

Coordinating Board for Higher Education

Agenda of Meeting

**9:00 AM
Thursday
April 7, 2011**

**Harry S. Truman State Office Building
Jefferson City, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Mary Beth Luna Wolf, Vice-Chair, St. Louis

Doris J. Carter, Secretary, Florissant

Jeanne Patterson, Kansas City

Betty Sims, St. Louis

Kathryn Swan, Cape Girardeau

Dalton Wright, Conway

TIME: 9:00 AM
Thursday
April 7, 2011

PLACE: Harry S. Truman State Office Building
301 West High Street
Rooms 490 and 492
Jefferson City, MO

Schedule of Events April 6-7, 2011

Wednesday, April 6, 2011

- 2:00 – 5:30 pm **CBHE Work Session / CBHE Executive Session (if necessary)**
Harry S. Truman Office Building
301 West High Street
Room 490-492
Jefferson City, MO 65109
- 6:00 – 8:00 pm **CBHE Dinner** (reservations under CBHE)
Madison's Café
216 Madison
Jefferson City, MO 65101
www.madisonscafe.com
573-634-2988

Thursday, April 7, 2011

- 9:00 am – 2:00 pm **CBHE / PAC Meeting / CBHE Executive Session (if necessary)**
Harry S. Truman Office Building
301 West High Street
Room 490-492
Jefferson City, MO 65109

Individuals needing special accommodations relating to a disability should contact Elizabeth Whaley, at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109 or at (573) 751-2361, at least three working days prior to the meeting.

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

Representatives by Statute

Public Four-Year Universities

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

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

Dr. Bruce Speck, President
Missouri Southern State University

Dr. Jim Cofer, President
Missouri State University

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

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President
Northwest Missouri State University

Dr. Ken Dobbins, President
Southeast Missouri State University

Dr. Troy Paino, President
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Mr. Steve Owens, Interim President
University of Missouri

Dr. Brady Deaton, Chancellor
University of Missouri-Columbia

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

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

Public Two-year Colleges

Dr. Alan Marble, President
Crowder College

Dr. Edward Jackson, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Dr. Mark James, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President
Mineral Area College

Dr. Evelyn Jorgenson, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, President (MCCA Chair)
Ozarks Technical Community College

Dr. John McGuire, President
St. Charles Community College

Dr. Zelema Harris, Chancellor
St. Louis Community College

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

Dr. Marsha Drennon, President
State Fair Community College

Dr. Devin Stephenson, President
Three Rivers Community College

Public Two-year Technical College

Dr. Donald Claycomb, President
Linn State Technical College

Independent Four-year Colleges and Universities

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

Dr. Marianne Inman, President (ICUM Chair)
Central Methodist University

Dr. Dennis Golden, President
Fontbonne University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Dr. James Evans, President
Lindenwood University

Independent Two-year Colleges

Dr. Judy Robinson Rogers, President
Cottey College

Two-year alternate:

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

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 am
Thursday, April 7, 2011

PLACE: Harry S. Truman State Office Building
Room 490/492
Jefferson City, MO

AGENDA

Tab Presentation by:

I. Introduction

- A. Call to Order
- B. Confirm Quorum

Lowell Kruse, Chair
Board Secretary

II. Consent Calendar

- A. Minutes of the February 10, 2011 CBHE Conference Call
- B. Distribution of Community College Funds

Lowell Kruse
A Paul Wagner

III. Report of the Commissioner

- A. Course Redesign
- B. Technology in the Classroom
- C. Brain Café

David Russell
Chris Weisbrook (UM)
Kelly Grassman (MS&T)
Paul Porneluzi (CMU)
Eric Fudge (SFCC)

IV. Committee Reports

- A. Audit Committee
- B. Budget and Financial Aid Committee
- C. Academic Affairs and Workforce Needs Committee
- D. External Affairs Committee

Doris Carter
Dalton Wright
Kathryn Swan
Mary Beth Luna Wolf

V. Presidential Advisory Committee

- A. 2011 Legislative Session
- B. Budget Update
- C. Governor's Strategic Initiatives
- D. Reliable Data: The Foundation of a Strategic Business Plan for Education

Marcia Pfeiffer
B Paul Wagner
C Paul Wagner
D Rusty Monhollon
MDHE Staff

VI. Action Items

- A. Reciprocal Agreement: Missouri/Kansas Reciprocal Agreement for Architecture, Dentistry and Optometry
- B. Academic Program Actions
- C. Three Rivers Community College Proposal

E Rusty Monhollon
F Rusty Monhollon
G Rusty Monhollon

VII. Informational Items

- A. Proprietary School Certification Actions and Reviews
- B. High School Graduates Performance Report
- C. Improving Teacher Quality Grant Update
- D. COTA Update
- E. Distance Education Policy Update
- F. Committee on Curriculum and Assessment (CAI/LAMP)

H Leroy Wade
I Rusty Monhollon
J Rusty Monhollon
K Rusty Monhollon
L Rusty Monhollon
M Rusty Monhollon

COORDINATING BOARD FOR HIGHER EDUCATION

| | |
|--------------------------------------------------------------|-------------------|
| Update) | |
| G. Doctorate in Nursing Practice Programs in Missouri | N Rusty Monhollon |
| H. International Education Update | O Rusty Monhollon |
| I. A.T. Still University Dental School | P Rusty Monhollon |
| J. Broadband Technology Opportunities Program Update | Q Rusty Monhollon |
| K. MDHE Annual Report FY 2010 | R Kathy Love |
| L. Community College Redistricting | S Joe Cornelison |
| M. Student Loan Program Update | T Leanne Cardwell |

VIII. Reference

| | |
|---------------------------------------------------------------------------|---|
| A. Statutorily Required Functions of the CBHE/MDHE | U |
| B. Coordinating Board for Higher Education Congressional Districts | V |

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**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
Conference Call
February 10, 2011**

The Coordinating Board for Higher Education (CBHE) met on Thursday, February 10, 2011, via conference call. Chairman Kruse called the meeting to order at 9:02. The presence of a quorum was established with the following roll-call:

| | Present | Absent |
|-------------------------|----------------|---------------|
| Doris Carter | X | |
| Lowell Kruse | X | |
| Jeanne Lillig-Patterson | | X |
| Mary Beth Luna Wolf | X | |
| Kathryn Swan | X | |

Consent Calendar

The Consent Calendar consisted of Minutes of the December 1, 2010, meeting; the December 2, 2010, meeting; the December 21, 2010, conference call; Proposed Revisions to the Bylaws and Committee Realignment and Distribution of Community College Funds.

Ms. Swan made a motion to approve the Consent Calendar in its entirety. Ms. Carter seconded the motion. Motion passed with the following votes: Ms. Carter – Yes; Mr. Kruse – Yes; Ms. Swan – Yes; Ms. Luna Wolf did not vote.

Presidential Advisory Committee

Dr. Chris Nicasastro and Dr. Sharon Hoge, from the Missouri Department of Elementary and Secondary Education gave an overview of Common Core Standards. They are currently on the third edition of the Show-Me Standards for Missouri.

Action Items

Academic Program Actions

Dr. Monhollon provided an overview of the academic program actions that have happened since the December meeting of the board. Some discussion took place about out-of-state institutions and the CBHE's current policy regulating them.

Ms. Swan made a motion to approve the Academic Program Actions. Ms. Carter seconded the motion. Motion passed unanimously.

Resolution to Approve Academic Program Review

Dr. Monhollon provided an overview of the Academic Program Review. Thereafter, it was **recommended that the Coordinating Board for Higher Education accept the Statewide Academic Program Review Performance Report.**

It was further recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education, in consultation with the presidents and chancellors, to take all appropriate and necessary actions to implement the recommendations contained in the Statewide Academic Program Review Performance Report.

Ms. Swan made a motion to approve the recommended action. Ms. Carter seconded the motion. Motion passed unanimously.

A+ Administrative Rule

Mr. Wade gave an overview of the proposed rule changes to the A+ program. It was recommended that the board **direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.**

Ms. Carter made a motion to approve the recommendation as presented. Ms. Swan seconded the motion. The motion passed unanimously.

Minority and Underrepresented Environmental Literacy Program Administrative Rule

Mr. Wade gave an overview of the proposed rule changes to the Minority and Underrepresented Environmental Literacy program. It was recommended that the board **direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.**

Ms. Carter made a motion to approve the recommendation as presented. Ms. Swan seconded the motion. The motion passed unanimously.

CBHE Policy on Open Records

Mr. Cornelison explained that the current board policy on open records and open meetings was out of date. It was recommended that the board **adopt the proposed policy to replace the current board policy regarding compliance with the Missouri Open Records Law.**

Ms. Swan made a motion to approve the recommended action. Ms. Carter seconded the motion. Motion passed unanimously.

CBHE Legislative Initiatives

Mr. Wagner gave the board an overview of legislative issues upon which the board may wish to take a position and/or direct staff to pursue during the current legislative session. It was recommended that the board **direct MDHE staff to pursue a legislative amendment to Section 173.005.2.**

It is also recommended that the Coordinating Board direct MDHE staff to take necessary action in support of the A+, nursing education, and AP incentive initiatives, and provide direction regarding pursuit of any other legislative initiatives for the 2011 legislative session.

Ms. Carter made a motion to approve the recommendation as presented. Ms. Swan seconded the motion. The motion passed unanimously.

Ms. Swan made a motion to adjourn the meeting. Ms. Luna Wolf seconded the motion. The motion passed unanimously.

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The process for making state aid payments to community colleges in FY 2011 will be monthly. All FY 2011 state aid appropriations are subject to a three percent governor's reserve.

For FY 2011, there is also a reserve beyond the standard three percent on the general revenue operating appropriations which will be funded through a supplemental appropriation from federal budget stabilization funds. This will not impact the institutions since 1/12 of the institutions' total funding will be allotted each month. More than 1/12 of federal budget stabilization funds are being allotted each month to offset the additional general revenue reserves. The additional reserve does not apply to maintenance and repair funding.

The total FY 2011 state aid appropriation for community colleges is \$140,661,608. The amount available to be distributed (appropriation less reserves) is \$136,441,763.

The payment schedule of state aid distributions for January through March, 2011 is summarized below.

| | |
|--------------------------------------------------|------------------|
| State Aid (excluding M&R) – GR portion | \$29,545,554 |
| State Aid – Lottery portion | 1,807,233 |
| State Aid – Federal Budget Stabilization portion | 1,598,901 |
| Maintenance and Repair | <u>2,089,302</u> |
| TOTAL | \$35,040,990 |

The total distribution of state higher education funds to community colleges (not including HB 22 funds) during the period July, 2010 through March, 2011 is \$101,957,461.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
April 7, 2011

AGENDA ITEM SUMMARY

AGENDA ITEM

2011 Legislative Session
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The 2011 legislative session is moving along and several higher education-related issues have made progress through the process. A report detailing the status of all higher education-related legislation filed as of March 25, 2011, is provided as an attachment. Please note that this information and the information provided in the attached report are current as of March 25, 2011. Updated information will be provided in the verbal report that accompanies this board item at the April 7, 2011, CBHE meeting.

Governor's Top Priorities

A+. Representative Mike Thomson has filed **HB 232**, which expands the A+ program to include some students who attend Missouri public high schools that are not designated as A+ high schools. To qualify, students must complete all other requirements for the A+ program and have an expected family contribution below \$8,000. The \$1 million that was included in the governor's budget recommendation for this expansion was removed and placed in the Bright Flight program by the House Budget Committee. This development stalled the progress of HB 232. The House Higher Education Committee has held a hearing on this bill but has not held a vote.

Nursing Education/AP Incentive Grant. Representative Wayne Wallingford has filed **HB 223**, which allows for grants to be made from the Board of Nursing Fund to institutions of higher education. Such grants would be awarded by the State Board of Nursing in cooperation with the MDHE to enhance and expand nursing education programs. Governor Nixon has recommended that \$1 million per year for three years to be used from this fund for this purpose. This bill was combined with Rep. Thomson's **HB 231**, which establishes an Advance Placement Incentive Grant. This non-renewable grant would be for \$500 to students who received an Access Missouri or A+ award and in addition score three (3) or better on at least two advance placement tests in math or science. Governor Nixon has recommended \$1 million (provided by MOHELA) in his FY 2012 budget request for this new program.

The **House Committee Substitute for HBs 223 and 231** was voted "do pass" by the House Higher Education Committee and is currently in the House Rules Committee awaiting placement on the calendar for floor debate.

The *AP Incentive Grant* was also added to **SB 130** (Sen. Scott Rupp) which creates the Early High School Graduation Scholarship Program for public high school students who graduate

Coordinating Board for Higher Education
April 7, 2011

early. This bill was briefly debated on the Senate floor where it met with some resistance from Senators unhappy with the general underfunding of education in Missouri. It is currently on the Senate's informal perfection calendar awaiting additional floor action.

Proprietary School Fees and Program Approval

The House Higher Education Committee has held a hearing on Rep. Thomson's **HB 212**, which contains the restructuring of proprietary school certification fees as well as strengthening the proprietary school certification program to enhance consumer protection and increase the rigor of the certification process. *Because of some opposition to the enhanced consumer protection provisions, it is anticipated that the committee will move forward with just the fee restructuring portion on March 29th.*

Higher Education Capital Funding

Representative Chris Kelly's **House Joint Resolution 9** seeks a constitutional amendment allowing the General Assembly to issue up to \$800 million in bonds to fund higher education and other public capital projects. The resolution provides that at least \$550 million of the bonds would be for higher education projects and that at least \$120 million of the bonds would be dedicated to community college projects. A hearing is scheduled on this bill in the House Higher Education Committee on March 29th.

Governing Board Composition

Several bills have been filed to address governing board composition in the wake of Missouri's loss of one Congressional seat following the 2010 census:

HB 174 (Rep. Thomson) and **SB 163** (Sen. David Pearce) – provides that the University of Missouri Board of Curators and the governing board of Missouri State University will each retain nine members with at least one but no more than two coming from each congressional district. Each of these bills also includes similar provisions applying to the Coordinating Board. On the Senate floor, an amendment to SB 163 was passed that removes the word “Coordinating” from the name of the Coordinating Board in several places in the statutes. Each of these bills has passed its originating chamber and has been assigned to committee in the opposite chamber.

OTHER

SB 200 (Sen. Jason Crowell) - prohibits a state educational institution from issuing revenue bonds or incurring debt for the payment of revenue bonds from any source, unless approved by the Missouri Higher Education Loan Authority. This bill was passed by the Senate Governmental Accountability and Fiscal Oversight Committee and is on the Senate perfection calendar awaiting floor debate.

SB 164 (Sen. Pearce) and **HB 352** (Rep. Wallingford) - establishes the Missouri Science, Technology, Engineering and Mathematics Initiative within the Department of Higher Education to support increased interest among K-12 students in science, technology, engineering, and math

and to increase the number of students who enter these fields at Missouri's public institutions of higher education. **SB 164** has been voted “do pass” by the Senate Education Committee but has not been reported to the floor. **HB 352** has been heard in the House Higher Education Committee but has not been voted on.

STATUTORY REFERENCE

Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

MDHE Legislative Update



Legislative Update

3-18-11

Summary of Legislation Impacting Higher Education

[HB 40](#) [Lampe](#) Changes the laws regarding the identification, assessment, and education of children with autism spectrum disorder.

Bill History: 02-10-11 H Referred to House Committee on House-Elementary and Secondary Education

[HB 137](#) [Thomson](#) Removes the expiration date of August 28, 2011, from the provision which allows certain state university boards to convey or transfer real property without authorization from the General Assembly.

Bill History: 03-16-11 S Reported to the Senate and first read

[HB 173](#) [Koenig](#) Prohibits limiting the investment of funds by the board of the Missouri Higher Education Savings Program to a specified grouping or list of investment vehicles.

Bill History: 02-24-11 H Voted do pass as substitute from committee on House-Financial Institutions

[HB 174](#) [Thomson](#) Changes the composition of the University of Missouri Board of Curators and the Missouri State University Board of Governors.

Bill History: 03-17-11 S Referred to Senate Committee on Senate-Education

[HB 212](#) [Thomson](#) Changes the laws regarding the annual certification fee that a proprietary school must pay and the approval of new or revised instructional programs.

Bill History: 02-15-11 H Public hearing completed

| | | |
|--------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HB 223 | Wallingford | Establishes the Caring for Missourians Program within the Department of Higher Education to award grants to eligible higher education institutions to address nursing shortages. |
| | | Bill History: 03-03-11 H Referred to House Committee on House-Rules |
| HB 231 | Thomson | Requires the Department of Higher Education to make available a nonrenewable advanced placement grant of \$500 to certain recipients of financial aid under the A+ Schools or Access Missouri programs. |
| | | Bill History: 03-01-11 H Voted do pass as substitute from committee on House-Higher Education |
| HB 232 | Thomson | Extends eligibility for the A+ Schools Program to Missouri public high school students who have an expected family contribution to college expenses at a level determined by the Department of Higher Education. |
| | | Bill History: 02-08-11 H Public hearing completed |
| HB 243 | Still | Changes the composition of the University of Missouri Board of Curators. |
| | | Bill History: 01-20-11 H Read second time |
| HB 244 | Still | Changes the composition of the University of Missouri Board of Curators. |
| | | Bill History: 01-20-11 H Read second time |
| HB 248 | McNeil | Authorizes an income tax deduction for 100% of tuition and fees paid for up to the last nine or 18 hours required to complete an associate or bachelor degree from a public two-year or four-year college. |
| | | Bill History: 02-17-11 H Public hearing completed |

HB 352 Wallingford Establishes the Missouri Science, Technology, Engineering and Mathematics Initiative within the Department of Higher Education.

Bill History: 03-01-11 H Public hearing completed

HB 494 Schupp Allows the Governor, with the advice and consent of the Senate, to appoint a student to the University of Missouri Board of Curators who will have full voting rights.

Bill History: 02-24-11 H Referred to House Committee on House-Higher Education

HB 614 Holsman Prohibits a higher education institution from charging a Missouri resident who is a full-time student a tuition rate that exceeds the amount charged when the student first enrolled for the next five years.

Bill History: 02-23-11 H Read second time

HB 682 McNeil Increases the maximum annual grant amount that the University of Missouri Board of Curators can award for a research project on Alzheimer's disease and related disorders.

Bill History: 03-03-11 H Referred to House Committee on House-Higher Education

HB 695 Frederick Allows the Division of School Improvement to ensure that each regional professional development center in the state provides professional development education assistance for fine arts.

Bill History: 03-10-11 H Referred to House Committee on House-Elementary and Secondary Education

HB 703 Colona Allows employees of any public body to form and join labor organizations to collectively bargain regarding salaries and other conditions of employment.

Bill History: 03-01-11 H Read second time

HB 753 Wallingford Authorizes the Board of Regents of Southeast Missouri State University to convey university property located in the City of Cape Girardeau to the Cape Area Habitat for Humanity.

Bill History: 03-16-11 H Referred to House Committee on House-Local Government

HB 755 Leach Specifies that any moneys generated by the Spinal Cord Injury Fund or granted by the University of Missouri Board of Curators for research programs not be used for abortion or human cloning research.

Bill History: 03-16-11 H Public hearing completed

HB 848 Fitzwater Changes the composition of the University of Missouri Board of Curators.

Bill History: 03-14-11 H Read second time

HJR 9 Kelly Proposes a constitutional amendment authorizing the General Assembly to issue bonds to fund higher education facility improvements, construction, landscaping, and land or building purchases.

Bill History: 02-24-11 H Referred to House Committee on House-Higher Education

SB 82 Pearce Removes an expiration date of August 28, 2011 on state universities being able to convey land without authorization from the General Assembly and requires that such conveyances be done at fair market value.

Bill History: 03-16-11 S Hearing conducted

SB 88 Schaaf Removes an expiration date of August 28, 2011 on state universities being able to convey land without authorization from the General Assembly and requires that such conveyances be done at fair market value.

Bill History: 03-16-11 S Hearing conducted

SB 114 Justus Provides that certain aliens will receive in-state tuition at college and universities that meet certain requirements.

Bill History: 01-20-11 S Referred to Senate Committee on Senate-Education

SB 130 Rupp Creates the Early High School Graduation Scholarship Program for public high school students who graduate from high school early.

Bill History: 03-17-11 S Set on the Senate Calendar

SB 163 Pearce Modifies the composition of higher education boards and changes the name of the Coordinating Board for Higher Education to the Board for Higher Education.

Bill History: 03-18-11 H Read second time

SB 164 Pearce Establishes the Missouri Science, Technology, Engineering, and Mathematics Initiative within the Department of Higher Education.

Bill History: 03-02-11 S Voted do pass as substitute from committee on Senate-Education

SB 200 Crowell Modifies the ability of state educational institutions to issue bonds and incur debt.

Bill History: 03-14-11 S Set on the Senate Calendar

SB 265 Rupp Creates the Advanced Placement Incentive Grant.

Bill History: 02-17-11 S Referred to Senate Committee on Senate-Education

SB 268

Stouffer

Increases the statutory award amount for Alzheimer's disease research projects funded by the University of Missouri Board of Curators.

Bill History: 03-16-11 S Voted do pass from committee on Senate-Education

SJR 1

Ridgeway

Replaces all taxes on income with a sales and use tax.

Bill History: 01-20-11 S Referred to Senate Committee on Senate-Ways and Means and Fiscal Oversight

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2012 Budget Update
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The intent of this item is to provide an update on legislative developments with the Fiscal Year 2011 supplemental budget and the Fiscal Year 2012 higher education budget, including the Missouri Department of Higher Education (MDHE), state scholarship programs administered by the MDHE, public institutional operating and capital budgets, and University of Missouri-related items.

FY11 Supplemental

The governor made two supplemental requests for FY11 that relate to higher education.

- An increase of \$3,528,000 for the A+ Schools Program to fund additional eligible students. This is intended to maintain full awards for all eligible students in the 2010-11 academic year. This increase is funded by the guaranty agency operating fund.
- An increase of \$1,489,649 in federal budget stabilization funds (FBSF) to institutional operating budgets. These federal funds represent higher education's share of the FY 2010 FBSF appropriations that were placed in reserve. There is no net increase to the institutions as this additional funding has been offset by additional general revenue being placed in reserve.

These recommendations have been included in all versions of House Bill 14, which is the main FY 2011 supplemental bill. This bill has passed the full House, and has been passed by the Senate Appropriations Committee. It is currently awaiting action on the Senate floor.

FY12 Recommendations

At the time of printing the budget bills have been passed by the House Budget Committee and are awaiting approval by the full House before moving to the Senate. If additional movement has taken place before the April 7th meeting, a verbal update will be presented.

MDHE Budget

The governor's recommendations and the House Committee's version of HB 3 for FY12 carry forward the withholdings instituted during FY11 that total \$176,245. All versions of HB 3 also include additional cuts to the expense and equipment budget of \$3,785. There are no additional FTE cuts recommended.

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Student Financial Assistance Programs

A+

The governor recommended an increase of \$8 million for the A+ Schools Program from the guaranty agency operating fund. This includes the \$3.5 million as recommended in the FY11 supplemental and then a new \$7 million to fund growth in the existing program for FY12. There were no changes to these increases in the House Budget Committee. In addition, the governor had recommended an additional \$1 million for expansion of the A+ program for which he intends to pursue a legislative change. **The House Committee moved this \$1 million to the Bright Flight program.** An update on the legislative change is provided under tab F.

Bright Flight

The governor recommended \$14,269,250 for the Bright Flight program. This is \$2.1 million below the FY11 core appropriation, but is \$2 million more than the amount that was actually available to spend in FY11 since there were withholdings of \$4.1 million in FY11. **The House Committee increased the Bright Flight appropriation by \$1 million by moving the funding recommended for the A+ expansion.**

Access Missouri

The governor has recommended \$34,827,307 for the Access Missouri program. This is \$48 million below the FY11 core appropriation, but will result in \$2 million more being available in FY12 compared to the amount that was actually available in FY11 since there were withholdings of \$50 million in FY11. MOHELA then contributed \$30 million to the program in FY11 and is expected to do the same in FY12.

The House Committee has changed this item by including the \$30 million from MOHELA in the bill, and then by adding an additional \$12 million from MOHELA while cutting the same amount from state general revenue in the program's core which was moved to a new appropriation for Preparing to Care.

Advance Placement Incentive Grant

The governor recommended \$1 million to establish a nonrenewable "Advanced Placement Incentive Grant" of five hundred dollars to any student who receives an Access Missouri or A+ award and in addition has received two grades of three or higher on advanced placement examinations in the fields of mathematics or science while attending a Missouri public high school. This funding is being provided by MOHELA. **This item has been removed by the House Committee.**

Other MDHE Student Financial Aid Programs

The governor recommended continued level funding for the following MDHE-administered programs, and the **House Committee has made no changes to these items:**

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- Public Service Survivor Grant Program, \$100,000;
- Veteran's Survivors Grant Program, \$281,250;
- Kids' Chance Scholarship Program, \$27,750;
- Minority Teaching Scholarship Program, \$169,000;
- Vietnam Veterans Survivors Scholarship Program, \$50,000;
- Minority and Underrepresented Environmental Literacy Program, \$82,964; and
- Marguerite Ross Barnett Scholarship Program, \$363,375.

College and University Operating Budgets

The governor has recommended a reduction of 7% for institutional operating appropriations. The total reduction across public universities is \$62.9 million. **The House Committee has made no change to this recommendation.**

The governor has also recommended \$1 million from the Board of Nursing Fund in order to continue some funding for the Caring for Missourians program. The governor's intention is to provide \$1 million a year for three years for this program. The establishment of this program will require legislation, which has been filed as HB 223 by Rep. Wallingford. This appropriation request appears in HB 7 under the State Board of Nursing. **The House Committee changed this recommendation by appropriating the \$1 million to the Missouri Community Health Foundation Scholarship Program.** This foundation would provide partial and/or full scholarships for students from urban and rural Missouri to attend medical, nursing, or dental school in Missouri in the primary medical, nursing or dental field.

Capital Improvements

No budget bills for FY12 include any recommendations for higher education capital improvements.

Other Items

House Committee has made two changes to the governor's recommendations for items listed as University of Missouri-related. These are:

- MOREnet – the governor recommended no FY12 funding after the FY11 core was \$6.8 million which was withheld in its entirety. **The House Committee has added \$50,000 for this item.**
- Missouri Kidney Program – the governor recommended continued funding of \$2,880,299. **The House Committee has reduced this by \$2 million, and has appropriated the money to the UMKC/MSU Collaborative Doctorate in Pharmacy program.**

The House Committee made no changes from the governor's recommendations to the following UM-related items:

- Missouri Telehealth Network – continuation funding of \$437,640
- University Hospitals and Clinics – core reduction of \$8,454,932, eliminating funding. The University will be working through the Department of Social Services to receive additional state and federal funding via Medicaid claims rather than receiving this direct appropriation.
- Missouri Rehabilitation Center – continued funding of \$10,337,870
- Missouri Institute of Mental Health – no FY12 funding recommended. FY11 core was \$500,000 of which 50% had been withheld.
- State Historical Society – continued funding of \$1,227,605
- Spinal Cord Injury Research – recommended increase of \$225,000 in spending authority, total FY12 recommendation of \$625,000

STATUTORY REFERENCE

Sections 173.005(2), 173.030(7) RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Review
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

At the governor's request, the Missouri Department of Higher Education has conducted, at the governor's request, a review of all academic programs offered by Missouri's four-year and two-year public institutions. The intent of the review was to identify and delete programs of low productivity, low priority, or that were duplicative in nature. The department submitted a final report with eight recommendations to the CBHE on February 10, 2011. The report was submitted to the governor on February 28. This agenda item provides an update on actions related to the special review since the February CBHE meeting.

Programs deleted and inactivated

The following table summarizes the status of academic programs identified by the institutions for deletion or inactivation.

| | Programs deleted or inactivated at December CBHE meeting | Programs deleted or inactivated at February CBHE meeting | Programs to be deleted or inactivated at April CBHE meeting | Number of programs deleted or inactivated (through April) | Percent of all identified programs deleted or inactivated (through April) |
|------------------------|----------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------|
| Two-year institutions | 10 | 29 | 6 | 45 | 72.6 |
| Four-year institutions | 1 | 5 | 20 | 26 | 32.5 |

Reviews outstanding

Two institutions had not submitted requested follow-up information in time to include in the report submitted to the CBHE in February. The MDHE has received the requested follow-up material from East Central College and Missouri State University-West Plains, and the reviews for both institutions are now complete. Revised summary reports for each institution are attached. (Attachments A and B)

St. Louis Community College is conducting an internal review of several programs identified for review by the MDHE as part of the statewide review of academic programs. Officials from St. Louis Community College expect the internal reviews to be completed in April, at which time the institution will submit its report to the MDHE.

Corrections

On page 21 of the Statewide Academic Program Review report, the summary report for Lincoln University incorrectly lists the Bachelor of Science degree in Accounting as a program identified by the institution for deletion.

Coordinating Board for Higher Education
April 7, 2011

STATUTORY REFERENCE

Section 173.005(7) CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state . . . Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state...

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Attachment A - East Central College

Attachment B - Missouri State University – West Plains

**East Central College
Statewide Review of Existing Academic Programs**

Summary Report
(revised 25 March 2011)

MDHE staff identified 16 programs as falling below the productivity threshold. One program was exempt from review because it was approved within the past five years and had not had sufficient time to demonstrate viability. The MDHE requested officials at East Central College to provide justifications for these programs:

| Programs identified for further review | | |
|-----------------------------------------------|-----------------------------------|-------------------------------------------------------------|
| Degree Level | Program Name | Average number of graduates for three previous years |
| Associates | Occupational Education | 0.7 |
| Associates | Para Educator | 0.3 |
| Associates | Apprenticeship Training | 0.3 |
| Associates | Radiologic Technology | 3.3 |
| Associates | Early Childhood Education | 0.3 |
| Associates | Criminal Justice | 0.7 |
| Associates, Certificate | Computer Information Systems | 2.3 |
| Associates, Certificate | Fire Technology | 3.7 |
| Associates, Certificate | Building Construction Technology | 2.7 |
| Associates, Certificate | Welding | 1.7 |
| Certificate | Medical Secretarial/Transcription | none |
| Certificate | Computer Integrated Manufacturing | none |
| Certificate | Floral Design | none |
| Certificate | Solution Developer | none |
| Associate | Nursing-LPN Bridge Program | none |
| TOTAL | 15 | |

These six programs were identified for deletion:

| Programs identified by institution for deletion | |
|--------------------------------------------------------|-----------------------------------|
| Degree Level | Program Name |
| Associates | Early Childhood Education |
| Associates | Criminal Justice |
| Certificate | Computer Integrated Manufacturing |
| Certificate | Floral Design |
| Certificate | Solution Developer |
| Associate | Nursing-LPN Bridge Program |

MDHE staff accepted the justifications provided by East Central College for the following programs (see chart below). However, MDHE staff recommends that the justifications for three of the programs listed below be accepted, but that the programs undergo a follow-up review in three years (see separate chart).

| Program Justifications Accepted by MDHE | | |
|------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------|
| Program Title | Degree | Brief Summary of Justifications |
| Occupational Education | Associates | <ul style="list-style-type: none"> • No unique courses • Unique need |
| Apprenticeship Training | Associates | <ul style="list-style-type: none"> • No unique courses • Unique need |
| Radiologic Technology | Associates | <ul style="list-style-type: none"> • No unique courses • Unique need |
| Computer Information Systems | Associates, Certificate | <ul style="list-style-type: none"> • Enrollment • Supports other programs |
| Building Construction Technology | Associates, Certificate | <ul style="list-style-type: none"> • No unique courses • Unique need |
| Welding | Associates, Certificate | <ul style="list-style-type: none"> • No unique courses • Unique need |

| Programs Recommended for Follow-up Review in Three Years | | |
|-----------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------|
| Program Title | Degree | |
| Para Educator | Associates | <ul style="list-style-type: none"> • Program will undergo significant changes |
| Fire Technology | Associates, Certificate | <ul style="list-style-type: none"> • Recruitment plan under development |
| Medical Secretarial/Transcription | Certificate | <ul style="list-style-type: none"> • Program will merge into new degree program |

**Missouri State University--West Plains
Statewide Review of Academic Programs**

Summary Report
(revised 25 March 2011)

MDHE staff identified 14 programs that fell below the productivity threshold. Four programs should not have been included in the list because they had been approved within the past five years and have not had sufficient time to demonstrate viability.

