

Coordinating Board for Higher Education

Agenda of Meeting

**9:00 AM
Thursday
February 11, 2010**

**Groendyke Hall/Hall of Honor
Wentworth Military Academy
Lexington, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Mary Beth Luna Wolf, Vice Chair, St. Louis

Doris J. Carter, Secretary, Florissant

David Cole, Cassville

Greg Upchurch, St. Louis

Jeanne Patterson, Kansas City

Kathryn Swan, Cape Girardeau

Helen Washburn, Columbia

TIME: 9:00 AM
Thursday
February 11, 2010

PLACE: Groendyke Hall/Hall of Honor
Wentworth Military Academy
1880 Washington Avenue
Lexington, MO 64067

Schedule of Events February 10-11, 2010

Wednesday, February 10, 2010

12:00 – 1:30 pm **Commissioner Search Meeting – Committee of the Whole (Closed Session)**
Groendyke Hall/Hall of Honor
Wentworth Military Academy
1880 Washington Avenue
Lexington, MO 64067

1:30 – 5:00 pm **CBHE Work Session / CBHE Executive Session (if necessary)**
Groendyke Hall/Hall of Honor
Wentworth Military Academy
1880 Washington Avenue
Lexington, MO 64067

5:30 – 8:00 pm **CBHE Dinner**
Groendyke Hall/Hall of Honor
Wentworth Military Academy
1880 Washington Avenue
Lexington, MO 64067

Thursday, February 11, 2010

9:00 am – 2:00 pm **CBHE / PAC Meeting / CBHE Executive Session (if necessary)**
Groendyke Hall/Hall of Honor
Wentworth Military Academy
1880 Washington Avenue
Lexington, MO 64067

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

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

Dr. Bruce Speck, President
Missouri Southern State University

Dr. Michael Nietzel, President
Missouri State University

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

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President
Northwest Missouri State University

Dr. Ken Dobbins, President
Southeast Missouri State University

Dr. Darrell Krueger, President
Truman State University

Dr. Aaron Podolefsky, President
University of Central Missouri

Mr. Gary Forsee, President
University of Missouri

Dr. Brady Deaton, Chancellor
University of Missouri-Columbia

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

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

Public Two-year Colleges

Dr. Alan Marble, President
Crowder College

Dr. Edward Jackson, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Dr. Jackie Snyder, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President
Mineral Area College

Dr. Evelyn Jorgenson, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, President
Ozarks Technical Community College

Dr. John McGuire, President
St. Charles Community College

Dr. Zelema Harris, Chancellor
St. Louis Community College

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

Dr. Marsha Drennon, President
State Fair Community College

Dr. Devin Stephenson, President
Three Rivers Community College

Public Two-year Technical College

Dr. Donald Claycomb, President
Linn State Technical College

Independent Four-year Colleges and Universities

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

Dr. Marianne Inman, President
Central Methodist University

Dr. Dennis Golden, President
Fontbonne University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Dr. James Evans, President
Lindenwood University

Independent Two-year Colleges

Dr. Judy Robinson Rogers, President
Cottey College

Two-year alternate:

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

COORDINATING BOARD FOR HIGHER EDUCATION

****Revised February 9, 2010****

TIME: 9:00 am
Thursday
February 11, 2010

PLACE: Groendyke Hall/Hall of Honor
Wentworth Military Academy
Lexington, MO

AGENDA

	<u>Tab</u>	<u>Presentation by:</u>
I. Introduction		
A. Call to Order		Lowell Kruse, Chair
B. Confirm Quorum		Board Secretary
C. Commissioner Search		Lowell Kruse
D. Committee Reports		
1. Audit Committee		
2. Student Loan / Financial Aid Committee		
3. Strategic Planning Committee		
4. Strategic Communications Committee		
II. Presidential Advisory Committee		
A. Missouri Higher Education Partnership Update		David Welte
• <i>Follow up Discussion - Higher Education Response to Fiscal Challenges</i>		
B. Update on Bonding Initiative		Rep. Chris Kelly
C. Budget Update – Governor’s Actions and Recommendations	A	Paul Wagner
D. Capital Prioritization Guidelines Update	B	Paul Wagner
E. 2010 Legislative Session	C	Zora Mulligan
F. Relationship of CBHE Strategic Initiatives	D	Tim Gallimore
G. <i>Imperatives for Change</i> Update	E	Tim Gallimore
III. Action Items		
A. Minutes of the December 10, 2009 CBHE Meeting		Lowell Kruse
B. Bright Flight Rule	F	Leroy Wade
C. Distance Education Policy Update	G	Tim Gallimore

COORDINATING BOARD FOR HIGHER EDUCATION

****Revised February 9, 2010****

IV. Consent Calendar

A. Distribution of Community College Funds	H	Paul Wagner
B. Legislation Implementation Update	I	Zora Mulligan
C. Proprietary School Certification Actions and Reviews	J	Leroy Wade
D. Academic Program Actions	K	Tim Gallimore
E. LAMP Update	L	Tim Gallimore
F. Mission Review Update	M	Tim Gallimore
G. Student Loan Program Update	N	Leanne Cardwell
H. College Goal Sunday	O	Leanne Cardwell
I. P-20 Council Update	P	Robert Stein

V. Items for Discussion, Consideration, and Possible Vote

A. Federal Stimulus Funding Update Q Tim Gallimore

B. Access Missouri Zora Mulligan
The Coordinating Board may vote on the Access Missouri award amount bill (SB 784) and any other currently pending legislation upon which the Board may wish to take a position.

C. 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

*****Revised February 9, 2010*****

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**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
December 10, 2009**

The Coordinating Board for Higher Education (CBHE) met at 9:00 am on Thursday, December 10, 2009, at the Resort & Yacht Club in Lake Ozark, MO.

Chair Lowell Kruse 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:

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

Chair Kruse briefed attendees on the status of the search for a new Commissioner of Higher Education. The executive search firm, EFL Associates, is sourcing thousands of contacts in education around the country and is beginning to receive applications. Mr. Kruse advised that this remains an open process and that there are no leading candidates regardless of what may have been reported in the newspapers. Every application will be reviewed by the CBHE Commissioner Search Subcommittee and search firm. The full Board will review the semifinalists, and the full Board along with representatives from institutions, the governor's office, the Department of Elementary and Secondary Education, and the Department of Economic Development to assist in the evaluation of finalists.

Committee Reports

Audit Committee

Ms. Zora Mulligan advised the Board on audits currently being conducted by the US Department of Education and the State Auditor's Office (SAO). The SAO continues work on the statewide higher education policy audit and continue to ask questions regarding the Lewis and Clark Discovery Initiative.

Student Loan / Financial Aid Committee

Mr. Leroy Wade advised the Board that the committee had nothing to report at this time but that issues of student financial assistance would be discussed in detail later in the meeting.

Strategic Planning Committee

The committee had no actions to report.

Strategic Communications Committee

The committee had no actions to report.

Nominating Committee

Mr. David Cole reported that the committee met and prepared a slate of candidates for Board officers: Lowell Kruse as Chair, Mary Beth Luna Wolf as Vice-Chair, and Doris Carter as Secretary.

Mr. Kruse opened the floor to other nominations for Board officer. No other nominations were presented, and the floor was closed.

Mr. Cole made a motion **to accept the nominations as presented.** Dr. Helen Washburn seconded the motion, and the motion carried unanimously.

Presidential Advisory Committee

Legislation Implementation Update

Ms. Mulligan provided information regarding progress in implementing recent legislation.

The MDHE collected information about compliance with posting consumer information on institution websites. The deadline was in advance of the fall 2009 semester. All institutions were able to place the required information on their websites prior to the deadline.

MDHE continues to calculate and advise institutions on average tuition and inflation in compliance with the Higher Education Student Funding Act. The Act only pertains to tuition and fees but does not include student fees approved by the student body. Because some student fees may have been approved several years ago, for purposes of administering the Act, only new student fees first paid during or after fall 2008 would be exempt from the calculation.

2010 Legislative Session

Ms. Mulligan advised that this year few bills applicable to higher education have been filed so far. It is likely that the Governor will continue to pursue the Missouri Promise program, and the MDHE is working on bill language to clarify the Bright Flight scholarship and expand the deferral period for military service for this award. Other legislative initiatives include consolidating scholarship programs under the MDHE and strengthening proprietary certification standards.

President Ken Dobbins asked about the fiscal note Missouri Promise. Ms. Mulligan advised that the amount depends on details that have not yet been worked out – will this pay for all high schools, only A+ schools, and will private high schools be involved? The MDHE will continue to keep institutions posted as details emerge.

President Neil Nuttall asked if the A+ program would be moved to the MDHE. Ms. Mulligan advised that the Department of Elementary and Secondary Education (DESE) is supportive of this goal. If Missouri Promise passes this session, A+ would become Missouri Promise and would be administered by the MDHE. If A+ is moved as it is to the MDHE, DESE would still administer the school improvement program without the scholarship as part of its planning.

Budget Update

Mr. Paul Wagner updated the members on the state budget situation and actions taken by the Governor to maintain a balanced budget. The MDHE has had several expenditure restrictions, but those have been absorbed without affecting payroll. If additional withholdings occur within FY 2010, staff may be more directly impacted.

Mr. Wagner introduced former Missouri budget director Jim Moody. Mr. Moody presented an analysis of state revenues and expenditures and the impact that the loss of federal stabilization funds may have on Missouri's economy. Mr. Moody also provided scenarios that the Governor may take in the next fiscal year to avoid a catastrophic budget shortfall in FY 2012.

Ms. Mary Beth Luna Wolf asked what type of investments should be made by Missouri to assist in economic recovery efforts. Mr. Moody replied that because Missouri's manufacturing jobs are moving elsewhere that the future is in technology and biotechnology.

President John McGuire asked what structural challenges exist in Missouri's taxing system that should to be addressed. Mr. Moody stated that currently sales tax is not collected on internet sales, which would help general revenue, but such an attempt may require federal legislation.

Commissioner Robert Stein asked what advice Mr. Moody would offer to a college or university president. Mr. Moody stated that institutions need to educate students better and educate them in the right areas. Higher education budget cuts are not likely to be reversed for several years. Without increases in tuition and no new money, higher education has to shrink.

Commissioner Stein advised that David Welte from the Civic Council of Greater Kansas City was unable to participate in this meeting. In his absence, the following statement was presented:

“Missouri’s universities and colleges are one of the most important economic development tools we have. Attracting and retaining the best and the brightest faculty, students, and administrators to Missouri’s universities and colleges is essential if the state wants to compete effectively in the 21st century global economy. We must convince our state’s policy leaders as well as the general public to view higher education as a priority investment in and for Missouri’s future.”

Mr. Welte is Chair of the inaugural board of the Missouri Higher Education Partnership (MOHEP), a 501(c)3 tax exempt organization composed of business and civic leaders throughout Missouri.

Capital Prioritization Guidelines Update

Mr. Wagner updated the Board on progress made in reviewing and revising the Board's policy on capital prioritization. During the summer's facility review site visits and the process used to prioritize projects for the Joint Committee on Capital Improvements, it became apparent that the CBHE policy guidelines for capital prioritization were outdated and required review and revision.

Sector representatives are working with MDHE staff on criteria that should be added, removed, or clarified. An area for clarification includes requirements for local funding matches; qualifying criteria may be recommended that would remove auxiliary enterprises (e.g., parking lots, athletic facilities) from consideration for prioritization.

Action Items

Minutes

The minutes of the September 10, 2009 CBHE meeting should be amended as follows: Page 8, last paragraph, change the last word from "competition" to "duplication".

The minutes of the September 30, 2009 CBHE conference call should be amended as follows: Page 2, first paragraph under Critical Position Requirements, include the word "issues" after the word "controversial".

Mr. Cole made a motion to **approve the minutes of the September 10, 2009 CBHE meeting and the September 30, 2009 conference call as amended.** Dr. Washburn seconded the motion, and the motion carried unanimously.

Proposed 2011 CBHE Meeting Dates and Locations

Mr. Cole made a motion to **adopt the proposed 2011 meeting dates and locations.** Dr. Washburn seconded the motion, and the motion carried unanimously.

Facility Review Summary Report

Ms. Mulligan briefed the Board on the results of the facility review site visits. Major themes across all campuses include lack of adequate space; outdated laboratory space; and deferred maintenance.

This report may serve three important functions: to re-establish for the Board a sense of the capital situation on public college and university campuses, to identify alignment gaps between institutional planning documents and the statewide coordinated plan (*Imperatives for Change*),

and to use as a communication tool for legislators in the event that Representative Chris Kelly's bonding issue becomes a realistic option.

It is the intent of the MDHE to reinstate periodic facility review site visits to ensure that, when funding does become available, institutions are prepared with a defensible and clearly articulated set of prioritization guidelines.

President Dobbins stated that institutions cannot sell bonds locally and must instead wait for the state to take action. The legislature may not grant such authority though it would be an alternative to a statewide bonding issue.

Commissioner Stein commented that independent institutions are represented at this meeting. Independent institutions may provide opportunities for partnerships in the future that may also address some capital needs.

President Bruce Speck stated that it is important to take seriously the notion that government will be permanently restructured. There may be value in the board and institutional representatives coming together to consider what that means for higher education. These essentially permanent cuts preclude higher education from doing business the same way.

Chair Kruse asked everyone to consider this question prior to the February meeting. In order to be part of the solution, we need a new level of thinking about this issue and to understand the significance of what is happening in the economy. President Carolyn Mahoney encouraged the identification of state needs and a determination of how higher education can help meet those needs by taking advantage of the diversity of Missouri's postsecondary institutions.

Chair Kruse recommended that the next meeting agenda contain an item for discussion regarding possible leadership alternatives. Change is going to happen, and higher education should lead and help shape the change. Commissioner Stein recommended that a subgroup of sector leaders meet with MDHE staff to design and flesh out a framework for the February discussion.

Imperatives for Change Update

Dr. Tim Gallimore briefed the Board on the current status of the *Imperatives for Change* (IFC) progress report and the development of a management dashboard. At the June 2009 meeting, MDHE staff presented a baseline report for IFC. Staff continues to work with institutions on the development of operational definitions and target goals.

During this period, all state agencies were directed to develop and provide a monthly management dashboard to the Governor's office. Staff reviewed the indicators and goals of IFC and the department and prepared a dashboard for submission. The dashboard remains a work in progress as the MDHE and sector groups find agreement on measures and indicators. Staff continues to work with institutions on identifying which indicators should be included in a dashboard, in selecting priorities, and in collecting data.

Commissioner Stein stated that there was a change to the Board book since it was initially printed. The dashboard measure on Student Assessment now includes certificates and associate degrees rather than only measuring baccalaureate degrees.

Commissioner Stein continued by saying that data on independent institutions is included in some areas and not included in others. Some of the dashboard indicators are measures at the student record level. Public institutions are automatically included in the Enhanced Missouri Student Achievement Study (EMSAS), a student record-level database. MDHE staff is working with independent institutions on a pilot project to include the independent sector in the EMSAS database.

Commissioner Stein advised that Ms. Patterson is having difficulty being heard and asked that the following statement be read into the record:

“First, I would like to congratulate Dr. Gallimore and his staff for the stellar work he has done in fulfilling the request of the department in gathering the data. The data is in a reportable and useable form and prepared in such a way that it will bring value to both the consumers of higher education and the policymakers of this state.

When we started this process we did not strive for perfection. We strove for transparency and accountability. I believe this report, with the data that is included, has achieved those two primary goals. Our next challenge is to communicate this report in such a way that it provides insight and integrity for all that use the report.”

Dr. Washburn made a motion to recommend **that the Coordinating Board for Higher Education receive the *Imperatives for Change* update and commend institutional presidents and chancellors and the sector workgroups for their leadership and commitment to this effort.**

It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to continue this work with presidents and chancellors or their designees and other key stakeholders on recommendations for target goals, any additional data collection, and which indicators to include in the IFC Dashboard.

It is further recommended that the Commissioner provide a progress report to the CBHE at its February 10, 2010 meeting.

Finally, it is recommended that an annual *Imperatives for Change* Dashboard be presented for review by the Coordinating Board each September, for final approval the following December.

Ms. Luna Wolf seconded the motion, and the motion carried unanimously.

Joint Report on Missouri Western State University Associate Degrees

Per Section 174.251.2, RSMo, effective July 1, 2010, Missouri Western State University must have either discontinued all associate degree programs or received approval from the CBHE to continue offering such programs. Dr. Gallimore reported that, over the last several years, Missouri Western State University (MWSU), North Central Missouri College (NCMC), and Metropolitan Community College (MCC) have worked collaboratively to identify regional education needs at the associate level and the most efficient method of meeting those needs.

The three institutions reached a tentative agreement whereby four of MWSU's ten associate degrees would be discontinued by MWSU, two associate degrees would be retained and offered solely by the University with CBHE approval, two associate degrees would be retained and offered jointly with NCMC and MCC with CBHE approval, and two associate degrees would be retained for transition to NCMC and/or MCC contingent upon the resolution of lingering issues.

At the June 2009 CBHE meeting, the Board gave provisional approval to the joint agreement and directed that a joint report on the status of the agreement would be submitted in November 2009. On November 30, 2009, the MDHE received two reports – one report from the University and a joint report from the community colleges.

Paul Long representing MCC, Trent Wilson representing MWSU, and Neil Nuttall representing NCMC each reaffirmed their respective institution's commitment to resolving lingering issues and to completing the transition of the remaining associate degrees by the statutory deadline.

Dr. Washburn made a motion to recommend **that the Coordinating Board for Higher Education accept the MDHE staff analysis based on the reports submitted by Missouri Western State University, North Central Missouri College, and Metropolitan Community College concerning implementation of the joint agreement on associate degrees offered by Missouri Western State University.**

It is recommended that a final joint report on implementation of the joint agreement be submitted by the institutions to the Commissioner of Higher Education by May 15, 2010.

Mr. Cole seconded the motion, and the motion carried unanimously.

Curriculum Alignment Initiative

Dr. Gallimore stated that Missouri has the opportunity to be at the forefront for Race to the Top and other federal funds because the curricular alignment of K-12 to higher education is a key component of many competitive grants.

Dr. Gallimore advised that the Curriculum Alignment Initiative (CAI) Steering Committee and discipline workgroups have been working steadily on entry- and exit-level competencies for general education collegiate courses. The Steering Committee has completed its review of three new exit-level competencies in physics, foreign language, and trigonometry.

The Steering Committee and workgroups will focus their attention in the coming months on developing exit-level competencies for the remaining general education courses and on the review and revision of cross-disciplinary competencies. This last will include the addition of cultural/global awareness and creativity, in which our students should be educated in order to live, thrive, and contribute to a global society. The Steering Committee will also become increasingly engaged with the Learning Assessment in Missouri Postsecondary Education (LAMP) workgroup.

Commissioner Stein expressed his appreciation to institutions and their designees on the engaged participation in this initiative.

Dr. Washburn made a motion to recommend **that the Coordinating Board for Higher Education approve the exit-level competencies for the non-majors Physics, Trigonometry, and second semester Foreign Language general education courses.**

It is further recommended that the Board recognize the Curriculum Alignment Initiative Steering Committee and other workgroup participants for their efforts to complete the competencies as directed in the CAI charge.

Mr. Cole seconded the motion, and the motion carried unanimously.

Certification for Participation in Financial Aid Programs

Mr. Wade briefed the Board on two new institutions seeking approval for participation in the state's student financial aid program. MDHE staff has determined that the Warrensburg Area Career Center and the Clinton Technical School meet the eligibility criteria to participate in these programs although the institutions have requested participation only in the Access Missouri program.

Mr. Wade advised that, due to the recertification schedule, MDHE staff will adjust the approval period in order to place the Warrensburg Area Career Center and the Clinton Technical School on the same schedule as other institutions.

Ms. Luna Wolf made a motion to recommend **that the Coordinating Board for Higher Education approve Warrensburg Area Career Center and Clinton Technical School to participate in the state student financial assistance programs administered by the Coordinating Board for Higher Education until recertification of institutional eligibility occurs in September of 2013.**

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

Consent Calendar

Ms. Luna Wolf requested that the Board discuss Tab N – Annual Report of the State Student Financial Aid Committee (SSFAC), particularly the section on Bright Flight.

Mr. Wade briefed the Board on the status of Bright Flight and the changes made to the program in SB 389. The statute now allows for a tiered award whereby the top three percent of ACT and SAT test-takers would receive \$3,000 each and students in the top 4th and 5th percentiles would each receive \$1,000. The CBHE adopted a rule to administer this tiered program.

The MDHE has become aware of a potential issue regarding the awards in that, with the current budget situation, the program may not be fully funded. Should that occur, the Board's administrative rule provides for a proportional approach to the distribution of funds.

President James Evans encouraged the Board to review the administrative rule. The goal of the Bright Flight program is to keep the best and brightest students in Missouri. Reducing the award to the top three percent does not help to accomplish that goal.

Commissioner Stein advised that the MDHE will administer the program by current law. There are two options that might be considered if the CBHE chooses to seek a change:

1. New administrative rule. This approach may take, at a minimum, approximately six months due to the process required for approval.
2. Statutory change. This will put the administration of the program directly into statute.

Ms. Luna Wolf asked what percentage of the top three test-takers actually attends a Missouri postsecondary institution and what percentage of those stay and work in Missouri after graduation. Mr. Wade advised that staff would review the available data and provide a response to those questions.

Mr. Wade advised that the MDHE will solicit information from institutions and the SSFAC and will provide an update at the February meeting.

Mr. Wade also briefed the Board on two recommendations for the State Student Financial Aid Committee that had not been finalized when Board materials were prepared. These appointees, representing the public four-year sector, are Karen Walker from Southeast Missouri State University and Regina Blackshear from Harris-Stowe State University.

Ms. Luna Wolf made a motion **to accept the items on the Consent Calendar**. Mr. Cole seconded the motion, and the motion carried unanimously.

Items for Discussion, Consideration, and Possible Vote

Cape Girardeau Coalition Update on Expanding Access

Commissioner Stein briefed the Board on the progress of the Cape Girardeau Coalition in expanding access to postsecondary education in the region. The Commissioner expressed his deep gratitude to Ms. Kathy Swan who attended meetings of the Coalition in Cape Girardeau.

Members of the Coalition formed the Cape Girardeau County Partnership to develop an agreement on how best to meet regional education needs. These members are Southeast

Missouri State University, Three Rivers Community College, Mineral Area College, Southeast Hospital College of Nursing and Health Sciences, and the Cape Girardeau Public School District.

Partnership members have had an opportunity to review and comment on prior drafts of this Board item. In addition, Senator Jason Crowell had planned to address the Board regarding this agreement but scheduling conflicts precluded his attendance at this time.

Commissioner Stein reiterated that this item does not approve any new degrees or coursework, which are required to adhere to the normal process of program approval. Commissioner Stein read the following recommendation:

It is recommended that the Coordinating Board for Higher Education accept the conceptual proposal of the Cape Girardeau County Partnership to expand access to lower division courses, certificates, and associate degree programs in the region with the understanding that it still must be formally approved by each participating board and that any new associate degree proposals offered through the Partnership would be submitted to the CBHE for approval through the regular program approval process.

It is further recommended that the Coordinating Board commend the Cape Girardeau Coalition, the respective institutional boards, and other stakeholders for their unwavering resolve to develop a proposal that meets the needs of area students while remaining true to individual institutional missions.

Finally, it is recommended that the Coordinating Board direct the Commissioner of Higher Education to provide assistance as needed to the Cape Girardeau County Partnership in developing agreed-upon indicators to measure the success of the partnership in achieving desired outcomes.

Ms. Swan thanked Commissioner Stein for his availability to attend meetings in Cape Girardeau and for his facilitation skills and offered the following statement:

“For nearly 3 years this coalition has been engaged in a very deliberate process, which has included a needs analysis study to ensure that any future solutions would reflect the true educational and workforce development needs of this county. Knowing that an update would be presented to CBHE at this meeting, one of the members of the Coalition recently contacted me to express his continued support of this partnership agreement. I send my sincere thanks and appreciation to the members of this Cape Coalition, and particularly to Dr. Dobbins, Dr. Stephenson, and Dr. Kurtz, for staying this course, for developing this partnership agreement, and for the unanimous approval and commitment to the success of this partnership that will benefit the people of Cape County in the years ahead.

I would be honored to move to accept the recommended action.”

John Mehner of the Cape Girardeau Area Chamber of Commerce was also recognized for his hard work in the development of this agreement.

Mr. Cole seconded the motion, and the motion carried unanimously.

Federal Stimulus Funding Opportunities Update

Dr. Gallimore updated the Board on Missouri's stimulus funding opportunities.

- The MDHE collaborated with DESE, DED, and with Early Childhood to apply for a \$20 million grant to enhance our statewide longitudinal data system. This additional funding is available as part of a nationwide effort to reform longitudinal P-20 data systems. The Missouri P-20 Council would be the governing authority for this database regarding policies for access to the database. This grant also has some cross-state collaborative components with Kansas, Illinois, and Idaho, which has expertise in service learning.
- Another focus is being more engaged with workforce development through the identification of centers of excellence in academic areas. There are collaborations among all sectors around these centers, such as education (issues include remediation and curriculum development for at-risk learners), alternative/renewable energy, and homeland security.
- A group of homeland security experts from Missouri have been asked to meet with the Assistant Director of the division of the Federal Emergency Management Agency (FEMA) that has the authority to disperse grant funds. It is our hope that FEMA will offer a contract to Missouri for up to \$5 million to train emergency responders. There is also an opportunity for Missouri to receive funding for the more academic aspects of homeland security in the development of specialty fields and degree programs.
- A second center of excellence that is making headway is that on alternative/renewable energy. Partner institutions are monitoring available grants for enhancing research and development in these fields as well as develop a strong workforce of individuals trained in alternative and renewable energy.

Missouri has needs and aspirations but very little person-power to respond. We have been fortunate to have faculty, staff, and administrators step outside of their regular job duties to help Missouri prepare applications for these federal funds.

P-20 Council Update

Valeri Lane is the new Chair of the Coordinating Board for Early Childhood, and she has been active in Council meetings. The P-20 Council is designing a follow-up conference to a summit funded by the Council in June 2009. The conference will explore how to articulate courses and provide the best training for early childhood practitioners and center directors.

The Council is also working on a gap analysis for the CAI initiative to understand how those competencies match DESE's present standards and how do both overlap with the recently adopted Core National Standards.

Report of the Commissioner

Commissioner Stein expressed his appreciation to the Board and staff for their assistance. He acknowledged Ms. Angelette Prichett, who has accepted a new position at an institution. Ms. Prichett spearheaded the CAI, LAMP, and homeland security initiatives for Academic Affairs. The MDHE will undergo some reorganization and will alert presidents and chancellors via email to staff reassignments.

A Board item on Mission Review was pulled in order to give presidents and chancellors an opportunity to view the documents before making them public in a Board meeting.

In November 2009, Missouri sent a delegation representing ten institutions from various sectors to Panama to participate in an international education fair. The Commissioner is working on an official report to share with the Governor, the US Embassy, and the Board. The report will be made available on the MDHE website when complete.

Senator Charlie Shields has requested a seminar be presented to Senators on P-20 on January 14th. The MDHE will work with P-20 Council members on a presentation and handouts for this seminar.

Commissioner challenged each sector to let the Board or MDHE what issues you want to discuss or that this Board should consider.

Adjournment

Dr. Washburn made a motion **to adjourn the meeting**. Mr. Cole seconded the motion, and the motion carried unanimously.

