

Coordinating Board for Higher Education

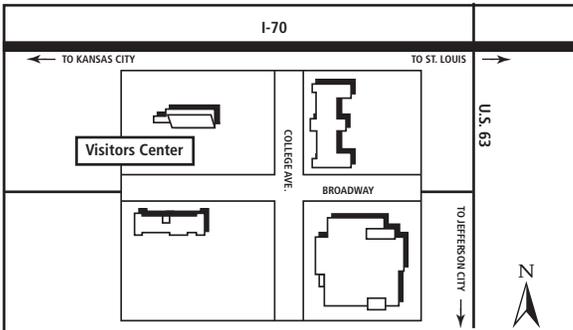
Agenda of Meeting

**9:00 AM
Thursday
April 12, 2007**

**Senior Hall, Stephens College
Columbia**

Stephens College Campus

Campus Key



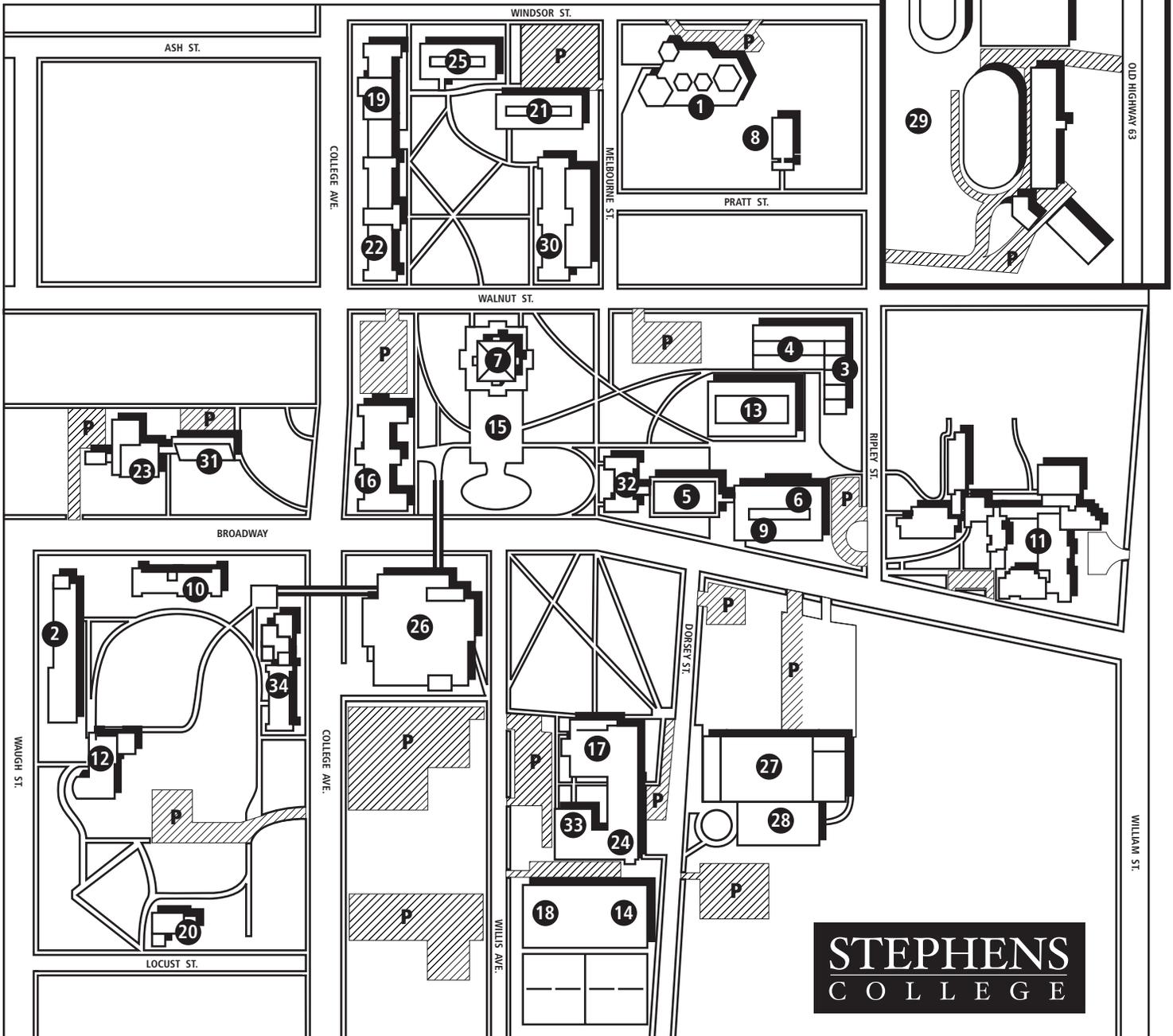
From the North and South

Take U.S. 63 to the Broadway exit. Go west approximately two miles to campus. The Visitors Center is located at the northwest corner of Broadway and College.

From the East and West

Take Interstate 70 to U.S. 63 (the Jefferson City exit). Go south on 63 to the Broadway exit. Follow the directions above to the Visitors Center.

- | | | |
|---|-------------------------------------|--|
| 1 Audrey Webb Child Study Center | 14 John and Mary Silverthorne Arena | 25 Searcy Hall |
| 2 Columbia Hall | 15 Journey Religious Life Center | 26 Stamper Commons |
| 3 Catharine Webb Studios | 16 Lela Raney Wood Hall | 27 Stephens Auditorium |
| 4 Davis Gallery | 17 Macklanburg Playhouse | 28 Stephens Natatorium |
| 5 Dudley Hall | 18 Maintenance Facility | 29 Stephens Stables |
| 6 E. S. Pillsbury Science Center | 19 Pillsbury Hall | 30 Tower Hall |
| 7 Firestone Baars Chapel | 20 President's Home | 31 Visitors Center/
Office of Admission |
| 8 Greenhouse | 21 Prunty Hall | 32 Walter Hall |
| 9 Helis Communication Center
(including Windsor Auditorium and
Charters Lecture Hall) | 22 Roblee Hall | 33 Warehouse Theatre |
| 10 Hickman Hall | 23 Sampson Hall | 34 Wood Hall |
| 11 Hillcrest Hall and Apartments | 24 Scene Shop | |
| 12 Historic Senior Hall | | |
| 13 Hugh Stephens Resource Library | | |



COORDINATING BOARD FOR HIGHER EDUCATION

Kathryn F. Swan, Chair, Cape Girardeau

Gregory Upchurch, Vice Chair, St. Louis

Martha L. Boswell, Columbia

David Cole, Cassville

Lowell C. Kruse, St. Joseph

Jeanne Patterson, Kansas City

Duane Schreimann, Jefferson City

TIME: 9:00 AM
Thursday
April 12, 2007

PLACE: Historic Senior Hall
Stephens College
Columbia

**Coordinating Board for Higher Education
April 12, 2007
Stephens College
Columbia
Schedule of Events**

THURSDAY, APRIL 12

9:00 AM	Coordinating Board for Higher Education and Presidential Advisory Committee Meeting Recital Hall, Historic Senior Hall Stephens College Columbia
12:00 PM – 12:45 PM	Lunch Senior Hall
1:00 PM	Resume CBHE Meeting, if necessary

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

Representatives by Statute

Public Four-year Universities

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

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

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

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

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

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

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

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

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

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

Dr. Guy Bailey
Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. John Carney III
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

Mr. Alan Marble
Interim President
Crowder College
601 Laclede Avenue
Neosho 64850

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

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

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

Dr. Don Doucette (Ex Officio Member-MCCA President)
Vice Chancellor for Education and Technology
Metropolitan Community College-Kansas City
3200 Broadway
Kansas City 64111

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

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

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

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

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

Dr. 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. Brian Nedwek
Acting President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

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

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

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

Independent Two-year Colleges

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

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 AM
Thursday
April 12, 2007

PLACE: Senior Hall
Stephens College
Columbia, MO

AGENDA

- | | <u>Tab</u> | <u>Presentation by:</u> |
|---|------------|---|
| I. Introduction | | |
| A. Call to Order | | Kathryn Swan, Chair |
| B. Confirm Quorum | | Secretary |
| C. Committee Reports | | |
| 1. Audit Committee | | Duane Schreimann, Chair |
| 2. Student Loan/Financial Aid Committee | | Martha Boswell, Chair |
| 3. Strategic Planning Committee | | Jeanne Patterson, Chair |
| D. Appointment of Nominating Committee for Selection of CBHE Officers | | Kathryn Swan, Chair |
| II. Presidential Advisory Committee | | |
| A. FY 2008 Budget Update | A | Donna Imhoff,
Assistant Commissioner |
| B. Summary of Proposed Legislation Related to Higher Education | B | Zora AuBuchon,
Legislative Liaison |
| C. New Funding Formula for Higher Education | C | Paul Wagner,
Associate Commissioner |
| | | Donna Imhoff,
Assistant Commissioner |
| III. Action Items | | |
| A. Minutes of the February 8, 2007 CBHE Meeting | | Kathryn Swan, Chair |
| B. State Student Financial Aid Processing | D | Leroy Wade,
Assistant Commissioner |

	<u>Tab</u>	<u>Presentation by:</u>
C. St. Louis Community College Wildwood Campus	E	Hillary Fuhrman, Research Associate B.J. White, Program Specialist
IV. Consent Calendar		
A. Distribution of Community College Funds	F	Donna Imhoff, Assistant Commissioner
B. Community College Equity	G	Donna Imhoff, Assistant Commissioner
C. Sunshine Law Policy	H	Jim Matchefts, General Counsel
D. Committee on Transfer and Articulation Update	I	B.J. White, Program Specialist
E. Academic Program Actions	J	B.J. White, Program Specialist
F. English Language Proficiency Report	K	B.J. White, Program Specialist
G. Proprietary School Certification Actions and Reviews	L	Leroy Wade, Assistant Commissioner
V. Items for Discussion, Consideration, and Possible Vote		
A. Missouri High School Graduates Performance Report	M	Jeremy Kintzel, Research Associate
B. Grant Activity – Past, Present, and Future	N	Jeremy Kintzel, Research Associate
C. METS Initiative Update	O	Hillary Fuhrman, Research Associate
D. Potential Meetings with MOHELA and the State Board of Education	P	Robert B. Stein, Commissioner
E. Report of the Commissioner		Robert B. Stein, Commissioner

Executive Session

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

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

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

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

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
February 8, 2007**

The Coordinating Board for Higher Education met at 9:00 a.m. on Thursday, February 8, 2007 at Lincoln University in Jefferson City:

Members present were:

Kathryn Swan, Chair
Martha Boswell
David Cole
Lowell C. Kruse
Jeanne Patterson
Duane E. Schreimann

Chair Kathryn Swan called the Coordinating Board for Higher Education meeting to order. A list of guests is included as Attachment A.

The presence of a quorum was established with the following roll call vote:

	Present	Absent
Martha Boswell	X	
David Cole	X	
Lowell C. Kruse	X	
Jeanne Patterson	X	
Duane Schreimann	X	
Kathryn Swan	X	
Gregory Upchurch		X

Dr. Carolyn Mahoney welcomed the CBHE, MDHE staff, and visitors to Lincoln University. Dr. Mahoney provided a brief history of Lincoln University, the institution's mission and vision for the future, and also shared several of the accomplishments of Lincoln's students, faculty, staff, and alumni.

Chair Swan thanked President Mahoney, her staff, and the Lincoln Board of Curators for their hospitality to the presidents and chancellors, members of the Coordinating Board, and MDHE staff. Chair Swan also acknowledged Dr. Robert Stein as the new Commissioner of Higher Education.

Committee Reports

Audit Committee

Mr. Duane Schreimann, chair of the Audit Committee, introduced Dr. Jim Matchefts, Assistant Commissioner and General Counsel, who provided the audit committee report. At the December

14, 2006, meeting, the audit committee briefed the board on three audits; two from the State Auditor's Office and one from an independent auditing firm. As there was not a quorum of the board at that meeting, the report could not be formally accepted. There was no new business for the audit committee to report.

Mr. Duane Schreimann moved **that the report of the audit committee from December 14, 2006, be accepted.** Ms. Jeanne Patterson seconded the motion, and it passed unanimously.

Student Loan/Financial Aid Committee

Ms. Martha Boswell stated that the committee had no new business to report.

Strategic Planning Committee

Ms. Patterson advised the board that the strategic plan has been delayed due to the work being done at the department level in support of the Governor's agenda including the Lewis and Clark Discovery Initiative. The strategic planning committee will submit a more detailed report and draft plan at a future meeting.

Presidential Advisory Committee

Budget Update

Dr. James Scanlon introduced Ms. Donna Imhoff, Assistant Commissioner, who provided an update on the Governor's FY2008 budget recommendations as they relate to higher education. There is one correction to the first page of the attachment. Under the Governor's FY2008 recommendation for Coordination Administration, the amount should be \$713,340 rather than \$712,386.

The CBHE budget recommendations included a request for 5 additional FTE; however, the Governor's budget currently recommends a reduction of .25 FTE. Dr. Stein stated that the CBHE and MDHE should continue to build support for the department's needs as additional funding and FTE can be added during the legislative process.

Concerning institutional operating budgets, the Governor's recommendations included average budget increases over FY2007 levels of 4.5% for public universities, 4.2% for community colleges, and 6.3% for Linn State Technical College. Dr. Stein advised that the majority of increases for the public institutions were based upon agreements made by institutions.

Included in the 4.5% increase for public four year institutions is an additional \$1.0 million in new core requests for a joint engineering program between the University of Missouri – Rolla and Missouri State University, and an additional \$500,000 for Missouri State University – West Plains. Concerning community college funding, the equity distribution formula was used after establishing the 4.2% increase for the sector as a whole. There was discussion that the equity formula penalizes some colleges and that those colleges should be considered for additional funds in order to reach the 4.2% average recommendation.

Dr. John McGuire stated that institutions worked with the CBHE and MDHE staff and submitted a budget recommendation in October with equal increases for the two- and four-year sectors. The Governor's recommendations are not in accord with that proposal, and the institutions have not been advised of the basis for the discrepancy. There is concern that the discrepancy is due to the two-year equity formula. Dr. McGuire reminded the board that the formula was not meant to be a permanent solution when originally adopted in the late 1990s and was never intended to supplant or end additional funding.

Dr. Stein responded that the CBHE and the MDHE continue to work with key legislators, and this issue has been given attention. The board is on record to work on redesigning the funding formula for higher education, and the sector organizations, as well as Linn State Technical College, are also discussing this issue. There is commitment that periodic equity adjustment should be built into any funding formula.

Mr. Lowell Kruse asked what would be the most productive way to impact this budget consideration. Dr. Stein said that the most effective method for this legislative session would be conversations with legislators rather than formal motions. For future fiscal year requests, conscientious involvement of board members between October and the Governor's State of the State Address would yield the greatest benefits. Ms. Patterson acknowledged the need to become a stronger advocate for community colleges and urged the sectors to continue discussions with legislators.

The board directed the MDHE to compile a summary of the history of the community college equity plan in order for members to determine the most appropriate way to approach legislators regarding this issue.

Summary of Proposed Legislation Related to Higher Education

The Commissioner provided an update on some of the pending legislation related to higher education, P-20, and other bills that may be relevant to institutions and the MDHE/CBHE. Commissioner Stein acknowledged MDHE staff for their work in tracking legislation as well as responding to numerous fiscal note requests from the Joint Committee on Legislative Research.

MDHE staff prepared a matrix showing the location of major components of the newest version of SB389:

Joint Committee on Education

The establishment of a Joint Committee on Education is seen as positive by the MDHE as the Joint Committee will view education as a P-20 system rather than focusing primarily on elementary or secondary education. This section requires the Joint Committee to meet twice per year and specifies responsibilities including monitoring higher education, establishing performance measures, analyzing the costs of education, and exploring the feasibility of including students enrolled in proprietary schools in state-based financial aid programs.

Competencies for Core Courses

This component charges the Coordinating Board with developing agreed-upon competencies for entry level courses in core disciplines in order to more effectively facilitate transfer among public institutions. Commissioner Stein advised that while this component would be very labor-intensive, it would have spillover in messages to secondary-level students regarding preparation for and access to collegiate-level coursework. Mr. Jeremy Kintzel advised that there is interest in a more formal definition of competencies for entry into collegiate-level work and that this component would be complimentary to those efforts. The K-12 sector has stated that often there is not a clear understanding of what is required to prepare for and successfully complete collegiate-level work at postsecondary institutions.

Dr. Stephen Lehmkuhle acknowledged that while the statewide transfer system is not perfect, it is nevertheless successful. Institutions do not have evidence that the transfer system is broken, and each sector and the Committee on Transfer and Articulation (COTA) work to address problems as they arise.

Dr. Barbara Dixon stated that this section of the bill seems to be a solution without a clearly identified problem and reported that a similar mandate at the State University of New York did not produce any distinct measures of improvement in student learning and success after three years of implementation.

Commissioner's Fining Authority

Commissioner Stein advised the board that the newest version of the proposed legislation does include the phrase "public or private" institutions. Mr. Schreimann asked why public institutions were limited to a fine of up to one percent of their current fiscal year state appropriations while the language did not set limits on fines or restrictions of financial aid for independent institutions that "willfully disregard" board policy. There was a comment that the CBHE and the legislature have an obligation to ensure that accountability measures apply to all institutions.

Commissioner Stein responded that the MDHE has begun conversations about independent institutions sharing the same kind of data as required by public institutions. It is unlikely that as a sector the independent institutions would choose to become members of the Enhanced Missouri Student Achievement Study (EMSAS), but some independent institutions may choose to share data. There is also consideration to include certified proprietary institutions receiving state financial aid in the EMSAS.

Dr. Lehmkuhle stated that institutions are generally supportive of strengthening the Coordinating Board, but there is concern that the legislation would change the reason why institutions work together and cooperate with the CBHE and MDHE. Mr. Schreimann stated that members understand that they should not interfere with the way governing boards operate their colleges and universities and asked that institutions continue to work together in the development of statewide policies.

Out-of-State Public Institutions

There are currently three out-of-state public institutions operating through the proprietary certification process in Missouri at four locations, and one has a full degree program at this time. These institutions perceive a market niche, and this statute would make their entrance into Missouri postsecondary education more public. However, it is unclear if this legislation would adequately address the concerns of those who prepared the bill.

A question was raised if the legislation would require out-of-state public institutions to participate in Missouri's credit transfer and other policies. Commissioner Stein replied that the way the statute is worded would require out-of-state institutions to abide by the policies of the state in terms of collaboration, information, and data. The MDHE assumes this would include transfer and articulation to ensure that all students to have smooth pathways between and among institutions. Dr. Lehmkuhle reminded the board that Missouri institutions also provide courses and programs to students in other states.

Limits on Need-Based Student Financial Aid

This section provides for limits to need-based aid so that students' financial assistance does not exceed the cost of attendance. This section does not include merit-based aid in the calculations, but the board should note that some merit-based aid does address need as well.

Lewis and Clark Discovery Initiative

Six of the projects scheduled to be funded under this section have been removed at this time. There is a possibility that some projects may end up back in the bill. The CBHE and the institutions are on record in support of the Lewis and Clark Discovery Initiative.

Tuition Stabilization

The MDHE has communicated the message that state support of institutions has a direct relationship to institutional flexibility in setting tuition. Commissioner Stein stated that there has been extensive work on behalf of the MDHE and institutions to recommend language that would tie tuition to the amount of state support provided. Dr. Dixon stated that it is critical that there be some accountability on the part of the state to do their share.

Commissioner Stein advised that the MDHE is designing Quick Facts Supplements of important issues for distribution to legislators. The first supplement will focus on Missouri's ranking nationally regarding state support, tuition, and how these impact affordability. It was suggested that while Missouri ranks in the lowest quartile for state support it ranks in the middle for tuition, which could be an indicator of efficiency.

The Coordinating Board should take the initiative and put together a master plan for higher education in Missouri while institutions design a comprehensive marketing plan.

Consumer Information Relating to Institution Course Offerings

Commissioner Stein reported that this section requires that public institutions provide information to the public about faculty assignments and credentials. The legislature understands that the process should not be onerous and that at times instructors are not

assigned to courses until the last minute. It is suggested that a master list of known instructors be made available on the institution's website and links updated when course assignments are made. There is a desire by legislators that the amount of the course taught by teaching assistants be included in the course schedule and that teaching evaluations be made public. One complexity of this task is the lack of a universal instrument for evaluation of instruction, which makes comparisons between institutions difficult. Language in the bill suggests that internal institutional policies would determine when and if teaching evaluations are made public.

Performance Measures

This section proposes five performance measures for higher education institutions - three that would be statewide and two that would be institution-specific. The measures will be developed between institutions, the MDHE, and the CBHE. Institutions have been supportive, and this section is not seen as controversial.

Student Financial Aid

Commissioner Stein reported that this section does have general support among institutions though some questions have emerged about the relationship between public and independent sectors and the impact of this change. Mr. Leroy Wade responded to questions regarding the Access Missouri Financial Assistance Program.

There was discussion concerning the criminal offense exclusion of the bill. A comment was made that there are no significant dollars to be saved through such exclusion and that if access to financial aid to persons with a criminal record could serve as a welcomed incentive to positively influence this particular group of prospective students.

Action Items

Commissioner Stein reminded the Board that Dr. McGuire is President-Elect for the Presidential Advisory Council. After discussion with each sector, it was agreed that Dr. McGuire would take the position at the June meeting in order to provide continuity throughout the fiscal year.

Approval of Minutes

Mr. Schreimann moved that **the minutes of the December 14, 2006 CBHE meeting, the minutes of the December 14, 2006 closed CBHE meeting, and the minutes of the December 27, 2006 CBHE meeting be approved as printed.** Mr. David Cole seconded the motion, and it passed unanimously.

2007 Missouri Conference on Transfer and Articulation

Mr. Jeremy Kintzel reported on the statewide transfer conference held on January 24, 2007. This conference was intended as a reinstatement of a statewide forum for work on transfer and articulation issues. A data sourcebook on transfer was provided to attendees as a foundation for discussion, and a discussion of the outcomes of the conference among presidents, chancellors, and board members was continued at the February 7, 2007 work session.

The conference attempted to broaden the conversation from traditional postsecondary-to-postsecondary transfer to include transition issues such as student preparation and advanced credit, e.g. dual credit and Advanced Placement. MDHE staff is reviewing comments from conference attendees and is updating available data with the cooperation of COTA and institutional researchers. It is expected that data discussed at the conference will continue to guide strategic planning and initiatives for practitioners and policymakers.

MDHE staff expressed appreciation for the leadership and support of COTA and the Conference Coordinating Committee. This event provided a solid foundation for future discussion and action on transfer and articulation issues.

Dr. Lehmkuhle emphasized that the conference planning staff had estimated participation at 100 but actual participation numbered more than 160. There is a great deal of interest in this topic and the conference illustrated that Missouri institutions work well together when the focus is on student success in the system.

Mr. Kruse moved that the **“Coordinating Board for Higher Education commend the efforts of the Committee on Transfer and Articulation, the Transfer and Articulation Conference Coordinating Committee, and MDHE staff for their efforts in organizing and facilitating the Transfer Conference. Their considerable efforts contributed to a much-needed and well-received revival of dialogue among transfer practitioners to continue to improve transfer practices in Missouri.”**

During discussion of the recommended action, Chair Swan stated that this work was in addition to the normal duties of the MDHE staff and thanked staff for their efforts in a very successful venture. Ms. Patterson seconded the motion, and it passed unanimously.

Development of Board Policy Regarding Recommendations for Community College Capital Improvement Funding Requests

Commissioner Stein acknowledged that there is a policy void regarding community college capital, and there have been misperceptions that the state does not provide support. Over the years, support for facilities has emerged through the budget process, primarily through maintenance and repair funds, but there have also been funds for new capital projects.

There was a commitment made by the CBHE in October 2006 that community colleges would not go through another budget cycle without an agreed-upon policy for capital project funding.

Commissioner Stein read the following recommended action: **“It is recommended that the Coordinating Board for Higher Education direct the commissioner of higher education to appoint appropriate members of a seven-member working group to begin to develop a recommendation for a CBHE policy on community college capital requests. The work group is to provide recommendations by the June 14, 2007, CBHE meeting for the board’s consideration.”**

During discussion of the recommended action, Dr. John Ganio advised that the state of Illinois remains committed to community college capital funding but has not had the money to put into capital projects. Ms. Patterson moved to accept the staff recommendation. Mr. Schreimann seconded the motion, and it passed unanimously.

Consent Calendar

Items on the consent calendar are recurring issues or are a routine part of the operation of the CBHE and the MDHE. Any or all items may be withdrawn from the consent calendar by any member of the board if further discussion is necessary. Chair Swan asked if there were any questions or comments with regard to the items contained on the consent calendar.

Ms. Patterson moved to approve the Consent Calendar. Mr. Cole seconded the motion, and it passed unanimously.

Discussion Items

State Student Financial Aid Program Update

Mr. Wade stated that he is very optimistic that the proposed single need-based financial aid program would be passed by the legislature and signed by the Governor.

Report of the Commissioner

Commissioner Stein introduced Ms. Sherry Reeves. Ms. Reeves previously worked with the Missouri Lottery and the House of Representatives before joining the MDHE in 2004. In 2006, Ms. Reeves noted that the MDHE was being billed for telecommunication lines not in use. With the assistance of Mr. Greg Sandbothe and Mr. Jason Volkart, Ms. Reeves recommended deleting service on several unused lines within the agency, thus saving approximately 15% of the MDHE telecommunications budget each year. Ms. Reeves has been named the State Employee of the Month, which has not previously been awarded to an MDHE employee. Ms. Reeves will be honored at a ceremony in the Governor's office.

Commissioner Stein introduced Ms. Wendy Baker as the new information officer for the MDHE; Ms. Baker will be attending board meetings regularly and will send out press releases for the CBHE.

Commissioner Stein reported that MDHE staff is working with legislators to provide value added services such as writing technical notes on problem areas in bills. The MDHE would like the legislature to use the MDHE as a sounding board for potential legislation.

Commissioner Stein advised that the first P-20 Council report will be sent to the Governor's office this afternoon. The content of the report explored curriculum alignment and assessment, reduction of remediation, employer feedback about graduate performance, access to collegiate-level work, identification of future needs of the workforce, and the improvement of school-college partnerships to improve teacher quality and student success. There is discussion about

expanding the P-20 Council, whose priority this year is on skill sets and occupations needed in the next 15 – 20 years in order for Missouri to be globally competitive, curricular alignment, and career choices for young students.

Commissioner Stein commended the board for going on record on important issues including: strengthening the CBHE, increasing support for higher education, committing to a sustained P-20 structure, reinforcing its interest in developing a more advanced higher education accountability system, promoting collaboration, supporting capital on Missouri campuses, and fostering attention on tuition stabilization while acknowledging that tuition decisions rest with institutional governing boards,

Chair Swan thanked Lincoln for their hospitality and the MDHE staff and stated that their efforts do not go unrecognized.

Mr. Schreimann moved to adjourn the meeting. Ms. Patterson seconded the motion, and it passed unanimously. The meeting adjourned at 12:15 pm.

Roster of Guests
Coordinating Board for Higher Education
February 8, 2007

Name	Affiliation
Jim Baker	Missouri State University
Constance Bowman	Harris-Stowe State University
Barbara Dixon	Truman State University
Donald Claycomb	Linn State Technical College
Ken Dobbins	Southeast Missouri State University
Don Doucette	Metropolitan Community College
Marsha Drennon	State Fair Community College
Hillary Fuhrman	Department of Higher Education
John Ganio	St. Louis Community College
Jennifer Glass	Department of Higher Education
Mike Grelle	University of Central Missouri
Dean Hubbard	Northwest Missouri State University
Donna Imhoff	Department of Higher Education
Jeremy Kintzel	Department of Higher Education
Steven Kurtz	Mineral Area College
Steve Lehmkuhle	University of Missouri System
Julio Leon	Missouri Southern State University
Carolyn Mahoney	Lincoln University
Alan Marble	Crowder College
Jim Matchefts	Department of Higher Education
Brenda Miner	Department of Higher Education
Brian Nedwek	Maryville University of St. Louis
John McGuire	St. Charles Community College
Chuck Poplstein	Department of Higher Education
Greg Sandbothe	Department of Higher Education
James Scanlon	Missouri Western State University
Robert Stein	Department of Higher Education
Leroy Wade	Department of Higher Education
B.J. White	Department of Higher Education
Paula Wolken	Department of Higher Education

AGENDA ITEM SUMMARY

AGENDA ITEM

FY2008 Budget Update
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

This item will provide budget updates for the Missouri Department of Higher Education's (MDHE) appropriations House Bill (HB) 3. It will also explain supplemental budget items affecting higher education included in HB14 and HB16.

Background

After the October budget submission to the Office of Administration, the governor announces budget recommendations during the State of the State address. Once that information is released, the House Appropriations committee holds hearings to discuss the department's budget requests and the governor's recommendations. The House Appropriations committee makes recommendations to the full House Budget committee. The appropriations house bill is introduced on the House floor prior to work by the House Budget committee. The House Budget committee will mark-up or make changes to the appropriation bills.

Once bills are voted out of committee, they are debated on the House floor and voted out. From there, they will be marked-up by the Senate Appropriations committee. When voted out of the Senate committee, the bills are debated on the Senate floor. If there are no changes to the House version of the bills, the bills will become Truly Agreed to and Finally Passed after passage on the Senate floor. If there are changes to the bills made by the Senate, a conference committee will be formed of both Senate and House committee members in order to reach a compromise on the differences in the two versions of the bills. The agreed upon version of the bill will be debated on both legislative floors. After passage of the agreed upon bills on both floors, it becomes truly agreed to and finally passed. The governor then has the opportunity to veto line-items before signing the House budget bills.

The supplemental house bills (HB14 – all state departments, and HB16 – Lewis and Clark Discovery Initiative related items) go through the same process as HB3.

Current Status

Changes from the FY2008 governor's recommendations to the House Budget committee recommendations include increased funding to the operating budgets of community colleges. Both the House Appropriations and House Budget committees felt that community college funding should be more in line with the governor's recommendations for the four-year institutions.

Coordinating Board for Higher Education
April 12, 2007

The House Budget committee recommended a 4.48 percent increase for the community colleges - up from the 4.2 percent increase recommended by the governor; Linn State Technical College was recommended for a 6.3 percent increase; and public four-year institutions were recommended for a 4.45 percent increase – down slightly from the 4.5 percent increase recommended by the governor. The decrease to the four-years includes \$500,000 from Missouri State University – West Plains and a reduction of \$250,000 from the University of Missouri system.