The MDHE asked officials at Missouri State University--West Plains to provide justifications for these programs:

| Programs identified for further review | | |
|-----------------------------------------------|-------------------------|--------------------------------------------------------------------|
| Degree level | Program name | Average annual number of graduates for three previous years |
| Associate | Business | 4.7 |
| Associate | Computer Technology | 1.0 |
| Associate | Enology | none |
| Associate | Fire Science Technology | 0.7 |
| Associate | General Technology | 0.7 |
| Associate | Law Enforcement | 1.7 |
| Associate | Viticulture | none |
| Certificate | Enology | none |
| Certificate | Technology Management | none |
| Certificate | Viticulture | 0.3 |
| Total | 10 | |

Of these, Missouri State University--West Plains identified one program for inactivation.

| Programs moved to inactive status (Institution must request reactivation and CBHE must approve. Will be deleted in five years if not reactivated) | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Degree level | Program name |
| Associate | Fire Science Technology |

MDHE staff accepted the justifications provided by Missouri State University--West Plains for the programs listed in the table below.

| Program justifications accepted by MDHE | | |
|-----------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------|
| Program title | Degree | Brief summary of justifications |
| Computer Technology | AAS | <ul style="list-style-type: none"> • Shared courses/faculty • Other: Development plan |
| Technology Management | C1 | <ul style="list-style-type: none"> • Other: Development plan |
| Business | AAS | <ul style="list-style-type: none"> • Shared courses/faculty • Collaboration |
| General Technology | AAS | <ul style="list-style-type: none"> • Shared courses/faculty • Collaboration |
| Law Enforcement | AAS | <ul style="list-style-type: none"> • Collaboration • Increased enrollment • Unique regional need |

MDHE staff recommends that the programs listed below be retained and undergo a follow-up review in three years.

| Programs recommended for follow-up review in three years | | |
|----------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------|
| Degree | Program title | Brief summary of justifications |
| Associate | Enology | <ul style="list-style-type: none"> • Increased enrollment • NSF funded collaboration |
| Certificate | Enology | <ul style="list-style-type: none"> • Increased enrollment • NSF funded collaboration |
| Associate | Viticulture | <ul style="list-style-type: none"> • Increased enrollment • NSF funded collaboration |
| Certificate | Viticulture | <ul style="list-style-type: none"> • Increased enrollment • NSF funded collaboration |

AGENDA ITEM SUMMARY

AGENDA ITEM

Kansas-Missouri Reciprocal Agreement
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

In order to expand student access to academic programming not available in the respective states of Missouri and Kansas, and to promote the efficient utilization of existing resources, the Missouri Coordinating Board for Higher Education (CBHE), the Kansas Board of Regents, and the Curators of the University of Missouri have entered into several consecutive reciprocal agreements. The intent of this board item is to provide an update to the board regarding the renewal of the agreement.

Background

Missouri and Kansas signed their first formal reciprocal agreement in 1989 involving architecture seats for Missouri students and dentistry seats for Kansas students at in-state tuition rates. The second agreement, signed in 1991, reduced the number of dentistry seats available and included several optometry seats. Additional agreements were signed in 1996, 2001 and 2006. The current agreement expires on June 30, 2011.

Under the current agreement, Missouri residents have 491 in-state tuition seats divided between the School of Architecture and Urban Design at the University of Kansas and the College of Architecture and Design at Kansas State University. Kansas residents have in-state tuition seats at the School of Dentistry at the University of Missouri–Kansas City (85 seats) and at the School of Optometry at the University of Missouri–St. Louis (12 seats).

New Agreement

The proposed new five-year reciprocal agreement, in effect from July 1, 2011 to June 30, 2016, contains the same provisions as the current agreement. The number of architecture seats available to Missouri residents remains the same (491). The Kansas Board of Regents will determine how the waivers will be divided between the University of Kansas and Kansas State University to ensure an equitable distribution of waivers between the two institutions. The Kansas Board of Regents has approved the agreement, and has sent signed copies to the University of Missouri System and the Coordinating Board for Higher Education for endorsement. The University of Missouri System and the Missouri Department of Higher Education both support the agreement as presented here.

Future considerations

Several issues arose during the discussions regarding the renewal of the Kansas-Missouri Reciprocal Agreement. These concerns are summarized below for the board's information:

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- The Kansas Board of Regents requested that the new reciprocal agreement include an increase in the number of seats available to Kansas residents in both dentistry and optometry. Given the current economic climate, representatives of the University of Missouri–Kansas City and the University of Missouri–St. Louis said they could not accede to the request but indicated their willingness to discuss increasing the number of seats available to Kansas students at a future date.
- Previously, UMKC and UMSL were “reimbursed” for the lost revenue resulting from this agreement through a special appropriation. That has not been the case for several years. Officials from both UMKC and UMSL, as well as the University of Missouri System office, support the agreement but have inquired why the two institutions are being asked to absorb the cost of a reciprocal program that provides a statewide benefit.

Conclusion

Missouri and Kansas have developed a long-term collaborative relationship that serves the needs of residents in both states. This new agreement will continue to provide Missouri and Kansas students access to high-quality programs at advantageous tuition rates.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE’s authority to receive expend federal funds for educational programs

Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education endorse the new five-year Missouri-Kansas Reciprocal Agreement and direct the commissioner of higher education to execute the agreement on its behalf.

ATTACHMENT

Kansas-Missouri Reciprocal Agreement

**MISSOURI - KANSAS AGREEMENT ON ARCHITECTURE,
DENTISTRY, AND OPTOMETRY**

AN AGREEMENT

By and Between The Kansas Board of Regents,
The Missouri Coordinating Board for Higher Education,
and The Curators of The University of Missouri
Regarding Reciprocal Tuition and the Exchange of Students

In order to expand student access to academic programming not available in the respective states of Missouri and Kansas and to promote the efficient utilization of existing resources, the Missouri Coordinating Board for Higher Education, the Kansas Board of Regents, and the Curators of the University of Missouri agree to establish a reciprocal tuition agreement for Missouri residents desiring to study in the professionally accredited architecture, architectural engineering, landscape architecture, or interior architecture programs in the School of Architecture and Urban Design at the University of Kansas or the College of Architecture and Design at Kansas State University, and for Kansas residents desiring to study accredited professional programs in dentistry at the University of Missouri-Kansas City School of Dentistry or optometry at the University of Missouri-St. Louis School of Optometry. The following provisions and procedures shall govern this agreement.

I. Admission Requirements

Missouri students desiring to study in the Kansas programs under this agreement shall apply directly to the Kansas programs for admission and must be granted unconditional admission to the appropriate professional school in accordance with customary institutional procedures. Kansas students desiring to study in the Missouri programs under this agreement shall apply to the Kansas Board of Regents to be designated as a potential applicant. Kansas students interested in optometry shall only be designated as a potential applicant if they agree to comply with the requirements of K.S.A. 74-3270 through 74-3273, including engaging in the practice of optometry in Kansas on a full-time basis following successful completion of the optometry program. After receiving the designation as potential applicants, Kansas students shall apply directly to the Missouri programs for admission and must be granted unconditional admission to the appropriate professional school in accordance with customary institutional procedures. Once admitted, students covered by this agreement shall be entitled to all customary rights and privileges accorded out-of-state students.

II. Limitations on Number of Reciprocal Tuition Waivers

The institutions participating in this reciprocal tuition agreement may admit as many Kansas or Missouri students to the programs under this agreement as may qualify for admission although they shall endeavor to structure admissions so a reasonably steady flow of new students can be maintained from one year to the next. However, the total number of out-of-state tuition waivers under this agreement for all students shall be 97 for Kansas residents, with 85 Kansas residents in the UMKC School of Dentistry and 12 Kansas residents in the University of Missouri-St.

Louis School of Optometry. For Missouri residents, a total of 491 out-of-state tuition waivers in the architecture programs at both Kansas institutions combined shall be available. The number of waivers for architecture students shall be divided between the University of Kansas and Kansas State University, as determined by the Kansas Board of Regents, to ensure an equitable distribution of total waivers between the two institutions.

Any present or future bilateral articulation agreements between a Missouri institution and the Kansas Board of Regents regarding architecture education and any subsequent award of out-of-state tuition waivers shall not be a part of this agreement and shall not reduce the limit of 491 tuition waivers for Missouri students studying architecture at these Kansas institutions as established by this agreement. Any present or future bilateral articulation agreements between a Missouri institution and the Kansas Board of Regents regarding dentistry or optometry education and any subsequent award of out-of-state tuition waivers shall not be a part of this agreement and shall not reduce the limit of 97 tuition waivers for Kansas students studying dentistry or optometry at these Missouri institutions as established by this agreement.

III. Purchase of Additional Waivers

On a space-available basis as determined by the admitting institution(s), either state may elect to purchase additional waivers beyond the limits stated in Section II by paying the difference between in-state and out-of-state fees. The number of waivers purchased shall be dependent upon appropriations for that purpose and the expanded limit established by the admitting institution. In order to exercise this option, the interested state shall inform its counterpart of its intent not later than July 15 of the prior academic year.

IV. General Student Eligibility Standards

To be eligible to receive a waiver of out-of-state tuition under this agreement and to qualify for an annual renewal of the waivers, a student must satisfy the following criteria:

- A. Demonstrate that he or she satisfies the residency requirements of his or her respective home state. In cases of dispute, the final decision on residency shall be made by the Missouri Coordinating Board for Higher Education for Missouri students and by the Kansas Board of Regents for Kansas students.
- B. Maintain full-time, continuous enrollment, not including summer sessions. Exceptions to this provision shall be limited to (1) a student who must interrupt his/her studies owing to a bona fide medical problem, as determined jointly by the student's physician and the institution, and (2) a student who receives an approved leave of absence from the academic program in which he or she is enrolled.
- C. Maintain satisfactory academic progress as defined by the admitting institution.
- D. Sign a FERPA release form to permit the administering institution to fulfill reporting requirements of Section X.

V. Status of Current Students

Subject to the availability of tuition waivers under the limits established by this agreement, all eligible students enrolled on April 1, 2011, in one of the schools specified in this agreement with an out-of-state tuition waiver shall continue to receive an out-of-state waiver during the duration of this agreement provided he or she continues to satisfy the eligibility criteria in Section IV. Continued eligibility for waivers in subsequent terms shall be governed by the remaining provisions of this agreement.

Former students with advanced standing who are presently on an approved leave of absence and who would otherwise have been eligible to receive a tuition waiver this past year shall also qualify for a waiver under the same provisions as other current continuing students.

VI. Priority Ranking for Classes of Students

In the event that more students are eligible for tuition waivers than permitted by the limits established in Section II plus any additional waivers purchased under Section III, the following priority ranking for classes of students shall be followed for the assignment of tuition waiver recipients, subject to the limits on eligibility as defined in the provisions of this agreement.

- A. First priority shall be given to all full-time, continuing students in good standing who have already begun their professional course work and who had, during the previous academic term, a tuition waiver or a waiver purchased by their home state with the exception that no students shall receive a waiver for more academic years of subsidized study than ordinarily required by a full-time student to complete a degree program in a field of study included in this agreement, as determined by the admitting institution.
- B. Second priority shall be given to all first-time entering students and any continuing students in good standing who did not have a waiver during the previous academic term.

VII. Rank Ordering to Eligible Students Within Classes

If only a portion of all continuing students who held a waiver the previous term can be awarded a waiver in the upcoming term, all second-year (sophomore) students shall be rank ordered in the manner described in this section, and all waivers that are available for students in this group shall be awarded on a competitive basis. Similarly, if only a portion of all first-time entering students and continuing students who did not receive a waiver the previous term can be awarded a waiver, all of these students shall be rank ordered in the manner described, and all waivers that are available for students in this group shall be awarded on a competitive basis.

Eligible students affected by the provisions of this section shall be rank ordered in terms of academic performance and unmet financial need as determined by the admitting institution. The

student at the top of the rank-ordered list shall receive the first available out-of-state tuition waiver, and all remaining waivers shall be awarded in descending order of priority ranking.

Eligible students who do not receive a waiver as a result of this process shall constitute a rank-ordered waiting list that shall be utilized as described in Section VIII.

VIII. Waiting Lists

In the event a student receiving a tuition waiver under this agreement terminates his or her studies during the fall term or otherwise becomes ineligible, the admitting institution shall, at the beginning of the subsequent spring term, assign the vacant waiver to the first eligible student on the waiting list established in Section VII. The waiting list at each institution shall be recalculated at the end of each term. Students entering at mid-year shall be added to the institution's waiting list for that year.

IX. Nondiscriminatory Selection Procedures

The admission of students and the assignment of waivers under this agreement shall be accomplished in accordance with all applicable state and federal nondiscrimination statutes.

X. Reporting Requirements

Within fifteen (15) working days following the official census date for each institution for both the fall and spring terms, each participating institution shall provide the Missouri Coordinating Board for Higher Education, the Kansas Board of Regents, and the Board of Curators of the University of Missouri a summary report on the students receiving a tuition waiver under this agreement. This report shall include the name, address, classification status, and major of each student receiving an out-of-state tuition waiver. This report shall also include the name and address, in rank order, of students on any waiting lists that may have been established.

XI. Implementation

This agreement shall become effective July 1, 2011, and shall remain in effect until June 30, 2016, with the proviso that in the event this agreement is not renewed or extended, students enrolled in a program who hold out-of-state tuition waivers under this agreement at the time it expires shall continue to receive this benefit until their graduation or until they would otherwise become ineligible under the terms of this agreement. Representatives of the Missouri Coordinating Board for Higher Education, the Kansas Board of Regents, and the Board of Curators of the University of Missouri, as designated by each organization, shall meet, as determined necessary and appropriate by the parties, to evaluate this agreement.

XII. General

- A. Any notices or other communications required or permitted to be given or delivered hereunder shall be in writing and shall be sufficiently given if delivered personally or sent by registered or certified mail, return receipt requested, postage prepaid, to the parties at their addresses first appearing above or at such other addresses as either party may from time to time designate to the other in writing, and such notice or other communication shall be deemed to be given as of the date it was personally delivered or deposited in the mail, as the case may be.
- B. None of the terms or conditions herein shall in any manner be altered, amended, waived, or abandoned except by written agreement of the parties, and no delay by a party in enforcing any of its rights hereunder shall be deemed a waiver of such rights.
- C. In the event that any condition, covenant, or other provision herein contained is held to be invalid or void by any court of competent jurisdiction, the same shall in no way affect any other condition, covenant, or other provision herein contained. If such condition, covenant, or other provision shall be deemed invalid due to its scope or breadth, such condition, covenant, or other provision shall be deemed valid to the extent of the scope or breadth permitted by law.
- D. This agreement sets forth the entire understanding of the parties and supersedes any and all prior agreements, arrangements, and understandings relating to the subject matter hereof. This agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors, legal representatives, and assigns. The article or section headings, if any, of this agreement are for convenience of reference only and do not form a part hereof and do not in any way modify, interpret, or construe the intentions of the parties. This agreement shall be executed in one or more counterparts, and all such counterparts shall constitute one and the same instrument. The person who executes this contract on behalf of a party to the contract expressly represents and warrants that he/she has the full and complete authority to do so.

IN WITNESS WHEREOF, the parties hereto have executed this agreement and/or authorized the same to be executed by their duly authorized representatives as of the date shown below the respective signatures, said agreement to become effective as of the later date.

THE KANSAS BOARD OF REGENTS

THE MISSOURI COORDINATING
BOARD FOR HIGHER EDUCATION

(Signature)

(Signature)

Gary Sherrer
(Printed Name)

(Printed Name)

Chair, Kansas Board of Regents
(Title)

(Title)

(Date)

(Date)

THE CURATORS OF THE
UNIVERSITY OF MISSOURI

(Signature)

(Printed Name)

(Title)

(Date)

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

This agenda item reports all proposals for program actions submitted to the Missouri Department of Higher Education (MDHE) for review since the February 10, 2010, meeting of the Coordinating Board for Higher Education (CBHE).

The following tables summarize requested program actions reviewed by MDHE staff for public and independent institutions since the February 10, 2011, board meeting, as of the printing of this board item.

PUBLIC INSTITUTIONS

| | Certificate | Associate | Baccalaureate | Graduate | Total |
|-------------------------------|-------------|-----------|---------------|----------|-------|
| Deleted | 3 | 3 | 21 | 1 | 28 |
| Inactivated | 0 | 0 | 0 | 0 | 0 |
| Other Program Changes* | 5 | 3 | 11 | 2 | 21 |
| New | 4 | 4 | 1 | 0 | 9 |
| Off-site | 3 | 1 | 0 | 0 | 4 |
| Programs Withdrawn | 0 | 0 | 0 | 0 | 0 |

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

INDEPENDENT INSTITUTIONS

| | Certificate | Associate | Baccalaureate | Graduate | Total |
|-------------------------------|-------------|-----------|---------------|----------|-------|
| Deleted | 0 | 0 | 0 | 0 | 0 |
| Inactivated | 0 | 0 | 0 | 0 | 0 |
| Other Program Changes* | 0 | 0 | 3 | 2 | 5 |

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| | | | | | |
|---------------------------|---|---|---|---|---|
| New | 0 | 0 | 2 | 1 | 3 |
| Off-site | 0 | 0 | 0 | 0 | 0 |
| Programs Withdrawn | 0 | 0 | 0 | 0 | 0 |

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

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(8), 173.005.11, 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.

ATTACHMENTS

Academic Program Actions

ACADEMIC PROGRAM ACTIONS

I. Programs Proposed for Deletion

Crowder College

1. Current Program:

C1, Electronics Technology

Approved Change:

Delete certificate

Program as Changed:

C1, Electronics Technology (deleted)

Missouri Western State University

1. Current Program:

BS, Graphic Design

Approved Change:

Delete program

Program as Changed:

BS, Graphic Design (deleted)

Northwest Missouri State University

1. Current Program:

BA, Humanities

Approved Change:

Delete program

Program as Changed:

BA, Humanities (deleted)

2. Current Program:

MS, Quality

Approved Change:

Delete program

Program as Changed:

MS, Quality (deleted)

Ozarks Technical Community College

1. Current Program:

AAS, Industrial Electronics Technology

Approved Change:

Delete program

Program as Changed:

AAS, Industrial Electronics Technology (deleted)

2. Current Program:

C1, Industrial Electronics Technology

Approved Change:

Delete certificate

Program as Changed:

C1, Industrial Electronics Technology (deleted)

State Fair Community College

1. Current Program:

AAS, Fire Science Technology

Approved Change:

Delete program

Program as Changed:

AAS, Fire Science Technology (deleted)

2. Current Program:

AAS, Occupational Education (collab. CMSU, SEMS)

Approved Change:

Delete program

Program as Changed:

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

3. Current Program:

C1, Industrial Management

Approved Change:

Delete certificate

Program as Changed:
CI, Industrial Management (deleted)

University of Central Missouri

1. Current Program:

BA, Earth Science

Approved Change:
Delete program

Program as Changed:
BA, Earth Science (deleted)

2. Current Program:

BA, French

Approved Change:
Delete program

Program as Changed:
BA, French (deleted)

3. Current Program:

BA, Geography

Approved Change:
Delete program

Program as Changed:
BA, Geography (deleted)

4. Current Program:

BA, Liberal Studies

Approved Change:
Delete program

Program as Changed:
BA, Liberal Studies (deleted)

5. Current Program

BA, Physics

Approved Change:

Delete program

Program as Changed:
BA, Physics (deleted)

6. Current Program

BA, Speech Communication

Approved Change:
Delete program

Program as Changed:
BA, Speech Communication (deleted)

7. Current Program:

BS, Agricultural Technology

Approved Change:
Delete program

Program as Changed:
BS, Agricultural Technology (deleted)

8. Current Program:

BS, General Recreation
General Recreation (major)

Approved Change:
Delete program

Program as Changed:
BS, General Recreation (deleted)
General Recreation (major) (deleted)

9. Current Program:

BS, Geography

Approved Change:
Delete program

Program as Changed:
BS, Geography (deleted)

10. Current Program:

BS, Geology

Approved Change:
Delete program

Program as Changed:
BS, Geology (deleted)

11. Current Program:
BS, Journalism

Approved Change:
Delete program

Program as Changed:
BS, Journalism (deleted)

12. Current Program:
BS, Liberal Studies

Approved Change:
Delete program

Program as Changed:
BS, Liberal Studies (deleted)

13. Current Program:
BS, Physics

Approved Change:
Delete program

Program as Changed:
BS, Physics (deleted)

14. Current Program:
BS, Spanish

Approved Change:
Delete program

Program as Changed:
BS, Spanish (deleted)

15. Current Program:
BS, Speech Communication

Approved Change:

Delete program

Program as Changed:

BS, Speech Communication (deleted)

16. Current Program:

BS, Tourism

Approved Change:

Delete program

Program as Changed:

BS, Tourism (deleted)

17. Current Program:

BSE, French

Approved Change:

Delete program

Program as Changed:

BSE, French (deleted)

18. Current Program:

BSE, Spanish

Approved Change:

Delete program

Program as Changed:

BSE, Spanish (deleted)

19. Current Program:

EDSP, Curriculum and Instruction

Approved Change:

Delete program

Program as Changed:

EDSP, Curriculum and Instruction (deleted)

University of Missouri-Kansas City

1. Current Program:

BS, Pharmaceutical Sciences

Approved Change:

Coordinating Board for Higher Education

April 7, 2011

Delete program

Program as Changed:

BS, Pharmaceutical Sciences (deleted)

2. Current Program:

MS, Pharmaceutical Science

Pharmaceutical Chemistry

Pharmaceutics

Pharmacology

Pharmacy Administration

Toxicology

Approved Change:

Delete Program

Program as Changed:

MS, Pharmaceutical Science (deleted)

Pharmaceutical Chemistry (deleted)

Pharmaceutics (deleted)

Pharmacology (deleted)

Pharmacy Administration (deleted)

Toxicology (deleted)

University of Missouri-St. Louis

1. Current Program:

BM, Music Education

Approved Change:

Delete program

Program as Changed:

BM, Music Education (deleted)

II. Proposed Programs and Options to be Placed on Inactive Status

University of Missouri-Kansas City

1. Current Program:

BA, American Studies

Approved Change:

Place program on inactive status

Program as Changed:

Coordinating Board for Higher Education

April 7, 2011

BA, American Studies (inactive)

2. Current Program:

BA, Art

Approved Change:

Place program on inactive status

Program as Changed:

BA, Art (inactive)

3. Current Program:

BS, Medical Technology

Approved Change:

Place program on inactive status

Program as Changed:

BS, Medical Technology (inactive)

4. Current Program:

MS, Chemical Engineering

Approved Change:

Place program on inactive status

Program as Changed:

MS, Chemical Engineering (inactive)

5. Current Program:

MS, Industrial Engineering

Approved Change:

Place program on inactive status

Program as Changed:

MS, Industrial Engineering (inactive)

6. Current Program:

MS, Nuclear Engineering

Approved Change:

Place program on inactive status

Program as Changed:

MS, Nuclear Engineering (inactive)

III. Proposed Changes in Academic Programs

Linn State Technical College

1. Current Program:

AAS, Automotive Technology
General
High Performance
Light Duty Diesel

Approved Change:
Add option in Electric/Hybrid Vehicle

Program as Changed:
AAS, Automotive Technology
Electric/Hybrid Vehicle
General
High Performance
Light Duty Diesel

2. Current Program:

AAS, Electric Power Generation Technology

Approved Change:
Addition of a Single-Semester Certificate in Electric Power Generation Technology developed from an approved existing parent degree

Programs as Changed:
AAS, Electric Power Generation Technology
C0, Electric Power Generation Technology

3. Current Program:

AAS, Management Information Systems Specialist

Approved Changes:
Change title to Business Systems Specialist
Add options in Automated Accounting Systems and General

Program as Changed:
AAS, Business Systems Specialist
Automated Accounting Systems
General

4. Current Program:

C1, Management Information Systems Specialist

Approved Change:
Change title to Business Systems Specialist

Program as Changed:
C1, Business Systems Specialist

Missouri University of Science and Technology

1. Current Program:

N/A

Approved Change:
Addition of a Single-Semester Graduate Certificate in Systems and Software Architecture

Program as Changed:
GRCT, Systems and Software Architecture

Missouri Western State University

1. Current Program:

BS, Biology
Biology
Botany
Conservation/Wildlife
Health Science
Zoology

Approved Change:
Delete option in Conservation/Wildlife

Program as Changed:
BS, Biology
Biology
Botany
Conservation/Wildlife (deleted)
Health Science
Zoology

University of Central Missouri

1. Current Program:

BS, Actuarial Science and Mathematics

Approved Change:
Change title to Actuarial Science and Statistics

Program as Changed:
BS, Actuarial Science and Statistics

2. Current Program:
BS, Automotive Technology Management

Approved Change:
Addition of a Single-Semester Certificate in Advanced Vehicle Systems developed from an approved parent degree

Programs as Changed:
BS, Automotive Technology Management
C0, Advanced Vehicle Systems

3. Current Program:
BS, Computer-Aided Drafting/Design Technology

Approved Change:
Change title to Design and Drafting Technology

Program as Changed:
BS, Design & Drafting Technology

4. Current Program:
BS, Corporate Communication

Approved Change:
Addition of a One-Year Certificate in Strategic Communication developed from an approved existing parent degree

Programs as Changed:
BS, Corporate Communication
C1, Strategic Communication for Leaders

5. Current Program:
BSE, Secondary Education
 Agricultural Education
 Biology
 Business Teacher Education
 Chemistry
 Earth Science
 Engineering & Technology Teacher Education
 English
 Family & Consumer Sciences
 Mathematics

Physics
Social Studies
Speech Communication & Theater

Approved Change:

Change title of option in Engineering & Technology Teacher Education to Career and Technology Teacher Education

Program as Changed:

BSE, Secondary Education
Agricultural Education
Biology
Business Teacher Education
Career and Technology Teacher Education
Chemistry
Earth Science
English
Family & Consumer Sciences
Mathematics
Physics
Social Studies
Speech Communication & Theater

University of Missouri-Columbia

1. Current Program:

BOS, Occupational Sciences

Approved Changes:

Change title to Occupational Therapy
Change degree nomenclature to BHS

Program as Changed:

BHS, Occupational Therapy

2. Current Program:

BS, Hotel and Restaurant Management

Approved Changes:

Change title to Hospitality Management
Add options in Conference and Event Planning Management, Food and Beverage Management, Lodging Management and Sport Venue Management

Program as Changed:

BS, Hospitality Management
Conference and Event Planning Management

Food and Beverage Management
Lodging Management
Sport Venue Management

3. Current Program:

BS, Parks, Recreation and Tourism
Leisure Service Management
Natural Resource Recreation Management
Sports Management
Tourism Development

Approved Change:

Change title of option in Sports Management to Sport Management

Program as Changed:

BS, Parks, Recreation and Tourism
Leisure Service Management
Natural Resource Recreation Management
Sport Management
Tourism Development

4. Current Program:

BS, Plant Sciences
Crop Management
Genetics and Biotechnology
Landscape Horticulture
Ornamental Plant Production and Operations Management
Plant Biology
Plant Breeding
Plant Protection
Precision Agriculture
Turfgrass Management

Approved Changes:

Delete options in Precision Agriculture, Plant Protection, Ornamental Plant Production and Operations Management, Landscape Horticulture, Plant Breeding, Genetics & Biotechnology, and Plant Biology

Add options in Horticultural Science and Design, and Breeding Biology & Technology

Change title of option in Turfgrass Management to Turfgrass Science

Program as Changed:

BS, Plant Sciences
Breeding, Biology and Biotechnology
Crop Management
Genetics and Biotechnology (deleted)
Horticulture Science and Design

Landscape Horticulture (deleted)
Ornamental Plant Production and Operations Management (deleted)
Plant Biology (deleted)
Plant Breeding (deleted)
Plant Protection (deleted)
Precision Agriculture (deleted)
Turfgrass Science

University of Missouri-Kansas City

1. Current Program:

BM, Performance

Accordion
Bassoon
Cello
Clarinet
Euphonium
Flute
General
Guitar
Horn
Jazz-Studio Music
Oboe
Organ
Percussion
Piano
Piano Pedagogy
Saxophone
String Bass
Trombone
Trumpet
Tuba
Viola
Violin
Voice

Approved Change:

Delete option in Accordion

Program as Changed:

BM, Performance

Accordion (deleted)
Bassoon
Cello
Clarinet
Euphonium

Flute
General
Guitar
Horn
Jazz-Studio Music
Oboe
Organ
Percussion
Piano
Piano Pedagogy
Saxophone
String Bass
Trombone
Trumpet
Tuba
Viola
Violin
Voice

University of Missouri-St. Louis

1. Current Program:

BM, Music

Elective Studies in Business
Performance

Approved Change:

Add option in Music Education

Program as Changed:

BM, Music

Elective Studies in Business
Music Education
Performance

2. Current Program:

MS, Biology

Animal Behavior
Biochemistry
Biotechnology
Conservation Biology
Development
Ecology
Evolution
Genetics
Molecular and Cellular Biology

Physiology
Plant Systematics
Population Biology
Tropical Biology

Approved Changes:

Delete options in Animal Behavior, Biochemistry, Biotechnology, Conservation Biology, Development, Genetics, Physiology, Population Biology, and Tropical Biology
Change title of option in Molecular and Cellular Biology to Cell and Molecular Biology
Change title of option in Plant Systematics to Systematics

Program as Changed:

MS, Biology

MS, Biology

Animal Behavior (deleted)
Biochemistry (deleted)
Biotechnology (deleted)
Cell and Molecular Biology
Conservation Biology (deleted)
Development (deleted)
Ecology
Evolution
Genetics (deleted)
Physiology (deleted)
Population Biology (deleted)
Systematics
Tropical Biology (deleted)

3. Current Program:

PhD, Biology

Biochemistry
Environmental Studies
Molecular Biology and Biotechnology
Plant Systematics

Approved Changes:

Delete options in Biochemistry and Environmental Studies
Change title of option in Molecular Biology and Biotechnology to Cell and Molecular Biology
Change title of option in Plant Systematics to Systematics
Add options in Ecology and Evolution

Program as Changed:

PhD, Biology

Cell and Molecular Biology
Ecology
Evolution

Systematics

**IV. Received and Reviewed Changes in Programs (Independent Colleges and Universities;
includes Discontinued Programs and Programs Placed on Inactive Status)**

Lindenwood University

1. Current Program:

BA, Arts Management
Art History
Dance
Music
Studio Art
Theatre

Received Change:

Delete options in Art History and Studio Art

Program as Changed:

BA, Arts Management
Art History (deleted)
Dance
Music
Studio Art (deleted)
Theatre

2. Current Program:

BA, Nonprofit Administration
Business Management
Christian Ministry Studies
Communications
Criminal Justice
Education
Fine Arts
Recreation Leadership
Social Services

Received Change:

Add option in Fire and Paramedic Science

Program as Changed:

Business Management
Christian Ministry Studies
Communications
Criminal Justice

Education
Fine Arts
Fire and Paramedic Science
Recreation Leadership
Social Services

3. Current Program:

BFA, Graphic Design
Graphic and Computer Art

Received Change:
Delete option in Graphic and Computer Art

Program as Changed:
BFA, Graphic Design
Graphic and Computer Art (deleted)

4. Current Program:

MA, Nonprofit Administration

Received Change:
Change title to Online Executive Master's in Nonprofit Administration

Program as Changed:
MA, Online Executive Master's in Nonprofit Administration

5. Current Program:

MS, Health Management

Received Change:
Change title to Healthcare Administration

Program as Changed:
MS, Healthcare Administration

V. Program Changes Requested and Not Recommended for Approval

- None

VI. New Programs Recommended for Approval

Crowder College

1. AAS, Health Information Technology (*for delivery at the main campus and off-site in Webb City, Cassville, and Nevada*)
2. C1, Medical Coding Specialist (*for delivery at the main campus and off-site in Webb City, Cassville, and Nevada*)

St. Charles Community College

1. AAS, Emergency Medical Science (1+1 with RespondRight EMS Academy)

St. Louis Community College

1. C1, Dental Assisting (*for delivery at the Forest Park campus*)

State Fair Community College

1. AAS, Health Care Specialist
2. C1, Health Care Specialist
3. C0, Health Care Specialist-Facility Track

Southeast Missouri State University

1. BS, Cybersecurity

Three Rivers Community College

1. C0, Green Diesel Technology (*for delivery in Dexter, Missouri*)
2. C1, Green Diesel Technology (*for delivery in Dexter, Missouri*)

VII. New Programs Received and Reviewed (Independent Colleges and Universities)

College of the Ozarks

1. BA, Culinary Arts
2. BS, Culinary Arts

Washington University

1. Ph.D., Rehabilitation and Participation Science

VIII. Programs Withdrawn from Consideration by Institution

- None

IX. New Programs Not Recommended for Approval

- None

X. New Programs Recommended for Approval (Out-of-State Institutions)

- None

AGENDA ITEM SUMMARY

AGENDA ITEM

Three Rivers Community College Proposal to establish a Residence Center in Dexter, Missouri
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

Three Rivers Community College (TRCC) has submitted a proposal to establish a residency center in Dexter, Missouri. The Coordinating Board's authority to approve this action is established in statute by Section 173.030(1), RSMo. The MDHE's recommendations for this proposal are based on 6 CSR 10.6020, which details the criteria and standards under which residence centers may be established. This board item summarizes the background and context for this proposal and recommends action related to the establishment of a residency center in Dexter.

