

# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**8:30 AM**

**Thursday**

**February 12, 2009**

**Multipurpose Room**

**St. Louis Community College - Wildwood**

**Wildwood, MO**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Kathryn F. Swan**, Chair, Cape Girardeau

**Gregory Upchurch**, Vice Chair, St. Louis

**Doris J. Carter**, Florissant

**David Cole**, Cassville

**Lowell C. Kruse**, St. Joseph

**Mary Beth Luna Wolf**, St. Louis

**Jeanne Patterson**, Kansas City

**Duane Schreimann**, Jefferson City

**Helen Washburn**, Columbia

**TIME:** 8:30 AM  
Thursday  
February 12, 2009

**PLACE:** Multipurpose Room  
St. Louis Community College – Wildwood  
Wildwood, MO

# Schedule of Events February 11 – 12, 2009

## CBHE Work Session and Meeting

### Wednesday, February 11, 2009

12:00 – 5:00 pm                    **CBHE Work Session / Executive Session**  
The Wildwood Hotel  
2801 Fountain Place  
Wildwood, MO 63040

6:30 pm - ??                        **Dinner**  
St. Louis Community College – Wildwood  
2645 Generations Drive  
Wildwood, MO 63040

### Thursday, February 12, 2009

8:30 am – 12:00 pm                **CBHE / PAC Meeting / CBHE Executive Session**  
Multipurpose Room  
St. Louis Community College – Wildwood  
2645 Generations Drive  
Wildwood, MO 63040

12:00 – 1:00 pm                    **Lunch**

1:00 pm - ??                        **Continue CBHE Meeting if necessary**

### **Executive Session**

RSMo 610.021(1) relating to “legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys.”

RSMo 610.021(3) relating to “hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.”

Other matters that may be discussed in closed meetings, as set forth in RSMo 610.021.

Individuals needing special accommodations relating to a disability should contact Laura Vedenhaupt, at the Missouri Department of Higher Education, 3515 Amazonas Drive, Jefferson City, MO 65109 or at (573) 751-2361, at least three working days prior to the meeting.

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

**Representatives by Statute**

**Public Four-Year Universities**

Dr. Henry Givens, Jr.  
President  
Harris-Stowe State University  
3026 Laclede Avenue  
St. Louis 63103

Dr. Carolyn Mahoney  
President  
Lincoln University  
820 Chestnut  
Jefferson City 65101

Dr. Bruce Speck  
President  
Missouri Southern State University  
3950 East Newman Road  
Joplin 64801

Dr. Michael Nietzel  
President  
Missouri State University  
901 South National Avenue  
Springfield 65802

(COPHE President)

Dr. John Carney III  
Chancellor  
Missouri University of Science and Technology  
206 Parker Hall  
Rolla 65401-0249

Dr. Robert Vartabedian  
President  
Missouri Western State University  
4525 Downs Drive  
St. Joseph 64507

Dr. Dean Hubbard  
President  
Northwest Missouri State University  
800 University Drive  
Maryville 64468

Dr. Ken Dobbins  
President  
Southeast Missouri State University  
One University Plaza  
Cape Girardeau 63701

Dr. Darrell Krueger  
President  
Truman State University  
100 East Normal  
Kirksville 63501

Dr. Aaron Podolefsky  
President  
University of Central Missouri  
Administration 202  
Warrensburg 64093

Mr. Gary Forsee  
President  
University of Missouri  
321 University Hall  
Columbia 65211

Dr. Brady Deaton  
Chancellor  
University of Missouri-Columbia  
105 Jesse Hall  
Columbia 65211

Dr. Leo Morton  
Chancellor  
University of Missouri-Kansas City  
5100 Rockhill Road  
Kansas City 64110

Dr. Thomas George  
Chancellor  
University of Missouri-St. Louis  
8001 Natural Bridge Road  
St. Louis 63121

**Public Two-year Colleges**

Dr. Alan Marble  
President  
Crowder College  
601 Laclede Avenue  
Neosho 64850

Dr. Edward Jackson  
President  
East Central College  
1964 Prairie Dell Road  
Union 63084

Dr. Wayne Watts  
President  
Jefferson College  
1000 Viking Drive  
Hillsboro 63050-1000

Dr. Jackie Snyder  
Chancellor  
Metropolitan Community Colleges  
3200 Broadway  
Kansas City 64111

Dr. Steven Kurtz  
President  
Mineral Area College  
5270 Flat River Road  
Park Hills 63601

Dr. Evelyn Jorgenson  
President  
Moberly Area Community College  
101 College Avenue  
Moberly 65270

Dr. Neil Nuttall  
President  
North Central Missouri College  
1301 Main Street  
Trenton 64683

(MCCA President)

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

**Representatives by Statute**

Dr. Hal Higdon  
President  
Ozarks Technical Community College  
1417 North Jefferson  
Springfield 65801

Dr. John McGuire  
President  
St. Charles Community College  
4601 Mid Rivers Mall Drive  
St. Peters 63376

Dr. Zelema Harris  
Chancellor  
St. Louis Community College  
300 South Broadway  
St. Louis 63110

Dr. Marsha Drennon  
President  
State Fair Community College  
3201 West 16<sup>th</sup> Street  
Sedalia 65301-2199

Mr. Joe Rozman  
President  
Three Rivers Community College  
2080 Three Rivers Boulevard  
Poplar Bluff 63901

**Public Two-year Technical College**

Dr. Donald Claycomb  
President  
Linn State Technical College  
One Technology Drive  
Linn 65051

**Independent Four-year Colleges and Universities**

Dr. Mark Lombardi  
President  
Maryville University of St. Louis  
13550 Conway Road  
St. Louis 63131

Dr. Marianne Inman  
President  
Central Methodist University  
Church Street  
Fayette 65248

Dr. William L. Fox  
President  
Culver-Stockton College  
One College Hill  
Canton 63435-9989

Dr. Mark S. Wrighton  
Chancellor  
Washington University  
One Brookings Drive  
St. Louis 63130

**Independent Two-year Colleges**

Dr. Judy Robinson Rogers  
President  
Cottey College  
1000 West Austin  
Nevada 64772-1000

# COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 8:30 am  
Thursday  
February 12, 2009

PLACE: Multipurpose Room  
STLCC - Wildwood  
Wildwood, MO

## AGENDA

- |  | <u>Tab</u> | <u>Presentation by:</u> |
|--|------------|-------------------------|
| <b>I. Introduction</b>   |            |                         |
| A. Call to Order   |            | Kathryn Swan, Chair     |
| B. Confirm Quorum  |            | Board Secretary         |
| C. Welcome from STLCC Chancellor   |            | Zelema Harris           |
| D. Committee Reports   |            |                         |
| 1. Audit Committee   |            | Duane Schreimann        |
| 2. Student Loan / Financial Aid Committee  |            | David Cole              |
| 3. Strategic Planning Committee  |            | Jeanne Patterson        |
| 4. Strategic Communications Committee  |            | Mary Beth Luna Wolf     |
| <b>II. Presidential Advisory Committee</b>   |            |                         |
| A. FY 2010 Budget Update – Governor’s Recommendations  | A          | Paul Wagner             |
| B. FY 2011 Budget Recommendations  | B          | Paul Wagner             |
| C. 2009 Legislative Session  | C          | Zora AuBuchon           |
| D. Legislation Implementation Update   | D          | Zora AuBuchon           |
| E. <i>Imperatives for Change</i> Update  | E          | Tim Gallimore           |
| F. Mission Review Update   | F          | Tim Gallimore           |
| G. Federal Default Fee   | G          | Leanne Cardwell         |
| H. Presentation – Attitudes Toward Higher Education<br>(9:15 am)   | H          |                         |
| <b>III. Action Items</b>   |            |                         |
| A. Minutes of the December 4, 2008 CBHE Meeting<br>Minutes of the December 17, 2008 Conference Call<br>Minutes of the January 14, 2009 Conference Call |            | Kathryn Swan            |
| B. Administrative Rule Changes   | I          | Leroy Wade              |

# COORDINATING BOARD FOR HIGHER EDUCATION

## IV. Consent Calendar

A. Proprietary School Certification Actions and Reviews	J	Leroy Wade
B. 2009 Transfer Conference	K	Tim Gallimore
C. ITQG Program Update	L	Tim Gallimore
D. Academic Program Actions	M	Tim Gallimore
E. CAI Update	N	Tim Gallimore
F. LAMP Update	O	Tim Gallimore
G. Educational Needs Analysis Update	P	Tim Gallimore
H. Student Loan Program Update	Q	Leanne Cardwell
I. College Goal Sunday	R	Leanne Cardwell
J. Distribution of Community College Funds	S	Paul Wagner

## V. Items for Discussion, Consideration, and Possible Vote

A. Capital Policies and Projects – FY 2011	T	Paul Wagner
B. LCDI Review	U	Paul Wagner
C. Economic Stimulus Package	V	Tim Gallimore
D. State Student Financial Aid (10:30 am)	W	Leroy Wade
E. P-20 Council Update		Kathryn Swan
F. Report of the Commissioner		Robert Stein

### Executive Session

RSMo 610.021(1) relating to “legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys.”

RSMo 610.021(3) relating to “hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.”

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**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
December 4, 2008**

The Coordinating Board for Higher Education (CBHE) met at 9:00 am on Thursday, December 4, 2008, at Metropolitan Community College – Penn Valley.

Chair Kathryn Swan called the meeting to order. A list of guests is included as an attachment. The presence of a quorum was established with the following roll call.

	<b>Present</b>	<b>Absent</b>
Doris Carter	X	
David Cole	X	
Lowell Kruse	X	
Jeanne Lillig-Patterson	X	
Mary Beth Luna Wolf	X	
Duane Schreimann	X	
Kathryn Swan	X	
Greg Upchurch	X (by phone)	
Helen Washburn	X	

Dr. Jacqueline Snyder, Chancellor of Metropolitan Community College, welcomed attendees to the campus and provided a brief overview of the history of the college and its campuses. Chancellor Snyder also introduced the presidents of each MCC campus. Dr. Bernard Franklin, President of MCC – Penn Valley, briefed attendees on the campus including the diverse student body and signature programs.

Chair Swan thanked Chancellor Snyder and President Franklin for their hospitality while hosting this meeting.

Chair Swan opened discussion to the request from Senate and House budget leadership to submit scenarios describing the effects to state agencies and public institutions of 15, 20, and 25 percent reductions in core funding.

Commissioner Robert Stein reiterated that the department would collect scenarios from each institution and would prepare a comprehensive response on behalf of all Missouri higher education. During meetings with the Council on Public Higher Education (COPHE) and the Missouri Community College Association (MCCA), discussions ensued on the severity of the impact such cuts would have on higher education. Also discussed was the seriousness of following through with proposed scenarios should the core cuts be realized.

President Mike Nietzel summarized some of the discussion held by COPHE. Presidents and chancellors discussed the increase in institutions' enrollments as more students become aware of the need for additional education and training. Also discussed were scenarios on how to balance tuition increases against the potential losses. The size of necessary tuition increases to cover the

losses would be staggering, and with tuition constraints in place, such increases might not be realistic.

President Nietzel stated that, at the 20 and 25 percent levels, all institutional financial assistance and scholarship to students at Missouri State University could be cut and MSU would still not be able to absorb those cuts. MSU could also close one of its colleges, which would eliminate several academic departments encompassing up to 20 degree programs, would see job losses for hundreds of faculty and staff, and would still not reach the level of a 20 or 25 percent budget cut.

President Neil Nuttall stated that one component of community colleges is the short-term training provided to displaced workers as an integral part of workforce investment. Cutting funding in this situation may force colleges to limit programs or class sizes and will impact access, which would further compound the situation.

Commissioner Stein advised that it would be appropriate to create examples and illustrations of the scope and magnitude these core cuts would mean to individual institutions. Sending additional pieces of information that begin to communicate those impacts and not simply answering the question will be to our advantage. The Commissioner urged presidents to look on this exercise as an opportunity to give careful consideration to institutional operations.

President Gary Forsee stated that higher education needs to deal with the current economic reality. Cuts this large require a significant, in-depth examination of institutional structure. Reducing travel or the elimination of some programs will not meet the larger percentage goals. Extreme measures such as personnel cuts and/or tuition increases may be necessary.

Chair Swan asked institutions to consider submitting two sets of scenarios – one scenario assuming that tuition will be held flat in order to bring attention to the relationship between state appropriations and tuition, and one scenario that includes potential tuition increases. President Forsee agreed that some assumptions could be included in the responses.

Mr. Lowell Kruse commented that there is no scenario that is not daunting for higher education. In the long term, higher education is the key to our future, but in the short term it is the easiest to cut. We must use this current crisis as an opportunity, but we must also agree very quickly as to who will be our leaders. These could be members of chambers of commerce or other civic groups or other persons with solid business reputations. Mr. Kruse recommended asking the Governor, Senator Shields, and Representative Richard who from the business community might be best suited for such a group. This group would then sit with the Governor and legislative leadership and decide how to proceed toward a long-term solution.

Chancellor Snyder suggested that support staff review structures in other states and provide comparisons of other states' financial situations.

Chair Swan agreed that higher education is weary of being reactive and that this is an opportunity to become proactive.

Commissioner Stein said that the heads of COPHE, MCCA, and Linn State Technical College, along with MDHE staff and one or more CBHE members could begin brainstorming and make inroads into the legislature.

President Don Claycomb stated that it is the business community that pays the bills and higher education does not have the same credibility. Leadership from the business community is very important.

President Nietzel stated that the action group must get policy leaders to recognize the paradox that their success in making cuts to higher education of this magnitude will guarantee the long term failure of Missouri. If this dilemma is not handled differently, Missouri will have an economy that is not viable for the future.

Ms. Mary Beth Luna Wolf stressed that it is highly beneficial for institutions to show one face/one voice. It is also vital to include business and community leaders in meetings with legislators to help make the case for higher education.

Mr. Schreimann stated that higher education must make its case to those legislators and the general public who do not value postsecondary education. Education leaders must be proactive around the state by finding organizations and sending representatives to speak at local and statewide events. Institutions must also be prepared to accept a painful solution; the overall quality of postsecondary education in Missouri is important not just one campus.

President Aaron Podolefsky advised that presidents must go back to their campuses and begin planning now. Institutions cannot wait until April or May to begin because some decisions and processes will take time.

President Henry Givens expressed concern that the magnitude of core cuts in the scenario would be enough to close the doors of Harris-Stowe. Ninety percent of HSSU students are the first in their families to attend college and are from low income families. The institution cannot consider increasing tuition or cutting programs. These students have no other place to go.

President Bernard Franklin stated that the national economy is forcing everyone to redefine and reshape how they do what they do and higher education will not be exempt.

Ms. Doris Carter said that many Missouri legislators believe that higher education is fat and needs to reorganize. We must prove our value to the state.

Commissioner Stein advised that one of higher education's legislative champions knows that most institutions are being run efficiently. However, his colleagues do not believe that, and he does not have enough evidence to support his position. Higher education must look at how to tell the story of efficiency and also look at restructuring and reshaping to meet the needs of the state.

Commissioner Stein reiterated the need to seriously review institutional operations in the development of the FY 2010 core cut scenarios. The Commissioner also advised institutions to

make their own decisions regarding potential withholdings for FY 2009 but to keep the department apprised of decisions that will be made public.

Dr. Helen Washburn encouraged everyone to examine the productivity and numbers of graduates of independent institutions. What role can independents play in this situation?

In summary, the Commissioner will work with institutional representatives to address the short term situation and to research long term solutions to funding higher education in Missouri. This may include meetings with the Governor's office, legislators, and business leaders and to develop a marketing plan in order to get the message out about the work of higher education.

Chair Swan thanked presidents for their engaged discussion on this issue.

## **Committee Reports**

### Audit Committee

Mr. Schreimann advised that the Audit Committee met on November 19, 2008, and there are four items on which to report.

- The USDE concluded its conflict of interest inquiry whereby all state guaranty agencies are reviewed to ensure compliance with federal guidelines. There were no findings on this audit.
- The USDE audit of the federal and operating funds will commence soon. This is also a standard audit of all state guaranty agencies.
- The State Auditor's single audit of the Missouri Student Loan Program is ongoing.
- As a result of the RFP process, BKD has been selected as the official auditor of the Missouri Student Loan Program. BKD will begin an audit in mid-March 2009.

### Student Loan / Financial Aid Committee

Mr. David Cole reported that the Student Loan / Financial Aid Committee met on November 14, 2008. Members discussed the role and objectives of the Committee, including developing a greater knowledge of loan and scholarship programs in order to better guide CBHE actions on financial assistance issues.

For future decisions on issues, committee members suggested that the MDHE provide the statutory background for programs, verification of compliance, data reports on program operations, and information on how state priorities are addressed through financial assistance.

### Strategic Planning Committee

Ms. Jeanne Patterson reported that Tab D of the board book outlines progress on implementation of the coordinated plan. Continuing to focus on strategic imperatives continues to make sense in light of current economic issues.

The board is committed to the mission review process as part of the CBHE statutory obligations and encourages each institution to submit the requested materials.

President Nietzel advised that many aspects of mission review can be easily provided. There are some implications that the assessment procedures, particularly those that may involve new approaches, may take additional time if there is a need to cut back in those areas.

Commissioner Stein pledged that the MDHE and the CBHE will work with institutions and will not require the development of new assessments when current instruments may be satisfactory. The department is sensitive to potential withholdings and cuts and will work closely with institutions should those become reality.

President Nuttall stated that all community colleges have joined together on a benchmarking project that is aligned with initiatives in the statewide coordinated plan. There is concern, however, that some current assessments may not be the most effective measures. It costs time and money to develop new instruments, but it is important that higher education be patient and wait until funds are available so that appropriate assessments may be developed.

#### Strategic Communications Committee

Ms. Luna Wolf reported that the Strategic Communications Committee met on November 10, 2008. Members discussed current and future projects and reviewed potential short and long-term goals. The Committee acknowledged the need to work with the institutions to reach out to the public on different issues to ensure we are all on the same page. The MDHE is providing more information to media outlets on what is going on in higher education, but the messages should be coordinated with what institutions are publicizing.

#### Nominating Committee

Mr. Greg Upchurch advised that the Nominating Committee discussed issues surrounding the leadership of the CBHE. The appointment of potential nominees for CBHE offices had not been reconfirmed by the Senate prior to the November election, and it is not known at this time if Governor Nixon will reappoint these members. Therefore, the Committee is nominating the current slate of officers with the understanding that, in the event members are reappointed by Governor Nixon, the CBHE could take up a change in officers at that time. Nominations are as follows:

Chair – Kathryn Swan

Vice Chair – Gregory Upchurch

Secretary – Duane Schreimann

Chair Swan opened the floor for additional nominations for CBHE Chair. There were no additional nominations, and nominations were closed for the position of Chair.

Chair Swan opened the floor for additional nominations for CBHE Vice Chair. There were no additional nominations, and nominations were closed for the position of Vice Chair.

Chair Swan opened the floor for additional nominations for CBHE Secretary. There were no additional nominations, and nominations were closed for the position of Secretary.

Mr. Cole made a motion **to accept the Nominating Committees proposed slate of officers for the CBHE**. Ms. Carter seconded the motion, and the motion carried unanimously.

### **Presidential Advisory Committee**

#### Legislation Implementation Update

Ms. Zora AuBuchon provided information regarding implementation of legislative and ballot initiatives.

Constitutional Amendment 1 requires that all open meetings of public bodies must be conducted in English. This requirement will not impact the department's plans to print some publications in other languages.

Proposition A repealed the loss limits at Missouri casinos. This initiative was publicized by supporters in part as providing funding for postsecondary education. However, the amount of funds allocated to higher education from gaming money is capped in statute, which was not changed by the measure. A bill pre-filed by Senator Victor Callahan would require all additional funds from that initiative go to higher education.

Last session's Senate Bill 1181 created a professorship of energy conservation, and the MDHE has requested funding for this position.

Per the CBHE policy on the Higher Education Student Funding Act, the MDHE expects to notify institutions of the official rate of inflation for 2008 by mid-January. To date, inflation is at 3.1% for the year.

Given the uncertainty of the current economic situation and potential withholdings and core reductions, some institutions may be considering mid-year tuition increases. The current CBHE policy does not cover that situation. Therefore, MDHE staff are preparing a revised policy to address requests for mid-year tuition increases. The policy will use a similar process as in the development of the original policy, and institutions will have an opportunity to provide comment and feedback prior to CBHE action.

President Nietzel asked if a mid-year tuition increase would count against the average for the next academic year. If there is a one-time surcharge for students, which would be removed at the end of the semester, would that also be counted against the institution's average?

Ms. AuBuchon responded that this issue might be best discussed during a conference call rather than waiting for board action in February.

Commissioner Stein stated that if there was consensus among institutions on the revised policy, the board would hold a conference call in order to finalize the policy as soon as possible. This will be a high priority for the department.

Ms. AuBuchon added that there is some feeling in the legislature that there should be more firm caps on tuition and that institutions should be prepared for that discussion. President Forsee commented that the freshman legislator tour would be conducted in the next few weeks and institutions should take every opportunity to open a dialogue on this issue.

### 2009 Legislative Session

Ms. AuBuchon stated that pre-filed bills have been published, and the MDHE will provide a summary on higher education-related bills in its weekly legislative update.

A Bright Flight bill has been pre-filed by Senator Scott Rupp clarifying that recipients serving in the military may have an extended deferment. In addition, the current statute is unclear as to award amounts for the top performing students. Senator Rupp wants to further clarify that students in the top 3% receive a \$4,000 award rather than a \$3,000 award. The Board supports this clarification.

Other potential legislation of interest includes the Missouri Promise proposal from Governor-elect Nixon. It is unlikely in the current economic climate that the legislature would create a significant new financial aid program. There is also interest in a bill that would make the MDHE the gatekeeper for all higher education bills not otherwise assigned. Additionally, there is attention concern that the 2.5 GPA requirement for renewal of the Access Missouri award is too high for a need-based scholarship and a bill may be forthcoming.

The department has obtained a sponsor for the diploma mill / proprietary certification bill. There have been several reports recently of persons attempting to use false diplomas in Missouri or from Missouri institutions, so the time appears to be ripe for this legislation.

There may also be discussion on immigration and the question of whether the higher education community should move forward with any changes to the current statute. The statute talks about public benefits and there is some discussion to remove higher education from that list. There is also discussion that would create a special section for higher education and how institutions may verify student status. Nothing has been filed at this point.

### Capital Improvement Funding

Mr. Paul Wagner advised the board regarding an informal brainstorming session where a public debt expert joined MDHE staff and institutional representatives to discuss options for raising

additional revenue for capital projects. A smaller group later met via conference call and decided that at this point there was little benefit to pursuing a tax increase.

The Board should revisit the CBHE policy on capital prioritization as the Governor-elect expects an annual list of prioritized capital projects to be submitted with the budget recommendations. There will need to be some time spent to determine if the board's current policy is sufficient to address this issue or if changes will be necessary.

Mr. Schreimann asked about the state's bonding capacity. Mr. Wagner responded that the third state building bonds will be paid off by FY 2013, and there is an opportunity for additional general revenue without committing additional resources.

### Performance Measures

Dr. Tim Gallimore briefed the board on the MDHE's progress in developing definitions and processes for reporting on indicators identified in *Imperatives for Change*, the statewide coordinated plan for higher education. A website regarding this process has been developed to facilitate public comment and feedback. The MDHE is on track for gathering baseline data for initial reporting in June 2009.

### LAMP Update

Dr. Gallimore updated the board on the work of the Learning Assessment in Missouri Postsecondary Education (LAMP) advisory council. LAMP is part of higher education's efforts to demonstrate efficiency, proficiency, and accountability and that we are producing and adding value to the state. LAMP is comprised of representatives from various educational sectors and is an attempt to meet obligations for alignment of curriculum and assessments.

LAMP is targeting June 1, 2009 to provide a report of its policy and implementation recommendations to the Commissioner of Higher Education. Detailed information on the LAMP initiative as well as an electronic newsletter is available on the MDHE website (<http://www.dhe.mo.gov/lamp.shtml>).

### Strategic Communications Plan

Ms. Kathryn Love briefed the board on the newly established Strategic Communications Committee. The Committee's November 10<sup>th</sup> meeting focused on how to raise awareness about the importance of higher education and began drafting a communications plan outlining short- and long-term goals.

Some strategies discussed include:

- Meetings with editorial boards
- Implementation of a media plan and coordinating news releases
- Enlisting local business leaders to write op ed pieces on higher education's impact on economic development

## Action Items

### Minutes

Mr. Schreimann made a motion to **approve the minutes of the September 11, 2008 CBHE meeting and the October 23<sup>rd</sup> and November 20<sup>th</sup> CBHE conference calls.** Mr. Upchurch seconded the motion, and the motion carried unanimously.

### Proposed 2010 CBHE Meeting Dates and Locations

Chair Swan advised that the CBHE meeting in April will now be held in Jefferson City instead of Independence because there will be a joint meeting with the State Board of Education. There is also one change to the board item. The date of the last regularly scheduled meeting of 2010 should be December 1 – 2 rather than December 2 – 3.

Dr. Washburn made a motion to **adopt the proposed change to the previously approved schedule for 2009 and the proposed 2010 meeting dates and locations as amended.** Ms. Carter seconded the motion, and the motion carried unanimously.

### Proposed Changes to the CBHE By-Laws

Ms. AuBuchon updated members on the CBHE By-Laws, which were amended to establish the Strategic Communications Committee as a standing committee of the board. A copy of the proposed amendments was distributed during the September 11, 2008 CBHE meeting in Fayette.

Mr. Schreimann made a motion to **approve the proposed amended by-laws.** Ms. Patterson seconded the motion, and the motion carried unanimously.

### Mission Review

Dr. Gallimore briefed the board on the proposed three-phase plan for re-establishing the mission review process for Missouri public institutions. Phase I consists of institutions providing copies of planning documents and MDHE review of those submissions; Phase II will include regional meetings to explore more collaborative partnerships; and Phase III includes data collection on performance in order to produce reports tied to *Imperatives for Change*. Finally, feedback will be requested on the effectiveness of the process for continuous quality improvement.

Commissioner Stein added that the MDHE is committed to reviewing policies and data-gathering techniques and to revise or eliminate those that are outdated, cumbersome, excessive, or unnecessary.

Mr. Kruse made a motion that **the Coordinating Board for Higher Education reaffirm its commitment to mission review. It is further recommended that the Coordinating board approve the three phase process as outlined and direct the Commissioner for Higher**

**Education to begin the process immediately.** Dr. Washburn seconded the motion, and the motion carried unanimously.

Annual Report of Southeast Missouri State University and Three Rivers Community College Delivery Systems

Dr. Gallimore reported that the department has been tracking and reviewing information on delivery systems for these two institutions for several years. Based on the data provided, the institutions have demonstrated that the needs of the region and the students still take priority. The institutions have been able to provide more services to more students. Financial aid and administrative processing is easier and has eased the way for students in this region to obtain a postsecondary education.

Ms. Carter made a motion to **recommend that the Coordinating Board for Higher Education resolve that the criteria no longer exist which mandated annual reporting of off-site / out-of-taxing district instruction in southeast Missouri by Three Rivers Community College and Southeast Missouri State University, and that separate reporting beyond FY2008 should no longer be required of the institutions, although information should be maintained by both institutions regarding instructional activity in the region.**

**It is further recommended that the Coordinating Board resolve that instructional activity supports the presence of both institutions in Sikeston, Malden, and Kennett, but that further study, particularly the ongoing needs analysis sponsored by the Cape Girardeau Coalition Task Force, will guide decision-making regarding course and program offerings in these and other communities in the region.**

**It is further recommended that the Coordinating Board express its appreciation to the administration and staff of Southeast and TRCC for their cooperation and responsiveness in providing this information, and for their efforts to strengthen educational attainment and workforce development in southeast Missouri. Both institutions should continue to collaborate where appropriate in support of these goals, and to adhere to public policy in the introduction of new sites and programs.**

Ms. Patterson seconded the motion, and the motion carried unanimously.

Revisions to the State Student Assistance Programs' Administrative Rules

Mr. Leroy Wade briefed the board on the proposed changes to certain administrative rules that provide the framework for the operation of the student financial aid program. At the September 11, 2008 meeting, the CBHE approved a revised institutional eligibility rule to serve as a base for other program changes. This item provides an update to the rules for Access Missouri and Bright Flight, proposes a new rule for the Kids Chance Scholarship, modifies the institutional eligibility rule, and rescinds administrative rules regarding the Charles Gallagher and the Missouri College Guarantee programs.

Bright Flight revisions include strengthening the deferment procedures, clarification of procedures for determining qualifying scores, and to remove the prohibition of correspondence courses. Access Missouri revisions include clarification of award amounts reduced by A+ and changes the definition of satisfactory academic progress.

Future actions will see proposed updates to the rules for the Marguerite Ross Barnett program, the Public Service Officer and Vietnam Survivor programs, and the Student Residency rule as it relates to student financial assistance.

Ms. Patterson asked if the clarification on correspondence courses would disallow distance education. Mr. Wade replied that the revision would clarify that distance education courses would apply for Bright Flight eligibility.

Mr. Upchurch made a motion to **recommend that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed amendments and rulemaking become effective as administrative rules and the Charles Gallagher Student Financial Assistance and Missouri College Guarantee programs' administrative rules are rescinded as soon as possible.**

Ms. Patterson seconded the motion, and the motion carried unanimously.

#### Certification of Institutions to Participate in the Missouri Student Financial Assistance Programs

Mr. Wade reported that the Kirksville Area Technical Center and the Pemiscot County Vocational School of Practical Nursing in Hayti have completed applications to participate in state student financial assistance programs. MDHE staff determined that the application materials as submitted meet the statutory requirements for approval.

Mr. Cole made a motion to **recommend that the Coordinating Board for Higher Education approve the Kirksville Area Technical Center and Pemiscot County Vocational School of Practical Nursing to participate in the state student financial assistance programs administered by the Coordinating Board for Higher Education until September 2010.**

Mr. Wade advised that this date would put these institutions on the same renewal schedule of all other institutions. Institutions must receive renewals of their approval every three years.

Ms. Carter seconded the motion, and the motion carried unanimously.

#### Consent Calendar

Chair Swan pulled Tabs O and P from the Consent Calendar for discussion.

President Forsee asked for discussion of the performance of the Access Missouri program. Mr. Wade responded that the evaluation is still a work in progress on how the program is performing both in the funding between sectors and in which students are being served by each sector. Currently funding is split roughly fifty-fifty between the public and independent sectors.

President Forsee asked, in the context of the state's scarce resources, if this funding split is the public policy that Missouri should have? Is this the intended consequence of the program?

Commissioner Stein replied that there are two levels of discussion on this topic. The State Student Financial Aid Committee has been charged to carefully review how the Access Missouri program is operating. The Committee will look at how much money is going into each sector, Expected Family Contribution (EFC), how many students at the very bottom are benefitting from the program regardless of the sector in which they enroll. The Committee has representation from all sectors, and we encourage you to submit other research and variables that should be considered to the Committee. Out if this should emerge a report that discusses the impact of the program.

Public policy in Missouri is a separate issue. The State Student Financial Aid Committee may always make recommendations, and student financial aid is currently a hot button issue. The MDHE has made a commitment to work with the public and independent sectors to obtain their views on public policy and student financial aid using the data that the SSFAC is analyzing. We now have more money in Access Missouri than previously imagined, and it is appropriate to bring up these important questions.

Ms. Luna Wolf stated that is always helpful to review programs after a few years to see if they work. However, it is important to remember that the intent of this new program was to focus on what will help Missouri students and families and not what will help public or independent institutions.

Mr. Wade added that at least two out of three students receiving an Access Missouri award are Pell Grant eligible, which is a proxy for financial need, one-third of student recipients are in the lowest EFC category, and the average adjusted gross income of all student recipients is less than \$35,000.

Commissioner Stein stated that we have to put out a fact sheet on what we know to help inform this discussion. We also need to understand what additional questions need to be asked.

President Forsee commented that there is pressure on public institutions regarding funding, specifically tuition caps. Independent institutions do not have such constraints. If we cannot have this discussion - to have this disproportionate issue on this significant amount of money - our ability to deliver a common message and stand on a common platform is challenged.

Commissioner Stein reported that the MDHE is continuing to gather data to look at the impact of Missouri student financial aid. The CBHE may engage in that discussion and to provide analysis of the positives and negatives of various approaches. Implicit in this is a discussion of how much money the state should put into financial aid in light of potential core cuts. The CBHE can make a commitment to bring forward to the February meeting the data we have as well as the perspectives of the independent sector public two- and four-year sectors and the independent sector.

Ms. Rose Windmiller, representing Chancellor Mark Wrighton of Washington University on the Presidential Advisory Committee, stated that this public policy issue of graduated awards was vetted very strongly. It is hoped that the conversation stays focused on the student rather than the institution the student chooses.

Additional discussion centered on the Gallagher and Guarantee programs compared to the Access Missouri program and also those groups of students and families who delay filing student aid applications past the deadline or students who file but either enroll in a different institution or change their mind regarding attendance.

Commissioner Stein expressed appreciation for the engaged discussion and encouraged Missouri higher education to take responsibility for this issue. The Commissioner encouraged institutions to work with MDHE staff and the SSFAC to share their perspectives and ideas - either independently or as a sector – prior to the February meeting. This topic will be placed on the February agenda for further discussion of those positions.

Commissioner Stein announced that Anna Fligge is the COPHE representative on the State Student Financial Aid Committee.

There were no other items from the Consent Calendar pulled for discussion. Mr. Schreimann made a motion **to accept the items on the Consent Calendar**. Dr. Washburn seconded the motion, and the motion carried unanimously.

### **Items for Discussion, Consideration, and Possible Vote**

#### OTA / PTA Collaboration

Dr. Gallimore briefed the board on this program action, which represents a model collaborative approach between and across sectors that can be easily replicated around the state. The Missouri Health Professions Consortium, comprised of five community colleges and the University of Missouri, have taken leadership in providing training in this urgently needed field. These programs are also designed to seamlessly transfer from the associate level all the way through to the doctoral level.

Chair Swan invited representatives from the consortium institutions to stand and be recognized. Commissioner Stein wanted to emphasize the leadership of the University of Missouri – Columbia and the great collaboration that took place in the design of these programs. This is a model that we hope to see replicated.

President Evelyn Jorgenson expressed appreciation on behalf of community colleges. We are delighted with this collaboration and are very pleased that the University helped put together this unique arrangement that allows these programs to reach rural areas that would otherwise not be served. This collaboration will be good for all involved, especially the students and citizens in those rural areas.

Ms. Carter made a motion to **recommend that the Coordinating Board commend *East Central College, Moberly Area Community College, North Central Missouri College, State Fair Community College, Three Rivers Community College, and the University of Missouri-Columbia* for their collaborative efforts in developing the Missouri Health Professions Consortium and the AAS, Occupational Therapist Assistant and AAS, Physical Therapist Assistant programs. The combined delivery of these programs will efficiently fill an urgent and growing Missouri need for additional health care workers in these fields.**

Dr. Washburn seconded the motion, and the motion carried unanimously.

#### Proprietary Certification Program Fees

Mr. Wade informed the board that approximately eighty percent of the funding of the proprietary school certification program is paid through fees charged to schools. The fee formula is established in statute, and there has been discussion about adjusting the fee formula to make the program completely fee-funded. Any changes to the current fee structure will require legislative action.

#### Statewide Engagement of Independent Institutions

Commissioner Stein advised that there has been various levels of engagement over the last two decades between the independent institutions and the CBHE. The independent sector has five statutorily established seats in the Presidential Advisory Committee. With the nation talking about higher education and getting more citizens educated, the role of the independent sector and all of higher education is in the minds of stakeholders.

The MDHE met with the independent sector on December 1<sup>st</sup> to engage in discussion to better understand the independent perspective on various issues. The sector expressed interest in meeting periodically with the MDHE and in becoming more engaged in public policy discussions.

#### P-20 Council Update

Chair Swan reported that Dr. Tim Gallimore is the interim executive director of the Missouri P-20 Council. The meeting on December 2, 2008 focused primarily on finalizing the language for a National Governor's Association (NGA) grant as it pertained to data sharing and security of identifiable data.

The Council also discussed issuing a Request for Information (RFI) to regional P-20 councils for an update on their regional activities and future plans and goals. In addition, the RFI would contact other regions of the state that do not currently have a P-20 council in order to facilitate in the development of a structure to address their own workforce development needs and educational gaps.

Dr. Gallimore added that workforce development is fairly prominent now and will become more prominent as the nation tries to move out of its economic slump. A centralized P-20 Council is

an organizing tool, and there is a place for higher education through the P-20 Council to assist in training and retraining individuals who are displaced or seeking new careers.

### Report of the Commissioner

Commissioner Stein asked for names of individuals who may be appropriate for the position of Executive Director of the P-20 Council that may be provided to the Governor-elect for consideration.

There are currently two positions available on the State Board of Education in the 3<sup>rd</sup> and the 8<sup>th</sup> Congressional districts. Send in names of individuals who understand higher education and would be committed to P-20.

The Measuring Up report for 2008 was recently published. Grades are established by benchmarking against the top five states in the country. Although Missouri's overall grades have, in most areas, dropped, compared to our data from previous years, Missouri is improving. However, we are not improving fast enough.

Commissioner Stein acknowledged MDHE staff both at the meeting and in Jefferson City.

Commissioner Stein remarked that it has become evident in the last two days that we are more engaged with each other than ever before. Clearly there will be tense times, but we are grateful for your professionalism.

### Adjournment

Ms. Patterson made a motion **to adjourn the meeting**. Mr. Schreimann seconded the motion, and the motion carried unanimously.

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF CONFERENCE CALL  
December 17, 2008**

The Coordinating Board for Higher Education (CBHE) met at 4:00 pm on Wednesday, December 17, 2008 via conference call. The call originated at the Missouri Department of Higher Education (MDHE) offices in Jefferson City.

Mr. Duane Schreimann, Secretary, called the meeting to order. The presence of a quorum was established with the following roll call vote:

	<b>Present</b>	<b>Absent</b>
Doris Carter	X	
David Cole	X	
Lowell Kruse	X	
Jeanne Patterson		X
Mary Beth Luna Wolf	X	
Duane Schreimann	X	
Kathryn Swan		X
Gregory Upchurch		X
Helen Washburn	X	

Commissioner Robert Stein, Deputy Commissioner Paul Wagner, Assistant Commissioner/General Counsel Zora AuBuchon, Assistant Commissioner Tim Gallimore, Public Information Officer Kathy Love, and Executive Assistant Laura Vedenhaupt were also present.

**Mission Review**

Commissioner Stein advised board members of a communication from the University of Missouri system office stating that UM would not meet the requirement to submit Phase I Mission Review documents by the deadline of January 6, 2009. This communication was received after discussion at the December 3, 2008 meeting of the Council on Public Higher Education (COPHE) and the December 4, 2008 meeting of the CBHE.

During the December CBHE meeting, the Board publicly reaffirmed its commitment to Mission Review and approved a three-phase process for implementation. Phase I Mission Review requires institutions to submit the most recent copy of their mission statement, a copy of the institution's mission implementation or strategic plan, and a copy of the institution's facility plan. The MDHE sent the Phase I Mission Review request to presidents and chancellors of public institutions on December 12, 2008.

Commissioner Stein explained that the Mission Review process adopted by the Board was deliberately designed to be the least burdensome on institutions, especially during the current economic upheaval. Phase I documents should already be available at each institution and,

should the institution determine that adjustments must be made to those documents, institutions would not be precluded from sending in updates and/or addendums after January 6, 2009.

Ms. AuBuchon stated that the Board's action at the December 4 meeting constituted a policy or procedure of the Coordinating Board and that willful disregard of board policy may be grounds for a fine of up to one percent of an institution's state operating budget. The maximum fine for the University of Missouri, should the institution become non-compliant, would be approximately \$4.5 million.

Commissioner Stein stated that the department should provide UM with a cautionary memo prior to the January 6 deadline that failure to comply with the Board's December 4 decision and subsequent MDHE request for documents may be considered a finable action.

Ms. Luna Wolf asked if it would be acceptable to move the deadline for documents until after release of the Governor's FY 2010 budget when institutions may need to consider changes to their basic missions.

Commissioner Stein responded that no other institution had suggested they would not be able to make the January 6 deadline and that at least one institution has already submitted the requested documents. Therefore, the MDHE request does not appear to be unreasonable. To postpone the deadline at the request of one institution would send the wrong message. The Commissioner stated that after a public debate over, and ultimate approval of, the Mission Review implementation process, institutions should be expected to comply. He reiterated that the documents in question should already be available at each institution and that updates after submission would be acceptable.

Mr. Schreimann stated that it might be helpful for institutions to submit their documents by the deadline if only to show legislators that a severe budget reduction might require institutions to drastically revise their stated missions.

Mr. Kruse suggested that discussion between MDHE staff and UM staff might help to resolve the issue. There may be a miscommunication or an underlying issue that may be addressed to help UM comply with the Board's directive.

Commissioner Stein advised that he has been keeping the Governor-elect's transition team apprised of the status of Mission Review. It is the Commissioner's understanding that the new administration expects Mission Review to go forward as outlined by the CBHE.

Mr. Kruse encouraged the MDHE to take any appropriate actions but to ensure the focus remains on what is best for students and Missouri higher education.

Mr. Schreimann departed at 4:30 pm. Mr. Kruse agreed to chair the remainder of the meeting.

Ms. Luna Wolf asked that in communications with stakeholders that all institutions be treated equally.

Dr. Washburn stated that there might be cause to change the deadline if the request had come from COPHE or the Missouri Community College Association (MCCA). It does not seem appropriate to delay due to the request of a single institution.

Ms. Carter agreed that a delay might have been defensible if there had been a collective request.

### **Other**

Commissioner Stein advised that the institutions' cost reduction scenarios are due to the MDHE on December 18, 2008. The department must submit those scenarios along with its own cost reduction examples to the Missouri House and Senate by December 23, 2008. The MDHE will prepare some general statements for the press; institutions have been advised that their cost reduction scenarios are considered public records and may be shared with members of the media and other interested stakeholders.

### **Adjournment**

Dr. Washburn moved **to adjourn the conference call**. The motion was seconded by Ms. Carter and carried with the following votes: Doris Carter - aye; David Cole - aye; Lowell Kruse - aye; Mary Beth Luna Wolf - aye; and Helen Washburn – aye.

The meeting adjourned at 4:40 pm.

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF CONFERENCE CALL  
January 14, 2009**

The Coordinating Board for Higher Education (CBHE) met at 10:00 am on Wednesday, January 14, 2009 via conference call. The call originated at the Missouri Department of Higher Education (MDHE) offices in Jefferson City.

Ms. Kathy Swan, Chair, called the meeting to order. The presence of a quorum was established with the following roll call vote:

	<b>Present</b>	<b>Absent</b>
Doris Carter	X	
David Cole		X
Lowell Kruse	X	
Jeanne Patterson	X	
Mary Beth Luna Wolf		X
Duane Schreimann	X	
Kathryn Swan	X	
Gregory Upchurch		X
Helen Washburn	X	

Commissioner Robert Stein, Deputy Commissioner Paul Wagner, Assistant Commissioner/General Counsel Zora AuBuchon, Assistant Commissioner Tim Gallimore, Public Information Officer Kathy Love, and Executive Assistant Laura Vedenhaupt were present from the MDHE. David Russell and Nikki Krawitz, University of Missouri, and Brian Long, Council on Public Higher Education (COPHE), were also present on the call.

**Policy on Mid-Year Tuition Increases**

Ms. AuBuchon advised the board that, during the December 4, 2008 CBHE meeting in Kansas City, an issue was raised regarding potential mid-year increases in tuition that might arise due to withholdings or other extraordinary circumstances. CBHE policy on the Higher Education Student Funding Act did not cover that scenario.

The MDHE, in consultation with public institutions, has developed a revised policy with new terms and procedures to address requests for a mid-year tuition increase. Ms. AuBuchon had distributed copies of the revised policy to the CBHE and presidents/chancellors of Missouri public institutions. In addition, the current policy requires MDHE staff to notify institutions what the Consumer Price Index (CPI) change for the previous calendar year was no later than January 15. Because that figure is generally not released until the 16<sup>th</sup> of each month, the board is asked to approve an additional change to the policy requiring MDHE staff to provide such notice by the 16<sup>th</sup>.

One contentious issue discussed in the development of the draft policy was how a mid-year increase would affect an institution's base tuition upon which their maximum allowable tuition increase is founded. Ms. AuBuchon explained that an institution would not require a waiver for the current year unless the mid-year increase put the institution over their maximum allowable increase. However, the amount would be added to the next year's base for calculating the next year's allowable increase regardless of whether the institution was required to seek a waiver.

A second issue dealt with temporary surcharges. Temporary surcharges would not be in effect beyond the academic year in which they were initially imposed. Therefore, these surcharges would not affect an institution's base tuition.

Mr. Schreimann made a motion **to approve the CBHE policy on the Higher Education Student Funding Act as revised**. Mr. Kruse seconded the motion, and the motion carried with the following votes: Doris Carter – aye; Lowell Kruse – aye; Jeanne Patterson – aye; Duane Schreimann – aye; Kathy Swan – aye; and Helen Washburn – aye.

Mr. Long stated that COPHE fully supports the revisions to the policy and expressed appreciation to Ms. AuBuchon and MDHE staff for their willingness to work with institutions on this issue.

### **Adjournment**

Mr. Schreimann moved **to adjourn the conference call**. Ms. Carter seconded the motion, and the motion carried with the following votes: Doris Carter – aye; Lowell Kruse – aye; Jeanne Patterson – aye; Duane Schreimann – aye; Kathy Swan – aye; and Helen Washburn – aye.

The meeting adjourned at 10:30 am.

**Roster of Guests  
Coordinating Board for Higher Education  
December 4, 2008**

<b>Name</b>	<b>Affiliation</b>
Zora AuBuchon	Missouri Department of Higher Education
Cindy Butler	Metropolitan Community College
Leanne Cardwell	Missouri Department of Higher Education
Carla Chance	St. Louis Community College
Jeanie Crain	Missouri Western State University
Ken Dean	University of Missouri
Deborah Goodall	Metropolitan Community College
Charles Gooden	Harris-Stowe State University
Constance Gully	Harris-Stowe State University
Harry Hill	Truman State University
James Kellerman	Missouri Community College Association
Paul Kincaid	Missouri State University
Nikki Krawitz	University of Missouri
Brian Long	Council on Public Higher Education
Paul Long	Metropolitan Community College
Kathy Love	Missouri Department of Higher Education
Pam McIntyre	St. Louis Community College
John Messick	Missouri Southern State University
Scott Northway	Missouri Department of Higher Education
Marty Oetting	University of Missouri
Troy Paino	Truman State University
Jillian Pawliczak	Missouri Department of Higher Education
Ann Pearce	University of Central Missouri
Stacey Preis	Joint Committee on Education
Dave Rector	Truman State University
Ron Ritter	UM Alumni Alliance
Gary Sage	Metropolitan Community College
Vicki Schwinke	Linn State Technical College
Dwayne Smith	Harris-Stowe State University
Tuesday Stanley	Metropolitan Community College
Jane Stephens	Southeast Missouri State University
Beth Tankersley-Bankhead	Missouri Department of Higher Education
Rochelle Tilghman	Harris-Stowe State University
Sarah Topp	ICUM
Al Tunis	Metropolitan Community College
Laura Vedenhaupt	Missouri Department of Higher Education
Leroy Wade	Missouri Department of Higher Education
Paul Wagner	Missouri Department of Higher Education

## AGENDA ITEM SUMMARY

### AGENDA ITEM

FY 2010 Budget Update - Governor's Recommendations  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The purpose of this item is to update the Board on the Governor's recommendations for the supplemental budget for FY 2009 and the operating and capital budgets for FY 2010.

#### Department Budget

The Governor's recommendations for the FY 2010 Missouri Department of Higher Education (MDHE) internal budget indicate strong support for maintaining department operations and personnel and increasing the number of programs and FTE assigned to the department.

The Governor recommended no FTE reductions and the addition of 1.5 FTE and \$45,970 from the Department of Elementary and Secondary Education (DESE) to support the consolidation of state scholarship programs in the MDHE. The Governor also recommended a core reduction of \$26,048 for one-time expenditures and a 3% pay increase for department employees. The Governor also recommended \$1,148,535 in federal funds for the College Access Challenge Grant, the implementation of which is currently under way.

The MDHE coordination budget also includes a \$1 placeholder, as do all state agency budgets, and many other appropriation lines as an open-ended mechanism to maximize the state's access to and use of federal stimulus funds when such funds become available.

In the FY 2009 supplemental budget, the Governor recommended a \$735,000 appropriation from the Advantage Missouri Trust Fund to allow the MDHE to make required transfers from that fund to general revenue.

#### Student Financial Assistance Programs

##### Access Missouri

The Governor has recommended an additional \$2,500,000 for an inflationary increase in the Access Missouri award amounts. This increase would bring the total appropriation for this program to approximately \$98.3 million. In addition, the Governor's budget indicates that he is proposing to change the maximum award for students attending public four-year institutions from \$2,150 to \$2,850, and the maximum award for students attending independent institutions from \$4,600 to \$2,850.

Coordinating Board for Higher Education  
February 12, 2009

### A+ / Missouri Promise

The Governor has recommended that the scholarship portion of the A+ program, currently administered by DESE, be transferred to the MDHE and renamed the Missouri Promise program. The core appropriation for this program is \$25.3 million. The Governor also indicated his intention to pursue legislation to expand this program to offer two years of tuition and fees at a public four-year institution following the completion of two years at a public two-year institution that currently comprises the A+ program. To support this initiative he has included \$26.2 million to implement the first year of this additional benefit in FY 2010.

