

Coordinating Board for Higher Education

Agenda of Meeting

1:30 p.m.
Thursday
September 5, 2013

Harry S. Truman State Office Building

COORDINATING BOARD FOR HIGHER EDUCATION

Dalton Wright, Chair, Conway

Betty Sims, Vice-Chair St. Louis

Brian Fogle, Secretary, Springfield

Lowell C. Kruse, St. Joseph

Carolyn Mahoney, Jefferson City

TIME: 1:30 p.m.
Thursday, September 5, 2013

PLACE: Harry S. Truman State Office Building
301 W. High Street
Room HST-490/492
Jefferson City, MO 65101

Schedule of Events September 5, 2013

Thursday, September 5, 2013

11:15 a.m. – 1:00 p.m. **CBHE Work Session**
Harry S. Truman State Office Building
301 W. High Street
Room HST-493
Jefferson City, MO 65101

1:30 p.m. – 3:30 p.m. **CBHE / PAC Meeting**
Harry S. Truman State Office Building
301 W. High Street
Room HST-490/492
Jefferson City, MO 65101

Individuals needing special accommodations relating to a disability should contact Jennifer Clemons, at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109 or at (573) 751-1876, at least three working days prior to the meeting.

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

Representatives by Statute

Public Four-Year Universities

Ms. Constance Gully, Interim President
Harris-Stowe State University

Dr. Kevin Rome, President
Lincoln University

Dr. Alan Marble, President
Missouri Southern State University

Mr. Clif Smart, President
Missouri State University

Dr. Cheryl Schrader, 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 (PAC Chair)
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Mr. Timothy Wolfe, 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. Kent Farnsworth, President
Crowder College

Dr. Jon Bauer, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Mr. Mark James, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President
Mineral Area College

Dr. Jeffrey Lashley, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, Chancellor
Ozarks Technical Community College

Dr. Ronald Chesbrough, President
St. Charles Community College

Dr. Myrtle Dorsey, Chancellor
St. Louis Community College

Dr. Joanna Anderson, 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

(PAC Vice-Chair)

Independent Four-year Colleges and Universities

Dr. James Evans, President
Lindenwood University

Dr. Roger Drake, President
Central Methodist University

Dr. Ron Slepitz, President
Avila University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Dr. Gerald Brouder
Columbia College

Independent Two-year Colleges

Col. Mike Lierman, Interim President
Wentworth Military Academy and Junior College

Two-year alternate:

Dr. Judy Robinson Rogers, President
Cotter College

Association Chairs

COPHE - Dr. Brady Deaton, Chancellor, University of Missouri-Columbia

MCCA - Ms. Debbie Goodall, President, Metropolitan Community College's Business and Technology Campus

ICUM – Dr. Ron Slepitz, President, Avila University

COORDINATING BOARD FOR HIGHER EDUCATION

September 5, 2013 – 1:30 p.m. – 3:30 p.m.

Harry S. Truman State Office Building

Room 490/492

Jefferson City, MO

AGENDA

Agenda Item Description	Tab	Presenter
General Business		
<u>Action</u>		
1. Review Consent Agenda		
a. Minutes of the June 10, 2013 CBHE Meeting		
b. Distribution of Community College Funds	A	Leroy Wade
Report of the Commissioner		David Russell
Presidential Advisory Committee	Troy Paino, Chair	
<u>Information</u>		
1. College Completion Academy Update		David Russell
2. "Located in Missouri" Update	B	Leroy Wade
3. Residence Status per Military Veterans - SB117	C	Leroy Wade
Budget and Financial Aid Committee	Brian Fogle, Chair	
<u>Action</u>		
1. FY15 Recommendations for Public Institutions' Base Operating Appropriations	D	Leroy Wade
2. FY15 Capital Improvements Recommendations	E	Leroy Wade
3. FY15 Higher Education Capital Fund Recommendations	F	Leroy Wade
4. FY15 Recommendations for MDHE Operating and Student Financial Assistance Appropriations	G	Leroy Wade
5. Alternative Operating Budget Recommendations	H	Leroy Wade
<u>Information</u>		
1. Student Loan Program Update	I	Leanne Cardwell
Academic Affairs and Workforce Needs Committee	Betty Sims, Chair	
<u>Action</u>		
1. Academic Program Actions	J	Rusty Monhollon
2. Missouri Reverse Transfer Policy	K	Rusty Monhollon
3. Missouri Core Transfer Library	L	Rusty Monhollon
4. Principles for Best Practices in Remedial Education	M	Rusty Monhollon
5. Developmental Education Survey Report	N	Rusty Monhollon
6. Dual Credit Report	O	Rusty Monhollon
<u>Information</u>		
1. Proprietary School Certification Actions and Reviews	P	Leroy Wade
2. Higher Education Subcommittee of the Homeland Security Advisory Council Update	Q	Bill Thornton
3. Survey of Off-Campus and External Sites	R	Rusty Monhollon
4. English Language Proficiency Report	S	Rusty Monhollon

COORDINATING BOARD FOR HIGHER EDUCATION

September 5, 2013 – 1:30 p.m. – 3:30 p.m.

Harry S. Truman State Office Building

Room 490/492

Jefferson City, MO

External Affairs Committee

Carolyn Mahoney, Chair

Information

- | | | |
|--------------------------------------------------|---|------------|
| 1. Survey Results from the Governing Board Forum | T | Kathy Love |
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General Business

Information

- | | | |
|----------------------------------------------------------------|---|---------------|
| 1. Appointment of Nominating Committee for 2013 Board Officers | | Dalton Wright |
| 2. Good and Welfare of the Board | | |
| 3. CBHE Members by Congressional District | U | |
| 4. CBHE Statutory Functions | V | |
| 5. MDHE Grants and Projects | W | |

Action

1. Adjourn Public Session of Coordinating Board for Higher Education Meeting

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
June 10, 2013**

The Coordinating Board for Higher Education met on Monday, June 10, 2013, at the Capitol Plaza Hotel, Jefferson City, MO. Chairman Wright called the meeting to order at 2 p.m. The presence of a quorum was established with the following in attendance:

	Present	Absent
Brian Fogle	X	
Lowell Kruse	X	
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

CONSENT AGENDA

Items on the consent agenda included the Minutes of the April 4, 2013 CBHE Meeting in Jefferson City, MO and the Distribution of Community College Funds. **Betty Sims made a motion to approve the consent agenda in its entirety. Brian Fogle seconded the motion. Motion passed unanimously.**

REPORT OF THE COMMISSIONER

Dr. Russell acknowledged Dr. John Jasinski as new Chairman and President Clif Smart as new Vice Chair of Council on Public Higher Education. Dr. Russell recognized Marsha Drennon retiring June 30 as president of State Fair Community College and her replacement is Dr. Joanna Anderson. Metropolitan Community College is bidding farewell to Dr. Debbie Goodall, president of MCC's Business & Technology Campus, and Dr. Fred Grogan, president of MCC – Longview. The new president for MCC – Longview will be Dr. Kirk A. Nooks. Dr. Utpal Goswami will be the new president of the Maple Woods campus beginning July 1. Pam McIntyre is serving as interim president of St. Louis Community College's Meramec campus after the departure of Dr. George Wasson. Dr. Alan Marble is retiring as president of Crowder College. He will then serve as special assistant to President Bruce Speck of Missouri Southern State University. Dr. Kevin Rome became Lincoln University's new president on June 1, replacing interim president Connie Hamacher. Dr. Gerald Brouder will retire from Columbia College August 1 and Dr. Terry B. Smith will serve as interim president. Col. William Sellers resigned as president of Wentworth Military Academy in May. David Manual is the new president of Drury College after the retirement of Todd Parnell.

Dr. Russell invited Brian Crouse to present information on the progress being made by the Missouri Mathematics and Science Coalition. Brian is the Missouri Chamber's vice president of education and executive director of the Missouri Mathematics and Science Coalition.

PRESIDENTIAL ADVISORY COMMITTEE

2013 Legislative Session and Budget Update

Mr. Wade gave a wrap-up of the 2013 Legislative session.

The following bills are awaiting the Governor's signature:

HB 673 – Changes the name of Linn State Technical College to State Technical College of Missouri.

SB 106 – Modifies provisions relating to veterans and members of the military.

SB 117 – Modifies provisions relating to military affairs.

SB 381 – Creates the Innovation Education Campus Fund and recognizes the University of Central Missouri's Missouri Innovation Campus.

SB 437 – Creates a model for funding the state's public institutions of higher education. *This bill got through the senate but did not come up in the house. It will probably be revisited in 2014 session.*

HB 3 - Concerning budget items did pass.

Midwest State Authorization Reciprocity Agreement Update

The Midwest Higher Education Compact (MHEC) established an advisory committee to develop the SARA document for the Midwest region. In May, the advisory committee approved a draft of such an agreement (M-SARA), modeled after the document developed by WICHE, with the plan of having the full commission adopt this framework at its June meeting in Indianapolis.

The draft agreement establishes specific roles and responsibilities for each of the components of the M-SARA process. This includes a national coordinating board, the regional higher education compacts, the states, and, by extension, participating institutions.

Although much progress has been made, considerable work at both the state and regional levels will be required to fully implement M-SARA in Missouri. At the regional level, MHEC must develop the detailed framework and operational criteria necessary for states to be approved to participate. At the state level, legislative action will likely be required to clearly assign the responsibility for M-SARA to a specific agency or organization and to enact any needed statutory changes to implement that authority.

The MDHE is committed to continuing to serve as the clearinghouse for this information and plans to conduct a general convening once more details are available from MHEC.

BUDGET AND FINANCIAL AID COMMITTEE

Mr. Fogle chaired the Budget and Financial Aid Committee report.

Recertification of Institutional Eligibility to Participate in State Student Financial Assistance Programs

Mr. Wade read the following recommended action: **“It is recommended that the Coordinating Board for Higher Education approve the institutions listed in the attachment for recertification to participate in the state student financial assistance programs administered by the Missouri Department of Higher Education until September 2016.”**

Betty Sims made a motion to accept the institutions listed for recertification to participate in the state student financial assistance programs presented. Carolyn Mahoney seconded the motion. Motion passed unanimously.

Definition of Located in Missouri for Participation in State Student Financial Assistance Programs

Mr. Wade provided the board and its guests with background information on Executive Order 13-04 explaining Governor Nixon committed the state of Missouri to the establishment of Western Governors University-Missouri “as a non-profit institution of higher education located in Missouri.” The Executive Order directed the MDHE “to take all necessary steps now and in the future to ensure that WGU-Missouri students will be eligible to apply for and receive financial aid on the same basis as students at Missouri's public universities.”

Section 173.1102 of the Missouri statutes establishes the general parameters for an institution to be certified as an “approved private institution” or “approved public institution.” Certification under this statutory provision by the Coordinating Board constitutes approval to participate in state-funded student aid programs. Although the Executive Order directs the department to ensure WGU-Missouri students receive aid on the same basis as students attending public institutions, the statutory definition of an approved public institution does not provide that level of flexibility. Consequently, consistent with its status as a non-profit institution of higher education, the MDHE believes certification of WGU-Missouri as an “approved private institution” is the appropriate approach. Because student eligibility is applied consistently regardless of institutional sector, this status would meet the directive of the executive order to ensure students receive aid “on the same basis as students at Missouri's public universities.”

With the exception of the requirement to be “located in Missouri,” MDHE staff believes WGU-Missouri will meet all of the criteria to be certified as an “approved private institution.” However, the phrase “located in Missouri” has never been formally defined as part of the administrative rule for institutional participation in state aid programs. Consequently, the MDHE needs to define “located in Missouri” in a manner that will address the directive contained in the Executive Order. The definition must provide a set of reasonable parameters that any like-situated institution can satisfy. In that context, it is clear that this definition may create the potential for students attending other non-Missouri institutions to participate in state-funded aid programs if those institutions also satisfy the established criteria.

Based on these circumstances, the MDHE has developed a definition of “located in Missouri” for inclusion as part of the department’s institutional participation administrative rule.

On this basis, the MDHE does not recommend establishing criteria intended to indirectly limit eligibility to a single institution. Mr. Wade submitted the following definition for review.

*An institution is considered to meet the definition of “located in Missouri” if the main campus, as determined by its institutional accrediting agency, is located in Missouri and that campus is the basis of its U.S. Department of Education recognized institutional accreditation or it meets **all six of the following criteria.***

- 1. The institution has established and continuously maintains a physical campus or location of operation in the state.*
- 2. The institution is accredited by a regional accrediting agency recognized by the U.S. Department of Education.*
- 3. The institution agrees to seek and maintain voluntary certification to operate and comply with reasonable data requests from the MDHE.*
- 4. The institution employs at least 25 Missouri residents, **at least one-half of which are faculty or administrators** responsible for **engaged with** Missouri campus operations.*

5. *The institution enrolls at least 750 Missouri residents as degree or certificate seeking students.*
6. *The institution maintains a Missouri-based governing body or advisory board with oversight of Missouri operations. ~~If this criterion is met through an advisory board, the institution must document the substantive involvement of the board in educational decisions impacting Missouri residents attending the institution.~~*

After discussion, Mr. Wade recommended “**the Coordinating Board establish the criteria listed in the handout as defining “located in Missouri” for purposes of participation in state student aid programs established by Section 173.1102, RSMo and direct the Commissioner of Higher Education to promulgate this definition as part of administrative rule 6 CSR 10-2.150 as soon as practical but approve no additional institutions beyond those included in Executive Order 13-04 until the guidelines for defining located in Missouri have been reviewed by the CBHE.**”

Brian Fogle made a motion to accept the criteria with no additional institutions approved beyond those included in Executive Order 13-04 until further guidelines have been reviewed. Betty Sims seconded the motion. Motion passed unanimously.

Capital Prioritization Policy

Mr. Wade read the following recommended action “**It is recommended that the Coordinating Board for Higher Education reaffirm its “Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities and Community Colleges,” outlined in the attachment, for institution use in submitting capital requests for fiscal year 2015.**

“**It is further recommended that the Coordinating Board for Higher Education direct the staff of the Missouri Department of Higher Education to engage with institution representatives to explore the effectiveness of the current guidelines and develop recommendations for updates to the guidelines for use in the fiscal year 2016 budget process and future budget processes.**”

Carolyn Mahoney made a motion to accept the Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities and Community Colleges and for the MDHE staff to explore the effectiveness of the current guidelines. Betty Sims seconded the motion. Motion passed unanimously.

Student Loan Program Update

No items of significance were discussed.

State Student Aid Status Report

No items of significance were discussed.

ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE

Ms. Sims chaired the Academic Affairs and Workforce Needs Committee report.

Academic Program Actions

Dr. Monhollon read the following recommended action “**It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.**”

Betty Sims made a motion to accept the program changes and new program proposals as presented. Brian Fogle seconded the motion. Motion passed unanimously.

Council of Chief Academic Officers

Dr. Monhollon read the following recommended action **“It is recommended that the Coordinating Board for Higher Education approve the creation of the Council of Chief Academic Officers, and direct the Commissioner of Higher Education to take action to get the council functioning as quickly as possible.”**

Brian Fogle made a motion to accept the creation of the Council of Chief Academic Officers. Betty Sims seconded the motion. Motion passed unanimously.

Proprietary School Certification Actions and Reviews

No items of significance were discussed.

College Access Challenge Grant Update

No items of significance were discussed.

EXTERNAL AFFAIRS COMMITTEE

Dr. Mahoney chaired the External Relations Committee report.

Governing Board Forum-June 10-11

The Governing Board Forum has been set for June 10-11 in Jefferson City, MO. It will begin with a reception on June 10 at the Governor’s Mansion and presentations and discussion from 9 a.m. to 3 p.m. on June 11 at the Capitol Plaza Hotel.

Missouri Completion Academy, September 2013

The CBHE and MDHE, along with a coalition of partners, including the Governor, SHEEO and Complete College America, will host a Missouri Completion Academy Sept. 10 – 11, 2013, in St. Louis.

Mr. Wright made a motion to adjourn the meeting. Ms. Sims seconded the motion. Motion passed.

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

State aid payments to community colleges will be made on a monthly basis. All FY14 state aid appropriations are subject to a three percent governor's reserve. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors. An additional component of state aid for FY14 includes an additional appropriation of \$3,853,450 that was awarded based on improvement on specified performance measures, commonly known as performance funding.

Expenditure restrictions directed by the governor on June 28, 2013, included a four percent reduction to institutions' core appropriations. This additional restriction may be released depending on the outcome of the General Assembly veto session which begins on September 11, 2013, with respect to the Governor's veto of House Bill 253.

The total TAFP state aid appropriation for community colleges in HB3 for FY14, including performance funding, is \$133,360,592, and the amount after expenditure restrictions is \$128,180,307. The amount available to be distributed (TAFP appropriation minus the three percent governor's reserve less expenditure restrictions) is \$124,179,492.

The payment of state aid distributions to community colleges for July and August 2013 is summarized below.

State Aid (excluding M&R) – GR portion	\$18,187,302
State Aid – Lottery portion	1,204,822
Performance Funding – GR portion	125,592
Performance Funding – Lottery portion	497,384
Maintenance and Repair	<u>0</u>
TOTAL	\$20,015,100

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
September 5, 2013

AGENDA ITEM SUMMARY

AGENDA ITEM

Located in Missouri Update
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

At the June 2013 CBHE meeting, staff recommended establishing a more precise definition of “located in Missouri” as that term is used in establishing institutional eligibility to participate in state student assistance programs. After a productive discussion of the proposed language, the CBHE approved the recommended language but directed MDHE staff to limit approval under this provision to institutions identified in Executive Order 13-04 until further study of the scope and impact of these changes. The intent of this board item is to update the board on related activities since the June meeting.

Background

Section 173.1102 of the Missouri statutes establishes the general parameters for an institution to be certified as an “approved private institution” or “approved public institution.” Certification under this statutory provision by the Coordinating Board constitutes approval to participate in state-funded student aid programs.

That section provides for certification of private institutions that —

- Are nonprofit
- Are dedicated to educational purposes
- Are located in Missouri
- Operate privately under the control of an independent board and not directly controlled or administered by any public agency or political subdivision;
- Provide a postsecondary course of instruction at least six months in length leading to or directly creditable toward a certificate or degree;
- Meet the standards for accreditation as determined by either the Higher Learning Commission or by other accrediting bodies recognized by the United States Department of Education or by utilizing accreditation standards applicable to non-degree-granting institutions as established by the coordinating board for higher education;
- Are not discriminatory in the hiring of administrators, faculty and staff or in the admission of students on the basis of race, color, religion, sex, or national origin and is in compliance with the Federal Civil Rights Acts of 1964 and 1968 and executive orders issued pursuant thereto.
- Permits faculty members to select textbooks without influence or pressure by any religious or sectarian source.

Based on the staff review of these statutory provisions, the primary concern in complying with the directives contained in Executive Order 13-04 is the definition of “located in Missouri.” In response, the MDHE drafted and the CBHE approved a preliminary set of criteria that define “located in Missouri” for any institution whose primary campus is located outside of the state. Those criteria are described here.

An institution is considered to meet the definition of “located in Missouri” if the main campus, as determined by its institutional accrediting agency, is located in Missouri and that campus is the basis of its U.S. Department of Education recognized institutional accreditation or it meets all six of the following criteria:

- 1. The institution has established and continuously maintains a physical campus or location of operation in the state.*
- 2. The institution is accredited by a regional accrediting agency recognized by the U.S. Department of Education.*
- 3. The institution agrees to seek and maintain voluntary certification to operate and comply with reasonable data requests from the MDHE.*
- 4. The institution employs at least 25 Missouri residents, at least one-half of which are faculty or administrators responsible for Missouri campus operations.*
- 5. The institution enrolls at least 750 Missouri residents as degree or certificate seeking students.*
- 6. The institution maintains a Missouri-based governing body or advisory board. If this criterion is met through an advisory board, the institution must document the substantive involvement of the board in educational decisions impacting Missouri residents attending the institution.*

Although the board approved this language, the action also directed MDHE staff to conduct further study of the definition in order to address the ongoing concerns about expansion of institutional eligibility.

Current Status

Since the June meeting, concern about several aspects of the definition has been expressed. In August, MDHE staff met with representatives of the Independent Colleges and Universities of Missouri to discuss their concerns with the proposed language. The following points were highlighted during that discussion.

- Concerns were raised about the possibility of an institution manipulating the requirement to employ 25 Missouri residents to gain eligibility.
 - What is an employee?
 - What is a Missouri resident?
 - Should this be limited to full-time employees or use FTE employees?

- Concerns were raised about an institution’s ability to maintain ongoing compliance with these requirements, particularly the items relating to employees and enrollment.
 - What happens if an institution initially meets a requirement and then drops below the threshold?
 - How will the MDHE confirm compliance with item 6 for initial eligibility?
- Concern was also expressed regarding the need for a “probationary” period of approval to help ensure satisfaction of all criteria is sustained.

Next Steps

Consistent with the board’s action in June, MDHE staff is in the process of reviewing Western Governors University for purposes of participation in state aid programs. Once the institution confirms it has complied with the six requirements referenced above, staff will proceed with a recommendation to approve the institution for participation. We anticipate a conference call meeting of the Coordinating Board later this fall will be necessary in order to complete this process.

With regard to the finalization of the definition for located in Missouri, MDHE staff has solicited suggestions from ICUM institutions for suggested language that will address their concerns. We will also request other participating institutions submit suggested changes as well. The intent is to bring a revised definition of what it means to be “Located in Missouri” to the Coordinating Board in December for final action.

STATUTORY REFERENCE

Section 173.1102, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

2013 Veterans Legislation Update
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

During the 2013 legislative session, two legislative proposals impacting public higher education policies relating to military veterans were passed and signed into law. The intent of this item is to provide information about those provisions and solicit input regarding the Coordinating Board's response.

Legislation

Senate Bill 106 requires the Coordinating Board for Higher Education to adopt a policy requiring all public postsecondary institutions to grant credit for courses that a veteran completed as part of their military training or service if the courses meet certain standards. To be awarded credit, the courses must meet the standards established by the American Council on Education, or equivalent standards, and be determined to be equivalent in content or experience to courses at that institution. This policy must be established no later than January 1, 2014, and the policies must be implemented for the 2014-2015 academic year.

Senate Bill 117 provides that an individual who is in the process of separating from the United States military with an honorable or general discharge has resident status for purposes of admission and in-state tuition at any public institution and in-state, in-district tuition at any community college. The requirement applies to public four-year institutions, Linn State Technical College, all community colleges, and area vocational technical schools. To be considered a resident, the individual must demonstrate presence and declare residency. For a community college, the individual must demonstrate presence and declare residency within the taxing district. The Coordinating Board must promulgate an administrative rule to implement these provisions.

Both of these bills became law on August 28, 2013.

Implementation

Senate Bill 106

Based on the deadline established in the statute, the MDHE staff plan to bring a recommended policy to the Coordinating Board at its December meeting. In the interim, MDHE staff will work with the Council of Chief Academic Officers to work out the details of the policy and establish a process for implementation as needed. Once the policy is adopted by the CBHE, the department will pursue its promulgation as an administrative rule, as required by Missouri statute, with an effective date prior to the start of the 2014-2015 academic year.

Coordinating Board for Higher Education
September 5, 2013

Senate Bill 117

Several questions are raised by the provisions of this bill that will require study and collaboration in order to ensure the resulting policies are consistent with the statute while meeting the needs of the MDHE and the institutions. The following are preliminary questions identified by MDHE staff:

- What does “in the process of separating from any branch of the military forces” mean?
- What time frame is appropriate for an individual to be considered a resident under this provision?
- What should be considered a “demonstration of presence” within the state?
- What type of documentation, if any, should be required as representing a declaration of residency?
- Although the statute only references admission and tuition, should resident status also extend to eligibility for state student assistance?

The CBHE currently has an administrative rule that provides guidelines for institutional and MDHE decisions on student residency. That rule is currently in the revision process with the Secretary of State to address a residency issue from last year. MDHE staff currently plans to bring a recommended revision to the residency rule in December, after seeking input from impacted institutions about the issues raised above as well as any others that surface during the review process.

Conclusion

There is increasing national attention to the issue of streamlining the education process for returning veterans and their families. The Coordinating Board and the MDHE are committed to the full implementation of these statutory provisions in recognition of the service of those individuals to our state and nation.

STATUTORY REFERENCE

Sections 173.1150 and 173.1158, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

FY15 Recommendations for Public Institutions' Base Operating Appropriations
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

The intent of this agenda item is to outline the budget situation facing Missouri state government and higher education in FY15 and to offer a budget recommendation for consideration by the Coordinating Board.

Background

In recent years, Missouri has struggled to maintain adequate funding for its public higher education institutions. Following funding cuts in FY11 and FY12, the FY13 budget was passed without cuts and \$3 million in new "equity" money was added for certain four-year institutions. Unfortunately, expenditure restrictions were imposed by the governor. Although the restricted funds were released late in FY13, the funds were not restored to institutions' core appropriations.

The FY14 truly agreed to and finally passed (TAFP) budget included a three percent increase to institution appropriations to be distributed through the CBHE performance funding framework. A four percent expenditure restriction to institutions' core funding was levied by the governor in anticipation of a possible override of his veto of House Bill 253 by the General Assembly. Some or all of the restricted funds may be released if the veto is upheld.

There are signs of economic growth, including better than expected collections during FY13 and recent growth in personal income. Nevertheless, issues such as a failure to reform tax credits and possible passage of the Federal Marketplace Fairness Act continue to cloud the fiscal outlook. As a result, it likely will continue to be difficult for the state to significantly increase its investment in institutional core budgets in FY15.

Public Institutions' Base Operating Recommendation

The structure and content of the FY15 budget request is largely dictated by the restrictions regarding requests for increases in state funding explained in the July 31, 2013, cover letter from the State Budget Director that accompanied the official FY15 budget instructions. While this letter indicated that general revenue collections continued to increase in fiscal year 2013, much of the growth was due to higher capital gains that are not likely to reoccur in the upcoming fiscal year. Also, because of recent legislative actions, including the possible override of Governor Nixon's veto of House Bill 253 and congressional enactment of the federal marketplace Fairness Act, the fiscal outlook remains uncertain.

Because of this uncertainty, state departments have been instructed to request funding for their core budgets and any necessary core adjustments. Requests for mandatory new decision items

may be submitted, but discretionary new decision items are not to be requested at this time, unless a specific exception is granted by the Office of Administration, Division of Budget and Planning.

MDHE staff has received preliminary indications from the Office of Administration of a limited number of items, including the tax refund offsets described below, that will be considered mandatory. Indications are that no other higher education operating budget items, including increases for performance funding, will be considered mandatory. Consequently, the staff is not officially recommending increases for institutional operating budgets.

Higher Education Initiatives

In addition to their core operating appropriations, a few institutions received additional appropriations for several initiatives as part of the FY14 budget. While these items remain separate from the respective institutions' core budgets, they are considered on-going items for FY15 rather than new decision items. As a result, the recommendation to continue funding for these items must be handled separate from the core operating budget request.

- \$2,000,000 for the Pharmacy Doctorate Program at Missouri State University in collaboration with the University of Missouri – Kansas City School of Pharmacy
- \$1,325,000 for an Occupational Therapy Program at Missouri State University – Springfield and Missouri State University – West Plains campus
- \$10,000,000 for the purpose of increasing the medical student class size at the University of Missouri in Columbia and to create a Springfield clinical campus in a public-private partnership with Cox Health and Mercy Springfield

Tax Refund Offsets

Tax refund offsets intercept an individual's income tax refund in order to satisfy a financial obligation to a state agency, as defined in Section 143.782, RSMo. Public higher education institutions receive a tax refund offset appropriation to cover unpaid debts owed to the institution by state taxpayers.

In both FY13 and FY14 the amount appropriated to Missouri State University (MSU) for these purposes was \$200,000. MSU surpassed this threshold in FY13, causing the excess to be paid from the FY14 debt offset appropriation. The decision to meet the remainder of the FY13 obligation from the FY14 funds coupled with the overall increase in the amount is anticipated to cause a shortfall in the FY14 appropriation. As a result, the department is seeking a supplemental request of \$100,000 for FY14 and a like amount for on-going purposes in FY15.

Since the Office of Administration considers this to be a mandatory new decision item, it is an allowable request for the Coordinating Board to consider in its budget recommendations on behalf of Missouri State University.

FY14 Core Appropriation	\$200,000
FY15 Core Request	\$200,000
FY14 Supplemental New Decision Item	\$100,000
FY15 New Decision Item	\$100,000

Alternative Budget Request

Although additional funds may not be available for increased investment, there is still value in taking this annual opportunity to put forward a representation of some of the needs of Missouri higher education. Accordingly, information on needed funding increases for institutional base operating budgets, as well as other budget items for higher education, will be transmitted to the Governor and General Assembly separately from the formal request that includes no requests for increased funding. The components of this secondary budget request are described in Tab G.

Conclusion

With the state facing continued fiscal challenges and the national and state economies continuing only a modest pace of recovery, there is little, if any, discretionary revenue available to address financial needs in state government, including public higher education institutions. While higher education institutions are committed to continuing to seek ways to operate more efficiently and accommodate enrollment trends, affordable programs and services of quality cannot be maintained indefinitely with existing, or reduced resources.

The formal request for FY15 adheres to the conditions set forth by the State Budget Director; however, a secondary set of recommendations has been developed and will be communicated so that policy makers are aware that additional investment in higher education is needed in order to maintain quality programs and services, keep tuition rates low and meet the urgent challenges of human development and workforce preparation for the new global economy. This approach will provide elected officials with important context and background about higher education's pressing needs when new funding becomes available.

STATUTORY REFERENCE

- Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges
- Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university
- Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the FY15 request for Higher Education Initiatives, totaling \$13,325,000, a new decision item (supplemental and ongoing) for Tax Refund Offsets of \$100,000 and a core institutional appropriation request, totaling \$867,929,306 for submission to the Governor and General Assembly.

ATTACHMENT(S)

FY 2015 Institutional Core Budget Request

**Higher Education Institutions' FY15 Budget
Staff Recommendation**

FY14 Funding

Institution	Core TAFP	Performance Funding	FY 14 Available	FY14 Core Reduction	FY15 Core Request
Community Colleges	\$ 129,507,142	\$ 3,853,450	\$ 133,360,592	\$ 5,180,285	\$ 133,360,592
Linn State Technical College	\$ 4,570,639	\$ 144,899	\$ 4,715,538	\$ 182,826	\$ 4,715,538
University of Central Missouri	\$ 52,607,262	\$ 1,334,217	\$ 53,941,479	\$ 2,104,290	\$ 53,941,479
Southeast Missouri State University	\$ 43,254,606	\$ 1,097,017	\$ 44,351,623	\$ 1,730,184	\$ 44,351,623
Missouri State University	\$ 78,549,463	\$ 2,457,827	\$ 81,007,290	\$ 3,141,979	\$ 81,007,290
Lincoln University	\$ 17,308,982	\$ 329,240	\$ 17,638,222	\$ 692,359	\$ 17,638,222
Truman State University	\$ 39,510,924	\$ 1,002,070	\$ 40,512,994	\$ 1,580,437	\$ 40,512,994
Northwest Missouri State University	\$ 29,351,986	\$ 930,526	\$ 30,282,512	\$ 1,174,079	\$ 30,282,512
Missouri Southern State University	\$ 22,652,541	\$ 574,510	\$ 23,227,051	\$ 906,102	\$ 23,227,051
Missouri Western State University	\$ 21,052,327	\$ 533,925	\$ 21,586,252	\$ 842,093	\$ 21,586,252
Harris-Stowe State University	\$ 9,492,814	\$ 300,943	\$ 9,793,757	\$ 379,713	\$ 9,793,757
University of Missouri	\$ 395,020,620	\$ 12,491,376	\$ 407,511,996	\$ 15,760,825	\$ 407,511,996
Subtotals	\$ 842,879,306	\$ 25,050,000	\$ 867,929,306	\$ 33,675,172	\$ 867,929,306

AGENDA ITEM SUMMARY

AGENDA ITEM

FY15 Capital Improvements Recommendations
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

The Office of Administration has indicated the budget climate for the FY14-15 biennium is not likely to permit the state to make investments in capital improvements. However, the CBHE has a responsibility to communicate the capital needs of Missouri public higher education institutions to the Governor and General Assembly on an annual basis. The intent of this agenda item is to provide the board with staff recommendations for lists of the most pressing of needs - one for four-year institutions and Linn State and the other for community colleges.