**Roster of Guests
Coordinating Board for Higher Education
December 10, 2009**

Name	Affiliation
Ann Brand	St. Louis Community College
Carla Chance	St. Louis Community College
Curtis Creagh	Lincoln University
Annette Digby	Lincoln University
Kenneth Ferguson	Lincoln University
Trent Ford	Career Education Corporation
Tim Gallimore	Missouri Department of Higher Education
Charles Gooden	Harris-Stowe State University
Rodney Gray	Truman State University
Angela Hake	Missouri Department of Higher Education
Harry Hill	Truman State University
James Kellerman	MCCA
Paul Kincaid	Missouri State University
Brian Long	COPHE
Kathy Love	Missouri Department of Higher Education
Jim Moody	Moody & Associates
Zora Mulligan	Missouri Department of Higher Education
Scott Northway	Missouri Department of Higher Education
Rod Nunn	St. Louis Community College
Marty Oetting	University of Missouri
Wesley Payne	Three Rivers Community College
Ann Pearce	University of Central Missouri
Stacey Preis	Joint Committee on Education
Janet Roling	Missouri Department of Higher Education
William Sellers	Wentworth Military Academy
Bill Shoehigh	University of Phoenix
Dwayne Smith	Harris-Stowe State University
Jeffrey Smith	Missouri Department of Higher Education
Sarah Topp	ICUM
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

Budget Update - Governor's Actions and Recommendations
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

The intent of this item is to provide an update on the Governor's actions relating to the FY 2010 higher education budget and recommendations for the FY 2011 Missouri Department of Higher Education (MDHE) budget including state scholarship programs administered by the department, public institutional operating and capital budgets, and University of Missouri-related budget items.

FY 2010 Actions

In conjunction with the release of his recommendations for the FY 2011 budget, the Governor has taken three additional actions regarding reductions in the FY 2010 higher education budget in order to bring planned expenditures into line with expected revenues.

- Placed \$13 million of the Access Missouri appropriation in expenditure restriction. The money would have been used to increase award amounts as the utilization rate for the fall semester was below original estimates. As a result of this restriction, the award amounts for the 2009-10 academic year will remain unchanged, that is, spring awards will be the same as original fall awards.
- Placed an additional \$1.9 million expenditure restriction on the appropriation to MOREnet. This is in addition to \$3.3 million of previous expenditure restrictions.
- Officially cancelled the appropriations for the Lewis and Clark Discovery Projects that were funded with federal stabilization money in HB 22 for FY 2010. Those appropriations were originally placed in expenditure restriction immediately following the signing of the bill by the Governor.

As of the end of January, revenue collections for FY 2010 are still lagging behind the estimate upon which the latest Governor's actions were based, meaning additional expenditure restrictions may be needed before the end of the fiscal year.

FY 2011 Recommendations

MDHE Budget

The Governor's recommendations for FY 2011 include some core reductions and a core transfer from the Department of Elementary and Secondary Education (DESE). The core reductions total \$17,020 of personal service and 1.0 FTE, and \$96,576 of expense and equipment. The FTE

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reduction is evenly split between general revenue and loan program funds and represents unused FTE authority.

In conjunction with the proposed transfer of the A+ Program to the MDHE as the Missouri Promise program, \$30,000 of personal service and 1.0 FTE and \$23,198 of expense and equipment is recommended to be transferred from DESE.

Student Financial Assistance Programs

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 A+ program currently offers two years of free tuition and fees at a community college or other approved two-year institution to students who graduate from an A+ designated high school and meet other qualifying criteria.

The Governor also indicated his intention to pursue legislation to expand this program to all public high schools in Missouri and offer two years of free tuition and fees at a public university following the successful completion of two years in the program at an approved two-year institution. The existing core appropriation is sufficient to pay for the expansion of the program to all public high schools. The Governor's budget recommendations do not include new funding for the proposed benefits qualified students could receive at public universities.

Other MDHE Student Financial Aid Programs

The Governor recommended continued level funding for the following MDHE-administered programs:

- Bright Flight, \$16,359,000;
- Access Missouri, \$95,827,307;
- Public Service Survivor Grant Program, \$100,000;
- Vietnam Veterans Survivors Scholarship Program, \$50,000;
- Minority and Underrepresented Environmental Literacy Program, 82,964; and
- Marguerite Ross Barnett Scholarship Program, \$403,750.

The Governor has recommended first time funding of \$281,250 for the Veteran's Survivors Grant Program due to savings from the rebidding of Department or Revenue fee offices.

The Governor has also recommended a reduction, from \$200,000 to \$169,000, in the Minority Teaching Scholarship Program.

College and University Operating Budgets

The Governor's recommendations for institutional operating funds reflects an agreement whereby, in exchange for a commitment from the Governor to recommend no more than a \$50 million total reduction, each public college and university agrees to not raise in-state undergraduate tuition or fees for the 2010-11 academic year. This \$50 million reduction corresponds to a 5.2% cut for institutional operating budgets.

Capital Improvements

The Governor's recommendations for FY 2011 include no recommendations for capital improvements.

Other Items

The Governor made the following FY 2011 recommendations for items listed as University of Missouri-related:

- Missouri Telehealth Network – \$203,910 core reduction (-25%)
- MOREnet – \$4,188,653 core reduction, (-33%)
- University Hospitals and Clinics - \$6,550,000 reduction for one-time expenditures, and an on-going core reduction of \$3,131,456 (-25%)
- Missouri Rehabilitation Center – same as FY 2010
- Missouri Institute of Mental Health - \$655,892 core reduction, (-40%)
- Missouri Kidney Program - \$564,765 core reduction (-39%)
- State Historical Society - \$121,467 core reduction (-15.8%)
- Spinal Cord Injury Research – same as FY 2010

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

Capital Prioritization Guidelines Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

With the cooperation of representatives from COPHE, MCCA, and Linn State, MDHE staff has begun a review and revision of the CBHE's guidelines for prioritizing capital improvement projects. This agenda item provides an update on this project.

Background

Over the summer of 2009, MDHE staff gained a more substantive knowledge of the capital needs on campuses across the state through the facility review process and the management of other capital improvement issues, including the work of the Joint Committee on Capital Improvements and continuing conversations about a potential statewide bond issue. The facility review report itself has been received very positively for documenting the range and scope of needs in an accessible and thorough manner.

However, during these processes, especially preparing a prioritized statewide list for the Joint Committee, it became evident that the Board's existing guidelines for prioritizing capital projects were in need of a thorough review. This sentiment was shared by many in the higher education community as there has not been a robust, engaged review of the guidelines and process for prioritizing capital projects for many years and there is not a common understanding regarding the meaning behind some guidelines and how the guidelines are implemented in practice.

Current Status

MDHE staff is working with 14 sector representatives who were chosen by COPHE, MCCA, and Linn State to serve on the Capital Prioritization Policy Review Committee.

To begin the process, an extensive list of potential criteria was distributed and participants were asked to provide specific suggestions regarding what criteria should be considered in a revised prioritization policy. The suggestions provided in response to that request were collected and categorized for the first meeting of the Committee.

The committee met on November 19, 2009, and discussion centered on the potential criteria, ideas for funding sources, and other areas of policy revision. The committee also discussed the scoring matrix used by MDHE staff in the production of the prioritized lists for the Joint Committee and the FY 2011 budget recommendations. In addition, the committee considered

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the possibility of utilizing a thematic request, such as a statewide request for science lab renovations, in addition to an annual prioritized list of top campus priorities.

Suggestions for revisions based on this initial meeting are being incorporated into a draft policy for further consideration by the committee. There were some basic agreements in terms of initial criteria that a project must meet in order to be eligible for ranking. These include:

- Must serve a non-auxiliary function. This means that athletic facilities, student housing, or parking lots, for example, would not be eligible for state funding. The committee clarified that there should be some accommodation for facilities such as student unions, that may serve a dual purpose, with the non-auxiliary portion of a dual-use facility being eligible.
- Must serve approved academic programs. The committee agreed that approval of an academic program must precede state funding for a facility designed to support a particular program.
- Must be a part of a campus master plan or overall facility plan.

Another key issue that will be the subject of additional clarification in a new policy is the requirement of local matching funds. Currently there is a customary rule that all community colleges must have a 50% match on all projects, and universities must have a 20% match on new construction. Committee members agreed that there needs to be some additional sophistication added to this element. For example, because of the wide differences among community colleges in local tax base, state support, and overall funding, there may need to be a differential criterion for local match requirements.

The committee is also interested in further discussion on the issue of on-going operating costs, especially in requests for new construction. There is no mechanism by which the state provides additional operating funds for a new building. In the current fiscal environment most on the committee agreed that, when ranking projects, it may be important to consider whether or not an institution can handle the additional operating costs.

Next Steps

A revised policy is currently being drafted for review by the entire committee. MDHE staff will also research prioritization processes used in other states and will continue discussions on the intersection between maintenance and repair and capital funding.

The committee is also keenly aware of the challenges higher education faces in making this policy revision operational as there is no reliable (or unreliable) source of state funding for capital projects. For FY 2011 the Governor has not recommended any capital projects for any purpose in his budget. In addition, there are serious questions about the viability of the bonding proposal that was first introduced during the 2009 session. While the need for significant investment is understood, it's likely that the difficulty of actually securing funding for capital projects will ultimately present a greater challenge than developing an improved and agreed-upon prioritization policy.

STATUTORY REFERENCE

Section 163.191, RSMo, State aid to community colleges

Chapter 33.220, RSMo, submission of annual appropriation requests

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

2010 Legislative Session
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

The 2010 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, but several other issues are addressed as well. A report detailing all higher education-related legislation filed as of January 29, 2010, is provided as an attachment. Please note that this information and the information provided in the attached report are current as of January 21, 2010. Updated information will be provided in the verbal report that accompanies this board item at the February 11, 2010, CBHE meeting.

Grants and Scholarships

Access Missouri. Senators Kurt Schaefer and David Pearce have filed SB 784, which would change Access Missouri award amounts beginning in the 2014-15 academic year. The following table summarizes the changes the bill proposes.

	Award Amounts	
	Through 2013-2014 academic year	2014-2015 and beyond
Community colleges	\$300-\$1,000	\$300-\$1,250
Public 4-year institutions & Linn State	\$1,000-\$2,150	\$1,500-\$2,850
Private institutions	\$2,000-\$4,600	\$1,500-\$2,850

Representative Mike Thomson has also filed a bill that would impact the Access Missouri program. HB 1473 would change the grade point average required for a renewal award for a student's sophomore year. Current law provides that students must have a 2.5 GPA every year to receive a renewal award. Rep. Thomson's bill would lower the requirement to a 2.0 for students entering their second year of study.

Bright Flight. Senator Pearce has filed SB 733, which would change the period that Bright Flight-eligible students who enter the military may 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. This bill is one of the CBHE's legislative priorities.

Missouri Returning Heroes Education Act (MRHEA) and Home-Schooled Students. Representative Rob Schaaf's HB 1504 would change some of the eligibility criteria for the

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MRHEA, which allows certain veterans to pay tuition of no more than \$50 per credit hour. Current law provides that in order to receive the benefit, students must have been Missouri residents at the time they entered the service and must have served after September 11, 2001. This bill would allow veterans to receive the benefit if they are Missouri residents at the time they seek to enroll, regardless of their residency status at the time they entered the service. It would also remove the requirement that the veteran has served after September 11, 2001.

HB 1504 would also require that home-schooled students be treated the same as students who have graduated from public or private high schools for purposes of student financial aid.

Higher Education Capital Funding

Representative Chris Kelly's HJR 77 seeks a constitutional amendment allowing the General Assembly to issue up to \$800 million in bonds to fund higher education and other public capital projects. The resolution provides that at least 15% of the bonds would be dedicated to community college projects and that at least \$550 million of the bonds would be for higher education projects.

Immigration

Senator Jolie Justus has filed SB 783, a version of the DREAM Act, which would require colleges and universities to charge in-state tuition to resident alien students who meet certain eligibility criteria.

STATUTORY REFERENCE

Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

MDHE Legislative Update



Legislative Update

Summary of Legislation Impacting Higher Education

HB 1211	Dusenberg	Changes the laws regarding the consent requirements for obtaining an abortion and creates the crime of coercing an abortion.
	Last Action:	1- 7-10 H Read second time
HB 1224	Smith-14	Establishes the Missouri National Guard and Missouri Reservists Family Education Grant Program.
	Last Action:	1- 7-10 H Read second time
HB 1240	Davis	Authorizes a state income tax deduction for tuition costs for any dependent of a resident taxpayer enrolled in any elementary or secondary school or postsecondary education institution in this state.
	Last Action:	1- 7-10 H Read second time
HB 1327	Davis	Changes the laws regarding the consent requirements for obtaining an abortion and specifies that anyone performing or inducing an abortion knowing that she has been coerced will be guilty of a class C felony.
	Last Action:	1- 7-10 H Read second time
HB 1354	Cunningham	Allows members of the reserves of any branch of the United States armed forces to be eligible for a Missouri National Guard educational assistance grant.
	Last Action:	1- 7-10 H Read second time
HB 1428	Biermann	Allows students participating in the A+ Schools Program to serve as election judges in order to fulfill their community service requirement.
	Last Action:	1- 7-10 H Read second time
HB 1473	Thomson	Revises the grade required for renewing an Access Missouri Scholarship.
	Last Action:	1-26-10 H Referred to House Committee on House-Higher Education
HB 1494	Schaaf	Removes the expiration date of August 28, 2011, from the provision which allows certain state university boards to convey or transfer

		real property without authorization from the General Assembly.
	Last Action:	1-27-10 H Referred to House Committee on House-Corrections and Public Institutions
HB 1504	Schaaf	Expands eligibility for the Missouri Returning Heroes' Education Act scholarship and specifies that homeschooled students must receive the same financial aid consideration as non-homeschooled students.
	Last Action:	1- 7-10 H Read second time
HB 1511	Flook	Establishes the Missouri Science and Innovation Reinvestment Act and the Missouri Science and Innovation Authority.
	Last Action:	1-12-10 H Public hearing completed
HB 1619	Storch	Establishes the Twenty-first Century Scholars Program.
	Last Action:	1-14-10 H Read second time
HB 1635	Flook	Authorizes the establishment of Missouri Jobs for the Future districts.
	Last Action:	1-26-10 H Public hearing completed
HB 1773	Schupp	Allows a student to serve as one of the nine members of the University of Missouri board of curators.
	Last Action:	1-25-10 H Read second time
HB 1812	Kingery	Changes amounts of financial assistance awards for the Access Missouri Financial Assistance Program.
	Last Action:	1-27-10 H Read second time
HB 1829	Walsh	Establishes the Public Employee Bargaining Act which changes the laws regarding public employee labor organizations.
	Last Action:	1-27-10 H Read second time
HB 1843	Holsman	Allows students to lock in tuition rates at Missouri public institutions of higher education.
	Last Action:	1-28-10 H Read second time
HB 1858	Zimmerman	Moves the "Minority and Underrepresented Environmental Literacy Program" from the department of Natural Resources to the department of higher education.
	Last Action:	1-28-10 H Introduced and read first time
HCR 24	Hoskins-121	Encourages students and faculty to promote international education at Missouri colleges and universities.
	Last Action:	1-13-10 H Introduced and read first time
HJR 77	Kelly	Proposes a constitutional amendment authorizing the General Assembly to issue bonds to fund higher education improvements, construction, landscaping, and land purchases.
	Last Action:	1-19-10 H Read second time
SB 689	Wright-Jones	Jones-Creates the Missouri Clean Energy Technology Center.
	Last Action:	1-19-10 S Referred to Senate Committee on Senate-Commerce, Energy and the Environment
SB 732	Cunningham	Requires public higher education institutions to annually report on

steps taken to ensure intellectual diversity.

	Last Action:	1-19-10 S Referred to Senate Committee on Senate-Education
SB 733	Pearce	Modifies renewal requirements for recipients of the Bright Flight Scholarship Program who have completed military service.
	Last Action:	1-19-10 S Referred to Senate Committee on Senate-Education
SB 761	Green	Institutes procedures for public employee collective bargaining.
	Last Action:	1-19-10 S Referred to Senate Committee on Senate-Small Bus./Insurance/Industry
SB 772	Scott	Removes the minimum time for holding investments in the Missouri higher education savings program.
	Last Action:	1-25-10 S Hearing conducted
SB 778	Pearce	Removes an expiration date on state universities being able to convey land without authorization from the General Assembly.
	Last Action:	1-26-10 S Hearing conducted
SB 783	Justus	Provides that certain aliens will receive in-state tuition at college and universities that meet certain requirements.
	Last Action:	1-19-10 S Referred to Senate Committee on Senate-Education
SB 784	Schaefer	Changes amounts of financial assistance awards for the Access Missouri Financial Assistance Program.
	Last Action:	1-19-10 S Referred to Senate Committee on Senate-Education

AGENDA ITEM SUMMARY

AGENDA ITEM

Relationship of CBHE Strategic Initiatives
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

Several Coordinating Board for Higher Education (CBHE) strategic initiatives focus on improving student learning outcomes with the ultimate goal of increasing educational attainment. The intent of this board item is to provide a better understanding of the linkages and interdependency between these strategic initiatives and the statewide higher education coordinated plan, *Imperatives for Change: Building a Higher Education System for the 21st Century (IFC)*.

Background

The Coordinating Board adopted IFC in July 2008 as a public agenda for higher education with an emphasis on achieving three major goals: increased educational attainment, production of a globally competitive workforce, and shared responsibility for obtaining additional resources along with greater accountability for an efficient and effective system.

Both the federal government and other states throughout the nation are calling for an increased number of educated Americans, especially in science, technology, engineering, and mathematics (STEM) fields in order for the United States to become more competitive in the global economy. This focus has placed a spotlight on the importance of adequate student preparation and performance so that students will move along learning pathways easily and expeditiously.

Using state mandates and statutory responsibilities, the CBHE has launched several initiatives and is working with grass roots consortia in support of producing more Missourians with collegiate certificates and degrees. These initiatives include the Curriculum Alignment Initiative (CAI), a Developmental Education Data and Policy Task Force (DEDPT), the Learning Assessment in Missouri Postsecondary Education (LAMP) initiative, and an Early College Workgroup (ECW).

Connections between Initiatives

Taken collectively, these separate initiatives focus attention on key transition points in a student's educational pathway, e.g., high school to college, lower-division to upper-division collegiate coursework, and from college to the workforce.

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Curriculum Alignment Initiative (CAI)

Through the work of CAI, the CBHE is establishing agreed-upon competencies that students should master for successful entry into and exit from beginning collegiate level general education courses. At the entrance level, this work provides essential information for policymakers with responsibility for setting standards and graduation requirements for high school students. The alignment expectation is also an important foundation for developing a unified message to prospective students (traditional and nontraditional) and their families about the level of preparation required to transition successfully into a collegiate environment. At the exit level, this work is anticipated to foster greater coherence and consistency about lower-division general education across institutional boundaries so Missouri has an efficient and effective system for mobile students who transfer credits among postsecondary institutions.

Developmental Education Data and Policy Task Force (DEDPT)

Too many freshmen (both traditional and nontraditional) are not adequately prepared for collegiate work. As a result, substantial numbers of entering students are forced to take remedial coursework to address shortcomings in their preparation and to achieve mastery of the knowledge and skills needed to be successful college students. The time-to-degree for those who persist is often longer than necessary. Furthermore, too many students either stop out or drop out along the way. With increased attention on this problem, Missouri institutions formed the Missouri Developmental Education Consortium (MODEC), a group of practitioners dedicated to sharing information and best practices associated with developmental education programs.

Despite increased interest by policymakers and government officials in reducing the need for remedial coursework, especially for high school graduates who immediately enter college, data definitions about remediation are not standardized. Without agreed-upon definitions, it is difficult to provide meaningful data about the scope and magnitude of remediation much less analyze and interpret developmental education data, so that it can be used more effectively to inform public policymaking and good practice in this area. The DEDPT was established to work with MDHE staff to understand better the variation in definitions used by different institutions and sectors and to make recommendations for uniform data definitions about developmental students and coursework. This work will better position Missouri to implement strategies to reduce the need for remediation and shorten time-to-degree.

Learning Assessment in Missouri Postsecondary Education (LAMP)

The LAMP initiative addresses the need to measure student learning outcomes in meaningful ways that are based on principles of good assessment practice. Without an assessment agenda, there is limited utility in the establishment of competencies for key general education courses or data definitions for developmental students and coursework. Systematic measurement of student learning that is both reliable and valid serves as an accurate description of performance, ensures the application of quality standards, and can be used to identify successful interventions in the pursuit of continual improvement.

The work of LAMP is organized around key transition points in a student's education. The decision to focus first on access to higher education and placement in collegiate-level coursework is intended to build on the foundational work done under the CAI and DEDPT initiatives and targets the transition from high school to college. The development of separate assessment systems between secondary and higher education has been criticized by policymakers as an inefficient use of state and federal resources. Throughout the nation, there is increased demand for a cost effective assessment model that will provide meaningful comparisons about student learning at different levels; LAMP is intended to provide such a model. Limited resources have increased the need to work collaboratively. The outcome of the LAMP initiative provides a foundation for dashboard measures that will be incorporated into annual IFC performance reports.

Early College Workgroup (ECW)

With the call for increased educational attainment throughout the nation, some states are focusing attention on the development of more extensive early college programs for high achieving high school students as a way to move them through the system at an accelerated pace. While Missouri has a long history of providing some opportunities for advanced high school students to earn college credit, the pool of high school students who could benefit from early college programs is greater than Missouri's current capacity to serve them. Based on increased inquiries from both students and institutions, ECW was formed to review Missouri's current public policy environment surrounding dual credit, Advanced Placement (AP), and other options for high school students to earn college credits. The development of public policy on early college that will apply to all delivery formats and structures is intended to assure that such programs will increase educational attainment of Missouri students at a faster rate and will also be of rigorous quality and comparable to programs provided to traditional college students.

Conclusion

Each of the statewide strategic initiatives described supports the major IFC goal of increasing educational attainment. By working collectively through the CAI, content experts across secondary and higher education are establishing the knowledge and skills necessary for successful collegiate-level work in beginning general education courses. This information is being disseminated to inform the development and delivery of curriculum throughout Missouri. The work of DEDPT will ensure that data definitions are uniform and consistent as a foundation for reducing the need for remedial coursework, especially for high school graduates immediately entering college. Effective assessment of student learning for access and placement will provide an important measurement tool for accurate reflection and development of effective change strategies to improve performance. Expanding early college for high school students requires a holistic policy framework founded on high standards so the expectations for collegiate work are maintained. The interdependency of these strategic initiatives with IFC is essential to ensure that improved productivity is not accomplished at the expense of quality.

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

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Imperatives for Change Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

Imperatives for Change: Building a Higher Education System for the 21st Century (IFC) serves as Missouri's coordinated plan to strengthen the state's system of higher education. The plan is also intended to provide a catalyst for development of an integrated public agenda for education and the workforce. This item presents an update on public reporting associated with IFC.

Background

Following adoption of IFC by the Coordinating Board in July, 2008, MDHE staff has worked with institutions to formalize public reporting of IFC indicators in an effort to increase awareness of the state's current position in relation to its adopted goals and objectives. This collaborative work resulted in a Baseline Summary Report issued to the CBHE at its December, 2009 meeting. The report provided additional context and interpretation of available data for a subset of key indicators, as well as a proposed IFC dashboard organized around the plan's three major goals: increased educational attainment, production of a globally competitive workforce, and shared responsibility for increased resources and accountability. MDHE staff has been revising the draft dashboard for IFC reporting to inform both the CBHE and key external stakeholders about the overall performance of the Missouri higher education system.

Adopting Targets for IFC Goals and Objectives

An essential step in finalizing a dashboard for annual reporting on performance is the establishment of targets for IFC goals and objectives. Once targets are set, annual reports can be used to demonstrate the extent to which Missouri is making progress, maintaining the status quo, or losing ground on its commitment to improve performance. To date, it has been difficult to reach closure on the establishment of statewide targets for IFC goals and objectives. Institutions have expressed concerns that they will be held accountable for targets on some IFC objectives on which they have little or no direct impact, e.g., the number of students who file financial aid applications by established deadlines, or the number of high school graduates who are adequately prepared for college-level work. Other concerns expressed about establishing statewide targets include:

- The rationale for setting a particular target
- The extent to which targets should be based on rolling averages or on a single end point
- The extent to which targets should focus on percentage improvements against a baseline or on a commitment to be among the top states in performance

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- The level of “stretch” that would be required to meet the set target
- Whether performance against targets will be used by policymakers to reward and/or punish institutions

While targets should not appear to have been set haphazardly, universally acceptable formulas do not exist to provide finite answers. Rather, the process of setting targets involves subjective judgment based on extensive analysis of several factors, including trend data from past performance, institutional and sector targets, national mandates, and performance of other states. It is also important to emphasize that IFC is a public agenda for all of higher education, not simply an agenda for public institutions. Statewide targets for IFC goals and objectives should represent the contributions of all sectors of the education system to human capital development for all Missouri citizens.

Comprehensive, system-wide goal setting would have to account for the present level of productivity and how to fit that performance into the larger national agenda. For example, Missouri produced 83,075 degrees in 2007, or 2.27 percent of all degrees awarded in the 50 states for that year. Under the “American Graduation Initiative,” the Obama Administration has set a national goal of producing five million more degrees in the next 10 years in order to improve U.S. competitiveness. Missouri would need to produce an additional 11,327 degrees per year in order to contribute its proportional share of the additional 500,000 degrees that would be needed annually to meet the national goal. That expected increase of 11,327 degrees reflects an additional 13.6 percent annual completion rate for Missouri institutions. In addition, the state’s current production is heavily skewed towards baccalaureate and graduate degrees. Missouri’s production of certificates and associates degrees is ranked 23rd and 19th respectively. This is the type of detailed information that should also be considered when setting statewide IFC targets.

MDHE staff is in the process of gathering and analyzing additional national, state, and regional data, best practices, and relevant policies that will inform its recommendations to the CBHE for review and action on the establishment of statewide targets for IFC goals and objectives. Each sector has identified a subset of priority indicators for which it is developing target goals. A summary of the work underway on the development of sector goals with institutional representatives from each sector is provided in the attachment. A subset of 13 indicators that are common to related sectors as well as preliminary statewide target goals are also included.

Conclusion

Although individual institutions and the sectors have made good progress in identifying indicators and establishing targets to start implementing the coordinated plan, their individual and corporate work are but part of the process of setting the overall expectations of quality and performance for the entire higher education system. The CBHE is in the unique position of oversight for the outcomes and accountability of the system. The board’s coordinating function requires it to adopt policies and guidelines and to set the standards for statewide performance. The establishment of statewide target goals to meet the objectives of IFC is but part of this oversight responsibility.

While the input of individuals and groups with related interests enhances the collaborative policymaking process, the ultimate outcome of deliberations by multiple stakeholders may not always produce the best holistic solution for the broader common good. However, by collecting information across several domains, the CBHE will be positioned to adopt comprehensive target goals for performance that will strengthen the state's system of higher education and workforce development, and ensure the most effective integration of IFC with other high-priority statewide initiatives, including curriculum alignment, assessment and mission review.