The House Budget committee recommended an additional \$24 million in the Federal Student Loan Reserve fund as a FY2008 increase. This is a decrease from the governor's recommendation of \$40 million. The House Budget committee stayed with the governor's recommendation of a \$372,000 increase to the Bright Flight program for FY2008. In addition, \$20 million was recommended for increases to the Gallagher and Guarantee programs combined.

The House Budget committee recommendations for the administration of the MDHE remained the same as the governor's recommendations. Attached are the MDHE statutory functions and GR funding documents that were prepared for House Budget committee members prior to mark-up of HB3. Although an amendment was put forth in this committee for two additional FTE and associated salary, the amendment was defeated.

In HB14 the Federal Student Loan Reserve fund received a supplemental increase of \$24 million for FY2007, and the Bright Flight scholarship fund received a supplemental increase of \$372,000 for FY2007. Both Missouri State University and the University of Missouri-Rolla were recommended for \$500,000 each in the FY2007 supplemental recommendations for one-time equipment needs in support of two new collaborative engineering programs to be delivered in Springfield. These recommendations for supplemental capital funding did not make it to the Truly Agreed to and Finally Passed version of HB14. However, funds for the joint engineering programs will be included in the FY2008 capital appropriations house bill when it is introduced.

The FY2007 supplemental HB16 includes recommendations for increases to both the Gallagher and the Missouri Guarantee programs totaling \$25 million combined. This bill has been voted out of the House and is awaiting a hearing in Senate Appropriations.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT(S)

Attachment A: FY2008 – House Budget Committee Recommendations
Attachment B: MDHE Functions and GR Funding Document

Coordinating Board for Higher Education
April 12, 2007

FY 2008 - Administration

	FY 2007		FY 2008 CBHE		FY 2008 Gov		FY 2008 House Budget		% Change	
	Core Budget	FTE	Recommendation	FTE	Recommendation	FTE	Recommendation	FTE	from FY 2007	FTE
Coordination Admin - Core	712,386	14.57	870,684	15.32	713,340	14.50	713,340	14.50	0.1%	-0.5%
Proprietary - Core	128,606	2.08	128,606	2.08	128,606	2.08	128,606	2.08	0.0%	0.0%
Grant/Schol. Admin - Core	106,465	2.00	315,438	7.00	106,465	2.00	106,465	2.00	0.0%	0.0%
Salary Adjustment	N/A		N/A		23,612		23,612		N/A	
Proprietary Bond Fund	100,000		100,000		100,000		100,000		0.0%	
MHEC	90,000		90,000		90,000		90,000		0.0%	
Eisen./Teacher Quality - Core	1,778,746	1.00	1,778,746	1.00	1,778,746	1.00	1,778,746	1.00	0.0%	0.0%
Salary Adjustment	N/A		N/A		1,811		1,811		N/A	
New Federal/Other Grants	2,000,000		2,000,000		2,000,000		2,000,000		0.0%	
TOTAL	4,916,203	19.65	5,283,474	25.40	4,942,580	19.58	4,942,580	19.58	0.5%	-0.4%

FY 2008 - Financial Assistance And Outreach

	FY 2007		FY 2008 CBHE		FY 2008 Gov		FY 2008 House Budget		% Change	
	Core Budget	FTE	Recommendation	FTE	Recommendation	FTE	Recommendation	FTE	from FY 2007	FTE
Academic Scholarship (Bright Flight)	15,987,000		16,359,000		16,359,000		16,359,000		2%	
Gallagher Scholarship Program	18,157,854		36,157,854		31,491,187		31,491,187		73%	
College Guarantee Program	9,155,582		17,945,582		15,612,249		15,612,249		71%	
Public Service Grant Program	60,710		60,710		60,710		60,710		0%	
Vietnam Survivor Program	50,000		50,000		50,000		50,000		0%	
Marguerite Ross Barnett Program	425,000		425,000		425,000		425,000		0%	
GEAR UP - Core	1,664,365	5.50	2,164,365	5.50	2,164,365	5.50	2,164,365	5.50	30%	0%
Salary Adjustment	N/A		N/A		6,837		6,837		N/A	
TOTAL	45,500,511	5.50	73,162,511	5.50	66,169,348	5.50	66,169,348	5.50	45%	0%

FY 2007 Supplemental - Financial Assistance and Outreach

	CBHE	FY 2008 Gov	FY 2008 House	Truly Agreed to
	Recommendation	Recommendation	Recommendation	and Finally Passed
FY 2007 Academic Scholarship (Bright Flight)	372,000	372,000	372,000	372,000
FY 2007 Gallagher Scholarship Program	0	16,666,667	16,666,667	
FY 2007 College Guarantee Program	0	8,333,333	8,333,333	

FY 2008 - Missouri Student Loan Program

	<u>FY 2007 Core Budget</u>	<u>FTE</u>	<u>FY 2008 CBHE Recommendation</u>	<u>FTE</u>	<u>FY 2008 Gov Recommendation</u>	<u>FTE</u>	<u>FY 2008 House Budget Recommendation</u>	<u>FTE</u>	<u>% Change from FY 2007</u>	<u>FTE</u>
Loan Program Admin - Core	11,882,363	50.77	11,807,357	50.02	11,884,847	50.59	11,884,847	50.59	0.02%	-0.4%
Salary Adjustment	N/A		N/A		59,266		59,266		N/A	
Loan Program Revolving Fund and Other Loan Funds	98,750,000		138,750,000		138,750,000		122,750,000		24%	
TOTAL	110,632,363	50.77	150,557,357	50.02	150,694,113	50.59	134,694,113	50.59	22%	-0.4%

FY 2007 Supplemental - Loan Program Revolving Fund

	<u>CBHE Recommendation</u>	<u>FY 2008 Gov Recommendation</u>	<u>FY 2008 House Recommendation</u>	<u>Truly Agreed to and Finally Passed</u>
FY 2007 Loan Program Revolving Fund	40,000,000	40,000,000	24,000,000	24,000,000

<u>FY 2008 - All Institutions</u>	<u>FY 2007 Core Budget</u>	<u>FY 2008 CBHE Recommendation</u>	<u>FY 2008 Gov Recommendation</u>	<u>FY 2008 House Budget Recommendation</u>	<u>% Change from FY 2007</u>
<u>Community Colleges</u>					
Crowder	4,568,730	5,092,011	4,736,814	4,749,542	3.96%
East Central	5,303,061	5,910,448	5,498,161	5,512,935	3.96%
Jefferson	7,781,015	8,672,215	8,067,279	8,088,956	3.96%
Metropolitan	32,326,133	36,028,611	33,515,411	33,605,472	3.96%
Mineral Area	5,097,973	5,681,870	5,285,527	5,299,730	3.96%
Moberly	5,015,941	5,681,867	5,242,787	5,256,876	4.80%
North Central	2,516,612	2,804,852	2,609,198	2,616,209	3.96%
Ozark Technical	9,763,725	11,618,013	10,463,328	10,491,658	7.46%
St. Charles	7,362,077	8,833,479	7,923,856	7,944,935	7.92%
St. Louis	46,482,134	51,805,971	48,192,212	48,321,711	3.96%
State Fair	5,405,242	6,024,332	5,604,101	5,619,160	3.96%
Three Rivers	4,407,184	4,987,766	4,604,406	4,616,779	4.76%
Sub Total	136,029,827	153,141,435	141,743,080	142,123,963	4.48%
Tax Refund Offset	250,000	250,000	250,000	250,000	0.00%
TOTAL	136,279,827	153,391,435	141,993,080	142,373,963	4.47%
<u>State Technical College</u>					
Linn State Technical College	4,634,133	5,510,528	4,926,265	4,926,265	6.3%
Tax Refund Offset	30,000	30,000	30,000	30,000	0.0%
TOTAL	4,664,133	5,540,528	4,956,265	4,956,265	6.3%
<u>Four-year Institutions</u>					
Missouri Southern	21,539,003	26,228,918	23,102,308	23,102,308	7.26%
Missouri Western	21,197,492	24,680,898	22,358,627	22,358,627	5.48%
Central Missouri	54,963,213	61,775,221	57,271,668	57,271,668	4.20%
Southeast Missouri	44,734,189	50,453,036	46,640,471	46,640,471	4.26%
Missouri State	81,930,532	91,527,323	86,371,614	85,871,614	4.81%
Northwest Missouri	30,484,455	33,532,901	31,764,802	31,764,802	4.20%
Truman State	41,594,223	46,787,660	43,341,180	43,341,180	4.20%
Lincoln University	17,125,184	19,620,117	17,956,828	17,956,828	4.86%
Harris-Stowe	10,017,401	11,259,249	10,438,132	10,438,132	4.20%
University of Missouri	412,991,189	463,452,843	430,836,819	430,586,819	4.26%
Sub Total	736,576,881	829,318,166	770,082,449	769,332,449	4.45%
Tax Refund Offset	875,000	875,000	875,000	875,000	0.00%
TOTAL	737,451,881	830,193,166	770,957,449	770,207,449	4.44%

FY 2008 - UM Related

	<u>FY 2007 Core Budget</u>	<u>FY 2008 CBHE Recommendation</u>	<u>FY 2008 Gov Recommendation</u>	<u>FY 2008 House Budget Recommendation</u>	<u>% Change from FY 2007</u>
Hospitals and Clinics	13,185,079	13,910,258	13,185,079	13,185,079	0%
State Historical Society	1,019,561	1,277,097	1,519,561	1,519,561	49%
Alzheimer's Program	0	421,520	0	0	0%
Mo Rehabilitation Center	10,401,691	10,973,784	10,401,691	11,651,691	12%
State Seminary Funds	3,250,000	3,250,000	3,250,000	3,250,000	0%
Missouri Institute of Mental Health	1,839,880	1,917,155	1,839,880	1,839,880	0%
Mo Kidney Program	4,016,774	4,185,479	4,016,774	4,016,774	0%
Spinal Cord Injury Research	400,000	400,000	400,000	400,000	0%
MOREnet	10,254,612	12,875,306	10,254,612	10,254,612	0%
Telehealth Network	419,355	0	840,000	840,000	100%
TOTAL	44,786,952	49,210,599	45,707,597	46,957,597	5%

FY 2008 - Total Appropriations

	FY 2007		FY 2008 CBHE		FY 2008 Gov		FY 2008 House Budget		\$ Change	
	Appropriation	FTE	Recommendation	FTE	Recommendation	FTE	Recommendation	FTE	from FY 2007	FTE
General Revenue	844,641,295	12.57	960,739,609	22.32	885,510,880	12.50	886,391,763	12.50	41,750,468	-0.6%
Federal Funds	5,468,111	12.58	5,309,358	8.58	5,482,693	12.58	5,482,693	12.58	14,582	0%
Other Funds	225,122,464	50.77	292,290,103	50.02	285,426,859	50.59	269,426,859	50.59	44,304,395	-0.4%
TOTAL	1,075,231,870	75.92	1,258,339,070	80.92	1,176,420,432	75.67	1,161,301,315	75.67	86,069,445	-0.3%



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Missouri Department of Higher Education
March 12, 2007

Statutorily Required Functions Assigned to CBHE/MDHE

- Design a coordinated plan responsive to state needs, population and enrollment trends, and institutional specialization
- Develop a master plan for advanced technical and vocational training
- Recommend development, consolidation, or elimination of academic programs
- Collect data and perform analysis to inform public policy
- Provide an annual report to the governor and general assembly
- Coordinate reciprocal agreements between Missouri higher education institutions
- Establish policies and procedures relating to residence status of students
- Establish guidelines for the transfer of students between Missouri institutions
- Perform institutional mission reviews
- Establish admission guidelines consistent with institutional mission
- Approve new programs at public institutions
- Approve out-of-district courses for community colleges
- Administer proprietary school certification program
- Administer state grant and scholarship programs
- Review institutional budget requests and prepare a unified budget recommendation
- Approve residence centers
- Serve as state guarantee agency for student loans

Additional Services Provided

- Respond to public inquiries
- Facilitate collaboration among institutions
- Respond to fiscal note requests
- Track legislation

High Point GR FTE

- FY01 MDHE had 34.95 FTE and \$2,042,690 in GR appropriations

Current GR FTE

- FY07 3.25 FTE and \$132,721 were transferred to Office of Administration for IT consolidation
- FY07 MDHE has 12.57 FTE and \$722,457 in GR appropriations

Additional FTE will help MDHE

- Collect and interpret data on student and institutional measures
- Evaluate the effectiveness of public policy
- Perform mission reviews
- Develop a more advanced higher education accountability system
- Develop and implement a more advanced funding formula for state institutions
- Research expenditure and efficiency strategies at public institutions
- Improve customer service for participants and state financial aid programs

AGENDA ITEM SUMMARY

AGENDA ITEM

Summary of Proposed Legislation Related to Higher Education
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

The 94th Missouri General Assembly legislative session is now more than half way over, and bills related to higher education remain in the spotlight. Summaries of bills relating to higher education are provided in Attachment A. This summary will be updated at the April Coordinating Board meeting. A summary, updated weekly, is also available on the MDHE website.

Missouri Department of Higher Education (MDHE) staff continue to track all bills directly and indirectly linked to higher education. As of March 26, 2007, staff are tracking 66 Senate bills and 76 House bills.

MDHE staff also continue to participate in the legislative process by preparing fiscal notes that summarize the financial impact a particular piece of legislation will have on the department and on Missouri public higher education institutions. As the session draws to a close, MDHE staff will review legislation and prepare written recommendations indicating whether a bill should be signed or vetoed by Governor Blunt.

Senate Bill 389, also referred to by legislators and the public as the Lewis and Clark Initiative or the "MOHELA" bill, is the most visible piece of higher education legislation. MDHE staff is tracking SB389 very closely. As the different constituencies have attempted to reach a compromise, the bill has been repeatedly revised. A full summary of the current language and status of the bill will be presented at the April Board meeting.

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

Coordinating Board for Higher Education
April 12, 2007

**Higher Education Weekly Legislative Update
First Regular Session, 94th General Assembly**

March 16, 2007

Text in BOLDFACE indicates a change or addition since the last report.

Bill Number	Sponsor	Description	Status
SCS/SB 12	Coleman	Creates an educational grant for children and spouses of veterans who are killed in combat	to Senate Pensions, Veterans' Affairs and General Laws 01/16/07, Heard 01/24/07, SCS voted do pass 01/31/07
SB 29	Nodler	Grants additional authority to the CBHE including binding arbitration and the ability to levy fines; requires the CBHE to hold out-of-state public higher education institutions to criteria similar to public in-state higher education institutions	to Senate Education 01/16/07
SCS/SB 75	Coleman	Provides for a tuition limitation of \$50 per credit hour for certain combat veterans	to Senate Pensions, Veterans' Affairs and General Laws 01/16/07, Heard 01/24/07, SCS voted do pass 01/31/07, Senate Informal Perfection Calendar 03/22/07
SB 99	Mayer	Increases by \$250 million the assessed value thresholds for tax rates that may be imposed without voter approval by junior college districts	to Senate Education 01/17/07, Heard 02/14/07
SCS/SB 106	Graham	Adds voting student members to the governing boards of certain state higher education institutions	to Senate Education 1/17/07, Heard 01/24/07, SCS voted do pass 03/07/07
SB 121	Nodler	Requires the utilization of fiber optic networks by certain public governmental bodies	to Senate Financial & Governmental Organizations and Elections 01/17/07
SB 135	Nodler	Allows the Missouri Higher Education Loan Authority to provide primary school loans	to Senate Education 01/17/07, Heard 02/14/07, voted do pass Consent 02/21/07, Senate Consent Calendar 03/05/07, Senate Third Read and Passed 03/07/07, House Second Read 03/09/07
SB 136	Nodler	Eliminates the Missouri Advisory Council of Certification for Educators and replaces it with a Commissioner's Advisory Council on Teacher Quality	to Senate Education 01/17/07
SB 149	Nodler	Establishes the Community College Associate Degree Transfer Incentive Scholarship Program; expands the A+ Schools Program to certain private vocational or technical schools	to Senate Education 01/17/07

SCS/SB 160	Rupp	Establishes the Community College Associate Degree Transfer Incentive Scholarship Program; expands the A+ Schools Program to certain private vocational or technical schools	to Senate Education 01/17/07, Heard 02/07/07, SCS voted do pass 02/28/07, Senate Informal Perfection Calendar 03/22/07
SB 187	Green	Creates an income tax deduction for higher education expenses	to Senate Ways & Means 01/17/07
SB 222	Gross	Requires the balance of all state funds to be transferred and credited to the state General Revenue Fund if state revenue does not increase by more than 2 percent	to Senate Ways & Means 01/18/07, Heard 02/19/07
SB 224	Rupp	Allows married taxpayers filing joint returns to deduct a portion of contributions to the Missouri Higher Education Savings Program from income	to Senate Ways & Means 01/18/07, Heard 01/29/07, Voted do pass 03/14/07
SB 227	Graham	Allows MOHELA to sell or liquidate any asset of the authority	to Senate Education 01/18/07
SB 228	Graham	Allows MOHELA to sell or liquidate any asset of the authority	to Senate Education 01/18/07
SB 236	Shields	Requires DESE to develop standards for high-quality mentoring for beginning teachers and principals	to Senate Education 01/18/07, Heard 02/14/07, voted do pass Consent 02/21/07, Senate Consent Calendar 03/05/07, Senate Third Read and Passed 03/07/07, House Second Read 03/09/07
SCS/SB 254	Nodler	Creates within the state treasury the "Missouri Legacy Fund" to be used to provide college financial assistance to participants in Missouri's qualified state tuition program	to Senate Education 01/18/07, Heard 02/28/07, SCS voted do pass 03/07/07, Senate Formal Perfection Calendar with SCS 03/22/07
SB 281	Griesheimer	Establishes continuing education requirements for landscape architects to renew license from state	to Senate Financial & Governmental Organizations and Elections 1/18/07, Heard 02/05/07, voted do pass Consent 02/14/07, Senate Consent Calendar 03/05/07, Senate Third Read and Passed 03/07/07, to House Special Committee on Professional Registration and Licensing 03/15/07
SB 289	Engler	Amends the law and redefines the practice of professional counselors	to Senate Financial & Governmental Organizations and Elections 01/22/07, Heard 02/05/07
SB 296	Loudon	Authorizes the Joint Committee on Wagering and Gaming to solicit bids for university study of pathological gambling in Missouri	to Senate Ways and Means 01/22/07
SB 318	Clemens	Modifies the income tax credit for employer provided tuition reimbursement programs	to Senate Ways and Means 01/22/07, Heard 03/12/07
SS/SCS/SB 320	Clemens	Large animal veterinary student loan assistance designated to the Dept. of Agriculture	to Senate Education 01/22/07, Heard 02/07/07, SCS voted do pass 02/14/07, Senate perfected 03/15/07

SB 348	Koster	Prohibits the admission of unlawfully present aliens to public institutions of higher education	to Senate Pensions, Veterans' Affairs and General Laws 01/25/07, Heard 03/14/07
SB 362	Shoemyer	Makes access to low cost student loans, grants, scholarships, and loan forgiveness programs a priority of MOHELA, creates the Gallagher Teach and Heal Grant Program, and repeals the current Gallagher Grant Program and the College Guarantee Program	to Senate Education 01/25/07
SCS/SB 369	Scott	Modifies the educational requirements for certain law enforcement personnel	to Senate Financial & Governmental Organizations and Elections 01/25/07, Hearing scheduled 02/19/07, Heard 02/19/07, SCS voted do pass consent 03/07/07, Senate Consent Calendar with SCS 03/22/07
SCS/SB 389	Nodler	Modifies several provisions regarding the state's higher education system	to Senate Education 01/30/07, Heard 01/31/07, SCS voted do pass 02/07/07, Senate Informal Perfection Calendar 03/22/07
SB 392	Shoemyer	Requires state employee salaries to be annually adjusted by the Consumer Price Index	to Senate Financial and Governmental Organizations and Elections 01/30/07
SB 401	Crowell	Modifies provisions relating to purchases of creditable prior service by members of MOSERS and MPERS	to Senate Pensions, Veterans' Affairs and General Laws 02/01/07, Heard 02/07/07, voted do pass consent 02/07/07, Senate Consent Calendar 02/19/07, Senate Third Read and Passed 02/21/07, to House Special Committee on Retirement 03/15/07
SB 402	Crowell	Modifies provisions regarding retirement plan election options within MOSERS	to Senate Pensions, Veterans' Affairs and General Laws 02/01/07, Heard 02/07/07, voted do pass consent 2/7/07, Senate Consent Calendar 02/19/07, Senate Third Read and Passed 02/21/07, to House Special Committee on Retirement 03/15/07
SB 403	Crowell	Modifies provisions relating to orders for division of benefits under MOSERS	to Senate Pensions, Veterans' Affairs and General Laws 02/01/07, Heard 02/07/07, voted do pass consent 02/07/07, Senate Consent Calendar 02/19/07, Senate Third Read and Passed 02/21/07, to House Special Committee on Retirement 03/15/07
SB 404	Crowell	Modifies provisions relating to the reemployment of retired members of MOSERS	to Senate Pensions, Veterans' Affairs and General Laws 02/01/07, Heard 02/07/07, voted do pass Consent 02/07/07, Senate Consent Calendar 02/19/07, Senate Third Read and Passed 02/21/07, to House Special Committee on Retirement 03/15/07

SB 406	Crowell	Modifies several provisions regarding administration of MOSERS	to Senate Pensions, Veterans' Affairs and General Laws 02/01/07, Heard 02/07/07, voted do pass Consent 02/07/07, Senate Consent Calendar 03/05/07, Senate Third Read and Passed Consent 03/05/07, to House Special Committee on Retirement 03/15/07
SB 417	Goodman	Creates the "Farm Mentoring and Education Fund"	to Senate Agriculture, Conservation, Parks and Natural Resources 02/01/07, Heard 02/13/07, Voted do pass 02/27/07, Senate Formal Perfection Calendar 03/22/07
SB 425	Rupp	Creates licensing standards for naturopathic physicians	to Senate Financial & Governmental Organizations and Elections 02/05/07
SS/SCS/SB 430	Shields	Creates the Smart Start Scholarship Program	to Senate Ways and Means 02/05/07, Heard 02/12/07, SCS voted do pass 02/19/07, Senate Informal Calendar 03/22/07
SB 442	Stouffer	Amends the requirements for management, design and construction of state buildings	to Senate Financial and Governmental Organizations and Elections 02/07/07, Heard 02/26/07
SB 443	Smith	Creates the "Teach for Missouri Act"	to Senate Education 02/07/07, Heard 03/07/07
SB 455	Gross	Requires the balance of all state funds in excess of 200 percent be transferred to the state General Revenue Fund every two years	to Senate Ways and Means 02/07/07, Heard 02/19/07
SB 476	Crowell	Authorizes the Board of Trustees of MOSERS to invest certain state funds in order to fund retiree health care benefits and to assist with other state benefit programs as requested	to Senate Pensions, Veterans' Affairs and General Laws 02/12/07, Heard 02/21/07, Voted do pass 02/28/07, Senate Formal Perfection Calendar 03/22/07
SCS/SB 477	Days	Modifies certain educational requirements for peace officer training established by the POST Commission	to Senate Financial & Governmental Organizations and Elections 02/12/07, Heard 02/26/07, SCS voted do pass consent 03/12/07, Senate Consent Calendar with SCS 03/22/07
SB 478	Gross	Limits amount of expenditures of revenue from gaming boat admission fees	to Senate Ways and Means 02/12/07, Hearing scheduled 02/19/07, Heard 02/19/07, Voted do pass consent 03/05/07, Senate Consent Calendar 03/22/07
SCS/SB 480	Ridgeway	Requires the Department of Elementary and Secondary Education to develop standards for mentoring for beginning teachers and principals	to Senate Education 02/12/07, Heard 02/21/07, SCS voted do pass 03/07/07, Senate Formal Perfection Calendar with SCS 03/22/07
SCS/SB 482	Gibbons	Expands the definition of marital and family therapy to include the diagnosis of behavior and intrapersonal or interpersonal dysfunctions	to Senate Financial & Governmental Organizations and Elections 02/12/07, Heard 02/26/07, SCS voted do pass consent 03/05/07, Senate Consent Calendar with SCS 03/22/07

SB 492	Crowell	Modifies several provisions regarding public employee retirement plans	to Senate Pensions, Veterans' Affairs and General Laws 02/14/07, Hearing scheduled 02/21/07, Heard 02/21/07, Voted do pass 02/28/07, Senate Formal Perfection Calendar 03/22/07
SCS/SB 496	Koster	Revises the Uniform Anatomical Gift Act	to Senate Seniors, Families and Public Health 02/14/07, Heard 03/06/07, SCS voted do pass 03/15/07
SB 498	Scott	Modifies reciprocity requirements for professional counselor licenses	to Senate Financial & Governmental Organizations and Elections 02/14/07, Hearing scheduled 02/19/07, Heard 02/19/07, Voted do pass Consent 02/26/07, Senate Consent Calendar 03/22/07
SB 509	Scott	Modifies the reciprocity requirements for marital and family counselors	to Senate Financial & Governmental Organizations and Elections 02/15/07, Heard 03/05/07, Voted do pass consent 03/07/07, Senate Consent Calendar 03/22/07
SB 513	Clemens	Allows nurses working in any area of need to qualify for the Professional and Practical Nursing Student Loan Program	to Senate Education 02/19/07, Heard 03/14/07, Voted do pass consent 03/14/07, Senate Consent Calendar 03/22/07
SB 528	Scott	Amends the requirements for state purchasing	to Senate Financial & Governmental Organizations and Elections 02/21/07
SB 537	Lager	Amends the law relating to physician assistants	to Senate Financial & Governmental Organizations and Elections 02/21/07, Heard 03/12/07, Voted do pass 03/14/07
SCS/SB 542	Scott	Modifies laws relating to the licensing of optometrists	to Senate Financial & Governmental Organizations and Elections 02/21/07, Heard 03/05/07, SCS voted do pass consent 03/12/07, Senate Consent Calendar with SCS 03/22/07
SB 564	Smith	Modifies which entities may sponsor a charter school	to Senate Education 02/26/07, Heard 03/14/07
SB 572	Vogel	Allows the curators of the University of Missouri to close certain financial records relating to donor or potential donors	to Senate Education 02/26/07, Heard 03/07/07, Voted do pass 03/14/07
SB 584	Griesheimer	Modifies the licensing requirements for social workers	to Senate Financial & Governmental Organizations and Elections 02/28/07
SB 587	Bray	Entitles employees to take unpaid leave from work on the day of an election to serve in the election	to Senate Financial & Governmental Organizations and Elections 02/28/07
SB 607	Smith	Creates a collective bargaining process for public employees	to Senate Small Business, Insurance & Industrial Relations 02/28/07
SB 628	Ridgeway	Modifies provisions relating to vested members of the Missouri State Employees' Retirement System	to Senate Pensions, Veterans' Affairs and General Laws 03/01/07, Heard 03/07/07
SB 641	Bray	Creates a collective bargaining process for public employees	to Senate Small Business, Insurance & Industrial Relations 03/01/07

SB 651	Loudon	Criminalizes selecting a human embryo for implantation through in vitro fertilization based on the gender of such embryo and genetic engineering of humans	to Senate Judiciary and Civil & Criminal Jurisprudence 03/01/07
SB 652	Coleman	Creates a legislative task force on improving education service delivery	To Senate Education 03/05/07, Hearing scheduled 03/28/07
SB 667	Scott	Modifies the Missouri Higher Education Savings Plan	to Senate Financial & Governmental Organizations and Elections 03/05/07
SCS/SB 698	Ridgeway	Establishes the Betty L. Thompson Scholarship Program	To Senate Pensions, Veterans' Affairs and General Laws 03/08/07, Heard 03/14/07, SCS voted do pass 03/14/07, Senate Formal Perfection Calendar with SCS 03/22/07
SB 708	Shoemyer	Authorizes issuance of revenue bonds in order to finance certain educational and research facility projects	to Senate Education 03/08/07
SJR 10	Bartle	Repeals the current constitutional provisions regarding stem cell research and prohibits human cloning	to Senate Judiciary and Civil & Criminal Jurisprudence 01/22/07
SJR 12	Crowell	Alters the composition of the state Board of Education	to Senate Education 01/22/07
SJR 20	Bartle	Modifies constitutional provisions relating to health care research and human cloning	to Senate Judiciary and Civil & Criminal Jurisprudence 02/05/07
HCS/HB 16	Icet	To appropriate money for supplemental purposes for the several departments and offices of state government, and to transfer money among certain funds, from funds designated for period ending 6-30-07	to House Budget 02/13/07, Heard 02/20/07, HCS voted do pass 02/20/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/20/07, Voted do pass 02/26/07, House Third Read and passed 03/07/07, to Senate Appropriations 03/08/07
HB 33	Cunningham, J	Requires governing boards at public colleges and universities, community college districts, and school districts to take roll-call votes on school policy matters	to Elementary and Secondary Education 01/25/07, Heard 02/08/07, voted do pass 02/14/07
HB 48	Harris, J	Authorizes an income tax deduction for tuition paid to a Missouri public institution of higher education	to House Ways and Means 03/08/07
HB 68	Cunningham, M	Requires state agencies, public schools and colleges, and political subdivisions to use the traditional names of holidays	to House Special Committee on General Laws 02/14/07
HB 91	Schneider	Expands the A+ Schools Program to certain private vocational or technical schools	Withdrawn 01/04/07

HB 106	Meiners	Establishes a tuition and fee waiver program for incoming Missouri resident college freshmen who have been in foster or residential care	to House Higher Education 02/01/07
HCS/HB 111	Cunningham, M	Establishes a scholarship program for the survivors of veterans killed or injured in action after September 11, 2001	to House Special Committee on Veterans 02/01/07, Heard 02/06/07, HCS voted do pass 02/27/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/27/07, Voted do pass 03/05/07, House Perfection Calendar 03/26/07
HB 134	Guest	Extends the sunset provision for equipment grants for engineering programs at the University of Missouri to June 30, 2017	to House Higher Education 02/01/07, Heard 02/06/07, voted do pass 02/13/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/15/07
HB 146	Salva	Prohibits public and private higher education institutions from using state funds on exchange programs for students from terrorist states as designated by the United States Department of State	House Second Read 01/04/07
HB 179	Day	Changes the distribution of money in the Gaming Commission Fund	to House Special Committee on Veterans 01/24/07
HCS/HB 181	Sander	Requires captioning of electronic video instructional material	to House Higher Education 02/08/07, Heard 02/27/07, HCS voted do pass 03/06/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/12/07, Voted do pass 03/15/07, House Perfection Calendar 03/26/07
HB 213	Cunningham, J	Requires institutions of higher education to report to the General Assembly about the steps the institution is taking to ensure intellectual diversity and the free exchange of ideas	to House Higher Education 02/01/07, Heard 02/27/07, Voted do pass 02/27/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/28/07, Voted do pass 03/05/07, House Perfection Calendar 03/26/07
HB 250	Robb	Increases the amount of the Bright Flight scholarship from \$2000 per year to \$4000 per year	to House Higher Education 01/25/07, Heard 02/06/07, voted do pass 02/13/07
HB 269	Nolte	Prohibits the admission of unlawfully present aliens to public institutions of higher education	to House Special Committee on Immigration 01/24/07, Heard 02/07/07, voted do pass 02/07/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/13/07, voted do pass 02/15/07, House Perfected 02/28/07, House Third Read and passed 03/01/07, to Senate Pensions, Veteran Affairs and General Laws 03/08/07, Heard 03/14/07
HB 277	Roorda	Creates the Corrections Officer Training Fund and requires corrections officers and jailers to receive at least 36 hours of training every 3 years	to House Corrections and Public Institutions 02/14/07