Background

At its meeting on June 10, 2013, the Coordinating Board for Higher Education (CBHE) decided it would not rank or prioritize projects submitted by institutions for inclusion in its FY15 department budget request. This action was taken in response to the expectation that capital funding will not be available for FY15 and to provide time to respond to the significant interest in reviewing and updating guidelines over the next year. Consequently, the FY15 request lists each institution's top overall priority for FY15. The CBHE reaffirmed its "Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities and Community Colleges" during the June meeting and directed that those guidelines be used by institutions to guide their selection of top overall priorities submitted to the board.

Staff Recommendations

Lewis and Clark Discovery Initiative (LCDI)

There are twelve LCDI projects (Attachment A) that continue to have a valid appropriation from the Lewis and Clark Discovery Fund; however, MOHELA remains unable to make scheduled payments and reimbursements for these projects have been suspended indefinitely. Appropriations for these projects are contained in HB 17 (2011), but those expenditures have been restricted by the Governor since no funding is available. Funds for these projects were not reappropriated during the 2013 legislative session. Honoring these prior commitments from the state regardless of fund source remains the top staff recommendation to the CBHE.

Further Prioritization

Scope

There are many capital projects beyond the top institutional priorities for each institution that are worthy of state funding and would represent wise investments; however, given the fiscal realities which continue to face the state, MDHE staff recommends the CBHE only consider a recommendation to fund top priority projects in FY15.

Structure of the Recommendation

As a set of priorities secondary to the LCDI projects, staff recommendations for the FY15 budget are presented in two separate lists – one for each sector (Attachments B and C) – that include the top priority of each public institution of higher education. Linn State Technical College is included with the universities because its governance and funding structures are consistent with that sector. This approach is consistent with the prioritization guidelines, which clearly communicate the needs of different sectors, and allow for fundamental differences in terms of governance, financial structure and mission between community colleges and public universities.

Other Categories

Statewide Issues

The University of Missouri submitted information about one project that is not an educational facility: the new State Historical Society and Museum. This project is not a part of the CBHE process and is not evaluated and ranked against higher education projects. Information on this project will be submitted by the Coordinating Board for Higher Education to the Governor and General Assembly. (Attachment D)

Statutory Requirement

The University of Missouri is required by statute (Section 172.287, RSMo.) to annually request matching funds for engineering equipment expenses. The amount of this request is dictated by the statute. Because this request is of a fundamentally different nature than the higher education capital projects, it also is not prioritized among the capital projects, but is submitted to the Governor and General Assembly. (Attachment D)

Conclusion

In this budget recommendation, MDHE staff has attempted to apply existing policy guidelines to the capital projects submitted for consideration in a straightforward manner. The staff has confidence that the recommended priorities are valid in terms of consistency with existing Board policy and reflect sorely needed and worthy investments of state resources.

STATUTORY REFERENCE

Section 163.191, RSMo, State aid to community colleges

Chapter 33.220, RSMo, submission of annual appropriation requests

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the funding of the remaining Lewis and Clark Discovery projects as the top priority for higher education capital projects.

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

ATTACHMENT(S)

Attachment A: Capital Improvement Priorities – Remaining LCDI Projects

Attachment B: Capital Improvement Priorities – Community Colleges

Attachment C: Capital Improvement Priorities – Universities and Linn State

Attachment D: Capital Improvement Priorities – Statewide Issues & Statutorily Required Request

COORDINATING BOARD FOR HIGHER EDUCATION
FY 2015 - CAPITAL IMPROVEMENT PRIORITIES
 Staff Recommendations

REMAINING LCDI PROJECTS

Missouri State - FREUP Phase I (remaining partial funding)	\$	19,126,096
Truman State -Pershing Building (remaining partial funding)	\$	10,222,081
UM-St. Louis-Benton & Stadler Halls	\$	27,689,536
UM-Columbia-Ellis Fischel Cancer Center	\$	30,837,051
UM-Delta Research Center	\$	1,703,230
UM-Southwest Education & Outreach Center	\$	3,015,650
UM-Graves-Chapple Facility	\$	548,791
UM-Horticulture & Agroforestry Center	\$	2,982,918
UM-Wurdack Farm	\$	503,266
UM-Thompson Farm	\$	659,603
UM-Greenley Learning & Discovery Park	\$	1,848,723
UM-McCredie, Midwest Clayplan	\$	599,790
	\$	99,736,735

**COORDINATING BOARD FOR HIGHER EDUCATION
FY 2015 Capital Request
Top Priority for Community Colleges**

Attachment B

<u>Site Location/Facility</u>	<u>Description</u>	<u>Total Project Cost</u>	<u>Local Match</u>	<u>FY 2015 Request</u>
<u>CROWDER COLLEGE</u>				
Newton and McDonald Hall	Renovation	\$ 4,000,000	\$ -	\$ 2,500,000
<u>EAST CENTRAL</u>				
General Classroom Building	Construction of General Classroom Building on Main Campus	\$ 12,484,240	\$ -	\$ 12,484,240
<u>JEFFERSON COLLEGE</u>				
Student Services Addition & Renovation	Addition & Renovation to existing Student Center	\$ 9,800,000	\$ -	\$ 9,800,000
<u>METROPOLITAN</u>				
Campus Student Success Centers	Renovation of existing space across all five main campuses	\$ 3,200,000	\$ -	\$ 3,200,000
<u>MINERAL AREA COLLEGE</u>				
Center for Career and Technical Education (Area Vocational School)	Construction of new facility	\$ 18,000,000	\$ -	\$ 18,000,000
<u>MOBERLY AREA COMMUNITY COLLEGE</u>				
Allied Health Building	New Construction	\$ 4,195,500	\$ 629,325	\$ 3,566,175
<u>NORTH CENTRAL COLLEGE</u>				
Geyer Hall	Renovation	\$ 4,290,000	\$ 390,000	\$ 3,900,000
<u>OZARKS TECHNICAL COLLEGE</u>				
Academic and Student Services Center	New Construction	\$ 13,500,000	\$ 1,500,000	\$ 12,000,000
<u>ST. CHARLES COMMUNITY COLLEGE</u>				
Life Sciences Facility	New Construction	\$ 14,046,209	\$ 1,276,928	\$ 12,769,281
<u>ST. LOUIS COMMUNITY COLLEGE</u>				
Allied Health Facility	New Construction	\$ 16,800,000	\$ 1,680,000	\$ 15,120,000
<u>STATE FAIR COMMUNITY COLLEGE</u>				
Automotive Technology/Metals Technology Center	New Construction	\$ 8,350,000	\$ 4,176,634	\$ 4,173,366
<u>THREE RIVERS COMMUNITY COLLEGE</u>				
Westover Center for Math and Science	New Construction	\$ 11,000,000	\$ 1,050,000	\$ 9,950,000
TOTALS		\$ 119,665,949	\$ 10,702,887	\$ 107,463,062

**COORDINATING BOARD FOR HIGHER EDUCATION
FY 2015 Capital Request
Top Priority for Universities and Linn State**

Attachment C

<u>Site Location/Facility</u>	<u>Description</u>	<u>Total Project Cost</u>	<u>Local Match (donation/in hand)</u>	<u>FY 2015 Request</u>
<u>HARRIS STOWE STATE UNIVERSITY</u>				
Vashon Community Center	Renovate entire building	\$ 15,793,445	\$ -	\$ 15,793,445
<u>LINCOLN UNIVERSITY</u>				
New Science Building	Construction of New Science Building	\$ 54,138,640	\$ -	\$ 54,138,640
<u>MISSOURI SOUTHERN STATE UNIVERSITY</u>				
New Science Building/Reynolds Hall Renovation	New construction and renovation	\$ 27,311,676	\$ -	\$ 27,311,676
<u>MISSOURI STATE UNIVERSITY</u>				
Ozarks Health & Life Science Center & Hass-Hoover Hall	Planning and new construction	\$ 61,518,743	\$ 5,592,613	\$ 55,926,130
<u>MISSOURI WESTERN STATE UNIVERSITY</u>				
Potter Hall	Renovation and addition	\$ 46,208,046	\$ -	\$ 46,208,046
<u>NORTHWEST MISSOURI STATE UNIVERSITY</u>				
Campus Infrastructure Upgrade	Infrastructure Upgrades/Replacements	\$ 65,561,776	\$ -	\$ 65,561,776
<u>SOUTHEAST MISSOURI STATE UNIVERSITY</u>				
Campus Wide Renovations	Campus Wide Renovations	\$ 37,884,180	\$ -	\$ 37,884,180
<u>TRUMAN STATE UNIVERSITY</u>				
Baldwin/McClain	Renovation	\$ 47,069,000	\$ 2,347,007	\$ 44,721,993
<u>UNIVERSITY OF CENTRAL MISSOURI</u>				
W.C. Morris Science Building	Renovate Facility	\$ 32,423,411	\$ -	\$ 32,423,411
<u>UNIVERSITY OF MISSOURI - COLUMBIA</u>				
College of Engineering - Lafferre Hall	Strategic Renovations & Additions	\$ 69,876,000	\$ -	\$ 69,876,000
<u>UNIVERSITY OF MISSOURI - KANSAS CITY</u>				
School of Medicine/Health Sciences Education Bldg.	Renovation	\$ 54,500,000	\$ -	\$ 54,500,000
<u>MISSOURI UNIVERSITY OF SCIENCE & TECHNOLOGY</u>				
Chemistry & Biological Sciences/Schrenk Hall	Chemistry & Biological Sciences Renovation	\$ 28,549,000	\$ -	\$ 28,549,000
<u>UNIVERSITY OF MISSOURI - ST. LOUIS</u>				
Benton and Stadler Halls	Benton/Stadler Renovation	\$ 62,800,000	\$ -	\$ 62,800,000
<u>LINN STATE TECHNICAL COLLEGE</u>				
Engineering Technology Center	Construction of New Engineering Technology Center	\$ 26,071,961	\$ -	\$ 26,071,961
TOTALS		\$ 629,705,878	\$ 7,939,620	\$ 621,766,258

**COORDINATING BOARD FOR HIGHER EDUCATION
FY 2015 - CAPITAL IMPROVEMENT REQUESTS**

Statewide Issue	<u>State Request</u>	<u>Local Funds</u>	<u>Total</u>
State Historical Society Building & Museum	\$50,107,000	\$0	\$50,107,000
Statutorily Required Request			
<u>Engineering Equipment</u>			
MU	\$507,600	\$507,600	\$1,015,200
UMKC	\$80,400	\$80,400	\$160,800
Missouri S&T	\$964,800	\$964,800	\$1,929,600
UMSL	\$69,600	\$69,600	\$139,200
Total Capital Equipment	<u>\$1,622,400</u>	<u>\$1,622,400</u>	<u>\$3,244,800</u>

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Capital Fund
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

The purpose of this agenda item is to outline the parameters set forth for the “Higher Education Capital Fund,” and to provide information in relation to two projects submitted by institutions requesting matching funds from this source.

Background

Senate Bill 563 (2012) established the “Higher Education Capital Fund.” This matching fund may be used by the General Assembly to appropriate money for capital projects at public colleges and universities. In order to be eligible to receive an appropriation through the matching fund, a public college or university must raise 50 percent of the cost of the capital project from private donations or grants. Institutions are prohibited from using operating budget funds, tuition, fees, bond revenues or state appropriations to produce their portion of the capital project's cost. The state is prohibited from using bonds to provide its portion of the capital project's cost, and the matching fund cannot be used for any athletic facilities, parking structures, or student housing.

Process

As required by law, the commissioner of higher education created an “Application for Matching Funds from the Higher Education Capital Fund,” which was approved by the Coordinating Board during its February 2013 meeting. The purpose of the application is to enable a public college or university to demonstrate that it has obtained 50 percent of the project's cost through private grants and donations.

A second requirement of the law is to establish procedures for public colleges or universities to follow to receive matching funds. Since the law also requires that any project funded through the matching fund have a specific line item appropriation, there is no need to establish any new or unique procedures outside of the regular appropriations process for these projects. To have a project considered for funding through the Higher Education Capital Fund, an institution must submit the matching fund application materials in addition to the regular forms and information provided as a part of the capital appropriations request process. Projects that are determined by the commissioner to meet the eligibility requirements for the matching fund are then noted as such on the request put forward by the Coordinating Board.

Staff Recommendations

The department has received two applications demonstrating the commitment of private donations and/or grants and requesting a matching appropriation from the Higher Education Capital Fund. One application was submitted by the University of Missouri – Kansas City and one was submitted by the University of Missouri – St. Louis. Additional information on project costs is outlined in the attachment to this agenda item. MDHE staff has received documented assurances from each institution that the 50 percent match has been met in accordance with provisions set forth in Section 173.480.3, RSMo.

STATUTORY REFERENCE

Chapter 173.480, RSMo., Department of Higher Education, Higher Education Capital Fund

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the applications from the University of Missouri – Kansas City and the University of Missouri – St. Louis for matching funds from the Higher Education Capital Fund, totaling \$17,400,000, for submission to the Governor and General Assembly.

ATTACHMENT

FY 2015 Higher Education Capital Fund Requests

**COORDINATING BOARD FOR HIGHER EDUCATION
FY 2015 - Higher Education Capital Fund Requests**

Institution	Project	State Request	Non-State Match	Total Cost
University of Missouri - Kansas City	UMKC Free Enterprise Center (New Construction)	\$7,400,000	\$7,400,000	\$14,800,000
University of Missouri - St. Louis	College of Business Administration Building - Phase I (New Construction)	\$10,000,000	\$10,000,000	\$20,000,000
		\$17,400,000	\$17,400,000	\$34,800,000

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for MDHE Operating and Student Financial Assistance Appropriations
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

Staff recommendations for the Fiscal Year 2015 internal operating appropriation request for the Department of Higher Education and the state student financial assistance programs are included in this section.

A. Coordination

1. Administration

FY14 Core Appropriation	\$1,154,621 (19.61 FTE)
FY15 Core Request	\$1,154,621 (19.61 FTE)
FY15 New Decision Item	\$4,904 (Pay Plan)
FY15 New Decision Item	\$0 (1.0 FTE)

(Out-of-State Program Approval Fees)

The Missouri Department of Higher Education serves the state system of higher education through the public institutions, the independent colleges and universities, proprietary schools, and more than 463,000 students. Primary responsibilities include statewide planning for postsecondary education, submission of a unified annual budget request, approval/review of new degree programs, administration of state student financial assistance programs and the Federal Family Education Loan Program, working collaboratively with K-12 and the Department of Economic Development on P-20 initiatives and administration of the proprietary school certification program.

This appropriation includes the Quality Improvement Revolving Fund that allows the collection of revenue on a cost-recovery basis from workshops and conferences provided by the MDHE to be used to support future workshops and conferences. The fund may also be used for distribution of certain federal money to institutions.

For FY14, the legislature approved a \$500 annual pay increase for all state employees, except elected officials, members of the General Assembly and certain judges. The FY14 appropriation only includes funding to cover the increase from January 1, 2014 to the end of the fiscal year (June 30). As a consequence, the FY15 core request only includes funding for six months of the annual increase. The new decision item for \$4,904 reflects new money required fund the pay increase for the remainder of FY15.

The CBHE is authorized by HB 1042 (2012) to charge and collect fees from out-of-state public institutions. Included in the core item is spending authority for the fees collected from out-of-state public institutions but the FTE included in the FY14 requests was not

included in the Governor's recommendation. The MDHE request a new decision item in FY15 for the additional 1.0 FTE necessary to administer this program, including the cost of reviewing and assuring the quality of programs offered by such institutions.

2. Program Distribution

a. Midwest Higher Education Compact

FY14 Core Appropriation	\$95,000
FY15 Core Request	\$95,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Compact and names the CBHE as the administrative agent. All of Missouri's public two- and four-year institutions and numerous independent institutions use the services of MHEC, and some cost savings programs are also available to K-12 school districts. As a member, Missouri participates in the Midwest Student Exchange Program. This program allows Missouri residents to enroll at participating out-of-state institutions at 150 percent of the resident student tuition rates. Other cost-saving programs are available for property insurance, computer hardware and software, student health insurance, and pharmacy benefits. Missouri, which was one of the original founding states of MHEC, has realized over \$58 million in savings since 1990.

b. Improving Teacher Quality Grant (formerly known as the Eisenhower Program)

FY14 Core Appropriation	\$1,783,372	(1.50 FTE)
FY15 Core Request	\$1,783,372	(1.50 FTE)
FY15 New Decision Item	\$250	(Pay Plan)

The core appropriation of \$1,783,372 in federal funds comes from a U.S. Department of Education grant to enhance teacher education in mathematics and science, as authorized by Title II of the Elementary and Secondary Education Act. These funds are allocated to projects designed by higher education institutions and qualifying nonprofit organizations in cooperation with eligible K-12 school districts to improve mathematics and science education in grades K-12. In FY15, the CBHE will utilize 1.5 FTE for this program.

The new decision item for \$250 reflects the cost to extend the pay increase as described under Coordination Administration.

c. Proprietary Schools Certification Fund

FY14 Core Appropriation	\$304,597	(5.0 FTE)
FY15 Core Request	\$304,597	(5.0 FTE)
FY15 New Decision Item	\$1,001	(Pay Plan)

A key responsibility of the CBHE, through the MDHE, is to certify and monitor proprietary schools, including private out-of-state institutions that offer instruction,

grant degrees or certificates or recruit students in Missouri. The Proprietary School Certification Fund was created in HB 1042 (2012) as a fund into which fees collected from certified schools and those seeking certification or exemption are deposited. Proprietary School Certification administration expenses are paid from the Proprietary School Certification Fund.

The new decision item for \$1,001 reflects the cost to extend the pay increase as described under Coordination Administration.

d. Proprietary School Bond Fund

FY14 Core Appropriation	\$200,000
FY15 Core Request	\$200,000

Section 173.612, RSMo, requires each proprietary school to file a security deposit with the MDHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student records in an acceptable manner upon school closure. The MDHE holds a security deposit from each proprietary school with a minimum of \$5,000 and new maximum of \$100,000 (increased from \$25,000 by HB 1042 in 2012.) This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

e. Federal and Donated Funds

FY14 Core Appropriation	\$1,000,000
FY15 Core Request	\$1,000,000

This appropriation provides MDHE with spending authority for any private or federal grants received by the agency.

f. Other Grants/Donations (Lumina Foundation Grants)

FY14 Core Appropriation	\$450,000	(1.0 FTE)
FY15 Core Request	\$100,000	(1.0 FTE)

This appropriation provides MDHE with spending authority for a grant received from the Lumina Foundation to implement a statewide system of reverse transfer agreements among the state's two-year and four-year institutions. Since the grant expires September 30, 2014, the request is to reduce the core appropriation to a level that reflects the expected remaining expenditures after the beginning of the fiscal year on July 1.

g. College Access Challenge Grants

FY14 Core Appropriation	\$3,000,000
FY15 Core Request	\$3,000,000

The federal College Access Challenge Grant (CACG), enacted in the fall of 2007 by Congress as part of the College Cost Reduction and Access Act, is being used by

MDHE to assist and support successful strategies to increase the participation of underserved populations in Missouri postsecondary education. The Health Care and Education Reconciliation Act of 2010 extended the CACG program until Federal Fiscal Year 2014 and increased the level of funding for the program. Although the grant has been extended through FY15 for MDHE, the length of the MDHE's award is uncertain as state eligibility is determined annually.

The MDHE uses the grant to implement a three-pronged approach aimed at increasing the rates of Missourians who attend and succeed in higher education. The activities are focused on increasing financial literacy, establishing a statewide college access network, and awarding competitive grants to build and strengthen outreach activities. Through this program the MDHE awarded funding to 21 sub-grant proposals totaling approximately \$1.6 million, participated in 120 outreach events throughout the state reaching over 18,500 students and families and distributed over 116,000 financial literacy and college planning materials to high school students and their families.

h. Nursing Education Grants

FY14 Core Appropriation	\$1,000,000
FY15 Core Request	\$0

FY14 was the final year of a three-year appropriation for the Nursing Education Incentive Grant Program, which was used to award competitive grants from the Board of Nursing Fund to eligible higher education institutions based on parameters set forth by the State Board of Nursing in conjunction with MDHE to enhance and expand nursing education programs. Grant award amounts did not exceed \$150,000 and no campus received more than one grant per year.

B. Financial Assistance and Outreach

1. Program Distribution

a. Academic Scholarship Program (Bright Flight)

FY14 Core Appropriation	\$15,676,666
FY15 Core Request	\$15,676,666

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top five percent of all Missouri students taking the ACT or the SAT during their senior year of high school. The maximum scholarship award is \$3,000 per academic year for students in the top three percent of test takers, and \$1,000 for students in the top 4th and 5th percentiles. The top three percent must receive a full award (\$3,000) before students in the top 4th and 5th percentiles receive any award. Scholarships are renewable until the first bachelor's degree is received or ten semesters are attended, whichever occurs first. FY11 was the first year of implementation of the statutory expansion of this program beyond \$2,000 for the top three percent of test takers, and there was a need for additional funding to continue to provide the awards established

in law. This increase has never been funded. There was a \$2 million expenditure restriction placed on this program for FY12 and carried forward in the TAFP budget for FY13. The FY14 TAFP budget for this program includes additional spending authority of \$2,407,416 to allow for returns to be expended or to expend existing fund balance, if applicable.

b. Access Missouri Financial Assistance Program

FY14 Core Appropriation	\$67,000,000
FY15 Core Request	\$67,000,000

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's expected family contribution and meet the other statutory eligibility requirements for this scholarship. There was a \$2 million expenditure restriction placed on this program for FY12 and carried forward in the TAFP budget for FY13. The FY14 TAFP budget for this program includes \$1 million in additional funds above the FY 13 level as well as additional spending authority to allow for returns to be expended or to expend existing fund balance, if applicable.

c. A+ Schools Program

FY14 Core Appropriation	\$35,000,000
FY15 Core Request	\$35,000,000
FY15 New Decision Item	(To be determined)

The A+ Scholarship component of the A+ School Improvement Program was transferred from the Department of Elementary and Secondary Education to the MDHE with Executive Order 10-16 during the 2010 legislative session. The A+ Scholarship, which provided approximately \$29 million in FY13, reimburses tuition and general fees for students who attend A+ designated high schools for three years prior to graduation. While in high school the students must meet certain eligibility criteria, including maintenance of a 2.5 grade point average and a 95 percent attendance record, as well as performance of at least 50 hours of tutoring or mentoring. Upon high school graduation, eligible students have four years to utilize the A+ benefit at a participating public community college, public vocational or technical school, or two-year private vocational or technical school that meets statutory requirements. Students must attend full-time and maintain a 2.5 grade point average at the postsecondary level. Spending authority for the program was increased in FY13 by approximately \$3.5 million when the General Assembly removed estimated appropriation designations from many appropriations bills. This increase in spending authority, however, was not accompanied by a corresponding funds transfer and, therefore, represented no new money for the program. For FY14, \$1 million in additional funds were appropriated for this program. In FY13 and FY14, \$4 million of the appropriation was a transfer from the Guaranty Agency Operating Fund which will not be able to provide that funding in FY15. The FY14 TAFP budget for this

program includes additional spending authority to allow for returns to be expended or to expend existing fund balance, if applicable.

d. Advanced Placement Incentive Grant Program, Public Service Officer's Survivor Grant Program, Vietnam Veteran Survivor Grant Program, Wartime Veteran's Survivor Grant Program, Minority Teaching Student Scholarships and Marguerite Ross Barnett Scholarship Program

FY14 Total Core Appropriation	\$1,200,250
FY15 Core Request	\$1,200,250

During the FY13 budget process, the Advanced Placement Incentive Grant, the Public Service Survivor Grant Program, the Veteran's Survivor Grant Program, the Minority Teaching Scholarship Program, the Vietnam Veterans Survivor Scholarship Program and the Marguerite Ross Barnett Scholarship Program were combined into a single line item with a total appropriation of \$1,063,625. This will allow any unexpended funds from these programs, after awards are made to all eligible applicants, to be used in the Marguerite Ross Barnett Scholarship Program, which has had more applicants in recent years than available funding. The FY14 TAFP budget for the Marguerite Ross Barnett Scholarship Program included additional spending authority of \$136,625 to allow for returns to be expended or to expend existing fund balance, if applicable. No changes were made to the amounts appropriated for the other individual scholarship programs.

The Advanced Placement Incentive Grant was established in HB 223/231 during the 2011 legislative session. This is a nonrenewable grant of \$500 available to any student who receives an Access Missouri or A+ award and has received two grades of three (3) or higher on advanced placement tests in mathematics or science while attending a Missouri public high school. Funding for the grant is provided through a donation from MOHELA.

The Public Service Officer's Survivor Grant provides educational assistance to the spouses and children of certain public employees who were killed or permanently and totally disabled in the line of duty. For FY14, it is projected that 20 students will be served by this program. Dependents are eligible up to the age of 24 to receive a grant to enroll in any program leading to a certificate, associate degree or baccalaureate degree at an approved Missouri postsecondary institution. The maximum annual grant is the least of the tuition paid by a full-time undergraduate Missouri resident at the University of Missouri-Columbia, or the tuition paid at the institution which the student attends.

The Vietnam Veteran Survivor Grant provides educational grants to eligible survivors of certain Vietnam veterans. For FY14, MDHE staff project five students will receive this grant. To be eligible, an applicant must be a child or spouse of a deceased veteran who served in the military in Vietnam or the war zone in Southeast Asia and who was a Missouri resident when first entering military service and at the

time of death. Grant recipients must enroll full-time in programs leading to a certificate, associate degree or baccalaureate degree at an approved Missouri postsecondary institution. The maximum grant award is the lower of the actual tuition charged a full-time student at the approved institution where the eligible survivor is enrolled or the average amount of tuition charged for a full-time Missouri resident at the four regional institutions.

The Wartime Veteran's Survivor Grant was established by HB 1678 (2008) to provide scholarships to the spouses or children of veterans who were Missouri residents when first entering the military and at the time of their death/injury, and who (1) died as a result of combat action or of an illness contracted while serving in combat or (2) became at least 80 percent disabled as a result of injuries or accidents sustained in combat action. For FY 14, staff projects 10 individuals will receive this grant. The law allows for a maximum of 25 awards of full tuition (the University of Missouri-Columbia rate is the maximum allowed), provides for up to a \$2,000 room and board allowance and a \$500 book allowance, per semester.

The Minority Teaching Student Scholarships provide \$2,000 scholarships to Missouri minority high school graduates and college students who enter and make a commitment to pursue a teacher education degree and meet certain academic standards. The scholarship is converted to a loan if recipient does not fulfill the obligation to become a certified teacher and teach for five years in a Missouri public school district. Once converted, the loans must be repaid, with interest, within two years. Based on current application numbers, it is anticipated that approximately 20 awards per year will continue to be made through this program.

The Marguerite Ross Barnett Memorial Scholarship Program is the only state-funded scholarship available for part-time students. The scholarship is especially important for individuals already in the workplace seeking to upgrade skills. During FY13, 274 students were served by the program. Due to the flexibility to move funds between these programs, this is the first time all eligible applicants received assistance. It represents an increase of more than 100 students. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula.

e. The Kids' Chance Scholarship Program

FY14 Core Appropriation	\$17,500
FY15 Core Request	\$17,500

The Kids' Chance Scholarship Program, established by section 173.254, RSMo, authorizes the Coordinating Board for Higher Education to provide scholarships for the children of workers who were seriously injured or died in a work-related accident or occupational disease covered by workers' compensation and compensable pursuant to chapter 287, RSMo, to attend a college, university, or accredited vocational institution of their choice. In accordance with statute, the director of the division of workers' compensation deposits \$50,000 each year beginning in 1999 until 2018 into the Kids' Chance Scholarship Fund. Awards can only be made using the interest earnings in the fund. The requested amount is set based on the size of the fund and projected interest as the fund continues to grow. Based on the award level offered by the Kids' Chance of Missouri board (the private organization that prompted this scholarship and with which the MDHE cooperates in operating this program), funding will be available in FY15 for approximately 5 scholarships for eligible students.

f. Minority and Underrepresented Environmental Literacy Program

FY14 Core Appropriation	\$32,964
FY15 Core Request	\$32,964

This program provides scholarships to full-time minority and underrepresented students who pursue a bachelor's or master's degree in an environmental-related field of study at a Missouri college or university and meet certain academic standards. This program is projected to serve approximately 12 students for FY14.

g. Advantage Missouri Program

FY14 Core Appropriation	\$15,000
FY15 Core Request	\$15,000

This appropriation is required to occasionally make refunds to students who participated in the Advantage Missouri Loan and Loan Forgiveness Program, entered into repayment of the Advantage award, and eventually overpaid their obligation.

h. GEAR UP Program Scholarships

FY14 Core Appropriation	\$100,000
FY15 Core Request	\$0

The MDHE was awarded a federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant in 1999, which was intended to help improve the educational attainment of Missouri citizens. The in-school components of the program were completed in 2008 and the remaining function is a scholarship program for eligible students who participated in program activities at GEAR UP high schools. All eligible students have now completed their programs of study or exhausted their eligibility.

C. Missouri Student Loan Program (Federal Funds)

1. Administration

FY14 Core Appropriation	\$11,452,472 (52.09 FTE)
FY15 Core Request	\$11,452,472 (52.09 FTE)
FY15 New Decision Item	\$13,02 (Pay Plan)

The Missouri Student Loan Program is a guaranty agency for the Federal Family Education Loan program. The program's primary function is to conduct major activities in the areas of collections on defaulted loans, contracts and compliance, early awareness and outreach, and marketing and customer service. The total of outstanding guaranteed loan balances is approximately \$2.7 billion. The core request is from the Guaranty Agency Operating Fund. No general revenue funds are requested.

The new decision item for \$13,026 reflects the cost to extend the pay increase as described under Coordination Administration.

2. Guaranty Functions

a. Student Loan Revolving Fund

FY14 Core Appropriation	\$180,000,000
FY15 Core Request	\$180,000,000

Section 173.120, RSMo, establishes a revolving fund used solely to pay claims and administer the loan program. An appropriation granting authority to spend is required so that Guaranty Student Loan Program funds may be accessed. Disbursements include the purchase of defaulted loans, repurchases of defaulted loans by lenders, payments of accrued interest on defaulted loans and federal reinsurance payments.

Spending authority for this line was increased by the legislature in FY13 to account for the removal of the estimated appropriation designation previously used on this line.

b. Collection Agency Invoicing

FY14 Core Appropriation	\$8,000,000
FY15 Core Request	\$8,000,000

The department requires that all collection agencies transmit all collections to the MDHE and then submit invoices for their fees. Continued authority in the amount of \$8,000,000 is needed for this purpose.

Spending authority for this line was increased by the legislature in FY13 to account for the removal of the estimated appropriation designation previously used on this line.

c. Federal 48-hour Rule Reimbursement

FY14 Core Appropriation	\$500,000
FY15 Core Request	\$500,000

A U.S. Department of Education regulation requires state guaranty agencies to deposit all revenues collected from defaulted borrowers into the state's federal fund within 48 hours of receipt. Authority in the amount of \$500,000 is needed to meet this requirement.

d. Transfer Appropriations

From Federal Student Loan Reserve Fund to Guaranty Agency Operating Fund

FY14 Core Appropriation	\$30,000,000
FY15 Core Request	\$30,000,000

From Guaranty Agency Operating Fund to Federal Student Loan Reserve Fund

FY14 Core Appropriation	\$1,000,000
FY15 Core Request	\$1,000,000

Federal law requires certain transfers between the guaranty agency operating fund and the federal student loan reserve fund. These appropriations provide the necessary authority to meet these requirements.