### Other MDHE Student Financial Aid Programs

The Governor recommended continued level funding for the other MDHE-administered programs. These are:

- Bright Flight, \$16,359,000;
- Public Service Survivor Grant Program, \$100,000;
- Vietnam Veterans Survivors Scholarship Program, \$50,000; and
- Marguerite Ross Barnett Scholarship Program, \$425,000.

### Transferred Programs

The Governor has recommended the transfer of several state-funded financial aid programs to the MDHE from other state agencies. These are:

From DESE, the **Missouri Teacher Education Scholarship** that provides \$1,000 scholarships to Missouri high school graduates and community college students who enter and make a commitment to pursue a teacher education program and who meet certain academic standards. The current appropriation for this program is \$249,000.

From DESE, the **Minority Teaching Scholarship Program** that provides \$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 current appropriation for this program is \$200,000.

From DESE, the **Urban Flight and Rural Needs Scholarship Program** that provides up to 100 four-year scholarships for Missouri students who enter teacher education programs and commit to teaching at schools with a higher than average at-risk population. The current appropriation for this program is \$174,000.

From the Department of Agriculture, the **Large Animal Veterinary Student Loan Program**. This is a loan repayment program for students enrolled in the large animal veterinarian program at the University of Missouri-Columbia. The program provides loans of \$20,000 per year for up to four years for up to six students per year. Recipients are forgiven \$20,000 for each year they practice in an area of need. The current appropriation for this program is \$120,000.

From the Department of Natural Resources, the **Minority and Underrepresented Environmental Literacy 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. The current appropriation for this program is \$82,964.

### **College and University Operating Budgets**

The Governor's recommendations for institutional operating funds reflects an agreement that in exchange for a commitment to receive the same appropriation for FY 2010 as they did for FY 2009, each public college and university has agreed to not raise tuition or education-related fees for the 2009-10 academic year. As part of his institutional operating budgets, the Governor also recommended the "Caring for Missourians" strategic initiative, as recommended by the CBHE. This initiative is designed to increase the number of graduates in professional health fields from Missouri public institutions of higher education. The recommendation is for a total of \$39.7 million to increase the number of graduates for these professions.

There were two core reductions recommended by the Governor within institutional operating budgets. These are a \$14,600,000 core reduction from the University of Missouri, and \$803,440 from Lincoln University, related to the respective Extension Programs. However, with the additional amounts associated with Caring for Missourians, all institutional budgets for FY 2010 are at or higher than their FY 2009 allocation.

Each institution's budget also includes a \$1 placeholder as an open-ended mechanism to maximize the state's access to and use of federal stimulus funds when such funds become available.

### **Capital Improvements**

The Governor's recommendations for FY 2010 include no recommendations for capital improvements at this time.

### **Other Items**

The Governor also made the following FY 2010 recommendations for items listed as University of Missouri-related.

- Missouri Telehealth Network – \$21,000 core reduction (-2.5%)
- MOREnet – same as FY 2009
- University Hospitals and Clinics - \$659,254 core reduction (-5.0%)
- Missouri Rehabilitation Center - \$291,292 core reduction (-2.5%)
- Missouri Institute of Mental Health - \$91,994 core reduction (-5.0%)
- Missouri Kidney Program - \$100,419 core reduction (-2.6%)
- State Historical Society - \$121,467 core reduction (-7.5%)
- Spinal Cord Injury Research – same as FY 2009

Each of these items also includes a \$1 placeholder as an open-ended mechanism to maximize the state's access to and use of federal stimulus funds when such funds become available.

**STATUTORY REFERENCE**

Sections 173.005(2), 173.030(7) RSMo

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

FY 2011 Budget Recommendations  
Coordinating Board for Higher Education  
February 12, 2009

### **DESCRIPTION**

The purpose of this item is to raise issues for discussion and the Board's consideration regarding planning for the FY 2011 budget requests. Institutional governing boards will begin serious discussions related to the FY 2011 budget and in some cases may make decisions regarding budget requests prior to the next Coordinating Board meeting in April 2009. The time is now for an engaged discussion regarding a collective approach to the FY 2011 request.

### **Discussion**

The governor's recommendations for the FY 2010 state appropriations are very supportive of Missouri higher education, but they have not yet been acted upon by the General Assembly. Although the final state appropriation picture for FY 2010 is unknown, some assumptions may be made strictly for the purposes of this discussion.

Assuming that for FY 2010 institutions do not receive the third year of the three year funding plan, that "Caring for Missourians" will be fully funded, and that no funding is appropriated for performance funding, the following questions are open for discussion regarding the FY 2011 request:

- For the four-year institutions, would funding requested for FY 2011 be distributed according to the "three-year plan" methodology or the HEF-related methodology?
- What strategic initiative should be pursued, and what work needs to be done to support that request?
- Should a second request be made for a performance funding pilot project?
- Should a request be made for a substantive performance funding component? If so, what elements should comprise the request?

### **STATUTORY REFERENCE**

Sections 173.005(2), 173.030(7) RSMo

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
February 12, 2009

## AGENDA ITEM SUMMARY

### AGENDA ITEM

2009 Legislative Session  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The 2009 legislative session is well underway, and it is clear that higher education-related issues will be in the spotlight again this session. Legislation already filed focuses largely on grants and scholarships. Immigration, diploma mills and proprietary school certification standards, and governing board membership will likely be significant issues as well. A report detailing all higher education-related legislation filed as of February 2, 2009, is provided as Attachment A. Lists of the members of higher education-related committees are provided as Attachments B through F.

Please note that this information and the information provided in the attached report is current as of February 2, 2009. Updated information will be provided in the verbal report that accompanies this board item at the February 12, 2009, CBHE meeting.

#### **Grants and Scholarships**

*Access Missouri.* Governor Nixon and legislators have indicated that they are considering changing the Access Missouri student financial assistance program. One potential change would involve increasing the award amount for students attending public four-year institutions and reducing award amounts for students attending private four-year institutions to an amount equal to that received by students attending public four-year institutions. Any adjustments in award amounts would require a legislative change to [§ 173.1105, RSMo](#), the statute that sets forth Access Missouri award amounts. As of February 2, 2009, no bills to this effect have been introduced.

A more thorough analysis of state student financial aid policy is provided in Tab W of this board book and will be discussed at the February 12, 2009, CBHE meeting.

*A+ Scholarship/Missouri Promise.* Governor Nixon's executive budget proposes significant changes for the A+ Schools Program. The program currently has two main components, both of which are administered by the Department of Elementary and Secondary Education (DESE). The first component includes the provision of guidance to secondary schools to improve school quality and meet standards to be designated as an A+ school. The second component is a scholarship program that allows students who meet established standards, including attendance, grade point average, and public service, to attend a Missouri public two-year institution without paying tuition.

Coordinating Board for Higher Education  
February 12, 2009

Governor Nixon has proposed moving the scholarship portion of the A+ program to the MDHE, changing its name to Missouri Promise, and expanding funding to support students continuing on to baccalaureate degree programs. For FY 2010, public two-year college completers who graduated from A+ high schools could use Missouri Promise scholarships for a third year of study at a public university. The program could be expanded in future years to cover a fourth year.

Several legislators have indicated informally that they support this proposal. It would require a statutory change. As of February 2, 2009, no bills to this effect have been introduced.

In addition, [Rep. Rodney Schad](#) (R-Versailles) filed [HB 490](#), which would allow all public career-technical schools to participate in the A+ Schools Program.

*Veterans' Issues.* Several legislators have filed bills that would expand scholarship opportunities for veterans or their family members. None of these bills has been heard in committee.

- [Sen. Scott Rupp](#) (R-Wentzville) filed [SB 40](#), which would change the period that Bright Flight-eligible students who enter the military can defer their Bright Flight awards. Current law limits the deferral period to 27 months; this bill would allow such students to defer their Bright Flight awards indefinitely, so long as they return to school within six months of the date they first leave the military. The bill would also clarify the language of the Bright Flight statute and the award amount for students in the top award tier. This bill is one of the CBHE's legislative priorities.
- [Rep. Joe Smith](#) (R-St. Charles) filed [HB 483](#), which would create a new scholarship for the family members of Missouri National Guard members and reservists. The scholarship would be general revenue-funded and administered by the CBHE. It could be used to attend any public two- or four-year institution in Missouri.
- [Rep. Scott Largent](#) (R-Clinton) filed [HB 427](#), which would revise the War Veterans' Survivors Grant created by last year's [HB 1678](#). The changes are largely definitional and would not change the number or dollar amount of each award.
- [Rep. Mike Cunningham](#) (R-Rogersville) filed [HB 332](#), which would change an existing scholarship program administered by the Missouri National Guard. Currently, the program only serves members of the Missouri National Guard; this bill would expand the program to include members of the reserves of any branch of the U.S. military.

*Nursing Student Loan Program.* [Sen. Dan Clemens](#) (R-Marshfield) and [Rep. Tom Loehner](#) (R-Koeltztown) have filed [SB 152](#) and [HB 247](#), which would expand the group of students eligible to participate in the Nursing Student Loan Program to include students who are working toward doctoral degrees in nursing or education, or who are taking courses required for licensure as a licensed practical nurse.

## **Immigration**

Early signs indicate that immigration will likely not receive as much attention during this legislative session as it did during the 2008 legislative session, but that it will still be a significant issue. Several legislators have filed immigration-related bills, each of which is described below. None of these bills has been heard in committee.

- [Rep. Mark Parkinson](#) (R-St. Charles) filed [HB 350](#), which would add a new section in [Chapter 173](#) of the Missouri Statutes and revise [§ 208.009, RSMo](#), which was created by last year's [HB 1549](#). The bill would make it clear that persons who are not lawfully present in the U.S. may not receive “any postsecondary education benefit, including, but not limited to, scholarships or financial aid” and resident tuition solely on the basis of their residence in Missouri. HB 350 does set forth procedures by which persons not lawfully present in the U.S. may receive such benefits.
- [Rep. Jerry Nolte](#) (R-Gladstone) filed [HB 390](#), which is similar to last year's [HB 1463](#). HB 390 would require the registrar of each public institution of higher education to certify to the House Education Appropriations and Senate Appropriations Committees each year that his or her institution had not knowingly enrolled any aliens unlawfully present in the United States during the previous year. This certification would be required “prior to the approval of any appropriations” for the college/university.
- [Sen. Jeff Smith](#) (D-St. Louis) filed [SB 133](#), which modifies the definition of “public benefit” introduced in last year's [HB 1549](#) and now codified in [§ 208.009, RSMo](#). Currently, “public benefit” is defined as including “postsecondary education” or “postsecondary education . . . under which payments, assistance, credits, or reduced rates or fees are provided.” This bill would make it clear that only “postsecondary education pursued with the status of resident” is a public benefit. Students paying nonresident tuition would not be considered to be receiving a public benefit solely on the basis of their attendance at a public institution of higher education.

## **Diploma Mills and Proprietary School Certification Standards**

[Sen. Matt Bartle](#) (R-Lee's Summit) filed [SB 182](#), which criminalizes the use or attempted use of a false or misleading degree. The [Senate Education Committee](#) heard testimony on this bill during its first meeting on January 28, 2009. This bill includes a portion of the CBHE's legislative priorities for legislation on improving accountability for high-quality education. The CBHE also identified additional standards for proprietary school certification as a priority; MDHE staff is identifying options for pursuing this option.

## **Governing Board Membership**

The statutes describing the membership of most institutions' governing boards and the CBHE require that the board consist of one member from each of the state's congressional districts. It is possible that Missouri will lose a congressional district when districts are redrawn in 2011. If that happens, it is unclear how board members would be appointed. One solution is changing the

statutory language that describes governing board membership to indicate that “at least one but no more than two” persons from each congressional district shall be appointed to the board.

[Rep. Gayle Kingery](#) (R-Poplar Bluff) introduced [HB 515](#), which proposes the language described above for the University of Missouri Board of Curators.

### **Reassignment of Programs Currently Assigned to DESE**

As indicated above, Governor Nixon’s executive budget proposes to assign responsibility for administering the Missouri Promise scholarship program to the MDHE. MDHE staff are also responding to an inquiry from Senate Appropriations Committee staff about the advisability of reassigning several programs currently administered by DESE to the MDHE. The programs about which committee staff have inquired include:

- The Division of Career Education
- Workforce Investment Act
- Adult Education and Literacy
- Career Education Distributions
- Formula Foundation, Career Education
- Career Centers
- A+ Schools
- Troops to Teachers
- Foundation Formula, Critical Needs
- Missouri Teacher Education Scholarship
- Missouri Minority Teacher Scholarship
- Urban Flight and Rural Needs Scholarship

Some of these programs are assigned to DESE because the federal government has designated DESE as the administrative agency. Other programs are assigned to DESE by state statute, so any changes would have to be accomplished through the legislative process.

MDHE staff have discussed these programs and the advisability of reassigning them to the MDHE with stakeholders. The response to committee staff was not final as of the date board books were mailed, but will be available upon request on or before the February 12 board meeting.

### **Homeland Security**

Based on recommendations from the Higher Education Subcommittee of the Homeland Security Advisory Council, the Department of Public Safety is working with Don Strom, Chief of Washington University Police, in seeking to file legislation that would enable independent institutions to hire POST-certified armed police officers. State law currently explicitly permits public institutions to hire such officers.

## **STATUTORY REFERENCE**

Chapter 173, RSMo, Department of Higher Education  
Section 173.1105, RSMo, Access Missouri award amounts  
Section 208.009, RSMo, Public benefits

## **RECOMMENDED ACTION**

This is an information item only.

## **ATTACHMENTS**

Attachment A:	MDHE Legislative Update
Attachment B:	Senate Education Committee roster
Attachment C:	House Higher Education Committee roster
Attachment D:	Senate Appropriations Committee roster
Attachment E:	House Education Appropriations Committee roster
Attachment F:	House Budget Committee



\* Bill Number      **Category** Subcategory  
Sponsor            *Official Description*  
Party                Additional Comments  
                          Actions  
                          \* indicates activity this week

**1 /28/2009**

- \* [HB 483](#)                    **Grants & Scholarships**  
[Smith](#)                    *Establishes the Missouri National Guard and Missouri Reservists Family Education Grant.*  
R                            This new grant would be funded by general revenue and could be used by students attending public two- or four-year institutions. The program would be administered by the MDHE.  
Introduced and read first time in the House on 1/28/09. Second read in the House on 1/29/09.
- \* [SB 264](#)                    **Miscellaneous**  
[Mayer](#)                    *Enacts provisions regarding the coercion of abortions.*  
R                            "Coercion of abortions" would include revoking or threatening to revoke a scholarship awarded to the woman.  
Introduced and first read in the Senate on 1/28/2009.

**1 /27/2009**

- \* [HB 427](#)                    **Grants & Scholarships**  
[Largent](#)                    *Revises the war veteran's survivor grant created by last year's HB 1678.*  
R                            The changes are primarily definitional and would not change the number or dollar amount of awards.  
Introduced and first read in the house on 1/27/09. Second read on 1/28/09. Referred to Veteran's Committee on 1/29/09.
- \* [HB 445](#)                    **Institution-Specific**  
[Roorda](#)                    *Requires the Geographic Resources Center at the University of Missouri to track sexual offenders in violation of the restriction to not reside within 1,000 feet of a school or child care facility.*  
D                            Introduced and read the first time in the House on 1/27/09. Second read in the House on 1/28/09.

**1 /26/2009**

- \* [HB 405](#)                    **Miscellaneous**  
[Low](#)                        *Requires equal pay for the same work regardless of gender and establishes a commission to study wage disparities.*  
D                            The commission would include three individuals from higher education or research institutions who have experience and expertise in the collection and analysis of data concerning such pay disparities and whose research has already been used in efforts to promote the elimination of those disparities.  
Introduced and first read in the House on 1/26/09. Second read on 1/27/09.
- \* [HCR 14](#)                    **Miscellaneous**  
[Low](#)                        *Establishes the Missouri Child Poverty Council to examine child poverty in Missouri.*  
D                            The council would include a representative from the University of Missouri System.  
Introduced and first read in the House on 1/26/09. Second read in House on 1/27/09.

\* Bill Number      **Category** Subcategory  
Sponsor            *Official Description*  
Party                Additional Comments  
                          Actions  
                          \* indicates activity this week

## 1 /26/2009

- \* **SB 245**                    **Student Data Security**  
[Schaefer](#)                    *Creates consumer notification requirements for data security breaches.*  
R                                This bill would require entities including public and private universities to notify students when personal information has been compromised.  
Introduced and first read in the Senate on 1/26/09. Second read and referred S Commerce, Consumer Protection, Energy and the Environment Committee on 1/29/09.
- \* **SCR 13**                    **International Education**  
[Pearce](#)                    *Relating to international education.*  
R                                This resolution encourages Missouri students and faculty to promote international education as part of curricular and extracurricular life at Missouri's colleges and universities. This resolution is identical to HCR 7 (2008).  
Introduced and first read in the Senate on 1/26/09. Referred S Rules, Joint Rules, Resolutions and Ethics Committee on 1/27/09.

## 1 /22/2009

- HB 350**                    **Immigration**  
[Parkinson](#)                    *Modifies provisions relating to unauthorized aliens.*  
R                                Introduced and first read in the House on 1/21/09. Second read in the House on 1/22/09.
- \* **HB 390**                    **Immigration**  
[Nolte](#)                    *Prohibits the enrollment of unlawfully present aliens in public institutions of higher education.*  
R                                This bill is similar to last year's HB 1463.  
Introduced and first read in the House on 1/22/09. Second read in the House on 1/26/09.
- \* **SB 232**                    **Miscellaneous**  
[Cunningham](#)                    *Relating to education requirements for public employees.*  
R                                This act prohibits entities including state agencies, state departments, and political subdivisions from discriminating in employment practices based on an individual's elementary or secondary education program, provided that the program is permitted under Missouri law. Employers may require individuals to have other abilities or skills applicable to their position.  
Introduced and first read in the Senate on 1/22/09. Second read and referred S Progress and Development Committee on 1/27/09.

## 1 /21/2009

- HB 331**                    **Miscellaneous**                    **Adult Education**  
[Faith](#)                    *Establishes the "GED+ Program" within the department of elementary and secondary education.*  
R                                The board of education would be required to work with representatives of colleges, post-secondary vocational schools, and post-secondary technical schools to develop cooperative program plans. Procedural decisions will be made with the advice and consent of the coordinating board for higher education.  
Introduced and first read in the House on 1/21/09. Second read in the house on 1/22/09.

\* Bill Number      **Category** Subcategory  
Sponsor            *Official Description*  
Party                Additional Comments  
                          Actions  
                          \* indicates activity this week

1 /21/2009

HB 332  
Cunningham

**Grants & Scholarships**

R

This bill would change an existing scholarship program administered by the Missouri National Guard by expanding the group of potential recipients. Currently, the program only serves members of the Missouri National Guard; the bill proposes to include members of the reserves of any branch of the U.S. armed forces.  
Introduced and first read in the house on 1/21/09. Second read in the House on 1/22/09.

HB 340  
Cunningham

**Miscellaneous**

R

*Requires state agencies, public schools and colleges, and political subdivisions to use the traditional names of holidays.*

Introduced and first read in the House on 1/21/09. Second read in the House on 1/22/09.

1 /15/2009

HB 295  
Chappelle-Nadal  
D

**Miscellaneous**

Contracting

*Prohibits a public body from entering into a public works contract with a company that has been found guilty of conducting discriminatory employment practices.*

"Public body" would include political subdivisions and institutions supported in whole or in part by public funds.  
Introduced and first read in the House on 1/15/09. Second Read in the House on 1/20/09.

HB 309  
Nasheed  
D

**Miscellaneous**

Minority and Women Businesses

*Requires fiscal notes for proposed legislation and all applications for grants from state agencies to include minority impact statements.*

Introduced and first read in the House on 1/15/09. Second read in the House on 1/20/09.

HB 311  
Yates

**Charter School Sponsorship**

R

*Modifies provisions relating to charter schools.*

The provisions of this bill include one that would allow any public or private four-year college or university with its primary campus in the state of Missouri and an approved teacher education program to sponsor a charter school.  
Introduced and first read in the House on 1/15/09. Second read in the House on 1/20/09.

HB 316  
Jones  
R

**Miscellaneous**

Sunshine Law

*Changes the laws regarding the Open Meetings and Records Law, commonly known as the Sunshine Law.*

Changes include expanding the definitions of "public governmental body" and "public meeting," clarifying the "legal actions" exception to the law, describing who may be present in closed session meetings, and requiring public bodies to use data processing programs that are easily accessed and manipulated by programs commonly available to the public.

Introduced and first read in the house on 1/15/09. Second read in the House on 1/20/09.

* Bill Number	<b>Category</b> Subcategory
Sponsor	<i>Official Description</i>
Party	Additional Comments
	Actions
	<i>* indicates activity this week</i>

**1 /15/2009**

* <a href="#">SB 206</a> <a href="#">Shoemyer</a> D	<b>Miscellaneous</b>	State Employees
	<i>Requires state employee salaries to be annually adjusted by the consumer price index.</i>	
	Introduced and first read in the House on 1/15/2009. Second read and referred S Ways and Means Committee on 1/27/09.	

**1 /14/2009**

<a href="#">HB 265</a> <a href="#">Franz</a> R	<b>Miscellaneous</b>	Public School Employee Benefits
	<i>Modifies provisions relating to teacher and school employee retirement systems.</i>	
	Introduced and first read in the House on 1/14/2009. Second read in the House on 1/15/2009.	

<a href="#">HB 272</a> <a href="#">Chappelle-Nadal</a> D	<b>Miscellaneous</b>	Research-based Contributions
	<i>Establishes the "Alzheimer's State Plan Task Force" within the Department of Health and Senior Services to assess the impact of Alzheimer's disease and related dementia on residents of this state.</i>	
	As part of the assessment, the task force would examine resources and services provided by research at institutions of higher education in the state.	
	Introduced and first read in the House on 1/14/09. Second read in the House on 1/15/09. Referred to House Committee 1/22/09.	

<a href="#">HB 282</a> <a href="#">Stevenson</a> R	<b>Institution-Specific</b>	Missouri Southern State University
	<i>Authorizes the Governor to convey state property in Jasper County to Missouri Southern State University.</i>	
	Introduced and first read in the House on 1/14/2009. Second read in the House on 1/15/09. Referred to House Committee 1/22/09.	

* <a href="#">SB 195</a> <a href="#">Shoemyer</a> D	<b>Institution-Specific</b>	University of Missouri
	<i>Requires farmers to register and pay a fee for retaining seed produced from patented genetically-modified seed.</i>	
	This act creates the Genetically Engineered Seed Fund, a portion of which could be used by the University of Missouri for agricultural research and development.	
	Introduced and first read in the Senate on 1/14/09. Second read and referred to S Agriculture, Food Production and Outdoor Resources Committee on 1/26/09.	

* <a href="#">SB 198</a> <a href="#">McKenna</a> D	<b>Miscellaneous</b>	Public School Employee Benefits
	<i>Modifies provisions relating to teacher and school employee retirement systems.</i>	
	Introduced and first read in the House on 1/14/09. Second read and referred S Veterans' Affairs, Pensions and Urban Affairs Committee on 1/26/09.	



* Bill Number	<b>Category</b> Subcategory
Sponsor	<i>Official Description</i>
Party	Additional Comments
	Actions
	<i>* indicates activity this week</i>

## 12/29/2008

* <a href="#">HB 190</a> <a href="#">Flook</a> R	<b>Miscellaneous</b>	Job Training Programs
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*Modifies the job training program by expanding opportunities for pre-employment training.*

Training may include pre-employment training, and services may include analysis of particular companies' specific training needs, development of training plans, and provision of training. The program could include state funding for in-plant training analysis, curriculum development, assessment and pre-selection tools, publicity for the program, instructional services, rental of instructional facilities, access to equipment and supplies, other necessary services, overall program direction, and staff to carry out an effective training program.

Pre-filed. First Read in the House on 01/07/2009. Second Read in the House on 1/08/09. Referred to House Committee 1/27/09- Public Hearing scheduled.

## 12/18/2008

<a href="#">HB 136</a> <a href="#">Hughes</a> D	<b>Miscellaneous</b>	Minority and Women Businesses
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*Establishes the Minority Business Enterprise and Women's Business Enterprise Oversight Review Committee to assist these business enterprises in bidding on state contracts.*

This bill requires the Office of Administration, in consultation with public higher education institutions, to establish and implement a plan to increase and maintain the participation of certified socially and economically disadvantaged small business concerns or minority business enterprises in contracts for supplies, services, and construction contracts with the state.

Prefiled. First Read in the House on 1/7/09. Second Read in the House on 1/8/09.

<a href="#">SB 133</a> <a href="#">Smith</a> D	<b>Immigration</b>	
--	--------------------	--

*Modifies the definition of public benefit for unlawfully present aliens to mean resident status postsecondary education.*

Current law provides that an alien unlawfully present in the United States shall not receive any state or local public benefit. The definition of "public benefit" currently includes postsecondary education under which payments, assistance, credits, or reduced rates or fees are provided. This act modifies the definition of "public benefit" to mean postsecondary education pursued with the status of resident. In addition, a student who is enrolled as a nonresident at a Missouri public institution of higher education will not be considered to be receiving a public benefit based solely on attendance at such institution.

Pre-filed. First Read in the Senate on 1/7/2009. Second read in the Senate on 1/22/09. Referred S Education Committee on 1/22/09.

\* Bill Number      **Category** Subcategory  
Sponsor            *Official Description*  
Party                Additional Comments  
                          Actions  
                          \* indicates activity this week

## 12/16/2008

HB 117  
Storch

### Grants & Scholarships

### Twenty-first Century Scholars Program

*Establishes the "Twenty-first Century Scholars Program."*

D

The program would be administered by the MDHE. A student will be eligible for the program if he or she: is a Missouri resident; is enrolled in the eighth grade in a public or private school; is eligible for the free or reduced-price lunch program; signs an agreement, along with his or her parents or guardian, to finish high school, to apply for college admission and financial aid, and to not drive while intoxicated, use drugs, run away, or become truant or delinquent; and has at least a 2.0 grade point average upon graduation from high school.

The programs would provide scholarships the amount of which would vary based on the student's choice of the college and the availability of other financial assistance. Scholarships may be granted for up to eight semesters, and participating colleges must develop specific mentoring programs for scholarship recipients to assist them with academic and social counseling.

Pre-filed. First Read in the House on 01/07/2009. Second Read in the House on 1/08/09.

## 12/15/2008

HB 55  
Wildberger

### Miscellaneous

### Employment Issues

*Specifies that it will be an unlawful employment practice to subject an employee to an abusive work environment or to retaliate against an employee who opposes that type of environment.*

D

"Employer" includes community colleges and state institutions of higher education.

Pre-filed. First Read in the House on 01/07/2009. Second Read in the House on 1/08/09.

## 12/11/2008

HB 108  
Bivins  
R

### Miscellaneous

### Sunshine Law

*Requires all public governmental bodies to make and retain a verbatim audio recording of any closed meeting.*

Pre-filed. First Read in the House on 01/07/2009. Second Read in the House on 1/08/09.

## 12/3 /2008

SB 107  
Green

### Higher Education Expense Tax Deduction

*Creates an income tax deduction for higher education expenses.*

D

In order to qualify, the taxpayer student or taxpayer claiming a student as a dependent would hav to have a federal adjusted gross income of less than \$200,000 and the educational expenses would have to be incurred by a student enrolled at least half-time.

Pre-filed. First Read in the Senate on 1/7/2009. Second read in the Senate on 1/22/09. Referred S Governmental Accountability and Fiscal Oversight Committee on 1/22/09. Hearing scheduled 2/5/09.









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House Higher Education Committee



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Senate Appropriations Committee



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House Appropriations - Education Committee



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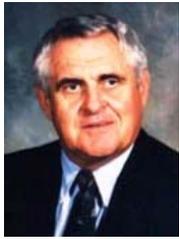
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**House Budget Committee**



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- Mark Bruns (R-Wardsville)
- Chris Carter (D-St. Louis)
- Mike Cunningham (R-Rogersville)
- Shalonn Curls (D-St. Louis)
- Mike Dethrow (R-Alton)
- Sally Faith (R-St. Charles)
- Tom Flanigan (R-Carthage)
- Belinda Harris (R-Hillsboro)
- Steve Hobbs (R-Mexico)
- Denny Hoskins (R-Warrensburg)
- Leonard Hughes (D-Kansas City)
- Jason Kander (D-Kansas City)
- Chris Kelly (D-Columbia)
- Sam Komo (D-House Springs)
- Sara Lampe (D-Springfield)
- Rebecca McClanahan (D-Kirksville)
- James Morris (D-St. Louis)
- David Sater (R-Cassville)
- Rob Schaaf (R-St. Joseph)
- Dwight Scharnhorst (R-Valley Park)
- Charlie Schlottach (R-Owensville)
- Ryan Silvey (R-Gladstone)
- Rachel Storch (D-St. Louis)
- Mike Thompson (R-Maryville)
- Jay Wasson (R-Nixa)
- Ed Wildberger (D-St. Joseph)

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Legislation Implementation Update  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The MDHE continues to track its progress implementing the provisions of recently passed higher education-related legislation. A description of each new law and the MDHE's implementation of it is provided as an attachment to this item. This item contains a brief summary of some areas in which the MDHE has made particularly significant progress since the December 2008 board meeting.

#### **Curriculum Alignment**

MDHE staff and their partners continue to work on the Curriculum Alignment Initiative (CAI) initiated as a result of language in [SB 389](#) (2007), which has since been codified in [§ 173.005.2\(7\), RSMo.](#) Optimal entry-level competencies in the areas of math, engineering, and engineering technology/information technology have been finalized. Cross-disciplinary entry-level competencies have been submitted for public comment and will be finalized for presentation to and possible approval by the CBHE at the board's April 2009 meeting. Draft exit competencies for seven additional courses are currently being developed by the discipline workgroups.

Tasks for FY 2009 include finalizing drafts of the additional exit competencies for possible board action in April and dissemination of competencies to secondary and postsecondary constituents. Assessment review, revision and/or development, and related policy implications will be addressed by the newly formed statewide initiative, the Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP).

#### **Higher Education Student Funding Act**

[SB 389](#) (2007) also included the Higher Education Student Funding Act (HESFA), which has since been codified in [§§ 173.1000-1006, RSMo.](#) The CBHE approved a revised policy on the implementation of HESFA during a January 14, 2009, meeting conducted by conference call. MDHE staff developed the revised policy at the suggestion of institution presidents, who indicated that the policy might need to address how the board would handle mid-year tuition increases. MDHE staff worked with institutions to develop the revised draft, a copy of which is available on the MDHE website at <http://www.dhe.mo.gov/files/studentfundingact.doc>.

In addition, MDHE staff notified institutions on January 16, 2009, that the CPI change for the 2008 calendar year was .1% (one-tenth of one percent). That number will be used to calculate the amount each institution may increase tuition for the 2009-2010 academic year.

### **Lewis and Clark Discovery Initiative**

Legislators also created the Lewis and Clark Discovery Initiative (LCDI) in [SB 389](#) (2007). The legislature listed the projects for which LCDI funds were to be used in [HB 16](#) (2007). The MDHE has been involved in making payments out of the LCDI fund and, now that Governor Nixon has ordered that some LCDI projects and others be reviewed by the Office of Administration in consultation with the CBHE, the MDHE will be involved in the process by which projects on the “review” list are prioritized. A more thorough discussion of LCDI is provided in Tab U.

### **STATUTORY REFERENCES**

Chapter 173, RSMo, Department of Higher Education  
Section 173.005.2(7), RSMo, Curriculum alignment  
Sections 173.1000-1006, RSMo, Higher Education Student Funding Act  
Sections 173.885.1(9) and .2, RSMo, Lewis and Clark Discovery Initiative

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT**

Legislation Implementation Matrix

## NEW CBHE DUTIES IMPOSED BY HIGHER EDUCATION-RELATED LEGISLATION

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
<b>Ballot Measures Passed in 2008</b>						
<a href="#">Constitutional Amendment 1:</a> English language only	This Constitutional amendment requires all governmental meetings at which any public business is discussed or decided, or at which public policy is formulated, to be conducted in English. This is an amendment to <a href="#">Article I</a> of the Constitution, which sets forth the state's Bill of Rights.	Immediate	MDHE staff will ensure that CBHE meetings are conducted in compliance with this law	General Counsel	This measure will not affect CBHE meetings, which are currently conducted in English. The measure does not affect the MDHE's plans to begin issuing some of its publications in Spanish.	
<a href="#">Proposition A:</a> Repeal of casino loss limits	This initiative amends Missouri law to eliminate daily loss limits for gamblers at casinos. Proponents of the initiative claimed that it would provide benefits to the state including \$5-7 million annually to higher education, early childhood development, veterans, and other program.	Immediate	None	Fiscal Affairs	MDHE staff do not currently foresee any action required by this measure. Furthermore, the new law will not result in increased funding for higher education. The only money higher education receives from gaming is \$5 million annually for Access Missouri. This amount is capped by state law, as is funding for veterans. Only early childhood education is likely to receive additional funding as a result of this initiative.  Several legislators have introduced bills during the 2009 legislative session that would redirect the additional revenues resulting from lifting loss limits. One bill that would impact higher education is <a href="#">SB 23</a> , introduced by <a href="#">Sen. Victor Callahan</a> (D-Independence). SB 23 would redirect that money to a fund administered by the MDHE, to be used to incentivize public institutions of higher education that reduce tuition or "increase [tuition] at rates lower than previously designed"	
<b>Bills Passed in 2008</b>						
<a href="#">HB 1549</a>	Immigration	This omnibus immigration bill requires applicants for state grants and scholarships to provide proof of citizenship before the applicants receive grants or scholarships.	In advance of spring semester 2009	Implement procedures to ensure that all eligible potential grant and scholarship recipients provide documentary proof of citizenship before receiving awards	Grants & Scholarships, General Counsel	All institutions that participate in the MDHE's state grant and scholarship programs must comply with the law's provisions on student financial assistance. Institutions may rely on the ISIR to ascertain the citizenship status of students who complete FAFSAs; institutions must confirm students' citizenship through one of the other methods described in the law for students who do not complete FAFSAs.  In addition, several institutions have asked the MDHE if HB 1549 applies more broadly to admissions and/or to institutional

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						<p>aid. The MDHE only has statutory authority to administer the portions of this bill that impact state grants and scholarships. Each institution must work with its own legal counsel to assess the extent to which this bill impacts areas other than state grants and scholarships.</p> <p>The MDHE has continued to work with representatives of two- and four-year institutions to determine whether it will participate in seeking a change in the law on this topic.</p>
		This bill also requires employers to comply with certain requirements to verify prospective employees' legal citizenship status.	January 1, 2009	Verify that current employment procedures meet requirements of the new law	Administrative Operations, General Counsel	The MDHE already takes steps to confirm that its employees are legally eligible to work in the U.S. The department's procedures meet the requirements of the new law.
<a href="#">HB 1678</a> / <a href="#">SB 830</a>	War Veterans' Survivors Grant	The CBHE is responsible for administering up to 25 war veterans' survivor grants per year, promulgating rules to implement the program, and providing forms necessary to apply for the grant.	August 2008	Develop budget request that includes funds to provide grants	Grants & Scholarships, Fiscal Affairs	This item was included in the CBHE budget request for FY 2010.
			August 2008	Promulgate rules, provide forms	Grants & Scholarships	Regulations were approved by the CBHE at its September 2008 meeting and filed with the Secretary of State on December 15. Staff has continued to communicate with the Missouri Veterans Commission concerning the administration of this program.
	Missouri Returning Heroes' Education Act	The CBHE is also responsible for ensuring that public institutions of higher education charge certain veterans no more than \$50 per credit hour.	August 2008	Provide guidance about implementation	Grants & Scholarships, General Counsel	The MDHE has continued to update the Q/A document regarding this act. This document, which provides definitions and other information necessary for the implementation of the bill, is available on the MDHE website at <a href="http://www.dhe.mo.gov/files/moretheroesact.pdf">http://www.dhe.mo.gov/files/moretheroesact.pdf</a> .
			August 2010	Develop budget request that includes funds to reimburse institutions for monies lost through waiver	Grants & Scholarships, Fiscal Affairs	Work in this area has not yet begun.
<a href="#">HB 2191</a>	A+ Scholarship, Kids' Chance Scholarship	This bill permits the MDHE to distribute interest accrued in the Kids' Chance Scholarship Fund. The bill also changes certain provisions related to the A+ program, which is administered by the Missouri Department of Elementary and Secondary Education.	August 2008	Develop budget request that allows distribution of accrued interest	Grants & Scholarships	An appropriation for awards under this program was included in the CBHE budget request for FY 2010. MDHE staff has been appointed to the Kids Chance of Missouri, Inc. board of directors to facilitate communication between the two organizations. Ongoing meetings are being held with that board concerning the operation of the program and opportunities for cooperation. Regulations were approved by the CBHE at the December 2008

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						meeting and filed with the Secretary of State on December 15.
<a href="#">SB 768</a>	Missouri Commission on Autism Spectrum Disorders	The Commissioner of Higher Education or his/her designee will be a member of this commission. The commission will enlist higher education institutions to ensure support and collaboration in developing certification or degree programs for students specializing in autism spectrum disorder intervention.	TBD	Participate in committee, promote role of higher education in this area	Commissioner	The Commission reached consensus on a structure for the State Plan on Autism, and agreed to provide an initial report to the Governor by July 1, 2009. Members also reviewed progress on the Missouri Standards Project: Guidelines for Screening, Diagnosis, and Assessment. Commissioner Stein is the designated member from MDHE; Heather Fabian has been assigned as backup.
<a href="#">SB 967</a>	MOHELA	MOHELA may now originate Stafford loans.	May 2, 2008	Work with MOHELA to ensure that the MDHE can guarantee loans originated by MOHELA	Student Loan Program, General Counsel	Although the law does not specifically require action by the MDHE, the MDHE executed an agreement with MOHELA whereby it agreed to guarantee student loans originated by MOHELA.
<a href="#">SB 1181</a>	Studies in Energy Conservation	This bill creates the Studies in Energy Conservation Fund, which is to be administered by the MDHE in coordination with the Department of Natural Resources. The MDHE is permitted to use any money appropriated to the fund to establish a full professorship of energy and conservation.	August 2008	Develop a FY 10 appropriations request that includes money for the Studies in Energy Conservation Fund.	Fiscal Affairs	A budget request for this program is included in the FY 2010 budget request and was discussed at the September 12, 2008, CBHE meeting. The MDHE will formally seek proposals from institutions interested in hosting the professorship only if the legislature appropriates money for the program. The process for identifying institutions to establish a full professorship would not begin before summer 2009.
<b>Bills Passed in 2007</b>						
<a href="#">SB 389</a>	Joint Committee on Education ("JCE")	The JCE's scope is expanded to include several components associated with higher education.	Immediate	MDHE will begin reporting to JCE on higher education issues	Legislative Liaison	There are no current requests for information from the JCE.
			August 28, 2010	MDHE report on the impact of tuition stabilization to the JCE	Legislative Liaison	
<a href="#">SB 389</a>	Missouri Teaching Fellows Program	Creates the Missouri Teaching Fellows Program, which will offer loan forgiveness and stipends to individuals who teach in unaccredited school districts. The program will be administered by the MDHE.	2007-08	First participants must be recruited		The FY 2009 budget request included funds to address this new position and additional outreach activities. The Department received some additional funding that will allow for limited outreach. The legislative sponsor of this measure has provided some publicity, and the MDHE has posted a program description and an information request form on its website. Contact with students expressing an interest in the program through the department's website has been initiated. Application forms and related information are currently under
			2013-2014	First loan forgiveness payments/stipends must be paid	Grants and Scholarships	
			September 1, 2014	Program sunsets (unless reauthorized)		

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						development.  LINK: <i>Information about program.</i> <a href="http://www.dhe.mo.gov/moteachingfellows.shtml">http://www.dhe.mo.gov/moteachingfellows.shtml</a>
<a href="#">SB 389</a>	Curriculum alignment initiative	Public institutions must work with the MDHE to establish agreed-upon competencies for all entry-level collegiate courses in key disciplines. The CBHE must establish policies to ensure transferability of core course credits.	2008-09 academic year	Competencies and guidelines must be implemented	Academic Affairs	The next phase of the CAI initiatives beyond the entry- and exit-level competencies approved by the CBHE in June 2008 has continued. Optimal entry-level competencies in the areas of math, engineering, and engineering technology/information technology have been finalized and cross-disciplinary entry-level competencies have been on public comment. Draft exit competencies for seven additional courses are currently being developed by the discipline workgroups.  Tasks for FY2009 include finalizing drafts of the additional exit competencies for possible board action in April and dissemination of competencies to secondary and postsecondary constituents. Assessment review, revision and/or development, and related policy implications are under review by the Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP). MDHE staff anticipate that recommendations from LAMP will be presented for public discussion at the June 2009 CBHE meeting.  LINK: <i>Curriculum Alignment Initiative website.</i> <a href="http://www.dhe.mo.gov/casinitiative.shtml">http://www.dhe.mo.gov/casinitiative.shtml</a>
<a href="#">SB 389</a>	Fines for non-compliance with CBHE rules and policies	Public institutions that willfully disregard CBHE policy can be fined up to 1% of their state appropriation.	August 28, 2007	Develop policy to implement this provision	General Counsel	The policy on fining institutions that willfully disregard CBHE policy was approved at the February 2008 board meeting. That policy is now in effect.  LINKS <i>Policy on fines:</i> <a href="http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc">http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc</a> <i>All CBHE public policies:</i> <a href="http://www.dhe.mo.gov/files/cbhepublicpolicies_0208.doc">http://www.dhe.mo.gov/files/cbhepublicpolicies_0208.doc</a>
<a href="#">SB 389</a>	Out-of-state public institution standards	Out-of-state public institutions must be held to the same standards as Missouri institutions for program approval, data collection, cooperation,	July 1, 2008	Rules must be promulgated	Academic Affairs	Out-of-state public institutions became exempt from proprietary school certification on July 1, 2008. All out-of-state public institutions were notified of their change in status and the

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		and resolution of disputes.				requirement to submit all degree programs through the program approval process used for Missouri public institutions. In addition, a rule on this subject is now in effect.  LINKS <i>CBHE-approved rule:</i> <a href="http://www.dhe.mo.gov/files/outofstate_publicinst.doc">http://www.dhe.mo.gov/files/outofstate_publicinst.doc</a> <i>Final regulation in the Code of State Regulations:</i> <a href="http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-10.pdf">http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-10.pdf</a>
<a href="#">SB 389</a>	"No better than free"	No student shall receive need-based assistance that exceeds the student's cost of attendance. This does not include loans or merit-based aid.	August 28, 2007	The statute does not specify what is required of MDHE		Staff has provided ongoing guidance and technical assistance to institutional staff concerning the impact of this provision on Access Missouri awards. This has been accomplished through responses to individual inquiries, periodic electronic and regular mail contact, fall workshops, and presentations at financial assistance meetings.
<a href="#">SB 389</a>	Binding dispute resolution	In order to receive state funds, public institutions must agree to submit to binding dispute resolution to address grievances about jurisdictional boundaries or the use or expenditure of state resources. The Commissioner of Higher Education will preside over the dispute resolution.	August 28, 2007	Statute becomes effective		The board adopted a policy on this subject at its December 2007 meeting. That policy is now in effect.  LINK: <i>Policy:</i> <a href="http://www.dhe.mo.gov/files/disputeresolution.doc">http://www.dhe.mo.gov/files/disputeresolution.doc</a>
<a href="#">SB 389</a>	Higher Education Academic Scholarship Program ("Bright Flight")	The existing Bright Flight scholarship is revised to include students whose ACT/SAT scores are in the top 3% to 5% of all Missouri test-takers. Scholarships awards are increased to \$3,000 for those in the top 3 % and established at \$1,000 for the 3% to 5% range.	January 1, 2010	FAMOUS system changes must be completed	Grants and Scholarships	Public materials (website and publications, etc.) have been revised to provide early notification of this change to the Bright Flight program to students. Financial assistance staff is developing a model to estimate the fiscal impact of this change in preparation for an appropriation request for FY 2011. Planning has begun and a timeline for implementation has been established for the changes necessary in the automated payment system (FAMOUS). Regulatory amendments that included this change were approved by the CBHE at its December 2008 meeting and filed with the Secretary of State on December 15.  LINK: <i>Information about Bright Flight program:</i> <a href="http://www.dhe.mo.gov/brightflight.shtml">http://www.dhe.mo.gov/brightflight.shtml</a>
			June/July 2009	Appropriation request for FY 2011 must be developed to include updated scholarship amounts	Fiscal Affairs	
			July 2010	Rule changes must be complete	Grants and Scholarships	
			August 2010	New scholarship award amounts become effective		

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
<a href="#">SB 389</a>	Lewis & Clark Discovery Initiative ("LCDI")	Creates a fund into which MOHELA distributions will be deposited. LCDI may only be used for capital projects at public institutions or to support the Missouri Technology Corporation. Institutions that knowingly employ professors or instructors found guilty of certain crimes are ineligible to receive money through the LCDI.	August 28, 2007	Track expenditure of funds	Deputy Commissioner, Fiscal	<p>MOHELA has made transfers totaling \$242 million out of a total of \$255 million that was scheduled to have been transferred to this point. Institutions were able to request reimbursement for expenses incurred on approved projects on a monthly basis through January 2009.</p> <p>The cash flow management schedule initially developed by the MDHE and the Office of Administration's Division of Budget and Planning allowed all projects under \$5 million to receive up to 100% reimbursement for FY 2008. The initial cash flow management plan permitted all other projects, to receive reimbursements of up to 80% of total appropriations between FY 2008 and FY 2009 combined, with an additional 10% available in FY 2011. As of January 31, 2009, the MDHE has made reimbursement payments totaling \$107.8 million to higher education projects.</p> <p>MOHELA has not transferred money to the LCDI fund on the schedule set forth in the statute. As a result, projected funding in the LCDI fund has fallen below anticipated levels. On January 28, 2009, the Office of Administration (OA) notified institutions of a change in plans regarding LCDI projects. OA indicated that some projects could proceed as planned, and that others have been suspended will not receive reimbursement until further notice. In addition, 14 projects were identified for a review by OA in cooperation with the CBHE to determine their funding status. A list of the projects under review is on file at the MDHE offices.</p>
				Review the funding of projects identified by Governor Nixon, in cooperation with the Office of Administration	Deputy Commissioner	
<a href="#">SB 389</a>	Higher Education Student Funding Act (also known as tuition stabilization)	Establishes limits on tuition increases based on each public institution's tuition in relation to the statewide average and CPI. Institutions exceeding the limits can be fined up to 5% of their state appropriation unless a waiver is sought and approved by the Commissioner of Higher Education. Community colleges are not subject to these limits unless their average tuition for out-of-district students exceeds the state average.	2008-09 academic year and each academic year in the future	CBHE must review data submitted by institutions about tuition changes and make determinations about any waivers sought	Commissioner, Academic Affairs	<p>The board approved a policy to implement this portion of the law during a December 2007 meeting, and approved a revised version of the policy during a January 14, 2009, meeting conducted by conference call. The revised policy provides guidance indicating how the board will handle temporary and permanent tuition increases and changes the date by which MDHE staff must provide notice of the rate of inflation for the previous calendar year.</p> <p>The average tuition, as defined by the CBHE policy, for 2008-09 is \$6,143. On November 25, 2008, MDHE staff sent each institution notice indicating which institutions have higher than</p>

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						<p>average tuition, which institutions have lower than average tuition, and which institutions will be exempt from the Higher Education Student Funding Act for 2009-10.</p> <p>On January 16, MDHE staff notified institutions that the CPI change for the previous calendar year was .1% (one-tenth of one percent).</p> <p>LINK: Policy: <a href="http://www.dhe.mo.gov/files/studentfundingact.doc">http://www.dhe.mo.gov/files/studentfundingact.doc</a></p>
<a href="#">SB 389</a>	Consumer information	The CBHE must promulgate rules and regulations to ensure that public institutions post on their websites academic credentials of all faculty (adjunct, part-time, and full-time); course schedules; faculty assignments; and, where feasible, instructor ratings by students; as well as which instructors are teaching assistants.	August 28, 2007	Statute becomes effective	General Counsel	<p>The board approved the filing of an administrative rule to implement these provisions of the new law at its October 11, 2007, meeting. The rule has been filed and is now in effect.</p> <p>The rule requires that institutions post general course information by August 1, 2008, and that institutions post faculty evaluations to inform students registering for fall 2009 classes.</p> <p>Additional information regarding privacy issues, team-taught classes, and small classes was provided to institutions on August 27, 2008.</p> <p>LINKS: CBHE-approved rule: <a href="http://www.dhe.mo.gov/files/consumerinformation.doc">http://www.dhe.mo.gov/files/consumerinformation.doc</a> Final regulation in the Code of State Regulations: <a href="http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-9.pdf">http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-9.pdf</a> August 27, 2008, update: <a href="http://www.dhe.mo.gov/mdhe/boardbook2content.jsp?id=566">http://www.dhe.mo.gov/mdhe/boardbook2content.jsp?id=566</a>; scroll down to Attachment B</p>
<a href="#">SB 389</a>	Performance measures	Institutions and the MDHE must develop institutional and statewide performance measures. The MDHE must report on progress developing statewide measures to the Joint Committee on Education at least twice a year. The MDHE must develop a procedure for reporting the effects of performance measures to the Joint Committee on Education in an appropriate timeframe for consideration in the	July 1, 2008	Performance measures must be established	Commissioner & Deputy Commissioner	<p>The CBHE's coordinated plan, <i>Imperatives for Change</i>, includes numerous measures on key state goals. This plan was adopted at a special meeting of the CBHE on July 30, 2008. Items in the plan serve to fulfill the statutory obligation to identify three state-level performance measures. Each public institution has submitted at least two institution-specific performance measures for inclusion in the report on performance measures that will be sent to the joint committee on education. MDHE staff continues to work with presidents and chancellors on the collection of data</p>

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		appropriation process.				for institution-specific measures that will be integrated into the baseline and performance reports of <i>Imperatives for Change</i> .
<a href="#">SB 389</a>	Access Missouri Financial Assistance Program	Establishes Access Missouri as the state's single need-based financial assistance program, to be administered by CBHE. Award ranges vary by institutional sector and expected family contribution ("EFC"). No student who is found or pleads guilty to certain criminal offenses while receiving financial aid is eligible for renewed assistance. In the event of budget shortfalls, the maximum award will be reduced across sectors; for surplus, the maximum EFC allowed will be raised. Assistance provided to all applicants from any other student aid program, public or private, must be reported to the CBHE by the institution and the recipient.	September 2007	Program must be administered and students will receive Access Missouri financial assistance	Grants & Scholarships	<p>During FY 2008, award levels for the program were established at 85% of the statutory maximum, a level sufficient to expend all appropriated funds (\$72 million) and assist more than 39,000 students. Based on the FY 2009 appropriation available for the program (\$95 million), the award levels are set at the statutory maximum and the EFC cutoff has been raised to \$14,000. No mid-year adjustments have been made.</p> <p>An item was included in the CBHE budget request for FY 2010 to adjust the award amounts to reflect inflation as provided in the authorizing statute. This item has been included in the Governor's budget.</p> <p>Staff has begun the process of simulations to determine best estimates for award levels for the 2009-10 academic year.</p> <p>LINK:  <i>Final regulation in the Code of State Regulations.</i>  <a href="http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf">http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf</a></p>
			August 2009 and every 3 years thereafter.	Award amounts may be adjusted to reflect inflation indicated by the CPI	Grants & Scholarships	
			Program will sunset at the end of FY 2013, unless reauthorized.			

