



# Preparing Missourians to Succeed

## A Blueprint for Higher Education

### Public Hearing #5 – Kirksville (DRAFT)

***Focus: The value of a liberal arts education and voices in higher education. Also: Affordability, state and federal student financial aid programs, financial literacy.***

March 16, 2015  
Truman State University

#### BACKGROUND

Higher education is quickly evolving in Missouri as the state's colleges and universities prepare students for the future. By 2018, an estimated 60 percent of all jobs in the state will require some form of postsecondary education.

Missouri has set a goal to increase the percentage of working age adults with a two- or four-year degree or professional certificate to 60 percent by the year 2025. Currently, about 49 percent of Missourians have a college degree or certificate.

Knowledgeable and skilled citizens are key to a strong economy, but the benefits of higher education extend far beyond meeting the state's workforce needs. Individuals who earn a postsecondary degree enjoy higher incomes and lower unemployment rates. They make healthier lifestyle choices and live longer lives. They are more likely to vote and volunteer in their communities.

The Missouri Coordinating Board for Higher Education is responsible for designing a coordinated plan to address the state's higher education needs. The last plan was adopted in 2008.

To keep pace with the state's higher education needs, the Missouri Department of Higher Education will spend the next year developing a new coordinated plan: *Preparing Missourians to Succeed: A Blueprint for Higher Education*. The final plan will be presented to the coordinating board for approval in December 2015.

The *Blueprint for Higher Education* will focus on four main areas:

- **Accessibility:** Improve college readiness and make higher education opportunities available to all students across the state.
- **Affordability:** Keep the cost of higher education within reach for Missouri families.
- **Quality:** Ensure students acquire the knowledge and skills they need for a rapidly changing world and workplace and support the need for resources to provide quality educational opportunities.
- **Completion:** Help students stay the course to finish a certificate or degree program.

## AGENDA

Convene – Steering Committee Co-Chair *Deb Hollingsworth*

Welcome – Truman State University President *Troy Paino*

Panel: The Role of Faculty in Establishing and Implementing a Blueprint for Missouri Higher Education – Facilitated by Assistant Commissioner for Academic Affairs with Missouri Department of Higher Education *Rusty Monhollon*

*Dr. Barbara Kramer* – Professor of Chemistry, Truman State University

*Dr. Dennis Miller* – Associate Professor of Psychology, University of Missouri – Columbia

*Dr. Nicole Monnier* – Associate Teaching Professor of Russian and Director of Undergraduate Studies in Russian, University of Missouri – Columbia

*Dr. Carol Spradling* – Associate Professor of Computer Science and Information Systems, Northwest Missouri State University

*Dr. Karen Weston* – Associate Professor of Education, Columbia College

*Tammie Wiebers* – Speech Instructor, North Central Missouri College

Discussion with Faculty Panel

Panel: The Value of a Liberal Arts Education to a 21<sup>st</sup> Century Economy – Facilitated by Director of Leadership Development for Boeing Leadership Center *Donna Hudson*

*Maria Gibbs* – Team Leader, Early Career Recruiting, Cerner

*Mindy McCubbin* – Senior Equity Portfolio Manager, Shelter Insurance

*Samuel Murphey* – Rapid Response Lead, Monsanto Company

*Katie Wootten* – Project Manager, Wells Fargo

Discussion with Liberal Arts Education to a 21<sup>st</sup> Century Economy Panel

Presentation: Federal and State Financial Aid Primer by Deputy Commissioner for Missouri Department of Higher Education *Leroy Wade*

Panel: Financial Aid Issues, Challenges and Opportunities – Facilitated by Deputy Commissioner for Missouri Department of Higher Education *Leroy Wade*