Spending authority for the transfer from the Federal Student Loan Reserve Fund to the Guaranty Agency Operating Fund was increased by the legislature in FY13 to account for the removal of the estimated appropriation designation previously used on this line.

e. Tax Refund Offsets

FY14 Core Appropriation	\$750,000
FY15 Core Request	\$750,000

Section 143.781, RSMo, gives state agencies the authority to make state tax refund offsets against debts owed to the state agency, including defaulted guaranteed student loans.

Spending authority for this line was increased by the legislature in FY13 to account for the removal of the estimated appropriation designation previously used on this line.

C. Other Functions

1. Tax Refund Offsets for Public Community Colleges

FY14 Core Appropriation	\$1,300,000
FY15 Core Request	\$1,300,000
FY14 Supplemental New Decision Item	\$ 878,700
FY15 New Decision Item	\$1,256,000

Public higher education institutions receive an appropriation for purposes of payment of income tax refunds set off against debt owed to the institution by the taxpayer. In both FY13 and FY14 the aggregate amount appropriated to Missouri's public community colleges for these purposes was \$1,300,000. This threshold was surpassed in FY13, causing the excess to be paid from the FY14 debt offset appropriation. It is anticipated that this will again cause a shortfall in the current appropriation. As a result, the department is seeking a supplemental request of \$878,700 for FY14 and an additional \$1,256,000 for continuation of this program in FY15.

Preliminary indications from the Office of Administration are that this would be considered a mandatory new decision item and, as such, is an allowable request for the Coordinating Board to consider in its budget recommendations on behalf of Missouri's public community colleges.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the FY15 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Alternative Operating Budget Recommendations
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

As indicated in Tab D, FY15 Recommendations for Public Institutions' Base Operating Appropriations, the Office of Administration's Budget Director has instructed agencies not to request general revenue funding increases for FY15 unless such requests are pre-approved by the Office of Administration. The MDHE received only very limited approval to request additional general revenue funding and as such, the MDHE's official recommendation for the FY15 budget includes requested increases only for the A+ scholarship program and the tax refund offset program. It is essential that the CBHE use this annual opportunity to document critical unfunded needs for Missouri Higher Education. The development of this additional budget recommendation will serve as a resource for policy makers going forward.

ADDITIONAL BUDGET REQUEST

The MDHE recommends that the Coordinating Board approve the following alternative budget recommendations to be submitted to the Governor and the Missouri General Assembly. The alternative recommendations will be submitted in addition to the standard budget documents for consideration as policy options to address critical areas of need in higher education. The recommendations fall into three categories:

- Support for public higher education institutions, including a recommendation in each HEF funding category;
- Support for students in the form of increases in student financial assistance for Bright Flight and Access Missouri; and
- Increasing participation of Missouri citizens in postsecondary education through a student information portal.

Higher Education Institutions

FY14 Core Appropriation	\$867,929,306
FY15 Requested Increase	\$59,000,000

The alternative recommendations for the FY15 base operating appropriations for public institutions total \$59 million and include a request in each of the three components of the funding guidelines developed by the Higher Education Funding (HEF) Task Force, adopted by the Coordinating Board in 2008. Of the \$59 million recommendation, \$39 million is recommended for core operations (an increase of approximately 4.5 percent) and \$20 million is recommended for a targeted initiative.

Maintaining Quality and Opportunity – Core Missions

MDHE staff recommends a \$7.8 million increase in institutional base budgets for FY15, representing the first step in multi-year investment needed to correct historical funding inequities among institutions within each sector of public higher education. This is 20 percent of the funds recommended for core operations. For the public community colleges, funds will be distributed proportionately in accordance with MCCA equity model, consistent with past practice. The model for distribution of funds for public four-year institutions is yet to be finalized.

Performance Funding

MDHE staff recommends an increase of \$31.2 million be appropriated for the performance funding pool, constituting the remaining 80 percent of the core operations recommendation. This budget recommendation is consistent with the final report of the CBHE Performance Funding Task Force in that it directs a portion of new money to performance funding. These funds would be distributed to institutions based on their respective success in achieving five performance goals. Those institutions demonstrating success on fewer than five measures will receive approximately a 0.6 percent increase for each measure that is met. Institutions that demonstrate success on all five measures will receive the entire 3.7 percent increase.

Strategic Initiative

The state of Missouri continues to face challenges in meeting the need for healthcare professionals, particularly in specific occupational categories. This recommendation is for an appropriation of \$20 million for Caring for Missourians II: Achieving Workforce Priorities, which would begin to address certain targeted areas of workforce shortage. Although the details of this initiative continue to be negotiated, MDHE staff recommends that the Coordinating Board support the continued pursuit of this initiative and promote a broad-based approach that will allow all public sectors adequate opportunity to participate.

Student Financial Assistance

The alternative recommendations for student financial assistance include increases for Bright Flight and Access Missouri. The A+ scholarship program is not included as we have been tentatively approved by the Office of Administration to seek a new decision item for the program through the regular budget request process.

Academic Scholarship Program (Bright Flight)

FY14 Core Appropriation (actual)	\$15,676,666
FY15 Requested Increase	\$5,100,000

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top five percent of all Missouri students taking the ACT or the SAT during their senior year of high school. The maximum scholarship award is \$3,000 per academic year for students in the top three percent of test takers, and \$1,000 for students in the top 4th and 5th percentiles. The top three percent must receive a full award (\$3,000) before students in the top 4th and 5th percentiles receive any award.

Since FY11, when the program statute was amended to establish the current maximum award and make students in the top 4th and 5th percentiles eligible, additional funding has been needed to offer awards at the statutory levels. For FY14 there was a \$2 million increase over the FY13 spending level, but that amount was not sufficient to fully fund the program. This request is intended to provide sufficient funds to offer the statutory awards of \$3,000 for all students scoring in the top three percent, and \$1,000 for students who are eligible in the 4th and 5th percentiles.

Access Missouri Financial Assistance Program

FY14 Core Appropriation (actual)	\$58,632,307
FY15 Requested Increase	\$33,000,000

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need, based on an annual evaluation of the applicant's expected family contribution and meeting the other statutory eligibility requirements for this grant. Access Missouri is the state's only need-based student assistance program. In addition, as provided in statute, maximum award levels are changing for all three institutional sectors (public two-year, public four-year and LSTC, and independent) in FY15. This change will increase the maximum award for students attending public two-year institutions to \$1,300 and will equalize the maximum award for students attending all other types of institutions at \$2,850.

Because of the growth in the number of eligible applicants for this program, and recent budget reductions, award amounts have eroded significantly. For FY14, awards levels are set at 51 percent of the statutory maximum. The intent of the requested increase is two-fold. First, it is intended to provide additional support for financially needy students by raising the award to approximately 80 percent of the statutory maximum, which will provide greater financial access for those students. Second, the change in statutory award amounts referenced above will result in many students at independent institutions experiencing a substantial decline in their award (averaging about \$800 per student). The recommended increase will keep most students at independent institutions from experiencing this decline.

Student Access to Postsecondary Education

Missouri Higher Education Student Web-Based Portal

FY15 New Decision Item Request	\$250,000
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As state and national attention has increasingly focused on preparing students to enter and complete postsecondary education, many states have established a single point of contact for student and families to access information about the higher education system. While Missouri has established a student portal focused on providing information to students about state student aid, this website should be expanded into other crucial areas if it is to reach its full potential to serve the needs of Missouri students and families. This request is for the first year of what will be a multi-year project to expand and enhance the information available from this one-stop site. Projected enhancements include incorporation of financial literacy information and resources, resources relating to reverse transfer and the course transfer library required under HB 1042

(2012), college planning information, and providing students an interactive tool to search for academic programs and opportunities for dual credit courses and distance learning available through Missouri's colleges and universities.

Conclusion

Missouri public higher education has consistently found ways to operate more efficiently while accommodating rapidly growing enrollments during several years of declining state support. During the past three-to-five years Missouri public colleges and universities have led the nation in keeping tuition and fee increases low.

The higher education community appreciated that the FY14 appropriation included a three percent increase for core operations and mission, delivered through the CBHE performance funding mechanism. Unfortunately, the flat or declining state support of the previous several years, coupled with low tuition and fee increases, is not compatible with the maintenance of quality programs and services. The state's student aid programs, particularly Access Missouri as the state's only need-based aid program, remain at funding levels far below the levels needed to provide the necessary financial assistance to accomplish our state's goals for program completion and degree attainment.

The formal request for FY15 (Tab D) adheres to the conditions put forth by the Office of Administration. The MDHE staff proposes that the alternative operating budget recommendations referenced here be transmitted with the unified FY15 budget request sent to the Governor and the Missouri General Assembly so that policy makers are aware that additional investment in higher education is needed in order to maintain affordability and quality and meet the urgent challenges of human development and workforce preparation.

STATUTORY REFERENCE

Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

It is recommended that the board direct the Commissioner of Higher Education to transmit the additional alternative budget request to the Governor and the General Assembly for the purpose of providing information on the minimal investments necessary to allow Missouri's system of higher education to maintain affordable quality and opportunity for students.

ATTACHMENT

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

The purpose of this agenda item is to update the CBHE about the federal student loan program and recent activity of the MDHE guaranty agency.

Federal Register Notice

On August 14, 2013, the US Secretary of Education posted a [notice](#) in the *Federal Register* inviting guaranty agencies to submit requests to participate in a Voluntary Flexible Agreement with the Secretary. The purpose of the VFA would be to authorize participating guarantors to assume responsibility for existing Federal Family Education Loan Program portfolios as guaranty agencies determine to cease loan program operations.

Because new loan originations in FFELP ceased in 2010, FFELP portfolios are declining and, according to the *Federal Register* notice, “the Secretary expects that over the next several years, a number of guaranty agencies may choose to end their participation in the FFEL Program.” The guarantors designated through the VFA process will agree to accept portfolio transfers under modified terms. Although some of the terms may be open to negotiation as the VFA process unfolds, the revenues participants would earn under the VFA are described in the *Federal Register* and are significantly less than revenues currently earned under guaranty agencies’ existing agreements with the Secretary.

Interested guarantors must submit a letter of intent by September 13, 2013. The *Federal Register* notice states that the Secretary intends to establish agreements with only a few guarantors – likely three or fewer. Those guarantors will be chosen based on a number of criteria, a primary one being the capacity to accept and service multiple transferred portfolios.

Because the Missouri Student Loan Program is a state-based guaranty agency focusing on college access, success and affordability for Missouri residents, the invitation for guarantors to take on the portfolios of other states does not align with the CBHE/MDHE mission and, accordingly, the MDHE does not anticipate submitting a letter of intent to participate.

Potential Impact on Portfolio Transfer Arrangements

Since the end of FFELP originations, guaranty agencies, including the MDHE, have analyzed whether to continue administering the federal student loan program in their designated states or to voluntarily transfer loan portfolios to another guarantor. Both the Iowa and Georgia guaranty agencies decided to exit FFELP through a transfer process managed by the US Department of Education. Through this process, the guarantors were able to negotiate with several potential successors, designated by USDE. These arrangements allowed for an ongoing revenue stream from the successor to the transferring guarantor for the foreseeable future. However, USDE

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intends to complete all future portfolio transfers using guarantors designated through the VFA process, which will make the transfer scenario less desirable for both the transferor and transferee guarantor due to the decreased revenues.

MDHE Loan Servicing Request for Proposals

The Missouri Office of Administration is currently working with MDHE to solicit proposals for a new loan servicing contractor. Proposals are expected in late September. The MDHE currently contracts with American Student Assistance, located in Boston, for its loan servicing system and operational support. The contract with ASA expires on December 31, 2013. The quality and terms of the loan servicing proposals submitted to OA will have an impact both on the future operations and the finances of the guaranty agency.

MDHE staff will keep the CBHE apprised as additional information becomes available.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None.

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education (MDHE) since the June 10, 2013, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for its action.

The following tables summarize the proposed program actions submitted to the CBHE in the attachment to this agenda item.

PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	6	2	8
Inactivated	2	0	0	4	6
Other Program Changes*	18	5	16	22	61
New	0	0	1	2	3
Off-site	6	3	0	0	9
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*	1	2	0	0	3
New	0	1	1	3	5
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

Attachment A - Academic Program Actions

ACADEMIC PROGRAM ACTIONS

Under RSMo 173.005.11 and 6 CSR 10-10.010, out-of-state public institutions offering programs in Missouri are subject to an approval process similar to that for Missouri's public institutions of higher education. The CBHE must approve all programs before they are offered in Missouri.

I. Programs Discontinued

Missouri State University

1. Current program:

BSED, Classics-Latin Concentration

Approved change:

Delete program

Program as changed:

BSED, Classics-Latin Concentration (*deleted*)

2. Current program:

MSED, Secondary Education

Agriculture

Art

Biology

Business

Chemistry

Earth Science

English

Family & Consumer Sciences

Geography

History

Mathematics

Approved change:

Delete option in Geography

Program as changed:

MSED, Secondary Education

Agriculture

Art

Biology

Business

Chemistry

Earth Science

English

Family & Consumer Sciences

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Geography (*deleted*)
History
Mathematics

3. Current program:

BME

Instrumental Endorsement
Vocal & Choral Endorsement

Approved change:

Delete options in *Instrumental Endorsement* and *Vocal & Choral Endorsement*

Program as changed:

BME

Instrumental Endorsement (*deleted*)
Vocal & Choral Endorsement (*deleted*)

University of Central Missouri

1. Current program:

BA, Communication

Approved change:

Delete program

BA, Communication (*deleted*)

2. Current program:

BS, Aviation Technology

Approved change:

Delete program

BS, Aviation Technology (*deleted*)

3. Current program:

BSE

Agricultural Education
Biology
Business Teacher Education
Career & Technology Teacher Education
Chemistry
Earth Science
English
Family & Consumer Sciences
Mathematics
Physics

Social Studies
Speech Communication & Theater

Approved changes:

Delete options in

Business Teacher Education
Family & Consumer Sciences

Program as changed:

BSE

Agricultural Education
Biology
Business Teacher Education (*deleted*)
Career & Technology Teacher Education
Chemistry
Earth Science
English
Family & Consumer Sciences (*deleted*)
Mathematics
Physics
Social Studies
Speech Communication & Theater

University of Missouri-Kansas City

1. Current program:

BA, English

Creative Writing
Secondary English Education

Approved change:

Delete option in Creative Writing

Program as changed:

BA, English

Creative Writing (*deleted*)
Secondary English Education

University of Missouri-St. Louis

1. Current program:

EdD

Adult & Higher Education
Counselor Education
Educational Administration
Teaching-Learning Processes

Approved changes:

Delete options in

- Adult & Higher Education
- Counselor Education
- Educational Administration
- Teaching-Learning Processes

Addition of option in Educational Practice

Program as changed:

EdD

- Adult & Higher Education (*deleted*)
- Counselor Education (*deleted*)
- Educational Administration (*deleted*)
- Educational Practice
- Teaching-Learning Processes (*deleted*)

II. Inactivated Programs

North Central Missouri College

1. Current program:

C1, Medical Insurance & Billing Specialist

Approved change:

Inactivate program

Program as changed:

C1, Medical Insurance & Billing Specialist (*inactivated*)

2. Current program:

C1, Medical Transcription

Approved change:

Inactivate program

Program as changed:

C1, Medical Transcription (*inactivated*)

University of Missouri-Kansas City

1. Current program:

- EDSP, Counseling and Guidance
 - General
 - Marriage and Family Counseling
 - Mental Health Counseling
 - School Counseling
 - Substance Abuse Counseling

Approved change:
Inactivate option in Marriage and Family Counseling

Program as changed:
EDSP, Counseling and Guidance
 General
 Marriage and Family Counseling (*inactivated*)
 Mental Health Counseling
 School Counseling
 Substance Abuse Counseling

2. Current program:

EDSP, Educational Administration
 Elementary School Administration
 General
 Secondary School Administration
 Special Education Administration

Approved change:
Inactivate option in Special Education Administration

Program as changed:
EDSP, Educational Administration
 Elementary School Administration
 General
 Secondary School Administration
 Special Education Administration (*inactivated*)

3. Current program:

MA, Counseling and Guidance
 Couples & Family Counseling
 Elementary School Counseling & Guidance
 General
 Gerontological Counseling
 Mental Health Counseling
 School Counseling & Guidance
 Substance Abuse Counseling

Approved change:
Inactivate options in
 Gerontological Counseling
 Substance Abuse Counseling

Program as changed:
MA, Counseling and Guidance
 Couples & Family Counseling

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Elementary School Counseling & Guidance
General
Gerontological Counseling (*inactivated*)
Mental Health Counseling
School Counseling & Guidance
Substance Abuse Counseling (*inactivated*)

4. Current program:

MA, Curriculum and Instruction
Early Childhood Education
Elementary Education
General
Multicultural Education
Teaching English as a Second Language
Subject Matter Specialty
Learning Technology

Approved change:
Inactivate option in Learning Technology

Program as changed:
MA, Curriculum and Instruction
Early Childhood Education
Elementary Education
General
Multicultural Education
Teaching English as a Second Language
Subject Matter Specialty
Learning Technology (*inactivated*)

III. Approved Changes in Academic Programs

Missouri State University

1. Current programs:

BSED, Agriculture Education
BSED, Art & Design
BSED, Biology Education
Categorical Science
Unified Science
BSED, Business Education
BSED, Chemistry Education
Categorical Science
Unified Science
BSED, Earth Science Education
BSED, English
BSED, Family & Consumer Science

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BSED, French
BSED, German
BSED, History
BSED, Mathematics

Approved change:
Create Combination program out of closely allied existing programs

Program as changed:
BSED, Secondary Education
Agriculture
Art & Design
Biology
Business
Chemistry
Earth Science
English
Family & Consumer Science
French
German
History
Mathematics
Physical Education
Physics
Speech & Theatre

Missouri University of Science & Technology

1. Current program:

N/A

Approved change:
Addition of free-standing single-semester certificate (GRCT), Mobile Business and Technology

Program as changed:
GRCT, Mobile Business and Technology

2. Current program:

N/A

Approved change:
Addition of free-standing single-semester certificate (GRCT), Digital Supply Chain Management

Program as changed:
GRCT, Digital Supply Chain Management

3. Current program:

N/A

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Approved change:

Addition of free-standing single-semester certificate (GRCT), Digital Media

Program as changed:

GRCT, Digital Media

3. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (GRCT), Management and Leadership

Program as changed:

GRCT, Management and Leadership

4. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (GRCT), Electronic and Social Commerce

Program as changed:

GRCT, Electronic and Social Commerce

5. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (GRCT), Entrepreneurship and
Technological Innovation

Program as changed:

GRCT, Entrepreneurship and Technical Innovation

6. Current program:

GRCT, Multimedia and Information Systems and Cloud Computing

Approved change:

Change title of certificate to Information Systems and Cloud Computing

Program as changed:

GRCT, Information Systems and Cloud Computing

North Central Missouri College

1. Current program:

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AAS, Early Childhood Development

Approved change:

Addition of free-standing single-semester certificate (C0), CDA Credential to existing parent degree

Program as changed:

AAS, Early Childhood Development
C0, CDA Credential

Northwest Missouri State University

1. Current program:

N/A

Approved change:

Addition of free-standing certificate (GRCT), Elementary Mathematics Specialist

Program as changed:

GRCT, Elementary Mathematics Specialist

Ozarks Technical Community College

1. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Computer Programming

Program as changed:

C0, Computer Programming

2. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Video Game Development

Program as changed:

C0, Video Game Development

3. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Web Development

Program as changed:
C0, Web Development

4. Current program:
AAS, Fire Science Technology

Approved changes:
Addition of One-year certificate (C1), Fire Officer
Addition of One-year certificate (C1), Fundamental Firefighting

Program as changed:
AAS, Fire Science Technology
C1, Fire Officer
C1, Fundamental Firefighting

5. Current program:
AS, Engineering

Approved change:
Addition of One-year certificate (C1), Freshman Engineering developed from approved existing parent degree

Program as changed:
AS, Engineering
C1, Freshman Engineering

Southeast Missouri State University

1. Current program:
N/A

Approved change:
Addition of free-standing single-semester certificate (C0), Autism Spectrum Disorder
Addition of free-standing single-semester certificate (GRCT), Autism Spectrum Disorder

Program as changed:
C0, Autism Spectrum Disorder
GRCT, Autism Spectrum Disorder

State Fair Community College

1. Current program:
AAS, Industrial Technology

Approved changes:
Addition of single-semester certificate (C0), Control Technology to existing parent degree
Addition of One-year certificate (C1), Electro Mechanical Technology developed from approved existing parent degree

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Program as changed:
AAS, Industrial Technology
C0, Control Technology
C1, Electro Mechanical Technology

2. Current program:

AAS, ADN Nursing

Approved change:
Addition of One-year certificate (C1), Practical Nursing developed from existing parent degree

Program as changed:
AAS, ADN Nursing
C1, Practical Nursing

St. Louis Community College

1. Current program:

C0, Web Development

Approved change:
Change title of certificate to *Web Developer*

Program as changed:
C0, Web Developer

2. Current program:

N/A

Approved changes:
Addition of One-year certificate (C1), Aviation Maintenance-Airframe (*for delivery at Gateway STEM High School*)
Addition of One-year certificate (C1), Aviation Maintenance-Power Plant (*for delivery at Gateway STEM High School*)

Program as changed:
C1, Aviation Maintenance-Airframe (*for delivery at Gateway STEM High School*)
C1, Aviation Maintenance-Power Plant (*for delivery at Gateway STEM High School*)

3. Current program:

N/A

Approved change:
Addition of free-standing single-semester certificate (C0), Precision Machining Technology

Program as changed:
C0, Precision Machining Technology

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4. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Biomedical Electronics Technology

Program as changed:

C0, Biomedical Electronics Technology

University of Central Missouri

1. Current programs:

MSED, K-12

MSED, Curriculum and Instruction

Approved change:

Create combination program out of closely allied existing programs

Addition of options in

 K-12 Education

 Middle Level Education

 Secondary Education

Programs as changed:

MSED, Curriculum and Instruction

 K-12 Education

 Middle Level Education

 Secondary Education

University of Missouri-Columbia (coop. with UMKC and UMSL)

1. Current program:

DNP, Nursing (*options delivered on MU campus, Columbia, Missouri*)

 Adult Health Clinical Nurse Specialist

 Family Mental Health Nurse Practitioner

 Family Nurse Practitioner

 Pediatric Clinical Nurse Specialist

 Pediatric Nurse Practitioner

Approved changes:

Change title of option in *Adult Health Clinical Nurse Specialist* to *Adult-Gerontology Clinical Nurse Specialist*

Change title of option in *Family Mental Health Nurse Practitioner* to *Family Psychiatric and Mental Health Nurse Practitioner*

Addition of option in

 Nurse Leadership and Innovations in Health Care

Program as changed:

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DNP, Nursing (*options delivered on MU campus, Columbia, Missouri*)

Adult-Gerontology Clinical Nurse Specialist
Family Psychiatric and Mental Health Nurse Practitioner
Family Nurse Practitioner
Nurse Leadership and Innovations in Health Care
Pediatric Clinical Nurse Specialist
Pediatric Nurse Practitioner

2. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Human Resource Management

Program as changed:

C0, Human Resource Management

3. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (GRCT), Energy Efficiency

Program as changed:

GRCT, Energy Efficiency

4. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (GRCT), Global Public Health

Program as changed:

GRCT, Global Public Health

5. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (GRCT), Elementary Mathematics
Specialist

Program as changed:

GRCT, Elementary Mathematics Specialist

6. Current program:

JD, Law

Approved change:

Addition of options in
Criminal Justice
Tax Law

Program as changed:

JD, Law
Criminal Justice
Tax Law

7. Current programs:

MS, Agricultural Economics

PhD, Agricultural Economics

Approved change:

Change title of programs to *Agricultural and Applied Economics*

Program as changed

MS, Agricultural and Applied Economics

PhD, Agricultural and Applied Economics

8. Current program:

MS, Nuclear Engineering

Health Physics

Medical Physics

Approved change:

Addition of options in
Environmental and Regulatory Compliance
Materials
Thermal Hydraulics

Program as changed:

MS, Nuclear Engineering
Environmental and Regulatory Compliance
Health Physics
Materials
Medical Physics
Thermal Hydraulics

9. Current program:

PhD, Nuclear Engineering

Approved change:
Addition of options in
 Environmental and Regulatory Compliance
 Materials
 Thermal Hydraulics

Program as changed:
PhD, Nuclear Engineering
 Environmental and Regulatory Compliance
 Materials
 Thermal Hydraulics

University of Missouri-Kansas City

1. Current program:

N/A

2. Approved change:
Addition of free-standing single-semester certificate (GRCT), Educational Foundations

Program as changed:
GRCT, Educational Foundations

2. Current program:

BA, Sociology
 Anthropology
 Deviant Behavior
 Life Course
 Urban Sociology

Approved change:
Change title of option in *Anthropology* to *Cultural Anthropology*

Program as changed:
BA, Sociology
 Cultural Anthropology
 Deviant Behavior
 Life Course
 Urban Sociology

3. Current program:

BS, Physics

Approved change:
Addition of option in Astronomy

Program as changed:
BS, Physics

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Astronomy

University of Missouri-St. Louis

1. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Applied Econometrics and Data Analysis

Program as changed:

C0, Applied Econometrics and Data Analysis

2. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (GRCT), Public History and Cultural Heritage

Program as changed:

GRCT, Public History and Cultural Heritage

3. Current program:

BSED, Elementary Education

Approved change:

Add options in

Middle School Education

Special Education

Special Education and Teaching English to Speakers of Other Languages

Teaching English to Speakers of Other Languages

Program as changed:

BSED, Elementary Education

Middle School Education

Special Education

Special Education and Teaching English to Speakers of Other Languages

Teaching English to Speakers of Other Languages

4. Current program:

BSED, Early Childhood Education

Approved change:

Addition of option in Early Childhood Special Education

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Program as changed:
BSED, Early Childhood Education
Early Childhood Special Education

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

Kansas City Art Institute

1. Current program:

AFA

Approved change:
Addition of One-year certificate (C1), Photography

Program as changed:
AFA
C1, Photography

2. Current program:

AFA

Digital Desktop Publishing

Approved change:
Change title of option to Graphic Design

Program as changed:
AFA
Graphic Design

V. Program Changes Requested and Not Approved

No actions of this type have been taken since the last board meeting.

VI. New Programs Recommended for Provisional Approval

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

Missouri Southern State University

1) MSE, Curriculum & Instruction

Southeast Missouri State University

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- 1) BS, Emergency Preparedness

Off-site

Northwest Missouri State University

- 1) MSE, Educational Leadership: K-12 (*for delivery off-site at North Central Missouri College, Trenton, Missouri*)

State Fair Community College

- 1) AAS, ADN Nursing (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)
- 2) AAS, Industrial Technology (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)
Electrical Maintenance
- 3) C0, Control Technology (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)
- 4) C1, Advanced Manufacturing Production Technician (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)
- 5) C1, Electro-Mechanical Technology (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)
- 6) C1, Maintenance Management (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)
- 7) C1, Practical Nursing (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)
- 8) C1, Total Productive Maintenance (*for delivery off-site at Eldon Career Center, Eldon, Missouri*)

St. Louis Community College

- 1) AAS, Diesel Technology (*for delivery off-site at Metropolitan Education and Training Center, St. Louis, Missouri*)

VII. New Residence Sites Recommended for Provisional Approval

Crowder College

- 1) McDonald County Site (*Pineville, Missouri*)

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

Cottey College

- 1) AFA
- 2) BA

St. Luke's College of Health Sciences

- 1) MS, Nursing

Washington University

- 1) Master of Cyber Security Management
- 2) MA, Film & Media Studies

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AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri Reverse Transfer Policy
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

HB 1042 directs the Coordinating Board for Higher Education “to develop a policy to foster reverse transfer for any student who has accumulated enough hours in combination with at least one public higher education institution in Missouri that offers an associate degree and one public four-year higher education institution in the prescribed courses sufficient to meet the public higher education institution’s requirements to be awarded an associate degree.” Over the past year, the Missouri Department of Higher Education and institutional representatives have partnered to develop a policy to implement and administer a statewide system of reverse transfer. This item presents the Missouri Reverse Transfer policy to the CBHE for approval, and reports on next steps to implement the policy fully.

Background

As reported previously, the Reverse Transfer Steering Committee, comprised of representatives from all sectors of higher education, has taken responsibility for fulfilling the mandate of HB 1042. The steering committee appointed a Policy Workgroup to develop a policy that would meet the needs of students and institutions. In developing this policy, the workgroup considered several significant issues, such as residency requirements for accreditation, student eligibility and responsibility, and student privacy regulations. The workgroup presented a first draft to the Steering Committee in March 2013, which resulted in a revised draft that was shared with all chief academic officers for purposes of review and feedback. The draft was again revised based on this feedback, then sent once again to chief academic officers for final review and comment. The full text of the proposed policy can be found as Attachment A.

Purpose of policy

Missouri Reverse Transfer (MRT) seeks to identify students who have earned enough credits to be eligible for an associate degree but, for various reasons, have not received the degree. MRT permits students who have met degree requirements to be rewarded for the academic work they have completed.

The purpose of this policy is to promote the development of an integrated statewide reverse transfer system whereby public four-year institutions and participating independent institutions may transfer student credits back to any public two-year institution. This policy will ensure that those students who have earned sufficient credits and are eligible for an associate degree receive that degree. The MRT policy will have the secondary benefit of helping the state of Missouri to reach its goal of increasing the number of citizens with higher education degrees.

Coordinating Board for Higher Education
September 5, 2013

Policy Highlights

Participating Institutions

All Missouri public higher education institutions are required to participate as full members in Missouri Reverse Transfer. Independent institutions are invited to participate in MR, and a separate MOU will be established between MDHE and independent institution to formalize their participation in the MRTA.

Residency Requirement

Per Higher Learning Commission (HLC) guidance, a minimum of 15 credit hours is required at an institution for the awarding of an associate's degree. Previously, the HLC required a larger number of credit hours to meet the residency requirement. Accordingly, 15 credit hours from a single institution has been established as the minimum residency requirement for the MRT.

Accountability

The MRT policy between public two-year and four-year institutions and participating independent institutions will be reviewed every two years in a manner to be determined by the commissioner of higher education.

Data Reporting

The success of this policy rests on the submission of data for both reporting and accountability purposes. All participating institutions agree to submit data on eligible students, participating students, completing students, and other data necessary to assess the effectiveness of MRT. For independent institutions, the specifics of the data required will be included in the participation MOU.

Next Steps

After intensive research into technology options, the IT Work Group recommended using the National Student Clearinghouse (NSC) Electronic Transcript Exchange (ETX) service (NSC). Institutions will have to register with the NSC, and there is no cost for this service. Institutions have identified Reverse Transfer Coordinators for their campuses, which will help to ensure the clear communication of guidelines and processes for scaling up the initiative. Beginning this fall, high volume two- and four-year partnering institutions (listed below) will pilot recommended strategies for implementing reverse transfer to provide feedback for scale up. In addition, applications for funding to assist institutions with reverse transfer technology development will be going out toward the end of October to all participating institutions that have signed a Memorandum of Understanding with the MDHE regarding data collection for accountability to the Lumina Foundation and completed an institutional readiness assessment.

