

Coordinating Board for Higher Education

Agenda of Meeting

**10:15 AM
Thursday
April 14, 2005**

**St. Pat's A
Havener Center
University of Missouri-Rolla**

Directions to the Havener Center University of Missouri-Rolla

From I-44 West (From St. Louis)

Take the third Rolla exit #185. At the top of the ramp, turn left onto University Drive and proceed to the stoplight. At the stoplight, turn right onto Hwy 63/Bishop Ave. Continue on Hwy 63/Bishop Ave. to 11th Street, turn left onto 11th Street to State Street. Turn left onto State Street, the Havener Center will be on left.

From I-44 East (From Springfield)

Take the second Rolla exit #185. At the top of the ramp, turn right onto University Drive and proceed to the stoplight. At the stoplight, turn right onto Hwy 63/Bishop Ave. and merge into the left lane. Continue on Hwy 63/Bishop Ave. to 11th Street, turn left onto 11th Street to State Street. Turn left onto State Street, the Havener Center will be on left.

North Bound On Highway 63

Stay on Highway 63 going North into Rolla. Continue on Hwy 63/Bishop Ave. to 11th Street, turn right onto 11th Street to State Street. Turn left onto State Street, the Havener Center will be on left.

South Bound on Highway 63

Stay on Highway 63 going South into Rolla. Continue on Hwy 63/Bishop Ave. to 11th Street, turn right onto 11th Street to State Street. Turn left onto State Street, the Havener Center will be on left.

From Highway 72

Take Highway 72 to the intersection of Hwy 72 and Hwy 63. Turn right. Stay on Highway 63 going North through Rolla. Continue on Hwy 63/Bishop Ave. to 11th Street, turn right onto 11th Street to State Street. Turn left onto State Street, the Havener Center will be on left.



Parking Lot Designations

UNIVERSITY OF MISSOURI-ROLLA



Directions
Hampton Inn Rolla
2201 N. Bishop-Highway 63
Rolla, MO 65401
Phone: 573.308.1060
Fax: 573.308.1441

From I-44 - Exit 186 and go north on 63 Hwy; hotel is 300 ft. on the left.

From Highway 63 South - Hampton Inn Rolla is on the right just north of 63 Hwy and I-44 intersection.

From Highway 63 North – Hampton Inn Rolla is on the left just north of 63 Hwy and I-44 intersection.

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Martha L. Boswell, Columbia

Diana Bourisaw, St. Louis

Marie Carmichael, Springfield

Jeanne Patterson, Kansas City

Kathryn F. Swan, Cape Girardeau

Gregory Upchurch, St. Louis

Earl Wilson, Jr., St. Louis

TIME: 10:15 AM
Thursday
April 14, 2005

PLACE: St. Pat's A
Havener Center
University of Missouri-Rolla

**Coordinating Board for Higher Education
April 13-14, 2005
University of Missouri-Rolla
Rolla
Schedule of Events**

WEDNESDAY, APRIL 13

2:00 PM – 5:00 PM	CBHE Work Session Walnut Training Room, Havener Center University of Missouri-Rolla
7:00 PM	COPHE Meeting Zeno's Steakhouse, 1621 Martin Springs Drive

THURSDAY, APRIL 14

9:00 AM – 10:15 AM	Presidential Advisory Committee Meeting St. Pat's B, Havener Center
10:30 AM – 12:15 PM	CBHE Meeting St. Pat's A, Havener Center
12:15 PM – 1:00 PM	Lunch provided by University of Missouri-Rolla Carver Turner Room, Havener Center
1:00 PM	Resume CBHE Meeting, if necessary

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

Presiding – Chairman – James Scanlon

TIME: 9:00 AM – 10:15 AM
Thursday
April 14, 2005

PLACE: St. Pat's B
Havener Center
University of Missouri-Rolla

AGENDA

TAB

- I. Update on Transfer and Articulation Issues
- II. Missouri Partnerships with Out-of-State Institutions
- IV. Other Items

N

To: Presidents and Chancellors

From: Gregory G. Fitch

Date: April 1, 2005

Subject: Presidential Advisory Committee (PAC) Agenda

The Presidential Advisory Committee provides an opportunity for engaged discussion between board members and the leadership of Missouri's colleges and universities. The agenda for the upcoming PAC meeting scheduled for April 14, 2005 in Rolla, Missouri has been set. Included are the following items:

- I. Update on Transfer and Articulation Issues (TAB N of the April CBHE board book)
- II. Missouri Partnerships with Out-of-State Institutions
- III. Other

President James Scanlon, Chair of PAC requested that PAC have an opportunity to discuss the first item with CBHE members and I placed the second item on the agenda.

Attached for your information is a briefing prepared by MDHE to serve as a catalyst for discussion about Missouri Partnerships with Out-of-State institutions. Your review and perspectives on the focused questions at the end of the briefing will be appreciated.

c: Coordinating Board Members

Missouri Partnerships with Out-of-State Institutions

The following summary and focused questions are provided as a catalyst for discussion about Missouri partnerships with out-of-state institutions.

Introduction

Recently, an increased number of out-of-state institutions have expressed interest in entering or expanding their presence in the Missouri education marketplace by establishing partnerships with Missouri colleges and universities for the delivery of educational services. In some cases this would involve having a physical presence on the campus of a public institution. Missouri institutions both initiate and are receivers of inquiries about formal partnerships with out-of-state institutions. The policy framework for making decisions about out-of-state partnerships with Missouri public institutions is vague. As a consequence, both public institutions and the department have struggled to determine their proper role and the appropriate parameters for this activity. Independent and proprietary institutions may also be interested in policy guidelines that support Missouri institutions exploring in-state partnerships prior to formalizing partnerships with out-of-state institutions.

Requirements for Out-of-State Institutions Operating in Missouri

- All out-of-state institutions with a physical presence in Missouri offering courses and degree programs must be exempt or certified to operate by the CBHE
- Certification is an annual process; all certified institutions undergo annual recertification.
- Instructional facilities vary from rented temporary classroom space to the establishment of permanent campus/instructional sites in the state.
- Program offerings vary widely but are generally related to education, business, and health-related fields. Degrees range from the associate through doctoral levels.

Missouri Commitment to Partnerships

Missouri institutions are involved in extensive partnerships that cross institutional boundaries in the delivery of academic programs. Partnerships vary in shape, size, purpose, and effectiveness. Partnerships for academic degree delivery at Missouri colleges and universities have primarily been between in-state institutions. A major goal of the collaborative academic program work in Missouri has been to support a high quality postsecondary system that is accessible, efficient, and effective.

CBHE Policy Context

The CBHE has been explicit about its encouragement of collaboration among Missouri institutions. Major elements of CBHE policy include the following:

- State policy framework focuses on in-state collaborations
- Academic program collaboration promoted both within and across educational sectors
- Use of local resources encouraged, especially in distance-learning programs
- Institutions expected to explore possible collaboration for all new programming
- Comment on collaboration required in proposals for new programs
- Regional consortia established as a planning model
 - Multiple institutions identifying local needs
 - Members collectively determine best delivery system to meet regional needs

Examples of Types of Academic Program Delivery Collaboration

There are several different models currently operative in Missouri that vary in the extensiveness of the collaboration including the following:

- Providing on-campus space to a separate entity
- Joining separate parts of programs into a coherent whole (articulated programs)
- Serving as a host institution to multiple institutions (brokering pieces of programs at one location)
- Fusing existing programs yet maintaining autonomy (faculty exchange/course cross-listing)
- Designing and implementing new degrees (synergism of faculty working together; joint appointments, shared decision-making and risk-taking at front end of program development)

Scope of Activity

In May 2003, in consultation with institutions, MDHE staff compiled a list of Consortia and Collaborative Partnerships in Missouri. Separate partnerships were identified in each of the following categories:

- Regional Consortia
- Partnerships with Area Vocational Technical Schools and Businesses
- Plus-Two Baccalaureate Programs
- Enhanced Access to Graduate Education
- Other

The increased interest by out-of-state institutions in having a physical presence on the campuses of Missouri colleges and universities has drawn attention to the policy environment for this type of activity. Focused questions are provided as a catalyst for discussion by members of the Presidential Advisory Committee.

Focused Questions

- What assumptions should guide processes and decisions about Missouri institutional partnerships with out-of-state institutions wanting a physical presence on a Missouri campus?
- What state interests are involved when public institutions establish partnerships with out-of-state educational providers?
- What is the appropriate role for the CBHE in the development and implementation of partnerships between Missouri institutions and out-of-state institutions entering the Missouri education marketplace?
- Should Missouri institutions explore partnerships with in-state institutions prior to finalizing a relationship with an out-of-state institution? Are there particular obligations Missouri institutions should adopt?
- What are the costs and benefits that will accrue to Missouri educational institutions that enter in partnerships with out-of-state institutions?
- Should Missouri adopt a Principles of Good Practice Statement for partnerships that result in out-of-state institutions having a physical presence on a Missouri campus?
- Should in-state public and independent institutions have different expectations and policy guidelines about relationships with out-of-state institutions?

- Should partnerships between out-of-state and Missouri institutions that involve a physical presence on a Missouri public institution be required to undergo a formal review process for approval by the CBHE? Should public out-of-state institutions be treated differently than private out-of-state institutions?
- Will partnerships with out-of-state institutions increase access to, efficiency of and affordability of quality academic programs for Missouri students?

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

**Representatives by Statute
February 2005**

Public Four-year Colleges and Universities

Dr. Bobby Patton
President
Central Missouri State University
Administration 202
Warrensburg 64093

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

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

Dr. Julio Leon
President
Missouri Southern State University - Joplin
3950 East Newman Road
Joplin 64801

Dr. James Scanlon
President
Missouri Western State College
4525 Downs Drive
St. Joseph 64507

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

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

Dr. John H. Keiser
President
Southwest Missouri State University
901 South National Avenue
Springfield 65802

Dr. Barbara Dixon
President
Truman State University
100 East Normal
Kirksville 63501

Dr. Elson Floyd
President
University of Missouri
321 University Hall
Columbia 65211

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

Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. Gary Thomas
Chancellor
University of Missouri-Rolla
206 Parker Hall
Rolla 65401-0249

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

Public Two-year Colleges

Dr. Steven Gates
Crowder College
601 Laclede Avenue
Neosho 64850

Dr. Karen Herzog
President
East Central College
P.O. Box 529
Union 63084

Mr. William McKenna
President
Jefferson College
1000 Viking Drive
Hillsboro 63050-1000

Dr. Wayne Giles
Chancellor
Metropolitan Community Colleges
3200 Broadway
Kansas City 64111

Dr. Terry Barnes
President
Mineral Area College
5270 Flat River Road
Park Hills 63601

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

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

Dr. Norman Myers
President
Ozarks Technical Community College
1417 North Jefferson
Springfield 65801

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

Dr. Henry Shannon
Chancellor
St. Louis Community College
300 South Broadway
St. Louis 63110

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

Dr. John Cooper
President
Three Rivers Community College
Three Rivers Boulevard
Poplar Bluff 63901

Public Two-year Technical College

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

Independent Four-year Colleges and Universities

Dr. Keith Lovin
President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

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

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

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

Independent Two-year Colleges

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

**CBHE Presidential Advisory Committee
Meeting Summary
February 10, 2005
Dr. James Scanlon, Chair**

The CBHE Presidential Advisory Committee met at 8:30 a.m. on Thursday, February 10, 2004 at the Truman State Office Building in Jefferson City, Missouri. Members (or their representatives) present were:

Bobby Patton (Central Missouri State University)
Karen Herzog (East Central College)
Henry Givens, Jr. (Harris-Stowe State College)
Carolyn Mahoney (Lincoln University)
Donald Claycomb (Linn State Technical College)
Edgar Rasch for Keith Lovin (Maryville University of St. Louis)
Jackie Snyder for Wayne Giles (Metropolitan Community Colleges)
Terry Barnes (Mineral Area College)
Julio Leon (Missouri Southern State University-Joplin)
James Scanlon (Missouri Western State College)
Evelyn Jorgenson (Moberly Area Community College)
Norman Myers (Ozarks Technical Community College)
John McGuire (St. Charles Community College)
Henry Shannon (St. Louis Community College)
Ken Dobbins (Southeast Missouri State University)
John Cooper (Three Rivers Community College)
Barbara Dixon (Truman State University)
Brady Deaton (University of Missouri-Columbia)
Gary Thomas (University of Missouri-Rolla)
Thomas George (University of Missouri-St. Louis)
Rose Windmiller for Mark Wrighton (Washington University)

Members absent from the meeting were:

Judy Robinson Rogers (Cottey College)
William Fox (Culver-Stockton College)
William McKenna (Jefferson College)
Neil Nuttall (North Central Missouri College)
Marsha Drennon (State Fair Community College)
Chancellor (University of Missouri-Kansas City)
Elson Floyd (University of Missouri System)

Members of the Coordinating Board present were:

Sandra Kauffman (Acting Chair)
Diana Bourisaw
Marie Carmichael

Kathryn Swan
Earl Wilson, Jr.
Mary Joan Wood

Also attending were:

Gregory Fitch, Commissioner of Higher Education
Trudy Baker, Administrative Assistant, Educational Policy, Planning, and Improvement Center
Becky Brennecke, Legislative Liaison, Fiscal Affairs
Scott Giles, Director, Missouri Student Loan Group
Donna Imhoff, Budget Analyst, Fiscal Affairs
Janelle Jaegers, Director, Administration
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Susanne Medley, Director, Communications and Customer Assistance
Brenda Miner, Executive Assistant to the Commissioner
Dan Peterson, Director, Financial Assistance and Outreach
Renee Riley, Public Information Specialist, Communications and Customer Assistance
Teala Sipes, Research Associate, Educational Policy, Planning, and Improvement Center
Robert Stein, Associate Commissioner, Academic Affairs
Victoria "Y" Wacek, Research Associate, Academic Affairs
John Wittstruck, Director, Educational Policy, Planning, and Improvement Center

Welcome

Dr. James Scanlon, president, Missouri Western State College, and Chair of the Presidential Advisory Committee, welcomed presidents and chancellors and extended a special welcome to Dr. Carolyn Mahoney, the new president of Lincoln University, to the Presidential Advisory Committee.

State Student Financial Aid Program Processing Report and Recommendations

Commissioner Fitch stated that, in December 2004, the Coordinating Board for Higher Education directed staff to examine structural and funding issues related to the state's student financial aid programs. The ongoing review is intended to meet the requirements of the governor's position of providing more options and opportunities to serve the students across the state, and to guide funding increases for higher education and in particular for state student financial aid programs. At meetings with the Council on Public Higher Education (COPHE) and Missouri Community College Association (MCCA) subcommittee of presidents and chancellors, various issues were discussed.

After consultation with representatives of COPHE, MCCA, and the University of Missouri System, the following questions were raised:

- What can higher education do to send a signal that it is going to serve its students?

- What are the profiles of the students served by state student financial assistance?
- Specifically how are the students defined?
- How can those students be reached?

Based on different simulations of the Missouri College Guarantee Program by MDHE staff and in consultation with members of COPHE and MCCA, along with preliminary conversations with the Independent Colleges and University of Missouri (ICUM), Missouri Department of Higher Education staff (MDHE) will recommend the following to the CBHE:

- In the short term, freeze the maximum cost of attendance and maximum annual award for processing the Missouri College Guarantee Program awards for the 2005-2006 academic year.
- In the long term, engage all parties participating in the financial aid programs statewide, after which, the committee will submit their recommendations to the Coordinating Board at a target date of October 2005.

Dan Peterson noted that, in April 2004, the State Aid Program Improvement Project Team was established to study the possibilities to streamline and restructure the state student financial aid programs. As a result of recent meetings and conversations, this team will be expanded to include additional representatives from COPHE, MCCA, ICUM, the Governor's office, the Senate, the House of Representatives, and MDHE staff. This committee will study the existing structure of the state student financial aid programs and develop recommendations.

In the short term, for the Missouri College Guarantee Program, MDHE will recommend to the CBHE that the maximum annual award be frozen at the current level of \$6,200 for the 2005-2006 academic year and freezing the cost of attendance at the current level of \$13,935 for processing Missouri College Guarantee awards in academic year 2005-2006.

Commissioner Fitch reiterated that freezing the maximum awards will not hinder the program, but will allow time to engage all participants who are stakeholders in this program. The intent of the Coordinating Board is to ensure that a financial aid package, over a period of time, is providing the best possible benefits to the students of this state.

FY 2006 Budget Update

Mr. Joe Martin reported that the governor's recommendations for higher education in FY 2006 hold the institutions at their FY 2005 funding levels. Details of the budget recommendations are located behind Tab H of the board book. Some of the major changes in the governor's recommendations are:

- MDHE funding has been recommended for significant reductions in general revenue administration. This includes approximately 43 percent or approximately \$540,000 in personal services and expense and equipment, and 47 percent

reduction in FTE. These figures include an IT consolidation proposal. All state department IT resources (personnel and dollars) are identified, earmarked, and set aside to be directed by the Office of Administration in FY 2006.

- Reductions to two scholarship programs include:
 - 1) A \$59,825 reduction to the Advantage Missouri Program, which continues phasing out this program.
 - 2) A \$33,570 reduction to the Vietnam Survivor Program, since the additional appropriation received in FY 2005 is no longer needed for this program.
- An additional \$628,000 was added to the budget for the University of Missouri Telemedicine Program. These funds are available from tobacco settlement proceeds – one time funds used to continue operating the program through FY 2006 and deplete those funds currently earmarked in the Department of Health for this program.
- The MOREnet program has been recommended for a \$2.9 million reduction from the current year level.
- The Alzheimer's Research Program will be eliminated with a \$227,375 reduction.
- The Institute of Mental Health Research appropriation was reduced by \$459,970.
- Currently in the governor's recommendations, there are reductions to four institutions that requested one-time funding, which was placed in the FY 2005 budget by the General Assembly in the amount of \$1.1 million. Though it was withdrawn from the CBHE recommendations as instructed by the Office of Administration – Budget and Planning, the governor has stated publicly that he intends to fund every institution at the FY 2005 level. MDHE will continue to monitor this situation through the budget process.

Mr. Martin reminded presidents and chancellors that the overall state budget consists of \$1.1 billion with 1,400 state positions being eliminated, and significant reductions and elimination of programs. Higher education institutions are being recommended for constant funding and it is hoped that higher education will be considered, along with K-12, as a priority in education funding.

The FY 2006 governor's budget recommendations are premised on additional withholdings not included in the budget recommendations of \$240 million. Beginning July 1, 2005, these withholdings will be implemented to maintain a balanced budget.

Mr. Martin stated that the intention of the legislature is to hold FY 2006 funding levels constant at the present FY 2005 levels. The \$240 million budget withholdings will present a challenge and will impact all state agencies beginning July 1, 2005. It is unforeseen if those agencies can conform to the withholding target.

Chair Kauffman encouraged presidents and chancellors to offer their support to their area legislators. She acknowledged the difficult fiscal decisions that will need to be made by legislators in the coming weeks.

Mr. Martin stated that if the core reductions proposed in the FY 2006 budget and the withholding amounts remain permanent, it may solve the budget problem, but additional expenditures will likely arise, resulting in a non-permanent solution. If programs can be reformed and mechanisms altered that drive expenditures at a high rate, perhaps the needed rise in future revenues can be met.

Dr. Scanlon stated that the higher education community is grateful in these circumstances to have a flat budget.

Summary of Proposed Legislation Related to Higher Education

Mr. Martin provided the following summary of legislation filed relating to higher education.

- Eight name change bills have been filed affecting Southwest Missouri State University, Missouri Western State College, Missouri Southern State University-Joplin, and Harris-Stowe State College.
- Six bills pertaining to veterans' survivor scholarship programs, with varying provisions for tuition and fees, housing benefits, and books have been filed.
- Three bills relate to tuition at higher education institutions. Two of these bills freeze tuition rates, while the other contains provisions requiring that tuition hearings be posted to provide for public input and the results of such hearings be submitted to the Coordinating Board for approval.
- Several pieces of legislation prohibit cloning and embryonic stem cell research.

In regard to SB 48, which would freeze tuition at higher education institutions, Commissioner Fitch stated that it was possible to work out a compromise more in line with the provisions of SB 231. The role of the CBHE in SB 231 is to ensure that the requirements for tuition increases have been met by each institution.

The presidents and chancellors voiced concerns regarding SB 48 and SB 231 described as follows:

- SB 48 - Freezes tuition rates from the time Missouri undergraduates enter college until graduation; and
- SB 231 - Provides a procedure for higher education institutions to follow regarding tuition increases. It also requires the University of Missouri to submit a

detailed budget with any unexpended balances to be returned to General Revenue.

Issues of concern voiced by presidents and chancellors regarding these two bills are:

- SB 231 would require institutions to develop policies on tuitions and fees, although most institutions have similar policies in place.
- Requirement of a six-month notification for proposed tuition increases in SB 231 is difficult to implement as presidents and chancellors are unaware of how much state funding will be provided to the institutions, which effects their financial planning efforts.
- In COPHE conversations, there was unanimous belief that the provisions placed on the University of Missouri System in SB 231 are not realistic and would create additional financial and administrative burdens on the university system.
- When state funding is substantially reduced, it affects programs, courses, and access for students across the state.
- It is difficult to predict resource certainty when state funds are withheld. Institutions have fixed costs that must be met either through state resources or tuition increases.

Dr. Dobbins noted that COPHE and MCCA would like to consult with the CBHE and MDHE about the use of the Consumer Price Index (CPI) versus the Higher Education Price Index (HEPI) in SB 231 along with the aforementioned issues, before this legislation proceeds further.

Other Items

Report on Process for Accrediting Teacher Preparation Programs – Tab J

Dr. Robert Stein briefed committee members on the state's structure for ensuring quality in teacher preparation programs and discussed options for a more involved role for the CBHE. The options outlined in this agenda item for the CBHE's consideration are summarized as follows:

- Option 1 – Work within current legislative authority
 - (A) Work with DESE to redesign the current model of evaluating and authorizing teacher preparation programs.
 - (B) Work independently to increase involvement in reviewing teacher preparation programs.
- Option 2 – Propose new legislation
 - (A) Establish an independent professional standards board.

- (B) Draft other legislation that includes a more extensive role for the CBHE/MDHE in evaluating and authorizing teacher preparation programs.

Dr. Robert Stein stated that the driving force in the presentation of this agenda item poses two major questions:

- Why has the state developed its present structure for the assignment of responsibility for teacher education programs that includes the Department of Elementary and Secondary Education (DESE) and the State Board of Education?
- How can the CBHE become more involved in the process in the review of teacher education programs?

The logical options are based on historical context. The MDHE and the CBHE are not interested in setting up additional layers of bureaucracy or establishing a separate accreditation process. A major driver is the interest of CBHE members in becoming more involved with their colleagues and peers in DESE and the State Board of Education in the regular state review of teacher education programs. The intent of the CBHE is to explore through discussions ways to have a more engaged role in partnership with the State Board of Education.

Dr. Julio Leon, president, Missouri Southern State University-Joplin, cautioned that the institutions are always alert and under pressure from many entities and now will be under additional impositions from DESE.

Dr. Bourisaw noted that there is a disconnect between accreditors and overseers. The CBHE neither desires nor has the budget to perform a separate accreditation process, but the Coordinating Board should be represented in discussions during the official state process.

Mrs. Carmichael noted that it is not the Coordinating Board's intent to make the accreditation process more cumbersome and difficult; it is important for teachers to have a good background in mathematics and the sciences; and the process now in existence has grown from a structure created when the CBHE was not involved. Higher education would be better served to have a more streamlined process, which includes the participation of the CBHE.

Dr. Dobbins stated that MDHE advised the board in this agenda item to review the options – the advantages and disadvantages. Presidents and chancellors have concerns that Option 1-B and Option 2 are distinct disadvantages that could prove to be counterproductive for the institutions by creating yet another review or protocol for them to prepare.

Presidents and chancellors are concerned and would like to be included in the discussions regarding the revision of the protocol along with MDHE, DESE, and the State Board of Education.

Dr. Stein clarified that the protocol with the National Council for Accreditation of Teacher Education (NCATE) has been reviewed and accepted without the CBHE's presence, and without MDHE or presidents and chancellors being informed. However, the protocol can be revised at any time. Dr. Bourisaw reiterated that the advancement of the protocol without higher education's knowledge of such action further necessitates the CBHE reaffirming its role in higher education.

Commissioner Fitch stated that providing alternative actions for the Coordinating Board's consideration was an intentional practice. He indicated his preference for engaged discussion of several options for policy initiatives so that decisions made are in the best interest of the state and the higher education system.

Joint Leadership Statement on Commitment to Transfer

Ms. Carla Chance, president, MCCA Presidents/Chancellors Council, stated that in October 2004, the work of COPHE and the MCCA Steering Committee was discussed and resulted in focused attention on three main issues:

- Establishment of a joint statement on transfer and articulation;
- Discussion of community colleges' complete scholarships; and
- Lingering issues of transfer agreements.

The COPHE and MCCA Steering Committee continue to work together and have developed positive resolutions for these issues. Members of COPHE include Dr. Barbara Dixon, president, Truman State University; Dr. James Scanlon, president, Missouri Western State College; Dr. Ken Dobbins, president, Southeast Missouri State University; and Dr. Steve Lehmkuhle, Vice-President for Academic Affairs, University of Missouri System. Members of MCCA include Mr. Don Doucette, Metropolitan Community Colleges; Dr. Evelyn Jorgenson, president, Moberly Area Community College; Dr. Terry Barnes, president, Mineral Area Community College; and Dr. John McGuire, president, St. Charles Community College.

Based on their joint commitment to ensure access, affordability, and the success of the transfer students, leaders of Missouri institutions of higher education signed the Joint Leadership Statement on Commitment.

Commissioner Fitch congratulated Dr. Jorgenson and Dr. Lehmkuhle for their contributions and this achievement. Chair Kauffman read the statement, included as Attachment A.

The meeting adjourned at 10:05 a.m.

Joint Leadership Statement on Commitment to Transfer

Our students vary in age, come from differing economic backgrounds, include many first generation participants, and are often place bound due to financial limitations and family/employment obligations. These changing demographic factors have altered the patterns of attendance, and many of our students now access higher education through multiple institutions. The mobility of our students creates a joint student body, whose participation and success is a shared responsibility by all Missouri higher education institutions.

The success of our collective student body requires that Missouri institutions operate in a coordinated fashion to ensure that higher education is accessible and affordable. The determinants of success of the mobile student must drive the transfer process, and not institutional habit, convenience, or territoriality.

Based on their joint commitment to ensure access, affordability, and success of the transfer student, the leaders of Missouri institutions of higher education with their signature below commit to:

- Work collaboratively with all Missouri institutions in higher education to improve the total transfer process at the institution both as a receiver and sender of transfer students;
- Provide academic and financial support for the transfer student that is commensurate with the support provided for native students;
- Develop an efficient transfer policy that minimizes the loss of course credits and curtails any unnecessary duplication of learning;
- Share in the responsibility and cost for the development and implementation of articulation agreements;
- Work to create a consolidated, multi-institutional data base, searchable by institution, which provides common access to current course equivalencies and articulation agreements;
- Identify and share best transfer practices.

The leaders of public higher education agree to review the current joint statement every three years and revise it accordingly, and re-engage Missouri institutions of higher education to be signatories to the revised statement.

Malcolm Wilson Blue River Community College	Date	Gary Sage Business and Technology College	Date	Bobby R. Patton Central Missouri State University	Date
					2-10-5
Steven Gates Crowder College	Date	Karen Herzog East Central College	Date	Henry Givens, Jr. Harris-Stowe State College	Date
			2/10/05		2/10/05
William McKenna Jefferson College	Date	Carolyn Mahoney Lincoln University	Date	Donald Claycomb Linn State Technical College	Date
			02/10/05		
Fred Grogan Longview Community College	Date	Merna Saliman Maple Woods Community College	Date	Jackie Snyder Metropolitan Community Colleges	Date
			2/10/05		2/10/05
Terry Barnes Mineral Area College	Date	Julio S. Leon Missouri Southern State University-Joplin	Date	James Scanlon Missouri Western State College	Date
			2/10/05		2/10/05
Evelyn E. Jorgenson Moberly Area Community College	Date	Neal Nuttall North Central Missouri College	Date	Dean L. Hubbard Northwest Missouri State University	Date
			2/10/05		
Norman K. Myers Ozarks Technical Community College	Date	Don Doucette Penn Valley Community College	Date	John McGuire St. Charles Community College	Date
			2/10/05		2/10/05
Henry Shannon St. Louis Community College	Date	Marcia Pfeiffer St. Louis Community College at Florissant Valley	Date	William Kennedy St. Louis Community College at Forest Park	Date
			2/10/05		
E. Lynn Suydam St. Louis Community College at Meramec	Date	Kenneth Dobbins Southeast Missouri State University	Date	John H. Keiser Southwest Missouri State University	Date
			2/10/05		
Colonel Kent Thomas SMSU-West Plains	Date	Marsha Dennon State Fair Community College	Date	John Copper Three Rivers Community College	Date
			2/10/05		2/10/05
Barbara Dixon Truman State University	Date	Elson S. Floyd University of Missouri	Date	Brady J. Deaton University of Missouri-Columbia	Date
			02/10/05		2/10/05
Elson S. Floyd University of Missouri-Kansas City	Date	Gary Thomas University of Missouri-Rolla	Date	Thomas F. George University of Missouri-St. Louis	Date
			02/10/05		2/10/05

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 10:15 AM
Thursday
April 14, 2005

PLACE: St. Pat's A
Havener Center
University of Missouri-Rolla

AGENDA

	<u>Tab</u>	<u>Presentation by:</u>
I. Introduction		
A. Call to Order		CBHE Chair
B. Confirm Quorum		Secretary
II. Action Items		
A. Minutes of the February 10, 2005 CBHE Meeting		CBHE Chair
B. Resolution to Establish CBHE Committees	A	General Counsel
1) Executive Committee		
2) Audit Committee		
C. Measuring Value-Added Student Learning	B	Associate Commissioner for Academic Affairs
D. Update on Selected PreK-20 Opportunities	C	Associate Commissioner for Academic Affairs
III. Consent Calendar		
A. Designation of MDHE Staff Policymaking Positions	D	Commissioner
B. Distribution of Community College Funds	E	Deputy Commissioner
C. Academic Program Actions	F	Associate Commissioner for Academic Affairs
D. Proprietary School Certification Actions and Reviews	G	Associate Commissioner for Academic Affairs
E. Missouri High School Graduates Performance Report Outstanding Schools Act—Senate Bill 380	H	Director, Educational Policy Planning and Improvement Center (EPPIC)
F. MDHE Improving Teacher Quality Grant Program	I	Associate Commissioner for Academic Affairs

	<u>Tab</u>	<u>Presentation by:</u>
IV. Discussion Items		
A. Report of the CBHE Presidential Advisory Committee		Chair, PAC Committee
B. FY 2005/FY 2006 Budget Update	J	Deputy Commissioner
C. Summary of Proposed Legislation Related to Higher Education	K	Commissioner Deputy Commissioner
D. FY 2004 MDHE Annual Report	L	Commissioner
E. Missouri Higher Education 2005 Report Card	M	Commissioner Director of EPPIC
F. Update on Transfer and Articulation Issues	N	Associate Commissioner for Academic Affairs
G. Report of the Commissioner		Commissioner
H. Other items received after posting of the agenda		

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 Brenda Miner, 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
Minutes of Meeting
February 10, 2005

The Coordinating Board for Higher Education met at 10:00 a.m. on Thursday, February 10, 2005, at the Truman State Office Building in Jefferson City, Missouri.

Members present were:

Sandra Kauffman, Chair Pro Tem
Diana Bourisaw
Marie Carmichael
Kathryn Swan, Secretary Pro Tem
Earl Wilson, Jr.
Mary Joan Wood

Others attending the meeting included:

Gregory Fitch, Commissioner of Higher Education
Trudy Baker, Administrative Assistant, Educational Policy, Planning, and Improvement Center
Becky Brennecke, Legislative Liaison, Fiscal & Legislative Affairs
Scott Giles, Director, Missouri Student Loan Group
Donna Imhoff, Budget Analyst, Fiscal & Legislative Affairs
Janelle Jaegers, Director, Administration
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Susanne Medley, Director, Communication and Customer Assistance
Brenda Miner, Executive Assistant to the Commissioner
Dan Peterson, Director, Financial Assistance and Outreach
Renee Riley, Public Information Specialist, Communications and Customer Assistance
Teala Sipes, Research Associate, Educational Policy, Planning, and Improvement Center
Robert Stein, Associate Commissioner, Academic Affairs
Victoria "Y" Wacek, Research Associate, Academic Affairs
John Wittstruck, Director, Educational Policy, Planning, and Improvement Center
Wei Zhou, Senior Research Associate, Education Policy, Planning, and Improvement Center

Chair Kauffman called the meeting to order. Mrs. Swan, secretary pro tem, established the presence of a quorum.

Dr. Bourisaw moved **that the minutes of the December 2, 2004 CBHE meeting be approved as printed.** Mr. Wilson seconded the motion, and it passed unanimously.

Chair Pro Tem Sandra Kauffman explained that Chair Kruse was unable to attend the CBHE meeting this month. In addition, Mrs. Dudley Grove, the board's secretary, was recently replaced on the board. In accordance with procedures established in *Robert's Rules of Order*, 10th Edition, in the absence of officers, the board elected a temporary chair and secretary at its work session Wednesday, February 9. The board unanimously agreed that Mrs. Sandra Kauffman would serve as Chair Pro Tem and Mrs. Kathryn Swan would serve as Secretary Pro Tem for the duration of the work session and board meeting on February 10.

Chair Kauffman welcomed everyone to the CBHE February meeting and extended a warm welcome to Dr. Carolyn Mahoney the new president at Lincoln University.

Commissioner Fitch recognized Lisa Anderson's passing as a great loss to the Missouri Department of Higher Education (MDHE). She had been a GEAR UP regional coordinator since 2001. With assistance from Dr. Henry Givens, Jr., president, Harris-Stowe State College, and also the college, a scholarship fund in memory of Ms. Anderson has been established.

Commissioner Fitch explained that the new agenda format supports the CBHE's social compact, in regulating the board's actions and establishing a method whereby the public can determine if they wish to attend or participate in the meetings. The agenda includes a call to order, identification of a quorum, identification of action items, presentation of the consent calendar, and the report of the commissioner.

The intent of the consent calendar is to recognize and review a group of pertinent issues which can be discussed or approved as individual or multiple items. The board motions, seconds, and votes on these individual items, or the group, as a whole. Topics related to these issues would be supported by board information in the agenda.

State Student Financial Aid Program Processing Report and Recommendations

Commissioner Fitch stated that this item was initiated by the board based on the governor's interest in providing more Missourians with access to higher education. It also provides a means for higher education institutions to best respond to students' financial needs. Ideally, the higher education community should ensure the needs of first-time students entering higher education institutions are met, while continuing to serve presently enrolled students dependent on financial aid, in a manner that will allow for not only the sustainability of the program, but also the expansion of the state student financial aid program.

Mr. Dan Peterson produced different Missouri College Guarantee Program simulations applying different financial aid bases, formula applications, fund distributions, and in this capacity, how students could best be served. With this information, Commissioner Fitch, Mr. Joe Martin, and Mr. Peterson met with representatives of the Council on Public Higher Education (COPHE) and the Missouri Community College Association (MCCA). These meetings resulted in a proposal for a two pronged effort:

- Freeze the Missouri College Guarantee Program at its present level, allowing time to review the programs within a period coinciding with students' financial needs as they apply for financial aid in April 2005, and support the financial aid officers with scheduling issues involving this information.
- With a consensus of all partners presently within the public institution sector, Mr. Peterson will establish an expanded committee of members from the State Aid Program Improvement Project Team, COPHE, MCCA, Independent Colleges (ICUM), the Governor's office, the Senate, the House of Representatives, and MDHE staff. This committee will examine the impact of all financial aid programs statewide on all sectors represented, including the state.

Mr. Peterson added that the State Aid Program Improvement Project Team began to address the consolidation and restructuring of the state aid programs. It presents an opportunity for higher education, being aware of the important information of early awareness and outreach for students and families, to develop a proposal which will be presented to the board for their consideration in October 2005.

Dr. Bourisaw moved **that based on consultation with MCCA, COPHE, and preliminary and ongoing discussions with ICUM representatives, it is recommended that the staff use its 2004-2005 maximum cost of attendance (\$13,935) and maximum annual award (\$6,200) for processing the Missouri College Guarantee Program awards for the 2005-2006 academic year. It is further recommended that the Commissioner of Higher Education appoint a statewide task force to study and develop a proposal regarding state student financial aid.** Mr. Earl Wilson, Jr. seconded the motion, and it passed unanimously.

Appointment of a Nominating Committee for Selection of CBHE Officers

Chair Kauffman read a memorandum from Chair Kruse regarding the appointment of the CBHE nominating committee, included as Attachment B. The nominating committee is composed of Sandra Kauffman (serving as chair), Marie Carmichael, and Earl Wilson, Jr.

Chair Kauffman noted that the nominating committee will begin its work by asking board members their thoughts on key leadership qualities necessary to fulfill the duties as board officer. The resulting will be criteria used by the committee in the selection of a slate of officers. The responses will be compiled, a profile developed, and a process developed for selecting individuals to fill these positions.

Consent Calendar Items

Ms. Swan moved **that the Consent Calendar be approved as indicated.** Mr. Wilson seconded the motion and it passed unanimously.

Report of the CBHE Presidential Advisory Committee

Dr. James Scanlon, chair, Presidential Advisory Committee, reported that the presidents and chancellors discussed the following topics earlier that morning:

- State Student Financial Aid Program Processing Report and Recommendation
- FY 2006 Budget Update
- Summary of Proposed Legislation Related to Higher Education
- Process for Accrediting Teacher Preparation Programs
- Joint Leadership Statement on Commitment to Transfer

Presidents and chancellors discussed student financial aid and generally support the short- and long-term approach proposed by MDHE staff. Dr. Scanlon commended Commissioner Fitch and MDHE staff for expanding the conversations to include planning for the future of financial aid, particularly need-based financial aid.

Mr. Martin provided the governor's recommendations for the higher education budget. Presidents and chancellors feel that, in the current economic circumstances, flat funding is an appropriate recommendation from the governor, and demonstrates his commitment to higher education. With a clear understanding of the current fiscal environment, presidents and chancellors are supportive of the legislature and appreciate the confidence the governor has placed in them with his recommended levels of funding for FY 2006.

A thorough review of proposed legislation related to higher education by Mr. Martin was of special interest to presidents and chancellors as it involved name changes, scholarships, and tuition. Certain approaches to tuition caps would create difficult circumstances for institutions to serve their students in the traditional manner with the focus on quality and student success. There is concern about the limitations that were suggested to be placed on the University of Missouri, restricting its flexibility in using its resources.

Conversations on the process involved in re-accreditation of teacher preparation programs focused on the desire that presidents and chancellors share for accountability without excessive bureaucracy and involvement with the CBHE, MDHE, and the Department of Elementary and Secondary Education (DESE) in the re-accreditation process. Presidents and chancellors believe that because of their work with the National Council for Accreditation of Teacher Education (NCATE) and the (NCATE) protocol, the CBHE, MDHE, and colleges and universities should work in partnership to guarantee the quality of teacher preparation and its outcomes.

COPHE and MCCA presented a joint agreement, in the best interest of students and their success in higher education, regarding student transfer, scholarships for students completing community college associate degrees while pursuing four-year degrees, and some residual transfer issues. The Joint Leadership Statement on Commitment to Transfer was signed by presidents of the public two-year and four-year sectors during the Presidential Advisory Committee meeting. This achievement was made possible with the

collaboration of presidents and chancellors who are committed to continue working together on important issues along with the CBHE, MDHE staff, and the private sector.

Research Update

Commissioner Fitch stated that the benefits of research provide an economic driver that will help the research and technical components at the four-year institutions, as well as helping the community colleges and proprietary schools in preparing the workforce to address particular needs in their communities.

Commissioner Fitch introduced Dr. Michael Douglas, associate vice chancellor and director of the Office of Technology Management, who works with faculty of all schools within Washington University, to evaluate discovery and to develop invention disclosures and license technology.

Dr. Douglas gave a PowerPoint presentation on “Connecting Technology to the Community: The University Interface.” The presentation is included in its entirety as Attachment C and addresses Washington University as an institution with a teaching and research mission that serves as an economic development engine for the region and the state. Through the efforts of its faculty, Washington University generates large quantities of intellectual property and research discovery which is captured and commercialized. These discoveries can be licensed to a variety of different companies, creating wealth for the region.

Washington University generates substantial research funds, over \$500 million, and is a nationally respected research institution; a key competitor in securing federal research dollars, representing a rate of increase greater than the national average over the last 10 years. The university ranks second in the country in receiving NIH awards to medical schools. Missouri ranks tenth in the country in the amount of federal resources received by Washington University due largely to other universities in Missouri and Washington University.

Missouri, however, is not translating those dollars commercially as well as it should. The St. Louis region has great research potential, but lacks strong commercialization efforts.

Dr. Douglas closed with these final points on building communities around the university:

- It is necessary to understand that universities are tremendous economic development engines;
- Washington University serves as a resource for the management of investment capital and technology; and
- Washington University’s serves a leadership role in regional economic development and early stage opportunities for the formation of companies.

The relationship between the business community and research and development is one in which:

- Businesses do not have a firm understanding of the opportunities available within the university that could help develop manufacturing companies around the state.
- Informing businesses and involving business owners should be addressed.
- The sectors of the non-technology-based economy, i.e. engineering, manufacturing, and process design work should be addressed to advance them aggressively o those communities.

Washington University is working with other institutions in Missouri through The Research Alliance of Missouri (RAM) on a two-fold project:

- Pooling all technologies among the universities of Missouri into a database, analyzing those ideas that have a combination of synergy and opportunity to create a real opportunity; and
- When faculty is approached by individuals or companies, looking for specific technologies, knowing that consulting the database allows (RAM) to address the situation.

The university also participates in an offset program with Boeing, assisting in providing a set of services at a reduced cost to close contracts with foreign countries. It provides an opportunity to move products from Missouri into the world economy.

Dr. Bourisaw commended Dr. Douglas for his work, noting it was economic development at its best.

Chair Kauffman noted that it is important and exciting to understand how research institutions have learned to use their discoveries to benefit themselves and the world at large. She commended Dr. Douglas and others at Washington University for responding to this need.

Chair Kauffman thanked Dr. Douglas for taking time to make this informative presentation today.

Dr. Stephen Lehmkuhle, vice president for academic affairs, University of Missouri System reiterated that the Research Alliance of Missouri (RAM) is a collaboration of research institutions in the state that allows them to be more competitive. The University of Missouri responded to their cultural challenges by initiating the Technology Transfer Showcase, which provides an opportunity for the University of Missouri and the business community to recognize the entrepreneurial efforts of faculty members who have been awarded patents. Exciting research is occurring at the University of Missouri-Columbia, but other campuses in the Missouri University system would welcome the opportunity to

describe the research activities at their campuses. Dr. Lehmkuhle thanked Commissioner Fitch for the opportunity to talk about the research enterprise.

Commissioner Fitch introduced Dr. James Coleman, vice provost for research and professor of biology at the University of Missouri-Columbia.

Dr. Coleman stated that the University of Missouri-Columbia is a comprehensive research institution, drawing on expertise in agriculture and geological and animal sciences, and a complement to Washington University. His presentation is included as Attachment D.

Research and education are not competing missions; they are extremely integrated:

- Research provides students with necessary skills to find solutions to problems, and to fill the workforce in a knowledge-based economy.
- Research leads to innovations and technologies.
- Research leads to new companies, bringing money into Missouri's economy.
- Grants for research act as a major source of financial aid for students.

A cursory analysis completed last year by the University of Missouri - Columbia revealed that every \$200 million in research impacts the state by \$360 million and supports 8,000 jobs. One of the special aspects of the University of Missouri-Columbia is that it is one of the most comprehensive campuses in the country. It is one of five institutions nationwide with schools of medicine, veterinary medicine, agriculture, engineering and law on one campus. It has the diversity of having the world's best journalism school as well as the largest university research reactor. By working across all disciplines, the University of Missouri-Columbia demonstrates much expertise. In complement to Washington University's human medical research expertise, the University of Missouri-Columbia uses its expertise in agriculture and animal sciences in its work in medicine.

In the late 1990s, The National Science Foundation rewarded universities excelling in integrating teachers of research. The University of Missouri-Columbia received nearly \$4 million in support. Graduate students receive approximately \$7 million to \$9 million. Student tracking reveals that 70 percent of these students remain in Missouri after graduation and are the workforce that will grow the workforce – the life sciences economy in Missouri.

Washington University and the University of Missouri-Columbia are among the 62 "best" universities according to the Association of American Universities. The culture on the campus of the University of Missouri-Columbia is one of increasing and competitive research. Washington University and the University of Missouri-Columbia combined produce 84 percent of the research occurring in Missouri, and when including the other

three campuses of the University of Missouri System, produce nearly 95 percent of all research and development in the state.

Dr. Coleman noted other national achievements of the University of Missouri-Columbia:

- Ranked fourth in life sciences research and development expenditures;
- Ranked in the top 25 universities by the National Science Foundation (NSF);
- Ranked second in federal growth;
- Ranked first in plant research last year;
- Ranked second in elementary and secondary math education;
- Ranked first in an animal-based exercise physiology program; and
- Ranked number one producer of radiopharmaceutical drugs.

Dr. Coleman presented many nationally recognized examples of the life science research conducted at the University of Missouri-Columbia and their potential benefit to society. They are described in his presentation found in Attachment D.

The Coordinating Board, realizing the enormous benefits these discoveries provide to the economy of the state, was concerned how the University of Missouri could sustain and increase its development of research. Dr. Coleman explained that after a new drug is licensed, the first one-third of the income goes to the inventor. One-third pays for the patent costs, with the remaining income invested back into the technology and research enterprise, the office dealing with commercializing technology; and into new research technologies and infrastructure. The last one-third is invested by the departments into their infrastructure.

Approximately \$1.5 million is reinvested in research enterprises at this time. That amount will, however, triple when one of the newly invented drugs goes public this year. The licensing agreements contain a provision that the University of Missouri-Columbia receives a percentage of product sales. This is evidence that the investment of research dollars in the University of Missouri-Columbia grows and is leveraged back into the university – a good reason to invest in research.

Researchers are extremely entrepreneurial. In the last five years, the research office has invested \$5 million into matching grants, which has leveraged \$80 million in grants, and combined with other grants, leveraged \$120 million.

Chair Kauffman noted that the general public knows so little about the research conducted in this state and there is very little understanding or appreciation of its value in the legislature. She described how Kansas legislators learned about research by visiting a research institution and asked if the University of Missouri-Columbia could take a leadership role in allowing Missouri legislators to have an opportunity to learn first hand about the research pursued in the state. The process could then be continued, informing the legislators of the research accomplishments in the private and independent sectors. She encouraged Drs. Coleman and Lehmkuhle to discuss a procedure for accomplishing this, stating it is a valuable experience and would be most meaningful perhaps during the

period between adjournment of the legislature in mid-May and its reassembly in January 2006.

FY 2006 Budget Update

Mr. Martin noted the major changes in the governor's budget recommendations:

- The Coordination Administration budget contains reductions in funding and FTE.
- The IT consolidation will reallocate the IT resources of the Department of Higher Education to the control of the Office of Administration.
- Reductions to two scholarship programs – Vietnam Survivor Program and Advantage Missouri Program
- Continuation of funding for the Telemedicine program at the University of Missouri from tobacco settlement proceeds – these one-time funds will be used to continue operating the program through FY 2006
- \$2.9 million reduction to MOREnet
- Elimination of the Alzheimer's research funding
- A reduction of \$459,970 in the Institute of Mental Health funding
- One-time funding of \$1.1 million for four institutions, in the current recommendation, is not recommended for FY 2006

Summary of Proposed Legislation Related to Higher Education

Mr. Martin provided an overview of legislation related to higher education. He stated that there are several bills similar in nature that relate to name changes, scholarship programs for certain military dependents, proposed limitations on tuition increases, and research and cloning issues.

For the record, the Coordinating Board agreed that there would be a committee of three people (proposed) that would seek a meeting with the governor to discuss the future of the Coordinating Board and the viability of the department in the face of potentially drastic budget cuts.