HB 313	Schneider	Expands the A+ Schools Program to certain private vocational or technical schools and establishes the Associate Degree Transfer Incentive Scholarship Program	to House Higher Education 01/25/07, Heard 02/06/07
HB 387	Zweifel	All proceeds, fees, and revenues of the Higher Education Loan Authority shall be used for administering, lowering loan rates, and forgiving student loans, and proper administration of the authority	to House Higher Education 02/05/07
HB 394	Dempsey	Allows for the creation of a trust fund for state retiree health care within the Missouri State Employees' Retirement System	Withdrawn 01/18/07
HCS/HB 417	Cunningham	Changes the laws regarding teacher certification in mathematics, science, technology, engineering, and certain other areas and establishes guidelines regarding students transferring into a different district	to House Special Committee on Student Achievement 02/01/07, Heard 02/07/07, HCS voted do pass 02/21/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/01/07
HB 438	Storch	Establishes the Twenty-First Century Scholars Program	to House Higher Education 03/01/07
HCS/HB 442	Kingery	Creates the Missouri Legacy Fund	to House Higher Education 02/01/07, Heard 02/13/07, HCS voted do pass 03/06/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/14/07
HB 481	Sutherland	Establishes the Commissioner's Advisory Council on Teacher Quality within the Department of Elementary and Secondary Education	to House Special Committee on Student Achievement 02/01/07, Heard 02/07/07
HCS/HB 497	Sater	Establishes guidelines for the licensure and supervision of physician assistants (requires physicians' assistants to have a masters degree)	to House Special Committee on Professional Registration and Licensing 02/01/07, Heard 03/01/07, HCS voted do pass 03/14/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/14/07
HB 502	Deeken	Transfers the responsibilities for certifying junior college district formation election results to the Secretary of State	to House Elections 02/01/07, Heard 02/27/07, Voted do pass 03/13/07
HB 531	Smith	Adds an additional \$500 annual payment to teachers under the Career Ladder Program	to House Elementary and Secondary Education 02/05/07
HB 532	Cooper	Requires students at public institutions of higher education take certain American history and American literature courses	to House Higher Education 03/01/07, Heard 03/13/07
HB 536	Walsh	Prohibits any entity from preventing a student athlete from competing in or training for any Olympic event	House Second Read 01/24/07

HB 562	Yates	Adds instructional coaches to the list of certified teachers who are eligible to participate in the Missouri Career Development and Teacher Excellence Plan, known as Career Ladder	House Second Read 01/25/07
HB 594	Wildberger	Requires the Governor to take over school districts that are classified as unaccredited by the State Board of Education	House Second Read 01/29/07
HB 612	Komo	Expands the Vietnam Veteran's Survivor Grant Program to include Vietnam veterans who are 100 percent disabled	House Second Read 01/29/07
HB 613	Pratt	Requires that one voting member of the governing boards of certain state institutions of higher education be a student	to House Higher Education 02/01/07, Heard 02/13/07
HCS/HB 620	Muschany	Requires the Department of Elementary and Secondary Education to develop standards for high-quality mentoring for beginning teachers and principals	to House Special Committee on Student Achievement 02/05/07, Heard 02/07/07, HCS voted do pass 02/14/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/15/07, voted do pass 02/20/07, House Third Read and passed 03/08/07, to Senate Education 03/12/07
HB 640	Dixon	Enacts provisions relating to naturopathic medical licensing	to House Special Committee on General Laws 02/22/07
HB 641	Dixon	Increases state employee salaries in an amount equal to the percentage change in the federal Consumer Price Index	to House Special Committee on Government Affairs 02/22/07, Heard 03/06/07, Voted do pass 03/13/07
HB 667	Bringer	Allows eligible foster children to receive a waiver of tuition and fees at state-funded colleges or universities	House Second Read 01/31/07
HB 687	Thomson	Authorizes college and university police officers to enforce traffic regulations on college or university property	to House Crime Prevention and Public Safety 02/22/07, Heard 03/13/07
HB 689	Baker, B	Requires DESE to develop standards for high-quality mentoring for beginning teachers and principals	to House Special Committee on Student Achievement 03/01/07, Heard 03/14/07
HB 692	Harris	Requires that all state service contracts awarded after August 28, 2007, must include specifications that employees of contractors or subcontractors be citizens of the United States	to House Corrections and Public Institutions 02/08/07

HCS/HB 693	Quinn	Establishes the Large Animal Veterinary Student Loan Program and changes the laws regarding the Large Animal Veterinary Medicine Loan Repayment Program	to House Agriculture Policy 02/08/07, Heard 02/15/07, HCS voted do pass 02/22/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/27/07, Voted do pass 03/05/07, House Third Read and passed 03/15/07, Senate First Read 03/15/07
HB 749	Loehner	Modifies the definition of “qualified employment” in relation to the professional and practical nursing student loan program	House Second Read 02/07/07
HB 753	Dixon	Modifies provisions relating to family and marital therapists	to House Special Committee on Professional Registration and Licensing 02/22/07
HB 758	Brown	Provides an income tax credit for employers who hire qualified high school students for summer jobs	to House Special Committee on Job Creation and Economic Development 03/01/07
HB 765	Dempsey	Authorizes the Missouri State Employees’ Retirement System to provide services in connection with medical benefit funds established for state employees, retirees, and their dependents	to House Special Committee on Retirement 02/15/07, Heard 02/22/07, HCS voted do pass 03/01/07
HB 775	Wasson	Requires the Department of Health and Senior Services to provide the employee disqualification list to nursing or medical schools to check it against students participating in patient care services	to House Special Committee on Professional Registration and Licensing 02/14/07, Heard 02/22/07, Voted do pass Consent 03/01/07
HB 778	Wasson	Provides provisions for licensure by reciprocity for professional counselors	to House Special Committee on Professional Registration and Licensing 02/14/07, Heard 02/22/07, Voted do pass Consent 03/01/07
HB 779	Wasson	Revises reciprocal licensure requirements for marital and family therapists	to House Special Committee on Professional Registration and Licensing 02/14/07, Heard 02/22/07, Voted do pass Consent 03/01/07
HCS/HB 780	Wasson	Expands license renewal extensions for professionals completing military service to include all professionals licensed by the division of professional registration	to House Special Committee on Professional Registration and Licensing 02/14/07, Heard 02/22/07, HCS voted do pass Consent 03/01/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/01/07, Voted do pass consent 03/07/07, House Third Read and passed 03/15/07, Senate First Read 03/15/07
HCS/HB 365, 804 & 805	Grisamore	Allows the Missouri Technology Corporation to authorize tax credits in certain situations	to House Special Committee on Small Business 02/08/07, Heard 02/14/07, HCS voted do pass 02/14/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/26/07, Voted do pass 03/05/07, House Perfection Calendar 03/26/07

HB 808	Bearden	Establishes the Betty L. Thompson Scholarship Program	to House Special Committee on Student Achievement 02/08/07, to House Special Committee on Urban Education Reform 02/12/07, Heard 02/14/07, voted do pass 02/14/07, to House Rules pursuant to Rule 25(21)(f)(H) 02/15/07, voted do pass 02/20/07, Perfection defeated 03/07/07
HB 813	Baker	Provides that any faculty member at a higher education institution in this state who receives two negative peer reviews may be subject to tenure revocation and discharge from employment	House Second Read 02/12/07
HB 830	Wasson	Modifies the laws relating to optometry licensure	to House Special Committee on Professional Registration and Licensing 02/14/07, Heard 02/22/07
HB 831	Wasson	Modifies the laws relating to the licensing of pharmacists	to House Special Committee on Professional Registration and Licensing 02/14/07, Heard 02/22/07, Voted do pass Consent 03/01/07
HB 861	Robb	Allows students at two-year or four-year colleges or universities to seek tuition reimbursement for remedial courses under certain circumstances	House Second Read 02/15/07
HB 871	Cunningham	Makes any member of the United States armed forces or their reserves eligible for a National Guard educational assistance grant	to House Special Committee on Veterans 03/01/07
HB 873	Portwood	Revises the laws relating to chiropractor education and licensing requirements	House Second Read 02/19/07
HB 890	Kratky	Changes the laws regarding the issuance of bonds by community colleges for job training programs and the expiration date of the Missouri Community College New Jobs Training Program	House Second Read 02/19/07
HB 905	Stevenson	Creates licensing standards for naturopathic physicians	House Second Read 02/20/07
HB 940	Robb	Establishes the "Teach for Missouri Act" which allows for certain teachers who teach in provisionally or unaccredited school districts to receive a stipend to be applied to their student loans	House Second Read 02/22/07
HB 941	Kingery	Allows the curators of the University of Missouri to close certain financial records as they relate to donors or potential donors	to House Higher Education 03/01/07, Heard 03/06/07, Voted do pass consent 03/08/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/08/07, Voted do pass consent 03/15/07, House Consent Calendar 03/26/07

HB 953	Page	Revises laws relating to the licensing of social workers	to House Special Committee on Professional Registration and Licensing 02/26/07, Heard 03/01/07
HB 965	Donnelly	Establishes the Preschool Plus Grant Program as a pilot program to serve up to 5,000 students in early childhood education	to House Special Committee on Urban Education Reform 03/08/07
HB 967	Bivins	Requires any public governmental body to make and retain a verbatim audio recording of any closed meeting	House Second Read 02/26/07
HB 969	Lampe	Requires school districts to establish special programs or services for students who are identified as academically gifted	House Second Read 02/27/07
HB 996	Hobbs	Abolishes the Missouri Training and Employment Council and the commissioning of a new targeted industries study by the Department of Economic Development	to House Special Committee on Workforce Development & Workplace Safety 03/08/07
HB 1006	Moore	Allows a retired member of the Missouri Consolidated Health Care Plan to add an eligible dependent under certain conditions	to House Special Committee on Retirement 03/08/07, Heard 03/15/07
HB 1014	Wright	Gives a preference in all state purchasing contracts to certain disabled veterans doing business as Missouri companies when the quality of work is equal or better and the price is the same or less	to House Special Committee on Veterans 03/01/07, Heard 03/06/07, Voted do pass consent 03/06/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/06/07, Voted do pass consent 03/12/07, House Consent Calendar 03/26/07
HB 1015	Aull	Changes the proration factor for calculating the portion of state school aid	House Second Read 03/01/07
HB 1057	Robb	Allows St. Louis County charter schools to have as a sponsor charter schools and private colleges in Kansas City and any state college with a teacher program	House Second Read 03/07/07
HCR 29	Baker	Establishes the Joint Committee on Access to Nontraditional Career and Technical Education	Offered 02/14/07
HCR 35	Dempsey	Recognizes and applauds the John Thomas College of Naturopathic Medicine as a school authorized to educate individuals in naturopathic medicine	Offered 02/27/07
HCR 37	Talboy	Establishes Missouri's ratification of the Equal Rights Amendment to the United States Constitution	House Second Read 03/05/07

HCR 41	Baker	Recommends that elementary, secondary, and postsecondary instructor training and development programs contain instruction on mental health and social and emotional learning competencies	Offered 03/13/07
HJR 11	Lembke	Proposes a constitutional amendment prohibiting human cloning and authorizing the General Assembly to enact laws regarding health care research	to House Health Care Policy 1/23/07, Heard 02/06/07
HJR 19	Bearden	Proposes a constitutional amendment guaranteeing a citizen's First Amendment right to pray on public property and reaffirming a citizen's right to choose any or no religion	to House Special Committee on General Laws 02/14/07, Heard 02/28/07, Voted do pass 03/01/07, to House Rules pursuant to Rule 25(21)(f)(H) 03/01/07, Voted do pass 03/07/07, House Joint Resolution Calendar 03/26/07
HJR 20	Bearden	Proposes a constitutional amendment establishing limits on total state revenue appropriations	to House Budget 02/20/07
HJR 23	Lembke	Proposes a constitutional amendment declaring it unlawful to engage in human cloning	House Second Read 02/26/07

AGENDA ITEM SUMMARY

AGENDA ITEM

New Funding Formula for Higher Education
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) is committed to developing a new funding formula that will be used to request appropriations for Missouri's public colleges and universities during the annual legislative budget process. This board item will set a context, identify strategic actions, and propose draft attributes and characteristics for the design and development of a new higher education funding formula that will meet the needs of Missouri's citizens.

Background

Past Funding Models

Since the establishment of the Coordinating Board, there have been several different funding models used to request operating appropriations for public institutions of higher education. Through the 1980s, the higher education funding formula was primarily driven by the number of full time equivalent (FTE) students at a particular institution. A transition occurred during the late 1980s (public four-year) and the early 1990s (public two-year) that resulted in a cost-plus system based on planned expenditures. With the advent of mission enhancement, Funding for Results, and other programmatic initiatives, new components were added to the planned expenditure model.

However, beginning in FY2001, the severe financial hardship facing state government resulted in some withholding of appropriations. Continuing into FY2002 and FY2003, reductions in appropriations in addition to withholding of funds made the structure of any requests for increases irrelevant.

For the FY2004 budget, instructions from the Office of Administration stated core reductions should be expected and funding for any new decision items would be limited. Higher education did not utilize a funding formula since no increases in appropriations were requested.

The budget submitted by the CBHE for FY2005 requested funds for performance only. The budget for FY2006 requested funds for performance and mandatory expenses while the FY2007 budget request included mandatory expenses, performance funding, and new core decision items.

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Affordability

Now, several years later, state funds available to public institutions of higher education remain below FY2001 levels, and the state continues to rank in the bottom quartile on several other measures of financial support for higher education. Not surprisingly, students have been profoundly impacted by tuition increases and increased student debt as institutions have struggled to maintain quality programs and services. Please see the attached *Quick Facts Supplement: Affordability* for additional information and context regarding these issues.

Current Environment

Over the past several years, competition for state general revenue dollars has become more intense. For example, the FY2007 budget for elementary and secondary education reflects a new foundation formula that will continue to require a significant commitment of new funding for several years. The state also continues to face pressure on rapidly increasing health care costs, both in terms of covering its own employees and, more significantly, covering citizens in Medicaid and other programs.

In this environment of limited resources and growing demands, funding approaches of the past are not likely to successfully result in new investments for public higher education. The public and many of its elected representatives demand accountability for public resources committed, demonstrations of performance and results, and greater transparency and predictability for the amount of tuition and fees required for attendance.

Recent Developments

For the FY2008 budget, public institutions suggested that the Missouri Department of Higher Education (MDHE) and the Coordinating Board consider a different approach to the operating budget request. The suggestion included lowering the total initial request by over \$70 million while still recommending at least a 10 percent increase to all institutions. In conjunction with the operating request, the institutions indicated their willingness to make certain commitments regarding each institution's tuition policies and agreed to begin work on an accountability system for higher education that would include a performance funding element for implementation over time as well as a more advanced funding formula.

At the October 2006 CBHE meeting, the board approved the presidents and chancellors recommendation for institutional operating budgets along with a redistribution of proportional shares for individual institutions predicated upon the presidents and chancellors working with MDHE and CBHE to design, develop, and implement new funding guidelines for both short- and long-term needs for higher education.

The board strongly encouraged that the following factors be considered when designing a new set of funding guidelines including, but not limited to, performance funding, FTE sensitivity, periodic equity adjustments, maintenance and repair needs, institutional missions, relationship between state support and tuition policies, capital needs, and other related factors. Designing a performance funding model that would include measurable indicators for each institution

associated with missions as well as some indicators linked to mathematics, engineering, technology, and science (METS) was also encouraged. Furthermore, there was agreement that any approach utilizing results funding should provide sufficient time for institutions to demonstrate performance on agreed-upon measures.

Some work in the development of performance measures and a new funding formula has already begun. In late summer/early fall, the Presidents and Chancellors' Council of the Missouri Community College Association (MCCA) submitted a document entitled "Indicators of Effectiveness for Performance Funding." The document outlined performance indicators that were to be used for the two-year sector once previous high point funding levels are reached. The Council on Public Higher Education (COPHE) also submitted an initial proposal regarding performance measures. Linn State Technical College commented on these documents as they would apply to their sector.

Using a working group of representatives from the system office and from its campuses, the University of Missouri also drafted a position paper specifying ideas on what a new funding formula for Missouri's public institutions should contain.

Rationale for a Higher Education Funding Formula

The primary intent of developing a formula as the basis of requests for state support for public higher education institutions is to provide an agreed-upon framework of goals, objectives, principles, and expectations with engagement by a broad base of constituents. If institutional representatives believe the formula represents the best possible approach for funding both the entire system of higher education as well as their individual institution, it will provide a strong incentive to maintain a unified voice of support for its results. If political leaders understand and accept the underlying concepts and assumptions of the formula, it will build strong support for its results and will avoid the temptation to seek specialized funding for particular institutions or projects through alternative processes. By maintaining a formula that bridges the primary needs of the system of higher education, the individual institutions, and the politics of the appropriation process, the Coordinating Board will assume a central role in coordinating this important function of government and will reduce political pressures and system tension the current situation generates.

Strategic Actions

The staff has identified the following primary steps for the development of a successful and durable formula to fund higher education:

- Establish a process for formula development with broad participation
 - Appoint a task force
 - Retain the services of an external consultant
- Develop an agreed-upon set of attributes for a new funding formula
- Specify a beginning list of formula components for consideration
- Establish baseline data to be used in measuring all components including performance measures

- Invite review and feedback
- Adopt a new funding formula
- Implement phase-in over multiple budget cycles

Process for Formula Development with Broad Participation

In order to develop the kind of broad-based support that will be necessary to sustain this initiative, it is imperative that a wide range of educational and state policy leaders become engaged in a task force in the development process.

The staff has identified two primary approaches for the structure and membership of a task force to develop draft recommendations for a new higher education funding formula. The first approach would impanel a relatively small task force (10 to 12 members) composed of institutional representatives from each sector of public higher education, MDHE staff, and Coordinating Board members. This group would work on a direct charge from the Coordinating Board to develop a first draft of a proposed new funding formula. The proposal would then be shared with a defined set of affinity groups, e.g., legislative staff, legislators, Governor's office staff, Department of Economic Development staff, and members of the public for review and comment. Those results would then be used by the task force to refine and finalize recommendations for a new funding formula.

The second approach would be to establish a larger task force (20 to 25 members) including all groups with a direct interest in or connection with the funding and operation of public higher education in the state. Because this task force approach would include representation from all of the affinity groups identified in the earlier model, each affinity group's representative on the task force would engage in external review and structured feedback by its constituency throughout the process. Once the task force reaches consensus on a proposal for a new funding formula, it would develop its recommendations.

In both instances, the final recommendations would be distributed for comment and response through the normal process used by the CBHE in considering new policy recommendations affecting public institutions, i.e., seeking review and feedback from COPHE, MCCA, Linn State, and the CBHE Presidential Advisory Committee with final action by the Coordinating Board.

Discussion at the upcoming CBHE meeting by presidents and chancellors with CBHE members about preferred structure for a task force, the use of an external consultant, attributes of any new formula, and suggested components to be considered will help inform the development of a charge for the task force.

Appointment of an External Consultant

A critical component of this development is the need for a process that is governed and shaped by a balance of the competing interests across all constituent groups. A recommended method to ensure this result is to use the services of an external consultant to guide the process, bring a regional and/or national perspective to the conversation, and to protect the autonomy and rigor of the process.

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Attributes and Components

Regardless of its structure, it is important that the CBHE establish basic parameters and develop a clear and direct charge for the task force. It is also important to emphasize the need to develop a formula that is driven by the major goals (access, affordability, and accountability) established by the system of public higher education. The intent is not to unduly restrict the range of freedom this group will have in proceeding with the development process but to establish the basic parameters and requirements that the system must have if it is to be successful.

Attributes

Based on previous work of several other higher education groups, the following draft list of attributes for a new higher education funding formula is suggested for review and discussion by the Coordinating Board and the Presidential Advisory Committee:

- Provide sufficient state support for high quality learning, research, and public service
- Target key statewide postsecondary education goals
- Acknowledge critical mission diversity
- Ensure financial equity reflected by institutional differences and aspirations
- Reward institutions for performance and innovation
- Provide a stable and reliable basis for state funding of institutions
- Ensure flexibility to address changes in available resources or adjustments in operations
- Involve transparency
- Be easily understood
- Provide incentives for institutions to accept the risks
- Utilize valid and reliable data

Components

In addition to establishing the attributes of the new funding formula, it is also important to develop components to be included in a new formula. Components should focus more directly on the concrete items any new formula will reflect and the type of data a new formula will use to develop recommendations for funding. The following draft list of components, which is not exhaustive nor intended to be, is suggested for review and discussion by the Coordinating Board and the Presidential Advisory Committee:

- Enrollment sensitivity
- Mission
- Performance elements
- Maintenance and repair needs
- Fixed costs and institutional efficiency
- Program level and mix
- Service to nontraditional educational audiences
- Periodic equity adjustments

Conclusion

The Governor has indicated that his FY2008 budget recommendation represents the first year of a three-year funding plan designed to implement the approximately 12 percent increase to institutional operating budgets recommended by the Coordinating Board. As such, there is a window of opportunity to solidify a development process, establish data baselines, and work toward consensus on the content of a new funding model.

However, it is critical that a formal process begin immediately in order to maintain current momentum. These actions will serve to demonstrate a coordinated approach with support across educational sectors and will help to garner support within the legislature for the Governor's recommendations for increased funding for higher education.

Major goals for the upcoming discussion at the Presidential Advisory Committee discussion on April 12, 2007 include agreement on:

- The structure and composition for a new funding formula task force
- The utilization of an external consultant to guide and advise the task force
- The attributes the funding model should contain
- A list of suggested components the task force should consider in doing its work

STATUTORY REFERENCE

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education to appoint a task force on development of a new funding formula for higher education, to start the process of identifying an external consultant to help facilitate Missouri's work in this area, and to design and issue a charge to the task force that incorporates desirable attributes, suggested components to consider, and a reasonable timeline for completion of its task.

ATTACHMENT

Quick Facts Supplement: Affordability



QUICK FACTS SUPPLEMENT: *AFFORDABILITY*

INTRODUCTION

Quick Facts Supplements are intended to act as resources and provide further data on current topics in higher education

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MISSOURI SNAPSHOT

State Appropriations for Public Institutions

FY08—Governor Blunt recommends increases for public institutional operating budgets¹

4.5% - public four-year; 4.2% - public two-year; 6.3% - Linn State

National Context for Changes in State Appropriations to Higher Education²

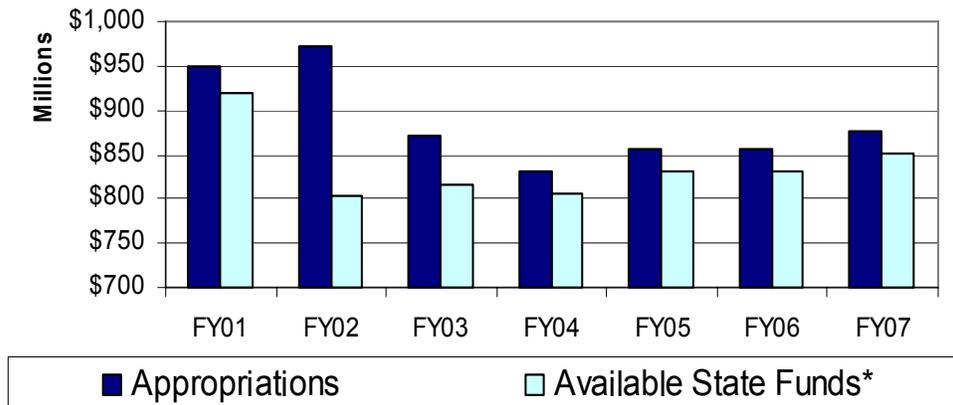
FY02—FY07	Missouri: -9.9%	Nation: 15.1%
FY04—FY07	Missouri: 4.7%	Nation: 18.8%
FY06—FY07	Missouri: 2.7%	Nation: 7.1%

Trend in State Support

Missouri FY07 available state funds* to public institutions' operating budgets remain below FY01 levels¹:

Public four-year—6.9% below
Public two-year—10.5% below

Total Public Institution Appropriations and Available State Funds*, FY01 - FY07** (FY07 estimated)¹



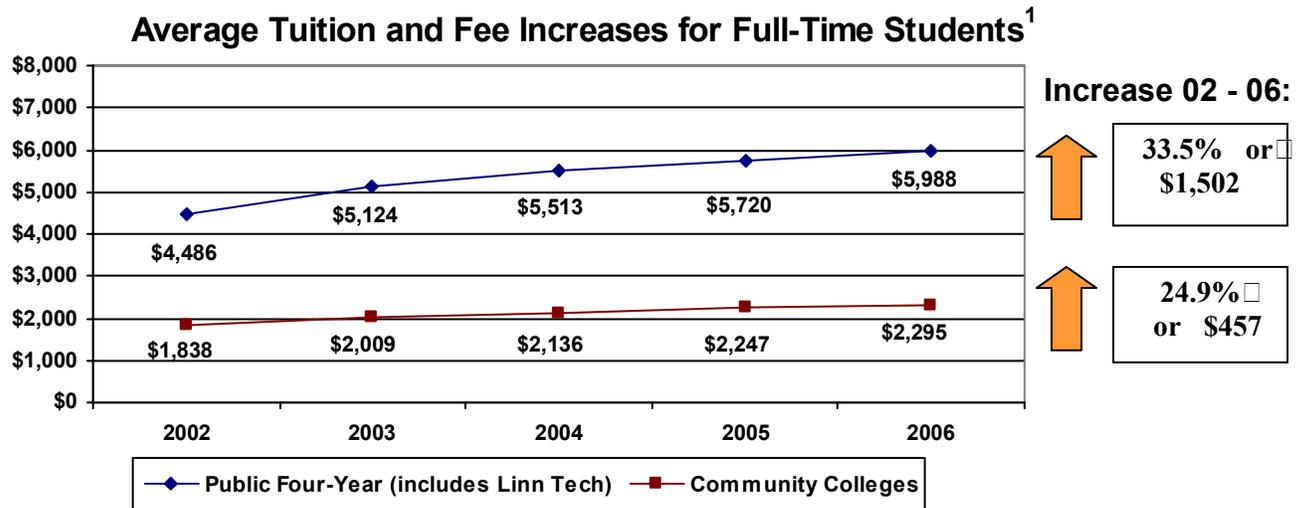
*Available funds=appropriations less withholdings and governor's reserve
**In actual dollars, not adjusted for inflation

Across Traditional State Appropriations Indicators, Missouri Ranked in Bottom Quartile for Past Five Years²:

<u>Appropriations Measure</u>	<u>Highest Rank</u>
State appropriations to public higher education per \$1,000 personal income, FY02 to FY07	39th
State appropriation dollars per capita for public higher education, FY02 to FY07	39th
Percentage increase in state appropriations for higher education, FY02 to FY07	45th

IMPACT ON STUDENTS

Tuition and Fees



Tuition Factors, Nationally Ranked

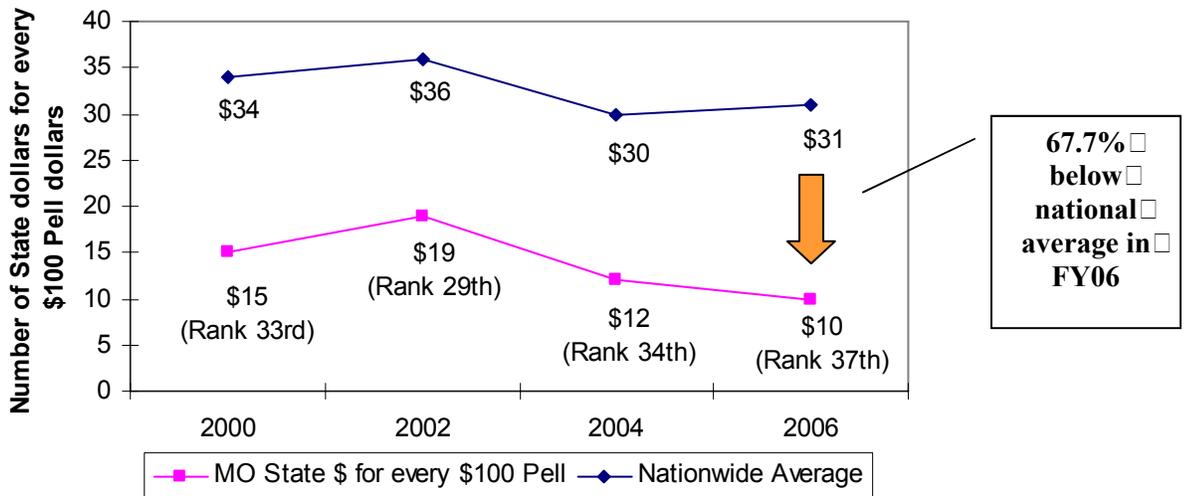
Tuition Increases, FY02 to FY06³
 Missouri Rank—25th

Tuition Revenue as a Percentage of Institution Budgets⁴
 Missouri Rank—26th in FY05
 Missouri Rank—24th in FY06

Family Income Required for Attendance After Financial Aid Below National Benchmark But Close to National Average³

Public Two-Year - Missouri:	23%	Nation:	24%	Nat'l Benchmark:	15%
Public Four-Year - Missouri:	31%	Nation:	31%	Nat'l Benchmark:	16%

Need-Based Missouri State Aid Available³



Student Debt, Nationally Ranked⁵

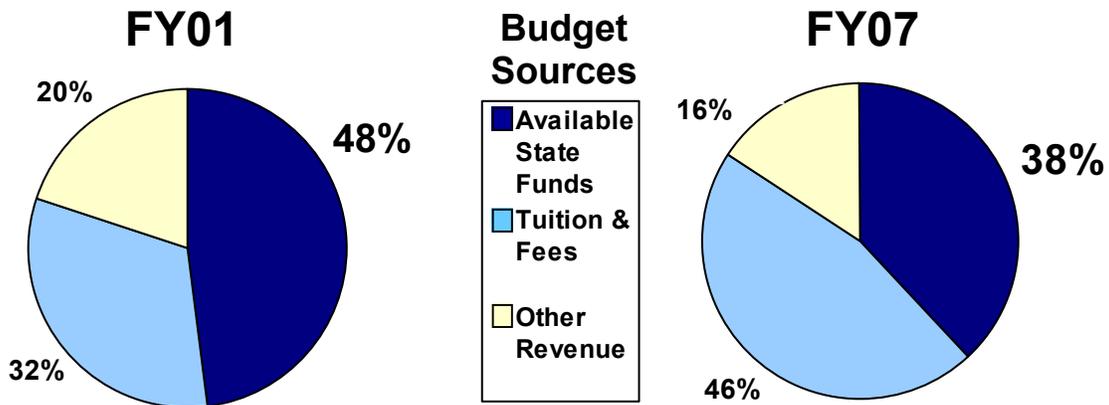
Average Student Debt Upon Graduation, 2005

Missouri Rank—13th lowest, Public Institutions

Missouri Rank—14th lowest, Public and Independent Institutions Combined

IMPLICATIONS

Shifts in Available State Funds* as a Percentage of Total Public Institution Budgets, FY01 & FY07¹ (FY07 Estimated)



Variations in Higher Education Portion of Missouri State Budget⁶:

FY08: 11.4% (proposed)

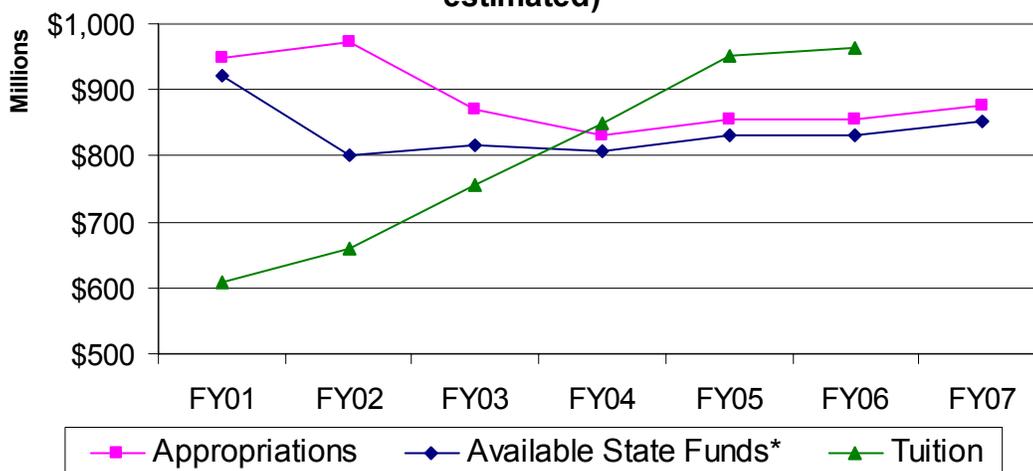
FY02: 12.1%

FY90: 15.7%

*Available funds=appropriations less withholdings and governor's reserve

Tuition Buoying Appropriations: Tuition revenue overtook state appropriations in FY04¹

Total Public Institution Appropriations, Available State Funds*, and Tuition Revenue, FY01 - FY07 (FY07 estimated)**



MDHE Policy Initiatives

State Appropriations

Develop a new higher education funding model that includes FTE sensitivity, mission, maintenance and repair, fixed costs, performance funding and periodic equity adjustments

Tuition and Fees

Create more transparency and accountability for tuition and fee decisions by institutional governing boards

Efficiency

Design a more systemic approach to institutional efficiencies by building on existing accomplishments, e.g., streamlining systems and use of alternative fuels and evaluating alternatives that may adversely impact quality, e.g., personnel and programmatic reductions, increased reliance on adjunct faculty and deferral of maintenance and repair

Financial Assistance

Implement a single comprehensive need based financial aid program that supports Missouri's neediest students

SOURCES

¹Missouri Department of Higher Education. 2007. *Fiscal and institutional data*.