Reverse Transfer Pilot Partners

1. Missouri State University – Ozark Technical College
2. Northwest Missouri State University – Metropolitan Community College
3. University of Missouri – St. Louis – St. Louis Community College
4. University of Missouri – Columbia – Moberly Area Community College
5. Columbia College – Moberly Area Community College

Conclusion

Reverse transfer in Missouri has traditionally existed as one-to-one agreements between two-year and four-year institutions. By including all public universities—and participating independent institutions—and providing them with direction and support in the way of guidelines, policies and technologically enhanced pathways, Missouri has a chance to streamline the current reverse transfer process for institutions and students alike.

The policy committee has, at this point, completed most of its charge, but will continue as a workgroup to address any policy issues that may arise and to assist other workgroups as needed.

STATUTORY REFERENCE

Section 173.005.2(8) RSMo, Responsibilities of the Coordinating Board

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the Missouri Reverse Transfer Policy (Attachment A) and direct the commissioner of higher education to implement it fully. It is further recommended the board recognize and commend the work of the Policy Workgroup.

ATTACHMENT(S)

Attachment A: Missouri Reverse Transfer Policy

Attachment B: MOU for Independent Institution EMSAS data submission

Attachment C: MRT Steering Committee and Workgroups

Attachment D: MRT Timelines

Coordinating Board for Higher Education Policy on Reverse Transfer

A. Introduction

Statutory Authority

RSMo 173.005 (8) directs the Coordinating Board for Higher Education to “develop a policy to foster reverse transfer for any student who has accumulated enough hours in combination with at least one public higher education institution in Missouri that offers an associate degree and one public four-year higher education institution in the prescribed courses sufficient to meet the public higher education institution’s requirements to be awarded an associate degree.”

Purpose of policy

Students regularly transfer credit hours from two-year to four-year institutions of higher education. Many students complete an associate degree before transferring to a four-year institution, and many do not earn an associate degree but complete a baccalaureate degree. Some students, however, do not complete either the associate or baccalaureate degree, despite earning a significant number of college credits. These students are often left without a postsecondary credential, despite having earned enough credits to be eligible for an associate degree.

Missouri Reverse Transfer (MRT) seeks to identify these students and, provided they have met the degree requirements, award them their first associate degree that reflects the academic work they have earned. This policy identifies the general aspects of the program and lays the fundamental foundation for implementation.

Reverse transfer in Missouri has traditionally existed as one-to-one agreement between a two-year and a four-year institution. However, by including all public universities and providing them with direction and support in the way of guidelines, policies and technologically enhanced pathways, Missouri has a chance to significantly enhance the current reverse transfer process for institutions and students alike.

Missouri recognizes this need for broader cooperation among all public two-year and four-year institutions regarding reverse transfers. The purpose of this policy, then, is to promote the development of an integrated statewide reverse transfer system whereby public four-year institutions and participating independent institutions may transfer student credits back to any public two-year institution. This policy will ensure that those students who have earned sufficient credits and are eligible for an associate degree be awarded that degree, in turn helping Missouri reach its goal of increasing the number of its citizens with higher education degrees.

Policy Objectives

1. Increase degree attainment for students in the state of Missouri.
2. Ensure that all eligible students have the opportunity to be awarded a first associate degree that reflects their educational efforts and allows them to compete more successfully in other academic arenas and the workforce.
3. Create a streamlined, technologically enhanced process that will assist four-year and two-year institutions in transferring student credits more efficiently, securely, and successfully.

B. Definitions

Degree granting institution (DGI)

Refers to the two-year institution that will award the associate degree to reverse transfer students. The DGI will count reverse transfer students in its yearly graduation report.

Host institution

Refers to the institution transferring credits back to the degree granting institution. The host institution may be either a four-year or two-year institution.

MRT eligible student

Refers to a student who has earned 15 or more college-level, degree-eligible, transferable credits from a two-year institution. Upon entry into MRT, the student is degree-seeking for the appropriate associate's degree.

C. Policy Guidelines

Residency Requirement

- Per Higher Learning Commission (HLC) guidance, a minimum of 15 credit hours is required at an institution for the awarding of an associate's degree. There is no requirement for the credit hours to occur at any particular point within the accumulation of the credit hours. In alignment with this guidance, 15 credit hours from a single institution is established as the minimum residency for the MRT.

Participating Institutions

- Pursuant to HB 1042, all Missouri public higher education institutions are required to participate as full members in Missouri Reverse Transfer (MRT).
- Independent institutions will be invited to participate in MRT, and a separate MOU will be established between MDHE and said independent institution to formalize their participation in MRT.
- Any independent institution that terminates their participation in the MRTA will continue to honor the agreement for their students with active agreements.
- The submission of necessary student-level data, for reporting and accountability, is a condition of participation in the MRT program. At a minimum, this includes data on eligible students, participating students, and completing students in order to assess effectiveness of the program.

Degree-Granting Institutions (DGI)

- The Degree-Granting Institution shall be the two-year institution with the greatest number of transferable credit to the four-year institution. An institution can award reverse transfer degrees only if the student has earned a minimum of 15 credit hours at that institution.
- If two or more institutions have the same number of transferable credit to the four-year institution, the most recently attended institution is identified as the DGI. If multiple options still exist at this point, the student will be asked for their DGI preference.

- Students may select any institution at which they have completed a minimum of 15 credit hours as their DGI. If different from the MRT selection hierarchy identified above, the notification of this selection is initiated by, and is the sole responsibility of, the student.
- The acceptance of transfer credit will be determined solely by the DGI.

Degrees Awarded

- The MRT will apply to associate degrees as identified by the DGI.
- Each DGI will identify at least one associate degree offered as part of MRT.
- There will be nothing to differentiate the MRT awarded degree from any other degree awarded by the institution on the student's diploma or transcript.

Student Eligibility

- Students are not eligible for MRT if they currently possess an associate degree or higher.
- Under certain circumstances, a student may be awarded simultaneously an associate degree through MRT and a baccalaureate degree.
- Students should contact the DGI regarding their eligibility for other degrees.

Reverse Transfer Process

- Potential students will be identified and their transcripts will be distributed as necessary, based on initial minimum transferrable credit hours completed (e.g., 60 credit hours) and at established intervals after the initial submission (e.g., annually).
- Transcripts submitted from the four-year to the two-year institution for the purposes of conducting a degree audit to determine student eligibility can be official or unofficial if sent directly from institution to institution. Electronic submissions are the standard method of exchange.
- The acceptance of transfer credit will be determined by the DGI.
- Release of transcripts will be in accordance with the host institution's policies.
- The requirements for degree completion will be determined by the DGI and will be identified to the MRT student.
- There will be no time limit on students completing the associate degree through the MRT. Students will remain in the program as long as they are continuously enrolled at the host institution.
- The course requirements for degree completion will be determined by the DGI and will be identified to the MRT student. DGI's are encouraged to substitute any institution-unique course requirements.
- Institutions will identify inactive students, those who have completed 15 hours with a single institution but never completed a degree, via an automated search and introduce those students to MRT.
- When the degree is awarded by the DGI, the DGI will send an official transcript noting conferment to the four-year host institution.

Impact on current reverse transfer agreements

- Once implemented, the MRT supersedes all existing reverse transfer agreements. Those students currently involved in a reverse transfer agreement will be allowed to continue in

said agreement. The student will also be allowed to transition to the new MRT, thereby selecting the less restrictive agreement.

Student Responsibility

- In an effort to remain FERPA compliant, all students wishing to participate in MRT are required to “opt-in” to the program. By doing so, the student agrees to the exchange of transcript information between the two institutions and is automatically declared for degree candidacy.
- If a student self-identifies to be removed from the program or graduates from the institution, this will result in an automatic “opting-out” of MRT by that student. If MRT decisions are not acceptable to the MRT student, that student is then allowed to appeal said decisions by contacting the articulation and transfer officer at the DGI.

Four-year Institution Responsibility

- To identify the student eligible for MRT and inform the DGI of the student’s desire to participate in the program.
- Will not charge the student a transcript fee as part of MRT
- Submission of all necessary transcripts to the DGI.
- “Opt-out” student monitoring and reporting.

Two-year Institution Responsibility

- The DGI is responsible for reviewing the eligible MRT student’s records and in awarding the degree.
- Will not charge the student a graduation or transcript fee as part of MRT.
- They are required to submit a final transcript noting conferment to the four-year host institution.
- Closing the MRT student out of the program.
- Providing any notifications and/or updates to the MRT student.

Review of the Missouri Reverse Transfer Agreement

- The Missouri Reverse Transfer Agreement between public two-year and four-year institutions and participating independent institutions will be reviewed every two years in a manner to be determined by the commissioner of higher education.

Reporting and Accountability

- The submission of data for both reporting and accountability purposes is necessary for the success of this policy. All participating institutions agree to submit data on eligible students, participating students, completing students, and other data necessary to assess the effectiveness of MRT. For independent institutions, the specifics of the data required will be included in the participation MOU.

MOU for Independent Institutions
MOU Regarding MRTI and Independent Institutions' Participation in EMSAS

The Missouri Department of Higher Education (hereinafter "MDHE"), in order to evaluate the Missouri Reverse Transfer Initiative, has requested _____ (hereinafter "Institution") to disclose personally identifiable information of its current and/or former students to MDHE and, in some cases, to be MDHE's authorized representative. This document outlines the legal authority, duration, scope, student information to be disclosed, and a description of the resulting evaluation.

Background:

Implementation of a statewide reverse transfer policy has been identified by MDHE and the Missouri General Assembly as an effective way to increase postsecondary degree attainment among Missouri residents. This policy will ensure that those students who have earned sufficient credits and are eligible for an associate degree will be awarded that degree, reflecting the academic work the student has completed. Statewide evaluation of the reverse transfer policy is being conducted by MDHE, in addition to an independent third-party contractor of the Lumina Foundation, of which MDHE is a grantee.

Legal Authority:

Institution will provide student records to MDHE pursuant to the Family Educational Rights and Privacy Act (FERPA). (*Please See 20 U.S.C. § 1232g(b)(1)(F) and 34 C.F.R. § 99.31 and 99.35*). Collected Federal Regulations Chapter 34 Sections 99.31 (a)(iv) and 99.35 allows for disclosure of student records containing personally identifiable information (PII) without student or parent consent if the disclosure is to state education authorities for the purpose of to audit or evaluate state education programs. FERPA also requires that should the state education authority designate authorized representatives who are not employees of the same state education authority; a written data sharing agreement must be utilized. Such agreements must designate authorized representatives; specify the information to be disclosed, the purpose of the audit or evaluation of a state-supported education program, how the education records will be used; requires destruction of PII once no longer needed; specify the time period in which the information must be destroyed; and establish policies and procedures to protect PII from further disclosure or unauthorized use. Should MDHE designate an authorized representative the above requirements will be fulfilled.

Although federal law does not require a data sharing agreement between MDHE and Institution for the evaluation of state education programs this document provides assurance that PII provided from Institution to MDHE will follow similar standards to those required for authorized representatives who are not employees.

Purpose:

The evaluations seek to answer questions such as: How many reverse transfer degrees were awarded pre and post-policy implementation; how many students were eligible for a reverse transfer degree; among the eligible students, how many opted to participate in the reverse transfer program; and does implementation of a statewide reverse transfer policy affect postsecondary completion rates or times?

Duration:

Data shall be provided by Institution in accordance with the appropriate MDHE data reporting calendar for a given year. Unless this document is modified or preceded by a subsequent document, data provided for this evaluation will be destroyed or transferred back to the Institution for archival purposes when no longer needed or by July 1, 2016, whichever occurs first.

Scope:

This evaluation and the associated provision of data will be limited to analysis and evaluation of the Missouri Reverse Transfer Initiative. Student records will not be retained or used for any other purpose.

Information to be Disclosed:

Consistent with the purpose of this document, Institution agrees to participate in the Enhanced Missouri Student Achievement Study (“EMSAS”) which is the state’s annual postsecondary student unit-record data collection.

Information to be Shared with the Institutions:

MDHE will provide Institution with copies of findings, reports, and any other associated material.

Third-Party Evaluator Disclosure:

Pursuant to conditions of an external grant, MDHE will provide non-personally identifiable student-level data to an external third-party evaluator for the purposes of conducting separate analyses. Institution authorizes such redisclosure.

Authorized Representatives:

Access to student records is limited to the following MDHE employees:
MDHE Research & Data Unit Manager
MDHE Data Research Associates
MDHE Academic Affairs Senior Associate

Authorization:

By signing below, Institution and MDHE acknowledges the terms and conditions set forth in this document.

(Name of Institution)

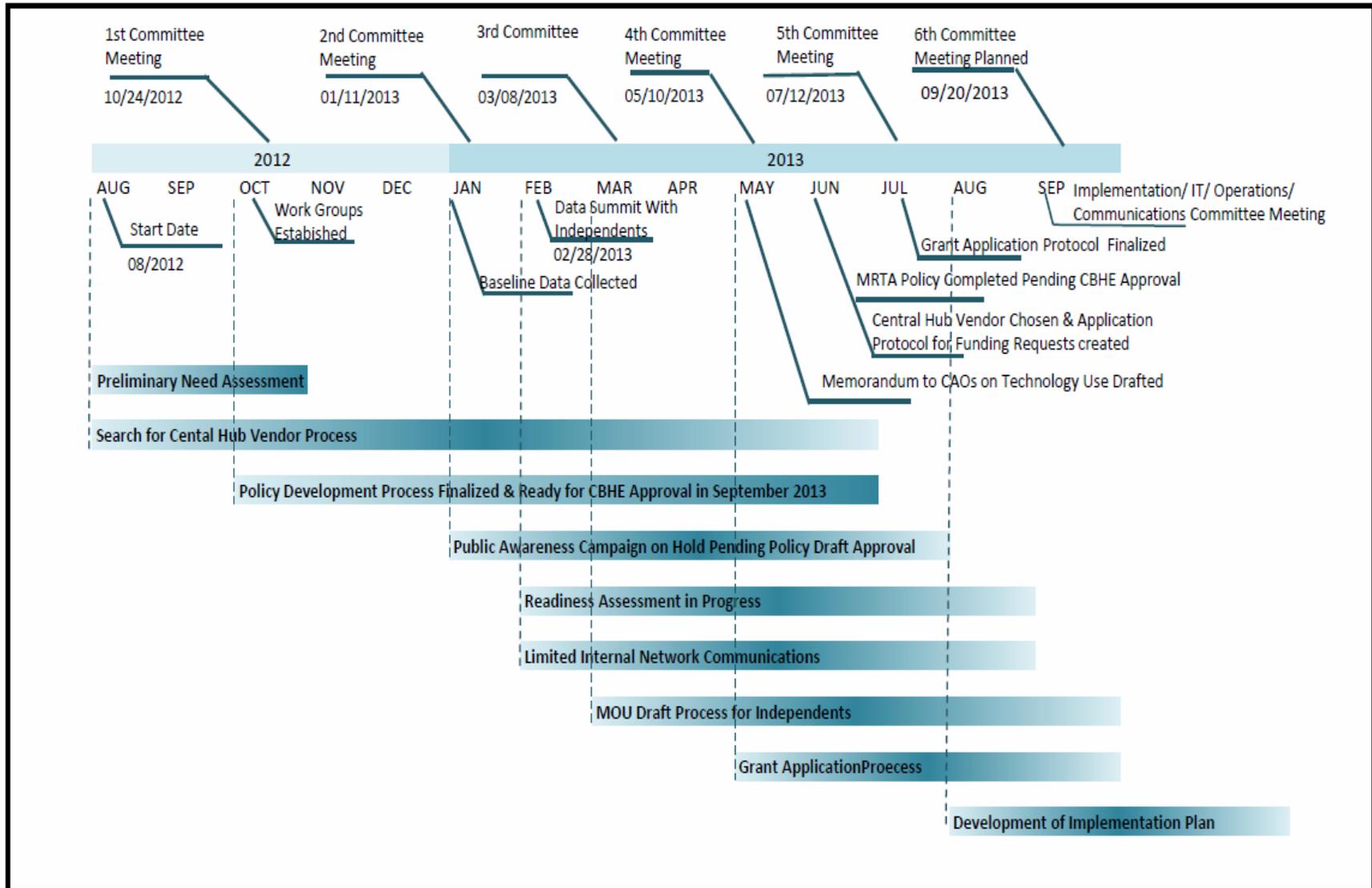
By: _____ Date: _____
(Signature of President or Chancellor of the Institution)

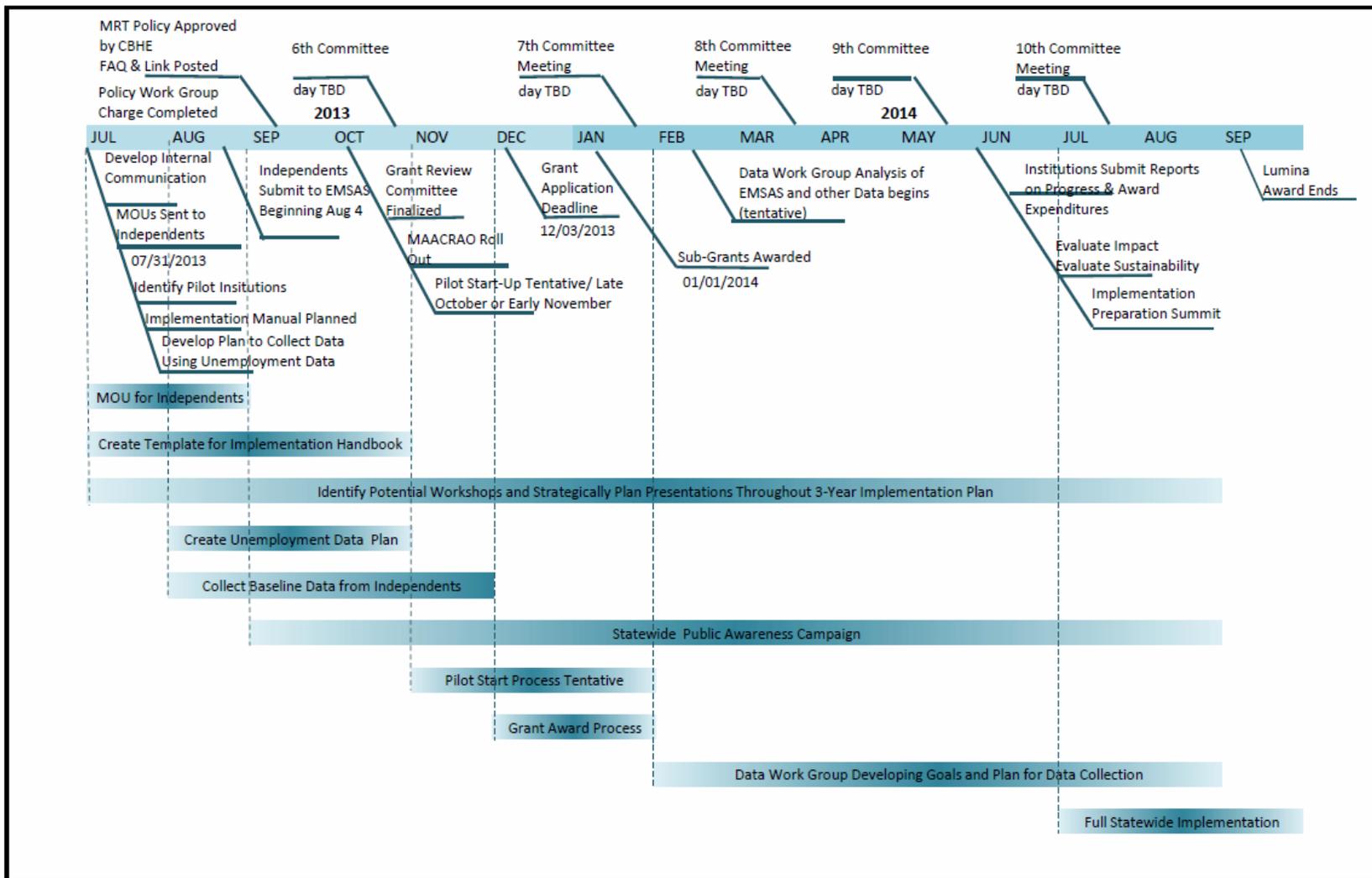
By: _____ Date: _____
(Signature of the Commissioner of Missouri Higher Education)

Missouri Reverse Transfer Initiative Steering Committee				
	First name	Last name	Title	Institution
Mr.	Terrence	Andrews	Associate Director of Admissions	Maryville University
Dr.	Steve	Bishop	Provost/Vice Chancellor of Academic Affairs	Ozarks Technical Community College
Ms.	Kristy	Bishop	Director of Institutional Research and Assessment	Metropolitan Community College
Ms.	Susan	Bracciano	Registrar	Missouri Western State University
Ms.	Kelli	Burns	Director of Institutional Research and Planning	St. Louis Community College
Mr.	Tery	Donelson	Assistant Vice President for Enrollment Management	Columbia College
Dr.	Kimberly	Harvey	Director of Admissions and Student Records	Jefferson College
Ms.	Melissa	Hattman	Director of Community College Relations	University of Missouri-St. Louis
Dr.	Cindy	Heider	Associate Provost	Missouri Western State University
Dr.	Evelyn	Jorgenson	President	Moberly Area Community College
Mr.	Paul	Long	Vice Chancellor of Educational Services	Metropolitan Community College
Ms.	Jean	McCann	Vice President of Instruction	East Central College
Dr.	Rusty	Monhollon	Assistant Commissioner for Academic Affairs	Missouri Department of Higher Education
Ms.	Beverly	Schenkel	Dean of Enrollment Management	Northwest Missouri State University
Ms.	Vicki	Schwinke	Dean of Academic and Student Services	Linn State Technical College
Ms.	Brenda	Selman	University Registrar	University of Missouri-Columbia
Mr.	Tyson	Schank	Registrar	Metropolitan Community College
Dr.	Richard D.	Sluder	Vice Provost for Enrollment Management	University of Central Missouri
Dr.	Liz	Valentine	Senior Associate-Academic Affairs	Missouri Department of Higher Education
Ms.	Patricia	Walsh	Assistant Dean of Academic Affairs	Missouri State University-West Plains
Mr.	Larry	Westermeyer	Institutional Research Director	University of Missouri-St. Louis
Ms.	Dixie	Williams	Assistant Director of Admissions & Transfer Coordinator	Missouri State University

Missouri Reverse Transfer Policy Workgroup				
	First name	Last name	Title	Institution
Mr.	Tery	Donelson	Assistant Vice President for Enrollment Management	Columbia College
Ms.	Melissa	Hattman	Director of Community College Relations	University of Missouri-St. Louis
Dr.	Cindy	Heider	Associate Provost	Missouri Western State University
Dr.	Evelyn	Jorgenson	President	Moberly Area Community College
Dr.	Rusty	Monhollon	Assistant Commissioner for Academic Affairs	Missouri Department of Higher Education
Dr.	Donna	Dare	Vice Chancellor for Academic Affairs	St. Louis Community College
Dr.	Kimberly	Harvey	Director of Admissions and Student Records	Jefferson College
Ms.	Jean	McCann	Vice President of Instruction	East Central College
Dr.	Gavin	O'Connor	Assistant Dean--Academic Services	Ozarks Technical Community College
Ms.	Vicki	Schwinke	Dean of Academic and Student Services	Linn State Technical College
Ms.	Brenda	Selman	University Registrar	University of Missouri-Columbia

MRT Timelines





AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Missouri Core Transfer Library
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

In August, 2012, the governor signed House Bill 1042 into law. HB 1042 directs the Coordinating Board for Higher Education to establish by July 1, 2014, a core library of at least 25 courses that transfer as equivalents between all public two- and four-year institutions, and establish policies and procedures to promulgate the library. This agenda item provides an update on the progress of that work.

Background

HB 1042 requires “all public two-year and four-year higher education institutions to create by July 1, 2014, a statewide core transfer library of at least twenty-five lower division courses across all institutions that are transferable among all public higher education institutions. The coordinating board shall establish policies and procedures to ensure such courses are accepted in transfer among public institutions and treated as equivalent to similar courses at the receiving institutions.”

The MDHE staff worked with University of Missouri system representatives and a small group of institutional registrars from public two- and four-year institutions to develop an initial list of 40 lower-division courses from which to collect data on transferability. All public higher education institutional registrars were then asked to provide detail on how the courses were transferred to their respective institutions. Data was collected from all public institutions in June 2013, and MDHE staff met with a representative group of institutional registrars in July 2013, to review the initial data. Preliminary results indicated that most of the 40 courses in question transfer between all public institutions either as direct equivalent, courses within the discipline, or free electives. Four courses—Introduction to Sociology, Microeconomics, Macroeconomics, and College Algebra—were identified for inclusion in the course transfer library. The transfer data for the courses has been finalized by the institutional registrars, who will, with the chief academic officer, sign the Course Verification Form (Attachment A) to add the courses officially to the core transfer library. These four courses represent the initial submission to the course library.

Next Steps

The MDHE staff will continue to work with institutional registrars to review and further clarify the data submitted and identify additional courses for inclusion in the library. Approximately 10-12 courses will require additional administrative clarification prior to being submitted for inclusion, which the MDHE staff intends to submit to the CBHE for review in December 2013. Institutional registrars were also asked to submit additional data on credit hour and laboratory

requirements for 10 other courses in the fields of science, mathematics, foreign language and composition. That data is currently under review, with a report due in September 2013. Initial steps also have been taken to include independent institution participation in the transfer library. A meeting between MDHE staff and nine representatives of the independent institutions will be held in September 2013. Additional next steps include development of policies and procedures for the submission and review of additional courses to the transfer library. A draft policy will be submitted to chief academic officers for review and input in December 2013.

Conclusion

Establishing the core transfer library is beneficial for Missouri students in providing information on one-to-one equivalent courses between institutions of higher education. Students will be equipped with the knowledge they need to make informed choices about their education, as well as aid in facilitating transfer between all public and select independent institutions.

STATUTORY REFERENCE

RSMo 173.005.2(8)

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the inclusion of Introduction to Sociology, College Algebra, Microeconomics and Macroeconomics in the Missouri Core Transfer Library. It is further recommended that the board commend the registrars from all public higher education institutions for their efforts to establish the Transfer Library.

ATTACHMENTS(S)

Course Verification Form



MISSOURI DEPARTMENT OF HIGHER EDUCATION
MISSOURI CORE TRANSFER LIBRARY
COURSE VERIFICATION FORM

205 Jefferson Street, P.O. Box 1469, Jefferson City, MO 65102-1469
 Phone: 573-751-2361 • Fax: 573-751-6635 • Email: info@dhe.mo.gov

PLEASE COMPLETE THIS FORM IN ITS ENTIRETY AND ELECTRONICALLY SUBMIT TO
ANGELETTE.PRICHETT@DHE.MO.GOV

MISSOURI COMMON COURSE NAME	MISSOURI COMMON COURSE NUMBER
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PLEASE REVIEW THE INSTITUTIONAL COURSES LISTED BELOW AND SIGN CERTIFYING THAT YOUR INSTITUTION WILL ACCEPT THE COURSES IN TRANSFER AT YOUR INSTITUTION.

INSTITUTION NAME	COURSE NAME	COURSE NUMBER

VERIFICATION SIGNATURES
Both the institutional registrar and chief academic officer signatures are required prior to form submission.

INSTITUTIONAL REGISTRAR'S NAME	SIGNATURE
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CHIEF ACADEMIC OFFICER'S NAME	SIGNATURE
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COORDINATING BOARD FOR HIGHER EDUCATION APPROVAL DATE	
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AGENDA ITEM SUMMARY

AGENDA ITEM

Principles of Best Practice in Remedial Education
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

HB 1042 directed all public institutions of higher education to “replicate best practices in remediation,” with the intent of improving student retention and degree completion. Institutional representatives and Missouri Department of Higher Education staff have collaborated to develop the attached “Principles of Best Practice in Remedial Education” for the board’s approval.

Full Text of Pertinent Section of RSMo 173.005.2(6)

The coordinating board for higher education shall require all public two-year and four-year higher education institutions to replicate best practices in remediation identified by the coordinating board and institutions from research undertaken by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject, and identify and reduce methods that have been found to be ineffective in preparing or retaining students or that delay students from enrollment in college-level courses . . .

Background

Before HB 1042 was signed into law, the MDHE commissioned MPR Associates of Washington, D.C., to provide an overview, including a literature review, of developmental education both in Missouri and nationally. Also prior to the bill’s passage, the MDHE established the Taskforce on College and Career Readiness (TCCR), comprised of chief academic officers and faculty representatives from all sectors of higher education (see attachment B for roster). The MDHE turned to the TCCR and another statewide organization, the Missouri Developmental Education Consortium (MoDEC), for guidance and expertise as work began on implementing HB 1042.

Previously, CBHE policy on remediation only prohibited selective and highly-selective institutions from offering remedial education. The TCCR deemed the existing policy inadequate to meet the requirements of HB 1042.

Environmental Scan as a Policy Foundation

In September 2012, the TCCR supported the development of a survey to determine what developmental education looks like and what best practices are currently in place in higher education institutions across Missouri. The results of this survey were, in part, an effort to aid the Taskforce in developing an informed policy on best practices in developmental education. MDHE staff sent the survey electronically to all public and independent institutions in October 2012. Forty of fifty-three institutions completed the survey, including all two-year and four-year

Coordinating Board for Higher Education
September 5, 2013

public institutions and thirteen independent institutions. (The complete Survey and Summary Report can be found under Tab O in the Board Book.)

The survey identified several problem areas that could be addressed through a statewide policy. For example, definitions of “remedial education” or “developmental education” varied widely. With this knowledge, the Taskforce was better equipped to determine the necessary elements for a policy on remedial education that would permit institutions to fulfill the mandate of HB 1042.

Policy Development Process

The TCCR took care, as it drafted the principles, to avoid being prescriptive. Taskforce members agreed that no single approach could “fix” remedial education, nor would it be productive to require an institution to adopt a particular approach to remediation. The Taskforce’s goal was to identify a set of guiding principles and best practices on which remedial education statewide should be structured and delivered. What resulted is an umbrella of “best practices” under which an institution can devise programs to meet the needs of its particular student body.

At each stage of revising the principles, the Taskforce considered carefully the comments and suggestions it received from across the state, although not all suggested revisions were incorporated into the final draft. The Taskforce agreed that the primary concern of HB 1042 was to increase educational attainment, and thus the guidelines have been developed accordingly.

The Taskforce wrote the first draft of the policy after discussing trends, observations, and data on their own campuses, investigating what other states have found and are currently implementing on this topic, and analyzing recent literature on college completion and best practices in developmental education. Prior to finalizing the first draft, members of MoDEC—which is comprised of developmental education practitioners—critiqued the policy and offered suggestions for revision. MoDEC also solicited the opinion of Hunter Boylan, a leading expert in the field of developmental education, who lauded the draft’s premise and a majority of the policy specifics, and applauded Missouri for taking such bold action. In April, a draft was sent to all chief academic officers for campus-wide distribution, review, and comment. The Taskforce recommended that Section 10, which addresses minimum academic competence, be revised and sent back for review and comment before adding to the revised draft. After reviewing these comments, a second draft of the policy was sent to all chief academic officers for final review on July 30, 2013. The Taskforce met by teleconference on August 23, 2013, to review the last round of comments and revise the draft into final form.