## AGENDA ITEM SUMMARY

### AGENDA ITEM

*Imperatives for Change* Update  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The Coordinating Board for Higher Education (CBHE) and the Missouri Department of Higher Education (MDHE) continue to work with institutional staff to define effective data collection processes, to resolve lingering definitional issues, and to identify appropriate sources for data associated with the statewide coordinated plan, *Imperatives for Change*. This reporting will encompass common / statewide indicators included in the statewide coordinated plan, as well as institutional performance indicators as mandated by Senate Bill 389 (2007). The intent of this item is to provide an update on the reporting and publication of these indicators.

### Background

Throughout fall 2008, MDHE staff has worked to provide data reflecting statewide indicators for which sources and definitional issues are relatively settled, as well as to continue to collect information pertaining to the eventual reporting of institutional performance measures, and to collect and review comments that might assist in the resolution of lingering definitional issues.

Pertaining to common / statewide indicators, MDHE staff has developed a web page - <http://www.dhe.mo.gov/ifc.shtml> - that details progress associated with *Imperatives for Change* and provides links to the plan and other related resources. These resources include past Coordinating Board agenda items, a print version of a “technical manual” discussing sources and definitional issues required for data reporting, and a link to an interactive online site dedicated to the coordinated plan.

The interactive site - <http://mdhe.wikidot.com/> - also includes links to *Imperatives for Change* and the printed technical manual as well as navigation to pages devoted to each indicator and contributing factor. These pages include technical manual information, tabs posting compiled data where available (labeled “Indicator Data”), and a form for visitors to enter comments related to each indicator or the overall plan. At this point, MDHE staff has posted data summarizing approximately 20 indicators and contributing factors where data are available and definitions are relatively settled. MDHE staff will continue to use the “wiki” to post new data.

### Next Steps and Formal Reporting

All public comments on the MDHE interactive wiki site received by December 15, 2008, are summarized as an attachment to this agenda item. MDHE staff will continue to work with institutional staff to resolve lingering definitional issues and to identify appropriate data sources

for common / statewide indicators and contributing factors defined in *Imperatives for Change* as well as for institutional performance measures as mandated by Senate Bill 389.

While many helpful comments were received during the fall “comment period”, MDHE staff will issue an additional solicitation, as originally planned, both to gain additional input across sectors, as well as to continue to explore indicators where particularly difficult definitional issues remain. MDHE staff also plan to contact institutional staff directly to engage informal conversation on these issues. The data analysis will continue where sources and definitions are relatively set. Additional data will be posted to the wiki site as it becomes available. The wiki site is designed to accept comments at any time. MDHE staff will regularly review all comments received.

In June 2009, the MDHE staff plans to publish a “baseline” report for *Imperatives for Change*. This report will provide initial data on all common / statewide indicators for which definitions are relatively settled and data is available, establish target goals in consultation with institutions, and also report on first-year baselines for all institutional performance measures. A December 2009 “performance” report will augment this baseline data with additional contextual information. The “performance report” along with some additional information required by statute, will serve as the mandated annual report of the Coordinating Board and the MDHE to the Office of the Governor and to the Missouri General Assembly.

### **Conclusion**

MDHE staff will continue to work with all stakeholders to advance definitional clarity, data collection and analysis, and public reporting associated with the statewide coordinated plan, including institutional performance measures as required by Senate Bill 389.

The December performance report will also be used as a foundation for the CBHE’s statutory responsibility to provide an annual report to the governor and legislature each December. With use of technology, reporting by CBHE will be available to the Missouri public making higher education performance more accountable and transparent.

### **STATUTORY REFERENCE**

Section 173.1006.1 (1), RSMo. Coordinating board’s responsibilities include work with public institutions in the identification and reporting of institutional performance measures.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT**

Summary and Responses to Public Comments

## **Summary and Responses to Public Comments** ***Imperatives for Change and Technical Manual***

In November 2008, MDHE staff contacted presidents and chancellors, chief academic officers, and institutional research staff at public and comprehensive independent institutions, requesting response by December 15, 2008 to a “technical manual” developed to guide reporting of common / statewide indicators and contributing factors included in *Imperatives for Change*, as well as to react to some analysis which had been published by that date.

Comments were accepted either individually by MDHE staff, or through an interactive “wiki” site that posted the coordinated plan, the technical manual, and analysis of indicators and contributing factors as available.

### General Comments

General comments included a desire for additional clarity regarding the distinction between indicators and contributing factors in *Imperatives for Change*. MDHE staff intends to present data on all indicators and contributing factors for which definitions are set and data is available.

### Goal One

Comments reflected the potential difference and difficulties inherent in indicator 1.A.2 as a measure of the number or percentage of “transfer students who graduate from any institution with a baccalaureate degree”. MDHE staff has engaged in discussions to determine whether this indicator is intended to look “forward.” This would entail a cohort analysis of first-time transfers who graduated with a baccalaureate within a set subsequent time period, e.g. four years, or “backward”, which would analyze all completers within a given academic year to determine how many had been transfers in a previous set time period, e.g. four years.

Pending further discussion, MDHE staff is currently using EMSAS data to employ the forward/cohort model. MDHE staff is in agreement that National Student Clearinghouse or other data from non-public institutions would enrich this analysis, and that a clear definition of a “transfer student” is vital for further analysis. In the technical manual, MDHE staff is currently proposing the following definition:

Transfer Student: A first-time degree-seeking undergraduate student at a postsecondary institution whom had previously (and non-concurrently) been enrolled and completed at least 12 hours at another postsecondary institution. This definition would exclude dual credit students, who should not be considered first-time students as they are not yet “postsecondary”, and should exclude “summer students” who are degree-seeking only at their primary institution.

Additional comments questioned whether 1.A.B (number of degrees and certificates awarded), would account for student residency. MDHE staff responded that this measure would detail all completions awarded by Missouri institutions in a given academic year regardless of residency and would not currently measure completions awarded to Missouri residents by out-of-state

institutions. MDHE staff agrees that currently available data does not permit this analysis but would welcome constructive suggestions about an effective way to capture these data.

Comments on 1.A.C. (student persistence) reflect the potential advantages and disadvantages of several available data sources. IPEDS data would encompass the greatest number of Missouri institutions but would limit reporting to fall-to-fall persistence at the reporting institution. EMSAS data is currently limited to public Missouri institutions but would allow persistence to be reported at any public institution the following fall. MDHE staff has not yet reported on this indicator; reporting with appropriate annotation of both methodologies is an option.

Comments on 1.B.1 (percentage of family income required to pay for college) noted that a “major data collection and tracking effort” would be required for institutions and the MDHE to independently produce these data. While many definitional issues would need to be resolved, no income data is reliably available for non-FAFSA filers, and no unit-record financial aid distribution data is currently collected by the MDHE, apart from data reflecting distribution of MDHE-administered state aid. While the nationally recognized *Measuring Up* report currently includes this analysis, reporting is bi-annual and methodology is somewhat opaque. MDHE staff is in agreement that much further development in data collection and definition would be required to independently replicate this information.

Comments on 1.B.2 (total student financial aid awarded to Missouri students) inquired whether distinctions would be made between full- and part-time students. Neither IPEDS nor MDHE survey reporting currently reflects this disaggregation, though MDHE reporting presumably *includes* aid distributed to part-time students. Further detail would be required to disaggregate aid distributed to part-time students, but this may be possible pending further discussions with institutional staff.

Comments on 1.B.B (percent change in state appropriations for higher education) note whether this reporting should include national and per FTE data as well, or should be focused on total dollars (constant or inflation-adjusted). MDHE data reports currently include trend data reflecting Missouri state appropriations using the annual SHEEO-SHEF (State Higher Education Finance Survey), which provides data in constant/nominal dollars in relation to other states and the national average. MDHE staff are somewhat restricted to constant/nominal dollars by the availability of national comparative data, although additional per FTE analysis, not currently posted in connection with this indicator, may also be possible.

Comments on indicators/contributing factors 1.C (sustained excellence in student learning outcomes) reflected that “given the wide variations among the institutions, this indicator requires further study before actually collecting the data. It will require significant work to collect the data, understand the differences among the general education assessment tests, and determine how best to report and give meaning to the results across institutions.”

MDHE staff are in agreement that given variation in assessment instruments, testing populations (census or sample), and timing of assessments during a students’ career, much work remains to finalize reporting associated with current assessments, or to develop and implement “an MDHE administered project involving samples of student work evaluated by a statewide committee of

faculty.” Additional comments questioned whether assessment of graduate and first-professional students would be included in collected data, and questioned whether disaggregation of student satisfaction survey results by program code, as is currently proposed in the technical manual, would result in meaningful analysis for most institutions.

MDHE staff acknowledges these concerns and will continue to work collaboratively with institutional leadership and staff through all available venues, including the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council and the Missouri Assessment Consortium (MAC), to further address these issues and to develop meaningful measures of student learning outcomes.

Finally, comments on 1.D.1 (same year fall college attendance rates of spring Missouri high school graduates) questioned whether analysis should also reflect a growing number of otherwise traditional students who might enroll following a “gap” semester or year. MDHE staff are interested in pursuing this analysis, particularly given further collaboration and P-20 data linkages with the Department of Elementary and Secondary Education (DESE), or given the potential availability of National Student Clearinghouse data.

### Goal Two

Comments on indicators / contributing factors 2.A (improvement in meeting the workforce needs of Missouri) questioned the feasibility of defining “direct educational partnerships” consistently across institutions in a way that would facilitate meaningful data collection and also questioned whether the MDHE might establish direct relationships with other state agencies in order to more directly track information on licensure and certification. Comments also stated that this information could potentially result in “double-counting” of some data to be collected in connection with indicator 1.C.3. MDHE staff agrees that further definition is desirable.

Comments on 2.A.3 (employer follow-up surveys) questioned whether the MDHE might conduct a consistent / centralized survey that would reduce response burden on employers. The MDHE has in the past explored conducting surveys in collaboration with the state Department of Economic Development’s Missouri Economic Research and Information Center (MERIC), and further discussions are certainly possible in this area.

Comments on 2.B reiterated the importance of developing a consistent definition of a “transfer student”, and raised the issue of some “double-counting” with credit hours and completions to be reported in conjunction with 1.A.A and 1.A.B., respectively. As noted above, the MDHE is proposing a definition of a “transfer student” for use in reporting of common / statewide indicators, although further comment is welcome. MDHE staff also acknowledges that some “double-counting” will likely occur in reporting associated with *Imperatives for Change*, as some indicators / contributing factors are clear subsets of others. Consistent definitions should be employed wherever possible, and reporting should be annotated accordingly.

Comments on 2.D.1 stated that the indicator was intended to report “total expenditures on research and development at Missouri higher education institutions *as a percentage of gross state product*”. MDHE staff did not initially report the intended denominator in data published

to the wiki; gross state product is published annually by MERIC, and this oversight will be corrected. Comments also suggested that reporting should be dependent on a consistent definition; IPEDS and National Science Foundation (NSF) definitions were suggested. MDHE staff prefers IPEDS reporting for accessibility of data, and are also proposing “public service” expenditures as reported to IPEDS as a proxy for “development”. Further comments are welcome on posted data and definitions.

Comments on 2.D.2 reflected the difficulty in isolating “research” grants in reporting. IPEDS reporting reflects revenues associated with grants and contracts (with some additional caveats), but does not disaggregate research grants. Additional definition and reporting may be required if this is not an acceptable proxy measure.

Comments on 2.D.3, 2.D.4, and 2.D.A reflected the difficulty in collecting consistent data across all institutions. Some additional definition may be available from the Association of University Technological Managers (AUTM), which MDHE staff is willing to explore.

Finally, comments reflected the difficulty in consistently defining and collecting data on “high-impact” learning activities (2.E.1) and direct education outreach programs and program participants (2.E.2). MDHE staff acknowledges that additional discussion is required here, although some institutions have identified 2.E.1 as an institutional performance measure, and their experiences may provide a framework for broader reporting.

### Goal Three

Comments on 3.A.1 (three-year and six-year graduation rates of college-ready students) stated that IPEDS data should be used for reporting of this measure. MDHE staff has posted some preliminary analysis to the wiki site using IPEDS data, which includes reporting from non-public institutions, and also includes optional reporting of a “transfer-out” cohort, which could be interpreted as a supplement to graduation rates from institutions and sectors for whom service as a sending institution is an important mission.

However, others have commented that IPEDS data does not appropriately isolate the graduation rates of “college-ready students”, which some have suggested should include only students who did not enroll in remedial / developmental coursework upon entry to the institution as a full-time student. This analysis would be possible using EMSAS data, but would currently reflect only the participation of Missouri’s public institutions. MDHE staff is open to presenting this additional analysis.

Finally, comments on 3.B.1 and 3.B.2 state that per FTE measures should include graduate and first professional students. MDHE staff is supportive of this, where comparative data is available, as required, for “surrounding states and the national average”.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Mission Review Update  
Coordinating Board for Higher Education  
February 12, 2009

### **DESCRIPTION**

The Coordinating Board for Higher Education (CBHE) has statutory responsibility to conduct mission reviews of public institutions every five years. This agenda item reports on the progress made to date by the Department of Higher Education in conducting the mission review of public institutions as approved by the CBHE on December 4, 2008. The item outlines the on-going process for conducting the first two phases of the review.

#### **Background**

The purpose of mission review as defined in statute is to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes.

Under the initial phase of the review process, institutions were asked to submit the most recent copy of their mission statement, a copy of the institution's mission implementation or strategic plan, and a copy of the institution's facility plan. In January 2009, all institutions submitted the materials as requested, and MDHE staff is now reviewing those documents. In the coming months, MDHE staff will meet with institutional representatives to discuss any needed clarifications about the materials submitted for review and to discuss the institutions' contributions toward state priorities.

MDHE will communicate a summary of the mission review analysis to the institutions and issue a preliminary report to the CBHE at the June 2009 meeting in West Plains.

### **STATUTORY REFERENCE**

Section 173.030 (7), RSMo

### **RECOMMENDED ACTION**

None

### **ATTACHMENT**

Mission Review Schedule

Coordinating Board for Higher Education  
February 12, 2009

## **Mission Review Schedule**

### Phase I (Dec. 2008 – June 2009)

Review and summarize facilities/master plans  
 Review and summarize institutional mission statements  
 Review strategic plans and summarize focus and areas of excellence  
 Review institutional financial aid/loan/scholarship data  
 Review and summarize institutional budgets  
 Analyze institutional mission and strategic plans relative to “*Imperatives for Change*”  
 Conduct meetings to get clarifications from institutions as needed

Produce preliminary report/summary of mission review analysis  
 Identify and validate baseline data for “*Imperatives for Change*”

### Phase II (July 2009 – December 2009)

Identify enrollment/degree production/resources in focus/excellence areas  
 Identify faculty publications/awards productivity in focus/excellence areas  
 Schedule regional meetings/collaborations with institutions  
 Conduct regional meetings/collaborations with institutions

Identify opportunities for partnerships among sectors and with business and industry  
 Identify outdated public policies and data submission requirements  
 Identify opportunities for institutions to further state policy priorities

Incorporate information/data from regional meetings into review analysis/results  
 Incorporate inventory gap analysis results and proposals for new program areas

Prepare Mission Review Final Report and performance report on “*Imperatives for Change*”

### **Mission Review Dates/Deadlines**

7 Jan. - 30 March	Analysis/review of documents and data
12 Feb.	Issue status report to CBHE
1 April – 15 May	Discuss clarifications about materials submitted and explore institutional contributions toward state priorities
23 April	Issue status report to CBHE
16 May - 9 June	Preparation and revision of mission review preliminary report
11 June	Presentation of preliminary report to CBHE
15 June - 31 Aug.	Site/campus visits for regional meetings/collaborations with institutions
10 Sep.	Issue status report to CBHE
15 Sep. - 15 Oct.	Conduct policy audit and program inventory gap analysis
16 Oct. – 30 Nov.	Validate and summarize performance data for “ <i>Incentives for Change</i> ”
10 Dec. 2009	Submission of Final/Performance Report to CBHE and constituents

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Federal Default Fee  
Coordinating Board for Higher Education  
February 12, 2009

### **DESCRIPTION**

As a benefit to Missouri student loan borrowers, on January 29, 2008, the MDHE announced that it would begin subsidizing the federal default fee during the 2008-2009 academic year. This item describes the impact of the default fee subsidy and announces the continuation, with qualification, of the benefit for the 2009-2010 academic year.

### **Discussion**

The Deficit Reduction Act of 2005 (Public Law 109-171), enacted on February 8, 2006, requires guarantors to deposit a federal default fee of one percent of loans guaranteed and disbursed on or after July 1, 2006, into the federal fund. The federal fund is owned by the federal government and covers its risk associated with student loan default. The default fee must be either collected by reducing the proceeds of the loan or by payment from other non-federal sources.

In an effort to assist Missouri borrowers during challenging economic times, the MDHE decided to cover the cost of the default fee for its Missouri borrowers during the 2008-2009 academic year. As of December 31, 2008, this decision has resulted in savings of over \$3 million for Missouri students and families.

In consideration of the economic challenges still facing Missourians, the MDHE has decided to extend this subsidy to the 2009-2010 academic year. The MDHE intends to provide this benefit for the entire academic year but will closely monitor the financial position of the Missouri Student Loan Program (MSLP) and reserves the right to discontinue the subsidy if at any point it begins to threaten the MSLP's financial viability. Consistent with the current benefit, the 2009-2010 default fee subsidy will apply to Stafford and PLUS loans guaranteed by the MDHE for attendance at a Missouri postsecondary institution.

### **STATUTORY REFERENCE**

Public Law 109-171, Deficit Reduction Act of 2005

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
February 12, 2008

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Presentation – Attitudes toward Higher Education  
Coordinating Board for Higher Education  
February 12, 2009

### **DESCRIPTION**

The University of Missouri, through a grant from the Kauffman Foundation, conducted a public image survey on attitudes and opinions regarding public higher education in Missouri. Working with Fleishman-Hillard, the university surveyed a random telephone sample of 920 voters 30+ years of age throughout the state and conducted 25 additional in-depth qualitative interviews with business and community leaders.

Results show that supporting public higher education ranked third among a list of issues most important to Missourians behind strengthening the economy and making health care affordable and accessible. The survey also showed that about half of Missouri citizens do not understand the value created by higher education but become more motivated to support higher education when informed that Missouri ranks 47<sup>th</sup> out of 50 states in per capita spending on higher education. In addition, Missourians seem to value the role of higher education in driving the state's economic growth and job creation but are largely unaware of higher education's economic impact on the state.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Attitudes toward Higher Education among Missouri Voters and Business Leaders



# Attitudes Toward Higher Education Among Missouri Voters and Business Leaders

DECEMBER 12, 2008 | ST. LOUIS, MISSOURI



### Research Objectives

- 1 Obtain a baseline measure of stakeholder perceptions of the UM System in general, as well as attitudes concerning the importance of higher education specifically
- 2 Identify messages that are likely to have the greatest ability to “move the needle” and impact opinions of the university and higher education funding
- 3 From a demographic perspective, better understand where support for the university is the strongest and where it is the weakest



## Methodology: Statewide Survey

- Field dates: **September 2008**
- Method: **Telephone interviews**
- Average interview length: **21 minutes**
- Sample: **920 registered voters 30+ years of age throughout the state**
- Margin of error: **±3.3%**
- Other notes:
  - Interview quotas were set for region and gender
  - Final results were weighted by age and race
  - Split sample design was used for several questions

## Methodology: Executive Interviews

- Field dates: **October – November 2008**
- Method: **In-depth telephone interviews**
- Average interview length: **30 minutes**
- Sample: **25 “C-level” business executives and community leaders throughout the state**

*Adams Gabbert and Associates*

*Anheuser-Busch*

*Bank of America - Missouri*

*Bernstein-Rein*

*Best Harvest Bakeries*

*Blue Valley Bank*

*Covidien*

*ECCO Select*

*Edward Jones*

*Evolve24*

*Hallmark*

*Infinium*

*KCPT-TV*

*Kwame Building Group*

*Lebanon Publishing Co*

*Lockton Companies, LLC*

*Strong, Garner, Bauer*

*Truman Medical Center*

*VML*

*Civīc Cōūncīl of Grēātēr Kāñsās Cīty*

*Danforth Plant Science Center*

*Focus St. Louis*

*Greater KC Chamber of Commerce*

*Missouri Chamber of Commerce*

*Office of the St. Louis County Executive*



# STATEWIDE

*public opinion survey*

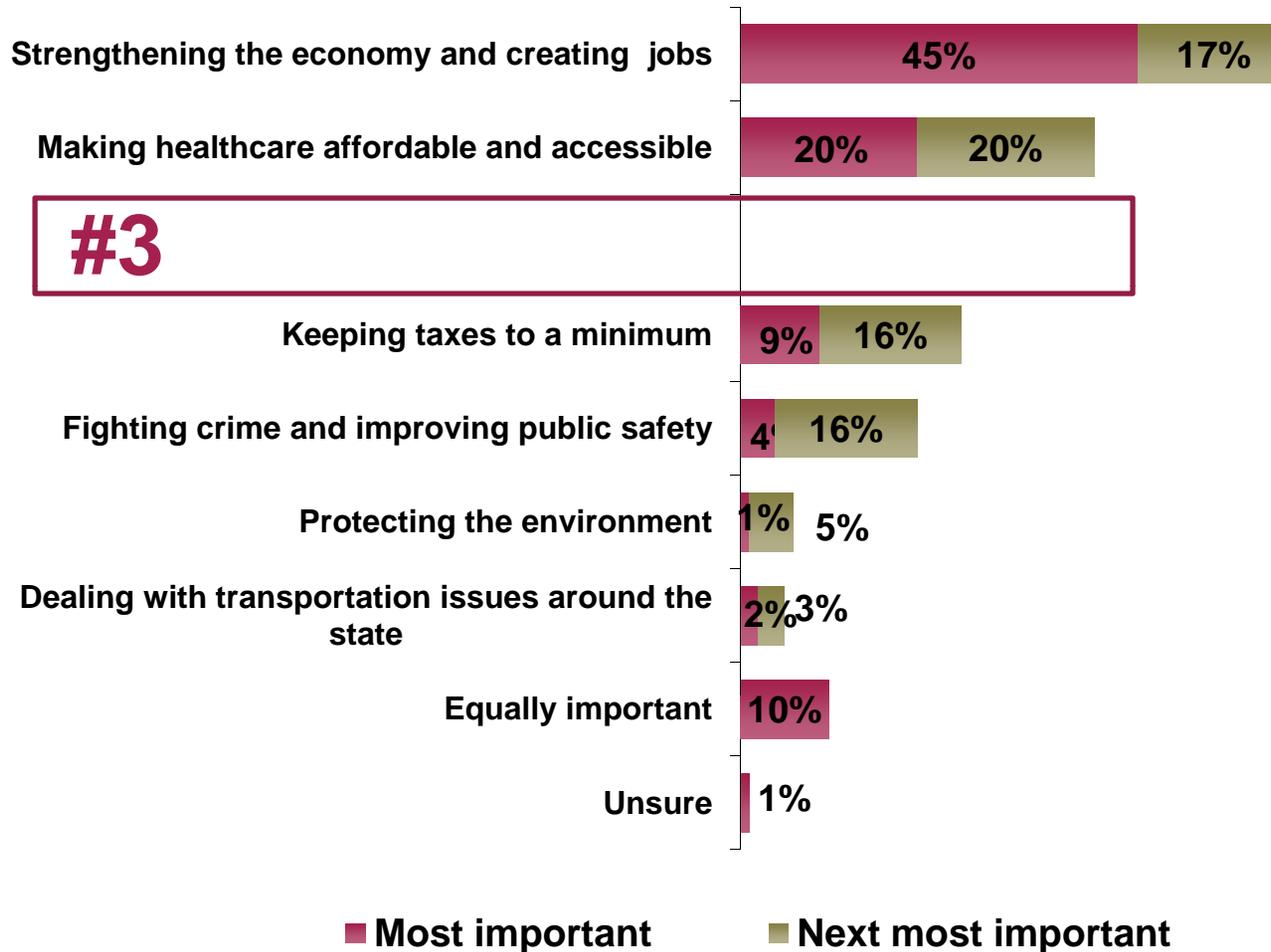


### Key Takeaways

1. Economic issues dominate the political landscape in the state.
2. In fact, the research finds that linking public higher education to an educated workforce and better economic development strongly resonates with voters and helps them understand the benefit they get from the state's investment in public higher education.
3. This survey reveals the key communications challenge facing the university: *Although only about half understand the value created by higher education, survey participants become more motivated to support the university when informed that Missouri ranks 47<sup>th</sup> out of 50 in per capita spending on higher education.*
4. Nearly three-fourths (73%) of Missouri's electorate supports investing more in public higher education even if it means higher taxes or cuts to other programs.

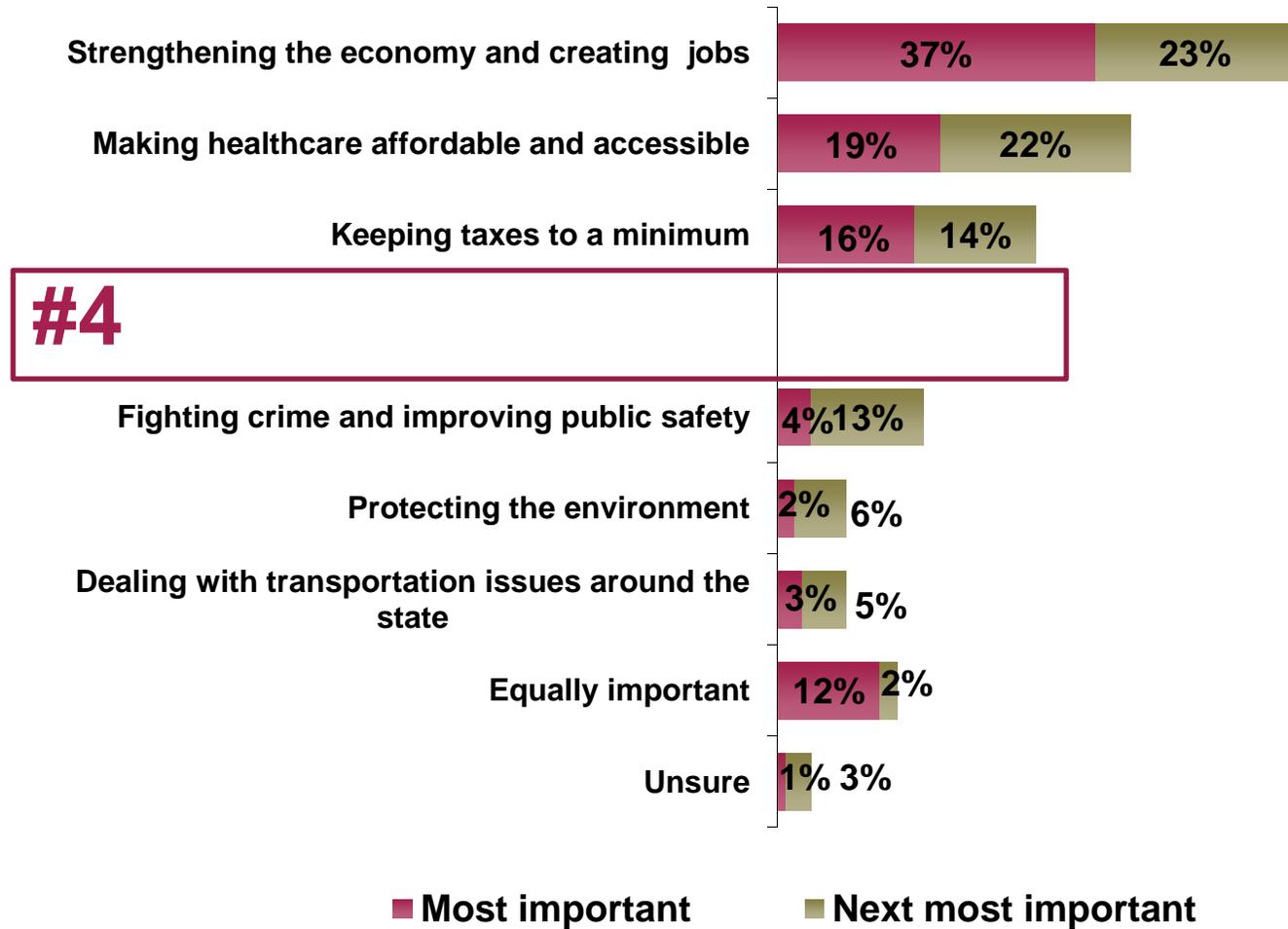


# Which issues would you say are the most important for our state government to address? [Split sample: version A (n=457)]





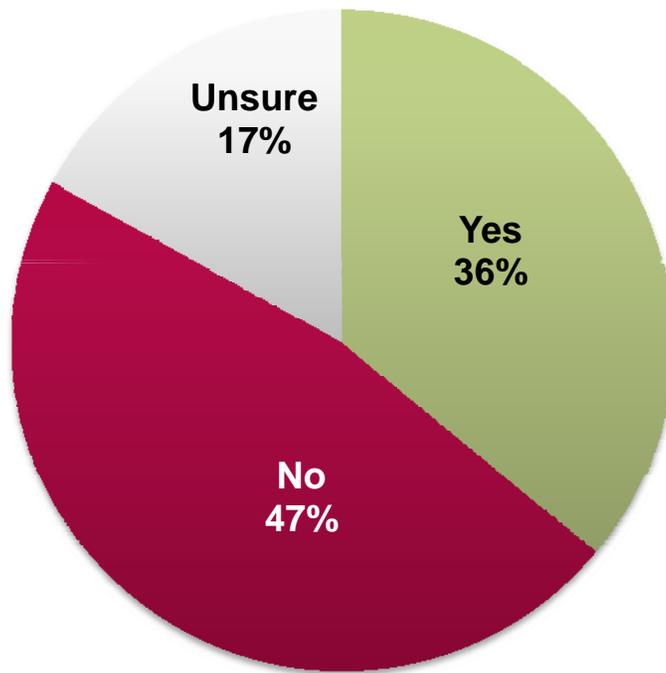
# Which issues would you say are the most important for our state government to address? [Split sample: version B (n=463)]





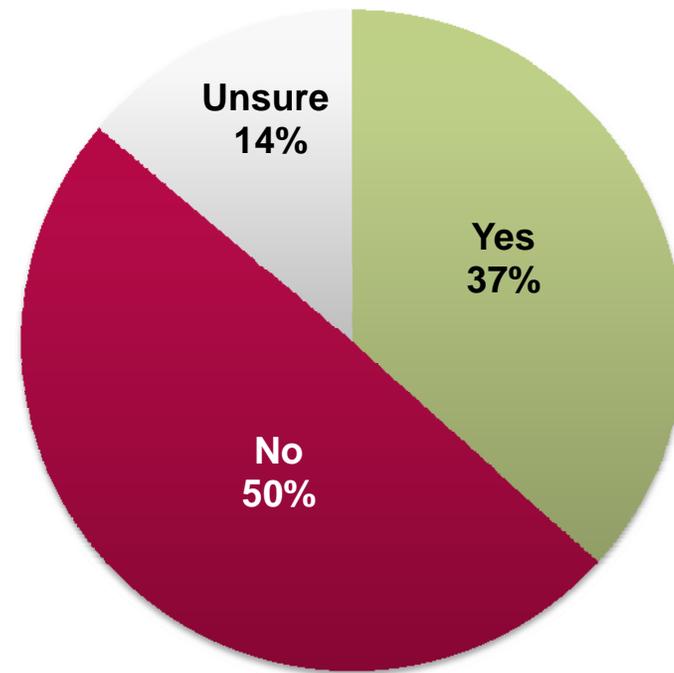
Do you think Missourians are getting **significant benefit** for the tax dollars being spent on public higher education?

[Split sample: version A (n=457)]



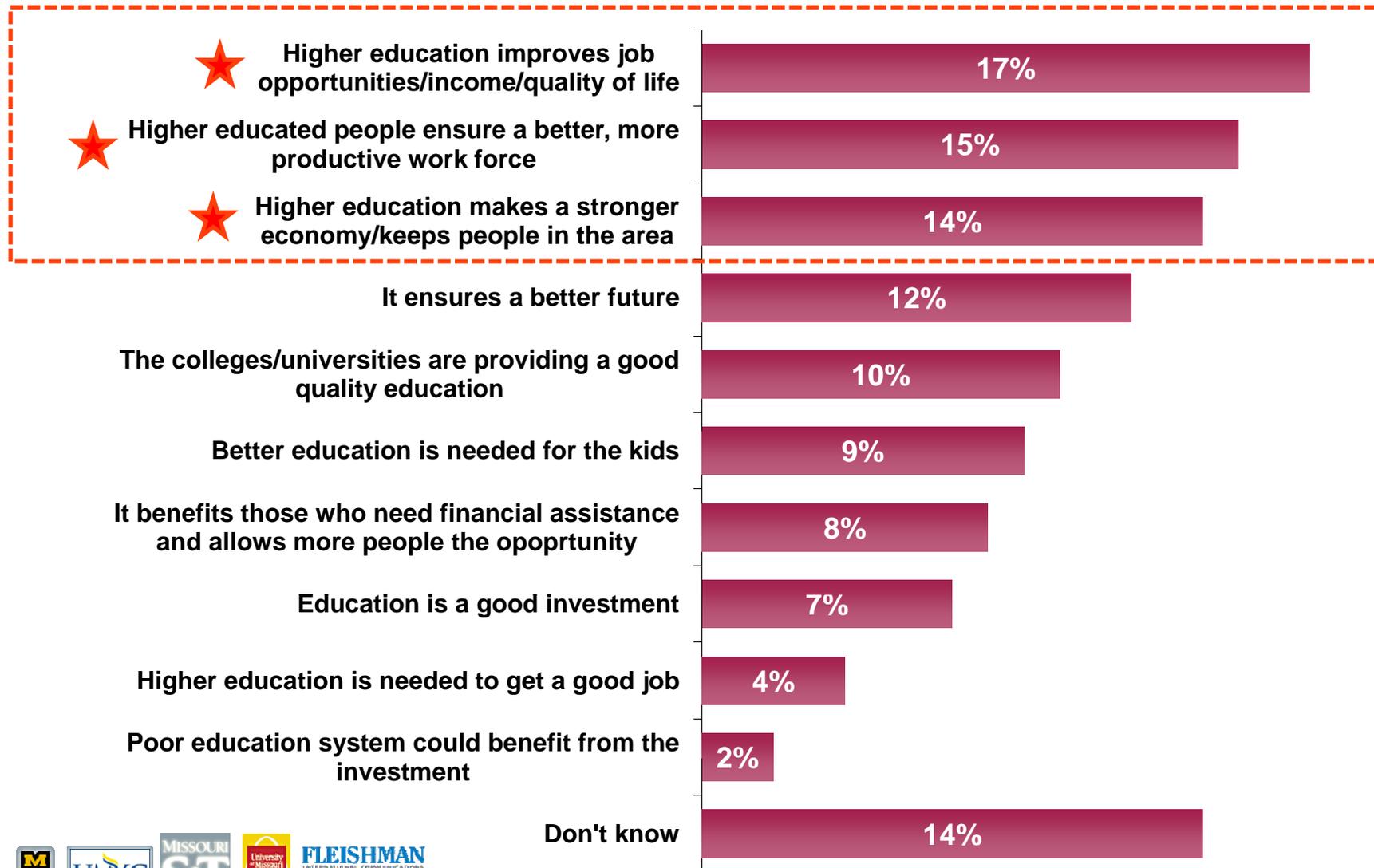
Do you think Missourians are getting a **good return** for the tax dollars being spent on public higher education?

[Split sample: version B (n=463)]



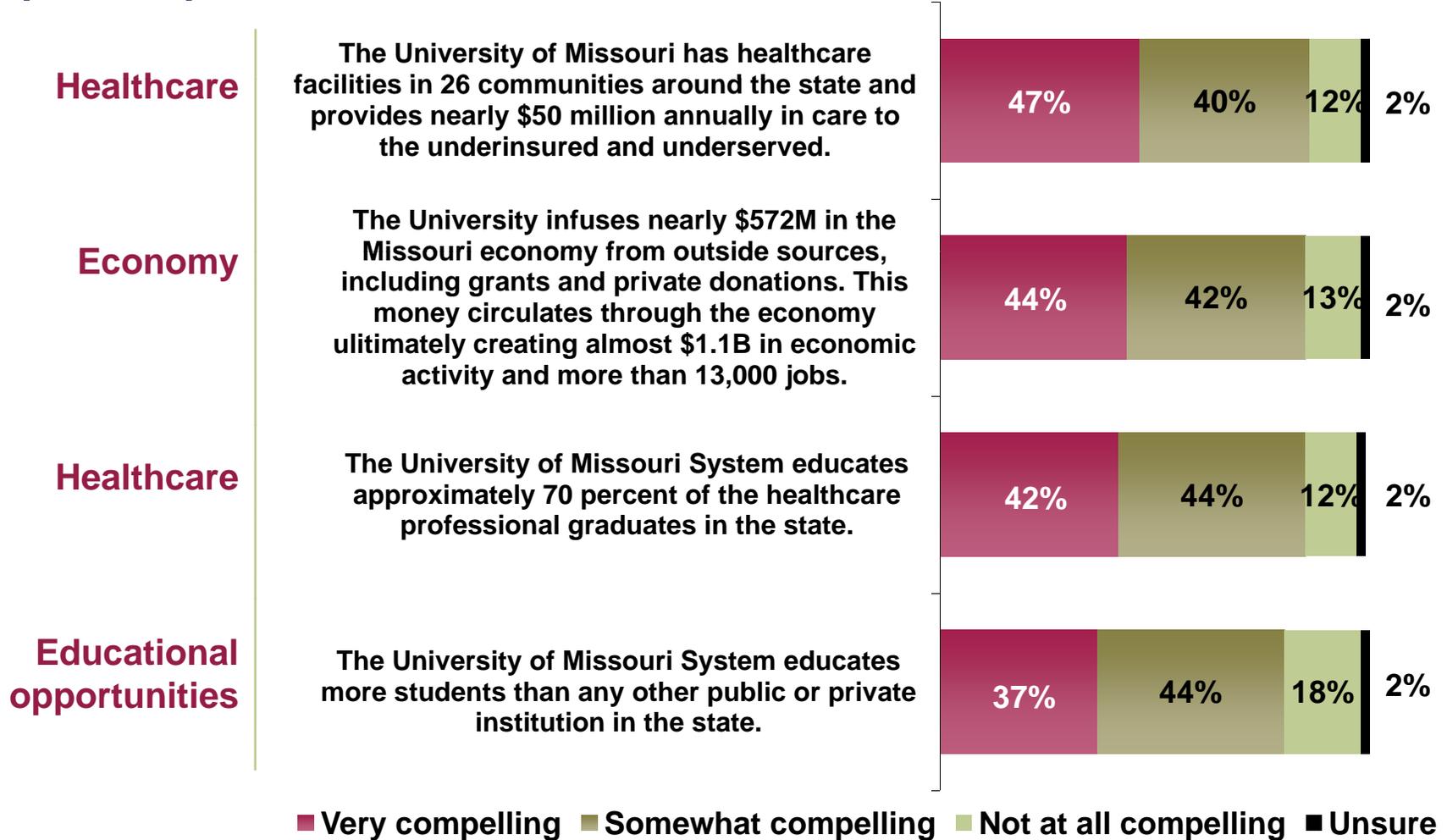


## Why do you feel the tax dollars being spent on public higher education are a good investment? [open-ended]



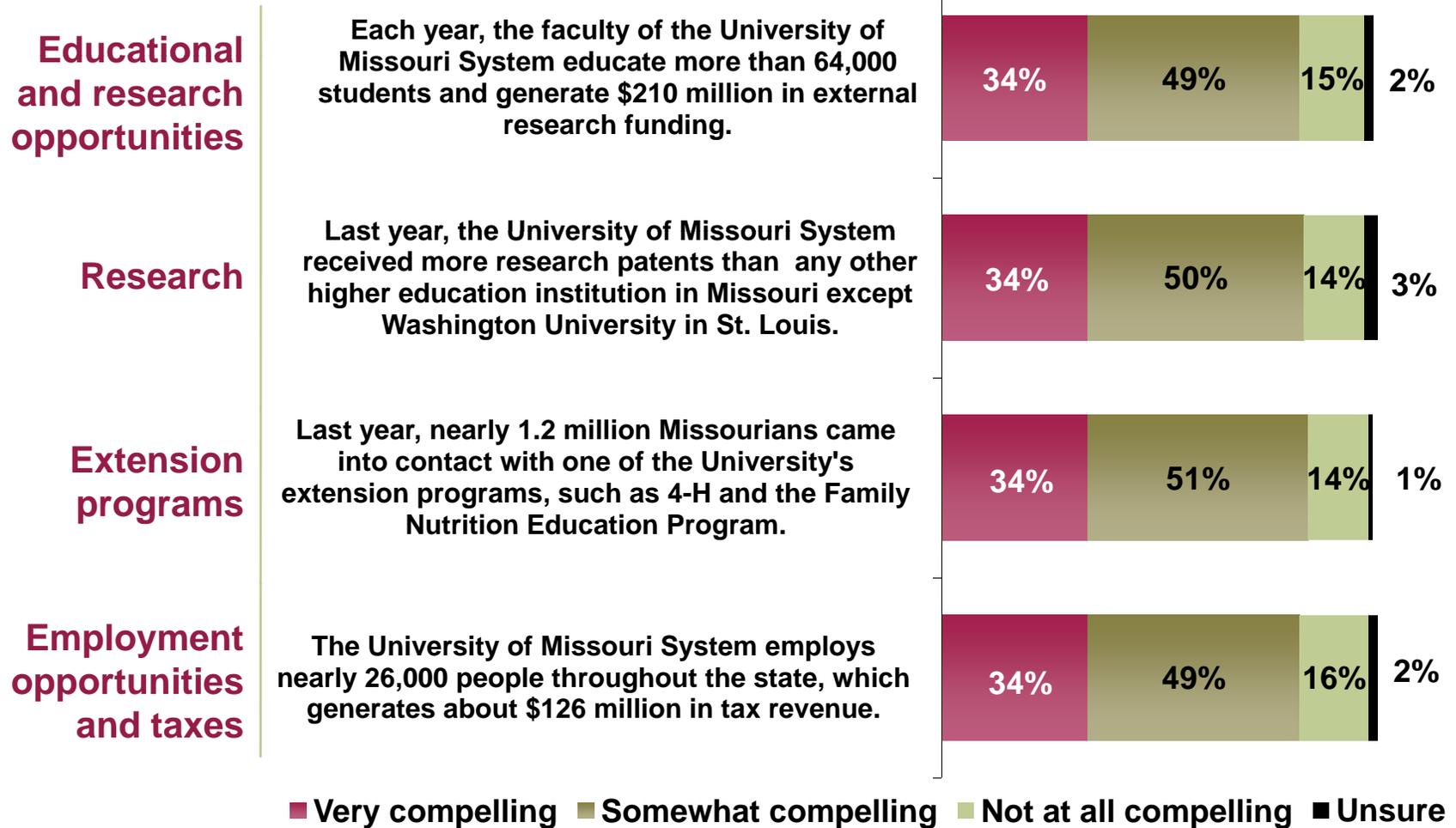


# To what extent does this information make you more likely to want to support the University of Missouri System? (n=920) [Positive messages that were most compelling]



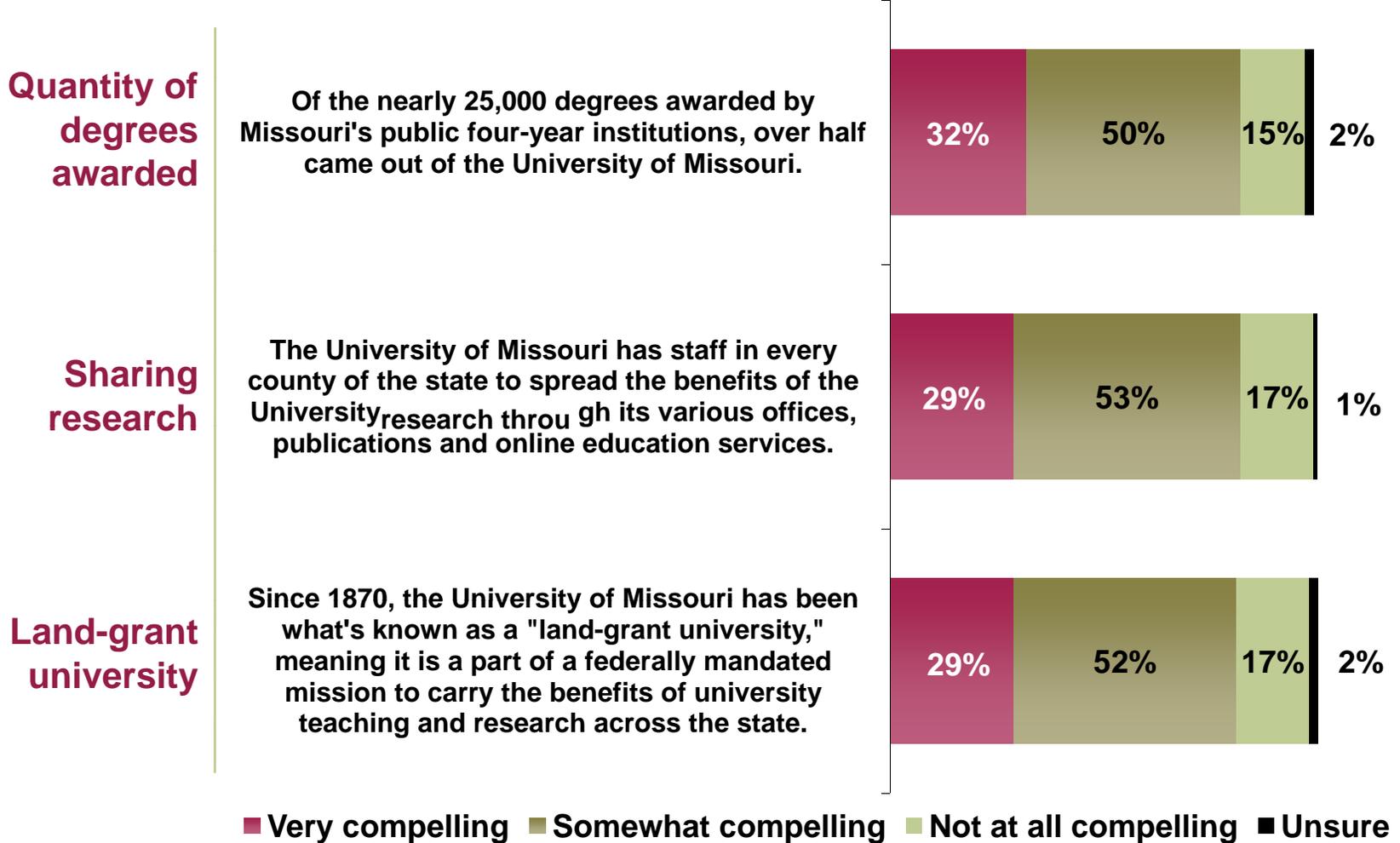


# To what extent does this information make you more likely to want to support the University of Missouri System? (n=920) [Positive messages that were somewhat compelling]





# To what extent does this information make you more likely to want to support the University of Missouri System? (n=920) *[Positive messages that were less compelling]*





# To what extent does this information make you more likely to want to support the University of Missouri System? (n=920) [Negative messages]

## Health professional shortage

More than 90% of Missouri counties are underserved by physicians and dentists...the state's Caring for Missourians initiative would increase health care professional graduates by more than 900 people in five years.