Background

The Dexter Center is located in Stoddard County. This is an appropriate location due to the county's high rate of poverty rate of 11.6 percent, which is lower than only 10 other Missouri counties. Educational attainment in the county is also among the lowest in the state, with only 16.4 percent of the population holding a bachelor's degree, 21.5 percent with some college, and 4.5 percent with an associate degree.

To help meet the local need, TRCC has collaborated with the Dexter Chamber of Commerce, the Stoddard County Industrial Development Authority, and the Stoddard County Learning Center to open the center. The center will share its facility with the Dexter Chamber of Commerce. Start up costs for the center have been obtained through federal grants and private sponsors, including the WIRED grant. Future funding for the operation of the center is expected to be supported through revenue generated at the center through tuition payments.

During planning, TRCC also met with the school superintendents in Stoddard County, which resulted in a commitment by K-12 leadership to promote attendance by high school students at the center. TRCC has also received commitments from several workforce investment system agencies and organizations to serve as partners with the college. The partners have agreed to assist the center to ensure that education and training programs address the skills required for the targeted industries, that programs will lead to industry-recognized certificates or credentials if appropriate, and that the training strategies reflect the needs of both workers and employers.

Future Plans

Upon opening of the center, a general selection of transfer and initial courses for select career programs will be offered. Future plans include offering an associates of arts and select associate of applied science and certificate programs, including a proposal to offer a Green Diesel Technology program (included in the agenda for this CBHE meeting). There will be no change in program structure, instructional methods, and support services from similar programs offered at TRCC's home campus. In addition to instructional services, the center will also provide all services necessary for a student to apply for admission, submit an application for financial aid, and enroll in classes. The Dexter Center will provide academic advising, a bookstore, and computer lab facilities for students at this location. TRCC anticipates that the Dexter Center faculty will maintain the college's current full-time ratio of 60 percent full-time instructors and 40 percent part-time.

The center will be managed by a center coordinator and evaluated annually. The review will be based on enrollment, retention, and graduation rates, as well as an evaluation of revenues versus expenses.

Rationale

The mission of TRCC is to provide quality, accessible, and affordable learning opportunities and services for academic scholarship and professional success. TRCC historically has provided access to educational opportunities at various sites throughout its fifteen-county voluntary service area in response to the changing educational needs of its constituencies. The opening of the Dexter Center is an opportunity for TRCC to further its mission and expand its services to meet the needs of the area. The center will also allow residents to utilize A+ funds to pay for their education while providing high value and high quality educational opportunities to both traditional and nontraditional students without students having to transition to the main campus.

Stoddard County, where Dexter is located, is adjacent to the taxing district for TRCC and is the second largest sending county for the institution with enrollment trends over the past three years showing increases in enrollment. No other post-secondary institution has a presence in Dexter, thus there is not any duplication of services in the area. CBHE approval for the expansion of educational opportunities to the Dexter Center will assist Missouri in increasing the college attendance rates of both traditional and non-traditional students and increasing the number of Missouri citizens with a postsecondary credential.

Other considerations

Given that the request for CBHE approval of the TRCC proposal to establishment the Dexter Center is after the fact, as the center began offering courses in January, some background regarding the circumstances is warranted.

The relevant regulations for establishing a residence center, 6 CSR 10.6020, leaves it to the discretion of the commissioner of higher education to decide the process for review and approval of a new residence center.

Officials from TRCC had informal discussions with MDHE in the spring, 2010, about a workforce development center in Dexter and a health sciences center in Poplar Bluff. TRCC officials were given to believe that the CBHE did not have to approve either center. Subsequent conversations between TRCC and MDHE representatives in the fall, 2010, raised doubts about that interpretation. In October 2010, officials from TRCC submitted a written summary of the proposed centers to the MDHE for further review. MDHE staff concluded that no action by the CBHE was necessary for the Poplar Bluff center, as it is in TRCC's taxing district. The MDHE staff concluded that CBHE approval was needed for the Dexter site as it was outside TRCC's taxing district. Due to administrative oversight, the decision was not immediately communicated to TRCC; consequently, the MDHE did not receive an official written proposal until December.

TRCC had commitments to its partners to open the center in January. It fulfilled those commitments and opened the center with the MDHE's knowledge but without CBHE approval. The commissioner reviewed the circumstances and concluded that TRCC officials acted in good faith based on what they believed to be the proper protocol, and should not be penalized.

To preclude a recurrence of this situation in the future, the department will develop, in accordance with its statutory authority, clear and appropriate guidelines for reviewing and approving proposals for the establishment of new residence centers. These guidelines will be based on the principles of openness, transparency, and accountability, and will include an appropriate avenue for public review and comment. Institutions that contemplate opening new residence centers in the future should take into account the time necessary for the MDHE to conduct an open and thorough assessment of the proposed center.

STATUTORY REFERENCE

Sections 173.030(1)
6 CSR 10.6020

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the proposal submitted on behalf of Three Rivers Community College to add a new residence center in Dexter, Missouri.

Based on the state's investment in the development and delivery of community college education within the parameters of limited state resources, the board further outlines the following expectations upon which this approval rests:

That the TRCC Board of Trustees and the citizens of the TRCC taxing district agree to assume responsibility for any additional costs associated with creating and maintaining the new site;

That TRCC will continue to work closely with public and independent colleges and universities as well as local school districts and workforce investment agencies and organizations in determining additional programmatic needs for local residents to ensure efficient and effective use of resources.

ATTACHMENT(S)

Three Rivers Community College Proposal to Establish a Residence Center in Dexter, Missouri

Three Rivers Community College – Dexter Center

OFF-SITE CENTER PROPOSAL

Delivery Site:

Dexter Center
515A W. Market Street
Dexter, Mo. 63841

Mode of Program Delivery: Traditional and Interactive Television (ITV) course instruction

Cooperative Partners:

Dexter Chamber of Commerce
City of Dexter
Stoddard County Industrial Development Authority
Stoddard County Learning Center

AUTHORIZATION

Dr. Devin Stephenson, President

Person to Contact for More Information:

Dr. Wesley A. Payne, Vice President for Learning
(573) 840-9689 / wpayne@trcc.edu

OVERVIEW

Through a partnership with the Dexter Chamber of Commerce, the Stoddard County Industrial Development Authority and the Stoddard County Learning Center, and with the very strong and active support of Senator Rob Mayer, Three Rivers Community College will open a college center in space renovated by the Chamber of Commerce and initially provided by the Stoddard County Industrial Development Authority. The center will be located in the city of Dexter, Missouri and will be co-located with the Dexter Chamber of Commerce.

The space will provide classrooms, computer labs, and ITV rooms which will be utilized for the offering of general education courses and parts of AAS and certificate programs initially as well as provide space for customized and workforce development training.

Initially less than fifty (50) percent of any program will be offered at the site. Future plans include the offering of the full Associate of Arts and select AAS and Certificate programs. It is anticipated that the offering of full programs will commence no sooner than the fall of 2011 and the appropriate program approval proposals will be submitted prior to the initiation of offering more than 50 percent of any program.

Start up costs for the center have been acquired through federal grant funding and private sponsors and as a result no college budgetary dollars will be spent in the initial phase. Funding for the continued operation of the center will consist of personnel costs and utilities which will be supported through revenue generated at the center. Enrollment is projected to be around 200 participants during the spring semester with credit hour production being between 1200 and 2000 credit hours. The center will also increase access to area high school students to pursue higher education opportunities through dual enrollment and dual credit. A focus group meeting was held during the planning phases of the project with Stoddard County Superintendents resulting in a commitment by k-12 leadership to promote and support attendance by high school students at the center. The center also supports the higher education agenda of Governor Nixon and is one way in which the college is actively moving forward in achieving the state level goals in Missouri. Letters in support of the successful WIRED grant application are included as an appendix to this proposal as evidence of the community support for the center.

While Stoddard County is not within the taxing district of the Three Rivers Community College the county is adjacent to the taxing district and is the second largest sending county in the 15 county voluntary service area of the college. No other post-secondary institution has a presence in Dexter and therefore the center raises no question of duplication of services and the creation of the center has spurred a dialogue in the county commission about becoming a part of the Three Rivers taxing district.

ASSESSMENT OF NEED

The mission of Three Rivers Community College is to provide quality, accessible and affordable learning opportunities and services for academic scholarship and professional success. In the fulfillment of the mission, Three Rivers has historically provided access to educational opportunities at various sites throughout the fifteen county voluntary service area in response to the changing educational needs of its constituencies.

While the current unemployment rate of Stoddard County (8.60%ⁱ) is lower than the Missouri state unemployment rate of 9.4 percentⁱⁱ and the national unemployment rate of 9.8 percentⁱⁱⁱ when compared to the 4.6 percent natural unemployment rate^{iv} of the United States a clear indication exists of the economic fragility of the area and shows significant disadvantage. Additionally, the recent announcement that a local major employer will lay off approximately 500 employees in the coming months exacerbates the need for educational opportunities in the area.

The poverty rate of the area also demonstrates the economic difficulties faced by their citizens. Stoddard County, as shown in the table below, has one of the highest poverty rates found in the state^v.

| Stoddard County Poverty Rate | | |
|------------------------------|--------|------------|
| County | % | Rank |
| Stoddard | 11.60% | 105 of 115 |

Educational attainment of higher education in Stoddard County is also among the lowest in the state as shown by the table below^{vi}.

| Stoddard County Educational Attainment | | | | |
|----------------------------------------|------|--------------------------|----------------|-------------|
| County | Rank | Percent w/college degree | % some college | % Associate |
| Stoddard | 90 | 16.41% | 21.50% | 4.50% |

When compared to the state rates of 33.4 percent attainment of some college degree, 25.1 percent attainment of some college, and 6.6 percent attainment of the associate degree it is apparent how far Stoddard County has lagged behind other areas of the state and how desperately additional educational opportunity is needed^{vii}.

By opening the Dexter Workforce Development Center, Three Rivers Community College will be meeting an obvious need within our service region and more fully fulfilling the mission of the college.

A. Student Demand

Three Rivers Community College strives to meet the needs of the citizens of its designated service area and to respond to identified programmatic expansion as resources allow.

The primary factors in determining the expansion of services at existing teaching locations and centers is through the tracking of enrollment and the use of advisory councils.

When overall enrollment is examined, enrollment by students who reside in Stoddard County is second only to Butler County. Currently more than ten percent of all enrollment comes from Stoddard county.

| Fall 2010 - Top Five Counties | |
|--------------------------------------|-------------------|
| County | Enrollment |
| Butler | 1240 |
| Stoddard | 428 |
| Ripley | 322 |
| Dunklin | 316 |
| Scott | 305 |

Additionally, the enrollment trend for students residing in Stoddard County, in both headcount and credit hour production has shown a steady increase.

| Stoddard County Enrollment | | |
|-----------------------------------|------------------|---------------------|
| Term | Headcount | Credit Hours |
| 08/SP | 313 | 3,269 |
| 08/FA | 344 | 3,710 |
| 09/SP | 354 | 3,813 |
| 09/FA | 389 | 4,360 |
| 10/SP | 380 | 3,986 |
| 10/FA | 428 | 4,787 |

STUDENT ENROLLMENT PROJECTIONS

| Unduplicated Headcount | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Year | 1 | 2 | 3 | 4 | 5 |
| Full Time | 50 | 100 | 150 | 175 | 200 |
| Part Time | 100 | 300 | 350 | 400 | 450 |
| Total | 150 | 400 | 500 | 575 | 650 |

| Full Time Equivalent Enrollment | | | | | |
|---------------------------------|-----|------|------|-------|------|
| Credit Hours | 900 | 2400 | 3000 | 3450 | 3900 |
| FTE | 75 | 200 | 250 | 287.5 | 325 |

B. Market Demand

The Associate of Arts degree is the primary transfer degree offered by the institution and is designed to provide the educational foundation required for numerous occupations. Data from the Missouri Economic Research and Information Center (MERIC)^{viii} shows that three of the occupations with the highest growth potential in southeast Missouri are Network Systems and Data Communication Analysts, Farm, Ranch, and Other Agricultural Managers, and Computer Software Engineers, Applications, as shown below:

| Top 10 Occupations by Projected Growth | | | | | | |
|-----------------------------------------------------------|----------------|----------------|---------|---------|-------------------------|-------------------------|
| Occupation | Employment | | Change | | Annual Average Openings | Outlook |
| | Estimated 2006 | Projected 2016 | Numeric | Percent | | |
| 151081 - Network Systems and Data Communications Analysts | 150 | 203 | 53 | 35.30% | 8 | 53 - Well Above Avg. A- |
| 119011 - Farm, Ranch, and Other Agricultural Managers | 317 | 375 | 58 | 18.30% | 8 | 53 - Well Above Avg. A- |
| 151031 - Computer Software Engineers, Applications | 214 | 250 | 36 | 16.80% | 7 | 53 - Well Above Avg. A- |

MERIC also indicates that all of the above occupations require at least a baccalaureate degree. The MERIC publication "Education and Training Needs for Missouri's Workforce – 2018" indicates significant growth in those occupations requiring an associate degree or higher as well

as data showing that the average wage of those individuals earning an associate's degree is approximately \$ 25,000.00 per year higher than those with lesser levels of education.^{ix}

The proposed center will also provide a mechanism to fill the "soft skills" gap identified in the 2008 Missouri Skills GAP report^x. Soft skills refer to personality traits, ability with language, and personal habits. The report indicates that these soft skills gaps exist in all occupational categories covered and most commonly are seen in the areas of time management, reading comprehension, basic math, and basic English skills. The increase in educational opportunity from the opening of the Dexter Center has the potential to address these specific areas through the mastery of the intended learning outcomes previously outlined in this proposal.

An additional driver to market demand for the proposed degree is the ability of graduates to fully and easily utilize A+ funds to pay for their education. The current absence of a local center creates both a burden and a barrier to area residents who are A+ eligible.

C. Societal Need

The expansion of educational opportunities as proposed will assist the state of Missouri in achieving its vision, as outlined in the *Imperatives for Change: A Coordinated Plan for the Missouri Department of Higher Education* and specifically meeting the objectives of increasing the college attendance rates of both traditional and non-traditional students as well as increasing the percentage of Missouri residents who attain a postsecondary credential.

The Dexter Center will provide high value/high quality educational opportunities to both traditional and nontraditional students currently unavailable without the learner spending valuable time and dollars transiting to the main campus. Further, this reduction to the cost of education will create an increase in the disposable income of the citizens served by the center and will potentially provide a positive injection of purchases into the local economy, thereby aiding all citizens.

This increase in accessibility is fully aligned with the goals of Three Rivers, the state of Missouri, and the nation. The creation of the center is a natural progression from the current state of providing courses at area high schools in the county and when combined with the increased economic benefits to local communities it is both appropriate and essential to increase the current college presence.

D. Methodology

Information was obtained from a variety of sources. Specific sources include, but are not limited to the following:

- Internet research on labor statistics
 - Bureau for Labor Statistics
 - Department of Economic Development
- Consensus of Three Rivers Community College Advisory Committee
- Literature review of trade journals
- Site visits with local educational agencies and businesses

DUPLICATION AND COLLABORATION

As the designated community college service provider for 15 southeast Missouri counties including Stoddard, Three Rivers is the only institution providing community post secondary educational opportunities in the county. Currently residents of Stoddard County must travel outside the county to make significant progress towards a degree.

PROGRAMS, COURSES, and SERVICES

The space will provide classrooms, computer labs, and ITV rooms which will be utilized for the offering of general education courses and parts of AAS and certificate programs initially as well as provide space for customized and workforce development training.

Initially less than fifty (50) percent of any program will be offered at the site. Future plans include the offering of the full Associate of Arts and select AAS and Certificate programs. It is anticipated that the offering of full programs will commence no sooner than the fall of 2011 and the appropriate program approval proposals will be submitted prior to the initiation of offering more than 50 percent of any program.

Currently, a program proposal for a Green Diesel Technology program and to add a medical coding option to the existing degree in Information Services Technology is awaiting CBHE approval. During the Spring 2011 semester, further proposals seeking authorization to offer programs at the Dexter Center will be sent.

Upon opening, a general selection of transfer and initial courses for select career programs will be offered as shown in the table below:

| Course No. | Course Title |
|------------|----------------------------------------|
| ARTS 123 | History and Appreciation of Art |
| BLAW 221 | Legal and Ethical Environ. Of Business |
| ENGL 03 | Fundamentals of English |
| ENGL 03 | Fundamentals of English |
| ENGL 04 | Introduction to Composition |
| ENGL 04 | Introduction to Composition |
| ENGL 06 | Fundamentals of Academic Reading |
| ENGL 111 | College Writing |
| ENGL 111 | College Writing |
| ENGL 112 | Advanced College Writing |
| ENGL 210 | Introduction to Literature |
| GOVT 121 | National and State Government |
| GOVT 121 | National and State Government |
| GRDT 115 | Green Diesel Technician I |
| HIST 112 | American History Since 1877 |
| HIST 112 | American History Since 1877 |
| HIST 122 | World Civ Since Renaissance |
| IST 100 | Computer Literacy |
| IST 225 | Medical Billing and Coding I |
| MATH 05 | Fundamentals of Math |

| | |
|----------|------------------------------|
| MATH 06 | Beginning Algebra |
| MATH 131 | Math for Elementary Teachers |
| MATH 153 | Intermediate Algebra |
| MATH 163 | College Algebra |
| PSYC 111 | General Psychology |
| SCOM 110 | Public Speaking |

All courses and programs outlined above and all programs proposed in the future are and will be in line with the mission of the college which states:

Three Rivers provides quality, accessible and affordable learning opportunities and services for academic scholarship and professional success.

Commitments that inform the mission:

- Open access to educational programs to prepare students for transfer to a four-year baccalaureate institution, as well as programs of career and technical education to prepare students for entry or advancement in the global workforce.
- Comprehensive academic services, learning resources, basic skills development and educational opportunities for students of diverse cultural, socioeconomic and academic backgrounds.
- Support services and student activities to enhance individual growth and academic potential.
- Collaborative partnerships to develop specialized programs that meet the changing needs of business and industry, government, secondary schools and other colleges and universities.
- Lifelong learning opportunities for individuals, who wish to improve job performance, develop new skills or pursue personal interests.
- Community services that support and encourage the economic, civic and cultural vitality of the region.

No changes in program structure, instructional methods, and support services from similar courses/programs on the home campus will be necessary to accommodate the clientele at this location.

In addition to the instructional services provided above the center will provide all services necessary for student to apply for admission to the college submit an application for financial aid and enroll in classes. Other services provided to students include academic advising, bookstore, and computer lab facilities. Access to library holdings will be provided through electronic access and through inter-campus shipments. Students enrolled in the center are eligible to participate in the same inter-library loan services, MOBIUS and OCLC, used on the main campus.

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

A. Student Preparation

The admission policy at Three Rivers Community College is based on an applicant's ability to benefit from college services, and specific program entrance requirements. Admission requirements for the center will be exactly the same as those required of students at the main campus. The addition of the center will serve both traditional and non-traditional college students primarily residing in Stoddard County.

Three Rivers offers a full array of compensatory education courses to serve students who demonstrate an ability to benefit from college services but are under prepared to enter college level courses. These courses are designed to meet the needs of these learners, to increase student success, and are currently available at the institution.

B. Faculty Characteristics

Faculty employed to teach are required to possess academic credentialing appropriate to the level of instruction taught. Faculty members teaching courses in the Associate of Arts degree are typically required to possess an earned degree from a regionally accredited institution at the masters level or higher in the field of instruction or a master's degree from a regionally accredited institution and 18 hours of graduate course work in the field of instruction. Faculty credentialing requirements are identical for both fulltime and part time faculty.

Normal faculty requirements that exist for those teaching in other education programs will be required. When adjunct faculty is used, individuals must meet the same academic and professional requirements for teaching a given course as would be required to teach the same course on campus.

The normal load for full-time faculty is 15 semester credit hours and all full-time faculty are required to maintain a minimum of 10 hours of office time per week. In order to increase the accessibility of faculty students may meet during office hours, by appointment, on the main campus or at off campus locations. Additionally, faculty are available virtually through a variety of technological solutions. Students also have access to college email, further expanding the potential for contact with faculty.

To support the professional and personal growth of instructional faculty opportunities are made available to full and part time faculty through workshops, instructional modules that are virtual and face to face and a college wide convocation schedule once each semester. Adjunct faculties are invited to participate in all training and development activities. Additionally, opportunities exist to attend local, state, regional and national conferences. When new faculty are hired, each is provided an orientation prior to their first semester, paired with a faculty

mentor and allowed to concentrate on their instructional duties by reducing their service obligations during the first year of employment. In addition, faculty will be encouraged to become members of the Missouri Community College Association.

It is anticipated that the current ratio of full time to part time instruction will be maintained. Currently, full time faculty account for approximately 60% of instruction with part-time faculty providing 40%.

Members of the faculty will be expected to utilize various distance-learning methodologies such as Internet-based and interactive television (ITV) delivery methods.

C. Accreditation

Three Rivers Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

CENTER EVALUATION, OPERATIONS, and MANAGERIAL RESPONSIBILITIES

The center will be managed by a center coordinator who is a direct to the Vice President for Learning. An assistant coordinator will provide services under the direction of the coordinator and part-time staffing will be utilized to ensure proper coverage of center operations.

All members of the center staff will be cross trained to provide both academic and support services to ensure that the needs of students are met. Individuals with expertise in each functional area of college operations have been designated as liaisons on the main campus to provide support when needed.

Evaluation of the success of the center will occur annually and will be based on enrollment, retention, graduation rates (when applicable) as well as an evaluation of revenues verses expenses. The center will be included as a planning unit within the operational and strategic planning framework of the college where plans are developed and assessed annually. The evaluation and assessment of the center is a collaborative process and is supervised by the Vice President for Learning.

ⁱ http://www.labor.mo.gov/DES/tool/ui_ben_stats.asp October 2010

ⁱⁱ <http://www.labor.mo.gov/data/> November 2010

ⁱⁱⁱ http://www.bls.gov/news.release/archives/empst_12032010.pdf November 2010

^{iv} <https://www.cia.gov/library/publications/the-world-factbook/print/us.html>

^v <http://www.ers.usda.gov/Data/povertyrates/PovListpct.asp?st=MO&view=Percent&longname=Missouri>

^{vi} http://www.luminafoundation.org/research/state_data/missouri.html

^{vii} http://www.luminafoundation.org/research/state_data/missouri.html

^{viii} <http://www.missourieconomy.org/regional/profile/?ac=2915000007#Section6>

^{ix} Education and Training Need for Missouri's Workforce – 2018

http://www.missourieconomy.org/pdfs/ed_train_brief_lt_2018.pdf

^x Missouri Skills GAP 2008; http://www.missourieconomy.org/pdfs/skills_gaps_final.pdf

APPENDIX

Letters of Support



Three Rivers Community College

2080 Three Rivers Blvd • Poplar Bluff, Missouri 63901

March 8, 2010

Dr. Devin Stephenson, President
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Re: Three Rivers Workforce Development and Jobs Skills Training Center

The **industries and other companies representing employers and labor organizations** representing employees listed in this letter have agreed to serve in partnership with Three Rivers Community College in the establishment of the Three Rivers Workforce Development and Jobs Skills Training Center as part of the Southeast Missouri WIRED Initiative.

The purpose of the Training Center is to design and deliver training for area manufacturers, energy, agriculture and construction. The training participants will be area residents who are unemployed and/or otherwise qualify for training and job placement support. Industry and labor organization partners will assist the Training Center to ensure that education and training programs address the skills required for the targeted industries, lead to industry-recognized certificates or credentials if appropriate, and ensure that the training strategies reflect the needs of both workers and employers.

The role of industry partners and labor organization partners is to assist the College in defining program strategy and goals; identify needed skills and competencies; assist with the design of training approaches and curricula; contribute leveraged resources as available, and assist with recruitment and job placement for individuals who complete training.

Three Rivers Community College will serve as the primary training provider, manage the project and provide leadership to ensure that the right strategic partners are actively involved; collect and analyze information about local workforce needs and critical capacity constraints; work collaboratively with partners to explore, frame, and implement solutions; and assess how products and outcomes can be effectively deployed and replicated.

Signatures

Agency

Representative

Three Rivers Community College

Ameren UE

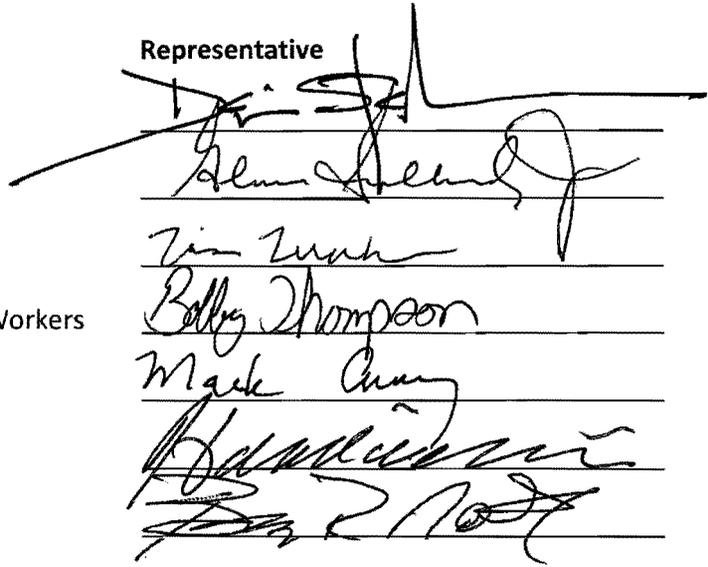
Aire Solutions

EMCON Technologies-United Auto Workers

Tyson Foods

Global Fuels/Bio-Diesel

Dexter Implement



The image shows seven handwritten signatures on a set of horizontal lines. The signatures are written in black ink and are somewhat stylized. The first signature is the most prominent, with a long horizontal stroke extending to the right. The other signatures are more compact and are positioned above their respective agency names.



Three Rivers Community College

2080 Three Rivers Blvd • Poplar Bluff, Missouri 63901

March 8, 2010

Dr. Devin Stephenson, President
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Re: Three Rivers Workforce Development and Jobs Skills Training Center

The **Workforce Investment System agencies and organizations** listed in this letter have agreed to serve in partnership with Three Rivers Community College in the establishment of the Three Rivers Workforce Development and Jobs Skills Training Center as part of the Southeast Missouri WIRED Initiative.

The purpose of the Training Center is to design and deliver training for area manufacturers, energy, agriculture and construction. The training participants will be area residents who are unemployed and/or otherwise qualify for training and job placement support. WIA/One-Stop Center partners will assist the Training Center to ensure that education and training programs address the skills required for the targeted industries, lead to industry-recognized certificates or credentials if appropriate, and ensure that the training strategies reflect the needs of both workers and employers.

The role of WIA/One-Stop Agency partners is to assist with identifying, assessing, and referring candidates for training, work collaboratively to leverage WIA investments; refer candidates for enrollment; provide wrap-around support services, and refer qualified graduates to employers. Three Rivers Community College will serve as the primary training provider, manage the project and provide leadership to ensure that the right strategic partners are actively involved; collect and analyze information about local workforce needs and critical capacity constraints; work collaboratively with partners to explore, frame, and implement solutions; and assess how products and outcomes can be effectively deployed and replicated.

Signatures

Agency

Representative

Three Rivers Community College



South Central Workforce Investment Board

Jana Holder

Missouri Career Center

Ann M. Williams

TCRC Extension Center





Three Rivers Community College

2080 Three Rivers Blvd • Poplar Bluff, Missouri 63901

March 8, 2010

Dr. Devin Stephenson, President
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Re: Three Rivers Workforce Development and Jobs Skills Training Center

The **educational and training agencies** listed in this letter have agreed to serve in partnership with Three Rivers Community College in the establishment of the Three Rivers Workforce Development and Jobs Skills Training Center as part of the Southeast Missouri WIRED Initiative.

The purpose of the Training Center is to design and deliver training for area manufacturers, energy, agriculture and construction. The training participants will be area residents who are unemployed and/or otherwise qualify for training and job placement support. Educational agencies will assist the Training Center to ensure that education and training programs address the skills required for the targeted industries, lead to industry-recognized certificates or credentials if appropriate, and ensure that the training strategies reflect the needs of both workers and employers.

The role of secondary schools and other education and training partners is to provide linkage to a continuum of education in the local community; assist in the design and implementation of a career pipeline of green workers; and offer access to training through dual high school/college enrollment programs as applicable.

Three Rivers Community College will serve as the primary training provider, manage the project and provide leadership to ensure that the right strategic partners are actively involved; collect and analyze information about local workforce needs and critical capacity constraints; work collaboratively with partners to explore, frame, and implement solutions; and assess how products and outcomes can be effectively deployed and replicated.

Signatures

Agency

Representative

Three Rivers Community College

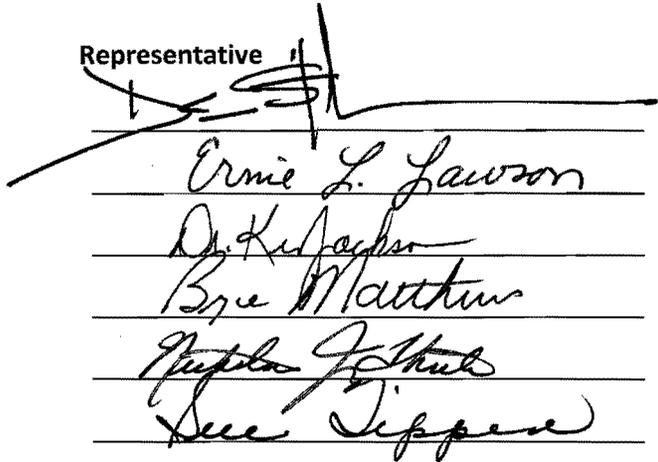
Poplar Bluff School District R-1

Dexter School District R-IX

Dexter High School

Bloomfield High School

Stoddard County Learning Center



The image shows a list of handwritten signatures on lined paper. The signatures are written in cursive and correspond to the agencies listed on the left. The first signature is for Ernie L. Lawson, followed by Dr. Kefauver, Brye Mattum, Cynthia J. Smith, and Sue Jippen. There is a large, stylized signature at the top that spans across the first two lines.



Three Rivers Community College

2080 Three Rivers Blvd • Poplar Bluff, Missouri 63901

March 8, 2010

Dr. Devin Stephenson, President
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Re: Three Rivers Workforce Development and Jobs Skills Training Center

The **nonprofit agencies with access to the targeted population** listed in this letter have agreed to serve in partnership with Three Rivers Community College in the establishment of the Three Rivers Workforce Development and Jobs Skills Training Center as part of the Southeast Missouri WIRED Initiative.

The purpose of the Training Center is to design and deliver training for area manufacturers, energy, agriculture and construction. The training participants will be area residents who are unemployed and/or otherwise qualify for training and job placement support. WIA/One-Stop Center partners will assist the Training Center to ensure that education and training programs address the skills required for the targeted industries, lead to industry-recognized certificates or credentials if appropriate, and ensure that the training strategies reflect the needs of both workers and employers.