MDHE staff will continue to work with all key stakeholders on the development of the IFC dashboard. The target goals and the dashboard will provide an important tool for transparent public reporting of the state's current position in relation to its adopted goals and objectives. Based on analysis of target goals proposed to date by the individual sector workgroups, as well as statewide target goals proposed in conjunction with the IFC dashboard, MDHE will finalize its recommendations for statewide targets for IFC goals and objectives for CBHE review and action at its April, 2010 meeting.

In addition, MDHE staff will present a second draft of the dashboard for CBHE review in September 2010 and a final version for the IFC annual Performance Report in December 2010.

STATUTORY REFERENCES

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

Section 173.040, RSMo. Coordinating Board will develop and deliver an annual report of its activities to the Governor and General Assembly

RECOMMENDED ACTION

This is an information item only.

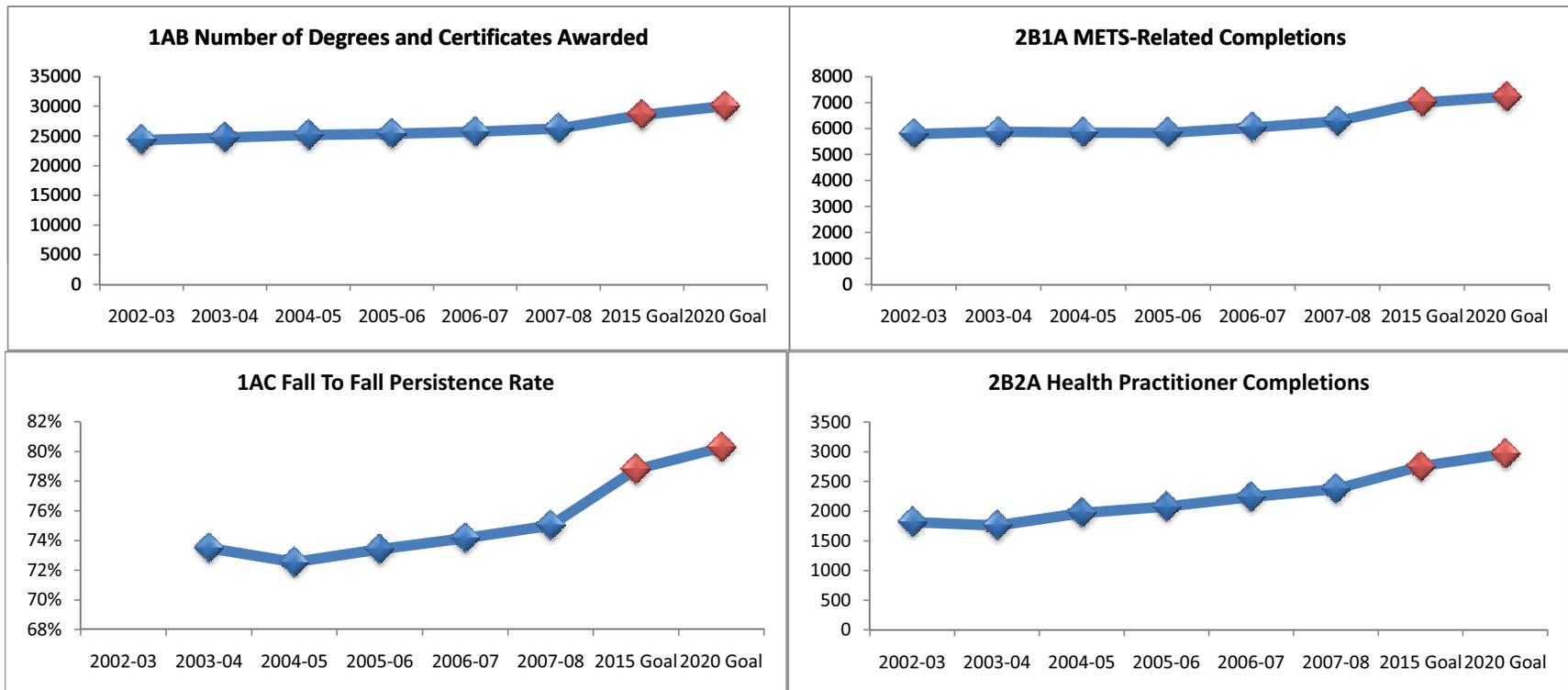
ATTACHMENT

Attachment: Proposed Target Goals (COPHE)
 Indicators Identified for Development of Target Goals (ICUM)
 Proposed Target Goals (Linn State Technical College)
 Proposed Target Goals (MCCA)
 Sector and Statewide Target Goals Matrix

Proposed Target Goals - COPHE

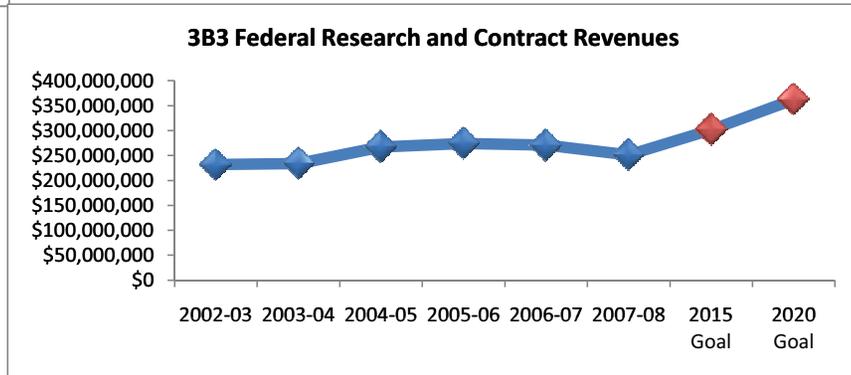
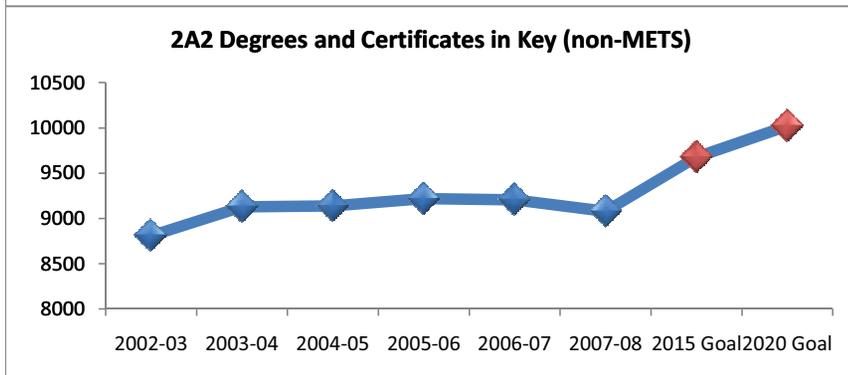
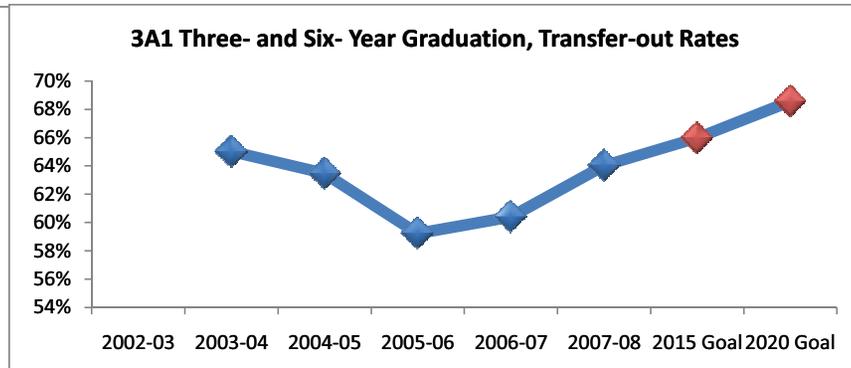
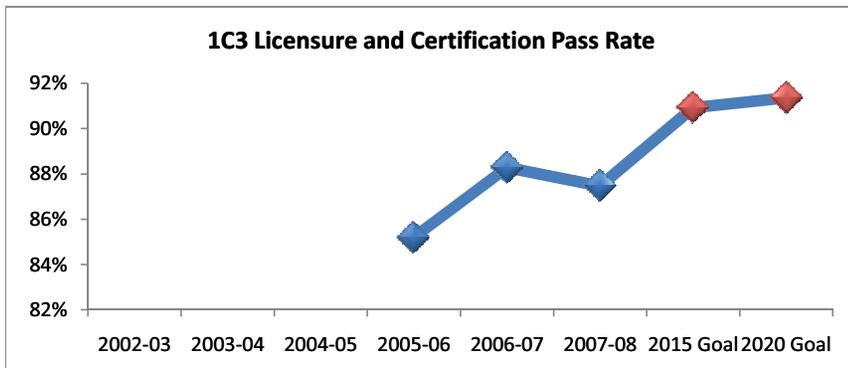
A workgroup representing the public four-year sector had previously identified a subset of high-priority indicators for initial work on target goals, and worked with member institutions to collect information detailing existing or proposed institutional target goals for 2015 and 2020. Using this information, MDHE staff developed draft sector-level goals for these high-priority indicators.

For indicators involving numeric totals (e.g. degrees and certificates awarded), the goals simply sum the totals proposed by COPHE institutions. For indicators involving percentages (e.g. fall-to-fall persistence), the goals are a weighted average of the rates proposed by COPHE institutions; undergraduate headcount enrollment from 2008-09 is used to weight the individual rates. Summarized here are target goals developed using this methodology, as well as relevant trend data for the institutions and the sector. In a few cases where MDHE staff has estimated missing data or goals, a brief summary of reasoning is also provided.



Sector totals for "Rates" (1AC, 1C3, and 3A1) are weighted by Undergraduate Headcount Enrollment in 2008-09

**Proposed Target Goals
COPHE**



Sector totals for "Rates" (1AC, 1C3, and 3A1) are weighted by Undergraduate Headcount Enrollment in 2008-09

**Background Trend Data
COPHE**

Sector Totals (weighted for Rates)	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2015 Goal	2020 Goal
1AB Number of Degrees and Certificates Awarded	24275	24746	25190	25382	25693	26239	28518	30056
1AC Fall To Fall Persistence Rate		73%	73%	73%	74%	75%	79%	80%
1C3 Licensure and Certification Pass Rate				85%	88%	87%	91%	91%
2A2 Degrees and Certificates in Key (non-METS)	8810	9130	9140	9219	9207	9081	9678	10023
2B1A METS-Related Completions	5788	5878	5845	5838	6031	6278	7008	7228
2B2A Health Practitioner Completions	1816	1754	1968	2076	2238	2374	2755	2966
3A1 Three- and Six- Year Graduation, Transfer-out Rates		65%	63%	59%	60%	64%	66%	69%
3B3 Federal Research and Contract Revenues	\$231,823,938	\$233,608,482	\$266,807,104	\$274,258,706	\$270,763,400	\$251,282,009	\$301,265,129	\$362,243,294

IMPUTED DATA

A few data elements were not present in IPEDS and/or goals were not included in the data returned to MDHE.

This estimated / imputed data is signified in the tables below by a medium blue shading and dark blue text font.

Methodology for estimates is following tables

Sector totals for "Rates" (1AC, 1C3, and 3A1) are weighted by Undergraduate Headcount Enrollment in 2008-09

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2015 Goal	2020 Goal
1AB Number of Degrees and Certificates Awarded								
Harris Stowe State University	147	124	133	116	123	106	172	221
Lincoln University	486	541	469	438	454	393	475	550
Missouri Southern State University	866	882	831	764	728	806	850	900
Missouri State University	3418	3265	3386	3457	3614	3617	4177	4261
Missouri University of Science and Technology	1228	1389	1320	1285	1381	1570	1900	1900
Missouri Western State University	779	719	753	746	740	664	800	850
Northwest Missouri State University	1171	1266	1395	1318	1208	1272	1320	1320
Southeast Missouri State University	1557	1710	1772	1820	1645	1738	1790	1790
Truman State University	1470	1301	1397	1343	1326	1347	1350	1350
University of Central Missouri	2204	2197	2070	2057	1975	2185	2280	2350
University of Missouri- Columbia	5790	5982	6128	6449	6772	6932	7500	8500
University of Missouri- Kansas City	2513	2634	2672	2756	2764	2672	2887	2962
University of Missouri- St. Louis	2646	2736	2864	2833	2963	2937	3017	3102
P4Y	24275	24746	25190	25382	25693	26239	28518	30056
1AC Fall To Fall Persistence Rate								
Harris Stowe State University		53%	61%	50%	42%	44%	63%	75%
Lincoln University		54%	54%	51%	53%	51%	60%	65%
Missouri Southern State University		61%	65%	71%	62%	63%	68%	73%
Missouri State University		74%	73%	74%	74%	74%	80%	80%
Missouri University of Science and Technology		84%	87%	87%	87%	86%	90%	90%
Missouri Western State University		56%	59%	57%	60%	68%	70%	70%
Northwest Missouri State University		78%	81%	71%	73%	71%	75%	75%
Southeast Missouri State University		70%	70%	69%	71%	72%	75%	75%
Truman State University		85%	85%	85%	88%	85%	88%	90%
University of Central Missouri		70%	71%	67%	72%	72%	75%	75%
University of Missouri- Columbia		84%	84%	84%	85%	85%	87%	88%
University of Missouri- Kansas City		73%	48%	70%	71%	76%	80%	82%
University of Missouri- St. Louis		68%	72%	71%	71%	73%	75%	79%
P4Y		73%	73%	73%	74%	75%	79%	80%

1C3 Licensure and Certification Pass Rate								
Harris Stowe State University								
Lincoln University				95%	94%	89%	95%	100%
Missouri Southern State University				96%	95%	95%	95%	97%
Missouri State University				100%	91%	100%	98%	98%
Missouri University of Science and Technology					75%	75%	90%	90%
Missouri Western State University				88%	92%	87%	90%	90%
Northwest Missouri State University				50%	50%	50%	60%	60%
Southeast Missouri State University				91%	89%	93%	97%	97%
Truman State University				95%	97%	82%	97%	97%
University of Central Missouri				69%	87%	86%	88%	88%
University of Missouri- Columbia				93%	93%	85%	90%	91%
University of Missouri- Kansas City				98%	94%	98%	98%	98%
University of Missouri- St. Louis				100%	98%	99%	99%	99%
P4Y				85%	88%	87%	91%	91%
2A2 Degrees and Certificates in Key (non-METS)								
Harris Stowe State University	81	62	68	73	92	84	111	135
Lincoln University	203	235	183	176	188	151	190	235
Missouri Southern State University	463	395	353	342	308	409	410	425
Missouri State University	1336	1420	1387	1413	1500	1460	1663	1696
Missouri University of Science and Technology	1	13	32	34	24	47	58	60
Missouri Western State University	303	268	292	297	265	215	275	300
Northwest Missouri State University	473	601	627	592	510	557	581	581
Southeast Missouri State University	699	728	765	736	651	616	572	572
Truman State University	568	457	452	441	450	445	450	460
University of Central Missouri	894	904	805	789	718	682	700	700
University of Missouri- Columbia	1856	2026	2097	2287	2337	2227	2400	2500
University of Missouri- Kansas City	789	821	790	785	821	867	912	957
University of Missouri- St. Louis	1144	1200	1289	1254	1343	1321	1356	1402
P4Y	8810	9130	9140	9219	9207	9081	9678	10023
2B1A METS-Related Completions								
Harris Stowe State University	17	13	18	14	8	4	20	25
Lincoln University	100	121	85	78	88	61	90	125
Missouri Southern State University	142	124	130	95	97	117	130	150
Missouri State University	538	470	556	562	540	543	596	608
Missouri University of Science and Technology	1181	1332	1246	1214	1318	1484	1800	1800
Missouri Western State University	145	132	122	119	122	98	135	150
Northwest Missouri State University	276	261	258	317	309	326	320	320
Southeast Missouri State University	278	287	282	306	286	333	339	339
Truman State University	354	327	343	322	306	311	325	330
University of Central Missouri	495	465	444	397	401	488	600	600
University of Missouri- Columbia	1454	1502	1503	1546	1619	1634	1750	1850
University of Missouri- Kansas City	375	431	433	448	448	454	465	480
University of Missouri- St. Louis	433	413	425	420	489	425	438	451
P4Y	5788	5878	5845	5838	6031	6278	7008	7228
2B2A Health Practitioner Completions								
Harris Stowe State University	5	1	2	3	4	8	14	19
Lincoln University	63	59	82	81	82	82	90	100
Missouri Southern State University	82	91	99	99	110	116	120	140
Missouri State University	196	162	196	212	260	255	320	326
Missouri University of Science and Technology		0	0	0	0	0	0	0
Missouri Western State University	84	87	100	103	129	111	140	160
Northwest Missouri State University	12	25	5	10	18	9	25	25
Southeast Missouri State University	108	95	91	104	108	110	122	137
Truman State University	85	70	68	70	74	75	85	90
University of Central Missouri	93	94	96	109	103	150	200	200
University of Missouri- Columbia	513	488	572	576	624	691	850	950
University of Missouri- Kansas City	380	357	396	465	468	477	485	500
University of Missouri- St. Louis	195	225	261	244	258	290	304	319
P4Y	1816	1754	1968	2076	2238	2374	2755	2966

3A1 Three- and Six- Year Graduation, Transfer-out Rates								
Harris Stowe State University	52%	32%	20%	21%	19%	40%	60%	
Lincoln University	48%	49%	42%	31%	48%	54%	60%	
Missouri Southern State University	58%	64%	57%	62%	62%	65%	68%	
Missouri State University	82%	81%	72%	83%	84%	86%	88%	
Missouri University of Science and Technology	64%	64%	63%	61%	61%	65%	65%	
Missouri Western State University	68%	60%	59%	62%	61%	65%	65%	
Northwest Missouri State University	86%	77%	86%	85%	83%	85%	85%	
Southeast Missouri State University	67%	69%	50%	51%	51%	55%	55%	
Truman State University	67%	66%	67%	70%	69%	75%	79%	
University of Central Missouri	70%	68%	50%	48%	78%	60%	60%	
University of Missouri- Columbia	68%	66%	69%	67%	69%	71%	75%	
University of Missouri- Kansas City	44%	46%	45%	43%	44%	50%	52%	
University of Missouri- St. Louis	45%	43%	42%	43%	46%	50%	54%	
P4Y	65%	63%	59%	60%	64%	66%	69%	
3B3 Federal Research and Contract Revenues								
Harris Stowe State University	\$5,810,667	\$5,116,291	\$5,207,367	\$5,614,797	\$5,709,383	\$7,073,356	\$9,478,970	\$12,097,832
Lincoln University	\$3,075,221	\$3,195,083	\$3,584,738	\$5,297,642	\$4,688,583	\$1,716,134	\$2,574,200	\$3,861,300
Missouri Southern State University	\$7,351,280	\$7,419,562	\$9,227,618	\$9,069,965	\$8,078,358	\$8,299,211	\$9,544,093	\$10,374,014
Missouri State University	\$16,479,352	\$17,950,624	\$21,805,808	\$21,361,983	\$25,633,470	\$22,326,298	\$18,561,821	\$18,933,057
Missouri University of Science and Technology	\$21,074,288	\$22,152,763	\$23,392,114	\$26,298,216	\$20,132,325	\$20,316,415	\$35,000,000	\$38,000,000
Missouri Western State University	\$5,113,455	\$5,300,380	\$5,392,034	\$5,060,348	\$5,557,344	\$651,220	\$1,000,000	\$1,000,000
Northwest Missouri State University	\$5,943,188	\$6,106,310	\$5,569,126	\$6,838,719	\$7,659,590	\$7,896,182	\$5,694,968	\$7,977,091
Southeast Missouri State University	\$5,361,971	\$6,041,778	\$10,313,913	\$9,550,726	\$10,400,211	\$9,156,068	\$6,911,077	\$7,000,000
Truman State University	\$3,624,146	\$3,201,299	\$3,529,316	\$3,963,348	\$4,006,370	\$2,307,392	\$5,500,000	\$6,500,000
University of Central Missouri	\$8,185,677	\$8,734,308	\$8,704,093	\$8,065,083	\$8,098,936	\$8,622,397	\$11,000,000	\$12,500,000
University of Missouri- Columbia	\$103,909,037	\$105,652,159	\$127,518,247	\$122,953,784	\$123,022,164	\$124,879,792	\$145,000,000	\$185,000,000
University of Missouri- Kansas City	\$26,038,133	\$26,783,288	\$28,267,048	\$28,372,721	\$28,780,152	\$24,772,448	\$30,000,000	\$35,000,000
University of Missouri- St. Louis	\$16,734,426	\$13,918,728	\$15,130,712	\$17,413,761	\$18,996,514	\$13,265,096	\$21,000,000	\$24,000,000
University of Missouri-Systems Office	\$3,123,097	\$2,035,909	-\$835,030	\$4,397,613	\$0	\$0		
P4Y	\$231,823,938	\$233,608,482	\$266,807,104	\$274,258,706	\$270,763,400	\$251,282,009	\$301,265,129	\$362,243,294

Notes on Imputed Data / Target Goals:

1C3: Missouri State University target goals based on data for other high-performing schools.

1C3: Northwest Missouri State University data based on prior-year performance

3B3: Missouri Southern State University target goals based on proposed 15 percent (2015) and 25 percent (2020) increases.

Indicators Identified for Development of Target Goals (ICUM)

A workgroup representing the state's comprehensive independent institutions collaborated with MDHE staff to identify a subset of high-priority indicators for setting initial target goals. These selected indicators were adopted by ICUM on January 29, 2010. The proposed indicators are listed here:

- 1A2 – Transfer Student Completion
- 1AB – Degrees and Certificates Awarded
- 1AC – Fall-to-Fall Persistence
- 1B2 – Total Financial Aid Awarded
- 1C1 – Student Assessment (General Education)
- 1C2 – Student Assessment (Major Field Licensure & Certification)
- 1C3 – Student Assessment (Licensure & Certification Pass/Fail)
- 1CA- Results of student satisfaction survey
- 1D2- Percentage of age 18-24 enrolled in postsecondary, by demographic group
- 1E1 – Enrollment of non-traditional students
- 2A2 – Critical Fields (Critical)
- 2B1A – Critical Fields (METS)
- 2B1B – METS Transfer Baccalaureate Completion
- 2B2A – Critical Fields (Health)
- 2B2B – Health Practitioner Transfer Completion
- 2C1- Number of grad. and professional degrees awarded in critical fields
- 2E1- Percentage of students in “high-impact” activities
- 3A1 – Three- and Six-Year Graduation Rates

Participating institutions have been asked to provide information regarding existing or proposed target goals for 2015 and 2020, which would assist the group in developing sector-level goals for further review by independent sector institutions.

Linn State Technical College (LSTC)

Representatives of LSTC have worked with MDHE staff to identify a subset of high-priority indicators, proposed target goals and action steps for several of the chosen indicators. While some collaborative work remains regarding definition of included programs in some areas (e.g., STEM) and the development of benchmark and peer analysis data, LSTC staff has developed target goals for additional indicators. Provided following is a current summary of indicators and target goals adopted by Linn State.

Technical College Sector **Imperatives for Change (IFC)**

Linn State Technical College

Submitted to
Missouri Department of Higher Education
August 21, 2009
(Revised January 28, 2010)

Contents:

1. IFC Indicators Identified by Technical College Sector for Setting Target Goals
2. IFC Technical College Sector Goals
3. IFC Selected Goals and Action Steps for Technical College Sector
4. Technical College Sector Comments Regarding IFC
5. Technical College Sector Programs by CIP Code
6. Technical College Sector Peer/Comparator Institutional List

1. IFC Indicators Identified by Technical College Sector for Setting Target Goals

Item	Description	Method	Trend Data Avail.	Current Year Interstate Benchmarks Avail.	Current Year State Rank Avail.	Past Year Interstate Benchmarks Avail.	Past Year State Rank Avail.
1Ac	Fall to fall persistence rate	IPEDS	X	X	X	X	X
1C1	General education assessment	CAAP	X	X	X	-	-
1C2	Major field assessments	Technical Skill Attainment (Perkins)	X	-	(New)	-	
1Ea	Enrollment in new job training, customized training and related training programs	RTEC & HLC Annual Report	-	-	-	-	-
2Aa	Employer follow-up survey results	DESE: 180 Follow-up	X	-	X	-	X
2B1a	METS-related completions	IPEDS	X	X	X	X	X
2B2a	Health practitioner completions	IPEDS	X	X	X	X	X
2E1	Percentage of students participating in "high impact" learning activities	Internship/Clinical Program requirements, enrollments in capstone courses	X				
3A1	Three year graduation rates of college ready students	IPEDS	X	X	X	X	X

2. IFC Technical College Sector Goals

Item	Description	Technical College Current	Peer Group	2 –Yr Mo Public	GOAL 2015	GOAL 2020
1Ac	Fall to fall persistence rate (IPEDS 2008 Median rates)	75%	61%	57%	76%	90%
1C1	General education assessment (CAAP)	86% >50 Pctile			92%	95%
1C2	Major field assessments (Technical Skill Attainment as defined by Perkins)	86% of Grads Pass			88%	92%
1Ea	Enrollment in new job training, customized training and related training programs (RTEC & Higher Learning Commission Annual Report)	5,098 headcount				
2Aa	Employer follow-up survey results (DESE 180 day follow-up survey, * 2 – Yr public includes all reporting to DESE)	94% Placed		85% Placed*	95%	97%
2B1a	METS-related completions (Pending approval of METS related programs)					
2B2a	Health practitioner completions	14			25	30
2E1	Percentage of students participating in “high impact” learning activities	60%			80%	95%
3A1	Three year graduation rates of college ready students (IPEDS 2008 Median rates)	51%	49%	24%	58%	80%

Proposed Target Goals (MCCA)

The MCCA presidents and chancellors identified a Research Council to work with MDHE staff on sector-level target goals and strategic actions associated with *IFC*. The Research Council, in collaboration with MDHE staff, identified 15 indicators for beginning this work. The Research Council has to date proposed target goals for indicators 3A1 (graduation and transfer rates), 1AB (degrees and certificates awarded), and 1AC (fall-to-fall persistence rate). Following is a summary of indicators and target goals proposed by the Research Council to date.

3A1 Three-year and six-year graduation and transfer rates of college-ready students

- The Three-Year Completion and Transfer Rate target for the tracking period 2012 to 2015 should be set at 47%
- The Three-Year Completion and Transfer Rate target for the tracking period 2017 to 2020 should be set at 50%

1AB Degrees and certificates awarded

- The total number of degrees awarded is targeted to increase 3% from 2011 to 2015.
- The total number of degrees awarded is targeted to increase an additional 3% from 2015 to 2020.

1AC New IFC Target: Fall to fall retention rate for first-time, full-time, degree seeking cohort (IPEDS Graduation Rate Survey)

- The fall 2010 to fall 2011 retention rate for the GRS cohort is targeted at 60%
- The fall 2014 to fall 2015 retention rate for the GRS cohort is targeted at 63%
- The fall 2019 to fall 2020 retention rate for the GRS cohort is targeted at 66%.