²Center for Study of Education Policy. *Grapevine: Reports on state tax effort for higher education*. <http://www.grapevine.ilstu.edu>.

³National Center for Public Policy and Higher Education. 2006. *Measuring Up 2006*. <http://measuringup.highereducation.org>.

⁴State Higher Education Executive Officers. 2007. *State Higher Education Finance FY06*. http://www.shceo.org/pubs/pubs_results.asp?issueID=12. Available February 21, 2007.

⁵The Project on Student Debt. 2006. *Student Debt and the Class of 2005: Average Debt by State, Sector, and School*. <http://www.projectonstudentdebt.org>

⁶Missouri Office of Administration. 1989-2007. *The Missouri Budget, FY1990—FY2008 Editions*.

Dickeson, R.C. 2006. *Spelling's Commission issue paper: About college costs*. <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/dickeson2.pdf>.

*Available funds=appropriations less withholdings and governor's reserve

**In actual dollars, not adjusted for inflation

AGENDA ITEM SUMMARY

AGENDA ITEM

State Student Financial Aid Processing
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

Major changes are being considered for the state's two foremost need-based student financial assistance programs. This agenda item provides an update of some of the changes pending for the 2007-2008 academic year.

Update on the Proposal for a New Single Need-based Financial Aid Program

As highlighted at the February 2007 Coordinating Board meeting, Senate Bill 389 contains a proposal to establish a single need-based financial aid program similar to the one adopted by the Coordinating Board in October of 2006. The new program, titled "Access Missouri Financial Assistance Program," would establish student eligibility based on the student's expected family contribution (EFC) as calculated through the Free Application for Federal Student Aid (FAFSA). The program provides varied award amounts based on the type of institution the student attends.

Since the bill includes an emergency clause, it is projected that awards under the new program will need to be delivered beginning with the fall 2007 semester. In February 2007, MDHE staff reported on the proposal for the development and implementation of the changes that will be needed to accomplish this objective through the department's Financial Assistance for Missouri Undergraduate Students (FAMOUS) automated delivery system.

Through the Information Technology Services Division (ITSD) of the Office of Administration, requests for proposals were distributed and interested contractors were evaluated. Tier Technologies was awarded the contract and, on February 26, 2007, began on-site work to design and develop the new components of FAMOUS necessary to process awards under the Access Missouri program. Considerable progress has already been made in meeting the deadlines for a timely implementation of this new program should it be adopted by the legislature. Funding for external contractors is being sought through the supplemental appropriation process.

In order to begin the work immediately, all institutions that participate in state student financial assistance programs were asked to contribute a proportional share of the cost with the understanding that they would be reimbursed once state funding is secured. To date, slightly more than 40 percent of the funds necessary to complete the project have been pledged by a subset of institutional participants in the existing programs.

Coordinating Board for Higher Education
April 12, 2007

2007-2008 Award Processing for the Missouri College Guarantee Program

At the February 2007 CBHE meeting, MDHE staff provided information about needed maintenance of the Missouri College Guarantee Program in order to be prepared if its continued operation is required. This program provides need-based scholarships to eligible Missouri citizens who demonstrate financial need and achieve the following high school eligibility criteria:

- ACT composite score of 20 or higher or an SAT composite verbal and math score of 950 or higher
- Cumulative high school grade point average of 2.5 or higher
- Participation in extracurricular activities

As the cost of attendance (COA) and tuition and fee costs rise, so can award amounts for this program, including the maximum award. When the rate of increase in appropriations at least matches the base rate of tuition and fee increases, the connection between actual costs and award amounts helps ensure award amounts do not stagnate. However, from fiscal year 2003 to 2006, the appropriation for the program remained constant at approximately \$8 million. Over that same period, tuition and fees continued to increase. Even though appropriations to the program increased slightly last year to approximately \$9 million, this was insufficient to offset the rate of increase in college costs.

If action had not been taken by the board to address this situation in 2005, the rising award ceiling would have resulted in larger awards but, because the available resources did not grow as quickly, those awards would have gone to fewer students.

The only available option to counteract this reduction of student eligibility was to freeze the cost of attendance and maximum award amounts as permitted by the authorizing statute. After consulting with representatives of the Council on Public Higher Education (COPHE), the Missouri Community College Association (MCCA), and the Independent Colleges and Universities of Missouri (ICUM), department staff recommended, and the Coordinating Board approved, maintaining the ceiling by the continued use of the 2004-2005 maximum cost of attendance (\$13,935) and maximum annual award (\$6,200) for processing awards for the 2005-06 and 2006-07 academic years. Based on feedback from the financial aid community, department staff believes this process has been positively received and has worked well.

For the 2007-08 academic year, the department is faced with new challenges in establishing award amounts for this program because SB389 would end the College Guarantee Program. The Governor's budget for FY2008 includes, and the legislature is considering, additional need-based funding for the next fiscal year. Although staff believes some of the uncertainty would be resolved by this time, the outcome remains unknown.

To avoid confusion about estimated awards for 2007-08, and to address the needs of financial aid officers at participating institutions desiring to package financial aid for students in a timely manner, the MDHE staff is proposing to continue using the same Missouri College Guarantee cost of attendance (\$13,935) and maximum award (\$6,200) for the 2007-2008 academic year. If

this program continues to be part of the state's need-based financial aid system, this action will allow the MDHE to make best use of program funding levels so the maximum number of students with financial need receive College Guarantee awards. At the same time, the staff is working with key legislators, the Governor's Office, and institutional personnel to promote passage of the new single need-based program.

Conclusion

The status of both existing programs and the proposed Access Missouri program remain more fluid than we would have hoped. Consequently, continued flexibility regarding the operation of the state's need-based financial assistance programs is critical. We are unequivocally committed to the passage of the new program and are continuing to work on multiple fronts to support its passage. At the same time, we continue to make necessary preparations in case that does not occur.

STATUTORY REFERENCE

Section 173.245, RSMo, Missouri College Guarantee Program

RECOMMENDED ACTION

It is recommended that Coordinating Board direct the MDHE staff to continue to use the 2004-2005 maximum cost of attendance (\$13,935) and maximum annual award (\$6,200) for processing the Missouri College Guarantee Program awards for the 2007-2008 academic year.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

St. Louis Community College – Wildwood Campus
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

St. Louis Community College (STLCC) submitted a proposal to establish a fourth campus in western St. Louis County to be named St. Louis Community College at Wildwood. The Coordinating Board for Higher Education (CBHE) has a statutory responsibility to review and make pertinent recommendations concerning policy changes that create additional institutions of higher education established in statute by Section 173.030(1), RSMo. The intent of this board item is to provide a summary of key background information and a recommended action related to establishing a fourth campus within the STLCC system.

Background

St. Louis Community College, which serves St. Louis City and St. Louis County, was first organized in 1962. STLCC operates three community college campuses - Florissant Valley, Forest Park, and Meramec - as well as four education centers throughout St. Louis City and St. Louis County. The current West County Education Center has outgrown its current capacity and the obvious next step of the Junior College District of St. Louis-St. Louis County is the establishment of a fourth campus, St. Louis Community College at Wildwood.

STLCC opened the West County Education Center (WCEC) in 1984, and in 1989 WCEC moved to its current location at the Barn at Lucerne. In 1996, STLCC made a recommendation to its Board of Trustees to establish a committee to study the West County area and to make recommendations regarding the College's physical presence in that area. The Board of Trustees subsequently approved the exploration of undeveloped land in the West County area, and in September 1998 the Board of Trustees approved the purchase of 66 acres of land in Wildwood. The construction of the Wildwood Campus began in late 2005 and is scheduled for completion in summer 2007. The construction will be the first campus expansion for STLCC since 1962. A more detailed summary of the history and programs of the WCEC and the development of the Wildwood Campus are outlined in Attachment A.

Rationale

STLCC has worked with MDHE staff to clarify the purpose and motivation for the establishment of the Wildwood campus. In addition to the summary below, further details regarding rationale can be found in Attachment B.

Coordinating Board for Higher Education
April 12, 2007

The WCEC is at capacity in regard to the number classes that can be offered in its current location. The establishment of a new campus will allow STLCC to expand academic and student services in this area of its service region. The Wildwood Campus will be able to provide additional for-credit courses and eventually offer non-credit courses, which will better address the needs of the growing West County population.

Currently, the WCEC has no full-time faculty assigned, has limited academic and technology support services, and offers no student activities. Furthermore, students must utilize the Meramec campus in order to access financial aid and disability support. All of these services would be available at the Wildwood Campus.

Initial estimates for fall 2007 enrollment at the Wildwood Campus suggest significant increases over the current WCEC enrollment based on additional course capacity and the availability of a full service campus in the West County area.

During the first phase of programming at the Wildwood Campus, STLCC proposes to provide three programs: an AA in General Transfer Studies, an AA in Business Administration, and a Certificate in General Education. Needs analysis shows that these programs will best serve the West County population at this time; as the college grows, additional programs will be made available. STLCC is also committed to working with the University of Missouri – St. Louis and other interested four-year partners for the delivery of upper-division coursework on the Wildwood Campus, thus increasing access to higher education for the West County population.

The proposed change from the WCEC to St. Louis Community College at Wildwood is not anticipated to require additional state resources. Cost savings resulting from the transition from facility renting to purchasing the facility, reallocation of current funds, and use of other institutional resources will offset the expense of a new campus.

The proposed Wildwood Campus has been positively received by the Missouri Community College Association, and open forums in the St. Louis area have shown strong community support. STLCC is preparing an application to the Higher Learning Commission for approval of the St. Louis Community College at Wildwood upon recognition and support by the Coordinating Board. STLCC is also preparing for St. Louis Community College at Wildwood to administer federal and state financial aid.

STATUTORY REFERENCE

Section 163.191, RSMo – State aid to community colleges – distribution to be based on resource allocation model, adjustment annually, factors involved – report on effectiveness of model, due when

Section 173.030, RSMo – Additional responsibilities

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education recognize and add its support for the decision of the St. Louis Community College Board of Trustees to add a fourth campus to the St. Louis Community College system.

Based on the state's investment in the development and delivery of community college education within the parameters of limited state resources, the CBHE further states the following expectations:

That the STLCC Board of Trustees will have determined that the creation of a fourth campus is the most cost-effective way to deliver high-quality programs to the West County population;

That the STLCC Board of Trustees and the citizens of the STLCC taxing district will have agreed to assume responsibility for any additional costs associated with creating a fourth college;

That the STLCC will continue to work closely with public and independent colleges and universities as well as local school districts in determining additional programmatic needs for local residents to ensure the efficient and effective use of resources;

That the STLCC will ensure that current and prospective students will not have federal financial aid disrupted as a result of the creation of a fourth college within the district; and

That the STLCC will abide by all CBHE policies and specifically all course offerings and degree programs offered on the Wildwood Campus and will follow the appropriate program approval processes.

ATTACHMENT(S)

Attachment A: History of St. Louis Community College – West County Education Center

Attachment B: STLCC Response to Questions from the Department of Higher Education

HISTORY OF ST. LOUIS COMMUNITY COLLEGE AT MERAMEC – WEST COUNTY EDUCATION CENTER

I. HISTORY OF WEST COUNTY EDUCATION CENTER

St. Louis Community College has had a presence in West County since the mid-70s when its Meramec campus began offering classes at several local high schools including the Rockwood School District high schools of Lafayette and Eureka and the Parkway School District high schools of Parkway Central and Parkway West. The College decided to lease space in the west county area and open an Education Center in June 1984.

The West County Education Center was opened in the Citicorp Building at Clarkson and Clayton Roads. St. Louis Community College leased approximately 13,230 square feet of space from Citicorp. The Center was administered by the Dean of the Institute of Continuing Education. The Dean worked with the Florissant Valley, Forest Park and Meramec campuses to provide standard college credit classes at the Center. In 1986 the administration of the Center was moved to the Dean of Continuing Education at St. Louis Community College at Meramec.

The increase in registrations for standard college credit courses, the lease arrangement with Citicorp, and the increasing population growth in the west county area led to discussions about future sites for the West County Education Center. In August, 1988 the owner of the Barn at Lucerne contacted the College regarding leasing of space at the Barn at Lucerne. In June, 1989 the West County Education Center moved to the Barn at Lucerne at Kehrs Mills and Clayton Roads. The College leases approximately 25,500 sq. ft. This is its current location. The Center houses 11 general purpose classrooms, an art room, a general science room, and two computer labs. It also has space for a student services area, a faculty lounge, and some offices.

II. STANDARD COLLEGE CREDIT ENROLLMENT AT THE CENTER

YEAR	ENROLLMENT	CREDIT HOURS	FULL-TIME EQUIVALENT
1984-85	1,720	5,285	440
1985-86	2,040	6,325	527
1986-87	2,016	6,079	506
1987-88	2,845	8,861	738
1988-89	3,536	10,588	882
1989-90	4,586	13,624	1,135
1990-91	5,270	16,072	1,339
1991-92	5,757	17,632	1,469
1992-93	5,780	17,490	1,457
1993-94	5,456	16,424	1,369
1994-95	5,557	17,233	1,436
1995-96	5,902	18,299	1,525

YEAR	ENROLLMENT	CREDIT HOURS	FULL-TIME EQUIVALENT
1996-97	5,816	18,149	1,512
1997-98	5,914	18,331	1,528
1998-99	6,305	19,211	1,601
1999-2000	6,507	20,030	1,669
2000-2001	6,324	19,372	1,614
2001-2002	6,523	19,803	1,650
2002-2003	6,942	21,304	1,775
2003-2004	6,847	21,134	1,761
2004-2005	6,078	18,830	1,569
2005-2006	5,680	17,727	1,477

UNDUPLICATED HEAD COUNT

The following is the unduplicated head count for RECENT fall semesters

TERM	UNDUPLICATED HEAD COUNT
FALL 05	1,405
FALL 04	1,520
FALL 03	1,824
FALL 02	1,792

III. ACADEMIC PROGRAMS AND STUDENT SERVICES AT THE WEST COUNTY EDUCATION CENTER

Day and evening courses are offered at the West County Education Center that apply to the Associate Degree programs offered by St. Louis Community College and transfer to four-year colleges and universities. Students can pursue the Associate of Arts Degree in General Transfer Studies on-site at the West County Education Center. The Center also offers the developmental/remedial courses that prepare a student to pursue the general education courses.

The following reflects the typical mix of classes offered in a fall semester at the West County Education Center.

DEVELOPMENTAL/REMEDIAL COURSES (31 sections)

COURSES	NUMBER OF SECTIONS
READING	
RDG020 Reading Improvement	2
RDG030 Introduction to College Reading	3
ENGLISH	
ENG020 Developmental English	2
ENG030 Introduction to College Writing	3

COLLEGE ORIENTATION	
COL020 College Orientation	2
MATHEMATICS	
MTH020 Pre Algebra	7
MTH030 Elementary Algebra	8
MTH140 Intermediate Algebra	4

GENERAL EDUCATION 42 HOUR BLOCK (72 sections)

COURSE	NUMBER OF SECTIONS
FOUNDATION COURSES (24 courses)	
COM101 Oral Communication	7
ENG101 English Composition I	10
MTH160 College Algebra	4
IDS101 Cornerstone	3
HUMANITIES AND FINE ARTS (12 courses)	
ART100 Art Appreciation	1
ART101 Art History I	
ART101 Art History II	
ART103 History of Modern Art	1
Literature Class	2
Philosophy Class	3
Language Class	1
THT101 Introduction to Theatre	1
MUS113 History of Jazz	1
MUS114 The Enjoyment of Music	1
MUS128 Survey of Rock Music	1
SOCIAL/BEHAVIORAL SCIENCES (23 Courses)	
ECO151 Principles of Economics I	2
HST101 American History	3
HST102 American History II	3
PHL103 World Religions	2
PSC101 Introduction to Political Science	2
PSY125 Human Sexuality	2
PSY200 General Psychology	5
PSY210 Personality and Adjustment	1
PSY214 Adolescent Psychology	1
SOC101 Introduction to Sociology	2

LIFE AND PHYSICAL SCIENCES (9 Courses)	
BIO111 Introduction to Biology	7
Non-Lab Science Class	2
ELECTIVES (4 courses)	
ENG102 English Composition II	4

AA IN BUSINESS ADMINISTRATION (6 sections)

(The general education classes needed for this degree are under the general education section.)

COURSES	NUMBER OF SECTIONS
BUS104 Introduction to Business Administration	2
BLW101 Business Law	1
ACC110 Financial Account I	1
ACC114 Managerial Accounting	1
IS 103 Information Systems for Business	1

SELECTED COURSES IN BUSINESS, PHYSICAL EDUCATION AND TEACHER EDUCATION, EMS (14 sections)

COURSES	NUMBER OF SECTIONS
ACC100 Applied Accounting	2
EDU102 Computers in Education	1
EDU200 Introduction to Classroom Teaching	1
EDU211 Foundations of Education	1
EMT121 Emergency, Care, Principles and Techniques	1
PE 116 Bowling	2
PE 133 Golf	1
PE 165 Tai Chi I	1
PE 181 Yoga I (Beginning)	2
PE 182 Yoga II (All Levels- Intermediate)	2

TOTAL NUMBER OF SECTIONS OF CLASSES OFFERED IN A TYPICAL FALL SEMESTER WOULD BE 123 SECTIONS

On-site registration services are provided for students enrolling in any college credit or non credit course offered at any location in the St. Louis Community College system. Student support services at the West County Education Center are one of the major reasons for the Center's success. Over the last 22 years, the following student support services have been added to the Center: registration, receipting, academic advising, assessment testing, math and writing tutoring services, information sessions concerning financial aid, seminars on study skills and test anxiety, assistance in the computer lab, a bookstore facility at the start of each new semester, a computerized link to the library, and a computerized link to the internet in the main office as well as the computer labs and wireless computer labs.

Of the credit students enrolled, 70-75% are residents of the areas immediately surrounding the West County Education Center site. The typical student enrolled at the West County Education Center is most likely: white; female; younger than 30, and continuing student; 75% of the students are between 18-25 years of age; approximately 75% of the students have general transfer or achieving an associate degree as an educational goal; around 25% of the new students who just graduated from high school come from the Rockwood School System and 19% come from the Parkway School System.

IV. PLANNING FOR THE NEW CAMPUS IN WEST COUNTY

The population of St. Louis has been expanding to the West over the past 30 years. The College recognized this trend and as part of its strategic directions and goals discussed with St. Louis Community College's Board of Trustees planning issues related to the West County Education Center in April 1996. The recommendation to the Board was to pursue lease negotiation at the current West County Education Center with the goal of securing a viable lease for a minimum of five years extension after August 10, 1999 and to establish a committee to study the far southwest corridor and make recommendations regarding the College's physical presence in this area.

In the summer, 1996 Chancellor Gwendolyn Stephenson established a St. Louis Community College West County Task Force to explore the type of physical presence the College wanted to have in the west county area in the 21st century in order to better serve the educational needs of this population. The task force made a report to the Board of Trustees at its December 16, 1996 executive session. The Board approved the exploration of available undeveloped land in the west county area, focusing on the area around Route 109 and Route 100. It also approved the exploration of an extended lease at the West County Education Center.

In August, 1997 the Board of Trustees approved a real estate agent to explore undeveloped sites in the west county area for the College. In September, 1998 the Board of Trustees approved the purchase of 66 acres of land in Wildwood. This piece of land is located near the intersection of Route 109 and Old Route 100 in Wildwood.

THE NEW CAMPUS IN WEST COUNTY

Construction of the fourth SLCC campus—the first such undertaking by the College since 1962—is underway at the site near the intersection of Route 109 and Old Route 100 in Wildwood. The campus will be constructed in three fully functional stages. The first 73,000 square foot facility will include:

- High-tech classrooms and labs
- Offices
- Student services
- Bookstore
- Multipurpose room
- Rooms equipped to send and receive instruction by interactive television
- High-speed access by cable as well as wireless connectivity within and around the campus site

Initially, the campus will offer Associate of Arts degrees in General Transfer Studies and Business Administration, as well as continuing education courses. The AA in General Transfer Studies’ schedule of classes will reflect the current schedule of classes offered at the West County Education Center. However, there will be more sections of classes than are currently offered. It is expected that the schedule of classes will approximate the following:

DEVELOPMENTAL/REMEDIAL COURSES (52 sections)

COURSES	NUMBER OF SECTIONS
COLLEGE ORIENTATION	
COL020 College Orientation	2
READING	
RDG020 Reading Improvement	2
RDG030 Introduction to College Reading	8
ENGLISH	
ENG020 Developmental English	2
ENG030 Introduction to College Writing	5
MATHEMATICS	
MTH020 Pre Algebra	13
MTH030 Elementary Algebra	12
MTH140 Intermediate Algebra	8

GENERAL EDUCATION 42 HOUR BLOCK (101 sections)

COURSE	NUMBER OF SECTIONS
FOUNDATION COURSES (34 courses)	
COM101 Oral Communication	8
ENG101 English Composition I	15
MTH160 College Algebra	6
IDS101 Cornerstone	5
HUMANITIES AND FINE ARTS (19 courses)	
ART100 Art Appreciation	2
ART101 Art History I	
ART101 Art History II	
ART103 History of Modern Art	
Literature Class	2
Mass Communication Class	1
Philosophy Class	8
Language Class	4
THT101 Introduction to Theatre	1
MUS114 The Enjoyment of Music	1
MUS128 Survey of Rock Music	2
SOCIAL/BEHAVIORAL SCIENCES (28 Courses)	
ECO151 Principles of Economics I	2
ECO152 Principles of Economics II	1
HST101 American History	4
HST102 American History II	3
PHL103 World Religions	2
PSC101 Introduction to Political Science	2
PSY125 Human Sexuality	2
PSY200 General Psychology	6
PSY203 Child Psychology	1
PSY205 Human Growth and Development	2
PSY214 Adolescent Psychology	1
SOC101 Introduction to Sociology	2
LIFE AND PHYSICAL SCIENCES (11 Courses)	
BIO111 Introduction to Biology	7
CHM101 Fundamentals of Chemistry	2
GEO111 Physical Geology	1

Non-Lab Science Class	1
ELECTIVES (8 courses)	
ENG102 English Composition II	6
BUS201 Elementary Statistics	1
MTH186 Survey of Calculus	1
CORNERSTONE CLASS (1 class)	1

AA IN BUSINESS ADMINISTRATION (8 sections)

(The general education classes needed for this degree are under the general education section.)

COURSES	NUMBER OF SECTIONS
BUS104 Introduction to Business Administration	2
BLW101 Business Law	1
ACC110 Financial Account I	1
ACC114 Managerial Accounting	1
IS 103 Information Systems for Business	2
MGT203 Principles of Marketing	1

SELECTED COURSES IN BUSINESS, PHYSICAL EDUCATION AND TEACHER EDUCATION, EMS , and Art Education (33 sections)

COURSES	NUMBER OF SECTIONS
ACC100 Applied Accounting	2
EDU102 Computers in Education	1
ART 107 Design I	2
ART 108 Design II	2
ART 109 Drawing I	2
ART 110 Drawing II	2
ART 111 Figure Drawing I	1
EDU200 Introduction to Classroom Teaching	1
EDU211 Foundations of Education	1
EMT121 Emergency, Care, Principles and Techniques	1
PE 116 Bowling	1
PE 120 Community CPR	1
PE 122 Dance Aerobics	1
PE 129 First Aid	1
PE 133 Golf	1

PE 161	Stress Management	1
PE 165	Tai Chi I	1
PE 180	Wellness and Fitness Concepts	1
PE 181	Yoga I (Beginning)	4
PE 182	Yoga II (All Levels- Intermediate)	4
PED116	Pilates	2

TOTAL NUMBER OF SECTIONS OF CLASSES OFFERED IN A TYPICAL FALL SEMESTER WOULD BE 194 SECTIONS

When fully operational, area residents will have access to all of the resources St. Louis Community College has built its reputation on, including:

- Integrated high-tech, high-touch, customer-friendly support services
- Community education and partnerships
- Customized training for businesses and industry
- Developmental/Remedial education
- Partnerships with higher education institutions and K-12 school districts
- Distance learning and telecourse delivery
- New scheduling options for interdisciplinary programs

**MISSOURI DEPARTMENT OF HIGHER EDUCATION
QUESTIONS SENT ON JANUARY 10, 2007**

MISSION

1. What mission is planned for the proposed campus relative to the other campuses within the STLCC system?

STLCC's original vision from the 1960s was to create a four-campus district. We are now realizing this vision by building a fourth campus in West St. Louis County. This fourth campus will be built in three to four phases. In Phase I, the new campus will provide transfer education, general education, developmental education and community and continuing education to individuals who live and/or work in West St. Louis County. In Phase II, the campus will address these mission-goals along with career and technical education.

Because geographic access is important to STLCC, all three campuses offer transfer education, general education, developmental education and community and continuing education. The fourth campus will continue to provide these educational opportunities in West St. Louis County as it has at the current West County Education Center.

NEED

1. What are the shortcomings of the existing organizational structure of the West County Education Center (WCEC)?

The organizational structure of WCEC is tied to the organizational structure of St. Louis Community College's Meramec campus. The Dean of Continuing Education and Special Programs on the Meramec campus administers WCEC. The academic dean and department chairs are responsible for the academic programs at the Center. Many of the operational functions are integrated with those on the campus. For example, the cashiering function is connected to the campus business office.

While there are several benefits of this organizational arrangement, there are also some limitations. No full-time faculty member is assigned to the Center. It does not have 24/7 security coverage. There is limited media and technology support. While some academic support services are available, these are limited.

The College's rental agreement is a full-service agreement. Therefore, the College does not employ the housekeepers or the maintenance staff. This arrangement makes it difficult to hold events that require movement of the furniture or special set-ups.

2. What needs are not being met under the current arrangement?

STLCC has maximized the number of classes that it can offer at WCEC during the morning and evening hours. It has not been able to offer non-credit classes to any extent because of the need

to use the space for credit classes. Although the current West County Education Center provides basic student services, it has not been able to provide financial aid, disability support services, enhanced academic support services and student activities. Students go to the Meramec campus to access these services. Since the College rents the current WCEC facility, it is limited in its ability to expand technology to meet the needs of its students and faculty or to change the physical space to respond to the need for more flexible learning spaces.

3. In addition to population growth in the West County area what other factors were considered to determine whether or not there was a definite need for expanding the WCEC to a fully operational campus?

Besides the population growth in the West County Area, the College considered the following factors in determining whether or not there was a definite need for expanding WCEC to a fully operational campus.

a) Educational Needs of Individuals Living and/or Working in the West County Area.