Discussion and Feedback

Feedback submitted to MDHE staff and the Taskforce on College and Career Readiness consisted of both general and very specific suggestions and concerns. Some of the more substantive and consistent feedback included:

- Concern that rigorous compliance standards might deny an opportunity for success for underprepared students.
- Questions regarding what partnerships with DESE and high schools might look like (if they are even open to such partnerships)

- Acknowledgement of the importance of working collaboratively to align curriculum and expectations between K-12 and higher education.
- Concern about the increased demands on staff to compile and submit requested data, and the possibility for overlap with other data submissions.
- Acknowledgement that students graduating from high school without minimal academic competence demands more accountability at the K-12 level.
- Support for the use of multiple measures coupled with skepticism for the use of statewide placement scores.
- Recognition that College Algebra may not always be the appropriate mathematics pathway for all students, coupled with concern over transfers between two- and four-year institutions if such a guideline was proposed.
- Support for exploring alternative delivery methods and recognition that some institutions are already doing such exploration.
- Recognition of the need for alternate routes into a program of study for students who are significantly underprepared academically, as opposed to those who are marginally underprepared.
- Support for the addition of an additional unit of mathematics to the CBHE College Preparatory High School Curriculum.
- Support for the need to provide investments in developmental education and financial incentives to colleges by the state legislature.
- Support for flexibility given to colleges in order to implement solutions deemed appropriate for their particular population/campus.

Key Principles

Several principles are key to the intent of HB 1042.

1. Common definition of “remedial education” and “developmental education”
The environmental scan revealed institutions had differing definitions for these terms, which has made it difficult to measure the full extent of remedial education in Missouri.
2. Revision of CBHE Recommended College Preparatory High School Curriculum
Evidence is mounting that four years of mathematics in high school is critical to academic success in college-level mathematics courses.
3. Common definition of “college readiness” and “career readiness”
Current research has identified a consistent measure and understanding of college readiness across educational sectors—to reduce confusion for high school students and parents—as a best practice.
4. Consistent Statewide Placement Policy
Similarly, using placement examinations consistently across all institutions sends a clear message to students and parents about college preparedness and expectations.

5. Minimum Standards of Academic Competence

This section elicited a range of comments. The Taskforce weighed carefully the implications of requiring a “threshold” for admission to degree programs. Simply put, establishing a threshold is a “best practice.” We are acutely aware of the potential impact this may have on the community colleges and other public institutions of higher education. Section 10 seeks only to establish the principle that students demonstrate a minimum level of academic literacy and competence before enrolling in a degree or certificate program. This principle is consistent with current practice and does not constitute a mission change for community colleges. Students must have a high school diploma (or equivalent) to enroll at a community college, which presumes a minimum level of academic competence. The Principles do not tie the threshold to a specific “cut score” or assessment; that will be determined through a collaborative process by a broadly-representative group of educators as the policy is implemented.

It is unreasonable to expect a student who has a high school diploma but has the academic preparation of, for example, a fifth grade student to have success in college, even with cutting-edge remedial coursework. It is equally unreasonable to expect an institution to close the gap in a student’s academic preparation through a one- or two-semester remediation sequence. We should not turn our backs on these students but we have to provide alternate pathways for them to find success. We simply cannot apply the same approach to students at both ends of the remedial education spectrum and expect to have good results.

6. Adequate Funding

In order to implement these principles successfully, there must be strong support, including financial support, from the legislature. Such support would provide for incentives to support appropriate and inventive solutions to developmental education needs on college campuses across the state as well as making meaningful use of data collected.

Next Steps

TCCR members support the approval of this policy as presented in Attachment A. They are currently developing a workgroup made up of professionals in Institutional Research, developmental education, and academic affairs to research and propose appropriate academic competency benchmarks. An update on the progress of this workgroup as well as a detailed implementation plan for this policy will be provided to the CBHE in the coming months.

STATUTORY REFERENCE

Section 173.005.2 (6), RSMo, Statutory requirements regarding CBHE’s requirement to identify best practices in remediation and provide oversight of the replication of these best practices by public institutions.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the Principles of Best Practice in Remedial Education, and direct the commissioner of higher education to oversee its timely implementation.

ATTACHMENT(S)

Attachment (A) CBHE Principles for Best Practices in Remediation
Attachment (B) Taskforce on College & Career Readiness Roster

Coordinating Board for Higher Education Principles of Best Practices in Remedial Education

1.0 Introduction

- 1.1 HB 1042, signed into law in 2012, requires all Missouri public institutions, under the direction of the Coordinating Board for Higher Education, to replicate best practices in remedial education. The law's primary objective is to improve student retention and increase educational attainment.
- 1.2 Earning a college degree requires students to possess certain skills, knowledge, and abilities in order to succeed in the postsecondary environment. While educating students is the primary mission of colleges and universities, implicit in that mission is helping students complete programs of study. Not completing a two-year or four-year college degree has dramatic financial implications to both the individual and the state. The lifetime earning potential of a person without a college degree is typically significantly less than an individual with a degree.
- 1.3 Not all students who enroll in college have the requisite skills and knowledge to attain a postsecondary credential (See section 7.0). In response, colleges and universities provide remedial or developmental education to prepare these students for academic success. Studies show that Missouri spends millions of dollars each year on remedial education and that students requiring remedial education are less likely than non-remedial students to persist from semester to semester or complete a course of study and earn a postsecondary credential. These same students use state and federal aid, or take out student loans. To provide remedial education institutions divert institutional resources from other programs and credit-bearing coursework.
- 1.4 The terms "developmental education" and "remedial education" are often used interchangeably. Remedial education typically refers to a student's academic preparedness for postsecondary education, seeking to remedy the lack of skills that students need for college entry, while developmental education addresses a more expansive set of learning challenges. According to the National Association for Developmental Education, developmental education is
- 1.5 a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.
- 1.6 Developmental courses are defined as education review courses aimed at strengthening the diverse talents of students, both academic and non-academic. Such courses also are

designed to review previous curricular areas of students who have not been involved in education for some time. In contrast, remedial education is defined as a duplication of secondary courses in basic academic skills, usually involving recent high school graduates or those students who did not complete their secondary curriculum.

- 1.7 HB 1042, as its language suggests, is directed primarily at academic preparedness. These guidelines are therefore focused primarily—but not exclusively—on efforts by institutions to address students’ lack of academic preparedness for postsecondary education.

2.0 Policy purpose and objectives

- 2.1 The purpose of this policy is to identify and implement best practices in the delivery of remedial education to enhance student learning, increase student persistence, decrease the time it takes for students to complete academic programs, make more efficient use of state resources, and hold institutions accountable for policy compliance.
- 2.2 The policy applies to all public two-year and four-year institutions of higher education, which are obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.005 (6). Independent institutions are also encouraged to adhere to these guidelines.

3.0 Statutory Authority

RSMo 173.005 (6): *The coordinating board for higher education shall require all public two-year and four-year higher education institutions to replicate best practices in remediation identified by the coordinating board and institutions from research undertaken by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject, and identify and reduce methods that have been found to be ineffective in preparing or retaining students or that delay students from enrollment in college-level courses.*

4.0 Guiding Principles

- 4.1 The primary goal of this policy is student retention and increased educational attainment through degree completion.
- 4.2 The goal of developmental or remedial education is to prepare students for success in postsecondary education.
- 4.3 Ideally, all students would be prepared for the demands of postsecondary education upon graduation from high school, and that is an objective to which the P-20 education community aspires. At present, however, many high school graduates enter postsecondary education unprepared for entry-level coursework. To that end, Missouri institutions of higher education are committed to providing opportunities for underprepared students to attain the skills they need to succeed in college.

- 4.4 These efforts include, but are not limited to, outreach to the Department of Elementary and Secondary Education (DESE) to align standards, and to school districts to align curriculum. For these efforts to be successful, DESE and K-12 districts must become collaborative partners in the process.
- 4.5 Some states have prohibited four-year institutions from offering remedial education. CBHE will no longer prohibit selective and highly-selective public institutions from offering remedial coursework. This policy does not seek to limit remediation to a single sector but to work collaboratively to improve student learning outcomes and increase educational attainment.
- 4.6 Institutions of higher education have a responsibility to continually evaluate and improve their delivery of developmental education. Institutions must research and engage in instructional best practices within developmental coursework.

5.0 Guidelines for Best Practices in Remediation

- 5.1 The following have been identified by the CBHE and two-year and four-year institutions as “best practices in remediation,” based on research conducted and published by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject.
- 5.2 It is incumbent on both higher education institutions and DESE to work collaboratively to make sure that high school programs of study line up to college-entrance expectations. More specifically, course-taking requirements for high school diplomas should be aligned with requirements for entry-level college courses. High schools should assess students’ basic skills prior to the 10th grade so that students who require remediation can receive instruction before entering public postsecondary education.
- 5.3 Secondary school curriculum and postsecondary curriculum must be aligned so that the completion of the high school curriculum transitions seamlessly to the beginning of the college curriculum. Specifically, high school exit outcomes need to be equivalent to college-level entry skills. Once in place, the high school and postsecondary curriculum must be reviewed periodically by an appropriate body (to be determined) to ensure the fidelity of the alignment.
- 5.3a At each institution, higher education faculty teaching remedial or developmental courses and those teaching gateway courses by content area should work collaboratively to create a seamless transition from developmental coursework to college-level coursework. Exit outcomes should be aligned with entry-level expectations. Discussion should include topics such as skill attainment and student success behaviors.
- 5.4 Institutions of higher education must assess the basic skills of all certificate- or degree seeking students, based on statewide minimum assessment standards for access to the college-level curriculum.

- 5.4a Accurate placement in appropriate coursework is key to student success. To improve accuracy, institutions must use multiple measures to assess student readiness for gateway courses and programs of study.
- 5.5 The completion of a set of gateway courses (see glossary for definition) for a course of study is a critical measure of success toward college completion. Remedial education should be designed to help students complete gateway courses in their course of study as quickly as possible.
- 5.6 The content in required gateway courses should align with a student's academic course of study — particularly in math. College algebra may be an appropriate gateway course for many academic programs, but it should not be the only mathematics pathway for students to earn a postsecondary certificate or degree. Students seeking degrees in non-STEM fields may be served better by other gateway courses such as statistics or geometry.
- 5.7 Institutions should explore alternate delivery methods (a.k.a course redesign) to move students into credit bearing courses as quickly as possible, to save students time and money. These methods should provide appropriate instruction to accommodate the diversity of their developmental and remedial students.
- 5.8 Students who are significantly underprepared for college-level academic work need self-paced, mastery-based routes into programs of study. Students who are marginally underprepared may benefit from alternate routes (e.g. co-requisite, bridge program, competency-based sequence) into a course of study.
- 6.0 CBHE Recommended College Preparatory High School Curriculum (proposed revisions in bold font)**
- 6.1 The CBHE, the Missouri Department of Higher Education (MDHE), Missouri postsecondary institutions, the Department of Elementary and Secondary Education (DESE), and the Missouri K-12 community share a common interest in promoting student preparation as a foundation of enrollment, retention, and success in Missouri postsecondary institutions.
- 6.2 Accordingly, with collaboration across educational sectors, the CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at additional time and expense to the student.
- 6.3 The CBHE encourages governing boards at Missouri's postsecondary institutions to incorporate the 24-unit high school core curriculum into admissions processes for all first-time freshmen; however, admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students

are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling. **The CBHE Recommended College Preparatory High School Curriculum** is recommended for full implementation beginning with the Missouri **college graduation class of 2018** (entering as college freshman in the Fall of 2014).

6.4 **CBHE Recommended College Preparatory High School Curriculum**

English/Language Arts - 4 units
 Social Studies - 3 units
 Mathematics - **4 units***
 Science - 3 units
 Fine Arts - 1 unit
 Additional Coursework - 3 units **
Electives - 6 units ***

6.5 ***At least one mathematics course should be taken each year. It is particularly important that students take a mathematics course in grade 12.**

**Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2)

***All students should complete at least 3 elective units total in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended.

English/Language Arts

- English/language arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

Social Studies

- Social studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor.
- Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

6.6 **Mathematics**

- Mathematics coursework (**4 units**) emphasizes college preparatory algebra and other content of comparable or greater rigor. Students who complete algebra prior to the freshman year would be expected to complete **four** additional units in grades 9-12. **Students who achieve a proficiency score of 3 or 4 on the Smarter Balanced grade 11 assessment must demonstrate continued study of mathematics for the score to be considered valid in the first year of college.** Coursework that emphasizes pre-algebra,

computer math/programming, consumer/basic math, or business math/accounting is not acceptable for the CBHE Recommended College Preparatory High School core curriculum.

Science

- Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course.
- Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

Fine Arts

- Fine arts coursework (1 unit) emphasizes visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor. Critical analysis, theory, or "appreciation" courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes speech, debate, or broadcast media.

For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

7.0 College Readiness and College-Content Readiness

- 7.1 College readiness is a term frequently misused or misunderstood. Often, it is understood as shorthand for placement into credit-bearing (non-remedial) college courses such as English or mathematics. Readiness for postsecondary education encompasses a much broader array of skills, knowledge, and behaviors. They include, but are not limited to, sufficient content knowledge of various subjects, maturity, self-discipline, perseverance, and habits of mind such as problem solving, and the ability to observe, listen, and speak. Students with these skills, knowledge, and behavior are more likely to persist and obtain a postsecondary credential than students without these characteristics.
- 7.2 College-content readiness is defined as the level of preparation a student needs to succeed in specific credit-bearing courses in college—such as English or mathematics—without the need for remediation. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. The guidelines in this policy are aimed at college-content readiness in English, mathematics, and reading.
- 7.3 Missouri postsecondary institutions have a shared understanding of what constitutes college readiness and college-content readiness. The higher education community recognizes the need to define readiness for college clearly and consistently so that students contemplating postsecondary education should not have to sort through conflicting definitions and expectations of what constitutes readiness for college.
-

8.0 Career Readiness

8.1 Career readiness is the level of preparation a high school graduate needs to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities. Employability skills and technical, job-specific skills related to a specific career pathway are essential in any career area.

9.0 Assessment and Placement

9.1 The statewide placement policy [currently under development] is applicable to any incoming student entering a Missouri public postsecondary institution. All certificate- or degree-seeking students should be assessed in mathematics, English, and reading.

9.2 Placement of students into appropriate college-level courses must be based on multiple assessment measures, which provide a more precise measurement of a student's ability to succeed in college-level coursework. Institutions may use an array of assessment instruments to place students in college-level courses, including—but not limited to—SAT or ACT scores, high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument. An institution opting to use one of the assessments listed below to place students in college-level courses shall adhere to the statewide placement score. This table will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

Assessment Instrument	Subject Area	Statewide College-Level Placement Score
Accuplacer	Reading	85
Accuplacer	English	92 (Sentence Skills)
Accuplacer	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
ACT	Reading	18
ACT	English	18
ACT	Mathematics	22
Asset	Reading	42
Asset	English	43
Asset	Mathematics	47 (Numerical Skills)

	Mathematics	46 (Elementary Algebra)
	Mathematics	43 (Intermediate Algebra)
	Mathematics	39 (College Algebra)
Compass	Reading	80
Compass	English/Writing	70
Compass	Mathematics	74 (Pre-Algebra)
	Mathematics	50 (Algebra)
	Mathematics	54 (College Algebra)
SAT	Reading	360
SAT	English	430 (Writing)
SAT	Mathematics	1030 (CR+M)
Smarter Balanced	English/Language Arts	3
Smarter Balanced	Mathematics	3

Placement scores will be valid for a minimum of two years. Scores may be considered valid for longer than two years at an institution's discretion.

- 9.3 Institutions of higher education should work closely with secondary schools to administer college-ready anchor assessments in high school. These tests give students, teachers and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college. Educators can use these on-track assessments to develop targeted interventions. K–12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.
- 9.4 It is important that the content in required gateway courses align with a student's academic course of study. This is especially true for mathematics. More often than not students are placed in algebra pathways when in fact a statistics course or quantitative math course would be more appropriate to prepare them for their chosen programs of study and careers.

10.0 Minimum Standards of Academic Competence

- 10.1 The needs of students requiring remedial or developmental education is broad, ranging from deficiency in a single subject area to a lack of basic literacy skills. With proper

academic support, students needing remediation in a single subject have a good chance of earning a postsecondary credential. Students who are severely underprepared have little, if any, chance of earning a postsecondary credential in a timely manner. Therefore, students wishing to take credit-bearing college-level courses at a Missouri public institution of higher education must demonstrate a minimal level of literacy and academic competence, as determined through appropriate and multiple assessments of learning.

- 10.2 The intent of this section is to require students to demonstrate a minimal level of literacy and academic competence before they can enroll at a Missouri public institution of higher education as a degree-seeking student. Remedial education is essential to Missouri achieving its goal of increased educational attainment. Too often, however, open enrollment institutions are expected to enroll students who lack even the most basic of literacy and academic skills. It is unreasonable to expect a student who has limited academic preparation to have success in college even with cutting-edge remedial coursework. It is equally unreasonable to expect an institution to close the gap in a student's academic preparation through a one- or two-semester remediation sequence.
- 10.3 Until students demonstrate a minimum level of literacy and academic competence, they may enroll only in non-credit-bearing classes.
- 10.4 As with placement into credit-bearing college-level coursework, the assessment of minimum level of literacy and academic competence must be determined through the use of multiple measures. The MDHE, in collaboration with the public institutions of higher education, will jointly work to determine appropriate measures. This threshold will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.
- 10.5 Students who score just above the Statewide Degree-Seeking Placement Threshold scores need concentrated routes into programs of study with multiple-levels of support.

Students who score below the Statewide Degree-Seeking Placement Threshold should be referred to other state-funded educational opportunities (i.e. Adult Education and Literacy) before being retested for admission as a degree-seeking student.

11.0 Accountability and Data Reporting

- 11.1 Any institution that provides basic skills courses shall collect data regarding student performance, including but not limited to data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.
- 11.2 All institutions providing basic skills courses shall submit the required files to the Missouri Department of Higher Education, following its prescribed data definitions and

reporting dates. Precise reporting instruments will be developed in collaboration with institutions.

- 11.3 The CBHE shall transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions. Following are some examples of possible data to be collected:
- The number of students who take basic skills courses,
 - The costs of providing basic skills courses, and
 - The students who successfully complete said basic skill courses:
 - Successfully complete the associated, entry, college-level course.
 - Complete the requirements for graduation.

12.0 Implementation and Evaluation of Program Innovation

- 12.1 Institutions need to identify new strategies and interventions that can increase student and institutional performance in developmental education.
- 12.2 Meaningful data collection and precise analysis should be used to assess the effectiveness of developmental education programs.

Instructors should complete course assessments on regular, periodic intervals that evaluate success of student learning objectives. Results will be used to improve instruction, assessment, etc.

- 12.3 A program review for remedial or developmental education should be completed that includes intermediate measures and milestones that developmental education students must pass en route to final success measures like graduation and transfer should be established. As a result, it is important to understand further the relationship between intermediate measures and final success, e.g. graduation, transfer, and persistence toward a credential. Furthermore, performance incentives, e.g. performance funding, can drive institutions to focus on helping their students meet state developmental education goals.

13.0 Process and Procedures

- 13.1 In order to comply with sections [to be determined with final draft] and [to be determined, if necessary, with final draft] of this policy, each institution shall develop procedures that:
- a. Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
 - b. Specify its practices for informing students regarding the availability of remedial courses, including any online courses.
 - c. Specify the practices for determining how the students who are identified as needing remedial courses have satisfied the remedial requirements.
 - d. Provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.

- e. Establish appropriate processes for implementing the policy, including the collection of data for evaluative purposes.
- 13.2 Pursuant to RSMo, 173.750, MDHE must provide a high school feedback report to Missouri school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree-seeking undergraduates who
- have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year; or
 - are 17, 18, or 19 years of age if year of high school graduation is not provided by the higher education institution. Age will be calculated as of September 15 of the specified fiscal year.
- 13.3 The high school feedback report also will:
- Utilize a wide range of performance indicators to assess each step in the remedial student's pathway in order to gain a better understanding of students and their needs.
 - Support the public reporting of student progress and success from high school and noncredit into developmental education and through postsecondary education.
 - Use performance data to drive policy development and decision making, measuring the use of such data for this purpose on a continual basis.
 - Support colleges' institutional research capacity to track student performance and programming innovation in developmental education.
 - Provide a means to disseminate results of program assessment and best practices in developmental education to its colleges and other states.

14.0 Funding

- 14.1 The state of Missouri has committed to increasing the educational attainment of its citizens. Specifically, the state seeks to have at least 60 percent of the adult population holding a high-quality postsecondary credential. To reach that goal, Missouri must make appropriate investments in education, including those students who are underprepared for postsecondary work.
- 14.2 To that end, the state should consider the following:
- 14.3 Provide financial incentives to stimulate increased collaboration between secondary and postsecondary educational sectors to increase the college readiness of students.
- 14.4 Provide financial incentives to colleges for experimenting with innovative programs—flexible structure, delivery—to accelerate the path through and success in developmental education for students.
- 14.5 Reward colleges for making measurable improvements with academically underprepared students.

- 14.6 Support the success of academically underprepared students by providing funding specifically for tutoring, counseling and advising, and other learning assistance and support services that demonstrate success in retaining academically underprepared students.
- 14.7 Provide funding to secondary teacher education programs to explicitly focus on the development of skills needed to work with and support academically underprepared middle and high school students.
- 14.8 Support initial training and ongoing professional development of educators (both full-time and adjunct faculty) who work with and support the success of academically underprepared college students.

15.0 Definitions

15.1 *Developmental education*

Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.

15.2 *Remedial education/remediation*

Remedial education refers to coursework and programs designed to remedy a situation; that is, to teach students what they should already have learned. Remedial education seeks to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses.

15.3 *Gateway course*

A gateway or entry-level course refers to those college-level or foundational courses that are typically taken in a student's first year of study. Gateway courses carry college credit and count towards the requirements of a degree.

15.4 *Placement*

Placement refers to the tools and policies institutions use to assign incoming students to certain classes or programs that are suited to the student's academic readiness and ability. The most common placement decisions are in mathematics, English, and reading.

15.5 *First-Time Undergraduate*

As applied in this policy, a first-time undergraduate is a student enrolling in a higher education institution for the first time with no previous postsecondary experience. Enrollment in personal enrichment or vocational courses is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently

enrolled in a higher education institution does not preclude a student from being categorized as first-time.

Three groups of students are included in the definition of first-time undergraduate unless exempted below:

- i. first-time, degree-seeking undergraduates;
- ii. non-degree-seeking undergraduates who change to degree-seeking status;
and
- iii. non-degree-seeking first-time undergraduates who have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year.

15.6 *Exempt students*

Students who have completed either a college-level mathematics and college-level writing course or a remedial course (if required) in mathematics, writing, and reading are exempt from placement assessments that determine placement into non-credit-bearing remedial or developmental courses.

15.7 *College level courses*

Courses that apply to the graduation requirements of an academic degree.

15.8 *Assessment Tests*

Missouri accepts the assessment instruments listed below [currently being developed] for determining if the first-time student is college ready in mathematics, writing, and reading based on relevant cut scores.

MDHE College and Career Readiness Task Force

Mike	Grelle	Vice Provost for Academic Affairs	University of Central Missouri
Janet	Gooch	Dean of the School of Health Sciences & Education	Truman State University
Cynthia	Heider	Associate Provost	Missouri Western State University
Barbara	Dougherty	Professor, Learning, Teaching & Curriculum	University of Missouri-Columbia
Jane	Greer	Associate Professor, English Language and Literature	University of Missouri-Kansas City
Jeff	Cawfield	Professor, Geological Sciences & Engineering	Missouri University of Science & Technology
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Paula	Glover	English Instructor	Moberly Area Community College
Paul	Long	Vice Chancellor of Academic Affairs and Technology	Metropolitan Community College
Tara	Noah	Institutional research	North Central Missouri College
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Sherry	McCarthy	Vice President and Dean of the University	William Woods University
Rusty	Monhollon	Assistant Commissioner for Academic Affairs	Missouri Department of Higher Education
Vicki	Schwinke	Dean of Academic Affairs and Student Services	Linn State Technical College
Sharon	Helwig	Assistant Commissioner for College and Career Readiness	Missouri Department of Elementary & Secondary Education
Michael	Muenks	Director of Assessment	Missouri Department of Elementary & Secondary Education
Dana	Ferguson	Mathematics Coordinator	Columbia Public Schools
Carla	Wheeler	Director of Curriculum Instruction & Assessment	Sedalia Schools
Heather	Mosley Linhardt	Research Associate for Academic Affairs	Missouri Department of Higher Education

AGENDA ITEM SUMMARY

AGENDA ITEM

2013 Developmental Education Survey Summary Report
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

House Bill 1042 (signed into law August 28, 2012), requires “all public two-year and four-year higher education institutions to replicate best practices in remediation.” The CBHE, in turn, is required to identify research-based best practices in remediation in order to identify and reduce methods in practice that have been found to be “ineffective in preparing or retaining students or that delay students from enrollment in college-level courses.” In October 2012, the Missouri Department of Higher Education designed and implemented an electronic survey of all Missouri institutions of higher education to determine current developmental education practices in place across the state. This item summarizes the results of the survey and makes recommendations for action.

Summary

In May 2012, the MDHE formed a statewide Taskforce on College and Career Readiness (TCCR). The need for this taskforce was the result of developing issues over the past several years, including the adoption of the Common Core State Standards, the decision of DESE to join the Smarter Balanced Assessment Consortium (SBAC), and the passing of HB 1042 requiring Missouri institutions of higher education to replicate “best practices” in remedial education.

In September 2012, the TCCR supported the development of a survey to determine what developmental education looks like and what best practices are currently in place in higher education institutions across Missouri. The results of this survey helped the taskforce move forward with developing an informed policy on best practices in developmental education. With the TCCR’s support, MDHE staff developed a mixed methods survey to send to each higher education institution in Missouri specifically asking about multiple topics regarding developmental education.

MDHE staff sent the survey electronically to all public and independent institutions on October 15, 2012. Forty of fifty-three institutions completed the survey, including all two-year and four-year public institutions as well as thirteen independent institutions. Twelve independent institutions did not complete the survey.

Following data cleaning, MDHE staff sent survey results and additional questions of clarification to the reporting representative of each responding institution. These representatives were asked to verify the results and provide answers to questions posed regarding their responses. Once a draft of the summary report was complete, MDHE shared it with the chief academic officers from responding institutions for their review and comment. The Taskforce on College and Career Readiness also reviewed the report and offered comments. MDHE staff made corrections

Coordinating Board for Higher Education
September 5, 2013

to the report as necessary and incorporated comments received from the chief academic officers and TCCR into the final draft.

Based on the data and information provided by the institutions, the MDHE found that 36 of the 40 responding institutions reported that they offer some form of developmental education. Of the four institutions responding that they do not offer any developmental education, two are public institutions and two are independent institutions. The majority of institutions reported having various support services in place for all students, including developmental education students, and offer specific courses tailored to the needs of students needing remediation. Analysis also highlighted much confusion and potential contradiction based on different understandings of the terms ‘developmental education’ or ‘remediation.’

Recommendations

The MDHE makes the following recommendations:

1. **Define developmental education consistently.** It became apparent through this survey that institutions have differing definitions of developmental education. This lack of consistency made answering survey questions—as survey well as analyzing the survey results—very difficult. We recommend that MDHE and the institutions work together to develop a definition of developmental education to provide clarity and consistency.
2. **Develop a statewide placement policy that includes the use of multiple measures.** The variety of placement cut scores reported by institutions was much greater than expected. Several institutions implied the use of multiple measures, but placement was based mostly on standardized test scores. Experts in the field of developmental education overwhelmingly agree that using multiple measures to place students in remedial education is a best practice, as it provides a consistent message to students and parents regarding what it means to be college ready. We recommend that MDHE and the institutions work together to develop a statewide policy for placing students in developmental education that uses informed multiple measures to support comprehensive student placement.
3. **Support pilot testing of developmental support structures and acceleration.** A number of institutions are testing different programs or support services, based on student need and success that have great potential. Campuses are also trying out different routes for appropriate acceleration of developmental education in an effort to ensure students progress to gateway courses as quickly and appropriately as possible. We recommend that the CBHE encourage and support such experimentation in an effort to find practices to best support students in developmental courses and programs.
4. **Provide Adequate Funding**
The state of Missouri has committed to increasing the educational attainment of its citizens. Specifically, the state seeks to have at least 60 percent of the adult

population holding a high-quality postsecondary credential. To reach that goal, Missouri must make appropriate investments in education, including those students who are underprepared for postsecondary work. To that end, the state should consider the following:

- Provide financial incentives to stimulate increased collaboration between secondary and postsecondary educational sectors to increase the college readiness of students.
- Provide financial incentives to colleges for experimenting with innovative programs—flexible structure, delivery—to accelerate the path through and success in developmental education for students.
- Reward colleges for making measurable improvements with academically underprepared students.
- Support the success of academically underprepared students by providing funding specifically for tutoring, counseling and advising, and other learning assistance and support services that demonstrate success in retaining academically underprepared students.
- Provide funding to secondary teacher education programs to explicitly focus on the development of skills needed to work with and support academically underprepared middle and high school students.
- Support initial training and ongoing professional development of educators (both full-time and adjunct faculty) who work with and support the success of academically underprepared college students.

5. **Encourage professional development for developmental educators.** The survey highlighted a few institutions that are working to provide quality professional development for their developmental education faculty. Best practices in developmental education also support such professional instruction and growth to provide knowledgeable instruction for developmental students. Thus, we recommend that the CBHE support and encourage campuses to provide professional development for their developmental educators.
6. **Improve centralization of developmental education on institutional campuses.** Several institutions cited a best practice that involved making developmental education a partner in campus decisions and planning. Based on research in developmental education best practices and the fact that some institutions in the state are already working to involve developmental education faculty in campus-wide decisions, Missouri is already progressing but could improve. Therefore, we recommend that the CBHE support and encourage campuses to bring developmental education faculty and staff into the campus-wide strategic planning conversations and as such properly fund and support their efforts as they would any other discipline-based department on campus.
7. **Address a lack of developmental education data.** Although the need for developmental education is hard to deny, there is little statewide data to display current need and appropriate practices in place. We recommend that the CBHE support and encourage institutions to collect appropriate data on their developmental

education students, courses, services, and programs to document need and support further developments. We also recommend that the MDHE and the institutions work together to determine what data collection would be most useful and accessible for each campus to collect.

8. **Develop an instrument for annual reporting.** To meet the charge of assuring the replication of best practices in developmental education via HB 1042, the MDHE and the institutions should work collaboratively to develop appropriate mechanisms for the annual collection of data and other information about developmental education placement, courses, services, and programs.

STATUTORY REFERENCE

Section 173.005(6), RSMo, Responsibilities of the Coordinating Board

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the 2013 Developmental Education Survey Summary Report and direct the commissioner of higher education to work with Missouri's higher education institutions to implement the recommendations contained in the report.

ATTACHMENT(S)

2013 Developmental Education Survey Summary Report

2013 DEVELOPMENTAL EDUCATION SURVEY SUMMARY REPORT

MISSOURI DEPARTMENT OF HIGHER EDUCATION

○ AUGUST 2013 ○



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Executive Summary

On August 28, 2012, House Bill 1042 was signed into law by Governor Jay Nixon. One provision of HB 1042 directed the Coordinating Board for Higher Education to require all public institutions of higher education to replicate best practices in remedial education on their campuses. The intent of the legislation is to ensure that institutions employ cutting-edge practices in remediation based on empirical evidence so that students are able to achieve success in credit-bearing, degree-seeking coursework.

In October 2012, the Missouri Department of Higher Education (MDHE) initiated an electronic survey of all Missouri institutions of higher education to assess the state of developmental education placement, programs, and practices in Missouri. The purpose of this survey was to complete an environmental scan of current practices as a baseline for the development of a comprehensive, statewide policy on remediation education, one that both identifies best practices in remediation and measures institutional compliance with such a policy.

MDHE staff worked with representatives of the Taskforce on College and Career Readiness (TCCR) to develop a comprehensive, mixed-method survey. In 2012, the MDHE commissioned MPR Associates of Washington, D.C., to prepare a broad overview of developmental education, including a review of relevant literature to provide a foundation on which to develop a survey. . The MDHE distributed the 31-question survey electronically to 52 public and independent institutions. Forty institutions completed the survey, representing all 27 of Missouri's public institutions and 13 independent institutions. Twelve independent institutions did not complete the survey. The MDHE will share this report with the chief academic officer of each institution that responded to the survey to review for accuracy and to provide comment. Members of the TCCR will also review and comment on the draft. Staff will make corrections as

needed and incorporate comments provided by the chief academic officers and TCCR where appropriate.