Proposed Training Program for the Coordinating Board for Higher Education

Dr. Bourisaw noted that at the April work session, the board will invite Dr. Larry Walker, who provides board training, to make a presentation regarding policy governance. Following this initial presentation, the board will determine whether or not to pursue

additional training. Alternative funding, outside MDHE's general revenue, will be sought to support board training opportunities.

Report on the Process for Accrediting Teacher Preparation Programs

Dr. Robert Stein stated this agenda item relates to students, student success, quality of teachers in K-12 schools, and the colleges and universities that prepare those teachers. Earlier discussions raised the question, "What is the role of the Coordinating Board and how can it be more engaged and more involved in the state's accountability for teacher preparation?" Reiterating Dr. Scanlon's earlier message, Dr. Stein stated there is more value in working collaboratively in partnership than in working independently.

Options for the Coordinating Board to be more actively engaged in the accountability issues associated with teacher preparation programs are presented in the board book, along with other states' experiences. Although the board has some leverage and control, certain options would create extensive burden and additional layers of bureaucracy on the institutions and the state.

The intent of this item is to initiate conversations to create a better partnership with the State Board of Education and the Department of Elementary and Secondary Education, who have statutory responsibility for re-approving state teacher education programs. For the record, MDHE staff was informed yesterday that the state protocol for the review of existing teacher education programs has already been renewed through 2011.

Mrs. Carmichael commented for the record, as a member of the board, that the system of teacher preparation program review at present is antiquated and needs to be adjusted, but adjusted in a way that is streamlined and less burdensome – a better system. She noted that the various commissions that have been formed to improve the quality of teacher education programs developed their recommendations in conjunction with the State Department of Elementary and Secondary Education, the Department of Higher Education, and K-12. Their recommendations should be a part of the discussion.

Dr. Stein read the amended recommendation **that the Coordinating Board for Higher Education direct the Commissioner of Higher Education to work with the Commissioner of Education, and with Presidents and Chancellors of Missouri institutions, with teacher preparation programs in redefining Missouri's procedures for the review of existing teacher education programs to include a more engaged role for the Coordinating Board for Higher Education. Additionally, commission reports that address ways in which teacher education programs may be strengthened should be examined as part of this discussion. The board further recommends that all revisions be completed in a timely fashion, and reported as an update to the Missouri NCATE Protocol Agreement.** Dr. Bourisaw moved and Mrs. Wood seconded the motion, and it passed unanimously.

Report of the Commissioner

Commissioner Fitch reiterated the idea of the social compact by saying that during Wednesday's board work session, board members discussed ways of regulating themselves and ensuring that the board not only has full access to internal information, but also that the information provided externally for the general public is available and we maintain accountability for the information we distribute. The board has addressed in their work session that staff will examine Administrative rules that relate to the CBHE and the department, as well as the board's bylaws in regard to how the board operates.

Based on a recommendation from Commissioner Fitch, the board will establish an executive committee that will be comprised of board officers. With the environment of the past few years, and particularly the charge with the responsibility and accountability for state dollars, the board will also establish an audit committee to review and insure that there is accountability associated with the expenditure and use of funds in this state through the Coordinating Board. The audit committee will be directed to the activities of the MDHE, will not audit individual campuses, but will audit internal department activities in regard to procedures, how it functions, and how it deals with grants directly related to the CBHE or the MDHE. MDHE staff will ensure provisions of the state open meetings laws are met in the establishment and operation of these committees.

The board added to Mr. Wilson's earlier mention of pursuing an audience with the governor. It is the intention of the board to use the opportunity in which the governor may share his visions concerning higher education in Missouri and working with the Department of Economic Development and the Department of Elementary and Secondary Education, all the facets and roles that Higher Education plays in this state, and to forge a partnership with the governor's office in working toward those visions he may have for higher education.

There being no further business to come before the board, Mr. Wilson moved **that the meeting adjourn**. Mrs. Swan seconded the motion, and it passed unanimously. The meeting adjourned at 12:15 p.m.

Roster of Guests
Coordinating Board for Higher Education
February 10, 2005

Name	Affiliation
Jeanie Crain	Missouri Western State College
Michael Douglas	Washington University
Henry Givens, Jr.	Harris-Stowe State College
Charles Gooden	Harris-Stowe State College
Carolyn R. Mahoney	Lincoln University
John McGuire	St. Charles Community College
Michael McManis	Truman State University
Norman Myers	Ozarks Technical Community College
Marty Oetting	University of Missouri System
Bobby Patton	Central Missouri State University
Ann Pearce	Central Missouri State University
Jim Scanlon	Missouri Western State College
Gary Thomas	University of Missouri - Rolla
Rose Windmiller	Washington University



Missouri Department of Higher Education

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**COORDINATING
BOARD FOR
HIGHER
EDUCATION**

Lowell C. Kruse
St. Joseph
Chair

Dudley R. Grove
St. Louis
Secretary

Diana M. Bourisaw
St. Louis

Marie Carmichael
Springfield

Sandra D. Kauffman
Kansas City

Robert L. Langdon
Lexington

Kathryn Swan
Cape Girardeau

Earl Wilson, Jr.
St. Louis

Mary Joan Wood
Cairo

Gregory G. Fitch, Ph.D.
Commissioner

TO: The Coordinating Board for Higher Education
FROM: Lowell C. Kruse, Chairman
DATE: January 19, 2005
SUBJECT: Appointment of CBHE Nominating Committee

I would like to appoint a nominating committee in preparation for the election of CBHE officers at our meeting on June 9, 2005. The nominating committee shall be composed of Marie Carmichael, Sandra Kauffman, and Earl Wilson, Jr. Ms. Kauffman will serve as chair of the committee.

Based on the success of the profile we developed in preparation for hiring a new commissioner, I believe it is worthwhile for the nominating committee to spend time developing a similar profile (perhaps an abbreviated version of a leadership profile would be appropriate) for the board's officers. With that in mind, in carrying out their duties as a committee, I would like to ask the committee to query the board regarding key leadership traits, skills, and preparation they believe are crucial in conducting our current business in a rapidly changing environment, as well as planning for the future of higher education.

Based on feedback from board members regarding key leadership qualities officers should possess, the committee will offer its nominations at the June 9 CBHE meeting and we will then elect officers for the upcoming year.

If you have any questions or concerns regarding this process, please contact Sandra Kauffman, chair of the nominating committee.

Office of Technology Management Washington University

“Connecting Technology to the Community: The University Interface”

**February 10, 2005
Coordinating Board of Higher Education**

**Mike Douglas
Associate Vice Chancellor
Director, OTM**



University Research and Technology Transfer is a two step process

- Research Discovery at the university leads to inventions like new drugs, devices, software, computer hardware, etc.
- These inventions can be licensed to pharmaceutical, device, computer, engineering companies or start up companies



Technology Management at Washington University

- Mission of University – Teaching and Research
- Goal of the OTM:
 - Extend the Research Mission of the University to the Community
- Facilitate the **Academic Duty** of the University beyond its Mission:
 - Research
 - Teaching/Training
 - Service (Technology Transfer)

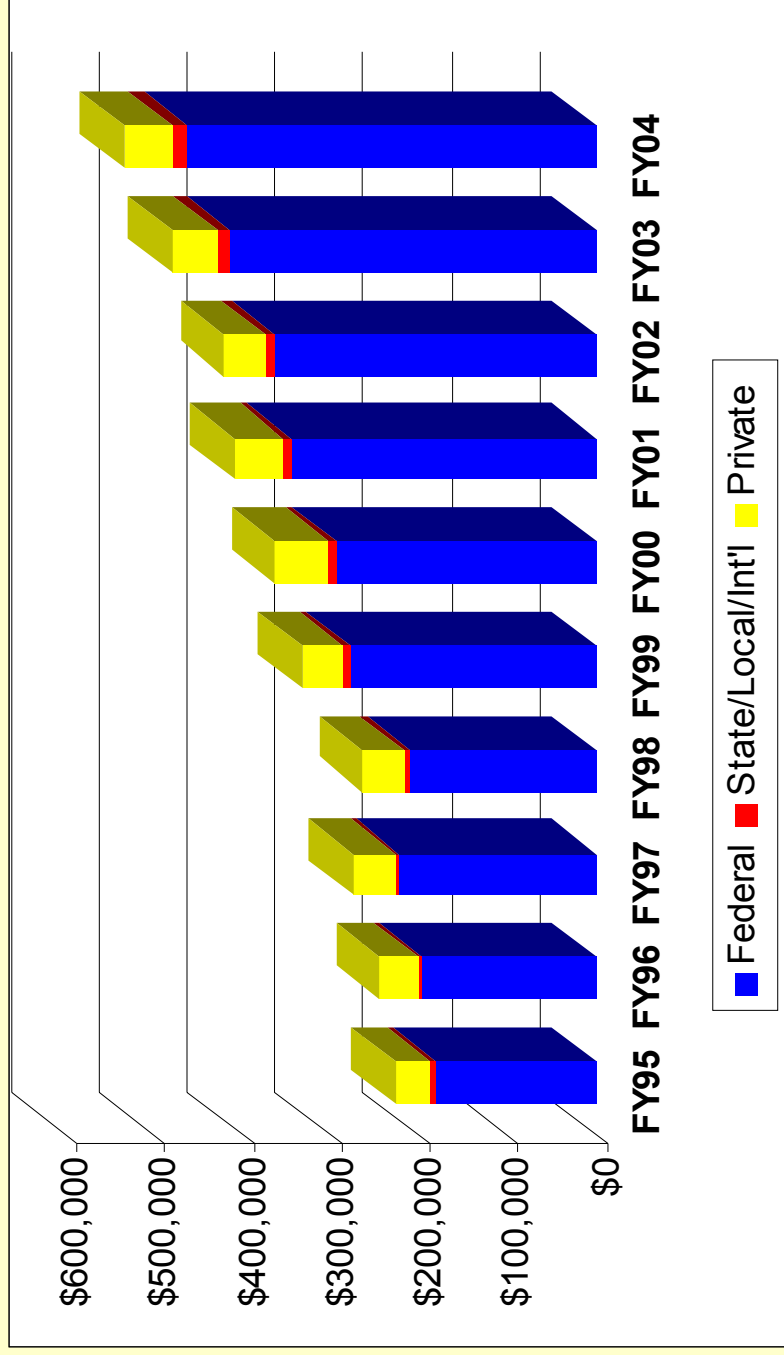


FY04 Research Totals by Sponsor Type (000's)

<u>Sponsor Type</u>	<u>\$ Amount</u>	<u>% Change FY03</u>
Federal	\$461,661,000	12%
State/Local	\$ 17,301,000	16%
Private	\$ 55,747,000	6%
Total	\$534,709,000	12%



Washington University Funding History (000's)



NIH Research Support to Institutions FY2003

Rank	Institution	Number Awards	Amount
1	Johns Hopkins University	1,306	\$555,875,515
2	University of Washington	1,002	\$440,877,317
3	University of Pennsylvania	1,166	\$434,456,754
4	University of California San Francisco	926	\$420,731,695
5	Washington University St. Louis	834	\$383,225,085
6	University of Michigan	920	\$362,149,790
7	University of Pittsburgh	864	\$348,225,811
8	University of California Los Angeles	885	\$347,022,527
9	Duke University	769	\$345,801,850
10	Yale University	812	\$303,459,245



NIH Awards to Medical Schools

Rank	Medical School	Number Awards	Amount
1	Johns Hopkins University School of Medicine	967	\$414,225,650
2	Washington University School of Medicine	775	\$368,355,293
3	U. of Pennsylvania School of Medicine	938	\$359,944,311
4	U. of California San Fran School of Medicine	785	\$350,786,145
5	Duke University School of Medicine	661	\$305,405,308
6	University of Washington School of Medicine	692	\$290,097,322
7	David Geffen School of Medicine at UCLA	629	\$264,873,857
8	Yale University School of Medicine	703	\$261,706,751
9	U. of Pittsburgh School of Medicine	646	\$258,276,361
10	Baylor College of Medicine	561	\$246,410,097



Community Performance

- Missouri is in the top 20% in federal funding
- Midwest ranked 9th in venture capital investments in 2002
- Midwest is not in top 9 in technology commercialization (NYT, June 2002, Brookings Institute, 2002)
- St. Louis, one of four areas with high levels of research but low commercialization activity (Brookings Institute, 2002)

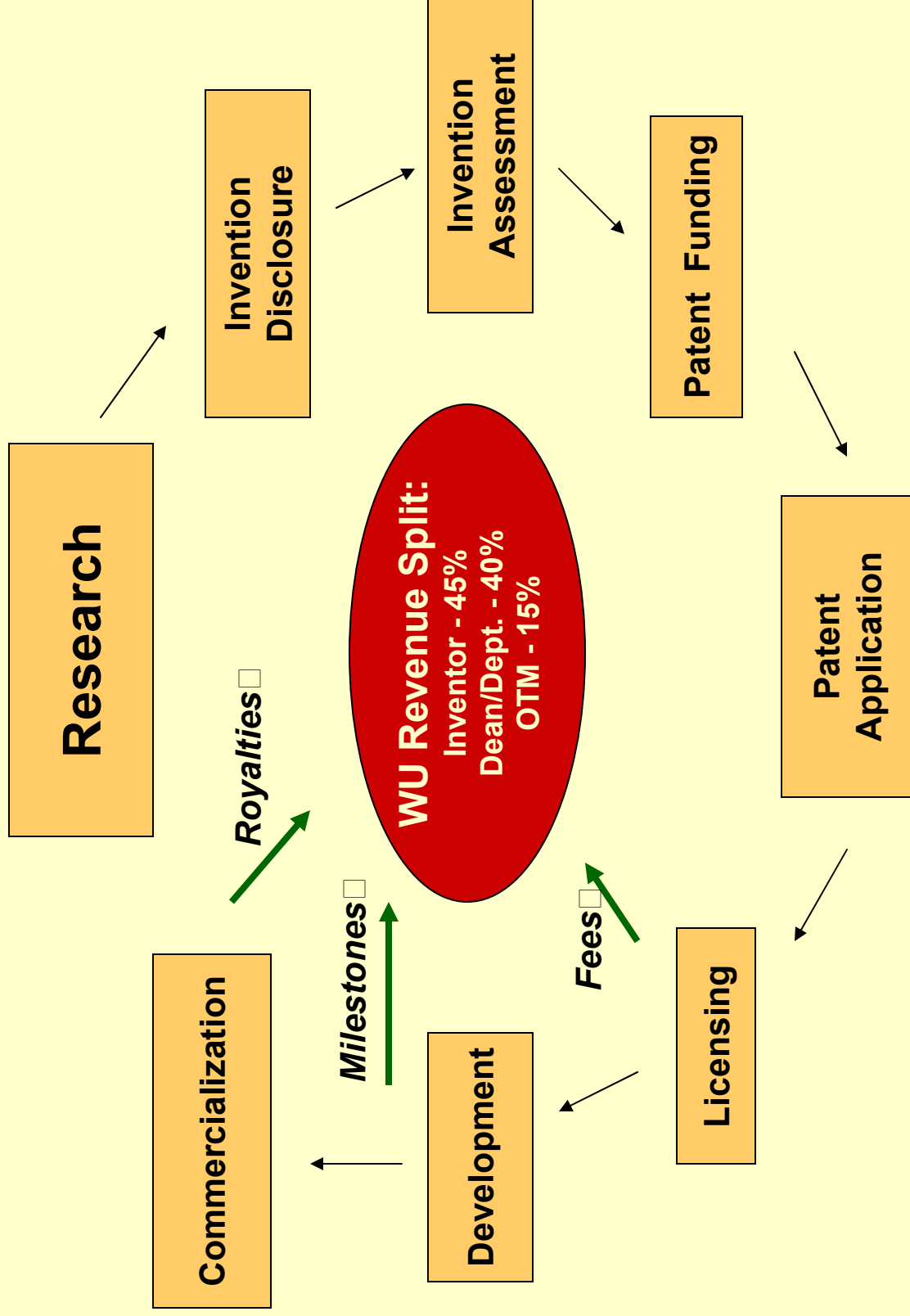


Roles of the OTM

- **Technology Licensing** – the primary responsibility of the Office of Technology Management
- **Commercialization** – intense efforts on all fronts to connect technology, people and capital resources



Patent and Licensing Pathway



The Commercial Value of Federally Sponsored University Research since 1991

- **\$250B spent on University research**
- **118, 000 disclosures (\$2.1M per disclosure)**
- **39,075 patents (33% of disclosures)**
- **32,200 agreements (27% of disclosures)**
- **3,325 startups (one per \$75MM in research)**
- **\$3.5 trillion GDP due to Commercialization of University research (14X ROR)**



License Revenue by School

FY 99 – FY 03

	FY99	FY00	FY01	FY02	FY03
Arts & Science	\$206,024	\$21,801	\$223,286	\$171,433	810,051
Engineering	\$599,590	\$2,315,960	\$840,410	\$861,541	\$937,343
Medicine	\$7,407,814	\$5,928,862	\$7,938,441	\$6,997,028	12,508,498
Social Work	\$53,530	\$222,360	\$182,055	\$100,070	70,634
Total	\$8,266,958	\$8,488,983	\$9,184,192	\$8,130,072	\$14, 326, 526



The OTM and the Community:

“Building Community around the University”

- Network resource for management, investment capital and technology
- Facilitate WU’s leadership role in Regional Economic Development
- Present early stage opportunities
- Help with venture research space and funding resources for potential start-ups
- Connect University and Community Entrepreneurs



Washington U Spin-offs

WUTA (ENGINEERING SERVICES), NOETIC TECHNOLOGIES (SOFTWARE), SCULPTURE CONSERVATORS (MONUMENT PRESERVATION), PARTICLE COATING TECHNOLOGIES (MULTIPLE INDUSTRIES), STARNET (INTERNET SERVICES), MEGAN HEALTH (VACCINES), DIMENSIONAL DATA (MEDICAL DEVICES), LIPOMATRIX (Implant), FIELD INVERSION TECHNOLOGIES (RESEARCH DEVICE), FIBER IMAGING (FIBER OPTICS), EKOMEDIX (MEDICAL DEVICES), CYTOTHERAPEUTICS (MEDICAL DEVICES), GENPHARM (PHARMACEUTICALS), CELLDYNE (PHARMACEUTICALS), INNOVEX (DIAGNOSTICS), SNT (MEDICAL IMAGING), TRUE IMAGE (MEDICAL IMAGE DISPLAY), MEDIASTRA (HYPERVIDEO TOOL), PET ELECTRONICS (MEDICAL DEVICES), TRIPOS (MEDICAL SOFTWARE), MIDWEST MICROWAVE (DEFENSE), CHOLESTECH (PHARMACEUTICAL), GENOME SYSTEMS (BIOTECHNOLOGY), LINCO (BIOTECHNOLOGY), STS TECHNOLOGIES (TELECOMMUNICATIONS - MULTI-MEDIA), MITHRAS (CATALYTIC REACTORS), WOUNDFAST (WOUND HEALING), PROTOSPACE (SOFTWARE), MINMAX (TELECOMMUNICATIONS), GROWTH NETWORKS (TELECOMMUNICATIONS), ESRD (ENGINEERING SOFTWARE), APM (HIGH PERFORMANCE MATERIALS), PCT (Particle and Coating Technologies, Inc.), INTELLX (Stereotactic systems), MediaASTRA , RiverAce (ACE/ORB/TAO), MyOwn.md (Data Services to Physicians), GLOBAL VELOCITY (ATM), PharmAde (Prescription Drug Database), E-Med (CT Tube life), Luminomics, Invivo Sciences

17 Biotechnology/Pharmaceutical

14 Engineering/Software

4 Telecommunications

4 Medical Devices



Driving the most delicate stage:

Pre-seed Fund in Support of Proof of Concept Studies

- **BEAR CUB FUND**
 - a Washington University seed fund
 - Sponsored by Chancellor and Office of Research
 - a Late stage research fund
 - Provisional patent filed – asset development
 - No strings attached
- **13 awards since 2003 totaling \$438,000**
 - School of Medicine (8)
 - Computer Science and Engineering (5)
- **4 Companies have raised ~\$4M**
 - Luminomics, DSSI, InVivo Sciences, Global Velocity



Extending the Essentials Required for Company Formation

- **Technology** — raw and needs maturation
 - Washington University — TLO specialization
 - University Culture — sharing best practices
- **Money** — minimizing dilution, maximizing pre money valuation
 - Bear Cub Fund — on steroids — gifts with visible and immediate impact
 - Patent Resources — centralized patent budget - 2005
 - Non-dilutive capital — SBIR/STTR
- **People** — stomach acid
 - Olin/Hatchery — training
 - Life Science Entrepreneurship — Kauffman Fellowships
 - Entrepreneurs from the community

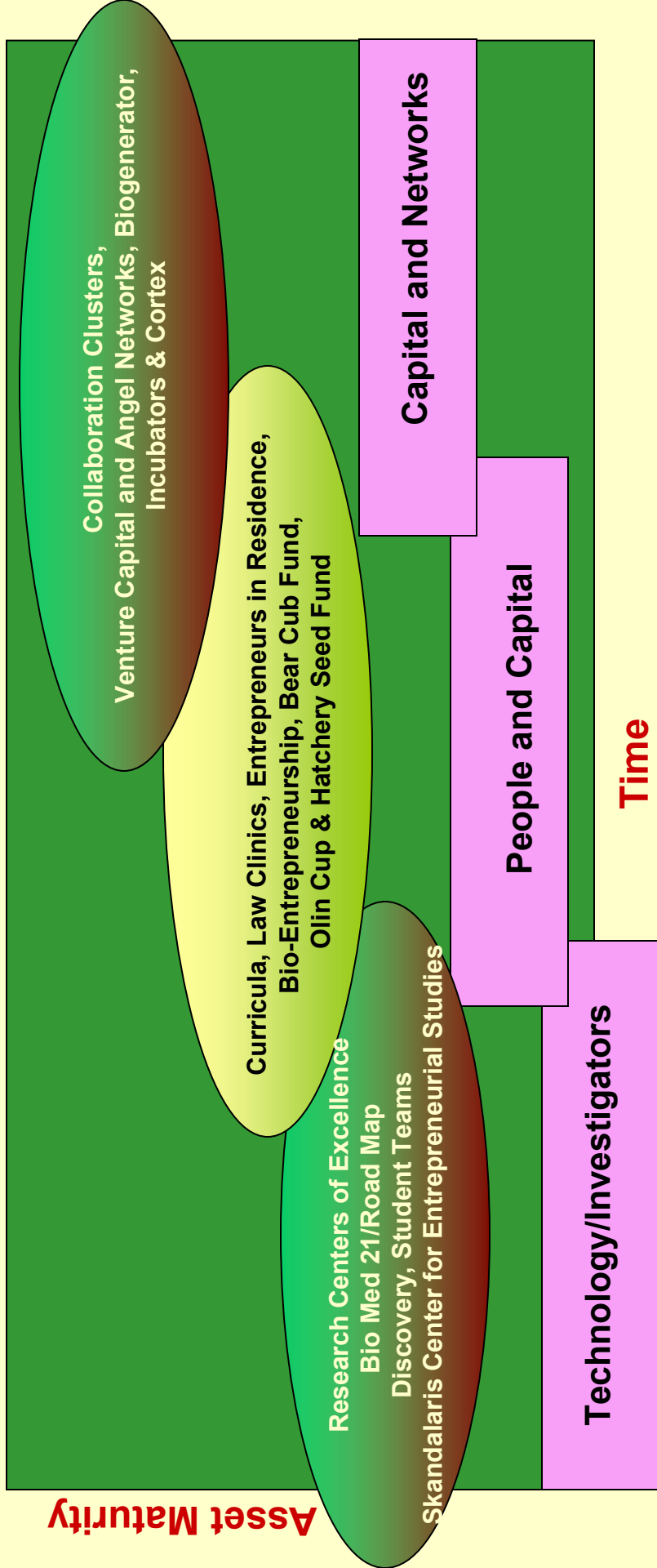


Conclusion: Filling the Gaps in the University will drive Start up ventures

- Entrepreneurialism is the Academic Duty of the University – beyond teaching and research mission
- Acknowledge the value of University entrepreneurialism through administrative and peer recognition
- Aggressively create value of discovery through funding and patenting vehicles or resources



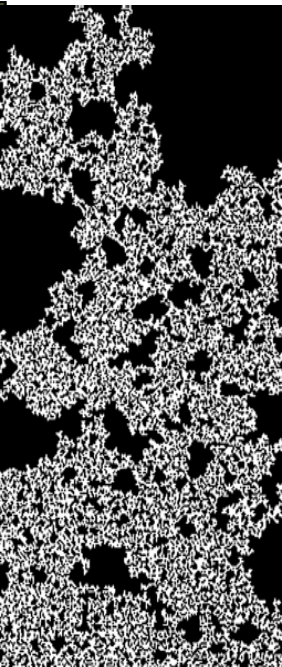
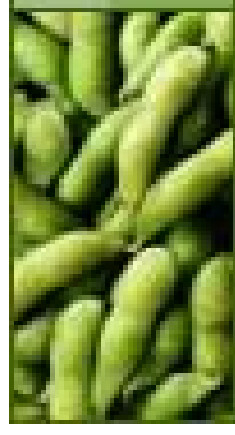
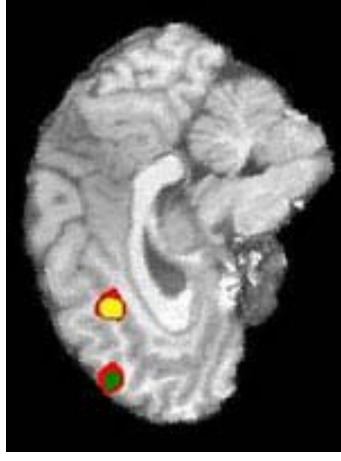
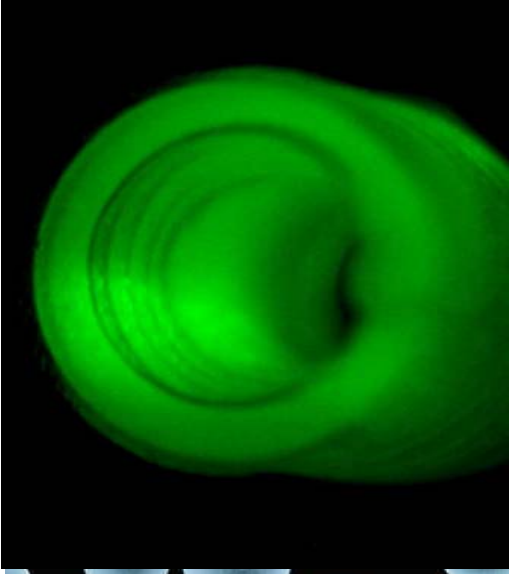
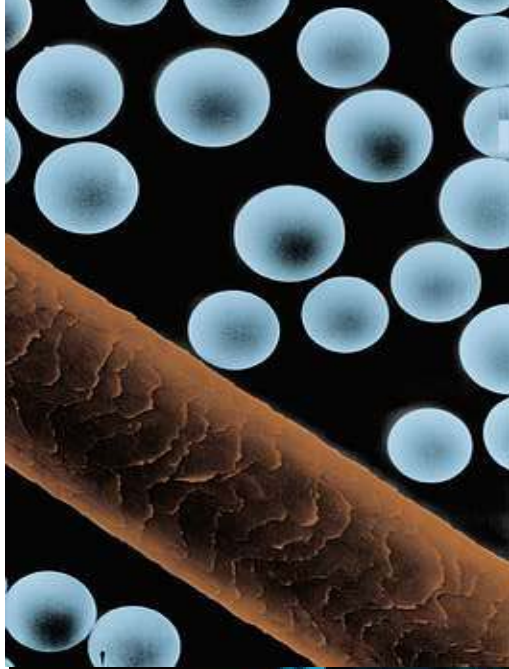
University Resources Drive the Startup Continuum



- WWW.OTM.WUSTL.EDU

- **Office of Technology Management**
Phone: (314) 747-0920
FAX: (314) 362-5872





An Overview of Research and Technology Transfer at MU

James S. Coleman
Vice Provost for Research
University of Missouri –
Columbia
February, 2005

Why care about Research?

A perspective for the CBHE

1. Research provides students with the necessary skills to fill the **future workforce** in a knowledge-based economy.
2. Research solves problems that improve our lives.
3. Research leads to **innovations and new technologies**, that lead to **new companies**, which can transform the economy.
4. Research brings in **new money** to Missouri, which, in and of itself, has a major economic impact, **and acts as a source of financial aid for students.**



ECONOMIC IMPACT OF RESEARCH?

\$200,000,000 of research at MU means



**\$360,000,000 of economic impact
in Missouri**

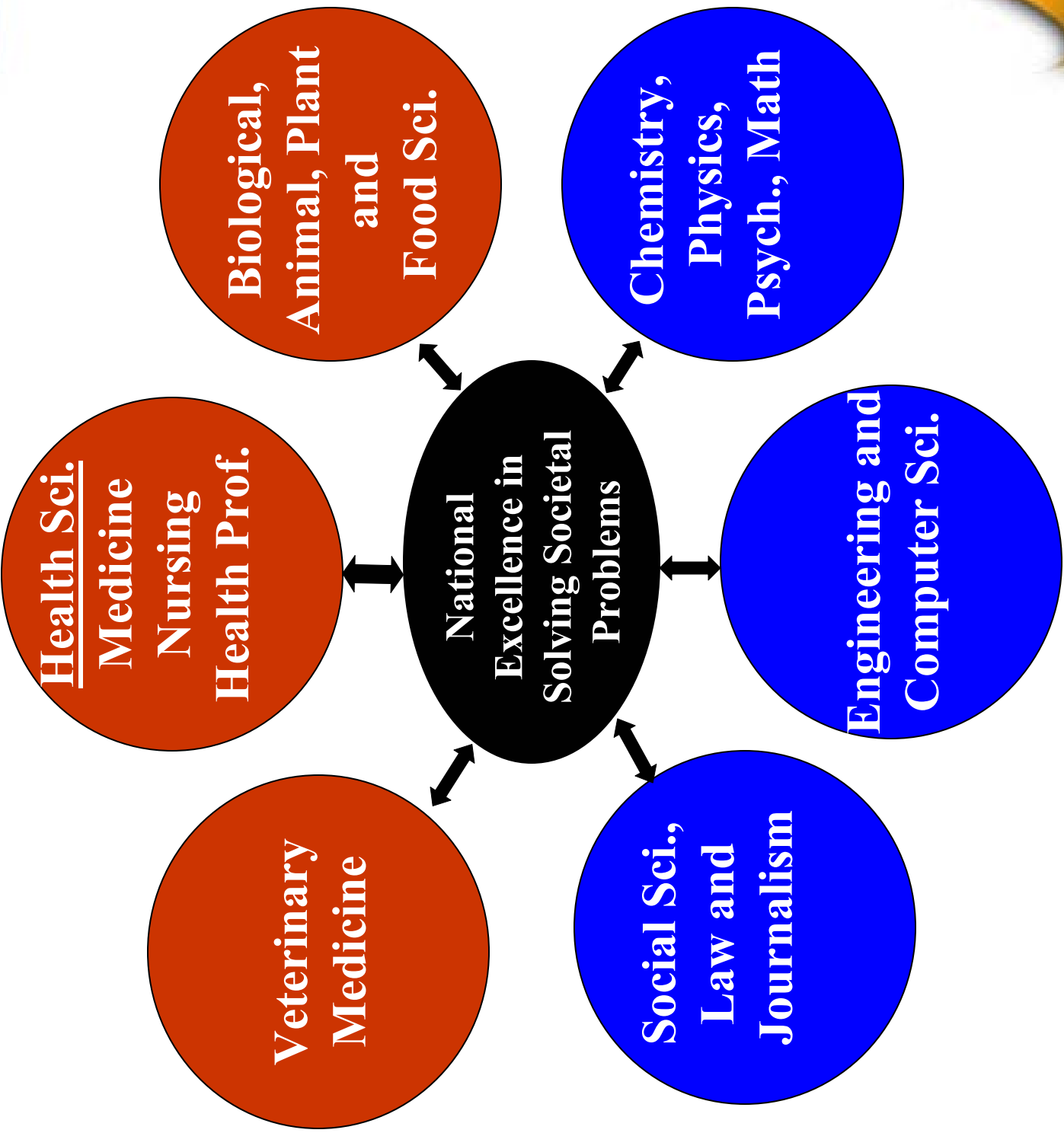
&

8,000 jobs supported

*Based on IMPLAN economic analysis – Every new external \$1.00 into the University generates \$1.80 in economic impact. Every \$1M into the University creates 39.3 jobs.

HOW GOOD OF A RESEARCH INSTITUTION IS MU?







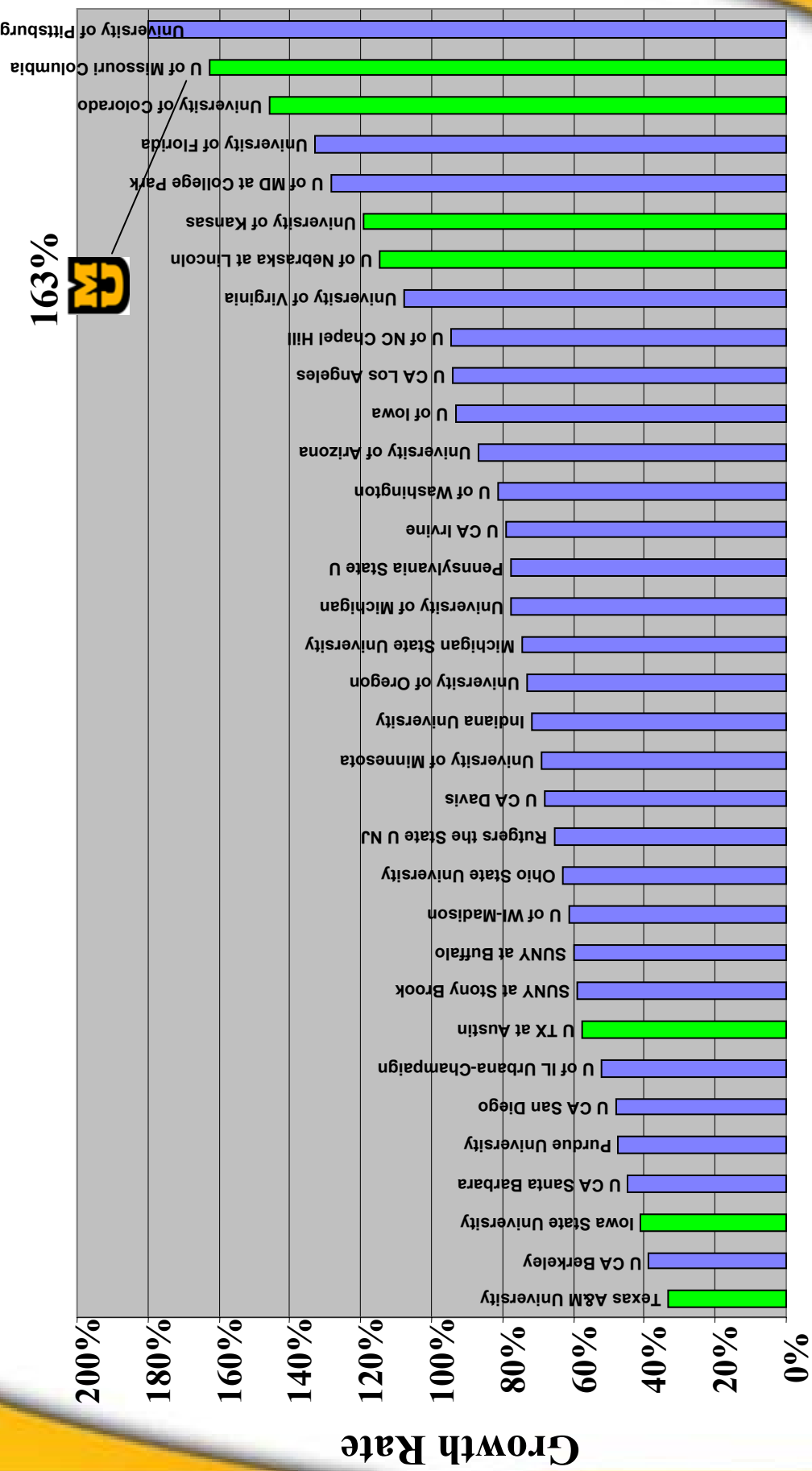
TRAINING THE FUTURE WORKFORCE: UNDERGRADUATE RESEARCH

- MU was rewarded by the National Science Foundation as one of only ten institutions in the country that excel at the integration of teaching and research
- More than 2,500 undergraduates participated in externally funded research, with more than \$4 million of support
- Approximately 70% of MU students stay in the State after graduation



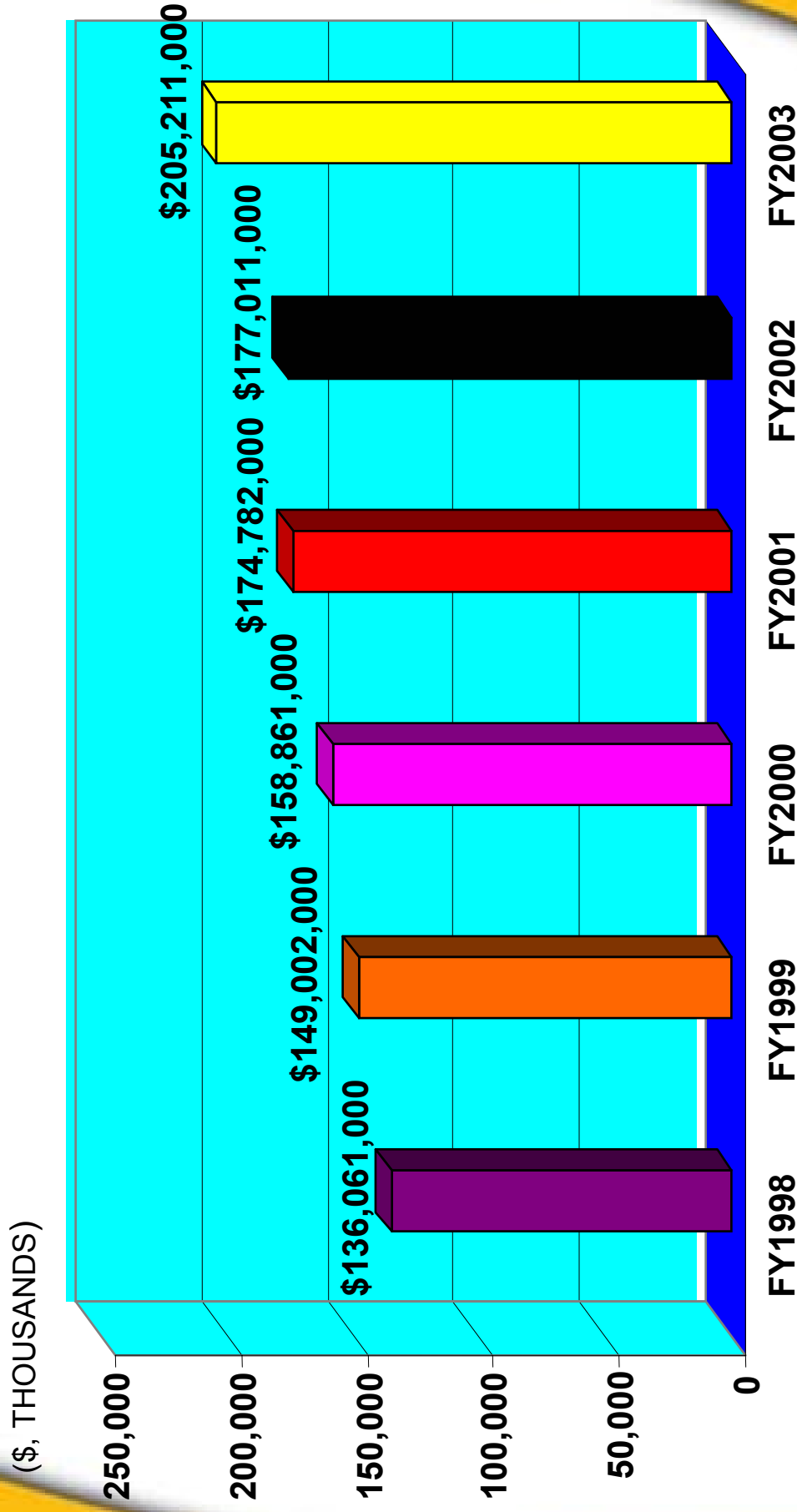


MU is #2 in growth in federal research of all AAU publics over the last decade (1993-2002)





RESEARCH AND DEVELOPMENT EXPENDITURES AT MU





TOTAL RESEARCH AND DEVELOPMENT EXPENDITURES

(based on 2002 data collected by the National Science Foundation)*

<u>Institution</u>	<u>Total R & D Expenditures</u>	<u>% of Total R&D Expenditures</u>
Washington University (rank = 20 of 671)	\$416,960,000	59%
MIZZOU (72 of 671)	\$177,011,000	25%
Saint Louis University (169 of 671)	\$35,444,000	5%
University of Missouri – Rolla (175 of 671)	\$32,222,000	5%
University of Missouri – KC (198 of 671)	\$24,060,000	3%
University of Missouri – STL (246 of 671)	\$11,519,000	2%
Southwest Missouri State (402 of 671)	\$1,888,000	0.3%
Univ. of the Health Sciences (421 of 671)	\$1,436,000	0.2%
Kirksville Osteopathic (445 of 671)	\$1,134,000	0.2%
Truman State University (524 of 671)	\$487,000	0.1%
Southeast Missouri State Univ. (582 of 671)	\$141,000	0.02%
<u>Total</u>	\$702,302,000	

From <http://www.nsf.gov/sbe/srs/nsf04330/tables/tab32.xls>

***Most recent comparative data available from NSF**



LIFE SCIENCE RESEARCH AND DEVELOPMENT EXPENDITURES

(based on 2002 data collected by the National Science Foundation)*

<u>Institution</u>	Life Sciences R & D Expenditures	% of Total Life Sciences <u>Expenditures</u>
Washington University	\$374,666,000	65%
MIZZOU	\$132,161,000	23%
Saint Louis University	\$34,241,000	6%
University of Missouri - Rolla	\$342,000	0.06%
University of Missouri - KC	\$19,453,000	3.4%
University of Missouri – STL	* \$9,215,000	1.4%
Southwest Missouri State University	* \$1,510,000	0.2%
University of the Health Sciences	* \$1,436,000	0.2%
Truman State University	* \$389,000	0.06%
Southeast Missouri State University	*\$112,800	0.02%
Kirksville Osteopathic	*\$1,134,000	0.2%
<u>Total</u>	\$574,659,800	

(*estimated from total research expenditures)



LIFE SCIENCES RESEARCH & DEVELOPMENT EXPENDITURES IN THE BIG XII

(based on 2002 data from NSF)

<u>Institution</u>	Life Sciences R&D <u>Expenditures</u>
University of Colorado Texas A&M MIZZOU	\$219,454,000 \$155,555,000 \$132,161,000
University of Kansas Iowa State University University of Nebraska - Lincoln University of Oklahoma Kansas State University Oklahoma State University University of Texas - Austin Texas Tech University	\$121,057,000 \$ 93,870,000 \$ 84,711,000 \$ 71,181,000 \$ 68,452,000 \$ 54,332,000 \$ 39,495,000 \$ 36,628,000
University of Illinois - Urbana University of Tennessee	\$121,383,000 \$114,256,000



National Science Foundation Funding

2000-2004

<u>Institution</u>		
MIZZOU		
Washington University and Med	\$73,993,000	35%
University of Missouri - Rolla	\$69,870,000	33%
University of Missouri - STL	\$18,859,000	9%
University of Missouri - KC	\$12,614,000	6%
Danforth Center	\$ 9,593,000	4.5%
Saint Louis University	\$ 8,655,000	4%
Southwest Missouri State	\$ 4,219,000	2%
Truman State	\$ 4,042,000	2%
Missouri Botanical Garden	\$ 3,665,000	2%
Northwest Missouri State	\$ 2,702,000	1%
Central Missouri State	\$ 987,000	<1%
Southeast Missouri State	\$ 471,000	<1%
Missouri Western State College	\$ 299,000	<1%
Stowers	\$ 294,000	<1%
	\$ 200,000	<1%



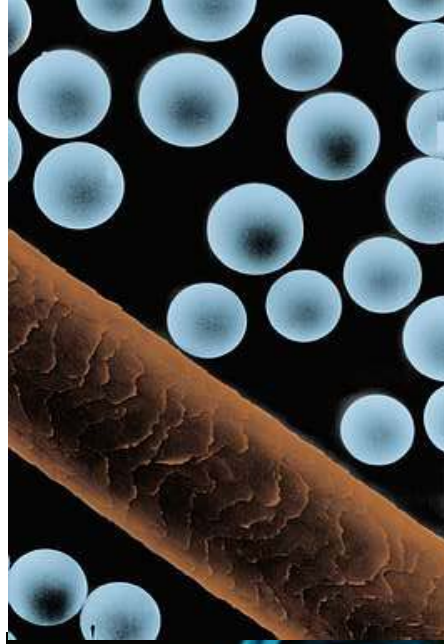
MU IS A HIGH QUALITY RESEARCH INSTITUTION: FAST FACTS

- **MU is #2 of all the AAU publics in federal research growth.**
- **MU is one of the top 25 universities in annual funding in life sciences research from the National Science Foundation (NSF, 2004).**
- **MU is #1 in the country in plant genomics research at NSF (2004)**
- **MU was #2 (2003) in the country in NSF research funding in elementary, secondary and informal science education.**
- **MU's animal model based Exercise Physiology research program is ranked #1 in the Nation (peer study), helping us be leaders in addressing inactivity as disease.**
- **MU's Animal Reproductive Biology Program is ranked #1 in the Nation (USDA).**
- **MU received funding from NIH to be one of nine regional biocontainment research facilities in the country (in collaboration with Washington University).**



MU IS A HIGH QUALITY RESEARCH INSTITUTION: FAST FACTS

- **MU is a national leader in radio-pharmaceutical development – many major cancer drugs are produced here.**
- **MU Nursing is in the top 15 of NIH funding – MU Psychology is in the top 25.**
- **MU is a recognized leader in Comparative Medicine – chosen to house major NIH research and resource centers for swine, rats and mice. MU is also strong in bovine genomics (ranked in top 2 or 3 by NIH Program Manager).**
- **MU's research at Tiger Place is getting national recognition as a model for the use of technology to improve the lives of aging Americans.**
- **MU houses the #1 ranked School of Journalism in the world.**



*What are some
examples of MU's
life science
research and what
are the potential
outcomes?*



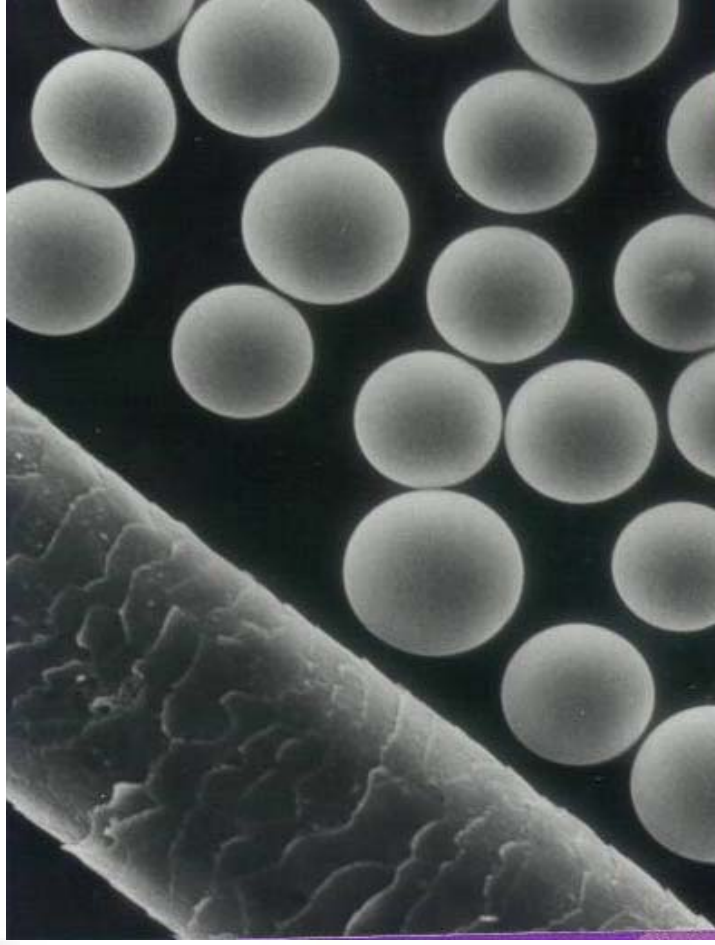
RESEARCH FOCAL AREAS AND STRENGTHS IN THE LIFE SCIENCES

- Nuclear science including radiopharmaceuticals and medical imaging
- Comparative medicine
- Comparative genomics (especially plant)
- Nanomedicine and biosensors
- Aging, including new technologies
- Cardiovascular disease