The College held several public forums in West County to receive input regarding educational needs in this area. It analyzed the WCEC student body profiles to better understand the educational goals of the students attending WCEC. It talked with representatives from area high schools. This research affirmed the College's intent to open a new campus in West County with general transfer and general education programs.

b) Partnership Opportunities

STLCC talked with the University of Missouri-St. Louis about partnering in the West County area. STLCC would provide the freshman/sophomore level classes. UMSL would provide the junior/senior level classes. Two public institutions would work together to provide assessable opportunities to people in the West County Area. There was not enough space at WCEC to enter into a partnership with UMSL. The new Wildwood campus provides the space that will allow UMSL and STLCC to partner. When the facility opens in fall 07, UMSL will be offering classes at the site.

c) Technology Demands for Delivery of Courses and Student Services

Technology is changing the way instruction and student services are delivered. STLCC is committed to using technology to enhance the learning opportunities of its students. The new campus facility will have instructional areas with modern technology, including SMART classrooms. The facility will be wireless. Students will be able to check out lap top computers to use throughout the facility.

d) Opportunities for increasing student services and student activities

WCEC was not able to provide some of the basic student services in the areas of financial aid, disability support services, and academic support services. The new campus will provide not only the space, but also the staffing for these functions.

The College believes that the more engaged the student is with faculty and staff outside of the classroom, the more likely it is that the student will continue his/her education. The new campus will provide student activities and other co-curricular activities

e) Financial Considerations

STLCC has been paying around \$500,000 per year to rent the space for the West County Education Center. This factor was considered when the College looked at the operating expenses for the new Wildwood campus. This money will be used to help offset the new operating costs of the campus. The projected enrollment increase will also help to offset the new operating costs.

ACADEMIC PROGRAMS

1. Please provide a list of all complete programs that are intended to be offered at the proposed Wildwood Campus during the first five years and their performance goals

In Phase I of the Wildwood Campus (first five years) the following programs will be offered:

- **AA in General Transfer Studies**

The College has been offering the curriculum that will allow a student to pursue the AA in General Transfer Studies at WCEC. Between 70-72% of the students attending the Center indicate that their curriculum choice is general transfer. About 44% of the students attending WCEC indicate that they are degree seeking.

- **AA in Business Administration**

The College does not offer the entire program at WCEC that will allow a student to pursue the AA in Business Administration. Some of the introductory courses are offered, but not the entire program. The College decided to offer the AA in Business Administration at the new Wildwood campus because the information that the College has regarding this area and the information that UMSL shared with the College provided evidence that this program will be successful. UMSL is also offering the BS in Business Administration. STLCC students will be able to take the AA in Business Administration and then move into the BS in Business Administration at this new campus.

- **Certificate in General Education**

The certificate of general education is designed for students who have completed the 42-hour General Education program. Since the 42-hour general education block of classes is contained in the AA degree in general transfer studies, the College wanted to give students another option.

2. Will any of the programs offered at the Wildwood Campus be unique to the campus?

None of the programs offered at the Wildwood Campus in the first five years will be unique to the Wildwood Campus. The main curriculum focus in the first five years will be general transfer and business administration.

PERSONNEL

1. What is the current faculty FTE assigned to WCEC?

The current faculty FTE at WCEC is 28.

2. What is the projected faculty FTE for the Wildwood Campus during its first five years?

The projected faculty FTE for the Wildwood Campus during its first five years is 36.

3. What is the current administrative FTE assigned to WCEC?

The current administrative FTE assigned to WCEC is seven (7). Please keep in mind that the Meramec campus of St. Louis Community College provides many of the administrative functions for WCEC. For example, the Academic Deans and the Department Chairs are responsible for the academic programs at WCEC; the Deans of Student Support Services are responsible for the student support services; the library and media staff addresses library and media issues; the Community Relations Director is responsible for the public relations; the Chief of Police is responsible for security.

4. What is the projected administrative FTE for the Wildwood Campus during its first five years?

The projected administrative FTE for the Wildwood Campus during its first five years is 34. This includes all administrative, professional, office and technical and physical facility staffing.

FINANCES

1. What infrastructure costs will be associated with the Wildwood Campus?

All of the normal budget infrastructure costs will be associated with the Wildwood campus. This includes instruction, student services, academic and institutional support. As mentioned above, the cost of the rental of WCEC will be used to help offset the new costs. STLCC believes that the new campus will help to generate new revenue.

2. Will additional state aid be requested to support this infrastructure in the future?

No additional state aid will be requested to support the infrastructure of the Wildwood campus.

3. How will the establishment of the Wildwood Campus affect the overall budget and particularly the state appropriation request for STLCC?

The Board of Trustees authorized an increase in the budget for the West County Educational Center so that additional staffing and services could be provided at Wildwood. It is anticipated that STLCC will incorporate Wildwood additional needs within the overall College budget development and allocation process.

4. What impact would increase state funding for STLCC (if it is sought) to support the proposed Wildwood Campus have on the state's overall support for the community college system?

The Missouri Community College Association has submitted a single coordinated budget request for several years. The distribution of any funding increases will be determined by an algorithm we have used in the past.

OTHER

1. How will the relationship between STLCC and local school districts and area vocational technical schools change with the addition of the Wildwood Campus?

The addition of the Wildwood Campus will allow STLCC to increase its relationship with local school districts. It will provide opportunities for dual credit and dual enrollment opportunities. The Rockwood School District has already indicated its interest in working with St. Louis Community College on transition programs as well as dual credit and dual enrollment.

2. What will be the relationship of the Wildwood Campus to both public and independent four-year institutions that serve the greater St. Louis region?

As mentioned above, STLCC has partnered with UMSL to bring upper division classes to the West County area. The opening of a campus in West County has helped facilitate this relationship.

3. To what extent is the Presidents/Chancellors Council of the Missouri Community College Association aware of and supportive of this initiative by STLCC to establish a fourth college within its system?

The Missouri Community College Association is aware of the new campus construction at Wildwood and is supportive of such a change.

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

The process for making state aid payments to the community colleges in FY2007 will be monthly. All FY2007 state aid appropriations are subject to a three percent governor's reserve.

The total FY2007 state aid appropriation for community colleges is \$136,029,827. The amount available to be distributed (appropriation less the three percent governor's reserve) is \$131,948,932.

The payment schedule for February through March 2007 state aid distributions is summarized below.

State Aid (excluding M&R) – GR portion	\$ 13,791,304
State Aid – lottery portion	989,422
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>2,042,229</u>
TOTAL	\$ 23,218,841

The total distribution of state higher education funds to community colleges during this period is \$23,218,841. The total FY2007 distribution to date is \$98,753,435.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
April 12, 2007

AGENDA ITEM SUMMARY

AGENDA ITEM

Community College Equity
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

Missouri's public community colleges have established an equity funding formula that redistributes a portion of new state appropriations when increased by two percent or more to those community colleges that fall below 85 percent of the mean state funding per FTE. The intent of this board item is to provide background information concerning the community college equity formula.

Background

During 2002 the Missouri Community College Association (MCCA) appointed a committee to address equity funding issues among Missouri's 12 community college districts. The committee determined that equity rather than equality should be the goal of the funding model. They also decided that an adjustment should be developed that would address the needs of those colleges falling below 85 percent of the mean and that the dollars should be distributed among the colleges in proportion to the amount they fall below the mean. Finally, the committee agreed that any equity adjustments should in no way substitute or delay efforts for core restoration.

In January 2003 the committee presented a two-phase equity adjustment formula to the full MCCA, which adopted the formula. In June of that year, the formula was presented to the Missouri Department of Higher Education (MDHE). Because the budget outlook was bleak, less than a two percent increase was requested for each institution for FY2005. Therefore, the equity formula was not used with the MDHE budget request and was not presented to the CBHE. During the legislative session, additional funding was appropriated to the institutions in excess of two percent. Since funding for FY2005 was at least a two percent increase, the equity funding formula needed to be enacted.

At the June 2004 Coordinating Board for Higher Education (CBHE) meeting, the equity funding model was presented. The CBHE voted to support the funding model with the concurrence of Office of Administration, Senate Appropriations Chair, and House of Representatives Budget Chair. Full approval from all parties was received by September 2004 to move forward with the equity formula for FY2005. Since approval to proceed with the funding model was not received from all parties until after the fiscal year had started, the equity funding was calculated and enacted for half of FY2005, or January through June 2005.

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For FY2006, the department requested an increase of over six percent for the institutions. However, the institutions received stay-even funding from the previous year so the equity funding formula was not used for determining the community colleges appropriations in FY2006. The FY2007 department request for the institutions was a large increase over FY2006 and included mandatory expenses, performance funding and new core decision items. The actual increase received by the institutions was two percent which again enacted the equity formula.

The FY2008 institutions' budget request from the department was approximately 12.6 percent on average. The governor's recommendations included an approximately 4.2 percent increase while the House Budget committee has included an increase of 4.48 percent over FY2007, so the equity formula will likely be utilized for funding of the community colleges in FY2008.

Since the governor's recommendations were announced, there has been some concern by the community colleges that their equity calculation was being considered at a different time than equity for the four-year institutions with the FY2008 budget. The community colleges have expressed concern that they were being penalized for having an equity formula because some of the institutions give up funds to help others. Therefore, the majority of the community college institutions would end up receiving funding of less than the average. In contrast four-year institutional equity adjustment budget recommendations were introduced after minimal increases were established for each institution. The changes recommended by the House Budget committee address this concern.

Conclusions

The community colleges developed this funding model as a way to address enrollment-based funding adjustments. Unanimous support for the formula was given by MCCA at the time it was developed. It is anticipated that the approach to equity for community colleges will be reviewed and potentially revised when the MDHE, in conjunction with the institutions, develops a new comprehensive funding formula.

STATUTORY REFERENCE

Section 163.191, RSMo, State aid to community colleges
Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Community College Funding Formula Recommendation

**MCCA Presidents and Chancellors Council
Funding Formula Recommendation**

Charge: A committee from the Council was asked to review the current funding formula for equity, especially in terms of the growth factor, to develop alternatives and to present findings and options to the Presidents/Chancellors Council.

Recommendation: The following two-phase adjustment was adopted by the Council on January 8, 2003, for presentation to the Department of Higher Education. It was presented to Joe Martin of the Department of Higher Education on June 4, 2003, and was recommended at that time for adoption by CBHE for the FY 05 budget.

Two Step Equity Adjustment Formula Recommendation

1. Until the community college core appropriation again reaches the \$150 million appropriation level of base year FY 02, the following distribution model will be in effect:

- In years in which the core appropriation increases less than 2% over the previous year's core appropriation, no equity adjustment will be requested.
- In years in which the core appropriation increases by 2% or more over the previous year's appropriation, an adjustment of **.5% of the total new core** amount will be distributed on a proportionate basis to those colleges falling below 15% of the mean.

2. When the core appropriation rises to or exceeds the \$150 million base.

- In years in which the core appropriation increases less than 2% over the previous year's core appropriation, no equity adjustment will be requested.
- In years in which the core appropriation increases by 2% or more over the previous year's appropriation, **1% of the total new core** will be distributed on a proportionate basis to those colleges falling below 15% of the mean.

Rationale and Assumptions: In order to address issues of equity in the distribution of state funds and at the same time to protect all member colleges' financial viability, the committee worked from the following assumptions.

Assumption 1: Equity rather than equality should be the goal of any funding distribution model. Reaching equality would mean balancing so many variables that it becomes a practical impossibility. Equity is a simple, mathematically elegant solution that seeks only a defensible degree of distribution.

Assumption 2: While any number of colleges may fall at or above 15% of the mean, some process of equity adjustment should be developed that addresses the needs of those colleges

falling below 15% of the mean. The 15% mean point is a historic artifact from previous allocation models.

Assumption 3: Any process for addressing equity adjustment should not re-open the 1991 allocation model legislation.

Assumption 4: The total dollars involved in any equity adjustment for colleges falling below 15% of the mean should be distributed among or between these colleges in proportion to the amount they fall below the mean.

Assumption 5: Equity adjustment efforts and recommendation should in no way substitute for or delay efforts for core restoration.

**MCCA Presidents and Chancellors Council
Funding Formula Recommendation
Addendum**

Step One Mathematical Calculation (State Core Appropriation below \$150,000,000)

For example, if the core appropriation had been \$130,021,553 and the following year the core appropriation was \$135,813,231 (an increase of \$5,791,678 or 4.45%), .5% or \$679,006 ($\$135,813,231 \times 0.5\%$) would be distributed to colleges falling below 15% of the mean.

Step Two mathematical Calculation (State Core Appropriation meets or exceeds \$150,000,000)

For example, if the core appropriation had been \$135,813,231 and the following year the core appropriation was \$152,004,391 (an increase of \$16,191,161 or 11.92%) that year 1.0% up to \$1,520,044 ($\$152,004,392 \times 1.0\%$) and (depending on the amount needed) would be distributed to colleges falling below 15% of the mean.

Equity Distribution Steps

Proportionate distribution of the Equity Adjustment Pool will be achieved by determining for all Missouri Community Colleges the State Appropriation per FTE (FTE \$) and the mean FTE \$ for the fiscal year two years prior to the New Core Appropriation year. Those colleges falling below 85 percent of the mean FTE \$ will be eligible to participate.

The distribution of the Equity Adjustment Pool, for those eligible to participate, will be determined by calculating the ratio of the \$ amount below the mean by college compared to the total amount below the mean of all participants. To distribute the Equity Adjustment Pool, 1) calculate the percent of total \$ amount below the mean by participating college and 2) multiply the Current Year Equity Adjustment Pool by this result.

AGENDA ITEM SUMMARY

AGENDA ITEM

Sunshine Law Policy
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

The Missouri Sunshine Law, as set forth in Chapter 610 of the Missouri Revised Statutes, requires that each public governmental body have “a reasonable written policy . . . regarding the release of information on any meeting, record or vote” covered by the Sunshine Law (Section 610.028.2, RSMo).

Background

The current Coordinating Board for Higher Education (CBHE) policy on open meetings and records management, which was adopted in 1987, is attached. This policy, although adopted nearly 20 years ago, remains in technical compliance with the Sunshine Law. However, in light of recent media coverage of Sunshine Law compliance issues, the Commissioner has directed department staff to review the current policy, in consultation with the Office of Administration, and make recommendations for updating the policy.

In addition, the Commissioner and MDHE staff believes it is important that Coordinating Board members and MDHE senior staff receive appropriate training with regard to Sunshine Law compliance. Accordingly, the Commissioner intends to arrange for the Missouri Attorney General’s Office to provide a training session on Sunshine Law compliance at an upcoming Coordinating Board meeting or work session.

STATUTORY REFERENCE

Section 610.028.2, RSMo, Legal defense of members of governmental bodies, when--written policy on release of information required--persons reporting violations exempt from liability and discipline

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Compliance with Missouri’s Open Meeting and Records Management Statute

Coordinating Board for Higher Education
April 12, 2007

Compliance with Missouri's Open Meeting and Records Management Statute
(Adopted by the Board on October 23, 1987)

The Coordinating Board for Higher Education holds the management of records and the release of information therefrom to be administrative functions and those responsibilities are charged to the Commissioner of Higher Education who shall administer the management of access to departmental records, including the appointment of custodians of records, in compliance with the provisions of Sections 610.010 through 610.030, RSMo and with actions of the Coordinating Board for Higher Education taken thereunder.

The Coordinating Board for Higher Education (the "board") hereby declares all of the records of the board and of the Department of Higher Education (the "department") which relate to the following categories to be closed records within the meaning of Sections 610.010 to 610.028, RSMo, Senate Bill 2, Eighty-Fourth General Assembly, First Regular Session, for the reason that such records are authorized to be closed under Section 610.021, RSMo:

- (1) (Section 610.021 (1-15) RSMo) 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. However, any minutes of vote relating to litigation involving a public governmental body shall be made public upon final disposition of the matter voted upon; provided, however, in matters involving the exercise of the power of eminent domain, the vote shall be announced or become public immediately following the action on the motion to authorize institution of such a legal action. Legal work product shall be considered a closed record;
- (2) Leasing, purchase or sale of real estate by a public governmental body where public knowledge of the transaction might adversely affect the legal consideration therefor. However, any minutes or vote of public record approving a contract relating to the leasing, purchase or sale of real estate by a public governmental body shall be made public upon execution of the lease, purchase or sale of the real estate;
- (3) Hiring, firing, disciplining or promoting of particular employees by a public government body when personal information about the employee is discussed or recorded. However, any vote on a final decision, when taken by a public governmental body, to hire, fire, promote or discipline an employee of a public governmental body must be made available to the public within seventy-two hours of the close of the meeting where such action occurs; provided, however, that any employee so affected shall be entitled to prompt notice of such decision during the seventy-two hour period before such decision is made available to the public. As used in this subdivision, the term "**personal information**" means information relating to the performance or merit of individual employees;
- (4) The state militia or National Guard or any part thereof;

- (5) Nonjudicial mental or physical health proceedings involving identifiable persons, including medical, psychiatric, psychological, or alcoholism or drug dependency diagnosis or treatment;
- (6) Scholastic probation, expulsion, or graduation of identifiable individuals, including records of individual test or examination scores; however, personally identifiable student records maintained by public educational institutions shall be open for inspection by the parents, guardian or other custodian of students under the age of eighteen years and by the parents, guardian or other custodian and the student if the student is over the age of eighteen years;
- (7) Testing and examination materials, before the test or examination is given or, if it is to be given again, before so given again;
- (8) Welfare cases of identifiable individuals;
- (9) Preparation, including any discussions or work product, on behalf of a public governmental body or its representatives for negotiations with employee groups;
- (10) Software codes for electronic data processing and documentation thereof;
- (11) Specifications for competitive bidding, until either the specifications are officially approved by the public governmental body or the specifications are published for bid;
- (12) Sealed bids and related documents until the earlier of either when the bids are opened, or all bids are accepted or all bids are rejected;
- (13) Individually identifiable personnel records, performance ratings or records pertaining to employees or applicants for employment, except that this exemption shall not apply to the names, positions, salaries and lengths of service of officers and employees of public agencies once they are employed as such;
- (14) Records which are protected from disclosure by law;
- (15) Meetings and public records relating to scientific and technological innovations in which the owner has a proprietary interest.

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Transfer and Articulation Update
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

The Coordinating Board for Higher Education's standing advisory committee, the Committee on Transfer and Articulation (COTA), works within the board's statutory authority to "establish guidelines and to promote and facilitate the transfer of students between institutions of higher education within the state." The intent of this agenda item is to provide an update of COTA activities since the last board meeting.

Background

COTA held three meetings since the February 2007 Coordinating Board meeting. The following summary highlights COTA's recent work.

Dual Credit Pilot Proposals

COTA has been approached by two organizations, the Community College Research Center (CCRC) at Columbia University and the Gateway to College Program at Oregon's Portland Community College, concerning pilot proposals that explore using dual credit to reach student populations not currently served by dual credit programs.

The pilot proposed by CCRC would allow students with a GPA between 2.5 and 2.99 to enroll in dual credit courses and would compare their educational progress to those students with similar GPA's who did not enroll in dual credit.

The pilot proposed by the Gateway to College Program focuses on students who are currently struggling in or have dropped out of high school and places them in a dual enrollment situation that is delivered at the community college campus. St. Louis Community College at Florissant Valley has been selected as a potential site for this project.

Currently COTA is gathering and reviewing information on the two proposals in order to determine next steps.

Advanced Credit Opportunities Survey

In November 2006, COTA directed the MDHE to distribute a survey to high school counselors to gain a better understanding of the advanced credit opportunities (ACO) currently available to Missouri students and ACO compliance with CBHE policies. Staff has compiled the results for the 119 high schools that responded.

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The data show that 114 of the respondents offer dual credit; however, knowledge of CBHE policies and administrative practices vary greatly. This variance extends to aspects of dual credit such as student and teacher eligibility. COTA is currently in the process of determining next steps to better publicize CBHE policies, to monitor and encourage policy compliance, and to determine ways to respond to non-compliant institutions.

While the data gathered will inform policy decision-making, there are limitations as the survey response rate was somewhat low at 22.5 percent. MDHE staff will continue to pursue additional data to further illustrate the scope and magnitude of ACO in Missouri and to promote policy compliance.

Transfer Policy Brief

COTA is exploring options for creating a Transfer Policy Brief based on the Transfer and Articulation Databook. The current databook, presented at the 2007 Conference on Transfer and Articulation, will benefit from greater context for the data presented and greater consistency of definitions throughout. In order to strengthen the Databook, COTA will develop a data supplement that will address the limitations of the Databook, respond to participant feedback, and ultimately provide a more concise picture of the current state of transfer in Missouri.

While the Databook was intended to facilitate discussion among Transfer Conference participants, the Transfer Policy Brief will be intended for wider distribution and to inform policy development and decision-making. COTA has appointed a working group to develop the policy brief with MDHE staff support. COTA will design the brief around several indicators of transfer. These indicators will help determine the focus of the 2008 Transfer and Articulation Conference.

Potential topics include:

- Trends in number of students and average credit hours transferred
- Trends in persistence and completion of transfer students
- Trends in transfer of advanced credit, including dual credit and tech prep
- Data reflecting transition across P-20, including high school graduation and college enrollment
- Data reflecting transfer across all sectors, including nationally accredited / proprietary institutions

New Member Appointed to COTA

After many years of excellent service to COTA, Dr. Julio Leon, President of Missouri Southern State University, has stepped down from his post. To fill the open public four-year seat, Dr. Aaron Podolefsky, President of the University of Central Missouri, was appointed to COTA on February 22, 2007.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

List of Current COTA Members

CBHE Committee on Transfer and Articulation
April 12, 2007

Dr. Evelyn Jorgenson, President (Chair)

Moberly Area Community College

Dr. Don Doucette, Vice Chancellor

Metropolitan Community College

Dr. Marsha Drennon, President

State Fair Community College

Ms. Karen Finkenkeller, Director

ITT Technical Institute

Dr. R. Alton Lacey, President

Missouri Baptist University

Dr. Stephen Lehmkuhle, Senior Vice President for Academic Affairs

University of Missouri System

Dr. Aaron Podolefsky, President

University of Central Missouri

Dr. James Scanlon, President

Missouri Western State University

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

Missouri Department of Higher Education

Support Staff

Ms. Hillary Fuhrman, Research Associate

Missouri Department of Higher Education

Mr. Jeremy Kintzel, Research Associate

Missouri Department of Higher Education

Mr. B.J. White, Program Specialist

Missouri Department of Higher Education

Alternates

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

Public 2-year: **John Cosgrove**

Independent: **Arlen Dykstra**

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AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

All program actions that have occurred since the February 7, 2007, 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 Discontinued

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

II. Programs and Options Placed on Inactive Status

University of Missouri – St. Louis

Current Program:

BS, Community Education

Approved Change(s):

Inactivate Program

Program as Changed:

BS, Community Education (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

Linn State Technical College

Current Programs:

AAS, Automation and Robotics Technology

C0, Electrical Specialist

C0, Machining Specialist

AAS, Laser/Photonics Technology

Approved Change(s):

Delete AAS, Laser/Photonics Technology

Add two options to AAS, Automation and Robotics Technology, General option and Laser/Photonics option

Programs as Changed:

AAS, Automation and Robotics Technology

General

Laser/Photonics

C0, Electrical Specialist

C0, Machining Specialist

AAS, Laser/Photonics Technology (Deleted)

Missouri Western State University

Current Program:

BS, Biology
Biology, General
Conservation/Wildlife
Health Science

Approved Change:

Change name of Biology, General option to Biology

Program as Changed:

BS, Biology
Biology
Conservation/Wildlife
Health Science

Ozarks Technical Community College

Current Program:

AA, Associate of Arts
Animal Science
Biology
Business
Chemistry
Criminal Justice
Education
English
Environmental Science
Math
Psychology
Social Sciences
Spanish

Approved Changes:

Delete options in Education and Animal Science
Add option in Agriculture

Program as Changed:

AA, Associate of Arts
Agriculture
Animal Science (Deleted)
Biology
Business
Chemistry
Criminal Justice

Education (Deleted)
English
Environmental Science
Math
Psychology
Social Sciences
Spanish

Southeast Missouri State University

Current Program:

BS, Mass Communication
Advertising
Corporate Video
Public Relations
Radio

Approved Change:

Delete option in Corporate Video
Add option Television and Film

Program as Changed:

BS, Mass Communication
Advertising
Public Relations
Radio
Television and Film

University of Missouri – Columbia

1. Current Program:

MA, Information Science and Learning Technology
Education Technology
Library Sciences

Approved Change(s):

Delete Education Technology option

Program as Changed:

MA, Information Science and Learning Technology
Library Sciences

2. Current Program:

EDSP, Information Science and Learning Technology
Education Technology
Instructional Theory and Practice

Approved Change(s):

Delete Instructional Theory and Practice option

Program as Changed:

EDSP, Information Science and Learning Technology
Education Technology

3. Current Program:

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

Approved Change(s):

Change option titles: Advertising to Strategic Communication; Magazine to Magazine Journalism; Media Convergence to Convergence Journalism; News Editorial to Newspaper Journalism; and Broadcast News to Radio-Television

Program as Changed:

BJ, Journalism
Convergence Journalism
Magazine Journalism
Newspaper Journalism
Photojournalism
Radio-Television
Strategic Communication

4. Current Program:

MS, Biomedical Sciences

Approved Change:

Add, four options: Biomedical Sciences, Comparative Medicine, Pathobiology, and Veterinary Medicine and Surgery

Program as Changed:

MS, Biomedical Sciences
Biomedical Sciences
Comparative Medicine
Pathobiology
Veterinary Medicine and Surgery

5. Current Programs:

MA, Psychology
Clinical Psychology
Cognition and Neuroscience
Counseling Psychology
Developmental Psychology
Quantitative Psychology
Social Psychology

MS, Psychology

Ph.D., Psychology
Clinical Psychology
Cognition and Neuroscience
Developmental Psychology
Quantitative Psychology
Social Psychology

Approved Changes:

Change title of Social Psychology option to Social/Personality Psychology
in MA and Ph.D. programs
Add option in Child Clinical and Developmental Psychology to MA and
Ph.D. programs
Add option in Clinical and Quantitative Psychology to Ph.D. program
Delete MS, Psychology program

Programs as Changed:

MA, Psychology
Child Clinical and Developmental Psychology
Clinical Psychology
Cognition and Neuroscience
Counseling Psychology
Developmental Psychology
Quantitative Psychology
Social/Personality Psychology

MS, Psychology (Deleted)

Ph.D., Psychology
Child Clinical and Developmental Psychology
Clinical and Quantitative Psychology
Clinical Psychology
Cognition and Neuroscience
Developmental Psychology
Quantitative Psychology
Social/Personality Psychology

University of Missouri – Kansas City

1. Current Program:

BS, Communication Studies
Mass Communication
Speech Communication

Approved Change(s):

Change option titles: Mass Communication to Journalism and Mass
Communication; Speech Communication to Interpersonal and Public
Communication.
Add option in Film and Media Studies

Program as Changed:

BS, Communication Studies
Film and Media Studies
Interpersonal and Public Communication
Journalism and Mass Communication

2. Current Program:

BA, Urban Affairs

Approved Change(s):

Change program title to Urban Studies

Program as Changed:

BA, Urban Studies

University of Missouri – Rolla

Current Program:

MS, Information Science and Technology

Approved Change:

Add Graduate Certificate (GRCT) in Data Warehouses

Program as Changed:

MS, Information Science and Technology
GRCT, Data Warehouses

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

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

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

Metropolitan Community College – Business and Technology College

AAS, Engineering Technology

Civil Engineering Technology

Mechanical/Manufacturing Engineering Technology

Northwest Missouri State University

MS, Applied Health Sciences

Management

Wellness

St. Charles Community College

AAS, Massage Therapy

(1+1 program in collaboration with St. Charles School of Massage Therapy; StCCC will articulate 40 credit hours of Massage Therapy coursework from St. Charles School of Massage Therapy.)

Southeast Missouri State University

BS, Athletic Training

University of Missouri – Columbia

Ph.D., Public Affairs

University of Missouri – Rolla

Ph.D., Systems Engineering

University of Missouri – St. Louis

BS, Media Studies

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

Central Methodist University

BS, Mathematics

(Off-site delivery of 2+2 program in collaboration with Mineral Area College; CMU will articulate at least 62 credit hours of mathematics and general education coursework from Mineral Area College.)

Kansas City University of Medicine and Biosciences

MA, Bioethics

AGENDA ITEM SUMMARY

AGENDA ITEM

English Language Proficiency Report
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

Missouri colleges and universities with graduate programs regularly assign teaching assistantships to international students. The intent of this board item is to present the biennial report on the English language proficiency of graduate teaching assistants (GTAs) at Missouri's public institutions.

Background

Section 170.012, RSMo, requires that all graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language be tested for their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment. In addition, graduate students who have not previously lived in the United States and who are assigned to teaching positions are expected to receive a cultural orientation prior to assuming their teaching responsibilities. Every two years, Missouri's public institutions are required to report to the Missouri Department of Higher Education (MDHE) the number, native language, selection procedures, and orientation programs for all GTAs. Systematic reporting on GTAs' English language proficiency began in FY1987. Data for this year's report are for FY2005 and FY2006.

Distribution and Trends

- Nine public four-year campuses gave teaching assignments to graduate students in FY2005 and FY2006.
- The total number of GTAs at public institutions reached an all-time high of 2,082 in FY2006. Table 1 in Attachment A and Charts 1 and 2 in Attachment B provide data on numbers of graduate assistants over the last 20 years. Both the total number of GTAs and the number of non-native GTAs continue to increase, and this trend is likely to continue.
- The four campuses of the University of Missouri accounted for 78.2 percent and 80.5 percent of all GTAs in FY2005 and FY2006, respectively (Tables 2 - 3, Attachment A). The University of Missouri - Columbia alone accounted for more than half of all GTAs (Charts 3 - 4, Attachment B).

- Among the institutions that awarded GTAs, 23.7 percent of awardees in FY2005 and 24.5 percent of awardees in FY2006 were non-native English speakers.
- The four campuses of the University of Missouri had the highest proportion of non-native GTAs - 94.4 percent and 95.3 percent of all GTAs at public institutions in FY2005 and FY 2006, respectively. The University of Missouri - Rolla had the highest percentage of non-native GTAs, at 54.5 percent and 50 percent, respectively, in FY2005 and FY2006 (Charts 5 – 6, Attachment B).
- In FY2005, 55.0 percent of non-native GTAs are those whose native language is an Indian or Chinese dialect (Table 4, Attachment A). That number jumped to 60.3 percent in FY2006 (Charts 7 – 8, Attachment B).

Exemptions

Institutions may grant an exemption to non-native students by assigning them a graduate assistantship during their first semester of study at the university. One institution, the University of Missouri – Columbia, granted a total of 21 exemptions during FY2005 and FY2006.

English Proficiency Tests

The standard for measuring student ability to understand spoken English and to understand and use written English is the Test of English as a Foreign Language (TOEFL) exam. Institutions may require additional exams prior to offering a teaching assignment.