## Spending on higher education

Missouri ranks nearly at the bottom of the list - 47th out of all 50 states - when it comes to per capita spending on public higher education.



## Economic development

The state of Missouri invests 10 cents per person in economic development, whereas the national average is above \$2 per person.



## Faculty salaries

From '97 to '06, the University's Columbia campus ranked last out of the top 33 public research universities in the growth of competitive faculty salaries...falling behind universities in the surrounding states of Illinois, Iowa, Kansas and Nebraska.



## Funding for repairs

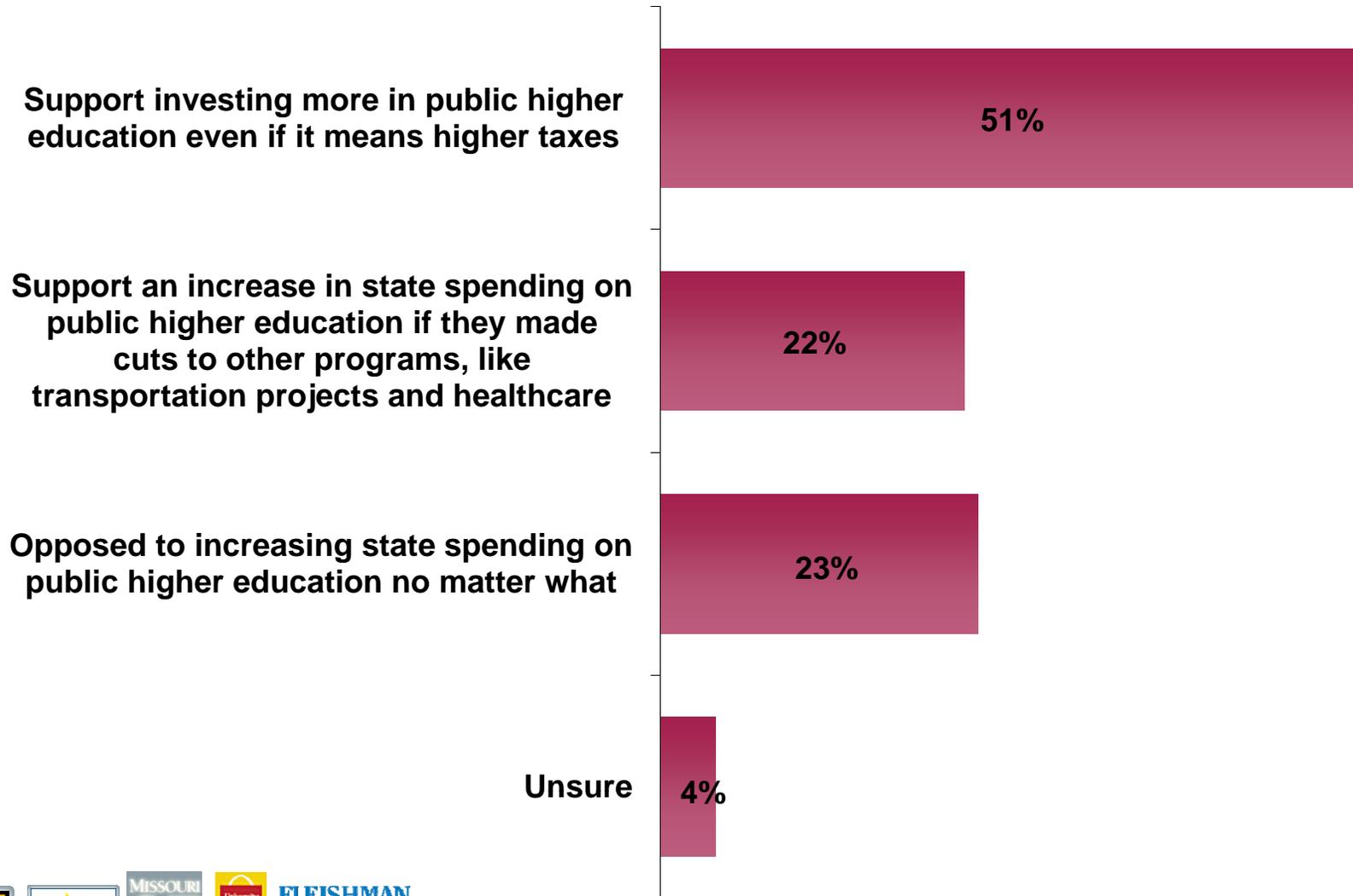
The University's building needs, like classrooms and labs, total \$345 million, including \$34 million for critical repairs.



■ Very compelling ■ Somewhat compelling ■ Not at all compelling ■ Unsure

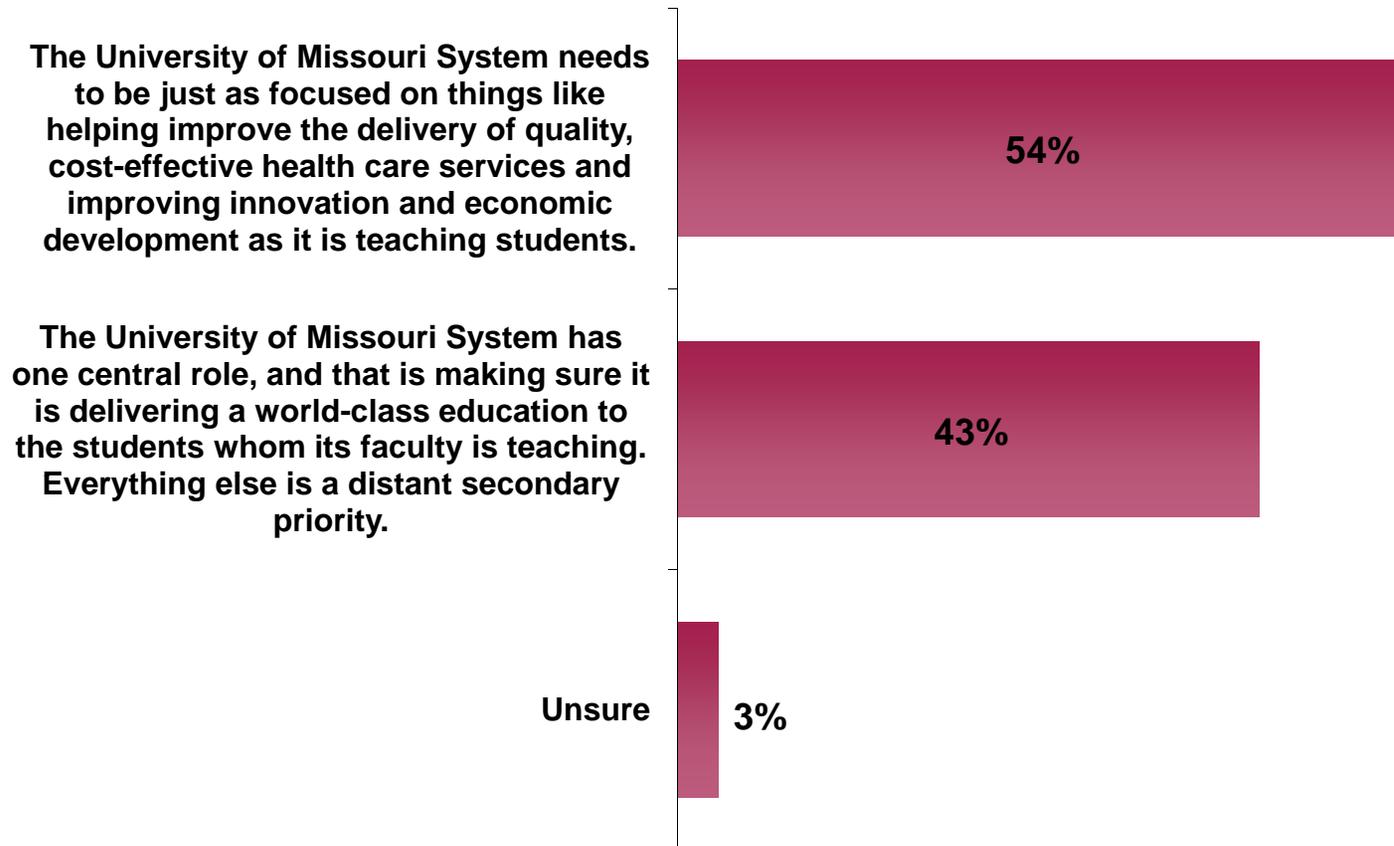


## Which of these viewpoints comes closest to your own? (n=920)



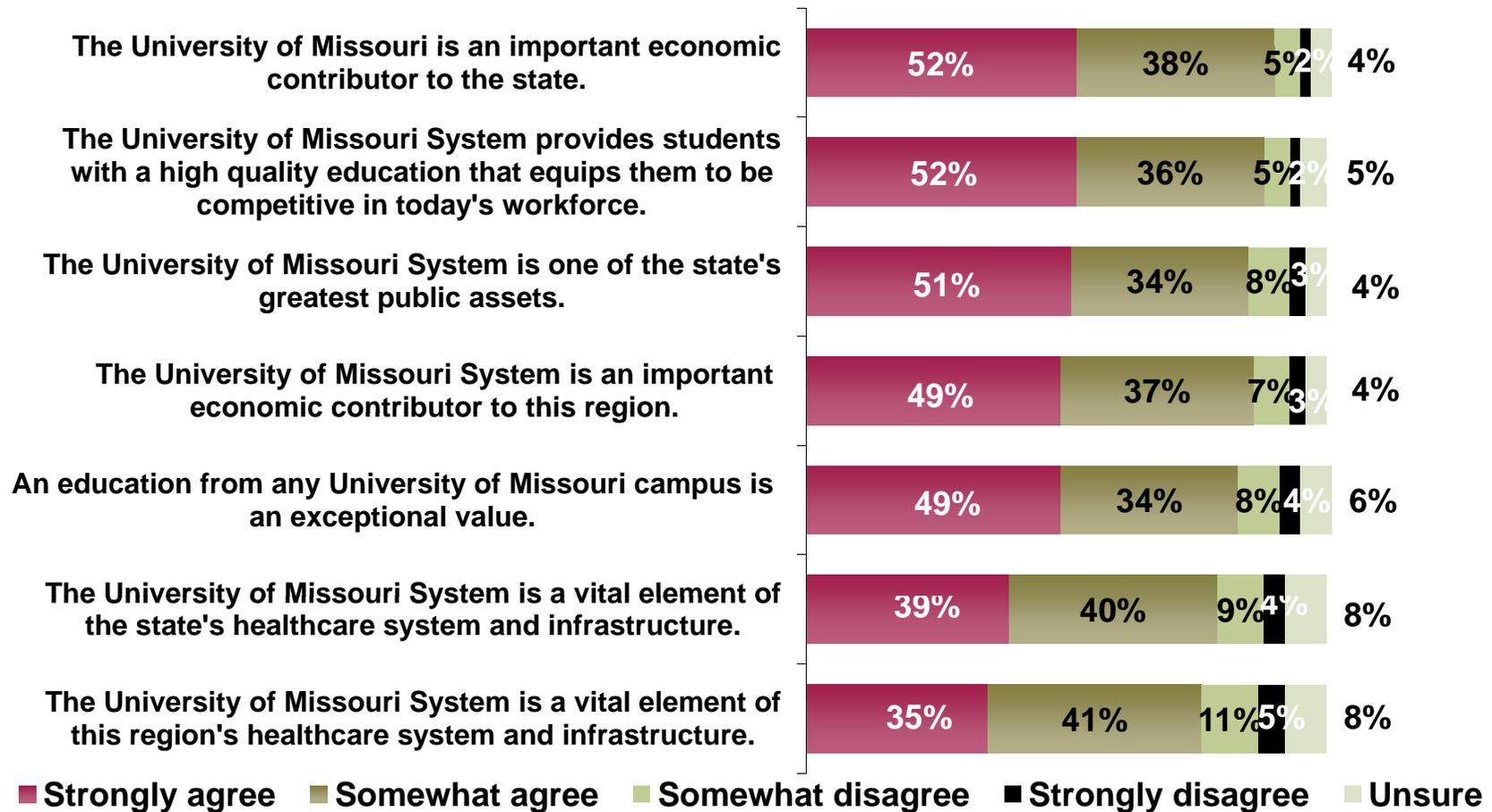


## Which of these two viewpoints comes closest to your own? (n=920)



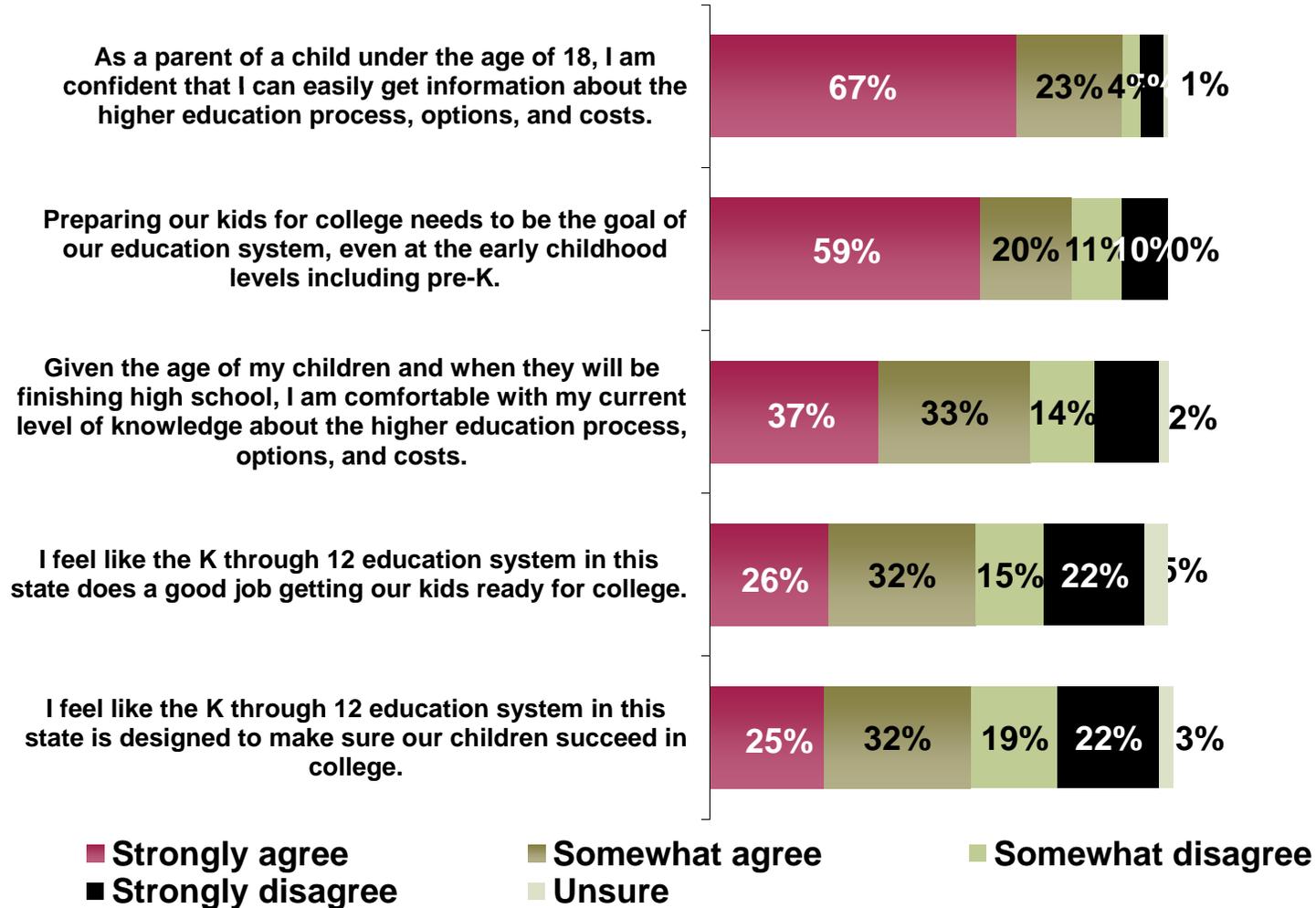


# To what extent do you agree or disagree with the following messages about the University of Missouri System? (n=920)





## To what extent do you agree or disagree with the following statements? [Asked of only those who have children under 18; n=247]





# EXECUTIVE *interviews*



## The importance of higher education

- **Business leaders get it – they don't need to be convinced that public higher education is important.**
  - They acknowledge that the situation is complex when you're dealing with limited resources and the reality that trade-offs of some sort are necessary.
  - Tough to say public higher education is the #1 priority, but it's up there.
  - Some argue that it shouldn't be about a trade-off, and the state simply needs to make it a priority and invest.
    - “There's a difference between being broke and cheap, and Missouri is just cheap...you cannot cost-cut your way to prosperity.”
- **Why do they get it?**
  - Most business leaders immediately tie higher education to economic development opportunities.
    - “It fuels the intellectual capital to run our enterprises.”
    - “Workforce availability is one of the most important factors in economic development”
    - “If the University of Missouri is going to be a player, it has to embrace a kind of holistic approach. What's its role in our community as a whole as opposed to it's just about higher education?”
    - “It's a high priority that would demonstrate the commitment of the state to a high tech future. For a knowledge-based economy in the future, it is the ground on which any new innovation which will lead to economic growth and development in the state.”



### What the business community wants to hear

- **Economic development messages...**
  - “We spur economic development.”
  - “We’ve got technical expertise that can benefit the statewide economy.”
  - “We’re graduating a large number of people who are qualified to make a contribution on day one.”
  - “We are your business partner.”
  - “Students are ready when they leave that institution to be a major contributor to their business...”
  - “We are preparing Missouri’s workforce for tomorrow.”
- **But also messages that focus on quality...**
  - “Our graduates are among the best in the country”
  - “The research being done by its academic leaders are uncovering new principles and areas of thought that will help business push forward into new frontiers.”
  - “It offers quality education at a reasonable price.”
  - “What is your standing in the rankings? How does your quality rank compare nationally?”
  - “It is a high quality product pushing out high quality people.”



### Key Takeaways from the Executive Interviews

1. The in-depth, qualitative interviews that were conducted with business and community leaders generated results that were generally similar to the voter survey, but perhaps with some great intensity in some areas.
2. Business leaders “get it” – most immediately draw a link between higher education and economic development. This group does not need to be convinced that public higher education is important.
3. However, several individuals commented that “economic development” should not be the only message. The “quality of our education” is also a critically important component (especially to business leaders outside the state that might be interested in relocating or expanding in Missouri).
4. Healthcare focused messages are not as obvious, but seem to be very powerful when business leaders learn about the university’s role in this field.
5. The “falling behind” messages (e.g., the state ranks 47th in per capita spending on public higher education) frames the issue in a more competitive context that gets people a bit fired up. They simply find many of these statistics to be unacceptable for the state.



## Research study managed by:

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## AGENDA ITEM SUMMARY

### AGENDA ITEM

Revisions to the State Student Assistance Programs' Administrative Rules  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

One of the primary objectives of the state student financial assistance program has been review and revision of the administrative rules that govern programs. The goal of this activity is to streamline the operation of all programs, to improve the consistency of procedures across all programs, and to update rules to match current practices. In addition, with the implementation of new programs, additional rules must be drafted and adopted for proper program operation.

At the September and December 2008 CBHE meetings, a series of revised and initial rules were adopted. The intent of this agenda item is to provide information about the next group of rules for revision. This includes a summary of the proposed amendments to the administrative rules relating to existing state student financial assistance programs (Public Service Officer Survivor, Marguerite Ross Barnett, and Vietnam Veterans Survivor).

#### Summary of Proposed Revisions to Existing Administrative Rules

##### All Rules

- Replace “responsibilities of institutions” section with reference to the revised institutional eligibility rule (6 CSR 10-2.140)
- Clarify/amend definitions as needed to add consistency between programs
- Replace CBHE with MDHE where appropriate to clarify roles
- Add disability language to definition section
- Add information sharing policy

##### Public Service Officer Survivor

- Clarify loss of eligibility when permanent/total disability resolved
- Specify disbursements are semester-based

##### Ross-Barnett

- Clarify formula for financial need determination
- Clarify renewal criteria

### Vietnam Veterans Survivor

- Clarify requirements for medical certification
- Clarify loss of eligibility for child applicants over 25 and spouses at fifth year anniversary of death
- Specify disbursements are semester-based

### **Conclusion**

MDHE staff continues to work to improve the operation of existing financial assistance programs and to implement new programs in a responsible and timely manner. Through these efforts, it is envisioned further streamlining of program operations may be achieved and improved program efficiency is possible.

### **STATUTORY REFERENCE**

Section 173.236, RSMo, Vietnam Veteran's Survivors Grant Program

Section 173.260, RSMo, Public Safety Officer or Employee Survivor Grant Program

Section 173.262, RSMo, Marguerite Ross Barnett Competitiveness Scholarship Program

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed amendments become effective as administrative rules as soon as possible.**

### **ATTACHMENTS**

Attachment A: Proposed Amendment of 6 CSR 10-2.100, Public Service Officer or Employee's Child Survivor Grant Program

Attachment B: Proposed Amendment of 6 CSR 10-2.120, Competitiveness Scholarship Program

Attachment C: Proposed Amendment of 6 CSR 10-2.130, Vietnam Veteran's Survivors Grant Program

Title 6--DEPARTMENT OF  
HIGHER EDUCATION  
Division 10--Commissioner  
of Higher Education  
Chapter 2--Student Financial  
Assistance Program

6 CSR 10-2.100 Public [Service]**Safety** Officer or Employee's Child Survivor Grant Program

PURPOSE: The public [service]**safety** officer or employee's child survivor grant program, established by section 173.260, RSMo, authorizes the Coordinating Board for Higher Education to provide educational benefits for eligible Missouri residents who are public safety officers **who are** permanently and totally disabled in the line of duty or eligible children or spouses of certain public safety officers and certain public employees killed or permanently and totally disabled in the line of duty to attend an approved Missouri college or university. This rule sets forth qualifications required of student applicants for grant assistance [and qualifications which approved colleges or universities must meet].

(1) Definitions.

(A) Academic year or the period of the grant is the period from [August]**July** 1 of any year through [July 31]**June 30** of the following year.

(B) Applicant shall mean an eligible child, spouse or public safety officer, as defined in this rule, who [applies to]**has filed a complete and accurate application to receive a survivor grant as prescribed by the [coordinating board for a survivor grant]CBHE and who qualifies to receive such an award under section 173.260, RSMo.**

(C) [Coordinating board or board]**CBHE** is the Coordinating Board for Higher Education created by section 173.005, RSMo.

(D) Eligible child is the natural, adopted or stepchild of a public safety officer or employee who is less than twenty-four (24) years of age and who is a dependent of a public safety officer or employee or was a dependent at the time of death or permanent and total disability of a public safety officer or employee.

(E) Employee shall be any full-time employee of the Department of Transportation engaged in the construction or maintenance of the state's highways, roads and bridges who is killed or permanently and totally disabled in the line of duty.

(F) **Full-time student means a student who is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, or the equivalent in another measurement system, but not less than the number sufficient to secure the certificate or degree toward which the student is working in no more than the number of semesters or their equivalent normally required by the institution for the program in which the student is enrolled, provided, however, that an otherwise eligible student having a disability as defined by the Americans with Disabilities Act (42 U.S.C. 12101-12213) who, because of his or her disability, is unable to satisfy the statutory minimum requirements for full-time status under Title IV student aid programs shall be considered by the approved institution to be a full-time student and shall be considered to be making satisfactory academic degree progress, as defined in paragraph (1)(M) of this rule, while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.**

[Full-time student shall be an undergraduate student who is enrolled in and is carrying a sufficient number of credit hours or their equivalent (minimum twelve (12) credit hours) at an approved private or public Missouri institution to secure a degree or certificate.]

(G) Grant assistance or award shall be an amount of money paid to a qualified applicant pursuant to the provisions of this rule.

**(H) His, him, or he shall apply equally to the female as well as the male sex in this rule.**

[(H)](I) Institution of postsecondary education or approved institution shall be any private or public institution located in Missouri that meets the requirements set forth in section 173.[205]1102(2) or (3), RSMo.

[(I)](J) Line of duty shall mean any action of **an employee directly connected to their employment with the Department of Transportation, or of a public safety officer,** whose primary function is crime control or reduction, enforcement of the criminal law, or suppression of fires, **and** who is authorized or obligated by law, rule, regulation or condition of employment or service to perform **such function**.

**(K) MDHE means the Missouri Department of Higher Education created by section 173.005, RSMo.**

[(J)](L) Permanent and total disability shall mean a disability which renders a person unable to engage in any gainful work.

[(K)](M) Public safety officer shall be any firefighter, police officer, capitol police officer, parole officer, probation officer, state correctional employee, water safety officer, park ranger, conservation officer or highway patrolman employed by the state of Missouri or a political subdivision thereof who is killed or permanently and totally disabled in the line of duty.

[(L)](N) Satisfactory academic progress shall be determined by the approved institution's policies as applied to other students at the approved institution receiving assistance under Title IV financial aid programs included in the Higher Education Act of 1965.

[(M)](O) Similar program funds shall be need-based funds an applicant receives under any federal or state grant aid programs.

[(N)](P) Spouse shall mean the husband, wife, widow or widower of a public safety officer or employee at the time of death or permanent and total disability of such public safety officer or employee.

[(O)] Standard admissions policies shall be policies approved and published by the approved institution to admit students having a certificate of graduation or the equivalent of this certificate and to allow the early admission of superior high school students.]

[(P)](Q) Survivor grant or grant shall mean the public safety officer or employee survivor grant as established by section 173.260, RSMo.

[(Q)](R) Tuition or incidental fee shall be the amount charged for nondesignated and unrestricted fees by an institution of postsecondary education for an applicant to attend full-time at that institution as a resident of the state of Missouri.

**(2)Responsibilities of Institutions of Postsecondary Education. Institutions participating in the Public Safety Officer or Employee Survivor Grant program must meet the requirements set forth in 6 CSR 10-2.140, Institutional Eligibility for Student Participation.**

[(2)](3)[Applicant Qualifications and Responsi-bilities]Eligibility Policy.

(A) To be eligible for grant assistance under the survivor grant program, an applicant must meet the following conditions:

1. Be a citizen or permanent resident of the United States;
2. Be a resident of Missouri;
3. Be an eligible child or spouse of a public safety officer or employee who was killed or permanently and totally disabled in the line of duty; or be a public safety officer who was permanently and totally disabled in the line of duty;
4. Be enrolled or accepted for enrollment as a full-time undergraduate student in a course of study leading to a certificate or an associate or baccalaureate degree at an approved institution for the period of the grant;
5. Maintain satisfactory academic progress in his[/her] course of study, according to standards determined by the approved institution; and
6. Complete an application for grant assistance according to the provisions of this rule.

(B) No award shall be made under section 173.260, RSMo to any applicant who is enrolled or who intends to use the award to enroll in a course of study leading to a degree in theology or divinity.

(C) Grant assistance shall be allotted for one (1) academic year, but an applicant shall be eligible for renewed assistance until [s/]he has obtained a baccalaureate degree or, only in the case of an applicant who is an eligible child, has reached age twenty-four (24) years, whichever occurs first, except that the applicant may receive such grant assistance through the completion of the semester or similar grading period in which the eligible child reaches his[/her] twenty-fourth year.

**(D) An eligible child or public safety officer or employee, spouse of a public safety officer, or public safety officer shall cease to be eligible for a grant pursuant to section 173.260, RSMo when the public safety officer or employee is no longer permanently and totally disabled.**

[(3) Responsibilities of Institutions of Postsecondary Education.

(A) Approved institutions shall meet the following requirements:

1. Comply with the provisions of section 173.205(2) or (3), RSMo;
2. Admit students based on the approved institution's standard admissions policies;
3. Establish fair and equitable refund policies covering tuition, fees, and where paid to the school, room and board charges. The institution's refund policy shall be the same policy which is utilized by the institution for refunding funds under federal Title IV financial aid programs included in the Higher Education Act of 1965;
4. Sign the agreement for institution of postsecondary education participation in the survivor grant program as provided by the coordinating board; and
5. Complete the institution's section of the survivor grant program application to verify the applicant's eligibility for the grant program and send to the coordinating board for approval for the current academic year.

(B) When the approved institution receives the survivor grant program funds for the awards made by the coordinating board, the approved institution shall-

1. Determine if the applicant is enrolled full-time and making satisfactory academic progress in his/her course of study according to standards determined by the approved institution;
2. Deliver the grant program funds to the applicant in the amount awarded to that applicant by the coordinating board, or the approved institution must obtain the applicant's endorsement to retain the portion of the award which the applicant owes for tuition or incidental fees for the current academic year to that particular approved institution;
3. Notify the coordinating board if, prior to disbursement, the applicant to whom an award has been made has not enrolled full-time, or has indicated that s/he does not plan to enroll full-time, and return the applicant's check within thirty (30) days of learning these facts;

4. Be responsible for the repayment of survivor grant funds to the coordinating board if the grant funds were delivered erroneously to the applicant; and

5. Determine and calculate the amount of refunds to the coordinating board based on the refund formula of the approved institution for applicants who withdraw during the institution's refund period.

(C) Repayment under paragraph (3)(B)4. of this rule shall be necessary when the-

1. Approved institution delivers funds to an applicant not eligible under the survivor grant program;
2. Award was based on erroneous, improper or misleading information provided by the approved institution to the coordinating board; or
3. Approved institution delivers the grant funds to a person other than the one to whom the coordinating board has directed the funds be delivered.]

(4) Application and Evaluation **Policy.**

(A) The [coordinating board] **CBHE** annually shall prescribe the form of, and the time and method of filing, applications under the survivor grant program.

(B) An application for grant assistance under the survivor grant program shall be made annually by the applicant on the form prescribed by the [coordinating board] **CBHE**.

(C) Completed applications must be received by the [coordinating board] **MDHE** to be approved for grant awards.

(5) [Survivor Grant Program Award Limits and Criteria] **Award Policy.**

(A) The maximum survivor grant program award amount for each applicant per academic year shall be the [least] **lesser** of the actual tuition and incidental fees charged at [an] **the** approved institution (maximum twelve (12) credit hours) where the applicant is enrolled or accepted for full-time enrollment; or the amount of tuition and incidental fees charged a Missouri undergraduate resident enrolled full-time (maximum twelve (12) credit hours) in the same class level (freshman, sophomore, junior, senior) and in the same academic major of the applicant at the University of Missouri.

(B) The applicant's survivor grant, when combined with similar program funds for which the applicant is eligible for and receives, shall not exceed the total cost of tuition and incidental fees charged by the approved institution for full-time enrollment.

(C) An applicant receiving an award under the survivor grant program shall have made satisfactory academic progress as defined by the approved institution in order to be eligible for a subsequent award under the survivor grant program.

(D) [The award amount for any given academic year will be disbursed to the approved institution, equally, according to the number of semesters at that particular approved institution and awarded for each semester of enrollment.] **Award amounts will be calculated and issued for each semester of enrollment in a given academic year and will be disbursed to the approved institution.**

(E) Awards will not be made for periods of enrollment during the summer term(s).

(F) An applicant may change his[/her] approved institution choice prior to the beginning of the first day of classes and may transfer between approved institutions during the academic year. **A new application is required to transfer the award.**[The deadline for those actions is August 1 for the fall semester and January 1 for the winter or spring semester.] Failure to notify the [coordinating board] **MDHE** by these dates of the change may result in loss of the award.

(G) Award notifications will be sent to applicants by the [coordinating board]MDHE once applications have been approved and the awards have been determined. Notification of awards also will be sent to the student financial aid office at the approved institution in which the applicant plans to or has enrolled.

(H) The applicant's award will be sent to the approved institution to be endorsed by the applicant[in accordance with the requirements of subsection (3)(B) of this rule]. **The institution shall retain the portion of the award that the student owes for expenses and promptly give the applicant any remaining funds.**

[(I) Should an applicant withdraw prior to the end of the approved institution's refund period for the period of the award, then a refund shall be calculated and made to the coordinating board by the approved institution within forty (40) days from the day on which the applicant withdraws. The amount of the refund will be calculated by the approved institution based on the refund formula of that institution in accordance with paragraph (3)(A)3. of this rule.]

**(6) Information Sharing Policy. All information on an individual's survivor grant application will be shared with the financial aid office of the institution to which the individual has applied or is attending to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished to the state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. 552a.**

AUTHORITY: section 173.260, RSMo Supp. 1998.\* Original rule filed April 29, 1988, effective July 28, 1988. Amended: Filed May 27, 1999, effective Jan. 30, 2000.

\*Original authority: 173.260, RSMo 1987, amended 1998.

Title 6--DEPARTMENT OF  
HIGHER EDUCATION  
Division 10--Commissioner  
of Higher Education  
Chapter 2--Student Financial  
Assistance Program

**6 CSR 10-2.120 Competitiveness Scholar[-]ship Program**

*PURPOSE: The competitiveness scholarship program permits the Coordinating Board for Higher Education to provide scholarships for eligible part-time Missouri residents to attend an approved Missouri college or university pursuant to the provisions included in 173.262, RSMo. This rule sets forth qualifications required of student applicants for the scholarships, criteria to be used in selecting scholarship recipients and qualifications which approved colleges or universities must meet.*

(1) Definitions.

(A) Academic year or period of the scholarship is the period from [August]**July** 1 of any year through [July 31]**June 30** of the following year.

(B) Applicant [is anyone ]**means a student** who applies to the [coordinating board]**MDHE** for a scholarship under the competitiveness scholarship program **as prescribed by the CBHE and who meets the criteria to receive such an award under section 173.262, RSMo, and this administrative rule.**

(C) Approved institution [shall be]**means** any [private or public ]institution located in Missouri that meets the requirements set forth in section 173.[205]**1102(2) or (3), RSMo, and that has been approved under 6 CSR 10-2.140.**

(D) [Competitiveness scholarship assistance or award]**Award amount** shall be an amount of money paid by Missouri to a qualified applicant pursuant to the provisions of this rule.

(E) Competitiveness scholarship program or scholarship program shall mean the scholarship program established by section 173.262, RSMo.

(F) [Coordinating board or board is]**CBHE means** the Coordinating Board for Higher Education created by section 173.005, RSMo.

(G) **Expenses shall be undergraduate tuition or incidental fees for the current academic year.**

[(G)]**(H)** Financial need shall be the difference between the total financial resources available to an applicant and the applicant's total cost of attendance, including tuition, fees, room and board, books and supplies, personal expenses and transportation while attending part-time at an approved institution.

[(H)]**(I)** Financial resources shall be the amount of financial assistance (scholarship, grant, work[, loan]) awarded to the applicant by the approved institution and the amount of the applicant's expected family contribution as [determined by any multiple data entry (MDE) processor approved]**calculated annually** by the United States Department of Education **as a result of an official federal need analysis based on the student's federal need-based application form.**

(J) **His, him, or he shall apply equally to the female as well as the male sex where applicable in this rule.**

[(I)]**(K)** Initial recipient shall be any applicant who meets the eligibility requirements and is awarded and received a competitiveness scholarship for the first time.

**(L) MDHE means the Missouri Department of Higher Education created by section 173.005, RSMo.**

[(J)](M) Part-time student shall be any undergraduate student who is enrolled less than full-time but at least half-time in a degree program as defined by the approved private or public Missouri institution.

[(K)](N) Renewal recipient shall be any applicant who received a competitiveness scholarship as an initial recipient under the competitiveness scholarship program and meets the eligibility requirements under the provisions of this rule and requirements as defined by the approved institution, and is awarded and received a renewable competitiveness scholarship under the competitiveness scholarship program as a second-year, third-year or fourth-year undergraduate student at an approved institution in Missouri.

[(L)](O) Resident of Missouri is any person who meets the requirements for resident status for Missouri as set forth by the [coordinating board]CBHE in 6 CSR 10-3.010, the residency rule for higher education.

[(M)](P) [Satisfactory academic degree progress or satisfactory] **Satisfactory** academic progress shall be a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale or the equivalent on another scale and, with the exception of grade point average, as otherwise determined by the approved institution's policies as applied to other students at the approved institution receiving assistance under Title IV financial aid programs included in the Higher Education Act of 1965. Calculation of CGPA shall be based on the approved institution's policies as applied to other students in similar circumstances.

[(N)] Standard admissions policies shall be policies approved and published by the approved institution to admit part-time students and students having a certificate of graduation from high school or the equivalent of that certificate.]

[(O)](Q) Undergraduate student shall be any student who has not obtained a first baccalaureate degree.

(2) [Student Applicant Qualifications and Responsibilities]**Basic Eligibility Policy.**

(A) To be eligible for **an** initial or renewed [scholarship] **award** under the competitiveness scholarship program, an applicant must—

1. Be a citizen or permanent resident of the United States;
2. Be a resident of Missouri;
3. Be enrolled or accepted for enrollment as a part-time undergraduate student at an approved institution for the period of the scholarship;
4. Maintain satisfactory academic progress in a course of study, according to standards determined by the approved institution;]
- [5]4. Complete an application for scholarship assistance according to the provisions of this rule;
- [6]5. Demonstrate financial need **based on a positive result from subtracting financial resources from the cost of attendance**;
- [7]6. Be eighteen (18) years of age or older at the time the application is submitted to the [coordinating board]MDHE;
- [8]7. Be employed and compensated for twenty (20) hours or more per week; and
- [9]8. Not be employed under the federal Title IV College Work-Study Program.

**(B) To be eligible for a renewal scholarship under the competitiveness scholarship program, an applicant must meet the requirements in paragraph (2)(A) of this administrative rule and maintain satisfactory academic progress in a course of study.**

[(B)](C) No award shall be made under section 173.262, RSMo to any applicant who is enrolled or who intends to use the award to enroll in a course of study leading to a degree in theology or divinity.

[(C)](D) Scholarship assistance shall be allotted for one (1) academic year, but an applicant shall be eligible for renewed assistance until [s/]he has obtained a baccalaureate degree or completed one hundred fifty (150) semester credit hours.

**(3) Responsibilities of [Approved]Institutions of Postsecondary Education. Institutions participating in the competitiveness scholarship program must meet the requirements set forth in 6 CSR 10-2.140, Institutional Eligibility for Student Participation.**

[(A) Approved institutions shall—

1. Comply with the provisions included in section 172.205(2) or (3) RSMo;
2. Admit students based on the approved institution's standard admissions policies;
3. Submit a copy of the institution's policy on satisfactory academic degree progress to the coordinating board;
4. Establish fair and equitable refund policies covering tuition, fees and, where paid to the school, room and board charges. That refund policy shall be the same policy which is utilized by the approved institution for refunding all federal Title IV financial aid programs included in the Higher Education Act of 1965;
5. Sign the agreement for educational institution participation in the competitiveness scholarship program as provided by the coordinating board;
6. Systematically organize all student records (student financial aid, registrar, business office) pertaining to student recipients under the scholarship program to be made readily available for review upon request by the coordinating board;
7. Complete the institution's section of the competitiveness scholarship program application to verify the student's eligibility for the scholarship program and submit it to the coordinating board by the annual deadline published by the coordinating board for the current academic year; and
8. Determine if the student applicant has demonstrated financial need.

(B) When the approved institution receives the competitiveness scholarship program funds for the awards made by the coordinating board, the approved institution must—

1. Determine if the applicant is enrolled part-time and is making satisfactory academic progress in a course of study according to standards determined by the approved institution;
2. Determine if the applicant is employed twenty (20) hours or more per week at the time the award is delivered to the applicant;
3. Deliver the scholarship program funds to the applicant in the amount awarded to that applicant by the coordinating board and obtain the applicant's endorsement, retaining the portion of the award which the applicant owes for undergraduate tuition or incidental fees for the current academic year to that particular approved institution;
4. Notify the coordinating board and return the applicant's check within thirty (30) days of learning, prior to disbursement, that the applicant to whom an award has been made has not enrolled part-time, has indicated that s/he does not plan to enroll part-time or does not meet the other student eligibility requirements;
5. Be responsible for the repayment of any competitiveness scholarship funds sent to the approved institution by the coordinating board if the scholarship funds were delivered erroneously; and

6. Determine and calculate the amount of refunds to the coordinating board based on the refund formula of the approved institution for applicants who withdraw during the institution's refund period. The coordinating board may refuse to award scholarships to applicants who attend approved institutions which fail to make timely refunds to the coordinating board.

(C) Repayment under paragraph (3)(B)5. of this rule shall be necessary when the—

1. Approved institution delivers funds to an applicant not eligible under the competitiveness scholarship program;

2. Award was based on erroneous, improper or misleading information provided by the approved institution to the coordinating board; or

3. Approved institution delivers the scholarship funds to a person other than the one to whom the coordinating board has directed the funds be delivered.]

(4) Application and Evaluation **Policy.**

(A) The [coordinating board]CBHE annually shall prescribe the form of, and the time and method of filing applications for participation in the competitiveness scholarship program.

(B) An application for [scholarship assistance]an **award** under the competitiveness scholarship program shall be made annually by the applicant upon the form prescribed by the [coordinating board]CBHE.

(C) Completed applications must be received by the [coordinating board]MDHE to be approved for scholarship awards.

(D) The deadline for receiving completed competitiveness scholarship applications will be published annually by the [coordinating board]MDHE for each academic year. Completed applications must be received by the [coordinating board]MDHE on or before the published deadline to be considered on time and to have priority consideration. Incomplete applications received by the [coordinating board]MDHE will not be processed.

(E) Completed competitiveness scholarship applications received after the annual deadline published by the [coordinating board]MDHE will be awarded provided program funds are available, based on a review by the [coordinating board]MDHE.

(5) [Competitiveness Scholarship Program Award Limits and Criteria]Award **Policy.**

(A) Within the limits of the funds appropriated and made available, the maximum [competitiveness scholarship program]award amount for each applicant per academic year shall be the [least]lesser of the actual undergraduate tuition charged at an approved institution where the applicant is enrolled or accepted for part-time enrollment or the amount of tuition charged a Missouri undergraduate resident enrolled part-time in the same class level (freshman, sophomore, junior, senior) and in the same academic major of the applicant at the University of Missouri-Columbia.

(B) For part-time students enrolled in courses totaling six (6), seven (7) or eight (8) semester credit hours, or the equivalent, the award amount shall be calculated based on six (6) semester credit hours. For part-time students enrolled in courses totaling nine (9), ten (10), or eleven (11) semester credit hours, or the equivalent, the award amount shall be calculated based on nine (9) semester credit hours.

[(C) Financial need shall be used by the approved institution in determining applicant eligibility for awards under the competitiveness scholarship program.]

[(D)](C) The first year of the competitiveness scholarship program funds shall be awarded only to applicants as initial recipients.

[(E)](D) Applicants who qualify as initial recipients under the provisions of this rule in the second and each subsequent year of the program will be awarded based on the availability of program funds.

[(F)](E) If sufficient program funds are unavailable to award to initial recipients, the awards will be made based on the earliest date the completed applications are received by the [coordinating board]MDHE until all funds have been expended.

[(G)](F) During the second and each subsequent year in which awards are made under the competitiveness scholarship program, the renewal recipients shall have priority in the awarding of program funds. If sufficient program funds are unavailable to award all eligible renewal recipients, priority for program funds shall be awarded based on the earliest date the completed application is received by the [coordinating board]MDHE in the following order: fifth-year, fourth-year, third-year and second-year students as defined by the approved institution.

[(H)] An applicant receiving an award under the competitiveness scholarship program shall have made satisfactory academic progress as defined by the approved institution and meet all other eligibility criteria according to the provisions of this rule to be eligible for a subsequent award under the competitiveness scholarship program.]

[(I)](G) [The award]Award amounts [for any given academic year] will be [disbursed to the approved institution, equally, according to the number of semesters at the approved institution and awarded] **calculated and issued** for each semester of part-time enrollment **in a given academic year and will be disbursed to the approved institution.**

[(J)](H) Awards will not be made for periods of enrollment during the summer term(s).

[(K)](I) An applicant's approved institution choice may be changed [prior to the beginning of the first day of classes]and **the applicant** may transfer between approved institutions during the academic year **by the deadline established by the MDHE.**[The deadline for these actions is August 1 for the fall semester and January 1 for the winter or spring semester.] Failure to notify the [coordinating board]MDHE by the prescribed dates of this action may result in loss of the award.

[(L)] Award notifications will be sent to applicants by the coordinating board after the awards have been determined. Notification of awards also will be sent to the student financial aid office at the approved institution where the applicant plans to or has enrolled.]

[(M)](J) The applicant's award **amount** will be sent to the approved institution to be endorsed by the applicant [in accordance with the requirements of subsection (3)(B) of this rule]. **The institution shall retain the portion of the award that the student owes for expenses and promptly give the applicant any remaining funds.**

[(N)] Should an applicant withdraw prior to the end of the approved institution's refund period during the period of the scholarship, then a refund shall be calculated and made to the coordinating board by the approved institution within forty (40) days from the day on which the applicant withdraws. The amount of the refund will be calculated by the approved institution based on the refund formula of that institution.]

**(6) Information Sharing Policy. All information on an individual's competitiveness scholarship program application will be shared with the financial aid office of the institution to which the individual has applied or is attending to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by the state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. section 552a.**

*AUTHORITY: section 173.262, RSMo 2000.\* Original rule filed May 24, 1990, effective Nov. 30, 1990. Amended: Filed Jan. 12, 2007, effective July 30, 2007.*

*\*Original authority: 173.262, RSMo 1988, amended 1992.*

Title 6--DEPARTMENT OF  
HIGHER EDUCATION  
Division 10--Commissioner  
of Higher Education  
Chapter 2--Student Financial  
Assistance Program

6 CSR 10-2.130 Vietnam Veteran's Survivors Grant Program

PURPOSE: The Vietnam Veteran's Survivors Grant Program, established by section 173.[235]**236**, RSMo, authorizes the Coordinating Board for Higher Education to provide tuition grants for eligible undergraduate students, who are survivors of Vietnam veterans[, and] whose deaths [was]**were** [contributed ]**attributed** to or [was ]**were** caused by exposure to toxic chemicals during the Vietnam conflict, to attend an approved Missouri postsecondary institution. This administrative rule sets forth eligibility requirements of survivors for tuition grant assistance[and the responsibilities that approved postsecondary institution must meet for the administration of the program].

(1) Definitions.

(A) Academic year or the period of the grant is the period from July 1 of any year through June 30 of the following year.

**(B)Applicant shall mean an eligible survivor who has filed a complete and accurate application to receive grant assistance as prescribed by the CBHE and who qualifies to receive a grant award under section 173.236, RSMo.**

[(B)](C) [Coordinating board or board]**CBHE** is the Coordinating Board for Higher Education created by section 173.005, RSMo.

[(C)](D) Eligible survivor shall be any child or spouse of a Vietnam veteran as defined in section 173.[235.1(4)]**236**, RSMo.

[(D)](E) **Full-time student means a student who is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, or the equivalent in another measurement system, but not less than the respective number sufficient to secure the certificate or degree toward which the student is working in no more than the number of semesters or their equivalent normally required by the institution for the program in which the student is enrolled, provided, however, that an otherwise eligible student having a disability as defined by the Americans with Disabilities Act (42 U.S.C. 12101-12213) who, because of his disability, is unable to satisfy the statutory minimum requirements for full-time status under Title IV student aid programs shall be considered by the approved institution to be a full-time student and shall be considered to be making satisfactory academic degree progress, as defined in paragraph (1)(L) of this rule, while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.**

[Full-time student shall be defined by the approved institution as an undergraduate student who is enrolled in and is carrying sufficient number of credit hours or their equivalent (minimum twelve (12) credit hours) at an approved private or public Missouri institution to secure a degree or certificate.]

[(E)](F) Grant assistance, [or ]award, **or funds** shall be an amount of money paid by **the** MDHE to an eligible survivor pursuant to the provisions of this rule.

**(G) His, him, or he shall apply equally to the female as well as the male sex in this rule.**

[(F)](H) Initial recipient shall be any survivor who applies for [a tuition ]grant **assistance** and meets the eligibility requirements in accordance with the provisions of this rule and is awarded and receives a tuition grant under the grant program as a first-time recipient.

[(G)](I) Institution of postsecondary education or approved institution shall be any private or public institution located in Missouri that meets the requirements set forth in subdivision 173.[205]1102(2) or (3), RSMo.

**(J) MDHE means the Missouri Department of Higher Education created by section 173.005, RSMo.**

[(H)](K) Renewal recipient shall be any survivor who applies for a tuition grant, received a tuition grant as an initial recipient and meets the eligibility requirements in accordance with the provisions of this rule and the requirements as defined by the approved institution and is awarded [a]renewable [tuition ]grant **assistance** under the grant program.

[(I)](L) Resident of Missouri is any veteran who meets the requirements for resident status for Missouri set forth by the [coordinating board]CBHE in 6 CSR 10-3.010.

[(J)](M) [Satisfactory academic degree progress or satisfactory] **Satisfactory** academic progress shall be determined by the approved institution's policies as applied to other students at the approved institution receiving assistance under Title IV financial aid programs included in the Higher Education Act of 1965.

[(K)](N) Similar funds shall be any other state or federal student financial aid funds that are specifically designated for survivors of veterans.