LIFE SCIENCE RESEARCH AT MU: RADIOPHARMACEUTICALS AND NUCLEAR MEDICINE

- Creating radioisotopic drugs to treat cancer (engineering, radiology, biology, chemistry, business, physics)



TheraSphere™

**Radioactive
Glass
Microspheres
for Treating
Liver Cancer**

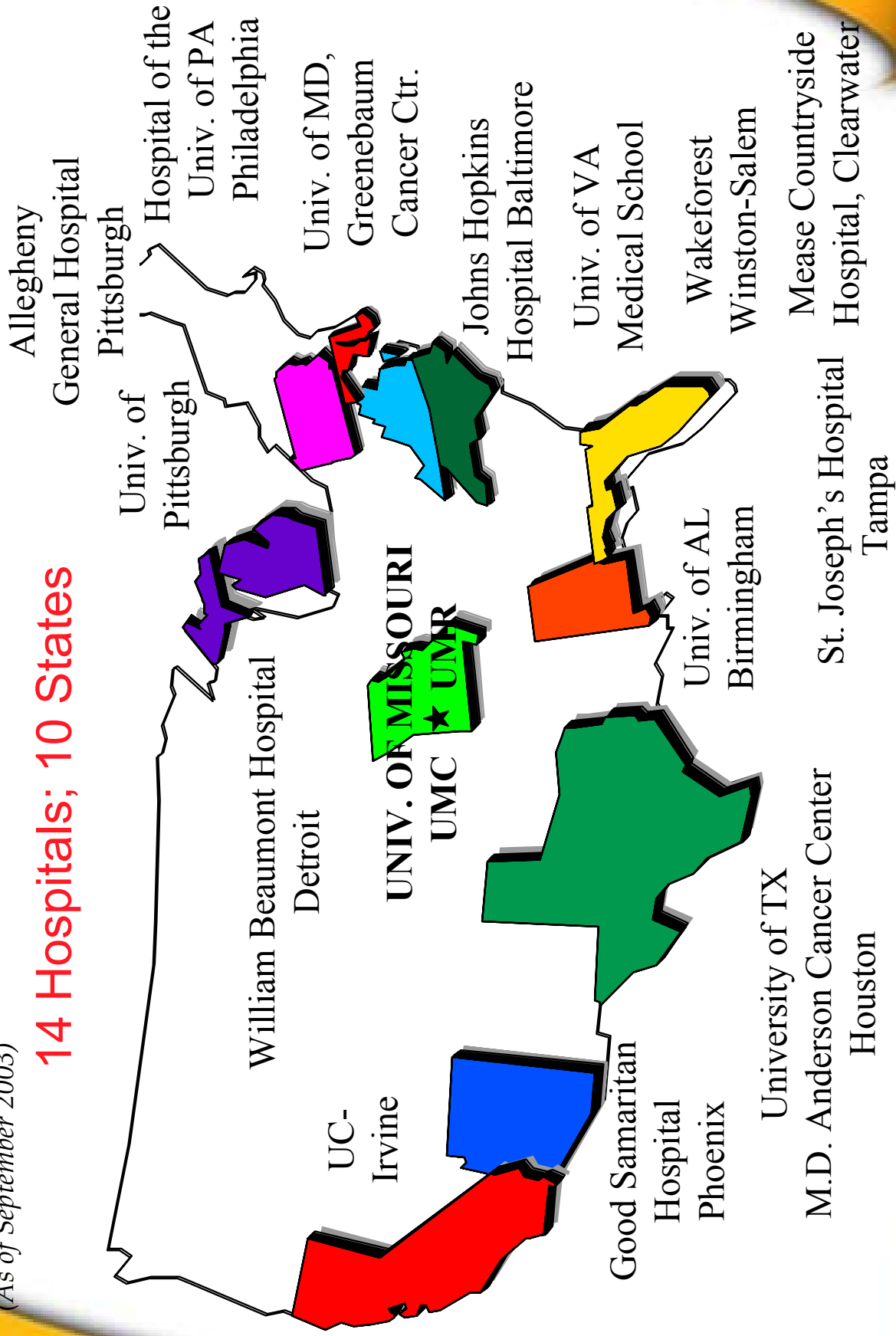
UMR-UMC collaboration



Current Treatment Sites -TheraSphere™

(As of September 2003)

14 Hospitals; 10 States



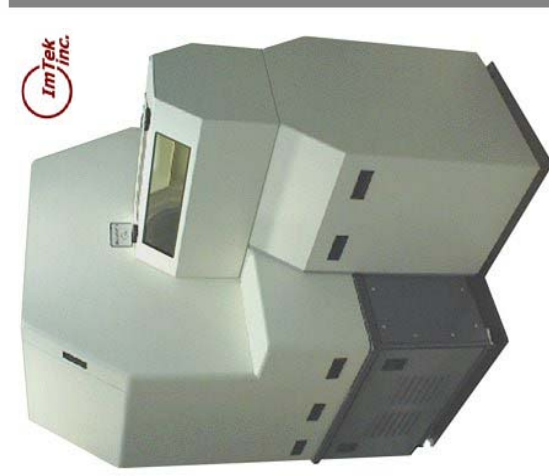


LIFE SCIENCE RESEARCH AT MU: MORE NUCLEAR MEDICINE

- **Ceratec™**: First major brain imaging compound, now being used for detection of infections
- **Quadramet®**: Major treatment for pain associated with bone cancer
- New class of radiolabeled peptides that specifically localize in a high percentage of human breast and prostate cancer cells (in FDA trials)
- Gold nanoparticles: New imaging technique for breast cancer
- Relationship of dietary selenium to prostate cancer – study can't be done without MU research reactor



Instruments associated with NIH Cancer Imaging Center



Micro-SPECT/CT

April 2004



Micro-PET

March 2004



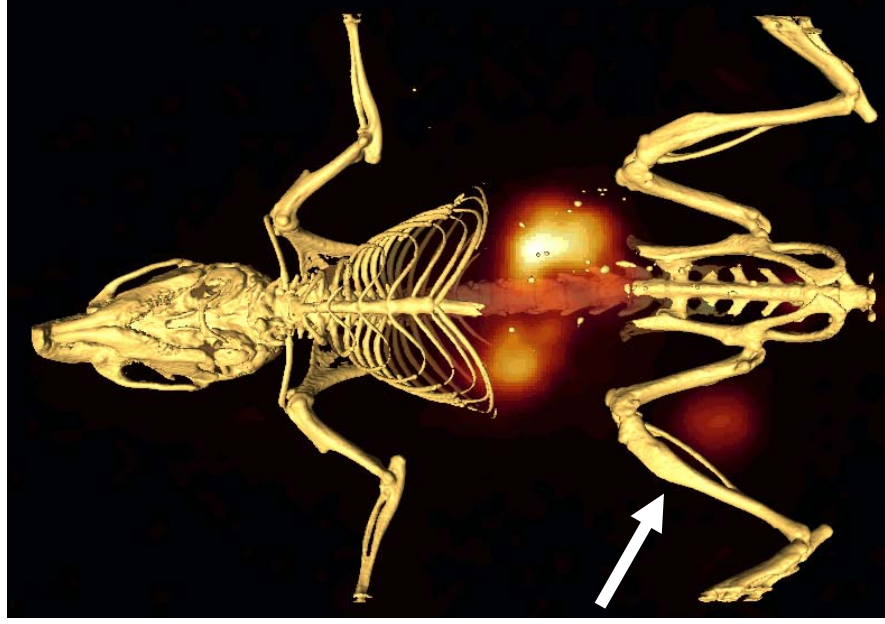
Micro-MRI

March 2005

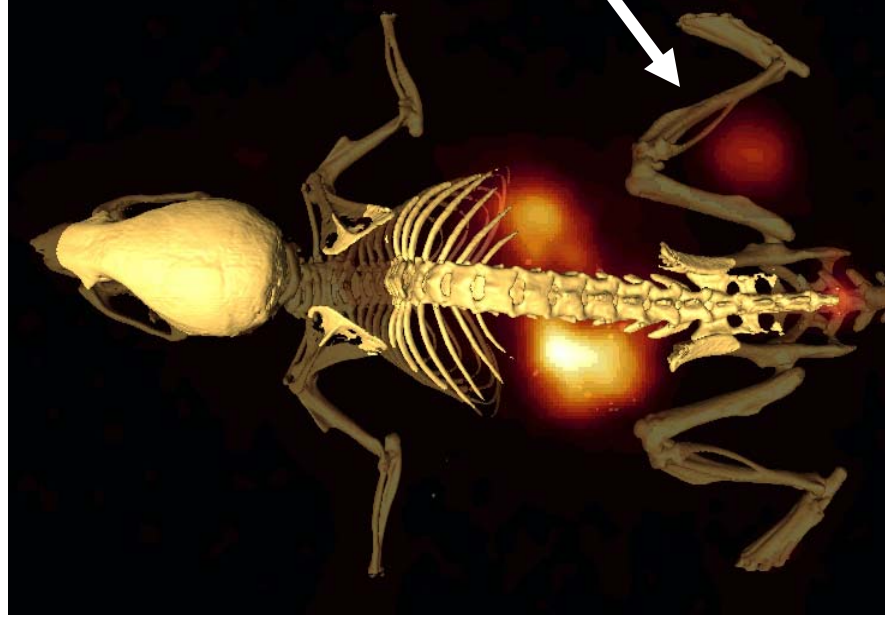


Melanoma Tumor Targeting

B16-F1 Tumor Xenograft Model
Combined Planar Scintigraphy/Micro-CT



B16F1 Xenograft



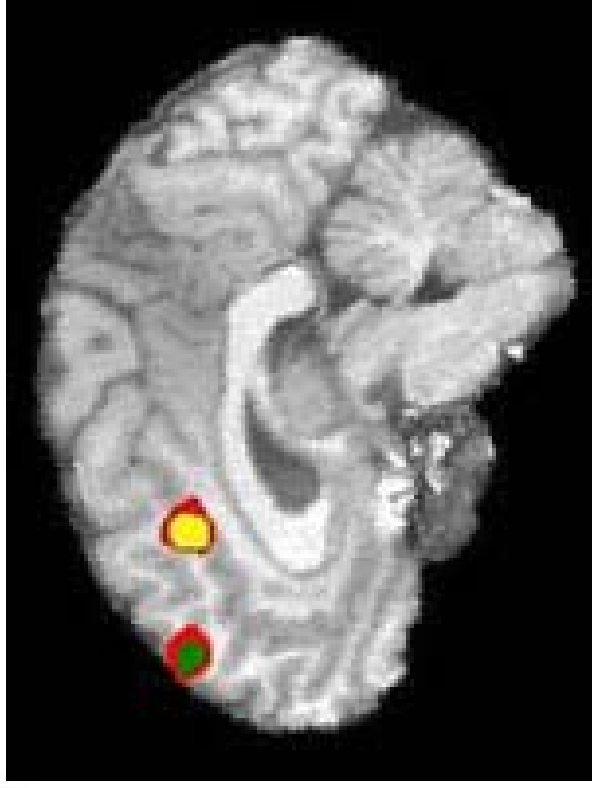
B16F1
Xenograft

Anterior View

Posterior View

Planar Scintigraph Acquired with 1.22mm bore Parallel Hole Collimator; Total Cts = 1,058,606
Image obtained 2 hr p.i.; 24uCi of $^{99m}\text{Tc-}^{111}\text{Arg-CCMSH}$ in animal at time of acquisition.

LIFE SCIENCE RESEARCH AT MU: BRAIN FUNCTIONING



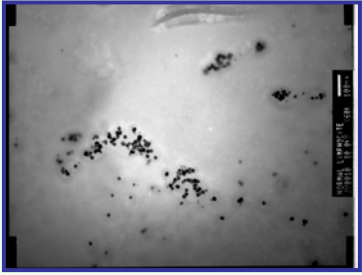
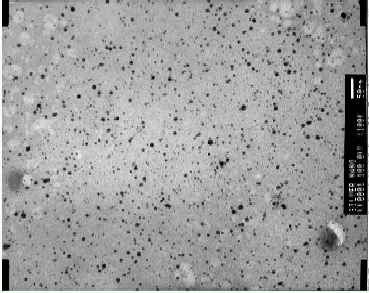


John Kerns was part of a team that discovered that the anterior cingulate cortex (ACC), found in the middle of the brain, detects conflict, which leads to initiation of cognitive control. This was a major breakthrough in brain function research.



Nanomedicine Research at MU

Metal Nanoparticles Methods discovered at MU produce nanoparticles in seconds Biocompatible, biofriendly process. Water-soluble & ideally suitable for <i>in vivo</i> applications.	RESEARCH AREAS Gold-198 Nanoparticles in radioimaging and therapy Gold/Silver Nanoparticles as X-ray contrast agents in imaging Gold/Silver Nanoparticles in SERS Gold Nanoparticles in ultrasound imaging	Hybrid Nanoparticles Gold nanoparticles, Nanochains and Quantum Dots conjugated to cancer specific biomolecules for cancer imaging and therapy.
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MU Radiology, Physics, and MURR

Gold 	Silver 	Nanochain 	Nanocapillary 
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LIFE SCIENCE RESEARCH AT MU: COMPARATIVE MEDICINE

- Treating and curing disease via the use of genomics to create unique animal models



Tens of thousands of children die each year from diseases that could be cured by research using genetically-modified animal models.

- Over one million Americans die each year of heart disease.
- 1 out of 3 Americans now living will develop cancer.
- 17 million Americans have diabetes that shortens life expectancy.
- Over 6,000 U.S. citizens die each year while on waiting lists for organ transplants.

LIFE SCIENCE RESEARCH AT MU:

COMPARATIVE MEDICINE

- A major problem has been hyperacute organ rejection caused by the presence of α -1,3-galactosyltransferase on the surface of pig cells.
- To solve this problem (MU) researchers constructed a genetically-modified pig in which the α -1,3-galactosyltransferase gene was removed.



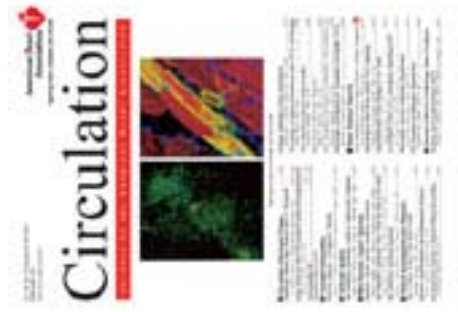
1st cloned pig lacking α -1,3-galactosyltransferase gene, born January 2003



LIFE SCIENCE RESEARCH AT MU: A POTENTIAL CURE FOR MUSCULAR DYSTROPHY

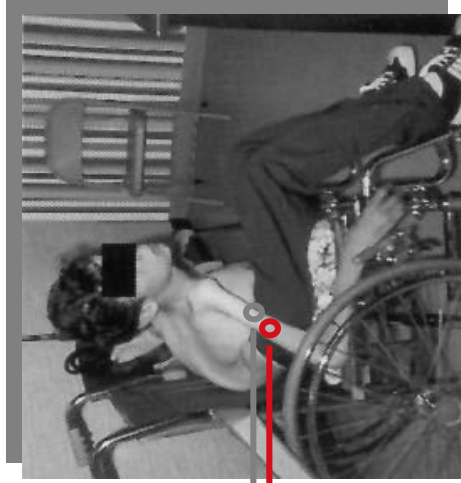
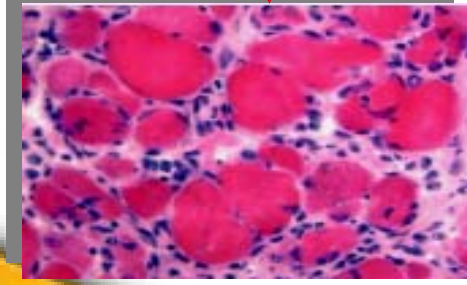


**Dongsheng
Duan**

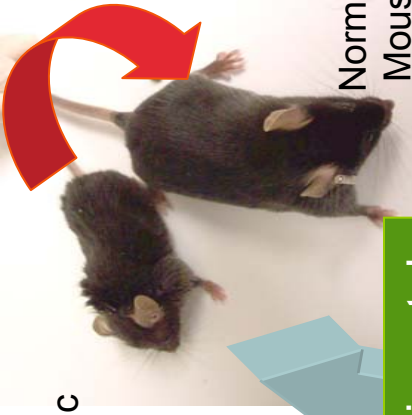


Dongsheng Duan developed a technique, using microbial vectors, to give cells in mice with muscular dystrophy the ability to make a key component of the protein complex (dystrophin) that is missing as a result of the disease. This therapy has reversed symptoms of muscular dystrophy in mice models!

Duchenne Muscular Dystrophy Patients



Dystrophic Mouse

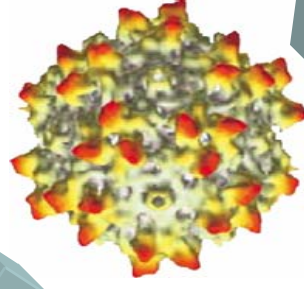


Normal Mouse

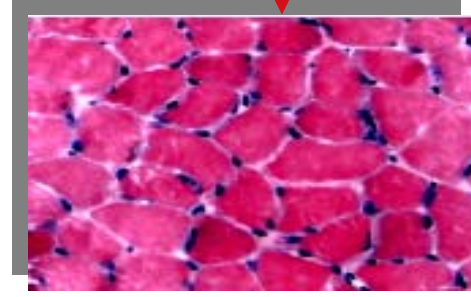
Experimental Gene Therapy in Mouse



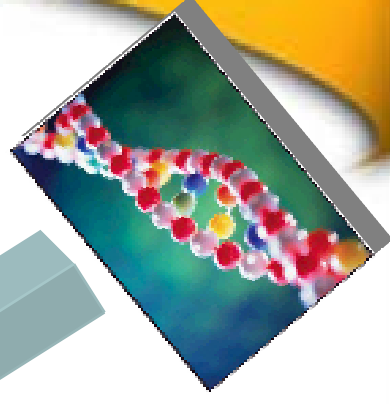
Human Gene Therapy



AAV Vector



Therapeutic Dystrophin Gene



LIFE SCIENCE RESEARCH AT MU: POTENTIAL “CURE” FOR TYPE I DIABETES



**Habib
Zaghouani**

Habib Zaghouani has preliminary data showing rather amazing effectiveness of an immunotherapy that greatly reduces the symptoms of Type I diabetes in mice. This has the potential to radically increase the effectiveness of treatment of this disease.





LIFE SCIENCE RESEARCH AT MU: BASIC LIFE SCIENCE WITH SIGNIFICANT MEDICAL IMPLICATIONS



Gary Weisman

Gary Weisman's group discovered a receptor protein that causes chronic inflammation, a major contributor to seemingly unrelated diseases such as atherosclerosis, arthritis, cancer, stroke, obesity, diabetes, congestive heart failure, digestive disorders, and Alzheimer's disease.



LIFE SCIENCE RESEARCH AT MU: SELECTED AS MAJOR NIH-FUNDED NATIONAL CENTERS FOR ANIMAL MODELS



MU houses one regional and two national NIH funded animal model research and resource centers. These centers distribute and import valuable animals; rederive animals to a pathogen-free state; cryopreserve gametes and embryos; perform genotyping, phenotyping and infectious disease monitoring to assure the quality of the animals, and distributes animals to investigators as live animals, cryopreserved germplasm or tissues.

LIFE SCIENCE RESEARCH AT MU: MAJOR ADVANCES IN ORTHOPEDIC SURGERY



- Jimi Cook developed a new implant from swine gut tissue that has cured severely arthritic dogs and has recently been approved by FDA for trials in humans.
- May represent a “miracle cure” for arthritis sufferers



LIFE SCIENCE RESEARCH AT MU: NOVEL THERAPIES FOR GENETIC BLINDNESS



Kristina Narfstrom

Kristina Narfstrom's team developed a surgical technique to replace the defective gene, with the correct gene, in beagles with genetic blindness. Using a non-infective virus as a means of transportation, they injected the gene between two layers of the retina in each eye during a meticulous micro-surgery with successful results that might translate to humans.



LIFE SCIENCE RESEARCH AT MU: REPRODUCTIVE BIOLOGY



Mike Roberts

Mike Roberts' group is developing the basis of a "cow side" pregnancy test, in collaboration with scientists at Monsanto. The assay detects placenta proteins. The failure rate for artificial insemination is high and this technique may be a critical tool for farmers and veterinarians in management decisions regarding their livestock.



LIFE SCIENCE RESEARCH AT MU: BOVINE GENOMICS



Jerry Taylor

- Jerry Taylor is identifying genes of relevance to agricultural – e.g., genes producing feed efficiency – cattle that grow large on less feed meaning tremendous savings for farmers.
- The Show-Me Heifer replacement program worked with 500 farms, 50,000 new female breeders, and made over \$10M for farmers.



LIFE SCIENCE RESEARCH AT MU:

SOYBEAN GENOMICS



Development of varieties resistant to soybean cyst nematode has meant millions of \$s to MO farmers. We are also engineering soybean plants for drought tolerance through: (a) translational genomics approach, i.e. expression of drought tolerance genes from the model plant *Arabidopsis*; and (b) cloning and over-expression or silencing of soybean genes



LIFE SCIENCE RESEARCH AT MU: APPLIED PLANT GENOMICS

Brian Mooney and Doug Randall are designing plants that can produce plastics, polyhydroxybutyrate-valerate (PHBV), above the 14% dry weight threshold that can make them commercially viable.



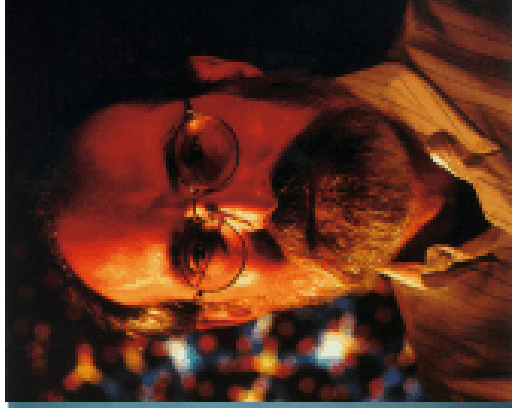
LIFE SCIENCE RESEARCH AT MU: BIOREMEDIATION THROUGH MICROBIAL GENOMICS



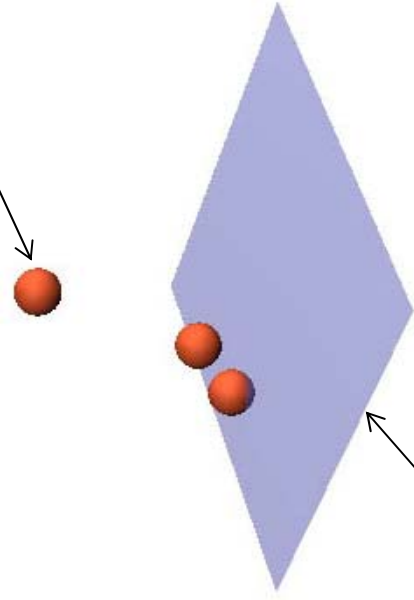
Judy Wall

Judy Wall is using genomic approaches on sulfate-reducing bacteria to develop their potential in the remediation of contaminated soils – e.g., uranium enrichment.

Nanoscience and biosensor researchers (just a few of several)

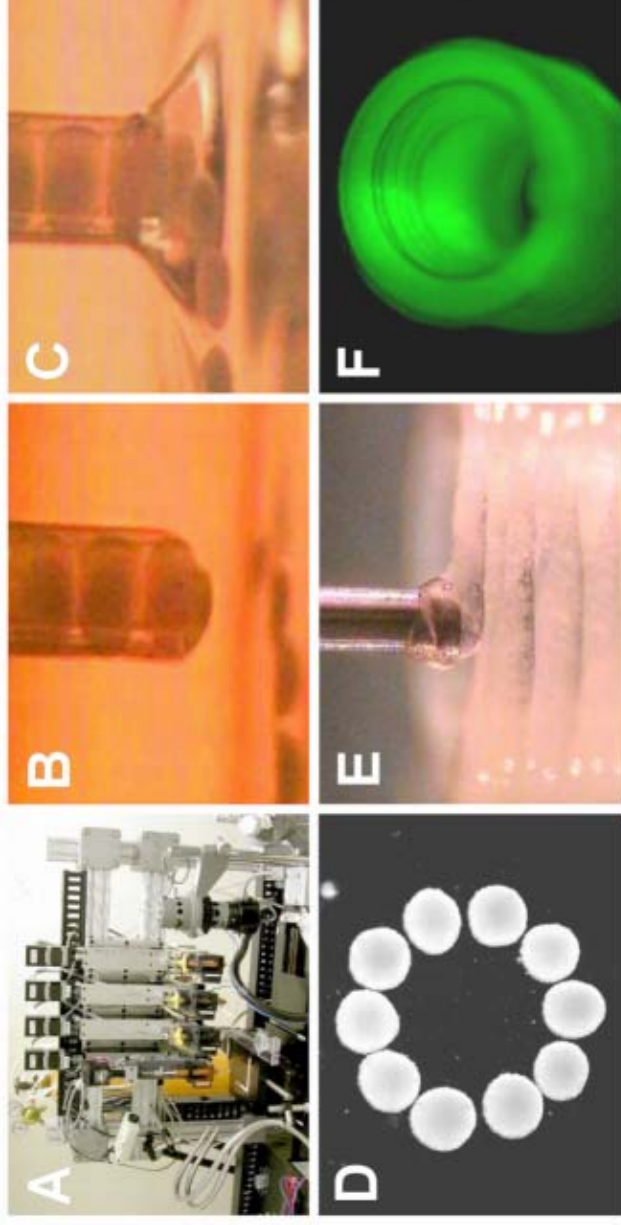


Spherical cell aggregate:
the bioink



Supporting biocompatible
gel (e.g. collagen): the biopaper

Gabor Forgacs is a leader in the field of “organ printing.” Organ printing is a new technology to create functional organs by building biological structures using layer-by-layer deposition of self assembling multicellular systems.



LIFE SCIENCE RESEARCH AT MU:

NEW BIOLOGICAL SENSORS

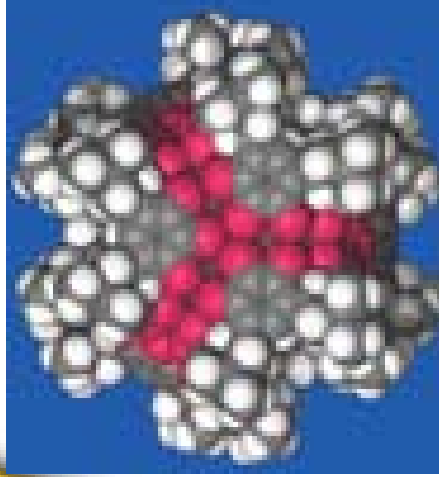


Sheila Grant is developing:

- a *Salmonella* immunosensor that will provide pork processors and producers the ability to detect food safety problems
- a personal HIV detection kit
- an implantable insulin sensor and an implantable sensor to monitor Troponin-T, an early and specific marker of myocardial problems



LIFE SCIENCE RESEARCH AT MU: NANOCAPSULES FOR DRUG DELIVERY



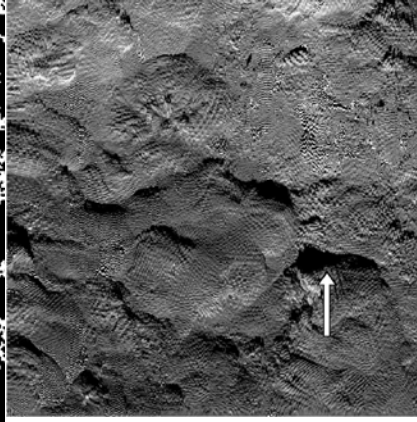
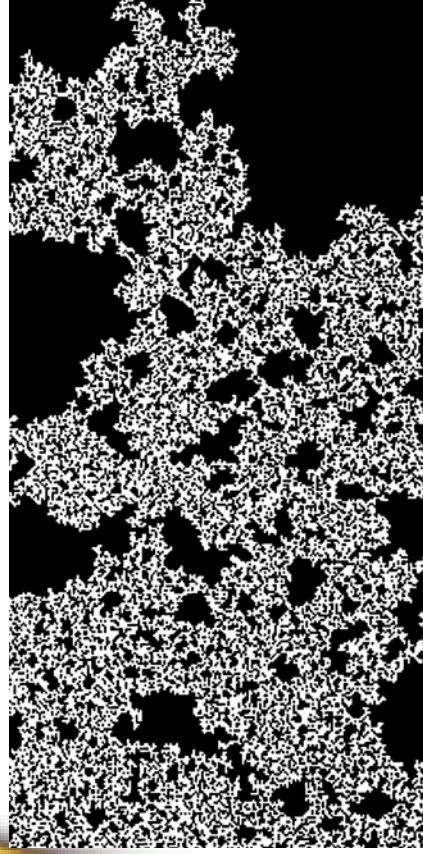
Pyrogallo[4]
Arene



Jerry Atwood

Jerry Atwood developed a nanocapsule for smart drug delivery. The capsule allows for a specific receptor to be placed on the outside of the nanocapsule, while the drug is on the inside. This potentially will allow the capsule to find the specific cells to be the targets of a drug, enhancing effectiveness and minimizing dose.

LIFE SCIENCE RESEARCH AT MU: NEW STORAGE METHODS FOR ALTERNATIVE FUELS



Peter Pfeifer and his team are developing low-pressure, high-capacity storage technologies for natural gas (NG), based on new adsorbent materials discovered at MU:

- nanoporous carbon from waste corn cobs in Missouri (“sponge for NG”)
- calixerene (“crystalline vacuum pump”)



LIFE SCIENCE RESEARCH AT MU: TECHNOLOGY FOR AGING IN PLACE



Marjorie Skubic and her team are developing new technologies that will allow seniors to “age in place” including a variety of new sensor and robotic technologies.

Tiger Place is a living laboratory and a national model for “aging in place.”



LIFE SCIENCE RESEARCH AT MU: NIH FUNDED TRAINING PROGRAMS



Mark Milanick

Mark Milanick is the PI on a new NIH training grant that will train "clinical biotectives," or interdisciplinary scientists who will be able to solve clinical problems by mastering the ability to invent and design new devices and test them in a living system. This involves more than 60 faculty members in 20 different departments from 6 schools and colleges at MU.

Other NIH training programs include comparative medicine, bioinformatics, and interdisciplinary life sciences.



TECHNOLOGY TRANSFER STATISTICS, FY 2004

- 39 patent applications filed – 70% increase
- 18 patents issued – 125% increase
- 22 licenses/options signed – 120% increase
- \$2.5M in license revenue
- License revenue expected to triple in FY05 because of Zegerid[™] – a new drug delivery system for the treatment of ulcers and acid reflux disease



MU TECHNOLOGY SUCCESS STORY: DRUG DELIVERY SYSTEM FOR ULCERS

- ▶ Jeffrey Phillips, MU Department of Surgery, recently developed a new, more effective treatment for stress ulcer related gastro-intestinal bleeding in critically ill patients
- ▶ Basis of a new start-up company that went public (IPO) in June, 2004



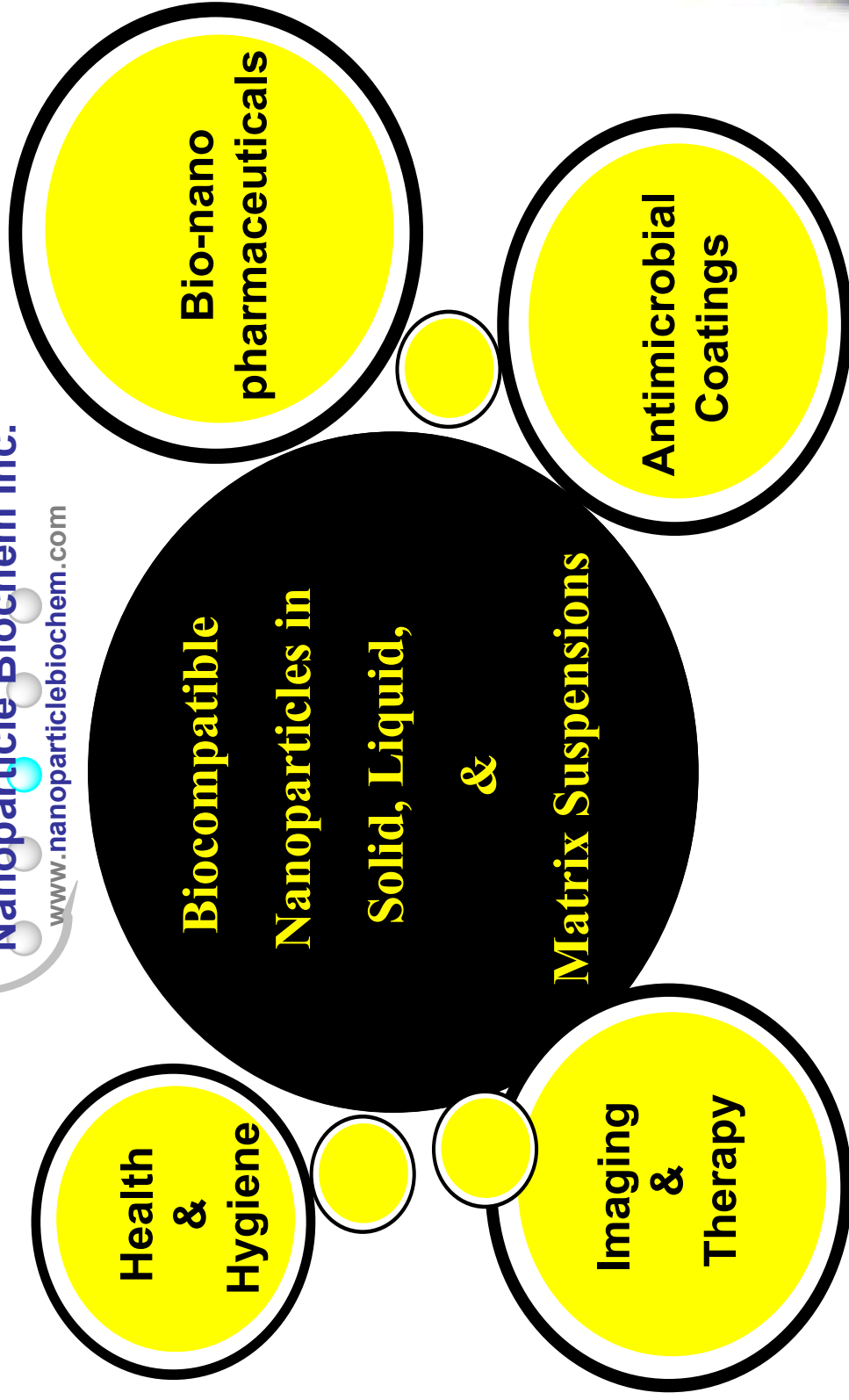
Jeff Phillips

LIFE SCIENCE RESEARCH AT MU: REPRODUCTIVE BIOLOGY



Peter Sutovsky

Research into the immunology and biology of sperm proteasomes led to a new reversible way to prevent sperm from penetrating an egg's protective coat. This is a breakthrough in non-hormonal contraceptives and has led to a new company.



MU-Columbia Nanotech Incubator Company

Founders: Henry White, Kattesh V. Katti, Kannan Raghuraman



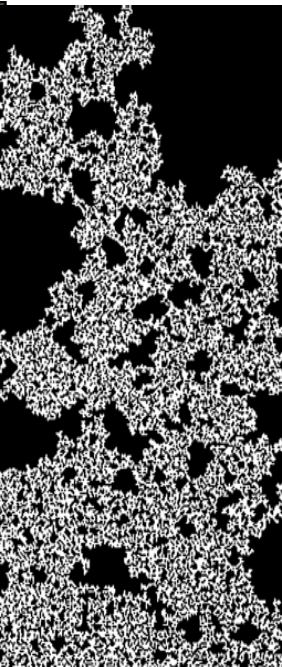
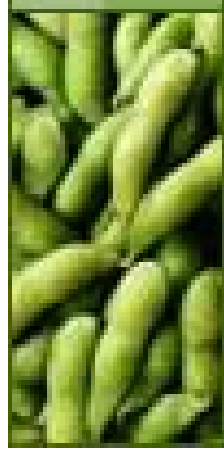
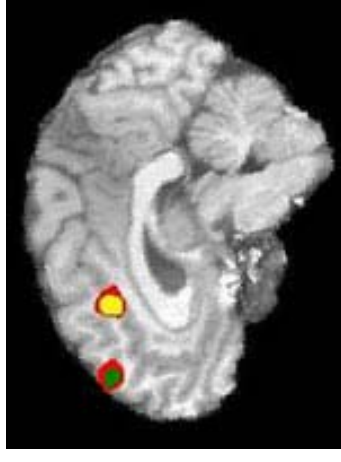
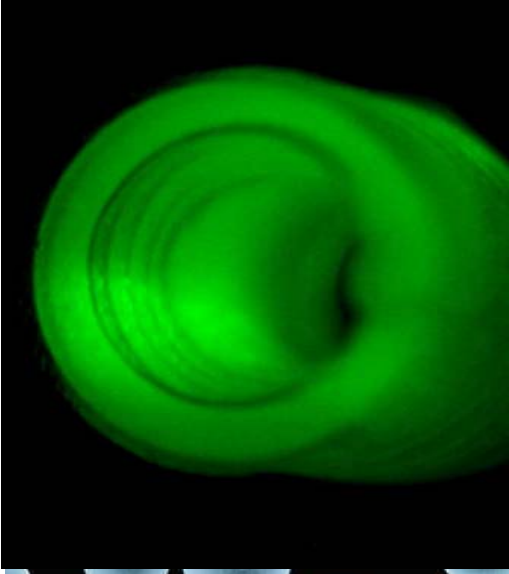
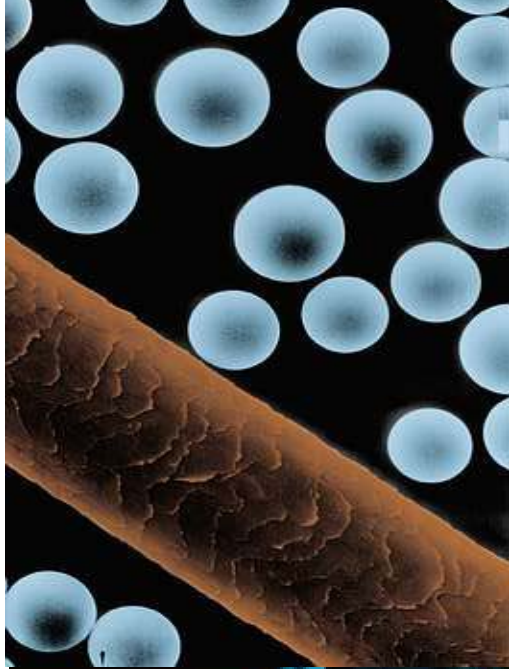
NEW START-UPS AT MU

MU based start-up companies (most received federal SBIR funding over the last 18 months)

- Andrologika (Peter Sutovsky, Animal Science)
- Renewable Alternatives (Galen Suppes, Chemical Eng.)
- Chem Char (Galen Suppes, Chemical Eng.)
- Dynamed (Brian Alper, Family and Community Med.)
- Moxtronics (Henry White, Physics)
- Sci-Eng Solutions (Bill Jacoby, Chemical Eng.)
- Freight Pipeline Company (Henry Liu, Civil & Env. Eng.)
- Speedatech (Xinhua Zhuang, Computer Sciences)



Life Science Incubator in
Columbia - planned for the
near future



An Overview of Research and Technology Transfer at MU

James S. Coleman
Vice Provost for Research
University of Missouri –
Columbia
February, 2005

AGENDA ITEM SUMMARY

AGENDA ITEM

Resolution to Establish CBHE Committees
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

At the Coordinating Board's request, in order to make recommendations regarding the formation of board committees, Missouri Department of Higher Education (MDHE) staff has reviewed relevant provisions of the board's Bylaws, Public Policies, the Missouri Sunshine Law, and *Robert's Rules of Order*, 10th edition. (Section 6.F of the Bylaws provides that "*Robert's Rules of Order* shall govern the consideration of all business and debate so far as applicable to this body.") The Coordinating Board's Bylaws include a Section 7 entitled "Committees," but this section relates only to ensuring "diverse representations when making appointments to various committees, councils, or commissions." Section 7 does not create any standing committees of the board and, to the knowledge of MDHE staff, the board currently has no standing committees except advisory committees on which both board and non-board members serve. No other provision of the Bylaws establishes or authorizes the establishment of any board committees.

(The board's Nominating Committee is not a "standing" committee because the committee is reconstituted each year at the April board meeting and dissolved at the conclusion of the June board meeting. Robert's Rules of Order refer to this type of committee as a "special" committee. MDHE staff understands that the board is following a modified procedure this year because at the February 2005 meeting the board established the Nominating Committee for 2005 in accordance with Chair Kruse's memo to other board members dated January 19, 2005.)

The board has indicated its desire to establish two standing committees, an Executive Committee and an Audit Committee. The Executive Committee would presumably consist of three members, those being the board's chair, vice chair and secretary. However, it should be noted that, under the Missouri Sunshine Law, all board committees are subject to the same rules as the board itself, including posting advance notice of any committee meeting, keeping minutes, etc. If a committee consists of only three members, then a meeting of any two members of the committee (i.e., a majority of the committee) could be deemed a public meeting. Accordingly, two members of the committee could not discuss public business, even on a telephone call, without posting the call and complying with other Sunshine Law requirements. Of course, if two (or three) committee members were communicating for social or "ministerial" purposes, such as discussing the date and time for the committee's next official meeting, this would not constitute "public business" and compliance with the Sunshine Law would not be required. Provided that the committee members are aware of these restrictions, a three-member committee should be workable.

The Executive Committee would be charged with acting for the board between meetings on routine matters requiring prompt action. Any actions taken by the Executive Committee between meetings would be presented to the board at the next regularly scheduled meeting and the board would be asked to ratify the action. The Executive Committee could also, at the board's request, work on particular items or issues, likely with the assistance of MDHE staff, and make reports to the board. One of these items might be a review and revision of the board's Bylaws.

The Audit Committee would presumably consist of three board members and would be charged with receiving and reviewing all audit reports pertaining to the CBHE, MDHE, or any division of the MDHE. These reports would include reports initiated "externally" by, for instance, the State Auditor's Office or the U.S. Department of Education, and reports initiated "internally," such as the financial statements audit currently being conducted by BKD, LLP. The Audit Committee would report to the board on the contents of the reports, follow up with MDHE staff regarding resolution of any findings in the reports, and report to the board on the status of any such findings.

Robert's Rules of Order provide that standing committees such as those described above, if not established pursuant to a specific provision in the Bylaws, can only be established by a board resolution requiring a two-thirds vote and prior notice of the vote. Accordingly, the board can establish these two committees by putting this item on the agenda for the April 2005 board meeting and adopting an appropriate resolution at that time. The resolution would establish the membership of the Executive Committee (chair, vice chair and secretary) and authorize the Chair of the Coordinating Board to appoint the members of the Audit Committee. Once the resolution is adopted by a two-thirds vote of the members present, the Chair can proceed to appoint the Audit Committee members.

STATUTORY REFERENCE

Section 173.005, RSMo

RECOMMENDED ACTION

It is recommended that the Coordinating Board adopt an appropriate resolution establishing an Executive Committee and an Audit Committee as standing board committees.

ATTACHMENT(S)

Draft Resolution, 2005-01

**COORDINATING BOARD FOR HIGHER EDUCATION
STATE OF MISSOURI**

**RESOLUTION
2005-01**

WHEREAS, the Missouri Coordinating Board for Higher Education desires to establish an Executive Committee and an Audit Committee as standing committees of the Coordinating Board and to adopt certain rules for the operation of the committees;

NOW, THEREFORE, BE IT RESOLVED, that:

1. The Coordinating Board does hereby establish an Executive Committee and an Audit Committee as standing committees of the Coordinating Board.
2. The Executive Committee shall consist of three members, those being the Coordinating Board's duly elected Chair, Vice Chair and Secretary. The Coordinating Board's Chair shall serve as chair of the Executive Committee. The Executive Committee shall have general supervision of the Coordinating Board's affairs between its regularly scheduled meetings, make recommendations to the Coordinating Board, and perform such other duties as specified by the Coordinating Board. The Executive Committee shall be subject to the orders of the Coordinating Board, and none of its acts shall conflict with actions taken by the Coordinating Board.
3. The Audit Committee shall consist of three members appointed by the Coordinating Board's Chair. The Chair shall make initial appointments to the Audit Committee immediately upon the adoption of this Resolution and thereafter the committee members shall be appointed by the Chair each year after the election of officers at the June Coordinating Board meeting. The Audit Committee shall elect a chair from among its members. The Audit Committee shall receive and review all audit reports pertaining to the Coordinating Board, the Missouri Department of Higher Education (MDHE), or any division of the MDHE. The Audit Committee shall report to the Coordinating Board on the contents of the reports, follow up with MDHE staff regarding resolution of any findings in the reports, and report to the Coordinating Board on the status of any such findings. The Audit Committee shall perform such other duties as specified by the Coordinating Board.

IN TESTIMONY WHEREOF, at the direction of the Board, I have hereunto set my hand and cause to be affixed the Great Seal of the State of Missouri.

PROCLAIMED in Rolla, Missouri, this 14th day of April, in the year two thousand five.

Lowell C. Kruse, Chair
Coordinating Board for Higher Education

AGENDA ITEM SUMMARY

AGENDA ITEM

Measuring Value-Added Student Learning
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

The Missouri Consortium for Measuring Value-Added Student Learning (MVASL), which includes 33 institutional members and was organized by the Missouri Department of Higher Education (MDHE), is working in partnership with RAND's Council on Aid to Education (CAE) to complete a pilot project on student learning using the Collegiate Learning Assessment (CLA) instrument. At the state level, the results of the pilot project will be used to form Missouri public policy on assessment of student learning. The intent of this item is to provide the board with background and an update on the status of the Measuring Value-Added Student Learning pilot project.

