

Coordinating Board for Higher Education

Agenda of Meeting

**8:00 AM
Thursday
April 23, 2009**

**Missouri Room, Capitol Plaza Hotel
Jefferson City, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Kathryn F. Swan, Chair, Cape Girardeau

Gregory Upchurch, Vice Chair, St. Louis

Doris J. Carter, Florissant

David Cole, Cassville

Lowell C. Kruse, St. Joseph

Mary Beth Luna Wolf, St. Louis

Jeanne Patterson, Kansas City

Helen Washburn, Columbia

TIME: 8:00 AM
Thursday
April 23, 2009

PLACE: Missouri Room, Capitol Plaza Hotel
415 West McCarty Street
Jefferson City, MO

Schedule of Events April 22 - 23, 2009

CBHE Work Session and Meeting

Wednesday, April 22, 2009

- 12:00 – 1:30 pm **Excellence in Teaching Award Luncheon**
Scruggs University Center, Ballroom
819 Chestnut
Jefferson City, MO 65102
- 1:30 – 5:30 pm **CBHE Work Session / CBHE Executive Session**
Scruggs University Center, Room 207
- 6:00 – 8:30 pm **Reception and Dinner with State Board of Education**
Capitol Plaza Hotel, Jefferson A & B
415 West McCarty Street
Jefferson City, MO 65101

Thursday, April 23, 2009

- 8:00 – 10:00 am **CBHE / PAC Meeting / CBHE Executive Session**
Capitol Plaza Hotel, Missouri Room
- 10:30 am – 2:00 pm **Joint Meeting with State Board of Education / Working Lunch**
State Board of Education Conference Room
205 Jefferson Street
Jefferson City, MO 65102
- 2:00 pm - ?? **CBHE / PAC Meeting / CBHE Executive Session (if necessary)**
Truman Building, Room 490/492
301 West High Street
Jefferson City, MO 65102

Executive Session

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

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

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

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

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

Representatives by Statute

Public Four-Year Universities

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

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

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

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

(COPHE President)

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

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

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

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

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

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

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

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

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

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

Public Two-year Colleges

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

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

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

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

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

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

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

(MCCA President)

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

Representatives by Statute

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

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

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

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

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

Public Two-year Technical College

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

Independent Four-year Colleges and Universities

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

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

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

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

Independent Two-year Colleges

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

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 8:00 – 10:00 am
Thursday
April 23, 2009

PLACE: Capitol Plaza Hotel
Missouri Room
Jefferson City, MO

Recess for State Board of Education Meeting 10:30 am – 2:00 pm

2:00 – 5:00 pm
Thursday
April 23, 2009

Room 490/492
Truman Building
Jefferson City, MO

AGENDA

- | | <u>Tab</u> | <u>Presentation by:</u> |
|--|------------|-------------------------|
| I. Introduction | | |
| A. Call to Order | | Kathryn Swan, Chair |
| B. Confirm Quorum | | Board Secretary |
| C. Committee Reports | | |
| 1. Audit Committee | | Greg Upchurch |
| 2. Student Loan / Financial Aid Committee | | David Cole |
| 3. Strategic Planning Committee | | Jeanne Patterson |
| 4. Strategic Communications Committee | | Mary Beth Luna Wolf |
| II. Presidential Advisory Committee | | |
| A. FY 2010 Budget Update | A | Paul Wagner |
| B. FY 2011 Budget Preview | B | Paul Wagner |
| C. Capital Update | C | Paul Wagner |
| D. 2009 Legislative Session | D | Zora AuBuchon |
| E. Legislation Implementation Update | E | Zora AuBuchon |
| F. <i>Imperatives for Change</i> Update | F | Tim Gallimore |
| G. Mission Review Update | G | Tim Gallimore |
| H. Administrative Rule Change | H | Leroy Wade |
| III. Action Items | | |
| A. Minutes of the February 12, 2009 CBHE Meeting
Minutes of the March 27, 2009 CBHE Conference Call | | Kathryn Swan |
| B. Dual Credit Policy | I | Tim Gallimore |

COORDINATING BOARD FOR HIGHER EDUCATION

IV. Consent Calendar

A. Proprietary School Certification Actions and Reviews	J	Leroy Wade
B. Academic Program Actions	K	Tim Gallimore
C. High School Graduates Report	L	Tim Gallimore
D. CAI Update	M	Tim Gallimore
E. LAMP Update	N	Tim Gallimore
F. English Language Proficiency Report	O	Tim Gallimore
G. COTA Conference Report	P	Tim Gallimore
H. Homeland Security Advisory Council Update	Q	Tim Gallimore
I. Student Loan Program Update	R	Leanne Cardwell
J. Distribution of Community College Funds	S	Paul Wagner

V. Items for Discussion, Consideration, and Possible Vote

A. Economic Stimulus Update	T	Tim Gallimore
B. Cape Girardeau Area Needs Analysis Report	U	Robert Stein
C. P-20 Council Update		Kathryn Swan
D. Report of the Commissioner		Robert Stein

Executive Session

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**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
February 12, 2009**

The Coordinating Board for Higher Education (CBHE) met at 8:30 am on Thursday, February 12, 2009, at St. Louis Community College - Wildwood.

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

	Present	Absent
Doris Carter	X	
David Cole	X	
Jeanne Lillig-Patterson	X	
Mary Beth Luna Wolf	X	
Kathryn Swan	X	
Greg Upchurch	X	
Helen Washburn	X	

Dr. Zelema Harris, Chancellor of St. Louis Community College welcomed attendees and discussed the history of STLCC and recent developments regarding STLCC's strategic plan, which is being aligned with *Imperatives for Change*. Dr. Pam McIntyre, President of STLCC-Wildwood, provided an overview of the Wildwood campus, including highlights of the building's energy efficiencies and information on programs and student enrollment.

Chair Swan thanked Chancellor Harris and President McIntyre for their hospitality while hosting this meeting.

Ms. Patterson made a motion to **add Item 5 – Nominating Committee to Part I, Section D of the agenda**. Dr. Washburn seconded the motion, and the motion carried unanimously.

Committee Reports

Audit Committee

Mr. Upchurch advised that the Audit Committee met by conference call in January 2009, and there are two items on which to report.

- The State Auditor's office completed a statewide financial audit and an A-133 Single Audit. There was a question regarding the appropriate time frame in which to make claims for reinsurance with the USDE. That issue has not yet been resolved.
- A USDE audit of state guaranty agencies yielded questions as to the operation of two funds rather than one and whether the accounting of funds should be under the cash accrual or modified accrual basis. This is a nationwide concern and is not limited to Missouri.

Student Loan / Financial Aid Committee

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

Strategic Planning Committee

Ms. Patterson deferred the report to Dr. Tim Gallimore for discussion later in the meeting.

Strategic Communications Committee

Ms. Luna Wolf commended Chancellor Harris on STLCC's decision to become proactive in aligning the college's strategic plan with the statewide plan.

Ms. Luna-Wolf stated that the Strategic Communications Committee has drafted a plan to take a message to Missouri communities about the importance of higher education and why funding is important for our students and our campuses. The plan will include the types of resources available. Kathy Love may contact public information specialists on campuses to gather more information on how to obtain grass root support and to discuss ideas on messages and appropriate media outlets.

Nominating Committee

Chair Swan advised that Governor Nixon has withdrawn the names of board members appointed by the previous governor but not yet confirmed. Unless reappointed, Mr. Lowell Kruse and Mr. Duane Schreimann are no longer members of the CBHE. This leaves the Executive Officer position of Secretary vacant.

Mr. Upchurch advised that the Nominating Committee recommends Ms. Carter for the position of Secretary. Chair Swan opened the floor for additional nominations for CBHE Secretary. There were no additional nominations, and nominations were closed for the position of Secretary.

Ms. Patterson made a motion **to accept the nomination and vote Doris Carter as CBHE Secretary**. Dr. Washburn seconded the motion, and the motion carried unanimously.

Presidential Advisory Committee

FY 2010 Budget Update – Governor's Recommendations

Mr. Paul Wagner briefed members on Governor Nixon's recommendations for higher education. An additional 1.5 FTE is being proposed in transfer from the Department of Elementary and Secondary Education (DESE) in support of the transfer of several scholarships currently administered by other agencies. The Governor also recommended a minor core reduction and a three percent pay raise for employees.

For student financial assistance programs, the Governor has recommended an inflationary increase for Access Missouri along with a change in the maximum awards for public universities and independent institutions. The scholarship portion of the A+ program is being recommended for transfer to the MDHE and renamed Missouri Promise. More than \$26 million is being recommended to support the first year of this program. The Governor is also recommending level funding for Bright Flight and three other state scholarship programs.

Potential scholarship programs that may be transferred to the MDHE include: the Missouri Teacher Education Scholarship, the Minority Teaching Scholarship, the Urban Flight and Rural Needs Scholarship, the Large Animal Veterinary Student Loan Program, and the Minority and Underrepresented Environmental Literacy Program.

The Governor issued an executive order to expedite the transfer of programs, but there has been some pushback particularly from the Department of Agriculture, which currently runs the veterinary loan program. The MDHE has reassured legislators that the transfer would be administrative only and that it does not intend to change the advisory council that sets criteria and selects students for the program.

Based on agreements with institutions, the Governor has not recommended cuts to total appropriations for FY 2010 in exchange for stable tuition and education-related fees for the upcoming academic year. The Governor is also recommending full funding for the Caring for Missourians initiative. The two core reductions to UM and Lincoln University's extension programs will be met or exceeded by the appropriation for Caring for Missourians.

The Governor did not recommend funding for capital improvements in FY 2010. Other UM-related programs were either held level with FY 2009 funding or had small core cuts.

The Governor's office has not made a final decision regarding FY 2009 withholdings. The decision should be made within the next week.

FY 2011 Budget Recommendations

Mr. Wagner stated that there are issues regarding FY 2010 funding that should be considered as they will impact the FY 2011 budget requests. FY 2010 was supposed to be the third year of a three year plan to improve funding for public higher education; however, budget shortfalls rule out this increase.

Because the COPHE model for distribution of funds under the HEF program was contingent upon completion of the three year plan, there is uncertainty regarding the FY 2011 core percentage increase that should be considered. We are looking to COPHE for recommendations on the distribution of funds. Specifically, should that distribution follow the third year plan first or should distribution follow the COPHE model under the HEF plan?

In addition, should the Caring for Missourians initiative be fully funded, we must consider the next strategic initiative to be supported by all higher education institutions as well as any performance funding initiatives that might be undertaken.

Presentation – Attitudes toward Higher Education

President Gary Forsee advised that the University of Missouri, in coordination with Fleishman-Hillard, utilized a Kauffman Foundation grant to conduct a statewide opinion survey on attitudes of the public toward higher education. While the survey was conducted through a UM-focused lens, there are data that are pertinent to all higher education.

Mr. William Stewart, Senior Vice President of Fleishman-Hillard, provided an overview of the survey methodology and results. The three primary objectives of the survey were to:

- establish a baseline measure of stakeholder perceptions of UM and higher education;
- identify messages that have the greatest resonance with voters; and
- understand where support for higher education is strongest and where weakest.

The survey was conducted in fall 2008 via telephone with 920 registered voters and 25 business executives and community leaders around the state. Two key takeaways from the survey include:

- There is a strong positive response when higher education is linked to an educated workforce and economic development.
- Nearly three-fourths of respondents supported increased investment in higher education even if it means higher taxes or cuts to other programs.

Mr. Stewart stated that when asked which issues are most important for Missouri, 29 percent of respondents identified support for higher education as either the most important or the next most important issue.

Approximately half of those surveyed said Missourians are not receiving significant benefit for tax dollars spent on supporting public higher education. Commissioner Stein asked if any follow up was done on those respondents. Mr. Stewart stated that while follow up was not conducted on those who responded “no”, in general, those respondents were not as highly educated or were from lower income households than “yes” respondents.

President Forsee thanked Mr. Stewart and stated that the results provide clear reference points that institutions’ public information officers and the Strategic Communications Committee may use in creating messages for stakeholders.

The complete survey and results is available on the University of Missouri website at <http://www.umsystem.edu/ums/president/Documents/surveyresults.pdf>.

2009 Legislative Session

Ms. Zora AuBuchon updated members on legislation filed for the 2009 legislative session. Most bills are filed in the areas of grants and scholarships. Changes to the Access Missouri and A+ programs are being discussed. At this time, no bills have been filed; however, it is anticipated that proposed legislation will be filed as early as this afternoon.

Several bills have been filed this year that will affect veterans. Senator Rupp's bill, SB 40, is a priority for the CBHE as this would extend the period of eligibility for individuals entering the military to receive the Bright Flight scholarship. Three other bills would create or revise small programs to benefit veterans and families.

There are two bills that would expand a program that provides student loans to nurses if the nurse serves in an area of high need. The program does not require general revenue funds, so it is likely to receive support in the General Assembly.

While immigration legislation is not at the forefront of the current session, some bills have been filed. Legislators are aware of the implementation challenges imposed on all sectors that last year's law impacted, so there is some receptivity to adjusting the provisions of the law.

An area of legislation of priority to the CBHE is educational accountability, specifically diploma mills and proprietary certification. Senator Bartle has filed a bill that prohibits the use of false or misleading diplomas for admission to higher education institutions or in connection with businesses or employment. No bills have been filed to strengthen proprietary certification standards, but the department continues to pursue this issue.

Another issue that will be discussed this year is governing board membership. Most boards, including the CBHE, are created in statute and membership is often based on Congressional districts. Missouri is likely to lose a district after the next national census, and it is unknown how board membership will be affected. There is support to resolve this issue before it becomes a problem.

There is also support for the reassignment of some functions of the Department of Elementary and Secondary Education (DESE) to the MDHE. The department responded to an inquiry from Senate appropriations staff on this issue, which was made prior to the Governor's State of the State address; DESE was also invited to respond. The MDHE has expertise in the administration of scholarship programs and that, should certain programs be reassigned, the role of the programs' advisory boards would be respected and no changes would be sought by the MDHE. The Governor has issued an Executive Order to reorganize state government in a way that would transfer several programs to the MDHE. The legislature has an opportunity to reject that order.

Ms. Patterson asked if any resources, especially FTE, would be shifted should this reorganization occur. Ms. AuBuchon advised that the Governor identified 1.5 FTE to be transferred from DESE to the MDHE in conjunction with his Executive Order.

Finally, the Higher Education Subcommittee of the Homeland Security Advisory Council (HES-HSAC) is pursuing legislation that would allow independent institution to hire POST-certified armed officers.

Commissioner Stein commented that some items in the Executive Order caused concern with DESE. The MDHE worked closely with DESE colleagues and with our external constituents in our responses. We learned that there is a major concern about the level of genuine collaboration associated with workforce investment and adult education. In our response, we emphasized the importance of collaboration and not necessarily where programs are housed.

The community colleges have strong feelings about Perkins and have a legislative initiative regarding the Perkins program. We want to continue to have open dialogue on this issue.

Legislation Implementation Update

Ms. AuBuchon advised that significant progress has been made in the area of curriculum alignment. Optimal entry-level competencies in several areas have been finalized and cross-disciplinary entry-level competencies were submitted for public comment and will be finalized for consideration at a future CBHE meeting.

During a January 2009 conference call, the CBHE approved a policy update for the Higher Education Student Funding Act, which deals with tuition at public institutions. The revised policy outlines the process for mid-year tuition increases. The department will send each institution an individualized notice indicating the permitted statutory tuition increase.

Imperatives for Change

Dr. Tim Gallimore advised members that progress continues to be made on data definitions and measures for inclusion in a baseline report that will be provided at the June CBHE meeting in West Plains.

Mission Review

Dr. Gallimore advised that mission review is underway. In January, all institutions provided requested documentation that is being reviewed and analyzed by MDHE staff. Meetings with institutions will begin in the spring, and a preliminary report will be provided at the June 2009 CBHE meeting.

Federal Default Fee

Ms. Leanne Cardwell advised that the Missouri Student Loan Program (MSLP) will continue to cover the cost of the one percent federal default fee for Stafford and Plus loans guaranteed by the MDHE. This will allow approximately 100,000 Missouri borrowers to apply more of their student loans toward their educational costs. The intent is to provide this benefit for the entire 2009-2010 academic year. However, should the loan program's financial viability be threatened due to the economic situation, the MSLP may discontinue the benefit.

Action Items

Minutes

Mr. Upchurch made a motion to **approve the minutes of the December 4, 2008 CBHE meeting, and the minutes of the December 17, 2008 and January 14, 2009 conference calls.** Ms. Luna-Wolf seconded the motion, and the motion carried unanimously.

Administrative Rule Changes

Mr. Leroy Wade briefed the board on proposed changes to the Public Service Officer or Employee's Child Survivor Grant Program, the Competitiveness Scholarship Program, and the Vietnam Veteran's Survivors Grant Program.

The proposed amendments adapt the rules to a single institutional eligibility rule, to add ADA-compliant language, and to update several provisions in each program to provide greater clarity and to ensure full disclosure on the requirements for eligibility.

Dr. Washburn made a motion to **recommend that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed amendments become effective as administrative rules as soon as possible.**

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

Consent Calendar

Commissioner Stein advised that there is a correction to Tab M – Academic Program Actions. Page 8, Item 8 of the attachment regarding new programs for the University of Missouri – St. Louis should read “Master of Social Work” instead of “Master of Science in Social Work”.

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

Items for Discussion, Consideration, and Possible Vote

Capital Policies and Projects – FY 2011

Mr. Wagner advised that this item is intended to provide notice regarding the future need for a prioritized list of capital projects for higher education. Missouri has not had a prioritized list for some time; however, complicating factors, including the Governor's desire for prioritized projects and potential funding from the federal economic stimulus package, may necessitate the need for such a list.

The CBHE adopted guidelines for selecting priorities for capital improvement projects for public higher education institutions. The time is right to review these priorities in order to add, revise, or delete items before engaging in a serious effort to prioritize projects on a statewide basis.

Institutions should also weigh in on the guidelines - are they sufficient to result in a list of priority projects?

President McGuire stated that as a group the community colleges have not discussed the guidelines and would appreciate additional time for review. Commissioner Stein urged sectors to review and provide feedback on the guidelines as quickly as possible.

The Coordinating Board recessed at 10:20 am.

The Coordinating Board reconvened at 10:30 am.

State Student Financial Aid

Along with CBHE and Presidential Advisory Committee members, representatives from the following institutions were present for the discussion on state student financial aid: Avila University, College of the Ozarks, Drury University, Fontbonne University, Lindenwood University, Missouri Baptist University, Park University, St. Louis University, Stephens College, Westminster College, and William Jewell University.

Contextual Framework for Discussion

Mr. Wade provided a contextual framework for understanding Missouri's current state student financial assistance programs.

A task force was created to examine broad financial aid issues, identify barriers to college access, and to streamline the state's efforts. The task force included representatives from the governor's office, Senate, House, and the public and independent higher education sectors. Task force members agreed that Missouri could better meet the needs of its students and expand access to higher education through a single state financial assistance program. There was strong desire for a system that was portable, predictable, and need-based. The decision to implement Access Missouri resulted from a long, deliberate process in which many compromises were made.

Approximately 50,000 students will receive \$110 million in state-funded assistance to attend nearly diverse institutions around the state.

Discussion

Participants were asked to use four themes to guide discussion: (1) conceptual questions, (2) design questions, (3) potential changes, and (4) financing.

Overarching Statements:

Throughout the discussion, the following points were expressed, some frequently, by all sectors represented:

- All sector institutions (public four-year, public two-year, independent) expressed appreciation for the creation of Access Missouri in moving student financial aid forward.
- Appreciation and respect was offered for every sector's contribution to the state and to educating its citizens.
- Higher education sectors must work together. We cannot afford to become divided or we may all suffer the consequences of negative public and legislative perception. Additionally, we cannot be divided if we are to provide the very best opportunities for the students of Missouri.

Concept Related Statements:

- All Missourians benefit from an educated citizenry.
- Public and independent colleges and universities all strive to achieve the same goal – to educate citizens.
- “What were the assumptions of the original construct?” was a common question.
- Independent institutions bring out-of-state students to Missouri, resulting in increased state revenue. Additionally, up to half of non-resident graduates from independent institutions remain in Missouri, providing long-term revenue and production.
- Independent institutions bring millions of dollars to the state in federal research funding.
- Keep the focus on families who are the direct recipients of this program.
- Many adult and returning students go to independent institutions; therefore, we need to consider adult students and avoid thinking exclusively of traditional-age students.
- Broadly, the state's interest is to provide access to higher education; however, does the state have a compelling interest to pay if a student chooses a more expensive institution?
- Student fit and probability of success at various institutional types is important to consider.
- Academic program offerings should be considered. Some programs are only offered at independent institutions and others only at public institutions. Students should have choices.
- One goal of the state's financial assistance programs should be to entice students to stay in Missouri for their postsecondary education.
- “How do we maximize benefits for the maximum amount of students?”
- There is a group of individuals in Missouri who need financial aid to attend any postsecondary institution.
- Independent institutions enroll 36% of Missouri's college students and generate 47% of its degrees.
- Access is very important to many first-generation students.

Design Related Statements:

- Access Missouri has resulted in an increase in Missouri students, who had previously chosen to go out-of-state, who choose to stay in Missouri for college.
- The current Access Missouri program has no vested interests – it serves the neediest of our students.

- All students who receive Access Missouri funding are needy so we are helping students, which benefits all of Missouri.
- If Access Missouri was designed to provide the broadest access and greatest chance of success, then the greatest determiner of that success is giving power to families and students to choose which institution is best for them.
- Is it possible to extend the FAFSA filing deadline? Many students who would have been eligible for Access Missouri funds miss the deadline for application.
- The amount available to two-year college students should be increased.
- Can we collect data to analyze and measure the long-term impact of the current Access Missouri program funding design (e.g., how many participants stay in Missouri after college completion?)

Change Related Statements:

- Access Missouri was just implemented and a lot of consideration went into it. We do not yet know if it is meeting its intended outcomes, and disruption in the design at this point means the program may not realize those outcomes. Conversely, it was stated that the best time to review the program is now.
- Consider all of the state's financial assistance programs, rather than looking exclusively at Access Missouri.
- Equalization of funding between the two sectors will minimize the amount of loan debt for those students attending public institutions.
- Why change something that appears to be working, is growing, and is accomplishing the goals it was designed to accomplish?
- Change the eligibility criteria on Access Missouri to match those used on the Pell Grant. (There was both support for and opposition to this suggestion.)
- For community colleges, the differentiation between the Access Missouri awards for sectors differentiation is greater than the cost of attendance would warrant.

Financing Related Statements:

- "How should we most effectively use Missouri funds to achieve the most good for our state and the nation?"
- Consider commitments already made to current students who are utilizing the program. A change could potentially result in \$250,000 loss in assistance for students who are currently attending independent institutions; their ability to continue their education may be compromised.
- Historically, Missouri designated more money for merit-based assistance programs than for need-based programs; the needs-based focus of Access Missouri is good policy.
- There is currently a funding imbalance in the state. For example, Missouri currently ranks 47th in terms of state funding of public higher education while it ranks 4th in terms of state funding going to independent institutions.
- One in six students at independent institutions is utilizing Access Missouri. Many of these students would not be able to attend absent this assistance. This creates a potential

issue regarding public institutions' capacity to absorb additional students if those students cannot afford to attend an independent college or university.

- Public institutions enroll approximately 70% of Missouri students, and under current program policies, receive about 40% of the Access Missouri funding. Further, 70% of the neediest students attend public institutions.
- We should examine whether the state needs merit-aid assistance at all; perhaps all the state financial assistance should be need-based.
- Should our focus be on increasing the operating budgets for public institutions rather than cutting assistance to students?
- Does the higher level of assistance available to students who select to attend an independent institution prevent some students (not currently served under the program) from attaining a college education?
- All institutional sectors should work together to advocate for increased operating budgets for public institutions.