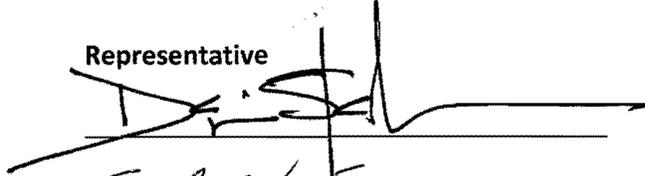
The role of community-based public and private nonprofit agencies includes providing a range of services and activities to support local projects such as delivering supportive services to participants and ensuring that services are integrated with education and training. The agencies will also assist with identifying and recruiting potential trainees. Three Rivers Community College will serve as the primary training provider, manage the project and provide leadership to ensure that the right strategic partners are actively involved; collect and analyze information about local workforce needs and critical capacity constraints; work collaboratively with partners to explore, frame, and implement solutions; and assess how products and outcomes can be effectively deployed and replicated.

Signatures

Agency

Representative

Three Rivers Community College



Ozark Community Action Agency

Carl W. [unclear]

Department of Vocational Rehabilitation

Ron Paulsen - DISTRICT Supervisor

Dexter Housing Authority

Melba J. Walker

Delta Area Economic Opportunity Committee

Walter S. [unclear]



Three Rivers Community College

2080 Three Rivers Blvd • Poplar Bluff, Missouri 63901

March 8, 2010

Dr. Devin Stephenson, President
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Re: Three Rivers Workforce Development and Jobs Skills Training Center

The **community-based agencies and organizations** listed in this letter have agreed to serve in partnership with Three Rivers Community College in the establishment of the Three Rivers Workforce Development and Jobs Skills Training Center as part of the Southeast Missouri WIRED Initiative.

The purpose of the Training Center is to design and deliver training for area manufacturers, energy, agriculture and construction. The training participants will be area residents who are unemployed and/or otherwise qualify for training and job placement support.

The role of community-based partners is to assist with identifying, assessing, and referring candidates for training, refer candidates for enrollment; provide support services, and assist with job coaching and job placement.

Three Rivers Community College will serve as the primary training provider, manage the project and provide leadership to ensure that the right strategic partners are actively involved; collect and analyze information about local workforce needs and critical capacity constraints; work collaboratively with partners to explore, frame, and implement solutions; and assess how products and outcomes can be effectively deployed and replicated.

Signatures

Agency

Representative

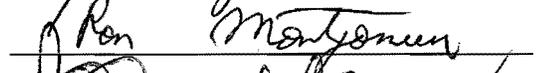
Three Rivers Community College



Dexter Housing Authority



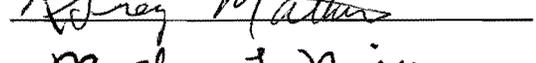
Stoddard County Gospel Mission



City of Dexter, Missouri



Stoddard County Commission



Delta Area Economic Opportunity Committee



Senior Services of Home/Community Services



AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

All program actions that have occurred since the February 10, 2011, Coordinating Board meeting are reported in this item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Proprietary School Certification Program Actions and Reviews

**Coordinating Board for Higher Education
Proprietary School Certification Program Actions and Reviews**

Certificates of Approval Issued (Authorization for Instructional Delivery)

Research Medical Center
Kansas City, Missouri

This hospital-based school operated by the for-profit Research Medical Center (Hospital Corporation of America) was previously exempt from the law governing proprietary schools. Due to changes in organizational structure, the institution no longer met exemption requirements. The school has been approved to offer a non-degree radiologic technology program and a non-degree nuclear medicine technology program. Although the programs hold professional recognition, the school is not accredited.

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

The Dental Careers Institute
O'Fallon, Missouri

This private, for-profit institution proposes to offer certificates of completion in dental assisting, dental business office, and business advanced. The mission of the institution is to provide students with a basic understanding of the field of dentistry and help them obtain the skills necessary to have a successful and rewarding career. This school is not accredited.

Rasmussen College
Bloomington, Minnesota

This private, for-profit institution proposes to offer diplomas, certificates of completion, and associate and baccalaureate degrees in the allied health, business, early childhood education, nursing, technology, and criminal justice fields in the Kansas City area. The mission of the institution is to prepare students to be active, productive and successful contributors to a global community. This school is accredited by the Higher Learning Commission of the North Central Association.

Summit Dental Assisting Academy
Lee's Summit, Missouri

This private, for-profit institution proposes to offer certificates of completion in dental assisting. The mission of the institution is to prepare graduates to obtain a position as a

hygiene assistant or a chairside assistant in a general dental or specialty office. This school is not accredited.

Westport Dental Careers
Kansas City, Missouri

This private, for-profit institution proposes to offer certificates of completion in dental assisting. The mission of the institution is to provide students with the knowledge and technical proficiency that will make them employable for entry-level positions upon graduation. This school is not accredited.

Applications Pending Approval - Review In Progress

The Graduate School of the Stowers Institute for Medical Research
Kansas City, Missouri

This not-for-profit institution, operated by the Stowers Institute, proposes to offer master and doctoral degrees in biology. The mission of this school is to “train ... students from around the world to do innovative and creative investigations in the biological sciences.” This school is not accredited

Current Status: The review of the initial application has been completed by MDHE staff. A summary of the findings and a description of the remainder of the review process were provided to the applicant. Primary issues raised included the need for additional programmatic descriptions and documentation, provisions for adequate library services, and the need to seek recognized accreditation. Follow up responses from the institute indicate a desire to replace the application for certification with an application for exemption as a charitable organization that does not charge students for the program. MDHE staff is currently awaiting further information regarding the disposition of the proposal.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

The King’s University
Van Nuys, California

This not-for profit religious institution will offer non-degree, undergraduate, and graduate degree programs. The mission of the institution is to prepare men and women for effective leadership and Christ-like servanthood in the global community. This school is accredited by the Association of Biblical Higher Education and the Transnational Association of Christian Colleges and Schools.

School Closures

None

AGENDA ITEM SUMMARY

AGENDA ITEM

High School Graduates Performance Report
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) provides an annual report to the State Board of Education detailing the preparation, persistence and completion rates of Missouri public high school graduates who enroll at Missouri's public two- and four-year postsecondary institutions. This board item summarizes the 2010 Missouri High School Graduates Performance Report.

Background

The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time, full-time, undergraduate, degree-seeking students in the fall semester following their high school graduation. The annual report, first issued in 1996, is intended to provide information to secondary and postsecondary stakeholders regarding student preparation, persistence, and completion. Background on the history and structure of the High School Graduates Performance Report is available in Attachment A. Selected statewide summary data are highlighted below. Detailed summary tables are included in Attachment B, and trend tables for individual high schools are posted at website: <http://www.dhe.mo.gov/hsgradreport.shtml>.

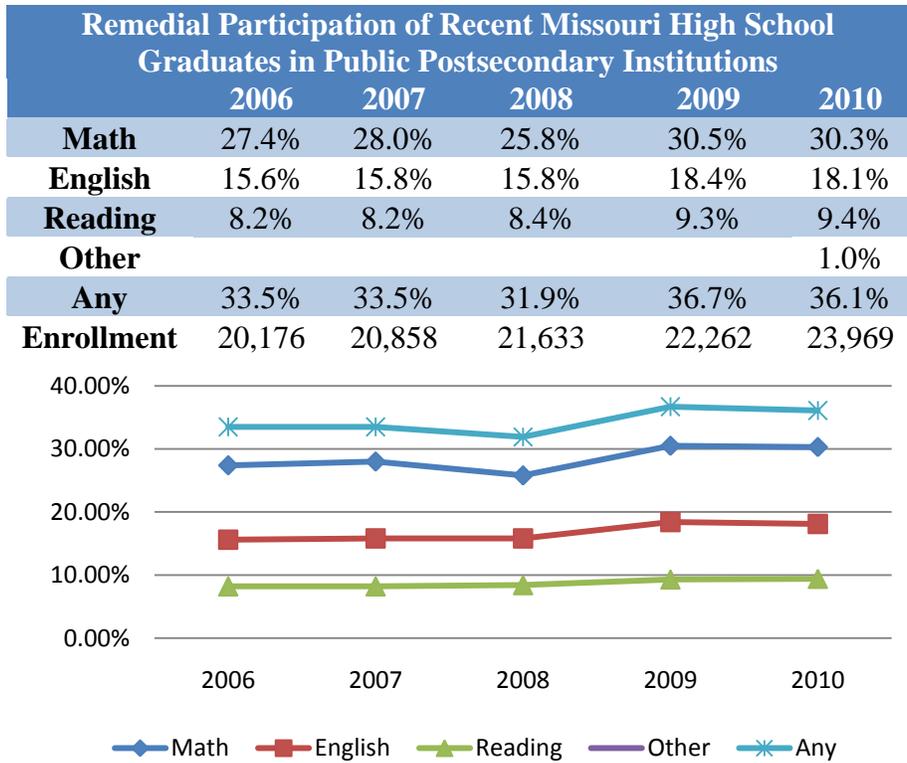
Enrollment and Preparation

The total enrollment of recent Missouri high school graduates in Missouri public institutions grew from 22,262 full-time first-time degree-seeking undergraduates in 2009 to 23,969 in 2010, an increase of 7.7 percent. The community colleges and Linn State Technical College enrolled almost 47 percent of this cohort (Table 1).

Policymakers acknowledge the link between college readiness and success at the postsecondary level. *Imperatives for Change* (IFC), the statewide coordinated plan for higher education, tracks participation in remedial coursework as an indicator of student preparedness and, ultimately, the capacity of students to succeed in college.

Statewide, enrollment in remedial coursework among recent Missouri public high school graduates has changed very little over the past five years. The number of students unprepared for college-level coursework in mathematics, English, reading, and other subjects fell less than one percent, from 36.7 percent in 2009 to 36.1 percent in 2010.

Coordinating Board for Higher Education
April 7, 2011



Care should be taken in generalizing about all Missouri public high schools based on these statewide public institution remediation figures. The preparedness of recent high school graduates varied substantially from one public high school to the next. Among high schools with at least 25 graduates enrolled in public colleges and universities in the fall of 2010, the percentage of students participating in any remedial coursework ranged from a low of 0 percent to a high of 85 percent (Tables 2 and 3).

Other Trends in Enrollment and Preparation

- Remediation rates varied slightly by gender, with 37.4 percent of women and 34.6 percent of men enrolled in any remedial course. Differences were most pronounced in mathematics, with 32.2 percent of women and 28 percent of men requiring such coursework (Table 5).
- Remediation rates differ amongst race and ethnicity, African-American (61.45 percent) and Hispanic (36.14 percent) students are more likely to require remediation coursework than Caucasian (31.11 percent) and Asian (23.66 percent) students (Table 6).
- In 2010 African-American (18.93) and Hispanic (22.35) scored significantly lower on the ACT than their Caucasian (23.17) and Asian (23.24) counterparts (Table 7).
- Only 6 percent of students scoring a 22 or higher on the ACT were enrolled in remediation coursework (Table 8).

Performance and Retention in College

Remedial coursework promotes success for underprepared students. Among the significant findings in the persistence of spring 2009 high school graduates are:

- Fall-to-fall retention has increased a percentage point for each of the last two years. The increase in persistence was significantly higher among minority male students (Table 9).
- Fall-to-fall persistence rates for African-American (71percent) and Hispanic (76 percent) students lagged behind Caucasian (79 percent) and Asian (86 percent) peers (Table 9).
- Average second term GPA among African-American students (2.19) was the lowest of any racial or ethnic group. Asian students maintained the highest average GPA (2.86), followed by Caucasian (2.75) and Hispanic (2.54) students (Table 9).
- Graduates who took the ACT had higher first- and second-term GPA scores and were much more likely to persist to the following fall than students who had not taken the ACT. The benefit of preparation as measured by the ACT was similar for all categories of students (Table 10).
- Students attending four-year institutions who completed at least four years of math in high school had higher first and second term GPA and a higher persistence rate (91 percent) than those who did not complete four years of math (Table 11).

Degree Completion

The timely completion of a certificate or degree is an additional indication of how prepared Missouri's high school graduates are for college-level work. Detailed tables in Attachment B show the six-year graduation rate of students from the Missouri public high school graduating spring class of 2004 and fall class of 2003 who attended public institutions in the fall of 2004. The findings include:

- The 2004 cohort saw an increase of three percentage points in six-year completion rates compared to 2003, from 44.9 percent to 47.9 percent. Most of this increase can be attributed to an increase (from 30.7 percent to 39 percent) in the baccalaureate completion rate (Table 12).
- The increase in the graduation rate was most pronounced among Asian men, Asian women, and Hispanic women (Table 12).

Conclusion

The Missouri High School Graduates Performance Report provides important data about trends in the preparation and performance of Missouri public high school graduates who attend public postsecondary institutions in Missouri. The 2010 data show continued increase in the total number of recent graduates enrolled in higher education, with a rapid growth in the two-year sector. There is also a slight decrease in the total number of students unprepared for college-level coursework, as measured by enrollments in remedial courses. It is not yet clear what effect, if any, the CBHE recommended core curriculum, which became mandatory in 2010, has had on the statewide rate of remediation.

Analyses included in the High School Graduates Performance Report demonstrate the benefits of linking data across the secondary and postsecondary educational systems, but the full potential of these linkages has not yet been realized. The commissioner of education and the commissioner of higher education have recently signed a project-based, data linkage agreement to assist in such

efforts. Additionally, a three-party agreement between the National Student Clearing House, the Missouri Department of Higher Education, and the Missouri Department of Elementary and Secondary Education will allow DHE researchers to track not only those students who enroll in Missouri's public post-secondary sector, but also those who enroll at the state's independent institutions or who enroll at out-of-state institutions. With these linkages, the 2011 High School Graduates Performance Report will provide more robust data for policy development.

STATUTORY REFERENCES

Section 173.750 RSMo, Annual reporting of performance of graduates, furnishing of report-procedure- data included

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: History and Background
Attachment B: Detailed Tables

High School Graduates Performance Report

History and Background

The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time freshmen in the fall semester following their high school graduation.

In accordance with Section 173.750, RSMo, the Missouri High School Graduates Performance Report should provide information to individual high schools, and should be disaggregated by race and gender. No data identifying individual students should be included. The governing statute is available in its entirety at <http://www.moga.mo.gov/statutes/c100-199/1730000750.htm>. The report should include:

- Grade point average after the initial year in college
- Percent of students returning to college after the first and second semester
- Percent of students taking remedial courses in the basic academic subjects of English, mathematics, or reading
- Other data as determined by rule and regulation of the Coordinating Board for Higher Education

Data comprising the report comes from student enrollment data provided annually by Missouri's public colleges and universities. No data in the report comes from either the state's independent higher education institutions or from the Missouri Department of Elementary and Secondary Education. Data from the Missouri Department of Elementary and Secondary Education will be available and use in the 2011 report.

High School Graduates Report Detailed Tables

Enrollment and Preparation

Table 1: Fall Student Enrollment by Sector, Gender, and Race/Ethnicity; 1997 to 2009

| | | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | % Change 1997-2010 | % 2010 |
|---------------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------------------|-----------|
| Overall Enrollment | # | 13776 | 14743 | 15014 | 15284 | 16474 | 17382 | 18594 | 19125 | 19902 | 20232 | 20858 | 21633 | 22262 | 23969 | 73.99% | |
| Two-Year | # | 3948 | 4351 | 4664 | 5077 | 6012 | 6972 | 8067 | 8371 | 8325 | 8730 | 9188 | 9226 | 10503 | 11215 | 184.07% | |
| | % | 28.66% | 29.51% | 31.06% | 33.22% | 36.49% | 40.11% | 43.38% | 43.77% | 41.83% | 43.15% | 44.05% | 42.65% | 47.18% | 46.79% | 18.13% | |
| Four Year | # | 9828 | 10392 | 10350 | 10207 | 10462 | 10410 | 10527 | 10754 | 11577 | 11502 | 11670 | 12407 | 11759 | 12754 | 29.77% | |
| | % | 71.34% | 70.49% | 68.94% | 66.78% | 63.51% | 59.89% | 56.62% | 56.23% | 58.17% | 56.85% | 55.95% | 57.35% | 52.82% | 53.21% | -18.13% | |
| Women | # | 7679 | 8164 | 8323 | 8387 | 9162 | 9566 | 10182 | 10584 | 11037 | 11114 | 11431 | 11774 | 12026 | 13071 | 70.22% | |
| | % | 55.74% | 55.38% | 55.43% | 54.87% | 55.61% | 55.03% | 54.76% | 55.34% | 55.46% | 54.93% | 54.80% | 54.43% | 54.02% | 54.53% | -1.21% | |
| Men | # | 6097 | 6579 | 6691 | 6897 | 7310 | 7810 | 8412 | 8539 | 8864 | 9117 | 9420 | 9854 | 10232 | 10880 | 78.45% | |
| | % | 44.26% | 44.62% | 44.57% | 45.13% | 44.37% | 44.93% | 45.24% | 44.65% | 44.54% | 45.06% | 45.16% | 45.55% | 45.96% | 45.39% | 1.13% | |
| African American | # | 965 | 998 | 1094 | 1086 | 1126 | 1335 | 1360 | 1588 | 1873 | 1808 | 1898 | 2066 | 2275 | 2426 | 151.40% | |
| | % | 7.00% | 6.77% | 7.29% | 7.11% | 6.84% | 7.68% | 7.31% | 8.30% | 9.41% | 8.94% | 9.10% | 9.55% | 10.22% | 10.12% | 3.12% | |
| Caucasian | # | 12148 | 12966 | 13203 | 13314 | 14393 | 15003 | 15921 | 16165 | 16575 | 16200 | 16581 | 17742 | 17789 | 18404 | 51.50% | |
| | % | 88.18% | 87.95% | 87.94% | 87.11% | 87.37% | 86.31% | 85.62% | 84.52% | 83.28% | 80.07% | 79.49% | 82.01% | 79.91% | 76.78% | -11.40% | |
| Hispanic | # | 140 | 156 | 151 | 185 | 198 | 197 | 274 | 296 | 339 | 381 | 361 | 481 | 529 | 616 | 340.00% | |
| | % | 1.02% | 1.06% | 1.01% | 1.21% | 1.20% | 1.13% | 1.47% | 1.55% | 1.70% | 1.88% | 1.73% | 2.22% | 2.38% | 2.57% | 1.55% | |
| Asian | # | 204 | 233 | 211 | 235 | 233 | 289 | 287 | 311 | 320 | 347 | 346 | 376 | 351 | 410 | 100.98% | |
| | % | 1.48% | 1.58% | 1.41% | 1.54% | 1.41% | 1.66% | 1.54% | 1.63% | 1.61% | 1.72% | 1.66% | 1.74% | 1.58% | 1.71% | 0.23% | |
| Other | # | 319 | 390 | 355 | 464 | 524 | 558 | 752 | 765 | 795 | 1496 | 1672 | 968 | 1318 | 2113 | 562.38% | |
| | % | 2.32% | 2.65% | 2.36% | 3.04% | 3.18% | 3.21% | 4.04% | 4.00% | 3.99% | 7.39% | 8.02% | 4.47% | 5.92% | 8.82% | 6.50% | |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 2: High Schools with Lowest Incidence of Remediation, 2009 High School Graduates

| High School | Percentage of Students Taking Any Remedial Courses | Number of Students Enrolled at a Public College |
|--------------------------------|----------------------------------------------------|-------------------------------------------------|
| CASSVILLE R-IV HIGH SCHOOL | 0.00% | 36 |
| EAST NEWTON R-6 HIGH SCHOOL | 0.00% | 36 |
| MCDONALD COUNTY R-I SR HIGH SC | 0.00% | 51 |
| LEXINGTON HIGH SCHOOL | 0.00% | 26 |
| EL DORADO SPRINGS R2 HIGH SCH | 0.00% | 26 |
| CARL JUNCTION R-I HIGH SCHOOL | 8.47% | 59 |
| COLUMBIA-ROCK BRIDGE SR HIGH S | 9.66% | 238 |
| NEOSHO SENIOR HIGH SCHOOL | 11.21% | 107 |
| STALEY HIGH SCHOOL | 11.25% | 80 |
| LINCOLN COLLEGE PREP | 11.27% | 71 |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Note: Data are limited to public high school graduates enrolled in public colleges or universities
Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.

Table 3: High Schools with Highest Incidence of Remediation, 2009 High School Graduates

| High School | Percentage of Students Taking Any Remedial Courses | Number of Students Enrolled at a Public College |
|--------------------------------|----------------------------------------------------|-------------------------------------------------|
| THEODORE ROOSEVELT HIGH SCHOOL | 85.29% | 34 |
| NORMANDY SENIOR HIGH SCHOOL | 84.21% | 38 |
| JENNINGS SENIOR HIGH SCHOOL | 81.08% | 37 |
| CENTRAL VISUAL & PERFORMING HS | 80.56% | 36 |
| HAZELWOOD EAST HIGH SCHOOL | 77.42% | 93 |
| BERKELEY HIGH SCHOOL | 76.74% | 43 |
| ST LOUIS CAREER ACADEMY | 73.91% | 69 |
| RIVERVIEW GARDENS SR HIGH SCH | 73.49% | 83 |
| TIPTON HIGH SCHOOL | 73.08% | 26 |
| NORTH COUNTY TECHNICAL SCHOOL | 71.43% | 70 |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Note: Data are limited to public high school graduates enrolled in public colleges or universities
Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.

Table 4: Student Enrollment in Remediation by Institutional Admissions Selectivity; 1997 to 2010

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | % Change 1997-2010 | % Change 2009-2010 |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|--------------------|
| Highly Selective | | | | | | | | | | | | | | | | |
| Mod Selective | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 2.90% | 2.77% | 1.35% | 1.57% | 1.29% | 1.43% | 8.98% | 7.59% | 7.59% | -1.38% |
| Math | | | | | | | | | | | | | 8.51% | 7.14% | 7.14% | -1.37% |
| English | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 2.90% | 2.77% | 1.35% | 1.57% | 1.29% | 1.43% | 1.43% | 1.36% | 1.36% | -0.07% |
| Reading | | | | | | | | | | | | | | | | |
| Selective | 24.24% | 27.96% | 27.45% | 21.88% | 24.27% | 25.73% | 34.68% | 35.02% | 34.98% | 33.21% | 30.63% | 28.62% | 24.84% | 33.31% | 9.07% | 8.47% |
| Math | 57.60% | 66.95% | 63.54% | 75.37% | 72.68% | 74.50% | 83.35% | 84.28% | 82.63% | 82.87% | 84.30% | 68.69% | 76.65% | 80.65% | 23.05% | 4.00% |
| English | 11.84% | 11.56% | 12.48% | 8.26% | 9.68% | 10.65% | 14.47% | 15.83% | 15.14% | 13.64% | 11.30% | 11.01% | 12.81% | 13.83% | 1.99% | 1.03% |
| Reading | 3.85% | 4.10% | 4.83% | 1.26% | 0.95% | 0.86% | 2.83% | 2.25% | 6.63% | 5.02% | 3.22% | 2.58% | 3.38% | 3.22% | -0.62% | -0.16% |
| Open | 49.96% | 52.72% | 48.95% | 44.19% | 48.10% | 50.07% | 50.07% | 52.55% | 57.69% | 58.08% | 58.12% | 57.00% | 60.01% | 57.22% | 7.25% | -2.79% |
| Math | 38.35% | 39.85% | 37.87% | 34.49% | 37.94% | 40.96% | 41.36% | 41.51% | 47.69% | 48.36% | 49.08% | 48.31% | 49.96% | 47.96% | 9.61% | -2.00% |
| English | 26.75% | 30.20% | 26.86% | 24.39% | 25.07% | 24.06% | 24.36% | 25.61% | 29.36% | 27.33% | 28.36% | 29.03% | 31.84% | 31.24% | 4.49% | -0.60% |
| Reading | 17.13% | 16.36% | 13.28% | 11.20% | 11.46% | 11.50% | 11.06% | 11.92% | 15.29% | 15.94% | 16.38% | 17.47% | 17.68% | 18.17% | 1.04% | 0.48% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 5: Student Enrollment in Remediation by Gender; 1997 to 2010

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | % Change 1997-2010 | % Change 2009-2010 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|--------------------|
| Women | 21.54% | 24.25% | 23.67% | 21.24% | 24.90% | 27.20% | 30.55% | 33.51% | 34.34% | 34.41% | 34.90% | 33.00% | 37.89% | 37.37% | 15.83% | -0.52% |
| Math | 16.25% | 18.63% | 18.35% | 17.25% | 20.06% | 22.46% | 26.01% | 27.33% | 29.10% | 28.90% | 29.94% | 27.71% | 32.87% | 32.23% | 15.98% | -0.64% |
| English | 10.30% | 11.32% | 10.85% | 9.77% | 11.45% | 11.60% | 13.43% | 15.07% | 15.87% | 15.10% | 15.22% | 15.05% | 18.13% | 17.76% | 7.46% | -0.36% |
| Reading | 6.42% | 6.42% | 5.82% | 4.63% | 4.96% | 5.33% | 6.28% | 6.51% | 9.14% | 9.33% | 9.19% | 9.15% | 10.60% | 10.02% | 3.60% | -0.58% |
| Men | 21.83% | 23.15% | 23.14% | 20.84% | 23.45% | 25.21% | 29.46% | 29.97% | 31.95% | 32.41% | 31.83% | 30.65% | 35.22% | 34.57% | 12.74% | -0.65% |
| Math | 14.33% | 15.75% | 15.68% | 15.12% | 17.14% | 19.48% | 21.83% | 21.98% | 24.75% | 25.72% | 25.58% | 23.42% | 27.80% | 27.96% | 13.62% | 0.16% |
| English | 12.56% | 13.91% | 13.87% | 11.82% | 12.50% | 13.09% | 16.10% | 16.55% | 17.46% | 16.31% | 16.52% | 16.61% | 18.75% | 18.46% | 5.89% | -0.30% |
| Reading | 6.04% | 5.94% | 5.53% | 3.89% | 4.17% | 4.52% | 4.56% | 5.19% | 6.94% | 6.98% | 7.08% | 7.50% | 7.84% | 8.61% | 2.58% | 0.77% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 6: Student Enrollment in Remediation by Race/Ethnicity; 1997 to 2010

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | % Change 1997-2010 | % Change 2001-2010 |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|--------------------|
| African American | 48.60% | 49.80% | 50.64% | 48.34% | 52.58% | 52.21% | 59.63% | 56.42% | 58.20% | 53.76% | 59.11% | 57.07% | 59.08% | 61.50% | 12.90% | 2.42% |
| Math | 39.07% | 41.08% | 38.48% | 38.40% | 41.12% | 44.34% | 52.35% | 47.36% | 49.01% | 43.69% | 49.10% | 44.19% | 50.46% | 52.64% | 13.57% | 2.18% |
| English | 29.53% | 30.06% | 32.54% | 31.22% | 30.82% | 30.79% | 36.54% | 33.38% | 32.14% | 29.09% | 32.61% | 32.48% | 36.44% | 39.12% | 9.58% | 2.68% |
| Reading | 24.35% | 19.64% | 19.47% | 17.96% | 16.52% | 16.78% | 20.44% | 19.40% | 23.92% | 25.28% | 27.66% | 27.78% | 28.09% | 31.29% | 6.93% | 3.20% |
| Caucasian | 19.66% | 22.11% | 21.36% | 18.91% | 22.17% | 24.06% | 27.45% | 29.63% | 30.70% | 30.58% | 29.80% | 28.90% | 33.68% | 31.76% | 12.10% | -1.92% |
| Math | 13.71% | 15.74% | 15.50% | 14.68% | 17.18% | 19.12% | 21.78% | 22.94% | 24.98% | 25.12% | 24.85% | 23.53% | 27.92% | 26.48% | 12.77% | -1.44% |
| English | 9.78% | 11.32% | 10.59% | 9.02% | 10.46% | 10.62% | 12.68% | 13.86% | 14.95% | 13.80% | 13.61% | 13.57% | 15.86% | 14.68% | 4.90% | -1.18% |
| Reading | 4.83% | 5.17% | 4.49% | 3.18% | 3.63% | 3.83% | 4.13% | 4.54% | 6.30% | 6.01% | 5.75% | 6.00% | 6.61% | 6.54% | 1.71% | -0.07% |
| Hispanic | 23.57% | 20.51% | 24.50% | 27.03% | 20.20% | 24.37% | 32.48% | 31.08% | 28.91% | 33.60% | 35.46% | 35.97% | 39.89% | 36.04% | 12.47% | -3.85% |
| Math | 12.14% | 19.23% | 17.88% | 19.46% | 13.64% | 20.30% | 26.64% | 23.65% | 24.19% | 27.56% | 29.09% | 29.73% | 33.46% | 31.17% | 19.03% | -2.29% |
| English | 12.86% | 8.33% | 10.60% | 12.97% | 13.64% | 9.64% | 15.33% | 19.59% | 12.68% | 18.37% | 18.28% | 19.54% | 22.68% | 19.81% | 6.95% | -2.88% |
| Reading | 7.14% | 7.69% | 3.97% | 7.03% | 5.56% | 5.58% | 8.39% | 5.41% | 9.73% | 8.92% | 7.76% | 11.64% | 13.99% | 11.04% | 3.90% | -2.95% |
| Asian | 15.69% | 12.88% | 17.06% | 15.74% | 11.59% | 17.99% | 26.83% | 20.26% | 16.56% | 24.78% | 20.81% | 26.33% | 24.22% | 23.66% | 7.97% | -0.56% |
| Math | 5.88% | 8.15% | 9.95% | 7.23% | 4.29% | 9.69% | 16.03% | 11.90% | 9.06% | 15.27% | 13.29% | 17.82% | 14.81% | 19.02% | 13.14% | 4.21% |
| English | 13.24% | 8.58% | 9.95% | 10.64% | 8.58% | 12.80% | 17.77% | 13.83% | 10.63% | 16.14% | 13.58% | 15.43% | 17.09% | 11.22% | -2.02% | -5.87% |
| Reading | 2.94% | 5.58% | 8.06% | 2.13% | 2.58% | 5.19% | 4.53% | 3.86% | 2.50% | 7.49% | 3.76% | 6.12% | 5.98% | 5.85% | 2.91% | -0.13% |
| Other/Unknown | 19.75% | 19.74% | 20.00% | 18.97% | 27.86% | 30.11% | 32.05% | 34.90% | 36.86% | 42.71% | 43.36% | 33.88% | 40.29% | 46.99% | 27.25% | 6.71% |
| Math | 15.99% | 14.62% | 16.90% | 14.22% | 22.90% | 25.63% | 24.73% | 26.54% | 29.81% | 36.03% | 37.62% | 28.31% | 34.52% | 39.61% | 23.62% | 5.09% |
| English | 61.90% | 49.35% | 56.34% | 51.14% | 44.52% | 43.45% | 46.89% | 52.06% | 49.15% | 43.51% | 42.62% | 54.57% | 50.85% | 51.56% | 10.34% | 0.71% |
| Reading | 7.21% | 6.15% | 7.04% | 4.09% | 6.49% | 6.99% | 6.91% | 8.24% | 11.45% | 12.23% | 11.84% | 10.23% | 12.67% | 9.09% | 1.88% | -3.51% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 7: 2010 Average ACT Score by Race/Ethnicity and Gender

| Race/Ethnicity | Female | Male | All |
|------------------|--------------|--------------|--------------|
| African American | 18.86 | 19.05 | 18.93 |
| Caucasian | 22.77 | 23.66 | 23.17 |
| Hispanic | 21.9 | 22.97 | 22.35 |
| Asian | 23.48 | 22.97 | 23.24 |
| Other | 20.83 | 21.49 | 21.13 |
| TOTAL | 22.22 | 23.12 | 22.62 |

Table 8: Impact of ACT Score of 22 or Better on Remedial Enrollment; 1997 to 2010

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | % Change 1997-2010 | % Change 2009-2010 |
|--------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------------|--------------------|
| ACT Composite Score of 22 or Better | 1.99% | 2.69% | 2.77% | 2.27% | 2.99% | 2.59% | 4.30% | 4.04% | 3.60% | 3.71% | 3.90% | 3.81% | 6.20% | 5.94% | 3.94% | -0.26% |
| Math | 1.10% | 1.82% | 1.92% | 1.88% | 2.54% | 2.12% | 3.18% | 2.96% | 3.10% | 3.21% | 3.53% | 3.31% | 5.79% | 5.46% | 4.36% | -0.33% |
| English | 0.92% | 0.97% | 0.92% | 0.49% | 0.51% | 0.52% | 1.17% | 1.19% | 0.65% | 0.59% | 0.42% | 0.65% | 0.58% | 0.56% | -0.36% | -0.02% |
| Reading | 0.06% | 0.07% | 0.07% | 0.01% | 0.03% | 0.04% | 0.06% | 0.02% | 0.02% | 0.09% | 0.02% | 0.02% | 0.07% | 0.10% | 0.05% | 0.03% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Performance and Retention in College