Background

Context for Assessment in Missouri

- Long tradition of encouraging and supporting assessment of student learning
- No single statewide policy on assessment
- Funding for Results (performance funding) available FY 1994 through FY 2002 to provide incentives/rewards for assessment
- Institutions expected to develop assessment plan for measuring general education as part of the statewide guidelines on credit transfer
- Student learning outcomes included as part of each institution's MDHE five-year mission review
- Mandated assessment in Missouri only for students entering and exiting teacher preparation programs
- All other assessment of student learning based on local decisions

Limitations of Assessment in Missouri

- Most student learning assessment on Missouri campuses is cross-sectional not longitudinal
- Conclusions often do not account for differences in student ability levels
- Despite extensive assessment activity, clear evidence demonstrating the value-added effects of attending a particular post-secondary institution remains elusive

Coordinating Board for Higher Education
April 14, 2005

Difficulties Associated with Measuring Value-Added Student Learning

- Extensive resources required for assessment
- Utilization of a valid methodological design
- Opposition from vested interest groups
- Student participation and motivation to do well on low-stakes tests
- Resistance from faculty
- Misuse of data
- Lack of political will
- Fear of punitive reactions by colleges/universities

National Initiative by RAND's Council for Aid to Education (CAE)

- CAE launches national initiative to assess the quality of undergraduate education (2002)
- CAE field tests the Collegiate Learning Assessment (CLA) instrument (2002)
- CLA instrument
 - Utilizes a constructed-response format
 - Incorporates an online delivery format
 - Engages students in two types of tasks (performance tasks and writing tasks)
 - Includes direct measures of critical thinking, analytic reasoning, and written communication skills
 - Uses institutions as primary unit of analysis
- Methodology
 - Uses a matrix spiraling approach to produce cross-sectional results
 - Organizing a longitudinal four-year design of value-added student learning
 - Assigns tasks randomly to students without each student having to complete all tasks
- *Measuring UP 2004* highlights utilization of CLA and other data to measure learning

Missouri Involvement with CAE

- Measuring value-added learning identified as major improvement project (summer 2003)
- Exploration with CAE about potential partnership (fall 2003-spring 2004)
- Institutions invited to form Missouri Consortium on Measuring Value-Added Student Learning (spring 2004)
- CBHE members express support and encourage institutions to participate (Spring 2004)
- Consortium membership voluntary; 33 member institutions join consortium
- Membership includes public two- and four-year, independent and proprietary institutions
- Consortium negotiating team and CAE develop extensive Memorandum of Agreement to guide pilot project (summer/fall 2004)
- Consortium and CAE commit start-up funds to launch pilot project (fall 2004)
- Cost to Missouri Consortium members substantially discounted
- Concept paper submitted to seek external funding for completion of pilot project (fall 2004)

Purposes of Pilot Project

- Identifying short- and long-term benefits to the consortium and CAE
- Differentiating statewide, sector, and institutional perspectives
- Promoting institutional continuous improvement
- Refining CLA instrument and administration
- Informing state and national assessment policy using a collaborative, non-punitive approach

Current Status of Pilot Project

- Web conferences held to engage faculty and administrators
- CLA available for faculty experimentation
- Twenty-three (23) Missouri institutions administered the CLA to entering freshmen in fall 2004
- A total of 1,351 Missouri students tested
- Consortium feedback provided to CAE about fall testing experience
- Institutions received score summary reports for entering students tested in fall 2004
- Web conferences held to explain summary reports and limitations of data
- Twenty-four (24) Missouri institutions expected to test exiting students in spring 2005
- Three (3) institutions administering the CLA to all spring 2005 graduating students
- One (1) institution independently grading student responses to determine equivalency of CAE scores with local standards and expectations
- Consortium scheduled to evaluate results of pilot project, explore institutional interest in continuing partnership with CAE, discuss longitudinal research issues, and brainstorm potential sources of long-term funding

Ongoing Challenges

- Student recruitment and motivation
- Adequate sample size
- Faculty engagement
- Diagnostic use of data for individual students
- Mistrust concerning way data will be used
- Methodological design questions

External Support

- Ewing Marion Kauffman Foundation awarded \$120,000 to Missouri/CAE partnership
- Funding used to complete pilot project and hold one-day symposium emphasizing the following:
 - Implications for curriculum alignment between higher education and K-12
 - Utilization of CLA results for high school reform
 - Cross-sector sharing about demonstrating value-added student learning
 - Identification of best practices

National Visibility

- Dr. Robert Stein and Dr. Sandra Crews will present a paper on Missouri's pilot project at the April 2005 annual meeting of The Higher Learning Commission in Chicago
- Dr. Peter Ewell will feature Missouri's experience with the CLA in his regular column on "News from the States" in an upcoming issue of Assessment Update.

Conclusion

Using a cross-sectional design, several Missouri Consortium institutions are generating data about value-added student learning associated with critical thinking, analytic reasoning, and written communication. During this pilot year, information is being confidentially provided to generate institutional baseline measures of value-added student learning and to inform continuous improvement efforts at the local level. The results of this pilot project are also providing Missouri institutions with extensive experience about computerized testing, faculty engagement, and student motivation associated with assessment of key general education skills.

With spring 2005 testing underway and funding to complete the pilot project secure, conversations are beginning about potential future commitments by the Missouri Consortium institutions to use the CLA instrument during the 2005-06 academic year. CAE has recently been successful in securing additional funding to support longitudinal studies as well as engage in further research about institutional and student differences in value-added student performance. Planning is ongoing for a set of focused discussions with members of the Missouri Consortium. Topics will include: costs and benefits of a continued partnership with CAE; potential research projects; and alternative approaches to measuring value-added student learning. Ultimately, Missouri's experience in this pilot project should be used to form the development of a state-wide assessment policy.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

It is recommended that the CBHE commend institutional members of the Missouri Consortium for Measuring Value-Added Student Learning for their participation in the pilot project and encourage their continued collaborative work. It is further recommended that the board direct the Commissioner of Higher Education, in consultation with public, independent and proprietary institutions to identify potential components for inclusion in a public policy on the assessment of value-added student learning.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Selected Missouri PreK-20 Opportunities
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

As a paradigm, PreK-20 continues to be of interest to educational policymakers who support the notion that student pathways should connect easily from one educational level to the next. While most states have separate agencies with assigned oversight responsibilities for their K-12 and collegiate sectors respectively, collaboration on PreK-20 targeted agendas has great potential to improve student performance at all levels, resulting in a better trained, highly-skilled and qualified workforce. The intent of this board item is to provide an update on selected Missouri PreK-20 opportunities.

Background

A discussion of selected PreK-20 opportunities in Missouri is best understood within an historical context about the state's previous efforts to sustain a PreK-20 agenda. Missouri has extensively studied PreK-20 issues and challenges. Major highlights from Missouri's PreK-20 work include:

- Initiation of Missouri PreK-20 Coalition, originally labeled K-16 (December 1997)
- Involvement of key business, legislative, and educational leaders
- Two reports issued
 - *Mathematics in Missouri* (December 1999)
 - *Achievement Gap Elimination* (March 2002)
- Identification of PreK-20 issues in other Missouri reports
 - *Business Education Roundtable Report* (July 2003)
 - *Commission on the Future of Higher Education Report* (December 2003)
- Major recommendations converge
 - Develop more proactive teacher recruitment and retention
 - Improve teacher preparedness and professional development
 - Reinforce teaching as a profession
 - Support enhanced preschool programs
 - Engage parents, communities, and business leaders
 - Design more effective accountability systems
 - Integrate data systems
 - Monitor continuous improvement
 - Increase funding

Coordinating Board for Higher Education
April 14, 2005

Challenges identified

While Missouri has experienced positive changes in both PreK-12 and higher education settings, and there are several ongoing activities involving school/college collaboration, several challenges have been identified in Missouri's approach to PreK-20 work.

- Approach is too sporadic and diffused
- Greater coordination is needed
- Data systems are not yet fully integrated
- PreK-20 lacks an intentional structure, e.g., a standing committee, panel, or task force with assigned responsibility for implementing, monitoring, and evaluating targeted state PreK-20 agendas
- Relationship to early childhood issues is not well defined

Recent National Reports

Highlights from national reports continue to emphasize the need for better preparation of high school graduates. The interdependence between the two educational sectors is based on higher education's role in preparing the PreK-12 workforce and the PreK-12 role in preparing students for college.

- Call for more rigorous high school coursework in ACT report, *Crisis at the Core: Preparing All Students for College and Work* (2004)
- National report card on higher education performance, *Measuring Up*, maintains focus on importance of preparation, participation, completion, affordability, and benefits (2004)
- College of Education leadership programs for aspiring superintendents and principals severely criticized in national study, *Educating School Leaders* (2005)
- Call for focused attention on research, public policy, and effective change strategies in inaugural report from National Partnership for Teaching in At-Risk Schools, *Qualified Teachers for At-Risk Schools*, sponsored by Education Commission of the States (ECS), Education Testing Service (ETS), and Learning Point Associates (2005)
- NGA Education Summit calls on states to adopt higher standards, more rigorous courses, and tougher examinations as part of high school reform efforts (2005)

By collaboratively focusing on students in the pipeline, teacher quality, and administrator expertise, the nation will be better prepared to meet the challenges of a global economy that calls for a more educated workforce.

Missouri Data

Missouri data further substantiate that improving teacher/administrator quality and student performance are key PreK-20 priority areas that should be addressed to support more fully state and individual goals for a secure future.

- No growth projected in estimated number of Missouri high school graduates through 2018; significant increases in number of at-risk high school graduates by 2014, i.e., minorities and low-income students (WICHE Study 2003)

- Missouri High School Graduation Rate – 76 percent (Manhattan Institute for Policy Research report 2005)
- Missouri high school ACT-tested graduates who are college ready: biology – 32 percent; algebra - 42 percent; English – 74 percent (ACT report 2004)
- First-time, full-time, degree-seeking freshmen enrolled in at least one remedial class: public two- year average – 53.4 percent (range 3.4 percent – 70.8); public four-year average - 15.7 percent (range 0-69.7 percent) (MDHE fall 2004 data)
- Missouri public college graduation rates: three-year rate for public two-year - 23 percent; six-year rate for public four-year - 59 percent (MDHE data on spring 2004 graduates)

Future Directions Identified

In September 2004, Missouri's PreK-20 partners agreed that further study is not needed; rather, Missouri should focus on three strategic areas as priorities for future PreK-20 projects – extended early awareness programs, enhanced high school core curriculum, and improved teacher quality. Each area emphasizes the importance of better preparation for PreK-12 students and links directly to the CBHE's mission to increase successful participation in an affordable, quality, coordinated postsecondary educational system.

An Intentional PreK-20 Structure

In December 2004, CBHE members discussed the benefits of establishing an intentional PreK-20 structure. A formal cross-sector group with responsibility for implementing and monitoring focused PreK-20 projects with regular reports to the CBHE, the State Board of Education, and other partners would help to ensure the coordination and sustainability of Missouri's PreK-20 work.

A More Engaged Role in Re-approval of Teacher Education Programs

In February 2005, CBHE members expressed interest in having a more engaged role in re-approval of teacher education programs. As an initial step in moving toward this goal, Commissioner Gregory G. Fitch and Associate Commissioner Robert Stein met with Commissioner Kent King from the Department of Elementary and Secondary Education (DESE) on March 21, 2005, to explore possible options. Commissioner King was reassured to learn that the CBHE's intent is to reinforce and positively impact the MOSTEP review process administered by DESE and not to create extra bureaucratic layers or burdens for Colleges of Education. The following were identified as possible changes that are under consideration.

- Assign to the Commissioner of Higher Education the responsibility to appoint a small percentage of voting site-team members
- Make existing ex-officio MDHE-appointed site-team member a voting member
- Send copy of initial report to Commissioner of Higher Education for review and comment
- Share copy of initial report with CBHE prior to action by the State Board for Education

Commissioner King expressed initial support for these options with a stipulation that they should not slow down an already lengthy process. As a next step, Dr. Mike Lucas, director of educator

preparation and Dr. Stein will draft language for potential changes to the current Missouri/NCATE protocol, which will then be shared with presidents/chancellors for their feedback prior to going forward to the CBHE and the State Board of Education for review and action.

Additional Items

During the March 21 meeting, Commissioner King shared information about activities being discussed at DESE that may have implications for future PreK-20 initiatives. The DESE Task Force on High School Reform, a 29-person group, will make a report to the State Board for Education on April 21, 2005. Preliminary reports suggest the Task Force will recommend raising the number of hours required for graduation from 22 to 24 units with additional units being added in core subject areas (English, Mathematics, Science, and Social Science) and reductions in elective hours. The Task Force may also make recommendations about exit examinations and differentiated diplomas. DESE staff has begun to explore the potential of establishing end-of-course statewide competency-based examinations and of expanding web-based delivery formats for completing high school graduation requirements.

Opportunities exist to promote cross-sector disciplinary conversations to inform these initiatives, which will have direct implications for access to and success in collegiate-level coursework. In addition, CBHE members may want to explore with members of the State Board of Education ways to reinforce agendas to improve the preparation of PreK-12 students for beyond high school success.

STATUTORY REFERENCE

Section 167.223, RSMo, High School Offerings of Postsecondary Course Options
Section 173.005.2(4), RSMo, Admission Guidelines
Section 173.005.2(6), RSMo, Transfer of Students
Section 173.005.2(7), RSMo, Data Collection
Section 173.020(2), RSMo, Identification of Higher Education Needs

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education direct the Commissioner to explore with Education Commissioner Kent King a mutually-agreeable date for a joint meeting between the State Board of Education and the Coordinating Board for Higher Education. In addition to bringing closure for a more involved role for CBHE in the re-approval of teacher education programs, the agenda for the meeting should include a discussion of ways to ensure that Missouri has a coordinated, prioritized, and sustainable agenda for its PreK-20 projects.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
April 14, 2005

AGENDA ITEM SUMMARY

AGENDA ITEM

Designation of MDHE Staff Policy Making Positions
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

On March 1, 2005 the Commissioner of Higher Education designated the following positions within the MDHE as policymaking positions. The employee currently serving in the designated position is indicated:

Gregory G. Fitch, Commissioner
Scott Giles, Director, Missouri Student Loan Group
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Dan Peterson, Director, Student Financial Assistance and Outreach Group
Robert Stein, Associate Commissioner for Academic Affairs

These individuals directly shape and influence policy development within the MDHE which impacts statewide efforts. The MDHE is a non-merit state agency and this designation provides continued flexibility in staffing.

STATUTORY REFERENCE

Section 36.390(8), RSMo, State Personnel Law (Merit System)

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

The process for making state aid payments to the community colleges in FY 2005 will be monthly. All FY 2005 state aid appropriations are subject to a three percent governor's reserve.

The payment schedule for February through March 2005 state aid distributions is summarized below.

State Aid (excluding M&R) – GR portion	\$ 13,404,446
State Aid – lottery portion	957,088
Workforce Preparation – GR portion	2,418,766
Workforce Preparation – lottery portion	215,398
Out-of-District Programs	190,118
Technical Education	3,305,810
Workforce Preparation for TANF Recipients	265,794
Maintenance and Repair	<u>1,389,516</u>
TOTAL	\$ 22,146,936

The total distribution of state higher education funds to community colleges during this period is \$22,146,936.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
April 14, 2005

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

All program actions that have occurred since the February 10, 2005, Coordinating Board meeting are reported in this consent calendar item.

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(7), 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

I. Programs Deleted

University of Missouri-Columbia (See also Section IV; these programs are being deleted and combined into MS and PhD programs in Plant, Insect, and Microbial Sciences)

MS, PhD Agronomy
MS, PhD Entomology
MS, PhD Horticulture
MS, PhD Plant Pathology

II. Programs and/or Options Placed on Inactive Status

Mineral Area College

Current Programs:

C1, Occupational Safety, Health, and Environment
C1, Operations Management and Manufacturing Supervision
C1, Radio/TV Broadcasting Production Technology
C1, Surgical/Operating Room Technology
AAS, Communications/Multimedia Technology
AAS, Radio/TV Broadcasting Production Technology

Approved Changes:

Inactivate programs

Programs as Changed:

C1, Occupational Safety, Health, and Environment (Inactive)
C1, Operations Management and Manufacturing Supervision (Inactive)
C1, Radio/TV Broadcasting Production Technology (Inactive)
C1, Surgical/Operating Room Technology (Inactive)
AAS, Communications/Multimedia Technology (Inactive)
AAS, Radio/TV Broadcasting Production Technology (Inactive)

Missouri Western State College

Current Program:

BSE, Middle School Education

Approved Change:

Inactivate program

Program as Changed:

BSE, Middle School Education (Inactive)

Moberly Area Community College

Current Programs:

C0, Emergency Medical Technician
AAS, Emergency Medical Technician

Approved Changes:

Inactivate C0 and AAS programs

Programs as Changed:

C0, Emergency Medical Technician (Inactive)
AAS, Emergency Medical Technician (Inactive)

III. New Programs Not Approved

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

IV. Approved Changes in Academic Programs

Central Missouri State University

Current Program:

BS, Automotive/Power Technology

Approved Change:

Change title to Automotive Technology Management

Program as Changed:

BS, Automotive Technology Management

Mineral Area College

Current Programs:

AS, Agri-business
AS, Business and Commerce General
AS, Construction Technology
AS, Criminal Justice
AS, Design and Drafting
AS, Electronics and Machine Technologies
AS, Marketing Distribution Business Management
AS, Nursing Home Administration
AS, Secretarial Technology

Approved Changes:

Change nomenclature from AS to AAS and change designated CIPs

Programs as Changed:

- AAS, Agri-business
- AAS, Business and Commerce General
- AAS, Construction Technology
- AAS, Criminal Justice
- AAS, Design and Drafting
- AAS, Electronics and Machine Technologies
- AAS, Marketing Distribution Business Management
- AAS, Nursing Home Administration
- AAS, Secretarial Technology

Missouri Western State College

Current Program:

- BA, Music
 - Commercial Music-Performance
 - Commercial Music-Business/Recording
 - Traditional

Approved Change:

- Delete all three options (Commercial Music-Performance, Commercial Music-Business/Recording, and Traditional)

Program as Changed:

- BA, Music

North Central Missouri College

Current Programs on Inactive Status:

- C1, Construction Technology
- AAS, Construction Technology

Approved Changes:

- Reactivate C1 and AAS in Construction Technology

Programs as Changed:

- C1, Construction Technology
- AAS, Construction Technology

University of Missouri – Columbia

1. Current Program:

BJ, Journalism
Advertising
Broadcast News
Magazine
News Editorial
Photojournalism

Approved Change: Add option (Media Convergence)

Program as Changed:

BJ, Journalism
Advertising
Broadcast News
Magazine
Media Convergence
News Editorial
Photojournalism

2. Current Program on Inactive Status:

BHS, Clinical Laboratory Sciences
Cytotechnology
Medical Technology

Approved Change:

Reactivate program with one option only (Medical Technology)

Program as Reactivated:

BHS, Clinical Laboratory Sciences offered collaboratively with the
University of Nebraska – Omaha
Medical Technology

3. Current Programs:

MS, PhD Agronomy
MS, PhD Entomology
MS, PhD Horticulture
MS, PhD Plant Pathology

Approved Changes:

Delete current programs and combine into MS and PhD in Plant, Insect, and
Microbial Sciences

Programs as Changed:

MS, PhD in Plant, Insect, and Microbial Sciences

University of Missouri – Kansas City

Current Program:

MA, Counseling and Guidance
General
Mental Health Counseling
Elementary School Counsel & Guidance
Marriage & Family Counseling
Secondary School Counsel & Guidance
Substance Abuse Counseling

Approved Change:

Change one option title (Marriage & Family Counseling to Couples & Family Counseling)

Program as Changed:

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

University of Missouri – Rolla

1. Current Programs:

MS, Aerospace Engineering
MS, Mechanical Engineering

Approved Change:

Add interdisciplinary Graduate Certificate (GRCT) in Engineering Mechanics

Program as Changed:

MS, Aerospace Engineering
MS, Mechanical Engineering
GRCT, Engineering Mechanics

2. Current Programs:

MS, Computer Engineering
MS, Systems Engineering

Approved Change:

Add interdisciplinary Graduate Certificate (GRCT) in Network Centric Systems

Program as Changed:

MS, Computer Engineering
MS, Systems Engineering
GRCT, Network Centric Systems

3. Current Program:

DE, Ceramic Engineering

Approved Change:

Change program title and nomenclature of DE in Ceramic Engineering to
PhD in Materials Science and Engineering

Program as Changed:

PhD, Materials Science and Engineering

V. Program Changes Received and Reviewed (Independent Colleges and Universities)

A.T. Still University of Health Sciences

Current Program:

MPH, Public Health
Health Policy

Approved Changes:

Add program options and Graduate Certificate (GRCT) in Public Health

Program as Changed:

MPH, Public Health
Environmental Health
International Health
Health Planning
Health Policy/Osteopathic Fellows
Health Policy/General Students
GRCT, Public Health

VI. Program Changes Requested and Not Approved

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

VII. Programs Withdrawn

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

VIII. New Programs Approved

Southwest Missouri State University and Missouri Southern State University-Joplin

MAT, Master of Arts in Teaching

Delivered collaboratively by SMSU and MSSU-Joplin on the campus
of MSSU-Joplin

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

Fontbonne University

BA, Contemporary Studies

Delivered at Clayton (main campus), Florissant, St. Peters, South St. Louis
County, and Chesterfield sites

Comments were offered about the advisability of grouping electives into
relevant categories to ensure breadth and depth of learning and the importance
of a strong advisement system for students in flexible degree programs.

BS, Sports and Entertainment Management

Delivered at Clayton (main campus), Florissant, St. Peters, South St. Louis
County, and Chesterfield sites

MS, Accounting

Delivered at Clayton (main campus) site

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

All program actions that have occurred since the February 10, 2005 Coordinating Board meeting are reported in this information item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions and exemptions from the department's certification requirements.

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)

Bryman College
Earth City, Missouri

Bryman Colleges operate under the corporate ownership of Corinthian Colleges, Inc., a for-profit, publicly traded system of 134 schools located in 22 states and seven Canadian provinces. Bryman College currently operates in three states. This is authorization to establish a new campus in Earth City offering two nondegree programs in the allied health field. The school is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT).

International Institute of Metro St. Louis
St. Louis, Missouri

The St. Louis branch of the International Institute is a non-profit corporation that serves as the central facility for services as well as information and referral activities involving St. Louis' foreign-born populations. This action authorizes the institute to establish a nondegree instructional program "to educate and train the inexperienced person to the role of Patient Care Assistant (PCA) in modern medical facilities in the United States." The school is not accredited.

The Court Reporting Academy
Smithville, Missouri

This single proprietor, for-profit school offers two nondegree instructional programs in court reporting. The stated objective of the school and its programs "is to prepare the student for the Missouri Certified Court Reporters Examination testing." All court reporters who desire to work in the state of Missouri are required to pass this two-day test in order to gain occupational certification. The school is not accredited.

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

Ding King, Inc.
Springfield, Missouri

This for-profit school, based in Newport Beach, California, proposes to offer three nondegree programs in automotive body and interior repair. Additional school locations include Orlando, Florida and Fountain Valley, California. The primary focus of the school is “to provide auto dealerships, auto body shops, rental car companies, and the general public with the highest quality automotive paintless dent repair, paint blemish repair and interior repair service in the industry.” The school is not accredited.

Elements of Wellness School of Massage
St. Louis, Missouri

This proposal is to establish a for-profit school with the objective of providing “students excellent, comprehensive preparation for a career in massage therapy.” The school would offer two nondegree massage therapy programs in both a day and evening format. Because massage therapy is a regulated profession, program and instructor qualifications must meet standards established by the Missouri Board for Therapeutic Massage. The school is not accredited.

Grantham University
Kansas City, Missouri

This Distance Education and Training Council (DETC) accredited for-profit institution is based in Slidell, Louisiana and offers degree programs in business, engineering, information technology, and criminal justice by distance education delivery methods. This distance education model uses lessons written by highly qualified contracted subject matter experts keyed to an accompanying standard text. Although delivery of education materials is largely by mail, the majority of exams are taken and graded on-line. This proposal is to establish an academic support and educational delivery site in the state of Missouri for these programs. The institution proposes to offer 18 degree level programs in the subject areas mentioned above at the associate through the master’s degree levels.

Professional Fitness Institute
St. Louis, Missouri

This proposal is to establish an additional Missouri location of a for-profit school with existing locations in Independence, Missouri as well as Kansas and Nevada. The school shares a common ownership with Pinnacle Career Institute, which operates several proprietary schools in the Midwest. The school’s mission is to “provide the highest quality education and services to prepare our students for careers in wellness and fitness-related employment. The school proposes to offer a certificate level program in professional training. The school is not accredited.

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Rescue College
Kansas City, Missouri

This Distance Education and Training Council (DETC) accredited not-for-profit school is the online distance education program of the Associate of Gospel Rescue Mission. The main focus of the curriculum is equipping rescue mission workers to become more effective in the administration of their organizations' programs and operations. The institution was originally granted exemption from certification requirements in 1995 as a religious institution offering only religiously designated certificates and degrees. This proposal is to offer a certificate of completion and a Bachelor of Arts in Missions. This revision of the outcome designations makes the institution subject to certification program requirements.

University of Mary
Kansas City, Missouri

This Higher Learning Commission (NCA) accredited not-for-profit institution, based in Bismarck, North Dakota, is proposing to offer master's degree level programs in nursing, businesses administration, and management. The university is "committed to provide leadership experiences for every student to include competence mastery in their profession, decision-making skills based on Benedictine values, and service to others." The proposal centers on the use of offices and classrooms in the Platte County Resource Building in Kansas City but also suggests coursework may be offered at other locations. Programs are delivered through classroom based instruction using a cohort format but would also utilize some Internet and web-enhanced approaches.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

CompUSA
Sunset Hills, Missouri

CompUSA Training Centers are a for-profit, wholly owned subsidiary of CompUSA Stores, a Texas-based limited partnership. Nationally, CompUSA offers a wide range of instructional coursework including both nonvocational courses (basic training on specific software programs that do not qualify a student for employment) and advanced technical training programs. This school was previously certified to operate based on the delivery of the advanced technical programs. The organization has recently decided to drop those programs and offer only the basic training courses. Exemption was granted as

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“a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees.” The school is unaccredited.

Schools Closed

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri High School Graduates Performance Report:
Outstanding Schools Act – Senate Bill 380
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

The purpose of this information item is to inform the board about compliance with Section 173.750, RSMo., which requires that the Coordinating Board for Higher Education prepare for the State Board of Education an annual report on the performance of Missouri public high school graduates in the state's system of public higher education.

Background

The High School Graduates Report is prepared by the Department of Higher Education as a strategic resource for linking high school performance to college success. For colleges and universities, the report provides data helping to identify high school graduates who meet the institution's admission requirements. For high schools, the report can be used as a guidance and counseling tool to assess how well graduates are prepared for the college of their choice. Hopefully, the statistics provided in this report will help promote more informed collaborations between high schools and postsecondary institutions.

History

In 1993, Governor Carnahan signed the Missouri Outstanding Schools Act, which directs that the information in this annual report on Missouri public high school graduates' college performance be arranged by school, disaggregated by race and gender, and that no grade point average be disclosed in any case where three or fewer students from any particular high school attend a particular college. The content of the report is to include:

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

In 1995, for the purpose of implementing the Missouri Outstanding Schools Act, the Coordinating Board approved Administrative Rule 6-CSR 10-4.040, Graduates' Performance Report. Following this established policy, the MDHE staff has submitted six annual reports since 1996. These reports are based on Missouri public high school graduates entering the state's system of public higher education as first-time freshmen in the fall semester of each academic year.

Contents of the Current Report

The latest annual report, being distributed in April 2005, contains information based on three different cohorts of Missouri high school graduates. These include:

- (1) the college entrance characteristics of the most recent graduates from Missouri public high schools in 2004;
- (2) the first-year college performance of high school graduates who entered Missouri public colleges and universities in 2003; and
- (3) the degree completion status of the 1998 high school graduates six years after their initial enrollment in Missouri's public higher education system.

The following is a brief summary of this report.

Demographics of New Freshmen

In 2004, a total of 23,082 Missouri public high school graduating seniors entered the state's public colleges and universities in the fall semester, including 12,241 at two-year institutions and 10,841 on four-year campuses. Of these freshmen, 55 percent are women. Overall, Caucasian students account for 84 percent (19,276), African-Americans for 8.7 percent (2,019), Asian-Americans for 1.6 percent (366), and Hispanics for 1.5 percent (347). A comparison with the 1999 report shows that freshmen enrollment over the past five years has increased approximately 15 percent for Caucasians, 21 percent for African Americans, 30 percent for Asian-Americans, and 66 percent for Hispanics. Meanwhile, women consistently outnumber men.

Academic Preparation

In fall 2004, 68 percent of the first-time college freshmen from Missouri public high schools had taken the ACT test. Their mean ACT score of 22.1 is above the state and national averages of 21.5 and 20.9, respectively. Of all the 2004 Missouri high school graduates enrolled as full-time degree-seeking freshmen at the state's public four-year institutions, 92 percent had completed the CBHE recommended 16-unit high school core curriculum.

The percentage of first-time freshmen taking remedial courses has noticeably increased over the past two years. Among the Missouri public high school graduates entering the state's public colleges and universities, the proportion enrolled in remedial mathematics increased from 23

percent in fall 2002 to 31 percent in fall 2004. During the same period, the proportion enrolled in remedial English has also increased from 13 percent to 21 percent. All together, the proportion of first-time freshmen taking one or more remedial courses in Missouri public institutions increased from 28 percent to 38 percent between fall 2002 and fall 2004. Of all first-time freshmen taking remedial courses in fall 2004, 71 percent were enrolled at the state's public two-year institutions.

Performance and Retention in College

The DHE's current report on first-year college retention is based on the 23,242 Missouri high school graduates who entered the state's public higher education system in fall 2003. By the end of fall 2003, 96 percent of these students completed their first semester with a cumulative grade point of average of 2.61. By the end of spring 2004, 83 percent completed their second semester with a cumulative grade point average of 2.70. By the beginning of fall 2004, 72 percent were continuously enrolled for the second academic year. The freshman-to-sophomore retention rate for these students was 85 percent on four-year campuses and 61 percent at two-year colleges.

Degree Completion

In addition to high school graduates' college enrollment and performance, the current report also tracks progress toward degree completion. Among more than 17,500 Missouri public high school graduates who entered the state's public colleges and universities in fall 1998 as first-time degree-seeking freshmen, 37 percent received baccalaureate degrees, 11 percent received two-year or less than two-year degrees, and 3 percent received both two- and four-year degrees. All together, 51 percent of the Missouri high school graduates entering the state's public colleges and universities in fall 1998 graduated during the subsequent six-year period. Of those who have not graduated, approximately 14 percent are still pursuing their degrees in the state's public higher education system.

STATUTORY REFERENCE

Section 173.005 (7) RSMo., Information on the performance of the state's system of higher education.

Section 173.750 RSMo., Annual report on the performance of Missouri public high school graduates in the state's system of public higher education.

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Chapter 173.750, RSMo., Graduates' Performance Report

Missouri Revised Statutes

Chapter 173 Department of Higher Education Section 173.750

August 28, 2004

Annual reporting of performance of graduates, furnishing of report --procedure--data included.

173.750. 1. By July 1, 1995, the coordinating board for higher education, within existing resources provided to the department of higher education and by rule and regulation, shall have established and implemented a procedure for annually reporting the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state. The purpose of such reports shall be to assist in determining how high schools are preparing students for successful college and university performance. The report produced pursuant to this subsection shall annually be furnished to the state board of education for reporting pursuant to subsection 4 of section 161.610, RSMo, and shall not be used for any other purpose.

2. The procedures shall be designed so that the reporting is made by the name of each high school in the state, with individual student data to be grouped according to the high school from which the students graduated. The data in the reports shall be disaggregated by race and sex. The procedures shall not be designed so that the reporting contains the name of any student. No grade point average shall be disclosed under subsection 3 of this section in any case where three or fewer students from a particular high school attend a particular college or university.

3. The data reported shall include grade point averages after the initial college year, calculated on, or adjusted to, a four point grade scale; the percentage of students returning to college after the first and second half of the initial college year, or after each trimester of the initial college year; the percentage of students taking noncollege level classes in basic academic courses during the first college year, or remedial courses in basic academic subjects of English, mathematics, or reading; and other such data as determined by rule and regulation of the coordinating board for higher education.

(L. 1993 S.B. 380 § 19 subsecs. 1, 2, 3)

*Contingent expiration date. See section 143.107.

CROSS REFERENCE: Report of vocational education program, high school students completing course to be combined with report required by this section, RSMo 161.610

(1996) Contingent referendum provision was found to be an unconstitutional delegation of legislative authority thereby making section 143.107 void. *Akin v. Director of Revenue*, 934 S.W.2d 295 (Mo.banc).

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AGENDA ITEM SUMMARY

AGENDA ITEM

MDHE Improving Teacher Quality Grant Program
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

The Missouri Department of Higher Education (MDHE) is committed to promoting quality professional development of K-12 teachers. On an annual basis, a competitive grants program funded by the federal government is administered by MDHE. The intent of this board item is to provide background about this program, a summary of the program objectives, the process used, and the awards granted.

Background

- Federal program providing funds to improve instruction in core K-12 subject areas
- Originally known as the Eisenhower Professional Development Program
- With passage of No Child Left Behind (NCLB) Act, the program was redesigned as the Improving Teacher Quality Grant (ITQG) program
- ITQG supports:
 - Increased student academic achievement
 - Increased accountability for school districts and schools
 - Increased numbers of highly qualified K-12 teachers in core academic subjects
- Federal guidelines require funded projects to include:
 - Division of higher education that prepares teachers
 - Higher education department, school, or college of arts and sciences
 - High-need K-12 school district as defined by data on poverty and teacher quality

Program Objectives

Through the Improving Teacher Quality Grant program, MDHE staff is dedicated to:

- Improving student achievement in core subject areas
- Demonstrating an impact on the preparation of pre-service teachers through improvement in pedagogy courses in core subject areas
- Increasing teachers' knowledge and understanding of key concepts
- Improving teachers' practices in inquiry-based instruction
- Enhancing teachers' use of assessment data to monitor the effectiveness of instruction

MDHE Competitive Grants Program

In FY 2005, the US Department of Education (USDE) provided \$51,778,080 in NCLB Title II Part A funds to Missouri.

- \$50,483,628 allotted to the Department of Elementary and Secondary Education (DESE)

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for Missouri school districts administration of funds

- \$1,294,452 allotted to the MDHE for Improving Teacher Quality grants and administration of funds
 - \$64,722 used for administration; remainder of funds support grants

Each year, the MDHE solicits project proposals designed to impact the quality of teaching and learning in Missouri high-need K-12 school districts. Awards are made based on MDHE staff review and the recommendations of a panel of experts from various sectors including educators from the elementary, secondary, and post-secondary levels. A summary of the number and amount of awards for each cycle and a link to the description of specific projects follows.

- Cycle-1 request for proposals (RFP) - focus on math and science at all grade levels
 - Twenty-two proposals; \$2,834,512 requested; \$1,186,328 awarded to nine projects
 - Descriptions available at <http://www.dhe.mo.gov/cycle1awd.shtml>
- Cycle-2 - RFP - focus on three strands of physical science in middle and high school
 - Seventeen proposals; \$2,003,675 requested; \$1,249,328 awarded to nine projects
 - Descriptions available at <http://www.dhe.mo.gov/cycle2awd.shtml>
- Cycle-3 - RFP - focus on math and science in grades 4-8
 - Sixteen proposals; \$6,671,690 requested; \$2,134,515 awarded to nine projects (includes some multi-year awards, contingent on continued funding and successful performance)
 - Descriptions available at <http://www.dhe.mo.gov/cycle3awd.shtml>

Included in the award to each project are funds allocated for an external evaluation team, which is selected through a competitive grant process. The external evaluation team for Cycle-1, Cycle-2, and through November 2006 of Cycle-3 is led by Dr. Sandra Abell, Director of the Southwestern Bell Science Education Center. The external evaluation team:

- Designs and implements methods of both formative and summative evaluations
- Ensures ongoing systemic evaluation to demonstrate improvements in teacher quality, student learning, and impacts on higher education at the individual professional development project level and for all professional development projects combined
- Key recommendations from the Cycle-1 evaluation for future cycles emphasized the following best practices:
 - Modeling pedagogical strategies
 - Supporting job-embedded professional development throughout the academic year
 - Creating cohesive and integrated instructional K-12 teams
 - Focusing on total school culture
 - Ensuring that project activities are aligned with state standards and assessments
 - Using effective measures of teacher content knowledge growth
 - Documenting changes in instructional practices and student performance
 - Better assurance of commitments from K-12 schools for participants in targeted content and grade-level areas
 - Identification of clear expectations for collaboration and more engaged activities between project staff and external evaluators

- Involvement of external evaluator in design of future RFPs

The Cycle-1 External Evaluation Report and an executive summary, as well as information regarding the Cycle-2 and Cycle-3 project evaluations which are underway, are available on the evaluation team's website (http://www.pdeval.missouri.edu/cycle_1.html). Many of the recommendations from the evaluation of Cycle-1 projects have been incorporated into Cycle-2 and Cycle-3.

Cycle-3 Changes

Revisions in the Cycle-3 RFP were made to achieve the following:

- Proposals represent genuine collaboration between K-12 schools and colleges/universities
- Proposal design is tailored to meet the specific needs of participating school districts
- Commitment for participation and support from K-12 partners is clearly delineated
- Process to use program experience as a basis for changes in pre-service programs is clear, credible, and likely to succeed

In addition, Cycle-3 introduced the opportunity for project directors to seek multi-year awards.

Conclusions

As a result of receiving federal funds, the MDHE continues to foster strong partnerships between Missouri colleges and universities and K-12 schools that assist and encourage improvement in the quality and effectiveness of K-12 education. The external evaluation team played a significant role in the planning and development of the Cycle-3 RFP. Consistent and persistent evaluation of ITQG should, over time, yield useful information on gains in student performance but should also provide evidence of best teaching practices and related processes that affect student learning.

STATUTORY REFERENCE

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

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2005/FY 2006 Budget Update
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

The FY 2006 governor's recommendations as amended for the state's institutions of higher education remain constant at the FY 2005 appropriated level, despite continued strain on limited state revenues and deep reductions proposed in other state programs and organizations.

The FY 2006 governor's recommendations for the administration of the Department of Higher Education (DHE) provide additional funding challenges. During fiscal years 2001 - 2005, DHE has suffered general revenue funding reductions of nearly 40%, with a reduction of over 37% of its FTE during that period. The FY 2006 budget contains additional reductions of over 40%, resulting in a general revenue funding decrease of 65% and a FTE reduction of 67% since fiscal year 2001. These proposed reductions will require substantial restructuring within DHE while determining the ability of DHE staff to meet mandatory duties and services required by state and federal law.

STATUTORY REFERENCE

Chapter 173, RSMo, Chapter 33.210 – 33.290, Chapter 163.191, RSMo

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

FY 2006 Budget Update

Coordinating Board for Higher Education
April 14, 2005

FY 2006 - Administration

	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	% Change from FY 2005	FTE
Coordination Admin - Core	805,825	14.35	931,607	16.35	451,131	7.59	-44%	-47%
Proprietary - Core	158,742	2.60	201,172	3.60	125,241	2.08	-21%	-20%
Grant/Schol. Admin - Core	281,356	4.95	288,926	4.95	123,864	2.00	-56%	-60%
Salary Adjustment	N/A		N/A		5,268		N/A	
Proprietary Bond Fund	100,000		100,000		100,000		0%	
MHEC	82,500		90,000		82,500		0%	
Anatomical Board	3,069		3,069		3,069		0%	
Eisen./Teacher Quality - Core	1,776,425	1.00	1,778,746	1.00	1,776,425	1.00	0%	0%
Salary Adjustment	N/A		N/A		580		N/A	
New Federal/Other Grants	2,000,000		2,000,000		2,000,000		0%	
IT Consolidation*	N/A		N/A		1,151,953	14.81	N/A	
TOTAL**	5,207,917	22.90	5,393,520	25.90	4,668,078	12.67	-10%	-45%

* Resources reallocated to a new section for information technology that will be under the control of the Office of Administration.

** Totals do not include IT Consolidation amounts since they will be under the control of the Office of Administration.

FY 2006 - Financial Assistance And Outreach

	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	% Change from FY 2005	FTE
Academic Scholarship (Bright Flight)	15,787,000		15,787,000		15,787,000		0%	
Gallagher Scholarship Program	16,628,436		24,628,436		16,628,436		0%	
College Guarantee Program	8,385,000		25,385,000		8,385,000		0%	
Advantage Missouri Program	164,825		105,000		105,000		-36%	
Public Service Grant Program	60,710		60,710		60,710		0%	
Vietnam Survivor Program	83,570		83,570		50,000		-40%	
Marguerite Ross Barnett Program	425,000		425,000		425,000		0%	
GEAR UP - Core	1,671,212	5.50	1,679,978	5.50	1,656,212	5.50	-1%	0%
Salary Adjustment	N/A		N/A		2,192		N/A	
TOTAL	43,205,753	5.50	68,154,694	5.50	43,099,550	5.50	-0.25%	0%

FY 2006 - Missouri Student Loan Program

	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	% Change from FY 2005	FTE
Loan Program Admin - Core	12,251,803	56.83	12,338,681	56.83	11,732,606	50.67	-4%	-11%
E-Gov't - Core	437,208	4.50	450,120	4.50	7,661	0.00	-98%	-100%
Salary Adjustment	N/A		N/A		19,018		N/A	
Loan Program Revolving Fund and Other Loan Funds	98,750,000		98,850,000		98,850,000		0%	
TOTAL	111,439,011	61.33	111,638,801	61.33	110,609,285	50.67	-1%	-17%

FY 2006 - All Institutions

	FY 2005 Core Budget	FY 2006 CBHE Recommendation	FY 2006 Gov Recommendation As Amended	% Change from FY 2005
<u>Community Colleges</u>				
Crowder	4,301,655	4,614,454	4,501,655	5%
East Central	5,225,206	5,605,162	5,225,206	0%
Jefferson	7,666,780	8,224,277	7,666,780	0%
Metropolitan	31,851,545	34,167,661	31,851,545	0%
Mineral Area	5,023,128	5,388,390	5,023,128	0%
Moberly	4,854,349	5,259,729	4,854,349	0%
North Central	2,479,665	2,659,976	2,479,665	0%
Ozark Technical	9,363,824	10,336,822	9,363,824	0%
St. Charles	7,013,917	7,828,956	7,013,917	0%
St. Louis	45,799,718	49,130,089	45,799,718	0%
State Fair	5,325,886	5,713,163	5,325,886	0%
Three Rivers	4,232,393	4,608,335	4,232,393	0%
Sub Total	133,138,066	143,537,014	133,338,066	0%
Tax Refund Offset	250,000	250,000	250,000	0%
TOTAL	133,388,066	143,787,014	133,588,066	0%
<u>State Technical College</u>				
Linn State Technical College	4,540,164	4,894,780	4,540,164	0%
Tax Refund Offset	30,000	30,000	30,000	0%
TOTAL	4,570,164	4,924,780	4,570,164	0%
<u>Four-year Institutions</u>				
Missouri Southern	20,862,134	22,165,664	21,112,134	1%
Missouri Western	20,566,117	21,851,150	20,766,117	1%
Central Missouri	53,827,478	57,190,781	53,827,478	0%
Southeast Missouri	43,832,008	46,570,765	43,832,008	0%
Southwest Missouri	79,820,971	84,808,427	80,295,971	1%
Northwest Missouri	29,866,436	31,732,582	29,866,436	0%
Truman State	40,768,154	43,315,472	40,768,154	0%
Lincoln University	16,752,592	17,799,345	16,752,592	0%
Harris-Stowe	9,810,682	10,423,683	9,810,682	0%
University of Missouri	400,819,361	425,863,769	400,819,361	0%
Sub Total	716,925,933	761,721,638	717,850,933	0%
Tax Refund Offset	875,000	875,000	875,000	0%
TOTAL	717,800,933	762,596,638	718,725,933	0%

FY 2006 - UM Related

	FY 2005 Core Budget	FY 2006 CBHE Recommendation	FY 2006 Gov Recommendation	% Change from FY 2005
Hospitals and Clinics	13,135,457	13,962,990	13,135,457	0%
State Historical Society	922,601	980,725	922,601	0%
Alzheimer's Program	227,375	252,639	0	-100%
Mo Rehabilitation Center	10,116,691	10,754,043	10,116,691	0%
State Seminary Funds	1,750,000	3,250,000	3,250,000	86%
Missouri Institute of Mental Health	2,299,850	2,444,741	1,839,880	-20%
Mo Kidney Program	4,016,774	4,269,831	4,016,774	0%
Spinal Cord Injury Research	375,000	400,000	400,000	7%
MOREnet	14,504,401	15,948,178	11,603,521	-20%
MOBIUS	649,539	690,460	649,539	0%
Telehealth Network	0	628,200	628,200	N/A
TOTAL	47,997,688	53,581,807	46,562,663	-3%

FY 2006 - Total Appropriations

	FY 2005 Appropriation	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	\$ Change from FY 2005	FTE
General Revenue	829,962,313	21.90	888,000,783	24.90	824,859,014	15.82	-5,103,299	-28%
Federal Funds	5,247,637	6.50	5,258,724	6.50	5,250,409	6.50	2,772	0%
Other Funds	220,524,582	61.33	247,717,747	61.33	222,641,269	61.33	2,116,687	0%
TOTAL*	1,055,734,532	89.73	1,140,977,254	92.73	1,052,750,692	83.65	-2,983,840	-7%

* Totals include resources reallocated to a new section for information technology that will be under the control of the Office of Administration.

AGENDA ITEM SUMMARY

AGENDA ITEM

Summary of Proposed Legislation Related to Higher Education
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

The first regular session of the 93rd Missouri General Assembly convened on January 5, 2005. Summaries of bills relating to higher education are provided in the attachment.