At the conclusion of time allotted, Commissioner Stein commended presidents and chancellors for their professional exchange on this issue and identified next steps for MDHE staff:

- Summarize the discussion and share with interested stakeholders
- Work with the CBHE to keep them informed
- Continue to provide regular updates on the legislative process
- Consider and assess the possibility of using data to analyze the outcomes of Access Missouri (i.e., linking Access recipient data with unit-record identifiers, linking Access recipient data with wage earning records, collecting data about how many Access recipients stay in Missouri upon college graduation)
- Collect research about the configuration of state financial assistance programs in other states

Lewis and Clark Discovery Initiative (LCDI) Review

Mr. Wagner updated the Board on the status of the LCDI fund. MOHELA is currently in arrears with scheduled payments although the Authority has until 2013 to complete all payments. Based on funding projections, Governor Nixon instituted a review process to determine which projects would be allowed to go forward and which will be placed on hold indefinitely.

The MDHE estimates that if MOHELA makes no further payments, and the projects that the Governor has allowed to proceed as planned are fully funded, there will be approximately \$30 million remaining in the LCDI fund. Those projects identified as "under review" would require approximately \$80 million to complete. The Governor's Office has asked the CBHE to suggest criterion that should be considered in evaluating and possibly prioritizing the "under review" projects.

After discussion, Mr. Upchurch made a motion **to approve the following statement, which will be sent to Governor Nixon in response to his request:**

Thank you for the opportunity to provide a recommendation on crucial factors that should be considered in determining which, if any, "under-review" LCDI projects should move forward. I am pleased to report that the Coordinating Board for Higher Education at its February 12, 2009 meeting adopted the following recommendation:

We understand that projects can be classified under a variety of criteria. These are, in our opinion, the most crucial factors we recommend you consider in choosing projects that should be funded.

First and foremost, the benefits of any given project should be aligned with the overarching goals of Imperatives for Change, the state coordinated plan for higher education. These are:

- The promotion of increased educational attainment*
- The development of a globally competitive workforce*
- The wise stewardship of funds*

For any projects that are in alignment with the coordinated plan, we recommend that resources be directed so that:

- Priority projects are in congruence with an institution's unique mission;*
- Secondly, renovation projects, especially those involving buildings that are not presently functional, should be a higher priority than new construction; and*
- That because of the regional challenges Missouri faces in attainment and economic development, some consideration should be given to the geographical representation of capital investments.*

In addition, other factors to consider are life and safety of building occupants and the extent of matching funds for a project.

The CBHE appreciates the opportunity to communicate our recommendations on factors important for making these difficult decisions. As we eventually move beyond this situation, we should remain cognizant that the projects that are not funded, among many others, are very important and the capital improvement needs in Missouri higher education are numerous. The Coordinating Board for Higher Education and the MDHE look forward to continued cooperation in addressing these needs to move the state of Missouri forward.

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

Ms. Luna-Wolf departed at 12:20 pm.

Economic Stimulus Package

Mr. Wagner and Dr. Gallimore briefed the Board on the current status of the federal economic stimulus package. As a caution, details of the bill remain in flux, and elements may change.

Coordinating Board for Higher Education
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The stimulus package has two components – state stabilization and economic stimulus. State stabilization funds are primarily savings generated through the federal government paying a greater proportion of Medicaid programs. Missouri should experience a savings of approximately \$809 million, which may be a conservative estimate.

An additional sum of money will be provided to Missouri for distribution by the Governor. At least 61% of those funds must be dedicated to elementary, secondary, and post-secondary education. Funds that are offered to higher education must be used so that tuition and fees for resident students are not increased. These funds cannot be used for renovation, repair, or new construction, or to increase endowments.

Economic stimulus is a major priority for the Governor's office. Mr. Wagner advised that funding will be sent directly to agencies; however, we do not have the appropriation authority, which must come from the General Assembly.

The economic stimulus funds include pockets of money that are available for which higher education might compete. Higher education can have a multiplier effect on funding through opportunities and possibilities within this package.

Institutions from all sectors should consider increased collaboration, including partnerships with regional industries. Potential projects that might be funded include expanding MOREnet to underserved rural areas, which creates opportunities for online delivery of educational programs. Other collaborative opportunities include linking educational data with workplace data.

Most stimulus areas have set aside funding for training. Missouri can be very competitive in this areas by putting together specialized training (e.g., energy or health professions) through collaborative efforts. Missouri should be proactive in pursuing the grants that will be available.

P-20 Council Update

Dr. Gallimore stated that the P-20 Council is the essential link between education and workforce development/economic development in Missouri. Legislators also have certain expectations of the Council:

- As an accountability mechanism for the state's education system
- To serve as an advocate for cultural change in the state to encourage more students to attend postsecondary education
- As a mechanism for setting/achieving state goals for education

The P-20 Council is currently working on several issues:

- Longitudinal database for tracking student progress and workplace needs. This project is in its pilot phase; the Council anticipates completion this year. Such databases are included as elements in the federal stimulus package, so Missouri may be able to compete for additional funding.

- Additional staff to assist in advising about policies to advocate, to take part in national forums on education and pipeline issues, and data gathering and analysis.
- Promoting regional P-20 councils to have a greater effect on those areas and the state
- Enlarging council membership. Critical partnerships include early childhood. The Council may add up to ten additional members
- P-20 legislation
- Strategic planning
- Working with the Governor's office on P-20's role within the administration.
- Providing the Governor with input on a permanent Executive Director for the Council

Chair Swan acknowledged Ms. Stacey Preis, Executive Director of the Joint Committee on Education, who is also working with the P-20 Council.

Report of the Commissioner

Commissioner Stein stated that these are intense times. Higher education is on the map in Missouri, and we should all work together to keep moving forward.

Adjournment

Chair Swan thanked Dr. McIntyre for hosting the meeting.

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

Roster of Guests
Coordinating Board for Higher Education
February 12, 2009

Name	Affiliation
David Adams	Stephens College
Zora AuBuchon	Missouri Department of Higher Education
Clayton Berry	Saint Louis University
Boyd Bradshaw	Saint Louis University
Gerald Brouder	Columbia College
Leanne Cardwell	Missouri Department of Higher Education
Ray Carty	Hannibal-LaGrange College
Michelle Cohen	Missouri Department of Higher Education
John Comerford	Westminster College
Curtis Creagh	Lincoln University
James Evans	Lindenwood University
Susan Eye	Missouri Department of Higher Education
Mimi Fargo	Scholarship Foundation of St. Louis
Kim Foley	Missouri Department of Higher Education
Bill Gamble	ICUM
Charles Gooden	Harris-Stowe State University
Constance Gully	Harris-Stowe State University
William Kauffman	Saint Louis University
Paul Kincaid	Missouri State University
Nikki Krawitz	University of Missouri System
Alton Lacey	Missouri Baptist University
Brian Long	COPHE
Kathy Love	Missouri Department of Higher Education
Jim Matchefts	MOHELA
Michelle McClure	Harris-Stowe State University
Pam McIntyre	St. Louis Community College
Scott Northway	Missouri Department of Higher Education
Todd Parnell	Drury University
Marcia Pfeiffer	STLCC – Florissant Valley
Cindy Pollard	University of Missouri System
Stacey Preis	Joint Committee on Education
David Rector	Truman State University
David Russell	University of Missouri System
David Sallee	William Jewell College
Dwayne Smith	Harris-Stowe State University
Pat Taylor	Southwest Baptist University
Rochelle Tilghman	Harris-Stowe State University
Sarah Topp	ICUM
Laura Vedenhaupt	Missouri Department of Higher Education
Leroy Wade	Missouri Department of Higher Education
Paul Wagner	Missouri Department of Higher Education
Cari Wickliffe	Saint Louis University
Rob Wild	Washington University
George Wilson	University of Central Missouri
Rose Windmiller	Washington University

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**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF CONFERENCE CALL
March 27, 2009**

The Coordinating Board for Higher Education (CBHE) met at 10:45 am on Friday, March 27, 2009 via conference call. The call originated at the Missouri Department of Higher Education (MDHE) offices in Jefferson City.

Ms. Doris Carter, Secretary, called the meeting to order. The presence of a quorum was established with the following roll call vote:

	Present	Absent
Doris Carter	X	
David Cole	X	
Lowell Kruse	X	
Jeanne Patterson		X
Mary Beth Luna Wolf	X	
Kathryn Swan		X
Gregory Upchurch		X
Helen Washburn	X	

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

Higher Education Capital

Commissioner Stein briefed the Board on recent developments regarding capital funding for public higher education institutions in Missouri. At the September 2008 CBHE meeting, the board recommended to the Governor a list of capital projects that public institutions had identified as top priority on their campuses.

Representative Chris Kelly and Representative Steven Tilley have introduced House Joint Resolution 32, which would place a bond issue before Missouri voters for higher education capital funds. Representative Kelly asked for and received a copy of the Board's approved list of capital projects.

Commissioner Stein advised that the Board's recommendation was made several months before the issue came before the General Assembly. Circumstances for some institutions have changed, and the original priority project for a particular institution may no longer be in the best interests and mission of that institution. The University of Central Missouri was one such institution whose adjustment may be necessary due to a change in priority.

For those institutions who have requested that their capital projects be changed or adjusted from what was contained on the September 2008 list, the MDHE has urged each sector organization (COPHE / MCCA) to review the proposed change and make a recommendation.

Commissioner Stein had an extensive conversation with Representative Kelly, who has been made aware of today's conference call and who is receptive to speaking with members of the Board. To assist Representative Kelly, the MDHE is requesting that the CBHE adopt a resolution regarding capital funding and HJR 32.

A motion was made by Mr. Kruse **to adopt the following resolution:**

The CBHE affirms its support for HJR 32, which establishes the foundation for a statewide bond issue with funds dedicated to higher education capital projects totaling \$700 million. Furthermore, the CBHE acknowledges that its approved capital list from September 2008 may require minor adjustments to adequately represent each institution's number one priority. The board remains absolutely committed to the principle that capital funding is essential to the progress of the state's public colleges and universities.

Dr. Washburn seconded the motion, and the motion carried with the following votes: Doris Carter – aye; David Cole – aye; Lowell Kruse – aye; Mary Beth Luna Wolf – aye; and Helen Washburn – aye.

Adjournment

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

The meeting adjourned at 11:00 am.

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2010 Budget Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The purpose of this item is to update the Board on the legislative status of the supplemental budget for FY 2009 and the operating and capital budgets for FY 2010.

Department Budget

The House and Senate have made several changes to the Governor's recommendations for the FY 2010 Missouri Department of Higher Education (MDHE) internal budget.

The House and Senate have reversed the Governor's addition of 1.5 FTE and \$45,970 from the Department of Elementary and Secondary Education (DESE) to support the consolidation of state scholarship programs in the MDHE. The House and Senate have also removed the Governor's recommended 3% pay increase for department employees. Neither chamber changed the Governor's recommendation for \$1,148,535 in federal funds for the College Access Challenge Grant, the implementation of which is currently under way.

The House and Senate also removed the \$1 placeholder in the MDHE coordination budget, as it did for all state agency budgets that the Governor had recommended as an open-ended mechanism to maximize the state's access to and use of federal stimulus funds when such funds become available.

The FY 2009 supplemental budget has been passed by the General Assembly and signed by the Governor. The only item involving higher education is an appropriation for the transfer of \$735,000 from the Advantage Missouri Trust Fund to allow the MDHE to make required transfers from that fund to general revenue.

Student Financial Assistance Programs

Access Missouri

Neither the House nor the Senate retained the Governor's recommended increase for \$2,500,000 for an inflationary increase in the Access Missouri award amounts. The House's introduced budget included a 5% cut in the Access Missouri Program, but that cut was restored in the Budget Committee, and the Senate made no change to the House's Access appropriation amount.

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Other MDHE Student Financial Aid Programs

The House and Senate have reduced the appropriation for the Marguerite Ross Barnett scholarship program by 5% from \$425,000 to \$403,750.

The Governor recommended and the House and Senate have maintained continued level funding for the other MDHE-administered student aid programs. These are:

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

Transferred Programs

The Governor had recommended the transfer of several state-funded financial aid programs to the MDHE from other state agencies. These have been dealt with in different ways by the General Assembly as follows:

From DESE, the scholarship portion of the A+ Program that provides tuition and fee reimbursement to qualified students from A+ certified high schools. The current appropriation for this program is approximately \$25.3 million. **The House and Senate have reversed this transfer, placing the program back in the Department of Elementary and Secondary Education.**

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

From DESE, the **Minority Teaching Scholarship Program** that provides \$2,000 scholarships to Missouri minority high school graduates and college students who enter and make a commitment to pursue a teacher education degree and meet certain academic standards. The current appropriation for this program is \$200,000. **The House and Senate have supported Governor's recommendation moving this program to MDHE.**

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

From the Department of Agriculture, the **Large Animal Veterinary Student Loan Program**. This is a loan repayment program for students enrolled in the large animal veterinarian program at the University of Missouri-Columbia. The program provides

loans of \$20,000 per year for up to four years for up to six students per year. Recipients are forgiven \$20,000 for each year they practice in an area of need. The current appropriation for this program is \$120,000. **The House has reversed this transfer, placing the program back in the Department of Agriculture. The Senate has placed it back in the MDHE.**

From the Department of Natural Resources, the **Minority and Underrepresented Environmental Literacy Program** provides scholarships to full-time minority and underrepresented students who pursue a bachelor's or master's degree in an environmental-related field of study at a Missouri college or university and meet certain academic standards. The current appropriation for this program is \$82,964. **The House and Senate have supported Governor's recommendation moving this program to MDHE.**

College and University Operating Budgets

The House and Senate action on institutional operating budgets are consistent with the Governor's recommendations in that they reflect the agreement that in exchange for a commitment to receive the same appropriation for FY 2010 as received in FY 2009, each public college and university has agreed to not raise tuition or education-related fees for the 2009-10 academic year.

One difference in the House and Senate bills is that due to the structure of the federal budget stabilization (FBS) portion of the American Reinvestment and Recovery Act, some general revenue (GR) in institutions' core budgets has been supplanted with FBS funds. This step was necessary to draw down those stabilization funds. For each institution, the House recommended appropriation equals the amount of GR appropriated in FY 2006 plus the necessary funding from the FBS Fund to bring the total back to the FY 2009 appropriated level. The amount of this supplanted GR and replacement FBS funding is \$104.8 million.

The Senate has done the same in reducing the GR to FY 2006 levels and replacing the difference with FBS funds. However, the Senate included an additional \$60 million from the FBS Fund in House Bill 3 for one-time expenditures. This \$60 million is distributed proportionally among all universities and Linn State based on their total state appropriation. The community colleges are not included in the distribution of this funding.

Neither the House nor the Senate supported the Governor's recommendation for the "Caring for Missourians" strategic initiative, as recommended by the CBHE. This initiative is designed to increase the number of graduates in professional health fields from Missouri public institutions of higher education. The Governor's recommendation was for a total of \$39.7 million to increase the number of graduates for these professions.

However, the House has included \$10 million for "Caring for Missourians" in House Bill 20 out of the FBS proceeds. The bill leaves the allocation of this funding among institutions to the Department of Higher Education.

There were two core reductions recommended by the Governor within institutional operating budgets. These are a \$14.6 million core reduction from the University of Missouri and \$803,440 from Lincoln University related to the respective Extension Programs. The Governor submitted an amendment that replaced the cut to Lincoln University and approximately two-thirds of the cut to the University of Missouri. The House and Senate replaced those cuts completely.

The House and Senate also eliminated the \$1 placeholders added by the Governor to each institution's appropriation section as an open-ended mechanism to maximize the state's access to and use of federal stimulus funds when such funds become available.

Capital Improvements

An update on FY 2011 capital improvement and maintenance and repair issues with the legislature is provided under Tab C.

Other Items

The House and Senate have made several changes to the Governor's FY 2010 core recommendations for items listed as University of Missouri-related.

- Missouri Telehealth Network – the House took a \$21,000 reduction (-2.5%); the Senate restored the cut with FBS funds.
- MOREnet – the House took a \$1,275,461 reduction (-10.0%); the Senate restored the cut with FBS funds and added an additional \$3.3 million of FBS funds.
- University Hospitals and Clinics – the House added \$340,746 (2.7%); the Senate added an additional \$6.55 million to facilitate the transfer of the Mid-Missouri Mental Health Center from the Department of Mental Health to the University of Missouri. This transfer first emerged as a Governor's amendment.
- Missouri Rehabilitation Center – the House and Senate agreed on the addition of \$126,123 (1.1%).
- Missouri Institute of Mental Health – the House took a \$91,994 reduction (-5.3%); the Senate restored the cut with FBS funds.
- Missouri Kidney Program – the House took a \$301,258 reduction (-7.7%); the Senate restored the cut with FBS funds.
- State Historical Society – the House took a \$40,489 reduction (-2.7%); the Senate restored the cut with FBS funds.
- Spinal Cord Injury Research – same as FY 2009 (no change from Governor's recommendation).

The House and Senate have also removed from these sections the \$1 placeholders recommended by the Governor as an open-ended mechanism to maximize the state's access to and use of federal stimulus funds when such funds become available.

STATUTORY REFERENCE

Sections 173.005(2), 173.030(7) RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2011 Budget Preview
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The purpose of this item is to offer a preview of and prompt discussion regarding the FY 2011 coordinated operating budget request for Missouri public colleges and universities.

Higher Education Funding (HEF) Framework

For the FY 2011 budget request, the Coordinating Board will utilize the framework developed by the HEF Task Force and adopted by the Board at the June 2008 CBHE meeting. Included will be a recommendation for core mission funding, for strategic investment, and for rewarding quality and results (performance funding).

Maintaining Quality and Opportunity – Funding the Core Mission

The mechanics of the federal budget stabilization (FBS) provisions of the American Reinvestment and Recovery Act (ARRA) have added new wrinkles to the issue of supporting higher education institutions' core operating budgets. In order to access the revenue provided under FBS, approximately \$104.8 million of general revenue has to be supplanted from FY 2010 operating budgets then backfilled with the FBS funding. In addition to ensuring that total support for higher education institutions' operating budgets does not go below the FY 2009 level, this mechanism frees up state revenue that may be used for any governmental purpose, though it is one-time funding only and may be spread out over two years.

There remains a great deal of uncertainty regarding the implications of this situation for FY 2011. First, the state's general revenue picture remains precarious. Current year revenues will likely continue to lag behind current year expenditures. This deficit is being supported for now with the FBS funding, but since those provisions are not an on-going solution, any projects with continuing need will require a different revenue source in FY 2012. If the general revenue that has been supplanted from the higher education budget is spent for on-going programs, it is unlikely that new general revenue growth would be sufficient to replace that funding. Even if the supplanted money is used solely for one-time expenditures, there is the possibility that continued weakness in the economy will impact general revenue collections and the state's ability to maintain current expenditure levels across state government.

In addition, if all or most of the available FBS money is accessed through supplanting in FY 2010, higher education institutions could, in FY 2011, lose the protection of the provisions of the ARRA that preclude cuts below the FY 2009 level.

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Regardless of the economic and budgetary circumstances, with flat funding for FY 2010 Missouri public higher education institutions will remain among the most poorly funded in the nation. The Coordinating Board is committed to putting forth a unified budget request that acknowledges that significant increases in core mission funding are necessary for Missouri's public higher education institutions to remain competitive. The MDHE is seeking constructive suggestions from COPHE, MCCA and Linn State about what the magnitude should be for core funding in the FY 2011 request. Should the request be tied to CPI or should it be larger to accelerate Missouri's standing relative to other states' support for public higher education?

Improving Quality and Expanding Service and Opportunity – Strategic Initiatives

As the FY 2010 budget continues to be crafted by the General Assembly, two of the strategic initiatives identified by the HEF Report are being actively considered for some level of funding.

The "Caring for Missourians" initiative, recommended in full by the Governor, has received a \$10 million allocation in HB 20 from FBS funds. At this point nothing has emerged on the Senate side in support of this initiative. In addition, the distribution of this money is left to the MDHE, and what results institutions will be able to deliver with one time funds at this reduced amount is unclear.

Both chambers have also included FBS funding for maintenance and repair, another area of needed strategic investment identified in the HEF Report. The House has included \$115.8 million for maintenance and repair at public higher education institutions in House Bill 18, a capital improvements bill. Although all institutions are allocated a significant amount of money, the distribution of these funds does not follow a prorated formula based on institutions' current budgets as has been tradition. In addition, the Senate has included \$60 million of FBS funding in House Bill 3 that could be used for maintenance and repair. However, the community colleges are not included in Senate's recommended distribution of this money.

It is anticipated that both of these initiatives are likely to be part of conference negotiations on the FY 2010 budget. While it is difficult to determine the best strategic approach for the FY 2011 request for a strategic initiative without knowing how the FY 2010 appropriation, it is essential that higher education be positioned to move forward under several scenarios. Rather than wait until July, it will be beneficial to make assumptions, e.g., Caring for Missourians receives one-time funding of \$10 million, and determine whether the higher education request should be for additional on-going funds at the original request level, i.e., \$39 million. Within the category of strategic initiatives, estimating continuing M&R needs will also be important.

Rewarding Quality and Results – Performance Funding

Although recommended by the CBHE, there was no discussion or recommendation from the Governor or either body of the General Assembly for performance funding in the FY 2010 budget process. It is the belief of MDHE staff that the concept of performance funding still has strong support by elected officials and Coordinating Board members, but did not emerge due to the limited funds available. A performance funding recommendation for the FY 2011 budget

will be designed that is developed from a measure(s) in the Coordinated Plan or in institutional strategic plans, and that supports overall quality and performance improvement. The MDHE is seeking feedback from COPHE, MCCA and Linn State about whether to resubmit the recommendation that was included in the FY 2010 budget or to develop a new approach, and if the latter, what that approach should be.

STATUTORY REFERENCE

Sections 173.005(2), 173.030(7) RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Capital Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The Coordinating Board for Higher Education has identified securing funding for capital improvements as a priority for FY 2010. Four options for securing such funding are currently viable: the Lewis and Clark Discovery Initiative; HB 19, a bill specifically aimed at spending federal budget stabilization funds on capital improvements; HJR 32, which would allow a popular vote on bonding to be used for higher education construction; and HB 18, a bill allocating federal budget stabilization funds for maintenance and repair. The intent of this item is to provide the board with an update on these four potential funding sources for higher education capital, as well as update the board regarding preparation for FY 2011.

Lewis and Clark Discovery Initiative

Due to financial pressure experienced by the Missouri Higher Education Loan Authority (MOHELA), payments to the Lewis and Clark Discovery Initiative (LCDI) fund are anticipated to continue below previously projected levels. As a result, Governor Nixon reclassified certain LCDI projects. Overnight letters were sent by the Office of Administration on January 27, 2009, to several higher education institutions notifying them of changes regarding the availability of LCDI funds for their projects. At that time, projects were classified in one of three categories: proceed as planned, suspend indefinitely, or under review.

Governor Nixon's administration reviewed the LCDI projects designated as "under review" with input from the Coordinating Board. At its February 12, 2009, meeting, the board approved a statement indicating that the highest priority should be given to projects that are aligned with the overarching goals of *Imperatives for Change*, including the promotion of increased educational attainment, the development of a globally competitive workforce, and the wise stewardship of funds. For projects that are in alignment with the coordinated plan, the board recommended that resources be directed so that priority projects would be in congruence with an institution's unique mission; renovation projects, especially those involving buildings that are not presently functional, should be given a higher priority than new construction; and because of the regional challenges Missouri faces in attainment and economic development, some consideration should be given to ensure geographical representation of capital investments. In addition, other factors identified for consideration were life and safety of building occupants and the extent of matching funds for a project.