[(L)] Standard admissions policies shall be policies approved and published by the approved institution to admit special students and students having a certificate of graduation.]

[(M)](O) Toxic chemicals shall be any chemical determined by the veteran's administration medical authority to have contributed to or [was the cause of]**caused the** death of a Vietnam veteran.

[(N)](P) Tuition or incidental fee shall be the amount charged by an institution of postsecondary education for attendance at the institution by a student as a resident of this state.

[(O)](Q) Tuition grant or grant **program** shall mean the Vietnam Veteran's Survivors Grant Program as established by section 173.[235]236, RSMo.

[(P)](R) Vietnam veteran shall be any person who meets the requirements as established by section 173.[235]236.1(6)(a)- (c), RSMo.

(2) [Eligible Survivor Qualifications and Responsibilities]**Eligibility Policy.**

(A) To be eligible for grant assistance under the tuition grant program, an eligible survivor must meet the following conditions:

1. Be a citizen or permanent resident of the United States;
2. Be a child or spouse of a Vietnam veteran whose death was [contributed ]**attributed** to or caused by exposure to toxic chemicals during the Vietnam conflict;
3. Be enrolled or accepted for enrollment as a full-time undergraduate student in a course of study leading to a certificate, or an associate or baccalaureate degree at an approved institution for the period of the grant;
4. Maintain satisfactory academic progress in his[/her] course of study, according to standards determined by the approved institution;

5. Provide [a qualified medical]certification by a **Missouri state veterans service officer, upon certification from a** Veteran's Administration medical authority, [to verify] that the exposure to toxic chemicals contributed to or was the cause of death of the veteran; and

6. Complete an application for tuition grant assistance on forms provided and prescribed by the [coordinating board]CBHE.

(B) Grant assistance shall be allotted for one (1) academic year, but an applicant shall be eligible for renewed assistance until **the earliest of the following occurs:**

**1. [s/he]He** has obtained a baccalaureate degree [or];

**2. He has** completed one hundred fifty (150) semester credit hours;

**3. He has received grant assistance for**[, provided the grant assistance shall not exceed] a total of ten (10) semesters or their equivalents.

**4. In the case of an applicant who is an eligible child, he has reached age twenty-five (25), except that the applicant may receive such grant assistance through the completion of the semester or similar grading period in which he reaches his twenty-fifth year; or**

**5. In the case of an applicant who is an eligible spouse survivor, the fifth anniversary after the veteran's death, except that the applicant may receive such grant assistance through the completion of the semester or similar grading period in which the anniversary occurs.**

(3) Responsibilities of Institutions of Postsecondary Education. **Institutions participating in the grant must the requirements set forth in 6 CSR 10-2.140, Institutional Eligibility for Student Participation.**

[(A) Approved institutions shall meet the following requirements:

1. Admit students based on the approved institution's standard admissions policies;

2. Establish fair and equitable refund policies covering tuition, fees or other charges. That refund policy shall be the same policy which is utilized by the approved institution for refunding all federal Title IV financial aid programs included in the Higher Education Act of 1965; and

3. Complete the institution's section of the tuition grant program application to verify the applicant's eligibility for the grant program and send it to the coordinating board for approval for the current academic year.

(B) When the approved institution receives the tuition grant program funds for the grants made by the coordinating board, the approved institution shall--

1. Determine if the student is enrolled full-time and making satisfactory academic progress in his/her course of study according to standards determined by the approved institution;

2. Deliver the tuition grant program funds to the eligible survivor in the amount awarded to that survivor by the coordinating board, or the approved institution must obtain the survivor's endorsement to retain the portion of the grant which the survivor owes for tuition or incidental fees for the current academic year to that particular approved institution;

3. Notify the coordinating board and return the student's check within thirty (30) days of learning that prior to disbursement, the student to whom an award has been made has not enrolled full-time, has indicated that s/he does not plan to enroll full-time, or does not meet the other student eligibility requirements;

4. Be responsible for the repayment of tuition grant funds to the coordinating board if the grant funds were delivered erroneously to the student; and

5. Determine and calculate the amount of refunds to the coordinating board based on the refund formula of the approved institution for students who withdraw during the institution's refund

period. The coordinating board may refuse to award grants to applicants who attend approved institutions which fail to make timely refunds to the coordinating board.

(C) Repayment by the institution under paragraph (3)(B)4. of this rule shall be necessary when--

1. The approved institution delivers funds to a student not eligible under the tuition grant program;

2. The award was based on erroneous, improper or misleading information provided by the approved institution to the coordinating board; or

3. The approved institution delivers the grant funds to a person other than the one to whom the coordinating board has directed the funds be delivered.]

(4) Application and Evaluation **Policy**.

(A) An application for grant assistance under the tuition grant program shall be made annually by the eligible survivor on the form prescribed by the [coordinating board]**CBHE**.

(B) Completed tuition grant applications must be received by the [coordinating board]**MDHE** on or before the application deadline that is established annually in the application materials by the [coordinating board]**CBHE** to be considered for tuition grants.

(C) Completed tuition grant applications received after the annual deadline established by the [coordinating board]**CBHE** will be awarded provided program funds are available, based on a review by the [coordinating board]**MDHE**.

(5) [Tuition Grant Program Award Limits and Criteria]**Award Policy**.

(A) The maximum tuition grant amount for each survivor per academic year shall be the [least]**lesser** of the actual tuition charged at an approved institution where the eligible survivor is enrolled or accepted for full-time enrollment; or the average amount of tuition charged a Missouri undergraduate resident enrolled full-time in the same class level (freshman, sophomore, junior, senior) and in the same academic major of the eligible survivor at the institutions identified in section 174.020, RSMo.

(B) The total eligible survivor's tuition grant and similar program funds the survivor is eligible for and receives shall not exceed the total cost of tuition charged by the approved institution for full-time enrollment.

(C) An eligible survivor receiving a grant under the tuition grant program shall have made satisfactory academic progress as defined by the approved institution in order to be eligible for a subsequent award under the tuition grant program.

(D) [The grant amount for any given academic year will be disbursed to the approved institution equally according to the number of semesters at that particular approved institution and awarded for each semester of enrollment.]**Award amounts will be calculated and issued for each semester of enrollment in a given academic year and will be disbursed to the approved institution.**

(E) Tuition grants will not be awarded for periods of enrollment during the summer term(s).

(F) Within the amounts appropriated for tuition grant awards, the [coordinating board]**CBHE** shall award up to twelve (12) grants annually to eligible survivors to attend an approved institution.

(G) Eligible renewal recipients shall have priority in the awarding of tuition grants. If sufficient grant funds are unavailable to award all eligible renewal recipients, grant funds shall be awarded in the following order: fifth-, fourth-, third- and second-year students as defined by the approved institution.

(H) Eligible survivors who qualify as initial recipients under the provisions of this rule each year of the grant program shall be awarded based on the availability of grant funds.

(I) If sufficient tuition grant funds are unavailable to award to initial recipients, tuition grants will be awarded based on the earliest date the completed grant applications are received by the [coordinating board]CBHE until all grant funds have been expended.

(J) Eligible survivors who apply for a tuition grant but are not awarded a grant due to insufficient grant funds shall be put on an eligibility waiting list. The eligibility status of these eligible survivors will be extended to the following academic year and will be considered for a tuition grant in accordance with the criteria in subsections (5)(F)--(I) of this rule.

(K) A survivor who changes his[/her] approved institution choice prior to the beginning of the first day of classes or who transfers from one (1) approved institution to another must notify the [board]CBHE. Failure to notify the [coordinating board]CBHE may result in loss of the award.

(L) Award notifications will be sent to the eligible survivors by the [coordinating board]CBHE once the applications have been approved and the grants have been determined. Notification of grants will also be sent to the student financial aid office at the approved institution where the student plans to or has enrolled.

(M) The survivor's grant will be sent to the approved institution to be endorsed by the student[in accordance with the requirements of subsection (3)(B) of this rule]. **The institution shall retain the portion of the award that the student owes for expenses and promptly give the applicant any remaining funds.**

[(N) Within forty (40) days from the date on which the survivor withdraws, the approved institution shall calculate and make a refund to the coordinating board based on the refund formula established by that institution in accordance with paragraph (3)(A)2. of this rule.

(O) Any eligible survivor is subject to the age limitation found in section 173.235.10., RSMo.]

**(6) Information Sharing Policy. All information on an individual's survivor grant application will be shared with the financial aid office of the institution to which the individual has applied or is attending to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by the state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. section 552a.**

AUTHORITY: section 173.235, RSMo 1994. Original rule filed April 5, 1993, effective Sept. 9, 1993.

\*Original authority 1991.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
February 12, 2009

### **DESCRIPTION**

All program actions that have occurred since the December 4, 2008 Coordinating Board meeting are reported in this consent item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

### **STATUTORY REFERENCE**

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **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)***

None

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

None

#### ***Applications Pending Approval (Authorization for Instructional Delivery)***

Coffman Group, LLC  
St. Louis, Missouri

This single proprietor (for-profit) school will offer an 11-week nondegree sales and personal growth program. The institution's objective is to encourage "advancement of serious sales professionals who are committed to the realization of their dreams through a sharing of knowledge, a foundation of integrity and a desire to grow." This school is not accredited.

Facial Designs Permanent Cosmetics  
Camdenton, Missouri

This single proprietor (for-profit) school proposes to offer three programs in permanent cosmetics, which requires specialized tattooing applications for cosmetic or restorative purposes. The institution will strive to provide students with "the confidence to practice permanent cosmetics artfully and safely." This school is not accredited.

Research Medical Center  
Kansas City, Missouri

This hospital-based school operated by the for-profit Research Medical Center (Hospital Corporation of America) was previously exempt from the law governing proprietary schools. Due to changes in organizational structure, the institution no longer meets exemption requirements. The school seeks approval to offer a nondegree radiologic technology program and a nondegree nuclear medicine technology program. This school is not accredited.

Southwest Missouri Allied Health Education  
West Plains, Missouri

This single proprietor (for-profit) school proposes to offer two nondegree programs in diagnostic sonography, which is the use of high frequency sound waves for medical diagnosis. Through these programs, students “will obtain knowledge of sonography and develop professional qualities and technical skills that are necessary for safe operation and clinical practice.” This school is not accredited.

Wild Trophies Missouri School of Taxidermy  
Winfield, Missouri

This single proprietor (for-profit) school will offer nondegree programs in taxidermy, which is the art or skill of preparing, stuffing, and presenting dead animal skins so they appear lifelike. The school will strive to offer “in-depth training and personalized attention.” This school is not accredited.

***Applications Pending Approval (Authorization Only to Recruit Students)***

Baran Institute of Technology  
East Windsor, Connecticut

This for-profit, corporately owned school offers nondegree programs in the fields of automotive; auto body; heating, ventilation, and air conditioning; diesel; welding; motorcycle; and electrical technology. The school focuses on building students’ “positive work habits and character traits important to compete effectively in the job market.” The school is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT).

***Exemptions Granted***

Mid-America Bible Institute  
Ozark, Missouri

This not-for-profit school offers theologically based degree programs based on curriculum designed by Liberty University in Lynchburg, Virginia. The general length of the programs ranges from two to three years. The school was granted exemption as “a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” This school is not accredited.

***Schools Closed***

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

2009 Transfer Conference Update  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The Coordinating Board and the CBHE Committee on Transfer and Articulation (COTA) co-sponsored the 2009 Missouri Conference on Transfer and Articulation, an annual statewide forum reinstated in 2007 to address transfer and articulation issues. The intent of this board item is to provide a summary of the transfer conference.

#### Background

Based on feedback from the 2008 conference, the 2009 conference was practitioner-focused. COTA-AC, in collaboration with MDHE staff, sent a call for proposals to potential conference attendees across Missouri's higher education sectors. Six proposals were selected by COTA-AC and approved by COTA.

#### 2009 Missouri Conference on Transfer and Articulation

The 2009 Missouri Conference on Transfer and Articulation was held on January 30, 2009 at the Holiday Inn Select Executive Center in Columbia, Missouri. More than 170 registrants attended the conference including transfer practitioners, institutional faculty and staff, MDHE staff, presidents and chancellors, COTA members (see attachment), and chief academic officers. All sectors were represented with 51 participants from public two-year institutions, 61 from public four-year institutions, 39 from independent institutions, four from proprietary institutions, and two from DESE.

Attendees were welcomed by Dr. Robert Stein, Commissioner of Higher Education, and COTA-AC chair Dr. Rita Gulstad of Central Methodist University. MDHE research associates Hillary Fuhrman and Angelette Prichett gave a brief overview of the LAMP statewide assessment initiative, and participants attended breakout sessions organized on three tracks: Current Statewide Initiatives, Best Practices in Transfer Credit, and Transfer Student Data and Research.

Following the breakout sessions, an open-mic lunch session provided participants with an opportunity to discuss a variety of transfer issues such as the transcription of tech prep courses, CAI competencies, dual credit, and the transfer of proprietary credit. Participants then attended a final breakout session and the closing session.

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## **Future Considerations**

As a result of the breakout sessions and the open mic session, several issues were identified by conference attendees as needing further discussion and exploration by Missouri's transfer community and COTA. These topics include:

- Transcription of tech prep courses
- Statewide e-transcript initiatives and whether or not COTA should investigate e-equivalency management tools or degree audits
- Inclusion of social/emotional intelligence in CAI cross-disciplinary competencies
- State level policy on major field assessment
- How CAI exit competencies will mesh with the 42-hour general education block
- Evaluation of credit from proprietary institutions
- Transfer of non-accredited (or non-regionally accredited) credit once it has been accepted by the sending institution
- Applying proprietary credit to post-baccalaureate certificates or awards
- Creation of a statewide credit transfer portal at the MDHE that would allow students to see how credits taken at their current or past institution(s) will be received at another institution
- Implementation of a statewide transcript acknowledgement for the completion of the 42 hour general education block
- Transfer of degrees and credits for international students as it pertains to the 42 hour general education block

## **Conclusion**

The 2009 Missouri Transfer Conference was well received by participants, and the conference served to widen a public statewide conversation of relevant transfer issues. COTA will consider all topics identified for further discussion. Participant evaluations of the conference are still being processed, and results from these evaluations will be presented to the CBHE at the April 23, 2009 meeting in Jefferson City.

## **STATUTORY REFERENCE**

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

## **RECOMMENDED ACTION**

Assigned to Consent Calendar

## **ATTACHMENT**

List of Current COTA Members

**CBHE Committee on Transfer and Articulation**

**Dr. Aaron Podolefsky, COTA Chair and President**

University of Central Missouri

**Dr. Steven Graham, Interim Senior Vice President for Academic Affairs**

University of Missouri System

**Dr. Evelyn Jorgenson, President**

Moberly Area Community College

**Dr. Steven Kurtz, President**

Mineral Area College

**Dr. R. Alton Lacey, President**

Missouri Baptist University

**Ms. Julia Leeman, President**

Sanford-Brown College

**Dr. Pam McIntyre, President**

St. Louis Community College - Wildwood

**Dr. Bruce Speck, President**

Missouri Southern State University

**Dr. Robert Stein, Commissioner of Higher Education (ex-officio voting member)**

Missouri Department of Higher Education

**Support Staff**

**Mr. B.J. White, Research Associate**

Missouri Department of Higher Education

**Alternates**

Public 4-year: **Kandis Smith (UM System), Jeanie Crain**

Public 2-year: **John Cosgrove**

Independent: **Arlen Dykstra**

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Improving Teacher Quality Grant Program Update  
Coordinating Board for Higher Education  
February 12, 2009

### 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), an annual competitive grants program to identify and award grants for professional development projects developed collaboratively by postsecondary institutions and high-need school districts. ITQG projects focus on math and/or science professional development for K-12 teachers. This item will provide background information regarding the ITQG program and provide a summary of the Cycle-7 competition and awards.

#### **Program Background**

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

#### **Program Objectives**

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

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

#### **Results from Previous Cycles**

Included in each project award are funds dedicated to the evaluation of the project. For all ITQG cycles a team from the MU Science Education Center, led by Dr. Sandra Abell, has served as the external evaluator. A summary of the evaluation results and ITQG facts is provided below. Full copies of each cycle's evaluation may be found at [www.pdeval.missouri.edu](http://www.pdeval.missouri.edu).

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Data show that many teachers do not have opportunities for subject-specific professional development (PD) in their districts. Fifty-five ITQG projects from Cycle-1 through Cycle-6 have been offered in over 200 districts across Missouri. Nearly 1,200 teachers have participated in at least one of these projects, and these teachers have directly impacted more than 93,000 students. According to the external evaluation team's findings, ITQG projects deliver quality PD to participants. Thus, ITQG is fulfilling a need for subject-specific and prolonged PD in the state and has the potential for continuing impact on science and mathematics education in Missouri.

In the most recently completed ITQG cycle (Cycle-5), teachers were shown to have increased their content knowledge of the subject they teach by an average of twenty percentage points over the duration of the project while their students showed an average increase in content knowledge of almost twenty-five percentage points. Furthermore, the data also show that in most grades students in participating high need school districts perform better on the Missouri Assessment Program (MAP) examinations than those students in non-participating high need school districts. Districts and schools participating in ITQG projects typically show higher MAP index scores and a greater percentage of students scoring at the highest levels on the MAP examinations.

### **Cycle-7 Grant Competition**

Each year, the MDHE develops a Request for Proposals (RFP) to solicit high quality professional development project proposals. The RFP for each cycle establishes the grade level and content area focus required for award consideration. The focus for the Cycle-7 RFP included the core areas of math and/or science at any grade level (K-12).

Prior to dissemination of the Cycle-7 RFP, MDHE staff evaluated the current multi-year ITQG projects underway at Lincoln University, Missouri University of Science and Technology, Three Rivers Community College, and the University of Missouri - Columbia. Staff visits, progress reports, and external evaluation reports were reviewed for evidence of progress toward stated objectives. Overall, all projects mentioned above are successfully meeting the ITQG objectives and are on track to have a significant impact on the participating teachers and students. All four projects are recommended for renewal. Based on funding committed to these four projects, the funding available for new Cycle-7 ITQG projects is approximately \$625,000.

The Cycle-7 RFP resulted in the MDHE receiving 16 new project proposals requesting \$2.6 million in grant funds. These proposals were reviewed by MDHE staff and a panel of external experts that included: two DESE staff members, two K-12 teachers, twelve higher education science, math, and teacher education faculty, and four MDHE staff members.

Limited funds made it impossible to grant awards to all projects recommended by the review panel. Based on the recommendations of the review panel and analysis by MDHE staff, four of the 16 projects were selected for funding. Final awards ensured that grants would be equitably distributed by geographic area within the state, which is a federal requirement of the ITQG program.

Negotiations regarding project design and budget have been finalized resulting in the following awards for ITQG Cycle-7:

<b>Lead Institution</b>	<b>Project Director</b>	<b>Amount</b>	<b>Project Title</b>	<b>Duration</b>
Southeast Missouri State University	Dr. Cheri Fuemmeler	\$421,154	Boosting Bootheel Mathematics*	2009-2012
Missouri State University	Dr. Lynda Plymate	\$159,946	Building and Connecting Math Concepts Through In-Depth and Technology Rich Explorations	2009-2010
UM – Kansas City	Dr. Rita Barger	\$137,587	(EMT) <sup>2</sup> : Empowering Elementary Missouri Mathematics Teaching Teams	2009-2010
UM – Kansas City	Dr. Elizabeth Stoddard	\$160,080	Teacher Enhancement for Active Middle School Science, Phase 2	2009-2010

*\*Three year award. The first year award amount is \$150,000. Second and third year awards for this project will be made contingent upon successful progress toward project goals.*

### **Conclusion**

The projects funded in Cycle-7 will continue to provide professional development in math and science to K-12 teachers in some of the neediest school districts in the state. Only strong partnerships between colleges, universities, and K-12 schools will allow Missouri to continue to improve student achievement and teacher preparation.

### **STATUTORY REFERENCE**

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive expend federal funds for educational programs  
Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Academic Program Actions  
Coordinating Board for Higher Education  
February 12, 2009

### **DESCRIPTION**

All program actions that have occurred since the December 4, 2008, Coordinating Board meeting are reported in this consent calendar item.

As reported in the most recent Annual Report, during fiscal year 2008:

- The total number of program actions for public institutions increased by 61 percent.
- The total number of program actions for independent institutions increased by 47 percent.
- The number of graduate certificate proposals received by the CBHE increased by 40 percent.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT**

Academic Program Actions

## ACADEMIC PROGRAM ACTIONS

Per RSMo. 173.005.11 and 6 CSR 10-10.010, out-of-state public institutions offering programs in the state are now subject to an approval process similar to that of Missouri public institutions of higher education. This includes approval by the CBHE of all courses offered within the State of Missouri.

### I. Programs Discontinued

#### University of Central Missouri

Current Program:

AS, Aviation Technology

Approved Change:

Delete program.

Program as Changed:

AS, Aviation Technology (deleted)

### II. Programs and Options Placed on Inactive Status

#### University of Missouri – Columbia

Current Program:

BA, Microbiology

Approved Change:

Inactivate program.

Program as Changed:

BA, Microbiology (inactive)

### III. Approved Changes in Academic Programs

#### Missouri State University

- 1) Current Program:  
MSEd, Educational Administration  
Elementary  
Secondary

Approved Change:

Change title of options to “Elementary Principal” and “Secondary Principal.”

Program as Changed:  
MSEd, Educational Administration  
Elementary Principal  
Secondary Principal

2. Current Program:  
MS, Administrative Studies

Approved Change:  
Add options “Applied Communication,” “Criminal Justice,” “Environmental Management,” “Project Management,” “Sports Management,”  
“Individualized Option.”

Program as Changed:  
MS, Administrative Studies  
Applied Communication  
Criminal Justice  
Environmental Management  
Project Management  
Individualized Option

3. Current Program:  
MA, Communications

Approved Change:  
Change title of program to “Communication.”

Program as Changed:  
MA, Communication

4. Current Program:  
BS, Management  
Administrative Management  
Entrepreneurship  
Human Resource Management  
International Business Management  
Operations Management

Approved Change:  
Delete option “Entrepreneurship.”

Program as Changed:  
BS, Management  
Administrative Management  
Human Resource Management  
International Business Management  
Operations Management

5. Current Program:  
N/A

Approved Change:

Add certificate "Writing for Television & Film."

Program as Changed:

C0, Writing for Television & Film

6. Current Program:  
N/A

Approved Change:

Add certificate "Homeland Security & Defense."

Program as Changed:

GRCT, Homeland Security & Defense

**Southeast Missouri State University**

Current Program:

MBA, Business Administration  
Accounting  
Entrepreneurship  
Environmental Management  
Financial Management  
General Management  
Health Administration  
Industrial Management  
International Business

Approved Change:

Add option "Sport Management,"

Program as Changed:

MBA, Business Administration  
Accounting  
Entrepreneurship  
Environmental Management  
Financial Management  
General Management  
Health Administration  
Industrial Management  
International Business  
Sport Management

### **Three Rivers Community College**

Current Program:

AAS, Industrial Technology  
Automated Manufacturing Systems  
Civil and Construction Technology  
Drafting and Manufacturing Technology  
Industrial Maintenance  
Power Plant

Approved Change:

Add a one-year certificate program "Industrial Technician."

Program as Changed:

AAS, Industrial Technology  
Automated Manufacturing Systems  
Civil and Construction Technology  
Drafting and Manufacturing Technology  
Industrial Maintenance  
Power Plant  
C1, Industrial Technician

### **University of Central Missouri**

Current Program:

BFA, Commercial Art

Approved Change:

Change title from "Commercial Art" to "Graphic Design."

Program as Changed:

BFA, Graphic Design

### **University of Missouri - Columbia**

1) Current Program:

MS, Health Informatics & Bioinformatics  
Bioinformatics  
Health Informatics

Approved Change:

Add graduate certificate program "Health Informatics."

Program as Changed:

MS, Health Informatics & Bioinformatics  
    Bioinformatics  
    Health Informatics  
GRCT, Health Informatics

2) Current Program:

MS, Agricultural Economics  
MS, Rural Sociology  
MPA, Public Affairs

Approved Change:

Add graduate certificate program “Community Processes Interdisciplinary.”

Program as Changed:

MS, Agricultural Economics  
MS, Rural Sociology  
MPA, Public Affairs  
GRCT, Community Processes Interdisciplinary

3) Current Program:

Ph.D, Human Environmental Sciences  
    Architectural Studies  
    Consumer and Family Economics  
    Human Nutrition Foods and Systems Management  
    Human Development and Family Studies  
    Textile and Apparel Management

Approved Change:

Change title of option “Consumer and Family Economics” to “Personal Financial Planning.”

Program as Changed:

Ph.D, Human Environmental Sciences  
    Architectural Studies  
    Human Nutrition Foods and Systems Management  
    Human Development and Family Studies  
    Personal Financial Planning  
    Textile and Apparel Management

**University of Missouri – St. Louis**

Current Program:

MS, Nursing

Family Nurse Practitioner

*(Off-site at Jefferson College, Park Hills TCRC, Poplar Bluff Regional Telecommunications Center, Southern TCRC, St. Charles Community College)*

Approved Changes:

Inactivate program at Park Hills TCRC.

Change program title from Masters of Science (MS) to Masters of Science in Nursing (MSN) at all off-site locations.

Program as Changed:

MSN, Nursing

Family Nurse Practitioner

*(Off-site at Jefferson College, Park Hills TCRC (inactive), Poplar Bluff Regional Telecommunications Center, Southern TCRC, St. Charles Community College)*

**IV. Received and Reviewed Changes in Programs (Independent Colleges and Universities)**

**Missouri Baptist University**

Current Programs:

BA, Kinesiology

BPS, Kinesiology

BS, Kinesiology

Approved Change:

Change title of all programs to “Physical Education.”

Programs as Changed:

BA, Physical Education

BPS, Physical Education

BS, Physical Education

**V. Program Changes Requested and Not Approved**

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

## VI. New Programs Approved

### **Southern Illinois University – Carbondale**

Master of Science (MS), Medical Dosimetry (*Off-site at the Siteman Cancer Center (Barnes Jewish Hospital) and SSM De Paul Health Center in St. Louis, MO; the Siteman Cancer Center in St. Peters, MO; and St. Luke's Hospital in Chesterfield, MO.*)

### **University of Central Missouri**

- 1) Bachelor of Arts (BA), Philosophy
- 2) Combination Bachelor of Science in Business Administration (BSBA) and Master of Arts (MA), Accountancy
- 3) GRCT, Geographic Information Systems (GIS)
- 4) GRCT, Women's and Gender Studies

### **University of Missouri – St. Louis**

- 1) Educational Specialist (Ed.S), Educational Administration (*Off-site at Mineral Area College; St. Charles Community College, and St. Louis Community College {Wildwood}.*)
- 2) Masters of Education (M.Ed), Counseling  
Community Counseling  
Elementary  
Secondary  
(*Off-site at East Central College, Jefferson College, Mineral Area College, St. Charles Community College, St. Louis Community College {South County Education Center}, and St. Louis Community College {Wildwood}.*)
- 3) Masters of Education (M.Ed), Educational Administration  
Elementary Administration  
Secondary Administration  
(*Off-site at East Central College, Jefferson College, Mineral Area College, St. Charles Community College, St. Louis Community College {South County Education Center}, and St. Louis Community College {Wildwood}.*)
- 4) Masters of Education (M.Ed), Elementary Education (*Off-site at East Central College, Jefferson College, Mineral Area College, St. Charles Community College, St. Louis Community College {South County Education Center}, and St. Louis Community College {Wildwood}.*)

- 5) Masters of Education (M.Ed), Secondary Education  
Curriculum & Instruction  
Middle Level Education  
Reading  
*(Off-site at East Central College, Jefferson College, Mineral Area College, St. Charles Community College, St. Louis Community College {South County Education Center}, and St. Louis Community College {Wildwood}.)*
- 6) Masters of Education (M.Ed), Special Education  
General  
Behavioral Disorders  
Early Childhood Special Education  
Learning Disabilities  
Mental Retardation  
*(Off-site at East Central College, Jefferson College, Mineral Area College, St. Charles Community College, St. Louis Community College {South County Education Center}, St. Louis Community College {Wildwood}.)*
- 7) Master of Science in Nursing (MSN), Family Nurse Practitioner *(Off-site at East Central College, Mineral Area College, St. Louis Community College {South County Education Center}, St. Louis Community College {Wildwood}.)*
- 8) Master of Social Work (MSW) *(Off-site at Mineral Area College, St. Charles Community College, St. Louis Community College {South County Education Center}, St. Louis Community College {Wildwood}.)*

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

### **Culver-Stockton**

BA, Political Science

### **Fontbonne University**

- 1) Bachelor of Business Administration (BBA) *(Off-site at the Strassner site in Brentwood, MO.)*
- 2) Bachelor of Arts (BA), Contemporary Studies *(Off-site at the Strassner site in Brentwood, MO.)*
- 3) Bachelor of Arts (BA), Corporate Communications *(Off-site at the Strassner site in Brentwood, MO.)*
- 4) Bachelor of Arts (BA), Organizational Studies *(Off-site at the Strassner site in Brentwood, MO.)*

- 5) Bachelor of Science (BS), Sports and Entertainment Management (*Off-site at the Strassner site in Brentwood, MO.*)
- 6) Master of Business Administration (MBA) (*Off-site at the Strassner site in Brentwood, MO.*)
- 7) Master of Management (MM) (*Off-site at the Strassner site in Brentwood, MO.*)
- 8) Graduate Certificate (GRCT), Supply Chain Management (*For delivery at the main campus in St. Louis, MO; the Boeing Company campuses in Berkeley and St. Charles, MO; and the Strassner site in Brentwood, MO.*)
- 9) Master of Arts (MA), Supply Chain Management (*For delivery at the main campus in St. Louis, MO; the Boeing Company campuses in Berkeley and St. Charles, MO; and the Strassner site in Brentwood, MO.*)

#### **Midwest University**

- 1) Master of Arts (MA), Teaching English as a Second Language
- 2) Master of Arts (MA), Intercultural Studies
- 3) Doctor of Social Work (DSW)

#### **VIII. Programs Withdrawn**

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

#### **IX. New Programs Not Approved**

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

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Curriculum Alignment Initiative  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The Commissioner has been charged to make progress towards the curriculum alignment goals set forth by Senate Bill 389 and the strategic plan of the MDHE to smooth the P-20 pipeline. The intent of this agenda item is to provide an update on CAI activities.

#### **Progress:**

The Curriculum Alignment Initiative (CAI) Steering Committee has been charged to work on dissemination of the approved entry- and exit-level competencies. Presentation materials have been developed by the CAI Steering Committee as a way to disseminate a unified message to the academic community. Numerous institutional and professional stakeholders around the state have been informed through on-site presentations, and CAI has augmented its profile through a presentation at a national conference. Raising awareness statewide and nationally will assist as institutions and faculty begin to consider how to best integrate competencies into the curriculum. With emerging activities already underway at a number of Missouri institutions, MDHE staff has begun gathering best practices to share with institutions statewide.

Work also continues to progress in development of additional competencies:

#### Entry-Level Competencies

- Cross-disciplinary entry-level competencies were on public comment through February 6, 2009; the workgroup is reviewing feedback.

#### Exit-Level Competencies

- Crosswalks between exit competencies and general education illustrative competencies have been completed for College Algebra, Political Science, Freshman English Composition, Biology, History, and Psychology.
- Draft second round exit-level competencies in Economics and Foreign Language are undergoing revisions in the discipline workgroups.
- Draft exit-level competencies are under development for Trigonometry, Introductory Physics (non-majors), Art History, Introduction to Music, and World History.

### **Next Steps**

Goals have been established by the CAI Steering Committee for completion within the next six months in the areas of competencies and dissemination. Following a public comment period, draft second-round exit-level competencies will be submitted to the CBHE for review and action in April 2009. Dissemination efforts will focus on articulating a formal action plan and supporting activities to disseminate competencies to stakeholders in the state.

Developed in part to address policy issues identified through the June 2008 CAI Report to the CBHE, the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council has been created to consider statewide issues surrounding learning assessment in Missouri and to make policy recommendations to the Commissioner of Higher Education. Information regarding LAMP activities may be found in Tab O.

### **Conclusion**

The CAI Steering Committees and Discipline Workgroups continue to progress toward completion of goals outlined the original CAI Charge and mandated in Senate Bill 389 (<http://www.dhe.mo.gov/castimeline.shtml>).

### **STATUTORY REFERENCE**

Section 173.005.2(7)(10), RSMo, Curriculum Alignment, Fines

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council<sup>1</sup> was created to consider statewide issues surrounding learning assessment in Missouri and to make policy recommendations to the Commissioner of Higher Education. The intent of this agenda item is to provide an update on activities associated with LAMP.

### Progress-to-Date

LAMP's three subcommittees – Communications, Assessment Practices, and Literature Review - have finalized key objectives and an action plan that may be found on the LAMP webpage. Participation in committees continues to be open to all interested parties.

The Communications Subcommittee published a December newsletter for all participants, chief academic officers and presidents, and other interested stakeholder groups. The newsletter outlines the objectives, background, and timeline for the initiative as well as providing links to key LAMP documents. Newsletters may be viewed on the MDHE website and will be ongoing to keep stakeholder groups informed of progress and activities.

The Assessment Practices Subcommittee forwarded a cover letter and survey instrument (see attachments) on January 20, 2009 to allow assessment practitioners and institutional administration the opportunity to reflect upon the infrastructure and general role of assessment practices. Additionally, institutions were encouraged to provide opinions and policy recommendations related to a breadth of relevant assessment issues. This information will be used to inform the sub-committee's report in March 2009 when the LAMP Advisory Council will begin discussing policy recommendations and outlining the final report.

The Literature Review Subcommittee has established an online database for review and annotation of assessment-related literature and a collaborative writing process for the production of their report for the March 2009 meeting.

### Conclusion

LAMP continues to make progress to fulfill its charge and will produce a report of policy recommendations for the Commissioner in the summer of 2009.

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<sup>1</sup> LAMP website: <http://www.dhe.mo.gov/lamp.shtml>.

## **STATUTORY REFERENCE**

Section 173.005.2(7)(10), RSMo, Curriculum Alignment, Fines

Section 173.020 (4), RSMo. Identify higher education need, design coordinating plan for higher education

## **RECOMMENDED ACTION**

Assigned to Consent Calendar.

## **ATTACHMENTS**

Attachment A: Cover Letter to Missouri Institutions for Phase I LAMP Survey

Attachment B: Phase I LAMP Survey of Assessment Culture at Missouri Institutions



Dear Chief Academic Officer,

Over the past few months, the Missouri Department of Higher Education has worked with representatives from institutions across Missouri in the formation of a working group to study assessment practices in Missouri and the country, and provide relevant policy recommendations to Commissioner Stein and the Coordinating Board for Higher Education. The Learning Assessment in Missouri Postsecondary Education (LAMP) advisory Council builds upon the important work of the Curriculum Alignment Initiative (CAI), the Missouri Assessment Consortium (MAC), Missouri Developmental Education Consortium, and Measuring Value-Added Student Learning (MVASL) to respond to existing legislation and the improvement of student learning across the state. The advisory council values building consensus, the inclusion of all institutions regardless of sector, and prioritizing assessment for student learning.

Charged with studying current assessment practices of Missouri institutions, the LAMP Assessment Practices group has worked diligently to develop a process maximizing institutional participation and the unique mission and context of each campus.

The attached survey instrument represents a first step in collecting valuable information regarding the culture of assessment at your institution. It allows assessment practitioners and administration to reflect upon the infrastructure and general role of assessment practices, as well as, the level of participation and investment by individuals in the academic community. Additionally, you are encouraged to provide opinions and policy recommendations related to a breadth of relevant assessment issues.

The members of the committee understand that institutions are barraged with surveys and requests for information all the time. It is our sincere hope that you will take the time to provide the detailed information necessary for the LAMP subcommittee to provide input and feedback for the larger work of the LAMP advisory council. Please return the survey by email to [jeffrey.smith@dhe.mo.gov](mailto:jeffrey.smith@dhe.mo.gov) by February 6<sup>th</sup>, 2009. If you have any questions, please feel free to contact me at 660-248-6211 or by e-mail at [rgulstad@centralmethodist.edu](mailto:rgulstad@centralmethodist.edu).

Thank you for your participation and dedication to the improvement of higher education in Missouri.

Sincerely,

Rita Gulstad  
Vice President for Academic Affairs and Dean of the University  
Central Methodist University

You may find more information about the LAMP initiative at:

LAMP Website: <http://dhe.mo.gov/lamp.shtml>

LAMP December Newsletter: <http://dhe.mo.gov/files/lampnewsletterdecember2008.pdf>

LAMP Charge: <http://dhe.mo.gov/lampcharge.shtml>

LAMP Inclusion Values: <http://dhe.mo.gov/lampvalues.shtml>

LAMP Policy Guidance: <http://dhe.mo.gov/lamppolicyguidance.shtml>

## Phase I LAMP Survey of Assessment Culture At Missouri Institutions

1A Does your institution have a publically accessible assessment plan for student learning?

Yes or No

1B If Yes, Which of the following levels of assessment are specifically addressed

Yes or No  Entrance and Preparation

Assessment For Student Learning (Course, Program, Institution Levels)

Yes or No  Course Level

Yes or No  Program

Yes or No  Institution

2 What is the role of assessment in ensuring alignment of learning expectations and practices with institutional mission?

3 Briefly describe the institutional infrastructure and resource allocations dedicated to student learning and assessment (i.e. academic support centers, research offices, committees, strategic plan, faculty involvement, professional development, software applications etc.)

4 Yes or No  Does your institution have a specific budget allocation for this assessment infrastructure?

5 What is the Name, Title, and Position in the organizational structure of the individual primarily responsible for assessment?

5A Name

5B Title

5C Position

6 Describe the level of support for student learning assessment and the involvement of institutional participants (Faculty, Students, Administration, Board)

7 What is your institution's best assessment practice you would like to share with other institutions?

8 What additional resources from the state would enable improvement in your institution's academic assessment program (resources, communications, ...)?

9 What is the single most important change or improvement your institution could make to increase the quality and effectiveness of student learning assessment at your institution?

**Phase I LAMP Survey of Assessment Culture At Missouri Institutions**

**10** In which types of collaborative projects related to student learning assessment would your institution be interested in participating?

**11** In your opinion, what would a successful state assessment policy for each of the following areas include?

**11A** Placement

**11B** Remediation

**11C** Developmental

**11D** Curriculum Alignment Initiative

**Phase I LAMP Survey of Assessment Culture At Missouri Institutions**

**11E Transfer and 42 Hour  
General Education  
Block**



**11F Assessment of Major  
Fields**



**11G Other**



## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Educational Needs Analysis Update  
Coordinating Board for Higher Education  
February 12, 2009

### **DESCRIPTION**

MGT America, Inc. was selected by the Cape Girardeau Coalition to identify postsecondary educational needs in the Cape Girardeau region and to recommend the best delivery system to use in meeting those needs. The intent of this board item is to provide an update on the needs analysis.

#### **Background**

Discussion surrounding potential expansion of delivery systems in the Cape Girardeau region encouraged the development of the Cape Girardeau Coalition. This group, composed of education providers and community leaders, pooled resources and selected MGT America, Inc. to provide an objective, data-driven analysis of the postsecondary needs of the region.

The Southeast Missouri Workforce Investment Board has also engaged an external consulting agency, the Council for Adult and Experiential Learning (CAEL) to analyze the current capacity of Missouri's 25<sup>th</sup> Senatorial District to address the district's technical education needs. The author of the CAEL analysis and the MGT project manager have been encouraged to discuss each agency's findings in order to better inform final reports and recommendations.

Through one-on-one interviews, focus groups, and surveys, MGT has completed the data-gathering phase and is currently preparing its report. MGT will present their final report to the Cape Girardeau Coalition at 1:00 pm on Thursday, February 26, 2009, at the Cape Girardeau Area Chamber of Commerce. The Coalition will discuss the report findings and determine next steps.

The MGT report and Coalition recommendations will be reported to the CBHE at its April 23, 2009 CBHE meeting in Jefferson City.

### **STATUTORY REFERENCE**

Sections 173.005, RSMo

### **RECOMMENDED ACTION**

Assigned to Consent Calendar.

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
February 12, 2009

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Student Loan Program Update  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

Despite the continued US economic crisis, the Federal Family Education Loan Program (FFELP) has provided uninterrupted service to postsecondary students. This item describes programs created by the US Department of Education (USDE) to ensure delivery of federal student loans.

### Discussion

The May 7, 2008 enactment of H.R. 5715, Ensuring Continued Access to Student Loan Act of 2008 (ECASLA) granted USDE broad authority to develop programs to ensure student loan lenders could provide federal student loans despite prevailing adverse credit market conditions. These programs include a "participation interest" program, a "put" program, a short term purchase program and an asset-backed commercial paper (ABCP) conduit program.

The two original programs, introduced by USDE in May 2008, are the participation interest and put programs. The participation interest program is an arrangement whereby lenders may obtain short term financing from the federal government for loans issued during the 2008-2009 and 2009-2010 academic years. The put program permits lenders to sell loans to USDE. This program also applies to loans issued during the 2008-2009 and 2009-2010 academic years.

The two remaining programs were introduced by USDE in November 2008. The short term purchase program is intended to run from December 2008 to February 2009. This purchase program applies to loans made during the 2007-2008 academic year and includes a total purchase cap of \$500 million per week. Unlike the original put program, in the short term purchase program, USDE purchases the loans at a discount.

The ABCP conduit program is scheduled to begin in February 2009 and applies to loans issued between October 1, 2003 and July 1, 2009. Under program guidelines, the federal government agrees to be a buyer of last resort for asset-backed commercial paper funded "conduits" created to purchase FFELP loans. During January 2009, the USDE announced the first conduit agreement with the Bank of New York Mellon. Once this program is operational, the short term purchase program will end. The ABCP conduit program will expire on September 30, 2010.

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**STATUTORY REFERENCE**

H.R. 5715, Ensuring Continued Access to Student Loan Act of 2008 (ECASLA)  
H.R. 6889, Extending the Ensuring Continued Access to Student Loans Act of 2008

**RECOMMENDED ACTION**

Assigned to Consent Calendar.

**ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

College Goal Sunday  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

College Goal Sunday (CGS) is a nationwide program sponsored by the National Association of Student Financial Aid Administrators (NASFAA) and the Lumina Foundation and is designed to assist families in completing a Free Application for Federal Student Aid (FAFSA). In Missouri, the CGS program has been managed and operated by the Missouri Association of Student Financial Aid Personnel (MASFAP) for a number of years. The MDHE provided financial support to MASFAP for the 2009 event and also served as a site coordinator for one of the 24 Missouri sites. The intent of this board item is to provide additional information about the College Goal Sunday program.

### Discussion

College Goal Sunday began in Indiana in 1989 as a joint project of the Indiana Student Financial Aid Association (ISFAA) and the State Student Assistance Commission of Indiana (SSACI), with funding from Lilly Endowment, Inc. Since 2000, the Lumina Foundation has owned the trademark and copyrights to the CGS program and has contracted with national and state financial aid associations to manage/operate the program. During the time that MASFAP managed the Missouri event (through 2009), the MDHE and the Missouri Higher Education Loan Authority (MOHELA) provided financial support for the program.

Missouri attendance and locations for the CGS event in recent years are:

Year	Missouri sites	Missouri attendees	Missouri volunteers
2009	24	Unknown till after 2/8/09	Unknown till after 2/8/09
2008	30	2,000	233
2007	25	2,000	250
2006	27	1,653	270
2005	23	2,032	230

In 2008 the MDHE hosted a site at its offices located at 3515 Amazonas Drive. Attendance was outstanding, and the MDHE's small offices served 25 families with 11 staff volunteers. In 2009, the MDHE partnered with Nichols Career Center and the Jefferson City and Helias high schools' counselors so that 40 workstations would be available.

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In order to make the public more aware of this event, the MDHE carried out an extensive promotional campaign during the fall 2008 and winter of 2009 including public service announcements, press releases, an article in the Department of Elementary and Secondary Education's high school counselor newsletter, and an electronic payroll notice for state employees. Details about sites in Missouri may be found at [www.collegegoalmissouri.org](http://www.collegegoalmissouri.org).

The Sunday, February 8, 2009 event is the last year CGS will occur in its existing format. The Lumina Foundation has chosen to partner with the national YMCA for future events. The YMCA will be the official managing organization beginning April 1, 2009, and no details are yet available about the future structure of the CGS program or whether the YMCA will be interested in contributions from NASFAA and other financial aid organizations. The MDHE has contacted the national YMCA in order to assess ways the department can and should be involved in this activity in the future.

### **STATUTORY REFERENCE**

Sections 173.050.2 and .3, RSMo, Powers of the coordinating board  
Section 173.141, RSMo, Authorized actions of the board

### **RECOMMENDED ACTION**

Assigned to Consent Calendar.

### **ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Distribution of Community College Funds  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The process for making state aid payments to community colleges in FY 2009 will be monthly. All FY 2009 state aid appropriations are subject to a three percent governor's reserve.

The total FY 2009 state aid appropriation for community colleges is \$148,377,417. The amount available to be distributed (appropriation less the three percent governor's reserve) is \$143,926,093.

The payment schedule of state aid distributions for November 2008 through January 2009 is summarized below.

State Aid (excluding M&R) – GR portion	\$ 32,951,973
State Aid – lottery portion	1,807,233
Maintenance and Repair	<u>1,621,875</u>
<b>TOTAL</b>	<b>\$ 36,381,081</b>

The total FY 2009 distribution for July 2008 through January 2009 is \$83,688,937.

### STATUTORY REFERENCE

Section 163.191, RSMo

### RECOMMENDED ACTION

Assigned to Consent Calendar

### ATTACHMENTS

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Capital Policies and Projects – FY 2011  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

There are several fronts regarding capital improvements funding for Missouri higher education that are active at this time including the Lewis and Clark Discovery Initiative (LCDI), federal stimulus monies, and state appropriations for capital in FY 2010. The intent of this agenda is to describe each of these activities as a context for future work on securing a more dependable source of funding for capital needs at Missouri's institutions.

#### Recent Activity

##### Lewis and Clark Discovery Initiative

The Lewis and Clark Discovery Initiative has been disrupted with regard to several capital projects. A few projects have been suspended indefinitely, and many others have been suspended pending a review of their status. MDHE staff will continue to work with the Office of Administration in its review of LCDI projects. This topic is covered in detail under Tab U.

##### Federal Stimulus Legislation

There appears to be a high likelihood that some funding for higher education capital improvements will come to Missouri via the federal stimulus package. The U.S. Congress is currently considering legislation that would provide funding for facility improvements at higher education institutions. The bill passed by the House of Representatives included \$6 billion for this purpose, of which approximately \$116 million would be allocated for Missouri. The House bill also specifies that allocations would be through the state higher education agency. The Senate is considering its own bill at the time of this printing.

In anticipation of the possibility of federal money being available for capital improvements, the MDHE collected information from each institution regarding potential infrastructure projects. Institutions submitted lists of capital projects that total over \$2 billion. Within that list are projects that involve urgent maintenance and repair, life safety, and energy efficiency projects totaling nearly \$600 million.

MDHE staff will provide an update on the stimulus package at the February meeting including any details available about guidance on project prioritization, total dollar amounts, and other factors.

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## FY 2010 Capital Improvements Budget

The Coordinating Board submitted a request for capital improvements funding for FY 2010 to the governor and general assembly. This request includes over \$500 million in capital improvements projects as well as a request for \$86.4 million for urgent maintenance and repair issues. These capital improvements projects were not prioritized.

The governor, who has previously expressed his expectation that the Coordinating Board will annually present a statewide, prioritized list of higher education capital projects, has yet to announce his plans, if any, for a capital improvements budget for FY 2010. There is a significant possibility that the CBHE will be asked in the near future to provide a prioritized list for consideration of capital projects. The CBHE has previously adopted a set of guidelines for the prioritization of capital projects (see attachment). This policy, which was reviewed and revised within the last two years, is again under review by institutional presidents.

Clearly, the governor and general assembly will have to coordinate a variety of factors, including LCDI and federal stimulus, when considering a state capital improvements budget. MDHE staff will also provide an update on any developments with regard to this budget.

## Conclusion

Although the state has provided significant appropriations for capital improvements through LCDI, instability in the credit market jeopardizes the future of many pending projects. Additionally, budget shortfalls threaten to preclude state-funded capital improvements for the near future. However, an influx of federal stimulus funds would address significant short-term capital needs should such funds become available.

Regardless of the potential for federal funding, Governor Nixon has expressed his desire for a prioritized list of higher education capital improvement projects to be submitted annually by the CBHE in conjunction with the budget recommendations. It is important that presidents and chancellors communicate their perspective about whether the current CBHE policy on capital budgets is sufficient to meet the objective of a prioritized list of projects.

## **STATUTORY REFERENCE**

Section 163.191, RSMo, State aid to community colleges  
Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo  
Section 173.020, RSMo, CBHE statutory responsibility to plan systematically for the state higher education system

## **RECOMMENDED ACTION**

Discussion item.

**ATTACHMENT**

Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities, and Community Colleges

**GUIDELINES FOR SELECTING PRIORITIES  
FOR CAPITAL IMPROVEMENT PROJECTS FOR  
PUBLIC COLLEGES, UNIVERSITIES AND COMMUNITY COLLEGES**

**I. BACKGROUND AND CONTEXT**

The Coordinating Board for Higher Education has the statutory responsibility for recommending funding for higher education facilities at Missouri's community colleges, Linn State Technical College, and public four-year universities.