Based on the data collected, the MDHE concludes that there are some similarities as well as some innovation occurring on various campuses around the state with regards to developmental education. It is also quite clear that the definition of developmental education is less than clear, making it difficult to collect data and have effective conversations about this topic. The following recommendations and conclusions reflect areas needing action addressed based on the findings from this survey.

Recommendations and conclusions:

1. **Define developmental education consistently.** It became apparent through this survey that institutions have differing definitions of developmental education. This lack of consistency made answering survey questions—as survey well as analyzing the survey results—very difficult. We recommend that MDHE and the institutions work together to develop a definition of developmental education to provide clarity and consistency.
2. **Develop a statewide placement policy that includes the use of multiple measures.** The variety of placement cut scores reported by institutions was much greater than expected. Several institutions implied the use of multiple measures, but placement was based mostly on standardized test scores. Experts in the field of developmental education overwhelmingly agree that using multiple measures to place students in remedial education is a best practice, as it provides a consistent message to students and parents regarding what it means to be college ready. We recommend that MDHE and the institutions work together to develop a statewide policy for placing students in developmental education t that uses informed multiple measures to support comprehensive student placement.
3. **Support pilot testing of developmental support structures and acceleration.** A number of institutions are testing different programs or support services, based on student need and success that have great potential. Campuses are also trying out different routes for appropriate acceleration of developmental education in an effort to ensure students progress to gateway courses as quickly and appropriately as possible. We recommend that the CBHE encourage and support such experimentation

in an effort to find practices to best support students in developmental courses and programs.

4. Provide Adequate Funding

The state of Missouri has committed to increasing the educational attainment of its citizens. Specifically, the state seeks to have at least 60 percent of the adult population holding a high-quality postsecondary credential. To reach that goal, Missouri must make appropriate investments in education, including those students who are underprepared for postsecondary work. To that end, the state should consider the following:

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- Support initial training and ongoing professional development of educators (both full-time and adjunct faculty) who work with and support the success of academically underprepared college students.

5. **Encourage professional development for developmental educators.** The survey highlighted a few institutions that are working to provide quality professional development for their developmental education faculty. Best practices in developmental education also support such professional instruction and growth to provide knowledgeable instruction for developmental students. Thus, we recommend that the CBHE support and encourage campuses to provide professional development for their developmental educators.

6. **Improve centralization of developmental education on institutional campuses.** Several institutions cited a best practice that involved making developmental education a partner in campus decisions and planning. Based on research in developmental education best practices and the fact that some institutions in the state are already working to involve developmental education faculty in campus-wide

decisions, Missouri is already progressing but could improve. Therefore, we recommend that the CBHE support and encourage campuses to bring developmental education faculty and staff into the campus-wide strategic planning conversations and as such properly fund and support their efforts as they would any other discipline-based department on campus.

7. **Address a lack of developmental education data.** Although the need for developmental education is hard to deny, there is little statewide data to display current need and appropriate practices in place. We recommend that the CBHE support and encourage institutions to collect appropriate data on their developmental education students, courses, services, and programs to document need and support further developments. We also recommend that the MDHE and the institutions work together to determine what data collection would be most useful and accessible for each campus to collect.

8. **Develop an instrument for annual reporting.** To meet the charge of assuring the replication of best practices in developmental education via HB 1042, the MDHE and the institutions should work collaboratively to develop appropriate mechanisms for the annual collection of data and other information about developmental education placement, courses, services, and programs.

Cumulative Summary of Developmental Education Practices in Missouri

REPORTING STATISTICS

Number of PUBLIC institutions reporting they do NOT offer developmental education	2
Number of INDEPENDENT institutions reporting they do NOT offer developmental education	2

Developmental Education Practices based on self-reported responses to the 2012 Developmental Education Survey

PLACEMENT - Math	YES	NO	Low Cut Score ¹	High Cut Score	
Does your institution utilize placement test(s) to evaluate entering students on their mathematics skills?	38	2	-	-	
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Which placement test(s) does your institution utilize for mathematics placement? </div>	ACT	31	9	9	25
	SAT	11	29	410	940
	ACCUPLACER	3	37	59	95
	ASSET	6	34	0 ²	57
	COMPASS	16	24	0 ³	100
	Other Placement Test	21	19	N/A	N/A
Does your institution use any criteria <u>other than</u> ACT/SAT tests or placement tests to evaluate entering students on their mathematics skills? ⁴	20	20	-	-	
PLACEMENT - Reading	YES	NO	Low Cut Score	High Cut Score	
Does your institution utilize placement test(s) to evaluate entering students on their reading skills?	20	20	-	-	

¹ Institutions were asked to report the score that was used for the highest level of remedial mathematics. This is the score below which developmental or remedial math support is needed.

² Cut scores were greatly varied depending upon the particular ASSET tests utilized for different placement purposes.

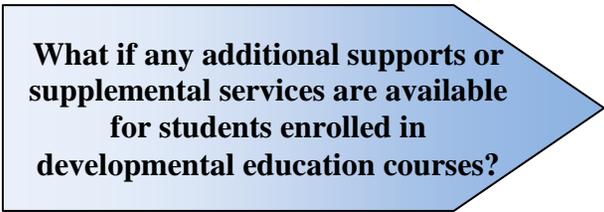
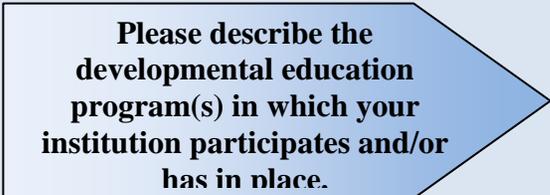
³ Cut scores were greatly varied depending upon the particular COMPASS tests utilized for different placement purposes.

⁴ Additional criteria options were such things as high school GPA, AP or IB test scores, etc. See Appendix B, page 3 of the survey to see a list of possible additional criteria institutions could have reported using.

<p style="text-align: center;">Which placement test(s) does your institution utilize for reading placement?</p>	ACT	20	20	14	20
	SAT	3	37	460	1320
	ACCUPLACER	4	36	72	80
	ASSET	5	35	17	41
	COMPASS	13	27	65	82
	Nelson-Denny	3	37	10.1 ⁵	10.1 ⁶
	Other Placement Test	2	38	N/A	N/A
Does your institution use any criteria <u>other than</u> ACT/SAT tests or placement tests to evaluate entering students on their reading skills?		3	37	-	-
PLACEMENT - Other		YES	NO	Subjects Reported	
Does your institution utilize cut-off/placement scores for any subjects <u>other than</u> math or reading?		35	5	Writing/English: 32 Student/College Success: 6 Biology: 1 Chemistry: 1 Foreign Lang: 1 Conditional Admission: 2 Various Content Areas: 1	
DEVELOPMENTAL EDUCATION COURSES OFFERED			Public Institutions	Independent Institutions	
Institutions reporting offering at least one developmental education course:			25	12	
<p style="text-align: center;">Institutions reported offering developmental education courses in these subject areas:</p>	Mathematics	25	12		
	Reading	17	0		
	Writing	22	11		
	English	3	0		
	College Success Skills	8	4		
	Other	6	2		

⁵ This refers to a *grade-level* score.

⁶ This refers to a *grade-level* score.

How do these courses affect student GPA and course calculations? ⁷	Used in GPA Calculations:	16	10
	Count towards any course or residential requirements:	14	9
	Credit-bearing:	21	8
	Count towards a degree:	7	8
	Any other affects or impacts:	23	11
SUPPORTS & SERVICES		Public Institutions	Independent Institutions
Institutions who reported ANY supports or services offered for students enrolled in developmental education courses:		26	13
 <p>What if any additional supports or supplemental services are available for students enrolled in developmental education courses?</p>	Tutoring / Mentoring	26	13
	Advising / Counseling	22	13
	Labs / Workshops	20	8
	Student Success Courses	19	11
	Student Success Coaches	14	9
	Other / Miscellaneous.	18	9
PROGRAMS		Public Institutions	Independent Institutions
Institutions who reported ANY developmental education program(s) in place:		22	10
 <p>Please describe the developmental education program(s) in which your institution participates and/or has in place.</p>	Early Assessment	7	0
	Dual Enrollment	9	3
	Summer Bridge	11	0
	Remedial Courses with Supplemental Services	11	5
	Integrated Instruction	5	1

⁷ If any developmental courses met these criteria, the institution was included in the calculation. Some institutions had certain course that met the criteria while certain other courses did not. This is broken out in the institutional charts later in this report.

	Modularized Courses	9	1
	Accelerated Learning Models . . .	9	0
	Learning Communities	6	0 ⁸
	Technologically-Enhanced Programs or Software	16	4
	Other.	16	6
DATA		Public Institutions	Independent Institutions
Does your institution have any data you would be willing to share regarding how successful your institution’s developmental education program(s), course(s), and/or practice(s) have been?		YES: 15	YES: 3
DEFINING DEVELOPMENTAL EDUCATION		Public Institutions	Independent Institutions
Institutions who offered a different definition than the one utilized in the survey: ⁹		7	0
BEST PRACTICES		Public Institutions	Independent Institutions
Those institutions who provided a list of best practices when asked to do so “if [their] institution currently defines and/or utilizes ‘best practices’ in developmental education”		18 ¹⁰	2
REFERENCES IN BEST PRACTICES		Public Institutions	Independent Institutions
Those institutions, after providing a list of best practices, who also answered the request to “please provide 2 or 3 pertinent references to research studies and/or literature used to identify those practices as ‘best practices’ in developmental education.”		16	2

⁸ One institution will begin offering this in Fall of 2013.

⁹ The definition of developmental education provided on the survey was: “*Programs, courses, etc. designed to help students develop the skills necessary for them to be successful in entry-level credit-bearing college courses that would count towards a degree.*”

¹⁰ One of these institutions did not provide a list but simply said “I’m not certain what qualifies as ‘best practice.’ Most of what we do is typical of many other institutions.”

Two most frequent responses to the request for pertinent references used to identify best practices and number of institutions that referenced them:		
Boylan, Hunter. (2002). <i>What Works: A Guide to Research-Based Best Practices in Developmental Education</i> .	6 ¹¹	0
Clark-Thayer, Susan & Cole, Lisa. (2009). <i>NADE Self-Evaluation Guides/Best Practice in Academic Support Programs</i> . 2 nd Edition. Clearwater, FL: H&H Publishing.	3	0

¹¹ Three additional public institutions referenced Hunter Boylan's publications, but not this particular one.

AGENDA ITEM SUMMARY

AGENDA ITEM

2012 Dual Credit Summary Report
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

Missouri statutes allow public high schools to offer college-level courses to high school students in cooperation with public and private colleges and universities. The Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses have established quality standards and expectations with which all Missouri institutions offering dual credit programs are expected to comply. This agenda item reports on institutional compliance with the board's policies.

SUMMARY

In November 2012, the Missouri Department of Higher Education distributed to all Missouri institutions of higher education an online Dual Credit Questionnaire and Spreadsheet for AY 2011–2012 school year to assess the institutions' compliance with CBHE policy.

Based on the data and information provided by the institutions, the MDHE concluded that all thirty-eight institutions offering dual credit programs and completing the survey are complying with the major policy indicators. The Summary Report is included as Attachment A, while the full report is available on the MDHE website.

STATUTORY REFERENCE

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board
Section 167.223, RSMo, public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the 2012 Dual Credit Survey Summary Report and direct the Commissioner of Higher Education to provide an updated list of dual credit programs that are in compliance with the dual credit policy to the Department of Elementary and Secondary Education and other interested constituents.

ATTACHMENTS

2012 Dual Credit Survey Summary Report

2012 Dual Credit Survey Summary Report

Missouri Department of Higher Education

• September 2013 •



Executive Summary

Missouri statutes allow public high schools to offer college-level courses to high school students in cooperation with public and private colleges and universities. The Coordinating Board for Higher Education’s Dual Credit Policy and Principles of Good Practice for Dual Credit Courses have established quality standards and expectations with which all Missouri institutions offering dual credit programs are expected to comply.

In November 2012, the Missouri Department of Higher Education distributed its online Dual Credit Questionnaire for AY 2011–2012 year to all Missouri institutions of higher education to assess the level of institutions’ compliance with MDHE’s Dual Credit Policy. MDHE also sought to compare institutional reporting with the 2008 and 2011 surveys.

Based on the data and information provided by the institutions, the MDHE concluded that all thirty-eight institutions offering dual credit programs and completing the survey are complying with the major policy indicators:

Table 1: 2011 Dual Credit Respondents Offering Dual Credit	
Public Institutions	Independent Institutions
Crowder College	Central Methodist University
East Central College	Drury University
Jefferson College	Hannibal-LaGrange University
Lincoln University	Lindenwood University
Linn State Technical College	Maryville University
Metropolitan Community College	Missouri Baptist University
Mineral Area College	Missouri Valley College
Missouri Southern State University	Park University
Missouri State University	Rockhurst University
Missouri State University-West Plains	St. Louis University
Missouri Western State University	Southwest Baptist University
Moberly Area Community College	Stephens College
North Central Missouri College	Wentworth Military Academy
Northwest Missouri State University	Westminster College
Ozarks Technical Community College	William Jewell
Saint Louis Community Colleges	
Southeast Missouri State University	
State Fair Community College	
Three Rivers Community College	
Truman State University	
University of Central Missouri	
University of Missouri-Kansas City	
University of Missouri-St. Louis	

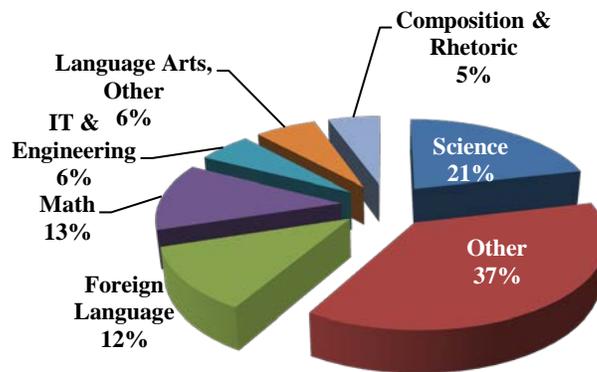
Cumulative Summary Charts and Tables

Pie Charts

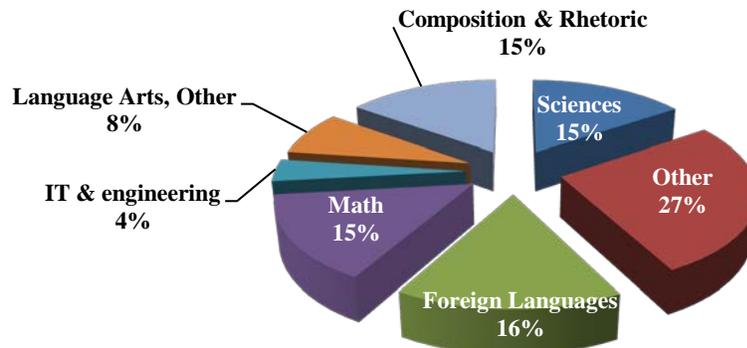
The pie charts below represent seven content categories and total classes offered across institutions presented as percentages. The content categories – except for Other and Language Arts, Other – represent those courses that are considered to be either shortage areas and those areas historically noted as academic gaps among students in college and career readiness, and represent those needs of students across Missouri. The seven content Categories are broken into: the Sciences (includes health science), Other (history, fine arts, psychology, etc.), Foreign Languages, Mathematics, Information, Technology & Engineering (includes the computer sciences), Language Arts Other (poetry, creative writing, literature, etc.), and Composition and Rhetoric. The pie graphs below present the seven content categories as percentage of courses offered as well as the percentage of courses taken by students in the content categories.

The seven content Categories

Percentage of Courses between the 7 Content Categories across Institutions



Percentage of Offered Classes among the 7 content Categories Across Institutions



Cumulative Summary of Dual Credit Programs in Missouri 38 Institutions Reporting

PROGRAM STATISTICS	
Number of unduplicated dual credit courses offered/Number of duplicated courses offered	997/4,160
Total number of students in DC courses / Total enrolled for dual credit for AY 2011-2012	58,173 / 54,933
Total number of student credit hours earned through dual credit programs for AY 2011-2012	173,210
Total number of dual credit instructors across all courses (unduplicated headcount)	2,158
Total number of mixed classes (classes with both dual credit enrolled and non-dual credit enrolled students)	700
Total number of high schools offering dual credit to their students	780
Total number of students receiving dual credit / Total number of students enrolled for dual credit	54,713/ 54,933

Policy compliance based on self-reported responses to the 2012 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	35	3	0	

PROGRAM STRUCTURE and ADMINISTRATION

Does the institution faculty monitor the following?	Syllabus	38	0	0	
	Textbook	38	0	0	
	Teaching Methodology	34	4	0	
	Student Assessment Strategies	37	1	0	
	Does the institution have established cut-off dates for registration?	38	0	0	
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	35	1	2		
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	35	3	0		
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	37	1	0		
Does the institution ensure that course content is comparable to that of the equivalent on-campus courses with the same titles?	38	0	0		
Does the institution ensure that course requirements are comparable to that of the equivalent on-campus courses with the same titles?	38	0	0		

FACULTY QUALIFICATIONS and SUPPORT

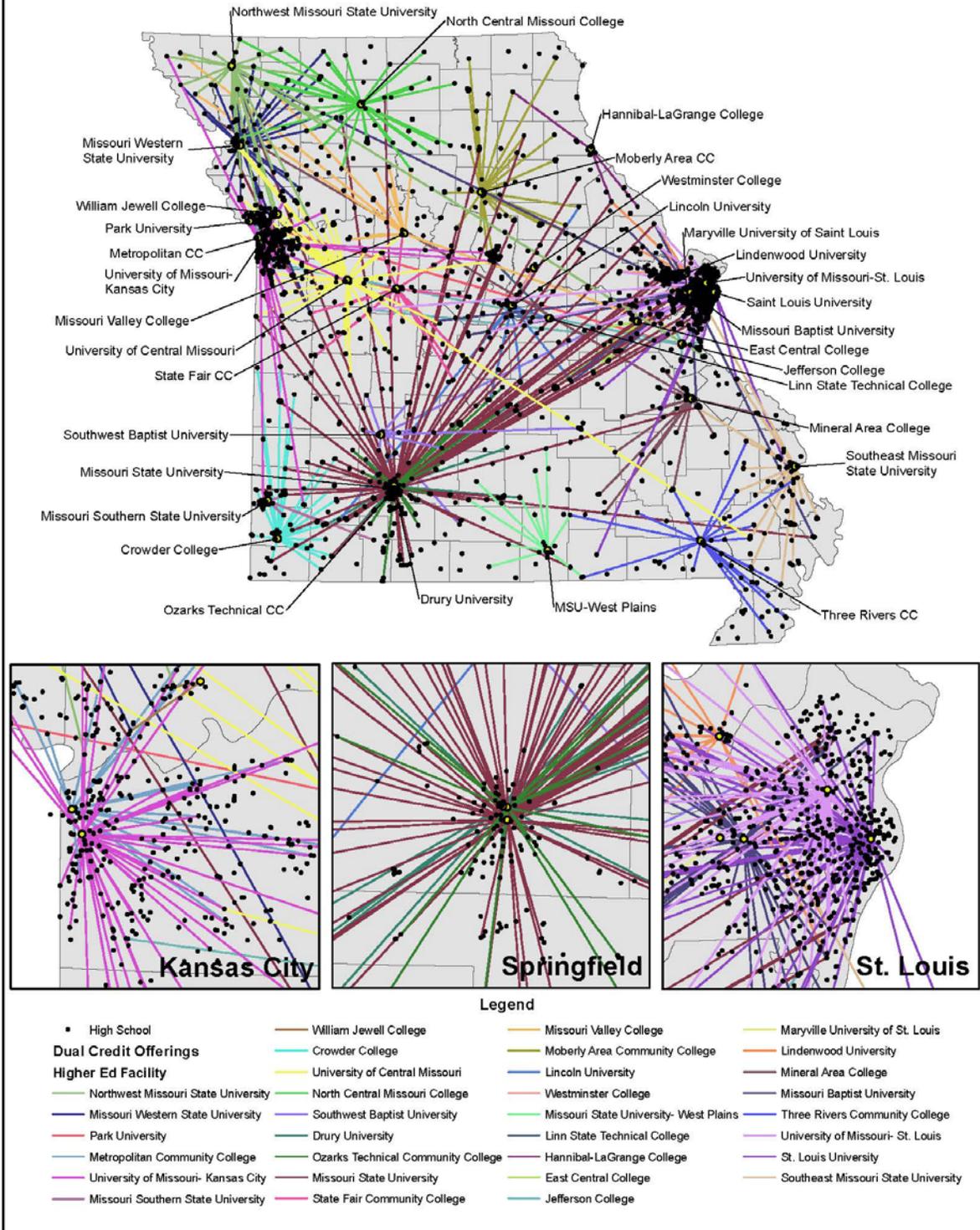
Are dual credit instructors evaluated according to the college's evaluation policies for other part-time adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department?	36	2	0		
What support services does the institution provide?	Feedback	37	1	0	
	liaison	37	1	0	
	Site visits	36	2	0	
	Professional Development	32	6	0	
	Orientation	35	3	0	

ASSESSMENT of STUDENT PERFORMANCE

Are the institution's grading standards for dual credit students the same as on-campus standards?	38	0	0	
TRANSFERABILITY of CREDIT				
Do you assess, document, and transcript student achievement in each course?	37	1	0	
Does your institution provide transcripts to dual credit students for coursework completed?	38	0	0	

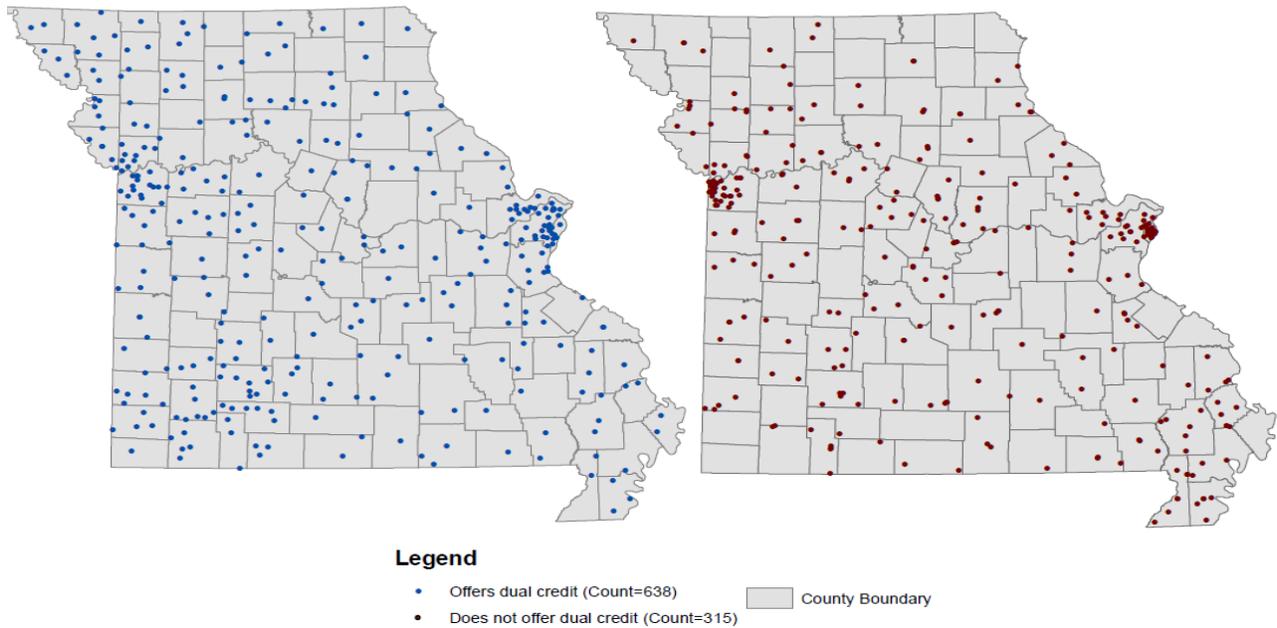
The map below reveals that while the distances and connections that the institutions of higher education have with area as well as more distant high schools. While there is great concentration of dual credit programs in some areas there are also areas that have very few opportunities for dual credit programs. Given the importance of dual credit for students, finding ways to meet this need could be a priority among the institutions of higher education, especially in the area of innovative delivery methods, collaboration among institutions, and creative means of providing professional development and mentoring.

Missouri Higher Education Dual Credit Offerings



The following two maps depict the high schools with dual credit programs across Missouri (public high schools only) and the high schools without dual credit programs to best see pockets of non-dual credit areas versus the concentration areas of dual credit programs. By the maps it is possible to see that seven counties have no high schools with a dual credit program and that eight counties with only one high school offering dual credit programs also have two or more high schools unable to offer dual credit programs to their students. Again, the need for all high schools to be able to provide early college experiences to their students makes it important to study and review the dual credit policy and how the policy could best enable institutions of higher education and the high schools to provide dual credit opportunities to their students.

Dual Credit at Missouri Public High Schools



Introduction

Over the past few decades, many states have promoted student access to college by increasing accelerated learning opportunities and developing partnerships among high schools, postsecondary institutions and the workforce. Recently, President Obama challenged institutions to return the United States to its position of having the highest proportion of college graduates by 2020. Higher education administrators are redoubling efforts to identify gaps in college preparation and readiness, with recent emphasis being placed on the need for stronger connections between secondary and postsecondary curricula, missions and systems.

One strategy many states, including Missouri, have used in pursuit of these goals is to offer “early college” programs which enable high school students to simultaneously receive both high school and college-level course credit. Early college programs have tremendous potential to improve educational attainment because they enrich and extend the high school curriculum, offer students access to introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Current research indicates that early-college programs increase college-going rates, especially among first-generation college students. Early college programs have the potential to save money for students and their families, the state and taxpayers. These programs also contribute to increased efficiency in moving students through the educational pipeline.

Early college programs also have been shown to be effective in reaching at-risk students and helping them to keep their academic careers on track. The research indicates that students who lack the skills to succeed in a college-level curriculum in one discipline may be capable of succeeding in another. The research further suggests that providing students with early college experiences has a salutary effect on educational persistence and reduces high school dropout rates.

Dual credit is one example of an early college program, and is the most common early college experience in Missouri. Dual credit programs, which Missouri colleges and universities have been offering for nearly two decades, meet a variety of objectives in a cost-efficient manner. By increasing the academic rigor of courses offered in high school, dual credit programs immerse students in a challenging setting while they also earn college credit. In addition to facilitating a more seamless transition into college for students, dual credit programs benefit institutions by developing partnerships to integrate standards for quality programs, as well as to share data and costs.

Section 167.223, RSMo authorizes public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, to offer postsecondary course options to high school juniors and seniors. The statute was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores. The Coordinating Board for Higher Education approved a statewide Dual Credit Policy in 1992 and revised the policy in 1999 and 2009. (See Appendix A) The CBHE also approved Principles of Good Practice for Dual Credit Courses in 1999. (See Appendix B)

The Missouri Department of Higher Education (MDHE) is responsible for collecting data and reporting on the quality of dual credit programs. The Dual Credit Policy requires each institution

to provide evidence that it has implemented the policy guidelines for the delivery of dual credit programs offered in high schools. The chief academic officer of each institution offering dual credit courses is responsible for assuring institutional compliance with the policy guidelines for *Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance and Transferability and Credit*.

As dual credit is a cooperative effort between secondary schools and postsecondary institutions, the CBHE is required to provide annually an updated list of dual credit programs that are in compliance with the policy to the Department of Elementary and Secondary Education (DESE) and other interested constituents. Additionally, all institutions—public and private—offering dual credit courses are required to report annually to the CBHE the number of sections offered, the number of students enrolled (duplicated headcount) per high school, and summary data on the performance of dual credit students, to name a few. In 2008 and 2011 the MDHE conducted a comprehensive review of dual credit programs, and then in 2011 the MDHE initiated an annual review of dual credit programs.

The Committee on Transfer and Articulation in conjunction with the MDHE review the dual policy approximately every three years and revise the policy as necessary. The last revision occurred in 2009. Since then, the expansion of technology in providing coursework, mentoring and oversight, simulated experiences and learning support for students has created a mix of course delivery methods which have made it necessary to review dual credit policy definitions, guiding principles, and best practices. In addition, institutions offering high school students the opportunity to earn associate degrees while still in high school have made it necessary to take a fresh look at the purposes for dual credit.

As with the dual credit reports in 2008 and 2011 the difficulty faced by high schools in rural areas to meet the dual credit policy on teacher quality remains. The use of technology to deliver coursework and the use of teams consisting of doctoral candidates to provide feedback to high school teachers, and to mentor them is one area of policy to consider.

In 2011, the MDHE made eight recommendations for improving the quality of dual credit in Missouri. An update on their implementation is listed below.

Update on the 2011 recommendations

1. **Improve depth of compliance.** The 2012 survey did reveal a greater depth of compliance across institutions. As before, several institutions fell short of full compliance with some of the important policy guidelines, particularly in the area of Faculty Qualifications and Support. Most institutions reported progress and/or processes in which they are currently engaged to strengthen professional development and mentoring of instructors.
2. **Seek NACEP accreditation.** The MDHE and the Committee on Transfer and Articulation strongly encouraged all institutions to seek and obtain NACEP accreditation. To that end, the MDHE hosted a NACEP workshop in March 2013 for all institutions of higher education to provide a venue for institutions to learn about

NACEP accreditation and to have the opportunity ask questions and have concerns addressed. Previously 8 institutions had indicated that they were either NACEP accredited or working towards accreditation. At the 2013 workshop, several more institutions verbalized their intent to seek NACEP accreditation or indicated interest in pursuing NACEP accreditation.

3. **Review policy in context of early college programs.** A review of the policy is expected to be completed with recommendations for approval and/or revision by the CBHE by June 2014. The process will be determined by the new Council of Chief Academic Officers and is expected to include representatives from the 2- and 4-year public and independent institutions and will address the need to update definitions within the policy, areas of concern within the policy (i.e. delivery platforms, distance from host institution, use of technology, etc.), current educational contexts, as well as the development of a data collection instrument.
4. **Address recurring concerns.** Over the past year-and-a-half the MDHE has worked with institutions to address issues of policy compliance and teacher quality concerns. MDHE will continue to monitor and address these concerns as they are brought to the MDHE.
5. **Develop instrument for annual reporting.** In light of the impending policy review and possible revisions, the development of instruments for the annual reporting has been put on hold and will be a part of the discussion within the policy review.
6. **Make out-of-state institutions accountable.** This area will be addressed in the upcoming policy review and revision.

2012 Dual Credit Survey: Methodology

MDHE staff originally worked with representatives of the Committee on Transfer and Articulation (COTA) and its advisory council (COTA-AC) to develop a comprehensive, mixed-method survey based on the CBHE Dual Credit Policy and Principles of Good Practice, as well as selected quality measures used by the National Alliance for Concurrent Enrollment Partnerships (NACEP). The survey was reviewed and revised in 2011 by a Dual Credit workgroup representing two-year and four-year public and independent institutions. The survey questions were simplified and reduced from 56 to 20 while an Excel spreadsheet for quantitative data was added. MDHE electronically distributed both the 20-question survey and the Excel spreadsheet in November of 2012 to 53 public and independent institutions. Thirty-eight institutions completed the survey, 34 completed the spreadsheet and fifteen institutions do not offer dual credit programs and did not complete the survey. The MDHE shared this report with the chief academic officer of each institution that offers dual credit to review for accuracy and to provide comment. Members of COTA also reviewed and commented on the draft. Staff made corrections as needed and incorporated comments provided by the chief academic officers and COTA where appropriate.