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Based on the results of the review, Governor Nixon announced on February 13, 2009, that some projects would be fully funded and should proceed as planned, while reimbursements for others would be suspended until MOHELA is able to make additional payments or additional funding sources can be secured.

The projects that are to proceed as planned include:

- Community College Maintenance & Repair
- Harris-Stowe State University: Child & Parent Education Center
- Lincoln University: Jason Hall
- Linn State Technical College: Heavy Equipment Technology Building
- Missouri Southern State University: Health Sciences Building
- Missouri State University: Jordan Valley Incubator
- Missouri State University: Siceluff Hall
- Missouri University of Science & Technology: Engineering Building
- Missouri Western State University: Agenstein Science & Math Halls
- Northwest Missouri State University: Plant Biologics Center
- Southeast Missouri State University: Autism Center
- Truman State University: Pershing Hall (partial funding)
- University of Missouri: Hundley-Whaley Center
- University of Missouri: Plant Science Building, Mexico (partial funding)
- University of Missouri: South Farms
- University of Central Missouri: Morrow & Garrison Building
- University of Missouri-Kansas City: Dental Equipment
- University of Missouri-Kansas City: Pharmacy and Nursing Building

The projects that will be suspended until MOHELA makes additional payments or additional funding sources can be secured include:

- Missouri State University: FREUP Phase 1
- Southeast Missouri State University: Business Incubator
- University of Missouri-Columbia: Ellis Fischel
- University of Missouri: Delta Research Center
- University of Missouri: Graves-Chapple Facility
- University of Missouri: Greenley Learning & Discovery Park
- University of Missouri: Horticulture & Agroforestry Center
- University of Missouri: McCredie, Midwest Clayplan
- University of Missouri: Southwest Education & Outreach Center
- University of Missouri-St. Louis: Benton & Stadler Halls
- University of Missouri: Thompson Farm
- University of Missouri: Wurdack Farm

House Bill 19

Appropriation requests for the partially funded LCDI items, as well as the suspended items, have been included in the introduced version of House Bill 19. The bill would fund the projects with

federal budget stabilization proceeds. The amounts allocated for each project are the same as the original LCDI appropriation, or the portion of the original appropriation that was suspended with the exception of the plant science research facility in Mexico. The original appropriation for this project was \$5 million, of which \$2.5 million was released after the Governor's review. HB 19 provides an additional \$10 million to bring the total available (should HB 19 pass as is) for that project to \$12.5 million.

Also included in HB 19 is \$20 million for partially funding the purchase, construction, and/or renovation of a building for the State Historical Society, which is currently housed on the University of Missouri-Columbia campus.

HJR 32

HJR 32, sponsored by Rep. Chris Kelly (D-Columbia), proposes a constitutional amendment authorizing the issuance of \$700 million in bonds to fund higher education capital improvements. If passed by the legislature, the resolution would be put on the ballot in November 2010 unless the Governor calls for a special election on the measure. The measure would require approval by a simple majority of votes.

HJR 32 would provide funds for the Coordinating Board-approved list of capital projects, which includes each institution's top capital priority for FY 2010, and for completion of the currently suspended and partially funded LCDI projects. During a March 27, 2009, meeting conducted by conference call, the board approved a resolution affirming its support for HJR 32 and acknowledging that its approved capital list from September 2008 may require minor adjustments to adequately represent each institution's number one priority. The resolution also emphasized that the board remains committed to the principle that capital funding is essential to the progress of the state's public colleges and universities.

The House Special Standing Committee on Infrastructure and Transportation Funding heard public testimony about HJR 32 on March 31, 2009. Representatives of 22 public institutions of higher education were present to support the bill, as was MDHE staff. The committee voted "do pass" on the resolution the same day it received public testimony. The resolution was then referred to the House Rules Committee, which voted "do pass" on April 7, 2009. The resolution was passed by the full House on April 16, 2009 and has been sent to the Senate.

House Bill 18

The House has included \$115.8 million for maintenance and repair at public higher education institutions in House Bill 18. This money comes from federal budget stabilization proceeds.

The Senate has included within its version of the regular operating bill, House Bill 3, \$60 million of federal budget stabilization proceeds to be divided among the public four-year institutions and Linn State Technical College proportionate to each institution's share of total state appropriations. The funds may be used for "one-time expenditures including but not limited to capital improvements; maintenance and repair; facility renovations; information technology

infrastructure repair, renovation, or improvement; contract services; or equipment repair, renovation, or replacement.”

Facility Reviews and FY 2011

Between the end of the 2009 legislative session and the approval of the FY 2011 budget request in September, MDHE staff plan on reinstating on-site facility reviews as part of the overall mission review process. The information gathered from these reviews will also be used to help inform the board’s decisions regarding FY 2011 and future capital appropriation requests.

STATUTORY REFERENCE

Article XII, Section 2(b) of the Missouri Constitution, Amending the Constitution

Section 163.191, RSMo, State aid to community colleges

Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

2009 Legislative Session
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The 2009 legislative session is well underway, and higher education-related issues have clearly been in the spotlight again this session. Legislators have focused largely on grants and scholarships. Immigration and governing board membership have also been significant issues. A report detailing all higher education-related legislation filed as of April 7, 2009, is provided as an attachment to this board item.

Please note that this information and the information provided in the attached report are current as of April 9, 2009. Updated information will be provided in the verbal report that accompanies this board item at the April 23, 2009, CBHE meeting.

Grants and Scholarships

Access Missouri. Legislators have spent considerable time debating a change to the Access Missouri student financial assistance program. The change would involve increasing the award amount for students attending public four-year institutions and reducing award amounts for students attending private four-year institutions. The proposed changes are summarized in the following table:

	Public 2-Year Institutions		Public 4-Year Institutions		Private Institutions	
	Award Amount		Award Amount		Award Amount	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Current law	\$300	\$1,000	\$1,000	\$2,150	\$2,000	\$4,600
Proposed change	\$300	\$1,000	\$1,500	\$2,850	\$1,500	\$2,850

Any adjustments in award amounts would require a legislative change to [§ 173.1105, RSMo](#), the statute that sets forth Access Missouri award amounts. Rep. Gayle Kingery's [HB 792](#) and Sen. Kurt Schaefer's and Sen. David Pearce's [SB 390](#) seek to make this change. As of April 7, 2009, HB 792 has not been assigned to committee, but the House Higher Education Committee has received information from proponents and opponents of the idea. SB 390 has been heard by the Senate Education Committee. In addition, Sen. Schaefer has attempted to amend the provisions of SB 390 onto other legislation on the Senate floor. On one occasion, his motion to do so was

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ruled out of order because it was beyond the scope of the bill being debated. On another occasion, his motion failed by a vote of 14 to 16.

A+ Scholarship/Missouri Promise. Bills that would expand on the A+ scholarship program and create the Missouri Promise program have been filed in the Senate and the House.

In its current form, [SB 558](#), filed by Sen. Rob Mayer (R-Dexter), would expand the A+ scholarship program so that students from all public high schools could participate if they meet certain academic and character criteria and attend a community college or vocational technical school. The Department of Elementary and Secondary Education (DESE) would retain responsibility for administration of the program. The bill would also create a new scholarship program, Missouri Promise, for students who use the A+ award to get certain associate's degrees and who then go on to complete bachelor's degrees at public four-year institutions. Missouri Promise would be administered by the Missouri Department of Higher Education.

SB 558 was passed by the Senate on April 6, 2009.

[HB 903](#), filed by Rep. Gayle Kingery (R-Poplar Bluff), would also expand the A+ program to include graduates of all public high schools and create the Missouri Promise Program. Both programs would be administered by the Missouri Department of Higher Education. HB 903 was filed on February 26, 2009, but has not been assigned to a committee.

Veterans' Issues. Several legislators have filed bills that would expand scholarship opportunities for veterans or their family members. Only a few of those bills appear likely to make progress, including:

- [Sen. Scott Rupp](#) (R-Wentzville) filed [SB 40](#), which would change the period that Bright Flight-eligible students who enter the military can defer their Bright Flight awards. Current law limits the deferral period to 27 months; this bill would allow such students to defer their Bright Flight awards indefinitely, so long as they return to school within six months of the date they first leave the military. The bill would also clarify the language of the Bright Flight statute and the award amount for students in the top award tier. This bill is one of the CBHE's legislative priorities. Although this bill has not been heard by a committee, the language in it has been added to [SB 558](#), which has been passed by the Senate.
- [HB 738](#), filed by Rep. Rob Schaaf (R-St. Joseph), would expand the [Missouri Returning Heroes Education Act](#). Currently the act allows certain combat veterans who were Missouri residents at the time they entered the service to receive discounted tuition; this bill would allow veterans who were not Missouri residents at the time they entered the service to receive the benefit as long as they meet the residency requirements of the institution they will be attending. The House Veterans Committee heard public testimony about this bill on April 7, 2009.

Nursing Student Loan Program. [Sen. Dan Clemens](#) (R-Marshfield) and [Rep. Tom Loehner](#) (R-Koeltztown) have filed [SB 152](#) and [HB 247](#), which would expand the group of students eligible to participate in the Nursing Student Loan Program to include students who are working toward doctoral degrees in nursing or education, or who are taking courses required for licensure as a licensed practical nurse. SB 152 has been approved by the Senate and was heard by the House Higher Education Committee on April 7, 2009. HB 247 has been passed by the House and was heard by the Senate Health, Mental Health, Seniors, and Families Committee on April 7, 2009.

Immigration

Several immigration-related bills that would affect higher education have been filed. The one that appears to have some chance of passing this session is [HB 390](#), filed by [Rep. Jerry Nolte](#) (R-Gladstone). The bill is similar to last year's [HB 1463](#) and also contains provisions aimed at "cleaning up" some issues that resulted from last year's [HB 1549](#).

HB 390 would require the MDHE to certify to the House Budget Committee and the Senate Appropriations Committee each year that each institution did not knowingly enroll any aliens unlawfully present in the United States during the previous year. The CBHE would then be required to make that certification to the House Education Appropriations Committee and the Senate Appropriations Committee. This certification would be required "prior to the approval of any appropriations" for each college/university.

HB 390 also removes "postsecondary education" from the list of public benefits set forth in [§ 208.009, RSMo](#). The bill includes a section dedicated specifically to defining "postsecondary education public benefits" and setting forth the steps public institutions of higher education must take to confirm that each student receiving a postsecondary education public benefit is a U.S. citizen or permanent resident, or is lawfully present in the U.S.

This bill was passed by the House International Trade and Immigration Committee on April 2, 2009, and referred to the House Rules Committee the same day. The House Rules Committee has not taken action on the bill.

Diploma Mills and Proprietary School Certification Standards

[Sen. Matt Bartle](#) (R-Lee's Summit) filed [SB 182](#), which criminalizes the use or attempted use of a false or misleading degree. The [Senate Education Committee](#) heard testimony on this bill during its first meeting on January 28, 2009. This bill includes a portion of the CBHE's legislative priorities for legislation on improving accountability for high-quality education. The CBHE also identified additional standards for proprietary school certification as a priority; MDHE staff is identifying options for pursuing this option. Although SB 182 has not made significant progress, the language in it has been added to [SB 261](#), an omnibus crime bill that has been passed out of committee and taken up several times on the Senate floor.

Governing Board Membership

The statutes describing the membership of most institutions' governing boards and the CBHE require that the board consist of one member from each of the state's congressional districts. It is possible that Missouri will lose a congressional district when districts are redrawn in 2011. If that happens, it is unclear how board members would be appointed. One solution is changing the statutory language that describes governing board membership to indicate that "at least one but no more than two" persons from each congressional district shall be appointed to the board.

[Sen. David Pearce](#) (R-Warrensburg) introduced [SB 255](#), which proposes the language described above for the University of Missouri Board of Curators. The bill has been passed by the Senate and was referred to the House Higher Education Committee. The committee was scheduled to hear public testimony about the bill on April 7, 2009, but the hearing was postponed.

[Rep. Gayle Kingery](#) (R-Poplar Bluff) introduced [HB 515](#), which is identical to SB 255. It was passed by the House Higher Education Committee on March 10, 2009, and referred to the House Rules Committee the same day. The Rules Committee has not taken action on the bill.

P-20 Council

[Sen. Brad Lager](#) (R-Savannah) has filed [SB 344](#), which would strengthen the P-20 Council by expanding its membership and allowing it to form as a 501(c)(3) nonprofit corporation. The bill was voted out of the Senate Education Committee on March 25, 2009. The language in the bill was also added to an education omnibus bill, [SB 291](#). SB 291 has been passed by the Senate and was second read in the House on April 6, 2009.

Reassignment of Programs Currently Assigned to DESE

Governor Nixon's executive budget and [Executive Order 09-09](#) proposed to make the MDHE responsible for administering several programs currently assigned to other departments. Executive Order 09-09 was disapproved by the House on March 9, 2009.

Concealed Carry

[HB 645](#), introduced by [Rep. Brian Munzlinger](#) (R-Williamstown), removes the provision prohibiting a person with a valid concealed carry endorsement or permit from carrying a concealed firearm into a higher education institution. This bill has not yet had a public hearing, but it may be amended onto other legislation.

STATUTORY REFERENCE

Section 160.545, RSMo, A+ scholarship program
Section 160.730, P-20 Council
Section 172.020, RSMo, University of Missouri Board of Curators
Chapter 173, RSMo, Department of Higher Education

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Section 173.250, RSMo, Bright Flight
Section 173.900, Missouri Returning Heroes Education Act
Section 173.1105, RSMo, Access Missouri award amounts
Section 208.009, RSMo, Public benefits
Section 335.212, Nursing Student Loan Program eligibility

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

MDHE Legislative Update



Summary of Legislation Impacting Higher Education

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

Signed by Governor

SB 313	Miscellaneous	American Recovery and Reinvestment Act of 2009
Nodler	<i>Creates two separate funds within the state treasury to receive and retain funds provided under the American Recovery and Reinvestment Act of 2009.</i>	
R	This bill has an emergency clause. The Senate passed this bill on 2/18/09. The House passed an amended version on 3/9/09. The Senate agreed to the changes proposed by the House, and the bill was finally approved on 3/10/09. It was signed by the Governor on 3/26/09.	

Signed by Senate President Pro Tem

HB 14	Appropriations	
Icet	<i>Appropriates money for supplemental purposes for several departments and offices of state government, for the purchase of equipment, payment of claims for refunds, for persons, firms and corporations.</i>	
R	The House and Senate have approved this bill. It was sent to the Governor for his signature on 3/24/09.	

Cross-chamber: Referred to Rules

* SB 255	Institution-Specific	University of Missouri
Pearce	<i>Modifies the composition of the Board of Curators for the University of Missouri.</i>	
R	This act modifies the composition of the Board of Curators for the University of Missouri. Current law provides that no more than one person will be appointed to the Board from each congressional district. This act provides that at least one but no more than two persons will be appointed from each congressional district. The Senate passed this bill on 3/9/09. It was referred to the House Higher Education Committee on 4/2/09, and the committee voted do pass on 4/9/09. The bill was referred to the House Rules Committee the same day.	
SB 66	Governance	
Scott	<i>Amends requirements for filing financial interest statements.</i>	
R	This bill would require the members of each state board and commission, and the members of each board of regents or curators and the chancellor or president of each state institution of higher education to file financial interest statements with the Missouri Ethics Commission. The Senate passed this bill on 3/12/09. It was referred to the House Committee on Financial Institutions on 3/30/09. The committee heard public testimony about the bill on 4/2/09 and voted do pass on the same day. The bill was also referred to the House Rules Committee the same day.	

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

Cross-chamber: Committee Voted Do Pass - Consent

* SB 152	Grants & Scholarships	Nursing Student Loan Program
Clemens	<i>Modifies definition of eligible student for nursing student loan program.</i>	
R	The revised definition would include doctoral students and would allow full- or part-time doctoral students to be eligible for the program.	
	The Senate passed this bill on 2/25/09. It was referred to the House Higher Education Committee on 3/30/09, and the committee voted do pass on 4/9/09. The bill is set to be heard by the House rules committee on 4/14/09.	

Cross-chamber: Committee Voted Do Pass

* HB 3	Appropriations	
lcet	<i>Appropriates money for the expenses, grants, refunds, and distributions of the Department of Higher Education.</i>	
R	The House-approved version included flat funding for the state's major grants and scholarships programs and institutions' operating budgets. The Senate Appropriations Committee began the mark-up process this week, during which they worked through each budget bill to determine whether they would accept or reject the House's recommendations. They did not reach final decisions about Access Missouri funding or about institutions' operating budgets, but they did agree that the MDHE's budget should not be cut.	
	The House passed budget bills on 3/26/09. The Senate Appropriations Committee is currently formulating its recommendations and will continue to do so next week.	

* HB 13	Appropriations	
lcet	<i>Appropriates money for real property leases and related services.</i>	
R	This bill includes appropriations for MDHE property related expenses.	
	The House passed this bill on 3/26/09. The Senate Appropriations Committee voted do pass on a committee substitute on 4/8/09.	

* HB 7	Appropriations	
lcet	<i>Appropriates money for the expenses and distributions of the departments of Economic Development, Insurance, Financial Institutions, Professional Registration, Labor and Industrial Relations.</i>	
R	Includes funds for the Missouri Community College New Jobs Training and Jobs Retention Programs.	
	The House passed this bill on 3/26/09. The Senate Appropriations Committee voted do pass on a committee substitute on 4/8/09.	

Cross-chamber: Referred to Committee

HB 272	Miscellaneous	Research-based Contributions
Chappelle-Nadal	<i>Establishes the "Alzheimer's State Plan Task Force" within the Department of Health and Senior Services to assess the impact of Alzheimer's disease and related dementia on residents of this state.</i>	
D	As part of the assessment, the task force would examine resources and services provided by research at institutions of higher education in the state.	
	The House passed this bill on 4/1/09. It was referred to the Senate Health, Mental Health, Seniors & Families Committee 4/2/09. The committee is set to hear the bill on 4/14/09.	

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 247

Grants & Scholarships

Nursing Student Loan Program

Loehner

Modifies the definition of "eligible student" under the Nursing Student Loan Program.

R

The definition would be changed to include a student who is working toward a doctorate in nursing, or a doctorate in education, or taking courses leading to the completion of educational requirements for a licensed practical nurse. The doctoral applicant may also be a part-time student.

The House passed this bill by a vote of 157 to 0 on 3/12/09. It was referred to the Senate Health, Mental Health, Seniors and Families Committee on 3/26/09, and a hearing is set for 4/7/09.

HJR 23

Appropriations

Icet

Proposes a constitutional amendment prohibiting appropriations in any fiscal year from exceeding certain limits.

R

The House approved this resolution on 3/12/09 by a vote of 82 to 78. It was reported to the Senate the same day and referred to the Senate Ways & Means Committee on 3/25/09.

HB 490

Grants & Scholarships

Schad

Allows all public career-technical schools to participate in the A+ Schools Program.

R

The House passed this bill on 3/12/09. It was referred to the Senate Education Committee 3/26/09. The committee is set to hear the bill on 4/15/09.

HB 282

Institution-Specific

Missouri Southern State University

Stevenson

Authorizes the Governor to convey state property in Jasper County to Missouri Southern State University.

R

The House passed this bill on 3/30/09. It was referred to the Senate General Laws Committee on 4/1/09 and is set for a hearing 4/7/09.

HB 427

Grants & Scholarships

Veterans

Largent

Revises the war veteran's survivor grant created by last year's HB 1678.

R

The changes are primarily definitional and would not change the number or dollar amount of awards. The House passed this bill on 3/26/09. It was referred to the Senate Committee on Veterans Affairs, Pensions, & Urban Affairs on 4/1/09.

HB 506

Miscellaneous

Funderburk

Requires the Governor to annually issue a proclamation declaring the third week of March as Math, Engineering, Technology, and Science Week.

R

The House passed this bill on 3/12/09. It was referred to the Senate Education Committee on 3/26/09. The committee is set to hear the bill on 4/15/09.

HB 918

Institution-Specific

University of Missouri

Kelly

Authorizes the Governor to convey state property known as the Mid-Missouri Mental Health Center to the University of Missouri-Columbia.

D

The House approved an emergency clause for this bill. If the bill is passed, it will become law as soon as it is signed by the Governor.

The House passed this bill on 4/1/09. It was referred to the Senate General Laws Committee on 4/2/09. The committee is set to hear the bill on 4/14/09.

* Bill Number	Category	Subcategory
Sponsor	<i>Official Description</i>	
Party	Additional Comments	
	Actions	
	<i>* indicates activity this week</i>	
* SB 291	P-20	
Shields	<i>Allows school districts to offer courses in a virtual setting and receive state funding for virtual courses.</i>	
R	Language pertaining to the P-20 Council has been rolled into this education omnibus bill. The language would increase the membership of the P-20 Council and increase its authority. It does not change the Council's policy goals.	
	This Senate passed this bill on 4/2/09. It was referred to the House Elementary & Secondary Education Committee on 4/9/09 and is set for a hearing on 4/15/09.	
SB 377	Miscellaneous	
Rupp	<i>Allows municipalities to annex research parks under certain circumstances.</i>	
R	A "research park" is defined as an area developed by a university to be used by technology-intensive and research-based companies as a business location.	
	The Senate passed this bill on 3/30/09. It was referred to the House Committee on Job Creation & Economic Development on 3/31/09.	
SB 100	Miscellaneous	
Schaefer	<i>Assesses fee on shippers that transport radioactive waste within Missouri.</i>	
R	Shippers of radioactive waste in or through Missouri shall be subject to statutory fees established by the act. State-funded institutions of higher education that ship nuclear waste shall be exempt from the fees but such institutions shall reimburse the Missouri Highway Patrol for costs associated with shipment escorts.	
	The Senate passed this bill 2/19/09. It was referred to the House Committee on Infrastructure & Transportation 4/2/09.	
HB 744	Miscellaneous	American Recovery and Reinvestment Act of 2009
Icet	<i>Creates the Missouri Family Recovery Plan Fund and the Economic Stimulus Fund in the state treasury to receive moneys provided under the federal American Recovery and Reinvestment Act of 2009.</i>	
R	The House passed this bill 2/26/09. It was referred to the Senate Appropriations Committee on 3/25/09.	
HB 46	Grants & Scholarships	
Davis	<i>Changes the laws regarding the consent requirements for obtaining an abortion and creates the crime of coercing an abortion.</i>	
R	This bill includes a provision that would make it a crime to knowingly coerce a woman to seek or obtain an abortion by revoking, attempting to revoke, or threatening to revoke a scholarship awarded to the woman by a public or private institution of higher education.	
	The House approved this bill on 3/5/09. It was referred to the Senate Judiciary Committee on 3/25/09.	
SB 15	Institution-Specific	Missouri Southern State University
Nodler	<i>To authorize the conveyance of property owned by the state in Jasper County to Missouri Southern State University.</i>	
R	The Senate passed this bill 2/25/09. It was first read in the House 2/26/09 and second read 3/2/09. It was referred to the House Committee on Corrections & Public Institutions on 3/30/09.	

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

Perfected

- * [HB 668](#) **Miscellaneous**
[Jones](#) *Changes the laws regarding concealed carry endorsements, defensive use of force, and antique firearms.*
R This version of this bill perfected by the House contains language that would allow people with concealed carry permits to bring concealed weapons onto college campuses.
 The House perfected this bill on 4/8/09.