STATUTORY REFERENCE

Section 163.191, RSMo, and Chapter 173, RSMo

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Summary of Higher Education Related Legislation

**Summary of Higher Education Related Legislation
First Regular Session, 93rd General Assembly**

Last Updated: April 1, 2005

Bill Number	Sponsor	Description	Status
SCS/SB 19	Shields	Renames Missouri Western State College to Missouri Western State University and Missouri Southern State University-Joplin to Missouri Southern State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05
SB 25	Champion	Renames Southwest Missouri State University to Missouri State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass 01/25/05
SB 36	Nodler	Increases the number of voting members on the governing board of Missouri Southern State University-Joplin	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05, Senate Consent Calendar 02/14/05, Removed from Senate Consent Calendar 02/16/05
SB 48	Crowell	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	To Senate Education 01/13/05
SCS/SB 66 & 175	Coleman	Establishes a tuition grant program for children of deceased military members	To Senate Pensions, Veterans' Affairs & General Laws 01/13/05, Heard 02/01/05, Combined with SB 175 03/01/05, voted do pass 03/01/05
SB 68	Shields	Creates a sales tax exemption for certain college athletic events	To Senate Ways & Means 01/13/05, Heard 01/27/05, voted do pass consent 02/03/05, Senate Consent Calendar 03/29/05, Senate Third Read and Passed 03/31/05
SB 87	Klindt	Prohibits A+ reimbursements from being issued to any four-year higher education institution	To Senate Education 01/13/05
SB 89	Dougherty	Allows foster children to receive a tuition and fee waiver to attend state-funded colleges and universities	To Senate Ways & Means 01/13/05
SB 91	Dougherty	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	To Senate Education 01/13/05
SB 97	Coleman	Renames Harris-Stowe State College to Harris-Stowe State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05
SS/SCS/SB 98	Champion	Renames Southwest Missouri State University to Missouri State University, Missouri Western State College to Missouri Western State University, Harris-Stowe State College to Harris-Stowe State	Truly Agreed to and Finally Passed 03/01/05, Signed by Governor 03/17/05

		University and Missouri Southern State University-Joplin to Missouri Southern State University	
SB 105	Bray	Permits underage culinary students to taste, but not consume, certain alcoholic beverages as required by a curriculum	To Senate Pensions, Veterans' Affairs & General Laws 01/13/05
SB 114	Champion	Increases the number of members on the governing board of Southwest Missouri State University from 8 to 10	To Senate Education 01/12/05, Heard 02/01/05
SB 160	Bartle	Prohibits human cloning	To Senate Judiciary and Civil and Criminal Jurisprudence 01/24/05, Heard 01/31/05 and 02/02/05, voted do pass 02/14/05, Senate Informal Perfection Calendar 04/04/05
SB 175	Koster	Creates a scholarship program for children of deceased veterans	Combined with SB 66 03/01/05, see related actions under SB 66
SB 195	Graham	Revises certain property and gaming taxes and directs the resulting revenue to several higher education programs including the Missouri College Guarantee Program, the Higher Education Investment Fund and endowed chairs in life sciences at the University of Missouri	To Senate Ways & Means 01/24/05
SB 231	Crowell	Provides procedure for higher education institutions to follow regarding tuition increases. Also requires the University of Missouri to submit a detailed budget with any unexpended balances to be returned to General Revenue	To Senate Education 01/31/05, Heard 02/15/05
SCS/SB 252	Koster	Requires that military personnel, their spouses and certain children stationed in Missouri receive Missouri resident status at certain higher education institutions	House Second Read 03/08/05
SB 286	Nodler	Requires the CBHE to hold out-of-state public higher education institutions to criteria similar to public in-state higher education institutions	House Second Read 03/10/05
SB 288	Klindt	Authorizes the Governor to convey land in Nodaway County to the Delta Nu Teke Association in exchange for receiving another parcel of land from the association. Currently, the land is owned by Northwest Missouri State University	House Second Read 03/22/05
SB 296	Coleman	Makes certain students eligible for in-state tuition regardless of immigration status	To Senate Education 02/10/05, Heard 02/22/05
SCS/SB 324	Scott	Allows a state tax deduction for contribution to educational savings programs sponsored by other states, establishes a minimum length of time to hold contributions in the Missouri Higher Education Savings Program, provides that contributions and earnings in the program shall not be considered income when determining a	To Senate Financial & Governmental Orgs & Elections 02/15/05, Heard 02/21/05, voted do pass 03/07/05, Senate Informal Perfection Calendar 04/04/05

		student's eligibility for financial assistance under any state aid program.	
SB 336	Dougherty	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	To Senate Education 02/15/05, Heard 03/01/05
SB 364	Purgason	Authorizes Southwest Missouri State University to convey land in Howell County	House Second Read 03/22/05
SB 386	Loudon	Authorizes the Joint Committee on Wagering and Gaming to solicit bids for a university study of pathological gambling in Missouri	To Senate Ways & Means 02/28/05
SB 417	Engler	Requires that one voting member of the board be a student at the University of Missouri, Southwest Missouri State University and Truman State University	To Senate Education 02/28/05, Heard 03/08/05
SB 446	Crowell	Imposes a four-year ban on certain persons being employed by public four-year institutions	To Senate Education 03/02/05
SB 454	Loudon	Allows students taking courses in American Sign Language to receive foreign language credit for such courses	To Senate Education 03/02/05, Hearing scheduled 04/05/05
SB 523	Cauthorn	Authorizes the Department of Economic development to contract with a higher education institution to establish a distant dental hygienist learning program	To Senate Aging, Families, Mental & Public Health 03/03/05, Heard 03/30/05
SB 526	Scott	Establishes a minimum length of time to hold contributions in the Missouri Higher Education Savings Program	To Senate Financial & Governmental Orgs & Elections 03/03/05, Heard 03/14/05, voted do pass 03/14/05, Senate Consent Calendar 03/29/05, Senate Third Read and Passed 03/30/05, House First Read 03/31/05
HB 3	Lager	Appropriations for the Department of Higher Education	House Second Read 03/31/05, House Budget hearings scheduled week of 04/04/05
HB 26	Marsh	Renames Southwest Missouri State University to Missouri State University	Withdrawn 01/19/05
HB 29	Schaaf	Renames Missouri Western State College to Missouri Western State University	To House Higher Education 02/17/05
HCS/HB 94 & 185	Cunningham, M.	Establishes a tuition grant program for War on Terror survivors	House Third Read and Passed 03/10/05, Senate First Read 03/10/05
HB 103	Cunningham, J.	Requires governing boards at state colleges and universities to take a roll-call vote on policy matters	To House Higher Education 01/27/05, Heard 02/15/05
HB 168	Meadows	Prohibits human cloning	House Second Read 01/06/05
HCS/HB 185	Cooper	Creates a scholarship program for surviving children of veterans killed in combat	Combined with HB 94 02/09/05, see related actions under HB 94
HB 220	Moore	Establishes a tuition grant program for children of deceased military members	To House Higher Education 01/25/05, Heard 02/01/05
HB 237	Lampe	Renames Southwest Missouri State	Withdrawn 01/20/05

		University to Missouri State University and increases the number of members on the governing board	
HB 242	Yates	Authorizes a sales tax exemption for tickets to college athletic events	To House Ways & Means 02/10/05, Heard 03/09/05
HB 264	Smith, J.	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	To House Higher Education 01/27/05, Hearing Scheduled 02/15/05, Bill not heard
HB 275	Cunningham, J.	Prohibits use of state funding and requires institutions to seek reimbursement for certain health care services at public four-year higher education institutions	To House Higher Education 02/10/05, Heard 03/01/05
HB 285	Marsh	Renames Southwest Missouri State University to Missouri State University	To House Higher Education 02/17/05
HB 328	Baker, B.	Prohibits public higher education institutions that receive state funds from adopting a discrimination policy that exceeds current federal protections against discrimination	House Second Read 01/27/05
HB 341	Schneider	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	To House Higher Education 02/17/05, Heard 03/01/05
HB 348	Pearce	For purposes of student resident status, requires that military personnel, their spouses and certain children stationed in Missouri receive Missouri resident status	Senate First Read 03/17/05
HB 421	Smith, J.	Establishes the Missouri National Guard and Missouri Reservists Family Education Grant	To House Veterans 02/17/05, Heard 03/09/05, voted do pass 03/16/05
HB 432	Wright	Prohibits award of tenure at higher education institutions after January 1, 2006	Withdrawn 02/14/05
HCS/HB 440	Pratt	Requires that one voting member of the board be a student at the University of Missouri, Southwest Missouri State University and Truman State University	To House Higher Education 02/17/05, Hearing scheduled 03/01/05, Bill not heard, Heard 03/08/05, voted do pass 03/30/05, To House Rules 03/30/05
HB 457	Lembke	Prohibits human cloning and the use of public funds and facilities for the purpose of human cloning	House Second Read 02/07/05
HB 530	Moore	Allows students taking courses in American Sign Language to receive foreign language credit for such courses	To House Higher Education 02/24/05, Heard 03/15/05, voted do pass 03/15/05, To House Rules 03/15/05, Heard 03/17/05, voted do pass 03/17/05
HB 535	Roorda	Establishes a tuition grant program for children of deceased military members	To House Veterans 02/17/05, Heard 03/09/05, voted do pass 03/16/05
HB 588	Myers	Allows the University of Missouri to impose a fee for a course of instruction required for licensure of a private applicator of pesticides	To House Agriculture Policy 02/24/05, Heard 03/08/05, voted do pass 03/09/05
HB 647	Roark	Allows a state tax deduction for contribution to educational savings programs sponsored by other states	To House Financial Institutions 03/03/05, Hearing scheduled

			03/15/05, Bill not heard
HB 655	Wright	Provides programmatic guidelines for Missouri State University and a methodology for calculating additional funding recommendations for public four-year higher education institutions	House Second Read 03/01/05
HB 685	Franz	Authorizes Southwest Missouri State University to convey land in Howell County	To House Corrections and Public Institutions 03/10/05, Heard 03/16/05, voted do pass consent 03/16/05, To House Rules 03/16/05, Heard 03/17/05, voted do pass consent 03/17/05, House Consent Calendar 04/04/05
HB 742	Bearden	Establishes the Higher Education Student Funding Act	To House Higher Education 03/17/05, Hearing scheduled 04/05/05
HB 752	Avery	Establishes a tuition assistance program for Missouri national guard members who serve in a combat zone	To House Veterans 03/17/05
HB 753	Avery	Allows students to use Bright Flight scholarship to attend college in another state when the program of study is not offered at any school in Missouri	To House Higher Education 03/17/05, Hearing scheduled 04/05/05
HB 855	Wasson	Authorizes the Department of Economic development to contract with a higher education institution to establish a distant dental hygienist learning program	House Second Read 03/30/05
HB 865	Robb	Requires that higher education students called to active duty in the armed forces during an academic term be given a "withdraw passing" grade and that the institution refund any tuition and fees paid for such classes	House Second Read 03/31/05
HB 941	Stefanick	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	House First Read 03/31/05
HJR 24	Skaggs	Proposes a constitutional amendment prohibiting the governor from reducing appropriations for elementary, secondary, and higher education	House Second Read 03/17/05
HR 222	Dixon	Proclaims Thursday, March 17, 2005, to be "Southwest Missouri State University Founders Day"	House Adopted 03/07/05

AGENDA ITEM SUMMARY

AGENDA ITEM

Fiscal Year 2004 Annual Report
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

State statute requires that the Coordinating Board for Higher Education submit an annual report to the governor and members of the general assembly each year. The Fiscal Year 2004 Annual Report was distributed to the governor and members of the general assembly in late March 2005. Changes in leadership, both on the Coordinating Board for Higher Education and at the Missouri Department of Higher Education, prevented distribution of the report earlier in Fiscal Year 2005.

The various sections of the annual report correlate to the five requirements outlined in statute, including but not limited to, the coordinated strategic plan, enrollment data, and academic program actions. In addition, the CBHE's higher education budget recommendations for Fiscal Year 2006, or the forthcoming biennium as stated in statute, is included as well.

The following staff contributed to and compiled the report: Dr. Gregory G. Fitch, Commissioner of Higher Education; Joe Martin, Deputy Commissioner of Higher Education; Susanne Medley, Director of Communications and Customer Assistance; Dr. Robert Stein, Associate Commissioner of Academic Affairs; and Dr. John Wittstruck, Director, Educational Policy, Planning, and Improvement Center.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Missouri Coordinating Board for Higher Education Fiscal Year 2004 Annual Report

Coordinating Board for Higher Education
April 14, 2005

Missouri Coordinating Board for Higher Education

Annual Report

F i s c a l Y e a r 2 0 0 4



"In the end,

it is important

to remember...



we cannot become

what we need

to be remaining



what we are."

—Max Depree,
Leadership is an Art,
Doubleday, 1989

Missouri Coordinating Board for Higher Education
Fiscal Year 2004 Annual Report

Respectfully submitted by the Coordinating Board for Higher Education, in conjunction with the Missouri Department of Higher Education, as required by state law (Section 173.040, RSMo), to the Governor of the State of Missouri and members of the General Assembly. Changes in leadership, both on the Coordinating Board for Higher Education and at the Missouri Department of Higher Education, prevented distribution of this report earlier in Fiscal Year 2005.

Prepared by:

Gregory G. Fitch, Ph.D., Commissioner of Higher Education

Joe Martin, J.D., Deputy Commissioner

Susanne C. Medley, Director of Communications and Customer Assistance

Robert Stein, Ph.D., Associate Commissioner for Academic Affairs

John Wittstruck, Ph.D., Director, Educational Policy, Planning and Improvement Center



Letter from the **Chair**

Dear Governor Blunt, Members of the General Assembly, and Citizens of Missouri:

Authorized by an amendment to the Missouri Constitution in 1972, and established by state statute as part of the Omnibus State Reorganization Act of 1974, the Coordinating Board for Higher Education (CBHE) has the responsibility of identifying the postsecondary educational needs of potential students and the training needs of business and industry and developing a plan that outlines how the state system of postsecondary education can most effectively and efficiently provide a postsecondary education to its citizens so that they can be successful and meet the workforce needs of the state. The CBHE in turn is responsible for coordinating this plan and ensuring its successful implementation throughout the system, which serves nearly 400,000 students through 13 public four-year colleges and universities, 19 public two-year colleges, one public two-year technical college, 25 independent colleges and universities, and 140 proprietary and private career schools.

The vision of the CBHE is that "Missouri will be a recognized national leader in higher education quality and performance excellence." And, the mission is "To deliver an affordable, quality, coordinated postsecondary education system and increase successful participation, benefiting all Missourians." To achieve this vision and mission for all of Missouri higher education, the CBHE, in recent years, has started down many different paths in an effort to balance the dynamics of the changes in leadership and board commitment.

We recognized that these detours have prevented us from focusing on the basics. Therefore, we have begun re-examining our role and establishing our road map for the future by revisiting the *2020 Vision: Focus on the Blueprint* (1999) and the *Report of the Commission on the Future of Higher Education* (December 2003).

The very premise in establishing the CBHE is reflected in its name and that is "coordinating." The board, under new leadership, is focusing on a reaffirmation of the board's authority and responsibility to rejuvenate old partnerships and increase collaboration among Missouri's state departments and agencies, the private sector, and the colleges and universities. The purpose, simply, is to reignite the lamp of learning, to brighten the present, and illuminate the future for all Missourians.

How does a policymaking board meets its mission, particularly in view of the need for additional funding,

the challenge of making education affordable, needing to address access and opportunity issues, and a host of other concerns facing the state? Simply by hard work and a full commitment of support to our partners.

Yet, to be successful, our greatest commitment is to the citizens of Missouri. Our board is a citizen board, therefore we have charged our staff at the Missouri Department of Higher Education (MDHE) to enter into a Social Compact with our partners and the people of Missouri.

First, we pledge to regulate ourselves in a manner that will identify for the record any action by the board or MDHE staff.

Second, we will concentrate on the issues that hinder our citizens' ability to take advantage of Missouri's postsecondary options. These issues are affordability, access, and equity.

Third, we will make every effort to assist our colleges and universities in utilizing the tremendous "brainpower" of its faculty and staff and to help address and solve Missouri's social and economic problems.

And fourth, we intend to serve the people of Missouri by supporting postsecondary education in driving the economy, whether in research, social application, and/or the creation of a qualified workforce.

The future is everyone's concern...the CBHE and MDHE with our many partners can help make it the best. But, as Max Depree stated in *Leadership is an Art*, "In the end, it is important to remember...we cannot become what we need to be remaining what we are."

Please join with us as we embark on our new journey.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Lowell C. Kruse', with a large, sweeping initial 'L'.

Lowell C. Kruse

Chair

Missouri Coordinating Board for Higher Education

Annual Report

F i s c a l Y e a r 2 0 0 4

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List of Appendices

APPENDIX A: Section 173.040, RSMo

APPENDIX B: FY 2005 Coordinated Strategic Plan

APPENDIX C: Public Two- and Four-Year Institution Enrollment Data

APPENDIX D: Private Not-for-Profit (Independent) Institution Enrollment Data

APPENDIX E: Proprietary School Enrollment Data

APPENDIX F: Academic Program Actions

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Introduction

Section 173.040, RSMo, (see Appendix A) specifically details what information the CBHE should include in its annual report. Consequently, the various sections of the FY 2004 Annual Report correlate to the five requirements outlined in statute. These five requirements include:

- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- (4) The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- (5) The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium.

Section 173.040 (1), RSMo – Coordinated Plan

The Coordinated Strategic Plan, found in Appendix B for reference purposes, continues to be a work in progress and has never been formally approved by the CBHE. Since the plan was written, new leadership of the board, new board membership, and the appointment of a new commissioner of higher education have occurred. The plan is a transitional document and will undoubtedly undergo revision in the coming months as new direction is identified and initiatives are undertaken.

Section 173.040 (2), RSMo – Changes in Enrollment and Programs

Since fall 2000, enrollment has continued to increase at both public and independent institutions in Missouri. A breakdown of total headcount enrollment; full time equivalent (FTE); and first-time, full time freshmen at both public and independent institutions for fall 2000, 2003, and 2004 is found below.

Enrollment Comparison – Fall 2000, 2003, and 2004**Statewide**

- Statewide, headcount enrollment has increased by less than one percent since fall 2003 and by 11.5 percent since fall 2000.
- Statewide, the number of FTE students enrolled was up 1.7 percent from fall 2003 to fall 2004 and by 13.9 percent from fall 2000 to fall 2004. Just under 4,000 more FTE students enrolled in fall 2004 than in fall 2003.
- Statewide, the percentage increase in first-time, full time freshmen is .7 percent between fall 2003 and fall 2004, or 360 new students. From fall 2000 to fall 2004, that percentage is 12.9 percent, or 4,426 students.

Public Institutions

- In the public sector, headcount has decreased by .8 percent since fall 2003 (214,574 compared to 216,200), but has increased by 6.3 percent since fall 2000 (214,574 compared to 201,821).
- The number of FTE students increased only slightly from fall 2003 to fall 2004 in the public sector—by less than one percent. FTE enrollment at public four-year institutions grew by 906 students, or an increase of .9 percent. Public two-year institutions experienced the loss of 78 students from fall 2003 to fall 2004, for a decrease of .1 percent. Overall, FTE enrollment increased by .5 percent in the public sector between fall 2003 and fall 2004. From fall 2000 to fall 2004, FTE enrollment grew by slightly more than 10 percent in the public sector.
- First-time, full time freshmen headcount increased by only .2 percent between fall 2003 and fall 2004, or from 28,723 to 28,794, in the public sector. While enrollment increased by 730 students at public four-year institutions, it declined by 659 students in the public-two-year sector. Since fall 2000, first-time, full time freshmen headcount has increased by 16.7 percent.

Independent Institutions

- In the independent sector, headcount has increased by 3.8 percent since fall 2003 (117,095 compared to 112,757) and by 22 percent since fall 2000 (117,095 compared to 95,646).
- The independent sector reported an increase of more than 3,000 FTE students from fall 2003 to fall 2004, for a 4 percent increase. From fall 2000 to fall 2004, FTE enrollment increased in the independent sector by 21.4 percent.
- In the independent sector, 199 more first-time, full time freshmen were reported in fall 2004 than in fall 2003, for an increase of 2.2 percent. The increase from fall 2000 to fall 2004 is slightly higher at 2.5 percent.

For more information regarding enrollment at public and independent institutions in Missouri, please see Appendices C and D, respectively.

Proprietary Schools

Total enrollment at proprietary institutions in Missouri continues to rise. At Missouri private career schools, enrollment has steadily increased since 1998. In 2003, 43,947 resident students were enrolled in Missouri private career schools, a 10 percent increase over 2002 and a 26 percent increase over 2000 enrollment.

In 2003, 6,345 students enrolled at non-Missouri degree granting schools, a 19 percent increase over 2002 and a 65 percent increase over 2000.

For more information regarding enrollment at proprietary institutions, please see Appendix E.

Higher Education Institution Program Actions

An overview of all academic program actions taken by the MDHE in FY 2004 at both public and independent institutions is found below.

Public Institutions

Programs Deleted/Discontinued

Certificate	Associate	Baccalaureate	Graduate	Total
6	3	0	2	11

Programs Inactivated

Certificate	Associate	Baccalaureate	Graduate	Total
7	6	2	1	16

Other Program Changes

(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, Programs Combined)

Certificate	Associate	Baccalaureate	Graduate	Total
9	29	49	41	128

New Programs Approved

Certificate	Associate	Baccalaureate	Graduate	Total
0	2	12	6	20

Off-Site Programs Approved

Certificate	Associate	Baccalaureate	Graduate	Total
0	8	2	2	12

Programs Withdrawn

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	0	0	0

Independent Institutions**Programs Deleted/Discontinued**

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	0	0	0

Programs Inactivated

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	0	0	0

Other Program Changes**(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, Programs Combined)**

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	4	0	4

New Programs Received

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	6	5	11

Off-Site Programs Received

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	1	0	1

For a detailed breakdown of program actions taken at various institutions during FY 2004, please see Appendix F.

Section 173.040 (3), RSMo – CBHE Requests and Recommendations and Institutional Compliance

As outlined in Section 173.030, RSMo, the CBHE has the responsibility, within the provisions of the constitution and the subsequent action taken by the CBHE, or the MDHE staff, during FY 2004, are detailed below.

173.030 (1) Requesting the governing boards of all state-supported institutions of higher education, and of major private institutions to submit to the coordinating board any proposed policy changes which would create additional institutions of higher education, additional residence centers, or major additions in degree and certificate programs, and make pertinent recommendations relating thereto;

Action:

CBHE held an election in the Camdenton R-III and School of the Osage R-II school districts on the question of establishing a new community college taxing district. The April 6, 2004, referendum was defeated by residents of these communities; therefore, the action to establish a new community college taxing district failed.

CBHE was involved in the discussion of a merger between Northwest Missouri State University and the University of Missouri System. The CBHE element included the review of mission and accreditation issues. (Note: Merger discussions terminated in December 2004.)

On behalf of the CBHE, staff of the MDHE negotiated a coordinated delivery of lower division instruction and technical courses in Jefferson City, Missouri, with Lincoln University, State Fair Community College, and Linn State Technical College. As a result of these negotiations, State Fair Community College closed its facility in Jefferson City.

CBHE approved a policy on lower division coursework, lower division certificate, and associate degree delivery in December 2003. This new policy is intended to support increased access to quality education for students, encourage collaboration between institutions, and resolve conflicts between institutions in a timely manner.

173.030 (2) Recommending to the governing board of any institution of higher education in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed b□

Recommendations shall be submitted to governing boards by twelve months preceding the term in which the action may take effect;

Action:

MDHE staff worked with Harris-Stowe State College in FY 2004 to explore the institution's mission category, which led to a FY 2005 decision to change the admissions selectivity of the institution to open enrollment.

MDHE staff held on-going discussions with the Committee on Transfer and Articulation (COTA) about updating the CBHE policies on student transfer and program articulation. In October 2003, the CBHE received from COTA a revised transfer/articulation officer job description and a list of frequently asked questions to clarify transfer and articulation policies.

MDHE staff worked with dual-credit providers (public and private) to establish criteria for alignment with state dual-credit policy. Currently, all providers self report compliance.

CBHE recommended that institutions adopt the Malcolm Baldrige Award criteria, or another quality process, as a management tool to enhance institutional performance. Northwest Missouri State University and the University

of Missouri – Rolla have each received the Missouri Quality Award, which is based on the Malcolm Baldrige criteria. Crowder College, East Central College, Missouri Western State College, and Evangel University are all members of the Academic Quality Improvement Program (AQIP), which supports continuous quality improvements and shares many of the Malcolm Baldrige criteria. Several other institutions continue to explore adopting AQIP.

MDHE staff established the Missouri Consortium on Measuring Value-Added Student Learning in FY 2004, which is comprised of 32 institutions (public, private, and proprietary). The Consortium worked with RAND's Council for Aid to Education to develop a pilot project using the Collegiate Learning Assessment instrument. Initial testing was conducted during fall 2004.

Staff of the MDHE and the MOHELA forged a new relationship that resulted in expanded benefits for student loan borrowers. MOHELA pledged financial support for the scholarship portion of the MDHE GEAR UP state grant.

MDHE staff promoted collaboration of masters programs at Missouri Southern State University-Joplin, Southwest Missouri State University, University of Missouri-Kansas City, Central Missouri State University, and Northwest Missouri State University.

See page 10 for program actions taken in FY 2004 and Appendix F for a detailed breakdown of program actions taken at various institutions during this same timeframe.

173.030 (3) Recommending to the governing boards of state-supported institutions of higher education, including public junior colleges receiving state support, formulas to be employed in specifying plans for general operations, for development and expansion, and for requests for appropriations from the general assembly. Such recommendations will be submitted to the governing boards by April first of each year preceding a result session of the general assembly of the state of Missouri;

Action:

No action taken.

173.030 (4) Promulgating rules to include selected off-campus instruction in public college and university appropriation recommendations where prior need has been established in areas designated by the coordinating board for higher education. Funding for such off-campus instruction shall be included in the appropriation recommendations, shall be determined by the general assembly and shall continue, within the amounts appropriated therefor, unless the general assembly disapproves the action by concurrent resolution;

Action:

No new rules were promulgated in FY 2004 by the CBHE. Budget recommendations for off-campus and out-of-district sites are included in the budget request found on page 17.

173.030 (5) Coordinating reciprocal agreements between or among Missouri state institutions of higher education at the request of one or more of the institutions party to the agreement, and between or among Missouri state institutions of higher education and publicly supported higher education institutions located outside the state of Missouri at the request of any Missouri institution party to the agreement;

Action:

The reciprocal agreement between Missouri (for Kansas architecture seats) and Kansas (for Missouri dentistry seats) is continuing and was not renegotiated in FY 2004.

Missouri is involved in the Midwestern Higher Education Compact, which established the Midwest Student Exchange Program. This program seeks to provide more affordable educational opportunities for students to attend out-of-state institutions. It also strives to facilitate enrollment efficiency in those institutions, which have excess capacity in existing programs.

173.030 (6) Administering the nurse training incentive fund;

Action:

No funds were requested or disbursed for the nurse training incentive fund in FY 2004.

173.030 (7) Conducting, in consultation with each public four-year institution's governing board and the governing board of technical colleges and community colleges, a review every five years of the mission statements of the institutions comprising Missouri's system of public higher education. This review shall be based upon the needs of the citizens of the state as well as the requirements of business, industry, the professions and government. The purpose of this review shall be to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes. As a component of this review, each institution shall prepare, in a manner prescribed the coordinating board, a mission implementation plan for the coordinating board's consideration and approval....

Action:

MDHE staff met with public four-year college presidents and chancellors during summer 2004 to discuss issues related to agreed-upon mission, institutional strengths, weaknesses, opportunities, and threats, as well as FY 2006 operating and capital requests. Community college presidents met as a group with MDHE staff.

MDHE staff provided the CBHE with a review of the progress made by community colleges in achieving the goals of the State Plan for Postsecondary Technical Education. Some of the findings of this review included:

- More than 27,000 students enrolled in postsecondary technical education courses and programs, an increase of 300 students from 2002-2003.
- More than \$84 million was spent on postsecondary technical education courses and programs of which \$20 million was appropriated for this purpose by the state.
- A total of 4,300 students, an increase of 10 percent over 2002-2003, received a certificate or an associate degree in a postsecondary technical education field.
- A total of 797 students received specialized industry-based certification during 2002-2003 and 25 students completed apprenticeship programs.
- Community colleges worked with 35 companies in providing training for 12,250 workers through the New Jobs Program and worked with 50 more companies in 2003-2004 than in 2002-2003 in providing contract training for company employees.

173.030 (8) Reviewing applications from institutions seeking a statewide mission....

Action:

No new requests were made in FY 2004 to have a statewide mission.

The CBHE removed itself from involvement in discussions of name change proposals in FY 2004, although it does have a policy regarding this issue that has been in effect since October 2002.

Section 173.040 (4), RSMo – Development and Coordination in State Supported Higher Education

The CBHE committed to an aggressive plan for higher education when it adopted the *Report of the Commission on the Future of Higher Education* (December 2003). Established by the governor, the 29 business and civic leaders with 12 faculty representatives from the four-year and two-year colleges serving as an Academic Resource Team, sought to shape higher education and its role in serving the state of Missouri.

The Commission's recommendations concentrated on positioning Missouri to compete in a global economy with a "...sense of possibility, we have to do better than this...Missouri must emphasize the importance of preparation—preparation for achievement and for successful participation in postsecondary education."¹

Of 40 priority outcomes, the Commission identified five key priorities:

- Increase the number of institutions assessing value-added learning, building upon models in which Missouri is already a leader;
- Increase the number of high school graduates taking the CBHE-recommended 16-unit or ACT core curriculum;
- Increase public awareness and support of higher education;
- Increase financial aid for qualified students from low-or middle-income families; and
- Increase the benefits resulting from increasing the percentage of the population holding a bachelor's degree².

In all, the linkages between K-12 and higher education were recognized as fundamental in success at all levels and in the creation and support for a highly skilled workforce.

Missouri has been successful! Faced with tremendous budget reductions, Missouri has addressed "Preparation" in higher education by moving from a C+ in 2000, to a B- in 2004, according to Missouri's performance in *Measuring Up 2004*, the report card issued by the National Center for Public Policy and Higher Education. In the same period, Missouri advanced in "Participation" from a C- to a B, in "Completion" from a B- to a B, and in "Benefits" from a C to a B.

However, Missouri is challenged! In the same report, Missouri dropped from a D+ in "Affordability" to an F. This score reflects the issues surrounding increasing costs, tuition increases, and a depressed economy unable to respond to state and higher education needs.

With this in mind, the CBHE is considering a Social Compact³, a compact that will address directly the issues confronting higher education and its place/value in the state.

First, we must regulate ourselves. We must ensure the integrity of our efforts and the trust granted to us by the citizens of the state. Simply, do what we are supposed to do and make it work.

Second, we need to re-examine the state's student financial aid efforts. If "Affordability" is the issue, all levels of support need to be considered to ensure that every citizen seeking higher education and a better quality of life has that chance. The CBHE has already started reviews of basic financial aid programs and have engaged the presidents of the public colleges and universities to look at new ways of funding and providing for students. This effort will do much to expand the financial aid base and support access and equity issues.

Third, we need to look to our colleges, universities, and state employees as a natural and healthy brain trust. Missouri, historically, has produced citizens who have led the world in industry, politics, sports, religion, and the arts to name a few. This ability to succeed is Missouri's heritage. We need to look to Missourians to solve our state's problems and return Missouri to its leadership role.

And fourth, higher education needs to open its doors and embrace business and industry. Higher education, given citizen interest, funding from the state, and its potential as a brain trust, must and will become the economic engine to drive the state's economy. The CBHE is committed to these principles and as our mission requires: To deliver an affordable, quality, coordinated postsecondary education system and increase successful participation benefiting all Missourians.

¹*Report of the Commission on the Future of Higher Education*, December 2003, p. 1.

²*Ibid.*, p.3.

³Ingram, Richard T., *American Imperative – Essay*, American Association of Governing Boards of Universities & Colleges, November 21, 2004.

Section 173.040 (5), RSMo – Budget Recommendations

The governor indicated that the colleges/universities would be funded in FY 2006 at the same level as FY 2005. The amounts below reflect that commitment. However, it is important to note that the CBHE, in support of the institutions (our advocacy role), requested more funding for higher education.

FY 2006 - All Institutions

	<u>FY 2005 Core Budget</u>	<u>FY 2006 CBHE Recommendation</u>	<u>FY 2006 Governor Recommendation</u>	<u>% Change from FY 2005</u>
Community Colleges				
Crowder College	4,301,655	4,614,454	4,301,655	0%
East Central College	5,225,206	5,605,162	5,225,206	0%
Jefferson College	7,666,780	8,224,277	7,666,780	0%
Metropolitan Community Colleges	31,851,545	34,167,661	31,851,545	0%
Mineral Area College	5,023,128	5,388,390	5,023,128	0%
Moberly Area Community College	4,854,349	5,259,729	4,854,349	0%
North Central Missouri College	2,479,665	2,659,976	2,479,665	0%
Ozark Technical Community College	9,363,824	10,336,822	9,363,824	0%
St. Charles Community College	7,013,917	7,828,956	7,013,917	0%
St. Louis Community Colleges	45,799,718	49,130,089	45,799,718	0%
State Fair Community College	5,325,886	5,713,163	5,325,886	0%
Three Rivers Community College	4,232,393	4,608,335	4,232,393	0%
Sub Total	133,138,066	143,537,014	133,138,066	0%
Tax Refund Offset	250,000	250,000	250,000	0%
TOTAL	133,388,066	143,787,014	133,388,066	0%
State Technical College				
Linn State Technical College	4,540,164	4,894,780	4,540,164	0%
Tax Refund Offset	30,000	30,000	30,000	0%
TOTAL	4,570,164	4,924,780	4,570,164	0%
Four-Year Institutions				
Missouri Southern State University	20,862,134	22,165,664	20,862,134	0%
Missouri Western State University	20,566,117	21,851,150	20,566,117	0%
Central Missouri State University	53,827,478	57,190,781	53,827,478	0%
Southeast Missouri State University	43,832,008	46,570,765	43,832,008	0%
Southwest Missouri State University	79,820,971	84,808,427	79,820,971	0%
Northwest Missouri State University	29,866,436	31,732,582	29,866,436	0%
Truman State University	40,768,154	43,315,472	40,768,154	0%
Lincoln University	16,752,592	17,799,345	16,752,592	0%
Harris-Stowe State College	9,810,682	10,423,683	9,810,682	0%
University of Missouri	400,819,361	425,863,769	400,819,361	0%
Sub Total	716,925,933	761,721,638	716,925,933	0%
Tax Refund Offset	875,000	875,000	875,000	0%
TOTAL	717,800,933	762,596,638	717,800,933	0%

Conclusion

The CBHE and the MDHE staff are dedicated to ensuring that anyone who wants to pursue a postsecondary education in Missouri has an opportunity to do so. By adopting and following the principles outlined in the Social Compact that was referenced on pages 15 and 16, we will be addressing the issues that are important to achieving this goal.

Questions regarding this annual report should be directed to Susanne C. Medley, director of communications and customer assistance, at (573) 522-1377.

Appendix A

Missouri Revised Statutes

Chapter 173

Department of Higher Education

Section 173.040

Reports to governor and general assembly, contents.

173.040. The coordinating board is directed to submit a written report to the governor or governor-elect at least forty-five days prior to the opening of each regular session of the general assembly and to submit the same report to the general assembly within five days after the opening of each regular session. The report shall include:

- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- (4) The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- (5) The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium.

Appendix B

Missouri Department of Higher Education FY 2005 Coordinated Strategic Plan

Strategic Planning for Quality and Performance Excellence

Since September 2002, the CBHE and the MDHE have begun shifting their focus from being compliance-oriented to developing strategies and services that are oriented toward performance improvement. In a little over a year, the CBHE and MDHE have:

- Adopted the Malcolm Baldrige Award criteria as their management model.
- Identified a new vision and mission for the MDHE.
- Identified and prioritized desired results, and started identifying strategies to achieve these results.
- Through internal departmental planning, categorized the desired results into three key result areas: preparation, participation, and performance.
- Introduced the change agent model for performance improvement at the MDHE. This model involves a team approach, and emphasizes customer input and responsiveness to customer needs.
- Identified and completed three improvement projects chartered in FY 2003. These projects are:
 - Expansion of the early awareness and outreach program;
 - Conversion to the new student loan servicing system; and
 - Redesigning the department's website.
- Restructured the MDHE to align with the desired results and to be more cost-effective. The MDHE is a much flatter organization now and includes three operational groups which are aligned with the desired results: Academic Affairs, Missouri Student Loan, and Financial Assistance and Outreach. The support groups of the organization, which offer assistance to each of the three operational groups, include: Communications and Customer Assistance; Educational Policy, Planning, and Improvement Center; Information Technology; Contracts and Compliance; and Fiscal, Legislative, and Administration.
- Identified a second round of improvement projects on which to focus during FY 2005, including:
 - Development of a financial literacy program.
 - Development of a marketing program for the student loan guarantee program.
 - Expanding outreach and early awareness.
 - Improving the state grants and scholarships award delivery process.
 - Institutional adoption of quality principles as a management tool.
 - Measuring value-added student learning.
- Provided staff support to the Commission on the Future of Higher Education.

All of these efforts have shaped the key result areas, priority results, targets, and strategies that are outlined in the department's FY 2005 Coordinated Strategic Plan. Guidelines and criteria for each of the priority results and key departmental products were developed in early 2004 and are being reviewed.

Vision, Mission, and Values

Vision

Missouri will be a recognized national leader in higher education quality and performance excellence.

Mission

To deliver an affordable, quality, coordinated postsecondary education system and increase successful participation, benefiting all Missourians.

Values

Customer Line: We value our customers.

We are responsive to the needs of our diverse customer groups to ensure they receive what they want from the state's system of higher education.

Open Line: We value widespread access and successful participation.

We promote access to postsecondary education so that all Missourians and Missouri communities share in the economic and social benefits of education.

Bottom Line: We value performance and accountability.

We measure the performance of our programs and services, and communicate the results of those measurements, to ensure quality improvements and the delivery of cost-effective, high-quality programs and services.

Front Line: We value employee involvement.

We solicit employees' ideas and involvement in designing and delivering programs and services.

Key Result Areas and Priority Results

Key Result Area

Preparation

*Improved preparation for
education after high school*

Participation

*Increased participation
and success in
postsecondary education*

Performance Excellence

*Enhanced effectiveness of
college and university education
through quality initiatives and
improved MDHE services*

Priority Results

- 1. Teacher Quality** – Increase the percentage of teacher education graduates meeting CBHE-recommended 16-unit high school core curriculum goals and teacher education graduates meeting CBHE test goals.
- 2. Affordability** – Increase and improve need-based financial aid (and affordable options) for low- and middle-income families.
- 3. Benefits** – Increase the percentage of the population aged 25 to 64 who successfully complete a one-year or two-year certificate or an associate degree or a bachelor's degree.
- 4. Underrepresented Groups** – Increase completion rates among underrepresented students.
- 5. Workforce Development** – Increase the percentage of employer workforce needs that are met.
- 6. Quality and Performance Excellence within Institutions** – Increase the number of institutions undertaking and assessing improvement initiatives, with measurable goals and targets.
- 7. Employees as Assets** – Promote employee involvement in designing and delivering departmental programs, and develop employee skills to enhance employees' job satisfaction and the quality and efficiency of department services.

Results, Measures, Targets, and Strategies

1. Priority Result: Teacher Quality

Increase the percentage of teacher education graduates completing the CBHE-recommended 16-unit high school core curriculum and increase the percentage of prospective teachers attaining an ACT-composite score average of 22 and/or a score of 265 for each subject area sub-test of the College Basic Academic Subjects Examination (CBASE).

The CBASE consists of five parts, including a writing component, and assesses knowledge and skills in language arts, mathematics, science, and social studies. To qualify for admission to a professional education program, including teacher education, the Missouri Department of Elementary and Secondary Education (DESE) requires the candidate to attain a minimum score of 235 on each sub-test of the CBASE. DESE does not require individuals seeking postbaccalaureate certification to take the CBASE.

Baseline Measures

- Number of teacher education programs requiring CBHE test goals
- Number and percentage of teacher education graduates meeting CBHE test goals

1A. Public Four-Year College and University Teacher Education Graduates with Recommended High School Core Curriculum Measures

Year	Number of Graduates with Recommended Core	Percentage	Number of Graduates with Less Than the Recommended Core	Percentage	Unknown	Percentage
2002 - 2003	749	26%	195	7%	1,934	67%
2001 - 2002	695	24%	171	6%	2,002	70%
2000 - 2001	698	24%	232	8%	1,936	68%
Total	2,142	25%	598	7%	5,872	68%

Note: Among those students for whom it is known□

Teacher education programs are defined in this study as those with CIP codes under 13.10 (Special Education), 13.12-13.13 (Teacher Education), and 13.14 (Teaching English as a Second Language).

Source: MDHE Enhanced Missouri Student Achievement Study

1B. Public College and University Graduates, Excluding Teacher Education Graduates, with Recommended High School Core Curriculum Measures

Year	Number of Graduates with Recommended Core	Percentage	Number of Graduates with Less Than the Recommended Core	Percentage	Unknown	Percentage
2002 - 2003	6,998	33%	1,366	6%	12,834	61%
2001 - 2002	5,969	29%	1,379	7%	12,996	64%
2000 - 2001	5,079	26%	1,422	7%	12,841	66%
Total	18,046	30%	4,167	7%	38,671	64%

Note: Among those students for whom it is known[]

Source: MDHE Enhanced Missouri Student Achievement Study

1C. ACT and CBASE Measures for Teacher Education Graduates (Based on 1999-2000 Completers of Teacher Preparation Programs)

Number of public institutions where the applicants for teacher certification averaged an ACT composite score at or above the CBHE-recommended average ACT score of 22	<i>10 of 13 (77%)</i>
Number of independent institutions where the applicants for teacher certification averaged an ACT composite score at or above the CBHE-recommended average ACT score of 22	<i>18 of 23 (78%)</i>
Number of public institutions where median CBASE scores on one or more of the five subjects were at or above the CBHE-recommended score of 265 (after one or more attempts through December 1998)	<i>13 of 13 (100%)</i>
Number of independent institutions where median CBASE scores on one or more of the five subjects were at or above the CBHE-recommended score of 265 (after one or more attempts through December 1998)	<i>22 of 23 (96%)</i>

Source: Missouri Department of Elementary and Secondary Education Teacher Preparation Institution Profiles

1D. Average ACT Composite Scores by Institution

Institution	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Central Missouri State University	20.5	21.0	21.7	22.1	22.0	21.7	21.9	22.0	22.3	21.8
Harris-Stowe State College	17.6	18.2	18.7	17.7	18.5	18.2	18.0	19.0	18.0	17.7
Lincoln University	18.2	18.6	18.7	18.7	18.2	17.9	17.7	17.3	17.5	17.2
Missouri Southern State University-Joplin	21.1	21.1	21.1	21.2	21.5	21.6	21.7	21.6	21.9	21.8
Missouri Western State College	19.3	19.3	19.7	19.8	19.6	19.3	19.4	19.5	19.3	19.1
Northwest Missouri State University	22.0	21.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	21.7
Southeast Missouri State University	22.4	22.5	22.7	22.8	22.6	22.4	22.5	22.2	22.3	22.3
Southwest Missouri State University	21.9	22.4	22.4	23.1	23.4	23.3	23.6	23.5	23.4	23.5
Truman State University	26.0	26.0	26.4	27.0	27.2	27.1	27.0	27.0	27.4	27.4
UM-Columbia	24.7	25.1	25.3	25.7	25.8	25.5	25.8	25.6	25.5	25.4
UM-Kansas City	24.4	24.1	24.1	24.9	24.8	24.7	24.4	23.7	23.6	23.6
UM-Rolla	27.5	27.5	27.5	28.1	28.0	27.7	27.3	26.8	27.3	27.2
UM-St. Louis	22.2	21.8	21.7	22.4	23.3	22.9	23.5	23.1	23.3	23.2

Sources: DHE06, Ability Descriptors of First-time Freshmen; MDHE Enhanced Missouri Student Achievement Study

Targets

- Increase the percentage of teacher education curricula requiring CBHE test goals to 100 percent by FY 2007.
 - Increase the percentage of teacher education graduates meeting CBHE test goals to 100 percent by FY 2007.
 - Increase the percentage of newly certified mathematics and science teachers by five percentage points by FY 2007.
- (Note: Baseline measures for these targets are being developed.)

Strategies

- Provide funding incentives for teacher education programs to include CBHE test goals as part of their graduation requirements.
- With DESE, develop approaches to assess teacher performance based on the academic performance and achievement of the students they teach.
- Administer federally funded Improving Teacher Quality Grants program.

Results, Measures, Targets, and Strategies

2. Priority Result: Affordability

Increase and improve need-based financial aid and affordable options for low- and middle-income families.

Baseline Measures

- Number and percentage of students by school district, household income, and race/ethnicity who complete the Free Application for Federal Student Aid (FAFSA), complete the FAFSA by deadline, or do not complete the FAFSA (Note: Baseline measures by school district and race/ethnicity are being developed.)

2A. Dependent Students Completing a FAFSA by Adjusted Gross Income (AGI)

	AGI \$75,000 or Higher High	AGI Between \$35,000 and \$74,999 Medium	AGI Below \$35,000 Low
Number and percentage completing the FAFSA between January 1, 2001 and before April 1, 2001 (on time)	17,489 55%	22,416 56%	13,581 51%
Number and percentage completing the FAFSA between April 1, 2001 and June 30, 2002 (not on time)	14,532 45%	17,881 44%	12,960 49%
Number and percentage not completing the FAFSA between January 1, 2001 and June 30, 2002 (did not complete)	Being developed	Being developed	Being developed
Total (98,859)	32,021 100%	40,297 100%	26,541 100%

Note: 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Academic Year 2002-2003 Free Application for Federal Student Aid (FAFSA), January 1, 2002 to June 30, 2003

- Number and percentage of the Missouri College Guarantee, Charles Gallagher Grant, and Pell Grant program recipients, by household income, race/ethnicity, and school district (Note: Baseline measures by school district are being developed.)

2B. Dependent Student Recipients of a Charles Gallagher Grant, a College Guarantee Grant, or a Pell Grant by Adjusted Gross Income (AGI)

	AGI \$75,000 or Higher High	AGI Between \$35,000 and \$74,999 Medium	AGI Below \$35,000 Low	AGI Total
Number and percentage receiving a Charles Gallagher Grant during Academic Year 2001-2002	1,263 16%	3,872 48%	2,959 37%	8,094 100%
Number and percentage receiving a College Guarantee Scholarship during Academic Year 2001-2002	27 <1%	1,745 45%	2,129 55%	3,901 100%
Number and percentage receiving a Pell Grant during Academic Year 2001-2002	13 <1%	1,911 32%	4,121 68%	6,045 100%
Total	1,303 7%	7,528 42%	9,209 51%	18,040 100%

Note: Percentages may not add to 100 percent due to rounding. 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Academic Year 2001-2002 MDHE Grants and Scholarships; Free Application for Federal Student Aid (FAFSA)

2C. Dependent Student Recipients of a Charles Gallagher Grant, a College Guarantee Grant, or a Pell Grant by Race/Ethnicity

	White	African American	Hispanic	Other*	Total
Number and percentage receiving a Charles Gallagher Grant during Academic Year 2001-2002	6,107 75%	621 8%	108 1%	1,258 16%	8,094 100%
Number and percentage receiving a College Guarantee Grant during Academic Year 2001-2002	3,356 86%	228 6%	58 1%	259 7%	3,901 100%
Number and percentage receiving a Pell Grant during Academic Year 2001-2002	4,619 76%	591 10%	88 2%	747 12%	6,045 100%
Total	14,082 78%	1,440 8%	254 1%	2,264 13%	18,040 100%

*Includes students of other races and those whose race/ethnicity is unknown.

Note: Percentages may not add to 100 percent due to rounding.

Source: Academic Year 2001-2002 MDHE Grants and Scholarships, Enhanced Missouri Student Achievement Study

Targets

- By FY 2005, increase the percentage of students from low- and middle-income families completing the FAFSA by deadline by five points.
- By FY 2005, increase the percentage of students from low- and middle-income families receiving financial aid through the federal Pell Grant, and from the Missouri College Guarantee and the Charles Gallagher Grant programs, by five points.

Strategies

- Sponsor College Goal Sunday activities in February 2004 at eight college sites throughout the state. Activities are designed to provide information about and assistance related to FAFSA completion for high school seniors and their families.
- Develop communication and assistance programs related to FAFSA completion and deadlines for high school counselors.
- Implement recommendations of the Early Awareness and Outreach Improvement Project team chartered in FY 2003.
- Review the feasibility of and develop proposals to consolidate existing state grant and scholarship programs.
- Develop policy and legislative proposals to produce consistent student eligibility criteria.
- Explore new funding streams for state need-based grants.

Results, Measures, Targets, and Strategies

3. Priority Result: Benefits

Increase the percentage of the population aged 25 to 64 who successfully complete a one-year or two-year certificate or an associate degree, or a bachelor's degree.

Baseline Measures

- Number and percentage of students aged 18 to 24 and students aged 25 or older enrolling in a postsecondary program by type of program

3A. Number and Percentage of 2002 Enrollment in Postsecondary Education by Age and Institutional Type

	Total Enrollment	Percent Aged 18 to 24	Percent Aged 25 and Over
Undergraduate students enrolled in public and independent two-year associate degree-granting institutions	81,708 100%	49,971 61%	31,737 39%
Undergraduate students enrolled in public and independent four-year baccalaureate or higher degree-granting institutions	157,122 71%	114,586 52%	42,536 19%
Graduate and first professional students enrolled in public and independent four-year graduate or first professional degree-granting institutions (e.g., law, medicine, pharmacy, etc.)	65,236 29%	16,089 7%	49,147 22%
Total	304,066	59%	41%

*Percentages may not add to 100 percent due to rounding.

Note: Students younger than 18 or whose age is unknown have been excluded from calculations.

Source: Integrated Postsecondary Education Data System (IPEDS)

3B. Students by Age as a Percentage of Total Enrollment Enrolled at Missouri Public Two- or Four-Year Colleges and Universities

	1998	1999	2000	2001	2002
Percentage of all undergraduate students enrolled at a Missouri public two-year institution, aged 18 to 24	56%	58%	58%	60%	61%
Percentage of all undergraduate students enrolled at a Missouri public four-year institution, aged 18 to 24	80%	81%	81%	81%	81%
Percentage of all undergraduate students enrolled at a Missouri public two-year institution, aged 25 and older	43%	42%	42%	40%	39%
Percentage of all undergraduate students enrolled at a Missouri public four-year institution, aged 25 and older	20%	19%	19%	19%	19%

Note: Students younger than 18 or whose age is unknown have been excluded from calculations.

Source: IPEDS Fall Enrollment

3C. Postsecondary Participation

Student Age	Number of students in 2000	Projected number of students in 2015 (at current rate)	Percent change 2000-2015	Projected number of students in 2015 (at benchmark rate*)	Percent change 2000-2015 (to reach benchmark rate*)	Participation gap in 2015
18-24	175,609	182,586	+4%	265,158	+51%	82,572
25+	142,980	159,825	+12%	258,900	+81%	99,075
All (18+)	318,589	342,411	+7%	524,058	+64%	181,647

*Benchmark rates established by top performing states for Participation in "Measuring Up 2002" prepared by the National Center for Public Policy and Higher Education.

Source: "Closing the College Participation Gap: State Profiles," Education Commission of the States, October 2003

- Student retention rates by type of higher education program

3D. Freshman-to-Sophomore Retention Rates*

Public two-year institutions	50%
Public four-year institutions	78%

*Based on fall 2002 first-time freshmen enrolled in fall 2003.