*Brice Baumgardner* – Director of Financial Aid, Hannibal-LaGrange University

*Amy Hagar* – Director of Financial Aid, Moberly Area Community College

*Nick Prewett* – Financial Aid Director, University of Missouri – Columbia

*Aaron Youn* – Regional Director of Financial Aid, Vatterott College

Discussion with Financial Aid Panel

Public Comment

Adjourn

## **STEERING COMMITTEE ATTENDANCE**

**Dr. Michael Bleich**, Missouri Nurses Association, and President and Maxine Clark and Bob Fox Dean and Professor, Goldfarb School of Nursing at Barnes Jewish College, St. Louis

**Gena Boling**, President, Missouri Association of Student Financial Aid Personnel, Rolla

**Dr. Don Claycomb**, President, State Technical College of Missouri, Linn

**Mike Thomson**, State Representative and Teacher (retired), Maryville

**Dr. Charles Gooden**, Dean of Student Affairs, Harris-Stowe State University (retired), St. Louis

**Brian Crouse**, Vice President of Education, Missouri Chamber of Commerce and Industry, Jefferson City

**Deb Hollingsworth**, Vice President of External Affairs, AT&T (retired), St. Louis

**Michael Schwend**, President, Preferred Family Healthcare, Kirksville

**Dalton Wright**, Chair, Missouri Coordinating Board for Higher Education, Lebanon (*Ex-officio member*)

**Dr. David Russell**, Commissioner, Missouri Department of Higher Education, Jefferson City (*Ex-officio member*)

**Dr. Rusty Monhollon**, Assistant Commissioner of Academic Affairs, Missouri Department of Higher Education, Jefferson City (*Ex-officio member*)

**Ryan DeBoef**, (*Alternate for Council on Public Higher Education*)

**Tom Richmond**, Manager of Parts Distribution, Altec Industries, St. Joseph

**Dr. John Jasinski**, Chair, Council on Public Higher Education, and President, Northwest Missouri State University, Maryville

**Mark James**, Chancellor, Metropolitan Community College, Kansas City

**Angela Bennett**, Regional Director, U.S. Department of Education Office of Civil Rights (retired), and Curator Emerita, University of Missouri Board of Curators, Kansas City

**Berla Bieller**, Retired Teacher, Guidance Counselor, Broseley

**Steve Graham**, (*Alternate for Tim Wolfe*)

**Arlen Dykstra**, Provost and Senior Vice President for Academic Affairs, Missouri Baptist University, St. Louis

## **PUBLIC ATTENDANCE**

There were 26 members of the public in attendance.

## MEETING SUMMARY

Deb Hollingsworth, Vice President of External Affairs, AT&T (retired), co-chaired the Steering Committee and gave an overview of the agenda and how the hearing would proceed.

## WELCOME

**Dr. Troy Paino**, Truman State University, welcomed the Steering Committee, staff and guests.

- Truman State University's name changed from Northeast Missouri State University for universities to have more distinctive missions. The university went from offering over 140 programs to about 40.
- Liberal Arts means an education that liberates the mind. It is a broad-based education that works on many different levels.
- Three objectives of liberal arts:
  - To privilege the intrinsic value of learning over the instrumental value of learning.
    - If people are going to continue to learn throughout their life and continue to adapt to workforce needs, they have to understand the value of learning. They have to be intellectually curious. This is the foundation for life-long learning.
  - The practical value of liberal arts
    - Liberal arts education provides cognitive development. Critical thinking, problem solving, written and oral communication, quantitative and qualitative reasoning, the ability to work with teams, and digital fluency
  - Character development
- It is not unusual for a student to get their higher education from multiple sources. Community college, universities and online.
- We need to adapt liberal arts education to the 21<sup>st</sup> century. We need to create more applied learning.
- We need more STEM majors rooted in liberal arts.
- Student with the following four things in their college experience scored over twice the average in a survey of people with workplace engagement and overall well being:
  - Having a mentor at college that cared about the student's success in and after college
  - Engaged in extracurricular activity
  - Having a long-term project
  - Having an applied learning experience

## **The Role of Faculty in Establishing and Implementing a Blueprint for Missouri Higher Education Panel** Facilitated by Assistant Commissioner for Missouri Department of Higher Education Rusty Monhollon