Sector and Statewide Target Goals Matrix

"X" indicates an indicator has been selected for development of target goal

Indicators	MCCA			COPHE			Technical			Independent		Statewide	
	Current	2015	2020	Current	2015	2020	Current	2015	2020	2015	2020	Current	2020
1A1 – Degree Attainment												38%	50%
1A2 – Transfer Student Completion		X	X		X	X				X	X		X
1A3- Increase in personal income from degree attainment		X	X										
1AA – Postsecondary Credit Hours Delivered					X	X							
1AB – Degrees and Certificates Awarded	10,386	10,698 (+3%)	11,009 (+6%)	26,239	28,518	30,056				X	X		X
1AC – Fall-to-Fall Persistence	56%	63%	66%	75%	79%	80%	75%	76%	90%	X	X	65%	72%
1B1 – Affordability												29% (4Y) / 23% (2Y)	20% (4Y) / 18% (2Y)
1B2 – Total Financial Aid Awarded										X	X		X
1BA – Missouri Resident On-Time FAFSA Applications												34%	50%
1C1 – Student Assessment (General Education)		X	X		X	X	86%	92%	95%	X	X	74% (Cert) / 67% (Assoc.) / 62% (Bacc.)	80% (Cert) / 73% (Assoc.) / 70% (Bacc.)
1C2 – Student Assessment (Major Field Licensure & Certification)					X	X	86%	88%	92%	X	X	96% (Cert) / 61% (Assoc.) / 57% (Bacc.)	98% (Cert) / 65% (Assoc.) / 65% (Bacc.)
1C3 – Student Assessment (Licensure & Certification Pass/Fail)		X	X	87%	91%	91%				X	X	91% (Cert) / 91% (Assoc.) / 83% (Bacc.)	95% (Cert) / 95% (Assoc.) / 92% (Bacc.)
1C4 - Developmental Student Success Rate		X	X										
1CA- Results of student satisfaction survey		X	X							X	X		
1D1 – Student Enrollment												70%	75%
1D2- Percentage of age 18-24 enrolled in postsecondary, by demographic group										X	X		
1DB – Remediation												38%	26%
1E1 – Enrollment of non-traditional students										X	X		
1EA – Training Programs					X	X		X	X				X
2A1- Number of direct educational partnerships - business and MBE		X	X										
2A2 – Critical Fields (Critical)				9,081	9,678	10,023				X	X		X
2A3- Number of students passing certification & licensure- “High Demand”		X	X										
2Aa- Employer follow-up survey results							94%	95%	97%				
2B1A – Critical Fields (STEM)				6,278	7,008	7,228		X	X	X	X		X

Indicators	MCCA			COPHE			Technical			Independent		Statewide	
	Current	2015	2020	Current	2015	2020	Current	2015	2020	2015	2020	Current	2020
2B1B – STEM Transfer Baccalaureate Completion					X	X				X	X		
2B2A – Critical Fields (Health)		X	X	2,374	2,755	2,966	14	25	30	X	X		X
2B2B – Health Practitioner Transfer Completion					X	X				X	X		
2C1- Number of grad. and professional degrees awarded in critical fields										X	X		
2D2 – Grants and Contracts					X	X						\$1,428,587,443	\$2,148,282,700
2D3 – Intellectual Property					X	X							
2D4 – New Business Start-Ups					X	X							
2E1- Percentage of students in “high-impact” activities		X	X				60%	80%	95%	X	X		
2E2 – Direct Education Outreach Programs					X	X							
3A1 – Three- and Six-Year Graduation Rates *	36%	47%	50%	64%	66%	69%	51%	58%	80%	X	X	48% (2Y) / 64% (4Y)	52% (2Y) / 72% (4Y)
3B1 – State Appropriations		X	X										X
3B1iii- State higher education operating appropriations per FTE		X	X										
3B3 – Federal Research and Contract Revenues				\$251,282,009	\$301,265,129	\$362,243,294							
N/A – State Need-Based Aid													X

Includes transfer-out rate

**IFC Indicators Identified by MDHE Staff for
Work on Statewide Target Goals**

- 1A2 – Transfer Student Completion
- 1AB – Degrees and Certificates Awarded
- 1AC – Fall-to-Fall Persistence
- 1C1 – Student Assessment (General Education)
- 1C2 – Student Assessment (Major Field Licensure & Certification)
- 1C3 – Student Assessment (Licensure & Certification Pass/Fail)
- 1CA- Results of student satisfaction survey
- 2A2 – Critical Fields (Critical)
- 2B1A – Critical Fields (STEM)
- 2B1B – STEM Transfer Baccalaureate Completion
- 2B2A – Critical Fields (Health)
- 2B2B – Health Practitioner Transfer Completion
- 3A1 – Three- and Six-Year Graduation Rates

AGENDA ITEM SUMMARY

AGENDA ITEM

Bright Flight Rule
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

As part of SB 389, the 2007 omnibus higher education legislation, the criteria for eligibility and number of award levels for the Higher Education Academic Scholarship Program or “Bright Flight” were substantially revised. Those changes are scheduled for implementation beginning FY 2011. Due to a substantial projected funding shortfall for this program, concerns have been raised with regard to how available funds will be distributed among eligible students. At its December 2009 meeting, the Coordinating Board directed MDHE staff to review the current “Bright Flight” administrative rule and present for review and action at the February CBHE meeting a recommendation regarding distribution of Bright Flight awards. This agenda item is the response to that directive.

Background

In FY 2011, student eligibility for the Bright Flight program will be expanded beyond the current top three percent of ACT and SAT test-takers (ACT score of 31 or above) to include the top fourth and fifth percentiles (ACT score of 30). The statute sets an award amount for fourth- and fifth-percentile students of \$1,000 and increases the award for students in the top three percent from \$2,000 to \$3,000. It is projected that funding the additional tier of students and the increase in the award level for the first tier would require an additional \$9 million, resulting a total cost of \$25 million for this program. Based on current budget recommendations, it is unlikely additional funding will be forthcoming for Bright Flight. Governor Nixon’s Executive Budget proposes maintaining the current funding level for the program in FY 2011 (approximately \$16 million).

Current Policy

Subsequent to the passage of SB 389, MDHE staff reviewed the administrative rule governing this program. The then current version of the rule established a hierarchy for making awards when the program was not fully funded. Priority for an award was based on how long a student had received Bright Flight. Under this system, fifth year recipients were the top priority while initial awardees were the lowest.

Following this review, MDHE staff proposed a revised rule that included a different approach for distribution of awards. Under the revised rule, when a shortfall is projected, awards would be reduced for all eligible students, similar to the process used for Access Missouri, until the award levels balance with the funds available. That rule revision was approved by the Coordinating Board at its December 2008 meeting and the final rule became effective in June 2009.

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With the realization that full funding of the new award levels is unlikely, and at the direction of the Coordinating Board, MDHE staff distributed a request to participating institutions and higher education policy makers for reactions to the current regulation on this issue and suggestions for any changes. At the time of assembly of these board materials, the MDHE had received responses from 10 institutions and one sector organization. MDHE staff has organized the responses into the following general approaches regarding the distribution of available funds.

1. Equal adjustment of awards to all eligible students (top five percent) with no minimum awards for either tier (requirement of the current administrative rule). Possible options for implementation include—
 - a. Reduction of awards by a percentage of the two statutory maximums or
 - b. Reduction of awards on a “dollar for dollar” basis for all eligible students.
2. Establish minimum award of \$2,000 for students in top three percent. If additional funds are available—
 - a. Increase awards for top three percent up to \$3,000 ceiling. Any remaining funds could then be used to make second tier awards (fourth and fifth percentiles) or
 - b. Use remaining funds to fill the gap between \$2,000 and \$3,000 for the top tier and provide awards for the second tier awards. This solution could be applied proportionally (across all eligible students) based on remaining funds or by using a specific dollar amount.
3. Do not implement either the increase in awards or the expansion to the fourth and fifth percentiles. This approach would continue the prior award structure (\$2,000 to top three percent). Any remaining funds would lapse unless they are sufficient to fully fund the expanded program.

In January, the CBHE State Student Financial Aid Committee met, reviewed the summary of recommendations received by MDHE staff and further discussed this issue. It was the consensus of the committee that funding for the program should be focused on the students in the top three percent in order to fulfill the original intent of the program.

MDHE Analysis

MDHE staff believes the current statute precludes the use of #2 from above. The line of reasoning for #2 holds that the statute establishes two different eligible student populations. Under this interpretation, the law would be understood to direct that the first group of eligible students, the top three percent, must be funded at \$3,000 before any consideration would be given to the second group of eligible students, the fourth and fifth percentiles. In contrast, MDHE staff believes that the law establishes a single pool of eligible students that includes any student scoring in the top five percent on either the ACT or the SAT, and that there are then different award amounts for different percentile scores.

MDHE staff also believes that it is never in the best interests of students or consistent with legislative intent, to allow appropriated funds to deliberately remain unspent when there is a mechanism for their expenditure. Therefore, MDHE staff concludes that option #3 is also not suitable for administration of the Bright Flight Scholarship or an appropriate application of CBHE policy.

Therefore, the MDHE staff believes that the current rule is the most consistent with statutory language and is the best basis for program administration. Within this policy framework, there is the opportunity to use either of the solutions presented within #1.

- Reduce awards in both tiers by a percentage
Based on current estimates of student utilization, MDHE staff projects this approach would result in the following awards:
 - ✓ Top three percent between \$1,950 and \$2,000; and
 - ✓ Top fourth and fifth percentile between \$650 and \$670.

- Reduce awards in both tiers by an absolute dollar amount
Based on the same estimate foundation, MDHE staff projects using this approach would result in the following awards:
 - ✓ Top three percent between \$2,040 and \$2,060; and
 - ✓ Top fourth and fifth percentile between \$40 and \$60.

All other approaches would require a change in administrative rule and/or statute.

MDHE Staff Recommendation

The financial difference between the two approaches (percentage reduction or absolute dollar reduction) for award recipients in the top tier, i.e., those in the top three percent of test takers, is estimated to be, at most, \$100. However, a similar analysis of the estimated financial difference for award recipients in the second tier, i.e., the fourth and fifth percentile, is estimated to be over \$600.

The feedback received from the higher education community placed a high value on maintaining the funding level for the top three percent at no less than \$2,000. This is understandable based on the historical precedent of the program and the psychological threshold that would be breached if the awards for those students were to go below \$2,000. However, to maintain the \$2,000 award under the current statute and rule, the absolute dollars reduction method must be used and this method will not produce the best policy in this instance. MDHE staff believes that it is unlikely that the difference between \$2,050 and \$1,950 will make a substantial difference in top tier students' likelihood of choosing a Missouri school compared to the impact of a difference between \$60 and \$670 for second tier students.

Therefore, the MDHE staff believes that, if the final FY 2011 appropriation is insufficient to fund the statutory awards, reductions in awards should be made on a percentile basis. This

method ensures that all eligible students receive more than a nominal award while maintaining awards for the top three percent very close to the traditional maximum of \$2,000.

Long-Term Policy Issues

When the existing rule was debated and adopted, a shortfall of the magnitude currently projected in state funding was not anticipated. The \$9 million shortfall expected for FY 2011 has highlighted the need for additional systematic review. Factors to consider in crafting a long-term solution to the award distribution and other key Bright Flight issues include but are not limited to the following.

Utilization

One of the most common refrains about Bright Flight has been concern about the erosion of its impact because award amounts have not changed since the program began in 1987. This concern was an important consideration in the passage of an increased award level for top tier students. The data clearly show that the percent of eligible students receiving an award has been declining over the past decade. Utilization has been in decline since 1997 when approximately 73 percent of the eligible high school graduates received a Bright Flight award. This is contrasted with the 63 percent utilization for the 2007 graduating class. Although a number of factors may be impacting this decline, almost certainly the declining “buying power” of the award is involved.

Time to Graduation

Once students establish eligibility for Bright Flight, they may continue to receive awards through 10 semesters or roughly five years of study. This provision is somewhat unusual for merit-based scholarships in that many are only available for four years or eight semesters of study. Data show that this extended eligibility is used extensively. Over the last five years, between five and eight percent of the award recipients are receiving an award for a ninth and/or tenth semester. In FY 2009, this phenomenon accounted for total awards of more than \$700,000. While this is a reflection of the broader issue of time to graduation, limiting program eligibility to eight semesters has been raised in the past as an option to reduce the cost of the program without dramatically impacting the overall ability of the program to encourage students to remain in Missouri for their postsecondary education. Under current circumstances, such a change could provide an avenue to reallocate funds and raise overall award levels.

Program Impact

One of the perennial questions about Bright Flight is its level of success in accomplishing the mission of encouraging the state’s “best and brightest” high school students to enroll in Missouri higher education institutions. While analysis is limited to students attending public institutions (due to a lack of student unit record data from independent institutions), the impact among those students is clear. At public institutions, students with an ACT score of 31 enroll at a level about 10 percent higher than would be expected

if no Bright Flight program existed. This effect continues, although at a declining level, for students with ACT scores of 32 and 33. While there is virtually no impact for students scoring above 33, it is important to note that the number of students scoring at these levels (for 2009, approximately 450 out of a testing population of nearly 47,000) is very small. This would indicate that the greatest impact of the program is on students closest to the minimum eligible score. If this is true, the expansion of the program to the fourth and fifth percentile could have a substantial impact on the attendance patterns of those students who perform at relatively high academic levels.

Conclusions

In the short term, the MDHE staff has provided analysis and rationale for its recommendation regarding a method of the distribution for Bright Flight Scholarship funds for FY 2011.

In the longer term, and if consideration is to be given to statutory or rule changes establishing explicit priorities among the award levels, additional study of this issue should be conducted. In addition, there are many defensible conceptual arguments for adopting a different approach to award distribution. However, the issues surrounding how to make Bright Flight a more effective and efficient financial assistance program are difficult and numerous.

- Increasing award levels to the top three percent may be an effective tool in increasing the percent of eligible students that stay in Missouri to receive the scholarship. However, no study has been conducted to determine the range of causes behind the decline over the last decade.
- It is not clear that even a 50 percent increase in the award amount would be sufficient to counter the tuition growth that has occurred over the past twenty years or the attractiveness of aid packages available from out-of-state institutions.
- Some data suggest that the greatest potential impact is at the more “moderate” score levels (29 through 33, for example). This would suggest funds spent to expand the program to additional score levels may be more effective in influencing student enrollment decisions than dedicating all additional funds to a higher award level for the top three percent.

Staff suggests that the most appropriate venue for dealing with these issues is not through amendment of the administrative rule but through statutory revision following focused research on the policy issues. The CBHE has an existing legislative initiative for Bright Flight, but its intent is simply the revision of the deferment of eligibility for military service. The current legislative proposal does not address the policy issues raised above.

MDHE staff believes a proposal to clarify priorities for the program would find support with many legislative leaders. In the longer term, the pursuit of a statutory revision establishes a course for the Board and the MDHE that would clarify the structure of this program and provide the possibility of improving its performance for the future.

STATUTORY REFERENCE

Section 173.250, RSMo, Higher Education Academic Scholarship Program

RECOMMENDED ACTION

It is recommended that the Coordinating Board reaffirm its support of the current administrative rule governing the administration of Bright Flight (6 CSR 10-2.080) with the understanding that MDHE will adjust award levels on a percentage reduction basis if funds are not sufficient to provide the statutorily established award levels.

It is also recommended that the Coordinating Board direct the Commissioner of Higher Education to work with institutions in the design and implementation of a study on the effectiveness of the Bright Flight program. Study results should be used to inform the development of a legislative initiative intended to strengthen program performance and establish clear priorities for operation.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Distance Education Policy Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) has statutory responsibility for approving new degree programs offered by the state's public institutions of higher education. This agenda item reports gaps in the current program approval policy in light of technological advances in distance education.

Background

Online delivery of distance education programs is becoming more prominent and profitable in higher education. Responses to a 2008 survey by the Missouri Department of Higher Education (MDHE) indicated that there were 135 online programs offered by public institutions in Missouri that reportedly enrolled a total of 17,444 students. Proprietary institutions offer an additional 31 online programs. However, the exact number of online programs being offered in Missouri is not known because institutions are not required to seek approval to offer these programs or even provide information on their online programs for listing in the state's official inventory maintained by the MDHE.

Public Policy Framework

In April 2000, the Coordinating Board adopted the "Principles of Good Practice for Distance Learning and Web-Based Courses" as part of its policy framework for the review of new academic programs (Attachment A). These principles are applicable to asynchronous programs including those delivered via the Internet, through satellite transmission, or via distribution of audiovisual and/or print material.

In 2003, the CBHE adopted clarifying comments about the evaluation of new academic program proposals (Attachment B). As part of these clarifications regarding distance learning, institutions are expected to align distance learning programs with the relevant CBHE Principles of Good Practice for Distance Learning and Web-Based Courses and that proposing institutions should work collaboratively to reduce the costs associated with establishing new delivery sites.

In 2008, the Code of State Regulations (CSR) incorporated the CBHE policy as the official standard for approving degree programs offered by all out-of-state public institutions operating in Missouri (Attachment C). The CSR approval provision includes distance education and requires institutions to provide evidence that distance education students have support that is consistent with students enrolled on the home campus.

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Discussion

Currently, there is no external oversight by the CBHE of online programs offered by public institutions in Missouri. The Higher Learning Commission (HLC) does require submission of information about an institution's first entry into online distance education delivery. Continued expansion with this delivery format is not subject to HLC oversight since accreditation is at the institutional level, not the program level. Comprehensive data regarding distance education programs allows for a more complete picture of higher education in Missouri and may impact the implementation of other CBHE policies and statutory responsibilities.

The statute for approving new degree programs offered by the state's public institutions of higher education does not distinguish between traditional and distance education programs. MDHE staff does not currently review proposed degree programs that are delivered completely through distance education, nor are these programs listed in the state's inventory. However, programs that are a mix of traditional and distance education are subject to CBHE review and approval.

There is no requirement in the current "Principles of Good Practice for Distance Learning and Web-Based Courses" for implementation and maintenance of an appropriate technology infrastructure to ensure quality delivery of distance education programs. Another omission from the current policy is any requirement that there be a security system for delivering programs online. The validation and security of students' identity and the protection of students' private information are of paramount importance in distance education. The MDHE's Proprietary Certification unit addresses some of the challenges unique to this issue by requiring proprietary institutions to provide information on measures the school has taken to ensure that the technology is adequate to achieve a program's stated objectives.

Conclusions

The lack of a specific policy about the review of distance education programs for public institutions is an important gap in Missouri's public policy framework. Comprehensive data about distance education is an important element for effective strategic planning. The CBHE "Principles of Good Practice for Distance Learning and Web-Based Courses" statement has not been revised since its initial adoption almost a decade ago. With increased interest in repositioning higher education based on the serious financial challenges faced by Missouri and the nation, it is appropriate and timely to revisit these principles. Such a review will ensure that Missouri's public policy framework reflects the highest standards for delivery of distance education.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct the Commissioner of Higher Education to establish and convene a working group to review the current public policy

framework guiding distance education in Missouri. This working group should include representatives from all educational sectors and involve those directly responsible for the design and delivery of distance education programs. The working group should be charged with providing recommendations on closing policy gaps regarding distance education and identify processes for the periodic review and revision of existing policy to ensure that it remains relevant and provides useful guidance.

ATTACHMENTS

Attachment A: Policy for the Review of Academic Program Proposals
Attachment B: Clarifying Comments
Attachment C: 6 CSR 10-10.010

ACADEMIC PROGRAMS REVIEW POLICIES

New/Off-Site Program Review Policy

Principles of Good Practice for Distance-Learning/Web-Based Courses (p. 8)

Review Process for Program Changes

New/Off-Site Program Review Policy

New/Off-Site Program Review

(1) Policies and Procedures for the Review of Academic Program Proposals: New Academic Programs, Off-site Delivery of Existing Programs and Program Changes (*Adopted by the board on April 17, 1997*) (*Included in this version are editorial changes made by the staff in consultation with chief academic officers to streamline the process without changing the policy. - October 2000*)

The Policy for the Review of Academic Program Proposals is an essential component for achieving the programmatic initiatives contained in the Coordinating Board's Blueprint for Missouri Higher Education regarding institutional mission enhancements, technical education, funding for results and a telecommunications-based delivery system.

These policies and procedures help ensure that Missouri's higher education institutions continue to offer high quality student centered programs that effectively serve the citizens of the state. The most efficient use of state resources requires that institutions maintain these high standards, collaborate whenever possible and design programs that avoid unnecessary duplication in a service region. In cooperation with institutions in both the public and independent sectors, these policies and procedures have been carefully designed to further these important goals.

The Coordinating Board discharges its responsibility primarily through data collection and the systematic review of proposals for new academic programs, off-site delivery of existing programs, and changes in existing programs. In the case of public institutions, the Coordinating Board approves or disapproves academic program proposals.

Program Review Policies for Independent Institutions

To maintain an understanding and appreciation of the contributions made by the independent sector, and consistent with the report on Coordinating Board for Higher Education and Independent Institution Relationships adopted by the CBHE in 1982, these policies also extend to independent institutions with the following exceptions:

- Flexibility in the application of these criteria is appropriate to accommodate the specialized mission of independent institutions and to acknowledge the differences between public and independent institutions as well as the different degrees of responsibility and authority the Coordinating Board and state have in the operation of the respective sectors.
- Proposals submitted by independent-sector institutions will be received and reviewed in the context of the statewide system of higher education. While the CBHE does not

approve or disapprove programs at independent institutions, it may make pertinent comments as it deems appropriate.

Delegation of Authority and Communication with the Academic Community

The Coordinating Board's responsibilities for academic program review are delegated to the Commissioner of Higher Education. The status of the proposal submitted to the CBHE for review will be accessible on the CBHE web site. Upon completion of a review, action by the Commissioner will be sent directly to the institution. All actions of the Commissioner will be reported to the Coordinating Board as an information item at its next regularly scheduled meeting. Final authority for all program actions remains with the Coordinating Board.

Guiding Principles

The academic program review process must support the development of those desirable characteristics for Missouri's system of higher education that were adopted by the Coordinating Board for Higher Education in December 1992. They include:

1. higher education and vocational-training services of the highest quality that are truly competitive on a national and international level;
2. a coordinated, balanced, and cost-effective delivery system;
3. a range of vocational, academic, and professional programs that are affordable and accessible to all citizens with the preparation and ability to benefit from the programs;
4. differentiated institutional missions and implementation plans, both among and within sectors, designed to meet state needs and goals with a minimum of program duplication; and
5. systematic demonstration of institutional performance and accountability through appropriate assessment efforts.

Serving Statewide Needs

The CBHE policy on the review of academic programs seeks to accomplish the following in the context of serving statewide needs:

1. to distinguish program changes that merely need to be noted for the purpose of an accurate statewide program inventory from program changes that are substantive in nature;
2. to distinguish between programs which are being initiated at a particular institution from existing programs which are targeted for delivery to new sites;
3. to increase professional peer involvement in the review of program proposals;
4. to promote a common vocabulary and definitions for program review, while encouraging common course-naming and use of CIP classification codes;
5. to address cooperative initiatives among institutions in the delivery of higher education programs; and
6. to move requests for new academic programs, off-site delivery of existing programs, and program changes through the approval/comment process in a timely manner.

Essential Characteristics of Proposals

In general, each proposal should exhibit:

1. A good fit with institutional mission, the filling of a demonstrable need, and the best use of resources in light of the contributions of existing programs and the benefits of collaborative efforts.
2. A description of:
 - a. Program structure that provides enough essential and relevant detail with which to make an evaluation;
 - b. Aspects of the program that promote program quality, including accreditation potential; and
 - c. Program characteristics and procedures, including performance goals, that will become the basis for follow-up reviews of all academic programs.
3. Information about program finances (for public institutions only) in a concise, consistent format for all proposals.

The policies and procedures on academic program review are intended to be rigorous but flexible enough to meet new challenges without excess regulation. The review process ensures a solid foundation for the design of quality academic programs.

Alignment with External Accreditation

Decisions to seek program accreditation remain with the institution. In disciplines for which there are established standards for program accreditation, CBHE program review will be informed by these standards. In instances when the institution is seeking program accreditation, self-studies and other relevant materials developed can be submitted in lieu of preparing separate supporting documentation.

Special Issues

- A. **Use of Consultants:** On those occasions when the evaluation of a program proposal requires special expertise, the Commissioner may recommend the services of an external consultant to assist in the process. The selection of a consultant shall be agreeable to all parties, and the cost shall be the responsibility of the sponsoring institution.
- B. **Programs Reviewed Jointly by the CBHE and the Department of Elementary and Secondary Education:** An institution requesting financial reimbursement for a new program from vocational/technical funds administered by DESE must submit a proposal in the CBHE format to both agencies. In general, DESE will not consider a financial reimbursement request for a program unless it is a component of a degree or certificate program approved by the CBHE.

C. Appeals:

Public Institutions

Any of the following parties may initiate an appeal of the Commissioner's action regarding a program review:

1. The institution that submitted the original proposal;
2. Any public Missouri higher education institution that believes its interests are adversely affected by the Commissioner's decision; or
3. Any member of the Coordinating Board for Higher Education.

A letter of intent to appeal, signed by the chief executive officer of the institution, must be received by the Commissioner within thirty (30) days of the official notice of the Commissioner's decision. Regardless of the source of an appeal, all material related to an appeal must be shared with all parties associated with the proposed program. New programs may not be implemented while an appeal is pending.

All materials, including a rationale for the appeal, must be submitted to the Commissioner and the relevant parties within fourteen (14) days after a letter of intent to appeal has been filed. The rationale and the responses of the Commissioner will be placed on the agenda of the next regularly scheduled meeting of the CBHE, provided the meeting is scheduled at least fourteen (14) days after the receipt of all materials. The CBHE may refuse to hear the appeal, may resolve the issue at that meeting, or may establish a schedule for further action. All decisions of the CBHE are final.

Independent Institutions

The Commissioner will receive appeals originating from independent institutions regarding the concerns and perspectives expressed by the Commissioner to the respective institution. The resolution of such appeals will be handled on a case-by-case basis.

Review Process for New Programs

Requests for a New Program: General Outline

Step 1. A new program proposal must be received at the CBHE by the 13th of each month. Included in the request should be a full/complete proposal (see Specific Format for a Complete Proposal below) in two forms: (a) a hard copy, with appropriate signatures on the cover page, and (b) an electronic version, sent either as an e-mail attachment (preferred) or on a diskette. Institutions submitting proposals that involve collaborations/partnerships must include letters of support from collaborators or partner institutions. Collaborative efforts involving both public- and independent-sector institutions will be treated like public institution proposals.

Step 2. An institution's request will be forwarded to the academic community by two means: First, the full proposal (minus the Financial Projections section) will be posted on the CBHE web

page on the 15th of each month. Second, notice will be sent electronically to all chief academic officers.

Step 3. The academic community will have twenty (20) working days to respond to an institution's new program request by raising questions, asking for additional information, or making comments. All such questions, requests, or comments shall be in writing and directed to the "Person to contact for more information", as listed on Form NP, as well as to the CBHE Associate Commissioner for Academic Affairs. Proposing institutions will have the opportunity to furnish a written response to the CBHE Associate Commissioner for Academic Affairs if they choose to do so and to decide whether to withdraw or proceed with the proposal. A written response is not needed to proceed. Record files for institutions that proceed will include all comments and responses.

Step 4. Independent institutions are not required to submit financial projections except when a proposed program involves a cooperative relationship with a public institution. Once a proposal is complete, a recommendation will be sent to the Commissioner for action. The institution will be notified of the Commissioner's action, and the action will be reported to the CBHE at its next regularly scheduled meeting.

Normally, program reviews should be completed within 45 working days after being officially posted.