Source: MDHE Enhanced Missouri Student Achievement Study

- Completion/graduation rates by type of higher education program

3E. Graduation Rates*

	1999	2000	2001	2002	2003
Missouri public two-year institutions, three-year graduation rate	23%	24%	25%	23%	25%
Missouri public four-year institutions, six-year graduation rate	50%	52%	56%	56%	57%
National public and independent two-year institutions, three-year graduation rate	31%	30%	30%	n/a	n/a
National public and independent four-year institutions, three-year graduation rate	52%	53%	54%	n/a	n/a

*Based on first-time, full □

-year colleges and universities 6 years earlier.

Sources: MDHE Enhanced Missouri Student Achievement Study; The National Information Center for Higher Education Policymaking and Analysis (www.higheredinfo.org)

3F. Educational Attainment by Age and Degree Level, 1990 and 2000

	1990	1990	2000	2000
Age of Student and Level of Educational Attainment	Number	Percentage of Population	Number	Percentage of Population
Number and percentage of students aged 18 to 24 with some college but no degree	178,392	35%	188,155	35%
Number and percentage of students aged 18 to 24 with an associate degree	20,799	4%	19,734	4%
Number and percentage of students aged 18 to 24 with a bachelor's degree or higher	38,154	7%	41,638	8%
Total students aged 18 to 24 with some college or higher	237,345	47%	249,527	47%
Number and percentage of students aged 25 or older with some college but no degree	607,163	18%	796,999	22%
Number and percentage of students aged 25 or older with an associate degree	149,347	5%	184,666	5%
Number and percentage of students aged 25 or older with a bachelor's degree or higher	586,661	18%	784,476	22%
Total students aged 25 or older with some college or higher	1,343,171	41%	1,766,141	49%

Sources: U. S. Census 1990 and 2000

Targets

- By FY 2005, increase the number and proportion of students aged 18 to 24 enrolling in postsecondary programs by five percentage points.
- By FY 2005, increase the number and proportion of students aged 25 and over enrolling in postsecondary programs by five percentage points.
- Reduce the overall participation gap in Missouri (the number of additional students needing to enroll by 2015, in order to match the participation rate of the best performing states) by five percentage points by FY 2005.
- By FY 2005, increase the retention rates in certificate and two- and four-year programs by five percentage points.
- By FY 2005, increase the completion rates in certificate and two- and four-year programs by five percentage points.

Strategies

- Design and implement a statewide financial literacy program based on the recommendations of the Financial Literacy Program Improvement Project Team chartered in FY 2004.
- Implement the recommendations of the Outreach and Early Awareness Improvement Project Team chartered in FY 2003.
- Implement the recommendations of the Website Redesign Improvement Project Team chartered in FY 2003.
- Implement the recommendations of the American Student Assistance (ASA) System Customer Team Improvement Project Team chartered in FY 2003.
- Support distance learning, including the Missouri Learners' Network (MLN), and other alternative learning opportunities.

Results, Measures, Targets, and Strategies

4. Priority Result: Underrepresented Groups

Increase completion rates among underrepresented students.

Baseline Measures

- High school non-completion rates by race/ethnicity.

4A. Annual Dropout Rate (Grades 9-12) as a Percentage of Total Enrollment

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Asian	3.38%	3%	2%	2%	1%
African American	7.18%	7%	6%	6%	5%
Hispanic	7.37%	9%	7%	6%	5%
Native American	6.45%	3%	5%	5%	4%
White	4.36%	4%	4%	3%	3%
Total	4.83%	5%	4%	4%	3%

Source: Missouri Department of Elementary and Secondary Education

- Postsecondary enrollment rates by race/ethnicity and by household income

4B. Proportion of 2002 Enrollment by Race/Ethnicity and Institutional Type

	White		African American		Hispanic		Other		Total	
Institution	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>
Public Two-Year	68,074	84%	10,351	13%	1,312	2%	1,704	2%	81,441	100%
Public Four-Year	103,482	87%	9,910	8%	1,931	2%	3,454	3%	118,777	100%
Public Total	171,556	86%	20,261	10%	3,243	2%	5,158	3%	200,218	100%
Independent Two-Year	496	90%	18	3%	13	2%	27	5%	554	100%
Independent Four-Year	72,795	78%	12,766	14%	4,013	4%	3,720	4%	93,294	100%
Independent Total	73,291	78%	12,784	14%	4,026	4%	3,747	4%	93,848	100%
State Total	244,847	83%	33,045	11%	7,269	2%	8,905	3%	294,066	100%

*Percentages may not add to 100% due to rounding.

Source: Integrated Postsecondary Education Data System (IPEDS)

- Postsecondary retention rates by race/ethnicity and by household income

4C. Freshman-to-Sophomore Retention Rates of First-Time, Full Time Freshmen* by Race/Ethnicity and by Adjusted Gross Income (AGI)

Institution	White	African American	Hispanic	Other Races or Ethnic Groups	AGI \$75,000 or Higher	AGI Between \$35,000 and \$74,999	AGI Below \$35,000
Public Two-Year	53%	38%	48%	43%	Being developed	Being developed	Being developed
Public Four-Year	81%	62%	81%	45%	Being developed	Being developed	Being developed

*Based on fall 2002 first-time freshmen enrolled in fall 2003.

Note: 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Free Application for Federal Student Aid (FAFSA); MDHE Enhanced Missouri Student Achievement Study

4D. Three- and Six-Year Graduation Rates of First-Time, Full Time Freshmen* by Race/Ethnicity and by Adjusted Gross Income (AGI)

Institution	White	African American	Hispanic	Other Races or Ethnic Groups	AGI \$75,000 or Higher	AGI Between \$35,000 and \$74,999	AGI Below \$35,000
Public Two-Year	27%	5%	21%	20%	Being developed	Being developed	Being developed
Public Four-Year	60%	42%	45%	51%	Being developed	Being developed	Being developed

*Based on fall 2000 first-time, full time freshmen enrolling in public community colleges and graduating by 2002-2003, and fall 1997 first-time, full time freshmen enrolling in public four-year colleges and university and graduating by 2002-2003.

Note: 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Free Application for Federal Student Aid (FAFSA); MDHE Enhanced Missouri Student Achievement Study

Targets

- By FY 2005, decrease the high school non-completion rate among students from racial/ethnic minority groups by five percentage points.
- By FY 2005, increase postsecondary program enrollment rates among students from low-income households and racial/ethnic minority groups by five percentage points.
- Increase retention rates among students from low-income households and from racial/ethnic minority groups by five percentage points by FY 2005.
- Increase completion/graduation rates among students from low-income households and from racial/ethnic minority groups by five percentage points by FY 2005.

Strategies

- Implement the recommendations of the Outreach and Early Awareness Improvement Project Team chartered in FY 2003.
- Implement the recommendations of the State Grants and Scholarships Award Delivery Process Improvement Project Team chartered in FY 2004.

Results, Measures, Targets, and Strategies

5. Priority Result: Workforce Development

Increase the percentage of employer workforce needs that are met.

Baseline Measures

- Level of demand for labor by occupation

5A. Projected Growth in Missouri's Top 30 High Demand Occupations

	Employment 2000 Estimated*	Employment 2010 Projected	Numerical Change 2000-2010	Percent Change 2000-2010	Average Annual Openings
Computer Support Specialists	11,020	19,280	8,260	75%	873
Network/Computer Systems Administrators	4,050	6,420	2,370	59%	254
Computer Software Engineers, Applications	6,160	9,570	3,410	55%	381
Social and Human Service Assistant	4,150	6,440	2,290	55%	290
Personal and Home Care Aides	9,620	13,800	4,180	43%	565
Medical Assistants	7,080	9,930	2,850	40%	473
Special Education, Preschool, Kindergarten, and Elementary Teachers	4,970	6,820	1,850	37%	248
Pharmacy Technicians	5,000	6,720	1,720	34%	302
Computer and Information Systems Managers	6,470	8,690	2,220	34%	331
Medical Records and Health Information Technicians	4,380	5,750	1,370	31%	235
Computer Systems Analysts	10,930	14,200	3,270	30%	423
Sheet Metal Workers	4,940	6,390	1,450	29%	246
EMTs and Paramedics	5,730	7,410	1,680	29%	314
Home Health Aides	9,200	11,730	2,530	27%	371
Child, Family, and School Social Workers	6,330	8,020	1,690	27%	240

Projected Growth in Missouri's Top 30 High Demand Occupations (continued)

	Employment 2000 Estimated*	Employment 2010 Projected	Numerical Change 2000-2010	Percent Change 2000-2010	Average Annual Openings
Combined Food Preparation and Serving Workers, inc. Fast Food	50,290	63,290	13,000	26%	4,379
Electricians	13,270	16,650	3,380	25%	585
Dental Assistants	4,720	5,920	1,200	25%	205
Sales Managers	7,290	9,110	1,820	25%	287
Teacher Assistants	13,890	17,190	3,300	24%	620
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,880	4,800	920	24%	133
Customer Service Representatives	41,720	51,570	9,850	24%	1,339
Educational, Vocational, and School Counselors	4,400	5,420	1,020	23%	191
Bill and Account Collectors	8,950	11,020	2,070	23%	430
Lawyers	11,140	13,680	2,540	23%	328
Pharmacists	4,790	5,880	1,090	23%	252
Construction Laborers	14,480	17,750	3,270	23%	460
Hotel, Motel, and Resort Desk Clerks	4,030	4,930	900	22%	266
Marketing Managers	4,370	5,280	910	21%	155
Medical and Health Services Managers	5,120	6,180	1,060	21%	194

*Based on survey sample data.

Source: Missouri Department of Economic Development, Missouri Economic Research and Information Center, 2003

- Number and type of postsecondary programs awarding certificates and/or degrees in life sciences, advanced manufacturing, and information technology

5B. Certificates and Degrees Conferred in Life Sciences*, Advanced Manufacturing, and Information Technology as a Percentage of Total Degrees Conferred

Year	Life Sciences*	Advanced Manufacturing	Information Technology
FY 2000	5.0%	5.4%	6.3%
FY 2001	4.7%	5.2%	7.0%
FY 2002	4.7%	5.2%	7.4%
FY 2003	4.3%	5.0%	7.6%

*Biomedical/biotechnology degrees.

Source: IPEDS Completions

Targets

- By FY 2007, increase the percentage of graduates from postsecondary programs related to life sciences, advanced manufacturing, and information technology by five points.

Strategies

- Implement the recommendations of the 2003 Business and Education Roundtable report.
- Develop proposals for identifying cluster-based delivery of technical education.
- Collaborate with the Research Alliance of Missouri (RAM) to promote educational and employment opportunities in the Life Sciences sector.
- Collaborate with the Missouri Higher Education Loan Authority (MOHELA) to provide scholarship funding for students pursuing math and science degrees.

Results, Measures, Targets, and Strategies

6. Priority Result: Quality and Performance Excellence

Increase the number of institutions undertaking and assessing improvement initiatives with measurable goals and targets.

To begin working toward improving the quality of higher education and performance of the state's public and independent colleges and universities, the MDHE co-sponsored the Enhancing the Performance of Missouri Higher Education: Paths to Performance Excellence Conference in Kansas City and St. Louis on September 10 and 12, 2003, respectively. Other sponsors of the conference included the Excellence in Missouri Foundation, Missouri Quality Award; Higher Learning Commission, Academic Quality Improvement Program; Independent Colleges and Universities of Missouri; Missouri Community College Association; and the Missouri Council on Public Higher Education.

These conferences began the MDHE's discussions with the leadership of Missouri's colleges and universities about the need for and opportunities presented to improve the quality and performance of the state's system of higher education.

In December 2003, the CBHE challenged the state's public colleges and universities to come forward with implementation plans for projects related to Campus Quality Improvement, Value-Added Student Learning, and/or K-12 Teacher Quality. Based on a review by MDHE staff, funding for the respective implementation plans will be recommended in the CBHE's FY 2005 appropriation request for Performance Excellence Funding.

Baseline Measures

- Number of institutions with improvement initiatives by type of initiative
- Number of improvement initiatives by public institution
- Number of institutions assessing overall institutional performance
- Number of institutions reporting measures/assessment of improvement initiatives to the MDHE

Targets

- Increase by 25 percent the number of public institutions undertaking improvement initiatives during FY 2005.
- Increase the number of public institutions implementing and reporting to the MDHE assessments of their improvement initiatives so that 100 percent of public institutions with improvement initiatives are reporting these assessments by FY 2006.

Strategies

- Implement Performance Excellence Funding in FY 2005.
- Implement the recommendations of the Promoting Institutional Adoption of Quality Principles as a Management Tool Improvement Project Team chartered in FY 2004.
- Implement the recommendations of the Measuring Value-Added Student Learning Improvement Project Team chartered in FY 2004.
- Administer and evaluate Cycle 2 Teacher Quality Grants program.

Results, Measures, Targets, and Strategies

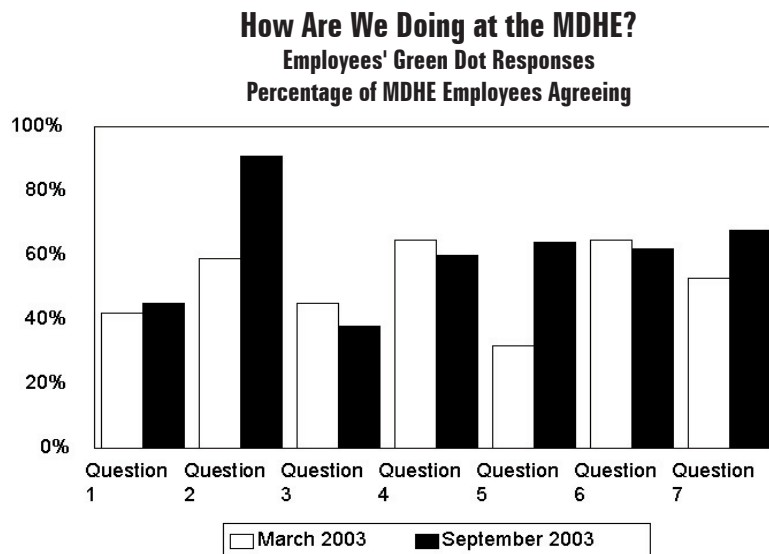
7. Priority Result: Employees as Assets

Promote employee involvement in designing and delivering department programs, and develop employee skills to enhance employees' job satisfaction and the quality and efficiency of department services.

Baseline Measures

- Results of "Red Dot/Green Dot" employee satisfaction assessment

7A.



Question 1: I know where the department is heading and how I fit in.

Question 2: The department places customer satisfaction as its top priority and continually makes improvements to satisfy customers.

Question 3: The department invests in improving my skills and helping me achieve my personal and professional goals.

Question 4: I am encouraged to contribute ideas to improve the department.

Question 5: Internal communication is improving and I know what is going on in the department.

Question 6: I am valued as an employee at the department.

Question 7: The department is a fun place to work.

- Results of Missouri Quality Award self-assessment (being developed)
- Staff turnover rates

Turnover rates are calculated by counting the number of new hires for existing positions and dividing it by the average number of full time equivalent (FTE) employed at the department for the full fiscal year. The average total FTE employed does not include new positions filled.

7B. Department of Higher Education Turnover Rates

FY	Rate
2001	17%
2002	16%
2003	9%

Targets

- Increase by five percentage points in FY 2005 the proportion of employees who report they know where the department is headed and how they fit in with the department's mission.
- Increase by five percentage points in FY 2005 the number of employees involved for the first time in departmental improvement projects.
- By FY 2005, double the number of employees who have received training in the change agent/quality improvement process.

Strategies

- Schedule change agent/quality improvement training for up to 10 employees.
- Fill at least one-half of the team "slots" with employees who were not involved in one of the first round (FY 2003) improvement projects.
- Conduct a staff-wide assessment on training and professional development needs.
- Schedule quarterly all-staff meetings organized around communicating the department's Coordinated Strategic Plan.

Appendix C

Participation Rates: Total Headcount Enrollment at Public Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges						
Harris-Stowe State College	1,242	1,835	1,921	1,968	1,911	1,605
Missouri Southern State College	4,330	5,785	5,899	5,782	5,410	5,256
Missouri Western State College	4,259	5,089	5,102	5,197	4,928	5,065
Subtotal	9,831	12,709	12,922	12,947	12,249	11,926
Regional Universities						
Central Missouri State University	9,887	10,936	10,822	10,313	10,351	10,051
Northwest Missouri State University	5,000	6,442	6,625	6,514	6,622	6,280
Southeast Missouri State University	9,122	8,948	9,348	9,533	9,568	9,545
Southwest Missouri State University	14,833	17,703	18,252	18,718	18,946	19,146
Southwest Missouri State University - West Plains	528	1,525	1,653	1,720	1,699	1,646
Subtotal	39,370	45,554	46,700	46,798	47,186	46,668
Statewide Liberal Arts University						
Truman State University	6,978	6,111	6,005	5,971	5,833	5,948
1890 Land-Grant University						
Lincoln University	2,689	3,347	3,332	3,092	3,128	3,275
1862 Land-Grant University						
University of Missouri-Columbia	24,774	23,309	23,667	26,124	26,805	27,003
University of Missouri-Kansas City	11,752	12,698	12,969	13,881	14,221	14,256
University of Missouri-Rolla	7,555	4,626	4,883	5,240	5,459	5,404
University of Missouri-St. Louis	12,390	15,397	14,993	15,658	15,599	15,498
Subtotal	66,138	65,488	65,849	69,966	71,045	71,384
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL	115,339	123,751	125,471	129,711	130,480	129,978
Community Colleges						
Crowder College	1,155	1,719	2,012	2,344	2,604	2,595
East Central College	2,040	3,190	3,462	3,320	3,269	3,337
Jefferson College	2,538	3,876	3,899	3,989	4,065	4,136
Metro Community College - Blue River	N/A	2,095	2,294	2,083	2,323	2,291
Metro Community College - Business and Technology	N/A	N/A	N/A	387	401	357
Metro Community College - Longview	4,749	6,022	5,792	5,802	5,712	5,603
Metro Community College - Maple Woods	2,596	5,294	5,045	4,840	4,745	4,462
Metro Community College - Penn Valley	5,354	4,366	4,376	4,526	4,479	4,825
Mineral Area College	1,469	2,702	2,878	3,093	2,946	2,820
Moberly Area Community College	983	2,938	3,269	3,624	3,588	3,695
North Central Missouri College	536	1,402	1,348	1,438	1,496	1,406
Ozarks Technical Community College	N/A	6,343	7,571	8,130	8,485	8,956
St. Charles County Community College	N/A	5,565	6,171	6,612	6,696	6,772
St. Louis Community College at Florissant Valley	11,740	6,690	6,924	7,289	7,141	6,793
St. Louis Community College at Forest Park	7,650	6,749	6,930	7,610	7,581	7,206
St. Louis Community College at Meramec	11,572	12,518	12,296	12,607	12,733	12,139
State Fair Community College	1,588	3,207	3,355	3,290	3,391	3,062
Three Rivers Community College	1,524	2,641	2,812	2,839	3,213	3,273
Subtotal	55,494	77,317	80,434	83,823	84,868	83,728
State Technical College						
Linn State Technical College	N/A	753	814	875	872	868
Public Institution Total	170,833	201,821	206,719	214,409	216,220	214,574

Participation Rates:

Historical Trend in First-Time, Full Time Freshmen Headcount at Public Institutions

Fall 1981 and Fall 2000 to Fall 2003

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges						
Harris-Stowe State College	142	87	81	26	53	181
Missouri Southern State College	975	772	786	615	568	695
Missouri Western State College	804	916	1,100	1,135	996	1,020
Subtotal	1,921	1,775	1,967	1,776	1,617	1,896
Regional Universities						
Central Missouri State University	2,186	1,456	1,438	1,248	1,358	1,434
Northwest Missouri State University	1,215	1,249	1,240	1,191	1,202	1,226
Southeast Missouri State University	1,935	1,436	1,505	1,458	1,411	1,392
Southwest Missouri State University	2,527	2,499	2,511	2,707	2,675	2,697
Southwest Missouri State University - West Plains	100	306	350	365	392	342
Subtotal	7,963	6,946	7,044	6,969	7,038	7,091
Statewide Liberal Arts University						
Truman State University	1,482	1,400	1,458	1,445	1,312	1,478
1890 Land-Grant University						
Lincoln University	411	534	469	427	481	597
1862 Land-Grant University						
University of Missouri-Columbia	4,193	4,174	4,113	4,383	4,607	4,631
University of Missouri-Kansas City	722	689	737	752	765	906
University of Missouri-Rolla	1,403	674	693	788	871	839
University of Missouri-St. Louis	1,092	498	516	426	466	399
Subtotal	9,303	7,969	7,966	8,221	8,502	8,850
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL						
Community Colleges						
Crowder College	282	243	268	366	600	579
East Central College	358	363	488	572	544	530
Jefferson College	494	788	778	818	836	846
Metro Community College - Blue River	N/A	173	191	203	259	229
Metro Community College - Business and Technology	N/A	N/A	N/A	11	28	21
Metro Community College - Longview	622	490	371	606	433	457
Metro Community College - Maple Woods	266	430	442	470	392	396
Metro Community College - Penn Valley	300	256	268	259	220	259
Mineral Area College	316	420	515	585	551	549
Moberly Area Community College	232	478	536	653	740	387
North Central Missouri College	123	290	281	286	296	299
Ozarks Technical Community College	N/A	843	1,358	1,406	1,530	1,431
St. Charles County Community College	N/A	381	548	851	1,129	1,133
St. Louis Community College at Florissant Valley	1,039	489	653	761	777	727
St. Louis Community College at Forest Park	541	379	426	580	517	517
St. Louis Community College at Meramec	1,263	675	842	898	1,151	1,287
State Fair Community College	268	604	629	603	662	530
Three Rivers Community College	264	347	430	347	539	463
Subtotal	6,368	7,649	9,024	10,275	11,204	10,640
State Technical College						
Linn State Technical College	N/A	337	373	416	362	317
Public Institution Total	25,555	24,676	26,394	27,657	28,723	28,794

Participation Rates:

Historical Trend in First-Time, Full Time Equivalent (FTE) Enrollment at Public Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges						
Harris-Stowe State College	946	1,035	1,051	1,022	967	1,063
Missouri Southern State College	3,174	4,322	4,412	4,367	4,080	4,044
Missouri Western State College	3,284	4,038	4,093	4,134	3,933	3,996
Subtotal	7,404	9,395	9,556	9,523	8,980	9,103
Regional Universities						
Central Missouri State University	9,234	8,515	8,455	8,312	8,264	8,128
Northwest Missouri State University	4,380	5,295	5,362	5,296	5,209	5,017
Southeast Missouri State University	8,187	6,764	7,041	7,331	7,434	7,391
Southwest Missouri State University	11,462	14,112	14,396	14,632	14,930	15,181
Southwest Missouri State University - West Plains	315	924	1,046	1,104	1,114	1,072
Subtotal	33,578	35,610	36,300	36,675	36,951	36,789
Statewide Liberal Arts University						
Truman State University	6,233	5,819	5,721	5,677	5,535	5,689
1890 Land-Grant University						
Lincoln University	2,070	2,384	2,416	2,245	2,254	2,370
1862 Land-Grant University						
University of Missouri-Columbia	22,313	19,947	20,233	21,807	22,557	22,942
University of Missouri-Kansas City	7,985	8,092	8,333	9,006	9,286	9,608
University of Missouri-Rolla	6,684	3,996	4,148	4,483	4,606	4,594
University of Missouri-St. Louis	8,205	9,006	8,962	9,217	9,226	9,164
Subtotal	53,490	49,244	49,813	52,435	53,464	54,367
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL						
Community Colleges						
Crowder College	812	1,107	1,290	1,532	1,730	1,766
East Central College	1,353	1,868	1,932	1,934	1,994	2,066
Jefferson College	1,628	2,506	2,597	2,667	2,740	2,837
Metro Community College - Blue River	N/A	1,196	1,237	1,256	1,435	1,401
Metro Community College - Business and Technology	N/A	N/A	N/A	255	214	186
Metro Community College - Longview	2,506	3,236	3,334	3,331	5,361	3,410
Metro Community College - Maple Woods	1,270	2,876	2,838	2,806	2,806	2,689
Metro Community College - Penn Valley	2,878	2,277	2,422	2,585	2,553	2,793
Mineral Area College	993	1,786	1,951	2,127	2,067	1,974
Moberly Area Community College	662	1,761	2,017	2,266	2,328	2,395
North Central Missouri College	367	870	853	912	963	909
Ozarks Technical Community College	N/A	3,715	4,616	5,098	5,635	5,901
St. Charles County Community College	N/A	3,172	3,609	3,961	4,169	4,318
St. Louis Community College at Florissant Valley	5,636	3,638	3,823	4,151	4,103	3,933
St. Louis Community College at Forest Park	3,993	3,492	3,661	4,192	4,280	4,094
St. Louis Community College at Meramec	5,924	7,060	7,101	7,415	7,550	7,321
State Fair Community College	1,040	1,881	2,096	2,130	2,215	2,007
Three Rivers Community College	1,045	1,632	1,807	1,785	2,084	2,204
Subtotal	30,107	44,073	47,184	50,403	54,227	52,204
State Technical College						
Linn State Technical College	N/A	753	803	860	867	854
Public Institution Total	124,579	139,075	143,656	149,896	154,489	153,317

Appendix D

Participation Rates:

Total Headcount Enrollment at Private Not-for-Profit (Independent) Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges and Universities						
Avila University	1,974	1,412	1,644	1,746	1,783	2,104
Central Methodist College	671	1,231	1,279	1,361	1,963	2,094
College of the Ozarks	1,560	1,404	1,395	1,345	1,348	1,348
Columbia College	2,225	7,948	8,564	8,957	10,146	11,011
Culver-Stockton College	644	821	821	828	835	855
Drury University	2,805	4,370	4,243	4,430	4,583	4,758
Evangel University	1,886	1,538	1,570	1,755	1,847	1,967
Fontbonne University	882	2,060	2,192	2,344	2,542	2,827
Hannibal-LaGrange College	434	1,104	1,099	1,117	1,128	1,067
Lindenwood University	1,916	6,056	6,446	6,940	7,838	8,615
Maryville University	1,688	3,055	3,162	3,265	3,301	3,140
Missouri Baptist University	438	2,806	3,105	3,191	3,656	4,058
Missouri Valley College	482	1,549	1,577	1,600	1,625	1,641
Park University	3,037	9,224	9,482	10,123	11,868	12,548
Rockhurst University	3,299	2,727	2,730	2,870	2,765	2,764
Saint Louis University	9,324	13,873	13,522	14,004	14,386	14,549
Southwest Baptist University	1,510	3,593	3,564	3,536	3,552	3,375
Stephens College	1,262	771	669	652	647	705
Washington University	10,855	12,118	12,187	12,767	13,020	13,380
Webster University	5,197	13,783	15,402	17,442	18,740	19,038
Westminster College	714	679	770	785	821	861
William Jewell College	1,746	1,442	1,369	1,430	1,274	1,310
William Woods University	838	1,479	1,659	1,813	2,173	2,191
Subtotal	55,387	95,043	98,451	104,301	111,841	116,206
Two-Year Colleges						
Cottey College	N/A	311	326	305	289	270
Wentworth Military Academy and Junior College	232	292	312	325	583	619
Subtotal	232	603	638	630	872	889
Independent Institution Total	55,619	95,646	99,089	104,931	112,713	117,095
STATE TOTAL	226,452	297,467	305,808	319,340	328,933	331,669

Participation Rates:

Historical Trend Freshmen Headcount at Private Not-for-Profit (Independent) Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges and Universities						
Avila University	141	166	156	129	152	132
Central Methodist College	193	219	244	233	223	185
College of the Ozarks	327	287	272	267	253	268
Columbia College	296	147	149	137	141	166
Culver-Stockton College	224	214	199	224	219	182
Drury University	242	414	422	476	496	440
Evangel University	344	453	402	442	440	423
Fontbonne University	134	164	154	183	194	190
Hannibal-LaGrange College	100	143	165	170	154	166
Lindenwood University	328	780	567	674	781	917
Maryville University	135	231	247	280	318	313
Missouri Baptist University	41	161	170	150	194	211
Missouri Valley College	175	430	408	426	401	376
Park University	89	148	132	149	94	116
Rockhurst University	347	270	295	213	244	305
Saint Louis University	707	1,405	1,330	1,409	1,377	1,456
Southwest Baptist University	405	455	475	281	309	304
Stephens College	375	134	128	122	139	157
Washington University	1,071	1,398	1,264	1,330	1,349	1,440
Webster University	173	416	388	381	419	452
Westminster College	224	173	248	207	240	231
William Jewell College	363	302	242	342	357	286
William Woods University	241	152	207	241	203	195
Subtotal	6,675	8,662	8,264	8,466	8,697	8,911
Two-Year Colleges						
Cottey College	N/A	158	179	155	150	146
Wentworth Military Academy and Junior College	106	62	45	78	54	43
Subtotal	106	220	224	233	204	189
Independent Institution Total	6,781	8,882	8,488	8,699	8,901	9,100
STATE TOTAL	32,336	33,558	34,882	36,356	37,624	37,894

Participation Rates:

Historical Trend in First-Time, Full Time Equivalent (FTE) Enrollment at Private Not-for-Profit (Independent) Institutions

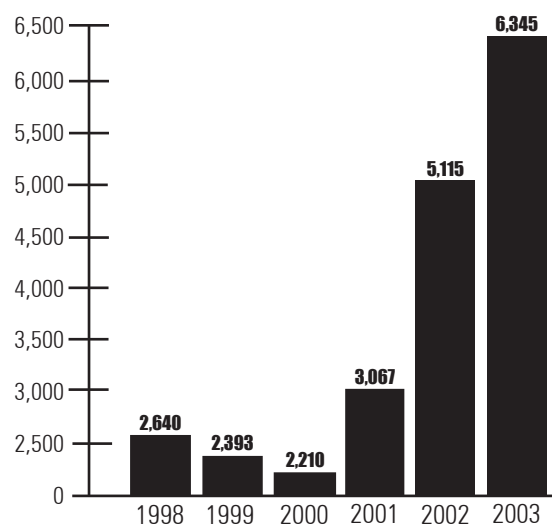
Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges and Universities						
Avila University	1,326	1,021	1,143	1,205	1,252	1,341
Central Methodist College	651	1,098	1,147	1,050	1,193	1,446
College of the Ozarks	1,246	1,422	1,433	1,395	1,432	1,565
Columbia College	1,105	5,236	5,793	5,994	6,787	7,318
Culver-Stockton College	597	810	802	815	825	851
Drury University	1,774	2,989	3,098	3,211	3,345	3,457
Evangel University	1,808	1,499	1,499	1,671	1,773	1,841
Fontbonne University	717	1,580	1,701	1,740	1,938	2,178
Hannibal-LaGrange College	345	841	861	891	873	889
Lindenwood University	1,069	4,855	5,020	4,994	6,053	6,873
Maryville University	1,174	2,106	2,209	2,318	2,374	2,490
Missouri Baptist University	288	1,586	1,792	1,815	2,079	2,310
Missouri Valley College	456	1,428	1,431	1,482	1,496	1,512
Park University	1,344	3,396	3,561	3,967	4,586	4,650
Rockhurst University	2,125	1,968	1,922	1,941	1,916	1,937
Saint Louis University	7,232	9,743	9,686	10,301	10,592	10,701
Southwest Baptist University	1,451	2,582	2,553	2,547	2,556	2,526
Stephens College	1,241	630	576	567	551	590
Washington University	8,696	10,596	10,649	10,869	11,313	11,351
Webster University	2,211	8,027	9,242	10,559	11,351	11,487
Westminster College	694	671	757	775	847	843
William Jewell College	1,549	1,240	1,176	1,235	1,247	1,275
William Woods University	803	1,406	1,115	1,848	1,528	1,596
Subtotal	39,902	66,730	69,166	73,190	77,907	81,027
Two-Year Colleges						
Cottey College	N/A	316	330	315	305	287
Wentworth Military Academy and Junior College	205	196	200	211	328	341
Subtotal	205	512	530	526	633	628
Independent Institution Total	40,107	67,242	69,696	73,716	78,540	81,655
STATE TOTAL	164,686	206,317	213,352	223,612	231,029	234,972

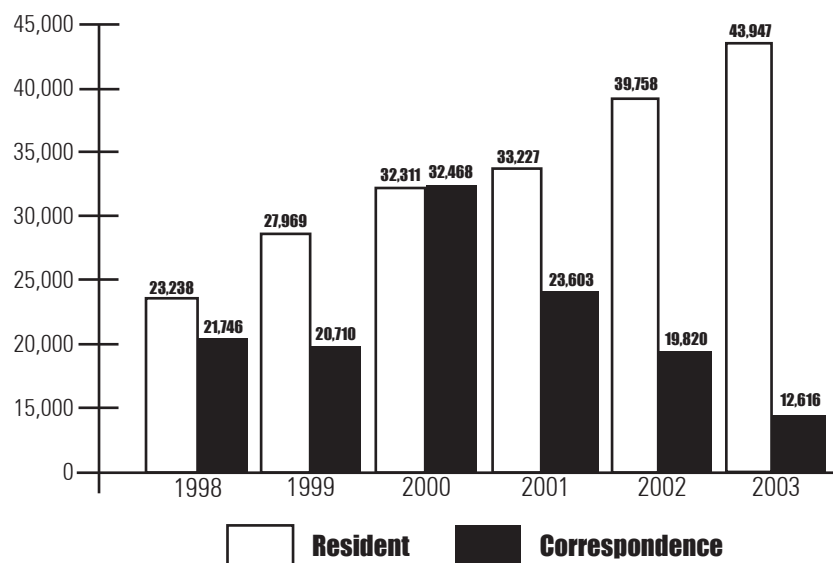
Appendix E

Proprietary School Enrollment

Non-Missouri Degree-Granting Schools



Missouri Private Career Schools



Appendix F

ACADEMIC PROGRAM ACTIONS Fiscal Year 2004 Summary Organized by Type of Program Action

I. Programs Discontinued (Total Category Count = 11)

Certificates (Count = 6)

C0, Agricultural – Farm Business Management (12-03) **SMSU-WP**
C0, Child Care Assistant (12-03) **SMSU-WP**
C0, Computer Software Applications, Introduction (12-03) **SMSU-WP**
C0, Office Administration I (12-03) **SMSU-WP**
C0, Office Administration II (12-03) **SMSU-WP**
C0, Administrative Support Assistant (10-04) **MCC**

Associates (Count = 3)

AAS, Paralegal Studies (12-03) **SMSU-WP**
AAS, Electrical Technology (4-04) **LSTC**
AAS, Office Management (10-04) **MCC**

Baccalaureate (Count = 0)

Graduate (Count = 2)

MA, Health and Exercise Sciences (12-03) **UMC**
PhD, Health and Exercise Sciences (12-03) **UMC**

II. Programs Placed on Inactive Status (Total Category Count = 16)

Certificates (Count = 7)

C0, Travel and Tourism (10-03) **MCC**
C1, Travel and Tourism (10-03) **MCC**
C1, Construction Technology (4-04) **NCMC**
C1, Administrative Support Specialist (10-04) **MCC**
C1, Office Management (10-04) **MCC**
C1, Information/Word Processing (10-04) **MCC**
C1, Clerical Science (10-04) **MCC**

Associates (Count = 6)

AAS, Travel and Tourism (10-03) **MCC**
AAS, Environmental Technology (4-04) **NCMC**
AAS, Construction Technology (4-04) **NCMC**
AAS, Administrative Assistant (10-04) **MCC**
AAS, Information/Word Processing (10-04) **MCC**
ASN, Nursing (Delivered at Branson) (12-03) **SMSU-WP**

Baccalaureate (Count = 2)BS, Aerospace Manufacturing Technology (10-03) **CMSU**BS, Hospitality and Tourism Management, 2+2 Program (6-04) **HSSC****Graduate (Count = 1)**MA, History (10-03) **TSU****III. New Programs Not Approved**

None

IV. Approved Changes in Academic Programs (Total Category Count = 128)

(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, and/or Programs Combined)

Certificates (Count = 9)C1, Mechanical Drafting **SMSU-WP**C1, Industrial Supervision **SMSU-WP**C1, Industrial Technology (2-04) **Crowder**C1, Telecommunications Engineering Technology (4-04) **LSTC**C1, Telecommunications Technology (4-04) **LSTC**C1, Industrial Electricity with option in Industrial Wiring (4-04) **LSTC**C1, Industrial Supervision (06-04) **SMSU-WP**GRCT, Human Resources Management (10-03) **UMSL**GRCT, Program Evaluation and Assessment **UMSL****Associates (Count = 29)**AAS, Networking Systems Technology (6-04) **LSTC**AAS, Emergency Medical Technician – Paramedic (10-03) **OTCC**AAS, Graphic Communications (10-03) **SLCC**AAS, Industrial Technology (add option) (10-03) **SMSU-WP**AAS, Industrial Technology (add certificates) (10-03) **SMSU-WP**AAS, Computer and Networks (12-03) **OTCC**AAS, Hospitality Management (12-03) **OTCC**AAS, Industrial Technology (option deletions) (12-03) **SMSU-WP**AAS, Industrial Technology (2-04) **Crowder**AAS, Drafting and Design Technology (2-04) **MCC**AAS, Telecommunications Technology (4-04) **LSTC**AAS, Industrial Electricity (4-04) **LSTC**AAS, Computer Information Systems – Networking (4-04) **SFCC**AAS, Computer Information Systems – Programming (4-04) **SFCC**AAS, Industrial Maintenance Technology (4-04) **SFCC**AAS, Industrial Electronics Technology (4-04) **SFCC**AAS, Mid-Management (4-04) **SFCC**AAS, Medical Assistant (6-04) **NCMC**AAS, Agriculture (6-04) **MWSC**

AAS, Industrial Technology (6-04) **SMSU-WP**
 AAS, Business (6-04) **SMSU-WP**
 AAS, Computer Programming (10-04) **LSTC**
 AAS, Business Office (10-04) **MACC**
 AAS, Computer Information Systems (10-04) **MACC**
 AAS, Medical Assistant (6-04) **NCMC**
 AAS, Medical Assistant (6-04) **NCMC**
 AAS, Medical Assistant (6-04) **NCMC**
 AAS, Agriculture (6-04) **NCMC**
 AAS, Management (6-04) **MCC**

Baccalaureate (Count = 49)

BHS, Radiologic Sciences (6-04) **UMC**
 BS, Information Sciences and Computer Technology (6-04) **HSSC**
 BSED, Special Education (10-03) **UMC**
 BSED, Physical Education (10-03) **UMSL**
 BSED, Special Education (10-03) **UMC**
 BS, Mining Engineering (10-03) **UMR**
 BS, Civil Engineering (10-03) **UMR**
 BSED, Physical Education (10-03) **UMSL**
 BSED, Physical Education (10-03) **UMSL**
 BFA, Studio Art (10-03) **UMSL**
 BS, Applied Mathematics (10-03) **UMSL**
 BSEE, Electrical Engineering (12-03) **UMKC**
 BS, Biology, with option (12-03) **UMKC**
 BS, Computer Science (12-03) **UMKC**
 BA, English (12-03) **UMKC**
 BS, Broadcasting and Film (2-04) **CMSU**
 BSE, Secondary Education (2-04) **MSSU-Joplin**
 BS, Computer Information Science (2-04) **MSSU-Joplin**
 BS, Criminal Justice Administration (2-04) **MSSU-Joplin**
 BS, Manufacturing Engineering Technology (2-04) **SEMO**
 BS, Soil and Atmospheric Sciences (2-04) **UMC**
 BS, Mathematics (2-04) **UMC**
 BSHES, Human Development and Family Studies (2-04) **UMC**
 BA, Interdisciplinary (2-04) **UMC**
 BA, Geography (2-04) **UMC**
 BA, Classics (2-04) **UMC**
 BFS, Forestry (2-04) **UMC**
 BS, Agricultural Education (2-04) **UMC**
 BSHES, Consumer and Family Economics (2-04) **UMC**
 BSCE, Chemical Engineering (2-04) **UMC**
 BS, Parks, Recreation, and Tourism (2-04) **UMC**
 BA, Theatre (2-04) **UMC**
 BS, Plant Sciences (2-04) **UMC**
 BSBA, Business Administration (2-04) **UMC**
 BS/BA, Economics (4-04) **MWSC**
 BS, Natural Science – Chemistry (4-04) **MWSC**

BS, Recreation Administration (4-04) **MWSC**
 BS, Agricultural Economics (4-04) **UMC**
 BS, General Agriculture (4-04) **UMC**
 BES, Educational Studies (4-04) **UMC**
 BSED, Elementary Education (4-04) **UMC**
 BSED, Secondary Education (4-04) **UMC**
 BS, Petroleum Engineering (4-04) **UMR**
 BS, Recreation Sport Management (6-04) **MWSC**
 BS, Soil and Atmospheric Sciences (6-04) **UMC**
 BA, Interdisciplinary (6-04) **UMC**
 BA, Theatre (6-04) **UMC**
 BSHES, Environmental Design (6-04) **UMC**
 BS, Information Science and Technology (6-04) **UMR**

Graduate (Count = 41)

MED, Counseling (10-03) **UMSL**
 MS, School Counseling (10-03) **CMSU**
 PhD, Computer Engineering and Computer Science (10-03) **UMC**
 PhD, Electrical Engineering (10-03) **UMC**
 MED, Counseling (10-03) **UMSL**
 MACC, Accounting (10-03) **UMSL**
 MBA, Business Administration (10-03) **UMSL**
 MSN, Nursing (10-03) **UMSL**
 MPA, Public Administration (12-03) **UMC**
 MED, Career and Technical Education (12-03) **UMC**
 EDSP, Career and Technical Education (12-03) **UMC**
 PhD, Career and Technical Education (12-03) **UMC**
 EDD, Career and Technical Education (12-03) **UMC**
 MA, Curriculum and Instruction (12-03) **UMC**
 MA, Special Education (12-03) **UMC**
 EDSP, Curriculum and Instruction (12-03) **UMC**
 EDD, Curriculum and Instruction (12-03) **UMC**
 EDD, Special Education (12-03) **UMC**
 MS, Cellular and Molecular Biology (12-03) **UMKC**
 MS, Computer Science (12-03) **UMKC**
 MA, English (12-03) **UMKC**
 MS, Resource Planning (2-04) **SMSU**
 MSED, Secondary Education (2-04) **SMSU**
 MA, Statistics (2-04) **UMC**
 MBA, Business Administration (4-04) **SEMO**
 MS, Consumer and Family Economics (4-04) **UMC**
 MS, Urban Environmental Geology (4-04) **UMKC**
 MS, Information Science and Technology (4-04) **UMR**
 PhD, Education (4-04) **UMSL**
 PhD, Human Environmental Studies (6-04) **UMC**
 MS, Health Informatics (6-04) **UMC**
 MA, Environmental Design (6-04) **UMC**

MS, Environmental Design (6-04) **UMC**
MBA, Business Administration (6-04) **UMKC**
EDSP, Curriculum and Instruction (6-04) **UMKC**
MA, Curriculum and Instruction (6-04) **UMKC**
MS, Informatics (10-04) **UMC**
MS, Civil Engineering (10-03) **UMR**
PhD, Civil Engineering (10-03) **UMR**
MS, Soil and Atmospheric Sciences (6-04) **UMC**
PhD, Soil and Atmospheric Sciences (6-04) **UMC**

V. Received and Reviewed Changes in Programs (Independent Colleges and Universities) (Total Category Count = 4)
(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, and/or Programs Combined)

Certificates (Count = 0)

Associates (Count = 0)

Baccalaureate (Count = 4)

BA Business Administration (4-04) **Westminster College**
BA, English (4-04) **Westminster College**
BA, Psychology (4-04) **Westminster College**
BFA, Bachelor of Fine Arts (12-03) **KC-Art Institute**

Graduate (Count = 0)

VI. Program Changes Requested and Not Approved

None

VII. Programs Withdrawn

None

VIII. New Programs Approved (Total Category Count = 20)

Certificates (Counted as program changes)

Associates (Count = 2)

AAS, Fire Science Technology (4-04) **SFCC**
AAS, Dental Assisting (6-04) **OTCC**

Baccalaureate (Count = 12)

BS, Athletic Training (10-03) **CMSU**
BS, Applied Science in Technology (10-03) **LU**

BA, Sociology (10-03) **UMSL**
 BS, Sociology (10-03) **UMSL**
 BS, Biochemistry and Biotechnology (2-04) **UMSL**
 BS, Health Science, with four options (4-04) **MSSU-Joplin**
 BS, Biochemistry (4-04) **MSSU-Joplin**
 BS, Political Science (4-04) **MSSU-Joplin**
 BA, Interdisciplinary Studies (4-04) **TSU**
 BS, Interdisciplinary Studies (4-04) **TSU**
 BS, Biotechnology (6-04) **MWSC**
 BS, Wildlife Conservation and Management (6-04) **MWSC**

Graduate (Count = 6)

MSE, Teaching: Early Childhood Education (2-04) **NWMSU & MSSU-Joplin**
 MSE, Teaching: Instructional Technology (2-04) **NWMSU & MSSU-Joplin**
 MS, Biomaterials (2-04) **UMR**
 ME, Geotechnics (2-04) **UMR**
 MS, Biochemistry and Biotechnology (2-04) **UMSL**
 MS, Recreation (4-04) **NWMSU**

Off-Site Programs Approved (Total Category Count = 12)

Certificates (Counted as program changes)

Associates (Count = 8)

AAS, Diversified Technology (6-04) **TRCC**
 (Delivered at Three Rivers Community College, Sikeston Higher Education Center, Bootheel Education Center, Kennett Higher Education Center, and SEMO campus)
 AA, General Studies (4-04) **ECC**
 (Delivered at the Rolla Technical Center in Rolla)
 AS, Pre-Engineering (4-04) **ECC**
 (Delivered at the Rolla Technical Center in Rolla)
 AA, Associate of Arts (6-04) **MACC**
 (Delivered at the Northeast Technical Center in Edina)
 AAS, Manufacturing Technology (6-04) **NCMC**
 (Delivered at the Northwest Technical School in Maryville)
 AA, Associate of Arts (10-03) **MACC**
 (Delivered in Hannibal)
 AS, Nursing (10-03) **SMSU-WP**
 (Delivered in Branson)
 AAS, General Agriculture (12-03) **SMSU-WP**
 (Delivered at Mountain Grove campus and via ITV methods)

Baccalaureate (Count = 2)

BS, Industrial Technology (2-04) **SEMO**

(Plus two program delivered at Mineral Area College, Three Rivers Community College, East Central College, St. Louis Community College-Meramec, Sikeston Area Higher Education Center, Crisp Bootheel Education Center, Kennett Area Higher Education Center, and Perryville Area Higher Education Center)

BSW, Social Work (10-03) **UMSL**

(Both are completion programs to be delivered at Mineral Area College)

Graduate (Count = 2)

MS, Applied Computer Science (6-04) **NWMSU**

EDSP, Educational Administration (6-04) **NWMSU**

IX. New Programs Received and Reviewed (Independent Colleges and Universities) (Total Category Count = 11)**Certificates (Counted as program changes)****Associates (Count = 0)****Baccalaureate (Count = 6)**

BS, Biochemistry (6-04) **Rockhurst University**

BS, Bioinformatics (6-04) **Rockhurst University**

BA, Environmental Science (6-04) **Westminster College**

BS, Advertising (10-03) **Fontbonne University**

BS, Sports Management (10-03) **Fontbonne University**

BA, American Studies (4-04) **Lindenwood University**

Graduate (Count = 5)

ME, Secondary Teaching (2-04) **Evangel University**

ME, Educational Leadership (2-04) **Evangel University**

MA, Family and Consumer Sciences (10-03) **Fontbonne University**

MA, Christian Ministry (12-03) **MO-Baptist University**

MBA, Business Administration (12-03) **MO-Baptist University**

(Delivered on-campus and at Franklin County, Troy-Wentzville, and Jefferson County sites)

Off-Site Programs Received and Reviewed (Independent Colleges and Universities) (Total Category Count = 1)**Certificates (Counted as program changes)****Associates (Count = 0)****Baccalaureate (Count = 1)**

BA, Hospitality Services Management (12-03) **Lindenwood University**

(2+2 with St. Louis Community College at Forest Park)

Graduate (Count = 0)

Missouri Coordinating Board for Higher Education – FY 2004

Lowell C. Kruse, Chair

St. Joseph

Diana M. Bourisaw, Ph.D.