- * [SB 558](#) **Grants & Scholarships** Missouri Promise
[Mayer](#) *Establishes the Missouri Promise Program to provide scholarship to students attending certain public and private higher education institutions.*
R The version of this bill perfected by the Senate leaves the A+ program in DESE, but removes the requirement that a student must have graduated from an A+ designated high school to get the scholarship. The bill also creates the Missouri Promise, a "completer scholarship" for students who get associate's degrees using A+ and then go on to complete bachelor's degrees at public universities. Finally, the bill includes language clarifying the award amount for Bright Flight recipients and extending the period that veterans can defer Bright Flight awards.
 The Senate perfected this bill on 4/6/09. It was referred to the Governmental Accountability & Fiscal Oversight Committee, which was scheduled to consider the bill on 4/9/09. The hearing has been rescheduled for 4/14/09.

Laid Over

- [SB 45](#) **Miscellaneous** Quality Jobs Act
[Pearce](#) *Creates a tax credit for equity investments in technology-based early stage Missouri companies and removes the annual limit on tax credit issuance for the Quality Jobs Act.*
R SCS SBs 45, 212, 136, 278, 279, 285 & 288.
 The Senate Jobs, Economic Development & Local Government Committee heard testimony about this bill 1/28/09. The committee voted do pass on a committee substitute that combines SBs 45, 212, 136, 278, 279, 285, and 288. It has been debated on the Senate floor and laid over, then set on the Senate calendar several times.

On Formal Perfection Calendar

- [SB 264](#) **Miscellaneous**
[Mayer](#) *Enacts provisions regarding the coercion of abortions.*
R "Coercion of abortions" would include revoking or threatening to revoke a scholarship awarded to the woman.
 The Senate Judiciary & Civil & Criminal Jurisprudence Committee heard testimony about this bill 2/23/09 and voted do pass 3/2/09. It was set on the Senate Perfection Calendar on 3/9/09.

- * [HB 190](#) **Miscellaneous** Job Training Programs
[Flook](#) *Modifies the job training program by expanding opportunities for pre-employment training.*
R Training may include pre-employment training, and services may include analysis of particular companies' specific training needs, development of training plans, and provision of training. The program could include state funding for in-plant training analysis, curriculum development, assessment and pre-selection tools, publicity for the program, instructional services, rental of instructional facilities, access to equipment and supplies, other necessary services, overall program direction, and staff to carry out an effective training program.
 The House Committee on Job Creation & Economic Development Committee heard testimony about this bill on 2/17/09. The committee voted do pass on 4/2/09 and it was referred to the House Rules Committee the same day. Rules voted do pass on the bill on 4/9/09 and it was then set on the House calendar.

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

On Informal Perfection Calendar

SB 29 **Institution-Specific** University of Missouri
Stouffer *Requires all diesel fuel sold at retail in Missouri after a certain date to be a biodiesel-blended fuel.*
R The Department of Agriculture may annually contract with UM's Food & Agricultural Policy Research Institute to study the effects of biodiesel and fuel ethanol production on the prices of fuel and food.
The Senate Agriculture, Food Production & Outdoor Resources Committee heard testimony about this bill 2/4/09 and voted do pass 2/11/09. Placed on informal perfection calendar 2/18/09.

SB 261 **Miscellaneous**
Bartle *Modifies various provisions relating to crime.*
R Two sections affecting higher education were added to this omnibus crime bill. Section 173.754 would prohibit a person from using or attempting to use a false or misleading diploma, as described in the section, in connection with admission to an institution of higher education, or in connection with any business, employment, occupation, profession, trade, or public office. A violation of this section is a Class C misdemeanor. This provision is identical to that in SB 182 (2009).
Section 174.00 would be amended to allow university police officers to respond to emergencies or natural disasters outside of the boundaries of the university property and provide services if requested by the law enforcement agency with jurisdiction.
This bill has been placed on the Senate informal perfection calendar.

Rules Voted Do Pass

* **HJR 32** **Appropriations** Fifth State Building Bond and Interest Fund
Kelly *Proposes a constitutional amendment creating the Fifth State Building Bond and Interest Fund.*
D The House Committee on Infrastructure & Transportation heard public testimony about this bill on 4/1/09 and voted do pass on a substitute version of the bill on the same day. The bill was also referred to the House Rules Committee on the same day. The Rules Committee voted do pass on 4/7/09.

HB 631 **Grants & Scholarships**
Jones *Changes the laws regarding the Missouri Teaching Fellows Program.*
R Currently, students sign up to participate in the Missouri Teaching Fellows Program in their senior year of high school. If the student goes on to graduate from college and teach in an unaccredited school district, they can receive up to \$5,000 a year as a stipend or as loan forgiveness. This bill would change the program to allow people who have just received their teaching certificates to sign up for the program. This would allow students to start receiving payments as early as 2011.
The House Higher Education Committee heard testimony about this bill 2/24/09 and voted do pass on a committee substitute 3/3/09. The bill was referred to the House Rules Committee 3/10/09. Rules voted do pass on 4/2/09, and the bill was set on the calendar for 4/6/09.

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

Referred to Rules

HB 390

Nolte

R

Immigration

Prohibits the enrollment of unlawfully present aliens in public institutions of higher education.

This bill is similar to last year's HB 1463. The committee substitute approved on 4/1/09 removes "postsecondary education" from the definition of public benefits and describes the procedure schools must take to determine that institutional and state grant and scholarship recipients are lawfully present in the U.S. The committee also approved an emergency clause that will permit the bill to take effect before August 28.

The House International Trade & Immigration Committee voted do pass on a committee substitute on 4/1/09 and the bill was referred to the House Rules Committee on 4/2/09.

HJR 11

McGhee

R

Religious Issues

Proposes a constitutional amendment guaranteeing the right to pray and requiring free public schools to display the text of the Bill of Rights.

The state would be required to ensure that public school students (potentially including college and university students) may exercise their right to religious expression, and public elementary and secondary institutions would be required to display the Bill of Rights.

Referred to the House Special Standing Committee on General Laws 2/19/09. The committee heard public testimony about the bill on 3/26/09 and voted do pass on the same day. The bill was referred to the House Rules Committee 4/2/09.

HB 515

Kingery

R

Governance

University of Missouri

Provides that at least one but no more than two persons shall be appointed on the University of Missouri Board of Curators from each congressional district.

The House Higher Education Committee heard testimony about this bill 2/24/09 and voted do pass 3/3/09. The bill was referred to the House Rules Committee on 3/10/09.

* HB 350

Parkinson

R

Immigration

Modifies provisions relating to unauthorized aliens.

The language in the initial version of this bill impacted higher education. The language in the committee substitute does not.

The House International Trade & Immigration Committee heard testimony about this bill 3/4/09 and voted do pass on a committee substitute on 4/9/09.

HB 316

Jones

R

Miscellaneous

Sunshine Law

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

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

The House Special Standing Committee on General Laws heard testimony about this bill 2/10/09 and voted do pass on a committee substitute 2/24/09. The bill was referred to the House Rules Committee 2/25/09.

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

HB 340 **Miscellaneous**
Cunningham *Requires state agencies, public schools and colleges, and political subdivisions to use the traditional names of holidays.*
R

This bill has been combined with HB 128, which has been approved by committee and was referred to the House Rules Committee on 3/10/09.

Committee Voted Do Pass

SB 344 **P-20**
Lager *Creates the P-20 Council to create a more efficient and effective education system.*
R

This bill would strengthen the already existing P-20 Council by allowing it to operate as a private-not-for-profit corporation on behalf of the state and codifying its purpose (to create a more efficient and effective education system to more adequately prepare students for entering the workforce) and the membership of its board of directors (including the Director of the Department of Economic Development, the Commissioner of Higher Education, the Chairperson of the CBHE, the President of the State Board of Education, the Chairperson of the Coordinating Board of Early Childhood, and the Commissioner of Education as well as seven members appointed by the Governor).
 This bill is identical to SB 1221 (2008).
 Referred to the Senate Education Committee 2/11/09. The committee heard testimony about the bill on 3/25/09 and voted the bill out of committee the same day.

HB 153 **Community Colleges**
Brown *Authorizes community improvement districts that are political subdivisions to sponsor and operate a polytechnic institute.*
D

The House Special Committee on Workforce Development & Workplace Safety heard testimony about this bill and voted do pass 3/4/09.

Hearing Continued

SB 390 **Grants & Scholarships** Access Missouri
Schaefer *Changes amounts of financial assistance awards for the Access Missouri Financial Assistance Program.*
R

The bill would not change minimum and maximum Access awards for the 2009-2010 academic year, but would change award amounts starting in the 2010-2011 academic year and each year thereafter. A student attending a public 2-year institution will be eligible for \$1,000 maximum and \$300 minimum award. A student attending a public or private 4-year institution or Linn State Technical College will be eligible for \$2,850 maximum and \$1,500 minimum award.

Students attending public institutions currently receive \$1000 - \$2,150 and students attending private institutions receive \$2,000 - \$4,600; students attending 2-year public institutions currently receive \$300 - 1,000. This bill is identical to HB 792.

The Senate Education Committee heard public testimony from supporters of this bill on 4/1/09. The committee will hear testimony from opponents of the bill on 4/8/09.

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

Heard by Committee

HB 498 **Grants & Scholarships**
Davis *Establishes the Full-time Mother Scholarship Bonus Program.*
R This new program would provide annual \$600 scholarships for eligible Missouri residents who are mothers with a child or children 15 years old or younger, who do not work outside the home, to attend the Missouri college or university of their choice. Scholarships would be general revenue-funded and the CBHE would administer the program.
The House Higher Education Committee heard testimony about this bill 2/17/09.

HB 76 **Miscellaneous** **Autism Spectrum Disorder**
Lampe *Changes the laws regarding the identification, assessment, and education of children with autism spectrum disorder.*
D The commissioner of higher education or his or her designee is a member of the Missouri Autism Spectrum Disorder Commission.
The House Health Care Policy Committee heard testimony about this bill on 2/24/09.

SB 64 **Charter School Sponsorship**
Rupp *Modifies provisions relating to charter schools.*
R Any private or public four-year college or university with an approved teacher preparation program and with its primary campus in Missouri would be permitted to sponsor a charter school.
The Senate Education Committee heard testimony about this bill 2/4/09 and 2/11/09.

SCR 13 **International Education**
Pearce *Relating to international education.*
R This resolution encourages Missouri students and faculty to promote international education as part of curricular and extracurricular life at Missouri's colleges and universities. This resolution is identical to HCR 7 (2008).
The Senate Rules, Joint Rules, Resolutions & Ethics Committee heard public testimony about this bill on 3/24/09.

SB 430 **Miscellaneous** **Environmental Requirements**
Smith *Creates and modifies provisions pertaining to environmentally sustainable practices.*
D Any state building built, substantially renovated, or acquired for lease after August 28, 2009 must be certified by the U.S. Green Building Council as meeting the silver rating under the Leadership in Energy and Environmental Design (LEED) green building rating system.
The Senate Agriculture, Food Production & Outdoor Resources Committee heard public testimony about this bill on 3/25/09.

SCR 15 **Miscellaneous**
Shoemyer *This resolution urges the Governor and Office of Administration to deposit stimulus money received from the federal government into the Lewis & Clark Discovery Fund for capital improvements at public colleges and universities.*
D The Senate Rules, Joint Rules, Resolutions & Ethics Committee heard testimony about this bill on 3/10/09.

* Bill Number

Category Subcategory

Sponsor

Official Description

Party

Additional Comments

Actions

** indicates activity this week*

SB 78 Wilson D	Miscellaneous	Mentoring Program
	<i>Creates the Missouri Senior Cadet Program for mentoring of kindergarten through eighth grade students.</i>	
	Students who complete the program and attend public colleges or universities located in Missouri would receive a reimbursement for 3 credit hours per semester for up to 4 years.	
	The Senate Education Committee heard testimony about this bill 2/11/09.	
SB 568 Rupp R	Miscellaneous	
	<i>Establishes the Recovery Accountability and Transparency Board and creates a state false claims act.</i>	
	The Senate Governmental Accountability & Fiscal Oversight Committee head public testimony about this bill on 3/26/09.	
SB 107 Green D	Higher Education Expense Tax Deduction	
	<i>Creates an income tax deduction for higher education expenses.</i>	
	In order to qualify, the taxpayer student or taxpayer claiming a student as a dependent would hav to have a federal adjusted gross income of less than \$200,000 and the educational expenses would have to be incurred by a student enrolled at least half-time.	
	The Senate Governmental Accountability & Fiscal Oversight Committee heard testimony about this bill 2/5/09.	
SB 540 Schaefer R	Institution-Specific	University of Missouri
	<i>Authorizes the Governor to convey state property known as the Mid-Missouri Mental Health Center to the University of Missouri-Columbia.</i>	
	The Senate General Laws Committee heard public testimony about this bill on 3/24/09.	
SB 50 Bray D	Miscellaneous	Research-based Contributions
	<i>Requires equal pay for the same work regardless of gender and establishes a commission to study wage disparities.</i>	
	This bill would create an "Equal Pay Commission," which would include three individuals from higher education or research institutions who have experience and expertise in the collection and analysis of data concerning gender-related pay disparities and whose research has already been used in efforts to promote the elimination of those disparities.	
	The Senate Progress & Development Committee heard testimony about this bill 2/25/09.	
HB 829 Nolte R	Miscellaneous	
	<i>Allows joint venture financing of certain educational facilities.</i>	
	Referred to the House Elementary & Secondary Education Committee on 3/5/09. The committee heard public testimony about the bill on 4/1/09.	
SB 486 Green D	Miscellaneous	
	<i>Grants employees of any public body the right to form and join labor organizations.</i>	
	The Senate Small Business, Insurance, & Industry Committee heard public testimony about this bill on 3/31/09.	

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

SB 341

Governance

Bray

Requires racial and gender equity in the membership of boards, commissions, committees, and councils.

D

Referred to the Senate Financial & Governmental Organizations & Elections Committee 2/11/09.

SB 59

Miscellaneous

Stouffer

Assesses fee on shippers that transport radioactive waste within Missouri.

R

State-funded institutions of higher education that ship nuclear waste would be exempt from the statutory fees but would have to reimburse the Missouri Highway Patrol for costs associated with shipment escorts.

Referred to the Senate Transportation Committee 1/22/09.

SJR 17

Miscellaneous

Lembke

Prohibits public funds to be used for abortion services, human cloning, or prohibited human research.

R

If approved by the voters, this constitutional amendment provides that it shall be unlawful to expend, pay, or grant any public funds for abortion services, human cloning, or prohibited human research, as such terms were defined in the legislation enacted by the 92nd Missouri General Assembly in HB 688 (2003).

Referred to the Senate Health, Mental Health, Seniors & Families Committee 3/12/09.

SB 493

Grants & Scholarships

A+ Schools

Mayer

Modifies requirements for public career-technical schools to participate in the A+ Schools Program.

R

Current law provides the same requirements and qualifications to participate in the A+ Schools Program for private career-technical schools and public career-technical schools. This act removes public career-technical schools from those requirements.

Referred to the Senate Education Committee 3/2/09.

HCR 24

Federal Stimulus

Wilson

Urges the federal government to rescind its actions in providing financial bailouts and seek alternative solutions to our nation's financial and economic problems.

R

Referred to the House Special Standing Committee on Infrastructure & Transportation Funding 2/26/09.

SB 331

Immigration

Justus

Provides that certain aliens will receive in-state tuition at college and universities that meet certain requirements.

D

This bill would create the Development, Relief, and Education for Alien Minors (DREAM) Act. It would permit students who attend a Missouri high school for at least two years, who graduate or receive a GED in Missouri, who entered the U.S. before enactment of the DREAM Act, and who meet other conditions to be treated as Missouri residents.

Referred to the Senate Progress & Development Committee 2/11/09.

HB 645

Campus Safety

Munzlinger

Removes the prohibition on persons with concealed carry endorsements carrying concealed firearms into an institution of higher education.

R

Referred to the House Agri-Business Committee 2/12/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 1029

Schoeller

R

Miscellaneous

Establishes the Science and Innovation Reinvestment Act.

Referred to the House Committee on Job Creation & Economic Development 3/31/09.

SB 275

Callahan

D

Tuition

Requires certain funds from the Lewis & Clark Discovery Fund to be used for higher education tuition reduction.

Current law requires monies in the Lewis & Clark Discovery Fund to be used primarily to support funding of capital projects at public colleges and universities. This act provides that moneys in that fund could only be appropriated to support funding of LCDI projects for which actual construction began on or before January 1, 2009.

Any moneys remaining in the fund after the completion of all such projects will be transferred to the Missouri Higher Education Tuition Reduction Fund at the end of each fiscal year. The CBHE will administer the fund, which will be used to reduce tuition at Missouri's public institutions of higher education. The CBHE would be required to implement a procedure for reimbursing institutions that either reduce tuition or increase tuition at a lower rate than previously designated.

Referred to the Senate Education Committee 2/2/09.

SB 206

Shoemyer

D

Miscellaneous

State Employees

Requires state employee salaries to be annually adjusted by the consumer price index.

Referred to the Senate Ways & Means Committee 1/27/09.

HB 295

Chappelle-Nadal

D

Miscellaneous

Contracting

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

"Public body" would include political subdivisions and institutions supported in whole or in part by public funds.

Referred to the House Special Standing Committee on Workforce Development & Workplace Safety 2/12/09.

SB 198

McKenna

D

Miscellaneous

Public School Employee Benefits

Modifies provisions relating to teacher and school employee retirement systems.

Referred to the Senate Veterans' Affairs, Pensions & Urban Affairs Committee 1/26/09.

SB 195

Shoemyer

D

Institution-Specific

University of Missouri

Requires farmers to register and pay a fee for retaining seed produced from patented genetically-modified seed.

This act creates the Genetically Engineered Seed Fund, a portion of which could be used by the University of Missouri for agricultural research and development.

Referred to the Senate Agriculture, Food Production & Outdoor Resources Committee 1/26/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 332

Grants & Scholarships

Cunningham

Allows members of the reserves of any branch of the United States armed forces to be eligible for a National Guard educational assistance grant.

R

This bill would change an existing scholarship program administered by the Missouri National Guard by expanding the group of potential recipients. Currently, the program only serves members of the Missouri National Guard; the bill proposes to include members of the reserves of any branch of the U.S. armed forces.

Referred to the House Veterans Committee 2/19/09.

SB 133

Immigration

Smith

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

D

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

Referred to the Senate Education Committee 1/22/09.

SB 76

Miscellaneous

Volunteer and Parents Incentive Program

Wilson

Creates the Volunteer and Parents Incentive Program for public elementary and secondary schools.

D

The new program would provide reimbursement for the cost of 3 credit hours at public institutions of higher education to school volunteers who spend at least 100 hours in classrooms.

Referred to the Senate Education Committee 1/22/09.

SJR 13

Appropriations

Lager

Limits general revenue appropriations and mandates state income tax rate reductions in certain situations.

R

This constitutional amendment, if approved by voters, would generally limit state general revenue appropriations to the amount of appropriations made in the previous fiscal year increased by an inflationary growth factor. This proposed constitutional amendment is identical to SJR 50 (2008).

Referred to the Senate Governmental Accountability & Fiscal Oversight Committee 2/2/09.

SB 40

Grants & Scholarships

Bright Flight

Rupp

Modifies provisions of the Bright Flight Scholarship Program.

R

This bill would extend the period that students who enter the military can defer Bright Flight awards. It would also clarify that GED recipients and homeschool students can receive Bright Flight awards and the certain procedural issues surrounding the determination of the SAT/ACT cut-score. Finally, it would also clarify the award amounts for students in the top 3% of ACT/SAT testtakers starting in FY 11.

Referred to the Senate Education Committee 1/22/09.

HB 1053

Miscellaneous

Research Parks

Dieckhaus

Allows municipalities to annex research parks under certain circumstances.

R

A "research park" is defined as an area developed by a university to be used by technology-intensive and research-based companies as a business location.

Referred to the House Committee on Job Creation & Economic Development 4/1/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 331

Miscellaneous

Adult Education

Faith

Establishes the "GED+ Program" within the department of elementary and secondary education.

R

The board of education would be required to work with representatives of colleges, post-secondary vocational schools, and post-secondary technical schools to develop cooperative program plans. Procedural decisions will be made with the advice and consent of the coordinating board for higher education.

Introduced and first read in the House 1/21/09; second read 1/22/09. Referred to the House Elementary & Secondary Education Committee 3/12/09.

* HB 1178

Miscellaneous

Dusenberg

Changes the laws regarding the consent requirements for obtaining an abortion and creates the crime of coercing an abortion.

R

A person commits the crime of coercing an abortion if the person knowingly coerces a woman to seek or obtain an abortion by revoking, attempting to revoke, or threatening to revoke a scholarship awarded to the woman by a public or private institution of higher education.

Introduced and first read 4/1/09; second read 4/2/09. Referred to the House Committee on Children & Families 4/9/09.

HB 1055

Miscellaneous

Pratt

Establishes the Uniform Prudent Management of Institutional Funds Act.

R

Introduced and first read in the House 3/23/09; second read 3/24/09. Referred to Special Standing Committee on General Laws 3/26/09.

HB 627

Grants & Scholarships

Veterans

Schaaf

Expands the Missouri Returning Heroes' Education Act to also include combat veterans serving prior to September 11, 2001.

R

Referred to the House Veterans Committee 2/12/09.

SB 504

Tuition

Cunningham

Requires students at public higher education institutions to pay the full cost of tuition if they take the same course more than twice.

R

Beginning in the fall term of academic year 2010-2011, this act prohibits a student from taking the same undergraduate course more than twice unless the student pays tuition at one hundred percent of the full cost of instruction, based on the institution's cost of courses. Exceptions exist for hardship and extenuating circumstances. Referred to the Senate Education Committee 3/2/09.

SB 213

Tuition

Missouri Higher Education Savings Program

Scott

Removes the minimum time for holding investments in the Missouri higher education savings program.

R

Currently, the minimum time for holding investments in the Missouri Higher Education Savings Program is 12 months. The act removes that requirement.

Referred to the Senate Financial & Governmental Organizations & Elections Committee 1/27/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 117

Grants & Scholarships

Twenty-first Century Scholars Program

Storch

Establishes the "Twenty-first Century Scholars Program."

D

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

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

Pre-filed. First read in the House 1/7/09; second read 1/8/09.

HB 983

Governance

McNeil

Requires racial and gender equity in the membership of boards, commissions, committees, and councils.

D

Introduced and first read in the House 3/10/09; second read 3/11/09.

HB 936

Campus Safety

Sexual Assault

Wildberger

Revises and creates various statutes relating to the criminal justice system.

D

All institutions of higher education in the state would be required to develop sexual assault policies, create a rape education office, and develop an official statement that would strictly protect an individual from retaliation for reporting a sexual assault, and inform victims of the separate actions available to them.

Introduced and first read in the House 3/4/09; second read 3/5/09.

HB 903

Grants & Scholarships

Missouri Promise

Kingery

Establishes the Missouri Promise Program.

R

This act creates the Missouri Promise Program within the Department of Higher Education.

It renames and expands the scholarship portion of the current A+ program to provide tuition and fee-based scholarships at any community college to all public high school graduates who meet existing criteria for the A+ program. To qualify a student must make a good faith effort to secure other sources of funding; have earned a GPA of 2.5 on a 4.0 scale in high school; be enrolled full time at a public community college, public vocational school, public technical school, or private vocational or technical school; and maintain a grade point average of 2.5 on a 4.0 scale while enrolled and receiving a scholarship.

It also establishes scholarships to be used at public four-year institutions for students who participate in Missouri Promise at the community college level and complete a designated associate's degree. Additional eligibility requirements include: a good faith effort to first secure other sources of funding; maintaining full-time enrollment; and maintaining a 3.0 GPA on a 4.0 scale while receiving the scholarship. A student cannot receive a Missouri Promise scholarship for more than six semesters.

If a student has a grade point average that falls below a 3.0 on a 4.0 scale, the student will be granted a one semester grace period. The student will lose eligibility if the student cannot subsequently raise his or her GPA to a 3.0.