The survey was distributed electronically to 53 public and independent two-year and four-year institutions (Tables 1 & 2). The 20-question survey elicited qualitative responses and the Excel

spreadsheet gathered quantitative responses. As it was an electronic survey, the instrument enabled MDHE to collect additional data and to compile it in a much simpler format than previous survey methods have allowed. It also enabled the survey to be tailored to each institution by providing additional questions to clarify certain responses to previous questions.

Metropolitan Community College (MCC) and St. Louis Community College (SLCC) each provided a single response that encompassed all the campuses in their respective systems. The MDHE surveyed each campus of the University of Missouri System separately.

MDHE staff analyzed the completed questionnaire to provide a description of dual credit programs across Missouri as well as to measure institutional compliance with the Dual Credit Policy and the Principles of Good Practice for Dual Credit Courses.

Questionnaire Results

In all, 38 institutions provided complete responses to the survey. Fifteen institutions reported they did not offer dual credit or opted out. All 33 public and independent institutions that had previously reported compliance in with Dual Credit Policy Guidelines in the 2010 – 2011 data collection, responded to the 2011 – 2012 Dual Credit Survey. Tables 1 through 3 delineate the breakdown in responses received:

Table 1: 2011 Dual Credit Respondents Offering Dual Credit	
Public Institutions	Independent Institutions
Crowder College	Central Methodist University
East Central College	Drury University
Jefferson College	Hannibal-LaGrange University
Lincoln University	Lindenwood University
Linn State Technical College	Maryville University
Metropolitan Community College	Missouri Baptist University
Mineral Area College	Missouri Valley College
Missouri Southern State University	Park University
Missouri State University	Rockhurst University
Missouri State University-West Plains	St. Louis University
Missouri Western State University	Southwest Baptist University
Moberly Area Community College	Stephens College
North Central Missouri College	Wentworth Military Academy
Northwest Missouri State University	Westminster College
Ozarks Technical Community College	William Jewell
Saint Louis Community Colleges	
Southeast Missouri State University	
State Fair Community College	
Three Rivers Community College	
Truman State University	
University of Central Missouri	
University of Missouri-Kansas City	
University of Missouri-St. Louis	

The above institutions were found to be in compliance with the Department of Higher Education’s Dual Credit Policy.

Table 3: Institutions reporting new dual credit and hybrid programs during 2012-2013 school year and start-up in 2013 - 2014 school year	
Public Institutions	
St. Louis Community College	
Truman State University	

St. Louis Community College, above, has created a new dual credit program to be launched during the fall of 2013. Their responses to the survey clearly indicated that they have structured their program to be compliant with MDHE’s Dual Credit Policy.

Truman State University has piloted several programs during the 2012-2013 school year that do not easily fall into any one college credit category as defined by MDHE (i.e. dual enrollment, dual credit, early college, etc.). In other words, Truman’s dual credit programs are better viewed as hybrids, containing the best of several methods of providing college credit for advanced students. Through discussions with the Truman Dual Credit Director as well as a review of Truman’s responses on the Dual Credit Survey, it was determined that these programs closely follow MDHE policy as far as best practices are concerned. MDHE recommends that they be designated compliant until their programs can be reevaluated, their type determined and defined in collaboration with the Department of Elementary and Secondary Education.

Table 2: Institutions That Do Not Offer Dual Credit	
Public Institutions	Independent Institutions
Harris-Stowe State University	Avila University
Missouri University of Science & Technology	College of the Ozarks
St. Charles Community College	Columbia College
University of Missouri-Columbia	Cottey College
	Culver Stockton College
	Evangel University
	Fontbonne University
	Washington University
	Webster University
	William Woods University

The above institutions do not offer dual credit programs and are neither in nor out of compliance to the Department of Higher Education’s Dual Credit Policy.

The institutions reported that 54,993 students were enrolled in dual credit courses during the 2011-2012 academic year. Students enrolled in dual credit programs earned an average of 3.17 credit hours. The institutions employed 2,157 dual credit instructors for 969 courses.

Based on the data and information provided by the institutions, the MDHE concluded that all 38 institutions are complying with the major policy indicators. Several institutions did not meet each of the sub-units of the indicators, which were scattered across the spectrum of quality indicators.

The lack of compliance by an institution in one or more of these sub-units does not, in our view, detract significantly from the overall quality of the institution's dual credit offerings.

Student Eligibility

GPA Requirements

Thirty-five institutions reported that all students enrolled in dual credit met the 3.0 GPA minimum for eligibility, while the three institutions reporting non-compliance reported extenuating circumstances and provided adequate justification for doing so. For, instance, MBU reports that 99 percent of their dual credit students meet the policy minimum of 3.0. "Each semester, MBU allows up to 1 percent of the program's total enrollment for that semester to be students whose GPAs fall between 2.9 and 2.999. Those asking for the exception must include a letter from their counselor and/or principal stating the reason for the requested exception. The program director reads the requests and determines which students have a combination of the most valid requests and GPAs within the exception range." All policy exceptions fell within COTA's recommendations for policy compliance and were documented with materials submitted to the MDHE.

Admission and Competency Assessment

Institutions are expected to hold dual credit students to the same requirements for admission to individual courses as those expected of on-campus students. All but two institutions reported that they ensure that all dual credit students meet the same requirements for admission to individual courses as required of on-campus students. Of the two not using the exact same requirements, one provided adequate justification, "admission requirements include completion of a college prep sequence in high school. This requirement is not feasible for a dual-credit student, thus, admission for dual credit students is made on an individual basis and includes instructor's consent."

Program Structure and Administration

All institutions reported they had established cutoff dates for registration. Thirty-seven institutions provided students with an access to a continuum of student and academic support similar to that of college students such as: library access and resources, tutoring, learning centers, student portals, student identification cards, disability support services, on-campus writing and math labs, and email. The one institution that did not provide similar support provided this rationale, "All of our dual-credit classes are taught at nearby high schools by full-time teachers at those high schools. Face-to-face access to these instructors is available on a daily basis. The courses for which we offer dual credit are introductory in nature, and library resources at the high schools are sufficient."

Student Rights and Responsibilities

All thirty-eight reporting institutions provided secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students.

Instructor Support

Thirty-seven reporting institutions provided an assigned liaison from the appropriate academic unit of the college for high school faculty teaching dual credit courses. Institutions reported that

their faculty and liaison approved and/or monitored high school dual credit instructors in the following areas:

Table 3: Support Provided to Dual Credit Instructors by Institutional Liaison		
Type of support	Number of “Yes” responses	Percentage of all responses
Instructor Approval	34	89 percent
Syllabus	38	100 percent
Textbook	38	100 percent
Teaching Methodology	34	89 percent
Student Assessment Strategies	37	97 percent
Instructor Evaluation	36	95 percent
On-Site Supervision	36	95 percent
Other	8	21 percent

Institutions used the “other” selection to more fully describe one of the previous selections or to inform of plans to address areas in which they were not compliant. For instance, three institutions noted, “We are in the process of developing a plan to bring together secondary and post secondary instructors for professional development hopefully to be completed in the Fall of 2013,” “We are in the process of developing a structure to provide site visits to dual credit instructors starting Fall 2013,” and “We are working on ways to provide professional development opportunities.” Other institutions provided specific information about the previous items, “Site visits for enrollment, observation and evaluations,” “Access and training for learning management system to enhance dual credit course,” “In some disciplines work is done on calibrating the scoring levels for writing and essays,” “Some departments rely on liaison to mentor high school faculty. Others provide formal workshops up to one week in length,” and “Given the size of our program, we provide one-on-one support services with plans to expand these as we increase our dual credit offerings.”

Faculty Qualifications and Support

Qualifications

Sixteen institutions reported that 100 percent of their dual credit instructors had a master’s degree that included a minimum of 18 semester hours in the academic field in which they were teaching – two institutions reported that 95 percent of their dual credit instructors met the qualifications and ten institutions reported that 90 percent of their instructors met dual credit policy qualifications. In all, 90 percent of 28 institutions’ dual credit instructors had a master’s degree that included a minimum of 18 semester hours in the academic field in which they were teaching. One institution reported, “We have a few dual credit faculty that have a master’s degree and substantial study, but not 18 semester hours of in the field, typically 12-15. They have a plan to complete the hours within a specified time.” Another institution came close to meeting requirements at 89 percent, “89 percent based on audit of credential files conducted in 2012.”

Assessment of Student Performance

Institutions are expected to hold dual credit students to the same standards and methods of assessments as those expected of students in an on-campus section of the same course. All

institutions reported that their grading standards for dual credit students were the same as on-campus standards.

NACEP Accreditation

During the 2010 – 2011 data collection, three institutions reported accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP): the University of Missouri-St. Louis, Missouri Baptist University and the University of Missouri-Kansas City. Of the 28 who were not NACEP accredited, five institutions reported working towards NACEP accreditation: Missouri Western State University, Central Methodist University, University of Central Missouri, Southeast Missouri State University and St. Louis University.

Table 5: National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation	
NACEP Accredited	Seeking NACEP Accreditation
Missouri Baptist University	Central Methodist University
University of Missouri-Kansas City	Missouri Western State University
University of Missouri-St. Louis	St. Louis University
	Southeast Missouri State University
	University of Central Missouri
	Moberly Area Community College

Previously, twenty-five institutions indicated that they were not seeking accreditation and 10 provided statements outlining their reasons for not seeking accreditation. Those reasons included the cost in time and resources, lack of knowledge of an accrediting agency and the perception that accreditation is unnecessary. The MDHE and COTA strongly recommend that all institutions offering dual credit seek and obtain NACEP accreditation.

During the 2011 – 2012 data collection period, the MDHE did not collect data on NACEP accreditation. However, in March 2013 the MDHE in collaboration with NACEP hosted a workshop for institutions interested in NACEP accreditation. The work shop attracted representatives from 25 institutions and several more institutions voiced intentions to seek NACEP accreditation.

Official Transcript

All reporting institutions provide an official transcript of dual credit students’ grades. One of these will provide at the request of the student, but does not do so automatically.

Persistent Issues in 2008, 2011, and 2012 Dual Credit Surveys

Shortage of Qualified Instructors and Access in Low-Income Regions

By and large, faculty development and the inability to find or replace qualified teachers to instruct dual credit courses continues to be the most significant barrier for all institution types since the 2008 report. In addition to finding qualified instructors in rural regions, respondents from the 2011 survey (particularly public two-year institutions) emphasized challenges related to serving low-income students’ needs in terms of access to computers and parents’ ability to pay for courses.

While some rural areas used online instruction as an alternative, the lack of funding combined with finding teachers with a master’s degree in the focus area, created obstacles. Currently, there

is an expanding number of postsecondary institutions forming collaborative partnerships to offer webinars and other online instructional formats while sharing resources, lab and library access. One institution has piloted several dual credit programs that utilize competency-based computer programs, teaching teams from the host institution to mentor, help teach and provide appropriate student assessments. A closer examination of their strategies would prove an invaluable resource for addressing barriers in access to dual credit instructors, courses and strategies. Many online resources (Blackboard, email and training modules) have already supplemented the face-to-face workshops and orienting activities; therefore, these formats would be cost-effective ways to network within and between institutions.

Summary table: All institutions					
Institution	Number of dual credit courses offered	Total students enrolled in dual credit (duplicated headcount) for AY 2010-2011	Total student credit hours earned through dual credit programs for AY 2011-2012	Total dual credit instructors across all courses (unduplicated headcount)	Average credit hours earned per student
Central Methodist University	NP	NP	NP	NP	NP
Crowder College	31	1,950	6,290	70	3.22
Drury University	40	2,344	7,331	76	3.13
East Central College	20	912	2,755	23	3.02
Hannibal-LaGrange University	13	101	311	14	3.08
Jefferson College	11	882	2,892	32	3.28
Lincoln University	26	1,224	4,117	35	3.36
Lindenwood University	25	890	2,723	NP	3.06
Linn State Technical College	1	81	243	2	3.00
Maryville University of Saint Louis	4	105	315	1	3.00
Metropolitan Community College	48	3,096	9,778	73	3.16
Mineral Area College	50	1,279	3,877	40	3.03
Missouri Baptist University	48	4,273	12,228	136	2.86
Missouri Southern State University	17	397	1,248	16	3.14
Missouri State University	121	3,774	11,532	230	3.06
Missouri State University-West Plains	10	293	1,009	31	3.44
Missouri Valley College	21	650	1,875	29	2.88
Missouri Western State University	61	1,030	3,639	45	3.53
Moberly Area Community College	40	1,528	4,880	66	3.19
North Central Missouri College	22	1,019	3,133	47	3.07
Northwest Missouri State University	25	687	2,118	49	3.08
Ozarks Community College	25	178	553	24	3.11
Park University	6	192	576	2	3.00
Rockhurst University	25	1,161	3,483	32	3.00
St. Louis University	59	12,601	38,135	395	3.03
Southeast Missouri State University	36	1,349	3,822	62	2.83
Southwest Baptist University	19	696	2,178	28	3.13
State Fair Community College	35	940	2,814	45	2.99
Stephens College	2	19	57	1	3.00
Three Rivers Community College	16	933	2,990	36	3.20
University of Central Missouri	53	1,403	3,873	98	2.76
University of Missouri-Kansas City	26	2,395	7,865	92	3.28
University of Missouri-St. Louis	56	6,585	24,481	324	3.72
Wentworth Military Academy	NP	NP	NP	NP	NP
Westminster College	1	6	30	1	5.00
William Jewell College	4	20	60	3	3.00
Statewide totals	947	54,993	173,210	2,22	3.17

Dual Credit by Sector					
Sector	Number of dual credit courses offered	Total number of students enrolled in dual credit (duplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)	Average credit hours earned per student
Two-year public	309	13,109	41,213	489	3.14
Four-year public	421	18844	62,695	951	3.20
Independent	267	23,058	69,302	718	3.17
Total	969	55,011	173,210	2,158	3.18

Sector Share of Dual Credit Programs				
Sector	Number of dual credit courses offered	Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)
Two-year public	31.88 percent	23.89 percent	23.79 percent	22.65 percent
Four-year public	43.44 percent	34.25 percent	36.19 percent	44.06 percent
Independent	27.55 percent	41.91 percent	40.01 percent	33.27 percent

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

All program actions that have occurred since the June 10, 2013, 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 173.619, RSMo, Regulation of Proprietary Schools.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

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

Certificates of Approval Issued (Authorization for Instructional Delivery)

Greenville College
St. Louis, Missouri

This not-for-profit institution based in Greenville, Illinois, offers students the opportunity to complete a Bachelor of Science in Organizational Leadership through the school's GOAL program (Greenville Opportunities for Adult Learning). The purpose of this program is to allow "working adults an opportunity to complete their undergraduate education in a learner-centered, accelerated format." This school is accredited by the Higher Learning Commission (NC).

Midwest Dental Assisting Academy
St. Joseph, Missouri

This private, for-profit school offers a nondegree program in dental assisting. The mission of the school is to prepare students for careers as dental assistants helping people improve their dental health. This school is not accredited.

Western Governors University-Missouri
Clayton, Missouri

This private, not-for-profit institution, based in Salt Lake City, Utah, has established a physical site in Missouri as the base for its Missouri-branded operations. The institution offers online bachelors and master's degrees in education, business, information technology, and healthcare related fields. Progression through an instructional program is determined by demonstrating competency in subject areas through carefully designed assessments, including objective exams, research papers, assignments, projects, and essays. The mission of the school is to expand access to affordable higher education for Missouri residents through online, competency-based degree programs that address key workforce needs. This school is accredited by the Northwest Commission on Colleges and Universities (NW).

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

BRP Training Division, LLC
Kansas City, Missouri

This private, for-profit school is seeking to offer a nondegree program in customer service. The mission of the school is to provide individuals with necessary skills to increase performance in the workplace. This school is not accredited.

Made Whole Health Technology Services, Inc.
St. Louis, Missouri

This private, for-profit school proposes to offer nondegree programs in nurse assisting, medication technician, phlebotomy technician, and medication aide training. The mission of the school is to offer training in the healthcare field to meet the demand for skilled allied healthcare workers. This school is not accredited.

Midwest Dental Assistants School
Missouri location to be determined

This private, for-profit school, based in Omaha, Nebraska, proposes to offer nondegree programs in dental assisting and dental office administration. The mission of the school is to provide students with training in a state-of-the-art dental office with the latest in modern dental technology so that graduates may find employment as entry-level dental assistants. This school is not accredited.

Optima Institute
Union, Missouri

This private, not-for-profit school is seeking certification to offer a nondegree program in dental assisting. The mission of the school is to train students who will have the confidence and competence to successfully work as entry-level dental assistants. This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

American University of the Caribbean School of Medicine
St. Maarten

This private, for-profit medical school, which is owned and operated by DeVry, Inc., proposes to recruit Missouri students for the doctor of medicine program. The mission of the school is to provide a medical education for qualified students and to develop physicians with a lifelong commitment to patient-centered research, public health and community service. This medical school is accredited by the Accreditation Commission on Colleges of Medicine (ACCM). The United States Department of Education, through its National Committee on Foreign Medical Education and Accreditation, determined that the accreditation standards employed by ACCM are comparable with those used to

evaluate programs leading to the MD degree in the United States. As such, qualified students are eligible for federal student aid programs.

National American University-Kansas
Overland Park, Kansas

This for-profit institution seeks to recruit Missouri students for its Bachelor of Science in Nursing program. Students would initially enroll in a National American University campus located in Missouri then transfer to the Overland Park, Kansas location if accepted to the clinical core for the nursing program. The school is accredited by the Higher Learning Commission (NC), and the nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Exemptions Granted

None

Applications Denied

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Subcommittee of the Homeland Security Advisory Council Update
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

The Higher Education Subcommittee of the Homeland Security Advisory Council (HES-HSAC) was established in 2007, following the shootings on the campus of Virginia Tech University, to advise the Homeland Security Advisory Council on safety initiatives related to higher education in Missouri. The HES-HSAC provides a forum for college and university safety officials to discuss homeland security related issues to ensure that campus safety planning and preparation is pro-active and preventative. The efforts of this subcommittee are relevant and essential to the safety of students, faculty, staff and campus visitors at our institutions of higher education. This board item provides an update on the work of the HES-HSAC to help campuses plan for all types of hazards.

Current Events and Initiatives:

The HES-HSAC events:

Homeland Security Advisory Council (HSAC). On July 21, 2005, Executive Order 05-20 authorized the HSAC to review state and local security plans, grant funding requests and make recommendations for changes to better protect Missourians. On February 10, 2006, Executive Order 06-09 established HSAC as a permanent governing body. The Commissioner of MDHE serves on the HSAC representing higher education. In addition, the Commissioner chairs the HSAC-HES committee, which is a subcommittee for higher education.

Children and Youth in Disasters Statewide Planning Group: Is a subcommittee of the Access and Functional Needs Committee. Members of the group represent governmental, faith-based, not-for-profit and community organizations. The purpose of the group is to improve the coordination of efforts between organizations and agencies with responsibility to preserve the well-being of Missouri's children, learn more about the needs of children in disaster situations, review and apply the recommendations of the National Commission on Children and Disasters, share best practices for effectively supporting children and youth in disasters and develop a state-wide plan to improve Missouri's efforts to serve Missouri's children and youth during disasters. In addition, we participate on the Education sub-committee, which is represented by the Department of Elementary and Secondary Education (DESE), Center for Education Safety (CES) and the Department of Higher Education (DHE).

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State Mass Care Committee: We represent higher education on this committee. Topics include Web Emergency Operations Center (WebEOC), National Day of Preparedness, Mass Care Planning, Access and Functional Support Services Update, New Madrid Seismic Zone Earthquake Evacuation, Children and Youth in Disasters Subcommittee, updating the SEOP and reports from Missouri emergency response teams who were deployed to emergencies like Storm Sandy. The meetings are usually conducted at State Emergency Management Agency (SEMA).

State Risk Management Team: This committee met at the State Emergency Operations Center (SEOC). The topics were the State Hazard Mitigation Plan Update; the FEMA resource definitions for Incident Management, Search and Rescue and Mass Care; a report of the Spring Hydrologic Outlook by the National Weather Services; US Army Corps of Engineers' Missouri River Inundation Maps, Flood Plan Management Services RFPs, State Hazard Mitigation Plan Data from USACE and MFSMA Conference Session and Flood Plain Area Roundtable meetings.

State of Missouri Emergency Operations Plan (SEOP):

We updated our responsibilities in the SEOP. Key areas included Damage Assessment, Evacuation, Logistics and Resources, Sheltering, Health and Medical, Hazardous Materials, Disaster Recovery, and Continuity of Government. The primary role of MDHE in the SEOP is to provide a state-wide resource to identify the appropriate contacts at the post secondary public institutions during an emergency.

HES-HSAC: The committee meets quarterly. Lt. David Hall, Missouri Highway Patrol, presented an overview of the Fusion Centers in Missouri. A fusion center is an information sharing center that promotes sharing information at all levels of law enforcement. Darren Fullerton, VP of Student Affairs at Missouri Southern State University (MSSU), did a presentation that shared lessons during and after the tornado in Joplin MO. The members of the committee were so impressed that a sub-committee was developed to determine how best to share the MSSU information with all post secondary institution across Missouri. Joan Masters presented the resources that are available from Missouri Partners in Prevention, which strive to address mental health and emotional issues faced by that college students.

Conferences:

The 2013 Safe Schools & Colleges Conference will be held from October 1-3, 2013, at Tan Tar A Resort, Osage Beach, Missouri.

Conclusion

The Higher Education Subcommittee and the DHE staff continues to expand and update the Campus Security link at <http://www.dhe.mo.gov/campussecurity> as a resource to share vital information concerning the HES and best practices in emergency management for post secondary institutions. The HES will continue to serve as a catalyst for the collaboration of multiple stakeholders to foster a culture of preparedness and safety on Missouri campuses.

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STATUTORY REFERENCE

Governor's Executive Order 06-09

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Off-Campus Sites Update
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

The Coordinating Board for Higher Education has statutory responsibility to approve both the establishment of residence centers and the off-site delivery of existing programs, while also having the authority to monitor course delivery at instructional sites. (RSMo 173.005.2(4); 6 CSR 10-4.010; 6 CSR 10-6.020) Since 2008, federal regulation has increased the number of requirements accredited institutions must fulfill, including increased documentation from state governing agencies regarding institutional changes and the addition of new locations. In May 2013, the MDHE conducted a scan of its program inventory to identify all off-site programs and residence centers to align its records with those of the institutions. This agenda item reports on the progress of this effort.

Discussion

The MDHE in May conducted an intensive scan of its program inventory to identify all off-campus sites. Staff sent an inventory of each institution's off-site locations to the institution's chief academic officer for verification. The inventory is included as Attachment A.

Types of Off-Campus Locations Requiring CBHE Approval	
Residence Center	Administrative presence; courses offered each semester; can deliver either courses or programs approved at the main campus
Off-site delivery of existing program	Program-level instruction (program approved at the main campus)
External or Instructional Site	Course-level instruction, including dual credit; less than 50% of any program

As summarized in the table above, CBHE policy identifies three types of off-campus locations. A residence center is defined as a location separate from the main campus of a four-year institution or outside the taxing district of a two-year institution, and which has an on-site administrative presence and offers courses every semester. Not all of a program has to be offered at a particular site for it to be considered a residence center. A copy of MDHE criteria for the approval of residence sites may be found at <http://www.dhe.mo.gov/policies/residence-standards.php>

An off-site location (referred to in policy as "Off-Site Delivery of an Existing Program") is the delivery of a full program at a location other than the main campus. For two-year institutions, the main campus is defined as the institution's taxing district. When more than one-half of any academic program is offered off-campus, the CBHE must review and approve the institution's proposal for off-site delivery of an existing academic program.

An external or instructional site is defined as an off-campus location in which face-to-face instruction of programs or courses is delivered. This includes dual credit courses offered at high

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schools regardless of location. Additionally, Section 163.191.4 RSMo requires that community colleges offering courses or programs outside their taxing district must have prior approval from the CBHE. Prior approval is met when the following conditions exist:

- Credit courses delivered at external sites are posted on a World Wide Web Site using a common format for the state.
- Public institutions communicate openly with other public institutions when plans to deliver a course at an external site are at a location that has traditionally been considered to be within the service region of another public institution.
- Institutions openly share information with regional consortia as appropriate.
- Institutions resolve any differences regarding the appropriateness of course delivery at external sites.

In previous years, the MDHE did not strictly apply these policies, and the number of off-campus sites increased significantly. This was particularly evident as institutions sought to meet the increased demand for dual credit courses. Over time, questions were raised about the “legitimacy” of some sites for which there is no official record of the CBHE having approved them. This has resulted in frequent disagreements between institutions over the delivery of educational programs throughout the state. The CBHE announced in 2010 that henceforth all off-campus sites would be subject to a formal review and approval process.

The “legitimacy” of off-campus sites in existence prior to 2010 remained in question, thus the impetus for compiling an inventory of all off-campus sites. As it is impractical, not to mention unfair, to ask institutions to seek CBHE approval retroactively for off-campus sites, the MDHE holds that off-campus sites that have operated for many years have de facto approval by both the CBHE and the higher education community.

Summary

The inventory of off-campus locations is incomplete, as it does not include instructional sites. MDHE staff will work with institutions over the next several months to identify all instructional sites and seek additional information about residence centers and off-site locations. When completed, the inventory of off-campus sites will be used to align records and definitions, develop an accurate baseline for revising proposal guidelines, and to update the state’s program database.

STATUTORY REFERENCE

RSMo 173.005.2(4); 6 CSR 10-4.010; 6 CSR 10-6.020. Statutory requirements regarding CBHE authority to approve academic programs, including requirements for off-site locations.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Off-site Program and Residence Center Inventory Update

2013 Inventory of Off-campus Sites

Two-Year Institutions			
Institution	Off-campus site	Date program first offered	Approved and Recognized by CBHE as:
Crowder College			
	Moss Center-Nevada	1998	Off-campus site
	Watley Center-Cassville	2008	Off-campus site
	Webb City Center	2006	Off-campus site
	Lamar Career and Technical Center	2013	Residence center
	Scott Regional Technology Center	2013	Residence center
	Mt. Vernon Art and Recreation Center	2013	Residence center
	Carthage Technical Centers	2013	Residence center
East Central College			
	Four Rivers Career Center	1997	no record
	Rolla Technical Center	2001	no record
Jefferson College			
	Jefferson College--Arnold	2007	Satellite site
	Jefferson College--Imperial	2007	Satellite site
Linn State Technical College			
	Advanced Technology Center	1998	Off-site center
	Capital Region Medical Center	1998	Off-site center
	North Central Missouri College	2011	Off-site center
	Nichols Career Center	2012	Off-site center
	Three Rivers Community College	2011	Off-site center
Metropolitan Community College			
	Cass County	2012	Residence center
Mineral Area College			
	Perryville Higher Education Center	2005	Off-campus site
	Unitec Career Center	2005	Off-campus site
	Winona R-III (Teaching only)	2005	Off-campus site
	Fredericktown Campus Center	2007	Off-campus site
Missouri State University-West Plains			
	Mountain Grove Campus(Shannon Hall)	2003	Residence center

Moberly Area Community College			
	MACC-Hannibal Area Higher Education Center	1998	Residence center
	Macon Area Career & Technical Higher Education Center	1998	Off-campus site
	Advanced Technology Center	1999	Residence center
	MACC-Kirksville Higher Education Center	2000	Residence center
	MACC-Columbia Higher Education Center	2000	Residence center
	Jim Sears Northeast Technical Center	2004	Off-campus site
North Central Missouri College			
	Grand River Technical Center	1996	Off campus site
	Brookfield Area Career Center	1997	Off campus site
	North Central Career Center-Bethany	1997	Off campus site
	Northwest Technical School	1997	Off campus site
	Hillyard Technical Center	2008	Off campus site
	Barton Site	2011	Residence center
	Cameron High School (address change)	2012	Off campus site
Ozarks Technical Community College			
	Lebanon Education Center	1997	Residence center
	Waynesville Education Center	2007	Residence center
State Fair Community College			
	Stone Crest Mall	1986	Residence center
	Eldon Career Center	1996	Off-campus site
	Truman Regional Education Center	2012	Residence center
	Saline County Career Center	1996	Off-campus site
	Warrensburg Area Vocational School	1996	Off-campus site
	Whiteman AFB	1991	Residence center
	Carrollton Career Center	1996	Off-campus site
	Versailles Middle School	2008	Off-campus site
	Warsaw High School	2008	Off-campus site
	Boonslick Technical Education Center	2013	Residence center
	Johnson Controls LLC	2013	Residence center
	SFCC-Boonville	2012	Residence center
	Boonville Correctional Center	2011	Off-campus site
Three Rivers Community College			
	Alton High School	2003	Off-Campus Site

	Bernie High School	2005	Off-Campus Site
	Bloomfield High School	2000	Off-Campus Site
	Bismark High School	2011	Off-Campus Site
	Broseley High School	1984	Off-Campus Site
	Bunker High School	2003	Off-Campus Site
	Three Rivers Center at Campbell	2005	Residence Center
	Campbell High School	1988	Off-Campus Site
	Cape Girardeau -CGPHE	2010	Consortium/Partnership Residence Center
	Cape Central High School	2010	Off-Campus Site
	Charleston High School	1997	Off-Campus Site
	Southeast Correctional Center-Charleston	2003	Off-Campus Site
	Clarkton High School	2005	Off-Campus Site
	Caruthersville High School	2000	Off-Campus Site
	Three Rivers at Dexter	2011	Residence Center
	Dexter High School	1984	Off-Campus Site
	Doniphan High School	1984	Off-Campus Site
	Doniphan Area Voc Tech Sch	1991	Off-Campus Site
	Three Rivers Center at Doniphan	2000	Residence Center
	Three Rivers Center at Van Buren	2001	Residence Center
	Ellsinore High School	1984	Off-Campus Site
	Ellington High School	1984	Off-Campus Site
	Gideon High School	1984	Off-Campus Site
	Greenville High School	1984	Off-Campus Site
	Hayti High School	2000	Off-Campus Site
	Holcomb High School	2004	Off-Campus Site
	Three Rivers at Kennett	2005	Residence Center
	Kennett High School	2001	Off-Campus Site
	Kennett Area Voc-Tech	2001	Off-Campus Site
	Lesterville High School	2007	Off-Campus Site
	Three Rivers at Malden	2005	Residence Center
	Malden High School	1987	Off-Campus Site
	Marble Hill High School	2004	Off-Campus Site
	Mountain View High School	2012	Off-Campus Site
	Naylor High School	1984	Off-Campus Site
	Neelyville High School	2002	Off-Campus Site
	New Madrid High School	1999	Off-Campus Site
	North Pemiscot/Wardell High School	2000	Off-Campus Site
	Poplar Bluff High School	1995	Off-Campus Site

	Poplar Bluff Technical Career Ct	2010	Off-Campus Site
	Pemiscot County Vocational School	2000	Off-Campus Site
	Three Rivers Center at Piedmont	1984	Residence Center
	Three Rivers Center at Portageville	2005	Residence Center
	Portageville High School	1998	Off-Campus Site
	Patton High School	2004	Off-Campus Site
	Puxico High School	1984	Off-Campus Site
	Essex/Richland High School	2000	Off-Campus Site
	Scott City High School	1996	Off-Campus Site
	Senath-Hornersville High School	1999	Off-Campus Site
	Three Rivers at Sikeston	2005	Residence Center
	Sikeston High School	1995	Off-Campus Site
	Sikeston Career Training Center	2001	Off-Campus Site
	Sikeston Area Vocational School	1999	Off-Campus Site
	Annapolis High School	2002	Off-Campus Site
	Cardwell/Southland High School	2011	Off-Campus Site
	Steele/South Pemiscot High School	2011	Off-Campus Site
	Thayer High School	2007	Off-Campus Site
	Twin Rivers High School	2000	Off-Campus Site
	Van Buren Career Technical Center	1984	Off-Campus Site
	Van Buren High School	2000	Off-Campus Site
	West Plains Career Technical Center	2006	Off-Campus Site
	Willow Springs High School	2012	Off-Campus Site
	Zalma High School	2011	Off-Campus Site
St. Louis Community College			
	BJC Learning Institute-Nursing only	2012	Off-campus site
	MET Center	2001	Off-campus site
Four-Year Institutions			
Lincoln University			
	Ft. Leonard Wood-Truman Educ. Center	before 1986	no record
Missouri Southern State University			
	Rolla Technical Center	2006	no record
	Sikeston Higher Education Center	2006	no record
Missouri State University			
	Joplin Graduate Center at MSSU	1978	Off-campus site
	Missouri State University - West Plains	1998	Residence Center
	Nelson Education Center [was: Lebanon Technology & Career Center]	1998	Residence center

	Nevada Instructional Center [was: Nevada Telecenter]	1998	Off-campus site
	Fairfax, Virginia	2005	Residence center
	Missouri State University - Mt. Grove	2008	Residence center
	Cassville Instructional Center	2012	Off-campus site
	Missouri State Joplin Extension	2010	Residence center
	Neosho - Crowder College Campus	2007	Residence center
	Springfield - Kraft Administrative Center	2005	Off-campus site
Missouri University of Science & Technology			
	American National College--Sri Lanka	2008	Off-site center
	Engineering School-Fort Leonard Wood	before 1986	
	Missouri State University	2008	Collaborative off-site
	King Saud University - Riyadh, Saudi Arabia	2010	Collaborative off-site
Missouri Western State University			
	Kansas City Northland	2010	Residence center
	Metropolitan Community College Penn Valley	unknown	Collaborative Off- site
Northwest Missouri State University			
	North Kansas City School District	2005	Off-campus site
	Northwest St. Joseph Center	2007	Residence center
	Albany School District	2010	Off-campus site
	Northwest Kansas City Center	2011	Residence center
	Cameron School District	2011	Off-campus site
	North Mercer School District	2012	Off-campus site
Southeast Missouri State University			
	Cape Girardioux Career / Technology Center	before 1986	Collaborative off-campus site
	Perryville County Higher Ed. Center	2004	Collaborative off-campus site
	Southeast @ Kennett	2002	Residence center
	Southeast @ Malden	2002	Residence center
	Southeast @ Sikeston	2002	Residence center
University of Central Missouri			
	Central's Summit Center	1995	Off-campus site
	Whiteman Air Force Base	2013	Residence center
University of Missouri-Columbia			
	Arcadia Valley High School	1999	Off-campus site
	Audrain County Public Library	1998	Off-Campus site
	Camdenton Telecommunications Company	1998	Off-campus site
	Cooper County Hospital	1998	Off-campus site
	Kirksville Area Technical Center	1999	Off-campus site
	Mexico Advanced Technology Center	1999	Off-campus site

	MWSU	before 1986	Collaborative off-campus site
	Mount Vernon Hospital	2000	Off-campus site
	Nevada Telecenter	1999	Off-campus site
	North Central Missouri College	2000	Collaborative off-site site
	Perryville School District	1999	Off-campus site
	SEMO	before 1986	Collaborative Off-campus site
	Skaggs Hospital	2000	Off-campus site
	Sikeston Area Higher Education Center	before 1986	Off-campus site
	Southern TCRC	1999	Off-campus site
	Southern TCRC/Delta Center	2001	Off-campus site
	Sullivan County Hospital	1998	Off-campus site
	Tri-Lake Telecommunication Company	1998	Off-campus site
	Truman Building-JC, MO	before 1986	Off-campus site
	Wemet System-Holden	2007	Off-campus site
	Wemet System-Pleasant Hill	2007	Off-campus site
University of Missouri-Kansas City			
No off-campus sites			
University of Missouri-St. Louis			
No off-campus sites			

AGENDA ITEM SUMMARY

AGENDA ITEM

English Language Proficiency Report
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

Missouri universities with graduate programs regularly assign teaching assistantships to international students. This board item presents the biennial report on the English language proficiency of graduate teaching assistants (GTAs) at Missouri's public institutions of higher education.