Imperial

Marie Carmichael

Springfield

Dudley Grove*

St. Louis

Sandra D. Kauffman*

Kansas City

Robert L. Langdon**

Lexington

Kathryn Swan***

Cape Girardeau

Earl Wilson, Jr.

St. Louis

Mary Joan Wood*

Cairo

*Gregory Upchurch replaced Dudley Grove in January 2005; Jeanne Patterson replaced Sandra D. Kauffman in March 2005; Martha Boswell replaced Mary Joan Wood in March 2005.

**Resigned in February 2005.

***Reappointed in January 2005.

*When you do the common things
in life in an uncommon way,
you will command the
attention of the world.*

—George Washington Carver



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AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri Higher Education 2005 Report Card
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

In 1992, the Coordinating Board for Higher Education adopted the public policy initiatives and goals recommended to it by the Task Force on Critical Choices. In 1996, the initiatives and goals were reaffirmed by the board on the recommendation of the Presidential Advisory Committee. These initiatives and goals set the stage for the board's *Blueprint for Higher Education* which was adopted in 1996 and included four basic strategic themes: (1) institutional mission differentiation and mission enhancement; (2) Funding for Results; (3) postsecondary technical education; and (4) a telecommunications-based delivery system.

Background

Beginning in 1996 and continuing through 2001, MDHE staff provided the CBHE with an annual report describing the progress the state's public colleges and universities were making toward meeting these goals. This report includes an update on the progress that the higher education community is making toward the goals that were established nearly 13 years ago, and suggests that these goals be reviewed within the context of developing a new blueprint with relevant goals for Missouri higher education.

In 2002, the progress report format and organization were changed from a sequential listing of the goals and related information to providing the information on selected issues, such as preparation, resources and affordability, participation and completion, learning enhancement, quality and performance. The report was presented to the board under the title of *Striving for Excellence: A Report on Missouri's System of Higher Education*. In 2003, the board established goals for the Department of Higher Education. Baseline data for those goals was presented in April 2003 as *A Coordinated Plan for the Missouri Department of Higher Education*. In adopting these goals for the MDHE, the board did not act on the continuing status of the public policy initiatives and goals it approved in 1992.

The 2005 report card provides updated data and information regarding the status of the 1992 and 1996 reaffirmed policy initiatives and goals for Missouri higher education. The data and information for this report are organized around issues of preparation, participation, affordability, workforce development, and outcomes. As the report demonstrates, very little progress has been made in recent years with respect to certain goals related to mission differentiation, student preparation, participation, workforce development, and outcomes of higher education.

Coordinating Board for Higher Education
April 14, 2005

The public policy initiatives and goals first adopted by the Coordinating Board in 1992, as well as related data and information, have been used to assess the performance of the state's public colleges and universities in meeting their agreed-upon institutional missions, used as accountability measures for the state's system of higher education, used to develop Funding for Results (FFR) budget recommendations for the institutions, and were included in the budget recommendations for higher education. While deemed relevant and appropriate in 1992 and 1996, they have not been revisited in total, and have been only slightly revised since 1996.

In many respects, the goals are more appropriate for the role of the state's public four-year institutions than for the state's public two-year community colleges. There are too many goals and certain measures may be less appropriate for some institutions than for others.

Conclusions

Given the changes that have occurred in the enrollment and completion patterns of students, reduced state appropriations, and increased tuition and fees with no significant increases in state student financial aid funding, these goals should be revisited in total within the context of what should be continued or deleted, and what new areas of student and institutional performance and accountability should be considered in developing a new *Blueprint for Missouri Higher Education*.

Guidance for developing a new Blueprint for Missouri Higher Education, is provided in a March 2005 report, *Accountability for Better Results – A National Imperative for Higher Education*, prepared by the National Commission on Accountability in Higher Education. In that report, the commission members wrote, "In the 21st century we must do more than just provide the finest education possible to a selected few – we must provide all Americans with the skills they need to succeed in the global economy and lead satisfying, productive lives. Our people and our nation will be poorer and weaker if we fail to provide real opportunities for all Americans to fulfill their potential and succeed in higher education. Put simply – increasing the number of citizens graduating from our nation's colleges and universities is a vital national interest."

"Toward these ends, the National Commission recommends an ongoing and vigorous dialogue among business and civic leaders, public officials, and educators targeted on meeting the educational needs of the American people. Business and civic leaders must play key, foundational roles in communicating expectations and changing needs to educators and policymakers, challenging them to do what is required, and building the public support necessary for them to succeed. The Commission recommends that governors, legislators, state boards and executives of higher education:

- Create statewide data systems across all levels of education to help inform policy and budgetary decisions that will close achievement gaps and promote greater equity in allocating resources;

- Make the critical transition from high school to college a focus of accountability – colleges must help shape K-12 standards, college placement exams should be offered to high school juniors, and dual or concurrent early college programs should be encouraged;
- Recognize that significant investments and improvements in teaching at every level must be a higher priority in order to improve college preparation and student success;
- Establish goals based on broad state needs and priorities (in areas such as student participation and retention, student achievement, workforce needs, economic development, and research productivity);
- Monitor statewide and regional results, and focus policy and resources on public priorities while reducing detailed controls on institutional operations;
- Assess the learning of college-educated students statewide through professional certification and graduate school admissions exams, and other assessments administered to a sample of students;
- Coordinate state appropriations, tuition, and student assistance policies to provide adequate financial support for institutional operations and ensure higher education is affordable to low- and moderate-income students; and
- Work with institutions to improve productivity by emphasizing priorities and achieving more efficient operations.”

The commission goes on to write that “Working together, elected leaders and statewide boards should focus accountability on identifying and meeting broad public priorities such as the rate of successful participation in higher education, equity in educational opportunity, and the relevance and effectiveness of instruction and research. This statewide perspective is essential, because the aggregation of institutional needs and aspirations will not necessarily reflect public needs and priorities. Progress toward state goals should be monitored and publicly reported to inform policy debates and assure state policies, funding priorities, and institutional practices are designed and refined to achieve broad public objectives.”

With regard to accountability of higher education institutions, the commission writes that “The problem is not the absence of accountability or the amount of accountability. Our colleges and universities are accountable to the student market, to trustees, to private financial supporters, to accreditors, and to the states and federal government. The problem is a failure to develop and implement accountability approaches that help improve performance in a complex, decentralized system of higher education.” As new or different goals and performance/accountability measures may be established for a new *Blueprint for Missouri Higher Education*, it is important to keep in mind this statement by the commission.

STATUTORY REFERENCE

Section 173.005.2 (7), RSMo

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Missouri Higher Education 2005 Report Card

Missouri Higher Education 2005 Report Card

Missouri Department of Higher Education
April 2005

Executive Summary
Missouri Higher Education 2005 Report Card
April 14, 2005

In 1992, the Coordinating Board for Higher Education adopted the public policy initiatives and goals recommended to it by the Task Force on Critical Choices. In 1996, the initiatives and goals were reaffirmed by the board on the recommendation of the Presidential Advisory Committee. These initiatives and goals set the stage for the board's *Blueprint for Higher Education* which was adopted in 1996 and included four basic strategic themes: (1) institutional mission differentiation and mission enhancement; (2) Funding for Results; (3) postsecondary technical education; and (4) a telecommunications-based delivery system.

Beginning in 1996 and continuing through 2001, MDHE staff provided the CBHE with an annual report describing the progress the state's public colleges and universities were making toward meeting these goals. This report includes an update on the progress that the higher education community is making toward the goals that were established nearly 13 years ago, and suggests that these goals be reviewed within the context of developing a new blueprint with relevant goals for Missouri higher education.

In 2002, the progress report format and organization were changed from a sequential listing of the goals and related information to providing the information on selected issues, such as preparation, resources and affordability, participation and completion, learning enhancement, quality and performance. The report was presented to the board under the title of *Striving for Excellence: A Report on Missouri's System of Higher Education*. In 2003, the board established goals for the Department of Higher Education. Baseline data for those goals was presented in April 2003 as *A Coordinated Plan for the Missouri Department of Higher Education*. In adopting these goals for the MDHE, the board did not act on the continuing status of the public policy initiatives and goals it approved in 1992.

The 2005 report card provides updated data and information regarding the status of the 1992 and 1996 reaffirmed policy initiatives and goals for Missouri higher education. The data and information for this report are organized around issues of preparation, participation, affordability, workforce development, and outcomes. As the report demonstrates, very little progress has been made in recent years with respect to certain goals related to mission differentiation, student preparation, participation, workforce development, and outcomes of higher education.

The public policy initiatives and goals first adopted by the Coordinating Board in 1992, as well as related data and information, have been used to assess the performance of the state's public colleges and universities in meeting their agreed-upon institutional missions, used as accountability measures for the state's system of higher education, used to develop Funding for Results (FFR) budget recommendations for the institutions, and were included in the budget recommendations for higher education. While deemed relevant and appropriate in 1992 and 1996, they have not been revisited in total, and have been only slightly revised since 1996.

In many respects, the goals are more appropriate for the role of the state's public four-year institutions than for the state's public two-year community colleges. There are too many goals and certain measures may be less appropriate for some institutions than for others.

Given the realities of changes that have occurred in the enrollment and completion patterns of students, reduced state appropriations, and increased tuition and fees with no significant increases in state student financial aid funding, these goals should be revisited in total within the context of what should be continued or deleted, and what new areas of student and institutional performance and accountability should be considered in developing a new *Blueprint for Missouri Higher Education*.

Guidance for developing a new Blueprint for Missouri Higher Education, is provided in a March 2005 report, *Accountability for Better Results – A National Imperative for Higher Education*, prepared by the National Commission on Accountability in Higher Education. In that report, the commission members wrote, "In the 21st century we must do more than just provide the finest education possible to a selected few – we must provide all Americans with the skills they need to succeed in the global economy and lead satisfying, productive lives. Our people and our nation will be poorer and weaker if we fail to provide real opportunities for all Americans to fulfill their potential and succeed in higher education. Put simply – increasing the number of citizens graduating from our nation's colleges and universities is a vital national interest."

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- Create statewide data systems across all levels of education to help inform policy and budgetary decisions that will close achievement gaps and promote greater equity in allocating resources;
- Make the critical transition from high school to college a focus of accountability – colleges must help shape K-12 standards, college placement exams should be offered to high school juniors, and dual or concurrent early college programs should be encouraged;
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The commission goes on to write that “Working together, elected leaders and statewide boards should focus accountability on identifying and meeting broad public priorities such as the rate of successful participation in higher education, equity in educational opportunity, and the relevance and effectiveness of instruction and research. This statewide perspective is essential, because the aggregation of institutional needs and aspirations will not necessarily reflect public needs and priorities. Progress toward state goals should be monitored and publicly reported to inform policy debates and assure state policies, funding priorities, and institutional practices are designed and refined to achieve broad public objectives.”

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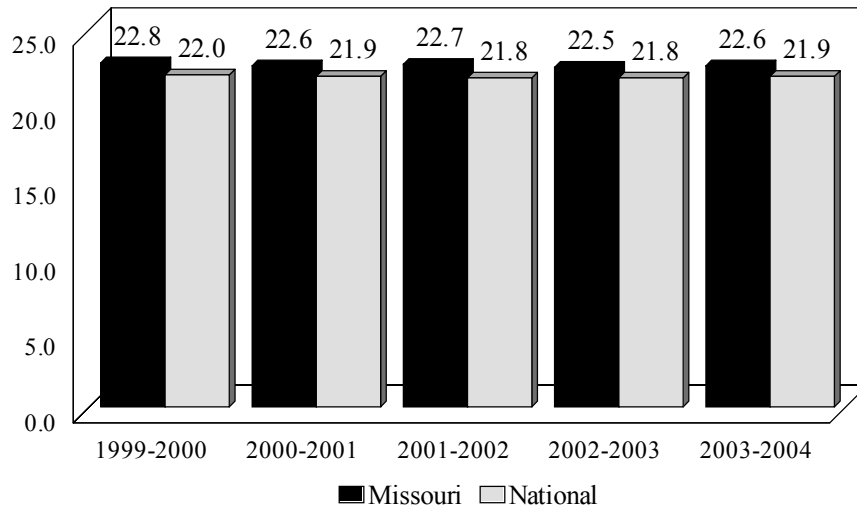
Preparation

Relevant Goals:

Goal 1: Beginning with the fall 1996 semester, all first-time, full-time degree-seeking freshmen who enroll at Missouri's public four-year institutions will have completed the Coordinating Board's recommended 16-unit high school core curriculum.

Goal 2: While all Missouri colleges and universities will provide appropriate instructional and student support services, no public four-year institution which is highly selective or selective will offer formal remedial coursework.

Average ACT Composite Scores of Students Taking the ACT Core Curriculum

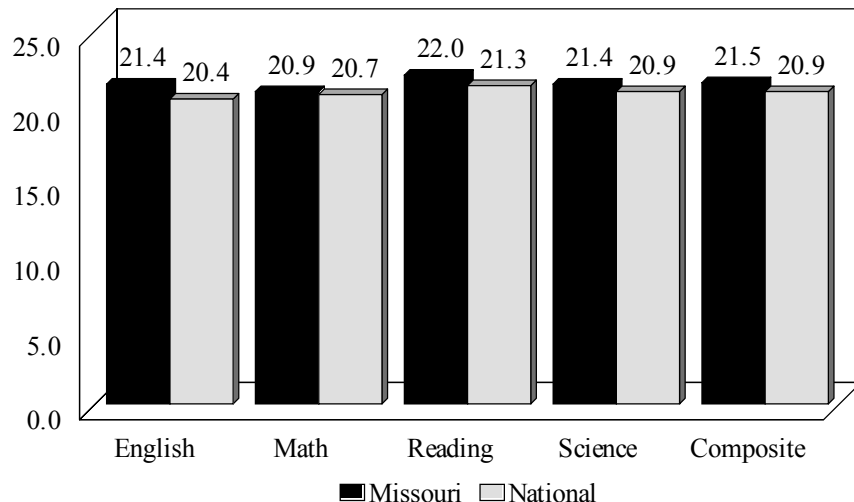


Source: ACT High School Profile Report, High School Graduating Class of 2004

Average ACT scores have remained consistently higher than the national average for Missouri students who reported they completed or planned to complete the recommended ACT core curriculum.

The ACT core curriculum is defined as four years or more of English, three years or more of mathematics, three years or more of social sciences, and three years or more of natural sciences.

Average ACT Subscale Scores



Source: ACT High School Profile Report, High School Graduating Class of 2004

Missouri students also score above the national average in all core subject areas identified by ACT.

Less than half of Missouri's 8th grade students score at or above "proficient" on the National Assessment of Educational Progress (NAEP) examinations in math (22 percent), reading (29 percent), science (36 percent), and writing (17 percent). Twenty-two percent of Missouri's 8th graders took algebra, less than the national average of 30 percent.¹

During high school, Missouri students take upper level coursework at a level slightly below the national average in each subject. Slightly more than half (51 percent) of the state's 9th graders take at least one upper-level course in mathematics, compared to 57 percent nationally. About one-third (31 percent) of 9th graders in Missouri take at least one upper level science course, slightly less than the national average of 39 percent.²

A new report from ACT, *Crisis at the Core: Preparing All Students for College and Work*, offers that "core" is no longer a guarantee of college success and urges strengthening the core and earlier identification of students needing additional educational assistance prior to high school to better prepare them for a more rigorous high school curriculum.³

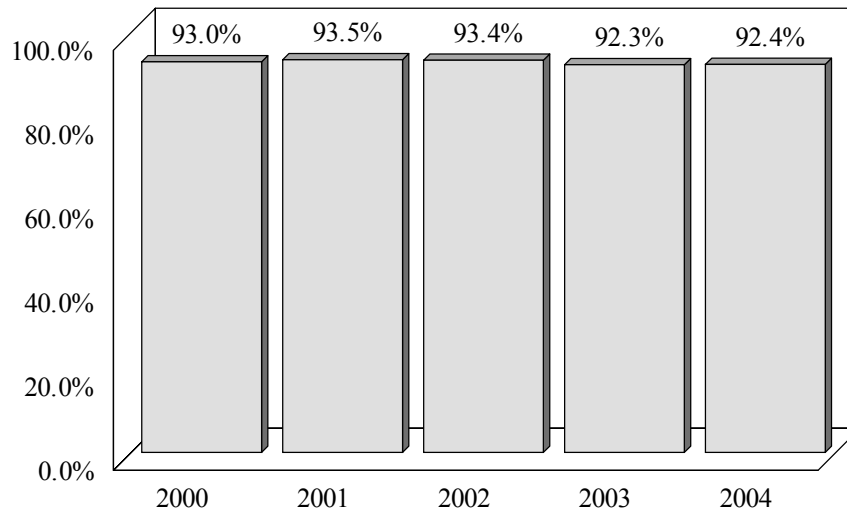
The Missouri Department of Higher Education (MDHE) Early Awareness and Outreach initiative and Coordinating Board for Higher Education (CBHE) discussions with the State Board of Education (SBE) should address issues of both rigor and relevance of the high school curriculum.

¹ Measuring Up 2002

² Ibid.

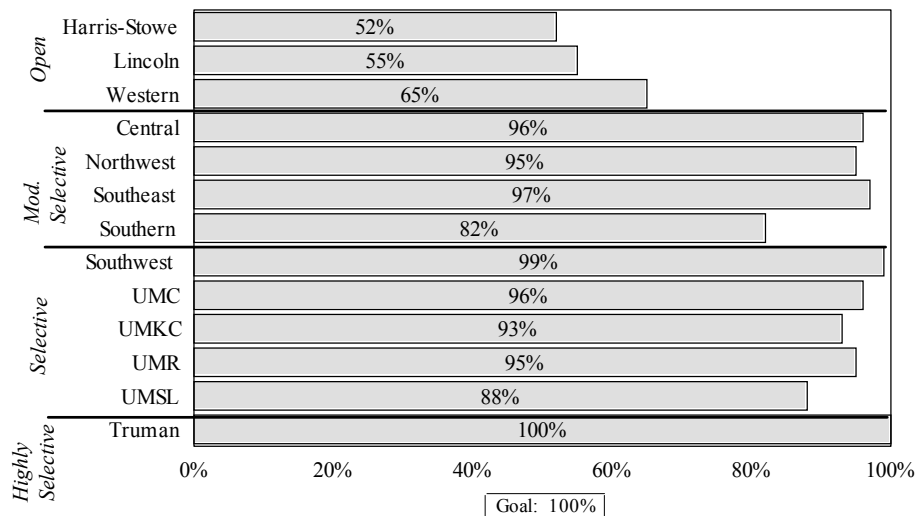
³ "College Readiness Crisis Spurs Call for Change by ACT in Nation's Core High School Curriculum," October 14, 2004

Missouri First-time, Full-time Degree-seeking Freshmen
at Missouri Public Four-year Institutions Who Reported
Taking the CBHE-Recommended High School Core Curriculum



Source: Enhanced Missouri Student Achievement Study

Missouri First-time, Full-time Degree-seeking Freshmen
Who Reported Taking the CBHE-Recommended Core Curriculum
at a Missouri Public Four-year Institution, Fall 2004



Source: Enhanced Missouri Student Achievement Study

In December 1992, the Coordinating Board for Higher Education adopted a 16-unit high school core curriculum as an entrance standard for Missouri's public four-year institutions and set 100 percent completion as its target goal. Since that time, Truman State University has met the goal, and several other institutions have nearly reached it.

Percent of First-time, Full-time Degree-seeking Freshmen Enrolled in Remedial Courses at Missouri Public Four-year Institutions, Fall 2004

		FTFTDS Freshmen	% Enrolled in Remedial Math	% Enrolled in Remedial English	% Enrolled in Remedial Reading
Open	Hamis-Stowe	181	15.5%	0%	21.5%
	Lincoln	593	47.6%	33.6%	0%
	Western	1,020	64.3%	47.8%	0%
Mod. Selective	Central	1,426	10.1%	8.8%	7.6%
	Northwest	1,225	18.6%	9.2%	0%
	Southeast	1,392	39.1%	12.1%	0%
	Southern	694	28.5%	7.1%	0%
Selective	Southwest	2,664	0%	8.5%	0%

Source: Enhanced Missouri Student Achievement Study

Percent of First-time, Full-time Degree-seeking Freshmen Enrolled in Remedial Courses at Missouri Public Two-year Institutions, Fall 2004

	FTFTDS Freshmen	% Enrolled in Remedial Math	% Enrolled in Remedial English	% Enrolled in Remedial Reading
Crowder	595	24.5%	0%	0%
East Central	590	27.3%	27.5%	0%
Jefferson	841	32.5%	27.5%	2.6%
Linn	326	0%	3.4%	0%
Metro CC	1,351	54.9%	26.5%	16.7%
Mineral Area	608	37.7%	22.0%	4.9%
Moberly	707	50.6%	0%	9.6%
North Central	289	25.6%	21.5%	7.6%
Ozarks Tech.	1,543	48.5%	23.1%	0.5%
St. Charles	1,132	18.4%	17.9%	4.9%
St. Louis CC	2,527	58.5%	32.6%	30.2%
State Fair	580	55.7%	40.2%	29.3%
Three Rivers	588	46.8%	48.3%	0%

Source: Enhanced Missouri Student Achievement Study

Students underprepared for college continue to require remediation, particularly in mathematics. Writing in *Capitalism Magazine*, Dr. Walter Williams posits that when colleges admit underprepared students, ill-performing high schools are allowed to continue awarding diplomas to undeserving students, academic curricula is “dumbed down,” and less stringent courses are allowed to replace more challenging ones. In addition, the necessity of hiring staff to teach remedial courses inflates the cost of education for parents and taxpayers.⁴ The University of Missouri and Truman State University reported no remedial courses.

⁴ “Higher Education in Decline, Part 2,” by Walter Williams, *Capitalism Magazine*, December 14, 2004

Participation

Relevant Goals:

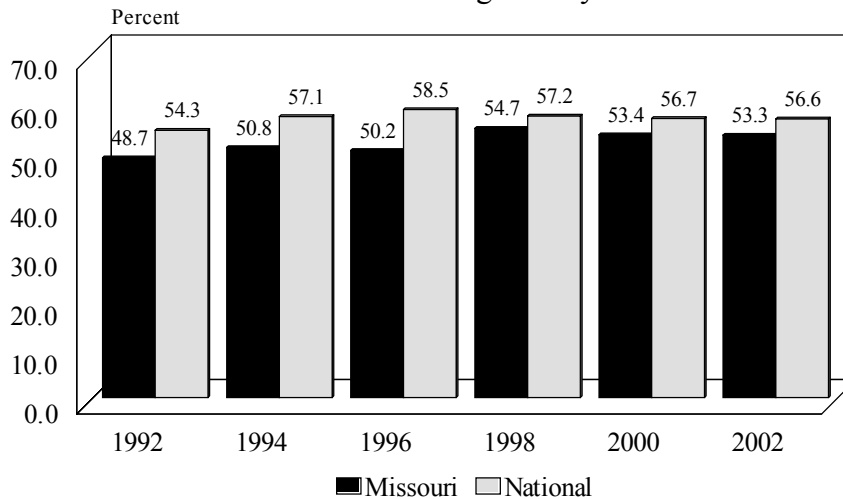
Goal 3: Admissions guidelines at all public institutions will reflect the statewide admissions guidelines for standards appropriate to highly selective, selective, moderately selective, and open enrollment institutions relating to minority participation and meeting admissions guidelines.

Goal 4: Minorities will participate and succeed in Missouri's system of higher education in proportions at least equal to their representation in the state of Missouri.

Goal 5: Freshman success rates for all first-time, full-time degree-seeking freshmen, defined as the proportion of first-time, full-time degree-seeking freshmen completing 24 or more credit hours by the end of the first academic year and achieving a cumulative college grade point average of 2.0 or better, shall equal or exceed the following:

- 90 percent at highly selective institutions,
- 80 percent at selective institutions,
- 70 percent at moderately selective institutions, and
- 55 percent at open enrollment institutions.

High School Students Who Graduated from a Missouri High School Within the Past Year and Enrolled in College in Any State



Source: The National Center for Higher Education Policymaking and Analysis (higheredinfo.org)

During the period 1992 through 2002, Missouri's college-going rate for high school students enrolling in a college in any state within a year after graduation has risen slightly, from 48.7 percent in 1992 to 53.3 percent in 2002. It remains, however, consistently below the national average.

However, Missouri attained a grade of B in Participation in Measuring Up 2004, up from a C+ in Measuring Up 2002. A Missouri high school student's chance of enrolling in college by age 19 is 39 percent, far below the 52 percent at the top states as recognized in Measuring Up 2004. This is attributed to the fact that so few students graduate from high school and enroll in college.⁵ However, the chance of enrolling in college by age 19 has increased from 36 percent from a decade ago in contrast to a 3 percent decline nationally. "Although a smaller percentage of students graduate from high school within four years, more of those who graduate enroll in college."⁶

To meet Missouri's workforce needs for well-educated and highly-trained quality employees, the postsecondary education participation rate must be increased. Increasing state need-based financial aid that is predictable for Missouri's low-income and first-generation students can also help increase participation in the state's postsecondary education system.

⁵ Measuring Up 2004 graded information, p. 7

⁶ Ibid.

Total Headcount Enrollment
at Missouri Public Four-year Institutions,
Fall 2000-Fall 2004

		2000	2001	2002	2003	2004	% Chg. 2000-2004
<i>Open</i>	Harris-Stowe	1,835	1,921	1,968	1,911	1,605	-12.5%
	Lincoln	3,347	3,332	3,092	3,128	3,275	-2.2%
	Western	5,089	5,102	5,197	4,928	5,065	-0.5%
<i>Mod. Selective</i>	Central	10,936	10,822	10,313	10,351	10,051	-8.1%
	Northwest	6,442	6,625	6,514	6,622	6,280	-2.5%
	Southeast	8,948	9,348	9,533	9,568	9,545	6.7%
	Southern	5,785	5,899	5,782	5,410	5,256	-9.1%
<i>Selective</i>	Southwest	17,703	18,252	18,718	18,946	19,146	8.2%
	UMC	23,309	23,667	26,124	26,805	27,003	15.8%
	UMKC	12,698	12,969	13,881	14,221	14,256	12.3%
	UMR	4,626	4,883	5,240	5,459	5,404	16.8%
	UMSL	15,397	14,993	15,658	15,599	15,498	0.7%
<i>Highly Selective</i>	Truman	6,111	6,005	5,971	5,833	5,948	-2.7%
	Total	122,226	123,818	127,991	128,781	128,332	5.0%

Source: DHE02 and Enhanced Missouri Student Achievement Study

Since fall 2000, total headcount enrollment at Missouri's public four-year institutions has increased by 5 percent, with the greatest increases at UMC (16 percent) and UMR (17 percent). There was very little change, however, between fall 2003 and fall 2004, a fact that may be attributed to the rising costs of higher education at Missouri's public institutions.

Increased enrollments at Missouri's highest cost institutions create a higher cost to the state to support its public four-year university system. In the future, the state may need to consider institutional enrollment management policies to ensure adequate financing for operations of the state's public four-year universities.

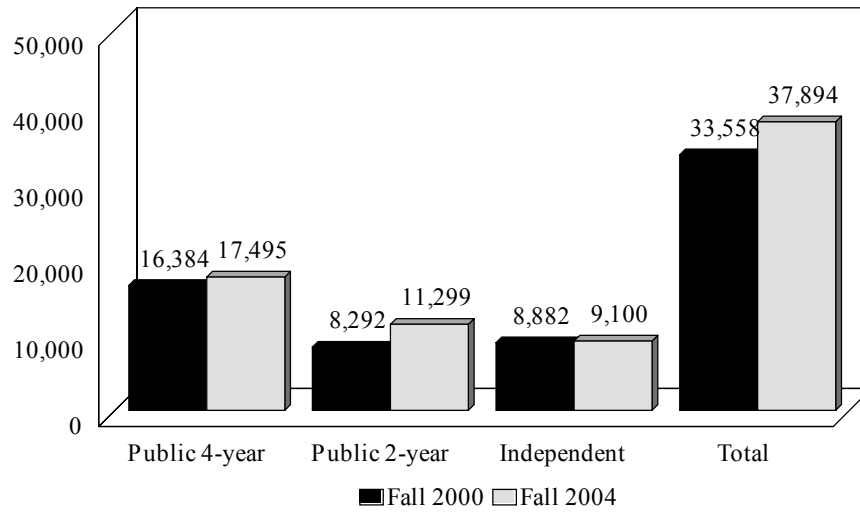
Total Headcount Enrollment
at Missouri Public Two-year Institutions,
Fall 2000 - Fall 2004

	2000	2001	2002	2003	2004	% Chg. 2000-2004
Crowder	1,719	2,012	2,344	2,604	2,595	51.0%
East Central	3,190	3,462	3,320	3,269	3,337	4.6%
Jefferson	3,876	3,899	3,989	4,065	4,136	6.7%
Linn	753	814	875	872	868	15.3%
Metro CC	17,777	17,507	17,638	17,660	17,538	-1.3%
Mineral Area	2,702	2,878	3,093	2,946	2,820	4.4%
Moberly	2,938	3,269	3,624	3,588	3,695	25.8%
North Central	1,402	1,348	1,438	1,496	1,406	0.3%
Ozarks Tech.	6,343	7,571	8,130	8,485	8,956	41.2%
State Fair	3,207	3,355	3,290	3,391	3,062	-4.5%
St. Charles	5,565	6,171	6,612	6,696	6,772	21.7%
St. Louis CC	25,957	26,150	27,506	27,455	26,138	0.7%
SW-West Plains	1,525	1,653	1,720	1,699	1,646	7.9%
Three Rivers	2,641	2,812	2,839	3,213	3,273	23.9%
Total	79,595	82,901	86,418	87,439	86,242	8.4%

Headcount enrollment in the public two-year sector has increased by just over 8 percent since fall 2000. It has, however, declined since fall 2003 by 1.4 percent. Again, probably due in large part to rising education costs.

While enrollment at the state's public two-year institutions has increased from 79,595 in fall 2000 to 86,242 in fall 2004, (8.4 percent), it has declined from 87,439 in fall 2003 to 86,242 in fall 2004 (-1.4 percent).

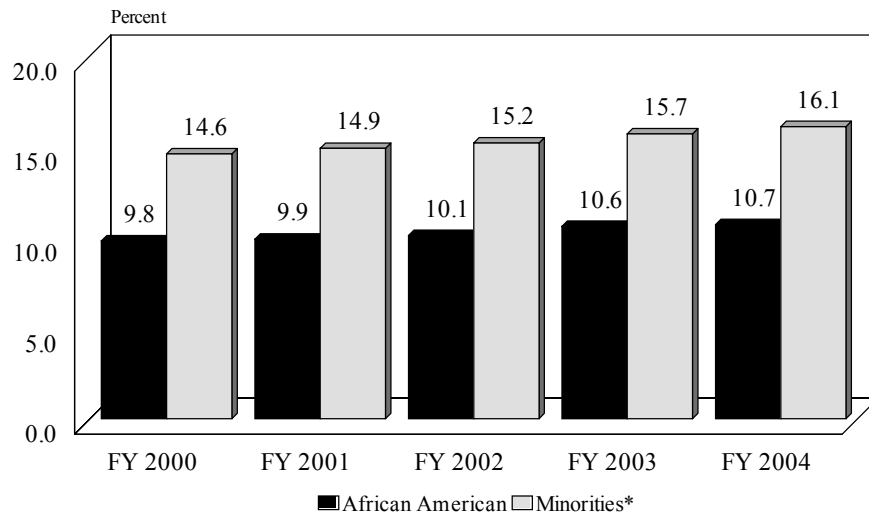
Total Headcount Enrollment of First-time Full-time Freshmen



Source: DHE02 and Enhanced Missouri Student Achievement Study

The number of first-time, full-time freshmen has continued to increase since fall 2000, particularly in the public two-year sector which saw a 36 percent increase from fall 2000 to fall 2004. Statewide, there has been a 13 percent increase in the number of students enrolling as first-time, full-time freshmen in Missouri's public and independent colleges and universities.

**African American and Minority Students
as a Percentage of Total Undergraduate Enrollment,
Missouri Public and Independent Two- and Four-year Institutions**



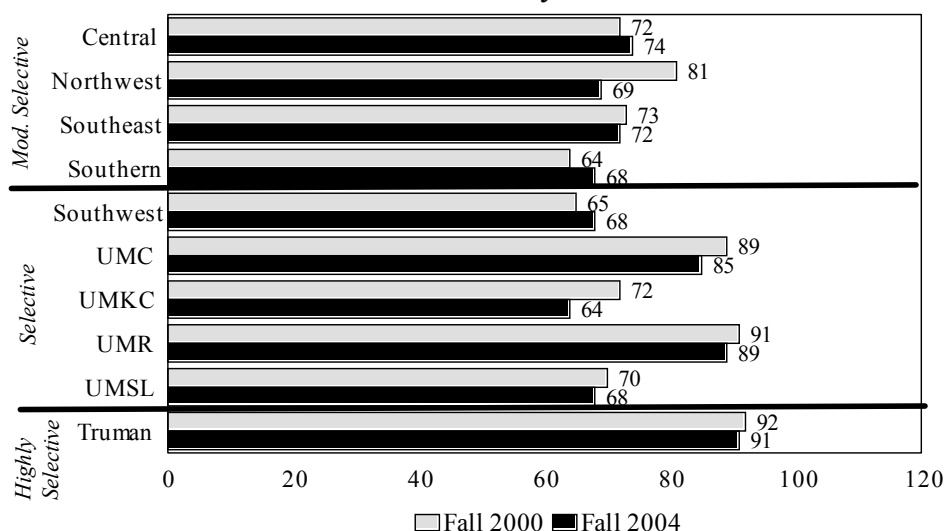
Source: IPEDS Fall Enrollment

*African American, American Indian/Alaskan native, Asian, Hispanic. Nonresident aliens and unknowns are not included.

For purposes of clarity, “representation” is defined as the proportion of the state’s population aged 18 or older. Ryan Burson, state demographer, estimates that approximately 14 percent of the state’s population aged 18 and over was from one of the following minority groups: African American, 10 percent; American Indian/Alaskan native, less than 1 percent; Asian, 1 percent; and Hispanic, 2 percent.

The number of African Americans enrolled in the state’s public and independent colleges and universities has steadily risen since FY 2000, increasing by almost 1 percentage point. Minority enrollment has also continued to increase as a proportion of total undergraduate enrollment - from 14.6 in FY 2000 to 16.1 percent in FY 2004, or by 1.5 percentage points.

Percent of First-time, Full-time Degree-seeking Freshmen Meeting Admissions Guidelines at Missouri Public Four-year Institutions



Note: Percentages do not include the 10% exception rate. Lincoln and Missouri Western are open enrollment institutions; Harris-Stowe became open enrollment in 2004.

Source: Enhanced Missouri Student Achievement Study

Public four-year institutions and their respective admissions guidelines are:

Open Enrollment (Harris-Stowe as of 2004; Lincoln; Western; and all public two-year institutions): Students may be admitted based on a high school diploma or its equivalent, but admission to selected programs is based on the program admissions standards.

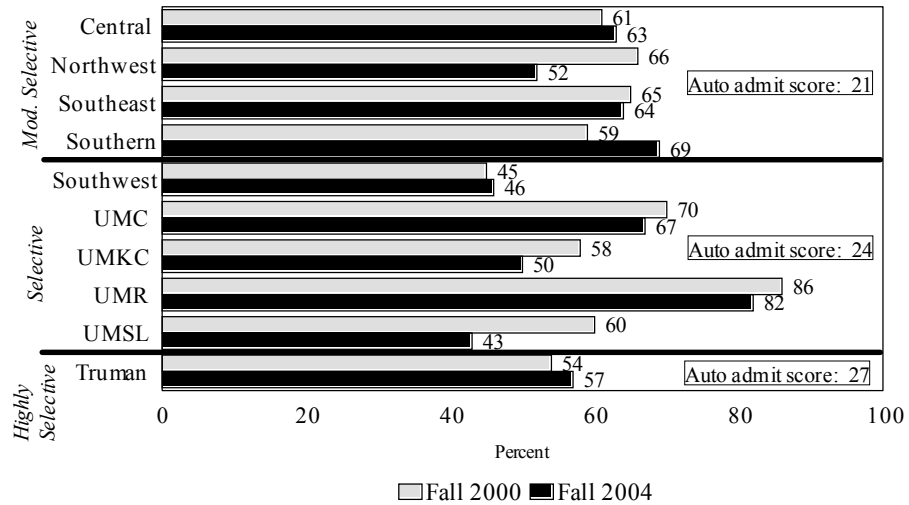
Moderately Selective (Central; Southern; Northwest; Southeast): A combined ACT percentile score and high school percentile rank total points which equal or exceed 100; automatic admission with an ACT test score of 21.

Selective (Southwest; all four campuses of the University of Missouri): A combined ACT percentile score and high school percentile rank total points which equal or exceed 120; automatic admission with an ACT test score of 24.

Highly Selective (Truman): A combined ACT percentile score and high school percentile rank total points which equal or exceed 140; automatic admission with an ACT test score of 27.

The high school class rank and high school class size were reported to the Enhanced Missouri Student Achievement Study (EMSAS). The ACT percentile rank was derived from the ACT composite score provided for each student using an agreed-upon conversion table included in the EMSAS instruction manual. With the 10 percent exception rate factored in, only Truman State University met the goal of 100 percent in fall 2004.

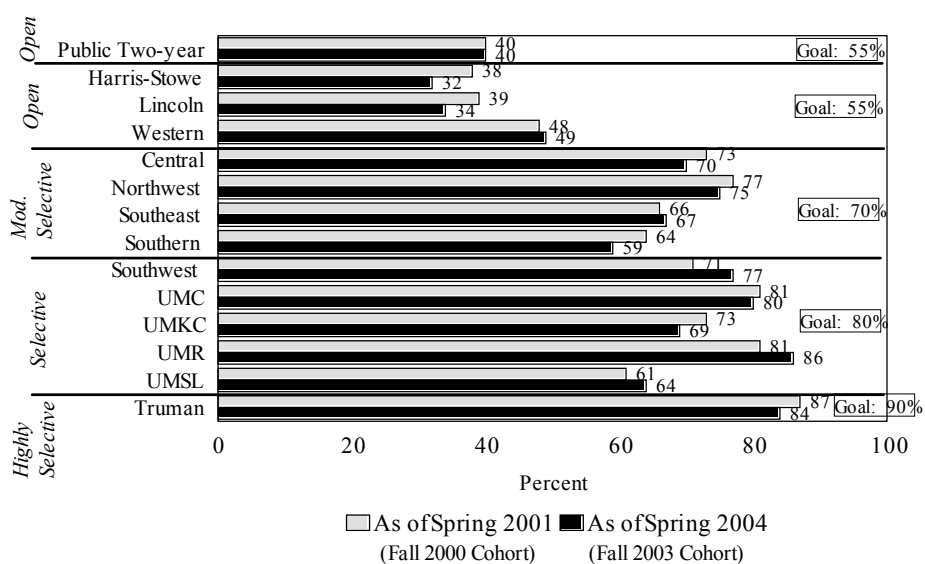
First-time, Full-time Degree-seeking Freshmen Meeting the ACT Automatic Admission Score



Source: Enhanced Missouri Student Achievement Study

The percentage of first-time, full-time degree-seeking freshmen meeting the ACT score for automatic admission has increased since fall 2000 at only four out of the ten institutions whose missions are classified as moderately selective, selective, and highly selective.

Freshman Success Rates

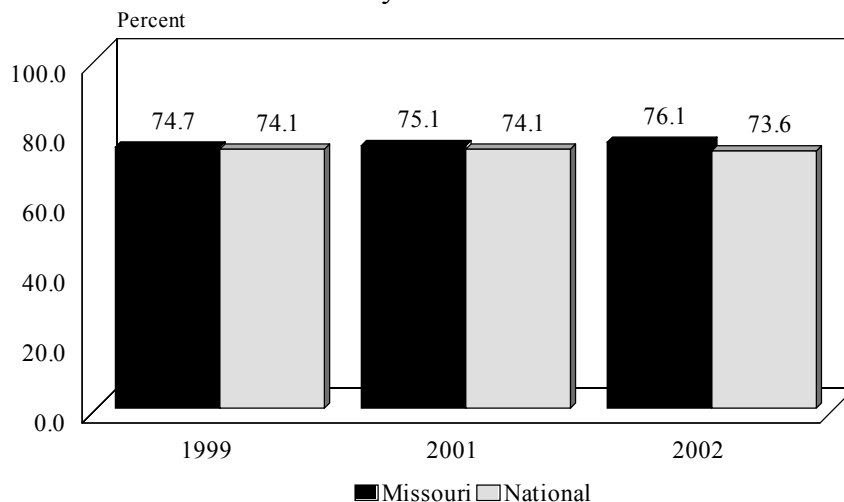


Source: Enhanced Missouri Student Achievement Study

The freshman success rate, defined as completing 24 or more credit hours with at least a 2.0 GPA by the end of the second semester of college, has remained unchanged between the fall 2000 and fall 2003 cohorts (40 percent) at Missouri's public community colleges.

At 8 of the 13 public four-year universities, the percentage of students meeting the standards for freshman success declined from those reported for the fall 2000 cohort completing the spring 2001 semester with at least a 2.0 GPA and 24 credit hours. Institutions whose freshman success rates increased from the fall 2000 cohort to the fall 2003 cohort were Western (1 percentage point), Southeast (1 percentage point), Southwest (6 percentage points), UM-Rolla (5 percentage points), and UM-St. Louis (3 percentage points).

Fall First-time, Full-time Freshmen Who Return the Following Fall Semester, Four-year Institutions

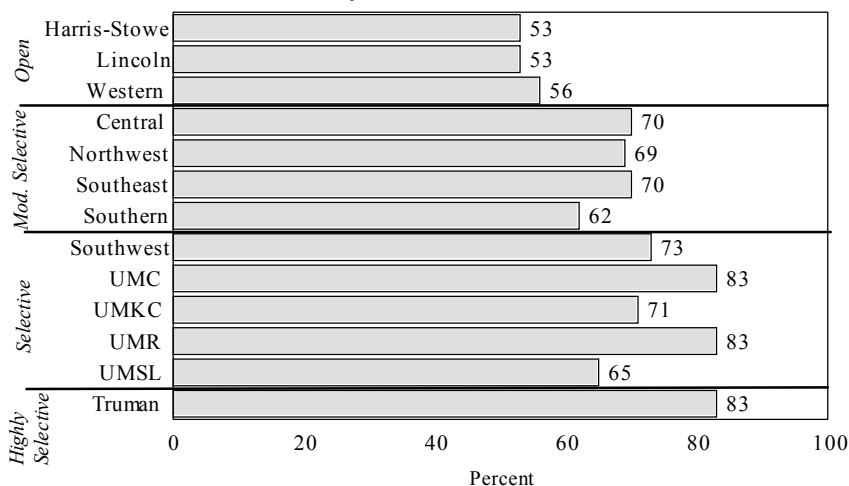


Note: Title IV institutions

Source: The National Information Center for Higher Education Policy making and Analysis

Missouri remains above the national average in the percentage of fall first-time, full-time students who return the following fall semester. Students transferring across institutions or out-of-state are not included in this analysis. Missouri has been among the top ten states in improvement in this area, with 76 percent of freshmen returning for their sophomore year.⁷ It may also be noted that more students enter the state to attend college than leave. About 16 percent of Missouri high school graduates chose to attend an out-of-state institution upon graduation.⁸

Freshman-to-Sophomore Retention Rates, First-time, Full-time Degree-seeking Freshmen, Missouri Public Four-year Institutions, Fall 2003-Fall 2004

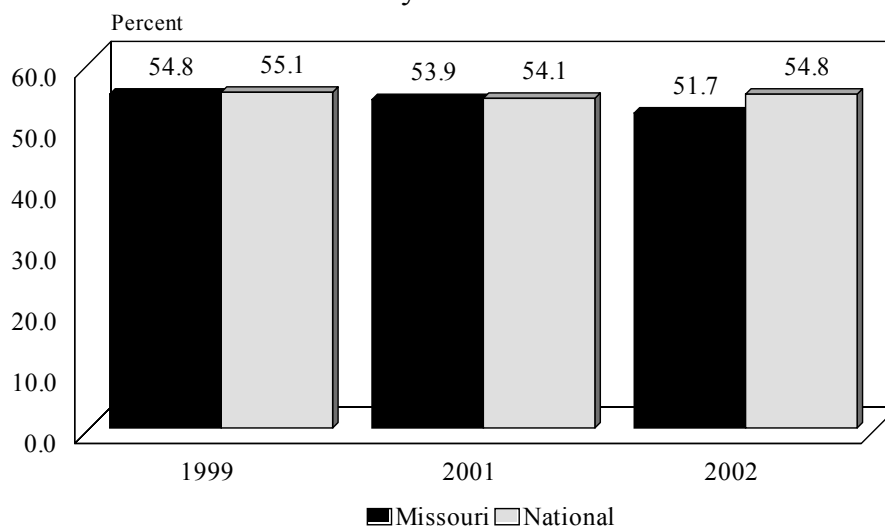


Source: Enhanced Missouri Student Achievement Study

⁷ Measuring Up 2004

⁸ Ibid.

Fall First-time, Full-time Freshmen Who Return the Following Fall Semester, Two-year Institutions

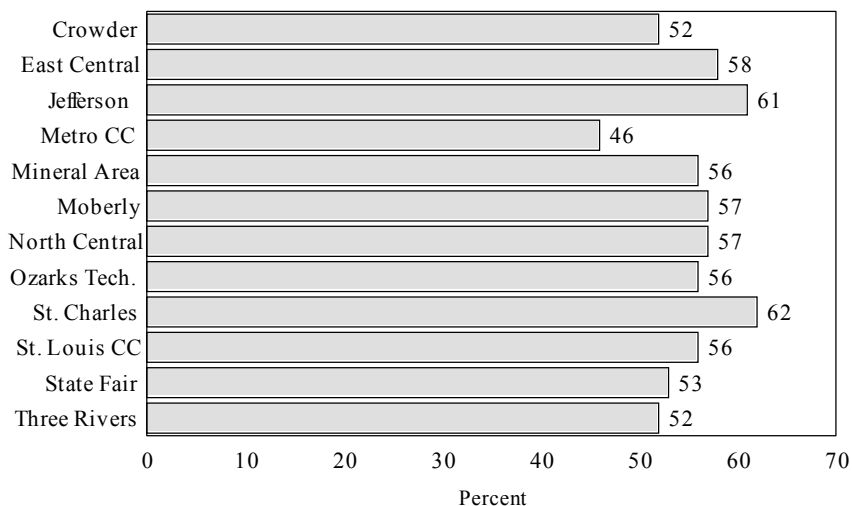


Note: Title IV institutions

Source: The National Information Center for Higher Education Policy making and Analysis

As opposed to the four-year sector, the two-year sector is below the national average in the percentage of first-time, full-time freshmen who return for their second year.

Freshman-to-Sophomore Retention Rates, First-time, Full-time Degree-seeking Freshmen, Missouri Public Community Colleges, Fall 2003-Fall 2004



Source: Enhanced Missouri Student Achievement Study

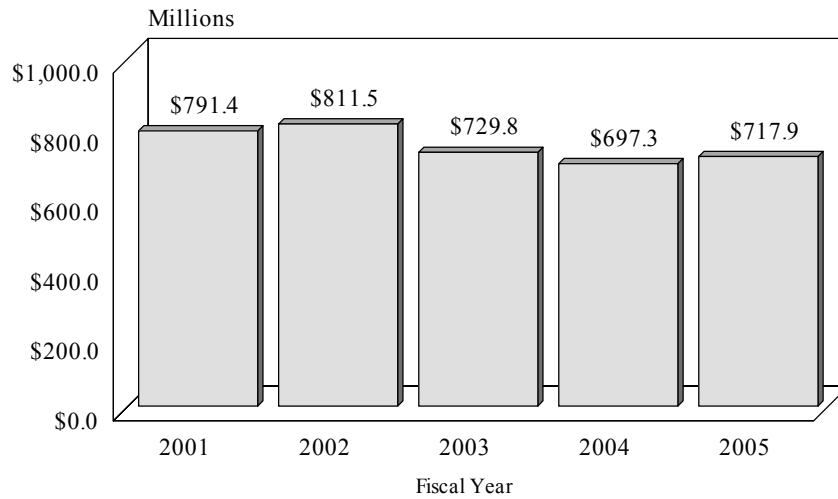
When compared with other states, a large percentage of first-time, full-time degree-seeking freshmen at community colleges return for their sophomore year. The freshman-to-sophomore retention rate for Linn State Technical College was 58 percent.