Dennis Miller, Associate Professor of Psychology at University of Missouri – Columbia:

- Students should get involved and participate in research as soon as possible:
  - They get the benefit of engagement
  - They have the benefit to tie what they are learning to something tangible
  - They get the experience in writing and verbal communication

- They gain time management skills

Nicole Monnier, Associate Teaching professor of Russian and Director of Undergraduate Studies in Russian at University of Missouri – Columbia:

- Students need service learning opportunities and extracurricular activities
- Concerned about the quality of transfer credits with students

Karen Weston, Associate Professor and Chair of the Education Department at Columbia College:

- Our biggest challenge is retaining students in the first couple of years
- We offer extra support for disengaged students
- Part of a grant that is looking at an analytics project where faculty can help advise students. Faculty can enter data on a student and with predictive modeling; it will tell which combination of courses is most likely to predict success for that student.

Carol Spradling, Associate Professor of Computer Science and Information Systems at Northwest Missouri State University:

- The Northland Center for Advanced Professional Studies (Northland CAPS). We want more of a seamless partnership with K-12 schools, community colleges and higher education institutions

Tammy Wiebers, Speech Instructor at North Central Missouri College:

- NCMC is open enrollment.
- Would love to see more funding for developmental courses.
- How do we support the untraditional student financially and keep extra costs down for those students?

Barbara Kramer, Professor of Chemistry at Truman State University

- The lack of communication between faculty and transfer staff at four-year and two-year institutions is harmful to students. It leads to incorrect advising and a lack of course availability for equivalencies between the two schools.
- In 2013, TSU's STEM Talent Expansion Program (STEP) office held the first Transfer Success in STEM Summit with our community college partners – Moberly Area Community College, Metropolitan Community College and St. Charles Community College. Faculty from the different math and science disciplines in all four schools met to discuss problems with transfer courses and materials in their specific areas while administrators and transfer staff from these schools met to discuss advising challenges.

### **Steering Committee discussion with panel members**

- ❖ How does each institution deal with changing the culture of the faculty to realistically be involved in engagement with the students?
  - MU has a system of ranked non-tenured faculty which allows the tenured faculty to do what they are paid to do. These are regularly renewed contracts.
- ❖ Where are we in competency-based education?
  - Four-year institutions have been doing competency-based education for a while:
    - One example is credit for military service.
    - It is not appropriate for every degree.
    - It has potential, but we will not get there by just testing.

- ❖ Common Course Library:
  - Should be a top priority.
  - Four-year, two-year and K-12 need to work better together to achieve this.
  - The common library is transparent and better than dual credit.
- ❖ National Alliance of Concurrent Enrollment Partnerships for quality dual credit courses
- ❖ Course competencies translated into field-based competencies to get faculty to think about what they are teaching. How are you building into your culture awareness and time to be present and immersed in the field outside your classroom to make the integration with your students in advising, curriculum, etc?
  - Professional advising team for faculty.
  - Faculty internships would be great.
  - Faculty needs to be both researcher and teacher.
- ❖ Technology is intruding into classrooms more, but there are special challenges associated with distance learning:
  - Institutions look at online learning as a way to save money, but online learning needs to be small classes.
  - Courses held in real time or semester time are more successful for 18-25 year olds than nine month online courses that are not daily or weekly.
- ❖ Fifty percent of what we learn should come from somewhere other than books.
- ❖ Baptist University has been involved in dual credit for a long time, but the universities cannot get teachers into the high school classrooms.