Cultural Orientation

Institutions have the authority to design and implement cultural orientation programs for non-native students. Missouri's universities provide orientation of varying lengths ranging from one to four days, and some institutions may exempt students from orientation. In FY2005 and FY2006, 54.4 percent of non-native GTAs participated in cultural orientation programs.

Remedial Language Services

Campuses that employ a large number of international students may offer supplemental courses to perfect language proficiency, such as the University of Missouri – Kansas City's Academic English for International Graduate Teaching Assistants.

Conclusions

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

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: Tables and Explanatory Data
Attachment B: Charts

Tables and Explanatory Data

Trends in Total Number of Graduate Teaching Assistants (GTAs)

Table 1 lists the total number of GTAs at Missouri's public four-year institutions from FY1987 through FY2006. The number of GTAs in FY2005 was 1,958, an increase of 4.5 percent over the previous year. The number increased again in FY2006 to 2,082 GTAs. This marks the highest number of GTAs reported since tracking began in FY1987 (*See also Chart 1 – Total Number of GTAs per Fiscal Year*).

During the past 20 years, the percent of teaching assignments awarded to non-native English-speaking students at Missouri's public four-year institutions has ranged from a low of 16.2 percent in FY1994 to a high of 25.4 percent in FY2004 (*See also Chart 2 – Non-Native English-Speaking International GTAs by Fiscal Year*).

Table 1 - Trends in Total Number of Graduate Assistants

Fiscal Year	Total GTAs	Non-native English-Speaking Students with Teaching Assignments	Percent of Total
FY1987	1,454	291	20.0%
FY1988	1,479	251	16.9%
FY1989	1,587	286	18.0%
FY1990	1,682	331	19.6%
FY1991	1,787	364	20.4%
FY1992	1,829	335	18.3%
FY1993	1,761	325	18.4%
FY1994	1,688	273	16.2%
FY1995	1,746	334	19.1%
FY1996	1,745	363	20.8%
FY1997	1,586	300	18.9%
FY1998	1,605	296	18.4%
FY1999	1,611	326	20.2%
FY2000	1,634	322	19.7%
FY2001	1,698	414	24.4%
FY2002	1,677	405	24.2%
FY2003	1,812	433	23.9%
FY2004	1,869	475	25.4%
FY2005	1,958	466	23.7%
FY2006	2,082	511	24.5%

Distribution of GTAs by Institution, English as a Primary Language, and Fiscal Year

Tables 2 and 3 display the distribution of GTAs at Missouri’s public institutions for FY2005 and FY2006 (See also Chart 3, *Distribution of GTAs per Institution – FY2005*, and Chart 4, *Distribution of GTAs per Institution – FY2006*).

Key Patterns include the following:

- Harris-Stowe State University, Lincoln University, Missouri Southern State University, and Missouri Western State University did not have any GTAs in these years and therefore are not listed.
- The University of Missouri campuses accounted for the largest number of all GTAs –78.2 percent in FY2005 and 80.5 percent in FY2006.
- The University of Missouri campuses also accounted for the largest number of non-native GTAs in FY2005 (94.4 percent) and FY2006 (95.3 percent).
- In both FY2005 and FY2006, the University of Missouri – Columbia was the largest employer of GTAs, employing 1,084 and 1,147 for each year respectively. While the University of Missouri-Columbia also had the highest number of non-native GTAs, the University of Missouri - Rolla had the highest institutional percentage of non-native GTAs (FY2005 - 54.5 percent; FY2006 – 50.0 percent).

Table 2 - Numerical Comparison of English v. Non-native Graduate Teaching Assistants at Public Four-Year Institutions (FY2005)

	(A)	(B)	(C) [A+B]	(D) [B/C]	(E) [B/433]	(F) [B/1,812]
Institution	# English GTAs	# Non-native GTAs	Total GTAs Per Institution	Non-native GTAs as a Percentage of Total GTAs per Institution	Non-native GTAs as a Percentage of Total Non-native GTAs at all Institutions	Non-native GTAs as a Percentage of Total GTAs from all Institutions
MSU	143	4	147	2.7%	0.8%	0.2%
NWMSU	68	3	71	4.2%	0.6%	0.1%
SEMO	59	4	63	6.3%	0.8%	0.2%
TSU	47	2	49	4.1%	0.4%	0.1%
UCM	82	13	95	13.7%	2.8%	0.6%
UMC	806	278	1084	25.6%	59.7%	14.2%
UMKC	140	63	203	31.0%	13.5%	3.2%
UMR	51	61	112	54.5%	13.1%	3.1%
UMSL	96	38	134	28.4%	8.2%	1.9%
Total	1492	466	1958			

Table 3 - Numerical Comparison of English v. Non-native Graduate Teaching Assistants at Public Four-Year Institutions (FY2006)

	(A)	(B)	(C) [A+B]	(D) [B/C]	(E) [B/475]	(F) [B/1,869]
Institution	# English GTAs	# Non-native GTAs	Total GTAs Per Institution	Non-native GTAs as a Percentage of Total GTAs per Institution	Non-native GTAs as a Percentage of Total Non-native GTAs at all Institutions	Non-native GTAs as a Percentage of Total GTAs from all Institutions
MSU	137	9	146	6.1%	1.8%	0.4%
NWMSU	71	9	80	11.3%	1.8%	0.4%
SEMO	53	2	55	3.6%	0.4%	0.1%
TSU	52	0	52	0%	0%	0%
UCM	68	4	72	5.5%	0.8%	0.2%
UMC	847	300	1147	26.2%	58.7%	14.4%
UMKC	147	88	235	37.4%	17.2%	4.2%
UMR	70	70	140	50.0%	13.7%	3.4%
UMSL	126	29	155	18.7%	5.7%	1.4%
Total	1571	511	2082			

Diversity of Languages

Table 4 shows the diversity of languages and cultures represented by GTAs at public four-year institutions. Indian languages were the native languages most frequently spoken by international GTAs for FY2005 and FY2006. Other native languages and native language groupings with high representation include the languages of China, Korean, Spanish, and Russian.

Table 4 - Primary Language of International Graduate Teaching Assistants at Public Four-Year Institutions (FY2005 and FY2006)

Native Language	# GTAs (FY2005)	Percent of International Total	# GTAs (FY2006)	Percent of International Total
African Languages ¹	7	0.86%	8	1.17%
Arabic	18	3.86%	17	3.33%
Bulgarian	2	0.43%	2	0.39%
Chinese Languages ²	122	26.2%	137	26.8%
Czech	1	0.21%	-	-
Farsi	2	0.43%	3	0.59%

¹ African Languages including Edo, Ewe, Ibo, Luganda, Shona, Swahili, and Yoruba.

² There are 235 languages spoke in China, of these Mandarin is the most common spoken by over 867,000,000. The following Chinese languages have over 20,000,000 speakers: Gan, Hakka, Jinyu, Min Nan, Wu, Xiang, and Yue.

Native Language	# GTAs (FY2005)	Percent of International Total	# GTAs (FY2006)	Percent of International Total
Finnish	1	0.21%	-	-
French	7	1.5%	5	0.98%
Georgian	2	0.43%	3	0.59%
German	7	1.5%	10	1.96%
Greek	-	-	1	0.2%
Hebrew	-	-	1	0.2%
Hungarian	1	0.21%	1	0.2%
Indian Languages ³	134	28.8%	171	33.5%
Indonesian/Malay	8	1.72%	3	0.59%
Italian	4	0.86%	4	0.78%
Jamaican Creole	-	-	1	0.2%
Japanese	5	1.07%	4	0.78%
Korean	33	7.08%	32	6.26%
Nepali	5	1.07%	4	0.78%
Norwegian	2	0.43%	3	0.59%
Polish	4	0.86%	2	0.39%
Portuguese	2	0.43%	3	0.59%
Romanian	9	1.93%	5	0.98%
Russian	22	4.72%	19	3.72%
Serbo-Croatian	1	0.21%	3	0.59%
Sinhalese	-	-	1	0.2%
Spanish	32	6.87%	36	7.05%
Tagalog	3	0.64%	1	0.2%
Thai	11	2.36%	12	2.33%
Turkish	16	3.43%	15	2.94%
Ukrainian	2	0.43%	1	0.2%
Urdu	1	0.21%	1	0.2%
Vietnamese	1	0.21%	-	-

Teaching Assignment Exceptions Granted

One institution used professional judgment to grant exceptions to a limited number of students by assigning them a graduate teaching assistantship during their first semester. In FY2005, the University of Missouri - Columbia, granted a total of seventeen exceptions out of 278 GTAs (6.1 percent); in FY2006, the University of Missouri – Columbia granted a total of four exceptions out of 300 GTAs (1.3 percent).

English Proficiency Test

All public campuses with non-native English-speaking GTAs use the Test of English as a Foreign Language (TOEFL) as a measurement of the student's ability both to understand spoken English and to understand and use written English and/or a requirement for admission to the

³ There are 22 official languages in India: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Marathi, Meitei, Nepali, Oriya, Eastern Panjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, and Urdu.

institution. Minimum acceptable scores range from 500 to 580. In addition to the TOEFL, many institutions require or accept other assessments of English proficiency such as the International English Language Testing System (IELTS) or Speaking Proficiency English Assessment Test (SPEAK).

Many institutions across the state also require that international students that apply to become GTAs make a sample presentation in their teaching area to other students and faculty. The results of this assessment are used in combination with formal testing to determine the student's proficiency level. If the student fails such an assessment they can reapply after completing remedial English language coursework.

Orientation to the Culture of Universities in the United States

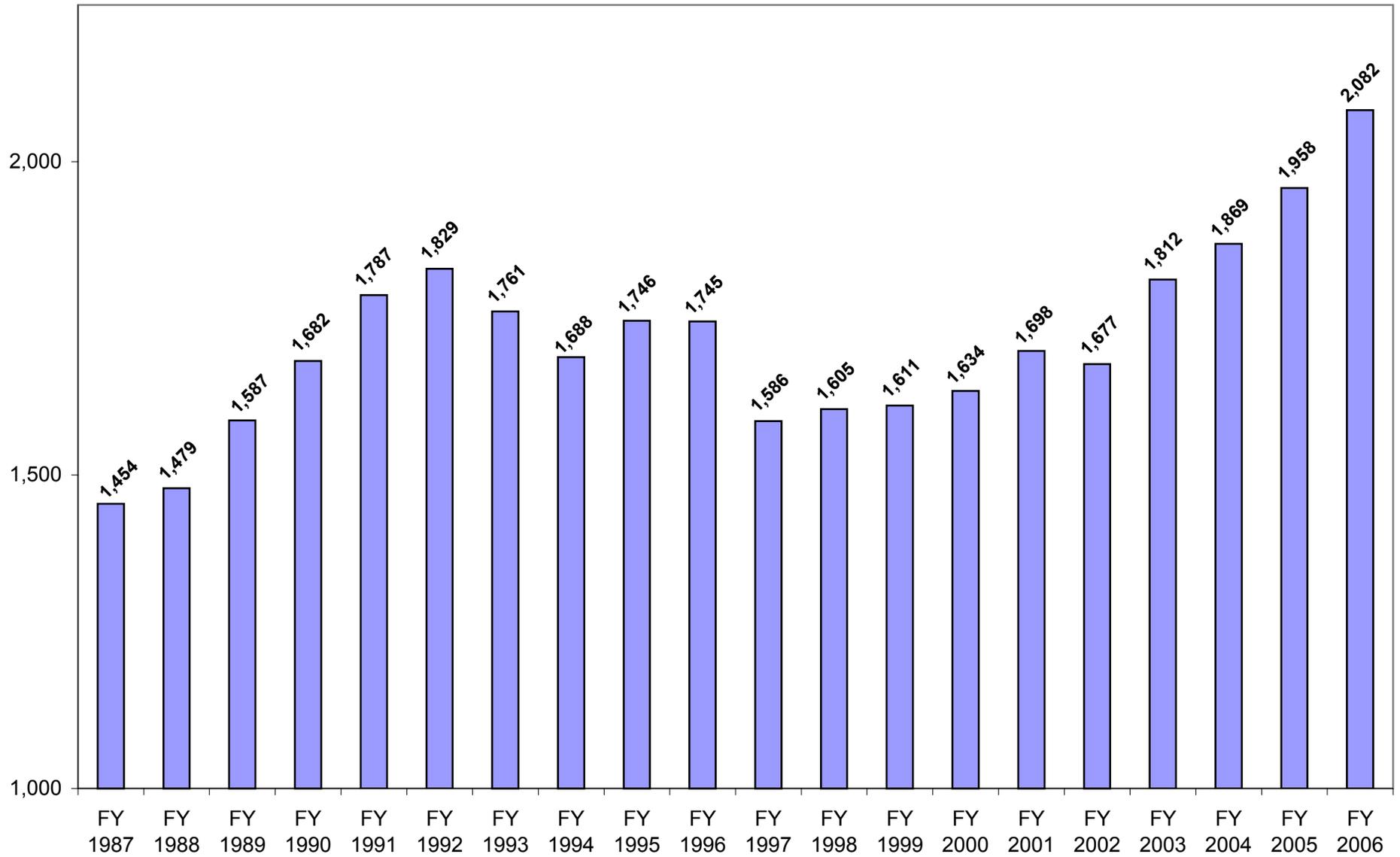
In fulfilling the statutory requirement for cultural orientation programs to students not educated in the United States, institutions have designed programs that utilize a wide variety of approaches to help international students understand the culture of the university and the surrounding community. Among Missouri's public four-year institutions, the length of an orientation program ranges from one to four days.

Of the nine institutions that reported international GTAs in FY2005, seven, achieved 100 percent participation in cultural orientation programs. In FY2006, six institutions of the eight reporting GTAs achieved 100 percent participation. In FY2005, 256 non-native GTAs participated in a cultural orientation program (55 percent of all non-native GTAs), and 275 participated in FY2006 (53.8 percent). The University of Missouri – Columbia and the University of Missouri – St. Louis offered exemptions to the cultural orientation requirement. The University of Missouri - Columbia exempted those non-native GTAs who did not teach but instead assisted with grading and administrative duties. The University of Missouri - St. Louis exempted non-native GTAs who successfully passed an assessment, which included giving an oral presentation to a departmental advisor, faculty, and students.

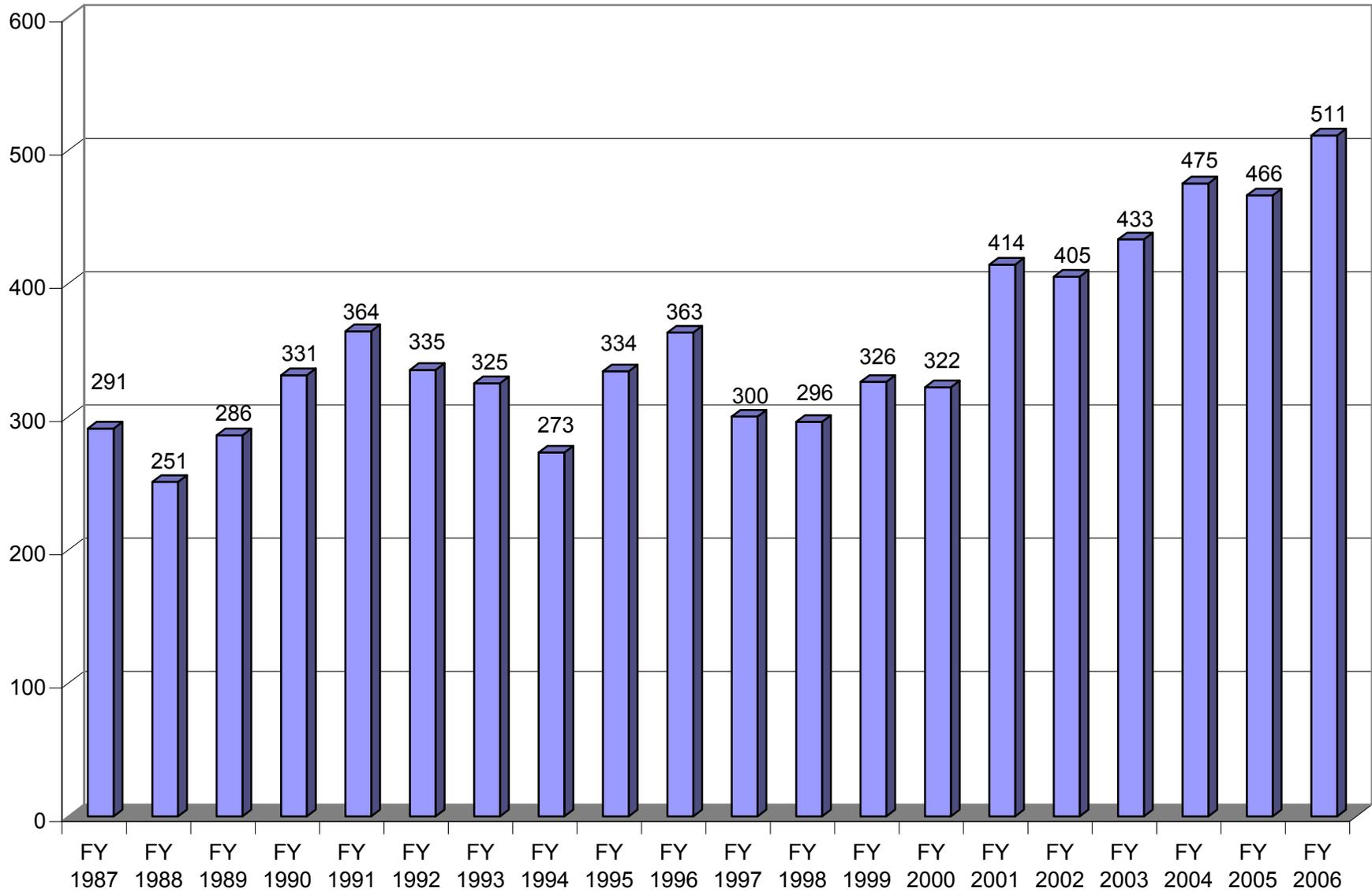
Remedial Language Services

Of non-native GTAs who actually presented material to classes, 18 students in FY2005 and 25 students in FY2006 utilized remedial language services. These students were required to meet institutional standards to become a GTA prior to receiving an assistantship. Also included in these numbers are six GTAs in FY2005 and six in FY2006, all at the University of Missouri – Columbia, who utilized these services in order to improve their English language skills though they had been determined to be proficient in English prior to their use of these services.

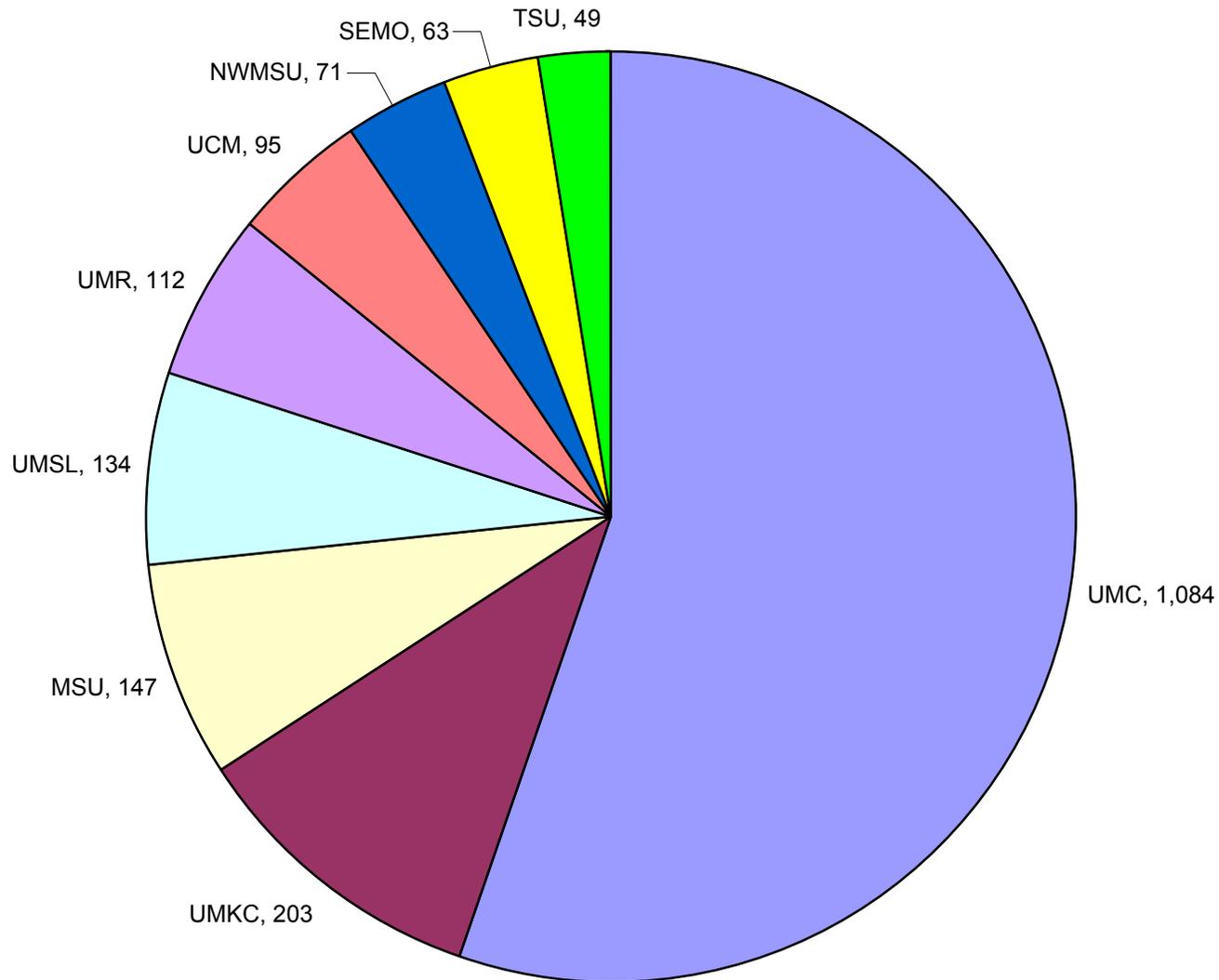
Total Number of GTAs per Fiscal Year



Non-Native English Speaking International GTAs per Fiscal Year

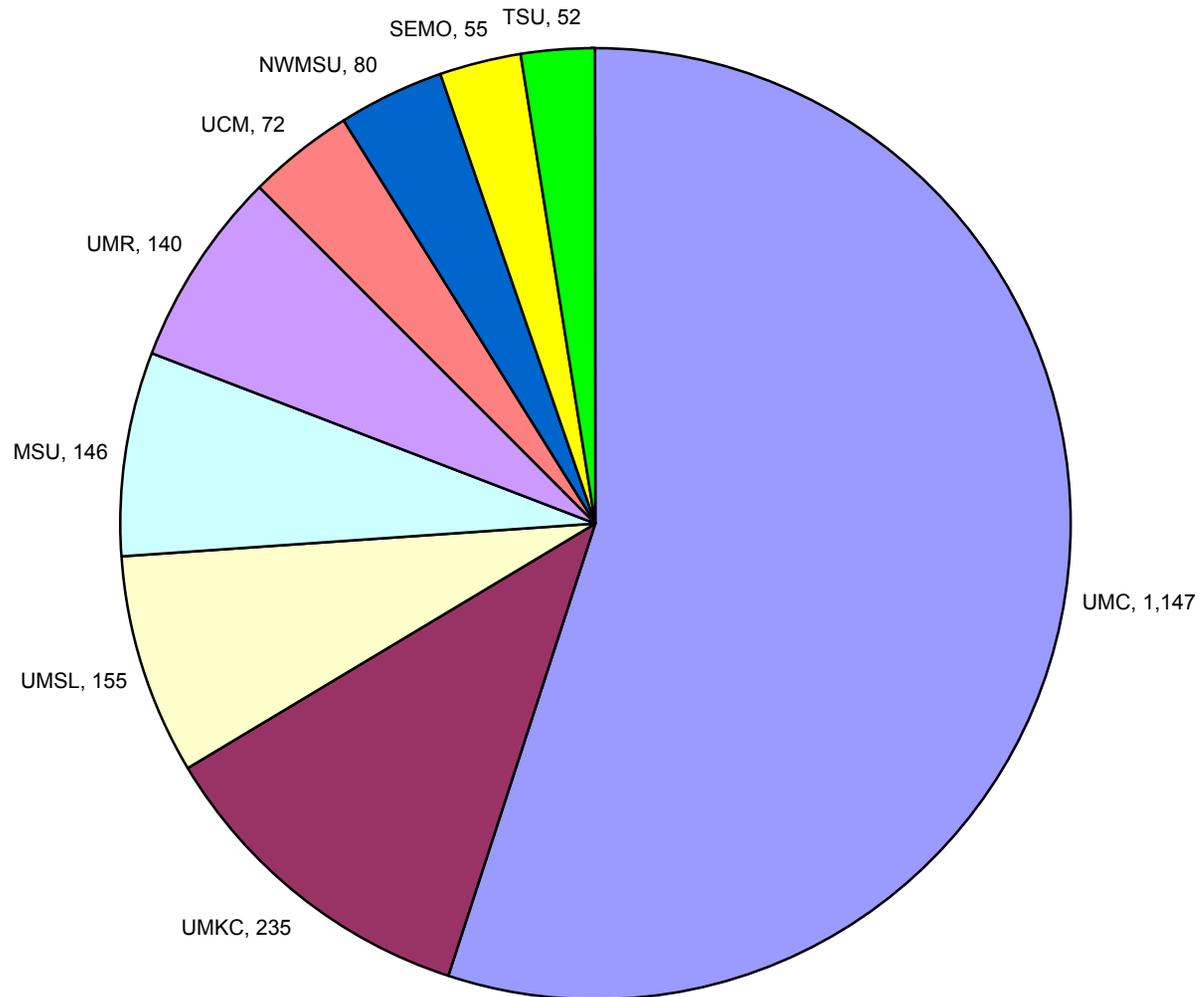


Distribution of All GTAs per Institution - FY 2005



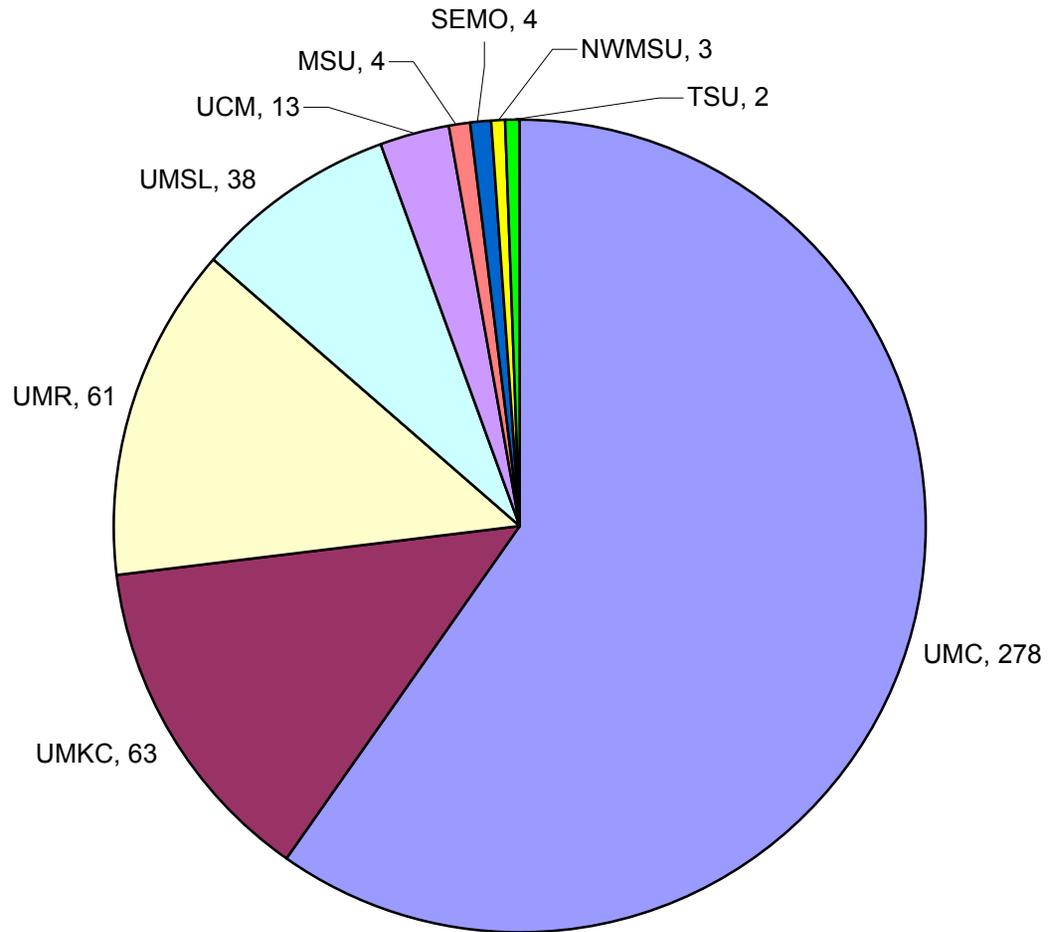
HSSU, LU, MSSU, MWSU reported no GTAs in FY 2005.

Distribution of All GTAs per Institution - FY 2006

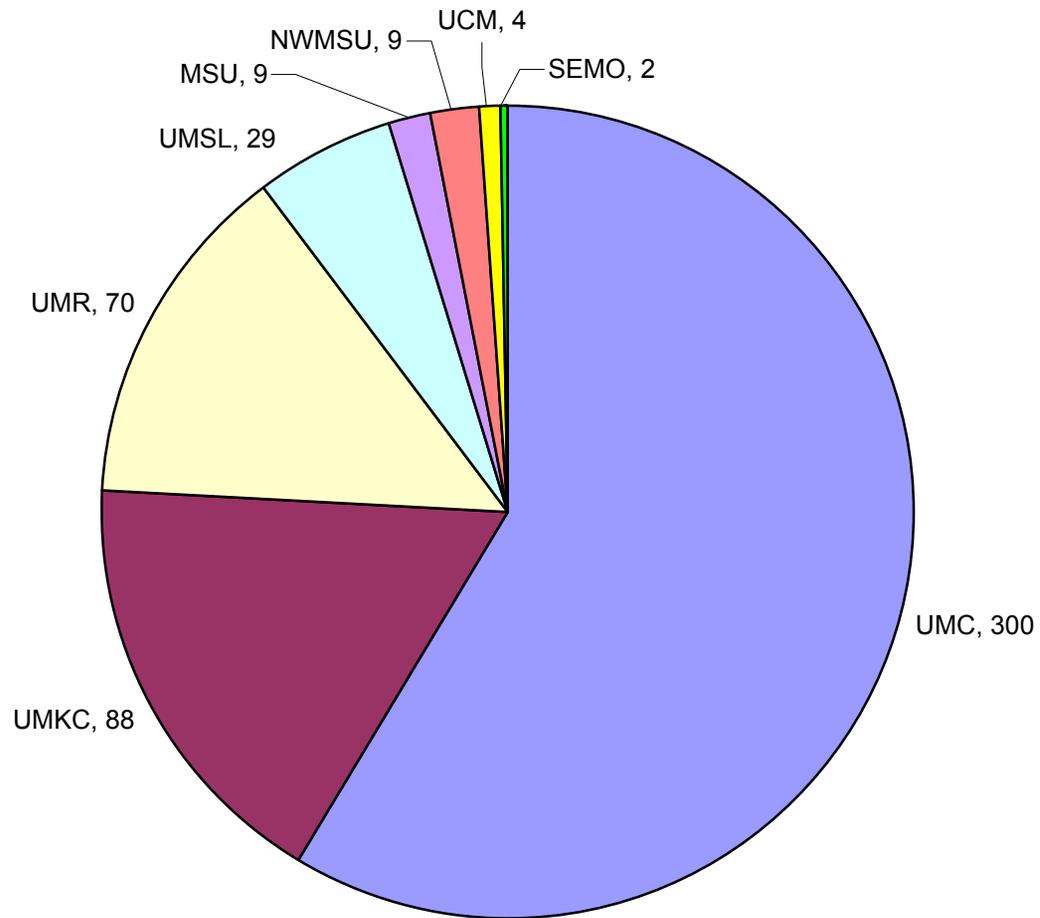


HSSU, LU, MSSU, MWSU reported no GTAs in FY 2006.