Specific Format Required for a Complete Proposal

A complete proposal should contain the following information in this order and numbered this way:

1. New Program Proposal Form: Please complete Form NP
2. **Need:**
 - A. Student Demand:
 - i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete **Form SE**.)
 - ii. Will enrollment be capped in the future?
 - B. Market Demand:
 - i. National, state, regional, or local assessment of labor needs for citizens with these skills
 - C. Societal Need:
 - i. General needs which are not directly related to employment
 - D. Methodology used to determine "B" and "C" above.
3. **Duplication and Collaboration:** If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools? Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete **Form CL**.
4. Program Structure: Please complete Form PS
 - A. Total credits required for graduation

- B. Residency requirements, if any
 - C. Courses and credits required for general education
 - D. Courses and credits required for the major
 - E. Number of free elective credits remaining (Sum of C, D, and E should equal A)
 - F. Requirements for thesis, internship, or other capstone experiences
 - G. Any unique features, for example, interdepartmental cooperation
5. **Financial Projections** (for public institutions only): Please complete **Form FP**. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.
 6. **Program Characteristics and Performance Goals**: See the recommended format and issues to be addressed (Form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).
 7. **Accreditation**: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.
 8. **Institutional Characteristics**: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.
 9. Any Other Relevant Information

Review Process for Off-Site Delivery of Existing Program

As a result of technology, institutions have an increased number of alternatives for delivery of certificate and degree programs to students at remote sites. These policies and procedures refer to sites that are in Missouri, and which involve primarily synchronous delivery through the use of traveling faculty, remotely located faculty, and/or the use of two-way interactive video.

This process should be used when an institution intends to provide an opportunity for students to pursue a full degree off site in Missouri or advertises a new offering to the general public in a fashion that implies that a full program will be offered in Missouri at a site remote from the main campus. For two-year institutions, the main campus is defined as the institution's taxing district. Institutions that intend to offer programs in other states are expected to abide by the program approval policies of the host state.

Request For Off-Site Delivery Of Existing Program: General Outline

Step 1. A proposal for the off-site delivery of an existing program must be received at the CBHE by the 13th of each month. Included in the request should be a full/complete proposal (see Specific Format for a Complete Proposal below) in two forms: (a) a hard copy, with appropriate signatures on the cover page, and (b) an electronic version, sent either as an e-mail attachment (preferred) or on a diskette. Institutions submitting proposals that involve collaborations/partnerships must include letters of support from collaborators or partner institutions. Collaborative efforts involving both public- and independent-sector institutions will be treated like public institution proposals.

Step 2. An institution's request will be forwarded to the academic community by two means: First, the full proposal (minus the Financial Projections section) will be posted on the CBHE web

page on the 15th of each month. Second, notice will be sent electronically to all chief academic officers.

Step 3. The academic community will have twenty (20) working days to respond to an institution's request for off-site delivery of an existing program by raising questions, asking for additional information, or making comments. All such questions, requests, or comments shall be in writing and directed to the "Person to contact for more information," as listed on Form OS, as well as to the CBHE Associate Commissioner for Academic Affairs. Proposing institutions will have the opportunity to furnish a written response to the CBHE Associate Commissioner for Academic Affairs if they choose to do so and to decide whether to withdraw or proceed with the proposal. A written response is not needed to proceed. Record files for institutions that proceed will include all comments and responses.

Step 4. Independent institutions are not required to submit financial projections except when a proposed program involves a cooperative relationship with a public institution. Once a proposal is complete, a recommendation will be sent to the Commissioner for action. The institution will be notified of the Commissioner's action, and the action will be reported to the CBHE at its next regularly scheduled meeting.

Normally, program reviews should be completed within 45 working days after being officially posted.

Specific Format Required for a Complete Proposal

A complete proposal should contain the following information in this order and numbered this way:

1. Off-site Delivery Proposal Form: Please complete Form OS.
2. **Need:**
 - A. Student Demand:
 - i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete **Form SE**.)
 - ii. Will enrollment be capped in the future?
 - B. Market Demand:
 - i. National, state, regional, or local assessment of labor need for citizens with these skills
 - C. Societal Need:
 - i. General needs that are not directly related to employment
 - D. Methodology used to determine "B" and "C" above.
3. **Duplication and Collaboration:** If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools? Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete **Form CL**.

4. **Financial Projections** (for public institutions only): Please complete **Form FP**. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.
5. **Program Characteristics and Performance Goals**: See the recommended format and issues to be addressed (**Form PG**). Please submit the Program Characteristics and Performance Goals for the program at this site as well as for those of the equivalent on-campus program. For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).
6. Quality Assurance for Off-Site Programs:
 - A. General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?
 - B. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.
 - C. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.
7. Any Other Relevant Information

Web-Based Courses and Programs

On April 13, 2000, the Coordinating Board adopted the Principles of Good Practice for Distance Learning and Web-Based Courses developed by the CBHE staff and the Committee on Technology and Instruction (CTI). These principles apply for asynchronous programs delivered in an Internet, website environment, through satellite transmission or via distribution of audiovisual and/or print material.

Principles of Good Practice for Distance-Learning/Web-Based Courses

Principles of Good Practice for Distance-Learning/Web-Based Courses

When providing courses and programs through distance-learning methods, institutions should establish standards and encourage academic integrity equivalent to those expected of courses offered in a traditional, campus-based environment. These Principles of Good Practice, adapted from the 1999 Guidelines for Distance Education by the North Central Association Commission on Institutions of Higher Education (NCA), are suggested as a guide for Missouri institutions as they develop and implement courses for, and assess their involvement in, distance education and web-based course delivery.

The intent of these principles is to encourage reflection on quality and best practices, as faculty and institutions negotiate the rapidly changing and sometimes unfamiliar territory that such courses inherently have. Institutions are encouraged to operationalize these principles in locally directed ways that result in meaningful steps toward ensuring high quality.

- I.** Distance-learning courses and programs, including web-based courses, should maintain high academic integrity.
- Institutions should ensure both the rigor of courses and the quality of instruction.
 - Institutions should ensure that the technology used is appropriate to the nature and objectives of each course.
 - Institutions should ensure the currency of materials, programs, and courses.
 - Each institution's distance education policies regarding ownership of materials, faculty compensation, copyright issues, and utilization of revenue derived from the creation and production of software, telecourses, or other media products should be clear and in writing.
 - Institutions should provide appropriate faculty support services specifically related to distance education.
 - Institutions should provide appropriate technological and pedagogical training for faculty who teach distance education courses/web-based courses.
 - Faculty should engage in timely and adequate interaction with students and, when appropriate, should encourage interaction among students.
 - Institutions should ensure that distance-learning courses and web-based courses apply toward degrees and that there is sufficient explanation to the distance learner as to how those courses apply toward degrees.
- II.** Distance-learning and web-based courses and programs should be assessed and evaluated regularly.
- Institutions should assess student capability to succeed in distance education programs and should apply this information to admission and recruiting policies and decisions.
 - Institutions should evaluate the educational effectiveness of their distance education programs and web-based courses (including assessments of student-learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.
 - Institutions should ensure that the performance of distance-learning faculty and faculty involved in providing web-based courses is evaluated in a fashion that is at least as rigorous as that used to evaluate the performance of their peers who do not teach distance-learning courses.
 - Institutions should ensure, to a reasonable extent, the integrity of student work.
- III.** Institutions involved in distance education and web-based instruction should ensure that students have access to adequate resources and services.
- Institutions should have access to the equipment and technical expertise required for distance education.
 - Institutions should ensure that students have access to, and can effectively use, appropriate library resources (through traditional and electronic means), including MOBIUS, a consortium of Missouri's academic libraries.

- Institutions should monitor whether students make appropriate use of learning resources.
- Institutions should provide laboratories, facilities, equipment, and software appropriate to the courses or programs and/or make clear to students the responsibilities they have to provide their own such equipment.
- Institutions should provide adequate access to a range of student services appropriate to support distance-learning courses and programs, including (but not limited to) admissions, enrollment, assessment, tutorials, special needs access, financial aid, academic advising, delivery of course materials, placement, and counseling.
- Institutions should provide an adequate means for resolving student complaints.
- Institutions should provide students with information that adequately and accurately represents the programs, requirements, and services available.
- Institutions should ensure that students enrolled in courses possess the knowledge and equipment necessary to use the technology employed in the program and should provide aid to students who are experiencing difficulty using the required technology.

Review Process for Program Changes

Review Process for Program Changes

A change in an academic program needs to be submitted to the Coordinating Board for both informational and review purposes. After considering the requested changes, the Commissioner may determine that the program change should be submitted instead as a new program proposal. Program changes should be reported using the “Request Program Change” form. Please complete Form PC. Program changes that should be submitted include the following:

Program Title Change: All revisions or changes in the name of a program or its nomenclature shall be reported to the CBHE. A title or nomenclature revision that includes substantive curriculum changes may be deemed tantamount to a new program and may be referred back to the institution for resubmission as a new program.

Combination Programs: This category includes only those programs that result from a mechanical combination of two previously existing programs. Substantive curricular changes shall ordinarily be limited to the elimination of duplicated requirements. The development of interdisciplinary programs and area-study programs that use the resources of several existing programs needs to be handled through the new program approval process.

Single-Semester Certificates: Given the limited scope of this type of program, a single-semester certificate may be added or deleted simply by using the “Request for Program Change” form. The establishment of a longer program, however, should be pursued through the “Review Process for New Programs.”

One-Year Certificate Programs: A one-year certificate program developed from an approved program can be reported as a program change provided the program is directly related to an approved degree program and consists predominantly of courses included in the approved parent

degree program. A one-year certificate not associated with an approved parent degree program should be submitted as a new program.

Option Addition: The addition of a specialized course of study as a component of an umbrella degree program may be submitted as an option-addition program change, subject to the limitation that the Commissioner shall make a determination regarding the potential for unnecessary or inappropriate duplication of existing programs. Only in those instances in which duplication is not a problem, may the proposed option be implemented. The following general guidelines are used to distinguish a permissible option addition from a proposed new degree program.

- A. An option (or emphasis area) functions as a component of an umbrella degree program. As such, an option in a specialized topic shall consist of a core area of study in the major plus selected topical courses in the specialty. Although typically, the core area of study shall constitute a preponderance of the requirements in the major area of study, especially at the baccalaureate level or below, as measured by the number of required courses or credit hours, no specific percentage distribution requirement has been established.
- B. A proposed option (or emphasis area) shall be a logical component or extension of the umbrella degree program. One measure of this compatibility—but certainly not the only one—would be the consonance of the proposed addition with the federal CIP taxonomy. For example, in physics, while optics would be an appropriate option or emphasis area, astrophysics would ordinarily not be acceptable, since it is typically viewed as a branch of astronomy rather than physics.
- C. The number of new courses required to implement a new option (or emphasis area) can also be a relevant consideration.

Inactive Status for Existing Programs: Programs placed on “Inactive Status” will essentially be suspended for a specified period not to exceed five years. Students in the program at the time this status is adopted will be permitted to conclude their course of study if they have no more than two years of coursework remaining, but no new students may be admitted to the program. Programs designated as “Inactive” will be noted on institutional program inventories. At the conclusion of the designated inactive period—not to exceed five years—the institution must review the program's status and may either delete or reactivate the program. In the event the institution chooses to reactivate the program, the institution will provide to the Coordinating Board satisfactory evidence that the resources necessary for the program are available and must establish performance goals for the program that are acceptable to the Coordinating Board.

Deletion of Programs: Institutions need to submit standard program-change information whenever a program or option is deleted. This same provision applies whenever two or more programs are to be consolidated into one or more new offerings.

FORMS referenced in the text above are not included in this document.

CLARIFYING COMMENTS ON THE POLICY FOR THE REVIEW OF ACADEMIC PROGRAM PROPOSALS

Clarifying Comments

(Adopted by the board February 6, 2003)

Background

Sections 173.005(1), 173.005(7), and 173.030, RSMo, assign to the Coordinating Board for Higher Education (CBHE) responsibilities for new academic program approval at public higher education institutions and for the review of relevant data and information from all institutions. All public institutions are required to receive CBHE approval prior to implementing any new programs. Independent institutions are encouraged to submit new program proposals for review and comment only. Information provided by independent institutions enables the CBHE to fulfill its obligations as the state's planning agency for higher education. The CBHE's Policies and Procedures for the Review of Academic Program Proposals are located on the Missouri Department of Higher Education (MDHE) website. These policies and procedures are intended to ensure:

- an orderly, timely, and equitable review process;
- mission alignment;
- avoidance of unnecessary duplication;
- increased collaboration; and
- a balanced, high-quality, cost-effective system.

Rationale

The CBHE revised its policy framework on program review in 1997 to make it less regulatory. Within the CBHE's current policy framework, institutions have expanded their program offerings. Between April 1997 and June 2002, approximately four new degree/certificate programs were added by public institutions for every one deleted, and at independent institutions, approximately seven new degree/certificate programs were added for every one deleted. At a time when all of higher education is struggling to address the state's current and future financial challenges, it is essential that the justification for new program proposals be clear, concise, and compelling.

By adopting Clarifying Comments to its existing policy, the CBHE is establishing more explicit descriptions of the types of data necessary for evaluation of new academic program proposals. The CBHE and the MDHE are committed to a program review framework that continues to promote a diverse high-quality system of higher education throughout the state.

Clarifications

The moratorium for all new program actions, adopted by the CBHE at its October 2002 meeting, is removed. New academic program proposals will begin to be posted on the MDHE website beginning February 15, 2003. Institutions are expected to follow the review process and use the

forms outlined in the CBHE's Policies and Procedures for the Review of Academic Program Proposals. Clarifications about the scope of the data to be submitted are provided in the following five areas: Alignment with Institutional Mission, Demonstrable Need, Efficient Use of Resources, Benefits of Collaboration, and Expansion of Distance Learning.

Alignment with Institutional Mission

New program proposals will be evaluated within the context of outcomes and strategies outlined in an institution's strategic plan including those related to students served, program emphasis areas, centers of excellence, and admission selectivity. New academic program proposals should advance an institution's mission.

Demonstrable Need

New academic programs should help expand and sustain a quality workforce in Missouri. Although the predictable economic impact of a new program will not be used as a sole criterion, evidence relating to student and market demands, as well as how the proposed program will contribute to identified needs in the region, state or nation, should be presented. While not an exhaustive list, Missouri has identified the following fields as representing areas of need:

- Information technology
- Advanced manufacturing
- Biomedical/biotechnology or life sciences
- Teacher education (especially in the fields of science, mathematics, and special education)

Whether addressing the needs in these or other fields, institutions should provide evidence of, and a rationale for, the importance of the proposed program to Missouri's economy and educational opportunities for more Missourians. Institutions should consider both current and future needs of particular regions, the state, and the nation when identifying new programmatic areas.

Cost differentials and geographic location may become important factors in examining the extent of access provided to Missouri's citizens. When cost differentials and/or geographic location are used as part of the justification for a new program, evidence demonstrating the impact of these and other factors on enrollments, program quality, sustainability, and other related elements should be provided.

Efficient Use of Resources

In developing new programs, institutions are encouraged to design programs that will contribute to a coordinated, balanced, and cost-effective postsecondary delivery system. While some level of duplication can be expected among institutional program inventories, the costly, unnecessary duplication of existing programs offered by Missouri institutions should be avoided. Institutions should demonstrate, through descriptions of content, structure, and other related details, not only that a proposed program is clearly different from an institution's current programs but also that

there are compelling reasons for adding the program even when prospective students have access to equivalent programs at other Missouri institutions. It is acknowledged that in evaluating unnecessary duplication, several factors, including ease of access (both geographical and financial), the college-going rate in particular regions, sophistication and complexity of program offerings, and regional job demands, should be considered. In addition, the alignment of the proposed program's structure and content, the proposed degree nomenclature, and the program's CIP designation with statewide practices must be readily discernable.

For public institutions - since it is anticipated that additional state funding for new programs will not be available in the immediate future - information about program finances must be very clear. It is acknowledged that each institution's governing board is responsible for the oversight of the institution's internal resource decisions, that new programs can be designed to serve additional students at little or no cost, and, furthermore, that several sources of funds may exist to support a new program. Program deletion is not considered a necessary requirement for the addition of a new program. Within this context, the following questions should be considered:

- What are the specific sources of funds to support the new proposed program?
- If the new program is being funded through the “core institutional budget,” what amount of funds will be reallocated and from which areas?
- Are there any programs that will be deleted as a result of implementing a new program?
- If the program will be supported by external funds, have the funding agency, the amount of funds, and whether they are one-time or ongoing funding been identified?

The proposing public institution should provide evidence that sufficient funds will be available to financially implement and sustain a high-quality new program without compromising the quality of existing programs.

Benefits of Collaboration

Collaboration for mutual benefits is strongly encouraged. Institutions are expected to describe whether collaborating with other institutions is feasible. Regardless of whether collaboration is part of the proposed program, if an institution proposes to deliver a program that is already offered in the state, i.e., already exists in the official CBHE program inventory, the proposing institution should include its rationale for collaborating or for moving forward alone. The possibility of contractual and cost-sharing arrangements among institutions within and across sectors should be given consideration.

Distance-Based and Off-Site Programs

Technology continues to have a major impact on the number of alternatives open to institutions in the design and delivery of academic programs. Proposals for distance-learning programs should be in alignment with the board's Principles of Good Practice for Distance Learning/Web-based Courses. In the case of proposals for off-site delivery, proposing institutions should work collaboratively by building on the inventory of available coursework within the locale and by utilizing the human resources and facilities of local providers to thereby reduce the costs associated with establishing new delivery sites.

CODE OF STATE REGULATIONS: OUT-OF-STATE PUBLIC INSTITUTIONS

Title 6—DEPARTMENT OF HIGHER EDUCATION
Division 10—Commissioner of Higher Education
Chapter 10—Out-of-State Public Institutions
6 CSR 10-10.010 Out-of-State Public Institutions

PURPOSE: This rule describes the requirements with which out-of-state public institutions that offer instruction in Missouri must comply.

(1) Definitions.

- (A) CBHE: The Coordinating Board for Higher Education created by section 173.005(2), RSMo.
- (B) MDHE: The Missouri Department of Higher Education created by section 173.005(1), RSMo.
- (C) Out-of-state public institution: An educational institution as defined by section 173.005.11(a), RSMo.
- (D) Course: A defined and unique educational offering with discrete objectives and requirements in support of a program, whether conducted in person, by mail, or through any telecommunication medium.
- (E) Program: A complete academic or vocational educational offering that fulfills the requirements for the awarding of a certificate or a degree. A program may consist of one (1) or more courses and shall, upon satisfactory completion, fulfill an academic, occupational, or other training objective.
- (F) Offer: To enroll or seek to enroll anyone residing in the state of Missouri in a course or program beyond the high school level.

(2) No out-of-state public institution shall offer programs or courses in Missouri without receiving prior approval of the CBHE to do so. Failure to seek and receive approval prior to the delivery of instruction and/or the enrollment of students shall be sufficient cause to deny approval to offer courses or programs.

(3) Approval from the CBHE to offer programs or courses shall be valid for a period of no more than three (3) years. During the period of approval, the out-of-state public institution must provide annual data reports concerning their operations in Missouri as specified by the MDHE.

(4) Degree Program Approval: As of July 1, 2008, the standards for approving degree programs of out-of-state public institutions will be substantially identical to the standards for Missouri public institutions of higher education, with the exception of the standards relating to program financing. The proposal components will be those required by the MDHE under the “Policies and Procedures for the Review of Academic Program Proposals” adopted by the CBHE on April 17, 1997, and standards for approval will be those specified in that policy.

(5) Course Approval: All courses offered by an out-of-state public institution that are not creditable toward a degree program approved by the MDHE for delivery in Missouri must meet, as determined by the MDHE, the following criteria in order to be approved by the CBHE:

- (A) The course must be applicable to a recognized program offered by the delivering institution on its home campus;
- (B) The course must be of adequate content and duration so as to be considered consistent with similar coursework offered on the institution's home campus or with coursework in the same subject area offered by other higher education institutions;
- (C) The course must be taught by regular institutional faculty with educational and experiential qualifications that, in the judgment of the MDHE, are in excess of the level of the program to which the course is applicable;
- (D) Students enrolling in the course must have access to adequate academic and student support services, including but not limited to advising, library, financial assistance, and technical assistance;
- (E) Students enrolling in the course must have access to adequate information regarding the course content and objectives, all costs associated with enrollment, and the applicability of the course to degree programs offered by the delivering institution; and
- (F) Courses offered by telecommunication means must have evidence of sufficient support from the home campus to ensure students have the means to achieve the stated objectives in a manner consistent with students enrolled on the home campus and must be aligned with the "Principles of Good Practice for Distance-Learning/Web-Based Courses" adopted by the CBHE on April 13, 2000.

(6) In order to be approved, the applicant institution must:

- (A) Provide documentation that the courses and programs offered by the institution in Missouri are included within the scope of accreditation currently granted by the institution's recognized accrediting body and, as applicable, any applicable programmatic accrediting agency; and
- (B) Agree to comply with all CBHE policies relating to data collection, cooperation, and resolution of disputes.

(7) Nothing in this regulation shall be construed or interpreted so that students attending an out-of-state public institution of higher education are considered to be attending a Missouri public institution of higher education for purposes of obtaining student financial assistance.

AUTHORITY: section 173.005, RSMo Supp.2007. Original rule filed Dec. 17, 2007, effective June 30, 2008.*

**Original authority: 173.005, RSMo 1973, amended 1983, 1985, 1999, 2003, 2005, 2007.*

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

The process for making state aid payments to community colleges in FY 2010 will be monthly. All FY 2010 state aid appropriations are subject to a three percent governor's reserve. The total FY 2010 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 \$143,926,097.

The payment schedule of state aid distributions for December 2009 and January 2010 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,536,626
State Aid – Lottery portion	1,204,822
State Aid – Federal Budget Stabilization portion	2,431,364
Maintenance and Repair	<u>1,082,037</u>
TOTAL	\$24,254,849

In addition to the state aid payments listed above, there is an additional appropriation of \$8,000,000 from the Federal Budget Stabilization Fund included in House Bill (HB) 22 for maintenance, repairs, replacements, and improvements at community colleges. The amount available, after the Governor's reserve, is \$6,234,372, of which \$2,683,998 has been drawn down to date.

The total distribution of state higher education funds to community colleges (not including HB 22 funds) during the period July 2009 through January 2010 is \$82,186,879.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
February 11, 2010

AGENDA ITEM SUMMARY

AGENDA ITEM

Legislation Implementation Update
Coordinating Board for Higher Education
February 11, 2010

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 progress in implementation is provided as an attachment. This item contains a brief summary of some areas in which the MDHE has made significant progress since the December 2009 board meeting.

Updates Provided Elsewhere on the Agenda

Detailed information regarding implementation of several new laws is provided elsewhere in the agenda. The ongoing progress of the LAMP committee, which grew out of the Curriculum Alignment Initiative (CAI) initiated by [SB 389](#) (2007), is detailed in Tab N in the Consent Calendar section of the agenda. The P-20 Council established by [SB 389](#) and strengthened by [SB 291](#) (2009) will be addressed in the Items for Discussion, Consideration, and Possible Vote section of the agenda. [SB 389](#) also required the establishment of performance measures; these will be discussed in connection with the board item on *Imperatives for Change* (Tab E).

Higher Education Student Funding Act

[SB 389](#) (2007) established the Higher Education Student Funding Act (HESFA). The CBHE's policy on the implementation of the HESFA requires MDHE staff to provide institutions with notice indicating the average tuition for the current academic year along with an identification of which schools have higher than average tuition, which institutions have lower than average tuition, and which institutions are exempt from the Act for the upcoming academic year. That notice was provided on November 17, 2009. Average tuition, as defined by the HESFA, for 2009-2010 is \$6,144.

The CBHE's policy also requires MDHE staff to notify institutions the percent change in the Consumer Price Index (CPI) for the previous calendar year by January 16. MDHE staff notified institutions on January 15, 2010, that the CPI change for the 2009 calendar year was 2.7%.