**The Value of Liberal Arts Education in a 21<sup>st</sup> Century Economy Panel** Facilitated by Director of Leadership Development at Boeing Leadership Center

Maria Gibbs, Team Lead with Early Career Recruiting at Cerner

Mindy McCubbin, Senior Equity Portfolio Manager for Shelter Insurance

Samuel Murphey, Rapid Response Lead for Monsanto Company

Katie Wootten, Project Manager for Wells Fargo

- ❖ People want to work with people that have the ability to relate.
- ❖ Cerner invests heavily in their training of employees.
- ❖ The ability to apply concepts of different disciplines to another discipline is important.
- ❖ Critical thinking, communicating and analysis are crucial.
- ❖ Internships are a key part. If an applicant can go through the extracurricular or leadership activities and explain how those activities pertain to the job.
- ❖ The resume is a formality. Conversation is more important.
- ❖ Some companies offer internships that stay on as part-time employees after the internship ends.
- ❖ Internships that are just for the summer can be difficult.
- ❖ Need more employer/educator contracts around internships.

- ❖ Need employees that learn while doing.
- ❖ Character values:
  - Doing the right thing
  - Passion
  - Integrity
  - Ethical decision making
- ❖ Partnerships and paying for certain PHDs is needed.
- ❖ Need a balance between college and workforce training.
- ❖ Must embrace the value of higher education as how to think, communicate and engage.
- ❖ Employees need soft skills and the ability to handle rapid change.
- ❖ Need best practices across industry.
- ❖ Employees need demonstrated track record around the core competencies:
  - Ability to foster relationships and networks
  - Initiative and foresight
  - Courage and candor
  - Results orientation
  - Agility
- ❖ Hiring college students as flexible employees (not interns) and working around their schedules.

**Federal and State Financial Aid Primer Presentation** by Leroy Wade, Deputy Commissioner for Missouri Department of Higher Education

- Affordability is a complex issue in higher education:
  - Sticker Price – how much is an institution’s tuition rate and fees
  - Net Price – what does a student end up paying after student financial aid and discounting
  - Discounting – how each institution approaches discounting is an issue
  - Student Financial Aid – loans vs. grants/scholarships
- What effects affordability issues:
  - Institutional Factors
    - Direct state support for public institutions
    - Level of endowment or giving from alumni
    - Institutional mission
    - Institutional efficiency

- Personal Factors
  - Income level
  - Student/family savings
  - Available student assistance
- We continue to fall further behind than the rest of the country in terms of our state support of public higher education institutions. State support has declined by nearly \$1,500 on an FTE basis since 2000.
- Tuition and fees have now exceeded our state support. Tuition and fees have remained relatively flat as a percent of family income. As state support has declined, tuition and fees have an increased role in funding public institutions.
- Missouri is “middle of the road” compared to neighboring states.
- Administrative expenditures are relatively flat compared to instruction.
- Types of Student Financial Aid
  - Non-Need/Merit-based – eligibility linked to talent/performance/academics
  - Need-based – Eligibility linked to student/family finances – Multiple methodologies for calculation
  - Gift Aid – Scholarships and Grants – No repayment or post-graduation obligation
  - Loans – Standard loan obligations – Forgivable loans
- Sources of Student Financial Aid
  - Federal
    - Pell Grant – Primary need-based grant
    - Student Loan – Subsidized/Unsubsidized Direct Loans – Parent Loans – Perkins Loan Program
    - Work-Study – Aid earned through part-time employment
  - State
    - Achieve state goals
    - Multiple fund sources
  - Institutional
    - Achieve institutional goals
    - Multiple sources
  - Private
    - Charitable/Benevolent
    - Individual/Family
- State grants makes up 5 percent of student financial aid
- Federal Pell Grant makes up 18 percent of student financial aid
- Institutional grants make up 21 percent of student financial aid
- Federal loans make up about one-third of student financial aid that is delivered