Table 109: Student Retention by Gender and Race/Ethnicity, Fall 2009- Fall 2010

| | Students | Completed Fall 2009 | Avg. Fall 2009 GPA | Avg. Credits Completed (Fall 2009) | Completed Spring 2010 | Avg. Spring 2010 GPA | Avg. Credits Completed (Spring 2010) | Enrolled Fall 2010 |
|------------------|--------------|---------------------|--------------------|------------------------------------|-----------------------|----------------------|--------------------------------------|--------------------|
| Female | 12026 | 98.59% | 2.72 | 18.72 | 88.82% | 2.78 | 30.95 | 79.72% |
| African American | 1403 | 98.36% | 2.21 | 12.3 | 83.32% | 2.25 | 22.45 | 73.13% |
| Caucasian | 9481 | 98.62% | 2.8 | 19.74 | 89.62% | 2.86 | 32.15 | 80.63% |
| Hispanic | 297 | 97.31% | 2.58 | 16.3 | 88.22% | 2.63 | 28.18 | 77.44% |
| Asian | 165 | 100.00% | 3.02 | 22.87 | 92.73% | 3.05 | 37.5 | 89.09% |
| Other/Unknown | 680 | 98.97% | 2.67 | 17.78 | 88.38% | 2.77 | 29.99 | 79.26% |
| Male | 10232 | 98.31% | 2.46 | 17.31 | 86.44% | 2.57 | 29.48 | 76.87% |
| African American | 871 | 97.70% | 2.03 | 11.97 | 79.68% | 2.1 | 22.15 | 67.28% |
| Caucasian | 8307 | 98.40% | 2.51 | 18.02 | 79.68% | 2.62 | 30.37 | 78.02% |
| Hispanic | 232 | 98.28% | 2.33 | 15.02 | 79.68% | 2.41 | 26.75 | 73.28% |
| Asian | 186 | 98.92% | 2.57 | 18.17 | 79.68% | 2.67 | 30.94 | 83.33% |
| Other/Unknown | 636 | 97.80% | 2.38 | 15.97 | 79.68% | 2.5 | 27.54 | 74.37% |
| Total | 22262 | 98.46% | 2.6 | 18.08 | 87.73% | 2.69 | 30.28 | 78.41% |
| African American | 2275 | 98.11% | 2.14 | 12.17 | 81.89% | 2.19 | 22.34 | 70.86% |
| Caucasian | 17789 | 98.52% | 2.67 | 18.94 | 88.53% | 2.75 | 22.34 | 79.41% |
| Hispanic | 529 | 97.73% | 2.47 | 15.74 | 86.77% | 2.54 | 22.34 | 75.61% |
| Asian | 351 | 99.43% | 2.78 | 20.39 | 90.03% | 2.86 | 22.34 | 86.04% |
| Other/Unknown | 1318 | 98.41% | 2.53 | 16.91 | 86.80% | 2.64 | 22.34 | 76.93% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 1012: Student Retention by Students with a 22 or Greater Average ACT Composite Score, Fall 2009 - Fall 2010

| | Students | Completed Fall 2009 | Avg Fall 2009 GPA | Avg Credits Completed (Fall 2009) | Completed Spring 2010 | Avg Spring 2010 GPA | Avg Credits Completed (Spring 2010) | Enrolled Fall 2010 |
|------------------|-------------|---------------------|-------------------|-----------------------------------|-----------------------|---------------------|-------------------------------------|--------------------|
| Total | 9485 | 99.26% | 2.97 | 22.85 | 94.09% | 3.01 | 36.34 | 89.38% |
| African American | 338 | 99.11% | 2.61 | 17.25 | 93.79% | 2.59 | 29.04 | 90.53% |
| Caucasian | 8207 | 99.28% | 3 | 23.23 | 94.16% | 3.04 | 36.78 | 89.42% |
| Hispanic | 186 | 99.46% | 2.77 | 20.14 | 95.70% | 2.82 | 33.38 | 90.86% |
| Asian | 189 | 99.47% | 3.09 | 24.64 | 94.18% | 3.13 | 39.91 | 90.48% |
| Other/Unknown | 565 | 98.94% | 2.86 | 20.9 | 92.57% | 2.89 | 34.06 | 87.26% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 12: Student Retention by Students who Completed at Least Four Years of High School Math, Fall 2009 - Fall 2010

| Sector | Students | Completed Fall 2009 | Avg Fall 2009 GPA | Avg Credits Completed (Fall 2009) | Completed Spring 2010 | Avg Spring 2010 GPA | Avg Credits Completed (Spring 2010) | Enrolled Fall 2010 |
|------------------|----------|---------------------|-------------------|-----------------------------------|-----------------------|---------------------|-------------------------------------|--------------------|
| Public 2Y | 8071 | 97.44% | 2.39 | 14.92 | 82.49% | 2.48 | 25.41 | 68.57% |
| African American | 777 | 96.40% | 2.09 | 11.56 | 80.05% | 2.11 | 21.19 | 58.82% |
| Caucasian | 6516 | 97.59% | 2.42 | 15.42 | 83.07% | 2.52 | 25.94 | 69.81% |
| Hispanic | 137 | 94.16% | 2.38 | 13.52 | 77.37% | 2.46 | 24.36 | 62.04% |
| Asian | 82 | 98.78% | 2.57 | 14.75 | 80.49% | 2.6 | 26.17 | 74.39% |
| Other/Unknown | 559 | 97.67% | 2.36 | 13.98 | 80.68% | 2.48 | 24.9 | 68.34% |
| Public 4Y | 7698 | 99.48% | 2.92 | 22.71 | 94.45% | 2.96 | 36.7 | 91.37% |
| African American | 622 | 99.04% | 2.31 | 14.29 | 86.50% | 2.38 | 26.11 | 83.92% |
| Caucasian | 6222 | 99.52% | 2.98 | 23.69 | 95.10% | 3.02 | 37.85 | 92.08% |
| Hispanic | 196 | 99.49% | 2.65 | 18.97 | 95.41% | 2.65 | 31.83 | 89.29% |
| Asian | 198 | 99.49% | 3.02 | 24.44 | 94.95% | 3.05 | 39.58 | 92.42% |
| Other/Unknown | 460 | 99.57% | 2.9 | 21.69 | 95.87% | 2.91 | 35.15 | 92.39% |
| Total | 15769 | 98.43% | 2.65 | 18.76 | 88.33% | 2.23 | 31.3 | 79.70% |
| African American | 1399 | 97.57% | 2.19 | 12.79 | 82.92% | 2.38 | 23.47 | 69.98% |
| Caucasian | 12738 | 98.53% | 2.7 | 19.5 | 88.95% | 3.02 | 32.16 | 80.69% |
| Hispanic | 333 | 97.30% | 2.54 | 16.8 | 87.99% | 2.65 | 29.13 | 78.08% |
| Asian | 280 | 99.29% | 2.89 | 21.62 | 90.71% | 3.05 | 36.09 | 87.14% |
| Other/Unknown | 1019 | 98.53% | 2.6 | 17.5 | 87.54% | 2.91 | 29.97 | 79.20% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Degree Completion

Table 13: Six-Year Completion Rate by Gender and Race/Ethnicity, Fall 2004 through Spring 2010

| | Students | Still Enrolled | % Completed Associate's | % Completed Baccalaureate | % Completed Both Assoc and Baccalaureate | Total Completions | Out of Public System |
|------------------|--------------|----------------|-------------------------|---------------------------|------------------------------------------|-------------------|----------------------|
| Female | 14015 | 6.50% | 10.10% | 40.71% | 2.91% | 50.81% | 39.78% |
| African American | 1285 | 11.67% | 4.98% | 26.07% | 0.39% | 31.05% | 56.89% |
| Caucasian | 11700 | 5.79% | 10.89% | 42.46% | 3.24% | 53.35% | 37.62% |
| Hispanic | 241 | 5.81% | 11.20% | 38.59% | 2.07% | 49.79% | 42.32% |
| Asian | 244 | 7.38% | 5.74% | 53.28% | 3.69% | 59.02% | 29.92% |
| Other/Unknown | 545 | 9.36% | 6.79% | 32.84% | 1.83% | 39.63% | 49.17% |
| Male | 11561 | 6.95% | 7.46% | 36.89% | 2.98% | 44.36% | 45.71% |
| African American | 902 | 8.43% | 4.32% | 18.40% | 0.78% | 22.73% | 68.07% |
| Caucasian | 9728 | 6.83% | 7.97% | 38.55% | 3.31% | 46.52% | 43.35% |
| Hispanic | 220 | 8.64% | 5.00% | 33.18% | 0.45% | 38.18% | 52.73% |
| Asian | 207 | 8.70% | 6.76% | 53.62% | 2.42% | 60.39% | 28.50% |
| Other/Unknown | 504 | 5.36% | 4.76% | 32.74% | 1.79% | 37.50% | 55.36% |
| Total | 25576 | 6.71% | 8.91% | 38.98% | 2.94% | 47.89% | 42.46% |
| African American | 2187 | 10.33% | 4.71% | 22.91% | 0.55% | 27.62% | 61.50% |
| Caucasian | 21428 | 6.26% | 9.56% | 40.69% | 3.27% | 50.25% | 40.22% |
| Hispanic | 461 | 7.16% | 8.24% | 36.01% | 1.30% | 44.25% | 47.29% |
| Asian | 451 | 7.98% | 6.21% | 53.44% | 3.10% | 59.65% | 29.27% |
| Other/Unknown | 1049 | 7.44% | 5.82% | 32.79% | 1.81% | 38.61% | 52.14% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 14: Six-Year Completion Rate by Institutional Admissions Selectivity, Fall 2003 through Spring 2009

| | Students | Still Enrolled | Completed Associate's Degree | % Completed Baccalaureate Degree | % Completed Both Associates and Baccalaureate | Total Completions | Out of Public System |
|----------------------|--------------|----------------|------------------------------|----------------------------------|-----------------------------------------------|-------------------|----------------------|
| Total | 25578 | 6.70% | 8.91% | 38.98% | 2.94% | 47.89% | 42.46% |
| Highly Selective | 1436 | 2.79% | 0.84% | 76.18% | 0.77% | 77.02% | 19.43% |
| Selective | 14850 | 7.68% | 14.18% | 19.97% | 4.67% | 34.15% | 53.50% |
| Moderately Selective | 637 | 9.73% | 2.35% | 24.02% | 1.10% | 26.37% | 62.79% |
| Open | 8655 | 5.45% | 1.69% | 66.54% | 0.47% | 68.23% | 25.85% |

Source: Enhanced Missouri Student Achievement Study (EMSAS)

AGENDA ITEM SUMMARY

AGENDA ITEM

Improving Teacher Quality Grant Update
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

Each year the Missouri Department of Higher Education (MDHE) receives approximately \$1.2 million from Title II, Part A of the No Child Left Behind Act (NCLB) to administer the Improving Teacher Quality Grant (ITQG) program. The competitive grants, awarded annually, support professional development projects conducted jointly by postsecondary institutions and high-need secondary schools in Missouri. ITQG projects focus on professional development for K-12 teachers in mathematics and science. This item provides background information about the ITQG program and a summary of the recent awards.

Program Background

- The No Child Left Behind (NCLB) law redesigned the Eisenhower Professional Development Program into the Improving Teacher Quality Grant Program
- ITQG supports:
 - Increased student academic achievement
 - Increased numbers of highly qualified K-12 teachers in core academic subjects
- Federal guidelines require funded projects to include:
 - Division of higher education that prepares teachers
 - Higher education department, school, or college of arts and sciences
 - High-need K-12 school districts as defined by data on poverty and teacher quality

Program Objectives

The ITQG program partners are dedicated to meeting the following objectives:

1. Improving student achievement in core subject areas
2. Increasing teachers' knowledge and understanding of key concepts
3. Improving teachers' practices in inquiry-based instruction
4. Enhancing teachers' knowledge and skill in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of instruction
5. Impacting the preparation of pre-service teachers

Results from Previous Funding Cycles

Each ITQG project was evaluated by a team of external evaluators from the University of Missouri Science Education Center. A summary of the evaluation results is provided below. Full copies of each project evaluation may be found at www.pdeval.missouri.edu.

Data show that many teachers do not have opportunities for subject-specific professional development (PD) in their districts. Seventy ITQG projects from Cycle-1 through Cycle-8 have been offered in over 200 districts across Missouri. Over 1,600 teachers have participated in at least one of these projects, and these teachers have directly impacted more than 131,800 students. According to the external evaluation findings, ITQG projects deliver quality PD to participants. Thus, ITQG is fulfilling a need for subject-specific and prolonged PD in the state and has the potential for continuing impact on science and mathematics education in Missouri.

In the most recently completed ITQG grant cycle (Cycle-7), teachers increased their content knowledge of mathematics by an average of 35 percentage points over the duration of the project and 54 percentage points in science. Their students showed an average increase in content knowledge of over 87 percentage points in math and 106 percentage points in science. The data also show that students in participating high-need school districts perform better on the Missouri Assessment Program (MAP) examinations than those students in non-participating high-need school districts. Districts and schools participating in ITQG projects typically show higher MAP index scores and a greater percentage of students scoring at the highest levels on the MAP examinations.

Cycle-9 Grant Competition

MDHE staff uses a Request for Proposals (RFP) to solicit professional development project proposals. The RFP for each cycle establishes the grade level and content area focus required for the distribution of awards. The Cycle-9 RFP focused on the core areas of mathematics and science at any grade level (K-12). This RFP also introduced competitive priorities in Data Systems Competencies and Environmental Education. The Cycle-9 RFP resulted in 16 project proposals requesting more than \$2.8 million in grant funds. A panel of math and science professionals from K-12 and higher education institutions, as well as MDHE staff members, reviewed the proposals.

As part of the Cycle-9 funding, two on-going, multi-year projects were recommended for renewal. Based on funding committed to these two projects, the funding available for new Cycle-9 ITQG projects was approximately \$1,025,000. Based on the recommendations of the review panel and analysis by MDHE staff, five of the 16 projects proposed were selected for funding. The choice of awards reflected an equitable distribution of grant funds by geographic areas within the state, which is a federal requirement of the ITQG program.

The following new awards were made for ITQG Cycle-9:

| Lead Institution | Project Director | Amount of Award | Project Title | Project Duration |
|---------------------------------------------|-----------------------|-----------------|----------------------------------------------------------------------------------|------------------|
| Columbia College | Dr. Karen Weston | \$205,570.73 | <i>Tomorrow's Hope for Renewal, Innovation, and Vision in Education (THRIVE)</i> | 2011-2012 |
| Maryville University | Dr. Samuel Hausfather | \$165,588.15 | <i>Constructivist Early Childhood Science: Building Inquiring Minds*</i> | 2011-2013 |
| Missouri University of Science & Technology | Dr. V.A. Samaranayake | \$222,153.60 | <i>Science Education and Quantitative Literacy: An Inquiry-based Approach**</i> | 2011-2014 |
| University of Central Missouri | Dr. Mahmoud Yousef | \$201,439.15 | <i>Inquiry + Tech = Middle School Math Mastery</i> | 2011-2012 |
| University of Missouri - Columbia | Dr. Deborah Hanuscin | \$206,867.91 | <i>QUEST: Quality Elementary Science Teaching**</i> | 2011-2014 |

**Two year award. The first year award amount is stated above. The second year award for this project will be made contingent upon successful progress toward project goals.*

***Three year award. The first year award amount is stated above. The second and third year awards will be made contingent upon successful progress toward project goals.*

Conclusion

The projects funded in Cycle-9 will provide essential professional development in mathematics and science to K-12 teachers in some of the highest-needs school districts in the state. Strong partnerships between colleges, universities, and K-12 schools will allow Missouri to continue to improve student achievement and teacher preparation.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive and expend federal funds for educational programs

Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Transfer and Articulation (COTA) Update
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

A primary statutory responsibility of the CBHE is to ensure the efficient and effective transfer of students among Missouri institutions. The Committee on Transfer and Articulation (COTA), the CBHE's standing advisory committee, works within the board's statutory authority to facilitate the transfer of students between institutions of higher education within the state. COTA is assisted in this work by the COTA Advisory Council (COTA-AC). This board item provides a summary of COTA's work in recent months.

Common Course Equivalencies

Several states have adopted common course equivalencies, a process in which a course from one institution is determined to be equivalent in course content, exit competencies, and expected student outcomes as a similar course from another institution. Common course equivalencies assist students by identifying courses that will transfer to other institutions within the state.

In September, COTA hosted Dr. Robert Blankenberger from the Illinois Board of Education. Dr. Blankenberger gave a presentation on the Illinois Articulation Initiative (IAI).

The IAI has three key components:

1. Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate programs.
2. Faculty must take primary responsibility for developing and maintaining program and course articulation.
3. Institutions are expected to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and academic rigor.

Dr. Blankenberger emphasized that the IAI is a dynamic project requiring regular review and updating to remain effective and relevant. Its foundation rests on panels, comprised of faculty representatives from all sectors that identify standards and expectations for course content and learning outcomes in general education and major fields. The panels operate in much the same way as the discipline workgroups for the Curriculum Alignment Initiative (CAI) in Missouri.

Missouri has in place several policies and initiatives that could provide the foundation for erecting an initiative similar to the IAI:

Coordinating Board for Higher Education
April 7, 2011

1. The existing CAI discipline workgroups have identified entry-level and exit-level competencies for many introductory-level courses, which could be the basis for identifying course equivalencies from different institutions. The workgroup structure could be adapted to developing major field course equivalencies, which would be a major step forward in facilitating student persistence and completion.
2. Missouri has in place a 42-hour general education transfer block, which also will help in identifying equivalencies for general education courses across institutions and sectors.
3. Both COTA and the newly-formed Committee on Curriculum and Assessment are appropriate advisory bodies to give support and direction to the initiative.
4. Missouri institutions have worked cooperatively in the past, and have made commitments to increase the depth and scope of collaboration within and between educational sectors.

One benefit of undertaking such a project, both for the MDHE and the institutions, is it would likely strengthen relationships between the two-year and four-year sectors through a collaborative effort to improve the efficiency of higher education. It also has the potential to engage Missouri's independent institutions and broaden collaborative efforts between the public and independent sectors.

COTA will continue to gather data and information on common course equivalencies initiatives in other states, and explore how a similar effort might be implemented in Missouri.

Collaboration with DESE

COTA has been communicating with the Department of Elementary and Secondary Education (DESE) regarding proposed revisions to the Missouri School Improvement Program (MSIP 5) standards. Committee members raised concerns about how dual credit programs would be assessed when measuring school performance. From COTA's perspective, the proposed change could result in the reduction or elimination of dual credit programs in the state.

The State Board of Education has approved the revised MSIP 5 standards, which will be published in the *Missouri Register* for public comment beginning April 15, 2011. As presently written, the standards would include approved dual credit courses as an indication of school performance. The State Board of Education will consider all public comments before giving final approval to the standards. COTA will continue to work with DESE to ensure that high-quality dual credit courses remain available to students.

Dual Credit Compliance Survey

The CBHE policy on Dual Credit (adopted June 10, 1999 and revised April 23, 2009), requires each institution to "provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented." Based on this information, the CBHE will annually "provide an updated list of dual credit programs that are in compliance" with this policy to the Department of Elementary and Secondary Education.

Due to high levels of staff turnover and other obligations since the revision of this policy, such information has neither been provided nor collected, and only an initial report has been produced. COTA, with the support of COTA-AC, has established a working group to develop an appropriate survey to collect the requisite information as well as to determine if there are further areas of the policy that may require additional revision or clarification.

Per CBHE policy, the survey will include information on “such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students.” This survey is expected to go out to the institutions within the next month.

2011 Transfer Conference

The 2011 Missouri Conference on Transfer and Articulation was held on February 11, 2011, at the Holiday Inn Select Executive Center in Columbia, Missouri. One hundred-eighty five registrants attended the conference, including transfer practitioners, faculty, institutional staff, administrators, COTA members, COTA Advisory Council members, and MDHE staff. Conference attendees were representative of all institutions sectors, with 68 public four-year, 52 independent four-year, 49 public two-year, four proprietary, one independent two-year, and 11 MDHE and other organization representatives.

Commissioner Russell gave the keynote address. The conference was organized into three presentation tracks: 1) Best Practices; 2) Faculty Roles in Transfer and Articulation; and 3) Policy and Vision. There were a total of nine breakout presentations available to conference attendees. Presenters and topics were representative of all institutional sectors and were focused on both policy and practice issues. A full listing of breakout sessions and presenters is included in the attachment; conference presentations and handouts are also available at <http://www.dhe.mo.gov/cota/2011cotapresentations.php>.

The 2011 conference had only five fewer attendees than last year’s conference. Conference evaluation forms had a response rate of fifty percent, fifteen percent higher than in 2010. Overall the assessment of the conference was generally positive and included recommendations that both COTA and COTA-AC will consider. A full report of the conference will be delivered to the board at its June 2011 meeting.

Conclusion

COTA’s work over the next several months will focus on further research into the possibility of developing common course numbering, communication with DESE, developing a dual credit survey, and working with COTA-AC to plan the 2012 Transfer Conference.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT

List of Current COTA Members

List of COTA Conference Sessions and Presenters

**CBHE Committee on Transfer and Articulation (COTA)
Membership, 2010-2011**

Chair

Ms. Pam McIntyre, President

St. Louis Community College–Wildwood

Members

Dr. Troy Paino, President

Truman State University

Dr. Steven Graham, Senior Associate Vice President for Academic Affairs

University of Missouri System

Dr. Evelyn Jorgenson, President

Moberly Area Community College

Dr. R. Alton Lacey, President

Missouri Baptist University

Ms. Julia Leeman, President

Sanford-Brown College

Dr. Tuesday Stanley, Vice Chancellor

Metropolitan Community College

Dr. Bruce Speck, President

Missouri Southern State University

Dr. David Russell, Commissioner of Higher Education (ex-officio voting member)

Missouri Department of Higher Education

Support Staff

Ms. Heather MacCleoud, Research Associate

Missouri Department of Higher Education

Alternates

Public 4-year:

Dr. Cindy Heider, Associate Vice Provost and Vice President for Academic Affairs

Missouri Western State University

Public 2-year:

Dr. Donna Dare, Vice Chancellor for Academic and Student Affairs

St. Louis Community College

Independent:

Dr. Arlen Dykstra, Provost and Vice President for Academic Affairs

Missouri Baptist University



Missouri Department of Higher Education

2011 COTA Transfer and Articulation Conference

February 11, 2011

Columbia, Missouri

Holiday Inn Select Executive Center

8:30 *Registration and Continental Breakfast (Hotel Conference Center Lobby)*

9:00 *Welcome*

Debbie Schatz, Chair, COTA-AC

Pam McIntyre, Chair, COTA

Windsor Room

9:15 *Keynote (Windsor Room)*

Dr. David Russell, Commissioner, Missouri Department of Higher Education

10:00 *Break*

10:10 *Breakout A*

Session 1 **ACCESS—ACCESS—ACCESS: Creating a College Going Culture and Ensuring Student Success in Missouri**

(Faculty Roles in Transfer and Articulation)

Kathleen Burns, Director ACP, University of Missouri—St. Louis

Gayle Rogan, PhD, Director, 1818 ACC Program, Saint Louis University

C. Lynne Clawson-Day, Director High School/College Partnerships, University of Missouri-Kansas City

Mary Ellen Fuquay, Director of EXCEL, Missouri Baptist University

Moderator: LaShanda Boone, Harris-Stowe University

Windsor 1

A panel of Missouri's dual credit professionals presents current research on the evolution of dual credit enrollment policies across the nation. Trends indicate that providing students with equal and affordable access to rigorous courses and surrounding social supports through dual credit promotes a college-going culture and seeks to ensure student success, K-16.

Session 2 **Transfer Related Roadblocks and Challenges**

(Best Practices)

Kim Fitzgerald, Coordinator, Enrollment Management, St. Louis Community College

Julie Massey, Manager, Academic Advising, St. Louis Community College

Moderator: Teri Furlow, University of Missouri-St. Louis

Windsor 2

Approximately 28,000 students transferred in the state of Missouri and approximately 20,000 of those students transferred to schools within the state of Missouri. In this session, representatives from sending and receiving institutions will discuss some of the challenges and possible solutions to those challenges when handling transfer students at their institutions. Our facilitated discussion will focus on many issues, including "swirling" students, information sharing, data on student success, the role of technology, and much more.

Session 3 A+ Program Update from MDHE

Windsor 3

(Policy and Vision)

**Leroy Wade, Assistant Commissioner Student Financial Assistance & Outreach, and
Proprietary Certification, Missouri Department of Higher Education**

Kelli Reed, Student Assistance Associate, Missouri Department of Higher Education

Moderator: Doug Couch, University of Central Missouri

Missouri's A+ scholarship program transitioned from the Department of Elementary and Secondary Education to the Missouri Department of Higher Education in fall 2010. In this session, participants will receive the latest information about the A+ scholarship program under the MDHE.

11:15 Breakout B

Session 4 Using a Bachelor of Technology Degree to Benefit AAS Students

Windsor 1

(Faculty Roles in Transfer and Articulation)

Jason Helton, Coordinator of Federal programs, North Central Missouri College

Megan Goodin , Advisement and Transfer Facilitator, Northwest Missouri State University

Moderator: Yvette Sweeney, St. Charles Community College

This presentation will discuss the history of the Bachelor of Technology at Northwest Missouri State University, the requirements and how it is designed, and how emphasis areas are matched to the student. In addition, the presentation will cover how the BT works especially well for specific AAS programs at North Central Missouri College and why some students select this degree route.

Session 5 Missouri College Advising Corps: Helping Community

College Students Transfer Toward Bachelor-Degree Completion

Windsor 2

(Best Practices)

**Dr. Beth Tankersley-Bankhead, Executive Director, Missouri College Advising Corps,
University of Missouri—Columbia**

Laura Schneider; College Adviser, MCAC , Metropolitan Community College

Rachel Loyd, College Adviser, MCAC, East Central College

Moderator: Sue Bateman, University of Missouri-St. Louis

The Missouri College Advising Corps (MCAC) is a college access program based at the University of Missouri (MU). Through this program, recent MU graduates work as full-time, near-peer college advisers in high schools and community colleges across the state. The mission of the program is to help students obtain a bachelor's degree at their "best fit" four-year institution. The high schools and community colleges that MCAC partners with have high numbers of students who are the first members of their families to attend college. Come join this session to learn about how the Missouri College Advising Corps community college advisers are helping students to attain an associate's degree and continue progress towards the completion of a bachelor's degree at their "best fit" four-year postsecondary institution.

Session 6 Rising Star Program

Windsor 3

(Policy and Vision)

Thomas A. Linares, Ph.D., Southeast Missouri State University

Moderator: Stephanie Bouse, Missouri S&T

RISING STAR is an innovative proposal linking high school juniors and seniors with community colleges and universities. More than the typical dual-credit process, RISING STAR admits the high school student simultaneously to both a community college and a university. The student selects a track or major that will guide him/her through the community college curriculum and directly into a university program. In the RISING STAR program, the high school student is recognized as an official student at both the community college and university, receiving student ID cards, advisors, and receiving all the benefits granted to a college student. While participating in the RISING STAR program, the student is guided through the process, eliminating much of the unknowns about entering a college. Likewise, colleges and universities participating in the program benefit by securing future enrollment. Examples of how the RISING STAR program can be implemented will be presented.

12:15 Lunch and Announcements

Windsor Room

MDHE Report on Data and Trends in Missouri Higher Education

Dr. Rusty Monhollon, Senior Associate, Missouri Department of Higher Education

Damon Ferlazzo, Data Specialist, Missouri Department of Higher Education

1:30 Break

1:45 Breakout C

Session 7 Early Colleges Demonstrate Promising Results through Post-Secondary Outreach Utilizing Accredited Standards-Based Programs to Provide Academic Supports and Affordable Access

Windsor 1

(Faculty Roles in Transfer and Articulation)

**C. Lynne Clawson-Day, Director, High School/College Partnerships,
University of Missouri- Kansas City**

Robert Baird, Vice President, Woodrow Wilson Foundation

Elizabeth Barnett, Researcher, Teachers' College, Columbia University

Jason Quiara, Senior Project Manager, Jobs for the Future

Moderator: Erin Christensen, Missouri S&T

This panel discussion is centered on case studies of exemplary early college high schools with strong post-secondary student supports. The necessity of a standards-based scaffolding that may be provided through strong postsecondary partners creates an environment where all high school student experiences are ramped up to grade level and prepares them for the mastery of academic challenges and success in a postsecondary institution.

Session 8 Re-Visiting Feedback to Transfer-Originating Institutions

Windsor 2

(Best Practices)

Lawrence Westermeyer, Director, Institutional Research, University of Missouri- St. Louis

Moderator: Sherry Vance, Missouri S&T

The National Student Clearinghouse provides reliable and consistent data about the educational choices students make after a decision to transfer. However other than graduation, there is no information about student performance. This is an issue to be solved at the campus level in conjunction with partner institutions so the needs of both can be met. This presentation will review the transfer student performance data originally provided by the University of Missouri - St. Louis (UMSL) to our primary transfer-originating institutions along with the additions made over the past few years. Examples of the uses of this data at UMSL and our partner institutions will be provided. Some of the challenges of starting this type of project will also be discussed. Participants will have the opportunity to provide comments and suggest the inclusion of additional information that is important to their institutions.

Session 9 Prior Learning Assessment

Windsor 3

(Policy and Vision)

Rene L. Massey, Associate Dean, Division of Adult Higher Education, Columbia College

Tom Walker, Dean, Continuing Education, University of Missouri- St. Louis

Moderator: Melissa Hattman, University of Missouri-St. Louis

Students who have prior learning credit complete their education at a higher rate and in a timelier manner than those students who do not have prior learning credit, according to a 2006 survey by CAEL (Center for Adult and Experiential Learning). This presentation gives an overview of Prior Learning Assessment (PLA) to include portfolio assessment, testing and prior learning. Information regarding the work done by CAEL over time and results of a 2006 survey of prior learning methods of earning credit for the adult learner will also be covered. The presenters will outline terms, definitions, survey results and current trends in higher education in regard to prior learning assessment. Methods of portfolio review and assessment techniques are discussed. There will be a 10-15 minute question and answer period.

2:45 Refreshments – Complete Evaluations – Turn in Nametags

3:00 Closing Remarks and Attendance Prizes

Windsor Room

3:15 Close of Conference

AGENDA ITEM SUMMARY

AGENDA ITEM

Distance Education Policy update
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) has statutory responsibility for approving new degree programs offered by public institutions of higher education for delivery in Missouri, including those delivered through distance education. This agenda item provides an update on distance education issues reported to the CBHE in February 2011.

Background

In February, MDHE staff reported to the CBHE of a proposed change in the federal regulations regarding distance education offered by out-of-state public institutions. The proposed change requires an institution “*offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request.*” The MDHE also reported that current CBHE policy on distance education was “vague.”

In response to numerous inquiries by out-of-state institutions seeking to comply with Missouri's requirements to “legally offer” postsecondary distance education in the state, MDHE staff has written a statement setting forth those requirements. The MDHE sought input on the statement from the chief academic officers of both the public two-year and four-year sectors. The statement, copied below, conforms with existing CBHE policies, minimizes the amount of resources the MDHE must expend to insure compliance and puts out-of-state institutions on record that they are duly accredited and that they will comply with CBHE Principles of Good Practice for Distance-Learning/Web-Based Courses.

The Missouri Department of Higher Education requires out-of-state public institutions offering postsecondary education to students in Missouri to affirm, in writing, that the institution is accredited by a regional accrediting body, and that the institution will adhere to the MDHE Principles of Good Practice for Distance Learning and Web-Based Courses. ([Policy for the Review of Academic Program Proposals](#))

Out-of-state public institutions wishing to offer distance education in Missouri in compliance with the U.S. Department of Education guidelines should submit a letter to the MDHE (at the address listed below) affirming their compliance with both regional accrediting standards and the MDHE Principles of Good Practice for Distance Learning and Web-Based Courses.