STATUTORY REFERENCES

Chapter 173, RSMo, Department of Higher Education
Section 173.005.2(7), RSMo, Curriculum alignment
Section 160.800, RSMo, P-20 Council
Section 173.1006, RSMo, Establishment of performance measures

Coordinating Board for Higher Education
February 11, 2010

Section 173.1004, RSMo, Consumer information
Sections 173.1000-1004, RSMo, Higher Education Student Funding Act

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Legislation Implementation Matrix

NEW CBHE DUTIES IMPOSED BY HIGHER EDUCATION-RELATED LEGISLATION

ITEMS REQUIRING ONGOING ATTENTION

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
Bills Passed in 2009						
SB 291	P-20 Council TIM	This omnibus education bill includes language that will strengthen the P-20 Council by allowing it to form as a non-profit corporation and expanding its membership.	Beginning August 28, 2009	Work with P-20 Council to identify candidates for commission membership and explore possibilities relating to non-profit corporation formation	Academic Affairs	MDHE staff have been working with the Governor's office regarding the appointment of a P-20 executive director and are exploring options for non-profit corporation formation. The P-20 Council has welcomed the new Chair and the new executive director of the Coordinating Board for Early Childhood. Council members are working together to coordinate presentations for legislative committees interested in P-20 work.
HB 62	Data breach	This bill requires agencies that maintain sensitive personal data to take certain steps in the event that that information is improperly disclosed.	Beginning August 28, 2009	Ensure that MDHE procedures are consistent with new state law	Missouri Student Loan Program staff and General Counsel	MDHE staff are currently reviewing this new law and determining the extent to which it will impact security measures and data breach protocol already in place.
HB 427	War Veterans' Survivor Grant	This bill changes the laws regarding members of the military, veterans, and their families. Revises the war veteran's survivor grant created by last year's HB 1678 . The changes are primarily definitional and would not change the number or dollar amount of awards.	Beginning August 28, 2009	Ensure that MDHE implements program in a manner consistent with revised law	Grants & Scholarships	The changes contained in the bill are limited to issues concerning eligibility determinations to be made by the Missouri Veterans Commission. As a consequence, no revisions are proposed for the current rules and procedures. Additionally, no funding was appropriated for the implementation or operation of this program. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
HB 481	Foster youth tuition waiver	This bill includes language that would create a tuition waiver program for certain students who have been in foster care.	Beginning August 28, 2009	Develop provisions (including, if appropriate, regulations) for the implementation of the program	Grants & Scholarships	MDHE staff are reviewing the provisions of the statute and determining how to proceed. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
			Fall 2009	Develop a FY 11 budget request that includes estimate of funds required to reimburse institutions to tuition waived	Fiscal & Legislative	Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
			Fall 2010	First semester waiver	Grants &	Will take place only if funds are appropriated to reimburse

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
				may be offered	Scholarships	institutions for any tuition waived pursuant to this program.
Bills Passed in 2008						
HB 1678 / SB 830	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 10. No funds were appropriated for the program. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
			August 2008	Promulgate rules, provide forms	Grants & Scholarships	Regulations were approved by the CBHE at its September 2008 meeting and the final rule became effective on June 30, 2009. Further work with the Missouri Veterans Commission concerning the administration of this program is on hold pending the appropriation of funds.
HB 2191	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 made available a Q/A document regarding this act. It is available on the MDHE website at http://www.dhe.mo.gov/files/moretheroesact.pdf .
			August 2010	Develop budget request that includes funds to reimburse institutions for monies lost through waiver	Grants & Scholarships, Fiscal Affairs	Institutions were asked to include information about the amount of tuition waived as part of their FY 11 budget requests. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
SB 768	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	MDHE staff are members of the Kids Chance of Missouri, Inc., board of directors, which facilitates communication between the two organizations. Regulations were approved by the CBHE at the December 2008 meeting and those regulations became effective on June 30, 2009. The MDHE has awarded 10 \$2,500 scholarships under this program for the 2009-10 academic year.
SB 768	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 Education Subcommittee of the Missouri Commission on Autism Spectrum Disorders distributed a survey for postsecondary institutions to identify the programs, certificates, and specializations that are currently offered. The subcommittee is currently compiling and analyzing the results. Consideration is being given to a future survey of postsecondary institutions as to the ASD-related services provided to students, faculty, and staff.
Bills Passed in 2007						
SB	Curriculum	Public institutions must work with the MDHE to	2008-09	Competencies and	Academic Affairs	The Curriculum Alignment Initiative Steering Committee will

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
389	Alignment Initiative TIM	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.	academic year	guidelines must be implemented		<p>present the following draft exit-level competencies to the CBHE for their review and action at the December Board Meeting: Physics for non-majors and second semester Foreign Language, and Trigonometry.</p> <p>The CAI will move forward over the next year with the following projects: revising the Cross-Disciplinary competencies, including the addition of cultural/global awareness and creativity competencies; developing exit-level competencies for additional general education courses (Art History, Introduction to Music, Economics, and World History); cooperating with the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council to identify potential pilot projects; and developing recommendations for ongoing evaluation and periodic update of CBHE-approved competency guidelines.</p> <p>LINKS: <i>Curriculum Alignment Initiative website:</i> http://www.dhe.mo.gov/casinitiative.shtml</p> <p><i>Learning Assessment in Missouri Postsecondary Education website:</i> http://www.dhe.mo.gov/lamp.shtml</p>
SB 389	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.	June/July 2009	Appropriation request for FY 2011 must be developed to include updated scholarship amounts	Fiscal Affairs	<p>Public materials (website and publications, etc.) were revised to provide early notification of this change to the Bright Flight program to students. Financial assistance staff developed a model to estimate the fiscal impact of this change in preparation for an appropriation request for FY 11. However, based on current budget instructions, increased funding to address the expansion of eligibility and increased award amounts was not requested. As a result, probable award amounts for the 2010-11 award year remain unknown.</p> <p>Implementation of the changes necessary in the automated payment system (FAMOUS) is complete. Regulatory amendments that included this change were approved by the CBHE at its December 2008 meeting and the amendments became effective June 30, 2009.</p> <p>At its December 2009 meeting, the CBHE directed MDHE staff</p>
			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	
						<p>to review and analyze the regulatory provision governing the distribution of funds when the program is not fully funded. MDHE staff collected input from institutions and other interested parties and met with the State Student Financial Aid Committee to discuss. An analysis and recommendation is included in the February 2010 CBHE board book.</p> <p>LINK: <i>Information about Bright Flight program:</i> http://www.dhe.mo.gov/brightflight.shtml</p>
SB 389	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 \$234 million out of a total of \$275 million that was scheduled to have been transferred to this point. The fund has earned approximately \$10.6 million in interest, to bring total proceeds to about \$244.5 million.</p> <p>Funding to complete all MOHELA projects was included in the truly agreed and finally passed version of HB 22. Funding for several projects was vetoed, and funding for other projects has been restricted.</p> <p>The remaining projects on the LCDI list were identified by the CBHE as the Board's top capital priorities in the ranked list provided to the Joint Committee on Capital Improvements and Leasing in July 2009. These projects have also been identified as the Board's top capital priorities for the FY 2011 budget process.</p>
				Review the funding of projects identified by Governor Nixon, in cooperation with the Office of Administration	Deputy Commissioner	
SB 389	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 its December 2007 meeting, and approved a revised version of the policy during a January 2009 meeting conducted by conference call.</p> <p>The average tuition, as defined by the CBHE policy, for 2009-10 is \$6,144. The MDHE has sent each institution notice indicating which institutions are above average, which are below average, and which institutions are exempt from the Act for 2010-2011.</p> <p>The CPI for calendar year 2009 was 2.7%. The MDHE has notified institutions of this figure.</p>

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						LINK: Policy: http://www.dhe.mo.gov/files/studentfundingact.doc
SB 389	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 appropriation process.	July 1, 2008	Performance measures must be established	Commissioner & Deputy Commissioner	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. A baseline <i>IFC</i> report was adopted by the Board at its June 2009 meeting. MDHE staff have met with all sectors on the collection of data, the establishment of target goals, and strategic actions. A progress report on these components of the plan was made to the Board in December of 2009.
SB 389	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	During FY 08, 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. For FY 09, award levels were set at the statutory maximum and the EFC cutoff was raised to \$14,000. No mid-year adjustments were made and all appropriated funds (\$95 million before withholdings) were expended. An item was included in the CBHE budget request for FY 10 to adjust the award amounts to reflect inflation as provided in the authorizing statute. This increase was not included in HB 3 or any other budget bill. Based on a substantial increase in the number of eligible students (22%) and no increase in funding, award levels are set at 78% of the statutory maximum. In response to the withholding of additional distribution funds, no mid-year award adjustment will be made for FY 2010.
			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.			

ITEMS NOT REQUIRING ADDITIONAL ONGOING ACTION

Bills Passed in 2009						
HB 62	Diploma mills	This bill criminalizes the use of false or misleading diplomas.	August 28, 2009	No action required	N/A	This bill does not require action by the MDHE.
HB 103	Campus security	This bill would allow college and university police to respond to emergencies and provide services outside institution property lines if requested by local law enforcement.	August 28, 2009	No action required	N/A	This bill does not require action by the MDHE.
HB 247	Nursing Student Loan Program	Changes the eligibility requirements for participation in this program.	August 28, 2009	No action required	N/A	This program is not administered by the MDHE. As such, no action is required.
HB 390	Immigration	This bill clarifies the steps schools must take to ensure that only students who meet certain requirements with regard to citizenship receive postsecondary education public benefits, as that term is defined by the bill.	ASAP	Ensure that current procedures meet standards of new law	General Counsel	MDHE staff sent an e-mail to presidents and chancellors on July 27, 2009, explaining the impact of this law and its relationship to the old law. MDHE staff also posted information explaining the changes on the department's website at http://www.dhe.mo.gov/citizenshipstatus.shtml .
HB 490	A+	Clarifies that all public vo-tech schools may receive funds for A+ students.	August 28, 2009	No action required	N/A	This program is not administered by the MDHE. As such, no action is required.
Ballot Measures Passed in 2008						
Proposition 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 bills that would redirect the additional revenues resulting from lifting loss limits have been introduced during the 2009 legislative session, including SB 23 , SB 56 , SB 139 . None of these bills has made significant legislative progress as of April 1, 2009.
Constitutional Amendment 1: 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 Article I 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.
Bills Passed in 2008						

HB 1549	Immigration	This omnibus immigration bill requires applicants for state grants and scholarships to provide proof of citizenship before the applicants receive grants or scholarships.	August 28, 2009	No action required	N/A	The language created by this bill was changed by HB 390 (2009).
		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.
SB 967	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.
SB 1181	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	Although the CBHE requested funds for this program in its FY 10 budget request, no funds were appropriated. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
Bills Passed in 2007						
SB 389	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	
SB 389	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> http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc <i>All CBHE public policies:</i> http://www.dhe.mo.gov/files/cbhepublicpolicies_0208.doc
SB 389	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

		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> http://www.dhe.mo.gov/files/outofstate_publicinst.doc <i>Final regulation in the Code of State Regulations:</i> http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-10.pdf
SB 389	"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.
SB 389	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: Policy: http://www.dhe.mo.gov/files/disputeresolution.doc
SB 389	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.	N/A	N/A		The legislature has not appropriated funds for the administration of this program. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program. LINK: Information about program: http://www.dhe.mo.gov/moteachingfellows.shtml
SB 389	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	The board approved the filing of an administrative rule to implement these provisions of the new law at an October 2007 meeting. The rule has been filed and is now in effect. The rule required institutions to post general course information by August 1, 2008, and to post faculty evaluations to inform students registering for fall 2009 classes. MDHE staff surveyed institutions and reviewed institutions' websites, and determined that all institutions appear to have met these deadlines. LINKS: <i>CBHE-approved rule:</i> http://www.dhe.mo.gov/files/consumerinformation.doc

						<p><i>Final regulation in the Code of State Regulations:</i> http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-9.pdf <i>August 27, 2008, update:</i> http://www.dhe.mo.gov/mdhe/boardbook2content.jsp?id=566; scroll down to Attachment B</p>
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AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

All program actions that have occurred since the December 10, 2009, 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)

Bricmar University
St. Louis, Missouri

This individually owned institution proposes to offer nondegree programs in the fields of computer applications and allied health. The school's objective is "to offer quality training as well as the development of student work ethic, attitude, dress and self-presentation." This school is not accredited.

Concordia University
Kansas City, Missouri

This not-for-profit institution, located in Seward, Nebraska, proposes to establish a site in Missouri to offer a nondegree English as a Second Language program as well as several Master's of Education degrees. The school describes itself as "a coeducational institution of higher learning committed to the Christian growth of its students." This school is accredited by the Higher Learning Commission (HLC).

Kaplan University
St. Louis, Missouri

This for-profit institution, based in Fort Lauderdale, Florida, is a subsidiary of the Iowa College Acquisition Corporation, whose parent organization is the Washington Post Company, a publicly traded company. This application, submitted in concert with an application to recruit students into the Florida campus, proposes to begin operations in Missouri by offering four general education courses. The university "is committed to general education, a student-centered service and support approach, and applied scholarship in a practical environment." This school is accredited by the Higher Learning Commission (HLC).

Applications Pending Approval (Authorization Only to Recruit Students)

Kaplan University
Fort Lauderdale, Florida

The ownership structure of this for-profit institution is described above. This application would authorize the Florida campus to recruit student into a wide variety of associate's, bachelor's, and master's degree programs including criminal justice, business administration, and computer information. This school is accredited by the Higher Learning Commission (HLC).

Applications Withdrawn

None

Exemptions Granted

Apostolic Faith Online Bible Institute
Joplin, Missouri

This private, non-profit institution offers diploma, undergraduate and graduate courses that “emphasize balanced doctrine, servanthood, leadership, character development and developing a biblical global perspective.” The school was granted exemption as “a not for profit school owned, controlled and operated by a bona fide religious or denomination 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.

D3 Technologies
Springfield, Missouri

This for-profit institution offers employer-sponsored training for engineering software. The school was granted exemption as “a course of instruction, study or training program sponsored by an employer for the training and preparation of its own employees.” This school is not accredited.

Global Gateway University
Wentzville, Missouri

This private, non-profit institution “offers diploma, undergraduate and graduate courses incorporating spiritual and ministry formation into a curriculum that has been developed for an inclusive, multi-lingual learning environment.” The school was granted exemption as “a not for profit school owned, controlled and operated by a bona fide religious or denomination 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

ComputerTraining.edu
St. Louis, Missouri

This multi-state, for-profit institution offered a six-month training program in Microsoft networking technology. This school was not accredited.

Information provided to the department immediately prior to the school's closure indicated the school was experiencing substantial financial difficulties at least in part due to problems with the bank that provided primary operational financing. After several communications between school officials and department staff, the school notified the department on December 31, 2009 of its closure. Through an electronic message from the school, students were also notified of the school's closure. The electronic message referred students to our department for further guidance.

Certification program statutes require that the closing school fulfill its obligations to enrolled students, such as through a "teach-out" by the closing school or other providers. Because the school did not make such arrangements and the department has no authority to force students to enroll at specific institutions, a formal teach-out is not possible. However, several schools have contacted the department concerning their willingness to assist with this situation and the department has forwarded that information to impacted students.

In the absence of a teach-out, Proprietary School Certification staff is working to access the school's security deposit from which partial refunds can be made. However, because of the number of students involved and the cost of the program, the \$25,000 deposit will likely provide a refund of only a small percentage of the tuition paid by students.

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

All program actions that have occurred since the December 10, 2009, Coordinating Board meeting are reported in this consent item.

Background

In FY 2009, the following program actions were approved by the CBHE for public institutions:

- 117 program changes
- 42 new programs
- 19 off-site programs

In FY 2009, the following program actions were reviewed by the CBHE for independent institutions:

- 73 program changes
- 9 new programs
- 12 off-site programs

Current Status

The following tables summarize program actions for public and independent institutions for FY 2010 as of the printing of this board item. This information represents the following additional program actions since the December 10, 2009, meeting of the CBHE:

Public Institutions:

- 9 program changes
- 7 new programs
- 2 off-site programs

Independent Institutions:

- 3 program changes
- 4 new programs
- 2 off-site programs

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PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	47	38	2	1	88
Inactivated	3	3	2	1	9
Other Program Changes*	66	58	20	12	156
New	0	3	5	4	12
Off-site	1	6	2	0	9
Programs Withdrawn	0	0	1	0	1

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

INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	1	0	0	3	4
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	6	6	12
New	0	3	12	8	23
Off-site	1	0	5	2	8
Programs Withdrawn	0	0	0	0	0

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

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(8), 173.030(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

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

I. Programs Discontinued

Southeast Missouri State University

Current Program:

BSED, Secondary Education/Speech Education

Approved Change:

Delete program

Program as Changed:

BSED, Secondary Education/Speech Education (Deleted)

II. Programs and Options Placed on Inactive Status

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

III. Approved Changes in Academic Programs

Metropolitan Community College – Business and Technology

1. Current Program:

AAS, Industrial Technology

Approved Change:

Add option Multi-Craft

Program as Changed:

AAS, Industrial Technology
Multi-Craft

2. Current Program:

AAS, Environmental Health & Safety
Environmental
Environmental Health & Safety Technology
Health & Safety Emphasis

Approved Change:

Add single-semester certificate (C0), Green Manufacturing

Programs as Changed:

AAS, Environmental Health & Safety
 Environmental
 Environmental Health & Safety Technology
 Health & Safety Emphasis
CO, Green Manufacturing

Missouri Western State University

1. Current Program:

BSE, Music
 Instrumental
 Vocal

Approved Changes:

Change degree nomenclature to Bachelor of Music Education (BME)
Add Jazz option

Program as Changed:

BME, Music
 Instrumental
 Jazz
 Vocal

2. Current Program:

BS, Music
 Business
 Music Technology

Approved Change:

Add option in Jazz

Program as Changed:

BS, Music
 Business
 Jazz
 Music Technology

3. Current Program:

BA, Music

Approved Change:

Add option in Jazz

Program as Changed:

BA, Music
 Jazz

Southeast Missouri State University

Current Program:

BS, Industrial Technology
 Computer & Multimedia Graphics
 Construction Management & Design
 Facilities Management
 Industrial Management
 Technology Management
 Telecommunications & Computer Networking

Approved Changes:

Change title of program to Technology Management
Delete Facilities Management option
Add option in Sustainable Energy Systems Management

Program as Changed:

BS, Technology Management
 Computer & Multimedia Graphics
 Construction Management & Design
 Facilities Management (Deleted)
 Industrial Management
 Sustainable Energy Systems Management
 Technology Management
 Telecommunications & Computer Networking

University of Missouri – Columbia

Current Program:

BS, General Agriculture
 Sustainable Agriculture

Approved Change:

Change title to Agriculture

Program as Changed:

BS, Agriculture
 Sustainable Agriculture

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

Lindenwood University

1. Current Program:

MS, Corporate Communications

Received Change:

Delete program

Program as Changed:

MS, Corporate Communications (Deleted)

2. Current Program:

MS, Mass Communications

Received Change:

Delete program

Program as Changed:

MS, Mass Communications (Deleted)

Southwest Baptist University

Current Program:

MS, Educational Administration

Received Change:

Add option in Athletic /Activity Administration

Program as Changed:

MS, Educational Administration

Athletic /Activity Administration

V. Program Changes Requested and Not Approved

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

VI. New Programs Approved

Lincoln University

MS, Environmental Science

Missouri Western State University

1. BS, Early Childhood Education (*Delivery at Missouri Western State University in St. Joseph, Missouri; off-site delivery at the Northland site in Kansas City, Missouri; and Metropolitan Community College – Penn Valley in Kansas City, Missouri*)
2. BSN, Nursing (*Off-site delivery at Metropolitan Community College – Penn Valley in Kansas City, Missouri*)

University of Central Missouri

1. BS, Health Studies
Community Health
Pre-Physical Therapy / Pre-Occupational Therapy
Social Science
2. MS, Computer Science

University of Missouri – Columbia

1. BA, Film Studies
2. MS, Clinical Translational Science
3. PhD, Clinical Translational Science
Clinical Research
Health Services Research
Translational Biomedicine

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

Fontbonne University

1. BS, Special Education (*Off-site delivery at Hollenbeck Middle School in St. Charles, MO*)
2. MAT, Teaching (*Off-site delivery at Hollenbeck Middle School in St. Charles, MO*)

Washington University

1. MS, Clinical Research Management
2. GRCT, Clinical Research Management
3. MPH, Public Health
4. MS, Supply Chain Management

VIII. Programs Withdrawn (Independent Colleges and Universities)

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

IX. New Programs Not Approved (Independent Colleges and Universities)

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

X. New Courses Approved (Out-of-State Institutions)

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

AGENDA ITEM SUMMARY

AGENDA ITEM

Learning Assessment in Missouri Postsecondary Education (LAMP) Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

The Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council 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 the activities associated with LAMP.

Background

Established in fall 2008, the LAMP Advisory Council serves as a forum for dialogue and research about state-level student learning assessment issues. LAMP's focus is driven by student learning indicators in the state's public agenda for higher education - *Imperatives for Change: Building a Higher Education System for the 21st Century* (IFC) - and the competencies developed through the work of the Curriculum Alignment Initiative (CAI).

In June 2009, the Coordinating Board for Higher Education (CBHE) accepted the status report submitted by the LAMP Advisory Council. This report reviewed key findings about assessment standards, principles, policies and practices, access, and placement. The CBHE charged the Commissioner of Higher Education and the LAMP Advisory Council to continue developing recommendations for access and placement policies and to begin work on recommendations for assessment related to other transition points in the postsecondary education pipeline.

Progress

- MDHE and LAMP are working with representatives of Missouri institutions on strategies for implementing the assessment of CAI entry- and exit-level competencies for beginning general education courses.
- In fall 2009, Governor Nixon and the Commissioner of Education announced that Missouri would join the national Common Core State Standards Initiative, including the implementation of the *College and Career-Readiness Standards*. The LAMP Advisory Council recommended that math and English content specialists review the congruity between the core standards and the entry-level competencies established through CAI.

Next Steps

- LAMP representatives and MDHE staff will work with the Department of Elementary and Secondary Education on policies related to implementation of the new core standards

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as well as measures to address any discrepancy between these standards and the CAI entry-level competencies for beginning general education courses.

- The LAMP Advisory Council members continue to explore possibilities for pilot projects to test assessment validity and for establishing regional partnerships between K-12 and postsecondary institutions.
- The introduction of the national core standards has caused the LAMP Advisory Council to revise the timeline for submitting its final recommendations related to access and placement. It is anticipated that the recommendations will be submitted to the Commissioner by June 1, 2010.

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

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Mission Review Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

The purpose of mission review is to ensure that the Missouri system of higher education is responsive to the state's needs, is focused, balanced, and cost-effective, and is characterized by programs of high quality as demonstrated by student performance and program outcomes. This item provides an update on the review of the mission of public institutions by staff at the Missouri Department of Higher Education (MDHE).

Background

The Coordinating Board for Higher Education (CBHE) has statutory responsibility to conduct mission reviews of public institutions every five years. After several years of inaction due to limited staffing, the CBHE reintroduced mission review in December 2008 as a phased collaborative initiative between MDHE staff and all public institutions. The first phase provided an opportunity for the MDHE staff to review current mission materials submitted by institutions, to highlight areas of excellence, and to assess alignment with statewide goals outlined in *Imperatives for Change (IFC)*. Toward the end of calendar year 2009, MDHE staff completed the first phase of mission review by generating preliminary conclusions. Immediately following, staff began preparing draft reports for review by each public institution.

Current Status

A draft report about each institution was generated and contains an analysis of the following:

- Institutional mission statement and supporting documents
- CBHE-approved statewide mission
- Strategic plan and supporting documents
- Areas of institutional excellence and outstanding programs
- Inventory of programs offered by the institution
- Partnerships and collaborative relationships with outside stakeholders and organizations
- Alignment of institutional goals and mission with IFC goals and indicators
- Identification of any outstanding information

Preliminary Findings

In its preliminary analysis, MDHE staff identified areas of expertise and strength for particular institutions. In addition, the following areas of concern were identified for some institutions:

- Lack of measures for assessing success in meeting institutional mission, goals, and values

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- Lack of alignment between the mission of some institutions and their statewide mission
- Minimal alignment of institutional missions with the goals and indicators in the statewide strategic plan
- Lack of compliance by some institutions with the admissions selectivity designation
- Need to revise and update the statewide mission of two-year institutions to reflect their role in workforce development
- Need to develop more partnerships and regional collaboration among institutions
- Need for more focused attention and enhanced program offerings in science, technology, engineering, and mathematics (STEM)

Next Steps

MDHE staff will continue to work with institutional leaders to ensure the comprehensiveness and accuracy of the data reviewed and to revise and finalize a mission review report for each institution. As part of this work, MDHE staff will discuss any recommendations for better alignment between each institution's recent written mission that was included in the materials submitted to the MDHE and its historical CBHE-approved mission on file at the MDHE from the last official five-year mission review process. Staff will also consult with each institution to identify partnerships and opportunities for regional collaboration.

The MDHE will submit a final report summarizing its analysis, conclusions and recommendations based on these mission review findings. Each institution will be given an opportunity to provide comments for inclusion in the MDHE staff report that will be submitted to the CBHE for review and action.

STATUTORY REFERENCE

Section 173.030 (7), RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

President Obama's budget proposal recommending direct federal funding of all federally backed student loans has become part of the agenda of the 111th Congress. However, because of other ambitious agenda items, the "student loan reform" bill has not yet made significant progress. The purpose of this item is to describe the status of federal student aid legislation.

Discussion

H.R. 3221, the Student Aid and Fiscal Responsibility Act of 2009 (SAFRA), passed by the U.S. House of Representatives in September 2009, would move all new Stafford and PLUS loan originations to the Federal Direct Loan Program (FDLP) by July 1, 2010. A companion bill has not yet been introduced by the Senate Committee on Health, Education, Labor and Pensions.

The destiny of the student aid legislation is linked closely with health care reform. Both student aid and health care reform are eligible for an accelerated procedure known as budget reconciliation. This process would allow the Senate to pass both reform initiatives with a 51-vote majority and limited debate should they choose to include the reforms in a budget reconciliation bill. The budget reconciliation procedure can only be used for one spending bill each budget cycle, so if the Senate wishes to use it for both health care and student loan packages, both of those initiatives must be incorporated into a single bill. Consequently, student loan legislation is unlikely to move until Senate Democrats determine whether to utilize the reconciliation process for health care. The budget reconciliation rules only permit policy changes with a direct and measurable effect on federal spending, so in order to enact more sweeping policy change, health care reform proponents would prefer to pass a bill using regular Senate rules. However, the Senate is likely to reserve the right to use reconciliation as a fallback position for passage of a health care bill, thus slowing movement on student aid reform legislation.

In addition to the student aid reform initiative, Congress is also discussing a second student loan-related item. The Ensuring Continued Access to Student Loans Act (ECASLA), initially passed in May 2008, was created to provide liquidity to lenders participating in the Federal Family Education Loan Program (FFELP). The legislation is scheduled to expire this summer. Republican education leaders in both chambers have introduced legislation to extend ECASLA through the 2010-11 academic year, but the bills have not yet received meaningful bipartisan support.

Coordinating Board for Higher Education
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Despite uncertainty regarding the fate of FFELP for the 2010-11 academic year, the MDHE has continued to focus on services providing value to Missouri students and families such as outreach, default prevention, and financial literacy.

STATUTORY REFERENCE

Section 173.055 RSMo

Section 173.110 RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

College Goal Sunday
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

College Goal Sunday (CGS) is a nationwide program of the YMCA that provides assistance to families completing a Free Application for Federal Student Aid (FAFSA). Historically, Missouri's CGS program has been managed and operated by the Missouri Association of Student Financial Aid Personnel (MASFAP); however, in 2010 the MDHE is taking on a more active role in order to expand Missouri's CGS efforts. The intent of this board item is to provide an update about changes in the traditional College Goal Sunday program for FY 2010.

Background

College Goal Sunday began in Indiana in 1989 as a joint project of the Indiana Student Financial Aid Association and the State Student Assistance Commission of Indiana with funding from Lilly Endowment, Inc. and additional support from the Lumina Foundation for Education. Since 2001, the Lumina Foundation has provided funding for the nationwide initiative. During that time MASFAP managed the Missouri event with financial support from the MDHE and the Missouri Higher Education Loan Authority (MOHELA). Although the MDHE continues to partner with MASFAP and MOHELA, for 2010, the MDHE has agreed to assume a more direct role of providing statewide coordination for College Goal Sunday.

Traditionally, CGS has occurred on the first Sunday following the Super Bowl. However, the program will include three main dates in 2010, with a few sites offering additional dates. The 2010 program will also include significantly more events than in past years.

Because not all CGS events will be held on Sundays, in order to avoid confusion, the MDHE and MASFAP agreed to use the name "FAFSA Frenzy" for 2010, a term that the Missouri Western CGS site has used for the last several years. Currently, 28 sites are planning to host 35 "FAFSA Frenzy" events around Missouri. A list of participating sites is attached.

Missouri attendance and locations for the CGS event in recent years are:

Year	Missouri sites	Missouri attendees	Missouri volunteers
2009	24	1,537	220
2008	30	2,000	233
2007	25	2,000	250
2006	27	1,653	270
2005	23	2,032	230

Coordinating Board for Higher Education
February 11, 2010

Conclusions

One of the MDHE's goals in assuming responsibility for a more direct management role is to increase on-time FAFSA filing by expanding activities in Missouri. Filing a FAFSA – what appears to many to be a daunting task - is an important step for families interested in being considered for state and federal financial aid. A commitment to increase on-time FAFSA filers should help improve both access and affordability to prospective students.