- There is more money available now for non-need based aid over need-based aid
- Missouri State Student Financial Aid
  - Access Missouri
    - Single need-based program
    - Established 2008
    - Replaced Charles Gallagher program
    - Developed by task force of student aid professionals
    - 53,000 students received \$60 million in FY 2014 with an average award of \$1,133
  - Bright Flight (Higher Education Academic Scholarship)
    - Established 1988
    - Primary merit program
    - Top 5 percent of ACT/SAT test takers – top 3 percent funded – Top 4<sup>th</sup> and 5<sup>th</sup> percentile unfunded
    - 6,000 students received \$14 .5 million in FY 2014 with an average award of \$2,384
  - A+
    - Established 1993 (Outstanding Schools Act)
    - Non-need
    - Restricted use – high school attended – postsecondary institution attended
    - 13,000 students received \$32 million in FY 2014 with an average award of \$2,500
  - MDHE
    - Ross-Barnett (Part-time students)
    - Survivor/Benefit programs
  - Health and Senior Services
    - PRIMO
  - National Guard
  - Agriculture
    - Large Animal Vet. Program
- MDHE administered State Aid in FY 2014 a total of \$107,413,069 to 72,131 recipients
- Affordability is multifaceted and a broad-based approach is needed to be effective
- The hype about college cost increases are somewhat overblown in Missouri
- Student aid programs should be well designed and targeted toward identified priorities
- While money alone is not the answer, adequate funding is crucial if programs are to succeed
- Shift toward non-need aid continues

- State aid is important but not a major player
  - Programs need to be goal oriented
  - Employ focused criteria
  - Comprehensive rather than program focus

### **Steering Committee Discussion with Leroy Wade**

- ❖ Does anyone focus on demand-based financial aid such as STEM, Healthcare, IT and Engineering? There are a few. Missouri use to have one that has been defunded.
- ❖ We can graduate these students, but can we keep them in the state? Can we come up with some kind of aid that includes both?
- ❖ Texas has the largest state-based work study programs to help fund the students. We should consider this.
- ❖ Funding institutions is also funding students. We do not have the funding for the institutions to expand programs such as nursing and engineering. We need to evaluate capacity in programs.
- ❖ It is more expensive to deliver some programs, but we charge flat rate tuition regardless of what program.
- ❖ Students that receive aid graduate at a higher rate than those that do not receive aid.

### **Financial Aid: Issues, Challenges and Opportunities Panel** Facilitated by Deputy Commissioner for Missouri Department of Higher Education Leroy Wade

Brice Baumgardner, Director of Financial Aid, Hannibal-LaGrange University

Nick Prewett, Financial Aid Director, University of Missouri – Columbia

Amy Hagar, Director of Financial Aid, Moberly Area Community College

Aaron Young, Regional Director of Financial Aid, Vatterott College

- How does student financial aid or what role does it play in our students' higher education – affordability, access, persistence and graduation?
  - Students are looking for value when searching what school to attend. State aid could make it affordable to attend.
  - In Missouri, we do \$600 million in Pell Grants. Twenty years ago the combination on student loans and Pell grant would cover all tuition and fees and help with most of their housing. Today when a high need, high ability student attends a university, a Pell grant is a little over \$5,000; federal student loan eligibility is about \$5,000; that is \$10,000 to cover tuition and fees. If these students are from out-of-town, they have to cover their housing and transportation costs.
  - Community colleges are accessible (open enrollment) and affordable (typically the lowest in the state), yet most students have some type of financial aid.
    - A+
    - Access Missouri
    - Pell Grant
    - Federal Student Loans
  - At proprietary schools, most students utilize federal student financial aid. Students should have counseling to teach responsible borrowing.