These guidelines for prioritizing capital project requests pertain only to major construction projects in the following categories established by the Office of Administration: Renovation and Rehabilitation; Corrective Construction; Energy Conservation; and New Construction, including planning funds for new construction. It is the current policy of the Coordinating Board that funding for routine maintenance and repair for all institutions should be included in the operating appropriations for the public institutions. Consequently, these guidelines anticipate that maintenance and repair will continue to be considered an on-going operational need that is appropriately addressed in the operating budget.

It is the policy of the Coordinating Board to submit a prioritized request to the Governor and General Assembly for the public four-year universities along with the state's technical college, and a separate prioritized request for community colleges. This separation allows for proper consideration between the different types of institutions with widely varying needs.

**II. FACTORS CONSIDERED IN PRIORITY RANKING**

The CBHE goal of providing a coordinated, balanced, and cost-effective delivery system of higher education will provide overall guidance in analyzing existing facility space utilization and in making decisions regarding the need for additional or renovated facilities.

In addition, the following policy statements will be considered when establishing relative priorities for capital funding:

1. All proposed projects should be congruent with both the mission of the institution within the system of Missouri higher education and the respective mission implementation plans as reviewed by the Coordinating Board. Campus facility master plans should address this congruence within a five-year projection of facility requirements for the institution based on enrollment and program needs. The campus master plan, including enrollment trends and projections, will therefore serve as the reference point for documenting facility needs. A copy of the current campus master plan should be on file at the Coordinating Board Office.
2. Corrective construction and renovation and rehabilitation should, in most instances, precede new construction projects in priority. An institutional decision to retain a facility constitutes an ongoing commitment to bring that facility up to a good condition and to

maintain it. Modernization of classrooms and laboratories to incorporate appropriate technology should be an institutional and Coordinating Board priority.

3. The addition of new square feet typically requires an ongoing financial commitment for campus security, fuel and utilities, maintenance and repair, etc. Absent justification for additional space based on enrollment change, a direct relationship to an approved mission change or enhancement, and/or the identification of available operational and maintenance funding, any increase in an institution's total square footage should be carefully reviewed and thoroughly justified.
4. Projects providing program accessibility to buildings for individuals with physical disabilities shall have a high priority.
5. The overall condition of a facility must be considered when evaluating the appropriateness of renovation and the prioritization of capital projects. In some cases, facilities that are in the poorest condition may more properly be candidates for demolition. In other cases, a fiscally responsible deferred maintenance decision may be more appropriate than the development of a capital request. There are other considerations, like state and campus program priorities, that override the condition of a facility in determining renovation or new construction needs.
6. Planning funds should precede funds for new construction and should be requested independently. Planning funds should be used in part to study several alternatives to address programmatic needs. A project with a prior Coordinating Board recommendation and state appropriation for planning funds should be prioritized in a manner reflecting that previous public investment, but may be reviewed again when construction funds are requested for the project.
7. Facilities maintained as auxiliary enterprises including, for example, student housing, parking facilities, and facilities related to intercollegiate athletics are considered to be the responsibility of the institution. State funding for construction of facilities serving a dual role involving auxiliary functions and educational and general purposes should be limited to the documented percentage of the facility serving educational and general purposes.
8. The state has traditionally attached a 20% match requirement on costs associated with new square footage at Linn State and the universities, and a 50% match on all community college projects. While acknowledging these customary requirements, an institution's ability to access private/local funds should be considered in addition to the nature of the project in determining the percentage of total cost to be requested. The existence or non-existence of an institutional match should not necessarily be determinate of its relative priority or eligibility to be prioritized.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Lewis and Clark Discovery Initiative Update  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

This item is an update, in cooperation with the Office of Administration, Division of Budget and Planning (OA-B&P), regarding the management and distribution of the Lewis and Clark Discovery Initiative (LCDI) Fund.

#### Reimbursement Activity

As of January 31, 2009, approximately \$107.8 million worth of reimbursements have been made to higher education institutions and another \$15 million transferred to the Missouri Technology Corporation.

As of December 2008, MOHELA has transferred approximately \$242 million from a total of \$255 million that was scheduled to be transferred at that point. The MOHELA Board reviews its fiscal status at each regularly scheduled board meeting and determines each quarter what action it will take with regard to payments due to the LCDI fund. The next MOHELA board meeting is scheduled for March 13, 2009. The first quarter 2009 LCDI payment and any arrears due to the LCDI fund will be reviewed during that meeting.

#### Administrative Review

Due to financial pressure experienced by MOHELA, payments to the LCDI fund are anticipated to continue below previously projected levels. As a result, the Governor has made a decision to reclassify certain LCDI projects that had not yet drawn down maximum appropriations. Overnight letters were sent by the Office of Administration on January 27, 2009 to several higher education institutions notifying them of this change regarding LCDI projects.

Based on these actions, projects that have not been completed will fall into one of three categories: Proceed as Planned, Suspend Indefinitely, or Under Review.

Proceed as Planned projects include:

- Community College maintenance and repair
- Harris-Stowe State University, Child and Parent Education Center
- Lincoln University, Jason Hall
- Linn State Technical College, Heavy Equipment Technology Building

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- Missouri Southern State University, Health Sciences Building
- Missouri State University, Jordan Valley Incubator
- Missouri State University FREUP I (Siceluff Hall)
- Missouri Western State University, Agenstein Science and Math Halls
- Northwest Missouri State University, Center for Plant Biologics
- University of Missouri-Rolla, Engineering Building
- University of Missouri-Kansas City, Dental Equipment
- University of Missouri-Kansas City, Pharmacy and Nursing Building

Suspend Indefinitely projects include:

- Southeast Missouri State University, Business Incubator
- University of Missouri, Plant Science Building in Mexico
- University of Missouri, McCredie, Midwest Clayplan
- University of Missouri, Ellis Fischel Cancer Center

Under Review projects include:

- Missouri State University, Other FREUP
- Southeast Missouri State University, Autism Center
- Truman State University, Pershing Building
- University of Central Missouri, Morrow-Garrison Buildings
- University of Missouri, Greenley Learning and Discovery Park
- University of Missouri, Delta Research Center
- University of Missouri, Southwest Education and Outreach Center
- University of Missouri, Graves-Chapple facility
- University of Missouri, Horticulture & Agroforestry Center
- University of Missouri, Wurdack Farm
- University of Missouri, Hundley-Whaley Center
- University of Missouri, Thompson Farm
- University of Missouri, South Farms
- University of Missouri-St. Louis – Benton-Stadler Hall

The Governor has asked the Office of Administration to determine, in collaboration with the Coordinating Board for Higher Education, whether the limited funding available in the Lewis and Clark Discovery Initiative can support any of the projects under review and, if so, which of them should be authorized to move forward and in what order.

### **Conclusion**

MDHE staff is working with OA staff to identify the amount of funds currently available for distribution to any of the Under Review projects as well as the amount of state funds needed to complete these projects. Factors that should be considered in developing recommendations for Governor Nixon are also being explored.

The CBHE welcomes discussion during the February 12, 2009 meeting concerning its collaborative work with the Commissioner of Administration on the challenge of funding LCDI Under Review capital projects.

**STATUTORY REFERENCE**

Section 173.360.2, RSMo, Lewis and Clark Discovery Fund

**RECOMMENDED ACTION**

Discussion item.

**ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Economic Stimulus Package  
Coordinating Board for Higher Education  
February 12, 2009

### DESCRIPTION

The U.S. Congress is debating the details of an economic stimulus package that would provide financial assistance to state governments, called state fiscal stabilization, and provide a variety of funding streams across the economy to stimulate economic growth.

#### State Fiscal Stabilization

The purpose of these provisions is to provide funding to states to enable them to avoid deep cuts in programs and services. There are two components to this stabilization fund. One is \$87 billion (this number is the same in both the House and Senate Bills) for an increased match rate for state Medicaid programs. The governor, in his budget, has estimated that Missouri will save \$809 million through this provision. This is a conservative number as the increased match rate the governor used to generate the \$809 million figure is lower than the match rate currently provided in either the House or Senate versions of the bill. It is this mechanism that has allowed the governor to propose a balanced budget when state revenues have dropped sharply. The current drafts of the legislation would provide this enhanced match rate for 27 months.

The other portion of the state fiscal stabilization is \$79 billion (this number is the same in both the House and Senate Bills) to be allocated to states for education. The allocation methods are slightly different between the House and Senate versions, but both are driven by population. Current estimates show that the amount of money that would be allocated to Missouri under these provisions would be approximately \$1.2 billion. Of this amount the governor would have to use at least 61% (approximately \$738 million) for elementary, secondary, and postsecondary education. There are no details available at this time regarding any required splits of that money between educational sectors. The governor would then have the flexibility to use up to 39% (approximately \$472 million) for other government services, which could also include education.

The money dedicated to education must first be used to restore elementary and secondary and higher education funding to fiscal year 2008 levels. In Missouri our current funding in both areas is above fiscal year 2008 levels. Any money that eventually goes to higher education institutions must be used “for education and general expenditures, and in such a way as to mitigate the need to raise tuition and fees for in-State students.” The money explicitly cannot be used to increase an endowment, or for construction, renovation, or facility repair.

Lastly, it is important to note that the governor has not included any of this education-related portion of the state stabilization fund in his fiscal year 2010 budget recommendations, other than

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placing open ended, \$1E, appropriation lines in all state departments and higher education institutions.

The provisions in the stimulus package that are designed to stimulate economic growth, those separate from state stabilization, are a shifting target. In order to position Missouri to take best advantage of these potential sources of funds the Governor's Office asked all state agencies to submit information about processes in place as well as any perceived obstacles to expending funds quickly. In response to the Governor's request, the Missouri Department of Higher Education (MDHE) reviewed recent versions of the US House and Senate Bills and also utilized information gleaned from newspaper reports and national organizations promoting higher education's relationship to any economic stimulus package. We have identified several areas where stimulus funding is being considered that would present opportunities for higher education institutions to participate and support economic growth and development in Missouri. The following categories have been identified as potentially having a direct impact on Missouri's colleges and universities.

- Capital Projects
- NSF Grants
- Data and IT Infrastructure Projects
- Agricultural Research and Education Extension
- Energy Projects
- Health Care and Health Care Worker Training
- Workforce Development and Training
- Teacher Training and Professional Development
- Pell Grants
- Work Study Grants
- Technologies for the use of biomass
- Distance learning and telemedicine services in rural areas
- Worker training for electricity delivery/smart grid
- Training for careers in the energy efficiency, renewable energy, and environmental protection industries

Of the categories we have identified the capital projects, NSF Grants, Pell Grants and Work Study grants are the most directly related to higher education institutions. However, colleges and universities will be competitive for funds that flow through the other categories as well and are often identified as one of several groups that could receive these funds.

Concerning capital projects, our understanding is that this funding will focus on distribution to campuses for shovel-ready projects. We presume that additional funding for NSF grants, Pell grants and Work Study would flow through established systems. The other categories are less direct and in many cases, it is not clear what parameters will be established controlling the flow of available funding. One option would be to use existing programs of national agencies and departments for release of these funds. Another approach would be to send funds to states on a formula basis but require the distribution through a state designed competitive process. In any case, attention may also focus on the types of results expected for utilization of these funds.

MDHE staff has begun to collect information about potential use of funds in each of the categories identified. Below are examples for capital projects and DATA/IT Infrastructure Projects.

### **Campus Capital Projects** (\$116 Million)

In the current House bill, the allocation for Missouri in this category would be approximately \$116 million to support capital projects that are shovel ready. The Senate version provides less funding in this category. In preparation for the allocation of some level of funding, the MDHE has collected data from all public institutions and has generated a list of projects that totals over \$2 billion. A quick review of the list up against parameters that could be imposed suggests that a more realistic figure would be almost \$600 million in projects from public two- and four-year institutions that would be eligible and prepared to start immediately. MDHE staff has previously developed a public policy framework for prioritizing capital projects that is under review and should be finalized soon. In addition the work we are doing with the Office of Administration on the prioritization of LCDI projects will also provide important context for administering any capital funds that come to the state.

### **Data/IT Infrastructure Projects**

In addition to building an integrated P-20 data system to support the governor's agenda for greater accountability and transparency about performance, money in this category could go to MOREnet for the expansion of broadband access to schools, libraries, career centers, community colleges in rural Missouri; for expansion of public computer center capacity at public libraries and community colleges; and for expansion of IT and data services to state agencies and offices.

The governor's office has been notified that there may be some state guidelines regarding MOREnet's ability to interact with commercial and residential users that will need to be examined in light of this opportunity.

### **Next Steps**

MDHE staff continues to work with institutional personnel, P-20 partners, and other state departments in generating innovative ideas to improve Missouri's ability to use stimulus funds in ways that would multiply the long-term impact of the stimulus money on the Missouri and national economies. By working together, higher education can serve as the catalyst for innovation, invention, expansion, and implementation of critical infrastructure to create new high-tech jobs for economic sustainability into the 21<sup>st</sup> Century.

### **Conclusion**

While legislation has not yet passed, pressure continues for quick action. States throughout the nation are positioning themselves to demonstrate their ability to use these funds effectively, not only to stimulate the economy but to have long term benefits. This historic time provides an

opportunity for higher education to demonstrate its multiplier effect on statewide economic development. Despite the daily changes, we must work collaboratively to ensure Missouri is well positioned to receive available funds and to maximize the use of these funds on behalf of Missouri citizens.

**RECOMMENDED ACTION**

This is a discussion item only

**ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

State Student Financial Aid  
Coordinating Board for Higher Education  
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### DESCRIPTION

Missouri has a long tradition of providing financial assistance to encourage its citizens to seek postsecondary education. The state's financial assistance programs are as much a reflection of budget decisions, driven by the financial conditions of the time, as they are of the policy direction they are intended to achieve. Over the years, practitioners and policymakers have identified intended needs or goals for specific scholarship and grant programs. However, state policymakers have not established an overarching policy foundation for all of Missouri's state-funded student financial assistance programs. The intent of this agenda item is to provide relevant information as a framework and foundation for conversation on this topic.

#### Background

Missouri's first broad-based state-funded financial assistance program was established in the early 1970s. In the time that has ensued, several additional programs have been enacted to serve an identified need or goal. While the state's efforts to promote and assist with education beyond high school have been consistent, the history of both legislation and budget decisions about state-funded student financial assistance highlights the lack of a comprehensive and integrated direction and focus. Rather, the state has depended on a few long-term, broad-based programs to provide support to students and has achieved some success through those efforts. However, the following history documents individual initiatives outside an overarching policy framework and contains as well examples of programs that have lacked sufficient support to achieve any real purpose or, in some instances, to even serve a single student.

It is important to note that this analysis focuses entirely on programs assigned to the CBHE. There are several other programs, large and small, assigned to other agencies. While a few are relatively broad in their scope, most are single purpose programs designed to address an identified need within a particular field of employment or industry, e.g, Missouri Teacher Education Scholarship Program, Large Animal Veterinary Medicine Loan Repayment Program, and the Minority and Underrepresented Environmental Literacy Program.

#### Charles Gallagher

Established in 1972, the Missouri State Grant Program (later changed to the Charles Gallagher Student Financial Assistance Program) was the first major need-based program operated by the MDHE and funded by the state. That program, which also received matching money from the federal government, was primarily designed to provide students with greater choice in higher

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education institutions, in part to assist with the growth in college attendance that occurred during this period. This was accomplished by establishing a program with eligibility driven primarily by cost of attendance, thus ensuring that students at higher cost independent institutions would receive aid appropriate to their need. Until 1998, this program was the only need-based scholarship for full-time students funded by the state.

### Bright Flight

In 1986, the state established the Higher Education Academic Scholarship Program, commonly known as “Bright Flight.” The Bright Flight program was the first, and remains the only, purely merit-based state assistance program. Student need is not considered in eligibility decisions and, in fact, students are not required to file a need-based application. The primary intent of this program has been to provide an incentive for the “best and the brightest” of Missouri’s high school seniors to attend a Missouri postsecondary education institution. By providing this incentive, it was additionally hoped these students would then seek employment in the state.

### Marguerite Ross Barnett

In 1988, the state established its first and only scholarship program targeted solely toward students attending part-time. The Academic Competitiveness Scholarship (later renamed the Marguerite Ross Barnett Competitiveness Scholarship Program) provides awards to students who attend at least half-time (six semester credit hours) but less than full time (less than 12 semester credit hours) and work at least 20 hours per week.

### Missouri College Guarantee

In 1998, largely in response to concerns about the proportion of need-based aid that was being awarded to students attending independent institutions and the genuine concern about access for students from low income families, the state established the Missouri College Guarantee program. This program was also need-based and eligibility was established based on the cost of attendance. However, because this program used a slightly different calculation and need was capped based on the cost of attendance at the University of Missouri-Columbia, a majority of College Guarantee recipients attended public four-year institutions.

### Access Missouri

In 2007, the growing agreement that the state needed to streamline and improve its financial assistance programs, particularly in the area of need-based aid, led to the enactment of the Access Missouri Financial Assistance Program. This program uses a simple definition of student need, the expected family contribution calculated using the federal need formula, to establish student eligibility. Eligible students may use Access Missouri awards to attend any participating institution, with the award amount based on the type of institution attended (public 2-year, public 4-year, or independent). Access Missouri was designed to be predictable, portable, and easy to understand by prospective students and their families.

### Small, Narrow Purpose Programs

In addition to these major, long-term programs, there were also several small, narrow purpose programs enacted as well as several somewhat short lived programs. The narrow purpose programs remain in operation and are designed to address the needs of a certain category of student, such as survivors of war veterans or of public service officers. The following is a listing of those programs as they currently exist.

- Vietnam Veteran's Survivors Grant
- War Veterans' Survivors' Grant
- Kids' Chance Scholarship
- Public Service Officer Survivor Grant

### Short-lived Programs

MDHE has been assigned a few short-lived programs that were enacted and then closed either through elimination of the authorization for the program and/or a lack of appropriated funds to sustain the program.

- Advantage Missouri – a loan forgiveness program for individuals who completed a program in a high demand occupational area and worked in the state in that industry for a certain period of time.
- Bridge Program – a grant for freshman and sophomore students who were underserved by state and federal programs (e.g., Gallagher Student Financial Assistance, Pell Grant, Hope Tax Credit).

### Unfunded Programs

Finally, there are several programs that have been enacted into law but for which the state has never appropriated funds for the awarding of the grants or scholarships.

- Undergraduate Scholarship Program: Scholarships for eligible persons who pursue an undergraduate degree in the fields of mathematics, chemistry, physics, astronomy, geology, life sciences, teacher's education in mathematics or science, and foreign languages.
- Graduate Fellowship Program: Fellowships for eligible persons who pursue a graduate degree in the fields of mathematics, chemistry, physics, geology, astronomy, life sciences, foreign languages, engineering, and agricultural sciences.
- Missouri Educational Employees' Memorial Scholarship: Scholarships for the children of Missouri educational employees who died while employed by a Missouri school district to attend an undergraduate Missouri college or university of their choice.
- Higher Education Artistic Scholarship: Scholarships for a qualified Missouri citizen who has demonstrated exceptional artistic talent to attend an approved public or private institution.

## **Policy Framework**

The importance of financial assistance and the related concepts of access and affordability are not unique to the state of Missouri. Nationally, rising attention is being focused on the crucial role these programs play in the creation of a modern workforce in a time when our nation faces the mandate that we serve an ever broader spectrum of students. The report, “A Test of Leadership,” commissioned by then-Secretary of Education Margaret Spellings, points out that many students “don’t enter college because of inadequate information and rising costs, combined with a confusing financial aid system that spends too little on those who need help the most.” Measuring Up 2008 reported “higher education has become less affordable for students and their families” and gave a grade of “F” to 49 of 50 states on affordability. As evidence of this issue, the report indicated that while families with incomes above \$100,000 enroll in postsecondary education at a rate above 90 percent, the enrollment rate for middle-income families was below 80 percent, and for the lowest income group it was just above 50 percent.

A number of forces have brought the issues surrounding the role and performance of student financial assistance to the forefront in Missouri. During the December 4, 2008 CBHE meeting in Kansas City, there was a forthright discussion on the topic of state student financial aid, driven primarily by questions about Access Missouri and the proportion of funds received by students attending each educational sector. In order to ensure all constituencies would have adequate opportunity to participate in this important discussion, the Commissioner of Higher Education announced that the CBHE would use part of its February Board meeting as a public venue to forge a policy discussion about state student assistance. In preparation for that discussion, the Commissioner invited all presidents and chancellors to comment on the following information.

- Identification of data elements and summaries the MDHE could provide that would add value to the public policy discussion.
- Any institutional research and analysis about their students who receive state financial aid.
- Position papers about what should be Missouri's public policy on state student financial aid.

As of January 30, four public four-year institutions, three public two-year institutions, three independent institutions, and one former legislator had submitted responses. The independent sector also submitted a collective response. The information submitted varied greatly in the number and type of issues discussed.

Based on the information submitted by the original deadline (January 9), the MDHE staff developed a document summarizing the materials submitted and posted the summary along with all submissions on the MDHE website. It is important to note that this summary does not attribute specific positions to individuals. Though it attempts to be inclusive, it could not incorporate every detail of the submissions. Furthermore, the summary does not evaluate the accuracy of statements made, draw conclusions, or make recommendations. Rather, the summary underscores the complexity of the overall topic and highlights the variety of issues and perspectives identified.

In addition, the Coordinating Board and the MDHE have continued to encourage all constituencies to submit information in response to the Commissioner's request. Additional submissions include letters, newspaper stories, press releases, legislative hearing information, and other indications of the intense interest in this subject. The original summary document and all of the documents addressed to the MDHE are attached to this board item.

In order to provide a common basis for the discussion, the MDHE has begun a review of available data about state student financial assistance. Because interest has focused on the Access Missouri program, existing data reports primarily relate to that program. However, based on input from various constituencies, the MDHE is also developing a listing of additional data items that would be helpful in describing the operation and performance of all state programs. As a preliminary step, a draft set of data has been posted to the MDHE financial assistance policy discussion webpage and is attached to this agenda item. These data describe the size and scope of the primary MDHE-administered programs, display various characteristics of Access Missouri recipients, and provide information about distribution of awards in the Access Missouri program.

### **Public Policy Process**

A first step in the development of a unified and coherent statewide policy on student financial assistance involves the identification of key goals and objectives. In fulfilling this step it is essential that diverse perspectives of policymakers, practitioners and consumers are included. Other steps include: identification of design principles; specification of agreed upon indicators of success; and review of existing program effectiveness. Once completed, this work should serve to inform legislation eliminating, revising or establishing programs as well as appropriations decisions for FY 2010 and forward.

The responses to the Commissioner's "Call for Comment" were the beginning of a process for a more engaged and professional exchange about development of a public policy framework for state student financial aid programs. As a catalyst for further discussion during the February 12, 2009 CBHE meeting, the following questions are suggested.

#### *Conceptual Questions*

- What should be the key goals and objectives for Missouri's state-supported student financial assistance programs?
- Which students should be served by Missouri's state-supported financial assistance programs?
- How should different objectives, e.g., access, affordability, and choice, be balanced in state financial assistance programs?
- Should financial aid programs focus primarily on enrollment in the postsecondary education system, on the achievement of specific student outcomes, or some combination?
- How should "shared responsibility" between the student/family and government (state and federal) be addressed in state financial aid policy?

### *Design Questions*

- Are desired outcomes better achieved through a wide range of specialized financial assistance programs or a small number of programs with more universal eligibility?
- If merit based aid is desired, what is the proper scope of the program?
- Should state aid programs take into account other sources of aid (federal/state/institutional) available to an eligible student?
- Should state programs focus solely on the cost of tuition and fees or be applicable to the full cost of postsecondary education for the student?
- Should need-based programs be sensitive to cost or focus on establishing a uniform base level of support?
- Should programs mix the types of requirements, such as merit type requirements within a primarily need-based program?
- Should all state financial assistance programs for postsecondary students be consolidated within the CBHE/MDHE?

### *Potential Changes*

- What gaps or overlap exist within the current range of programs?
- Are new programs necessary to address identified goals or unmet state needs?
- What process should be used for the development of substantial revisions to or development of new state-funded student financial assistance programs?

### *Financing*

- How should the state balance funding for student financial assistance programs with other statewide priorities?
- How should the state balance the financial assistance needs of families and students with the financial resource needs of public institutions?

This list of questions is not intended to be comprehensive but to provide a starting point for an active discussion during the February 12, 2009 CBHE meeting. Additionally, the questions are not in any particular order or priority. There are many inter-relationships between the issues raised and, as such, a linear approach to this process is unlikely to be successful or desirable.

### **Structure and Desired Outcome for February 12, 2009 Discussion**

At 10:30 a.m., during the February 12, 2009 CBHE meeting, the Board will host a discussion among all presidents and chancellors with CBHE members about a public policy framework for the state's student financial assistance programs. Just prior to the discussion, the official CBHE meeting will recess to allow all presidents/chancellors in the room to have a seat at the table. MDHE staff will offer a brief introduction including the presentation of data from the MDHE financial assistance policy discussion webpage, and discussion by presidents and chancellors with CBHE members will follow. A maximum of 20 minutes has been set aside for each major category of questions outlined above. MDHE staff will be available as a resource during the discussion to provide additional relevant information or to clarify particular issues. While it is

not anticipated that closure will be reached on many, if not all issues, the discussion should serve to build greater understanding of the diverse opinions on the topic of student financial assistance and to explore areas of agreement and disagreement surrounding the complex issues that must be addressed to build a coherent, effective statewide financial assistance public policy. An additional 10 minutes will be allotted for any topics participants want included in future discussions and identification of next steps.

## **Conclusion**

The development of a coherent and agreed-upon framework for state student assistance programs is essential if the state of Missouri is to address the need to increase the postsecondary achievement of its citizens. In addition, it is critical that the higher education community address this issue directly if it is to maintain control of this process. Recent statements from state political leaders clearly indicate that student financial assistance is seen as a crucial issue in this time of growing demand for postsecondary training and the challenges families face in financing those efforts. Without consensus among all interested parties, it is likely a political solution will fill the vacuum left by the failure to address this issue with a unified voice.

It is critical to keep in mind that the conversation on February 12, 2009 has been structured to create better understanding among colleagues committed to the education of Missouri citizens. The major question before all of us is: “What should be Missouri’s public policy about state student financial assistance programs?” As with any complex issue, a sustained effort will be required in order to achieve success. Rather than rushing to immediate conclusions, this process is intended to use analysis and reason to illuminate differences and agreements that have surfaced and will continue to surface. By focusing on the shared desire to help students succeed and address the state’s need for an educated workforce and citizenry, it should be possible to find common ground and understand better genuine disagreements. Policymakers will then be better informed to make responsible decisions about such an important topic that most definitely affects the lives of so many Missourians and the future security of our state and Nation.

## **STATUTORY REFERENCE**

Section 173.234, RSMo, War Veterans Survivor Grant Program  
Section 173.235, RSMo, Vietnam Veteran’s Survivor Grant Program  
Section 173.250, RSMo, Higher Education Academic Scholarship Program  
Section 173.254, RSMo, Kids’ Chance Scholarship Program  
Section 173.260, RSMo, Public Service Officer or Employee’s Child Survivor Grant Program  
Section 173.262, RSMo, Marguerite Ross Barnett Memorial Scholarship Program  
Section 173.1101, RSMo, Access Missouri Financial Assistance Program

## **RECOMMENDED ACTION**

This is an information item only.

## **ATTACHMENT**

Attachment A: MDHE Financial Aid Summary and Preliminary Data Report  
Attachment B: Responses to December 2008 Invitation to Comment

MDHE Student Financial Aid Summary  
Friday, January 16, 2009

**Student Financial Aid**

**Background**

The MDHE administers several state student financial assistance programs including:

**Access Missouri**

**FY 09 Core - \$95,827,307**

**Established 2007**

- Need-based with initial eligibility based on expected family contribution (EFC)
- Renewal eligibility includes a cumulative grade point average (CGPA) requirement (2.5 on a 4.0 scale)
- Statutory eligibility for EFCs of \$12,000 or less; higher EFCs may be added if sufficient funds are available
- Variable award amounts depending on sector attended (statutory maximums - \$1,000 at public 2-year institutions; \$2,150 at public 4-year institutions; \$4,600 at independent institutions)
- If insufficient funds are appropriated, all awards are reduced by an equal percentage until all statutorily eligible students can be paid

**Bright Flight (Higher Education Academic Scholarship)**

**FY 09 Core - \$16,359,000**

**Established 1986**

- Merit-based program with eligibility determined by standardized test score of student (top three percent of Missouri high school seniors)
- Fixed annual award for all recipients (\$2,000)
- Based on CBHE policy, renewal eligibility includes a CGPA requirement (2.5 on a 4.0 scale)

**Marguerite Ross-Barnett**

**FY 09 Core - \$425,000**

**Established 1988**

- Need-based grant program for students attending part-time (at least 6 but less than 12 semester hours)
- Award amounts differentiated based on  $\frac{1}{2}$  time (6 hours) and  $\frac{3}{4}$  time (9 hours) enrollment

**Public Service Officer Survivor**

**FY 09 Core - \$68,710**

**Established 1987**

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**Vietnam Survivor**  
**FY 09 Core - \$50,000**  
**Established 1991**

#### **Additional Programs Targeted for FY 10**

- **Kid's Chance**
- **War Veterans Survivor**

#### **Programs Administered by Other State Departments**

There are also several state scholarship programs administered by other departments. Of these, the following program has historically been the primary topic of discussion within the higher education community:

**A+**  
**FY09 Core \$25,336,524**  
**Established 1993**

- Program administered by the Department of Elementary and Secondary Education (DESE)
- Student eligibility determined, in part, by attendance at and graduation from a high school with the A+ designation from DESE
- Students must file a Free Application for Federal Student Aid (FAFSA), maintain a high school grade point average of 2.5, have 95% high school attendance, and complete 50 hours of community service
- Participating institutions are all public community colleges and vocational technical schools and private vocational schools as specified in statute
- Students are currently reimbursed for all tuition and fees

#### **Public Policy Discussion**

During the December 4, 2008 CBHE meeting in Kansas City, presidents and chancellors participated in a frank discussion with CBHE members on the topic of state student financial aid and the amount and proportion of such aid provided to students attending each educational sector. In preparation for future public policy discussions the Commissioner of Higher Education requested the following from presidents and chancellors:

- Identification of data elements and summaries the MDHE could provide that would add value to the public policy discussion
- Any institutional research and analysis about students who receive state financial aid

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- Position papers about what Missouri's public policy on state student financial aid should be

### Summary

The MDHE committed to provide a summary document of all materials submitted to help provide for a more informed discussion at the upcoming February 2009 CBHE meeting. As of January 15, 2009, eleven submissions had been received, including submissions from:

- Four public four-year institutions
- Three independent institutions and one collective response from the independent sector
- Two public two-year institutions
- One former legislator

MDHE staff has reviewed all documents submitted. Summarizing the documents has proved challenging as a broad range of topics were raised. Copies of all the documents submitted have been posted on the MDHE website at <http://www.dhe.mo.gov/ssfapolicydiscussion.shtml>.

*It is important to note that institutions were not asked to respond to particular public policy questions. Rather, the submissions are a self selection of topics and issues.*

*The following summary is organized around topic headings and is intended to provide a starting point for discussion and further comment. It is intended to add to an understanding of the complexity of the topic and the variety of issues and perspectives identified. The summary does not verify the accuracy of the content or draw conclusions though mention is made of selected positions expressed by some institutions. Interested parties are encouraged to read each submission in its entirety.*

The MDHE staff will disseminate an additional document next week that will include recent utilization data on state student financial aid programs as well as acknowledge any additional submissions received from institutions and other interested parties.

### Major Topics Covered in Papers Submitted

#### I. Guiding Principles

Some respondents who submitted comments acknowledged that awards should be simple, predictable, portable, and provide some degree of choice in the type of institutions and degree program the student desires to pursue.

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## **II. Current Programs**

Some respondents suggested that the current Access Missouri program operates as intended.

Many respondents provided detailed data about the demographic characteristics of students served by Missouri Access.

Demographic data about other programs was submitted by one respondent.

## **III. Definitions and Eligibility**

Most respondents agreed that state need-based programs should focus on students with the highest degree of financial need. Although there are a number of accepted methodologies for establishing financial need, only one response suggested movement away from the current method using the expected family contribution (EFC). That response suggested need-based programs should base award calculations on the amount necessary to fill the gap between cost of attendance and funds available to the student to pay those costs.

While weakness in the EFC calculation process was mentioned, it was also acknowledged that the relative simplicity of this approach, coupled with its broad acceptance by families and higher education, balances those weaknesses.

Some raised the issue of the limited ability of some middle income families to contribute to their students' education costs at the level necessary to attend and complete higher education. Under these circumstances, students are unable to attend, are forced to work more hours than is optimal, or to incur debt levels that may have long range impacts. Some expressed support for the current program because of its inclusion of some of these families within the eligibility criteria.

## **IV. Balance between Merit-based and Need-based Aid**

Given the limited funding available for student financial assistance, some respondents expressed concern about the funding of "Bright Flight," the state's primary merit-based program. It was suggested that students who are eligible for this program already have options for financing their education, often from institutional scholarship programs. In addition, because of the correlation between standardized test scores and family income, it was also suggested that students who receive merit-based aid would likely attend higher education even in the absence of this funding source.

Concerning "Bright Flight," it was suggested that, since a large majority of Missouri high school graduates already enroll in Missouri institutions, the impact of this program may not be as great as expected.

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**V. Access Missouri Award Amounts**

Some respondents suggested that the award amounts established by statute for the Access Missouri program should be changed in order to provide funds for other purposes or to achieve equity of funds available across certain sectors. One suggestion was to equalize award amounts for all four-year institutions, both public and private, and use the savings for various other purposes. One option suggested was to use these funds to provide an increase in the awards for the neediest students at all institutions. Another option suggested would be to increase the award amount for certain types of public institutions based on their different missions and the different cost of delivering education to their students.

**VI. Role of Institutional Financial Assistance**

Some respondents indicated substantial contributions are made from endowments and scholarship funds as a match to students who receive state financial aid. Others raised the issue of students leveraging institution-based financial aid to increase the total of their awards. This practice is perceived to benefit students with the best preparation, who tend to come from high-income families that least need financial aid.

**VII. Programs that Can Be Used Only in Specific Sectors**

Some respondents raised concern regarding the inequality created by programs that provide financial assistance only to students attending certain types of institutions. It was suggested that such programs, such as A+, distort attendance patterns of students and place different types of institutions at a competitive advantage over others. For example, by limiting student outcomes to certificates and associate degrees, this type of financial aid program may not be effective in achieving the broader goals of increasing bachelor degree attainment or growing specific degree areas.

An issue was also raised regarding unfunded mandates, such as the Returning Heroes Act, that are placed on public institutions. It was noted that independent institutions are not required to comply with such programs but still benefit from public funds in the form of student financial aid.

**VIII. Implications on Public Institutional Operating Budgets**

Some respondents suggested that the focus on student financial assistance distorts the overall picture of higher education funding. It was pointed out that in an era of limited funding growth and Missouri's relatively low support of public institutions, the choice between direct funding of institutional operations and student financial assistance has a substantial impact. Funds allocated for student assistance, some of which are used by students attending independent institutions, are not available to support other critical

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needs in public higher education. This includes both funding of core operations as well as funding to address other statewide needs.

Others suggested that students should continue to be the ones to decide how and where to use the state's financial assistance for postsecondary education. It was noted that all students' families pay taxes that support these grants and that they should all have the opportunity to benefit if they enroll within the state's boundaries.

#### **IX. Contributions of Independent Institutions**

No respondent suggested that the independent sector does not provide important contributions to postsecondary education in the state of Missouri. However, some did express concern regarding the proportion and volume of funds supporting students attending independent institutions. One respondent highlighted that the current proportion of funding provided to students attending independent institutions under Access Missouri is substantially higher than the national average.

Others emphasized the extensive contribution of the independent sector to the education of Missouri citizens. Examples of how Missouri benefits from independent institutions included percent of students enrolled at both undergraduate and graduate levels, percent of at-risk students enrolled, percent of degrees awarded, time to degree, graduates in high-need fields, and estimated costs to the state to educate similar numbers of students.

Although some respondents pointed out that independent institutions provide access to a substantial number of Missouri citizens, others indicated that excess capacity exists at public institutions, particularly at four-year institutions. Some respondents also said that the subsidization of students attending independent institutions contributes to this problem by encouraging students to attend those institutions rather than a public institution.

#### **X. Merit Requirements in Need-Based Programs**

Some respondents raised concerns about the current requirement in Access Missouri that renewal students maintain a cumulative grade point average of 2.5 on a 4.0 scale. Some said that as a need-based program, Access Missouri should have a lower GPA and cited the number of additional students that remain academically eligible to receive a degree but are not eligible for this program due solely to the academic performance standard. Suggestions were made to either lower the requirement to a 2.0 grade point average or to return to the requirement used in previous need-based programs based solely on satisfactory academic progress as defined by the institution. Other respondents expressed concern but acknowledged merit criteria are intended to ensure targeted academic outcomes and to implement some level of academic accountability for students who receive assistance through these publicly funded programs.

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## **XI. Administrative Change**

A respondent suggested that award information should be provided earlier than the beginning of the fall semester to allow schools to provide award package information sooner, thereby reduce student borrowing. It was also acknowledged that formal budget approval does not occur until July, making this change difficult.

One respondent provided information regarding the impact at their institution of the current FAFSA filing deadline of April 1 for students to be eligible for Access Missouri. It was noted that a substantial number of students that meet other eligibility requirements (citizenship, residency, EFC) are unable to receive an award because they file their FAFSAs after that deadline.

## **XII. Historical Perspective on Access Missouri**

One respondent provided extensive detail about their perception of the political process that surrounded the establishment of the Access Missouri program, which was created by state law. Bills were sponsored in 2005, 2006, and 2007 that proposed to completely revamp the way higher education in Missouri is funded. Student financial aid was a major component of those bills; the bills also addressed capital funding and public institutions of higher education's operating budgets.

It was suggested that in 2006, representatives of public institutions of higher education contacted the sponsor to discuss an approach to higher education funding that would be acceptable to all parties. The parties ultimately agreed to support the financial aid program proposal developed by the CBHE's Financial Aid Task Force, which is what became Access Missouri. At that time, the amount projected to fully fund the Access Missouri program was approximately \$110 million.

Access Missouri was part of the 2007 higher education omnibus bill, SB 389. SB 389, which also included the Lewis and Clark Discovery Initiative, was supported by representatives of all sectors of higher education in Missouri.

Access Missouri greatly increased the number of students receiving state need-based financial assistance. The new program also brought changes in the distribution of financial assistance to students across educational sectors, as defined in the new program.

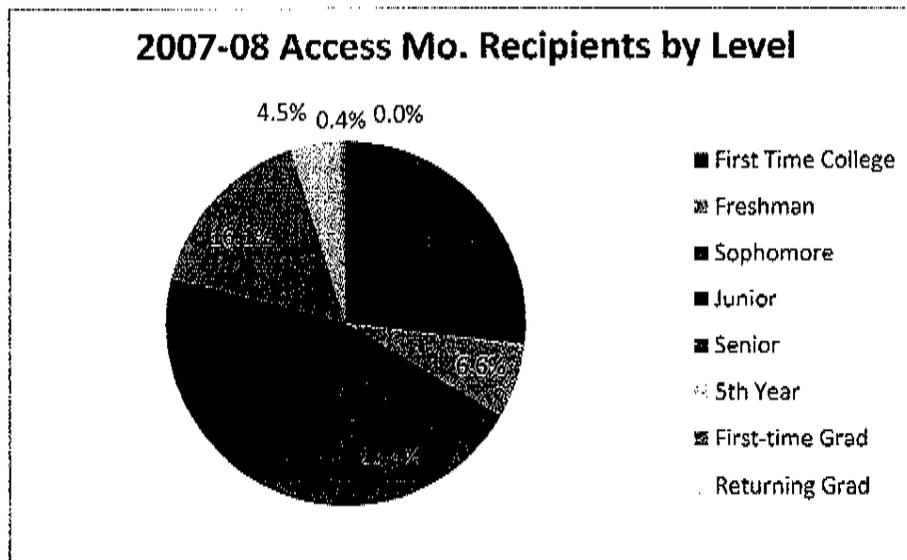


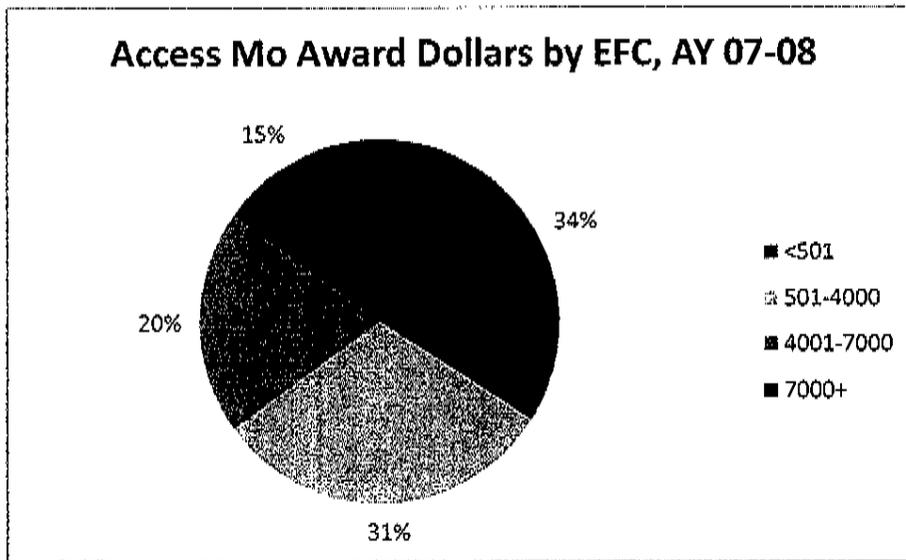
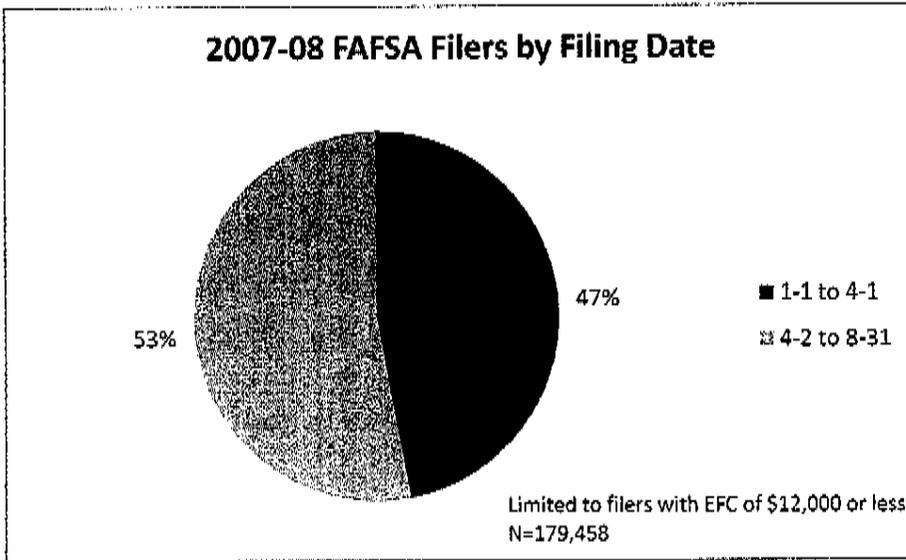
Aid Distribution by Program, 2007-08

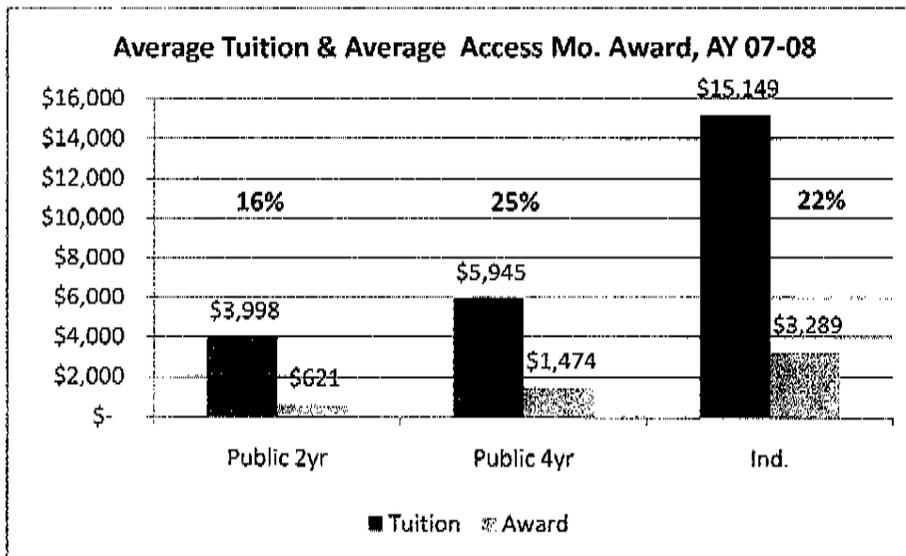
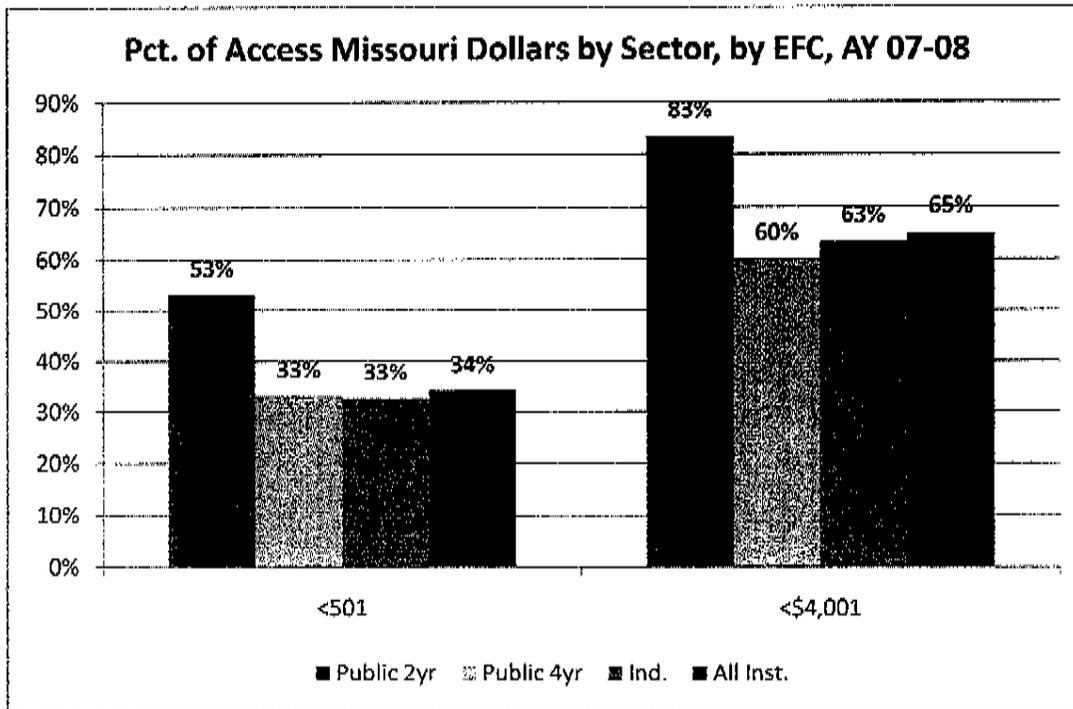
Program	Students	Dollars
Access Missouri	39,014	\$72,403,297
Bright Flight	8,868	\$16,836,524
Marguerite Ross Barnett	187	\$422,997
Total	48,069	\$89,662,818

Aid Distribution by Program, 2008-2009, as of January 26, 2009

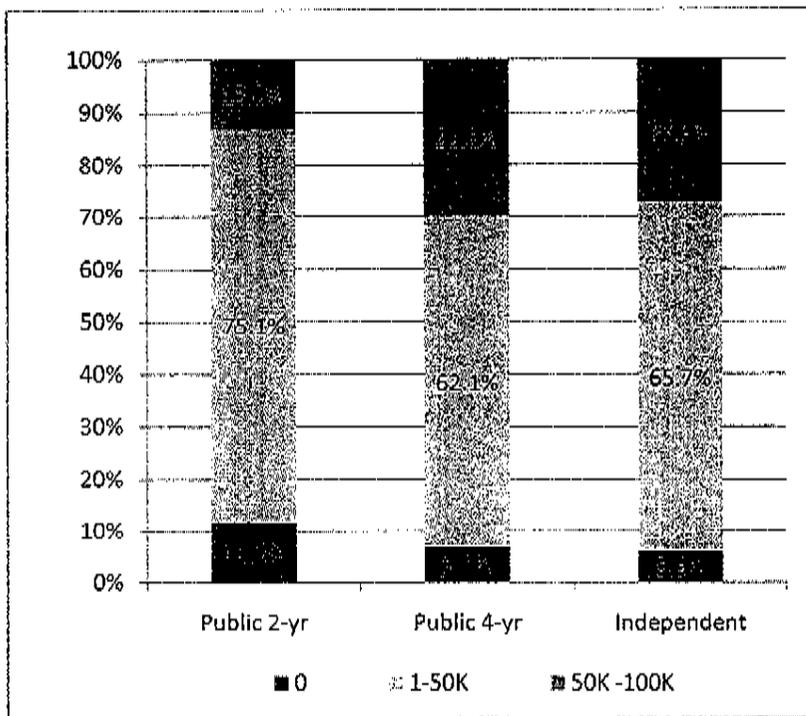
Program	Students	Dollars
Access Missouri	41,264	\$63,215,820
Bright Flight	6,365	\$13,293,843
Marguerite Ross Barnett	149	\$367,219
Total	47,778	\$76,876,882