Affordability

Relevant Goals:

Goal 6: Every effort will be made to attain sufficient additional funding for Missouri's public two- and four-year colleges and universities and the Missouri student grant programs to implement the statewide public policy initiatives and goals; however, many of these initiatives and goals require few if any additional resources and should be pursued regardless of the attainment of additional funding.

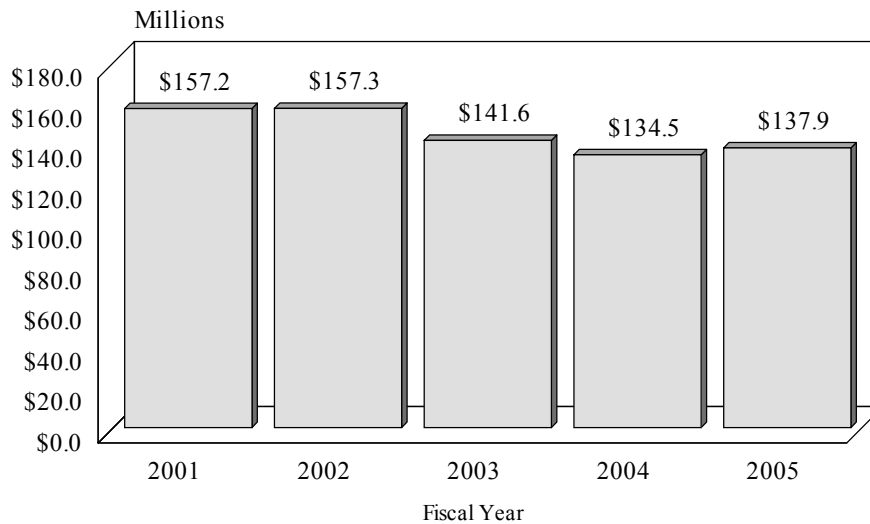
Ongoing State Operating Appropriations to Missouri Public Four-year Institutions



Source: DHE Fiscal, Legislative, and Administrative Group

Since FY 2001, ongoing state operating appropriations to the public four-year colleges and universities have declined by slightly more than 9 percent.

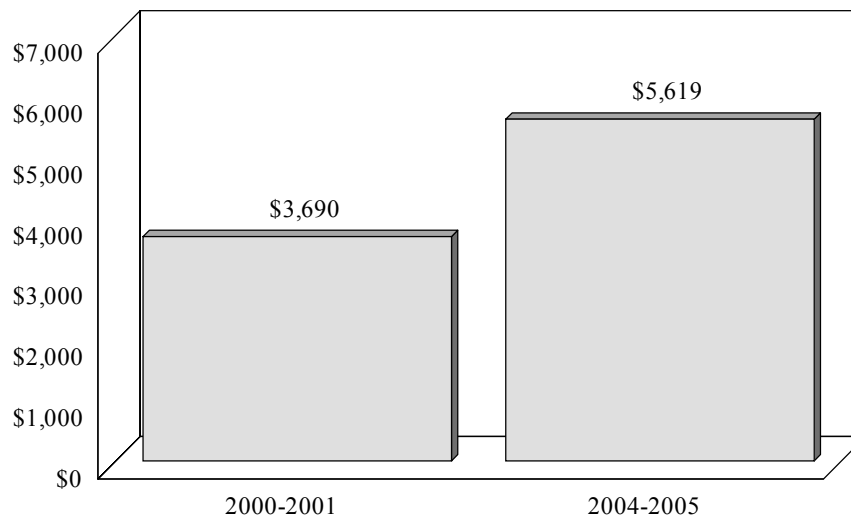
Ongoing State Operating Appropriations to Missouri Public Two-year Institutions



Source: DHE Fiscal, Legislative, and Administrative Group

Among two-year institutions, the decrease in state operating appropriations since FY 2001 is just over 12 percent. Overall, state operating appropriations for public higher education institutions have decreased by 10 percent since FY 2001.

Average Tuition and Required Fees for a Typical Full-time Undergraduate Student, Missouri Public Four-year Colleges and Universities

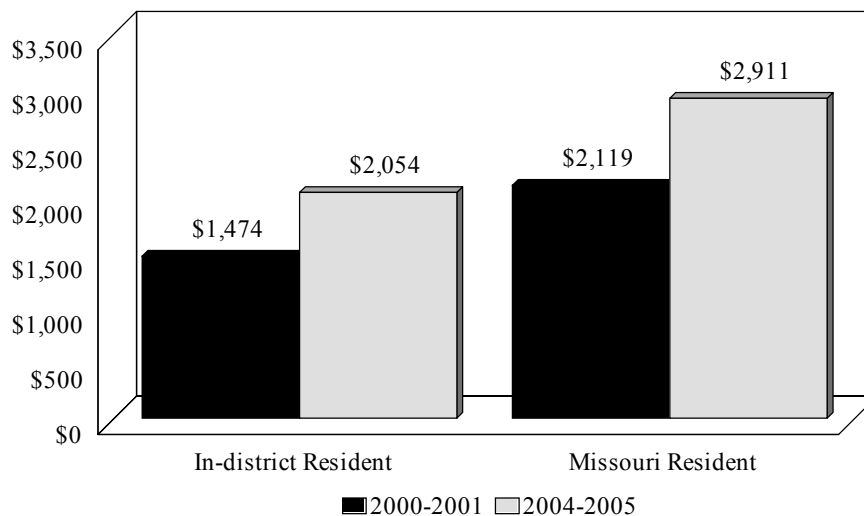


Source: Comprehensive Fee Schedules

With declining state appropriations, institutions have been forced to raise tuition.

Students attending public four-year institutions as average full-time undergraduate students could expect to pay 52 percent more in 2004-2005 as they did in 2000-2001.

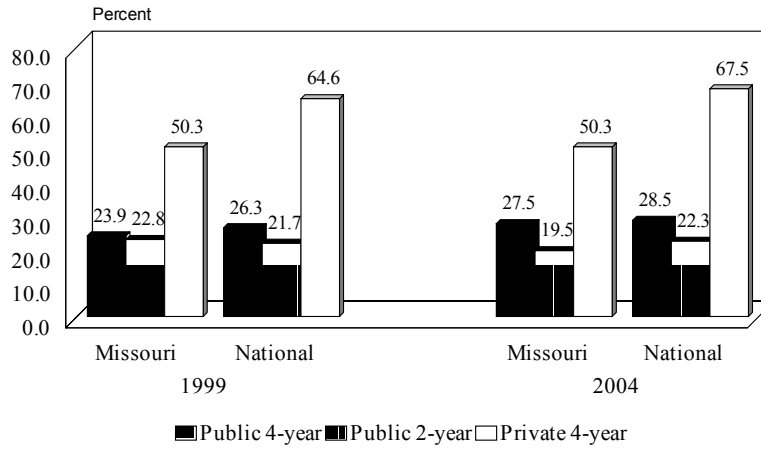
Average Tuition and Required Fees for a Typical Full-time Undergraduate Student, Missouri Public Community Colleges



Source: Comprehensive Fee Schedules

At the public community colleges, students may now expect to pay an average tuition of \$2,119 per academic year, as opposed to \$1,474 just 4 years earlier. This reflects an increase in tuition of 44 percent for students living in the community college's district. For residents outside the district, the increase is slightly smaller (42 percent).

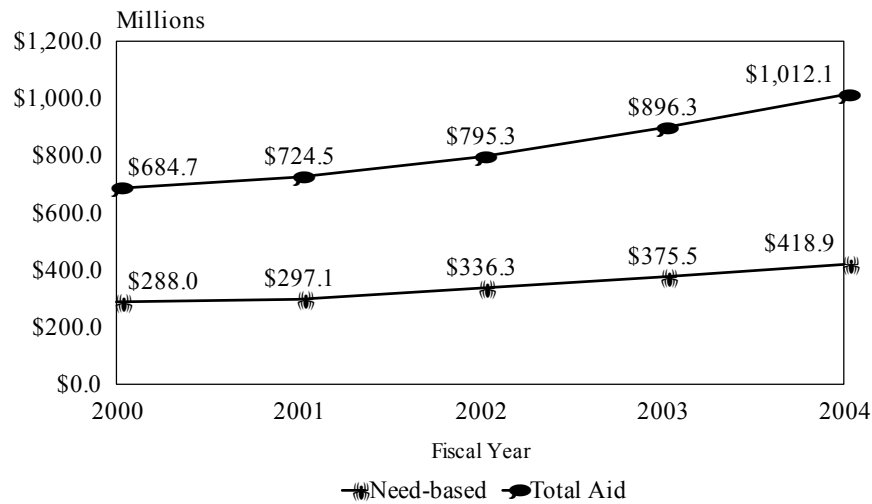
Percent of Income Needed to Pay for College Expenses (Minus Financial Aid)



Source: The National Information Center for Higher Education Policymaking and Analysis

Without the presence of financial aid, families in Missouri with students planning to attend a public four-year institution will find it is necessary to pay 27.5 percent of their income to cover the costs. This represents an increase of 3.6 percentage points over 1999. In the public two-year sector, the percent of income needed to pay for college expenses, without financial aid, has dropped by 3.3 percentage points since 1999. Missouri, however, remains below the national average in all three identified sectors in the percent of income families need to pay for college expenses if financial aid is not a factor.

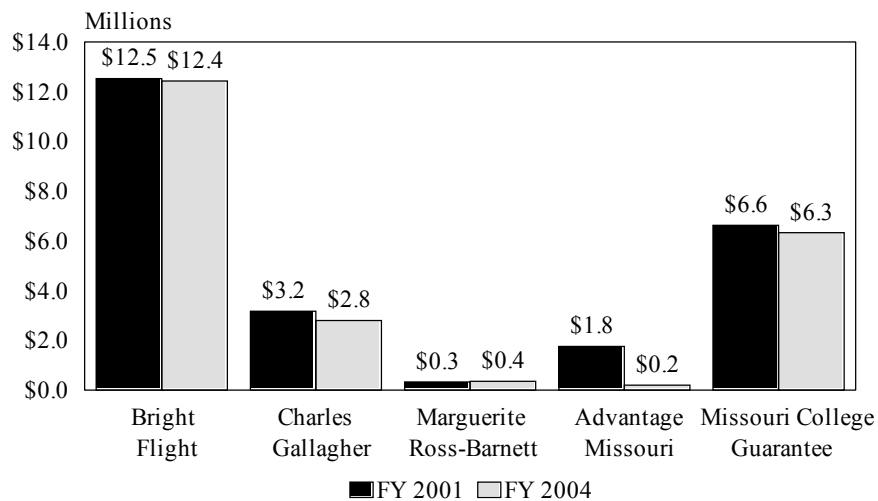
Trends in the Amounts of Need-based and Total Financial Aid Awarded at Missouri Public Institutions



Source: DHE14-1

The amount of need-based aid awarded by public institutions has increased by 45 percent between FY 2000 and FY 2004, while the amount of all financial aid awarded has increased by just slightly more, 48 percent. Twenty-six percent more students received need-based aid when attending a public institution in FY 2004 than did in FY 2000. The greatest increase has been in the percentage of students who receive some form of need-based aid and attend a community college. For community colleges, the percent of students receiving some form of need-based aid has increased by an impressive 49.3 percent since FY 2000. Missouri received an “F” for affordability in Measuring Up 2004.

Dollars Awarded from Missouri Grant and Scholarship Programs at Missouri Public Institutions



Source: DHE Financial Assistance and Outreach

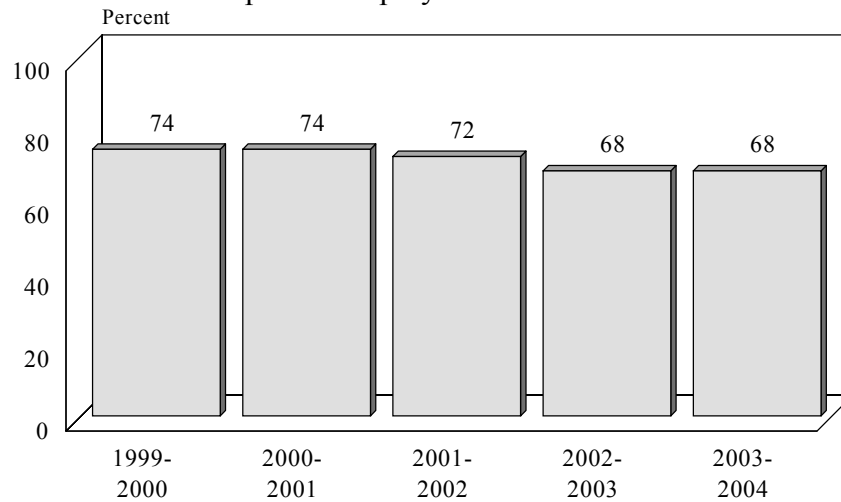
Workforce Development

Relevant Goals:

Goal 7: Degree programs (i.e., majors) offered by Missouri's public institutions shall, at a minimum, satisfy the following criteria: ...regularly produce highly qualified graduates as demonstrated in the following areas: ...average placement rates of those seeking employment which take into account general economic conditions.

Goal 8: The number of students completing programs of study in those high skill trades and disciplines determined to be critical to Missouri's future and/or in short supply (e.g., machinists, maintenance mechanics, tool and die makers, manufacturing technologies, the physical and life sciences, mathematics, foreign languages, allied health, and nursing) will more than double over the number of degrees conferred in these areas for academic year 1990.

Percent of Community College Vocational Education Program Completers Employed in a Related Field



Note: St. Louis CC and Crowder are missing from 2003-2004 analysis.
Source: Department of Elementary and Secondary Education

Although there has been some decline since 1999-2000, more than half of students completing a vocational education program at a community college find employment in a related field. At Linn State Technical College, the average is approximately 80 percent.

In 2003-2004, more than 27,000 students enrolled in technical education programs, with highest enrollments reported in areas of business, management, and marketing; health professions and related clinical services; computer and information sciences; and engineering technology.

During the same period, more than 4,300 students received a certificate or an associate degree in an area of technical education, with the majority in health professions; business management and marketing; and computer and information sciences. Twenty-five (25) students completed an apprenticeship program, and 767 received specialized, industry-based certification. The majority of apprenticeships were completed in precision production trades and engineering technology, while the greatest number of students received certification in areas of engineering technology, protective services, precision production trades, and health-related fields.

The Missouri Community College New Jobs Training Program was designed to respond to the need for an expanded and improved workforce training program. Institutions worked with 35 participating companies and provided training for more than 12,250 working adults during 2003-2004.

Missouri's community colleges and Linn State Technical College provided customized training for more than 200 companies. The number of working adults trained, however, declined between 2002-2003 and 2003-2004 by 12,014, or by slightly more than 30 percent. One possible explanation for the decline may be the decrease in funding at the Department of Economic Development. The department, which funds businesses to take advantage of customized training, has seen a 50 percent decline in its budget since 2001.

Fifty (50) more companies took advantage of contract training opportunities at two-year institutions in 2003-2004 than did in 2002-2003 (154 v. 104), but the number of working adults trained declined considerably, from 5,809 in 2002-2003 to 1,647 in 2003-2004. The decline may again be due to a decrease in funding for contract training.

Emerging Occupations in Missouri, 1998-2008

	Annual Openings 1998-2008	Percent Change 1998-2008	Hourly Wage	Required Education and Experience
Systems Analyst	720	63%	\$26.63	Bachelor's
Computer Engineer	280	74%	\$26.45	Bachelor's
Securities/Comm./Fin. Serv. Sales Agts.	280	39%	\$24.33	Bachelor's
Engr/Nat Sci/Computer Info Systems Mgrs.	260	28%	\$33.49	Bachelor's/Work Exp.
Computer Scientists, NEC	160	82%	\$22.59	Bachelor's
Speech Path./Audiologists	120	35%	\$19.33	Master's
Database Admin.	110	42%	\$25.05	Bachelor's
Dental Hygienists	110	30%	\$19.36	Associate
Physician Assts.	70	36%	\$20.24	Bachelor's
Financial Analysts, Statistical	60	39%	\$23.99	Bachelor's
Sheet Metal Duct Installers	60	29%	\$19.52	Mod. Term OJT
Health Diag. Teachers, Postsec.	50	44%	\$35.70	Doctoral

Source: Missouri Economic Research and Information Center

A variety of occupations are characterized by job security, advancement opportunities, and high wages. Workers competing for these high-paying, high-skill jobs, known as Gateway Careers, can expect to earn above average salaries and enjoy above average job growth over the next several years. According to the Missouri Economic Research and Information Center (MERIC), Missouri's top emerging occupations are:

- 📌 Systems Analysts
- 📌 Computer Engineers
- 📌 Securities/Commodities/Finance Service Agents
- 📌 Engineering/Natural Science/Computer Information Systems Managers

These jobs, as well as other Gateway Careers, require critical thinking, active learning, reading comprehension, and above average performance in writing, science, and speaking.⁹

⁹ "Gateway Careers 1998-2008: Emerging Occupations, Essential Skills," by David Peters, MERIC, February 8, 2002

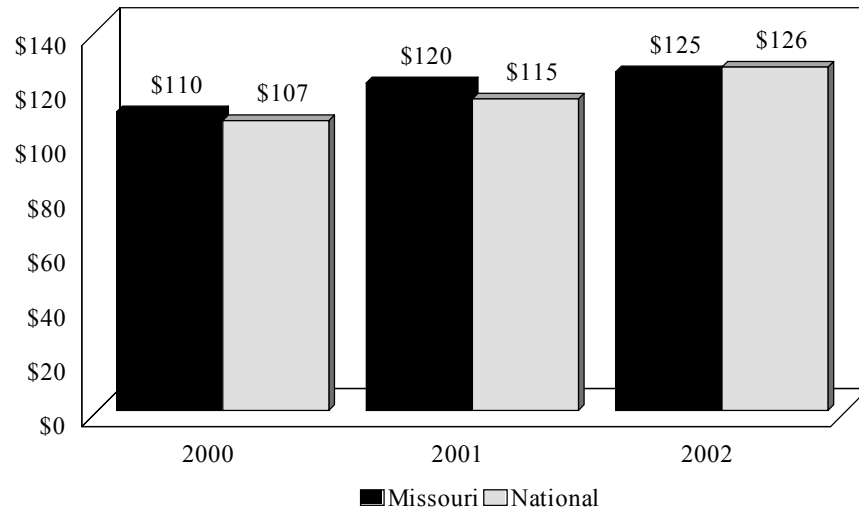
Employment and Earnings of Missouri Public Higher Education Graduates for the First Quarter of the Year Following Graduation

	2000-2001 Graduates		2001-2002 Graduates		2002-2003 Graduates	
Degree Level	% Working in Missouri	Average Wage	% Working in Missouri	Average Wage	% Working in Missouri	Average Wage
Associate	74%	\$20,655	74%	\$20,243	73%	\$19,657
Bachelor's	63%	\$25,977	63%	\$24,746	63%	\$24,093
Master's	61%	\$39,290	60%	\$38,803	58%	\$37,198
Doctoral	38%	\$44,935	34%	\$50,655	38%	\$50,752
All Degrees	65%	\$26,594	65%	\$25,709	64%	\$24,932

Source: Lumina Foundation for Education-funded research

The value of postsecondary education is reflected in higher wages. Graduates of Missouri public institutions with doctoral degrees, however, tend to leave the state to work. At all levels except doctoral, average earnings were lower for 2002-2003 graduates than for graduates in 2000-2001.

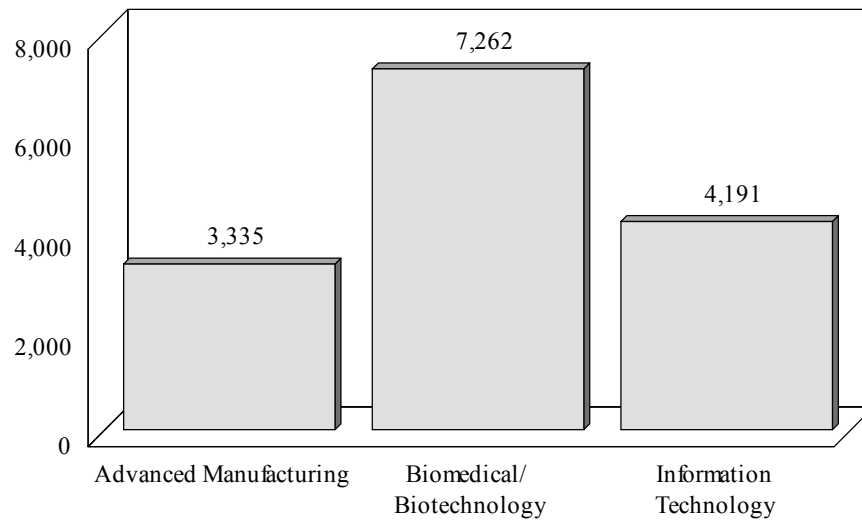
Total Research and Development Expenditures Per Capita



Source: The National Information Center for Higher Education Policymaking and Analysis

In recent years, Missouri has fallen below the national average in the amount spent per capita for research and development.

Degrees Conferred in Critical Skills Areas
at Missouri Public and Independent Institutions, FY 2004



Source: IPEDS Completions

In FY 2004, nearly 15,000 degrees were conferred in areas considered to be in high need. The majority of these degrees were conferred at the baccalaureate level (7,589 or 51 percent), followed by master's degrees (2,752 or 19 percent), and associate degrees (2,343 or 16 percent).

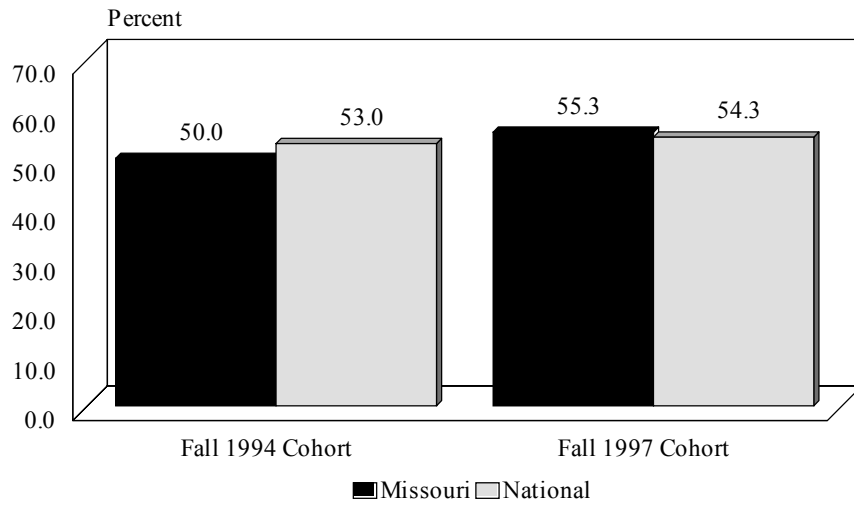
Outcomes

Relevant Goals:

Goal 9: Graduation and time-to-completion rates for first-time, full-time degree-seeking freshmen shall equal or exceed the following, and graduation rates for minority students will be comparable to those attained for all students:

- 75 percent after 6 years at highly selective institutions,
- 65 percent after 6 years at selective institutions,
- 55 percent after 6 years at moderately selective institutions,
- 45 percent after 6 years at open enrollment four-year institutions, and
- 25 percent after 3 years at public two-year community colleges.

Six-year Graduation Rates of First-time, Full-time Bachelor's Degree-seeking Students

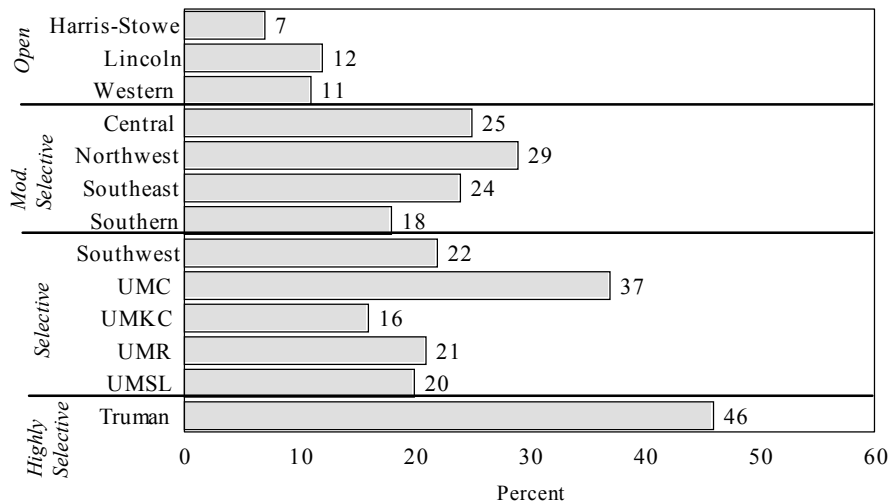


Note: Title IV institutions

Source: The National Information Center for Higher Education Policymaking and Analysis

By the graduating class of 2003, Missouri had surpassed the national average for graduation rates of bachelor's degree-seeking students who attended full-time.

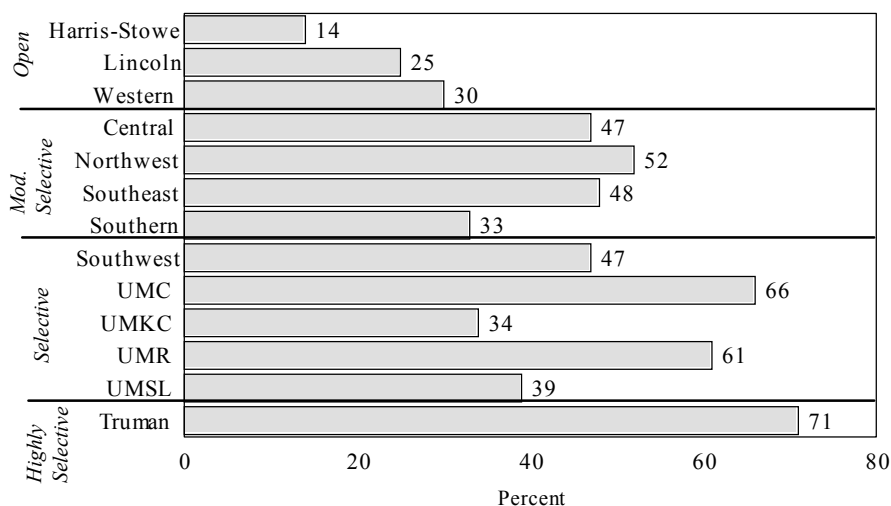
Four-year Graduation Rates, 2000 Cohort



Source: Enhanced Missouri Student Achievement Study

A number of students who graduated from their home or from any Missouri public institution were able to complete their desired degree program in less than six years. This may be due to having entered with advanced standing, attending summer classes, or taking larger than average course loads. Nearly half (46 percent) of students who began their college career at Truman were able to complete within four years.

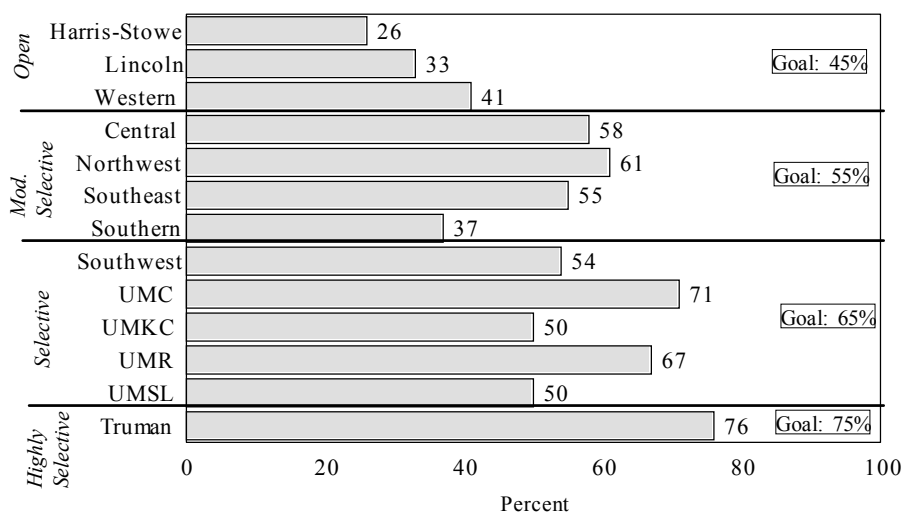
Five-year Graduation Rates, 1999 Cohort



Source: Enhanced Missouri Student Achievement Study

After five years, the percentage of students graduating from their home or any institution increases – to nearly half at the majority of four-year institutions.

Six-year Graduation Rates, 1998 Cohort

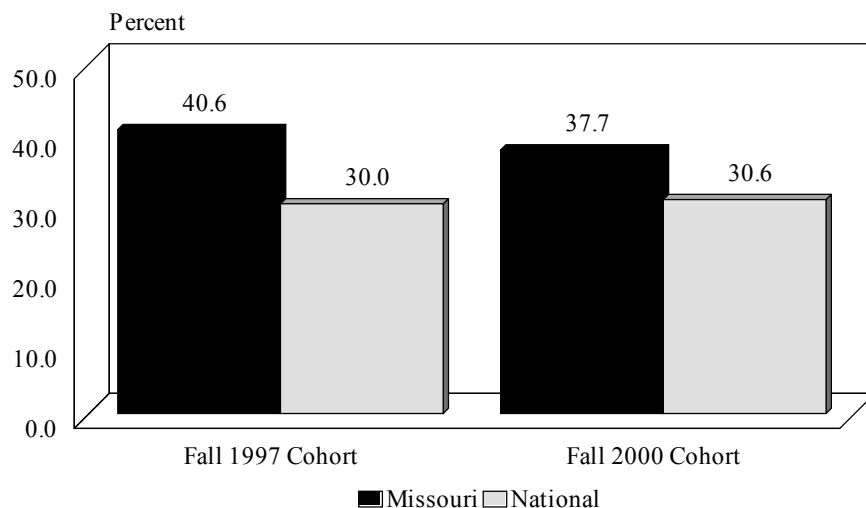


Source: Enhanced Missouri Student Achievement Study

Among the public four-year institutions, the following institutions met their mission-differentiated goals for six-year rates for 2004 spring graduates from any institution:

- Moderately selective: Central, Northwest, Southeast
- Selective: UMC, UMR
- Highly Selective: Truman

Three-year Graduation Rates of First-time, Full-time Associate Degree-seeking Students

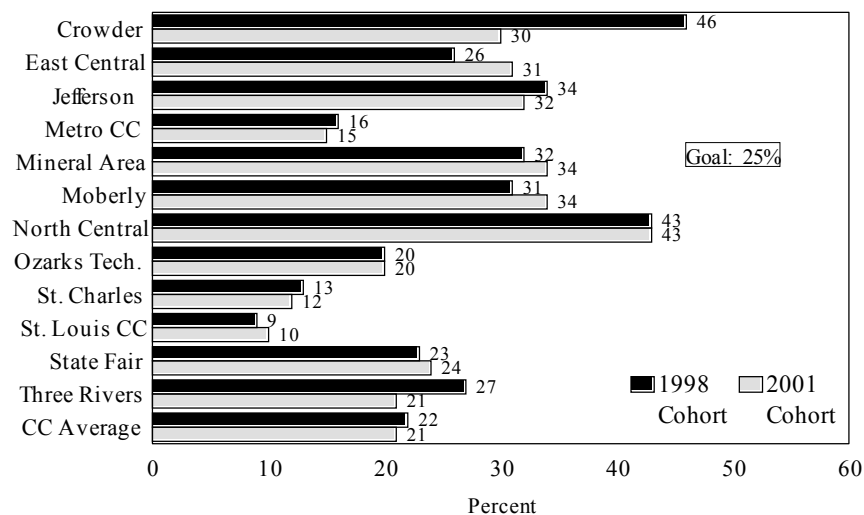


Note: Title IV institutions

Source: The National Information Center for Higher Education Policymaking and Analysis

Missouri's community colleges are well above the national average in terms of first-time, full-time associate degree-seeking students who complete their degree program within three years.

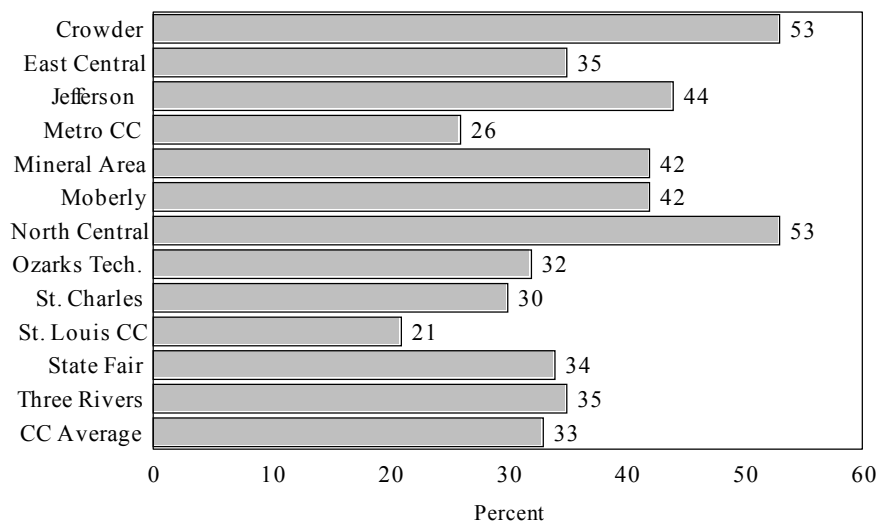
Three-year Graduation Rates



Source: Enhanced Missouri Student Achievement Study

Considering the 2001 cohort, six public community colleges met and exceeded the 25 percent goal for graduation from any institution within three years. Linn State Technical College also surpassed the goal, with 53 percent of its students graduating within three years. The overall community college average decreased by one percentage point, or from 22 percent to 21 percent.

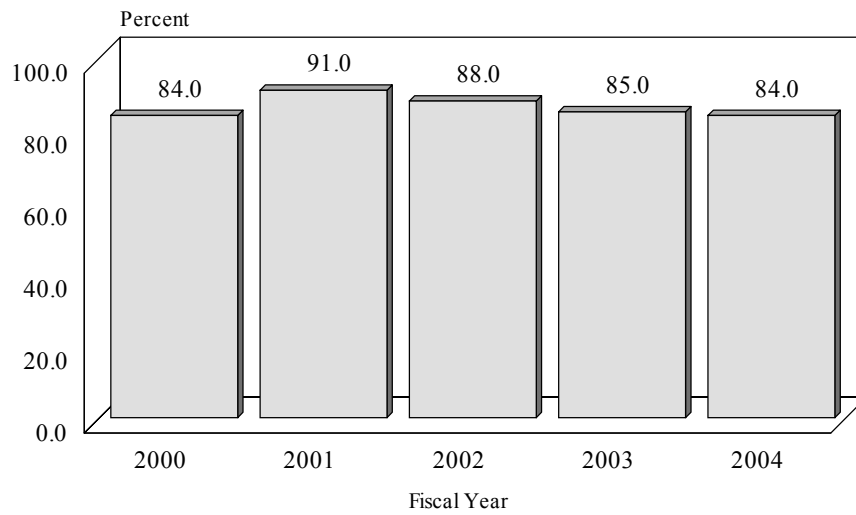
Six-year Graduation Rates, 1998 Cohort



Source: Enhanced Missouri Student Achievement Study

On average, graduation rates at Missouri community colleges increased by approximately 11 percentage points over six years as compared to three years (22 percent as compared to 33 percent). At six years, nearly all institutions meet the 25 percent goal set for graduation within three years from any institution.

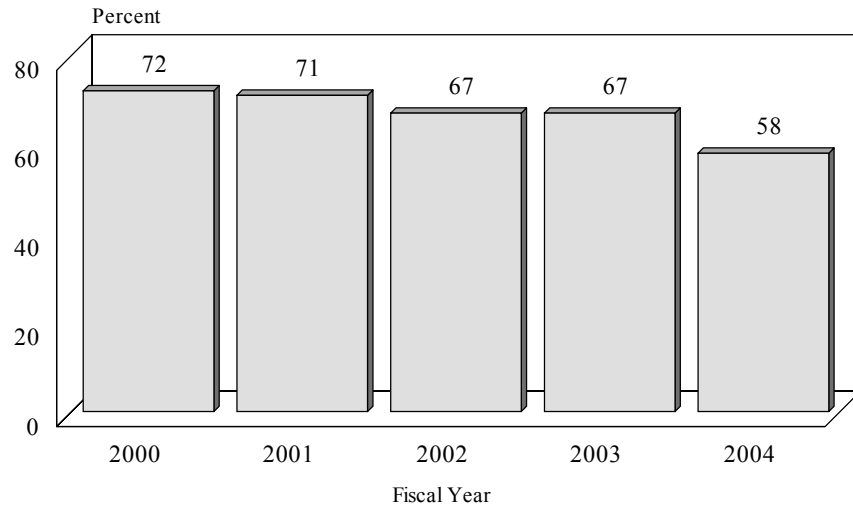
Percent of Associate Degree Recipients Who Received Pass Scores on a
Licensure, Certification, or Registration Exam That is Scored Pass/Fail



Source: Performance Indicators

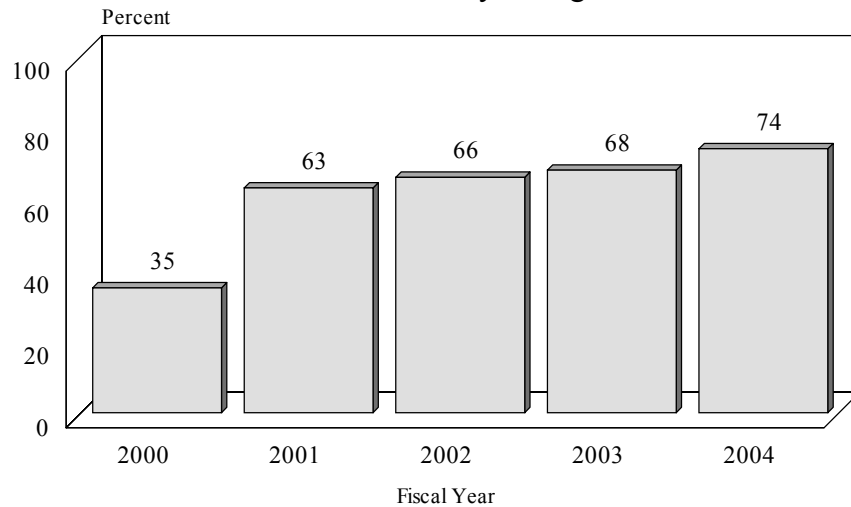
After peaking at 91 percent in FY 2001, the percentage of associate degree recipients who received a pass score on a licensure, certification, or registration exam that is scored pass/fail declined to 84 percent in FY 2004.

Percent of Students Assessed in General Education Using a Nation
Normed Assessment Test, Public Community Colleges



Source: Performance Indicators

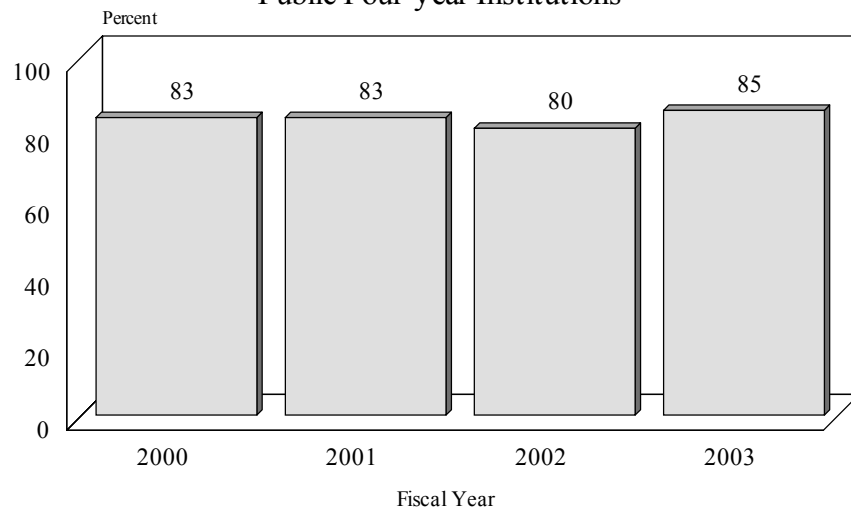
Of Students Assessed in General Education Using
a Nationally Normed Assessment Test,
the Percent Who Scored at or Above the 50th Percentile,
Public Community Colleges



Source: Performance Indicators

Although the percentage of community college students who are assessed in general education using a nationally normed assessment test has continued to decline since FY 2000, the percentage of those same students scoring at or above the 50th percentile has continued to increase.

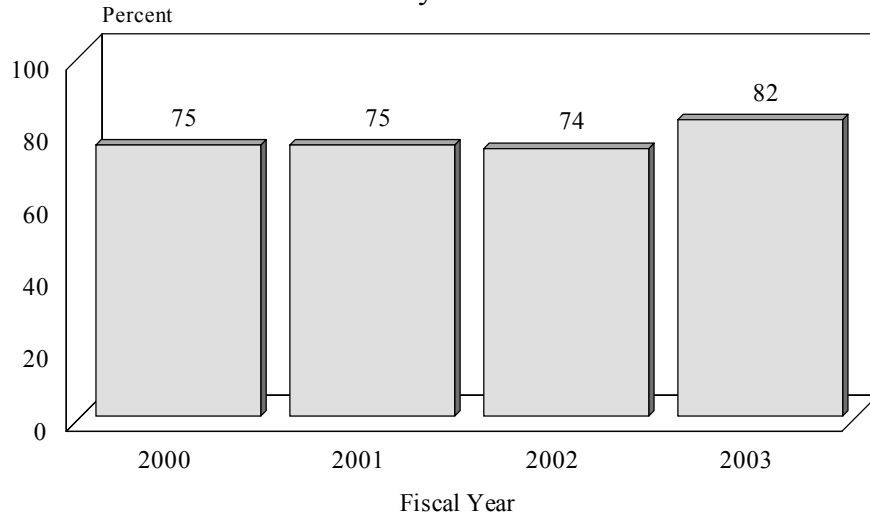
Percent of Bachelor's Degree Recipients Who Received Pass Scores
on Nationally Recognized Exams for Licensure, Certification,
or Registration Which Do Not Provide Norms,
Public Four-year Institutions



Source: Performance Indicators

The percentage of students receiving pass scores on examinations for licensure, certification, or registration that do not provide norms has remained constant over the last four years.

Percent of Students Assessed in General Education Using
a Nationally Normed Assessment Test,
Public Four-year Institutions



Source: Performance Indicators

Of Students Assessed in General Education Using
a Nationally Normed Assessment Test,
the Percent Who Scored at or Above the 50th Percentile,
Public Four-year Institutions



Source: Performance Indicators

Although the percentage of students taking a nationally normed assessment test in general education has increased slightly over the last two years, the percentage scoring at or above the 50th percentile has remained unchanged.

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Transfer and Articulation Issues
Coordinating Board for Higher Education
April 14, 2005

DESCRIPTION

In fulfilling its statutory authority to “establish guidelines and to promote and facilitate the transfer of students between institutions of higher education within the state” (Section 173.005.2(6) RSMo), the CBHE has utilized a standing advisory committee to ensure that transfer/articulation policies are regularly developed, evaluated, and monitored. The CBHE Committee on Transfer and Articulation (COTA) serves in this capacity. The intent of this item is to provide the board with an update on transfer and articulation issues.

Background

COTA

- Eight-member standing committee, plus commissioner or designee
- Three members from public two- and four-year institutions respectively, one from independent four-year; and one from independent or proprietary two-year institution
- Seeks counsel of faculty and other institutional representatives in performing its functions
- Must meet at least once a year
- Serves as state-level appeals board for formal complaints

Credit Transfer Policy Framework

- 1987 – Policy adopted
Emphasizes seat time, course titles, and credit hours
- 1998 – Credit transfer policy revised
Emphasizes a student-centered framework
Includes redesigned appeals process
Removes limit of 64 hours
Defines AA, AAS, and AS degrees
Adopts Principles of Good Practice for Transfer and Articulation
- 2000 – Credit transfer policy revised
Provides a rationale for general education
Includes 42-hour block of general education credit
Identifies four skills and four knowledge areas
Establishes statewide goals and illustrative competencies
- 2003 – Frequently Asked Questions approved
Generic position description of transfer/articulation officer approved
- 2005 – Joint Leadership Statement on Commitment to Transfer signed by presidents and chancellors of MCCA and COPHE

Coordinating Board for Higher Education
April 14, 2005

Dual Credit Policy Framework

- 1990 – Enabling legislation passed
- 1992 – Policy adopted
 - Stipulates a permissive framework
 - Relies on good will and professionalism of institutions
- 1996 – Survey of 29 institutions, 25,000 high school registrations
- 1998 – Survey of 34 institutions, 41,000 high school registrations, 1,700 high school faculty
- 1999 – Policy revised and clarifying comments adopted
 - Defines overall purpose
 - Includes quality control mechanisms
 - Requires involvement and sign off of on-campus faculty and administration
 - Raises standards for student eligibility
 - Aligns faculty qualifications with higher learning commission standards
 - Guarantees transferability of at least five courses
 - Adopts Principles of Good Practice for Dual Credit Courses
- 2003– Clarification about dual credit included in CBHE Policy Guidelines on Lower Division Coursework, Lower Division Certificate and Associate Degree Delivery
 - Includes proximity of institution as major factor
 - Emphasizes following state policy guidelines for quality control

Emerging Transfer and Articulation Issues

At its February 10, 2005, meeting, the CBHE referred three issues to COTA for review, analysis, and comment. During its March 21, 2005, conference call, COTA identified a plan of action for each issue. A summary of each issue and COTA's plan of action follows.

Lingering Transfer Issues

COPHE and MCCA presidents/chancellors identified the following lingering transfer issues and recommended language related to each issue for incorporation into the board's credit transfer policy.

- Additional lower division requirements
- Transferability of credits beyond 64 hours
- Lower/upper division course similarities

Using a common grid, each COTA member will independently review the three statements recommended by COPHE and MCCA to identify any definitional questions; to determine if the language should be treated as a revision, an addendum or a clarifying comment, along with a rationale; and to stipulate where in the policy the recommended language should be located. Upon completion of the individual reviews, the committee will convene a face-to-face meeting to form a consensus prior to forwarding its recommendations to the CBHE for review and action.

Transfer-Friendly Institutions

CBHE members have expressed interest in Missouri exploring the possibility of starting a voluntary program, whereby colleges and universities could receive a seal of approval as being transfer friendly. After extensive discussion about the challenges of starting such a program, as well as its potential benefits, COTA agreed to appoint a subcommittee of chief academic and student services officers from all sectors to review best practices at both sending and receiving institutions in order to develop a framework for this initiative. A subcommittee charge is being developed.

Transferability of Proprietary School Credits

The board's credit transfer policy encourages public and independent institutions to enter into institution-to-institution articulation agreements with proprietary schools that have certification by the CBHE and have received national accreditation from an agency recognized by the U.S. Department of Education. In practice, however, proprietary schools have indicated that transfer students from their sector are often told that their credits will not transfer simply because they are from an institution that does not have accreditation from the Higher Learning Commission.

COTA members indicated that there is little understanding among faculty at many public and independent institutions about the criteria and standards used by national proprietary school accrediting agencies. Furthermore, COTA members agreed that refusal to accept credits or refusal to review proprietary student transcripts, based solely on the lack of regional accreditation from the Higher Learning Commission, is unacceptable. COTA will use a subcommittee to analyze whether policy revisions and/or other actions are needed to ensure universal understanding that proprietary students should be treated fairly.

Conclusions

COTA has developed action plans for each of the issues identified by the CBHE for review, analysis, and recommendation. COTA intends to hold a face-to-face meeting once the initial analyses on these issues are completed. By reviewing these issues and developing strategies to confront them, COTA and the CBHE are ensuring an efficient and effective transfer and articulation system that is cost-effective and promotes successful participation in Missouri's system of higher education.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None