Introduced and first read in the House 2/26/08; second read 3/2/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HJR 38

Life Sciences

Nieves

Proposes a constitutional amendment prohibiting the expenditure of public funds for abortion services, human cloning, or prohibited human research.

R

Prohibits the use of public funds at public higher education institutions from being used for research in human cloning and various life sciences research.

Introduced and first read 3/24/09; second read 3/25/09.

HB 311

Charter School Sponsorship

Yates

Modifies provisions relating to charter schools.

R

The provisions of this bill include one that would allow any public or private four-year college or university with its primary campus in the state of Missouri and an approved teacher education program to sponsor a charter school.

Introduced and first read in the House 1/15/09; second read 1/20/09.

HCR 14

Miscellaneous

Low

Establishes the Missouri Child Poverty Council to examine child poverty in Missouri.

D

The council would include a representative from the University of Missouri System.

Introduced and first read in the House 1/26/09; second read 1/27/09.

HB 136

Miscellaneous

Minority and Women Businesses

Hughes

Establishes the Minority Business Enterprise and Women's Business Enterprise Oversight Review Committee to assist these business enterprises in bidding on state contracts.

D

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

Prefiled. First read in the House 1/7/09; second read 1/8/09.

HB 699

Miscellaneous

Zimmerman

Modifies the definition of "public governmental body" as it relates to the Missouri Sunshine Law.

D

Introduced and first read in the House 2/12/09; second read 2/16/09.

HB 405

Miscellaneous

Low

Requires equal pay for the same work regardless of gender and establishes a commission to study wage disparities.

D

The commission would include three individuals from higher education or research institutions who have experience and expertise in the collection and analysis of data concerning such pay disparities and whose research has already been used in efforts to promote the elimination of those disparities.

Introduced and first read in the House 1/26/09; second read 1/27/09.

HB 445

Institution-Specific

University of Missouri

Roorda

Requires the Geographic Resources Center at the University of Missouri to track sexual offenders in violation of the restriction to not reside within 1,000 feet of a school or child care facility.

D

Introduced and first read in the House 1/27/09; second read 1/28/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 693

Miscellaneous

A+ Schools Program

Biermann

Allows students participating in the A+ Schools Program to work as election judges in order to fulfill their community service requirement.

D

Introduced and first read in the House 2/12/09; second read 2/16/09.

HB 1174

Institution-Specific

Schlottach

Requires the University of Missouri to retain the "Beef Research and Teaching Farm" at its Columbia campus.

R

Introduced and first read 4/1/09; second read 4/2/09.

HB 1159

Miscellaneous

Meadows

Institutes procedures for public employee collective bargaining.

D

This bill would remove the current exception for college and university employees and thereby give them to right to form and join labor organizations and to present proposals to any public body relative to salaries and other conditions of employment.

Introduced and first read 4/1/09; second read 4/2/09.

HB 1188

Miscellaneous

Schoeller

Prohibits the use of public funds for lobbying purposes.

R

Introduced and first read 4/1/09; second read 4/2/09.

HB 1120

Governance

Lampe

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

D

Introduced and first read 3/31/09; second read 4/1/09.

HB 1007

Institution-Specific

University of Missouri

Yates

Amends laws relating to grants made to the University of Missouri Board of Curators for specific purposes.

R

This bill would allow the Curators to use a portion of the grants they receive in the endowment to support endowment administration.

Introduced and first read in the House 3/11/09; second read 3/12/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 1162

Miscellaneous

Brown

Establishes the Missouri Commission on Prevention and Management of Obesity.

D

This bill would establish the Missouri Commission on Prevention and Management of Obesity of which the commissioner of the department of higher education, or the commissioner's designee would be a member. In addition, two persons from the University of Missouri-Columbia with professional knowledge and experience from the fields of medicine, nursing, or dietetics or nutrition sciences, jointly appointed by the deans of the University of Missouri Sinclair School Of Nursing, the School of Medicine, and the College of Human and Environmental Sciences would also be members.

Introduced and first read 4/1/09; second read 4/2/09.

HB 309

Miscellaneous

Minority and Women Businesses

Nasheed

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

D

Introduced and first read in the House 1/15/09; second read 1/20/09.

HB 763

Miscellaneous

Missouri Diploma and Transcript Act

Grill

Establishes the Missouri Diploma and Transcript Act which creates the crime of selling a fraudulent diploma or transcript.

D

Introduced and first read in the House 2/17/09; second read 2/18/09.

HB 980

Miscellaneous

Hodges

Clarifies that sections 195.214, 195.217, and 195.218 were intended to create safe zones around certain areas and to serve as an enhancement of punishment for violating section 195.211.

D

Provisions of the legislation create a safe zone around certain schools, colleges, community colleges, universities and school busses.

First read in the House 3/10/09; second read 3/11/09.

HB 1031

Remediation

Emery

Allows students at two-year or four-year colleges or universities to seek tuition reimbursement for college remedial courses under certain circumstances.

R

Introduced and first read in the House 3/12/09. Second read 3/18/09.

HB 1037

Miscellaneous

Grisamore

Modifies laws relating to accessible electronic text use in elementary and secondary schools.

R

This law provides for public elementary, secondary, and post-secondary schools to transcribe, render, reproduce, and distribute printed instructional materials in specialized formats solely for use by students with disabilities who are entitled to such formats under the Individuals with Disabilities Education Act.

Introduced and first read in the House 3/12/09; second read 3/18/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

HB 666

Witte

D

Grants & Scholarships

Veterans' Families

Gives military dependents eligibility for in-state tuition at public institutions of higher education.

Introduced and first read in the House 2/10/09; second read 2/11/09.

HB 686

Bringer

D

Grants & Scholarships

Foster Youth

Establishes a tuition and fee waiver program for certain incoming Missouri resident freshman who have been in foster care or residential care.

The program would begin in fall 2010 and is subject to appropriations to reimburse institutions for tuition and fee waivers.

Introduced and first read in the House 2/11/09; second read 2/12/09.

HB 1157

Lampe

D

Miscellaneous

Revises the membership of the Missouri Commission for the Deaf and Hard of Hearing and specifies new duties for such members.

This bill would require the Commissioner of Higher Education or his designee to serve on the commission. One of the statutory responsibilities of the commission would be to develop a recommendation for enlisting appropriate universities and colleges to ensure support and collaboration in developing certification or degree programs for students specializing in deaf and hard of hearing services. This may include degree programs in education, special education, social work, and psychology, for deaf and hard of hearing individuals.

Introduced and first read 4/1/09; second read 4/2/09.

HB 55

Wildberger

D

Miscellaneous

Employment Issues

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

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

Pre-filed. First read in the House 1/7/09; second read 1/8/09.

HB 1087

Schoemehl

D

Miscellaneous

Provides for the licensure and regulation of the practice of naturopathic medicine.

Introduced and first read 3/26/09; second read 3/27/09.

HB 792

Kingery

R

Grants & Scholarships

Access Missouri

Modifies the Access Missouri Program.

The bill would not change minimum and maximum Access awards for the 2009-2010 academic year, but would change award amounts starting in the 2010-2011 academic year and each year thereafter. A student attending a public 2-year institution will be eligible for \$1,000 maximum and \$300 minimum award. A student attending a public or private 4-year institution or Linn State Technical College will be eligible for \$2,850 maximum and \$1,500 minimum award.

Students attending public institutions currently receive \$1000 - \$2,150 and students attending private institutions receive \$2,000 - \$4,600; students attending 2-year public institutions currently receive \$300 - 1,000. This bill is identical to SB 390.

Introduced and first read in the House 2/17/09; second read 2/18/09.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

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Actions

** indicates activity this week*

HB 1047

Miscellaneous

Grisamore

Establishes "Disability History and Awareness Month" in the public schools.

R

Institutions of higher education within the state are encouraged to conduct and promote activities on individual campuses that provide education, understanding, and awareness of individuals with disabilities.

Introduced and first read in the House on 3/18/09. Second read 3/23/09.

HB 1051

Institution-Specific

Northwest Missouri State University

Thomson

Establishes the Higher Education Energy Savings Project at Northwest Missouri State University.

R

Introduced and first read 3/23/09. Second read 3/24/09.

HB 1068

Institution-Specific

University of Missouri

Hobbs

Requires all diesel fuel sold at retail in Missouri after a certain date to be a biodiesel-blended fuel.

R

The Department of Agriculture is permitted to contract with the Food and Agriculture Policy Research Institute at the University of Missouri for assistance and research related to meeting provisions of the legislation.

Introduced and first read 3/24/09; second read 3/25/09.

HB 313

Miscellaneous

Yates

Changes the laws regarding several economic development programs, establishes the Small Business and Entrepreneurial Growth Act, and authorizes business, education, science, and technology districts.

R

This bill will allow the governing body of a municipality to establish a business, education, science, and technology (BEST) district. At least one higher education institution must commit to having a significant physical presence in the BEST district and plan to offer educational resources in the BEST district.

Public hearing completed 2/10/09. Reported Do Pass Committee Substitute 3/24/09. Referred to Rules 3/24/09.

HB 1148

Institution-Specific

University of Missouri

Holsman

Creates energy projects for renewable and alternative forms of energy and to increase energy efficiency.

D

This bill would create the Missouri Sustainable Energy Authority in the Department of Natural Resources which would oversee, among other related items, state funding for the center for sustainable energy at the University of Missouri.

Introduced and first read 4/1/09; second read 4/2/09.

HB 692

Governance

University of Missouri

Pratt

Provides that if Missouri loses a congressional district after redistricting based on the 2010 census, the ninth member of the University of Missouri Board of Curators will be a student curator.

R

Introduced and first read in the House 2/12/09; second read 2/16/09.

First Read

HCR 7

Miscellaneous

Public School Employee Benefits

Hodges

Urges Congress to prohibit certain public school employees from being forced to participate in the federal Social Security system rather than the Missouri Public School Retirement System.

D

Introduced and first read in the House 1/12/09.

* Bill Number **Category** Subcategory
 Sponsor *Official Description*
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 ** indicates activity this week*

HB 873 **Grants & Scholarships**
Schaaf *Provides that homeschooled students shall be treated the same as non-homeschooled students for financial aid purposes.*
R

Introduced and first read in the House 2/25/09.

SB 499 **Intellectual Diversity**
Cunningham *Requires public higher education institutions to annually report on steps taken to ensure intellectual diversity.*
R

This act would create the Emily Brooker Higher Education Sunshine Act, which defines intellectual diversity for reporting purposes at public institutions of higher education. By December 31, 2010, the Coordinating Board for Higher Education would require each public institution of higher education to annually report to the General Assembly on steps taken to ensure intellectual diversity and the free exchange of ideas. The institution must post its annual report on its website. Each institution must ensure that students are notified of measures to promote intellectual diversity and how to report alleged violations. This act is substantially similar to HB 1315 (2008), SB 983 (2008) and is similar to HB 213 (2007).
 Introduced and first read in the Senate 2/25/09.

Introduced

HCR 44 **Institution-Specific** Land Grant Institutions
Munzlinger *Urges Congress to recognize the importance of land grant agricultural research by continuing or increasing the current federal funding.*
R

Offered 3/25/09.

GRP 1 **Grants & Scholarships** Executive Order 09-09
Nixon *Reorganization Plan, to transfer post-secondary education assistance programs from various state departments to the Department of Higher Education Executive Order 09-09.*
D

Introduced 2/4/09. This order was rejected by HR 552, which was approved by the House on 3/9/09.

Has Become Part of Another Bill

SB 182 **Miscellaneous** Diploma Mills
Bartle *Prohibits the use or attempted use of false or misleading diplomas for admission to higher education institutions or in connection with businesses or employment.*
R

The use of such a diploma would be a Class C misdemeanor.
 The Senate Education Committee heard testimony about this bill on 1/28/09. This language has been added to SBs 261 et al, which was placed on the Senate informal perfection calendar 3/4/09.

SB 245 **Student Data Security**
Schaefer *Creates consumer notification requirements for data security breaches.*
R

This bill would require entities including public and private universities to notify students when personal information has been compromised.
 The Senate Commerce, Consumer Protection, Energy & the Environment Committee heard testimony about this bill 2/17/09. This bill has been combined with SB 207, which was voted out of committee on 3/3/09.

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

AGENDA ITEM SUMMARY

AGENDA ITEM

Legislation Implementation Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The MDHE continues to track its progress implementing the provisions of recently passed higher education-related legislation. A description of each new law and the MDHE's implementation of it is provided as an attachment to this item. This item contains a brief summary of some areas in which the MDHE has made particularly significant progress since the February 2009 board meeting.

Curriculum Alignment

MDHE staff and their partners continue to work on the Curriculum Alignment Initiative (CAI) initiated as a result of language in [SB 389](#) (2007), which has since been codified in [§ 173.005.2\(7\), RSMo.](#) Entry- and exit-level competencies were approved by the CBHE in June 2008. Public feedback on the cross-disciplinary entry-level competencies has been compiled and provided to the cross-disciplinary working group for their review and revision. Draft exit competencies for seven additional courses are currently being developed by the discipline workgroups.

Tasks for FY 2009 include submitting finalized drafts of the optimal entry-level competencies and the cross-disciplinary entry-level competencies for possible board action in June 2009, and disseminating competencies to secondary and postsecondary constituents.

Assessment review, revision and/or development, and related policy implications are under review by the Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP). MDHE staff anticipate recommendations from LAMP will be presented for public discussion at the June 2009 CBHE meeting.

Consumer information

[SB 389](#) (2007) also included a provision requiring the posting of so-called "consumer information" on institutions' websites, a requirement that is now codified in [§ 173.1004, RSMo.](#) The CBHE approved a rule, [6 CSR 10-9.010](#), on the implementation of this provision in October 2007. The rule requires institutions to have posted general course information by August 1, 2008, and faculty evaluations to inform students registering for fall 2009 classes. The MDHE plans to survey institutions this summer to confirm that these deadlines have been met.

Coordinating Board for Higher Education
April 23, 2009

Lewis and Clark Discovery Initiative

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

STATUTORY REFERENCES

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Legislation Implementation Matrix

NEW CBHE DUTIES IMPOSED BY HIGHER EDUCATION-RELATED LEGISLATION

ITEMS REQUIRING ONGOING ATTENTION

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
Bills Passed in 2008						
HB 1549	Immigration	This omnibus immigration bill requires applicants for state grants and scholarships to provide proof of citizenship before the applicants receive grants or scholarships.	In advance of spring semester 2009	Implement procedures to ensure that all eligible potential grant and scholarship recipients provide documentary proof of citizenship before receiving awards	Grants & Scholarships, General Counsel	<p>All institutions that participate in the MDHE's state grant and scholarship programs must comply with the law's provisions on student financial assistance. Institutions may rely on the ISIR to ascertain the citizenship status of students who complete FAFSAs; institutions must confirm students' citizenship through one of the other methods described in the law for students who do not complete FAFSAs.</p> <p>In addition, several institutions have asked the MDHE if HB 1549 applies more broadly to admissions and/or to institutional aid. The MDHE only has statutory authority to administer the portions of this bill that impact state grants and scholarships. Each institution must work with its own legal counsel to assess the extent to which this bill impacts areas other than state grants and scholarships.</p> <p>If passed, HB 390, introduced by Rep. Jerry Nolte (R-Gladstone) will clarify some language from HB 1549.</p>
		This bill also requires employers to comply with certain requirements to verify prospective employees' legal citizenship status.	January 1, 2009	Verify that current employment procedures meet requirements of the new law	Administrative Operations, General Counsel	The MDHE already takes steps to confirm that its employees are legally eligible to work in the U.S. The department's procedures meet the requirements of the new law.
HB 1678 / SB 830	War Veterans' Survivors Grant	The CBHE is responsible for administering up to 25 war veterans' survivor grants per year, promulgating rules to implement the program, and providing forms necessary to apply for the grant.	August 2008	Develop budget request that includes funds to provide grants	Grants & Scholarships, Fiscal Affairs	This item was included in the CBHE budget request for FY 2010. It is not currently included in HB 3.
			August 2008	Promulgate rules, provide forms	Grants & Scholarships	Regulations were approved by the CBHE at its September 2008 meeting and filed with the Secretary of State on December 15. The projected effective date for those regulations is June 30, 2009. Staff has continued to communicate with the Missouri Veterans Commission concerning the administration of this program.

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
	Missouri Returning Heroes' Education Act	The CBHE is also responsible for ensuring that public institutions of higher education charge certain veterans no more than \$50 per credit hour.	August 2008	Provide guidance about implementation	Grants & Scholarships, General Counsel	The MDHE has made available a Q/A document regarding this act. It is available on the MDHE website at http://www.dhe.mo.gov/files/moretheroesact.pdf .
			August 2010	Develop budget request that includes funds to reimburse institutions for monies lost through waiver	Grants & Scholarships, Fiscal Affairs	Work in this area has not yet begun.
HB 2191	A+ Scholarship, Kids' Chance Scholarship	This bill permits the MDHE to distribute interest accrued in the Kids' Chance Scholarship Fund. The bill also changes certain provisions related to the A+ program, which is administered by the Missouri Department of Elementary and Secondary Education.	August 2008	Develop budget request that allows distribution of accrued interest	Grants & Scholarships	An appropriation for awards under this program was included in the CBHE budget request for FY 2010 and it currently appears that the appropriation will be approved. MDHE staff has been appointed to the Kids Chance of Missouri, Inc., board of directors to facilitate communication between the two organizations. Ongoing meetings are being held with that board concerning the operation of the program and opportunities for cooperation. Regulations were approved by the CBHE at the December 2008 meeting and filed with the Secretary of State on December 15. Those regulations will become effective on June 30, 2009
SB 768	Missouri Commission on Autism Spectrum Disorders	The Commissioner of Higher Education or his/her designee will be a member of this commission. The commission will enlist higher education institutions to ensure support and collaboration in developing certification or degree programs for students specializing in autism spectrum disorder intervention.	TBD	Participate in committee, promote role of higher education in this area	Commissioner	The Commission reached consensus on a structure for the State Plan on Autism, and agreed to provide an initial report to the Governor by July 1, 2009. Members also reviewed progress on the Missouri Standards Project: Guidelines for Screening, Diagnosis, and Assessment. Commissioner Stein is the designated member from MDHE; Heather Fabian has been assigned as backup.
SB 1181	Studies in Energy Conservation	This bill creates the Studies in Energy Conservation Fund, which is to be administered by the MDHE in coordination with the Department of Natural Resources. The MDHE is permitted to use any money appropriated to the fund to establish a full professorship of energy and conservation.	August 2008	Develop a FY 10 appropriations request that includes money for the Studies in Energy Conservation Fund.	Fiscal Affairs	A budget request for this program is included in the FY 2010 budget request and was discussed at the September 12, 2008, CBHE meeting. The MDHE will formally seek proposals from institutions interested in hosting the professorship only if the legislature appropriates money for the program. The process for identifying institutions to establish a full professorship would not begin before summer 2009. Funding for this program does not currently appear in HB 3.
Bills Passed in 2007						
SB 389	Missouri Teaching Fellows Program	Creates the Missouri Teaching Fellows Program, which will offer loan forgiveness and	2007-08	First participants must be recruited		The FY 2009 budget request included funds to address this new position and additional outreach activities. The Department

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		stipends to individuals who teach in unaccredited school districts. The program will be administered by the MDHE.	2013-2014	First loan forgiveness payments/stipends must be paid	Grants and Scholarships	<p>received some additional funding that will allow for limited outreach. The legislative sponsor of this measure has provided some publicity, and the MDHE has posted a program description and an information request form on its website. Contact with students expressing an interest in the program through the department's website has been initiated. Application forms and related information are currently under development. Funding for this program does not currently appear in HB 3.</p> <p>LINK: <i>Information about program:</i> http://www.dhe.mo.gov/moteachingfellows.shtml</p>
			September 1, 2014	Program sunsets (unless reauthorized)		
SB 389	Curriculum alignment initiative	Public institutions must work with the MDHE to establish agreed-upon competencies for all entry-level collegiate courses in key disciplines. The CBHE must establish policies to ensure transferability of core course credits.	2008-09 academic year	Competencies and guidelines must be implemented	Academic Affairs	<p>The next phase of CAI beyond the entry- and exit-level competencies approved by the CBHE in June 2008 has continued. Public feedback on the cross-disciplinary entry-level competencies has been compiled and provided to the cross-disciplinary working group for their review and revision. Draft exit competencies for seven additional courses are currently being developed by the discipline workgroups.</p> <p>Tasks for FY2009 include submitting finalized drafts of the optimal entry-level competencies and the cross-disciplinary entry-level competencies for possible board action in June, and disseminating competencies to secondary and postsecondary constituents.</p> <p>Assessment review, revision and/or development, and related policy implications are under review by the Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP). MDHE staff anticipate that recommendations from LAMP will be presented for public discussion at the June 2009 CBHE meeting.</p> <p>LINKS: <i>Curriculum Alignment Initiative website:</i> http://www.dhe.mo.gov/casinitiative.shtml</p> <p><i>Learning Assessment in Missouri Postsecondary Education website:</i> http://www.dhe.mo.gov/lamp.shtml</p>

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
SB 389	Higher Education Academic Scholarship Program ("Bright Flight")	The existing Bright Flight scholarship is revised to include students whose ACT/SAT scores are in the top 3% to 5% of all Missouri test-takers. Scholarships awards are increased to \$3,000 for those in the top 3% and established at \$1,000 for the 3% to 5% range.	January 1, 2010	FAMOUS system changes must be completed	Grants and Scholarships	Public materials (website and publications, etc.) have been revised to provide early notification of this change to the Bright Flight program to students. Financial assistance staff is developing a model to estimate the fiscal impact of this change in preparation for an appropriation request for FY 2011. Planning has begun and a timeline for implementation has been established for the changes necessary in the automated payment system (FAMOUS). Regulatory amendments that included this change were approved by the CBHE at its December 2008 meeting and filed with the Secretary of State on December 15. These amendments will become effective June 30, 2009. LINK: <i>Information about Bright Flight program:</i> http://www.dhe.mo.gov/brightflight.shtml
			June/July 2009	Appropriation request for FY 2011 must be developed to include updated scholarship amounts	Fiscal Affairs	
			July 2010	Rule changes must be complete	Grants and Scholarships	
			August 2010	New scholarship award amounts become effective		
SB 389	Lewis & Clark Discovery Initiative ("LCDI")	Creates a fund into which MOHELA distributions will be deposited. LCDI may only be used for capital projects at public institutions or to support the Missouri Technology Corporation. Institutions that knowingly employ professors or instructors found guilty of certain crimes are ineligible to receive money through the LCDI.	August 28, 2007	Track expenditure of funds	Deputy Commissioner, Fiscal	MOHELA has made transfers totaling \$244 million out of a total of \$260 million that was scheduled to have been transferred to this point. Institutions were able to request reimbursement for expenses incurred on approved projects on a monthly basis through January 2009. The cash flow management schedule initially developed by the MDHE and the Office of Administration's Division of Budget and Planning allowed all projects under \$5 million to receive up to 100% reimbursement for FY 2008. The initial cash flow management plan permitted all other projects, to receive reimbursements of up to 80% of total appropriations between FY 2008 and FY 2009 combined, with an additional 10% available in FY 2011. As of March 31, 2009, the MDHE has made reimbursement payments totaling \$122.3 million to higher education projects. MOHELA has not transferred money to the LCDI fund on the schedule set forth in the statute. As a result, projected funding in the LCDI fund has fallen below anticipated levels. Governor Nixon's staff and the Office of Administration reviewed all projects, with input from the CBHE, and established a list of projects that will be completed as planned, and a list of projects that are suspended until MOHELA makes sufficient additional
				Review the funding of projects identified by Governor Nixon, in cooperation with the Office of Administration	Deputy Commissioner	