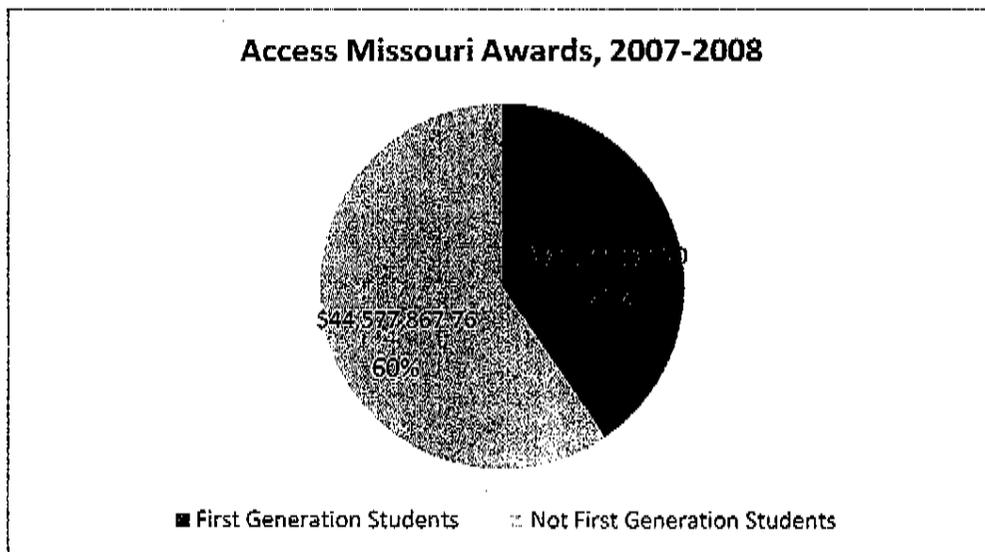




**Percent of Access Missouri Students by Program Sector by AGI  
2007-08 Academic Year**



Note: 100K to 150K: 0.3% Public 2-yr; 1.7% Public 4-yr; 1.5% Independent  
150K +: .01% (3 students)



Note: As reported on the FAFSA (no parent with a postsecondary degree)

## Access Missouri

## Average AGI for Program and EFC Range

Academic Year 2007-2008

EFC Category	Avg AGI Amt	Percent of Total Students
\$0-\$500	\$ 10,573	34.7%
\$501-\$1000	\$ 24,468	4.5%
\$1001-\$1500	\$ 28,434	4.6%
\$1501-\$2000	\$ 31,487	4.5%
\$2001-\$2500	\$ 33,983	4.2%
\$2501-\$3000	\$ 35,752	3.9%
\$3001-\$3500	\$ 38,053	3.6%
\$3501-\$4000	\$ 40,161	3.2%
\$4001-\$4500	\$ 43,373	3.5%
\$4501-\$5000	\$ 46,160	3.2%
\$5001-\$5500	\$ 49,044	3.1%
\$5501-\$6000	\$ 50,439	2.7%
\$6001-\$6500	\$ 53,705	2.6%
\$6501-\$7000	\$ 56,135	2.5%
\$7001-\$7500	\$ 57,498	2.4%
\$7501-\$8000	\$ 61,504	2.3%
\$8001-\$8500	\$ 62,837	2.2%
\$8501-\$9000	\$ 64,636	1.9%
\$9001-\$9500	\$ 68,536	1.8%
\$9501-\$10000	\$ 69,156	1.8%
\$10001-\$10500	\$ 71,358	1.8%
\$10501-\$11000	\$ 73,708	1.8%
\$11001-\$11500	\$ 73,509	1.6%
\$11501-\$12000	\$ 76,519	1.6%
<b>Program Average</b>	<b>\$ 34,531</b>	

Access Missouri, AY 2008-2009  
 Distribution by Sector and EFC Range, as of December 12, 2008

EFC Range	Public 2-year		Public 4-year		Independent		Total	
	Count	Dollars	Count	Dollars	Count	Dollars	Count	Dollars
\$0.00 - \$500.00	3,086	\$1,599,799	5,889	\$6,384,176	3,307	\$7,576,844	12,282	\$15,560,819
\$501.00 - \$1000.00	350	\$168,871	842	\$913,054	537	\$1,192,581	1,729	\$2,274,506
\$1001.00 - \$1500.00	321	\$174,509	901	\$949,133	482	\$1,146,180	1,704	\$2,269,822
\$1501.00 - \$2000.00	339	\$161,772	910	\$968,186	500	\$1,107,942	1,749	\$2,237,900
\$2001.00 - \$2500.00	287	\$135,532	829	\$874,850	452	\$1,005,874	1,568	\$2,016,256
\$2501.00 - \$3000.00	248	\$111,545	825	\$869,972	448	\$1,039,737	1,521	\$2,021,253
\$3001.00 - \$3500.00	236	\$104,785	780	\$819,306	432	\$975,203	1,448	\$1,899,294
\$3501.00 - \$4000.00	180	\$81,284	771	\$811,077	366	\$865,045	1,317	\$1,757,405
\$4001.00 - \$4500.00	157	\$77,448	813	\$866,319	421	\$940,309	1,391	\$1,884,076
\$4501.00 - \$5000.00	144	\$68,000	788	\$840,475	420	\$945,600	1,352	\$1,854,075
\$5001.00 - \$5500.00	114	\$51,000	706	\$747,422	387	\$873,240	1,207	\$1,671,662
\$5501.00 - \$6000.00	98	\$50,324	681	\$721,899	323	\$776,637	1,102	\$1,548,860
\$6001.00 - \$6500.00	91	\$42,135	648	\$722,359	310	\$696,910	1,049	\$1,461,404
\$6501.00 - \$7000.00	101	\$46,000	631	\$669,623	303	\$679,986	1,035	\$1,395,609
\$7001.00 - \$7500.00	83	\$11,250	568	\$400,401	316	\$593,157	967	\$1,004,808
\$7501.00 - \$8000.00	76	\$10,950	552	\$367,917	269	\$488,303	897	\$867,170
\$8001.00 - \$8500.00	66	\$9,603	526	\$337,871	258	\$468,790	850	\$816,264
\$8501.00 - \$9000.00	53	\$7,193	537	\$338,134	249	\$442,464	839	\$787,791
\$9001.00 - \$9500.00	62	\$8,700	471	\$278,717	254	\$455,752	787	\$743,169
\$9501.00 - \$10000.00	54	\$6,986	489	\$296,764	211	\$410,400	754	\$714,150
\$10001.00 - \$10500.00	51	\$7,307	492	\$269,388	226	\$388,515	769	\$665,210
\$10501.00 - \$11000.00	41	\$6,050	470	\$241,843	230	\$396,394	741	\$644,287
\$11001.00 - \$11500.00	43	\$6,277	458	\$222,310	233	\$393,825	734	\$622,412
\$11501.00 - \$12000.00	31	\$4,296	452	\$223,314	222	\$370,505	705	\$598,115
\$12000.00 - \$12500.00	38	\$5,161	415	\$200,543	163	\$269,467	616	\$475,171
\$12501.00 - \$13000.00	36	\$5,100	407	\$198,480	141	\$235,662	584	\$439,242
\$13001.00 - \$13500.00	33	\$4,500	341	\$175,000	156	\$243,179	530	\$422,679
\$13501.00 - \$14000.00	33	\$3,900	342	\$163,384	131	\$201,647	506	\$368,931
Total	6,452	\$2,970,276	22,534	\$20,871,916	11,747	\$25,180,148	40,733	\$49,022,339

#### Additional Data Items Under Review

- FAFSA Filing Date by Sector
- Percent of Late FAFSA Filers That Attend College
- Impact of Different Filing Deadlines of Student Eligibility for Access Missouri
- 2008-2009 AGI Averages by Sector and EFC Range
- Access Missouri Awards as Percent of Tuition/Fees by Institutional Mission/Cost
- Access Missouri Awards as Percent of Cost of Attendance
- Percent of Financial Aid Recipients That Graduate/Transfer/Work
- Number and Type of Institutions Listed on FAFSA by Students
- Access Missouri Recipients That are First Generation Students by EFC
- Percent of Bright Flight Eligible Students That Attend Missouri Institution
- Percent of Bright Flight Eligible Students That are Employed in Missouri

From: Harris, Ned [Ned.Harris@avila.edu]  
Sent: Tuesday, January 06, 2009 5:24 PM  
Subject: Policy Discussion on Missouri Financial Aid

Mr. Wade:

I am writing on behalf of Dr. Ron Slepitzka, President of Avila University, in response to a request from Robert Stein for institutional information that may be useful in the upcoming policy discussion at the February 2009 CBHE meeting. I will respond below to each of the bullet points outlined in Mr. Stein's email.

- 1- Useful Data Elements: It would seem that data on enrollment of Missouri students at Missouri public and private institutions, aid dollars provided by source (state, federal, institutional, private) by institution, average family incomes for Missouri students by institution and sectors (public vs. private, 2 year vs. 4 year), retention, transfer and graduation rates by institution and sectors and Missouri institution alumni in-state workforce statistics would all be useful in informing this policy discussion.
- 2- Institutional Data: Looking back over the past three years, Avila University has conferred undergraduate degrees on 109 Missouri residents who are currently living in the state of Missouri. During those same three years, Avila provided \$1,087,969 in institutional financial aid to these students, while Missouri provided \$295,946 in state grants. The point here is that Avila University is contributing significantly to the cost of its students' educations and to the workforce of Missouri.
- 3- Public Policy: Missouri's current public policy on state financial aid seems to be working as intended. Students receive Access Missouri grants based on their respective financial need and have the ability to use those grants at whatever postsecondary institution in the state that they choose. Since our state, country and citizenry have been served well by the healthy diversity and competition created by a system of higher education that is both public and private, students should continue be the ones to decide how and where to use the state's assistance for postsecondary education. All students' families pay taxes that support these grants and they should all have the opportunity to benefit if they enroll within the state's boundaries.

Please don't hesitate to let me know if I may be of further assistance.

Cordially,

Ned Harris

Edwin B. Harris, Ph.D.  
Vice President for Enrollment & Student Development  
Avila University  
11901 Wornall Road  
Kansas City, MO 64145  
816-501-3627



**From the Desk of Carl Bearden**  
**Former Speaker Pro Tem**  
**Missouri House of Representatives**

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January 9, 2009

Dr. Robert Stein  
Commissioner, Missouri Department of Higher Education  
3515 Amazonas Drive  
Jefferson City, Missouri 65109

Dear Dr. Stein:

Thank you for the opportunity to discuss the successful Access Missouri Scholarship program with you. I also appreciate the opportunity to submit my thoughts to you and members of the Coordinating Board of Higher Education (CBHE) in writing. As we discussed, I would also be more than happy to address the board in more detail or answer questions.

My understanding is that some public institutions have proposed that Access Missouri be changed to either eliminate private institution students from receiving Access Missouri Scholarships or to eliminate the differential between public and private students. Perhaps a history of the last three years or so would be helpful to place the current actions into context.

I sponsored House Bill 742 in the 2005 legislative session to completely revamp the way Higher Education is funded in Missouri. A significant part of the bill would have changed the funding of higher education through the elimination of direct institutional operation funding and letting all the money follow the students. The bill was intended to direct the focus on students and to start the discussion of increasing student financial aid as well as higher education funding in general. In response to discussions with the higher education community, I agreed not to pursue the bill when public institutions and CBHE agreed to work on the issue. CBHE instituted the Financial Aid Task Force.

Governor Blunt announced the Lewis and Clark Discovery Initiative (LCDI) that would provide public institutions several hundred million dollars for building programs through the sale of assets of the Missouri Higher Education Loan Authority (MOHELA) calling for its passage in the 2006 legislative session. Unfortunately, the proposal did nothing to address aid to students. House Bill 1865 was introduced to add this element as a part of the LCDI proposal. House Bill 1022 was the appropriations bill for the LCDI and House Bill 1865 the original Access Missouri Program.

Shortly after significant discussions and final agreement in a conference committee on how House Bill 1865 should be structured, the public institutions let it be known they would not support the Conference Committee Report and Conference Committee Substitute for House Bill

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1865. As a result, House Bill 1022 also failed to be passed by the legislature effectively killing the LCDI.

The public institutions approached me in June 2006 to see if there was any way to resolve the issue. At the fall meeting of CBHE at St. Charles Community College, the public institutions all agreed to the Access Missouri Scholarship program essentially as proposed by the Financial Aid Task Force, including the differential which was patterned after the Gallagher Grant.

Our agreement was for increased funding for both Access Missouri and public institutions over the next two years. Every institution present at that meeting agreed including those who now want changes to be made to Access Missouri. In fact, the Council on Public Higher Education (COPHE) confirmed this in a letter to Senator Nodler, CBHE and me. The original projection for full funding of Access Missouri was \$110 million.

Two changes were subsequently made to that agreement. The first was that Governor Blunt did not believe he could commit to a two-year funding cycle and agreed with a three-year approach. The second was driven by the first in that with an extra year added to the program, Senator Nodler proposed an inflation factor was added to both Access Missouri and the public funding amounts increasing the Access Missouri total to approximately \$119 million.

The agreement on Access Missouri was included as a part of Senate Bill 389. While other elements ended up being included in Senate Bill 389, the only way the bill was passed was because of the Access Missouri Scholarship program. There would have been no building program had it not been for the combination of aid to students, all students, at all institutions.

The program was implemented and has been working very well serving nearly 40,000 students. Last year when the second year increases were being made, there was an allegation being made that people making as much as \$250,000 would be receiving Access Missouri Scholarships. I understand that there may have been one or two outlier families in that range but as a whole, families making \$250,000 did not qualify.

That brings us to the present situation. The majority of students receiving Access Missouri attend public institutions. Slightly more money goes to students who attend private institutions but public institutions receive far more money today as a result of the aid to their students than they have in the past as a result of Access Missouri.

It appears that the public institutions, having received their building programs, although some payments are delayed; now want to back away from their previous agreement. Legislators and University Presidents come and go, however agreements should last longer, especially when so many students are being assisted and would be negatively impacted by changing that agreement for no reason other than attempting to make more money available for those institutions. There is no credible reason to make changes to the Access Missouri Program as proposed.

I hope this legislative history has been helpful. The public institutions call for total revamping of the Access Missouri Scholarship. The current budget climate appears to be driving much of this

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effort. During the last budget decline the state experienced, I had the privilege of serving as budget chairman. We discussed reductions in all but two areas, public debt and student aid.

I am aware that the board is or will be in receipt of information being provided by the Independent Colleges and University's of Missouri (ICUM) for the upcoming February meeting. The information captures the positive impact Access Missouri has had on our state. Current legislative leadership and Governor-elect Nixon have placed a high value on the types of accomplishments that Access Missouri has made possible. In today's environment when so much emphasis is rightfully being placed on increased higher education opportunities, it would be a major mistake to attempt to change such a successful program.

A dearth of evidence that the program is broken exists. It appears the only "problem" with Access Missouri is that some institutions don't think they are getting enough. Access Missouri's function is to provide for students, not institutions just as CBHE's mission is higher education, which includes students in all sectors not just the public sector. The old adage, "if it ain't broke, don't fix it" aptly applies. It's not, so don't.

Please do not hesitate to contact me with any follow-up questions or comments.

Best regards,



Carl Bearden

*For the record: I am a registered lobbyist for Lindenwood University. I do not write this letter in that capacity.*

*My support of the Access Missouri Program would be just as strong and this letter still provided whether I held the forgoing position or not. Anyone who might think or suggest otherwise obviously does not know me very well.*



## **INDEPENDENT SECTOR OF MISSOURI COLLEGES AND UNIVERSITIES**

### **Position Paper**

### **Missouri Student Higher Education Financial Assistance: Access Missouri**

Submitted to the Missouri Coordinating Board of Higher Education

January 9, 2009

### **EXECUTIVE SUMMARY**

#### **INTRODUCTION**

Access Missouri, the State's primary need-based financial assistance program serving Missouri postsecondary students, has been designed to accomplish three things. First, Access Missouri provides financial support to Missouri's neediest students; second, the awards are portable, so students can use their Access Missouri award at any of Missouri's accredited public or independent institutions; and finally, Access Missouri funds are awarded directly to students, rather than institutions. The success of Access Missouri is demonstrated by the large number of financially eligible students receiving awards (nearly 40,000 in the last academic year) and the enthusiastic support students and families have for the program.

Students who receive an Access Missouri grant demonstrate strong financial need. Many of these students also qualify for Federal aid, including the Pell Grant. The average family income of an Access recipient who attends a four-year public institution in Missouri is **\$37,060**; students attending four-year independent institutions have an average family income that is even lower - **\$35,604**. It is clear that the Access program is meeting the needs of Missouri's lowest-income students, whether these students choose a public or a private higher education institution. Given the current global economic uncertainties and the desire of Missouri to ensure higher education remains accessible and affordable to working families and those with demonstrated financial need, Access Missouri should be continued as it is currently funded and constituted. Altering the provisions of this highly successful program would be a disservice to students and to Missouri's workforce development initiatives.

#### **KEY POINTS**

- Missouri's diversity of higher education institutions serves students very well. Its mix of 131 colleges and universities that are public and private (or independent), urban and rural, large and small, coed and single gender, church-related and secular, comprehensive and single (or limited) focus, for profit and not-for-profit provide every qualified student the opportunity to attend an institution that best meets that student's needs and interests.
- Independent institutions in Missouri enroll 36.1% of the state's college and university students. At the post-baccalaureate level, 60.6% of students are enrolled at independent institutions.
- Independent institutions in Missouri award 47.3% of all degrees, including 67.6% of those at the post-baccalaureate level.
- Independent higher education provides an enormous public good with no direct state appropriations to institutions. The cost to the state to accommodate all the students currently enrolled in independent institutions, using the average operational state appropriation at the 4-year public institutions, would exceed \$700 million, exclusive of the massive capital costs that would be incurred.

- Independent institutions enroll a higher proportion of minority students, first generation students, financially needy students, and others that may be considered “at risk” than do the 4-year public institutions. Independent institutions focus on individual learners and provide flexible, convenient programming for students of all ages and backgrounds.
- Students at Missouri’s independent institutions are more likely to receive their bachelor’s degree in four years than at 4-year public institutions. The 4-year graduation rate at independent institutions is 40.35% versus 21.8% at publics; the 5-year rate at independents is 50.65% versus 39.15% at publics; and the 6-year rate at independents is 52.6% versus 45.85% at publics. Students graduating from independent sector institutions are thus able to enter the workforce sooner and avoid the tuition and fees costs of more than four years of college before earning their degree.
- Independent institutions in Missouri play a particularly significant role in the preparation of education and health care professionals. Independent institutions in 2007-2008 graduated 53.4% of education majors and 52.4% of health care majors (both figures include baccalaureate and graduate degrees).
- Independent institutions serve many financially needy students. The average family income (AGI) for students receiving Access Missouri funds at independent institutions was \$35,604 while it was \$37,060 for those enrolled at the 4-year public institutions. Independent institutions, therefore, are colleges and universities of real opportunity and, in general, are NOT the province of the wealthy.
- Students, their families, and the general public will be best served by continuing the Access Missouri program as it is currently funded and administered.

## SUMMARY

Access Missouri students are being well-served by this program, which was developed with extensive input from the Missouri General Assembly, public and independent college and university financial aid officers, and staff from the Missouri Department of Higher Education. It is clear that in the relatively short time that Access Missouri has been in effect, many Missouri families have benefitted from this program. Access Missouri is a wise investment into our State’s most precious resource, Missouri students aspiring to the dream of a college degree. We strongly urge the Coordinating Board for Higher Education and the Missouri General Assembly to continue to support the Access Missouri program.

## BACKGROUND DATA AND SUPPORTING INFORMATION

### GENERAL FACTS AND ASSUMPTIONS

1. Higher education represents an enormous public good as well as a valuable personal gain.
2. American higher education has long been considered “the envy of the world.”
3. American higher education is extraordinarily diverse with institutions that are public and private (or independent, which is the more common designation), urban and rural, large and small, coed and single gender, church-related and secular, comprehensive and single (or limited) focus, for profit and not-for-profit.
4. The diversity of institutions matches the diversity of learners so that every learner can attend an institution that best meets his or her needs and interests.
5. Students and the public are most effectively served when there is a broad range of choices of higher education institutions available and when all institutions are healthy and vibrant.
6. Missouri offers learning opportunities at 131 postsecondary institutions:
  - a. Four-year public: 13
  - b. Two-year public: 21
  - c. Four-year independent: 23
  - d. Two-year independent: 2
  - e. Professional and single or limited focus: 33
  - f. Proprietary (often for-profit): 39
7. Nationally, there are 4,300 public and independent institutions of higher education (IHEs): 1,700 (40%) are public; 1,600 (37%) are independent, not-for-profit; and 1,000 (23%) are for-profit.
8. Currently, at the national level, there are 17.5 million students in degree-granting institutions: 13 million (74%) are in public institutions; 3.5 million (20%) are in independent, not-for-profit institutions; and 1 million (6%) are in for-profit schools.
9. Missouri’s 131 postsecondary institutions represent 3% of IHEs in the USA, while Missouri’s population is 2% of the national figure. In proportion to its population, Missouri offers more higher education opportunities than might be expected.
10. Missouri’s postsecondary representation in the independent sector is higher than it is nationally:
  - a. In Missouri, 36.1% of IHE enrollments are in the independent sector and 63.9% in the public sector.
  - b. In Missouri, 47.3% of all degrees awarded annually are in the independent sector and 52.7% in the public sector. Nationally, independent IHEs award 29% of all degrees.
11. Enrollment patterns in Missouri for fall 2007 are the following:

	Total #	%	Public #	%	Independent	%
Head Count	349,042	100	223,096	63.9	125,946	36.1
Undergraduate	286,066	100	198,265	69.3	87,801	30.7

First Professional	5,771	100	2,830	49.0	2,941	51.0
Graduate	57,205	100	22,001	38.5	35,204	61.5

The dominance of the independent sector in professional and graduate education is significant and represents a great public good...at virtually no public expense.

12. Additional affirmation of the critically important role of the independent sector in Missouri higher education is evident in the pattern of graduates (2007 data) presented below. **Independent IHEs produce nearly half the bachelor's degrees awarded in our state, 70.1% of master's degrees, and more than half of the doctorates or first professional degrees. This is an essential contribution to the preparation of Missouri's workforce and to economic development in our state.**

	Total #	Public 2-yr.	%	Public 4-yr.	%	Independent	%
All	68,543	10,450	15.2	25,693	37.5	32,400	47.3
Certificate	2,003	1,937	96.7	19	<1	47	2.3
Associate	10,466	8,513	81.3	324	3.1	1,629	15.6
Bachelor	35,865	0		18,589	51.8	17,276	48.2
Master	16,749	0		5,016	29.9	11,733	70.1
Doctorate	1,027	0		487	47.4	540	52.6
First Prof.	1,577	0		771	48.9	806	51.1
Other	856	0		487	56.9	369	43.1

13. Affordability and access to higher education are among the primary concerns of the general public and are priorities for the Missouri Department of Higher Education.
14. Student financial assistance—from national, state, and institutional sources—is essential in enabling deserving and qualified students to attend IHEs.
15. The higher education landscape within this state and nationally is highly competitive, and it will become even more so as the numbers of high school graduates begin to trend downward, beginning in 2013.
16. Because public and independent IHEs often compete for students, the actual cost of attendance for students at many independent IHEs must be competitive with that at public IHEs. Independent IHEs, then, cannot simply raise their tuition to any level they wish without seriously affecting their enrollments or students' willingness to pay.
17. Most independent IHEs are enrollment- and tuition-driven, and yet tuition payments, on average, cover only approximately 60% of the cost of educating a student. Endowment earnings also generally cover only a small percentage of the cost of educating a student, with the 2 to 6% range not uncommon. The median endowment value (prior to fall 2008!) for independent IHEs except for the handful of those in the \$1 billion range, is \$10 to \$15 million...much lower than that of many public IHEs.

**THE PUBLIC GOOD OF THE INDEPENDENT SECTOR**

1. Nationally, independent IHEs enroll a higher proportion of minority students than do state institutions: 30% to 26%. Recent Missouri data indicates a parallel in this state.
2. Private colleges and universities educate a greater proportion of students who are most "at risk" (often defined as one or a combination of first generation, minority, rural, with high financial need).
3. Students who work full time, have a GED, or face other challenges are far more likely to graduate from a private college or university than from a state institution owing to the focus of most independent institutions on learner-centered, flexible, and convenient programming.
4. Students at independent IHEs are more likely to receive their bachelor's degree in four years than at state institutions, as evidenced by data from Missouri IHEs in 2001:

Graduation rate in	4 years	5 years	6 years
4-year independent	40.35%	50.65%	52.60%
4-year public	21.80%	39.15%	45.85%

Students graduating from independent IHEs are thus able to enter the workforce sooner and avoid the tuition and fees costs of more than four years of college before earning their degree.

5. Independent IHEs in Missouri play a particularly significant role in the preparation of education and health care professionals, as indicated in the data below for graduates in these fields in 2007-2008:

	Total	4-yr. Indep.	%	4-yr. Public	%
Education	7,562	4,038	53.4	3,524	46.6
Health	4,391	2,348	52.4	2,153	47.6

**ACCESS MISSOURI**

1. Access Missouri (AM) is the current major source of state funds available for student financial assistance. This program was created to serve students with demonstrated financial need, and it is fulfilling that objective.
2. In FY09 Access Missouri is budgeted at \$92 million. AM is a need-based grant that is pegged to the published cost of attendance at public and independent institutions. Maximum grant amounts are:
  - a. \$1,000 for students attending a 2-year public institution.
  - b. \$2,150 for students attending a 4-year public institution.
  - c. \$4,600 for students attending a 2-year or 4-year independent institution.
 The average Access MO award covers the following percentages of tuition and fees; public 2-year 16%; public 4-year 25%; independent 22%.
3. In FY08 the amount of \$72,376,870 million was disbursed to 38,700 students. Approximately 1/3 of the recipients are enrolled in the independent sector, and they received approximately half the total disbursement.

4. Average family income (AGI) distribution among AM recipients is the following:
  - a. Public 2-year: \$24,627
  - b. Public 4-year: \$37,060
  - c. Independent: \$35,604

Points (b) and (c) confirm national data indicating that the average family income of students attending independent institutions is often LOWER than that of students attending public institutions, especially 4-year public institutions. Independent IHEs as a group are institutions of real opportunity for many students and, in general, are NOT the province of the wealthy.

5. In academic year 2007-08, 63% of students receiving AM had an EFC of \$4,000 or less. By sector, the percentages are as follows:
  - a. Public 2-year: 70%
  - b. Public 4-year: 62%
  - c. Independent: 63%

The students in this category are also determined as demonstrating financial need under the federal Pell Grant Program.

#### **MISSOURI STATE SUPPORT FOR HIGHER EDUCATION**

1. In FY2008, \$918,466,677 was appropriated for support of public IHE operations. Total student FTE in fall 2007 at those institutions was 161,223, with 105,432 at 4-year public institutions and 55,791 at 2-year public institutions. Four-year public institutions were appropriated a total of \$771,416,449, or 84% of the total.
2. State appropriations per FTE at 4-year public institutions ranged from a high of \$8,800 at the four campuses in the University of Missouri system to \$5,195 at Missouri State University, which includes the 2-year West Plains campus. The average was \$7,317.
3. State appropriations per FTE at 2-year public institutions averaged \$2,636. It must be noted that community colleges also receive resources from their local taxing districts.
4. State appropriations per FTE at Linn State Technical College is \$5,529.
5. The average state appropriation per FTE for all public institutions was \$5,697.

#### **CONCLUSIONS AND RECOMMENDATION**

1. The Access Missouri program as it is currently constituted and funded provides an excellent opportunity for deserving students to attend the IHE of their choice and to make that choice based on the best fit between the institution and students' needs and interests.
2. Access Missouri truly benefits all students and is not geared to the special interests of one institutional sector or another.
3. Federal student financial assistance programs are available according to demonstrated need to eligible students attending approved IHEs—both public and independent. State financial assistance programs should likewise be available to all eligible students regardless of the type of IHE they attend.

4. The independent sector in Missouri provides an enormous public good, as indicated by the higher than national averages in enrollment and in degrees awarded annually. For most independent IHEs, this public good is produced at no public cost except for any financial assistance for which individual students qualify.
5. The best public policy for higher education in Missouri recognizes the value and contributions of each sector and does not favor one sector or one institution at the expense of another.
6. Any significant alteration to eligibility for the Access Missouri program that would restrict student access to independent IHEs would cause harm to both students and the state. The cost to the state to accommodate all the students currently enrolled in independent IHEs, using the average operational state appropriation at the 4-year public IHEs, would exceed \$700 million...to say nothing of the capital costs that would be involved.
7. The CBHE should support Access Missouri at the level requested by the MDHE for FY10—at \$96.5 million—and maintain the existing eligibility and award criteria.

### **Independent Colleges and Universities in Missouri**

Avila University  
 Central Methodist University  
 College of the Ozarks  
 Columbia College  
 Cottey College  
 Culver Stockton College  
 Drury University  
 Fontbonne University  
 Hannibal-LaGrange College  
 Kansas City Art Institute  
 Lindenwood University  
 Logan University - College of  
     Chiropractic  
 Maryville University

Missouri Baptist University  
 Missouri Valley College  
 Park University  
 Rockhurst University  
 Southwest Baptist University  
 St. Louis University  
 Stephens College  
 Washington University  
 Webster University  
 Wentworth Military Academy  
 Westminster College  
 William Jewell College  
 William Woods University



From: Donald Claycomb  
Sent: Monday, January 05, 2009 1:59 PM  
To: Wade, Leroy  
Subject: RE: Public Policy on State Financial Aid Programs

LSTC students have had Access funding for three semesters. In that time, 416 students have received \$484,738. During the five years prior to Access, 66 students received \$95,500 in Gallagher and College Guarantee grant funds from MDHE. Those numbers speak to the value of respective financial aid programs to LSTC students.

The current program has helped not only Pell eligible students, but also the typical middle-income family whose only other source of funding is student loans. Several students have requested their student loan be canceled or reduced because of grant funding that is now available to them.

If you need any additional information, please let me know. We would be happy to provide any other data that may help save the current financial aid program configuration.



# Memorandum

**To:** LeRoy Wade, Assistant Commissioner  
**CC:** Robert Stein, Commissioner  
**From:** Jeanie C. Crain for Robert A. Vartabedian, President  
**Date:** 1/15/2009  
**Re:** Information Requested for Student Financial Aid Policy Discussion

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Thank you for providing Missouri higher education institutions an opportunity to share information important to developing a public policy on state student financial aid. Accompanying this memo, please find the following: Payment Summaries for the 2006-2007 AY and the 2007-2008 AY (shared at the State Student Financial Aid Committee meetings, which you may already have); a history of financial aid created for our internal use; and a position paper.

State student financial assistance is, as you know, critical for Missouri families to have both access and choice in pursuing their higher education goals.

Many, if not most, Missouri families have been impacted by the current economic conditions. Many have lost their jobs and/or homes. Families are unable to access parent loans or home equity lines of credit. The private education student loan market has all but disappeared. Many students have already been forced to drop out of school or scale back their enrollment status for financial reasons.

State student financial assistance is only one piece of the equation. With decreased financial support of Missouri's public higher education institutions, tuition increases continue to create barriers to our citizens. Students who enroll may experience reductions in student support services, and the quality of education that is required for them to excel in the job market may be adversely affected.

Federal aid is not enough. The Federal Pell grant program is already experiencing an expected \$5.8 billion dollar shortfall for this year. With more families losing their jobs, coupled with regulatory changes that will increase eligibility for many students in the 2009-2010 AY, funding in Federal programs may not be available. Federal allocations in the Federal work-study program or Perkins loan program have not increased. Increased minimum wage requirements have limited the number of students who can receive funding through the work-study program. This is having an impact on both students and institutions that rely heavily on student labor to maintain operations.

### **Missouri Higher Education and Policy Determination related to Student Financial Assistance**

The policies related to the purpose and distribution of student financial assistance is complex.

**Determining the appropriate definition of a student in “need” of financial assistance and the student’s responsibility for academic achievement are controversial.**

- As a result of their socio-economic status and family support systems, most financially needy students are not as academically prepared for higher education as their peers.
- Limited financial resources generally force potential funding sources to attach “merit-based” criteria to need-based programs to ensure targeted academic outcomes and accountability in funds that are appropriated to assistance programs.
- An undesired outcome of such policies exempt academically challenged lower income students from receiving needed assistance.

**Determining a student or family’s expected family contribution is equally complex.**

- The deterioration of the “traditional family” model limits the true ability to determine the funding available to contribute toward educational expenses.
- Numerous students are financially abandoned at the age of 18 or earlier( due to unstable and dysfunctional environments and a generation of parents that believe their parental duties end once the child reaches the age of 18. In some cases, it is the student that is supporting the family unit.) Yet, the Free Application for Federal Student Aid requires parental information, as well as the student’s income information, in the determination of the student’s ability to contribute.

A large number of these students work full-time and truly support themselves by paying their own car payments and their own residences. As a result, these students often do not qualify for grant and scholarship assistance, forcing them to borrow student loans and/or pay out of pocket to cover educational expenses.

- Yet, others in better financial standing are able to take advantage of tax loopholes (million dollar business and home – but significant financial loss reported) and split family situations (Dad has a \$300,000 income but student “lives with mom (little to no income)” and uses her information to complete the FAFSA.

Students in these situations often receive the maximum Federal grant and scholarship funding while middle income families (\$35,000 to \$60,000) and those discussed in the previous bolded section are left to secure student loan funding, home equity loans, and other personal resources to cover expenses.

**The financial aid process can be overwhelming and cumbersome to unprepared families.**

- The FAFSA application predicts what a family should be able to contribute toward educational expenses based on standard formulas. It does not provide specific information on what students may qualify for in terms of financial funding.
- The application itself contains more than 100 questions. Many students (especially first-generation) give up on pursuing higher education simply because they cannot maneuver through the FAFSA. Others miss the early priority application dates (as early as February and March at some institutions and States) and never learn of opportunities that may be available to them.
- To make the process more unfair, families from modest means who attempt to save for higher education expenses through savings and 529 plans are penalized when completing the FAFSA because the savings are counted as assets in the EFC formulas. Families from the same financial profile who live beyond their means or make different priorities (newer vehicles, more expensive home, etc) qualify for more financial assistance when they report no asset information.

**Financial Aid Offices at most institutions have limited resources to provide individual counseling as well as early awareness and outreach services to families preparing for college.**

- Staff professionals are increasingly buried in complex regulatory mandates and managing hundreds of financial assistance programs.
- Due to complexities and conflicts in funding sources or rules associated with different aid, many aid offices are unable to provide students with necessary information until after a term begins, often leaving the family or student to research and secure funding sources on their own. Unfortunately, this often forces many to seek assistance from expensive consulting firms who provide little to no true expertise or assistance.
- To make matters worse, often it is after a term begins that a student learns that funding they thought sufficient to cover their bill is not available (MO A+ funding is not stackable with Federal Pell or SEOG grants), leaving the student in dire straits financially to find more resources.

**To achieve required or preferred academic outcomes at all levels, most institutional financial assistance programs have migrated to merit-based awards.**

- Grant and scholarship programs are used heavily to recruit academically prepared students who have a strong likelihood of success with limited regard to a student's

financial need. Awards are generally based on standardized test scores, high school ranking, community service and leadership skills, and/or cumulative GPA.

**With Federal aid focused on the “financially needy” as determined by the FAFSA, and institutional aid focused primarily on a student’s previous academic achievements, what then should be the role of the State in preparing high school students for college and making college accessible and affordable for Missouri citizens?**

- To benefit the public sector, there must be an equitable formula for distributing funding to institutions to support the infrastructure and mission of each institution. For example, providing adequate support services to under-prepared students and achieving desired academic outcomes is costly.
  - Institutions charged with serving these populations should receive substantial funding to achieve targeted outcomes.
  - Higher Education officials at both the State and Institutional level need to work together to evaluate institutional missions, effectiveness of outcomes, and set priorities at the State level.
- Equality in State appropriations must be established for cost containment and improved academic outcomes.

**The role of Missouri financial assistance should be to reduce the gap between the Cost of Education, the student’s ability to pay, and the other financial resources available to a Missouri student attending an institution of higher education in-state.**

- Awards should be predictable, portable, and provide some degree of choice in the type of institution and the degree program the student desires to pursue.
- Awards should not assist just the “neediest Pell eligible students as determined by the FAFSA”, but should also assist middle income families and self-supporting students.

**No single higher education entity can serve all Missouri citizens, making it crucial that state financial assistance be available to students attending all accredited institutions located in Missouri, including community colleges, technical colleges, four-year public, and private schools alike.**

**The maximum amount of student awards should be based on some function of a student’s cost of attendance to provide the student with a degree of choice to the institution that best meets their academic needs.**

### History of Access Missouri Grant

Prior to Access Missouri, the State had two semi need-based grant programs:

- Missouri Gallagher Grant
- Missouri College Guarantee Grant

Financial Need was determined primarily based on the Cost of Attendance Budget at the institution the student was attending. The Missouri Department of Higher Education established a need-cut off at the beginning of each school year based on funding allocations available. The need-cut off was generally in the \$12,000 to \$13,000 range.

Based on this formula, the largest proportion of State need based grants and scholarships were distributed to students attending private institutions or the more expensive public universities. The majority of State aid recipients did not qualify for the Federal Pell grant (the largest Federal need-based program).

#### Examples of Need-Calculation for a Full-time Dependent Student

Student not eligible for Federal Pell Grant	School A	School B	School C (Western)
Cost of Attendance	\$46,000	\$17,000	\$11,585
* Expected Family Contribution	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>
Federal Pell Grant	\$0	\$0	\$0
Financial Need	\$36,000	\$7,000	\$1,585

**School A's students qualified for maximum State Grants (need cut-off above \$12,000)**

Student eligible for maximum Federal Pell Grant	School A	School B	School C (Western)
Cost of Attendance	\$46,000	\$17,000	\$11,585
* Expected Family Contribution	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Federal Pell Grant	\$4,310	\$4,310	\$4,310
Financial Need	\$41,690	\$12,690	\$7,275

**School A & B's students qualified for maximum State Grants (need cut-off above \$12,000)**

As you can see in the above examples, students whose parents had six figure incomes would qualify for need-based grants at a private institution, whereas students from Missouri's poorest families received \$0 in need-based State grant funding at less expensive schools like Western.

\*Expected Family Contribution is determined by the FAFSA (Free Application for Federal Student Aid). The EFC is a function of family income and household size.



**Comparative Charts: Total Need-based Aid Received by Other Institutions – 2006-07 to Present**

**Metropolitan Community College Students 2006-2007 to Current**

	Head Count	2006-2007	Head Count	2007-2008
Missouri Gallagher	5	\$3,885	0	\$0
Missouri College Guarantee	16	\$27,694	0	\$0
Access Missouri Grant	0	\$0	781	\$524,244.50
Totals	21	\$31,579	781	\$524,244.50

**University of Missouri Columbia Students 2006-2007 to Current**

	Head Count	2006-2007	Head Count	2007-2008
Missouri Gallagher	211	\$280,500	0	\$0
Missouri College Guarantee	888	\$2,440,132.80	0	\$0
Access Missouri Grant	0	\$0	4,214	\$6,312,156.09
Totals	1,099	\$2,720,632.80	4,214	\$6,312,156.09

**Saint Louis University Students 2006-2007 to Current**

	Head Count	2006-2007	Head Count	2007-2008
Missouri Gallagher	1,262	\$1,776,000	0	\$0
Missouri College Guarantee	212	\$294,700	0	\$0
Access Missouri Grant	0	\$0	898	\$3,085,946
Totals	1,474	\$2,070,700	898	\$3,085,946

Of the 1687 students that have accepted and received funding [at MWSU] so far this year,

714 are freshman (42%)

341 are sophomores (20%)

285 are Juniors (17%)

347 are seniors (21%)

729 students are first generation college students (as reported on FAFSA) (43%)

The average expected family contribution is \$3861 (Our students are needy)

752 are at the 100% Poverty Level - - 45%

1006 are at the 150% Poverty Level - - 60%



Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2006-2007 Payment Table  
As of July 30, 2007

	Bright Flight		Charles Gallagher		Marguerite		Missouri College		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
University of Missouri-Rolla	360	\$656,000.00	254	\$280,500.00	0	\$0.00	178	\$353,150.00	792	1,329,650.00
University of Missouri-St. Louis	919	\$1,695,000.00	83	\$103,689.00	0	\$0.00	266	\$658,891.00	1,268	2,457,560.00
	158	\$284,000.00	475	\$592,380.00	70	\$174,434.80	157	\$284,875.00	860	1,335,689.90
<b>Subtotal:</b>	<b>3,816</b>	<b>\$7,214,112.97</b>	<b>1,023</b>	<b>\$1,257,069.00</b>	<b>78</b>	<b>\$194,851.90</b>	<b>1,489</b>	<b>\$3,737,048.80</b>	<b>6,406</b>	<b>\$12,403,122.67</b>
<b>Public Two-Year</b>										
Crowder College	2	\$4,000.00	38	\$22,230.00	5	\$5,584.00	17	\$26,635.00	62	58,449.00
East Central College	12	\$26,000.00	6	\$5,382.00	13	\$10,317.00	15	\$23,475.00	48	59,174.00
Jefferson College	16	\$24,000.00	8	\$4,406.00	0	\$0.00	8	\$17,025.00	32	45,431.00
Metropolitan Community Colleges	29	\$43,000.00	5	\$3,885.00	0	\$0.00	16	\$27,694.00	50	74,579.00
Metropolitan Community Colleges-Longview	0	\$0.00	0	\$0.00	0	\$0.00	5	\$10,275.00	5	10,275.00
Metropolitan Community Colleges-Maple Woods	1	\$1,000.00	0	\$0.00	0	\$0.00	2	\$3,225.00	3	4,225.00
Mineral Area College	4	\$8,000.00	22	\$17,850.00	0	\$0.00	16	\$31,850.00	42	57,700.00
Moberly Area Community College	10	\$15,000.00	9	\$6,862.50	17	\$24,323.20	20	\$33,280.00	56	79,465.70
North Central Missouri College	0	\$0.00	3	\$3,015.00	1	\$1,488.00	4	\$6,475.00	8	10,988.00
Ozarks Technical Community College	17	\$29,000.00	23	\$16,870.00	7	\$6,132.00	36	\$59,380.00	83	113,382.00
St. Charles Community College	15	\$20,000.00	4	\$2,437.50	0	\$0.00	7	\$11,900.00	26	34,337.50
St. Louis Community College-Florissant Valley	23	\$40,000.00	20	\$15,738.00	0	\$0.00	24	\$37,685.00	67	93,423.00
St. Louis Community College-Forest Park	4	\$6,000.00	0	\$0.00	0	\$0.00	0	\$0.00	4	8,000.00
St. Louis Community College-Meramec	29	\$46,000.00	0	\$0.00	0	\$0.00	0	\$0.00	29	48,000.00
State Fair Community College	6	\$12,000.00	19	\$15,225.00	0	\$0.00	14	\$28,125.00	39	55,350.00
Three Rivers Community College	4	\$7,000.00	5	\$3,132.00	0	\$0.00	16	\$28,100.00	25	38,232.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2006-2007 Payment Table  
As of July 30, 2007

	Bright Flight		Charles Gallagher		Marguerite		Missouri College		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
<b>Public Two-Year Technical College</b>										
Linn State Technical College	2	\$3,000.00	5	\$6,750.00	0	\$0.00	2	\$1,975.00	9	11,725.00
<b>Subtotal:</b>	<b>2</b>	<b>\$3,000.00</b>	<b>5</b>	<b>\$6,750.00</b>	<b>0</b>	<b>\$0.00</b>	<b>2</b>	<b>\$1,975.00</b>	<b>9</b>	<b>\$11,725.00</b>
<b>Independent Universities</b>										
Saint Louis University	431	\$838,000.00	1,262	\$1,776,000.00	2	\$5,455.20	212	\$294,700.00	1,907	2,914,155.20
Washington University	426	\$820,000.00	258	\$369,058.00	10	\$27,792.90	29	\$31,814.00	723	1,248,664.90
<b>Subtotal:</b>	<b>857</b>	<b>\$1,658,000.00</b>	<b>1,520</b>	<b>\$2,145,058.00</b>	<b>12</b>	<b>\$33,248.10</b>	<b>241</b>	<b>\$326,514.00</b>	<b>2,630</b>	<b>\$4,162,820.10</b>
<b>Other Independent Four-Year</b>										
Avila University	14	\$25,000.00	187	\$252,750.00	0	\$0.00	23	\$24,750.00	224	302,500.00
Central Methodist University	9	\$18,000.00	347	\$472,500.00	0	\$0.00	58	\$71,075.00	414	561,575.00
College of the Ozarks	9	\$18,000.00	442	\$572,985.00	1	\$1,591.10	139	\$208,375.00	591	800,901.10
Columbia College	27	\$50,000.00	1,169	\$1,346,048.00	1	\$1,591.10	105	\$124,768.00	1,362	1,522,407.10
Culver-Stockton College	4	\$8,000.00	219	\$308,250.00	0	\$0.00	31	\$37,475.00	254	353,725.00
Drury University	184	\$357,000.00	355	\$503,250.00	9	\$21,834.00	97	\$123,550.00	645	1,005,634.00
Fontbonne University	8	\$15,000.00	497	\$645,532.00	0	\$0.00	30	\$29,550.00	535	690,082.00
Hannibal-LaGrange College	14	\$26,000.00	132	\$181,500.00	1	\$1,153.00	37	\$70,675.00	184	279,328.00
Lindenwood University	124	\$236,000.00	1,190	\$1,562,365.00	0	\$0.00	115	\$135,800.00	1,429	1,934,165.00
Maryville University of Saint Louis	54	\$101,000.00	440	\$607,584.00	3	\$4,773.30	56	\$63,225.00	553	776,582.30
Missouri Baptist University	20	\$37,000.00	127	\$167,248.00	0	\$0.00	11	\$11,400.00	158	215,948.00
Missouri Valley College	6	\$11,000.00	391	\$531,047.00	0	\$0.00	46	\$48,750.00	443	590,797.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2006-2007 Payment Table  
As of July 30, 2007

	Bright Flight		Charles Gallagher		Marguerite		Missouri College		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Park University	17	\$32,000.00	82	\$96,250.00	1	\$2,954.90	12	\$26,975.00	112	160,179.90
Rockhurst University	86	\$164,000.00	353	\$494,250.00	0	\$0.00	62	\$63,100.00	501	721,350.00
Southwest Baptist University	91	\$178,000.00	230	\$318,066.90	0	\$0.00	85	\$152,174.00	406	648,260.90
Stephens College	13	\$24,000.00	172	\$238,320.00	0	\$0.00	40	\$47,625.00	225	309,945.00
Webster University	91	\$168,000.00	762	\$1,019,339.90	19	\$55,006.60	111	\$143,764.00	983	1,368,129.80
Westminster College	70	\$136,000.00	199	\$284,672.00	0	\$0.00	49	\$52,700.00	318	473,572.00
William Jewell College	93	\$182,000.00	251	\$355,204.00	0	\$0.00	27	\$33,363.00	371	570,567.00
William Woods University	13	\$25,000.00	125	\$173,639.00	0	\$0.00	16	\$19,375.00	154	218,214.00
<b>Subtotal:</b>	<b>947</b>	<b>\$1,811,000.00</b>	<b>7,679</b>	<b>\$10,133,170.00</b>	<b>35</b>	<b>\$88,904.00</b>	<b>1,160</b>	<b>\$1,488,189.00</b>	<b>9,802</b>	<b>\$13,621,263.00</b>
<b>Independent Two-Year</b>										
Cottey College	2	\$4,000.00	8	\$8,797.00	0	\$0.00	4	\$4,716.00	14	17,513.00
Wentworth Military Academy	0	\$0.00	43	\$48,750.00	0	\$0.00	4	\$4,075.00	47	52,825.00
<b>Subtotal:</b>	<b>2</b>	<b>\$4,000.00</b>	<b>51</b>	<b>\$57,547.00</b>	<b>0</b>	<b>\$0.00</b>	<b>8</b>	<b>\$8,791.00</b>	<b>61</b>	<b>\$70,338.00</b>
<b>Independent Institutions for Art &amp; Music</b>										
Kansas City Art Institute	7	\$14,000.00	117	\$170,250.00	0	\$0.00	10	\$11,850.00	134	196,100.00
<b>Subtotal:</b>	<b>7</b>	<b>\$14,000.00</b>	<b>117</b>	<b>\$170,250.00</b>	<b>0</b>	<b>\$0.00</b>	<b>10</b>	<b>\$11,850.00</b>	<b>134</b>	<b>\$196,100.00</b>
<b>Professional/Technical</b>										
Barnes-Jewish College of Nursing	1	\$1,000.00	34	\$33,000.00	1	\$3,182.20	3	\$2,725.00	39	39,907.20
Boonslick Area Vocational School	0	\$0.00	5	\$6,750.00	0	\$0.00	0	\$0.00	5	6,750.00
Cape Girardeau Area Career & Tech Center	0	\$0.00	8	\$6,750.00	0	\$0.00	0	\$0.00	8	6,750.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2006-2007 Payment Table  
As of July 30, 2007