- What programs work well that we should preserve?
  - Financial access and education is great with good counseling.
  - The accessibility to student financial aid in Missouri is good. Access Missouri is a great program yet funding is still an issue. A+ keeps students motivated in high school to continue into higher education.
  - The institutions should be up front and honest with the students on the net price to attend.
    - Tuition, fees, housing, books, transportation and personal expenses subtracting off any grants and scholarships. Then bring in loans or other community opportunities.
  - The Famous Program works well. The state does a great job in educating students in Missouri of what funding is available to them.
- Are there any immediate aid programs for students that are in crisis and needs immediate financial help?
  - Some institutions do and some do not
- Are the state and federal financial aid programs meeting the needs of non-traditional students?
  - Federal programs work well but require student investment in their future by maintaining GPA and attendance to retain their financial aid eligibility. Students need continued education regarding their responsibility throughout the program.
  - The Ross-Barnette Program is the only state aid program that goes to part-time students that work at least 20 hours. We just cannot get enough funding for this program.
- What are the challenges students face with the financial aid system?
  - Funding the initiatives we have and that we are trying to create.
  - Access Missouri award has decreased so much.
  - Forgivable loan programs can turn from a grant into a loan with fees and past interest attached.
  - We have increased competition from other states for high ability students.
  - The financial aid rules and regulations are complex to students. Mostly in the federal programs, but some state complexities are:
    - Access Missouri dollars change from 4-year to 2-year institutions.
    - Last summer Bright Flight was scheduled to be \$2,500 for the year. In July it was increased to \$3,000. That change was made in July, and was not available to recruit students to stay in the state.
    - Mid-year change to a student that has enrolled and has a plan for a year can be a significant challenge.
- Are students borrowing what they need for postsecondary education or are they borrowing to fund a lifestyle?
  - At community colleges, many students are borrowing to fund a lifestyle, yet we cannot control how much debt a student takes on due to regulations.
  - Students must be educated on their own financial award.
  - There is a lifetime cap of what you are allowed to borrow. The student should consider the full amount of time they will be a student.

- Universities do not offer the scholarship dollars to transfer students. Shouldn't we incentivize our students to further their education? Are we as aggressive in recruiting community college students to our four-year universities as we are out-of-state students?
  - It would be a value to community college students.
  - Community college students tend to be more place bound and may not have the means to move across state.
  - There are A+ dollars for the first two years but not for the years to continue on to a four-year institution.
  - Is the predominate structure of your institutional aid strictly for your first-time freshmen? Should there be some way to partially support transfer students? We should have a target for the traditional student and non-traditional transfer student.
- Is there a role for the state to play in getting two-year students to continue to four-year institutions? Is this an area of need?
  - It could be an incentive for students to complete the first two-years at an affordable community college and then keep those Missouri residents to stay in the state and continue to a four-year institution.
  - Hesitant to start a new state program when we are underfunding the ones we have.
- How can the state improve its financial aid programs?
  - A student should be able to choose an institution based on their values. Funding opportunities should be available no matter where a student chooses to go.
  - Financial aid to entice. Awarding students money to pick a specific major may not be the right path to go.
  - We need more laboratories because there are so many bottle neck programs. More funding for institutions for building and maintaining facilities.
  - The state should focus on narrowing the disparities between the types of institutions and the funding that is available to them.
  - We need to get the word out on all federal and state financial aid that is available. Comparison shopping tools for students to choose an institution.
- How do we increase state funds for financial aid?
  - Funding for higher education should be an investment not an expense. We need to communicate the value that higher education has.
  - A different messenger is needed. The business world needs to advocate for higher education.

## **PUBLIC COMMENT**

- ❖ Connie Farrow, Keep Me in College grassroots mission to keep students in college throughout the state. Access Missouri has gone from \$92.6 million serving 43,305 students in FY 2009 to \$59.8 million serving 53,206 students in FY 2014. We have three recommendations for the state:
  - More stable funding for Access Missouri
  - Open dialog for the state and legislators to organizations and coalitions
  - The business community is willing to work with the state to support financial aid to the legislation

- ❖ Audrey Masek, Student at Truman State University, Scholarship Foundation of St. Louis – increase in Access Missouri is imperative for improving Missouri’s workforce and quality of life for its residents. For the next five years Missouri must do better in prioritizing financial need:
  - Consistently increase funding for Access Missouri so the program is funded for all eligible students receive awards and can receive maximum amount of awards, not just statute minimums
  - Include in the state plan performance measures and indicators that track the percentage of state financial aid that is awarded to students with financial need
  - Add a FAFSA requirement for all state aid programs to ensure limited state dollars are going to students that do not have financial need

## **ADJOURN**

*Note: The comments provided in this document do not represent a verbatim transcription of the comments received verbally and may incorporate some close paraphrasing by the record-keeper.*