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						payments or until other funding sources are identified.
SB 389	Higher Education Student Funding Act (also known as tuition stabilization)	Establishes limits on tuition increases based on each public institution's tuition in relation to the statewide average and CPI. Institutions exceeding the limits can be fined up to 5% of their state appropriation unless a waiver is sought and approved by the Commissioner of Higher Education. Community colleges are not subject to these limits unless their average tuition for out-of-district students exceeds the state average.	2008-09 academic year and each academic year in the future	CBHE must review data submitted by institutions about tuition changes and make determinations about any waivers sought	Commissioner, Academic Affairs	<p>The board approved a policy to implement this portion of the law during a December 2007 meeting, and approved a revised version of the policy during a January 14, 2009, meeting conducted by conference call. The revised policy provides guidance indicating how the board will handle temporary and permanent tuition increases and changes the date by which MDHE staff must provide notice of the rate of inflation for the previous calendar year.</p> <p>The average tuition, as defined by the CBHE policy, for 2008-09 is \$6,143. On November 25, 2008, MDHE staff sent each institution notice indicating which institutions have higher than average tuition, which institutions have lower than average tuition, and which institutions will be exempt from the Higher Education Student Funding Act for 2009-10.</p> <p>On January 16, MDHE staff notified institutions that the CPI change for the previous calendar year was .1% (one-tenth of one percent).</p> <p>LINK: Policy: http://www.dhe.mo.gov/files/studentfundingact.doc</p>
SB 389	Consumer information	The CBHE must promulgate rules and regulations to ensure that public institutions post on their websites academic credentials of all faculty (adjunct, part-time, and full-time); course schedules; faculty assignments; and, where feasible, instructor ratings by students; as well as which instructors are teaching assistants.	August 28, 2007	Statute becomes effective	General Counsel	<p>The board approved the filing of an administrative rule to implement these provisions of the new law at its October 11, 2007, meeting. The rule has been filed and is now in effect.</p> <p>The rule requires that institutions post general course information by August 1, 2008, and that institutions post faculty evaluations to inform students registering for fall 2009 classes.</p> <p>Additional information regarding privacy issues, team-taught classes, and small classes was provided to institutions on</p>

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						<p>August 27, 2008.</p> <p>LINKS: CBHE-approved rule: http://www.dhe.mo.gov/files/consumerinformation.doc Final regulation in the Code of State Regulations: http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-9.pdf August 27, 2008, update: http://www.dhe.mo.gov/mdhe/boardbook2content.jsp?id=566; scroll down to Attachment B</p>
SB 389	Performance measures	Institutions and the MDHE must develop institutional and statewide performance measures. The MDHE must report on progress developing statewide measures to the Joint Committee on Education at least twice a year. The MDHE must develop a procedure for reporting the effects of performance measures to the Joint Committee on Education in an appropriate timeframe for consideration in the appropriation process.	July 1, 2008	Performance measures must be established	Commissioner & Deputy Commissioner	The CBHE's coordinated plan, <i>Imperatives for Change</i> , includes numerous measures on key state goals. This plan was adopted at a special meeting of the CBHE on July 30, 2008. Items in the plan serve to fulfill the statutory obligation to identify three state-level performance measures. Each public institution has submitted at least two institution-specific performance measures for inclusion in the report on performance measures that will be sent to the joint committee on education. MDHE staff continues to work with presidents and chancellors on the collection of data for institution-specific measures that will be integrated into the baseline and performance reports of <i>Imperatives for Change</i> .
SB 389	Access Missouri Financial Assistance Program	Establishes Access Missouri as the state's single need-based financial assistance program, to be administered by CBHE. Award ranges vary by institutional sector and expected family contribution ("EFC"). No student who is found or pleads guilty to certain criminal offenses while receiving financial aid is eligible for renewed assistance. In the event of budget shortfalls, the maximum award will be reduced across sectors; for surplus, the maximum EFC allowed will be raised. Assistance provided to all applicants from any other student aid	September 2007	Program must be administered and students will receive Access Missouri financial assistance	Grants & Scholarships	During FY 2008, award levels for the program were established at 85% of the statutory maximum, a level sufficient to expend all appropriated funds (\$72 million) and assist more than 39,000 students. Based on the FY 2009 appropriation available for the program (\$95 million), the award levels are set at the statutory maximum and the EFC cutoff has been raised to \$14,000. No mid-year adjustments have been made.
			August 2009 and every 3 years thereafter.	Award amounts may be adjusted to reflect inflation indicated by the CPI	Grants & Scholarships	An item was included in the CBHE budget request for FY 2010 to adjust the award amounts to reflect inflation as provided in the authorizing statute. This increase is not included in HB 3.

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		program, public or private, must be reported to the CBHE by the institution and the recipient.	Program will sunset at the end of FY 2013, unless reauthorized.			Staff has begun the process of simulations to determine best estimates for award levels for the 2009-10 academic year. LINK: <i>Final regulation in the Code of State Regulations:</i> http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf

ITEMS NOT REQUIRING ONGOING ATTENTION

Ballot Measure Passed in 2008						
Proposition A: Repeal of casino loss limits	This initiative amends Missouri law to eliminate daily loss limits for gamblers at casinos. Proponents of the initiative claimed that it would provide benefits to the state including \$5-7 million annually to higher education, early childhood development, veterans, and other program.	Immediate	None	Fiscal Affairs	MDHE staff do not currently foresee any action required by this measure. Furthermore, the new law will not result in increased funding for higher education. The only money higher education receives from gaming is \$5 million annually for Access Missouri. This amount is capped by state law, as is funding for veterans. Only early childhood education is likely to receive additional funding as a result of this initiative. Several bills that would redirect the additional revenues resulting from lifting loss limits have been introduced during the 2009 legislative session, including SB 23 , SB 56 , SB 139 . None of these bills has made significant legislative progress as of April 1, 2009.	
Constitutional Amendment 1: English language only	This Constitutional amendment requires all governmental meetings at which any public business is discussed or decided, or at which public policy is formulated, to be conducted in English. This is an amendment to Article I of the Constitution, which sets forth the state's Bill of Rights.	Immediate	MDHE staff will ensure that CBHE meetings are conducted in compliance with this law	General Counsel	This measure will not affect CBHE meetings, which are currently conducted in English. The measure does not affect the MDHE's plans to begin issuing some of its publications in Spanish.	
Bills Passed in 2008						
SB 967	MOHELA	MOHELA may now originate Stafford loans.	May 2, 2008	Work with MOHELA to ensure that the MDHE can guarantee loans originated by MOHELA	Student Loan Program, General Counsel	Although the law does not specifically require action by the MDHE, the MDHE executed an agreement with MOHELA whereby it agreed to guarantee student loans originated by MOHELA.

Bills Passed in 2007

SB 389	Joint Committee on Education ("JCE")	The JCE's scope is expanded to include several components associated with higher education.	Immediate	MDHE will begin reporting to JCE on higher education issues	Legislative Liaison	There are no current requests for information from the JCE.
			August 28, 2010	MDHE report on the impact of tuition stabilization to the JCE	Legislative Liaison	
SB 389	Fines for non-compliance with CBHE rules and policies	Public institutions that willfully disregard CBHE policy can be fined up to 1% of their state appropriation.	August 28, 2007	Develop policy to implement this provision	General Counsel	<p>The policy on fining institutions that willfully disregard CBHE policy was approved at the February 2008 board meeting. That policy is now in effect.</p> <p>LINKS <i>Policy on fines:</i> http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc <i>All CBHE public policies:</i> http://www.dhe.mo.gov/files/cbhepublicpolicies_0208.doc</p>
SB 389	Out-of-state public institution standards	Out-of-state public institutions must be held to the same standards as Missouri institutions for program approval, data collection, cooperation, and resolution of disputes.	July 1, 2008	Rules must be promulgated	Academic Affairs	<p>Out-of-state public institutions became exempt from proprietary school certification on July 1, 2008. All out-of-state public institutions were notified of their change in status and the requirement to submit all degree programs through the program approval process used for Missouri public institutions. In addition, a rule on this subject is now in effect.</p> <p>LINKS <i>CBHE-approved rule:</i> http://www.dhe.mo.gov/files/outofstate_publicinst.doc <i>Final regulation in the Code of State Regulations:</i> http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-10.pdf</p>
SB 389	"No better than free"	No student shall receive need-based assistance that exceeds the student's cost of attendance. This does not include loans or merit-based aid.	August 28, 2007	The statute does not specify what is required of MDHE		Staff has provided ongoing guidance and technical assistance to institutional staff concerning the impact of this provision on Access Missouri awards. This has been accomplished through responses to individual inquiries, periodic electronic and regular mail contact, fall workshops, and presentations at financial assistance meetings.
SB 389	Binding dispute resolution	In order to receive state funds, public institutions must agree to submit to binding dispute resolution to address grievances about jurisdictional boundaries or the use or expenditure of state resources. The Commissioner of Higher Education will preside over the dispute resolution.	August 28, 2007	Statute becomes effective		<p>The board adopted a policy on this subject at its December 2007 meeting. That policy is now in effect.</p> <p>LINK: Policy: http://www.dhe.mo.gov/files/disputeresolution.doc</p>

AGENDA ITEM SUMMARY

AGENDA ITEM

Imperatives for Change Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The Missouri Department of Higher Education (MDHE) continues to work with institutional representatives and other interested stakeholders to fulfill the Coordinating Board for Higher Education's (CBHE) statutory planning responsibilities. The intent of this agenda item is to provide an update on the development of a baseline report for the CBHE's coordinated plan, *Imperatives for Change* (IFC), that will be formally presented at the June 2009 CBHE meeting.

Background

The CBHE has statutory authority to develop a coordinated plan for higher education for the state. Since 2006, work has progressed in designing a new planning document to replace *Critical Choices*, which had been operative for over 15 years. IFC is the result of intensive collaboration by stakeholders across Missouri and represents an intentional focus on establishing a public agenda for higher education that applies to all sectors.

IFC is designed to be:

- Concise
- Easily understood
- Focused on statewide needs and priorities
- A tool for transparency and accountability

IFC is organized around three major themes and 12 related objectives, as follows:

- **Increasing educational attainment**
 - Increased percent of Missouri residents with degrees or certificates
 - Affordability for more Missourians
 - Continued improvement or sustained excellence in student learning
 - Increased college attendance rates of high school students
 - Increased college attendance rates of non-traditional students
- **Developing a globally competitive workforce**
 - Improved preparation of future workforce
 - Increased degrees and certificates in METS-related and health practitioner fields
 - Increased graduate degrees awarded in critical fields
 - Increased amount of basic and applied research and development
 - Increased learning experiences and service activities

Coordinating Board for Higher Education
April 23, 2009

- **Enhancing resources through investment, stewardship and shared responsibility**
 - Increased efficiency
 - Enhanced resources

From the beginning it was acknowledged that IFC would include agreed-upon operational measures and that an initial baseline report would be issued in June 2009, including benchmarks and target goals for improvement or maintenance of quality standards with annual performance reports to be issued every December.

MDHE staff has been steadfastly working with institutional representatives to develop a technical manual of data definitions, resources, and methodologies (see Attachment A) that has served as a foundation for a draft baseline report. Attachment B provides a single page for 46 of 50 defined indicators and contributing factors; four indicators that require additional policy or legislative work associated with implementation of the Higher Education Funding (HEF) framework are referenced but do not yet have dedicated pages.

Of the 50 indicators and contributing factors, 35 measures are available and ready for reporting. The remaining 15 measures require additional data, definition, or policy work. Examples, in addition to those associated with HEF, include collaboration with the Department of Elementary and Secondary Education (DESE) to analyze the college attendance rate of Missouri ninth-graders (indicator 1DC) once DESE's Missouri Student Information System (MOSIS) is fully implemented, and analysis of "high impact" learning activities (indicator 2E1). Several indicators that center on business/education partnerships also require further development.

Each page in the draft report includes the indicator number and definition, baseline data when available, benchmarks presented in tables and/or charts, summary bullets, and additional relevant data from the MDHE IFC Fact Book. The IFC Fact Book will contain background and additional disaggregated data and other related contextual information. MDHE staff has also developed draft target goals for each indicator with baseline data. These draft target goals are intended to serve as a starting point for further conversation with presidents/chancellors. Recommendations for official target goals will evolve based on institutional feedback and will be presented to the CBHE at its June 2009 meeting.

In addition, reference is made on each page of the baseline report to any relevant institution-specific indicators that were mutually agreed upon by institutions and MDHE as required by SB 389. Attachment C provides a complete list of the institution-specific indicators, references their alignment with state-level indicators, and provides the current baseline institutional-level data on file at the MDHE offices.

Next Steps

While the *Imperatives for Change* technical manual, individual indicators, and isolated data have been made available for review and comment at several junctures since fall 2008, this is the first opportunity for institutional leadership, staff, and other interested stakeholders to review the compiled elements that will comprise the June baseline report. Although it may be an ambitious undertaking, all are encouraged to carefully review the available materials and components, including available baseline data, draft target goals, sources and methodologies, and conclusions, prior to final presentation of the baseline report to the CBHE. MDHE staff intends for the

preliminary publication of the report in draft form at the April CBHE meeting to provide adequate opportunities for additional close reading and feedback over the next several weeks by all interested constituents. MDHE staff welcome additional dialogue and feedback prior to final presentation of the report in June.

Conclusion

Review of available data will continue prior to formal presentation of the IFC baseline report, but some global conclusions are already apparent:

- Some indicators will reinforce perceptions of Missouri's educational system as decidedly average, including Missouri's national rank in overall educational attainment, current participation in higher education for traditional and non-traditional students, degree completion and transfer rates, and some measures of affordability.
- Strengths for Missouri would appear to include some measures of productivity associated with graduate education, including degrees completed per 1,000 residents, and the percentage of all awards completed in health fields. Missouri's national ranks in some measures of undergraduate persistence also appear to be improving in recent years.
- Areas of opportunity for Missouri include improvement in some measures of state support; national rankings of appropriations in relation to overall population still lag in the 40s. In addition, missing data in some areas, particularly business / education partnership and true longitudinal analysis of the student pipeline leave unanswered questions.

MDHE staff will continue to review the report to identify conclusions that might be appropriately drawn from available data. Institutional leadership, staff, and other reviewers are encouraged to examine and engage in discussion of the report, including presentation of baseline data, establishment of target goals, and finalization of reporting methods and sources. Though potentially time-consuming, this process and the final published report will be critical to demonstrating the willingness of Missouri's higher education system to be held accountable for student success, civic and economic impact, and system-wide and institutional efficiency.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A	Draft Technical Manual
Attachment B	Draft Baseline Report (April 2009)
Attachment C	Draft Institutional Performance Indicators

**Imperatives for Change:
Building a Higher Education System
for the 21st Century**

**A Coordinated Plan for the Missouri Higher
Education System**

**Technical
Manual**

3/31/09

1A1

Objective: Increase the percent of Missouri residents who possess a postsecondary credential

Indicator: Percentage of the population ages 25 to 64 who hold a degree or certificate, for the state as a whole and disaggregated by demographic groups and regions

Methodology *Methodology*

and Numerator: Number of population ages 25 - 64 holding a degree or certificate by
Definitions: award level.

Denominator: Total population ages 25 - 64.

Disaggregation: Race/ethnicity, gender, geographic region

Definitions

[Award Levels \(ACS-PUMS\)](#)

[Degree/Certificate](#)

[Gender](#)

[Geographical Region](#)

[Race/Ethnicity](#)

ACS does not ask information about postsecondary certificates. These awards are included in the "Less than Associate's" category.

Sources: [American Community Survey-Public Use Micro-data Sample](#)

1A2

Objective: Increase the percent of Missouri residents who possess a postsecondary credential

Indicator: Number of transfer students who graduate from any institution with a baccalaureate degree

Methodology *Methodology*

and

Numerator: Number of degree-seeking first-time transfer students in a fall enrollment cohort (EMSAS enrollment file) completing a baccalaureate within the next four years (EMSAS completions file)

Definitions:

Denominator: All degree-seeking, first-time transfer students in an EMSAS fall enrollment file cohort.

Disaggregation: Institutional sector from which students transferred

Definition

Transfer Student: A first-time degree-seeking undergraduate student at a public postsecondary institution who had previously (and non-concurrently) been enrolled and transferred in at least 12 credit hours from another postsecondary institution. First-time transfer students are identified by public institutions in EMSAS fall enrollment data.

[Degree, Bachelor's:](#)

[Degree/Certificate-seeking student](#)

[First Time Student](#)

[Full-Time Student](#)

[Part-time student](#)

[Undergraduate](#)

Sources: [EMSAS](#) Completions and Fall/Term Registration

Limitations and Issues: Currently available data would provide data only on transfer to Missouri public institutions. No information on independents.

1A3

Objective: Increase the percent of Missouri residents who possess a postsecondary credential

Indicator: Increases in personal income from degree attainment

**Methodology
and
Definitions:**

Methodology

1) Public Use Micro-data Sample (PUMS) of the American Community Survey (ACS) median earnings for those reporting earnings for the population 25-64 reported by educational level (excludes those currently attending postsecondary education).

Disaggregation: Race/ethnicity, gender, geographical area

2) EMSAS / DOLIR

Additional reporting may be included by linking EMSAS data with state wage records maintained by the Missouri Department of Labor and Industrial Relations (DOLIR) using social security number (SSN).

Median income for prior academic year completers at public institutions reported at all award levels.

Disaggregation: Award level

Definitions

Educational award levels :

Less than high school graduate

High school graduate (Includes equivalency)

Postsecondary certificate (EMSAS/DOLIR data only)

Associate's degree

Bachelor's degree

Graduate or professional degree

Median: This measure represents the middle value (if n is odd) or the average of the two middle values (if n is even) in an ordered list of data values. The median divides the total frequency distribution into two equal parts: one-half of the cases fall below the median and one-half of the cases exceed the median.

Earnings: The term "earnings" is defined as the algebraic sum of wage or salary income and net income from self-employment. Earnings represent the amount of income received regularly before deductions for personal income taxes, Social Security, bond purchases, union dues, Medicare deductions, etc. Only those reporting some earnings in the prior year are included (ACS)

[Gender](#)

[Race/Ethnicity](#)

[Geographical Region](#)

Sources: [American Community Survey-Public Use Micro-data Sample](#), [EMSAS](#), DOLIR wage records

1Aa

Objective: Increase the percent of Missouri residents who possess a postsecondary credential

Indicator: Number of postsecondary credit hours delivered

Methodology and Definitions: *Methodology*
NOTE: While indicator specifies credit hours “delivered,” meaning completed, at this time only the number of credit hours “offered” or in which a student enrolls is available.

Total credit hour activity “offered” (regardless of student completion) for previous 12 months.

Disaggregation: Institutional sector, undergraduate or graduate level.

Definitions

Total Credit Hour Activity Offered are reported in the fall 12-Month Enrollment survey; institutions may choose to report data either for the prior fiscal year, or for the period of the prior September 1 through August 31 of the current year. Reporting excludes first-professional students.

[Credit Hour](#)
[Institutional Sector](#)
[Undergraduate](#)
[Graduate Student](#)

Sources: - IPEDS (Integrated Postsecondary Education Data System)

1Ab

Objective: Increase the percent of Missouri residents who possess a postsecondary credential

Indicator: Number of degrees and certificates awarded, disaggregated by demographic groups

Methodology and Definitions: *Methodology*
Total number of degree and certificate completions between July 1 and June 30 by award level.

Disaggregation: Race/ethnicity, gender, institutional sector

Definitions

[Award Levels \(IPEDS\)](#)

[Degree/Certificate](#)

[Gender](#)

[Institutional Sector](#)

[Race/Ethnicity](#)

Sources: IPEDS (Integrated Postsecondary Education Data System)

1Ac

Objective: Increase the percent of Missouri residents who possess a postsecondary credential

Indicator: Cohort analysis of persistence from fall semester to fall semester

Methodology *Methodology*

and Numerator:

Definitions: 4-year institutions

Numerator: Number of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.

Denominator: Number of first-time bachelor's (or equivalent) degree-seeking undergraduates in fall of cohort year.

2-year institutions:

Numerator: Number of first-time degree-seeking undergraduates from the previous fall who are again enrolled in the current fall or completed their program by the current fall

Denominator: Number of first-time bachelor's (or equivalent) degree-seeking undergraduates in fall of cohort year.

Disaggregation: Institutional sector, full- /part-time status

Definitions

[Degree/Certificate-seeking student](#)

[First Time Student](#)

[Full-Time Student](#)

[Institutional Sector](#)

[Part-time student](#)

[Undergraduate](#)

Sources: IPEDS (Integrated Postsecondary Education Data System)

1B1

Objective: Missouri's system of higher education will become more affordable to more Missourians

Indicator: Percentage of family income required to pay for college after grant and scholarship aid by income quintiles

Methodology and *Methodology*
Measuring Up

Definitions: Calculates percentage of family income required to pay "net college costs" by income quintile and sector (community colleges, public four-year, and independent four-year).

Definitions

Net College Cost in Each Sector: Average net cost of attendance in each sector of higher education is calculated by subtracting total average financial aid received (federal + state + institutional) from average expenses (tuition + fees + room + board). While students and their families incur the same expenses in a given sector regardless of income, they receive different amounts of financial aid depending on their income level. Therefore, the net college costs differ for each family income quintile in the state (Measuring Up).

Sources: Measuring Up

Limitations Measuring Up Data is only available every other year

and Issues: For more information on the Measuring Up methodology see the Measuring Up 2008 http://measuringup2008.highereducation.org/print/Technical_Guide.pdf

1B2

Objective: Missouri's system of higher education will become more affordable to more Missourians

Indicator: Total student financial aid awarded to Missouri students from all sources including both restricted and unrestricted institutional funds

Methodology *Methodology*

and

Definitions:

Total financial aid awarded July 1 through June 30 from federal, state, institutional and other non-institutional sources to all enrolled students, reported by average award level (institutions indicate head count receiving each type of award).

Disaggregation: Financial aid source (federal, state, institutional, other non-institutional), financial aid type (loan, grant, scholarship), institutional sector

Definitions

[Financial Aid](#): categories based on MDHE survey DHE-14 see glossary for details.

[Institutional Sector](#)

[Undergraduate](#)

Sources: DHE Survey 14-1

Limitations

and Issues:

Current DHE-14 reflects aid distributed to all students attending Missouri public and comprehensive independent institutions (not currently disaggregated for Missouri residents).

1Ba

Objective: Missouri's system of higher education will become more affordable to more Missourians

Indicator: Missouri resident on-time FAFSAs filed by income and EFC level

Methodology *Methodology*

and Number of FAFSA from Missouri residents received between January 1 and April 1 for each academic year.

Definitions:

Disaggregation: Expected Family Contribution (EFC), family adjusted gross income (F-AGI), freshman vs. all, attended Missouri institution, institutional sector, gender, race/ethnicity, non-Missouri residents, dependency status

Definitions

Expected Family Contribution (EFC): The Expected Family Contribution estimates family/student contribution to cost of postsecondary education and is calculated according to a formula established by law. Taxed and untaxed income, assets and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are family size and the number of family members who will attend college or career school during the year. (FAFSA / USDE).

Free Application for Federal Student Aid (FAFSA): The standard form students must complete to apply for federal and state need-based assistance/aid programs and, in some circumstances, campus-based assistance/aid (MDHE).

On-Time: FAFSA applications completed between January 1 and April 1 of the calendar year prior to expected fall enrollment (e.g. the FAFSA for AY2007-08 must be filed on or before April 1, 2007 for consideration for state grants and scholarships).