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April 7, 2011

Missouri Department of Higher Education
Attention: Distance Education Certification
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102

Please note this statement is only applicable only to out-of-state public institutions. All other institutions should refer to [Proprietary School Certification](#) for information on offering distance education within the state.

Conclusion

The MDHE statement on distance education is a short-term solution to a very complicated and dynamic issue, which the higher education community is currently addressing and will likely have to address for many years to come. As the MDHE reported in February, the lack of a specific policy regarding the review of distance education programs for public institutions is an important gap in Missouri's public policy framework that affects both Missouri public institutions and out-of-state public institutions that want to expand services to the state.

STATUTORY REFERENCE

Section 173.005.2(1), 173.005.2(8), 173.030(1), 173.030(2), RSMo. 6 CSR 10-10.010

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Curriculum and Assessment
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The Curriculum Alignment Initiative (CAI) and the Learning Assessment in Missouri Postsecondary Education (LAMP) initiatives were established to address the alignment of competencies and assessments across educational sectors. CAI was established to fulfill the mandate from SB389 to identify entry- and exit-level competencies that define standards for entry into and exit from collegiate-level coursework. LAMP was created to consider statewide issues surrounding learning assessment in Missouri, to serve as a forum for dialogue and research regarding assessment in higher education at key transition points, and to make policy recommendations to the commissioner of higher education.

The work of both the CAI and LAMP initiatives evolved to a point where a new mechanism was necessary to provide higher education with a strong voice for defining college-readiness and to implement the findings and strategies for the most effective alignment of curricula and the development of appropriate assessment tools. The Coordinating Board for Higher Education (CBHE) at its June 2010 meeting directed the Commissioner of Higher Education to implement a merger of the CAI Steering Committee (CAS) and LAMP into a single postsecondary advisory group whose purpose is to address both curriculum alignment and assessment issues. The creation of a permanent entity, called the Committee on Curriculum and Assessment (CCA), was proposed to ensure the necessary collaboration between all sectors involved in alignment and assessment issues. The intent of this board item is to outline the role and function of the CCA, describe projected activities for the committee, and give a timeline for action.

MDHE staff developed a proposal for the CCA in consultation with the CAS, LAMP Advisory Council members, and chief academic officers from the two-year and four-year public sectors. The proposal was mailed electronically to chief academic officers in both the public and independent sectors, and was also posted on the MDHE website for public comment and review. As with all MDHE committees and workgroups, the work of CCA is open and sector input is welcome at all levels.

Committee membership

The Committee on Curriculum and Assessment will be composed of thirteen members, one of which shall be named by the Commissioner of Higher Education to serve as chairperson of the committee. Membership on the committee will be as follows:

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- Three (3) representatives, one of whom must be a faculty member, from the public two-year colleges, to be selected by the Missouri Community College Association
- Three (3) representatives from the public four-year colleges and universities, one of whom must be from the University of Missouri and at least one of whom must be a faculty member, selected by the Council on Public Higher Education
- One (1) representative from the public technical sector, selected by Linn State Technical College.
- One (1) representative of Missouri's independent colleges and universities, selected by the Independent Colleges and Universities of Missouri
- One (1) representative from the Missouri Association of Faculty Senates, selected by the association
- One (1) representative from the Department of Elementary and Secondary Education, selected by the department
- One (1) member from the K-12 sector at large, selected by the Commissioner of Higher Education upon the recommendation of the Commissioner of Education
- One (1) member from the Missouri School Boards' Association, selected by the association
- The Commissioner of Higher Education, or a designated representative, will sit as an *ex-officio* non-voting member of the committee.

The chair must convene the committee at least once a year, and as often as is necessary to perform its functions. The chair is responsible for establishing subcommittees to develop the rules and procedures for meetings and to guide the work of the committee.

Committee charge and responsibilities

The CCA will advise the Commissioner of Higher Education and the Coordinating Board for Higher Education on matters relating to the curriculum and assessment of postsecondary education in Missouri. The primary purpose of the CCA is to implement and oversee the mandates in SB389 related to curriculum alignment and assessment.

Additionally, the work of the CCA should account for the following:

1. Recommendations of the CCA should be consistent with the assessment efforts required to comply with accreditation criteria for institutions as established by the Higher Learning Commission.
2. Recommendations of the CCA should be consistent with the assessment efforts required for accreditation of professional programs such as engineering (ABET), business (AACSB), medicine (LCME), and law (ABA), among others. Existing assessment practices should be utilized to minimize the amount of additional effort required to meet the goals of assessment.
3. Recommendations of the CCA should connect with and support the efforts required for compliance with the Voluntary System of Accountability.
4. Recommendations for assessment methods should be based on best practices recognized

nationwide.

5. Assessment should be tied to instruction and be particular to each program. It should be recognized that effective assessment can be conducted using a variety of methods; thus, a one-size-fits-all approach is not desirable.
6. The CCA will recommend revisions to CBHE policies as necessary and appropriate to its charge.
7. The CCA will disseminate the CBHE-approved entry-level and exit-level competencies, developed through the Curriculum Alignment Initiative. The CCA will also review and revise entry- and exit-level competencies as necessary.
8. The CCA should seek the counsel of faculty and other institutional representatives in the performance of its functions, in particular the Missouri Assessment Consortium (MAC) and the Department of Elementary and Secondary Education. In particular, the CCA should consult periodically with the Missouri Assessment Consortium (MAC) to identify priorities for the CCA to address.

Next Steps

The Commissioner of Higher Education has asked officials of the Missouri Community College Association, the Council on Public Higher Education, Linn State Technical College, the Independent Colleges and Universities of Missouri, the Missouri Association of Faculty Senates, selected by the association, the Department of Elementary and Secondary Education, and the Missouri School Boards' Association to submit the names of their representatives to him by April 15, 2011. The commissioner will select one of the representatives to serve as the committee chair. The chair and MDHE staff will arrange, at the earliest possible date, a time and place for the CCA to meet to develop the rules and procedures for its meetings and to create a plan of action to guide the committee's work.

Conclusion

The CAS and the LAMP Advisory Council have worked tirelessly to ensure that curriculum alignment and assessment considerations have been at the forefront of discussions aimed at streamlining the P-20 pipeline. The CCA, as a permanent advisory group to the CBHE, is committed to working with secondary and postsecondary administrators and faculty to inform state-level public policy work.

STATUTORY REFERENCE

Section 173.005, RSMo
Section 173.020(3), RSMo
Senate Bill 389

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Doctorate in Nursing Practice Programs in Missouri
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

Interest in the doctorate in nursing practice (DNP) degree has grown significantly over the last several years. The American Association of Colleges of Nursing (AACN), the professional organization for nursing programs, has recommended moving the current level of academic preparation necessary for advance practice nursing (APN) from the master's degree to the doctorate by the year 2015. The change would make the DNP the terminal degree in nursing practice, and would put the profession at parity with other healthcare professions that have an established practice doctorate as standard entry into practice. Many colleges and universities are developing DNP programs in response to the AACN recommendation, and accrediting bodies are formulating criteria to evaluate DNP programs. There are currently six DNP programs being offered in Missouri; a proposal from Missouri State University to offer the DNP is on the MDHE website for public review and comment. This board item identifies several critical issues and their potential policy implications for the board's consideration.

Background

As the healthcare industry has become increasingly complex, nurses have been called to leadership positions at the bedside, in administration, and in the classroom. In redefining the nursing profession's role, industry leaders believed there was a need to increase the educational standards for nursing practice. In response, the AACN recommended the DNP as a way of increasing the educational standard for APNs.

Professional Advancement

Doctoral programs in the nursing field can be categorized into two distinct types: research-focused (PhD) and practice-focused (DNP). According to the AACN, the term *practice* refers to "any form of nursing intervention that influences health care outcomes for individuals or populations . . . preparation at the practice doctorate level includes advanced preparation in nursing, based on nursing science."¹ Although research is essential to both degrees, DNP programs tend to include more emphasis on practice and less emphasis on theory and meta-theory than the PhD in nursing. DNP programs generally include a residency or intense integrative clinical experience in which students are required to complete an application-oriented capstone project related to the clinical residency.

There are four major specialties of advance practice nursing (APN): nurse anesthetist, nurse midwife, nurse practitioner, and clinical nurse specialist. A registered nurse can become an APN through advanced training programs. In Missouri, this training is most frequently the Master of Science in Nursing (MSN). Most states' licensing bodies define the scope of practice for APNs.

¹ American Association of Colleges of Nursing, <http://www.aacn.nche.edu/DNP/pdf/DNP.pdf>

The AACN recommendation would move the requirement for entry into practice for APNs from the master's level to the DNP level.

There is also a push to advance nursing education at the registered nurse (RN) level. RNs hold, at a minimum, an associate's degree in nursing. The National Advisory Council on Nurse Education and Practice recommended that at least two-thirds of the basic nursing workforce hold at least a bachelor's degree by 2010.² Policy recommendations by the Robert Wood Johnson Foundation and the Carnegie Foundation include requiring all new registered nurses to complete a bachelor of science in nursing (BSN) program within ten years of licensure to enhance the pipeline into graduate nursing programs. The state of New Jersey introduced, and 18 states are considering adopting, "BSN-in-Ten" legislation that requires all newly licensed registered nurses to obtain a BSN within ten years of initial licensure to continue practicing. One clear result of this initiative is the need to train additional DPNs to serve as teaching faculty.

Missouri's nursing programs are outlined below:

- DNP/PhD Programs: 6 (Barnes-Jewish College, Maryville University, Saint Louis University, University of Missouri-Columbia, University of Missouri-Kansas City, University of Missouri-St. Louis)—one proposal from Missouri State University is currently under review.
- MSN Programs: 10 (an additional 15 off-site programs exist)
- BSN Programs, including accelerated BSN completion programs: 24 (an additional 17 off-site programs exist)
- BSN to Doctoral Programs: 3 (University of Missouri-Columbia, University of Missouri-Kansas City, University of Missouri-St. Louis)--one proposal from Missouri State University is currently under review.
- RN to MSN Programs: 3 (Graceland University, Maryville University, Missouri State University)

Shortage of nursing educators

Aging nursing faculty and projected retirements will affect the implementation of the DNP. In 2008, the average age of Missouri registered nurses was 47 years-of-age, and over 45 percent of all nurses were aged 50 or older.³ Missouri will need to replace, over the next 15-20 years, nearly half of its RN workforce.

Nationally, the average age of doctorally-prepared nursing faculty holding the rank of professor, associate professor, and assistant professor were 59.1, 56.1, and 51.7 years respectively. For master's degree-prepared nursing faculty, the average ages for professors, associate professors, and assistant professors were 58.9, 55.2, and 50.1 years respectively.⁴ The average retirement age for nursing faculty is 62.5 years old and it is estimated that 200-300 doctorally-prepared faculty will be eligible for retirement each year from 2003-2012; between 220-280 master's

² National Advisory Council on Nurse Education and Practice (October 1996). *Report to the Secretary of the Department of Health and Human Services on the Basic Registered Nurse Workforce.*

³ MERIC data contained in the report *2010-2018 Missouri Historically High Growth Occupations: Healthcare Cluster*

⁴ American Association of Colleges of Nursing, www.aacn.nche.edu/IDS

prepared nursing faculty will be eligible for retirement between 2012 and 2018.⁵ Not only will Missouri need to replace retiring registered nurses, it also will have to replace faculty positions in nurse education programs.

According to the AACN Research and Data Center 2002-2010, nursing schools in the U.S. turned away 52,115 qualified applicants from baccalaureate and graduate nursing programs in 2010 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. This number is up 93 percent from 2002, when the schools turned away 3,600 qualified applicants.

To complicate matters, nurses earn significantly higher wages in clinical and private settings compared to faculty positions. The average salary of a nurse practitioner, across settings and specialties is, \$81,060. The AACN reported in March 2009 that master's prepared faculty earned an annual average salary of \$69,489.

Projected Nursing Need

According to a *Special Survey on Vacant Faculty Positions* released by the AACN in September 2010, a total of 880 faculty vacancies were identified in a survey of 556 nursing schools with baccalaureate and/or graduate programs across the country (70.3 percent response rate). Schools cited the need to create an additional 257 faculty positions to accommodate student demand. Of these, 92.6 percent of the positions required or preferred a doctoral degree. To meet the complex demands of the healthcare environment, the National Advisory Council on Nurse Education and Practice recommended that at least two-thirds of the basic nursing workforce hold at least a bachelor's degree by 2010. In 2008 only 13.2 percent of registered nurses held either a master's or doctoral degree as their highest educational preparation. According to the U.S. Bureau of Labor Statistics, registered nursing will have the greatest job growth between 2008 and 2018. More than 581,500 new registered nursing jobs will be created through 2018. By 2020, at the current rate, the U.S. nursing shortage will grow to more than 800,000 registered nurses.⁶

The Missouri Economic Research and Information Center (MERIC) indicates that Missouri averaged a 7.8 percent vacancy rate⁷ for registered nurses, with some regions of the state showing a vacancy rate higher than 11 percent. In 2009, of the 4,155 graduates from registered nursing programs in Missouri only 23 (0.5 percent) graduated with doctoral degrees. Of the bachelor's degrees conferred, a significant number were registered nurses obtaining new or advanced training. Missouri predicts a 17.1 percent growth in registered nurse employment (2004-2014), with more than 23,000 openings due to growth and over 21,000 openings due to replacements anticipated throughout the state. Because of the small number of newly registered nurses gaining certification, Missouri is unlikely to meet its need for additional nurses to serve its 320 medically underserved areas throughout the state.⁸

⁵ www.us.elsevierhealth.com/product.jsp?isbn=00296554

⁶ American Association of Colleges of Nursing, <http://www.aacn.nche.edu/Media/FactSheets/nursfact.htm>

⁷ Vacancy rate is the rate at which the number of available positions outpaces the number of graduates and trainees entering the workforce.

⁸ MERIC data contained in the report *2010-2018 Missouri Historically High Growth Occupations: Healthcare Cluster*

Discussion

There are a number of critical issues with significant policy implications of which the CBHE should be aware. These include program quality, the future role of MSN programs, the costs to add these programs, and authorizing non-UM System campuses to offer doctoral degrees.

Program Quality and Impact on MSN: Issues such as defining the scope of DNP graduates' practice and licensure and program accreditation need to be addressed. There is also a question regarding the future role of the MSN; nursing programs and state licensing boards must determine the scope of practice for master's graduates, ensure these roles are clearly defined in the healthcare field, and provide explanation for how quality of patient care will be impacted.

Cost to Add Programs: The cost to add and implement the DNP program varies according to institutional makeup. However, these costs (at a minimum) should be considered, especially considering the state of colleges' finances: costs to hire consultants for the accreditation process as well as the fee for accreditation; hiring of qualified faculty; hiring additional staff to handle additional administrative duties; equipment purchases; and office, classroom, and lab space. Institutions will need to provide for this program out of institutional funds, or through tuition.

Policy on Doctoral Degrees: Missouri State University (MSU) has submitted a proposal to the MDHE (currently posted for review) to offer DNP degree. Section 174.225 RSMo 2005 allows MSU to grant doctoral degrees in audiology and physical therapy, and prohibits offering other doctoral degrees except in cooperation with the University of Missouri as a degree-granting institution. MSU sought and received support from the University of Missouri to offer the DNP. Allowing other institutions to offer DNP degrees will result in a need to review statute regarding the conferral of doctoral degrees.

Conclusion

The practice-focused DNP is an important alternative to the research-focused PhD in nursing. The increased knowledge and sophistication of healthcare, the desire to have parity with other health disciplines, and the current and projected nursing faculty and student shortage has resulted in a need for an increase in DNP programs. However, increasing the number of DNP programs will require additional conversations regarding implications for policy, cost, and program quality.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT

Directory of Nursing Programs and Directors in Missouri

Nursing Programs and Directors in Missouri
March 2011

| Institution Name | Institution Address | Program | Program Details | Director |
|-------------------------------------|-----------------------------------------------------|-----------------------|--------------------------------------------------------|----------------------------------------|
| Advanced Technology Center | 2900 Doreli Lane, Mexico, MO 65265 | C1, Practical Nursing | Coll. With MACC | Jones, Ruth J. |
| Audrain County Public Library | 305 West Jackson St. Mexico, MO 65265 | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Avila University | 11901 Wornall Road Kansas City, MO 64145-9990 | BSN | | Susan H. Fetsch, PhD, RN |
| Bolivar Technical College | 2001 West Broadway, Bolivar, Missouri, 65613 | ASN | Associate Degree Nursing Professional, Coll. With TCTI | Sandy Stone, MSN, BSN, RN, NP-C |
| Bolivar Technical College | 2001 West Broadway, Bolivar, Missouri, 65613 | C1, Practical Nursing | Coll. With TCTI | Mary Barnes, BSN, RN |
| Brookfield Area Career Center | 122 Pershing Road Brookfield, MO 64628 | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Camdenton Telecommunications Commun | 115 W Highway 54 Camdenton, MO 65020-9745 | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Central Methodist University | 411 Central Methodist Square Fayette, MO 65248 | BSN | Completion | Megan W. Hess, MSN |
| Central Methodist University | 411 Central Methodist Square Fayette, MO 65248 | BSN | Generic | Megan W. Hess, MSN |
| Chamberlain College of Nursing | 11830 Westline Industrial Drive St. Louis, MO 63146 | MSN | Online | Dr. Janice DeMasters, PhD, MSN, RN |
| Chamberlain College of Nursing | 11830 Westline Industrial Drive St. Louis, MO 63146 | BSN | Site-based | Dr. Janice DeMasters, PhD, MSN, RN |
| Chamberlain College of Nursing | 11830 Westline Industrial Drive St. Louis, MO 63146 | BSN | RN to BSN (online) | Dr. Janice DeMasters, PhD, MSN, RN |
| College of The Ozarks | P.O. Box 17 Point Lookout, MO 65726-0017 | BSN | | Dr. Janice S. Williams, RN;ACNS-BC;CDE |

Nursing Programs and Directors in Missouri
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|-----------------------------------------|---------------------------------------------------|-----------------------|-----------------------------------------------|-------------------------------------|
| Columbia College | 1001 Rogers Columbia, MO 65216 | ASN | | Linda Claycomb |
| Columbia College Lake of the Ozarks | 900 College Blvd. Osage Beach, MO 65065 | ASN | | Linda Claycomb |
| Cooper County Hospital | 17651 B Hwy. Boonville, MO 65233 | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Cox College of Nursing/Health Sciences | 1423 N. Jefferson Avenue Springfield, MO 65802 | AS, Medical Assisting | | Patricia Wagner, MSN, RN, GNP-BC |
| Cox College of Nursing/Health Sciences | 1423 N. Jefferson Avenue Springfield, MO 65802 | CI, Medical Coding | | Patricia Wagner, MSN, RN, GNP-BC |
| Crowder College | 601 Laclede Avenue Neosho, MO 64850 | ASN | Associate Degree Nursing | D'Ann Dennis |
| Crowder College Moss Center Nevada | 600 West Edwards Place, Nevada, MO 64772 | ASN | Associate Degree Nursing | D'Ann Dennis |
| Crowder College Moss Center Nevada | 600 West Edwards Place, Nevada, MO 64772 | ASN | | D'Ann Dennis |
| Crowder College Watley Center Cassville | 4020 North Main St., Cassville, MO 65625 | ASN | Associate Degree Nursing | D'Ann Dennis |
| Culver-Stockton College | #1 College Hill Canton, MO 63435-9989 | BSN | | Indiren Pillay |
| East Central College | 1964 Prairie Dell Road Union, MO 63084 | AASN | Coll. With Rolla Technical | Robyn Walter |
| East Central College | 1964 Prairie Dell Road Union, MO 63084 | BSN | Completion / Coll. With CMU | Megan W. Hess, MSN |
| East Central College | 1964 Prairie Dell Road Union, MO 63084 | MSN | Family Nurse Practitioner, Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| East Central College | 1964 Prairie Dell Road Union, MO 63084 | DNP | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |

Nursing Programs and Directors in Missouri

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|-----------------------------------------------------|--------------------------------------------|---------------------------------|-----------------|-----------------------------------------|
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | DNP | | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | PhD, Nursing | | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | MSN | | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | BSN | Accelerated | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | BSN | Completion | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | BSN | RN Scholars | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | BSN | Upper Division | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Goldfarb School of Nursing at Barnes Jewish College | 4483 Duncan Ave. St. Louis, MO 63110 | C1, Post MSN Nurse Practitioner | | Michael L. Evans, PhD, RN, NEA-BC, FAAN |
| Hannibal-Lagrange College | 2800 Palmyra Road Hannibal, MO 63401 | ASN | | Anne Riggs, MSN, RN |
| Hannibal-Lagrange College | 2800 Palmyra Road Hannibal, MO 63401 | BSN | Completion | Anne Riggs, MSN, RN |
| Jefferson College | 1000 Viking Drive Hillsboro, MO 63050-1000 | AASN | RN | Esther Miller |
| Jefferson College | 1000 Viking Drive Hillsboro, MO 63050-1000 | C1, Practical Nursing | | Esther Miller |
| Jefferson College | 1000 Viking Drive Hillsboro, MO 63050-1000 | BSN | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Jefferson College | 1000 Viking Drive Hillsboro, MO 63050-1000 | DNP | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |

Nursing Programs and Directors in Missouri
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|------------------------------------------------------------|-------------------------------------------------------------------|-----------------------|-----------------------------|-------------------------------------|
| Jefferson College | 1000 Viking Drive Hillsboro, MO 63050-1000 | MSN | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Lincoln University | 820 Chestnut Jefferson City, MO 65101 | AASN | Nursing Science | Dr. Connie Hamacher |
| Lincoln University | 820 Chestnut Jefferson City, MO 65101 | BSN | Nursing Science | Dr. Connie Hamacher |
| Maryville University of Saint Louis | 650 Maryville University Drive St. Louis, MO 63141 | MSN | | Elizabeth Buck, PhD, RN |
| Maryville University of Saint Louis | 650 Maryville University Drive St. Louis, MO 63141 | BSN | Weekend program also | Elizabeth Buck, PhD, RN |
| Maryville University of Saint Louis, Fenton | 964 South Highway Dr. Fenton, MO 63026 | BSN | Weekend site | Elizabeth Buck, PhD, RN |
| Maryville University of Saint Louis, St. Charles County | 3401 Technology Dr. Lake St. Louis, MO 63367 | BSN | Weekend site | Elizabeth Buck, PhD, RN |
| Metropolitan Community College Penn Valley | 3201 Southwest Trafficway Kansas City, Missouri 64111- 2764 | AASN | Professional | Willis, Tammie |
| Metropolitan Community College Penn Valley | 3201 Southwest Trafficway Kansas City, Missouri 64111- 2764 | C1, Practical Nursing | Career ladder | Willis, Tammie |
| Metropolitan Community College Penn Valley | 3201 Southwest Trafficway Kansas City, Missouri 64111- 2764 | BSN | Coll. With MWSU | Dr. Kathleen O'Connor |
| Mineral Area College | 5270 Flat River Road Park Hills, MO 63601 | ASN | | Teri Douglas, RN, MSN |
| Mineral Area College | 5270 Flat River Road Park Hills, MO 63601 | C1, Practical Nursing | | Teri Douglas, RN, MSN |
| Mineral Area College | 5270 Flat River Road Park Hills, MO 63601 | BSN | Completion / Coll. With CMU | Megan W. Hess, MSN |

Nursing Programs and Directors in Missouri
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|-----------------------------------------------|---------------------------------------------------|-----|----------------------------|-------------------------------------|
| Mineral Area College | 5270 Flat River Road Park Hills, MO 63601 | MSN | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Mineral Area College | 5270 Flat River Road Park Hills, MO 63601 | DNP | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Missouri Baptist Medical Center | 3015 North Ballas Road, St. Louis, Missouri 63131 | MSN | Coll. With UMSL, UMC, UMKC | Juliann G. Sebastian, PhD, RN, FAAN |
| Missouri Southern State University | 3950 E. Newman Rd. Joplin, MO 64801-1595 | BSN | | J. Mari Beth Linder |
| Missouri Southern State University | 3950 E. Newman Rd. Joplin, MO 64801-1595 | MSN | Coll. With UMKC | J. Mari Beth Linder |
| Missouri State University | 901 S. National Ave. Springfield, MO 65897 | BSN | | Kathryn Hope RN, Ph.D. |
| Missouri State University | 901 S. National Ave. Springfield, MO 65897 | MSN | | Kathryn Hope RN, Ph.D. |
| Missouri State University | 901 S. National Ave. Springfield, MO 65897 | BSN | Completion | Kathryn Hope RN, Ph.D. |
| Missouri State University-West Plains | 128 Garfield Avenue West Plains, MO 65775 | ASN | | Donna Jones, M.S.N. |
| Missouri University of Science and Technology | 400 West 11th Street Rolla, MO 65409-1120 | BSN | Coop. with UMSL | Robert S. Aronstam, Ph.D. |
| Missouri University of Science and Technology | 400 West 11th Street Rolla, MO 65409-1120 | DNP | Coop. with UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Missouri Western State University | 4525 Downs Dr. St. Joseph, MO 64507 | MSN | Health Care Leadership | Dr. Kathleen O'Connor |
| Missouri Western State University | 4525 Downs Dr. St. Joseph, MO 64507 | BSN | | Dr. Kathleen O'Connor |
| Missouri Western State University | 4525 Downs Dr. St. Joseph, MO 64507 | MSN | Coll. With UMKC | Lora Lacey Haun, PhD |
| Moberly Area Community College | 101 College Ave. Moberly, MO 65270 | ASN | | Jones, Ruth J. |

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|-------------------------------------|----------------------------------------------------|-----------------------|---------------------------------------|----------------------------|
| Moberly Area Community College | 101 College Ave. Moberly, MO 65270 | C1, Practical Nursing | | Jones, Ruth J. |
| Mount Vernon Hospital | ? | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| North Central Career Center | 1401 Daily Road Bethany, MO 64424 | C2, Practical Nursing | Coll. With NCMC | Vanderpool, Janet, MSN |
| North Central Missouri College | 1301 Main Street Trenton, MO 64683 | AASN | | Vanderpool, Janet, MSN |
| North Central Missouri College | 1301 Main Street Trenton, MO 64683 | C1, Practical Nursing | | Vanderpool, Janet, MSN |
| North Central Missouri College | 1301 Main Street Trenton, MO 64683 | C2, Practical Nursing | | Vanderpool, Janet, RN, MSN |
| North Central Missouri College | 1301 Main Street Trenton, MO 64683 | BSN | RN to BSN Completion, Coll. With NMSU | Vanderpool, Janet, RN, MSN |
| North Central Missouri College | 1301 Main Street Trenton, MO 64683 | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Northwest Missouri State University | 800 University Drive Maryville, MO 64468 | BSN | RN to BSN Completion | Vanderpool, Janet, RN, MSN |
| Northwest Technical School | 1515 South Munn Maryville, MO 64468 | AASN | 1+1 Program, Coll. With NCMC | Vanderpool, Janet, MSN |
| Northwest Technical School | 1515 South Munn Maryville, MO 64468 | C1, Practical Nursing | Coll. With NCMC | Vanderpool, Janet, MSN |
| Northwest Technical School | 1515 South Munn Maryville, MO 64468 | BSN | RN to BSN Completion, Coll. With NMSU | Vanderpool, Janet, MSN |
| Ozarks Technical Community College | 1001 E Chestnut Expressway, Springfield, MO 65802 | ASN | | Sherry Taylor MSN, RN, CNE |
| Ozarks Technical Community College | 1001 E. Chestnut Expressway, Springfield, MO 65802 | C1, Practical Nursing | | Sherry Taylor MSN, RN, CNE |

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|---------------------------------------------------|----------------------------------------------------------------------------|-----------------------|--------------------------------------------------------|-------------------------------------|
| Park University | 8700 NW River Park Drive Parkville, MO 64152 | ASN | | Gerry Walker |
| Poplar Bluff Regional Telecomm. Center | 200 E.K. Porter Bldg. 2080 Three Rivers Blvd. Poplar Bluff, MO 63901 | MSN | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Reeds Spring Education Center | 22595-A Main Street, Reeds Spring MO 65737 | C1, Practical Nursing | Coll. With OTCC | Sherry Taylor MSN, RN, CNE |
| Rockhurst University | Research College of Nursing 2525 E Meyer Blvd Kansas City, MO 64132 | BSN | | Nancy O. DeBasio, PhD, RN |
| Rolla Technical Institute | 1304 E 10th St. Rolla, MO 65401 | ASN | Associate Degree Nursing LPN Bridge, Coll. With ECC | Megan W. Hess, MSN |
| Saint Louis University | 3525 Caroline Street St. Louis, MO 63104-1099 | BSN | | Teri Ann Murray PhD |
| Saint Louis University | 3525 Caroline Street St. Louis, MO 63104-1099 | PhD, Nursing | | Teri Ann Murray PhD |
| Saint Louis University | 3525 Caroline Street St. Louis, MO 63104-1099 | GRCT, Nursing | | Teri Ann Murray PhD |
| Saint Louis University | 3525 Caroline Street St. Louis, MO 63104-1099 | MSN | | Teri Ann Murray PhD |
| Saint Louis University | 3525 Caroline Street St. Louis, MO 63104-1099 | MSN | Research | Teri Ann Murray PhD |
| Skaggs Hospital | PO Box 650 Branson, MO 65615 | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Southeast Missouri Hospital College of Nursing | 2001 William Street Cape Girardeau MO 63703 | AASN | Basic and Completion | Donna Shirrell, EdD, RN |

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|----------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------|-----------------|-----------------------------------------|
| Southeast Missouri State University | One University Plaza MS 8300 Cape Girardeau, MO 63701 | BSN | | Marcia Blix Hobbs |
| Southeast Missouri State University | One University Plaza MS 8300 Cape Girardeau, MO 63701 | MSN | | Marcia Blix Hobbs |
| Southeast Missouri State University Kennett | 1230 First Street Kennett, MO 63857 | BSN | Coll. With SEMO | Marcia Blix Hobbs |
| Southeast Missouri State University Kennett | 1230 First Street Kennett, MO 63857 | MSN | Coll. With SEMO | Marcia Blix Hobbs |
| Southern TCRC - Park Hills | 5270 Flat River Road Park Hills, MO 63601 | DNP | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Southern TCRC - Park Hills | 5270 Flat River Road Park Hills, MO 63601 | MSN | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| Southwest Baptist University - St. John's College of Nursing and Health Sciences | 4431 S. Fremont Springfield, MO 65804 | ASN | | Martha C. Baker, PhD, RN, CCRN, APRN-BC |
| Southwest Baptist University - St. John's College of Nursing and Health Sciences | 4431 S. Fremont Springfield, MO 65804 | BSN | Completion | Martha C. Baker, PhD, RN, CCRN, APRN-BC |
| St. Charles Community College | 4601 Mid Rivers Mall Drive Cottleville, MO 63376 | ASN | | Bernadette C Moody |
| St. Charles Community College | 4601 Mid Rivers Mall Drive Cottleville, MO 63376 | C1, Practical Nursing | | Bernadette C Moody |
| St. Charles Community College | 4601 Mid Rivers Mall Drive Cottleville, MO 63376 | BSN | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |

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|---------------------------------------------------|-----------------------------------------------------|-----------------------|-----------------------------------------------|-------------------------------------|
| St. Charles Community College | 4601 Mid Rivers Mall Drive Cottleville, MO 63376 | DNP | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| St. Charles Community College | 4601 Mid Rivers Mall Drive Cottleville, MO 63376 | MSN | Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| St. Louis Community College- Florissant Valley | 3400 Pershall Road St. Louis, MO 63135 | AASN | | Karen Mayes, RN, MSN |
| St. Louis Community College- Forest Park | 3400 Pershall Road St. Louis, MO 63135 | AASN | | Karen Mayes, RN, MSN |
| St. Louis Community College- Meramec | 3400 Pershall Road St. Louis, MO 63135 | AASN | | Karen Mayes, RN, MSN |
| St. Louis Community College- Meramec | 3400 Pershall Road St. Louis, MO 63135 | MSN | Family Nurse Practitioner, Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| St. Louis Community College- Wildwood | 2645 Generations Drive Wildwood, MO 63040-1168 | MSN | Family Nurse Practitioner, Coll. With UMSL | Juliann G. Sebastian, PhD, RN, FAAN |
| State Fair Community College | 3201 W. 16th St. Sedalia, MO 65301-2199 | AASN | | Rhonda Hutton Gann |
| State Fair Community College | 3201 W. 16th St. Sedalia, MO 65301-2199 | C1, Practical Nursing | | Rhonda Hutton Gann |
| State Fair Community College | 3201 W. 16th St. Sedalia, MO 65301-2199 | BSN | 2+2 Program / Coll. With CMU | Megan W. Hess, MSN |
| Sullivan County Hospital | 630 W. 3rd Milan, MO 63556 | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Texas County Technical Institute | 6915 S. Hwy 63, PO Box 314 Houston, MO 65483 | C1, Practical Nursing | | Mary Barnes, BSN, RN |