STATUTORY REFERENCE

RSMo Sections 173.050.2 and .3
RSMo Section 173.141

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

2010 FAFSA Frenzy Dates and Sites

2010 FAFSA Frenzy* Sites and Dates

Hosting organization/facility:	City/region:	Date(s):
Avila University	Kansas City	Sunday, February 21
Benton High School	St. Joseph	Wednesday, February 3 6:30-8:30 p.m.
Blue Springs High School	Kansas City	Sunday, February 21
Boonville High School	Boonville/Mid-Missouri	Sunday, February 21
Columbia College	Columbia/Mid-Missouri	Sunday, February 21 Saturday, March 6 Sunday, March 21
East Central College	Union/St. Louis	Sunday, February 21
Educational Opportunity Center	Kansas City	Saturday, March 6 Sunday, March 21
Fulton High School	Fulton/Mid- Missouri	Monday, February 1 4:30-8:00 p.m.
Lincoln University	Jefferson City/Mid-Missouri	Sunday, February 21
Metropolitan Community College Maple Woods Campus	Kansas City	Sunday, February 21
Missouri State University West Plains	West Plains/Southwest Missouri	Saturday, March 6
Missouri Western State University	St. Joseph/ Missouri Northwest	Sunday, February 21 Saturday, March 6 Sunday, March 21
Moberly Area Community College	Moberly/Mid- Missouri	Sunday, March 21
Moberly Area Community College at Kirksville	Kirksville/Northeast Missouri	Sunday, February 21
Nichols Career Center	Jefferson City/Mid-Missouri	Saturday, March 6 1:30-4:00 p.m.
North Central Missouri College	Trenton/Northwest Missouri	Saturday, March 6
Northwest Missouri State University	Maryville/Northwest Missouri	Sunday, February 21 Thursday, March 11
Poplar Bluff Technical Career Center	Poplar Bluff/ Southeast Missouri	Sunday, February 21 Sunday, March 21
Ritenour High School	St. Louis	Sunday, February 21
Saint Louis College of Health Careers	Fenton/St. Louis	Sunday, March 21
Saint Louis Community College - Forest Park	St. Louis	Wednesday, March 10 5:30-7:30 p.m.
Saint Louis Community College - Meramec	St. Louis	Sunday, February 21
Seymour High School	Seymour/Southwest Missouri	Sunday, February 21
Southeast Missouri State University	Cape Girardeau/Southeast Missouri	Sunday, February 21

Hosting organization/facility:	City/region:	Date(s):
Southeast Missouri State University	Sikeston/Southeast Missouri	Sunday, February 21
Southern Reynolds County R-II High School	Ellington/Southeast Missouri	Sunday, February 21
University City High School	St. Louis	Sunday, February 21
YMCA of Greater St. Louis (Monsanto Family YMCA)	St. Louis	Sunday, February 21

*FAFSA Frenzy, a program of **College Goal Sunday**SM, is offered in Missouri through partnerships between the Missouri Department of Higher Education (MDHE), the **Missouri Association of Student Financial Aid Personnel (MASFAP)**, the **Missouri Higher Education Loan Authority (MOHELA)**, the **Lumina Foundation for Education**, and the **YMCA**.

AGENDA ITEM SUMMARY

AGENDA ITEM

P-20 Council Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

Missouri is one of several states to enact legislation to formally align education with the workforce through establishment of a statewide P-20 Council. The Missouri P-20 Council enhances collaboration between agencies and communities to ensure students progress seamlessly from one educational level to the next and into the workforce. The intent of this item is to provide a brief update on the work of the Missouri P-20 Council during 2009.

Background

For nearly ten years beginning in 1997, Missouri made sporadic efforts and achieved modest gains in the alignment of education and economic policies. The P-20 idea took a major step forward in 2006 with formal organization of a representative council of state agencies and board members. The five-member council was comprised of the Commissioner of Education, the President of the State Board of Education, the Commissioner of Higher Education, the Chair of the Coordinating Board for Higher Education, and the Director of the Department of Economic Development. In 2009, state statute officially recognized the organization as the P-20 Council. This statute authorized expansion of the Council's membership to include the Chair of the Coordinating Board for Early Childhood as well as additional gubernatorial appointees. The statute also made provisions for the establishment of the Council as a tax exempt entity.

Annual Report

Per statute, the Missouri P-20 Council is required to submit a report of activities annually to the governor and General Assembly. Attachment A is the most recent report for activities and initiatives during the 2009 calendar year.

Highlights from the report include:

- Distribution of grant funds for the establishment of regional P-20 councils
- Pursuit of grant funding - Institute of Education Sciences (IES) Statewide Longitudinal Data Systems Grant Program; National Governor's Association Honor State Grant Program; Race to the Top
- Collaborative work on curriculum alignment, early childhood education, STEM
- Continuing development of an official Missouri P-20 Council website

Senate Seminar

The Missouri P-20 Council was invited to offer a presentation (Attachment B) to members of the Missouri Senate on the efforts and initiatives surrounding P-20 in the state. The presentation was held on January 14, 2010 and provided a unique opportunity to meet with key legislators and to reinforce the need for concerted statewide efforts to reduce obstacles between education sectors and between education and the workforce.

Commissioner Robert Stein gave the presentation on behalf of the MDHE and CBHE in conjunction with Deborah Noble-Triplett and Dan Lowry from the University of Missouri P-20 Task Force. Director David Kerr of the Department of Economic Development and Chair Valeri Lane of the Coordinating Board for Early Childhood provided statements that were read into the record by Commissioner Stein, and Commissioner Chris Nicastro offered a taped statement on behalf of the Department of Elementary and Secondary Education and the State Board of Education.

STATUTORY REFERENCES

Section 160.800, RSMo, P-20 Council
Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: 2009 Annual Report of the Missouri P-20 Council
Attachment B: Missouri P-20 Council Senate Seminar Presentation



MISSOURI P-20 COUNCIL

2009 ANNUAL REPORT

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MISSOURI P-20 COUNCIL

Members



David Kerr
Director
Department
of Economic
Development



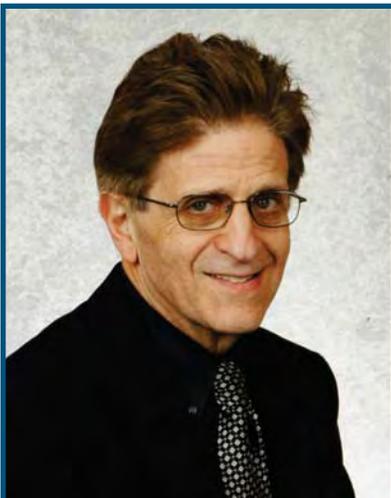
Lowell Kruse
Chair
Coordinating Board for
Higher Education



Chris Nicastro
Commissioner
Department
of Elementary
and Secondary
Education



Valeri Lane
Chair
Coordinating Board for
Early Childhood



Robert B. Stein
Commissioner
Department of
Higher Education



David Liechti
President
State Board of
Education



MISSOURI P-20 COUNCIL

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Governor Nixon:

On behalf of my colleagues on the Missouri P-20 Council, I am pleased to submit this annual summary of activities for 2009. Missouri is among a few states in the nation with legislation to align education and the workforce from pre-school through employment. Our state council made great strides during 2009 to empower the formation and growth of regional P-20 councils throughout Missouri.

These regional councils address local issues, unite education and workforce interests, and enhance collaboration for economic development. The regional P-20 councils also attract federal grant funding to Missouri in recognition of their efforts to collectively address social, educational and economic issues. Together, these combined forces can shape a more prosperous future for all Missourians.

The statewide P-20 Council is currently composed of the director of the Department of Economic Development, the commissioners of Education and Higher Education, and the chairs of the State Board of Education, Coordinating Board for Higher Education, and Coordinating Board for Early Childhood. Legislation enacted in 2009 allows you to appoint up to seven more members to provide diversity and citizen representation, including appointment of an executive director, and to support establishment of a tax-exempt entity.

There is increased interest locally, statewide, and nationally in P-20 work. All Missouri P-20 Council members are committed to align our activities with your administration's priorities for ensuring a strong educational system and a reinvigorated competitive workforce that will help grow Missouri's economy. With your support, the Missouri P-20 Council and the local regional P-20 councils can help Missourians reach their full academic and economic potential.

Best,

A handwritten signature in black ink that reads "Robert B. Stein".

Robert B. Stein, PhD
Commissioner of Higher Education
State of Missouri

The Missouri P-20 Council

In 1997, Missouri launched an initiative to align education and economic policies statewide. The initial effort made modest gains, but P-20 took a major step forward in 2006 with formal organization of the P-20 Council by state statute. The P-20 Council was comprised of the commissioners of Elementary and Secondary Education (K-12) and Higher Education, the director of the Department of Economic Development, and the chairs/presidents of the State Board of Education and the Coordinating Board for Higher Education. P-20 efforts were designed to focus on key issues which reach across educational sectors and into the workforce, including student preparation, student success, curriculum alignment, and collaboration with business and industry to increase the number of degrees in critical fields.

In 2009, additional legislation expanded the P-20 Council. The founding members were joined by the chairperson of the Coordinating Board of Early Childhood, and the governor was given authorization to appoint seven additional members from higher education, K-12 schools, early childhood education, and the business community. New legislation also authorized the council to incorporate as a private not-for-profit corporation – a 501(c)(3) – and to procure and expend external funds in support of its mission.

During the past year, the P-20 Council has established a subcommittee for research and policy consultation which will be available to provide additional information to support the development of data-driven policy-making. The subcommittee, established by the council at its February 2009 meeting, builds on an informal workgroup established in connection with the council's involvement in the National Governors Association Honor States grant program, and includes the following members:

- Bill Elder, University of Missouri-Columbia
- Janet Witter, WIRED Initiative
- Jeremy Kintzel, MDHE
- Leigh Ann Grant, DESE
- Mary Bruton, DED
- Max Ruhl, Northwest Missouri State University
- Mike Podgursky, University of Missouri-Columbia
- Stacy Preis, Joint Committee on Education

Throughout 2009, the P-20 Council met regularly in support of its core mission – collaboration and coordination of the state's education (pre-K through college) and workforce / economic development pipeline. Toward these ends, the council has engaged with staff of member agencies as well as key external stakeholders in several areas of high-priority focus:

- Regional P-20 Councils
- Grant Activities
- State Agency Collaborative Work
- External Partnerships
- Transitions
- Next Steps / Priorities for 2010 and Beyond

Regional P-20 Councils

Work with regional P-20 Councils has been an area of ongoing focus for the state council in 2009. While structures existed in some regions of the state to formalize collaboration among education, business leaders, and economic development, the Missouri P-20 Council took steps to seed similar efforts in other regions, as well as to support ongoing work. Chief among these efforts was the distribution of approximately \$70,000 in grant funds in early 2009 to the regions to target organization, communication among regional stakeholders, and needs assessment. Regional representatives have emphasized that the development of additional funding streams will be vital to the continuation of P-20 work across the state.

Central Missouri

In June 2009, the University of Missouri Institute of Public Policy hosted an initial P-20 regional council meeting in Columbia. Invitees included 85 public school administrators and the executive directors of the 23 chambers of commerce located in central Missouri. Attendees discussed the possible goals of a regional council, including developing strategies to better prepare students for academic transitions and for transitions to the workplace.

Kansas City

Planning and discussion of a formal Greater Kansas City Regional P-20 Council gained momentum at a follow-up meeting to the Early Childhood and Youth Development Education Summit (discussed under State Agency Collaborative Work, pg. 10). Attendees at the planning meeting indicated their interest in pursuing the development of a Greater Kansas City Regional P-20 Council, with a bi-state focus encompassing the areas defined by the Mid-America Regional Council and participants from nearby universities. Participants discussed the issues associated with formation of a regional council, including potential leadership, geographic boundaries, priorities, challenges, and advantages. Members of the Northwest Missouri P-20 Council attended the meeting and described the process of developing a P-20 Council in their region.

In addition, the Kansas City region held a summit focused on program articulation in early childhood education across the bi-state metro area; participants represented eight colleges and universities, six community-based organizations, and one state agency. Of particular note was the challenge of declining educational levels within the field as more educated staff retire or change careers. Participants were encouraged to think beyond their individual programs and agreements to consider innovative, systemic efforts to enhance articulation among institutions of higher education. They described challenges, successes, innovative solutions to consider, and additional partners to invite to follow-up discussions.

Northwest Missouri

The Northwest Missouri P-20 Council was formed in 2008, and grew out of a Healthy Communities Investor Council, sponsored by Heartland Health, Missouri Western State University, North Central Missouri College, Northwest Missouri State University, and St. Francis Hospital & Health Services, with the Heartland Foundation serving as managing partner. The Northwest P-20 Council is

devoted to leading a region-wide cross-sector approach to look for new innovative solutions to build healthier, more livable communities. Areas of focus for this regional council included strategic planning as well as serving as a centralized information resource for elected officials and state leadership on issues of mutual interest. Other major accomplishments in 2009 by the council and its partners included:

- Cooperative development of a new bio-manufacturing course at Missouri Western State University, which has led to employment, internship, and job interviews for several students.
- Internships provided by the Missouri Western State University Science and Technology Incubator; Northwest P-20 Council funding supported the purchase of equipment and supplies to enhance the level of training offered.
- Support for the My Success Event, which provided a forum for area businesses to meet with students and promote career opportunities; the 2009 event attracted over 2,100 sophomores from 33 regional high schools.
- Co-sponsorship with United Way of Greater St. Joseph, Inc. and Success by 6 to bring Bill Millett, President of Scope View Strategic Advantage, as keynote speaker at the Spring Chamber of Commerce Chairman's Breakfast for area business leaders; Mr. Millet emphasized the importance of early childhood education to global economic competitiveness.
- Several collaborative initiatives with Heartland Foundation's emPowerU, including a Saturday Morning Science program in partnership with the University of Missouri – Office of Science Outreach, and support for Immersion, which engages local students in experiential learning with special focus on civic engagement.
- Development of a new online Asset Inventory, which showcases educational assets from across the region, and is searchable by location, type of educational program, and population served.
- Attendance by several representatives at the WorkKeys National Conference in San Antonio, Texas.
- Support for summer internships at Heartland Foundation, in collaboration with the Northwest Region's Workforce Investment Board and Next Generation Jobs Team, with focus on creative marketing and social media activities to promote philanthropy, civics-based service learning, and career guidance.

Southeast Missouri

The Southeast Missouri P-20 Council was founded in late 2008, and includes representatives from the business and education communities across a 23-county region. Major accomplishments in 2009 by the council and its partners included:

- An inaugural strategic planning summit for the Board of Directors, facilitated by nationally recognized economic development consultant Ed Morrison; the Board identified major areas of focus and laid plans for involving area students in the development of a student-centered graduation plan.
- A Web site to recognize regional best practices, serve as a connection for the business and education communities, promote initiatives and events, supply information and eventually serve as an interactive communication tool for all those interested in the future endeavors of the P-20 Council and development of the region's talent .
- A series of five interactive regional career exploration events for area eighth grade students;

nearly 3,000 eighth graders and 70 area businesses in the Southeast Missouri region participated.

- A partnership with the Missouri Division of Workforce Development to promote the expansion of WorkKeys in the region, both with employers who will implement the assessment in their hiring processes and educational institutions which will administer the Missouri Career Readiness Certificate assessments to job seekers; the Council also collaborated with several area chambers of commerce to sponsor WorkKeys presentations for area business leaders in the region.
- Surveys of the business community to increase education partnerships with the P-20 Council and to better understand existing programs and services provided by area businesses, community organizations, and other sources to local school districts.
- Plans for the Strengthening the Pipeline project, in which the Southeast P-20 Council, in collaboration with the WIRED Initiative, will work with area guidance counselors, student representatives, and select industry professionals to identify effective character education programs for promotion and expansion across the region.
- Plans for the Graduating with Purpose Initiative, in which the Southeast P-20 Council, in collaboration with the WIRED Initiative, will bring students and educational professionals together for brainstorming, teamwork, and strategizing to devise the framework for a post-graduation plan that will then be implemented and utilized by students in all high schools throughout the Southeast region.

Southwest Missouri

Crowder College and Missouri Southern State University have agreed to assume joint leadership of the Southwest Missouri P-20 Council, and have formed a steering committee which is working to gain understanding of existing relevant initiatives in the region. Major accomplishments in 2009 by this regional council and its partners included:

- Regular meetings with area superintendents to determine their vision for the Southwest P-20 Council; discussions focused on culture change in the region to place greater value on education, and in potentially using COMPASS to better promote alignment of academic expectations.
- A preliminary mission statement and graphic marketing materials.
- Meetings with the Joplin Chamber of Commerce and business leaders.
- Potential collaboration with Missouri State University to strengthen early childhood teacher training.
- Visit with Northwest Missouri P-20 Council at the Heartland Foundation in St. Joseph.

St. Louis

In 2009, St. Louis initiated its first P-20 Council. St. Louis Community College and the St. Louis Regional Education Roundtable (STRER), formed in 2007, formally aligned and adopted a joint commitment to P-20 efforts in the gateway region. The P-20 regional mission is considered a critical 21st century reform to increase academic achievement and workforce development. Currently, the council has four planning committees and more than 80 education and civic leaders participating in development and planning. Major accomplishments in 2009 by the St. Louis council and its partners

included:

- Four area focus groups with community leaders to explore P-20 interest
- Approval of regional strategic plan by the STRER
- Discussion and agreement on the merger of efforts between St. Louis Community College and the STRER to form the St. Louis Regional P-20 Council
- Information to support IES grant submission and participation in Race to the Top statewide meetings (discussed under Grant Activities, pgs. 8 - 9)
- Regional higher education meeting at Washington University to solicit postsecondary commitment and support for collaborative efforts
- Planning for focused meetings in early 2010 with K-12, early childhood, higher education, and civic leadership stakeholders to develop a unified regional P-20 strategic plan.

Grant Activities

The P-20 Council has supported partner agencies in their efforts to pursue major grants.

U.S.D.E. Institute of Education Sciences Statewide Longitudinal Data Systems Grant Program

The U.S.D.E., through its Institute of Education Sciences, annually awards multi-million dollar grants to develop statewide student education data systems. In 2009, Missouri was awarded \$9.67 million, which over four years will support the development of DESE's Missouri Student Information System (MOSIS), a comprehensive system of student data collected from public school districts to track student achievement and college and workforce readiness. The grant will also fund professional development for system users at the district and school levels, data warehouse development and enhanced analysis capability at the state level, and redesign of DESE's teacher certification data system. In addition, the grant provides dedicated funding for development and pilot implementation of an online "P-20 Collaborative" online portal, including focused analysis of teacher quality. DESE is the lead applicant and fiscal agent for IES funds, although its successful application detailed extensive collaboration with the P-20 Council and other partners.

In late 2009, DESE led a coordinated application for an additional award under the 2010 IES Statewide Longitudinal Data Systems Grant cycle. For the first time, the 2010 request for proposals (RFP) from IES mandated that proposed projects support data systems development across the P-20 spectrum. In response, Missouri's application will direct significant resources to development of statewide data systems in early childhood and higher education, and to research workforce participation, training systems and research collaboration with bordering states, particularly Kansas.

Race to the Top

In 2010, the U.S.D.E. will award \$4.3 billion in grant funds to states proposing innovative projects and proposals centered around four specific reform areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
- Turning around our lowest-achieving schools.

These grants, funded through the American Recovery and Reinvestment Act of 2009 (the federal stimulus bill), are known as the Race to the Top program, and will support creative and sustainable efforts to demonstrate effective new initiatives, especially those which might be transferable to other states. As is the case with the IES grants, DESE must be the lead applicant, and is currently working on a proposal for the Phase I application deadline (January 19, 2010).

On November 23, 2009, DESE convened a successful "stakeholders forum" to obtain input on potential initiatives from a diverse range of stakeholders and constituencies, and has also opened

a follow-up survey to gather additional feedback. More recently, DESE has asked school districts to submit a non-binding letter of intent to participate in and support Race to the Top projects. Opportunities exist for coordination with other major initiatives; in fact, the application deadline for the 2010 IES RFP was postponed to allow states more time to align their IES and Race to the Top applications.

The National Governor's Association Honor States Grant Program

With the support of the P-20 Council, DED, DESE, and MDHE staff continued to collaborate under a \$200,000 grant from the National Governor's Association (NGA) to link diverse data systems. The effort will create new feedback reports for high school, post-secondary and industry stakeholders. The grant enables development of customized reports that analyze linked P-20 longitudinal data systems. These reports will be tailored to the data needs of the K-12 and postsecondary education sectors and business leaders. The three stakeholder feedback reports are slated for completion in mid-February 2010, and will be vetted by the P-20 Council before public release.

Among the immediate and long lasting benefits results from the NGA grant are:

- Development of a P-20 data sharing governance policy
- Clarification of required content for future memoranda of agreement/understanding between the University of Missouri-Columbia Office of Social and Economic Data Analysis (OSED) and the departments involved
- Development of a memorandum of agreement for the exchange of wage/employment records with Illinois, which includes the release of the records to a third party, OSED
- Defined deliverables related to data linkages
- Defined data access and security procedures and policies
- Linked secondary to post-secondary files, and secondary and post- secondary fields to employment/wage files
- Missouri's first state-level agreement with the National Student Clearinghouse.

State Agency Collaborative Work

State agency members of the P-20 Council were actively engaged in a range of major initiatives in 2009 to support the council's goals. The Department of Economic Development, DESE, and the MDHE worked to strengthen the coordination among student preparation and success at all levels of education, teacher education, and workforce development and participation.

Early Childhood Education

On June 29, 2009, the P-20 Council held the first ever Early Childhood and Youth Development Education Summit to discuss the needs of Missouri's early childhood community. The summit brought together representatives from the Coordinating Board for Early Childhood, Center for Family Policy and Research at the University of Missouri-Columbia, OPEN (Opportunities in Professional Education Network) Center, the Institute for Human Development at the University of Missouri-Kansas City, and other key stakeholders throughout the state. Work at the summit was informed by a background paper sponsored by the P-20 Council and written by Michael B. Abel, M.A.Ed. and Kathryn L. Fuger, Ph.D., both of the University of Missouri-Kansas City. The paper details the current landscape of early childhood professional and career development pathways throughout the state of Missouri, and is posted online at http://www.dhe.mo.gov/files/p20_earlyeducationbgpaper.pdf.

At the summit, educators and administrators from higher education, K-12, Head Start, childcare, and youth development, in addition to community planning and service agencies, professional development organizations, advocacy groups, and philanthropic foundations worked together to better understand gaps in the early childhood system, emphasizing systematic improvements for professional development. The following were goals set forth by the planners to be accomplished at the summit:

- Increase awareness about the "P" portion of the P-20 work, including both early childhood education and school-age/after-school programming
- Discuss the early childhood and before/after-school system challenges and opportunities as they relate to higher education
- Discuss the higher education system challenges and opportunities as they relate to serving the early childhood and school-age/after-school fields
- Build an action agenda to address the challenges and realize the opportunities identified.

Following the summit, a Joint Committee on Early Childhood Education was established, comprised of staff representing the MDHE, DESE, the Coordinating Board for Early Childhood, the Department of Social Services, the Missouri Child Care Resources and Referral Network (MoCCRRN), the Center for Family Policy and Research, the Missouri Association of Early Childhood Teacher Educators, and other valued early childhood and youth development stakeholders throughout the state. The joint committee will continue to coordinate professional development and certification activities throughout the state, and collaboratively address other goals set forth at the summit.

Curriculum and Competency Alignment

Several major initiatives are underway across the state to align the expectations of students across major transition points, including throughout K-12, transitioning into college, and into the workforce.

Since 2007, the MDHE has coordinated the Curriculum Alignment Initiative, which has convened discipline-specific, cross-sector workgroups to develop entry- and exit- level competencies to clearly outline standards for success in collegiate-level coursework and to facilitate transfer of general education courses. Key accomplishments of the CAI workgroups and Steering Committee in 2009 have included:

- Completion of crosswalk analyses between course exit-level competencies in algebra, political science, freshman English composition, biology, history, psychology, and existing statewide general education program competencies
- Development of draft exit-level competencies for trigonometry, introductory physics for non-majors, and second semester foreign language
- Development of “optimal” entry-level competencies for engineering and engineering/information technology, designed to assist students who wish to pursue careers in these fields
- Development of an action plan for publication and dissemination of CAI competencies;
- Ongoing work and revision of cross-disciplinary competencies, including the addition of cultural/global awareness and creativity competencies.

In a related vein, DED staff continued to work to bring together the appropriate state and local individuals to align education and workforce programs with the future needs of Missouri employers. The Target Industry Competency Model project is intended to identify personal effectiveness, academic, and occupation specific competencies for businesses within the state’s targeted industry clusters.

Competency models for both information technology and transportation/logistics were released in the spring of 2009 and work on energy and life science competency models began in the fall of 2009; these models are slated for release in January 2010. The models are intended to serve as a useful human resource tool and to help shape policies that will address skill and curriculum gaps in order to meet the future needs of Missouri businesses.

Also in late 2009, the Governor and the State Board of Education confirmed Missouri as one of 48 states, two territories and the District of Columbia to commit to the implementation of the Common Core Standards in English-language arts and mathematics for grades K-12. The college- and career-readiness standards, released in September 2009, and the K-12 course level and graduation standards, to be released in early 2010, will define a unified set of standards of knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college coursework and in workforce training programs.

These core standards have also become a critical component of the Race to the Top grant program. Missouri has committed to join a coalition of other states to implement not only the core standards, but also a common set of assessments.

Target Industry Clusters

DED staff continued to work with other P-20 agencies to develop a long-term process to map current education and workforce program supplies against the skills required in Missouri's fastest growing industries. By mapping current curricula against industry skill sets, competency models will allow industry councils to coordinate with the P-20 talent pipeline to produce qualified workers with more relevant skills in industries that drive Missouri's economy.

The targeted industry clusters defined by DED are:

- Agribusiness
- Automotive
- Defense & Homeland Security
- Energy
- Finance
- Information Technology
- Life Sciences
- Transportation/Logistics

Industry clusters are defined as groups of interdependent businesses linked by core products or services as well as the potential for common supply chains, labor needs, technologies, and markets.

P-20 Panel Discussion at the Governor's Conference on Economic Development

The Missouri P-20 Council was invited to present at the annual Governor's Conference on Economic Development in September 2009. The title of the presentation was "P-20 Business/Education Partnerships: Opportunities for Accelerating Economic Growth across Missouri." At the conference, representatives of the Council briefly described its history and vision for state planning and enhanced coordination to produce a more globally competitive Missouri workforce.

Attendees were encouraged to discuss the council's vision for improved educational attainment, job creation, and quality of life. In addition, council members and other participants suggested strategic actions for a public agenda integrating education and workforce development. Participants included stakeholders from local P-20 Councils, education/training providers, economic and workforce developers, and legislators.

External Partnerships

The P-20 Council has also supported and collaborated with several other entities which share its goals in streamlining pathways for students throughout their educational career and into successful participation in the Missouri workforce.

The University of Missouri P-20 Task Force

At the direction of University of Missouri President Gary Forsee, the university in 2009 assembled a focused P-20 task force which was charged to identify “specific actions that would continuously improve our success rates for mitigating leaks in the pipeline, as well as increasing its capacity. Measures such as the percentage of those pursuing higher education; graduation rates as measured from ninth grade; and increases in the number of students enrolled in science, technology, engineering and math programs, are only a few of the critical factors that should be monitored.” The task force was further charged to “identify not more than 10 [University of Missouri] programs or actions that represent the best practices and programs across the system that can be leveraged and/or replicated across the state.” While membership on the task force was primarily comprised of administration, faculty, and staff representing the system and University of Missouri campuses, Dr. Tim Gallimore, Interim Executive Director of the Missouri P-20 Council, was also invited to participate in discussions.

In the course of its work, the task force identified several major barriers to students’ progress through the pipeline, such as the need for more comprehensive curriculum alignment, a lack of consistent parental, community, and business involvement in education, and gaps in the availability and interpretation of longitudinal data. More information is available at www.umsystem.edu/ums/departments/aa/p-20

At the conclusion of its work, the task force had identified more than 200 programs across the system that might serve as exemplars in strengthening the pipeline. The task Force stopped short, however, of recommending specific programs to be replicated across the system and/or the state, given the complexity of many other contributing factors, including long-term effectiveness, scalability, and program cost. The task force did recommend several actions and areas of further study, including a commitment to support for college and career readiness levels for all Missouri students, focus on barriers to success at the postsecondary level, and greater participation in public-private partnerships.

STEM Initiatives

The P-20 Council takes interest in the work of other organizations working to encourage student participation in science, technology, engineering, and mathematics (STEM) fields of study and careers, including the Missouri STEM (aka METS) Coalition.