Freshmen: First-time enrolled students

[Gender](#)
[Institutional Sector](#)
[Race/Ethnicity](#)

Sources: [FAFSA Data](#), [FAMOUS-ISIR](#)

1Bb

Objective: Missouri's system of higher education will become more affordable to more Missourians

Indicator: Percent change in state appropriations for higher education

Methodology *Methodology*

and Numerator: Difference between total state appropriations for higher education in current and prior fiscal year.

Definitions:

Denominator: Total state appropriations for higher education in prior fiscal year.

Definitions

State Appropriations for Higher Education-Total: Revenue set aside by legislative body as detailed in the Missouri Higher Education Funding (HEF) formula for core institutional mission expenses (operating), strategic initiatives and performance funding. This measure does not include capital appropriations.

Sources: Missouri Budget Appropriations, MDHE Fiscal Affairs

IN PROCESS: This is likely the final methodology but some reconciliation of sources remain to be completed

1C1

Objective: Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes

Indicator: Results of assessments of student learning in general education. (Institutions will be provided the option of using national normed tests and/or participation in an MDHE administered project involving samples of student work evaluated by a statewide committee of faculty). Data generated should serve dual purposes of accountability, i.e., demonstration of learning gains, and improvement, i.e., use by faculty to make changes in curriculum content and delivery.

Methodology *Methodology*

and 1) Performance Indicators Survey

Definitions: Numerator: Number of completers who scored above the 50th percentile and 80th percentile on a "nationally recognized test of general education where nationally normed percentiles are available."

Denominator: Total number of completers who took a "nationally recognized test of general education where nationally normed percentiles are available."

Disaggregation: Institutional sector, award level, test name

2) Assessment study / project

Details remain to be determined.

Definitions

Nationally normed general education test: No current list of acceptable examinations is indicated. Common examples include:

- College Assessment of Academic Proficiency (CAAP)
- Collegiate Learning Assessment (CLA)
- Measure of Academic Proficiency and Progress (MAAP)

[Award Levels \(EMSAS\)](#)

[Institutional Sector](#)

Sources: Performance Indicators survey, Assessment study / project

Limitations and Issues: Less than one-year certificates are currently not included in the Performance Indicators survey.
Data is reported for completers who may have taken the assessment at any time during their academic career.
Some institutions are beginning to use sampling rather than giving to all students at certain level

In Process - Modification of PIS required to collect a specific assessment instrument information
- Proposal from LAMP for alternative assessment data yet to be completed

1C2

Objective: Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes

Indicator: Results of assessments of student learning of major fields

Methodology *Methodology*

and

Definitions:

Numerator: Number of completers who scored above the 50th percentile and 80th percentile on a "nationally recognized exit, licensure or certification exam in a major field . . . in which nationally normed percentiles are available."

Denominator: Total number of completers who took a "nationally recognized exit, licensure or certification exam in a major field . . . in which nationally normed percentiles are available."

Disaggregation: Institutional sector, award level, test name, major field area (currently not collected),

Definitions

[Award Levels \(EMSAS\)](#)

[Institutional Sector](#)

Sources: DHE- Performance Indicators survey

In Process - Starting in 2009 the PIS or other survey will collect Major Field Outcomes by Area

1C3

Objective: Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes

Indicator: Pass rates on licensure and certification examinations

Methodology *Methodology*

and Numerator: Number of completers who received a passing score on a "licensure and/or certification exam that is scored pass/fail."

Definitions:

Denominator: Total number of completers who took a "licensure and/or certification exam that is scored pass/fail."

Disaggregation: Institutional sector, award level, test name, licensure/certification area

Definitions

Licensure and certification exams: examples?, fields?

[Award Levels \(EMSAS\)](#)

[Institutional Sector](#)

Sources: Performance indicators Survey

Limitations and Issues: Less than one-year certificates are currently not included in the Performance Indicators survey.
Data is reported for completers who may have taken the assessment at any time during their academic career

In Process Current collection does not differentiate by type of exam, purpose, difficulty level, necessity, etc.
Proposal: Define key licensure and certification examinations in fields where the exam is required for work in the field. MDHE will attempt to start with teacher certification and nursing data.
Potential may exist for direct collaboration with the Missouri Division of Professional Registration to acquire data targeted to selected fields.

1C4

Objective: Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes

Indicator: Developmental student success rate in collegiate-level courses

Methodology and Definitions: *Methodology*
 Numerator: Number of students in denominator who completed college-level courses with an A, B, C and P grades.

Denominator: Total number of students previously enrolled in the highest level developmental course in academic area who then enrolled in related college level course.

Definitions

Highest Level Developmental Course: Many institutions have multiple developmental courses in each field designed for students deficient in the general competencies necessary for a regular postsecondary curriculum. This measure refers to the final or highest level course in the developmental sequence of preparatory coursework.

Sources: New Data Collection

Limitations and Issues:

- Measure as currently defined would not resolve comparability issues inherent in differences in local remedial / developmental placement policies. Differences also exist in the structure of remedial / developmental course hierarchies across institutions that would potentially impact this measure.

In Process

- Method for new data collection undetermined
- Proposal: Append question to one of the current DHE surveys
- Similar reporting to the National Community College Benchmarking Project (NCCBP) may provide model methodology

1Ca

Objective: Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes

Indicator: Results of student engagement and/or satisfaction surveys

Methodology *Methodology*

and Percent of students at institution who rate institution above national benchmark

Definitions:

Disaggregation: Institutional sector

Definitions

Standardized student satisfaction surveys: Noel-Levitz, Community College Survey of Student Engagement, National Survey of Student Engagement, College Student Experiences Questionnaire, College Senior Survey, or University of California Undergraduate Experience Survey.

[Institutional Sector](#)

Sources: New collection required

In Process: MDHE Proposal:
Choose 1-3 questions common and representative across instruments; require institutions to report scores based on these instruments or the results of these questions integrated into institutionally designed instruments
(Charge MAC to create methodology)

1D1

Objective: Increase college attendance rate of high school students

Indicator: Same year fall college attendance rates of spring Missouri high school graduates

Methodology *Methodology*

and 2009 Reporting

Definitions: DESE publishes postsecondary enrollment / graduate follow-up from all Missouri public high schools.

Data are currently based on aggregate surveys of follow-up of spring graduates:

- Entering a 4-year college/university
- Entering a 2-year college/university
- Entering a postsecondary (non-college) institution
- Entering the workforce
- Entering the military
- Entering some other field
- Status unknown

2010

Numerator: Number of spring high school graduates from Missouri public schools who enroll in Missouri public institutions (EMSAS); (this could be expanded to independents and out-of-state with the use of [National Student Clearinghouse \(NSC\)](#) data).

Denominator: Number of spring high school graduates from Missouri public schools (MOSIS)

Sources: [MOSIS](#) (DESE), [EMSAS](#), [National Student Clearinghouse \(NSC\)](#)

1D2

Objective: Increase college attendance rate of high school students

Indicator: Percentage of the population and number of students ages 18 to 24 enrolled in postsecondary education, disaggregated by demographic group

Methodology *Methodology*

and

Numerator: Number of population ages 18 to 24 enrolled in postsecondary education

Definitions:

Denominator: Total population of individuals 18 to 24 not enrolled in high school

Disaggregation: Public/private institutional sector, undergraduate/graduate, gender, race/ethnicity, geographic region

Definitions

Enrolled Student: From American Community Survey (ACS); student is attending a “regular” public or private college in the past three months where regular advances an individual to a degree. Enrollment in “vocational, technical, or business school” were not included as enrolled in a “regular” school.

[Gender](#)

[Geographical Region](#)

[Graduate Student](#)

[Institutional Sector](#)

[Race/Ethnicity](#)

[Undergraduate](#)

Sources: [American Community Survey-Public Use Micro-data Sample](#)

1Da

Objective: Increase college attendance rate of high school students**Indicator:** Percent of Missouri ninth graders who take the ACT within four years

Methodology and**Definitions:***Methodology*

2008-2012

Data unavailable

Temporarily data for current seniors will be reported, but only from the sophomore year forward and presumably only for seniors who had taken at least one ACT test as a Missouri resident.

2012

Starting in 2012 we will be able to look back and track the ACT participants of the 2008-09 ninth grade cohort.

Numerator: Number of ninth grade cohort from four years earlier still enrolled in Missouri Public Schools who have taken the ACT.

Denominator: Total number of ninth grade cohort from four years earlier still enrolled in Missouri public schools

*Definitions*Graduating Seniors: Totals for graduating seniors are obtained from *Knocking at the College Door*, a report projecting high school graduates by state by the Western Interstate Commission for Higher Education. The report was published most recently in March 2008.

Sources: ACT, [MOSIS](#)

1Db

Objective: Increase college attendance rate of high school students

Indicator: Percent of Missouri high school graduates enrolling in postsecondary education that were placed in remedial coursework

Methodology *Methodology*

and

Numerator: Number of incoming freshmen from Missouri high schools

Definitions: attending Missouri public postsecondary institutions enrolled in remedial math, English, or reading courses.

Denominator: Number of all incoming freshmen from Missouri high schools attending Missouri public postsecondary institutions.

Disaggregation: institutional sector, gender, race/ethnicity, geographical region of high school, high school/district, comparison to freshmen from out of state

Definitions

[Gender](#)

[Institutional Sector](#)

[Race/Ethnicity](#)

[Geographical Region](#)

Sources: [EMSAS](#)

Limitations and Issues: Public postsecondary only

1Dc

Objective: Increase college attendance rate of high school students**Indicator:** College attendance rates of the ninth grade cohort of Missouri students, disaggregated by demographic group**Methodology and** *Methodology***Definitions:** 2009
Data currently unavailable2012
Beginning in 2012 MDHE may be able to track ninth grade cohort attendance rates at Missouri public institutions

Numerator: Number of students in ninth grade cohort enrolling in Missouri public postsecondary institution within five years.

Denominator: Total Number of students in ninth grade cohort from five years earlier.

(Attendance at independent and out-of-state institutions could be tracked with the addition of data from [National Student Clearinghouse \(NSC\)](#))*Definitions*
Further specification required

Sources: [MOSIS](#), [EMSAS](#)

1E1

Objective: Increase college attendance rate of non-traditional students

Indicator: Percentage of the population and number of students over the age of 24 enrolled in postsecondary education, disaggregated by demographic group

Methodology *Methodology*

and Numerator: Number of population over the age of 24 enrolled in postsecondary

Definitions: education

Denominator: Total population of individuals over the age of 24.

Disaggregation: Public/private, undergraduate/graduate, gender, race/ethnicity, geographic region

Definitions

Enrolled Student: (ACS) is attending a “regular” public or private college in the past three months where regular advances an individual to a degree. Enrollment in “vocational, technical, or business school” were not included as enrolled in a “regular” school.

[Gender](#)

[Geographical Region](#)

[Graduate Student](#)

[Institutional Sector](#)

[Race/Ethnicity](#)

[Undergraduate](#)

Sources: [American Community Survey-Public Use Micro-data Sample](#)

1Ea

Objective: Increase college attendance rate of non-traditional students

Indicator: Enrollment in New Jobs Training, Customized Training and related training programs.

Methodology and *Methodology*

Definitions: Number of students/employees participating in program.
Number of programs with colleges

Disaggregation: duplicated/unduplicated participation, program

Definitions

New Jobs Training: Official program participants in New Jobs Training Program administered by the Missouri Department of Economic Development.

Customized Training: Official program participants in Customized Training Program administered by the Missouri Department of Economic Development.

Further information is available:

[Missouri Community College New Jobs Training Program](#)
[Missouri Customized Training Program](#)

Sources: [Regional Technical Education Council Report \(RTEC\)](#)

Limitations and Issues: Data is currently collected only from community colleges and Linn State Technical College. According to the Department of Economic Development (DED), Missouri State University-West Plains and other selected institutions participate. Extended collection would be required to include this data.

2A1

Objective: Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri

Indicator: Number of direct educational partnerships with Missouri employers, including MBEs

Methodology and Definitions:	<p><i>Methodology</i> Number of direct educational partnerships</p> <p><i>Definitions</i> Disaggregation: Institutional sector partner, Minority Business Enterprises (MBEs)</p> <p>Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "direct educational partnerships." One potential example, depending upon further definition, might be a nursing program that is housed within the physical location of a hospital, and available only to the employees of the hospital. The Regional Technical Education Council (RTEC) survey currently collects information from Missouri community colleges and Linn State Technical College detailing annual enrollment in Missouri Community College New Jobs Training Program, Customized, and Contract training programs, although this information would presumably be used for reporting associated with indicator 1EA.</p> <p><i>Definitions</i> Further detail required. Institutional Sector</p>
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Sources:	Regional Technical Education Council Report (RTEC)? , New Collection
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Limitations and Issues:	Data is currently collected only from community colleges and Linn State Technical College. According to the Department of Economic Development (DED), Missouri State University-West Plains and other selected institutions participate. Extended collection would be required to include this data.
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In Process	<p>Definition of "Direct Educational Partnerships" still to be determined (e.g. internships, clinicals, practicums, field experiences, cooperatives, service learning, research relationships, or special projects with employers). Is this different than 1EA reporting?</p> <p>OA publishes a certified list of MBEs; for the two years this could be matched to RTEC or other "business partnerships" collection for MBEs and female owned enterprises</p>
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2A2

Objective: Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri

Indicator: Number of degrees and certificates awarded in key non-METS fields

Methodology and *Methodology*
Number of degrees awarded in key non-METS fields

Definitions: Disaggregation: Institutional sector, race/ethnicity, gender, award level

Definitions

[Award Levels \(IPEDS\)](#)

[Degree/Certificate](#)

[Gender](#)

[Institutional Sector](#)

[Key non-METS fields](#): CIP codes associated with the top 50 Missouri non-METS careers with the most openings between 2004 and 2014. For more information see Glossary

[Race/Ethnicity](#)

Sources: IPEDS (Integrated Postsecondary Education Data System)

2A3

Objective: Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri

Indicator: Number of students passing certification and licensure examinations in high demand fields

Methodology *Methodology*

and Data currently unavailable. Future revision of Performance Indicator Survey can require

Definitions: licensure to be disaggregated by field.

Numerator: Number of completers who received a passing score on a "licensure and/or certification exam that is scored pass/fail."

Denominator: Total number of completers who took a "licensure and/or certification exam that is scored pass/fail."

Disaggregation: Institutional sector, award level, test name, licensure/certification area (currently not collected)

Definitions

Licensure and certification exams in high demand fields: examples?, fields?, high demand fields should be related to occupational projections by MERIC top 50 career openings 2004-2014

http://www.ded.mo.gov/researchandplanning/pdfs/Outlook_Mo.pdf

[Award Levels \(EMSAS\)](#)

[Institutional Sector](#)

Sources: Performance Indicators Survey

Limitations and Issues: Less than one-year certificates are currently not included in the Performance Indicators Survey.
Data are reported for completers who may have take the assessment at any time during their academic careers

In Process The current proposal for 1C3 would limit this data to nursing and teacher education only. 2A3 would be a duplication of 1C3
Potential may exist for direct collaboration with the Missouri Division of Professional Registration to acquire data targeted to selected fields.

2Aa

Objective: Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri

Indicator: Employer follow-up surveys of appropriate categories of degree and/or certificate completers

Methodology and *Methodology*
TBD

Definitions:

Definitions

Further detail required. "Appropriate categories of degree and/or certificate completers" would require additional definition.

Sources: Only known employer surveys in widespread use are collected by DESE for newly certified educators entering the teaching field.

In Process: Currently available data do not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "appropriate categories of degree and/or certificate completers." Missouri Assessment Consortium has been charged with determining methodology.

DRAFT

2B1a

Objective: Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields.

Indicator: Number of degrees and certificates awarded in METS-related fields, including METS-related teacher education

Methodology *Methodology*

and Number of completions in METS-related fields and METS related teacher education.

Definitions:

Disaggregation: Institutional sector, gender, race/ethnicity, award level

Definitions

[Award Levels \(IPEDS\)](#)

[Gender](#)

[Institutional Sector](#)

[METS Related Fields](#)

[Race/Ethnicity](#)

Sources: IPEDS (Integrated Postsecondary Education Data System)

2B1b

Objective: Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields

Indicator: Number of METS-related degree and certificate recipients who transferred from a community college

Methodology and *Methodology*

Definitions: Numerator: Number of degree-seeking, first-time transfer students in a fall enrollment cohort (EMSAS enrollment file) completing a METS-related baccalaureate within the next four years (EMSAS completions file)

Denominator: All degree-seeking first-time transfer students in an EMSAS fall enrollment file cohort.

(Information from independent and out-of-state institutions require use of [National Student Clearinghouse \(NSC\)](#))

Disaggregation: Race/ethnicity, gender, award level

Definitions

Transfer Student: A first-time degree-seeking undergraduate student at a public postsecondary institution who had previously (and non-concurrently) been enrolled and transferred in at least 12 credit hours from another postsecondary institution. First-time transfer students are identified by public institutions in EMSAS fall enrollment data.

[Award Levels \(EMSAS\)](#)
[Degree/Certificate-seeking student](#)
[Gender](#)
[Institutional Sector](#)
[METS Related Fields](#)
[Race/Ethnicity](#)
[Undergraduate](#)

Sources: [EMSAS](#) Completions and Term Registration

Limitations and Issues: Currently available data would provide information only on transfer among Missouri public institutions.

2B2a

Objective: Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields

Indicator: Number of degrees and certificates awarded in health practitioner fields

Methodology *Methodology*

and Number of completions in health practitioner fields

Definitions:

Disaggregation: Institutional sector, gender, race/ethnicity, award level

Definitions

Health practitioner fields include the following two-digit CIP codes (six-digit teacher education)

- 34 Health Related Knowledge and Skills
- 51 Health Professions and Related Clinical Sciences
- 60 Residency Programs
- 13.1327 Health Occupations Teacher Education

[Award Levels \(IPEDS\)](#)

[Gender](#)

[Institutional Sector](#)

[Race/Ethnicity](#)

Sources: IPEDS (Integrated Postsecondary Education Data System)

2B2b

Objective: Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields

Indicator: Number of health practitioner degree and certificate recipients who transferred from a community college

Methodology *Methodology***and****Definitions:**

Numerator: Number of degree-seeking, first-time transfer students in a fall enrollment cohort (EMSAS enrollment file) completing a health practitioner-related baccalaureate within the next four years (EMSAS completions file)

Denominator: All degree-seeking first-time transfer students in an EMSAS fall enrollment file cohort.

(Information from independent and out-of-state institutions require use of [National Student Clearinghouse \(NSC\)](#))

Disaggregation: Race/ethnicity, gender, award level

Definitions

Transfer Student: A first-time degree-seeking undergraduate student at a public postsecondary institution who had previously (and non-concurrently) been enrolled and transferred in at least 12 credit hours from another postsecondary institution. First-time transfer students are identified by public institutions in EMSAS fall enrollment data.

Health practitioner fields include the following two-digit CIP codes (six-digit teacher education)

- 34 Health Related Knowledge and Skills
- 51 Health Professions and Related Clinical Sciences
- 60 Residency Programs
- 13.1327 Health Occupations Teacher Education

[Award Levels \(EMSAS\)](#)

[Gender](#)

[Institutional Sector](#)

[Race/Ethnicity](#)

Sources: [EMSAS](#) Completions and Term Registration ([National Student Clearinghouse \(NSC\)](#) may provide additional data)

Limitations and Issues: Currently available data would provide information only on transfer among Missouri public institutions.

2Ba

Objective: Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields

Indicator: Number of credit hours delivered in METS-related fields

Methodology and *Methodology*

Definitions: NOTE: While indicator specifies credit hours "delivered," meaning completed, at this time only the number of credit hours "offered" or in which a student enrolls is available.

Number of credit hours delivered in METS-related fields

Disaggregation:

Definitions

[Credit Hour](#)

Sources: Revived DHE-15, New Collection

In Process: This data is currently unavailable, new data collection required.
DHE proposal is to revive DHE-15 survey which collected information on credit hour enrollment by CIP category.

2C1

Objective: Missouri's higher education system will increase the number of graduate and professional degrees awarded in critical fields

Indicator: Number of graduate and professional degrees awarded in critical fields, disaggregated by demographic group and geographic location

Methodology *Methodology*

and Number of graduate completions in critical non-METS-related fields.

Definitions:

Disaggregation: institutional sector, gender, race/ethnicity, award level, geographic location?

Definitions

[Award Levels \(IPEDS\)](#)

[Gender](#)

[Geographical Region](#)

[Institutional Sector](#)

[Key non-METS fields](#)

[Race/Ethnicity](#)

Sources: IPEDS (Integrated Postsecondary Education Data System)

Limitations and Issues: Since indicators 2A2, 2B1b, and 2B2A will address these fields and will be disaggregated by award level this indicator will already be addressed.

The only difference would be the addition of geographic location which is problematic. We can only "regionalize" the schools because current data do not report completions by campus extension sites, hence all completions for William Woods would be Fulton, Columbia College- Columbia etc.

2D1

Objective: Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions

Indicator: Total expenditures on research and development at Missouri higher education institutions as a percentage of gross state product

Methodology and *Methodology*

Definitions: Numerator: Total research, development and public service expenses (IPEDS).

Denominator: Missouri Gross Domestic Product (GDP) determined by the Bureau of Economic Analysis

Disaggregation: Institutional sector, primary research and public Service

Definitions

Missouri Gross Domestic Product: Total market value of all final goods and services produced within Missouri during calendar year.

<http://www.missourieconomy.org/indicators/gsp/index.stm>

Total Expenditures on Research and Development: A functional expense category that includes expenses for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers, and individual and project research. This function does not include non-research sponsored programs (e.g., training programs). Also included are information technology expenses related to research activities if the institution budgets separately for them (otherwise these expenses are included in academic support). FASB institutions include actual or allocated costs for operation and maintenance of plant, interest and depreciation. GASB institutions do not include operation and maintenance of plant or interest but may, as an option, distribute depreciation expense.

Expenditures for Public Service: A functional expense category that includes expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. Examples are conferences, institutes, general advisory service, reference bureaus and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services and public broadcasting services. Also includes information technology expenses related to the public service activities if the institution budgets separately for them (otherwise these expenses are included in academic support). FASB institutions include actual or allocated costs for operation and maintenance of plant, interest and depreciation. GASB institutions do not include operation and maintenance of plant or interest, but may, as an option, distribute depreciation expense.

[Institutional Sector](#)

Sources: IPEDS (Integrated Postsecondary Education Data System), Bureau of Economic Analysis (BEA)

2D2

Objective: Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions

Indicator: Total number and value of external grants awarded to researchers connected to Missouri higher education

Methodology and *Methodology*

Definitions: *Definitions*
Grants and contracts (revenues)

Sources: IPEDS (Integrated Postsecondary Education Data System), New Collection

In Process: IPEDS finance reporting requires that federal, state, local and private grants and contracts be reported by independent institutions, and that federal, state, local and private *operating* grants and contracts be reported by public institutions. There is no directive that grants and contracts reported should be limited to those connected with research. For independent institutions, this reporting may also include Pell grants, dependent upon institutional reporting. Some information is collected via federal IPEDS reporting, but further definition / collection may be required in order to limit to research awards. Some institutions have a central point of data collection for this (development offices) others do not have any central point of collection and it is only collected by the individual faculty that are securing funding.

DRAFT

2D3

Objective: Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions

Indicator: Number of invention disclosures and patents awarded in connection with a Missouri higher education institution

Methodology and *Methodology*

Definitions: *Definitions*

Further detail required; "disclosures and patents awarded in connection with a Missouri higher education institution" would require additional definition.

Sources: New collection, possibly obtainable from the U.S. Patent Office

In Process: Currently available data do not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "disclosures and patents awarded in connection with a Missouri higher education institution."