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|----------------------------------------|--------------------------------------------------------------------------|--------------|---------------------------------------------------|---------------------------------|
| Texas County Technical Institute | 6915 S. Hwy 63, PO Box 314 Houston, MO 65483 | ASN | Associate Degree Nursing RN Bridge | Sandy Stone, MSN, BSN, RN, NP-C |
| Three Rivers Community College | Three Rivers Boulevard Poplar Bluff, MO 63901 | AASN | Registered | Shackleford, Kim |
| Three Rivers Community College | Three Rivers Boulevard Poplar Bluff, MO 63901 | MSN | Coll. With SEMO | Marcia Blix Hobbs |
| Three Rivers Community College | Three Rivers Boulevard Poplar Bluff, MO 63901 | BSN | Coll. With SEMO | Marcia Blix Hobbs |
| Tri-Lake Telecommunications Communi | ? | BSN | RN to BSN Completion, Coll. With UMC | Judith Fitzgerald Miller |
| Truman Education Center | 268 Constitution Avenue, Bldg 499 Fort Leonard Wood, MO 65473-8934 | AASN | Nursing Science, Coll. With Lincoln University | Dr. Connie Hamacher |
| Truman State University | 100 E. Normal St. Kirksville, Missouri, 63501 | BSN | | Dr. Stephanie A. Powelson |
| University of Central Missouri | 850 NW Chipman Road Suite #5170 Lee's Summit, MO 64063 | BSN | | Dr. Julie Clawson |
| University of Central Missouri | 850 NW Chipman Road Suite #5170 Lee's Summit, MO 64063 | MSN | Rural Family Nursing | Dr. Julie Clawson |
| University of Missouri-Columbia | S235 School of Nursing, Columbia, Mo. 65211 | BSN | | Judith Fitzgerald Miller |
| University of Missouri-Columbia | S235 School of Nursing, Columbia, Mo. 65211 | MSN | | Judith Fitzgerald Miller |
| University of Missouri-Columbia | S235 School of Nursing, Columbia, Mo. 65211 | PhD, Nursing | Coop. with UMSL & UMKC | Judith Fitzgerald Miller |

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|---------------------------------------|-----------------------------------------------------|--------------|------------------------------------------|-------------------------------------|
| University of Missouri-Columbia | S235 School of Nursing, Columbia, Mo. 65211 | DNP | Coop. with UMSL & UMKC | Judith Fitzgerald Miller |
| University of Missouri-Kansas City | 2464 Charlotte Street Kansas City, MO 64108-2676 | MSN | | Lora Lacey Haun, PhD |
| University of Missouri-Kansas City | 2464 Charlotte Street Kansas City, MO 64108-2676 | BSN | 4-year program | Lora Lacey Haun, PhD |
| University of Missouri-Kansas City | 2464 Charlotte Street Kansas City, MO 64108-2676 | BSN | Completion | Lora Lacey Haun, PhD |
| University of Missouri-Kansas City | 2464 Charlotte Street Kansas City, MO 64108-2676 | PhD, Nursing | Coop. with UMC & UMSL | Lora Lacey Haun, PhD |
| University of Missouri-Kansas City | 2464 Charlotte Street Kansas City, MO 64108-2676 | MSN | Coll. With MSSU | Lora Lacey Haun, PhD |
| University of Missouri-Kansas City | 2464 Charlotte Street Kansas City, MO 64108-2676 | DNP | Coop. with UMC & UMSL | Lora Lacey Haun, PhD |
| University of Missouri-St. Louis | One University Blvd. St. Louis, MO 63121-4400 | BSN | | Juliann G. Sebastian, PhD, RN, FAAN |
| University of Missouri-St. Louis | One University Blvd. St. Louis, MO 63121-4400 | BSN | Completion | Juliann G. Sebastian, PhD, RN, FAAN |
| University of Missouri-St. Louis | One University Blvd. St. Louis, MO 63121-4400 | MSN | Coop. with UMKC | Juliann G. Sebastian, PhD, RN, FAAN |
| University of Missouri-St. Louis | One University Blvd. St. Louis, MO 63121-4400 | PhD, Nursing | Coop. with UMC & UMKC | Juliann G. Sebastian, PhD, RN, FAAN |
| University of Missouri-St. Louis | One University Blvd. St. Louis, MO 63121-4400 | DNP | Coop. with UMC & UMKC | Juliann G. Sebastian, PhD, RN, FAAN |
| Veterans' Administration Hospital | 4801 Linwood Boulevard Kansas City, MO 64128 | BSN | RN to BSN Completion, Coll. with UMKC | Lora Lacey Haun, PhD |

Nursing Programs and Directors in Missouri
March 2011

| | | | | |
|---------------------------------|-------------------------------------------------------|-----|-------------------------------|-------------------------|
| Webster University | 470 E. Lockwood Avenue St. Louis, MO 63119-3194 | MSN | | Jennifer Broeder |
| Webster University | 470 E. Lockwood Avenue St. Louis, MO 63119-3194 | BSN | Completion | Jennifer Broeder |
| Webster University -Kansas City | 1200 E 104th Street, Ste 100 Kansas City, MO 64131 | BSN | Coll. With Webster University | Jennifer Broeder |
| Webster University -Kansas City | 1200 E 104th Street, Ste 100 Kansas City, MO 64131 | MSN | Coll. With Webster University | Jennifer Broeder |
| William Jewell College | 500 College Hill Liberty, MO 64068 | BSN | | Vicki Meek, MS, RN, CNE |
| William Jewell College | 500 College Hill Liberty, MO 64068 | BSN | Accelerated | Vicki Meek, MS, RN, CNE |

AGENDA ITEM SUMMARY

AGENDA ITEM

International Programs Update
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

Over the past several years, collaboration among Missouri institutions in international education initiatives has been a state priority. International education opportunities help Missouri citizens to broaden their understanding of other cultures and to compete in the global economy. The recruitment of international students has become a focus of other states and nations as a way to generate revenue and produce a culturally competent global workforce. Collaboration in providing these opportunities and in recruiting students has become increasingly important. This agenda item provides an update on current international initiative collaborations underway in Missouri.

Background

Missouri colleges and universities have periodically shared information and resources through collaborative relationships in an effort to become more efficient and effective in developing formal relationships with institutions, students, and faculty in other countries. International education has social and economic impact on host countries. Data show that in 2010-2011 the net economic contribution of international students was nearly \$20 billion nationwide, of which Missouri received almost \$336 million, up from \$270 million in 2008-2009. According to the Institute of International Education's *Open Doors Report*, Missouri increased the number of international students studying in Missouri by more than 18 percent in the last year. This far surpasses the national rate increase of only three percent (NAFSA: The Economic Benefits of International Education to the United States for the 2009-2010 Academic Year). In addition, within this same period Missouri increased its number of students studying abroad by almost three percent. This is especially significant when considering that nationally the number of students studying abroad decreased substantially.

Study Missouri Consortium

Background

In June 2009, international programming professionals and faculty in global education representing all sectors of higher education established the *Study Missouri Consortium*. Other stakeholders, including the U.S. Department of Commerce and the Missouri Department of Economic Development, are active in this initiative. The goals of the Consortium are to collaboratively 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.

Coordinating Board for Higher Education
April 7, 2011

The Consortium works to recruit international students and faculty to Missouri and to assist Missouri students and faculty to internationalize education in Missouri. Study Missouri builds on, and is supportive of, the work of the Missouri Consortium (MOCON), which facilitates international education for Missouri public universities, and the Missouri Consortium for Global Education (MCGE), a similar entity comprised of Missouri community colleges. Study Missouri members and representatives from MCGE have been active in advising and assisting the MDHE in identifying global/cultural competencies to be included in the Curriculum Alignment Initiative.

In 2009 and in 2011, the Consortium sponsored joint recruitment tours of Asia to benefit all 39 member institutions and to promote Missouri as a top destination to pursue higher education opportunities. Other joint recruitment efforts since 2009 have included Latin American and the Middle East.

MDHE and Study Missouri collaborated with Missouri legislators in the observance of the second annual “International Education Day” at the Missouri Capitol this past February. Over 375 international students, staff, and Missouri students who had studied abroad attended. The students were welcomed by Senator David Pearce, Representative Denny Hoskins, and Commissioner David Russell. The students were given the opportunity to network with one another, with members of the general assembly, and with representatives from the Missouri Department of Economic Development. The Consortium has begun planning for International Education Day 2012, which will be held at the Missouri Capitol on February 29, 2012.

More than 7,000 international educators came to Kansas City from May 30 to June 4, 2010, to attend the annual National Association for Foreign Student Advisors (NAFSA) international conference. With the assistance of MDHE, Study Missouri member institutions maintained a recruiting booth at this conference, provided tours for Education USA Advisors, and hosted a reception to promote Missouri higher education opportunities to international recruiters. It also recognized the efforts of Senator Pearce and Representative Hoskins in promoting international education opportunities for Missouri citizens.

Next Steps

The MDHE has partnered with this consortium to promote Missouri as an international destination at the NAFSA 2011 conference. Collaborative efforts once again include a recruiting booth to represent all member institutions and a reception to educate Education USA Advisors and others involved in international recruiting about Missouri as an exceptional international destination. In addition, MDHE staff has been invited to present two sessions on the collaborative efforts of Missouri institutions in conjunction with, and on behalf of, these institutions. These sessions will provide a way to emphasize the effectiveness of collaboration as well as provide additional exposure for Missouri institutions in this international arena.

MDHE staff is also supporting collaborative efforts towards implementing a statewide conference to support Missouri students who have studied abroad to network and to provide

intercultural and international experiences for other Missouri students who may not have this opportunity.

Curriculum Alignment Initiative – Cross-Cultural Competencies

In order to increase global awareness for those Missouri students who are unable to study abroad, the Curriculum Alignment Initiative is moving forward with the articulation of cross-cultural competencies. These competencies articulate the knowledge and skills necessary for students to successfully enter into collegiate-level work as well as exit from general education courses at Missouri institutions. A draft of these competencies was put online for public comment through April 2, 2011. A workgroup consisting of faculty and administrators from all sectors and regions of the state is being put together to incorporate these comments into a final document to present to the Curriculum Alignment Steering Committee for approval.

Conclusion

International educational experiences prepare Missourians for success in the global economy and provide opportunities and experiences for future leaders to deepen their understanding of other cultures.

MDHE staff will continue to work with the U.S. Department of Commerce and the Missouri Department of Economic Development to promote Missouri as an international destination for higher education. Staff will also continue to facilitate the work of the Study Missouri Consortium to strengthen and expand opportunities for Missouri students and faculty to engage in global exchanges. Additionally, staff will continue to work with the National Guard to strengthen and improve ongoing international partnerships with Panama.

STATUTORY REFERENCE

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

Section 173.030 (6), RsMO, Coordinating reciprocal agreements

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed Dental program by A.T. Still University of Health Sciences
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The A.T. Still University of Health Sciences (ATSU) has announced its intention to establish a dental program at its home campus in Kirksville, Missouri. The Missouri Department of Higher Education has received many letters from constituents about ATSU's intent and the impact of the proposed program. This item provides background information on ATSU and its programs, and addresses concerns raised by constituents regarding the proposed program.

Background

ATSU is a private, not-for-profit (501c3) institution of higher education. It was established in Kirksville, Missouri, in 1892 as the American School of Osteopathy, and later became the Kirksville College of Osteopathic Medicine. It is known now as the A.T. Still University of Health Sciences, and considers Kirksville to be its home campus. ATSU is accredited fully by the Higher Learning Commission.

ATSU operates several health-related schools in Mesa, Arizona. These include the Arizona School of Dentistry and Oral Health (ASDOH), which is the model for the Kirksville program. According to the American Dental Association, ASDOH's accreditation status is "Approval without Reporting Requirements," the same status as the dentistry program at the University of Missouri-Kansas City.

As with any independent, not-for-profit institution of higher education based in Missouri, the Coordinating Board has no statutory authority to approve or reject ATSU's proposal for a new academic program.

Brief overview of ATSU's proposed program

Representatives of A.T. Still University believe the ASDOH model is different from most traditional models of dental education. The curriculum is delivered by specialists who teach one-week modules from Mesa by videoconferencing. Facilitators in Kirksville will meet with students in small groups to reinforce and answer questions. ATSU will seek to contract with faculty from Truman State University to help facilitate the pre-clinical science curriculum during the dental students' first and second year. Officials from Truman State University have endorsed the ATSU proposal. The keys to the program, according to ATSU officials, are Community Health Centers (CHC), such as hospitals, private practices, mobile clinics, or school clinics, and ATSU's ability to establish working relationships with them. ATSU's students will do clinical rotations in their third and fourth years of school.

Coordinating Board for Higher Education
April 7, 2011

Constituent concerns

A.T. Still University is considered an independent, not-for-profit institution of higher education and thus does not receive appropriated funds from the State of Missouri. Independent institutions are strongly encouraged to submit program proposals to the MDHE for review and comment. According to Missouri statutes, the Coordinating Board for Higher Education's (CBHE) can neither approve nor deny proposals submitted by Missouri independent, not-for-profit institutions of higher education. The CBHE can, however, offer comments and suggestions on proposed programs for consideration by university officials.

Some constituents have expressed concern that the ATSU program will draw resources and students from the UMKC program. The two programs will compete for students, but ATSU will not receive direct state support. There seems to be widespread agreement that the demand for oral health professionals will increase, and that the UMKC School of Dentistry, as currently funded and staffed, alone cannot meet the demand. The Bureau of Labor Statistics projects that demand for dentistry nationwide will not keep pace with supply. If the ATSU program performs as projected, it will narrow—but not completely fill—the gap between supply and demand in the state of Missouri.

Officials from ATSU and UMKC have had discussions regarding “cooperative opportunities” and ATSU’s “commitment not to establish any ATSU site in the Kansas City area.” No formal agreements have been concluded between the two institutions regarding collaboration or expansion into the Kansas City area.

Some observers do not believe the ATSU business model is financially viable over the long-term. Others are worried about the cost of tuition at ATSU and doubt that graduates of the program will willingly provide oral health service in high-need areas in Missouri. While these concerns may be based on sound facts and analysis, they fall beyond the authority of the CBHE to act upon them.

Conclusion

The CBHE has no statutory authority to approve or deny proposals for new academic programs submitted on behalf of independent institutions of higher education. It can, however, offer comments and suggestions on proposed programs as an advocate for students and high-quality education. When the MDHE does receive a formal proposal from A.T. Still University, staff will carefully review the proposal and seek additional information where appropriate in the public interest. The concerns raised by concerned citizens of Missouri will be given due consideration in the formulation of a response to the institution.

STATUTORY REFERENCE

None

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Broadband Technology Opportunities Program (BTOP)
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The Missouri Department of Higher Education (MDHE) and its partner colleges received a \$6.6 million grant under the Broadband Technology Opportunities Program (BTOP) to implement the *Pathways to Broadband Access and Technology Education at Missouri's Community Colleges* project. This board item provides an update on the activities of the BTOP grant.

Background

The *Pathways to Broadband Access and Technology Education at Missouri's Community Colleges* project is a partnership between the MDHE and seven Missouri community colleges to develop public computer centers (PCCs) to facilitate access to broadband technology for vulnerable populations. This is a two-year project running from September 1, 2010 to August 31, 2012. MDHE staff provides fiscal and programmatic oversight for the following community college partners: Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, Ozarks Technical Community College, St. Louis Community College, and Three Rivers Community College.

Institution Update

The MDHE as prime recipient of the grant award is required, under Section 106 of the National Historic Preservation Act of 1966 (16 U.S.C. 470 et seq.), to provide information on PCC project implementation (site preparation, demolition, construction, ground disturbance, or any other project implementation activities) to the grant federal program officer and federal historic preservation officer as a special award condition. MDHE staff discovered that there was ground disturbance at Ozarks Technical Community College's remodeling and construction project. After discussions with federal officials, MDHE staff was directed to notify Ozarks Technical Community College to cease all project operations until further evaluation could be completed by a federal environmental team.

After further deliberation between Ozarks Technical Community College, MDHE staff, and federal grants program staff, the college determined it would be in its best interest to withdraw from the grant and relinquished their grant award (\$438,333 in federal funds and \$216,830 in matching funds) effective February 11, 2011. Relinquished funds may be reallocated among remaining partner institutions. The community colleges will evaluate their needs and prospects for expansion of their PCCs. MDHE staff in consultation with the federal program officer will revise the BTOP grant to reflect any programmatic or budgetary changes.

Progress

The partner institutions have made steady progress since September. All institutions have begun hiring grant personnel, lab technicians, and course instructors. Most institutions have begun to advertise their PCCs and many are collaborating with their marketing departments to develop plans for advertising. Many institutions are remodeling facilities and have purchased supplies, equipment, and furniture for their PCCs.

Institutions also collaborated with MDHE staff to develop digital literacy competencies that provide the framework for the digital literacy training. These competencies constitute what the partner institutions considered to be the minimal level of essential knowledge and skills that PCC training participants should have acquired and be able to demonstrate after receiving at least 16 hours of training in the PCC.

Conclusion

The primary goal of this project is to prepare participants, particularly vulnerable populations, to become competent users of broadband technology, giving them the basis to learn new skills for personal enrichment and career enhancement. Community college partners are a natural fit for implementation of this project, given their proximity to vulnerable populations in the communities they serve. The MDHE recognizes that there are more than six areas across the state that could benefit from projects such as these, and will remain committed to expanding broadband access across the state, as financial resources become available to support such endeavors.

STATUTORY REFERENCE

Section 173.050 RSMo Powers of the Coordinating Board

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENTS

Digital Literacy Competencies
Ozarks Technical College Withdrawal Letter



Digital Literacy Competencies

Pathways to Broadband Access at
Missouri's Community Colleges
February 2011

Digital Literacy Competencies

The training foundation for the public computer centers (PCCs) will be an introduction to digital literacy. Digital literacy skills allow individuals to communicate and work more efficiently by learning to locate, organize, communicate, evaluate and create information using digital technology. The key components of basic literacy training include: computer basics; internet, email, and web usage; basic software program usage; computer security and privacy; using digital devices and opportunities in technology careers.

The Missouri Department of Higher Education (MDHE), in partnership with Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, and Three Rivers Community College developed a standard set of competencies that provide the framework for establishing curriculum for the digital literacy training. These competencies constitute a body of what we consider to be the minimal level of essential knowledge and skills that training participants should have acquired and be able to demonstrate after receiving at least 16 hours of training in the PCC.

Computer Basics

- Students will gain a basic understanding of Personal Computer components and computer terminology.
- Students will be able to list at least 3 different types of personal computers.
- Students will be able to identify and name different types of internal and external computer hardware.
- Students will be able to explain the difference between RAM (Random memory) and storage.
- Students will gain a basic understanding of the keyboard, including function keys, special keys (shortcut keys), number keys and/or ten key.
- Students will be able to demonstrate the functions of the mouse.
- Students will be able to navigate the desktop and will have a basic understanding of the Windows Operating system.
- Students will be able to identify at least five functions of the control panel and will be able to use it to install and uninstall software and hardware.
- Students will be able to describe the plug and play functions.

Internet, Email, and Web Usage

- Introduction and overview of the Internet. Students will be able to:
 - ✓ Identify and explain different web-browsers, ISP (Internet service providers).
 - ✓ Name at least 3 popular search engines.
 - ✓ Define basic web terminology.
 - ✓ Create and delete bookmarks/favorites and an explain web history.
 - ✓ List privacy and security concerns.
- Students will be able to set up an email account, compose, send and receive emails with attachments.
- Students will be able to describe Social Media and its importance in modern society.
- Students will be able to name at least three social network web-sites.

Basic Software

- Students will be able to perform the following actions in the Microsoft Office Suite:
 - ✓ Launch the appropriate application software.
 - ✓ Open, create, format, save, print and close document/spreadsheet/database/presentation etc.
 - ✓ Identify and describe the functions of the menu, toolbars and the ribbon.
 - ✓ Copy files to portable external storage drives.

Computer Security and Privacy

- Students will have a basic understanding of computer security and privacy issues.

Digital Devices

- Students will be able to describe how digital media interfaces with personal computers.
- Students will be able to describe how digital media such as web-cams, digital cameras, video conferences, and scanning of documents are used to interact and communicate with others around the world.

Career Opportunities

- Students will be able to name at least five computer career opportunities and discuss future trends.
- Students will be familiar with Community College IT programs and assistance opportunities for advancement of technology related career paths.



OZARKS TECHNICAL COMMUNITY COLLEGE

February 11, 2011

Missouri Department of Higher Education
Attn: Dr. Rusty Monhollon
205 Jefferson Street, P.O. Box 1469
Jefferson City, Missouri 65102

Dear Dr. Monhollon:

We received email communication from the Missouri Department of Higher Education indicating that we must cease and desist all construction at our new Lebanon Education Center facility due to "unplanned construction activity" regarding site work for the parking lots. For clarification, the initial design phase of the education center has always included parking lots to accommodate student parking, however, the BTOP grant was written to support the in-fill of the buildings not for external construction. The requirement to resubmit the plans to amend the grant agreement, the projected six month review process and the cease and desist for all construction is not an option due to the established timeframe. We must complete construction of the Education Center prior to Fall 2011 classes in August.

Ozarks Technical Community College has an obligation and a promise to the students, staff, and citizens of the Lebanon area to complete this project on time. We cannot in good conscience stop construction on this project, even for one day.

Based on this information, we respectfully decline participation in the BTOP grant. Please withdraw Ozarks Technical Community College as a participant in BTOP Award #29-42-B10563 including our \$216,830 match.

While we regret this decision, the College feels this is the only appropriate course of action given these circumstances. If you have any questions, please contact me at bryantg@otc.edu or at 417-447-7553.

Sincerely,

Gerald R Bryant
BTOP Grant Manager
Ozarks Technical Community College

CC:

Dr. Hal L. Higdon, President, OTC
Dr. Mike Nietzel – Higher Education Advisor to the Governor
Dr. David R. Russell – Commissioner of Higher Education
Ms. Angelette Prichett - BTOP Project Manager

AGENDA ITEM SUMMARY

AGENDA ITEM

MDHE Annual Report – FY 2010
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The FY 2010 annual report uses *Imperatives for Change*, Missouri's higher education coordinated plan, as the basis for a summary of the year's higher education accomplishments and statutorily required data such as student financial aid, institutional appropriation requests, student enrollment and academic program changes.

The easy-to-read format is organized by the three IFC goals incorporating dashboard charts to indicate performance trends, a summary of progress, and MDHE initiatives to achieve the goals. Appendices and other web-based information are available via URLs and electronic links for additional detail and data. Hard copies of the annual report were distributed to the governor's office, and the General Assembly was provided with links to the electronic version on the MDHE web site.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is an informational item only

ATTACHMENT

MDHE Annual Report

Missouri Department of Higher Education

Annual Report

Fiscal Year ▪ 2010



205 Jefferson Street
Post Office Box 1469
Jefferson City, MO 65102-1469
Phone: (573) 751-2361 • Fax: (573) 751-6635 • Information Center: (800)473-6757
www.dhe.mo.gov • info@dhe.mo.gov

**Missouri Department of Higher Education
Annual Report
Fiscal Year 2010**

Coordinating Board for Higher Education

Lowell Kruse, Chair
St. Joseph, Missouri

Mary Beth Luna Wolf, Vice Chair
St. Louis, Missouri

Doris Carter, Secretary
St. Louis, Missouri

Jeanne Patterson
Kansas City, Missouri

Kathryn Swan
Cape Girardeau, Missouri

Betty Sims
St. Louis, Missouri

Dalton Wright
Springfield, Missouri

Commissioner, David R. Russell, Ph.D.



Building Missouri's future...by degrees

March 28, 2011

Message from the Chair:

This annual report provides a snapshot of higher education accomplishments and progress in Fiscal Year 2010. This year's edition follows the format of *Imperatives for Change: Building a Higher Education System for the 21st Century* (IFC), which sets forth the long range goals of the Coordinating Board for Higher Education and provides a set of measures to gauge progress in achieving those goals.

In spite of economic challenges throughout state government, Missouri leaders recognized that education is an investment in the economic well-being of future generations of Missourians. As a result, some of the indicators used to measure progress toward the goals of IFC showed incremental improvement in 2010.

Much work remains to be done to make Missouri a leader in higher education. The Coordinating Board for Higher Education is dedicated to improving degree attainment, making college affordable for Missouri families and linking higher education with economic growth opportunities for the state. The Missouri Department of Higher Education works to fulfill the goals of the Coordinating Board, providing tangible benefits to institutions of higher learning and the students they serve.

College enrollment continues to rise as Missourians strive to boost their earning power and build productive lives on a foundation of lifelong learning. Public support for higher education is an integral component of that foundation. The Coordinating Board anticipates building successful partnerships with all constituents to ensure a secure base on which to build future accomplishments.

With pride in past accomplishments and confidence in the future, we are pleased to submit this annual report.

Regards,

A handwritten signature in black ink, appearing to read "Lowell C. Kruse", is written over a light blue horizontal line.

Lowell C. Kruse

Chair

Coordinating Board for Higher Education

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635

Introduction

The 2010 Annual Report for the Missouri Department of Higher Education takes a close look at the performance of Missouri's system of postsecondary education in Fiscal Year 2010. The annual report follows the format of the state's public agenda for higher education, *Imperatives for Change: Building a Higher Education System for the 21st Century*, which was first issued in 2008.

Imperatives for Change is organized around three goals. Each section of this report includes measures for accomplishing the goals, sets a target for each measure and provides data to show progress toward the targets. The report also analyzes Missouri's strengths and weaknesses, how it compares to other states and the national average, and what programs and initiatives are under way to enhance progress toward goal attainment.

More than 600,000 students attended 13 public four-year university campuses, 21 public two-year campuses, 25 independent colleges and universities and 163 private for-profit (proprietary) schools in Missouri in Fiscal Year 2010. Missouri taxpayers provided more than one billion dollars to support public colleges and universities so students can pursue affordable options for higher education, including completion of postsecondary certificate and degree programs.

It is estimated that by closing the achievement gap and raising attainment rates among minorities and under-served populations, Missouri would add \$4 billion to the economy. As a state and nation, we simply cannot afford to lose the potential this human capital would provide, nor can we continue the status quo that closes college doors to so many capable and deserving students. That is the challenge that confronts us.

-- Commissioner David Russell

Imperatives for Change (IFC)

[*Imperatives for Change: Building a Higher Education System for the 21st Century*](#) represents the collaborative efforts of public institutions to provide a quantitative performance review of higher education in Missouri. It aids Missouri government and educational leaders in identifying areas of strength and areas that may need more resources or direction. IFC's three major goals are:

- **Increase educational attainment.**
- **Develop a 21st century society and global economy**
- **Enhance resources through increased investment, stewardship and shared responsibility**

This annual report presents baseline data for 10 indicators associated with these major goals, supplemented with data in the appendices that are collected as part of MDHE's statutory responsibilities.

Goal 1: Increase Educational Attainment

Improve educational attainment, including certificate and degree production at all levels, to enhance the quality of Missouri’s workforce and the quality of life for Missouri residents.

From a cohort of 100 Missouri ninth graders, 27 are expected to enter a four-year institution. Only 20 will return for their sophomore year of college, and only 8 will graduate. Seventeen of those 100 ninth graders will enroll in a two-year college, only 9 will return for their sophomore year, and just 6 will graduate. Of the 100 ninth graders who started on the journey only 14 percent will attain a college degree.ⁱ

The outlook is even worse for minority students: 58 percent of white students, but only 40 percent of African-American students, graduate from 4-year institutions within 6 years. At two-year institutions, 24 percent of white students, but only 7 percent of African-American students, graduate within 3 years.ⁱⁱ

In the next decade, more than 60 percent of jobs will require a college education.ⁱⁱⁱ For Missouri to grow economically and enhance quality of life for its citizens, it is imperative to increase college attainment. Missouri has set a “[big goal](#)” of increasing the number of Missourians aged 25 to 64 with a college degree to 60 percent by 2025. This will require graduating almost half a million more Missourians within the next 14 years, including returning veterans, displaced workers and adults who started but didn’t finish college.

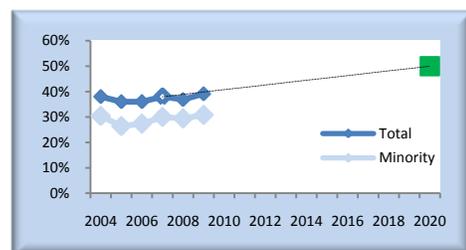
The following charts describe factors that have an impact on degree attainment. They show historic trends and suggest target goals for improvement in the areas of degree attainment, attendance, persistence, efficiency, affordability and state need-based aid. MDHE staff worked with representatives of independent and public two- and four-year sectors to establish target goals.

Degree Attainment

Goal: Increase the percentage of the Missouri population age 25-34 holding an associate’s degree or higher.

*U.S. Average: 40%
Source: U.S. Census:
American Community Survey*

| Year | Total | Minority |
|------|-------|----------|
| 2004 | 38% | 30% |
| 2005 | 36% | 26% |
| 2006 | 36% | 27% |
| 2007 | 38% | 30% |
| 2008 | 37% | 29% |
| 2009 | 39% | 31% |
| 2020 | 50% | |

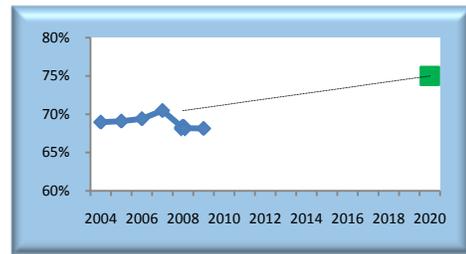


Attendance

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

Source: DESE Graduate Follow-Up Survey

| Year | Attendance Rate |
|------|-----------------|
| 2004 | 69.38% |
| 2005 | 68.96% |
| 2006 | 69.10% |
| 2007 | 69.40% |
| 2008 | 70.47% |
| 2009 | 68.19% |
| 2010 | 68.14% |
| 2020 | 75% |



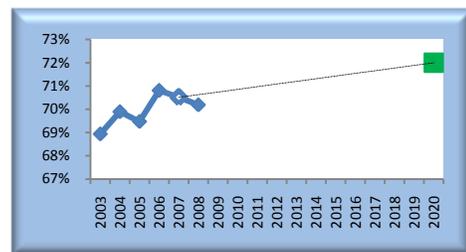
Persistence

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

Total U.S. (2008): 71.28%

Source: Integrated Postsecondary Education Data System (IPEDS)

| Incoming Fall | Persistence Rate |
|---------------|------------------|
| 2003 | 68.94% |
| 2004 | 69.89% |
| 2005 | 69.47% |
| 2006 | 70.81% |
| 2007 | 70.51% |
| 2008 | 70.19% |
| 2020 | 72% |



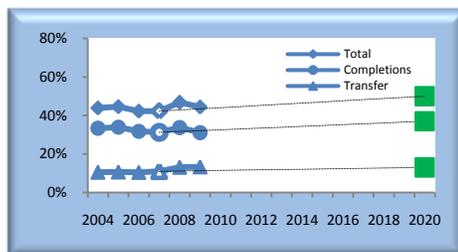
Efficiency

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

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

Source: Integrated Postsecondary Education Data System (IPEDS)

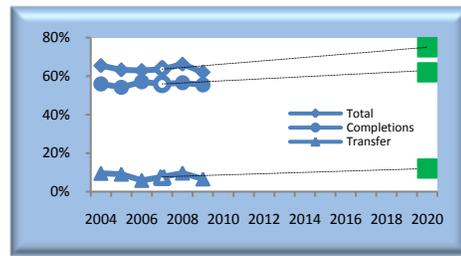
| | C | T | Total |
|------|-----|-----|-------|
| 2004 | 33% | 11% | 44% |
| 2005 | 34% | 11% | 45% |
| 2006 | 32% | 10% | 42% |
| 2007 | 31% | 11% | 42% |
| 2008 | 34% | 13% | 47% |
| 2009 | 31% | 13% | 44% |
| 2020 | 37% | 13% | 50% |



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

US Average: C-51%,T-10%
Source: Integrated Postsecondary Education Data System (IPEDS)

| | C | T | Total |
|------|-----|-----|-------|
| 2004 | 56% | 10% | 66% |
| 2005 | 54% | 9% | 63% |
| 2006 | 57% | 6% | 63% |
| 2007 | 56% | 8% | 64% |
| 2008 | 57% | 10% | 66% |
| 2009 | 55% | 7% | 62% |
| 2020 | 63% | 12% | 75% |

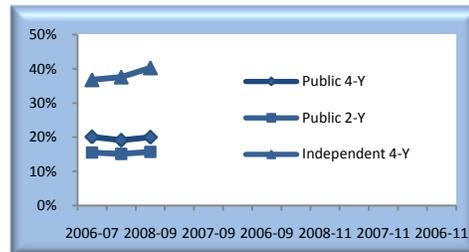


Affordability

Goal: Decrease the percent of family income needed to attend a Missouri institution after financial aid.