Throughout 2009, the STEM Coalition has continued active engagement in support of its mission, and can claim several major accomplishments:

- Secured funding for four additional middle school eMINTS/STEM classrooms from Bank of America; these classrooms were implemented in fall 2009 at schools serving more than 500 students

- Secured funding for the development of an online professional development course for teachers responsible for teaching personal finance from Bank of America; the course will open at no cost to teachers in the state beginning January 2010
- The coalition was featured in the State Educational Technology Directors Association (SETDA) Class of 2020 Action Plan for Education publication, "Science, Technology, Engineering and Mathematics" as a featured state-level initiative; the publication can be viewed at: http://www.setda.org/c/document_library/get_file?folderId=270&name=DLFE-257.pdf (see pg. 7)
- The first week of March is now designated in statute as METS week, and will provide an ongoing opportunity to focus awareness on student participation and career awareness in targeted fields.

In addition, the P-20 Council notes the establishment in 2009 of Science and Citizens Organized for Purpose and Exploration (SCOPE) Missouri, a non-profit organization dedicated to increasing awareness of current events and innovations in STEM disciplines in Missouri, and providing centralized information on education and workforce development resources. The P-20 Council looks forward to working collaboratively with SCOPE Missouri in 2010 and beyond in support of their common agenda.

Transitions

At the close of 2009, key transitions are in process that, once completed, will assist the P-20 Council and its partners in working toward their common goals. As of June 30, 2009, Dr. Tim Gallimore stepped away from his formal role as interim executive director of the state's P-20 Council, clearing the way for the Governor to appoint a permanent successor as is his prerogative in statute. The council expresses its appreciation to Dr. Gallimore for his service and leadership. To date, no permanent appointment has been forthcoming; the council stands ready to assist the Governor in this process at the appropriate time.

In addition, the P-20 Council has solicited bids for the development and maintenance of a dedicated website; a previous site hosted within state government is no longer available. Bids are now in hand and are awaiting the action of the council.

Finally, DESE serves as the fiscal agent for \$150,000 in federal Workforce Investment Act (WIA) grant funds, which are earmarked for P-20 initiatives, but must be expended prior to June 30, 2010.

Next Steps / Priorities for 2010 and Beyond

The P-20 Council will continue its work in 2010 with anticipated support from the Governor and other stakeholders in the state. The council will determine its activities once it ascertains the administrative priorities of the incoming administration.

However, there are outstanding issues which it will address including:

- Establishing tax-exempt, non-profit legal status
- Securing funding for annual operating budget
- Securing a permanent executive director
- Following up with results of the RFI for establishing regional P-20 councils
- Enlarging council membership to include early childhood education and other critical sectors in the P-20 initiative
- Coordinating the statewide effort for workforce development
- Updating and maintaining the P-20 Web site.

The Missouri P-20 Council is also working with the Senate 2020 Educated Citizenry Committee in its bi-partisan efforts to develop long-term strategies to ensure:

Every child enters school ready to learn;

- Access to quality education for all students;
- Support for stay-at-home parents;
- Adequate preparation for all students to become productive and successful citizens; and
- Missouri graduates who are competitive in the global marketplace.

On January 14, 2010, the Missouri P-20 Council made a presentation before members of the Missouri Senate regarding the history of P-20 in Missouri and the past, present, and future work of the Missouri P-20 Council.

Missouri P-20 Council

Senate Seminar

January 14, 2010



Historical Context

- December 1997 – Commitment to launch P-20
 - Grass roots effort
 - Topic driven
 - Use of Blue Ribbon Panels / Task Forces
 - Alliance of three major Missouri boards



Key Vision

- ❑ Quality Standards
- ❑ Public Awareness
- ❑ Enhanced Student Performance
- ❑ Curricular Alignment / Full Articulation
- ❑ Less Remediation (high school to college)
- ❑ Engagement of Business / Industry



First Report – December 1999

- Mathematics in Missouri
 - Sense of urgency
 - Improve student learning
 - Enhance teacher preparation
 - Quality content-driven professional development
 - Common data definitions – central database
 - Common research agenda



General Conclusions – July 2000

- ❑ Too many youth do not reach potential
- ❑ Postsecondary options limited
- ❑ Too much variation across Missouri
- ❑ Importance of life-long learning
- ❑ Need for intentional structure
- ❑ Negative impact on individuals and the state



Measuring Up - National Report Card

- ❑ Biennial reports issued beginning in 2000
- ❑ Focus on **Preparation, Participation, Completions, Affordability, and Benefits**
- ❑ Almost all states receive “F” in affordability
- ❑ Missouri mostly average on other indicators
- ❑ Measurement of student learning identified as a challenge



Second Report - March 2002

- Achievement Gap Elimination
 - Geographical location, social class, and race impact opportunity and performance
 - Despite gaps, clear evidence of high performance
 - Teacher quality identified as key
 - Major recommendations:
 - Incentives to recruit and retain high quality teachers
 - Accountability for K-12 and higher education



Business Education Roundtable

- New Governor establishes the Business Education Roundtable (BERT)
 - Need for well-trained workforce
 - Role of business emphasized
 - Federal requirements on teacher preparation
 - Quality processes / use of data
 - Needs of hard-to-staff schools



BERT Report - July 2003

- Key themes:
 - Urgency
 - Recruitment / retention
 - Preparation
 - Age appropriate pre-school activities
 - Community / business engagement
 - Continuous improvement
 - Financial incentives



Challenges Identified in 2004

- ❑ Silos reinforced by separate systems
- ❑ Random rather than systemic results
- ❑ P-20 accountability dispersed
- ❑ Difficulty of implementing recommendations
- ❑ Persistence of achievement gaps
- ❑ Average performance
- ❑ Limited resources
- ❑ Agreed-upon goals/measures



First P-20 Statute - August 2006

- P-20 Council established - Section 160.730, RSMo
 - “P-20” label not used in statute
 - Five persons to meet at least twice annually
 - Collaborative work between economic development and education
 - No staff or resources
 - Annual report to the governor and General Assembly



P-20 Council Goals

- Coordinate economic / educational policy
 - Identify obstacles
- Suggest remedies
 - Interventions for critical transition points
 - Cross-sector exchanges among workers
 - Alignment of policy and information systems
 - Regular feedback systems on remediation
 - Better alignment of academic content



Accomplishments

- ❑ Aligning competencies between high school and college
- ❑ Increasing science, technology, engineering, and math enrollments
- ❑ Forging partnerships for fastest growing industries
- ❑ Forging regional P-20 councils
- ❑ Obtaining competitive grants
- ❑ Integrating data systems



Second P-20 Statute – August 2009

- 2009 – Section 160.800, RSMo
 - “P-20” label in statute
 - Authorizes governor to establish a not-for-profit corporation
 - Places Chair of Coordinating Board for Early Childhood on Council
 - Expands memberships by an additional seven persons to be appointed by the governor



Activity Since P-20 Launch

- ❑ Increased attention and transparency
- ❑ Systematic exchange – formal engagement
- ❑ Building integrated data system
- ❑ New coalitions forming
- ❑ Inclusion of early childhood
- ❑ Focus on transitions (educational pathways and into the workforce)



Common Framework

- ❑ Increased understanding of interdependence
- ❑ Agreement on importance of P-20 work
- ❑ Extensive attention to conceptual issues associated with challenges and solutions
- ❑ Education seen as an investment
- ❑ Teacher quality recognized as key



Current Status

- ❑ No Executive Director
- ❑ Website under development
- ❑ Limited federal funds / no state appropriation
- ❑ Multiple grants primarily focused on building data warehouse
- ❑ Limited to no movement on additional members and 501(3)(c) application



Current Status (Continued)

- Partnerships and Collaborations
 - School / college partnerships
 - University of Missouri P-20 Task Force
 - STEM (aka METS) Coalition
 - Science and Citizens Organized for Purpose and Exploration (SCOPE)



Current Status (Continued)

- Expanded emphasis on the “P”
 - Summits and workshops
 - Coordinated participation in IES
 - Stronger interagency coordination
 - Focus on school readiness
 - System development for Pre-K
 - Research focus and data-driven decision-making
 - State Early Childhood Advisory Council



Recommendations / Priorities for 2010

- ❑ Establish single vision to drive public agenda
- ❑ Strategic planning
- ❑ Real enforcement of accountability
- ❑ Ongoing policy research
- ❑ Dedicated funding and staffing
- ❑ Support for additional regional P-20 councils
- ❑ Maximize change agent potential



Why the Same Lingering Issues?

- ❑ Years of report-driven focus
- ❑ Sustained focus was / is no one's full time job
- ❑ Priorities among partners differ or even conflict
- ❑ Lack of consistent / dedicated resources,
- ❑ Turnover in key positions, especially leadership
- ❑ Partners communicate and support internal work but don't really define and pursue common initiatives
- ❑ High-level visibility is inconsistent
- ❑ Labeling problematic at inclusion of business in future work



Message from David Kerr

Director

Department of Economic Development



Message from Valerie Lane

Chair

Coordinating Board for Early Childhood



Message from Chris Nicastro

Commissioner

Department of Elementary and Secondary Education



Questions?



P-20 Task Force Report

University of Missouri



P-20 Task Force Mission

- Identify critical areas where the university is lending its support to the state's Pre-kindergarten/early childhood through 12th grade improvement efforts
- Promote students' access, awareness and readiness for college across the state
- Find ways the university can enhance the preparation of tomorrow's educators and leaders



National Context

- Achievement gap remains a challenge: low-income and under-represented students are still far behind in high school graduation rates
- The college-going rate of U.S. high school graduates has declined steadily since 1996
- Obama 2020 Goal: The U.S. will have the highest proportion of college graduates in the world.



National Context

- “Leaks” in the pipeline are due to:
 - costs and lack of support
 - lack of academic preparation
 - transition and alignment challenges
 - lack of a college-going culture
 - poor quality educators
 - low expectations
 - inappropriate classroom structure
 - lack of system accountability



Missouri Context: The Pipeline Issue

- For every 100 ninth graders, 44 will enroll in college within one year of high school graduation
- Of these 44, only 21 will complete a bachelor's degree in six years
- From 2010 to 2017, high school graduates will decrease by 3% to 5% each year
- Data shows a future of a more racially diverse and economically disadvantaged student population



P-20 Task Force Agenda

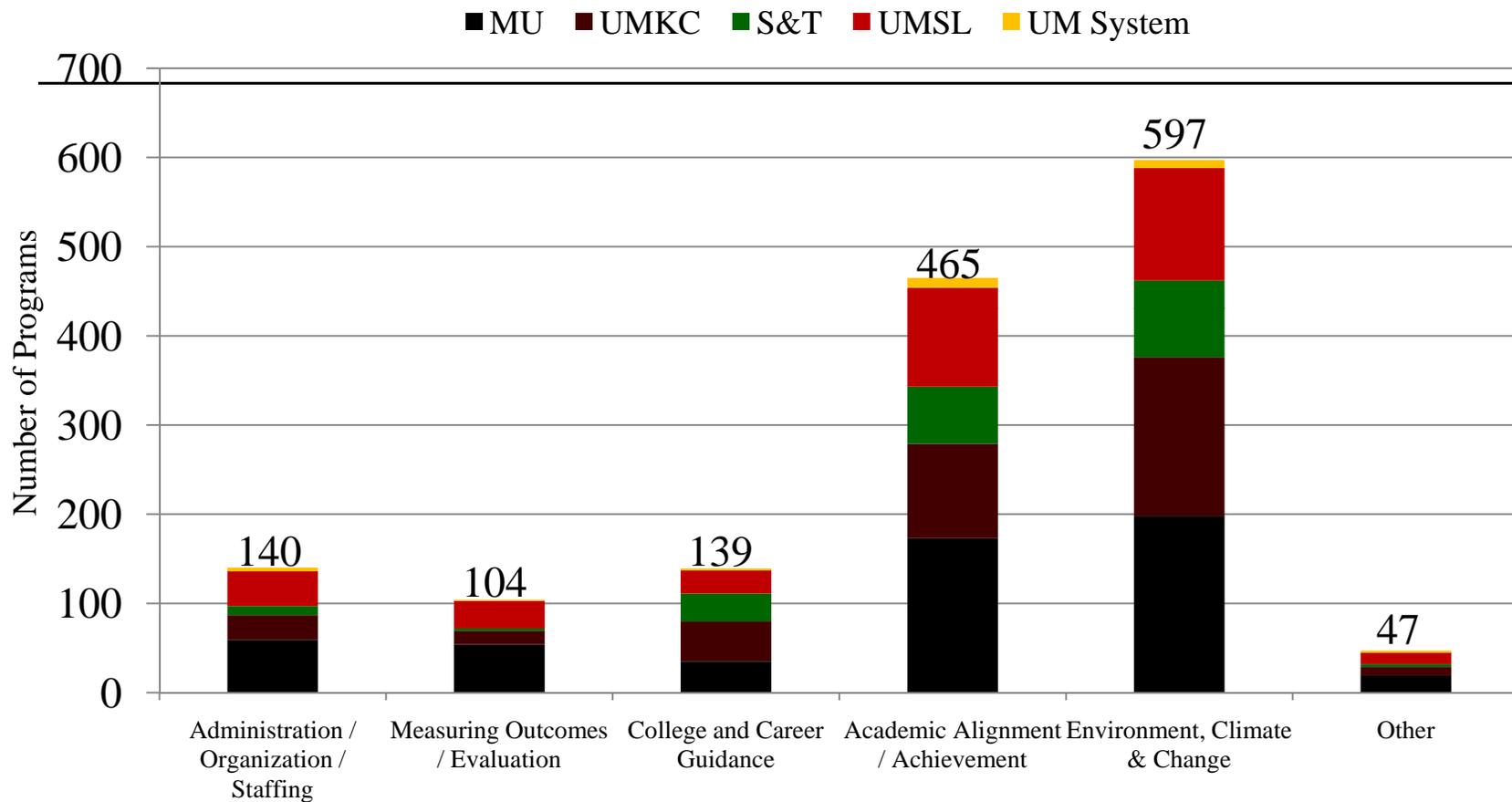
- ❑ Focus on Pre-kindergarten/early childhood to 12th grade pipeline
- ❑ Identify existing barriers to graduation and college and career readiness
- ❑ Determine what existing programs best address the key barriers to college-going and college and career readiness
- ❑ Conduct focus groups and interviews
- ❑ Survey faculty and staff across the four campuses
- ❑ Develop inventory of P-12 pipeline programs



Survey Findings

- ❑ 257 active programs, addressing all age and grade levels (excluding degree and certificate programs)
- ❑ Approximately 175 additional degree and certificate programs to prepare and retain high quality P-12 educators
- ❑ Of the currently offered programs, 55% have been started since 2000
(some in existence for over 50 years)
- ❑ Pipeline programs involve most key constituents: teachers, librarians, administrators, counselors, current college students, parents, business and community leaders

Barriers Being Addressed – Overview by Barrier Category

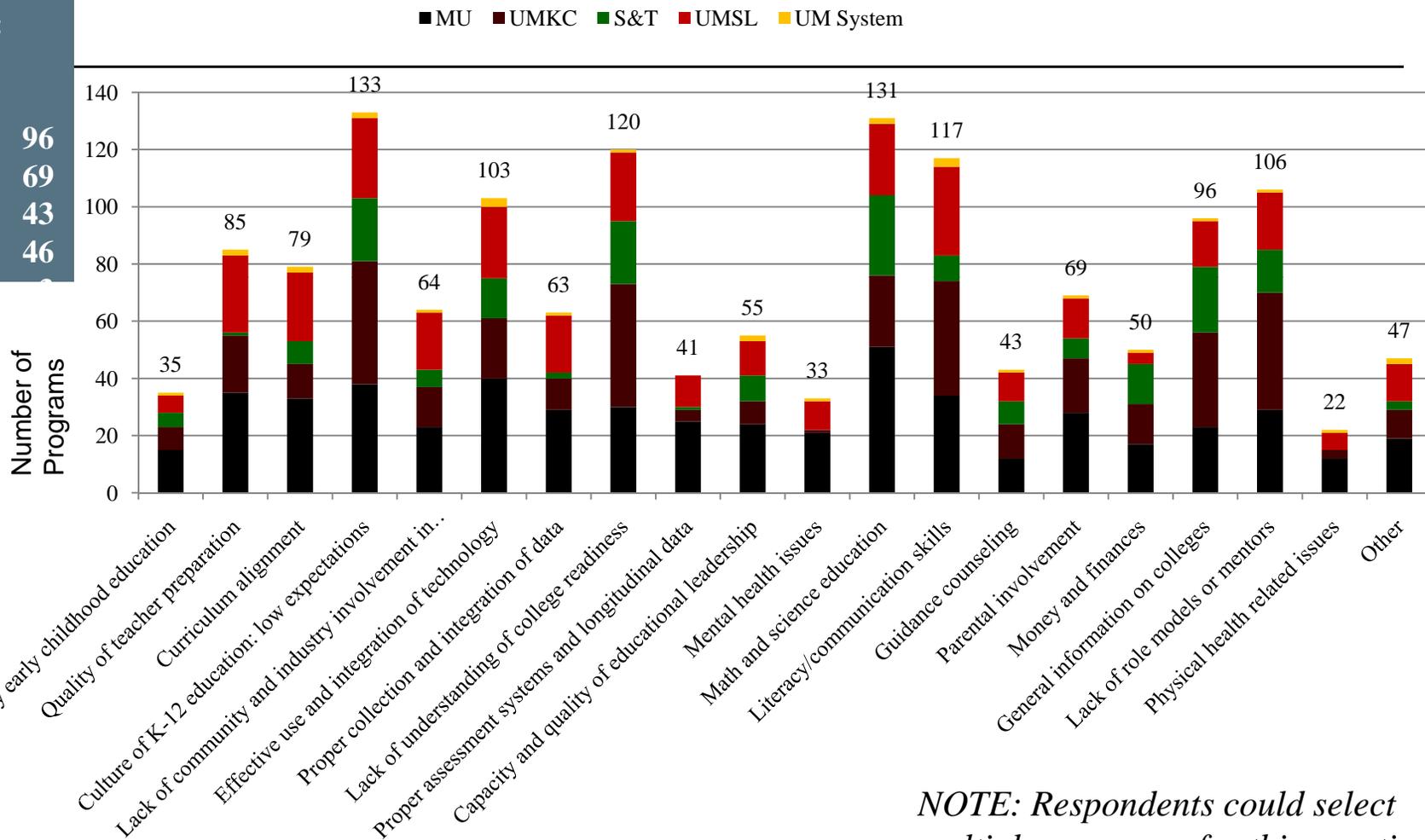


NOTE: Respondents could select multiple responses for this question

Barriers Being Addressed – Overview by Barrier

Total Programs:
257

MU 96
UMKC 69
S&T 43
UMSL 46



NOTE: Respondents could select multiple responses for this question



Enrollment Impacts – UM System

- Improved access to students of low socio-economic status
- 30% net enrollment growth among Pell Grant eligible students (low SES)
 - 2004: 16% (n=8,143) of UM students qualified for Pell Grants
 - 2009: 18% (n=10,289) of UM students qualified for Pell Grants



Recommendations

- ❑ Further examination of existing programs to consider scalability, sustainability, and effectiveness
- ❑ Commitment to college and career readiness levels for all Missouri students
- ❑ Patience for results
- ❑ In-depth look at barriers for each grade level
- ❑ Address 13-20 section of the pipeline
- ❑ Identify successful programs (best practices) that the University of Missouri is not engaged in
- ❑ Leverage public-private partnerships
- ❑ Continue to pursue existing best practice
- ❑ Opportunity to build web portal for access and success
<http://www.cfnc.org/index.jsp> (example)

AGENDA ITEM SUMMARY

AGENDA ITEM

Federal Stimulus Funding Update
Coordinating Board for Higher Education
February 11, 2010

DESCRIPTION

The Missouri Department of Higher Education (MDHE) has been coordinating efforts of public higher education institutions to apply for funding under the American Recovery and Reinvestment Act (ARRA). This item provides an update on funds received to date, pending applications, and other funding opportunities for statewide projects.

Successful Applications

On January 20, 2010, the Missouri Division of Workforce Development received a \$6 million grant to provide training and education to workers in St. Louis, St. Charles, Lincoln, Clay, and Randolph counties who were impacted by decline of the auto industry. The award is from the U.S. Department of Labor's State Energy Sector Partnership and Training grants, which are designed to promote economic growth by preparing workers for careers in the energy efficiency industries. The Missouri grant calls for collaboration between the University of Missouri—Columbia and five community colleges to do a gap analysis on renewable energy and energy efficiency employment needs in relation to existing training programs. The gap analysis will be followed by development of any needed new programs, and/or additions or changes to existing programs.

In December 2009, Missouri received \$1.9 million in stimulus funds from the Department of Commerce's National Telecommunications and Information Administration (NTIA) to map the state's existing broadband infrastructure facilities, to collect data and to assess and plan for the future needs for information and telecommunications in Missouri. The Office of Administration will partner with the Center for Geospatial Intelligence at the University of Missouri—Columbia to do the mapping and data collection. The Center plans to hold a summit to identify strategies and policies to build and improve information infrastructure critical to the Missouri economy. MDHE staff contributed to drafting the application and will be centrally involved in organizing and conducting the summit.

Funding for Longitudinal Data System

In November 2009, Missouri submitted an application to the Institute for Educational Sciences at the U.S. Department of Education requesting funding to enhance and expand the state's P-20 longitudinal data system focused on the education sector. MDHE staff worked with staff at the Department of Elementary and Secondary Education (DESE) and with the research/data workgroup of the Missouri P-20 Council to prepare the proposal.

Coordinating Board for Higher Education
February 11, 2010

A comprehensive statewide system would link data on early childhood education, secondary education, higher education and employment data from the Department of Economic Development. The enhanced statewide data system will allow for tracking teacher effectiveness, student preparation, and performance to better align academic curriculum between education sectors and with employer/workplace needs.

If funded, \$1.6 million of the grant would be devoted to enhancing the higher education component of the longitudinal data system and to linking data from the other sections of the education pipeline as well as workplace data. House Bill 21 appropriates \$15 million to MDHE in anticipation of stimulus funds to build the statewide data system.

Workforce Development

In collaboration with the Missouri Energy Workforce Consortium, the University of Missouri--Columbia submitted a proposal to the Department of Energy for workforce development in the energy sector. The \$2.5 million request is for development and implementation of cross-disciplinary content for new education and training programs to support the nation's transition to a clean-energy economy and SmartGrid technologies.

Metropolitan Community College is the lead partner in a proposal to the Department of Energy for workforce development in the electric power sector. The MASTER-Grid project is an industry partnership of six Missouri postsecondary institutions, a major bi-state utility company, a national utility consortium and an engineering firm specializing in power systems. The aim of the \$2.5 million project will expedite the readiness of skilled technicians through development and introduction of simulation training for power systems and smart grid technologies.

The goal of these workforce development proposals is to support postsecondary training and higher education pathways for a range of learners, including: high school graduates wanting to enter the electric power workforce; students in 2-year technical and 4-year engineering degree programs; incumbent utility workers who need an understanding of new technologies as their existing jobs change; and workers from other sectors who need retraining for jobs in the electric power industry.

Health Sector and Other Pending Proposals

Missouri higher education institutions are collaborating with the Department of Social Services to build the statewide infrastructure for development and use of electronic health records and to train workers in health information technology (HIT) fields. The Health Management and Informatics Department at the University of Missouri—Columbia is the lead applicant with other Missouri public and independent colleges and universities on three proposals to the Office of the National Coordinator for Health Information Technology at the Department of Health and Human Services.

- Application in second round of approval under the Health Information Technology Extension Program to establish a Regional Health Information Exchange Center.
- Information Technology Professionals in Health Care: Program of Assistance for University-Based Training proposal (\$6 million) to support three years of training for 338 trainees across 6 HIT roles.

- Curriculum Development Center proposal (\$1.8 million) to develop high-quality educational materials based on a common set of nationally validated competencies for a standardized academic program to prepare health sector IT workers.

The MDHE is collaborating with MOREnet and several institutions to apply under the NTIA Broadband Technology Opportunities Program for funds to expand public computer center capacity and to promote sustainable adoption of broadband. The goal is to leverage the successful Missouri broadband mapping grant and ongoing statewide collaborations with community colleges to develop the workforce in HIT. The partners have identified multiple use technology for deployment the education, health, public safety, corrections and energy sectors.

Centers of Excellence

In order to help prepare Missouri citizens for new high-tech jobs in emerging fields, the MDHE is leading efforts to establish three centers of excellence in Missouri in collaboration with several Missouri colleges and universities, private partners and institutions in other states. The MDHE is facilitating a statewide collaborative effort to increase the competitiveness of Missouri proposals for stimulus funding to build national training and education expertise in the state's priority economic clusters. House Bill 21 appropriates \$59 million in anticipated stimulus funds for the proposed centers of excellence. The Department continues to develop proposals for establishing centers of excellence in education, renewable/alternative energy and in homeland security/campus safety.

Next Steps

MDHE staff will continue to identify and work with partners to finalize and submit proposals for ARRA funding. MDHE will also continue to promote interagency collaboration to develop the policies and procedures necessary for crafting competitive proposals to secure one-time stimulus funding for Missouri. The institutions participating in the statewide center of excellence collaboratives are developing proposals for new certificate and degree programs to train and educate the Missouri workforce for new jobs anticipated in emerging, high-growth sectors.

STATUTORY REFERENCE

P.L. 111-5, American Recovery and Reinvestment Act of 2009
S.C.S. H.C.S. H.B. 21 (June 2009)
S.S. S.C.S. H.C.S. HB 22 (June 2009)

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

Directions to Wentworth Military Academy

From Columbia

- Take I-70 W/US-40 West toward Kansas City
- Take Exit 49 for MO-13 toward Higginsville/Warrensburg
- Turn right at MO-13 North
- Continue onto 13th Street (~1.6 miles)
- Turn right at Main Street (~0.4 miles)
- Turn left at the 2nd cross street onto 19th street (~354 feet)
- Turn right at Washington Avenue (~256 feet). Institution will be on the left.

From Kansas City

- Take I-70 East toward St. Louis.
- Take Exit 37B toward Odessa/MO-131.
- Merge onto I-70 Frontage Road E/Old U.S. 40 West
- Turn left at MO-131 North.
- Turn right at 5th St/MO-224 East. Continue to follow MO-224 East (~6.9 miles)
- Slight left at Main Street (~0.7 miles).
- Turn left at 19th Street (~354 feet).
- Turn right at Washington Avenue (~256 feet). Institution will be on the left.

From St. Louis

- Take I-70 West toward Kansas City
- Take Exit 49 for MO-13 toward Higginsville/Warrensburg
- Turn right at MO-13 North
- Continue onto 13th Street (~1.6 miles)
- Turn right at Main Street (~0.4 miles)
- Turn left at 2nd cross street onto 19th Street (~354 feet)
- Turn right at Washington Avenue (~256 feet). Institution will be on the left.

From Springfield

- Take N Kansas Expressway/MO-13 North. Continue to follow MO-13 North.
- Turn right to stay on MO-13 North
- Continue on 13th street (~1.6 miles)
- Turn right at Main Street (~0.4 miles)
- Turn left at 2nd cross street onto 19th Street (~354 feet)
- Turn right at Washington Avenue (~256 feet). Institution will be on the left.

Institution Web Site: <http://www.wma.edu>