Non-Native English Speaking International GTAs per Institution FY 2005

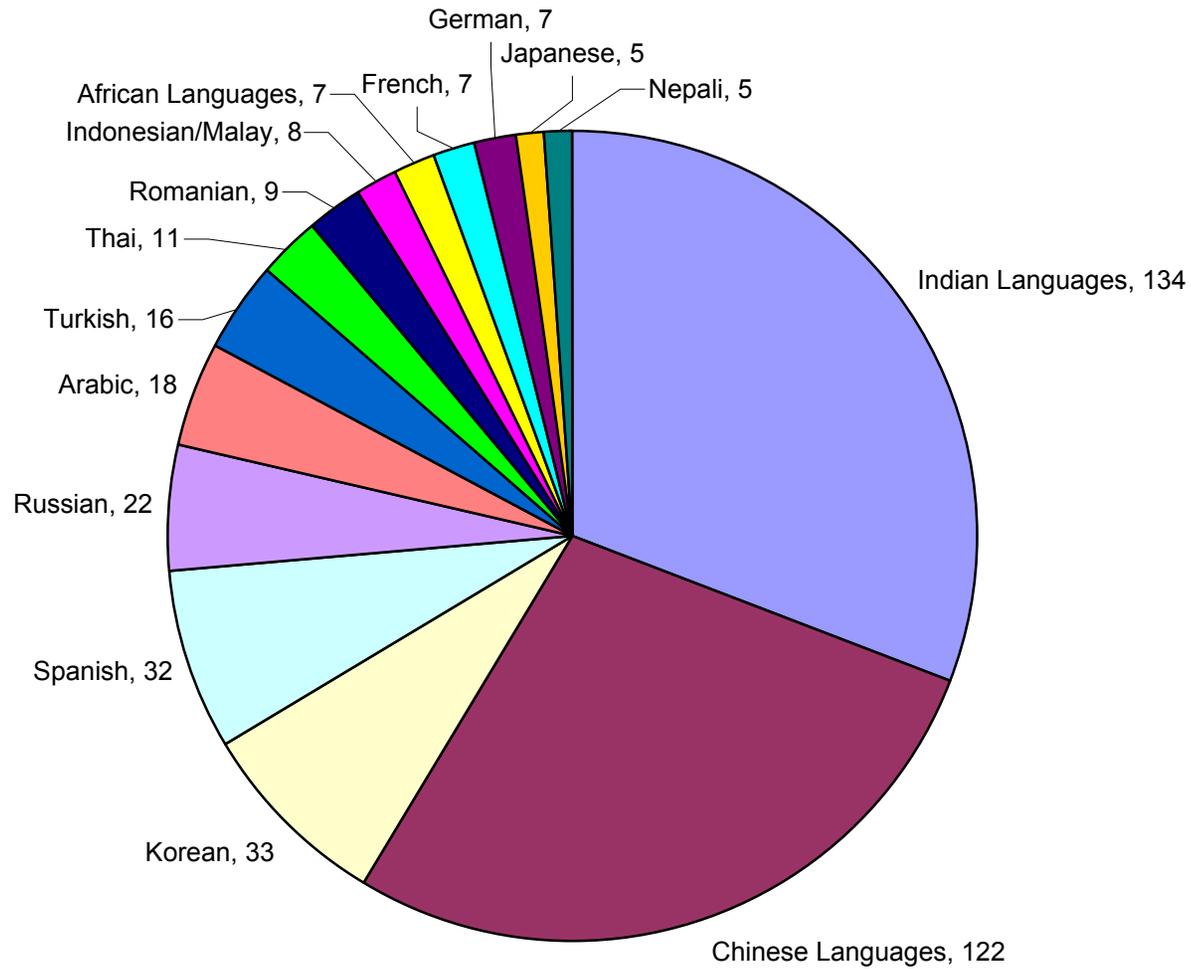


Non-Native English Speaking International GTAs per Institution FY 2006



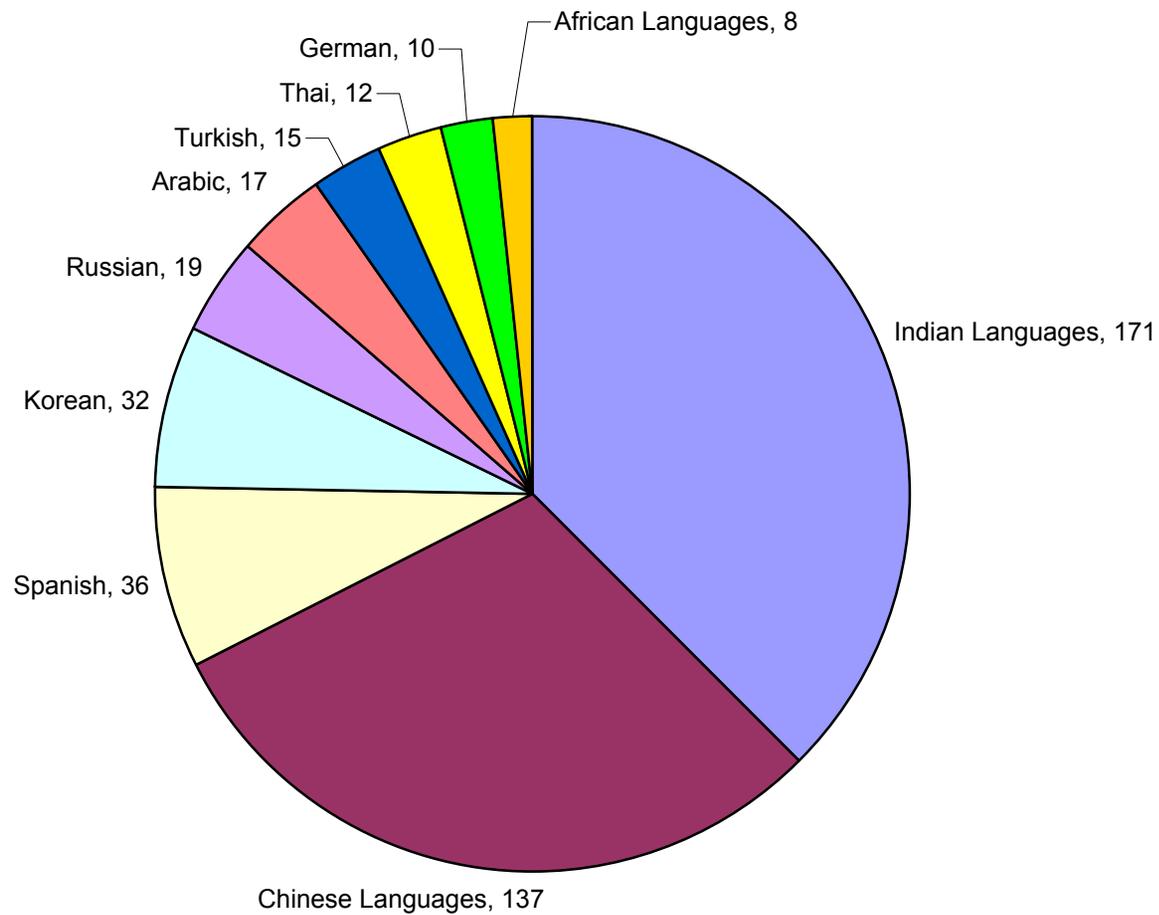
TSU reported no international GTAs in FY 2006.

Native Language of Non-Native English Speaking International GTAs FY 2005, by Number of Speakers*



*Only those languages that represented at least 1% of all international GTAs.

**Native Language of Non-Native English Speaking
International GTAs FY 2006, by Number of Speakers***



*Only those languages that represented at least 1% of all international GTAs.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

All program actions that have occurred since the February 8, 2007 Coordinating Board meeting are reported in this consent item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions 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

Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

Malone College
Independence, Missouri

This Higher Learning Commission (NCA) accredited not-for-profit institution is based in Canton, Ohio. For the past several years, the institution has provided graduate level programs to the leadership of the Fellowship of Christian Athletes (FCA) in Ohio and Michigan. This action authorizes the institution to offer a Master of Arts in Christian Ministries with a concentration in Christian Leadership in Sports Ministry. The program is available to individuals in leadership positions within the organization from across the United States.

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

None

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

None

Schools Closed

A Technological Advantage
Arnold, Missouri

This for-profit school, accredited by the Accrediting Bureau of Health Education Schools, offered several allied health related programs. Based on current enrollment trends and market changes, the school notified the department in late 2006 that it was ceasing the enrollment of students and initiating a teach-out of current students so as to permit the closure of the school in early 2007. That process was completed on February 3, 2007. Based on the information available to the department, the school fulfilled all statutory obligations relating to school closure including completion of student training and record retention.

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri High School Graduates Performance Report
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

On an annual basis, the Coordinating Board for Higher Education has statutory responsibility to provide a report to the State Board of Education about the performance of public high school graduates during their first year of attendance at Missouri's public two- and four-year institutions. The intent of this board item is to provide a summary of the April 2007 Missouri High School Graduates Performance Report.

Background

As part of the Missouri Outstanding Schools Act, the Coordinating Board was given responsibility to prepare an annual report on recent high school graduates' academic performance during their initial year of pursuing collegiate-level work. As described in statute, the data in this report are to be arranged by individual school and disaggregated by race and gender. Further, individual student names are not to be used, and no grade point averages are to be disclosed in any cells with three or fewer students.

By statute, the report must include:

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

The annual report, which was first issued in 1996, is intended to provide information to secondary and postsecondary stakeholders regarding student preparation, persistence, and completion by graduates of each of the state's public high schools in public postsecondary institutions in the state. Missouri Department of Higher Education (MDHE) staff believes the report supports ongoing initiatives focused on alignment of expectations and competencies in the transition between high school graduation and entry into collegiate-level work. These initiatives, including those coordinated by the Department of Elementary and Secondary Education (DESE), the MDHE, the METS Coalition, and other independent organizations, are intended to promote consistent messages to students entering colleges and universities in the state, and available trend data on student performance can and should enrich those discussions.

Coordinating Board for Higher Education
April 12, 2007

April 2007 Report

The High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time freshmen in the fall semester following high school graduation.

Data for the following categories are included in Attachment A:

- Demographic characteristics of college entrants
- Academic preparation
- Performance and retention
- Degree completion

New Freshmen Demographics

Table 1 provides data on enrollment demographics for Missouri public high school graduates who entered Missouri public two- and four-year colleges and universities. The table includes a baseline year (1996 high school graduates), the previous year (2005), and the current cohort year (2006). General highlights include:

- Overall enrollment in this cohort has increased 29.0 percent since 1996 but is down .7 percent since 2005.
- Sector distribution reflects a continuing, gradual trend of enrollment of this cohort in public two-year over public four-year institutions.
- The proportion of males enrolling in this cohort has increased slightly since 2005.
- The Caucasian percentage of this student cohort decreased from 82.2 percent to 77.9 percent since 2005.
- The number of students identified as American Indian / Alaska native, non-resident alien, or of other or unknown race/ethnicity, has increased 87.8 percent since 2005, and 257.9 percent since 1996. This may illustrate the need for revision in categories for reporting of student race/ethnicity, as well as the need for greater flexibility in students' self-reporting as multi-racial; the U.S. Department of Education is finalizing a revised classification system that is designed to address these issues.
- The proportion of Asian and Hispanic students in this cohort increased slightly since 2005 while the proportion of African-American students decreased slightly.

Academic Preparation

Tables 2 and 3 provide data on academic preparation of Missouri public high school graduates who entered Missouri public two- and four-year institutions. Included are data on ACT test takers, completion of the CBHE-recommended high school core curriculum, and enrollment in remedial coursework. Table 2 includes a baseline year (1996 high school graduates), the previous year (2005), and the current cohort year (2006), while Table 3 reports 2006 data by gender and race / ethnicity. General highlights include:

- The percentage of students who had taken the ACT in 2006 (73 percent) is slightly higher than 1996 and 2005 participation. The average composite score (22 percent) is slightly lower than that reported in 1996 and 2005 although still slightly higher than averages for all 2006 high school graduates in Missouri (21.6) and nationally (21.1).
- The percentage of students enrolled requiring remediation continues to shift toward the two-year sector.
- Though still enrolling in greater numbers, females report a slightly lower ACT score than males, and a higher percentage enroll in remedial math and reading. Females do have a higher first-term GPA than males (see Table 6).
- Enduring achievement gaps are reflected in the percentage of students enrolled in remedial coursework as reported by race / ethnicity.
- The percentage of students in this cohort requiring remediation has increased measurably since 1996. There is some improvement since 2005, although enrollment in remedial mathematics shows a slight annual increase.
 - Overall: 36.4 percent (2006) compared to 36.5 percent (2005)
 - Math: 29.6 percent (2006) compared to 29.4 percent (2005)
 - English: 16.9 percent (2006) compared to 17.9 percent (2005)
 - Reading: 10.1 percent (2006) compared to 10.2 percent (2005)

Performance and Retention in College

Tables 4 and 5 provide data on first-year college performance of Missouri public high school graduates who entered Missouri public two- and four-year institutions. These data include fall and spring semester retention rates and GPAs as well as freshman-to-sophomore retention rates. Table 4 includes a baseline year (1996 high school graduates), the previous reported year (2004), and the most recent available data (2005), while Table 5 reports 2005 retention data by gender and race / ethnicity. General highlights include:

- Retention rates have remained largely stable in two- and four-year institutions at all three “checkpoints” since 1996.
- First- and second-term GPA for all students have increased since 1996.
- First-term retention for all gender and racial/ethnic groups is nearly identical; second-term retention is higher for Asian students and lower for African-Americans and students of other/unknown race/ethnicity. Caucasian and Hispanic students, as well as males and females as a whole, return for the spring at a rate of 83-84 percent.
- By the second fall (freshman-to-sophomore retention), Caucasian and Hispanic students, as well as males and females as a whole, return at a rate of 71-75 percent. African-American students retain at 63 percent, students of other/unknown race/ethnicity retain at 69 percent, and Asian students retain at 82 percent.

Degree Completion

Tables 6 and 7 provide information on degree completion status among more than 18,700 Missouri public high school graduates who entered the state’s public colleges and universities as degree-seeking freshmen in fall 2000. Table 6 reports data for fall 1999 and fall 2000 entering

freshmen, while Table 7 reports 2000 data by gender and race / ethnicity. General highlights include:

- 51.8 percent of this cohort received a degree from a Missouri public institution by spring 2006 (38.5 percent received a baccalaureate degree while 13.3 percent received an associate degree).
 - 2.8 percent of fall 2000 degree-seeking freshmen were awarded two- and four-year degrees during this period
- 6.6 percent are still pursuing degrees in the state’s public higher education system
- The remaining 41.6 percent are classified as “out of the public system” as of spring 2006. This total includes some students who may have later transferred to and graduated from independent or out-of-state institutions, although MDHE data systems do not presently enable tracking into these sectors.
- 54.5 percent of females in the fall 2000 cohort received two- or four-year degrees from a public Missouri institution by the spring of 2006, compared to 48.3 percent of males. Graduation rates by race/ethnicity:
 - African-American 28.0 percent
 - Asian 55.7 percent
 - Caucasian 54.2 percent
 - Hispanic 47.1 percent
 - Other/Unknown 44.9 percent

Access to the Full Report

The above information is presented on the MDHE website for each of Missouri’s public high schools at <http://www.dhe.mo.gov/hsgadreport.shtml>. Trend data is presented, where available, back to 1996 graduates. Formal notification of the availability of the report is also being provided to the State Board of Education as directed by statute, and may serve as a basis for discussion and collaborative work in a future joint meeting of the Coordinating Board and State Board of Education.

Finally, these data were posted for the first time last year in individual school district profiles on the DESE website - <http://dese.mo.gov/schooldata/> - and will be updated there as well for greater accessibility by secondary teachers, staff, and others.

Discussion

The data presented in this board item, and in the charts and tables of the attachment, present a range of potential issues for further discussion as well as for ongoing policy work:

- Why might enrollment in this cohort have declined slightly since 2005, despite a basically stable number of public high school graduates as reported by DESE in Graduation Rate data (<http://dese.mo.gov/schooldata/four/000000/gradnone.html>)?
- What factors, including student preparation and affordability, might be driving a continuing trend into enrollment in two-year institutions?

- Where are current limitations in reporting of race/ethnicity creating growing gaps in our knowledge of student performance?
- Why might females earn higher grades and retain and complete at higher rates than males, despite entering with lower ACT scores and (in math and reading) requiring more remediation?
- Are there targeted initiatives in place already across the state that are positively impacting developmental/remedial success and overall persistence for students of diverse racial / ethnic backgrounds?
- How might these data be further analyzed to better support discussions and initiatives focusing on transfer student success?

Conclusion

The Missouri High School Graduates Performance Report is a valuable resource in addressing and illuminating questions regarding gaps in the preparation and enrollment of Missouri's public high school graduates in public colleges and universities in the state, as well as in their comparative persistence and success at the postsecondary level.

MDHE staff believe the report complements ongoing P-20-centered discussions in Missouri focusing on alignment of expectations for the transition from high school graduation into postsecondary enrollment, and can serve as a valuable resource to local practitioners as well as state policymakers. Pending the availability of resources (including staff) and the consent of other relevant data owners, the report also suggests additional research into the impacts of secondary course-taking, the performance of additional student subgroups (including first-generation students and students of diverse socio-economic status), as well as follow-up into the workforce. MDHE staff will continue to pursue relevant research and support the work of all interested stakeholders in strengthening P-20 student participation and success.

STATUTORY REFERENCE

Section 173.750 RSMo, Annual reporting of performance of graduates, furnishing of report – procedure – data included

RECOMMENDED ACTION

This is a discussion item only

ATTACHMENTS

Attachment A: Missouri Public High School Graduates Data: First-time Freshmen Enrolled in Public Institutions

Attachment B: Chapter 173.750, RSMo., Missouri High School Graduates Performance Report

**Missouri Public High School Graduates Data:
First-time Freshmen Enrolled in Public Institutions**

Table One: Demographic Characteristics of College Entrants								
	1996	% 1996 Total	2005	% 2005 Total	2006	% 2006 Total	% Change 1996- 2006	% Change 2005- 2006
Overall Enrollment	18,110		23,521		23,367		29.0%	-0.7%
Four-year	10,768	59.5%	11,715	49.8%	11,592	49.6%	7.7%	-1.0%
Two-year	7,342	40.5%	11,806	50.2%	11,775	50.4%	60.4%	-0.3%
Women	10,075	55.6%	13,036	55.4%	12,775	54.7%	26.8%	-2.0%
Men	8,034	44.4%	10,485	44.6%	10,590	45.3%	31.8%	1.0%
African American	1,422	7.9%	2,354	10.0%	2,295	9.8%	61.4%	-2.5%
Hispanic	210	1.2%	404	1.7%	436	1.9%	107.6%	7.9%
Caucasian	15,619	86.2%	19,327	82.2%	18,202	77.9%	16.5%	-5.8%
Asian	289	1.6%	350	1.5%	394	1.7%	36.3%	12.6%
Other	570	3.1%	1,086	4.6%	2,040	8.7%	257.9%	87.8%

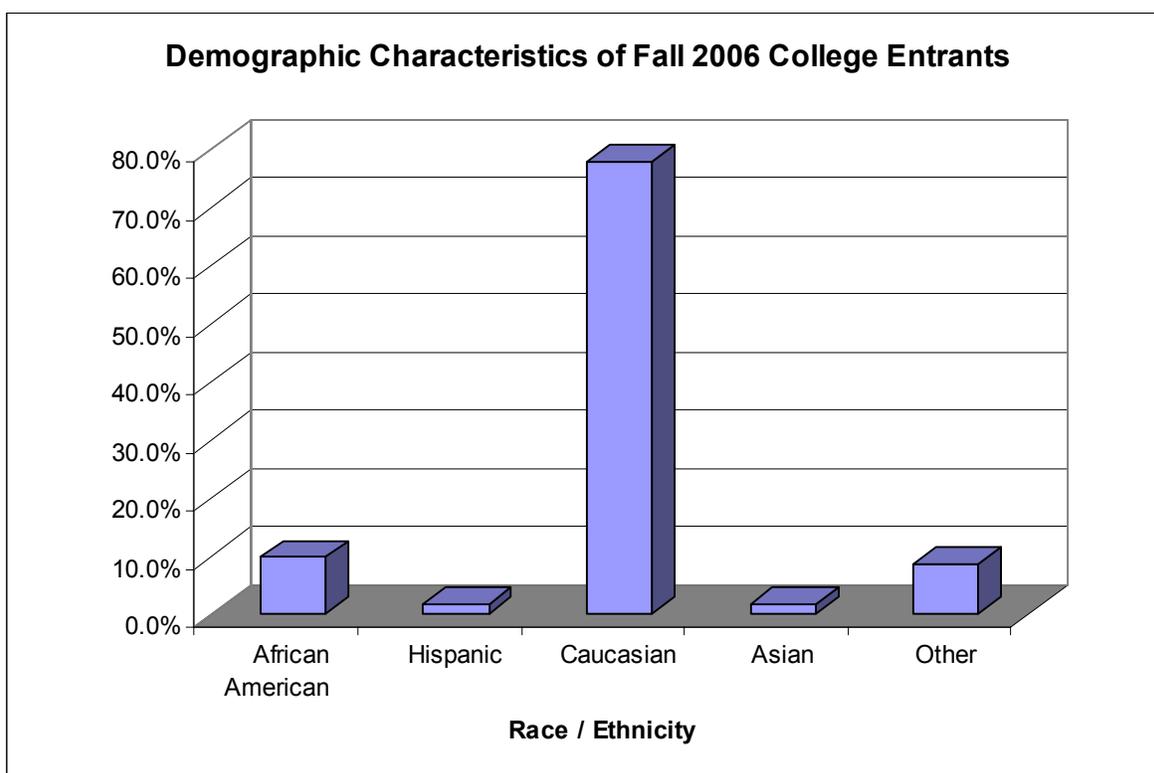
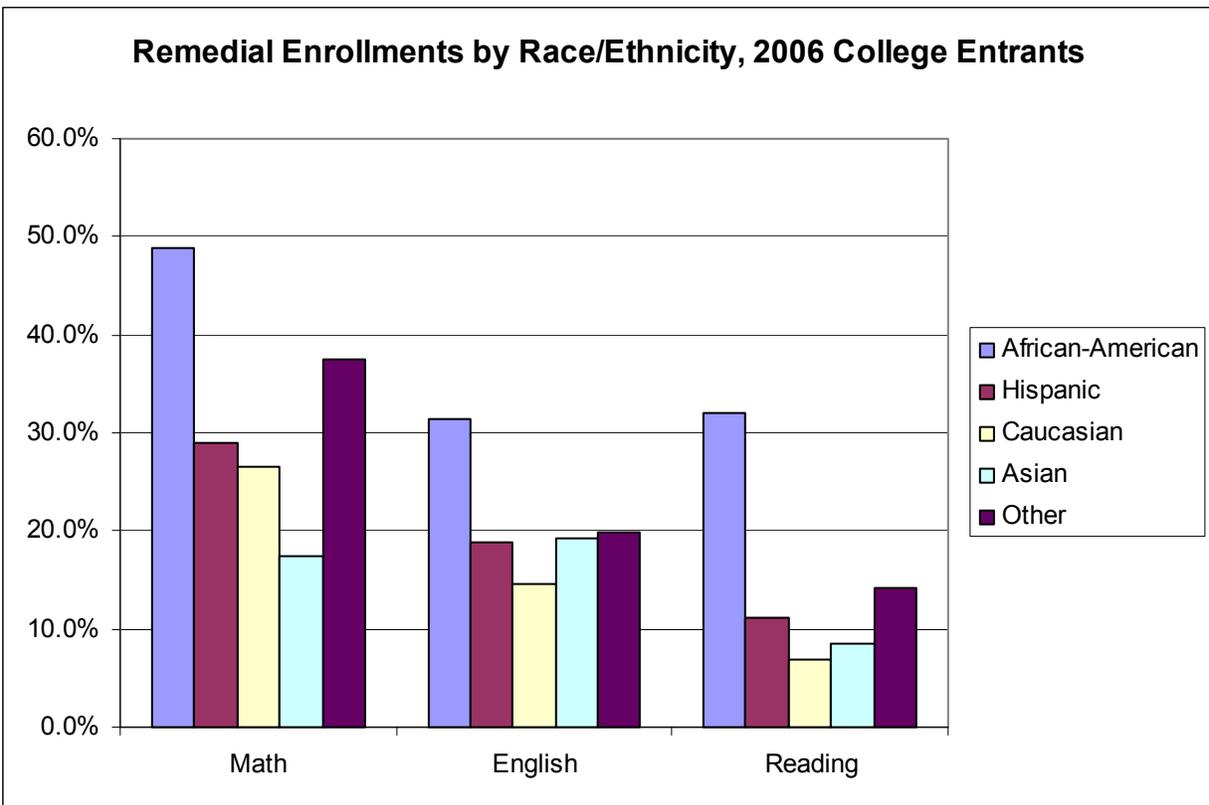


Table Two: Academic Preparation						
	1996		2005		2006	
Percent completing core curriculum	73%		91%		92%	
Percent taking ACT	71%		71%		73%	
Average ACT	22.56		22.12		22.0%	
Remediation						
Overall	4,768	26.3%	8,575	36.5%	8,506	36.4%
- four-year	1,295	27.2%	1,954	22.8%	1,794	21.1%
-two-year	3,473	72.8%	6,621	77.2%	6,712	78.9%
Math	3,279	18.1%	6,916	29.4%	6,924	29.6%
English	2,408	13.3%	4,212	17.9%	3,939	16.9%
Reading	1,287	7.1%	2,395	10.2%	2,362	10.1%



	ACT	% Enrolled in Remedial Math	% Enrolled in Remedial English	% Enrolled in Remedial Reading
Women	21.76	31.2%	16.3%	11.0%
Men	22.41	27.7%	17.5%	9.0%
African American	18.16	48.9%	31.4%	32.0%
Hispanic	21.94	28.9%	18.8%	11.2%
Caucasian	22.46	26.6%	14.6%	6.9%
Asian	22.97	17.5%	19.3%	8.6%
Other	21.56	37.5%	19.9%	14.1%

	1996		2004		2005	
First term retention	17,297	96%	22,432	97%	22,805	97%
First term GPA	2.22		2.6		2.57	
Second term retention	14,982	83%	19,479	84%	19,671	84%
Second term GPA	2.56		2.69		2.69	
Freshman-to-soph retention	13,533	74%	16,900	73%	17,249	73%
- Four-year institutions	8,953	83%	9,206	85%	9,899	84%
- Two-year Institutions	4,580	63%	7,694	63%	7,350	62%

	Women	Men	African American	Hispanic	Caucasian	Asian	Other
First term retention	97%	97%	96%	97%	97%	97%	96%
First term GPA	2.68	2.44	2.11	2.52	2.64	2.77	2.41
Second term retention	84%	83%	79%	84%	84%	89%	80%
Second term GPA	2.78	2.58	2.22	2.62	2.75	2.85	2.55
Freshman-to-soph retention	75%	72%	63%	71%	75%	82%	69%