Source: MDHE Affordability Index Derived from Integrated Postsecondary Education Data System (IPEDS) and American Community Survey (ACS)

| Year | Public 2-Year | Public 4-Year | Ind. 4-Year |
|------|---------------|---------------|-------------|
| 2007 | 15.5% | 20.1% | 36.8% |
| 2008 | 15.1% | 19.1% | 37.6% |
| 2009 | 15.7% | 20.0% | 40.3% |



State need-based aid

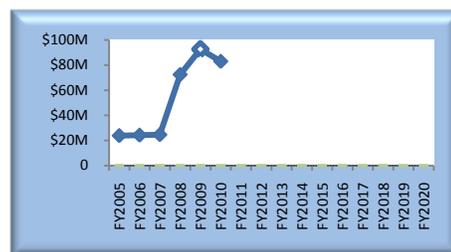
Increase the total amount of Missouri need-based aid*.

*Access Missouri, Prior to FY2008: (Gallagher and Guarantee) Target Goal Possibilities Under Review:

- increases relative to CPI
- funds per FTE compared to other states

Source: MDHE Fiscal Analysis

| | |
|--------|--------------|
| FY2005 | \$23,877,662 |
| FY2006 | \$24,245,118 |
| FY2007 | \$24,635,846 |
| FY2008 | \$72,485,509 |
| FY2009 | \$92,582,926 |
| FY2010 | \$82,957,042 |



Total Enrollment

Over the past five years, total headcount enrollment at Missouri's public and independent colleges and universities grew by 17 percent. Public two-year institutions comprised the fastest growing sector. The state's public two-year institutions set the pace for growth in full-time equivalent (FTE) enrollment over the past five years at 15 percent. For details on 2010 enrollment, see enrollment by sector in [Appendix B](#).

How Does Missouri Measure Up On College Attainment?

In Fiscal Year 2010, Missouri reached a high water mark in the percentage of adults ages 25-34 holding an associate's degree or higher, inching to 39 percent from 37 percent the previous year. Degree attainment by minorities grew from 29 percent to 31 percent during the same period. Missouri ranks 23rd nationally in degree attainment.

To reach the state goal of 60 percent by 2025, the state must maintain its trajectory by encouraging adults with some college but no degree to return for credentials and by enrolling more recent high school graduates.

Persistence is measured by the percent of first-time, full-time, degree-seeking students who re-enroll or successfully complete their degree program by the following fall. The persistence rate increased slightly, from 65 percent to 67 percent.

College affordability declined, however, along with state revenue. Funds for Access Missouri, the state's major need-based student financial aid program, decreased from \$82 million to \$60 million as the number of students who qualified for the program grew by 15 percent. For the 2010-2011 academic year, the annual maximum Access Missouri award amounts declined significantly:

- From \$1,000 to \$275 to attend a public 2-year college;
- From \$2,150 to \$950 to attend a public 4-year institution and Linn State Technical College
- From \$4,600 to \$1,900 to attend a 4-year independent institution

The need for remediation continued to slow the rate of degree attainment. Remediation rates grew from 35 percent of recent Missouri public high school graduates to 37 percent who needed remedial coursework upon entering college. The percentage of minority students who took remedial courses grew from 48 percent in 2004 to 52 percent in 2009.

If we're serious about making sure America's workers and America itself succeeds in the 21st Century, the single most important step we can take is to make sure that every one of our young people in the United States of America has the best education that the world has to offer. That's the number one thing we can do.

-- President Barack Obama

In order to improve the percentage of Missourians with a college degree, the state must prepare more minority, low income and first generation students to enroll and succeed in college.

Measuring Up, the national organization that issues a “report card” to the states regarding higher education performance, estimates that if all racial/ethnic groups in Missouri had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$4 billion higher.

Additional [Imperatives for Change](#) indicators and the [IFC Baseline Report](#) provide detailed information on trends in higher education.

MDHE Activities Promoting College Attainment

Student Aid Programs -- The 10 state grant and scholarship programs administered by the MDHE in Fiscal Year 2010 disbursed a total of \$98,762,691.97 to 57,307 students. Programs include Access Missouri Financial Assistance Program, Bright Flight, Marguerite Ross Barnett, Public Safety Officer or Employee’s Child Survivor Grant, Vietnam Veterans Survivor Grant, GEAR UP Scholarships, War Veterans Survivors Grant, Kids’ Chance Scholarship, Minority Teaching Scholarship and the Minority and Underrepresented Environmental Literacy Program. A summary of student financial aid programs administered by MDHE is provided in [Appendix C](#).

Missouri Student Loan Program – The MDHE has served as a guaranty agency in the Federal Family Education Loan Program (FFELP) since 1979 and is one of 32 guarantors that exist across the nation. The Healthcare and Education Affordability Reconciliation Act was signed into law in March 2010 and went into effect July 1, 2010. It eliminated FFELP and mandated that new federal student loans would be disbursed through the Federal Direct Loan Program. As a result, the MDHE will maintain its existing loan guarantee portfolio but will not guarantee new loans issued from the federal government.

As a guarantor, the MDHE assures the lender repayment of the loan if the borrower fails to repay the debt. The MDHE is in the top tier of existing guaranty agencies with:

- The 4th largest operating fund balance as a percentage of loans in repayment
- The 12th largest operating fund overall
- The 13th highest defaulted loan recovery rate
- The 2nd highest loan recovery rate excluding collection by loan consolidation

During academic year 2009-10, the MDHE guaranteed more than \$656 million in net Stafford and PLUS loans to help Missouri students achieve their educational goals. In addition to its responsibility as student loan guarantor, MDHE provided numerous programs to assist students who need financial assistance to attend college, including:

- *Free publications, online tools and other resources* – The MDHE printed and distributed more than 400,000 publications to encourage and assist degree attainment and financial literacy
- *Outreach and training* – The MDHE offered free presentations to community groups, high schools and their students on planning and preparing for college, as well as workshops for financial aid officers, high school counselors and others concerning federal and state regulations regarding financial aid administration
- *Default prevention grants* – The MDHE provided grants of up to \$25,000 for schools to implement default prevention programs; the grants have resulted in a substantial reduction in the number of borrower defaults
- *Automated Transfer of Money (ATOM)* – This automated system, administered by the MDHE, streamlines the disbursement of Federal Family Education Loan Program funds to students and families
- *College Goal Sunday* – The MDHE promoted and helped to deliver statewide events designed to support students and their families in filing appropriate paperwork to obtain financial aid for college

College Access Challenge Grant – The College Access Challenge Grant is a formula grant offered by the U.S. Department of Education for states to increase early awareness, outreach and financial literacy activities. The MDHE applied for a Challenge Grant in FY08, and it was awarded in FY09. MDHE has used the grant to develop financial literacy materials that high schools can use to meet graduation and curriculum requirements, MDHE also is administering a competitive sub-grant program that allows colleges and universities and other non-profit organizations to increase their early awareness, outreach and financial literacy activities. Nine sub-grants totaling \$731,018 were awarded in FY09. Recipients and their activities can be found in [Appendix D](#).

Proprietary School Certification – The MDHE 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.

All types of proprietary schools certified by the MDHE experienced enrollment growth in 2009. The number of students enrolled in Missouri private career schools increased from 45,130 to 46,273, reversing a slight downward trend from the previous year. The number of students enrolled in non-Missouri degree granting schools (regionally accredited schools offering instruction in Missouri) increased from 6,528 to 7,326 from 2008 to 2009. The number of students enrolled in proprietary online institutions grew from 16,662 to 17,998 during the same period. Details regarding enrollment in proprietary schools can be found in [Appendix E](#).

Collaborative Accomplishments in Educational Attainment – The Committee on Transfer and Articulation (COTA) is working to smooth the transfer process for an increasingly mobile student population. In 2010, COTA brought together 190 policy makers and transfer advisers to collaborate on solutions to transfer issues.

During 2010 MDHE worked with institutions to promote collaboration in program delivery and reduce unnecessary duplication. A major accomplishment in 2010 was the successful implementation of an agreement between Missouri Western State University, North Central Missouri College and Metropolitan Community College concerning associate degree programs that stemmed from legislation that granted Missouri Western State University a name change. The three institutions will jointly decide which degrees are to be deleted, retained or retained for joint enrollment between the institutions.

Higher Education Institution Program Actions – The MDHE maintains a database of academic programs offered in Missouri for use by prospective students to locate programs of interest and as a management tool for institutions in long-term planning regarding decisions about program continuation, elimination or expansion. In 2010, the total number of program actions for public institutions increased by 162 percent and the total number of program actions for independent institutions decreased by 44 percent. For more information regarding program actions, please see [Appendix F](#).

Goal 1 Summary

Although the state has made modest progress in increasing the percentage of its citizens ages 25-34 with college degrees, critical areas need improvement to keep the state moving forward. The need for remedial coursework to do college level work continues to slow graduation rates. Student financial aid, which steeply declined during this period, requires additional state resources in order to open college doors to more Missourians.

Goal 2: Develop a 21st Century Society and Global Economy

Contribute to a dynamic, information-based, globally competitive society and economy by collaborating with government and business.

To be a player in the global economy, Missouri must equip its citizens with a globally competitive education. Missouri currently lags behind Korea, Greece, Poland, Ireland, Belgium and Hungary and the national average in the percentage of young adults enrolled in college.

The intent of Goal 2 is to improve the state's ability to prepare its workforce for the jobs of the future – many jobs for which the technology has not yet been invented. For example, fiber optics capable of transmitting the equivalent of 1,900 CDs or 150 million simultaneous phone calls *per second* is now in development. Such technology reflects the speed with which the job needs of the future are being transformed.

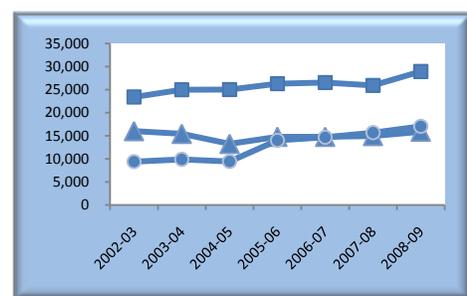
If Missouri is to position itself to attract industries that use cutting edge technology, it must prepare a work force versed in science, technology, engineering and mathematics – the STEM fields. Missouri's growing and aging population also demands a larger and more robust health care work force.

Colleges and universities attract funds for research in these and other fields, resulting in entrepreneurs and technology incubation that leads to new inventions and discoveries. The following charts show performance indicators for degrees in STEM, health and other critical fields, and the amount of funding in the form of grants and contracts flowing to Missouri postsecondary institutions.

Completions in STEM, Health and Critical Fields

Increase the total number of completions in the sciences, technology, engineering and mathematics (STEM), Health and Critical fields.

| | STEM ● | Health ▲ | Critical ■ |
|---------|--------|----------|------------|
| 2002-03 | 16,019 | 9,406 | 23,417 |
| 2003-04 | 15,425 | 9,896 | 24,982 |
| 2004-05 | 13,253 | 9,440 | 25,00 |
| 2005-06 | 14,788 | 14,026 | 26,311 |
| 2006-07 | 14,785 | 14,682 | 26,537 |
| 2007-08 | 14,961 | 15,692 | 25,919 |
| 2008-09 | 15,902 | 17,048 | 28,941 |



Grants and Contracts

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

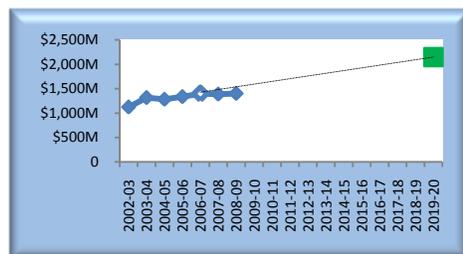
U.S. Average: \$1.58 Billion

Source: Integrated

Postsecondary

Education Data System (IPEDS)

| | |
|--------|-----------------|
| FY2003 | \$1,125,384,697 |
| FY2004 | \$1,317,655,533 |
| FY2005 | \$1,282,739,370 |
| FY2006 | \$1,336,998,348 |
| FY2007 | \$1,398,097,878 |
| FY2008 | \$1,388,380,162 |
| FY2009 | \$1,402,725,083 |
| FY2020 | \$2,148,282,700 |



How Does Missouri Measure Up On Contributing to the Economy?

Missouri ranked 9th in the nation in the production of graduate health degrees, and 23rd in the percentage of all degrees awarded in health fields in 2008-09. The percentage of degrees granted in STEM fields in Missouri was slightly lower than surrounding states but was close to the national average (17.30 percent compared to 17.35 percent for neighboring states).

Similarly, Missouri did well (8th in the nation) in federal grants and contracts for research performed at independent institutions in the state. Washington University earned \$6.3 million, created two start-up businesses and filed 106 new patent applications in 2009. In the public sector, the four campuses of the University of Missouri System generated \$10.4 million in royalties and other payments for rights to academic inventions, five start-up businesses and 48 new patent applications.

Imperatives for Change uses numerous other performance indicators to measure how Missouri's system of higher education contributes to the economy, such as universities' expenditures on research and development, the number of patents and inventions awarded to Missouri universities, the number of STEM graduates by race and gender, and others. To view additional indicators regarding the higher education's contributions to a global economy consult the [IFC Baseline Report](#).

MDHE Activities that Support Higher Education's Contributions to the Economy

Missouri High School Graduates Report –The MDHE issues the Missouri High School Graduates Report each year to assess the level of preparation for college among recent high school graduates. The latest report indicates that fewer recent high school graduates are enrolling in college, and more than one-third of those who do require remedial coursework to prepare for college-level instruction.

In 2009, 37.3 percent of high school graduates who immediately attended college required remedial course work, up from 35.7 percent in 2008. Overall enrollment of first-time students in remedial course work was up 2.9 percent since 2004.

MDHE has set a goal of reducing the need for remedial course work by more than 10 percent, or 26 percent of the college student population, by 2020.

Broadband Technology Opportunities Program -- In 2009, the Department of Higher Education and seven community colleges collaborated to secure a \$4.9 million grant from the Broadband Technology Opportunities Program. The grant will establish or expand 23 public computer centers in geographic areas that serve vulnerable populations. Missouri has more than 15,000 entry-level job openings per year that require the ability to use computers effectively.

The computer centers will be “one-stop technology centers” for populations currently underserved by broadband internet. The funds will provide about 600 new workstations and 130 more computers in 19 new computer centers and four upgraded centers. Some centers will be located on campus, while others will be in workforce training centers, education centers and a mobile unit.

Community colleges participating in the grant are:

- Jefferson College
- Metropolitan Community College
- Mineral Area College
- Moberly Area Community College
- St. Louis Community College
- Three Rivers Community College

All of the areas to be served have high poverty and high unemployment rates. The public computer centers will offer courses in basic digital literacy to help prepare unemployed and underemployed workers for jobs. Over a two-year period, almost 6,000 users will be trained in basic digital literacy at the centers. An additional 78,000 community college students will have access to the public computer centers.

Study Missouri – NAFSA, the world’s major conference on international education, was held in Kansas City, Mo., in June 2010. A consortium of 39 public and private, two- and four-year institutions formed Study Missouri to showcase the state at the NAFSA conference. The consortium works collectively to market Missouri as a destination for international students and provide opportunities for Missouri students to study abroad.

Study Missouri held International Education Day at the Capitol on February 23, 2010 with nearly 300 study abroad and international students, and various institution professionals in attendance. The consortium also promoted passage of Senate Resolution 31, which supports global

education and exchange, and assisted in the development of a Southeast Asia recruitment tour of four countries.

Improving Teacher Quality Grants -- The MDHE administers the Improving Teacher Quality Grant, which is funded under Title II of the No Child Left Behind Act. Each year, the MDHE disburses approximately \$1.2 million in competitive grant funds to support professional development in high-need school districts, in collaboration among K-12 districts and postsecondary institutions offering teacher education. Missouri currently targets funds toward professional development in mathematics and science ITQG funds supported eight projects in Cycle 8, and have recently been awarded for seven projects for Cycle 9. For a complete list and description of Cycle 8 projects see <http://www.dhe.mo.gov/ppc/grants/cycle8awd.php>.

Goal 2 Summary

Missouri is making incremental progress in graduating more students in STEM, health care and other fields critical to the work force needs of the future. The current goal is to increase the number of STEM graduates from 15,631 to 18,000 by 2020. To ensure continued progress, the state will need to explore ways to promote opportunities in these fields and make access to them affordable through strategic allocation of resources.

The state's colleges and universities receive more than \$1 billion in external funding for research through federal and corporate grants and contracts. Institutions able to attract and retain outstanding faculty have a competitive advantage over other national and international universities. External funding for research can lead to new technologies, scientific breakthroughs and greater entrepreneurship.

Goal 3: Enhance Resources through Increased Investment, Stewardship and Shared Responsibility

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.

Fiscal Year 2009-2010 reflected the economic downturn in Missouri and the nation. State support for higher education declined five percent, keeping Missouri in the bottom quintile of the nation. Federal budget stabilization funds, however, supplemented revenue for higher education in Missouri, preventing a precipitous decline in available resources. Tuition costs remained stable due to an agreement between the governor and presidents of the public two- and four-year institutions to keep tuition flat in exchange for modest reductions in state support.

One measure of the state's higher education efficiency is the rate at which students progress from enrollment to graduation. The six-year completion rates for four-year institutions declined from 57 percent in 2008 to 55 percent in 2009. The three-year completion rates for two-year institutions declined from 34 percent in 2008 to 31 percent in 2009. These declines may be attributable to economic conditions that forced students to find employment or simply drop out.

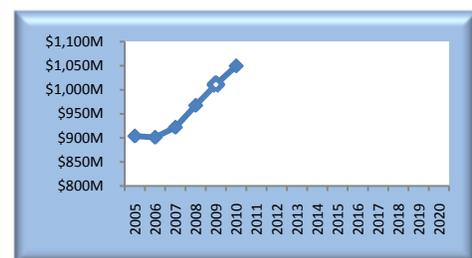
State Appropriations for Higher Education

Increase total state appropriations for public higher education.

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

Source: MDHE Fiscal Analysis

| | |
|--------|-----------------|
| FY2005 | \$903,726,851 |
| FY2006 | \$901,099,587 |
| FY2007 | \$922,027,793 |
| FY2008 | \$967,504,274 |
| FY2009 | \$1,011,091,040 |
| FY2010 | \$1,049,749,808 |

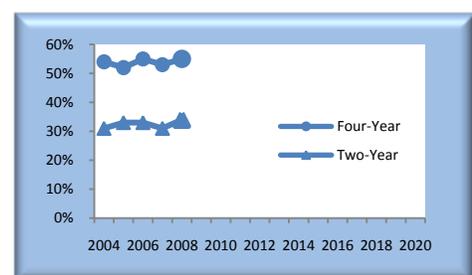


Three- and Six-year Graduation Rates

Increase the percent of degree-seeking students who complete their program within 150% of normal time.

Source: Integrated Postsecondary Education Data System (IPEDS)

| | 4Y | 2Y |
|------|-----|-----|
| 2004 | 56% | 33% |
| 2005 | 54% | 34% |
| 2006 | 57% | 32% |
| 2007 | 56% | 31% |
| 2008 | 57% | 34% |
| 2009 | 55% | 31% |
| 2020 | 63% | 37% |



How Does Missouri Measure Up On Investment and Stewardship?

State appropriations have yet to reach 2002 levels when adjusted for inflation, resulting in Missouri's low rank in per capita support for public higher education. From the 2002 to 2009 fiscal years, state funds as a percentage of all institutional revenue fell from 38 percent to 33 percent. Missouri appropriates \$7,376 or 25 percent less per full-time equivalent student than the U.S. average, lagging even further behind surrounding states.

The percentage of students able to graduate within 150 percent of the normal time (six years for four-year institutions and three years for two-year institutions) declined as well, possibly reflecting the economic downturn.

For other indicators showing Missouri's investment in higher education, see the complete [IFC Baseline Report](#).

Job recovery is dependent on our ability to retool, rethink and re-educate.

-- Dewayne Matthews
Lumina Foundation

MDHE Activities Promoting Investment and Stewardship

Goal 3 includes measures that promote resource enhancement and accountability for higher education. The MDHE conducts many activities that improve efficiency through coordination and enhance resources through grants and cost-saving measures.

Mission Review –The MDHE reinstated mission review in Fiscal Year 2008 after a hiatus. In 2009-10, MDHE staff worked with institutions to implement an effective and efficient mission review process. The CBHE coordinated plan, *Imperatives for Change*, and institutional mission plans served as the foundation for mission review. The major purpose of mission review, as defined in statute, is to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective and of high quality. The [Mission Review Report](#) was issued in September 2010.

Collaborative Grants – MDHE initiated collaborative partnerships to obtain federal stimulus grant funds, including workforce development and training for health care workers, energy sector workers, and expansion of information and communication technology in Missouri. Partners include the Missouri Community College Association, Department of Elementary and Secondary Education, Department of Economic Development, Department of Labor, University of Missouri Telehealth, MORENet and the Missouri Energy Workforce Consortium.

FY11 Institutional Core Budget -- The CBHE's approved FY11 core institutional appropriation request totaled \$961,615,803, which included \$104,786,639 of federal budget stabilization

dollars in the FY10 core. The budget request, broken down by institution, is available in the [2011 Institutional Core Budget Request](#).

Goal 3 Summary

Goal 3 of *Imperatives for Change* is intended to measure the degree to which Missouri regards higher education as an investment in the state's prosperity and future well-being. This year's snapshot shows that economic conditions limited the extent of that investment. Collaborative efforts such as partnerships make the most of scarce resources by creating efficiencies and multiplying effectiveness.

Education is the key to our future. From pre-school to college, we must prepare every child to compete. We must support our teachers. And we must make the dream of a college education a reality for more Missouri families.

-- Missouri Governor Jeremiah "Jay" Nixon

ⁱ Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates. The pipeline is a model for illustrative purposes and is not based on longitudinal data.

ⁱⁱ Complete College America

ⁱⁱⁱ Carnevale, T., Georgetown University Center on Education and the Workforce, 2009.

AGENDA ITEM SUMMARY

AGENDA ITEM

Community College Redistricting
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

The U.S. Census Bureau released Missouri's latest decennial census figures on February 24th. You can access the announcement at the Missouri Census Data Center on the Office of Administration's website: <http://oa.mo.gov/bp/>. That announcement initiates the redistricting process for the state's community college districts in accordance with Section 178.820, RSMo.

Redistricting is required if the community college district contains more than 450,000 residents, and the process is to begin within 90 days following publication of the state's decennial census figures, which would be May 25th.

While the Coordinating Board for Higher Education has a role in redistricting, the community college district must initiate the process. The secretary of the district's board of trustees is to forward to the CBHE a certified copy of a resolution requesting the formation of a redistricting committee. The CBHE and the community college board of trustees each appoints three members who are residents of the district to the committee. The full redistricting committee of six members elects a chairman and a secretary.

The committee adopts by a majority vote a redistricting plan specifying not less than four, nor more than six, subdistricts that are compact and contiguous in territory and are of "substantially equal" population. If the district contains a city not within a county, the statute specifies other requirements that also must be met. The committee secretary sends a copy of the certified plan to the CBHE. The commissioner of higher education will confirm that the subdistricts have substantially equal populations before recommending that the CBHE approve the plan.

We have advised the community colleges that when they forward to the CBHE the resolution calling for the formation of a redistricting committee, its board of trustees should also forward a slate of at least five candidates from which the CBHE will appoint three members to the redistricting committee. Biographical information on each individual proposed for consideration is to be included, and the slate of nominees is to reflect the district's diversity and provide for political balance.

STATUTORY REFERENCE

Sections 173.820, RSMo

RECOMMENDED ACTION

None required at this time. This is an informational item only.

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
April 7, 2011

DESCRIPTION

Since federal legislation was signed ending the Federal Family Education Loan Program (FFELP), federal education officials have been working to establish a plan to continue the services traditionally provided by student loan guaranty agencies, such as the MDHE Student Loan Program. In the meantime, guaranty agencies must continue to meet ongoing responsibilities and try to plan for an uncertain future. The purpose of this item is to discuss the work the MDHE is doing to prepare for potential future opportunities and describe some of the current activities of the MDHE Student Loan Program.

Discussion

For several months, U.S. Department of Education (USDE) officials have spoken publicly about an anticipated Request for Proposals (RFP) intended to invite guaranty agencies to submit plans for the ongoing provision of student loan services. Officials most recently announced that the RFP would likely be published in the Federal Register by the end of February. However, as of late March, the USDE had still not posted the expected announcement. In anticipation of the solicitation for proposals, the MDHE is in the process of discussing possible collaborations with other industry participants that may be used to craft a strong proposal that would permit the MDHE to continue to provide vital loan-related services.

Also in the interest of providing continuing benefits to Missouri students and families, the MDHE recently explored the possibility of partnering with MOHELA to provide a state-based guaranteed student loan program. While that may still be a possibility at some point in the future, the potential use of both MOHELA and MDHE assets to fund state scholarship programs impairs the viability of such a program during the current fiscal year.

In terms of ongoing efforts, the MDHE recently coordinated a very successful FAFSA Frenzy* “season.” During February and March, communities throughout Missouri hosted events staffed by financial aid volunteers to assist students and families in completing the Free Application for Federal Student Aid (FAFSA), which is the application for federal and state aid programs. Well over 1,000 students filled out FAFSAs at this year’s events, exceeding the MDHE’s goal by more than one-third.

*FAFSA Frenzy, a program of College Goal SundaySM, is offered in Missouri through partnerships between the Missouri Department of Higher Education (MDHE) with the Missouri Association of Student Financial Aid Personnel (MASFAP), the Missouri Higher Education Loan Authority (MOHELA), the Lumina Foundation for Education, and the YMCA. The College Goal SundaySM program was created by the Indiana Student Financial Aid Association (ISFAA), with funding from Lilly Endowment, Inc., and with supplemental support from the Lumina Foundation for Education.

Coordinating Board for Higher Education
April 7, 2011

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE

(as of 01/13/2011)

Fiscal

- Establish guidelines for appropriation requests by public 4-year institutions (§ 173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Request appropriations based on number of students receiving Pell grants (§ 173.053)¹
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the CBHE (§ 173.030(4))
- Request appropriations to match USAID funds for purposes of facilitating international student exchanges (§ 173.730)

Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)²
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

¹ Requirement established in 1988 and required determining in that year the number of students then receiving maximum Pell grants and using that figure in subsequent year appropriation requests. Apparently, this has never been done.

² This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

Academic Programs

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)

Institutional Relationships

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§173.005.2(2))
- Approve new state supported senior colleges or residence centers (§ 173.005.2(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions for institutional decisions relating to residence status of students (§ 173.005.2(6))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is to govern all public institutions of higher education that do not have their own after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)

- Provide an annual report to the state board of education (DESE) on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
 - Establishing their role in the state
 - Setting up the form of surveys to be used for local jurisdictions to use in determining need and potential for a community college
 - Administering the state financial support program
 - Formulating and putting into effect uniform policies as to budgeting, record keeping, and student accounting
 - Establishing uniform minimum entrance requirements and uniform curricular offerings
 - Making a continuing study of community college education in the state
 - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

Financial Aid³

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship program (Executive Order 10-16, January 29, 2010)
- Administer the Nurse Training Incentive Fund (§ 173.030(6))
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain categories of employees permanently disabled or their spouses or children or survivors in the event of the employee's death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (need based) (§ 173.262.3)
- Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)
- Administer the Improving Teacher Quality Grant Program (§§ 168.585(1), 173.050(2), Pub. Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001)
- Administer the Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- *Administer the Missouri Educational Employees' Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need*

³ Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

based; funded by voluntary donations from paychecks of employees of public school districts) (§ 173.267.4)

- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*
- *Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)*
- *Make provisions for institutions to award tuition and fee waiver to certain students who have been in foster care or other residential care under the department of social services (§ 173.270.1)*
- *Request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)*
- *Administer the Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- *Administer the Veteran's Survivor Grant (§ 173.234.1)*
- *Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)*
- *Disseminate procedures for receiving annual certifications from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)*

State Guaranty Agency under the Federal Family Education Loan Program⁴

- *Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682).*

Responsibilities include:

- *Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers*
- *Processing applications*
- *Loan disbursement*
- *Enrollment and repayment status management*
- *Default awareness activities*
- *Collecting on defaulted borrowers*
- *School and lender training*
- *Financial literacy*
- *Providing information to students and families on college planning, career preparation, and paying for college*
- *Administering claims*
- *Provide marketing and customer assistance*
- *Compliance*

⁴ As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

Proprietary Schools

- License and oversee all for-profit MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

Assignments in Statute to Serve on other State Boards

- MOHELA (both the commissioner and a CBHE member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- Missouri Workforce Investment Board (§ 620.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 173.240.7)
- Missouri Area Health Education Centers Council (§ 191.980)

Coordinating Board for Higher Education Members by Congressional District

Missouri's Congressional Districts*

| District | Description or boundary | Population |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1 | Parts of St. Louis County and St. Louis City | 621,690 |
| 2 | Counties of Lincoln, St. Charles (part of), St. Louis County (part of) | 621,690 |
| 3 | Counties of Jefferson, Ste. Genevieve and parts of St. Louis County and St. Louis City | 621,690 |
| 4 | Counties of Barton, Bates, Benton, Camden (part of), Cass (part of), Cedar, Cole, Dade, Dallas, Henry, Hickory, Jackson (part of), Johnson, Laclede, Lafayette, Moniteau, Morgan, Pettis, Polk (part of), Pulaski, Ray, Saline, St. Clair, Vernon and Webster | 621,690 |
| 5 | Cass (part of), Jackson County (part of) and Kansas City (part of) | 621,691 |
| 6 | Counties of Andrew, Atchison, Buchanan, Caldwell, Carroll, Chariton, Clay, Clinton, Cooper, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Howard, Jackson (part of), Linn, Livingston, Mercer, Nodaway, Platte, Putnam, Schuyler, Sullivan, Worth and Kansas City (part of) | 621,690 |
| 7 | Counties of Barry, Christian, Greene, Jasper, Lawrence, McDonald, Newton, Polk (part of), Stone and Taney (part of) | 621,690 |
| 8 | Counties of Bollinger, Butler, Cape Girardeau, Carter, Dent, Douglas, Dunklin, Howell, Iron, Madison, Mississippi, New Madrid, Oregon, Ozark, Pemiscot, Perry, Phelps, Reynolds, Ripley, St. Francois, Scott, Shannon, Stoddard, Taney (part of), Texas, Washington, Wayne and Wright | 621,690 |
| 9 | Counties of Adair, Audrain, Boone, Callaway, Camden (part of), Clark, Crawford, Franklin, Gasconade, Knox, Lewis, Macon, Maries, Marion, Miller, Monroe, Montgomery, Osage, Pike, Ralls, Randolph, St. Charles (part of), Scotland, Shelby and Warren | 621,690 |
| * Source for the chart <i>2009-2010 Official Manual State of Missouri ("Blue Book")</i> | | |

Coordinating Board for Higher Education Members by Congressional District