	Bright Flight		Charles Gallagher		Marguerite		Missouri College		Totals	
	Scholarship Program	Students	Assistance Program	Students	Ross Barnett Memorial Scholarship Program	Students	Guarantee Program	Dollars		
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Columbia Area Career Center	0	\$0.00	13	\$16,500.00	0	\$0.00	0	\$0.00	13	16,500.00
Eldon Career Center	0	\$0.00	7	\$7,500.00	0	\$0.00	0	\$0.00	7	7,500.00
Four Rivers Career Center	0	\$0.00	2	\$3,000.00	0	\$0.00	0	\$0.00	2	3,000.00
Franklin Technology Center	0	\$0.00	13	\$18,750.00	0	\$0.00	1	\$3,500.00	14	22,250.00
Gibson Technical Center	0	\$0.00	4	\$6,000.00	0	\$0.00	0	\$0.00	4	6,000.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Hannibal Career and Technical Center	0	\$0.00	5	\$7,500.00	0	\$0.00	1	\$2,150.00	6	9,650.00
Hilliard Technical Center	0	\$0.00	15	\$22,500.00	0	\$0.00	2	\$2,550.00	17	25,050.00
Lebanon Technology and Career Center	0	\$0.00	15	\$11,250.00	0	\$0.00	1	\$325.00	16	11,575.00
Lester L. Cox College of Nursing	2	\$3,000.00	59	\$72,750.00	0	\$0.00	11	\$7,625.00	72	83,375.00
Lex La-Ray Technical College	0	\$0.00	7	\$9,000.00	0	\$0.00	0	\$0.00	7	9,000.00
Logan University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Nichols Career Center	0	\$0.00	15	\$21,750.00	0	\$0.00	2	\$3,600.00	17	25,350.00
Northwest Missouri Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Pike & Lincoln Counties Tech Center	0	\$0.00	3	\$4,500.00	0	\$0.00	0	\$0.00	3	4,500.00
Poplar Bluff Technical Career Center	0	\$0.00	3	\$4,500.00	0	\$0.00	1	\$2,150.00	4	6,650.00
Ranken Technical College	2	\$4,000.00	62	\$80,250.00	0	\$0.00	3	\$2,925.00	67	87,175.00
Research College of Nursing	0	\$0.00	9	\$12,000.00	0	\$0.00	0	\$0.00	9	12,000.00
Rolla Technical Institute	1	\$2,000.00	17	\$25,500.00	0	\$0.00	5	\$6,900.00	23	34,400.00
Saint Lukes College	0	\$0.00	2	\$1,500.00	0	\$0.00	1	\$1,075.00	3	2,575.00
Saline County Career Center	0	\$0.00	12	\$18,000.00	0	\$0.00	0	\$0.00	12	18,000.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2006-2007 Payment Table  
As of July 30, 2007

	Bright Flight		Charles Gallagher		Marguerite		Missouri College		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Sikeston Career & Technology Center	0	\$0.00	21	\$30,750.00	0	\$0.00	0	\$0.00	21	\$0,750.00
Southeast MO Hospital School of Nursing/Health Scienc	1	\$1,000.00	27	\$30,000.00	3	\$4,773.30	6	\$12,200.00	37	\$47,973.30
St. Louis College of Pharmacy	59	\$114,257.00	107	\$155,003.25	0	\$0.00	16	\$16,000.00	182	\$285,260.25
Texas County Technical Institute	0	\$0.00	69	\$91,500.00	0	\$0.00	3	\$2,800.00	72	\$94,300.00
Waynesville Area Technical Academy	0	\$0.00	7	\$9,750.00	0	\$0.00	1	\$650.00	8	\$10,400.00
<b>Subtotal:</b>	<b>66</b>	<b>\$125,257.00</b>	<b>541</b>	<b>\$705,253.25</b>	<b>4</b>	<b>\$7,355.50</b>	<b>57</b>	<b>\$67,175.00</b>	<b>688</b>	<b>\$906,640.75</b>

	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
<b>Total:</b>	<b>8,521</b>	<b>\$16,180,785.97</b>	<b>11,833</b>	<b>\$15,500,321.25</b>	<b>192</b>	<b>\$418,519.50</b>	<b>4,576</b>	<b>\$9,136,525.16</b>	<b>25,122</b>	<b>\$41,235,151.88</b>
Total Student Head Count:	8,460		11,809		191		4,562		22,171	

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2007-2008 Payment Table  
As of July 30, 2008

Marguerite

Bright Flight  
Scholarship Program

Ross Barnett Memorial  
Scholarship Program

Access Missouri  
Scholarship Program

Totals

Public Four-Year Colleges

	Bright Flight Scholarship Program Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Harris-Stowe State University	0	\$0.00	0	\$0.00	329	\$395,295.00	329	395,295.00
Missouri Southern State University	82	\$153,000.00	1	\$1,215.00	1,038	\$1,846,085.00	1,121	1,860,300.00
Missouri Western State University	49	\$97,000.00	5	\$9,277.50	1,406	\$2,016,941.00	1,460	2,123,218.50
<b>Subtotal:</b>	<b>131</b>	<b>\$250,000.00</b>	<b>6</b>	<b>\$10,492.50</b>	<b>2,773</b>	<b>\$4,058,321.00</b>	<b>2,910</b>	<b>\$4,318,813.50</b>

Comprehensive Universities

Missouri State University	803	\$1,528,762.00	12	\$23,974.00	3,014	\$4,344,461.00	3,829	5,895,137.00
Missouri State University - West Plains	8	\$16,000.00	1	\$612.00	238	\$157,545.80	247	174,157.80
Northwest Missouri State University	104	\$197,000.00	0	\$0.00	1,276	\$1,895,792.00	1,380	2,092,792.00
Southeast Missouri State University	198	\$378,000.00	1	\$1,260.00	2,076	\$3,034,946.20	2,275	3,414,206.20
University of Central Missouri	189	\$320,000.00	0	\$0.00	1,753	\$2,831,652.00	1,922	2,951,652.00
<b>Subtotal:</b>	<b>1,282</b>	<b>\$2,437,762.00</b>	<b>14</b>	<b>\$25,846.00</b>	<b>8,357</b>	<b>\$12,064,397.90</b>	<b>9,663</b>	<b>\$14,527,946.00</b>

Statewide Liberal Arts

Truman State University	1,296	\$2,514,364.00	0	\$0.00	1,119	\$1,662,433.00	2,415	4,196,797.00
<b>Subtotal:</b>	<b>1,296</b>	<b>\$2,514,364.00</b>	<b>0</b>	<b>\$0.00</b>	<b>1,119</b>	<b>\$1,662,433.00</b>	<b>2,415</b>	<b>\$4,196,797.00</b>

1890 Land-Grant University

Lincoln University	6	\$10,000.00	0	\$0.00	576	\$870,915.50	582	880,915.50
<b>Subtotal:</b>	<b>6</b>	<b>\$10,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>576</b>	<b>\$870,915.50</b>	<b>582</b>	<b>\$880,915.50</b>

1862 Land-Grant University

Missouri University of Science and Technology	986	\$1,826,000.00	0	\$0.00	1,045	\$1,466,664.00	2,031	3,292,664.00
University of Missouri-Columbia	2,417	\$4,604,143.93	6	\$11,966.70	4,214	\$6,312,156.09	6,637	10,928,296.73
University of Missouri-Kansas City	394	\$758,000.00	0	\$0.00	1,480	\$2,184,225.00	1,874	2,942,225.00
University of Missouri-St. Louis	161	\$305,000.00	83	\$216,969.50	1,409	\$2,038,565.00	1,653	2,560,465.50
<b>Subtotal:</b>	<b>3,958</b>	<b>\$7,493,143.93</b>	<b>89</b>	<b>\$228,937.20</b>	<b>8,148</b>	<b>\$12,001,610.99</b>	<b>12,195</b>	<b>\$19,723,661.23</b>

Public Two-Year

Crowder College	7	\$12,000.00	3	\$8,580.00	385	\$254,305.00	400	274,885.00
East Central College	8	\$14,000.00	0	\$0.00	314	\$201,282.00	322	215,282.00
Jefferson College	12	\$21,000.00	0	\$0.00	413	\$264,200.00	425	285,200.00
Metropolitan Community Colleges	38	\$67,000.00	0	\$0.00	781	\$524,244.50	819	591,244.50

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2007-2008 Payment Table  
As of July 30, 2008

Marguerite

	Bright Flight		Ross Barnett Memorial		Access Missouri		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Metropolitan Community Colleges-Longview	5	\$9,000.00	0	\$0.00	0	\$0.00	5	9,000.00
Metropolitan Community Colleges-Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Mineral Area College	4	\$8,000.00	0	\$0.00	361	\$207,752.00	365	215,752.00
Moberly Area Community College	14	\$20,000.00	16	\$20,190.00	558	\$331,225.00	588	371,415.00
North Central Missouri College	1	\$2,000.00	0	\$0.00	167	\$116,747.00	168	118,747.00
Ozarks Technical Community College	27	\$45,000.00	3	\$4,492.00	984	\$592,640.00	1,014	642,132.00
St. Charles Community College	11	\$21,000.00	0	\$0.00	373	\$203,670.00	384	224,670.00
St. Louis Community College-Florissant Valley	10	\$17,000.00	0	\$0.00	828	\$473,669.00	838	490,669.00
St. Louis Community College-Forest Park	4	\$7,000.00	0	\$0.00	1	\$425.00	5	7,425.00
St. Louis Community College-Meramec	29	\$43,000.00	0	\$0.00	50	\$27,725.00	79	70,725.00
St. Louis Community College-Wildwood	1	\$1,000.00	0	\$0.00	0	\$0.00	1	1,000.00
Slate Fair Community College	5	\$10,000.00	0	\$0.00	507	\$286,290.00	512	308,290.00
Three Rivers Community College	2	\$4,000.00	0	\$0.00	302	\$203,575.00	304	207,575.00
<b>Subtotal:</b>	<b>178</b>	<b>\$301,000.00</b>	<b>27</b>	<b>\$33,262.00</b>	<b>6,024</b>	<b>\$3,699,749.50</b>	<b>6,229</b>	<b>\$4,034,011.50</b>
<b>Public Two-Year Technical College</b>								
Linn State Technical College	1	\$2,000.00	0	\$0.00	206	\$290,069.00	207	292,069.00
<b>Subtotal:</b>	<b>1</b>	<b>\$2,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>206</b>	<b>\$290,069.00</b>	<b>207</b>	<b>\$292,069.00</b>
<b>Independent Universities</b>								
Saint Louis University	451	\$871,000.00	2	\$5,661.60	898	\$3,085,946.00	1,351	3,962,607.60
Washington University	428	\$836,000.00	10	\$23,909.65	158	\$547,395.00	596	1,407,304.65
<b>Subtotal:</b>	<b>879</b>	<b>\$1,707,000.00</b>	<b>12</b>	<b>\$29,571.25</b>	<b>1,056</b>	<b>\$3,633,341.60</b>	<b>1,947</b>	<b>\$5,369,912.45</b>
<b>Other Independent Four-Year</b>								
Avila University	14	\$28,000.00	0	\$0.00	173	\$499,225.00	187	527,225.00
Central Methodist University	9	\$18,000.00	0	\$0.00	466	\$1,586,940.00	475	1,604,940.00
College of the Ozarks	13	\$23,000.00	0	\$0.00	473	\$1,595,440.00	486	1,618,440.00
Columbia College	27	\$48,000.00	0	\$0.00	1,510	\$4,549,755.00	1,537	4,597,755.00
Cuiver-Stockton College	6	\$12,000.00	0	\$0.00	222	\$769,520.00	228	781,520.00
Drury University	193	\$368,000.00	11	\$28,071.00	865	\$2,966,935.00	1,089	3,363,006.00
Fontbonne University	7	\$12,000.00	0	\$0.00	507	\$1,533,779.25	514	1,545,779.25
Hannibal-LaGrange College	14	\$28,000.00	0	\$0.00	259	\$914,801.60	273	942,801.60
Lindenwood University	134	\$251,000.00	0	\$0.00	1,298	\$4,255,826.00	1,432	4,506,826.00
Maryville University of Saint Louis	53	\$103,000.00	3	\$9,907.80	497	\$1,677,394.00	553	1,790,291.80
Missouri Baptist University	20	\$36,000.00	1	\$1,980.00	265	\$675,940.00	286	913,920.00
Missouri Valley College	5	\$9,000.00	0	\$0.00	464	\$1,579,515.00	469	1,588,515.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2007-2008 Payment Table  
As of July 30, 2008

Marguerite

	Bright Flight		Ross Barnett Memorial		Access Missouri		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Park University	22	\$44,000.00	3	\$5,661.60	330	\$1,041,103.00	355	1,090,764.60
Rockhurst University	93	\$179,000.00	0	\$0.00	351	\$1,194,425.00	444	1,373,425.00
Southwest Baptist University	91	\$171,000.00	0	\$0.00	492	\$1,622,666.00	583	1,793,666.00
Stephens College	16	\$32,000.00	0	\$0.00	175	\$606,392.70	191	638,392.70
Webster University	107	\$197,000.00	18	\$49,722.30	730	\$2,437,707.00	855	2,684,429.30
Westminster College	79	\$154,000.00	0	\$0.00	236	\$814,085.00	315	968,085.00
William Jewell College	97	\$190,250.00	0	\$0.00	218	\$742,168.00	315	932,418.00
William Woods University	19	\$35,000.00	0	\$0.00	144	\$487,280.00	163	522,280.00
<b>Subtotal:</b>	<b>1,019</b>	<b>\$1,938,250.00</b>	<b>35</b>	<b>\$55,342.70</b>	<b>9,695</b>	<b>\$31,750,885.96</b>	<b>10,760</b>	<b>\$33,784,479.66</b>
<b>Independent Two-Year</b>								
Cottey College	3	\$6,000.00	0	\$0.00	35	\$113,639.00	38	119,639.00
Wentworth Military Academy	0	\$0.00	0	\$0.00	38	\$112,325.00	38	112,325.00
<b>Subtotal:</b>	<b>3</b>	<b>\$6,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>73</b>	<b>\$225,964.00</b>	<b>76</b>	<b>\$231,964.00</b>
<b>Independent Institutions for Art &amp; Music</b>								
Kansas City Art Institute	8	\$16,000.00	0	\$0.00	87	\$277,455.00	95	293,455.00
<b>Subtotal:</b>	<b>8</b>	<b>\$16,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>87</b>	<b>\$277,455.00</b>	<b>95</b>	<b>\$293,455.00</b>
<b>Professional/Technical</b>								
Barnes-Jewish College of Nursing	1	\$2,000.00	1	\$1,415.40	36	\$98,115.00	38	101,530.40
Boonslick Area Vocational School	0	\$0.00	0	\$0.00	4	\$2,675.00	4	2,675.00
Cape Girardeau Area Career & Tech Center	0	\$0.00	0	\$0.00	23	\$16,900.00	23	16,900.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Cass Career Center	0	\$0.00	0	\$0.00	8	\$4,850.00	8	4,850.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	22	\$17,100.00	22	17,100.00
Eldon Career Center	0	\$0.00	0	\$0.00	4	\$1,350.00	4	1,350.00
Four Rivers Career Center	0	\$0.00	0	\$0.00	5	\$4,250.00	5	4,250.00
Franklin Technology Center	0	\$0.00	0	\$0.00	35	\$25,175.00	35	25,175.00
Gibson Technical Center	0	\$0.00	0	\$0.00	13	\$10,500.00	13	10,500.00
Grand River Technical School	0	\$0.00	0	\$0.00	12	\$8,740.00	12	8,740.00
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	9	\$7,225.00	9	7,225.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	25	\$16,250.00	25	16,250.00
Lebanon Technology and Career Center	0	\$0.00	0	\$0.00	18	\$6,175.00	18	6,175.00
Lester L. Cox College of Nursing	0	\$0.00	0	\$0.00	68	\$213,880.00	68	213,880.00
Lex La-Ray Technical College	0	\$0.00	0	\$0.00	15	\$8,650.00	15	8,650.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2007-2008 Payment Table

As of July 30, 2008

Marguerite

	Bright Flight		Ross Barnett Memorial		Access Missouri		Totals	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars
Logan University	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Nichols Career Center	0	\$0.00	0	\$0.00	14	\$10,350.00	14	10,350.00
Northland Career Center	0	\$0.00	0	\$0.00	5	\$1,550.00	5	1,550.00
Northwest Missouri Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Pike & Lincoln Counties Tech Center	0	\$0.00	0	\$0.00	9	\$6,500.00	9	6,500.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	24	\$18,800.00	24	18,800.00
Ranken Technical College	2	\$3,000.00	0	\$0.00	147	\$500,685.95	149	503,685.95
Research College of Nursing	0	\$0.00	0	\$0.00	3	\$4,300.00	3	4,300.00
Rolla Technical Institute	0	\$0.00	0	\$0.00	40	\$31,350.00	40	31,350.00
Saint Lukes College	0	\$0.00	0	\$0.00	16	\$54,045.00	16	54,045.00
Saline County Career Center	0	\$0.00	0	\$0.00	14	\$9,850.00	14	9,850.00
Sikeston Career & Technology Center	0	\$0.00	0	\$0.00	19	\$15,600.00	19	15,600.00
Southeast MO Hospital School of Nursing/Health Scienc	65	\$126,022.00	0	\$0.00	44	\$139,845.00	44	139,845.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	120	\$429,748.00	120	555,770.00
Texas County Technical Institute	0	\$0.00	0	\$0.00	54	\$151,085.00	54	151,085.00
Waynesville Area Technical Academy	0	\$0.00	0	\$0.00	10	\$6,375.00	10	6,375.00
<b>Subtotal:</b>	<b>68</b>	<b>\$131,022.00</b>	<b>1</b>	<b>\$1,415.40</b>	<b>816</b>	<b>\$1,821,728.95</b>	<b>885</b>	<b>\$1,954,166.31</b>

<b>Total:</b>	<b>8,829</b>	<b>\$16,805,481.83</b>	<b>185</b>	<b>\$424,827.05</b>	<b>38,930</b>	<b>\$72,376,870.99</b>	<b>47,944</b>	<b>\$89,608,179.97</b>
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<b>Total Student Head Count:</b>	<b>6,760</b>	<b>188</b>	<b>38,700.00</b>	<b>43,908</b>
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# MISSOURI VALLEY

## COLLEGE

January 8, 2009

Dr. Robert Stein and Mr. Leroy Wade  
Missouri Department of Higher Education  
3515 Amazonas Drive  
Jefferson City, MO 65109

RE: State Financial Aid Programs at Missouri Valley College

Dr. Stein and Mr. Wade,

Thank you for the opportunity to provide information and comments relevant to the Missouri state student financial aid programs. Over the past several years our state aid programs have seen drastic changes; these changes have all been excellent improvements. The most notable change has been the creation of the Access Missouri Program. This program was designed to provide access to students who otherwise would not be able to pursue the higher education they desire and to promote affordability for Missouri residents who attend Missouri institutions. The program works exactly as it was designed to.

Missouri Valley College is a private four-year liberal arts college in Marshall, MO. The College enrolls approximately 1,400 undergraduate students each academic year. During the fall 2008 semester the College awarded just under \$900,000 in state student financial aid and expects to disburse \$1.7 million for the 2008-2009 award year. The aid these students receive is a crucial factor in their ability to pay their educational expenses. Because of the rural location of Missouri Valley College many of these students would be unable to attend another institution if this funding became unavailable.

The statistical data compiled regarding the students who receive state student financial aid confirms that the largest state aid program, the Access Missouri Grant, is working the way it was designed to. It provides access and promotes affordability for those students who need the funding to pursue their desired higher education. Listed below are some of the statistical data elements relating to students receiving funding through Missouri state financial aid programs at Missouri Valley College (MVC) during the fall 2008 semester.

- 856 of 1398 (61%) students enrolled at MVC are Missouri residents.
- 393 of 856 (46%) Missouri residents receive Access Missouri funding.
- 132 of the Access Missouri recipients are entering freshman graduating with a high school class of less than 100 students.
- 154 of 393 (39%) Access Missouri recipients report a total family income of less than \$30,000 on their financial aid application (FAFSA).

FINANCIAL AID OFFICE

500 East College Street • Marshall, MO 65340 • 660-831-4176 • Fax 660-831-4003  
[www.moval.edu](http://www.moval.edu) • [financialaid@moval.edu](mailto:financialaid@moval.edu)

Dr. Stein and Mr. Wade  
Missouri Department of Higher Education  
Page 2 of 2

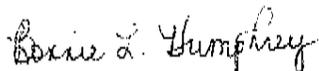
- 127 of 393 (32%) Access Missouri recipients have a calculated EFC of 0 on their financial aid application.
- The average EFC for Access Missouri recipients is 3,190.

The statistic referring to high school graduating class size is a data element worth discussion. Because Missouri Valley College is a small campus we are able to provide a warm, personal environment for our students. Our College takes pride in this ability and we realize that not all schools are able to create this environment, an environment especially needed by students coming from small schools in rural areas. These statistics remind us that these funds are being spent on the students that need the financial help to pay their educational costs.

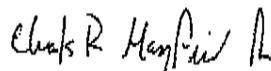
While the public policy for the state student financial aid programs is an excellent policy there is usually some room for improvement in most public policies; this policy is no exception. The one improvement that comes to mind would be an adjustment to the 2.5 GPA requirement for the Access Missouri program. The GPA requirement was established to create an identical academic progress renewal requirement across all state aid programs. If you compare the intent of the Bright Flight scholarship to the Access Missouri Grant they are created as different programs. The Bright Flight scholarships are awarded to the highest achieving students in the state and are not need-based. The Access Missouri Grant is a need-based program and the grants are awarded to the neediest student in the state. These needy students are in many cases first generation students and/or from families that live below poverty levels. Asking these two groups of students to achieve the same GPA to maintain eligibility for the state aid programs seems to be a very unfair approach. A recommendation to reduce the Access Missouri GPA renewal requirement to a 2.0 cumulative GPA would be a good recommendation and would likely be supported by the financial aid community and many legislators.

Again, thank you for the opportunity to submit comments on this subject and thank you for your time. We look forward to seeing the summary document that the MDHE will distribute after all comments are reviewed. We also look forward to public policy discussion at the CBHE meeting in February.

Sincerely,



Dr. Bonnie L. Humphrey  
President



Charles R. Mayfield Jr.  
Director of Financial Aid

From: STEVEN KURTZ [skurtz@mineralarea.edu]  
Sent: Thursday, December 18, 2008 12:10 PM  
To: Wade, Leroy  
Subject: Fwd: Public Policy on State Financial Aid Programs

Mr. Wade,

Here is some feedback from the Director of Financial Aid at Mineral Area College. Thanks for the opportunity for input.

The changes made in the past couple of years to the Missouri State Aid Programs have greatly benefited the students here at Mineral Area College. The only suggestion I have is that they provide the award information earlier than the start of the Fall Semester because by that time most of the students have their award packages in place (including loans). If they knew the information earlier (with certainty) they may not borrow as much. However, I understand this is tied to the budget approval which does not formally occur until July.

Regards,  
Steve



From: Bergrud, Erik [erik.bergrud@park.edu]  
Sent: Monday, January 05, 2009 10:41 AM  
To: Wade, Leroy  
Subject: FW: Public Policy on State Financial Aid Programs (Park University response)

Dear Mr. Wade:

You will receive between now and Friday a formal position paper from ICUM, of which Park University is a member. I would like to share with you here some data related to Park's current Access Missouri recipients:

- \* 2008-9 Access Missouri Recipients: 380
- \* Median Age: 25.9
- \* Percentage of Recipients Aged 25 or Older: 43% (164 total)
- \* Percentage of Recipients Aged 30 or Older: 25% (95 total)
- \* Percentage of Recipients Aged 40 or Older: 7% (28 total)

Like many of the independent institutions across Missouri and the United States, Park University serves a diverse (42% of our students are from racial, ethnic and cultural groups typically underrepresented in colleges and universities) and multi-generational student population.

Please note that one-quarter of our Access Missouri recipients, many of whom work full-time and take classes during the evenings, are aged 30 or older. These students depend on Access Missouri to finance their education and on Park University to provide accessible quality academic programs.

I do hope the MDHE staff and CBHE consider the needs and interests of these "adult learners" during their evaluation of the Access Missouri program.

Please let me know if you need additional information.

Best wishes,

Erik Bergrud  
Director, International Center for Civic Engagement and  
Special Assistant to the President for University Projects on Civic Engagement  
Park University  
8700 NW River Park Drive  
Parkville, MO 64152  
Phone: 1-816-584-6412



From: Karen Walker [kmwalker@semo.edu]  
Sent: Thursday, January 08, 2009 4:33 PM  
To: Wade, Leroy  
Subject: Access Missouri Information

Happy New Year Leroy.

I attached information regarding our students who received Access Missouri for the fall 2008 and information on students who would have been potentially eligible if they had met the April 1 FAFSA deadline. This information is in response to a December 15, 2008 memo from Dr. Stein to Dr. Dobbins. I hope this information has some value in Dr. Stein's and the CBHE's discussion on program distribution trends.

On a related note--I need some information on the distribution of aid for the students in the EFC ranges of 12,001 to 14,000 by whatever increment you use in this range. I need to know the number of students and dollar amount by sector by increment. I am hoping that you have already looked at this information so this won't be an added burden. I would really appreciate it if I could get this sometime early next week.

Also, I can't recall whether the appropriation for Access MO for the 0809 year included base and one time dollars. Can you clarify that for me? If there are one-time dollars, what is the base appropriation amount and the one-time dollar amount.

Thanks for any assistance you can provide in answering these questions.

Karen

**Student Financial Services-Financial Aid**

Southeast Missouri State University

One University Plaza

Cape Girardeau, MO 63701

(573) 651-2253Memorandum**Analysis of the 2008-2009 Access Missouri Grant Recipients**

2187 students received fall 2008 Access Missouri Grant awards.

**EFC**

504 have EFCs of 0

637 have EFCs between 0 and 500

1258 have EFCs within the Pell EFC eligibility range

517 have EFCs between 7,000 and 14,000

110 have EFCs above 12,000

**Dependency Status**

1583 are dependent students

604 are independent students

**Adjusted Gross Income****Dependent Students:**

217- AGI over \$75,000

Highest AGI - \$140,717

**Independent Students:**

2 - AGI over \$75,000

Highest AGI - \$75,000

**Class Level**

604 Freshmen

445 Sophomore

421 Junior

717 Senior

**Potentially eligible students:**

766 students met all eligibility parameters for the award based on an EFC cut-off of 14,000 (gpa not considered) but did not meet the April 1, 2008 FAFSA deadline.

582 of these students have an EFC of less than 7000

466 have EFCs in the Pell eligible range.

## Memorandum

To: Leroy Wade, Assistant Commissioner

From: Khaneetah A. Cunningham, Manager Student Financial Aid

Date: 1/29/09

Re: Policy Discussion on State Financial Aid Programs

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Thank you for the opportunity to share information that may be useful in the upcoming policy discussion at the February 2009 CBHE meeting. I have provided a response to each bullet point as requested in Dr. Stein's memo.

- **Identification of data elements and summaries the MDHE could provide that would add value to the public policy discussion.**

The following data elements would be useful in evaluating the effectiveness and success of various state aid programs.

Enrollment data of Missouri students at Missouri public and private institutions  
Institutional aid dollars provided by source (state, federal, institutional, and private)  
Financial profile of Missouri students and families that are benefiting from state aid programs by institution and educational sectors  
Retention, graduation and transfer rates  
Employment statistics by institution and sectors  
Long term tracking studies of specific cohorts of students receiving state aid

Evaluating outcome data for each state aid program would assist in ensuring that programs are meeting their intended purpose. Data could also be useful in ensuring that dollars are being appropriately and effectively leveraged to meet the needs of students and families in Missouri and the educational goals of the state.

- **Any institutional research and analysis about your students who receive state financial aid.**

Information and data regarding primary state programs at St. Louis Community College is included. Information relates to students and families receiving state aid at St. Louis Community College from 2006-07 to date.

- **Position papers about what should be Missouri's public policy on state student financial aid.**

Affordability and access to higher education remain primary concerns for the general public. Given current economic conditions and uncertainties, conditions of the student loan market and regulatory requirements for specific federal aid programs and the impact on students, state financial assistance is crucial for families to have both access and choice in pursuing higher education goals.

The complexity and structure of existing state student financial aid programs and the amount of need-based aid available for low income students remains a concern. Given this, state financial aid programs should remain priority and continue to focus on enhancing access and success for students and families with the greatest financial need as determined by the FAFSA. In addition, there should be continued efforts to ensure that higher education remains accessible and affordable to working, middle income families and self supporting students with demonstrated financial need. We support the continued funding and existing eligibility guidelines of state need-based aid programs.

To assist students and families in pursuing and successfully achieving their higher education goals and to assist in meeting educational goals of the state, students should continue to have a choice in using state aid at any of Missouri's accredited post secondary institutions.

There may be cause for review of policy to determine the various sectors that should qualify to receive state aid dollars. There may also be cause for thorough evaluation of the A+ program and seeking recommendation for expansion of the program for junior and senior level coursework at four year institutions.

Focus should remain on improving the efficiency of financial aid with regard to state program funding, determination of awards, and simplifying and streamlining financial aid eligibility requirements for the state aid programs. Consistent renewal eligibility criteria for specific programs would be less confusing to students and parents and would provide an expectation for the student to maintain eligibility for state awards. In addition, if the renewal eligibility criteria were consistent for programs, verification of eligibility would be simplified for institutions.

Missouri's current policy on state financial assistance seems to be working as intended. With state financial aid programs being priority and continued focus on enhancing access and choice, students and their parents can easily access financial aid opportunities and higher education in Missouri.

#### Access Missouri Financial Assistance Program

Access Missouri has increased the number of students receiving state financial assistance and provided opportunity to middle income families to achieve higher education goals. The only other source of funding for many of these families would have been student loans. State-wide, there have been significant gains in qualifying more community college students for state awards. This current academic year, St. Louis Community College has awarded more students Access Missouri than any other institution in the public two-year sector. Many of our Missouri students and families have benefited from this program institutionally as well as state-wide. Other notable positive contributions of the program include portability for students and improved administrative capability for institutions. Future discussions could include review and evaluation of maximum student award amounts, for the purpose of achieving equity of funds available across sectors. There could also be discussion of the current 2.5 GPA requirement for renewal students and whether or not this is an equitable assessment of academic achievement in comparison to other state programs. Based on evaluation of various data, the program has demonstrated success in a relatively short period of time and seems to be working as intended. It is our hope that the Coordinating Board for Higher Education, the Missouri Department of Higher Education and the Missouri General Assembly continue to support the Access Missouri program.

**St. Louis Community College State Programs**

**Access Missouri Total**

	Count	Total
2007-08	889	501,819.00
Fall		
2008	936	435,333.00

**EFC Range**

	EFC<=4041	EFC between 4,041-12,000	EFC Great than 12,000
2007-08	702	187	
Fall			
2008	740	179	17

**Dependency Status**

	Dependent	Independent
2007-08	554	335
Fall		
2008	591	345

**Adjusted Gross Income Range**

	Dependent AGI 0-75,000	Dependent AGI Over 75,000	Independent AGI 0-75,000	Independent AGI Over 75,000
2007-08	525	29	335	
Fall 08	550	41	343	2

**Access Missouri Grade Level**

	First Year Students	Second Year Students
2007-08	560	329
Fall		
2008	616	320

**A Plus**

	Count	Total
2006-07	958	1,783,549.80
2007-08	925	1,801,870.60
Fall		
2008	887	1,093,774.10

**Bright Flight**

	Count	Total
2007-08	44	68,000.00
Fall		
2008	27	27,000.00

**Marguerite Ross Barnett**

	Count	Total
2007-08	0	0.00
Fall		
2008	0	0.00

**Gallagher & Missouri College Guarantee**

	Fund	Count	Total
2006-07	Gallagher	20	15,738.00
2006-07	Missouri College Guarantee	24	37,685.00

From: Matt Melvin [melvin@ucmo.edu]  
Sent: Thursday, January 08, 2009 1:33 PM  
To: Wade, Leroy  
Subject: Public Policy on State Financial Aid Programs

Attached is a response from Commission Stein's memo on December 15, 2008 regarding the development of public policy on state financial aid programs.

If you have questions or need more information, do not hesitate to contact me.

Matt Melvin  
Assistant Provost for Enrollment Management  
University of Central Missouri

# Memo

**To:** Leroy Wade, Assistant Commissioner  
**From:** Matt Melvin, Assistant Provost for Enrollment Management, University of Central Missouri  
**CC:** George Wilson, Provost, University of Central Missouri  
Ann Pearce, Chief of Staff, University of Central Missouri  
**Date:** 1/15/2009  
**Re:** Public Policy on State Financial Aid Programs

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This is being written in response to the memo distributed by Robert Stein on 12.15.08 requesting that institutions provide MDHE responses in preparation for the February CBHE meeting where public policy regarding state aid programs will be discussed.

Specifically, we were asked to respond to three questions:

**Identification of data elements and summaries MDHE could provide that would add value to the public policy discussion**

Outcome data evaluating the success of each of the state aid programs in achieving its desired objective would be beneficial to all particularly regarding programs that impact UCM and its students the most (A+ program, Bright Flight and Access Missouri Grant). Persistence, progression, completion, graduation and employment metrics would allow public policy makers to determine if programs are meeting their initial, intended purpose and are effective in developing a more educated Missouri citizenry and workforce or if they are simply "feel good" strategies that have drifted away from achieving their intended purpose. The development of a financial profile of students and families that are benefitting from state aid programs is also warranted to determine if state aid dollars are being distributed to those with the highest level of need or if they are being distributed to students and families with medium to low level of need that are fortunate to live in areas where they can benefit from attendance at an A+ designated high school or have the family, social, education and economic support systems in place necessary to qualify to receive Bright Flight.

Similarly, it is critical to review the state aid programs to determine the unintended consequences that may have been created as a result of their implementation. Longitudinal tracking studies of specific cohorts of students receiving state aid would enable public policy makers to evaluate the effectiveness of various state aid programs to ensure that dollars are being appropriately and effectively leveraged to meet the needs of students and families in Missouri as well as the educational goals of the state.

**Institutional Research and Analysis about students who receive state financial aid**

Attached in a separate document is financial information regarding the students and families at UCM receiving state aid during the 08-09 academic year. As is evident, several of the state aid programs available have little impact on students attending UCM either due to four-year institutions not being eligible to participate in the program (A+) or because they are designed for such specific market niches that no one qualifies. If these low numbers of participants are evident at other institutions, it is seemingly a problem since a state aid program should be designed to serve greater numbers of students and families.

As you are aware, the Access Missouri program is relatively new and we are anxious to see the impact this aid program has on persistence, progression and graduation rates. Our internal data indicates that need does not have an impact on yield. This is due to the unfortunate fact that those with the highest need often have the lowest level of college readiness which limits their consideration set dramatically since they often do not qualify for institutionally-based merit aid. However, our internal data clearly indicate the impact of unmet need in terms of persistence, progression, retention and graduation. Large levels of unmet need often lead to behaviors that do not support student success (working large amount of hours off campus, attending part-time, living off-campus, multiple jobs, leaving campus to return home to work on weekends) which is particularly damaging to students that often come to higher education with low levels of college readiness. Thus, we support the continued funding and existing eligibility guidelines of need-based aid programs such as Access Missouri as well as continued efforts to decrease reliance on student loans at the undergraduate level, particularly for cohorts of students that have shown to be loan averse.

Due to UCM's position in the market, we are in direct competition with community colleges for lower-level undergraduate students. Both quantitative and qualitative data indicate UCM loses students that would attend if they could utilize their A+ benefits at four-year institutions. This suggests the A+ program is not providing access to students that would not attend without the award but rather who are electing to enter via the community college sector for strictly financial reasons. As such, the award does not appear to be enhancing the college going-rate of Missouri high school students but rather shifting enrollment patterns at both two-year and four-year institutions.

According to the latest report from the Chronicle Research Services, most students who attend a community college with the intention of earning a bachelor's degree never do so. One of three college-bound students start at a community college, but only one of four who enter with the intention of receiving a bachelor's degree ever receives one. Thus, a state aid policy that drives enrollment to community colleges is potentially having a negative impact on four-year degree attainment. In addition, several four year institutions have been forced to utilize institutional aid dollars to provide discounts to those students eligible for A+ dollars in an effort to attract these students to their campuses which serves to drive down net tuition revenue and potentially forces money away from need-based aid programs. It appears the program has increased competition between the two and four-year sector for an increasingly decreasing number of high school graduates particularly as the majority of students receiving A+ dollars do not appear to be enrolling in the technical training programs offered at community colleges but rather in transfer programs that compete directly with course offering at four-year institutions.

Furthermore, in contrast to what was expected when the A+ program was developed, UCM has not witnessed significant increases in transfer students as a result of the creation and implementation of this program. Whether these students are not moving through the educational pipeline or make the decision to continue enrollment at a four-year institution where they do not have to uproot and leave family, friends and employment is a question that without data mentioned earlier we really do not have an answer. Data sets need to be developed to enable the state to track and evaluate the effectiveness of the A+ program or consider expanding the program to those four-year institutions that currently do not benefit from this program in an effort to level the playing field.

Our data would also suggest that the Bright Flight program be reviewed to determine if it is having the desired impact considering its current level of funding, the relative high propensity of Missouri students to attend Missouri institutions, the current economic situation which indicates students are far less likely to attend an out-of-state institution, the increases in tuition that have decreased the purchasing power of the award and the increasing amount of institutionally funded merit-aid being provided at both public and private institutions in an effort to attract high ability students. There is a powerful correlation between family income and high achievement on the ACT. Based on data from our institution, the award is made to students that would already be attending higher education and who often come from families with low need. In addition, students receiving this award also receive additional institutional merit-based aid which leads to unintentional consequences of stacking aid

which again lowers net tuition revenue and leads to the most academically able and often wealthiest students receiving large amounts of state and institutional aid.

#### **Position on Missouri Public Policy on State Student Financial Aid**

The state must determine if it has the economic resources to fund entitlement programs, such as the A+ program, merit-based aid (Bright Flight) and need-based aid programs (Access Missouri). Few, if any, states have the luxury of being able to afford to fund both need and merit aid programs. Further review of programs that have recently been developed is also needed to determine the cost vs. benefit of these programs considering the relatively small numbers of students and families that are benefitting them.

Similarly, the state aid policy must be reviewed to determine the various sectors that should qualify to receive state aid dollars. Continuation of state aid programs to private institutions and the for-profit sector must be evaluated critically to determine the role the state should play in providing support for these institutions particularly when capacity exists at the majority of four-year public institutions in the state. Consideration must also be given to providing funds that can be utilized in one sector but not the others particularly when that sector is already a low-cost provider.

When one examines the demographic shifts that are expected to occur in Missouri through 2022, it is apparent that tomorrow's students will be increasingly diverse. As Sevier (1998) states, a sad reality of our society is that nonwhite populations simply, on average, do not have the financial resources of white populations. Current data show that nonwhite students are much less likely to be able to afford full or significant portions of their tuition and a large majority will require financial aid in order to attend an institution of higher education. Thus, we would strongly support the continuation of need-based aid programs designed to gap student's need after other types of federal grants and self-aid is applied, either the expansion of existing entitlement programs to four-year institutions through a voucher program or their elimination if data does not support they are achieving the desired result, and a review of the existing merit-based aid program to determine whether these dollars are being leverage to help the most needy Missouri families access and persist in higher education. Considering the relatively low college going-rate in the state of Missouri and the low percentage of bachelor's degree recipients in the state compared to other states, it seems prudent from a public policy perspective that state aid be targeted at enhancing access and success for those with the greatest financial need.

<b>Scholarship</b>	<b>Recipients</b>	<b>Recvd FAFSA</b>	<b>Avg EFC</b>	<b>Avg Family Income</b>
Access Missouri grant	2460	2460	\$4,664.12	\$45,046.39
Gear-Up Scholarship	2	2	\$1,380.00	\$36,932.00
Marguerite Ross Barnett	2	2	\$2,699.50	\$30,533.50
Bright Flight	149	108	\$9,304.52	\$53,509.17
Missouri Survivor Grant	4	2	\$1,555.25	\$20,892.50
Missouri Teacher Education	26	25	\$18,801.50	\$87,463.92
Robert Byrd Scholarship	1	1	\$9,440.00	\$88,721.00
	2644	2600		



## Access Missouri Financial Assistance Program

- **Funding for Private Higher Education and the Impact on Public Higher Education Operating Appropriations:** When developing Access Missouri, the University and other public institutions voiced a concern that funding for this financial assistance program should not come at the expense of directly funding operations for the state's public institutions now and in the future.
  - In the FY 2008 budget, the state appropriated \$47 million for the Access Missouri scholarship program and later added \$25 million in supplemental appropriations for a total of \$72 million. The House budget bill for FY 2009 has raised the total appropriations for this program to almost \$96 million. This is at a time when direct state support for higher education institutions is below FY 2001 funding in nominal dollars and just below FY 1993 funding in real terms.
  - In FY 2008, \$72.4 million was awarded to students. The following table shows the distribution of the funding and the average award received in each of the sectors.

**Access Missouri Scholarship Program**

FY 2008	Total Aid Awarded	Aid as a % of Students	# of Students	Students as a % of Total	Average Award
Private	\$37,479,161	52%	11,399	29%	\$3,288
Public 4 Yr*	\$30,810,200	43%	20,941	54%	\$1,471
Public 2 Yr**	\$4,087,510	6%	6,590	17%	\$620
<b>TOTAL</b>	<b>\$72,376,871</b>	<b>100%</b>	<b>38,930</b>	<b>100%</b>	<b>\$1,859</b>

\* Includes Linn State \*\*Includes Public VocTech

- 4-year private institutions received 52% of the funding with only 29% of the eligible students, while public 4-year institutions that enrolled 54% of the eligible students received only 43% of the funding. The average grant to students who attended private institutions was more than twice that awarded to students at 4-year public institutions.
  - One could argue that the increased support for public higher education institutions will come from Access Missouri when enrolling students who are eligible for the aid. However, in FY 2008, over 50% of the additional funding of \$48 million was distributed to private higher education institutions. This amounts to a 154% increase in funding going to private higher education.

- This is at a time when Missouri is 46<sup>th</sup> in increase in state appropriations for public higher education over a 10-year period; 43<sup>rd</sup> in increase in state appropriations over a two year period; and 40<sup>th</sup> over a one year period with an increase of 4.4% compared to 7.5%.
- This is at a time when funding for Missouri's public institutions is just below the FY 2000 level in nominal dollars and below the FY 1993 level in CPI inflation adjusted dollars.
- By deflecting funding from "institutions" to "students," we are in fact shifting funding from public institutions to private institutions, when there is capacity in public higher education and education is delivered at a lower cost.
- Currently, students choosing private institutions receive twice the award level as those attending public institutions. If the amount of the average grant aid distributed to students in FY 2008 was the same, whether a student attended a private or a public 4-year institution (\$1,471), approximately \$20.9 million less would have been needed. This \$20.9 million could have been utilized to increase the operating budgets for public higher education. This would have resulted in an increase of approximately 7.6%, compared to the 4.7% actually appropriated, and would have moved higher education funding back to the peak 2001 level more quickly.
- The addition of \$25 million in recurring funds to the Access Missouri program for FY 2009 will bring the total to \$100 million. This amount could have funded 65% of the Preparing to Care initiative, creating opportunities for more students to train in the health professions and meeting the healthcare needs of Missourians well into the future.
- **Funding for Private Higher Education Public Policy Issues:** The Access Program does not address the public policy issue of subsidizing students who attend private institutions at a much higher dollar amount than those who attend public institutions.
  - Missouri currently ranks third in the nation by percent of funding awarded to students who attend private institutions. Under the Access Missouri program, Missouri will continue to promulgate this position by devoting 50% of the grant funding to private higher education, compared to the national average of 33%.
  - The new model provides students who attend private higher education institutions a maximum of \$4,600 in need-based financial aid grants compared to grants of \$2,150 and \$1,000 to attend public four-year and two-year respectively.
  - As a result, under the model, private institutions that enroll only 21% of Missouri resident undergraduates would receive over 50% of the available state financial aid support.

- The available dollars would go farther if the maximum need-based grant was the same regardless of attendance at a public or private institution. Since there is no differentiation in the size of the grant for different institutions in the public sector, it is unclear why there should be a difference in grant size between four-year public and four-year private.
- In addition, the grant aid would be more closely distributed based on the proportion of students attending the institutions, with about 32% of the funds going to student attending private 4-year institutions, 60% to public 4-year institutions and the remainder to other institutions.
- **The Impact of the Access Program for Neediest Students:** With respect to the University of Missouri, access to the University of Missouri campuses may not be improved – at least for the lowest income students.
  - For the University of Missouri, limiting the state need-based aid for the lowest income families will make us less accessible than other public institutions. The combined median Pell Grant and Access award ranges from \$4,900 for those students whose families have AGI of \$12,010 or less to \$2,410 to students whose families have AGI of \$39,986. \$4,900 in grant aid results in a 63% discount for a student attending the University of Missouri compared to an 85% or higher discount for a student attending any of the other public 4-year institutions. This results in a disincentive to attend the University of Missouri when choosing among public institutions.
  - The distribution formula could be changed to provide an increase in the award for the neediest students at all institutions and parity for the public and private four-year recipients by reducing the award levels for students at the private four-year level.
- **Mission Differences and Award Size:** The public two-year, public four-year and independent category awards are already differentiated to reflect the cost structures of the institutions across sectors. One can argue, therefore that if the Access program is going to differentiate the size of awards among the three sectors, it should also differentiate within the public 4-year sector in order to take into consideration the different missions, and, therefore cost structures, of the institutions.
  - There is a range in the tuition and fees between the four year institutions, from a low at MO Southern to a high at UMSL.
  - There is a reason why a four-year research/doctoral granting institution is more expensive than a regional four-year institution, and there should be a methodology to make both types of institutions equally accessible to students. The current model does not accomplish this. The current award for public four-year students, \$2,150, provides a significantly lower buying power for students attending the University of Missouri campuses, which have the

highest cost structures, tuition, and expanded mission of teaching, research, public service and economic development.

- A methodology which takes the median of all institutions' tuition and fees, and using that across the sector limits access to the state's public research institution.
- The Access program should provide the majority of funding to Missouri resident undergraduates who attend the state's public higher education institutions. In part, the model differentiates between missions by having grants of differing sizes for two- and four-year institutions, and in part the model differentiates based on ownership, public vs. private. The model should consistently focus on differentiating by mission because of the implicit difference in cost structure. Since there is no differentiation in the size of the grant for different institutions in the public sector, it is unclear why there should be a difference in grant size between four-year public and four-year private. At the very least, the state should provide grants of the same value regardless of whether the four-year institution is public or private.
- **Impact of Returning Heroes Act:** Missouri public institutions are expected to comply with the unfunded mandate of the "Returning Heroes Act" because they receive state funds. However, private schools receive state funds through the state scholarship grant/programs but they do not have to comply with this mandate. The University of Missouri estimates that our four campuses, in 2008-09, will provide scholarships of approximately \$518,000 in response to this legislation.
- **Impact of Changing GPA Requirements:** Continuing eligibility for an Access Missouri grant requires a 2.5 GPA. While, a student with 2.1 grade point average (GPA) can graduate with a bachelor's degree, the same student cannot continue to receive the Access Missouri award.
  - The financial aid directors at the University of Missouri campuses have raised this as a significant concern since a higher than anticipated number of students (more than 650) have struggled to meet the 2.5 GPA. A majority of those same students would meet the eligibility for renewal at the 2.0 GPA level.
  - Since the Access award is primarily a need-based award, not a merit-based award, one could argue that any student in good standing should be eligible to continue to receive the award. Reducing the GPA required for renewal to 2.0 could be of merit, however, no data has been received to-date from the Department of Higher Education to document overall cost for this change.

## **Directions to St. Louis Community College - Wildwood**

### **From Kansas City:**

Take I-70 to St. Louis.  
Merge onto US 40 East / US 61 South (Exit 210A) toward Chesterfield.  
Take Exit 19B toward Clarkson Road / Olive Blvd / MO-340.  
Turn right at Clarkson Road / MO-340 (about 4.5 miles).  
Turn right at Manchester Road / MO-100 (about 3 miles).  
Take the MO-109 ramp and turn left.  
Turn right at New College Avenue.  
New College Avenue turns left and becomes Generations Drive.

### **From St. Louis:**

Take I-44 West.  
Take Exit 264 to State Highway 109.  
Merge right onto MO-109 (about 5.5 miles).  
Turn left at New College Avenue.  
New College Avenue turns left and becomes Generations Drive.

### **From Jefferson City:**

Take US-54 East to Kingdom City.  
Take I-70 to St. Louis.  
Merge onto US 40 East / US 61 South (Exit 210A) toward Chesterfield.  
Take Exit 19B toward Clarkson Road / Olive Blvd / MO-340.  
Turn right at Clarkson Road / MO-340 (about 4.5 miles).  
Turn right at Manchester Road / MO-100 (about 3 miles).  
Take the MO-109 ramp and turn left.  
Turn right at New College Avenue.  
New College Avenue turns left and becomes Generations Drive.

### **From Springfield:**

Take I-44 East toward St. Louis.  
Take Exit 264 to State Highway 109.  
Turn left onto MO-109 (about 5.5 miles).  
Turn left at New College Avenue.  
New College Avenue turns left and becomes Generations Drive.