Background

Missouri law (Section 170.012, RSMo) requires all graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language to be tested for their ability to communicate orally in English in a classroom setting. These students are to be tested prior to receiving a teaching appointment at a Missouri public institution of higher education. The statute also directs the institutions to provide the Missouri Department of Higher Education (MDHE) with the results of this testing.

The institutions are required to provide data every two years on the total number of GTAs, as well as their native language, the procedures used in selecting the GTAs, and the orientation programs provided for all GTAs. In addition to being tested for their proficiency in English, graduate students who have not previously lived in the United States and who are assigned to teaching positions are expected to receive a cultural orientation prior to assuming teaching responsibilities. Systematic reporting on GTAs' English language proficiency began in Academic Year 1987. Data for this year's report are for AY 2011 and AY 2012.

The MDHE sent a survey to all public four-year institutions requesting the information outlined in RSMo 170.012. In addition to the aforementioned items, the survey asked for information regarding applicable institutional policies as well as possible exceptions granted as allowed by the statute. (Please see attachment A for the full text of the survey and statute). All four-year public institutions responded with the required data.

Highlights from the 2011 and 2012 reporting include the following:

- Eleven public four-year institutions reported that they awarded teaching assignments to graduate students in AY 2011 and AY 2012.
- Each campus that uses GTAs has provided evidence to the MDHE that all entering international students who are given teaching assignments have had their language competency evaluated. All institutions are in compliance with the intent of Section 170.012, RSMo, by administering appropriate tests, measurements, and cultural orientation programs to ensure English language proficiency.

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- In addition to providing remedial language classes to international students, campuses that employ a large number of international students also offer supplemental courses to perfect language proficiency, such as the University of Missouri - Columbia's English Language Support Program (ELSP).
- The total number of GTAs at public four-year institutions in 2011 increased to 2,381 from an all-time high of 2,185 in 2010. In 2012, the number reached a new high of 2,480.
- Among the eleven public four-year institutions that awarded GTAs, 21.2 percent of awardees were nonnative English speakers in AY 2011, and 21.5 percent were nonnative English speakers in AY 2012.
- A majority of the nonnative English-speaking graduate students with teaching assignments are at the University of Missouri's four campuses, which were responsible for 86.5 percent and 85 percent of nonnative GTAs at public institutions in AY 2011 and AY 2012, respectively.

GTA English Language Proficiency Survey Results		AY 2011	AY 2012
1.	Number of Teaching Assistant (TA) applicants taking an English Language proficiency test	533	604
2.	Number of TA applicants in Question #1 who have utilized any remedial language services that may be available	117	130
3.	Number of TA applicants in Question #1 taking an English Language proficiency test who <u>did not</u> pass	103	147
4.	Number of TA applicants in Question #2 who received a graduate teaching assistantship	37	34
5.	Total number of Teaching Assistantships awarded	2381	2480
6.	Number of TAs awarded to students who <u>did not</u> receive <u>both</u> primary and secondary education in a nation or territory in which English is the primary language	505	535
7.	Number of TAs in Question #6 who have the following native language:	See Attachment B	See Attachment B
8.	Number of exceptions granted to TAs in Question #6 to receive a teaching assignment during their first semester of enrollment	10	17
9.	Number of TAs in Question #6 who received a cultural orientation	299	321

Conclusions

Section 170.012, RSMo does not establish minimum proficiency standards. While all institutions are required to submit biennial reports to the board, the effectiveness of programs for nonnative English speakers with graduate teaching assistantships is monitored at the institutional level. Missouri's public four-year institutions that assign teaching assistantships to nonnative English speakers have met all the requirements of Section 170.012, RSMo.

STATUTORY REFERENCE

Section 170.012, Graduate Teaching Assistants Communication in English Language Requirements - Testing and Reports

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A: Institution Survey

Attachment B: Reported Number of Teaching Assistants by Native Language

**Graduate Teaching Assistant
Language Proficiency Questionnaire
2012 Biennial Report**

Institution:

Name and Title of Person Responding:

Contact Information:

Telephone Number:

E-mail:

		FY 2011	FY 2012
1.	Number of Teaching Assistant (TA) applicants taking an English language proficiency test		
2.	Number of TA applicants in Question #1 who have utilized any remedial language services that may be available. If no remedial language services are available at your institution, enter N/A.		
3.	Number of TA applicants in Question #1 taking an English language proficiency test who <u>did not</u> pass		
4.	Number of TA applicants in Question #2 who received a graduate teaching assistantship		
<i>In an attachment, please explain why these TAs received a teaching assignment.</i>			
5.	Total number of Teaching Assistantships awarded		

6.	Number of TAs awarded to students who <u>did not</u> receive <u>both</u> primary and secondary education in a nation or territory in which English is the primary language		
7.	Number of TAs in Question #6 who have the following native language: Arabic Chinese Languages Indian Languages Japanese Korean Spanish Other (Please Specify)	See Attachment	See Attachment
8.	Number of exceptions granted to TAs in Question #6 to receive a teaching assignment during their first semester of enrollment		
<i>In an attachment, please describe why these TAs received an exception.</i>			
9	Number of TAs in Question #6 who received a cultural orientation		

Attachments:

Please attach the following documents to your response; you may use web links as available:

1. _____ Circumstances for granting graduate teaching assignments to applicants in Question 4
2. _____ Circumstances for granting exceptions to TAs in Question 8
3. _____ Policy for selection of graduate teaching assistants
4. _____ Policy for cultural orientation of graduate teaching assistants who have not previously lived in the United States (attach policy and description of orientation activities)
5. _____ Policy/procedures used to ensure oral language proficiency of graduate teaching assistants who did not receive both primary and secondary education in a nation or territory in which English is the primary language (attach policy, test name(s), and cut-off score(s) if applicable)
6. _____ Policy/procedures regarding remedial English language proficiency programs available to graduate teaching assistant applicants (attach policy and description of remedial program(s))

Missouri Revised Statutes
Chapter 170
Instruction--Materials and Subjects
Section 170.012

August 28, 2010

Graduate teaching assistants communication in English language requirements--testing and reports.

- 170.012. 1. Any graduate student who did not receive both his primary and secondary education in a nation or territory in which English is the primary language shall not be given a teaching appointment during his or her first semester of enrollment at any public institution of higher education in the state of Missouri. Exceptions may be granted in special cases upon approval of the chief academic and executive officers of the institution.
2. All graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language shall be tested for their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment. Such testing shall be made available by the public institution at no cost to the graduate student.
3. All graduate students prior to filling a teaching assistant position as a graduate student, who have not previously lived in the United States shall be given a cultural orientation to prepare them for such teaching appointment.
4. All public institutions of higher education in this state shall provide to the coordinating board for higher education on a biennial basis a report on the number and language background of all teaching assistants, including a copy of the institutions current policy for selection of graduate teaching assistants.
5. The provisions of this section and sections 174.310 and 175.021 shall not apply to any person employed under a contract of employment in existence prior to August 13, 1986.

(L. 1986 S.B. 602 § 2)

**Reported Number of Graduate Teaching Assistants by
Native Language Other than English**

Language	2011	2012
African Languages	9	17
Arabic	19	23
Armenian	0	2
Bengali	0	1
Bosnian	1	1
Bulgarian	3	1
Chinese Languages	171	168
Danish	0	2
Dutch	0	1
Farsi	9	10
French	3	2
Georgian	2	2
German	9	4
Hungarian	2	2
Icelandic	1	1
Indian	132	138
Indonesian/Malay	1	2
Italian	2	3
Japanese	4	6
Korean	21	19
Nepalese	11	13
Norwegian	1	1
Persian	4	1
Polish	1	0
Portuguese	8	5
Romanian	1	1
Russian	8	7
Serbian	2	1
Sinhalese	5	8
Spanish	20	27
Swedish	0	3
Tagalog	1	1
Thai	8	5
Turkish	2	9
Ukrainian	3	4
Uzbek	0	1
Total	464	492

AGENDA ITEM SUMMARY

AGENDA ITEM

Survey Results from the Governing Board Forum
Coordinating Board for Higher Education
September 5, 2013

DESCRIPTION

The Coordinating Board for Higher Education held a Governing Board Forum June 11, 2013, for representatives from local governing boards of higher education institutions, institution presidents and chancellors. About 90 participants gathered at the Capitol Plaza Hotel in Jefferson City for the forum.

The CBHE brought participants together to discuss issues of mutual importance, learn from state and national leaders, and network among themselves and with other governing board members. A copy of the Forum program is attached.

Results

In order to determine the opinions of participants regarding the value of the forum and its components, an online survey was distributed June 18. Survey results were tallied August 1. The survey generated a 30 percent response rate.

Sixty-two percent of respondents said the most productive session of the forum was hearing the state financial outlook; 55 percent said it was hearing Dewayne Matthews speak about higher education attainment; 34 percent said the table top discussion was the most productive.

Respondents said the most beneficial aspects of the Forum were “discussing issues with other board members and administrators” (43 percent); “the opportunity to network” (21 percent); and “hearing state and national perspectives” (18 percent).

Fifty-three percent of respondents said they would have liked more time devoted to speakers with national perspectives on higher education issues; 46 percent said they would have liked more time devoted to speakers with state perspectives; and 36 percent said they would have liked more guided discussion on higher education issues.

Ninety-three percent of respondents said they would attend a Governing Board Forum in 2014. Topics they would most like to see addressed in a future forum are:

- Long range funding forecast (64 percent)
- Developmental / remedial coursework (43 percent)
- Capital improvements (39 percent)

RECOMMENDED ACTION

This is an information item only.

Coordinating Board for Higher Education
September 5, 2013

Special Thanks
To Our Sponsors



Council on Public Higher Education in the State of
Missouri



Missouri Department of Higher Education
205 Jefferson Street
Post Office Box 1469
Jefferson City, MO 65102-1469
Phone: 573-761-2361 * Fax: 573-751-6635
www.dhe.mo.gov



Tuesday, June 11, 2013
8:00 a.m. - 3:30 p.m.

Capitol Plaza Hotel
415 W. McCarty St.
Jefferson City, MO

Hosted by:
Coordinating Board for Higher Education

Conference Program

Continental Breakfast 8:00 a.m. - 9:00 a.m.

Location

Plenary Session I— Capitol Room

Welcome — 9:00 a.m. - 9:30 a.m.

Governor Jay Nixon

Dalton Wright, Chair, Coordinating Board for Higher Education

State Financial Outlook — 9:30 a.m. - 9:45 a.m.

Linda Luebbering, State Budget Director

Legislative Update — 9:45 a.m. - 10:15 a.m.

Leroy Wade, Legislative Liaison, Department of Higher Education

Zora Mulligan, Missouri Community College Association

Paul Wagner, Council on Public Higher Education

Break — 10:15 a.m. - 10:30 a.m.

Table Top Discussions — 10:30 a.m. - 11:15 a.m.

- **Financing Higher Education: How to Meet the Funding Needs of Our Institutions**
- **Role of the Board in Advocacy and Fund-Raising**
- **Achieving Cost-Savings and Efficiencies: Sharing Effective Solutions**

Summary of Table Top Discussions — 11:15 a.m. - 12:00

Luncheon — 12:00 - 12:30 p.m.

Higher Education Attainment: How Are We Doing and Why Do We Care?

Dewayne Matthews, Vice President for Policy and Strategy,
The Lumina Foundation

Conference Program

Break — 1:00 p.m. - 1:15 p.m.

Plenary Session II

Small Group Break-out Sessions — 1:15 p.m. - 2:00 p.m.

- **Removing Barriers to College Completion: Challenges and Success Stories** - Capitol Room. Facilitators: Brian Fogle, CBHE, and Dr. Craig Larson, St. Louis Community College
- **Keeping College Affordable for the Next Generation** - Truman A. Facilitators: Betty Sims, CBHE, and Sherry Buchanan, Missouri Southern State University
- **Using Technology to Transform Educational Delivery: MOOCs, Digital Textbooks and the Flipped Classroom** - Truman B. Facilitators: Lowell Kruse, CBHE, and Scott Christianson and Don Claycomb, Linn State Technical College
- **Bridging the Gap between High School and College** - Truman C. Facilitators: Carolyn Mahoney, CBHE, and Dr. Cheryl Cozette, Truman State University

Break — 2:00 p.m. - 2:15 p.m.

Small Group Reports and Follow-Up — 2:15 p.m. - 3:00 p.m.

Concluding Remarks

David R. Russell, Commissioner of Higher Education

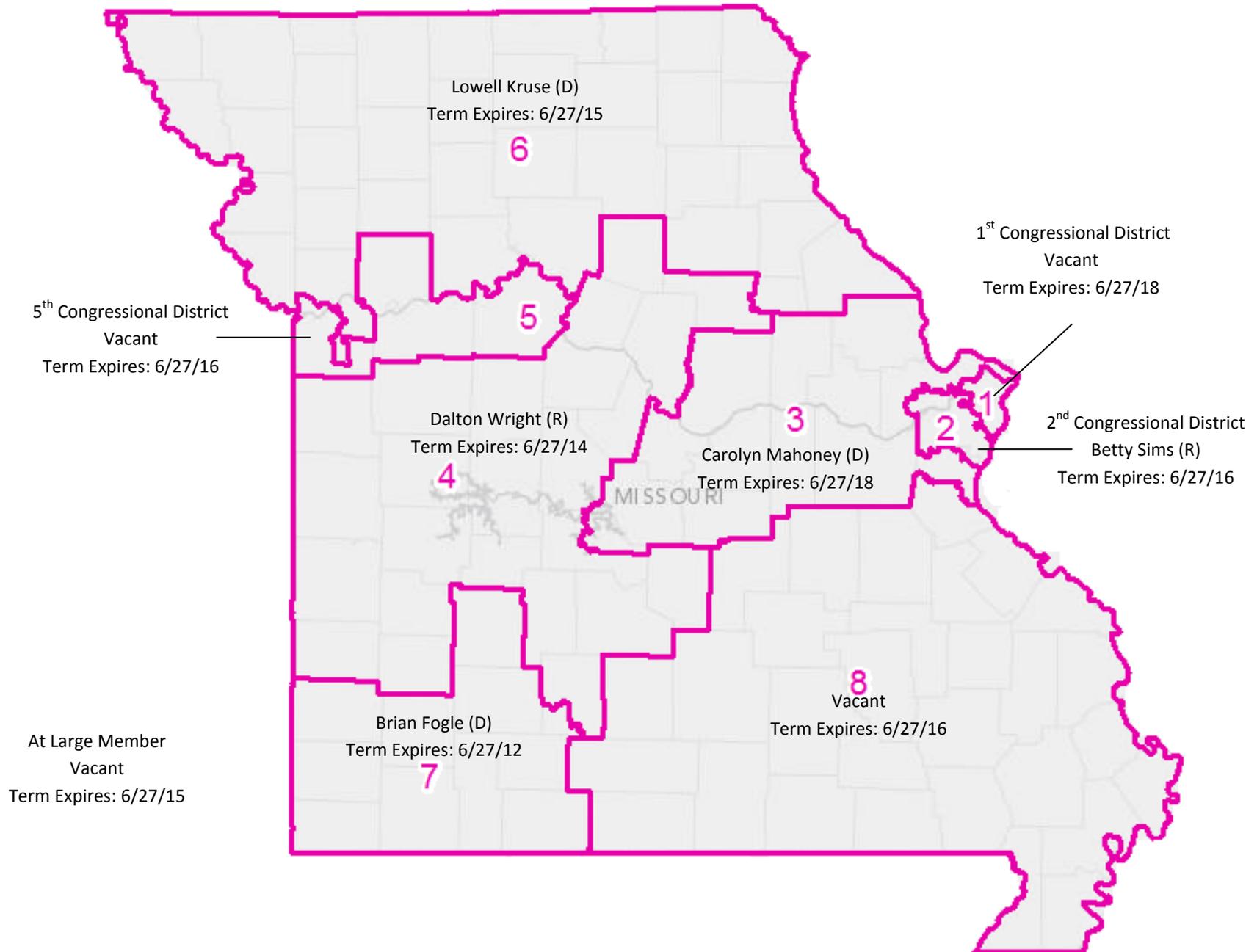
Adjournment

Coordinating Board for Higher Education Members by Congressional District

Missouri's Congressional Districts

District	Description or boundary	Population
1	St. Louis County (part of) and St. Louis City	748,616
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	748,616
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles County (part of), Miller, Camden (part of)	748,615
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	748,616
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	748,616
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	748,616
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	748,616
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,616

Coordinating Board for Higher Education Members by Congressional District



STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE

(as of May 31, 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

Note: Section 173.005.7 transfers to the CBHE the duties of the State Board of Education relating to community college state aid, supervision and formation specified in Chapters 163 and 178, RSMo.

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 Advanced Placement Incentive Grant (§ 173.1350)
- 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 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)*
- *May 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)*
- *Receive annual certification 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*
- *Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)*

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.

- 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)

Grants for Institutions/Faculty

- Administer the Nurse Education Incentive Program (§ 335.203)
- 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)

Granting Organization	Responsibility	Award Amount
Broadband Technology Opportunities Program (BTOP)	Community colleges participating in the grant are: Jefferson College Metropolitan Community College Mineral Area College Moberly Area Community College Ozarks Technical College St. Louis Community College Three Rivers Community College	\$4.9 million
<p>Description: Awarded September 2010 Establish 23 community computing centers in geographic areas that serve vulnerable populations Partner with six community colleges All centers established, most open and offering free digital literacy classes</p> <p>Upcoming Meeting(s): N/A</p>		
Expires August 31, 2013		
College Access Challenge Grant (CACG)	MDHE Contact: Leroy Wade and Derrick Haulenbeek, Financial Assistance, Outreach, and Proprietary Certification	\$2,249,306 with approximately 1.5 million of those funds allocated for sub-grants
<p>Description: First awarded: August 14, 2008. Annual reapplication required. Next application due: June of 2013. Current grant expires: August 14, 2014. The College Access Challenge Grant (CACG) is a formula grant program to states. The purpose of the CACG program is to foster partnerships aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. The current grant activities include funding various MDHE early awareness and financial literacy activities (including FAFSA Frenzy), administering a sub-grant program to eligible organizations that provide outreach to low income and first generation students, and the development of a web-based student portal.</p> <p>Upcoming Meeting(s): TBA</p>		
College Goal Sunday (CGS) - USA Funds	MDHE Contact - Leanne Cardwell	\$14,000
<p>Description: College Goal Sunday (CGS) is a nationwide program of USA Funds that provides assistance to families completing a Free Application for Federal Student Aid (FAFSA). Through this program, financial aid volunteers help families around the state complete FAFSAs. The MDHE uses the name “FAFSA Frenzy” for activities funded through this grant. The MDHE works with the Missouri Association of Financial Aid Personnel and MOHELA to coordinate the statewide FAFSA Frenzy events.</p> <p>Upcoming Meeting(s): Primary 2013 FAFSA event date February 17, 2013</p>		

Granting Organization	Responsibility	Award Amount
College Readiness Partnership (CRP)	State team will consist of 5-7 state leadership teams (MO, KY, ME, MA, OR, TN, WI) (Nicastro, Mahoney and Russell are the original MO members) Rusty Monhollon is the state Contact, members are Rusty Monhollon, MDH; Ann Harris, Lincoln; Sharon Hoge, DESE; Paul Yoder, Truman; Donna Dare, STLCC; Terry Adams, Wentzville R-IV School District- Need to appoint state working group of 10-14 individuals, they will be leads on local implementation work (an expanded version of the core team)	
Description: AASCU, CCSSO and SHEEO –partnered to promote broad implementation of new Common Core State Standards in Mathematics and English Language		
Upcoming Meeting(s): Phoenix, AZ, February 19-20, 2013		
No expiration date	Funds support team travel, but no money directly to MDHE	
Complete College America (CCA)	6 person team (Sen. Pearce, Rep. Thompson, Russell, Nietzel, Goodall, Ambrose)	
Description: Complete College America is a consortium of 29 states working to improve college completion rates. The grant allows six staff members to attend the second annual convening and academy, where states learn how to fine tune and implement their completion agendas in collaboration with their peers and with intensive, on-demand technical assistance from leading experts in the field.		
Upcoming Meeting(s):		
Council for Economic Education	MDHE Contact: Leanne Cardwell (Smart About Spending Portfolio)	\$10,000
Description: The marketing department of the Student Loan Unit obtained this \$10,000 grant to produce teacher materials for high school financial literacy classes.		
Upcoming Meeting(s): NA		
Improving Teacher Quality Grant (ITQG)	MDHE contact: Heather MacCleoud	\$1,782,422
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.		
Upcoming Meeting(s):		
No expiration; dependent on federal appropriation		
Lumina's Credit When It's Due	MDHE contact: Rusty Monhollon, Academic Affairs	\$500,000

Granting Organization	Responsibility	Award Amount
<p>The Missouri Department of Higher Education was awarded \$500,000 from the Lumina Foundation to implement the Missouri Reverse Transfer Initiative which involves all 27 of Missouri’s public institutions of higher education and eight participating independent institutions. The Academic Affairs Division is responsible for administration of the CWID grant and Assistant Commissioner Rusty Monhollon is the point of contact. The grant will build on the numerous institution-to-institution agreements currently in effect or under development along with the Core Transfer Library to create an integrated statewide system for reverse transfer that effectively will cover most early transfer students in Missouri. There are four subcommittees or work groups chaired by Steering Committee members.</p> <p>Upcoming Meeting(s): Steering Committee meetings have been set for 1/2013, 3/2013, 5/2013, 7/2013, and 10/2013</p>		
Expires September 30, 2014		
Lumina's Four Steps to Finishing First		
<p>Step 1: Performance funding - targeted incentives for colleges and universities to graduate more students with quality degrees and credentials; Step 2: student incentives - strategic use of tuition and financial aid to incentivize course and program completion; Step 3: new models - lower-cost, high-quality approaches substituted for traditional academic delivery whenever possible to increase capacity for serving students; Step 4: business efficiencies - business practices that produce savings to graduate more students.</p> <p>Upcoming Meeting(s):</p>		
Midwestern Higher Education Compact Tuning Grant (MHEC)	Two-year project to work with faculty in Illinois, Indiana, Missouri “Tune” academic disciplines of psychology and marketing Aligns knowledge and skills Facilitates retention, especially among students from underserved groups	
<p>Description: Lumina Foundation has awarded a grant to the Midwestern Higher Education Compact (MHEC) for a two-year project to work with faculty in Illinois, Indiana and Missouri to “tune” the academic disciplines of psychology and marketing.</p> <p>The three project states were selected to build upon lessons learned from Lumina’s earlier pilot work in bi- and tri-state areas that see significant cross-border movement of students and workers. “Tuning” disciplines across state borders helps prepare students and workers for employment without regard to political boundaries.</p> <p>Upcoming Meeting(s):</p>		
National Center for Academic Transformation (NCAT)	Missouri Learning Commons – not administered or affiliated with DHE. Public four-years are involved with the lead being Christa Weisbrook at UM System	
<p>Description: State-based course redesign projects:</p> <p>NCAT is working with the following higher education systems to conduct a full implementation of its three-phase course redesign methodology. NCAT will be directly involved in all phases of the project, from initial planning through implementation and final project outcomes.</p> <p>Upcoming Meeting(s): MDHE is not involved in the meetings relating to this at this time</p>		

Granting Organization	Responsibility	Award Amount
National Council for Accreditation of Teacher Education - State Alliance for Clinically Based Teacher Education (NCATE)	MDHE contact: Rusty Monhollon, Academic Affairs.	
There is no grant funding available.		
Upcoming Meeting(s):		

National Governor's Association Common Core State Standards	Team members include – Rusty Monhollon....	\$65,000
The NGA will provide \$65,000 and ongoing technical assistance to Missouri to bring together K-12 and higher education teachers and administrators to ensure that Common Core State Standards are widely understood and implemented.		
Upcoming Meeting(s):		

Expires July 31, 2013

National Governor's Association Compete to Complete (NGA)	Team members include – Nietzel, Ferlazzo, Mills, Jasinski, Mulligan, Pearce and Russell	\$30,000
<p>Description: Policy academy on accountability systems October 2011 to June 2012 \$30,000 per state Up to 8 states will be selected (academy will consist of two workshops, technical assistance from NGA staff and grants of up to \$30,000 per state for additional expertise) The National Governor's Association provides subgrants of up to \$30,000 to states to participate in their "Compete to Complete" academy. The academy is designed to accomplish two objectives:</p> <ol style="list-style-type: none"> 1. Strengthen the metrics in states' postsecondary accountability systems 2. Incorporate efficiency and effectiveness metrics as part of key policy decisions. <p>The funds are to be used for in-state meetings and travel expenses, travel to model sites, and/or consultant support to help accomplish their proposed scope of work. Additionally, the NGA Center will pay travel and related expenses for state teams of up to six people to attend two academy workshops scheduled for November 2011 and April 2012. States will receive ongoing technical assistance from NGA Center staff and national experts. Funding for the academy is provided by Lumina Foundation and the Bill & Melinda Gates Foundation.</p>		
Upcoming Meeting(s):		

Nursing Education Incentive Grant	MDHE contact: Paul Wagner	\$1,000,000
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Granting Organization	Responsibility	Award Amount
<p>Description: The state of Missouri has established, through legislative action and appropriation of funds, the “Nursing Education Incentive Program” within the department of higher education in order to increase the physical and educational capacity of nursing education programs in Missouri. The Education Committee of the State Board of Nursing will, in consultation with the Department of Higher Education, review and score the proposals based on the criteria outlined above and make awards accordingly to eligible institutions.</p> <p>Upcoming Meeting(s):</p>		

U.S. Department of Education	SHEEO is administering the grant.	\$680,172 (Missouri’s share is approximately \$135,000)
<p>Description: Missouri is one of three states participating in the final stages of United States participation in the Organisation for Economic Co-operation and Development (OECD) project, a feasibility study for the international Assessment of Higher Education Learning Outcomes (AHELO).</p> <p>Funding will be used to: (1) coordinate and support the involvement of state higher education commissioners or chancellors in Connecticut, Missouri and Pennsylvania in this study of the scientific and practical feasibility of multi-national assessment of general college-level learning outcomes; (2) guide and support nine institutions (public and private) in these states which have agreed to administer an examination of generic college-level learning outcomes to a sample of students; (3) work with the Department of Education and the United States Mission to the OECD to represent U.S. interests in AHELO development and future implementation; and (4) fulfill the roles of the National Project Manager (NPM) and as participants in the Group of National Experts consistent with the needs and expectations of OECD and its project contractors.</p> <p>The U.S. will participate as part of the Generic Skills Strand of AHELO, a major component of the college-level assessment framework under development by OECD since 2007. In this strand, research and testing protocols provided by OECD will be used by the nine American colleges and universities along with a roughly comparable number of institutions in each of 6-8 other nations (including non-western nations) to assess the general and applied baccalaureate-level learning outcomes of approximately 200 students from each institution.</p> <p>Upcoming Meeting(s): TBA</p>		

Win-Win	MDHE contact: Rusty Monhollon, Academic Affairs	\$120,250
<p>Description: Awarded in 2010 – funded by SHEEO, Lumina</p> <p>Find students with some college education but no degree</p> <p>Missouri is one of six states in a program to help students complete their education and attain their degrees. Missouri will receive a grant of \$120,250 to work with four institutions to identify former students who acquired enough credit for an associate degree but never received it, or who came within nine hours of completing the degree requirements.</p> <p>The institutions participating in the Win-Win Project are St. Louis Community College, Metropolitan Community College, Columbia College and DeVry University.</p> <p>Upcoming Meeting(s):</p>		

Expires August 1, 2013