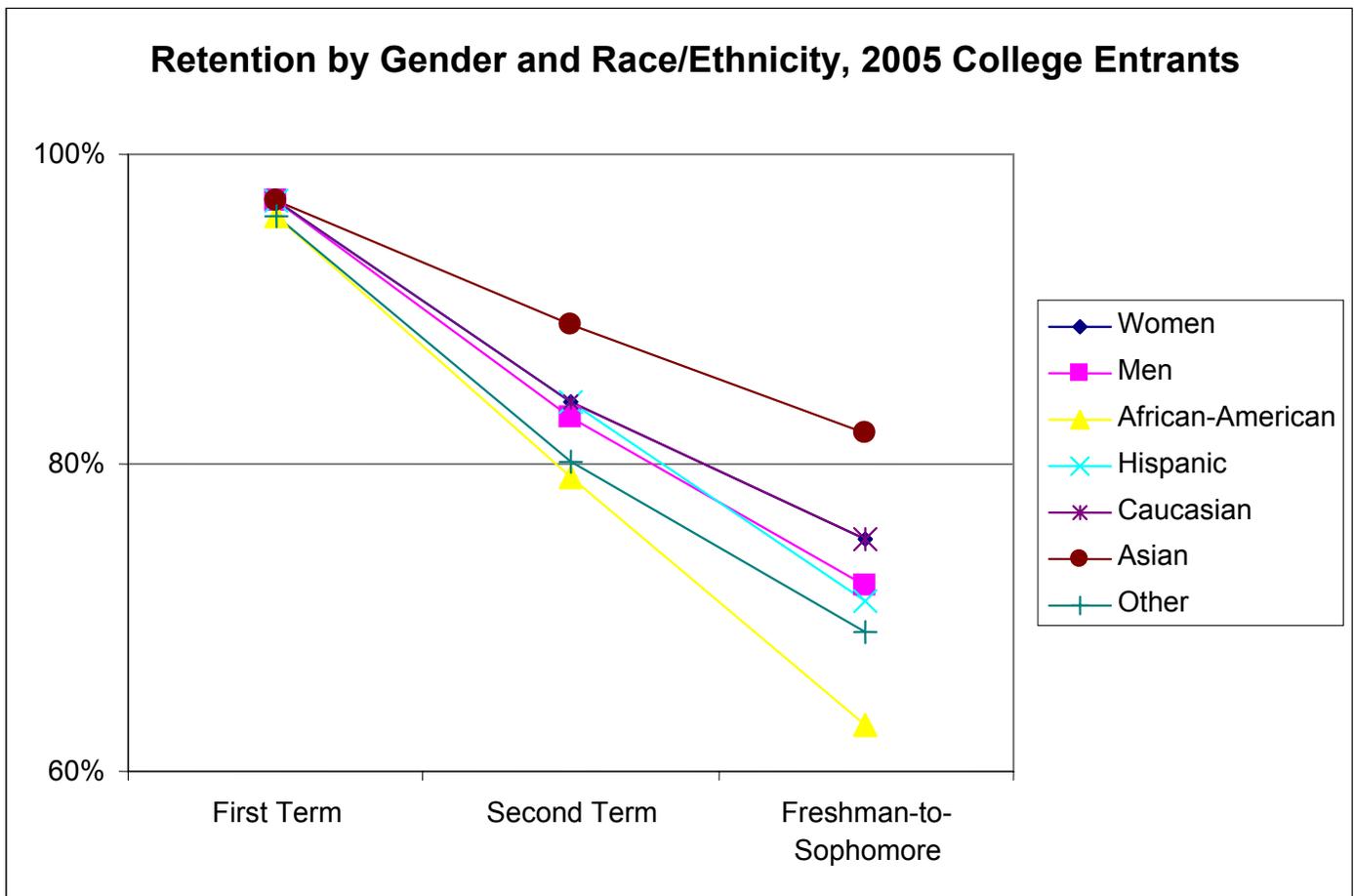
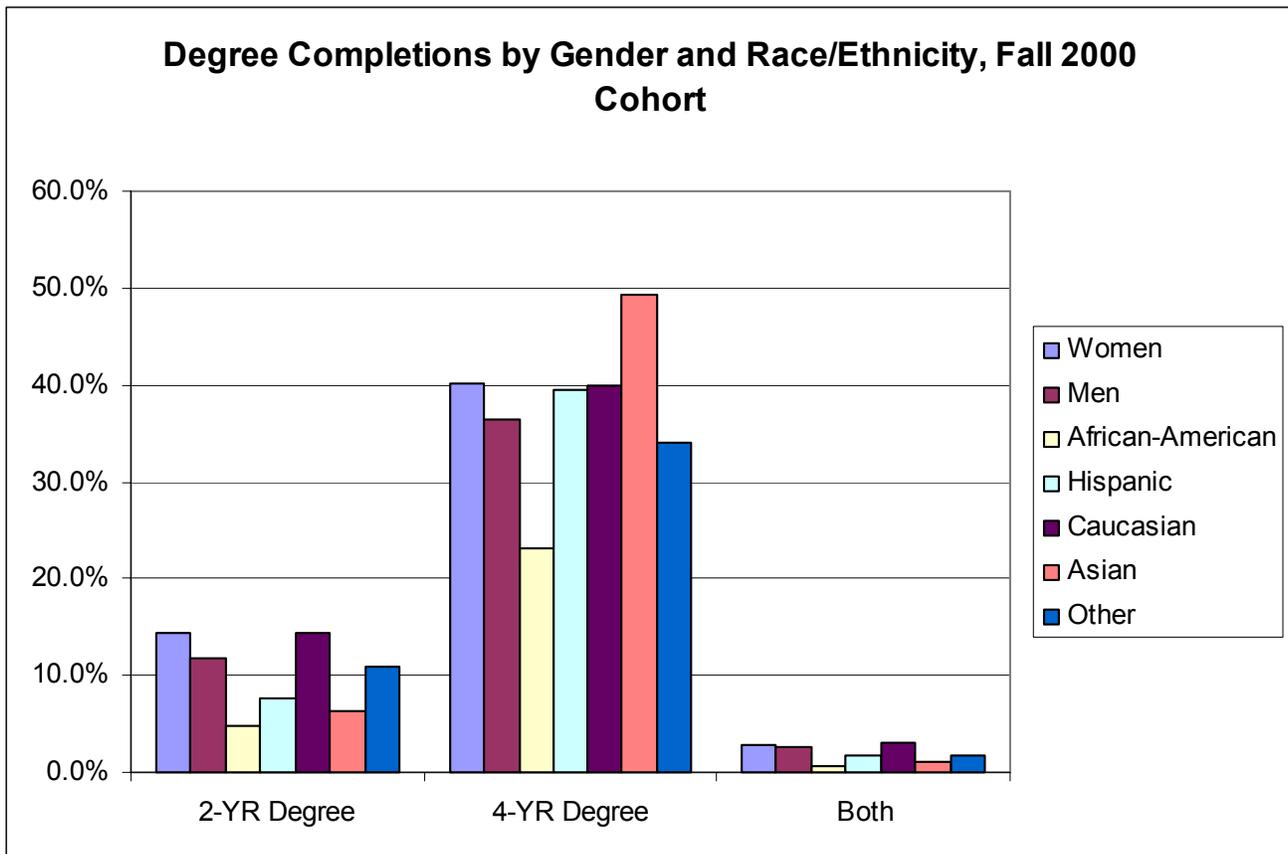


Table Six: Degree Completion				
	1999 Cohort	Percent	2000 Cohort	Percent
First-time, Degree-seeking Freshmen in 1999	17,737		18,717	
- Received 2-year degrees only	2,047	11.5%	2,485	13.3%
- Received 4-year degrees only	6,554	37.0%	7,211	38.5%
- Received both 2- and 4-year degrees	577	3.3%	524	2.8%
- No degree but still enrolled	1,234	7.0%	1,227	6.6%
- Out of system	7,325	41.3%	7,794	41.6%
- Total graduates	9,178	51.7%	9,696	51.8%



Degree Completion by Race/Ethnicity and Gender - 2000 Cohort							
	Women	Men	African American	Hispanic	Caucasian	Asian	Other
- Received 2-year degrees only	14.3%	11.9%	4.9%	7.6%	14.3%	6.4%	11.0%
- Received 4-year degrees only	40.2%	36.4%	23.1%	39.5%	39.9%	49.3%	34.0%
- Received both 2- and 4-year degrees	2.9%	2.6%	0.7%	1.7%	3.1%	1.1%	1.7%
Total Percentage Awarded Degrees - Fall 2000 Cohort	54.5%	48.3%	28.0%	47.1%	54.2%	55.7%	44.9%

Missouri Revised Statutes

Chapter 173
Department of Higher Education
Section 173.750

August 28, 2006

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).

Coordinating Board for Higher Education
 April 12, 2007

AGENDA ITEM SUMMARY

AGENDA ITEM

Grant Activity – Past, Present, and Future
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

The Missouri Department of Higher Education (MDHE) is constantly working to research, to evaluate, and, where appropriate, to formally apply for participation in grant programs that will supplement other available resources (including state appropriations). Such opportunities allow the MDHE to extend its participation in policy work, collaborative initiatives, and relevant research. The intent of this board item is to provide a summary of the grant activity in which the MDHE is currently participating or is seeking to participate.

National Governors Association

There are two National Governor's Association (NGA) Center for Best Practices grants in which the MDHE may participate. The first grant is for redesign of the American high school using strategies to improve low-performing high schools and to develop statewide longitudinal K-16 data systems. The second NGA grant supports educational redesign in K-12 science, technology, engineering, and math (METS). This program offers governors the opportunity to create or support the ongoing development of a focused METS Center to promote best practices in a number of areas, including relevant curriculum and workforce development alignment, teacher quality, and data systems development.

The MDHE, in cooperation with the METS Coalition and the Office of the Governor, is exploring the possibility of applying for both grants as a coordinated project. Combining funds from these two grant opportunities would facilitate a more comprehensive effort to strengthen curriculum alignment and research capacity in METS. The MDHE believes this would also be a unique strategy to underwrite efforts at forging discipline conversations among higher education that will impact secondary curriculum and assessments and will reduce the need for remediation in METS as well as across the broader high school core curriculum.

Lumina Foundation

The MDHE has been the recipient of two grants from the Lumina Foundation for Education for targeted study of distribution patterns and student outcomes associated with state, federal, and institutional financial aid. These grants afforded the MDHE and its partners, principally research staff with the University of Missouri – Columbia, the opportunity to analyze unit-record financial aid data in conjunction with other available data sources, including completions records and Missouri resident Free Application for Federal Student Aid (FAFSA) records. The first *Access*

Coordinating Board for Higher Education
April 12, 2007

and Affordability report summarizing researchers' findings was published in 2004 and is available on the MDHE website (<http://www.dhe.mo.gov/accessaffordability.shtml>).

A follow-up report analyzing data submitted for the second Lumina Foundation grant is also being finalized and will be published for the benefit of all interested stakeholders. The most recent report will focus on a demographic and economic analysis of FAFSA completers, as well as trend analysis of aid distribution at participating institutions. Additionally, the report will raise additional research questions that may support a third grant proposal to the Lumina foundation in the coming months.

Institute of Education Sciences

The Institute of Education Sciences, a unit of the U.S. Department of Education, is administering a grant program to support the development of integrated longitudinal student data systems at the state level. Missouri's Department of Elementary and Secondary Education (DESE) was the lead agency for grant submission and has constructed a proposal that will support the implementation of a statewide, unique K-12 student ID - the Missouri Student Information System (MOSIS). The MOSIS ID will also be connected to more robust unit-record data collections in the public K-12 sector, much of which is currently in the form of aggregate surveys.

In addition, DESE has partnered with the MDHE and the P-20 Education Research Center at the University of Missouri to develop a blueprint for P-20 data linkages in the state. The MDHE and the University of Missouri have submitted additional proposals within the grant. Pending approval, partners will work with interested stakeholders to address the technological, legal, and political issues that would enable appropriate analysis of linked education and economic / workforce development data systems. This proposal would also support decision-making across these sectors. The grant was submitted on March 15, 2007, and the earliest anticipated start date would be August 1, 2007.

Improving Teacher Quality

The Coordinating Board receives regular updates regarding the Improving Teacher Quality Grant (ITQG) program. The MDHE is committed to working in partnership with DESE and higher education institutions to promote quality professional development of K-12 teachers. The MDHE administers an annual competitive grants program, funded by the federal government, to identify and award grants to professional development projects developed collaboratively by postsecondary institutions and high-need school districts.

- ITQG supports:
 - Increased student academic achievement
 - Increased numbers of highly qualified K-12 teachers in core academic subjects, currently math and science
- Federal guidelines require funded projects to include:
 - Division of higher education that prepares teachers (the MDHE)
 - Higher education department, school, or college of arts and sciences

- High-need K-12 school districts as defined by data on poverty and teacher quality
- In the three completed ITQG cycles, more than 700 teachers and 50,000 students have participated in sponsored projects
- In FY2006, the US Department of Education (USDE) allotted \$1,278,857 to the MDHE for ITQG projects and state-level administration

Conclusion

The MDHE continues to seek out and, where appropriate, formally participate in externally funded opportunities to extend financial and staff resources, as well as to participate in collaborative work with other state agencies, institutions, and organizations to strengthen P-20 student success in the state.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

METS Initiative Update
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

A major priority of Governor Matt Blunt's administration is business and education partnerships with a focus on mathematics, engineering, technology, and science (METS) disciplines. The intent of this item is to provide the board with an update on the actions since the August 31, 2006, report to Governor Blunt.

Background

The Governor's Math Science Summit in April 2006 provided a focused forum for business, K-12, and higher education leadership to discuss opportunities and strategies for stronger emphasis on METS development in Missouri, both in student preparation and economic development. As a follow-up to the Summit, the METS Alliance workgroup was formed to develop recommendations and an action plan for the state. The METS Alliance presented the report, *A Call to Action*, to Governor Blunt on August 31, 2006. The report outlined five central strategies to improve METS participation and outlined an action plan to achieve these goals:

1. Improve performance of all P-20 students
2. Expand the pool of students motivated to pursue METS careers
3. Expand the pool of Missouri's quality P-20 METS educators
4. Establish a technology plan to support METS curricula, Grade Level Expectations (GLE), and assessment in Missouri
5. Increase public awareness of the value of METS knowledge on the lives of all Missourians, and highlight the importance of METS-related industries and jobs to enhance Missouri's global competitiveness and innovation

The complete report, *A Call to Action*, is also available online at: <http://www.missourimets.com>. An outline of the METS Alliance's recommendations and a timeline for achieving these goals can be found in Attachment A.

Development of the METS Coalition

To achieve short- and long-term goals, the METS Alliance set three organizational objectives. They first decided to transition from an ad hoc workgroup to a non-profit organization, the METS Coalition, with the assistance of the Missouri Chamber of Commerce and Industry (the Chamber). To support this intent, three members of the METS Alliance—Dan Mehan, Kathy Swan, and Jim Young—agreed to be signatories for incorporation of the new METS Coalition. Finally, the METS

Coordinating Board for Higher Education
April 12, 2007

Coalition is in the process of filing for 501 (c) (3), or non-profit, status. Most of the members of the Alliance have continued their participation in the METS Coalition. This transition also allowed the group to join the National Alliance of State Science and Mathematics Coalitions (NASSMC), which is a nationwide network of other state science and math coalitions. Coalition members have already attended one national conference and plan to attend and present at this year's conference.

To further establish and to increase awareness of the work of the METS Coalition, two major tasks have been undertaken in the past few months. First, in order to ensure longevity of the organization, it was recognized that an executive director would be essential. Partners for Progress, a St. Charles-based industry group, has offered the services of their Vice President of Education, Anne Zerr, as an interim Executive Director for an initial period of three months. Based in Jefferson City, she will serve to build administrative capacity, seek funding and develop revenue streams for ongoing support, and increase publicity surrounding the METS Coalition until permanent staff are hired.

The second organizational task of the METS Coalition was to develop a website (www.missourimets.com). The site was established as a way to provide information to multiple audiences regarding the progress on METS Coalition goals; the crisis the state is facing improving math and science education; an avenue for the public to get involved in METS work; and a portal for sharing best practices and ideas. The website was developed and is hosted by the Chamber.

Current Activities

Tasks integral to achievement of the METS recommendations are underway. The first tasks revolve around Strategy 1, Recommendation 1: Improving METS curricula and assessments. MDHE staff has been working with the Department of Elementary and Secondary Education (DESE) to include faculty curriculum experts to facilitate revision of the K-12 GLEs as the state transitions to end of course exams. Work is also underway on a statewide project funded with the help NSF through a grant at Washington University and the involvement of DESE to revise K-12 math curriculum to align with National Science Foundation standards.

To facilitate Strategy 1, Recommendation 2: postsecondary curriculum alignment, the MDHE has developed a proposal for a Higher Education Curriculum Steering Committee (Attachment B). This committee will gather expert faculty from across the disciplines for the purpose of developing entry- and exit- level competencies in beginning collegiate-level coursework. The MDHE and DESE will continue to work together as projects progress to ensure that K-12 curriculum revisions correspond to higher education expectations and smooth transitions for Missouri students are assured. Departmental leaders will also pursue formal P-20 coordination as directed by Section 160.730, RSMo.

Additionally, in pursuit of Strategy 4, Recommendation 3: Adopt the eMINTS instructional model, the METS Coalition and Monica Beglau, Director of the eMINTS National Center, developed a plan to bring 100 additional eMINTS classrooms to Missouri schools. eMINTS has extended an invitation to CBHE members to tour an eMINTS classroom (Attachment C). Funding for this and several other METS programs is moving through the legislature.

Future Activities

In addition to the ongoing tasks associated with achieving the METS recommendations, the MDHE continues to participate with the METS Coalition in activities to further math and science education in Missouri. Currently MDHE staff is working with other coalition members to develop a National Governor's Association grant proposal in METS initiatives, and there are plans to hold a second METS Summit in October 2007.

Conclusion

The Missouri Department of Higher Education will continue to work through the METS Coalition and through other initiatives to strengthen student preparation in METS and to increase collaboration with P-20 partners.

STATUTORY REFERENCE

Section 160.730, RSMo, Coordination of P-20 educational activities
Sections 173.005.2(1), 173.005.2(2), 173.005.2(8), 173.020, and 173.030, RSMo, CBHE
responsibility for data collection and recommendations about academic programs

RECOMMENDED ACTION

This is a discussion item only

ATTACHMENT(S)

Attachment A: Missouri METS Alliance Timeline
Attachment B: Proposal for Higher Education Curriculum Steering Committee
Attachment C: Invitation to Visit eMINTS Classroom

Missouri METS Alliance Timeline

This timeline has been prepared with a desire for action. We understand that the task owners may have several items due at the same time. We realize these dates may need to be adjusted as they move through the process.

Task #	Task Description	Task Owner	Funding Source	Due Date
STRATEGIC CHALLENGE # 1: Improve the performance of all P-20 (Pre-K, K-12, HE) students.				
RECOMMENDATION 1: Improve METS curricula and assessments.				
1	Secure the services experts to identify high-quality curricula that align with and enhance Missouri's Grade Level Expectations (GLEs) and assessments.	METS Coalition		
1a	Identification of curricula with GLE's and assessments.	METS Coalition		Oct-07
1b	Initial implementation in schools.	METS Coalition		Sep-08
2	Secure the services of experts to work with MDHE and IHEs to develop state-level policy guidelines for entry-level collegiate METS curricula and related assessments for access to collegiate-level course work.	METS Coalition		
2a	Guidelines complete.	METS Coalition		Oct-07
2b	Initial implementation in colleges and universities.	METS Coalition		Sep-08
3	Appoint a Task Force to create strategies to encourage P-20 students to take high level math and science courses.	DESE, MDHE		On-going

Task #	Task Description	Task Owner	Funding Source	Due Date
4	Ensure the initial implementation of integrated P-20 data systems.	P-20 Council		P-20 Education Data and Research Center Task force timeline
5	Develop METS Network to identify resources needed for implementation of curricula.	METS Coalition		Dec-07
RECOMMENDATION 2: Increase rigor in collegiate-level courses.				
1	Ensure AP, IB, dual enrollment and dual degree programs are available throughout Missouri on-site or through virtual offerings.	DESE, MDHE		Jun-07
2	Recommend an incentive program to the P-20 Council that could include a mechanism for increasing enrollment in these courses.	METS Coalition		Jun-07
STRATEGIC CHALLENGE # 2: Expand the pool of students motivated to pursue METS careers.				
RECOMMENDATION 1: Improve career education and counseling.				
1	Make students aware of METS career opportunities and ensure they have the academic preparation in METS and non-METS curriculum as well as career counseling at all levels of the education system to successfully pursue METS careers.	DESE, MDHE, state colleges & universities		On-going
2	Review existing career pathways and implement strategies to develop and expand new courses of study that lead to METS career pathways.	P-20 Council, DESE, MDHE		Dec-08

Task #	Task Description	Task Owner	Funding Source	Due Date
3	Establish METS Network to support METS career exploration opportunities.	METS Coalition		Dec-07
RECOMMENDATION 2: Expose students to "real-world" METS applications.				
1	METS Coalition and METS Network will develop a web-based portal (see strategy 4, recommendation 4) that provides an evaluated list of METS programs to support the revised GLEs and assessments.	METS Coalition		Dec-07
2	METS Coalition and METS Network, in partnership with private foundations and individual philanthropists, will provide funding to low and middle income students to participate in summer workshops designed to expose and generate interest in METS.	METS Coalition		On-going
RECOMMENDATION 3: Celebrate and reward students who reach certain levels or achievement in METS-related studies and activities.				
1	Develop and support programs to recognizing METS achievements of P-20 students.	METS Coalition, DESE, METS Network		Oct-07
2	Work with public agencies, financial institutions, and private foundations to increase the number of low-interest loans and grants to students who pursue undergraduate and graduate degrees in METS fields.	METS Coalition		Aug-07
3	Work with MOHELA to implement loan forgiveness programs for students who pursue pre-engineering programs at colleges/universities.	IHE's		On-going
4	Develop a METS Scholars Program.	METS Coalition		Aug-07

Task #	Task Description	Task Owner	Funding Source	Due Date
5	The State of Missouri will create an initial incentive fund to reward the state's public higher education institutions that increase the number of students graduating with METS-related degree's by at least 5% starting with the graduating class of 2010.	State of Missouri		May-10
6	Develop a plan for creating METS endowed chairs to be used by Missouri's public universities to attract outstanding scholars in the METS fields.	MDHE, P-20 Council, IHE's		Aug-07
7	Develop a plan for creating opportunities at Missouri's community colleges to establish a METS visiting faculty program for university faculty who focus on METS related research opportunities.	MDHE, P-20 Council, state colleges & universities		Aug-07
STRATEGIC CHALLENGE # 3:				
Expand the pool of Missouri's quality P-20 METS educators.				
RECOMMENDATION 1: Improve Quality and Supply of P-20 METS Educators.				
1	Develop a plan that provides and retains quality math and science teachers in every P-12 Missouri classroom.	DESE, MDHE		Sep-09
2	Evaluate data from P-20 METS programs to identify and disseminate "pockets of excellence and best practices" throughout Missouri.	DESE, MDHE		On-going
2a	Progress Report .	METS Coalition, DESE, MDHE		Jun-07
2b	Use evaluation data to develop focused strategies for the RPDC and other providers to deliver research-based intensive, sustained professional development programs.			Jun-08

Task #	Task Description	Task Owner	Funding Source	Due Date
3	Devise a plan to form mutually beneficial partnerships between educators and businesses to provide genuine field experiences in educational and work environments	METS Coalition		On-going
4	Support expanding programs such as UTEACH and Teach for America in high-need areas of the State	METS Coalition		Sep-07
RECOMMENDATION 2: Provide incentives to recruit and retain high quality P-20 METS educators.				
1	Provide recommendations to the P-20 Council on financial incentives for practicing METS educators who upgrade their skills and knowledge in METS areas.	METS Coalition		Dec-07
2	Develop a State METS P-20 Educator of the Year Awards program for implementation.			May-08
STRATEGIC CHALLENGE # 4: Establish a technology plan to support METS curricula, GLEs and assessments in Missouri.				
RECOMMENDATION 1: Secure Instructional Technology Facilitator (ITF) to work with METS educators.				
1	Implement a plan to ensure that every school, school district and IHE will have an ITF for every 50 METS educators by 2010.	P-20 Council		Jan-10
2	Communicate, facilitate and coordinate maximum utilization of technology in P-20 teaching and learning environments to ensure the successful participation of educators and students in METS initiatives.	ITFs		On-going

Task #	Task Description	Task Owner	Funding Source	Due Date
<u>RECOMMENDATION 2:</u> Develop a standard suite of technology and curriculum resources for METS.				
1	Ensure that all P-20 METS educators and students have the appropriate educational technology and curriculum resources starting in 2010, and that technology is upgraded on a planned basis.	METS Coalition, DESE, MDHE, state colleges & universities, individual school districts		Jan-10
<u>RECOMMENDATION 3:</u> Develop focused professional development to provide all P-20 METS educators with an improved base of teaching methods integrated with age-appropriate content knowledge to engage and motivate students, as recommended in the METS strategies.				
1	Adopt the eMINTS instructional model.	METS Coalition, DESE, MDHE		Jan-10
<u>RECOMMENDATION 4:</u> Develop and maintain a web based METS portal.				
1	Secure funding for the necessary technology and personnel to create and maintain the METS portal.	METS Coalition, DESE, MDHE		Sep-07

Task #	Task Description	Task Owner	Funding Source	Due Date
STRATEGIC CHALLENGE # 5: Increase public awareness of the value of METS knowledge on the lives of all Missourians and highlight the importance of METS-related industries and jobs to enhance Missouri's global competitiveness and innovation.				
<u>RECOMMENDATION 1:</u> Create and implement a public awareness campaign.				
1	Develop a comprehensive communications plan and strategies that define success that demonstrates the necessity for change across the state.	METS Coalition		Dec-06
2	METS Coalition will engage a PR Firm to create a public campaign to highlight Missouri's future in METS industries, encourage students to take rigorous courses and enter METS-focused fields.	METS Coalition		



Proposal for Higher Education Steering Committee on P-20 Curriculum Alignment

Background:

A commitment of the P-20 Council is to better align secondary- and collegiate-level curriculum so that smooth transitions are established along the educational pipeline and clear connections are made between education and the Missouri workforce. These efforts are supportive of the goal of the Math Engineering Technology and Science (METS) Coalition to increase student participation and success in METS fields.

Rationale for Curriculum Alignment Work:

Missouri's decentralized governance system has resulted in each college or university setting its own standards for access to collegiate-level work. In turn, high school students often get mixed messages of what is important in preparing for college. Currently, over 35 percent of freshmen from public high schools entering public colleges and universities require some form of remedial coursework.

Public Policy Framework:

The Missouri Department of Higher Education (MDHE) is committed to working with collegiate administrators and faculty in identifying an agreed-upon set of competencies (knowledge and skills) in key academic disciplines for entry and exit from beginning-level coursework in English, Science, Mathematics, and Social Science. This labor-intensive work will serve to establish greater commonality among separately governed institutions on standards for access to beginning collegiate-level work. It will also inform state-level public policy work associated with reducing the need for remediation for high school graduates who immediately enter college and for transfer of collegiate credit among Missouri institutions.

Establishment of Cross Discipline Steering Committee:

A Cross Discipline Curriculum Alignment Steering Committee will be established to coordinate and ensure successful completion of this crucial work. The Steering Committee will have responsibility to recruit faculty with expertise in their discipline from across Missouri's education sectors and geographic regions. One Steering Committee member from each major discipline will serve as a lead for that area.

Steering Committee Composition:

Total members: 20

Faculty – 15; Administrators – 4; MDHE staff – 1

Fields: Mathematics–3; Science–3; English–3; Social Science–3; Engineering-1; Technology–1; Foreign Languages-1

Steering Committee Charge:

- Design communication to institutions about initiative
- Identify faculty participants from each discipline – all faculty welcome
- Facilitate formation of discipline-based work groups
- Coordinate with the Department of Elementary and Secondary Education (DESE) discipline groups working on end of course examinations
- Develop recommendations concerning entry and exit level competencies for beginning collegiate-level coursework in each discipline

Timeline:

- March 2007 — Appoint Steering Committee members
- April 2007 — First Steering Committee and Discipline-based meetings
- May-August 2007 — Ongoing discipline-based work
 - Coordination with DESE work groups
- September 2007 — Status report due
 - Potential working conference with larger group of faculty
- October 2007 — Status report to the Coordinating Board for Higher Education (CBHE) and to METS Coalition



Experience Unlimited Possibilities for Learning

eMINTS = enhancing Missouri's Instructional Networked Teaching Strategies

- Provides professional development services to educators PreK-20 nationwide
- Contact hours of professional development training for teachers: 80–200 hours over two years depending on program
- Strong program evaluation and research component
- Grew from a small pilot project (MINTS) in 6 St. Louis, MO, area districts in 1997
- Partners: Missouri Department of Elementary and Secondary Education (MO DESE), Missouri Department of Higher Education (MO DHE), and the University of Missouri

eMINTS classrooms include high levels of technology for students and teachers:

- Computers (at least one computer for every two students at grades 3-12)
- Teacher laptop computer
- SMART Board (interactive white board) and projector
- Peripherals: printer, camera, scanner
- Software limited to Microsoft Office and software that helps students organize notes, writing, and multi-media projects

eMINTS in Missouri

- eMINTS classrooms are present in 240 of Missouri's 524 school districts (46%)
 - 320 schools across Missouri have eMINTS classrooms
 - 1,253 eMINTS teachers and classrooms
 - Approximately 32,000 Missouri students learn the eMINTS way each day
- Most eMINTS classrooms are in grades 3-6; however, middle and high school eMINTS classrooms have been implemented since 2003.
- 85 certified eMINTS Instructional Specialists deliver eMINTS professional development
- Missouri universities are incorporating eMINTS into their pre-service teacher education programs (Lincoln University, Missouri State University, Missouri Southern State University)

eMINTS Classroom Visits

Visits to eMINTS classrooms in the following districts may be arranged by contacting the eMINTS National Center (573-884-7202):

- North Kansas City (Kansas City area)
- Joplin or Bolivar (southwest area)
- Jefferson City or Columbia (central area)
- Caruthersville (southeast area)
- St. Joseph or Jefferson C-123 (St. Joseph area)
- Multiple districts (St. Louis area)

Contact the eMINTS National Center at 103 London Hall, Columbia, MO 65211, 573-884-7202 or at emints-info@emints.org.

AGENDA ITEM SUMMARY

AGENDA ITEM

Potential Meetings with MOHELA and the State Board of Education
Coordinating Board for Higher Education
April 12, 2007

DESCRIPTION

Periodically the Coordinating Board for Higher Education (CBHE) has held joint meetings with other state entities to discuss issues of common concern and to explore the potential of further collaborative initiatives on behalf of Missouri students. The intent of this board item is to identify times and locations for the CBHE to hold separate joint meetings with the Missouri Higher Education Loan Authority (MOHELA) and with the State Board of Education.

Background

Both MOHELA and the State Board of Education are committed to agendas that overlap with the CBHE's interest in increasing access to and success in postsecondary academic programs. CBHE members have previously expressed interest holding joint meetings with each of these state entities.

The idea of a joint meeting was broached with the MOHELA board at its March 2007 meeting. MOHELA members directed Mr. Ray Bayer, Executive Director, to work with Dr. Robert Stein, Commissioner of Higher Education, in determining a suitable time for a joint meeting between MOHELA and the CBHE. Dr. Stein and Mr. Bayer agreed to explore with each board the potential of holding a joint meeting as part of the CBHE meetings scheduled for December 2007 in Jefferson City. During the MOHELA conference call on April 2, 2007, MOHELA board members expressed support for holding the joint meeting in December contingent on agreement by the CBHE. The preferred date is December 6, 2007.

In exploring the potential of a joint meeting with the State Board of Education, Dr. Kent King, Commissioner of Education, indicated that members of the Board have also expressed interest in holding a joint meeting with the CBHE. After reviewing potential meeting times, Dr. King suggested that July 19th, July 20th, September 5th or September 6th would be the best times to schedule a joint board meeting. The State Board of Education, which meets monthly, would design a part of their regular meeting for a joint meeting with CBHE members.

Conclusion

Holding joint meetings with MOHELA and separately with the State Board of Education reinforces the board's commitment to working collaboratively with other state entities that are dedicated to improving the participation and success of Missouri's postsecondary students.

Coordinating Board for Higher Education
April 12, 2007

STATUTORY REFERENCE

Section 173.005.2(4), RSMo, Admission Guidelines

Section 173.005.2(7), RSMo, Data Collection

Section 173.020(2), RSMo, Identification of Higher Education Needs

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT(S)

None