DRAFT

2D4

Objective: Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions

Indicator: Number of new business start-ups linked to research or development incubators associated with Missouri higher education institutions

Methodology and *Methodology*

Definitions: *Definitions*
Further detail required; "research or development incubators associated with Missouri higher education institutions" would require additional definition.

Sources: New collection

In Process: Currently available data do not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "research or development incubators associated with Missouri higher education institutions."

2Da

Objective: Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions

Indicator: Missouri's New Economy Index

Methodology *Methodology*

and The *New Economy Index* report is published periodically by the Kauffman Foundation.

Definitions: Composite scores are compiled which rank the states according to criteria defined by the Kauffman Foundation.

http://www.kauffman.org/uploadedfiles/2008_state_new_economy_index_120908.pdf

Definitions

All definitions should be applied as defined by the Kauffman Foundation.

Sources: The 2008 State New Economy Index published by Kaufman Foundation and The Information Technology and Innovation Foundation

DRAFT

2E1

Objective: Missouri institutions will increase learning experiences beyond the classroom and service activities beyond the campus in support of promoting civic engagement, understanding international and cultural issues, and improving critical thinking

Indicator: Percentage of students participating in "high impact" learning activities such as internships, study abroad, student faculty research and service learning.

Methodology *Methodology*

and 1) New Data Collection

Definitions: Numerator: Number of duplicated and unduplicated students participating in high impact learning activities.

Denominator: Total number of student population.

Disaggregation: Sub categories of high impact learning activities, gender, race/ethnicity, full/part time, institutional sector

Could potentially be provided as additional fields in EMSAS submission (public institutions only) or as an additional MDHE survey.

2) Alternatively, the C/NSSE has student reporting for these categories; this data could be provided to MDHE.

Definitions- Proposed / potential categories for high impact learning activities might include:

Learning Communities: Formal program where groups of students take two or more classes together (NSSE)

Undergraduate Research: Students worked on a research project with a faculty member outside of course or program requirements, this can be on campus or off campus. (NSSE)

Service Learning: Definitions vary; service learning broadly encompasses community service or volunteer work engaged in under the auspices of the institution. (NSSE)

Capstone Projects: Can be performed by major, minor or school i.e. liberal art and honors colleges within a larger institution.

Leadership Programs: This may include certified or non-certified programs that focus on student leadership development through a combined effort of course work, activities and mentoring.

Study Abroad: Activities, programs and classes that allow students to study outside the continental United States for a program of one week to a year in duration. These can be group or independent in structure and encompass linkages with other universities outside of the student's home university.

Clinical and/or Field Experiences: Students can be engaged with clinical and/or field experiences related to a capstone project, major, licensure and certification requirements, or other areas that require a student to participate in a clinical or field setting to employ learned knowledge, technique and/or skills to use in a professional capacity.

Internships: Students engaged in a work environment that is professional in scope and related in some way to a student's major or occupational desire. This type of experience can be credit or non-credit, off or on campus, and either paid or non-paid.

[Gender](#)

[Full-Time Student](#)

[Institutional Sector](#)
[Part-time student](#)
[Race/Ethnicity](#)

Sources: New Collection

In Process: Currently available data do not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of “high impact’ learning activities.” Service learning, for example, might include a community service component tied to the learning process of the class or a particular item within the course. For example, a computer class that is learning about database design takes on a project in the community designing a database for a 4H club.
MAC to Address

DRAFT

2E2

Objective: Missouri institutions will increase learning experiences beyond the classroom and service activities beyond the campus in support of promoting civic engagement, understanding international and cultural issues, and improving critical thinking

Indicator: Number of direct education outreach programs and program participants (e.g. ESL, Trio, ABE, etc)

Methodology and *Methodology*

Definitions: *Definitions*

Further detail required; “direct education outreach programs and program participants” would require additional definition.

Sources: New collection, existing federal reporting?

In Process Currently available data do not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of “direct education outreach programs and program participants.” Trio and ABE have current reporting mechanisms to DESE and USDE.

DRAFT

3A1

Objective: Missouri's higher education system will increase the efficiency with which students move to graduation

Indicator: Three-year and six-year graduation rates of college-ready students

Methodology and *Methodology*

1) IPEDS

Definitions: 4-year institutions

Completion Numerator: Total number of students from denominator cohort completing a bachelor degree or equivalent within six years (150% of normal time).

Transfer Numerator: Total number of bachelor's degree or equivalent degree-seeking students from denominator cohort transferring to another postsecondary institution within six years.

Denominator: Total number of full-time first-time baccalaureate-seeking students from the cohort six years prior, minus allowable exclusions.

2-year institutions

Completion Numerator: Total number of students completing a degree or certificate within three years.

Transfer Numerator: Total number of certificate and degree-seeking students transferring to another postsecondary institution within three years.

Denominator: Total number of certificate and degree-seeking students from the cohort three years prior, minus allowable exclusions.

2) EMSAS data can be used to more clearly articulate what happens throughout Missouri public system.

Numerator: Total number of students completing a bachelor degree or equivalent at any Missouri public institution within six years.

Denominator: Total number of college ready baccalaureate degree-seeking students from the cohort six years prior to report year.

Disaggregation: Award level, gender, institutional sector, race/ethnicity

Definitions

Allowed Exclusions: Include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on official church mission.

College-ready: IPEDS includes all degree-seeking students and does not exclude students enrolled in remedial/developmental coursework during their first term at the institution. EMSAS methodology would allow for this exclusion but would not include independent institutions and some transfer students. Not for comparability with other states.

[Award Levels \(IPEDS\)](#)

[Gender](#)

[Institutional Sector](#)
[Race/Ethnicity](#)

Sources: [EMSAS](#), IPEDS (Integrated Postsecondary Education Data System)

Limitations and Issues: EMSAS data would include only public institutions. IPEDS data would include other sectors, but would not facilitate one potential method for isolating “college-ready students.” IPEDS data would also not enable inclusion of students who graduated from a different public Missouri institution from their institution of initial enrollment. Both methods would exclude students who entered in the spring term, although EMSAS term registration data could be employed to identify a full-year entering cohort.

DRAFT

3B1

Objective: Missouri's higher education system will annually attract additional resources

Indicator: Total state appropriations received for higher education operations

Methodology and *Methodology*

Definitions: Total state appropriations for higher education

Disaggregation: Institutional sector

Definitions

State appropriations for higher education--total: Revenue set aside by legislative body as detailed in the Missouri Higher Education Funding (HEF) formula for core institutional mission expenses (operating), strategic initiatives and performance funding. This measure does not include capital appropriations.

[Institutional Sector](#)

Sources: MDHE Fiscal Affairs

3B1i

Objective: Missouri's higher education system will annually attract additional resources

Indicator: State appropriations for strategic investments in higher education

Methodology and *Methodology*

Definitions: State appropriations for higher education--strategic initiatives

Disaggregation: Institutional sector

Definitions

State appropriations for higher education--strategic initiatives: The portion of state appropriations detailed by the Missouri Higher Education Funding (HEF) formula designated for improving quality and opportunity and expanding service and opportunity.

[Institutional Sector](#)

Sources: MDHE Fiscal Affairs

IN PROCESS: Strategic Funding is a new initiative proposed by HEF. Data are not currently available.

3B1ii

Objective: Missouri's higher education system will annually attract additional resources

Indicator: State appropriations for performance funding in higher education

Methodology and *Methodology*

Definitions: State appropriations for higher education--performance

Disaggregation: Institutional sector

Definitions

State appropriations for higher education--performance: The portion of state appropriations detailed by the Missouri Higher Education Funding (HEF) formula designated for rewarding institutional quality and results.

[Institutional Sector](#)

Sources: MDHE Fiscal Affairs

IN PROCESS: Performance Funding is a new initiative proposed by HEF. Data are not currently available.

3B1iii

Objective: Missouri's higher education system will annually attract additional resources

Indicator: State higher education operating appropriations received per FTE compared to surrounding states and the national average

Methodology and *Methodology*

Definitions: Numerator: State appropriations for higher education--operating

Denominator: Full-time equivalency of Missouri public institutions

Disaggregation: Institutional sector

Definitions

State appropriations for higher education--operating: The portion of state appropriations detailed by the Missouri Higher Education Funding (HEF) formula designated for the implementation of institutional core mission (operating expenses).

FTE: The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity.

[Institutional Sector](#)

Sources: MDHE Fiscal Affairs

3B2

Objective: Missouri's higher education system will annually attract additional resources

Indicator: Total state appropriations received for capital improvements

Methodology and *Methodology*

Definitions: State appropriations for higher education--capital

Disaggregation: Institutional sector

Definitions

State appropriations for higher education--capital: State appropriations for non-operating expenses, primarily for acquisition and improvement of capital assets.

[Institutional Sector](#)

Sources: MDHE Fiscal Affairs

IN PROCESS: This is likely the final methodology but some reconciliation of sources remains to be completed

3B2i

Objective: Missouri's higher education system will annually attract additional resources

Indicator: State higher education capital appropriations received per FTE compared to surrounding states and national averages

Methodology and *Methodology*

Definitions: Numerator: Total state appropriations for higher education (Grapevine Equivalent to MO General Revenue for Higher Education)

Denominator: Full time equivalency of Missouri public 4-year and 2-year institutions (IPEDS)

Disaggregation: Institutional sector
Required comparison for surrounding states and national average uses slightly different calculation of capital appropriations per SHEEO.

Definitions

State appropriations for higher education--total: Revenue set aside by legislative body as detailed in the Missouri Higher Education Funding (HEF) formula for core institutional mission expenses (operating), strategic initiatives and performance funding. This measure does not include capital appropriations.

FTE: The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity.

[Institutional Sector](#)

Sources: MDHE Fiscal Affairs, Grapevine, IPEDS

Limitations and Issues:

- Data reported in some available resources as appropriated as opposed to delivered. Data should be tracked by both appropriated and delivered if possible.
- In reports and for historical context it should be reported primarily as delivered and secondary, if needed, as appropriated

3B3

Objective: Missouri's higher education system will annually attract additional resources

Indicator: Total federal non-student aid dollars received by Missouri higher education institutions

Methodology and *Methodology*

Definitions: Total federal non student-aid grants and contracts (IPEDS)

Disaggregation: Institutional sector

Definitions

Federal grants and contracts: Revenues from federal governmental agencies and nongovernmental parties that are for specific research projects, other types of programs, or for general institutional operations (if not government appropriations). Examples are research projects, training programs, student financial assistance, and similar activities for which amounts are received or expenses are reimbursable under the terms of a grant or contract, including amounts to cover both direct and indirect expenses. Includes Pell grants and reimbursement for costs of administering federal financial aid programs.

[Institutional Sector](#)

Sources: IPEDS (Integrated Postsecondary Education Data System)

Limitations and Issues: For independent institutions, this reporting may also include Pell grants, dependent upon institutional reporting.
This is essentially a subset of data reported in 2D2

3B4

Objective: Missouri's higher education system will annually attract additional resources

Indicator: Total state appropriations received for higher education as a percentage of total state general revenue appropriations

Methodology and *Methodology*

Definitions: Numerator: Total state appropriations for higher education
Denominator: Total state general revenue appropriations (Missouri Office of Administration)

Disaggregation: Institutional sector

Required comparison for surrounding states and national average uses slightly different calculation of capital appropriations per SHEEO or Grapevine.

Definitions

State appropriations for higher education--total: Revenue set aside by legislative body as detailed in the Missouri Higher Education Funding (HEF) formula for core institutional mission expenses (operating), strategic initiatives and performance funding. This measure does not include capital appropriations.

[Institutional Sector](#)

Sources: MDHE Fiscal Affairs,

3B5

Objective: Missouri's higher education system will annually attract additional resources

Indicator: State public higher education appropriations per \$1,000 of Missouri personal income compared to surrounding states and the national average.

Methodology *Methodology*

and Numerator: Total state appropriations for higher education

Definitions: Denominator: \$1,000 of Missouri personal income (PUMS-ACS)

Disaggregation: Institutional Sector

Definitions

State appropriations for higher education--total: Revenue set aside by legislative body as detailed in the Missouri Higher Education Funding (HEF) formula for core institutional mission expenses (operating), strategic initiatives and performance funding. This measure does not include capital appropriations.

Higher education support: State and local tax and non-tax support for public and independent higher education. Includes special purpose appropriations for research-agricultural-medical. Source: SHEEO SHEF

[Institutional Sector](#)

[Surrounding States](#)

Sources: MDHE Fiscal Affairs, Grapevine

3B6

Objective: Missouri's higher education system will annually attract additional resources

Indicator: Per capita state appropriations for public higher education compared to contiguous states and the national average

Methodology *Methodology*

and Numerator: Total state appropriations for higher education

Definitions: Denominator: Population of the state of Missouri

Disaggregation: Institutional sector, surrounding state, national average

Definitions

State appropriations for higher education--total: Revenue set aside by legislative body as detailed in the Missouri Higher Education Funding (HEF) formula for core institutional mission expenses (operating), strategic initiatives and performance funding. This measure does not include capital appropriations.

Higher education support: State and local tax and non-tax support for public and independent higher education. Includes special purpose appropriations for research-agricultural-medical. Source: SHEEO SHEF

[Institutional Sector](#)

[Surrounding States](#)

Sources: Grapevine

GLOSSARY OF FREQUENTLY MENTIONED TERMS

NOTES:

All data acquired from IPEDS includes only “Degree Granting Institutions”

American Community Survey- Public Use Microdata Sample files (PUMS) : a sample of the actual responses to the American Community Survey; includes most population and housing characteristics

(<http://www.census.gov/acs/www/Products/PUMS/>)

Award Levels (ACS-PUMS)

- Associate’s degree
- Bachelor’s degree
- Graduate degree
- Professional degree
- Doctorate degree

Award Levels (EMSAS-[DEGREEC](#))

- Certificates
 - Formal award
 - Certificate/award/diploma less than one semester
 - Certificate/award/diploma less than one year
 - Certificate/award/diploma of at least one but less than two years
 - Two-year certificate
 - Certificate/award/diploma of more than two but less than four years
- Associate’s degrees
 - Associate of Arts
 - Associate of Science
 - Associate of Applied Science
 - Associate Degree
- Bachelor’s degree
- Graduate degree
 - Post-baccalaureate certificate
 - Master’s degree
 - Educational specialist
 - Post-masters certificate
 - Doctoral degree
 - First professional degree

Award Levels (IPEDS)

- Certificates
 - Postsecondary award, certificate, or diploma of less than one academic year
 - Postsecondary award, certificate, or diploma of at least one but less than two academic years
 - Postsecondary award, certificate, or diploma of at least two but less than four academic years
- Associate’s degree
- Bachelor’s degree
- Graduate degree
 - Post-baccalaureate certificate
 - Master’s degree
 - Post-master’s certificate
 - Doctoral degree
 - First-professional degree
 - First-professional certificate (Post-degree)

CIP Code: For a comprehensive breakdown of CIP codes and related fields and programs see [Classification of Instructional Programs](#) published by NCES.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate or other formal award. (IPEDS, EMSAS)

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate or other formal award. (IPEDS, EMSAS)

Credit hour: A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate or other formal award. (IPEDS, EMSAS)

Degree/certificate-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs. (IPEDS, EMSAS)

Degree/certificate: An award conferred by a college, university or other postsecondary education institution as official recognition for the successful completion of a program of studies. Both first and second major included as separate degrees. Thus, the count of degrees and certificates reflect a matriculation relative to a particular field of study (e.g., a bachelor's degree conferred with a double major in physics and mathematics counts twice). (IPEDS, EMSAS)

Degree, bachelor's: An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least four but not more than five years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal four years of work are completed in three years.

DHE surveys: A set of surveys fielded by DHE each year. Many have been collected for more than a decade. Several surveys collect aggregate level data for independent institutions mirroring that collected of publics by EMSAS. Others provide information across all public and independent not-for-profit comprehensive institutions. DHE surveys include:

Comprehensive independent institutions only

- DHE-02 Credit hours offered, head count, and full-time enrollment equivalency
- DHE-06 Class rank, enhanced ACT scores, recentered SAT scores (by decile)
- DHE 07-01 Origin of undergraduate students by Missouri county, US state, or country
- DHE 07-01 Origin of transfer students by Missouri transfer institution and transfer institution state of origin

Public 2 Year

- DHE-RTEC Regional Technical Education Council Report: New Jobs, Customized Training, and Contract Training Enrollment and Participation

Public Institutions Only

- DHE- CFS Comprehensive fee survey: Credit hour tuition and required semester fees

Public and Comprehensive Independent Institutions

- DHE-14 Federal, state, and institutional financial aid distributed to students
- DHE-PIS Performance indicator survey: Pass rates for licensure/certification, general education, major fields, and teacher education PRAXIS

Enhanced Missouri Student Achievement Study (EMSAS): The Enhanced Missouri Student Achievement Study is a unit record data system of students at public institutions in Missouri begun in the mid-1980s. EMSAS consists of three separate surveys: Fall Enrollment, Term Registration and Completions. Detailed definitions and methodology may be found in the current EMSAS manual <http://dhe.mo.gov/files/EMSASmanualrev.pdf>.

FAMOUS: Financial Assistance for MissOuri Undergraduate Students, the MDHE's system and integrated database used to administer the MDHE's state financial aid programs. FAMOUS was developed with input from Missouri schools and implemented during the 2005-06 academic year. More information is available at: <http://www.dhe.mo.gov/famous.shtml>.

Financial Aid: Grants, loans, assistantships, [scholarships](#), [fellowships](#), tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses. While financial aid typically refers to Title IV subsidized and unsubsidized loans made directly to students, this indicator does not include such data. Categories of financial aid reflect those used on the DHE-14 survey as indicated below. (IPEDS)

Financial Aid Awarded from Federal Sources

Supplemental Educational Opportunity Grant (SEOG)
Perkins
Federal Work Study
Pell Grants
Subsidized Stafford Student Loans
Unsubsidized Stafford Student Loans
PLUS Loans
Direct Subsidized Student Loans
Direct Unsubsidized Student Loans
Direct PLUS Student Loans
Health Professions Student Loan (HPSL)
Nursing Student Loan (NSL)
Academic Competitiveness Grants (ACG)
SMART Grants
TEACH Grants (*Placeholder - to be disbursed effective FY 2009?*)
Other
Institutional matching funds

Financial Aid Awarded from Institutional Sources

Scholarships, fellowships, and grants
 Need (financial)
 Merit (does not include athletic)
 Athletic
 Tuition and fee remissions or waivers
 Other
Loans:
 Need (financial)
 Non-need
Employment:
 Need (financial)
 Non-need

Financial Aid Awarded from State of Missouri Sources

Higher Education Academic Scholarships ("Bright Flight")
A-Plus
Access Missouri
Paul Douglas Teacher Scholarships
Employee's Child Survivor Grants
Marguerite Ross Barnett Scholarship
Missouri Teacher Education Scholarship
Robert Byrd Scholarships
Vocational Rehabilitation
Health Profession Nursing Student Loans
Other
Institutional Matching Funds

All other financial aid awarded from non-institutional sources.

Scholarships, fellowships, grants, and loans
Alternative loan programs

First-time student (undergraduate): A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). (IPEDS, EMSAS)

Free Application for Federal Student Aid (FAFSA): The form the student must complete to apply for federal Title IV financial assistance. The FAFSA may also be completed on the web at: <http://www.fafsa.ed.gov/>. MDHE has access to FAFSA data for students residing in Missouri or sending a FAFSA to a Missouri institution.

Full-time student: Undergraduate—A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate—A student enrolled for nine or more semester credits, or nine or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution. First-professional—As defined by the institution. (IPEDS, EMSAS)

Part-time student: Undergraduate—A student enrolled for 11 or fewer semester credits, or 11 or fewer quarter credits, or less than 24 contact hours a week each term. Graduate—A student enrolled for eight or fewer semester credits, or eight or fewer quarter credits (IPEDS, EMSAS)

Gender: reflects male and female categories. (IPEDS, EMSAS, ACS, DOLIR, MOSIS)

Geographical Region: Region based on Public Use Microdata Areas (PUMA): 9 areas

- | | |
|---|--|
| 1) Northwest (00100, 00200), | 6) East Central-not St. Louis (01500, 01601, 01602, 01701, 01702, 01703, 01704, 01705, 01706, 01707, 01708, 1900), |
| 2) Northeast (00300, 00400), | 7) St. Louis Area (01801, 01802, 01803); |
| 3) Kansas City Area (01001, 01002, 01003, 01004, 01100) | 8) Southwest (02300, 2400, 02500, 02600, 02700); |
| 4) West Central-not KC (00700, 00800, 00901, 00902); | 9) Southeast 02000, 02100, 02200 . |
| 5) Mid-Central (00500, 00600); | Further information available here (PUMS-ACS). |

Graduate student: A student who holds a bachelor's or first-professional degree or equivalent, and is taking courses at the post-baccalaureate level. These students may or may not be enrolled in graduate programs.

Institutional sector: One of six institutional categories resulting from dividing the universe according to control and level. Control categories are public and private not-for-profit (independent) and occasionally data is presented regarding for-profit (proprietary). Level categories are four-year and higher (four-year), two-but-less-than four-year (two-year). Less-than-2-year institutions are not included in analysis unless otherwise specified. (IPEDS, EMSAS)

Integrated Postsecondary Education Data System (IPEDS): conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12); Completions (C); Human Resources (HR) composed of Employees by Assigned Position (EAP), Fall Staff (S), and Salaries (SA); Fall Enrollment (EF); Graduation Rates (GRS); Finance (F); and Student Financial Aid (SFA). More information on IPEDS may be found at: <http://nces.ed.gov/IPEDS/>. The IPEDS glossary from which many of the IFC definitions are taken may be found at: <http://nces.ed.gov/ipeds/glossary/index.asp?searchtype=term&keyword=intern&Search=Search>.

Key non-METS fields: CIP codes associated with the top 50 Missouri non-METS careers with the most openings between 2004 and 2014. Missouri Economic and Research Information Center (MERIC) projects top 50 in demand occupational categories http://www.ded.mo.gov/researchandplanning/pdfs/Outlook_Mo.pdf. Using the National Crosswalk Center's crosswalk of Standard Occupational Classification (SOC) and Classification of Instructional Programs (CIP) <http://www.xwalkcenter.org/xwxwalk.html> CIP codes for non-METS occupations listed in the top 50 most job openings are included as key non-METS fields if CIP code not previously included as METS field.

Non-METS Occupations Included in Top 50 Job

Openings 2004-2014

Accountants and Auditors
Business Operations Specialists, All Other
Carpenters
Chief Executives
Claims Adjusters, Examiners, and Investigators
Clergy

Cost Estimators

Customer Service Representatives
Education Administrators, Elementary and Secondary School
Electricians
Elementary School Teachers, Except Special Education
Fire Fighters
First-Line Supervisors/Mang of Const Trades and Extraction Workers
First-Line Supervisors/Mang of Mechanics, Installers, and Repairers

First-Line Supervisors/Managers of Police and Detectives
 General and Operations Managers
 Health Specialties Teachers, Postsecondary
 Heating, Air Conditioning, and Refrigeration Mechanics and Installers
 Lawyers
 Operating Engineers and Other Construction Equipment Operators
 Painters, Construction and Maintenance
 Plumbers, Pipefitters, and Steamfitters
 Police and Sheriff's Patrol Officers
 Public Relations Specialists

Real Estate Sales Agents
 Sales Managers
 Sales Rep, Wholesale and Manftg, Except Technical and Scientific Products
 Sales Representatives, Wholesale and Manftng, Technical and Scientific Pro
 Secondary School Teachers, Except Special and Vocational Education
 Special Education Teachers, Preschool, Kindergarten, and Elem School
 Special Education Teachers, Secondary School
 Training and Development Specialists
 Vocational Education Teachers, Secondary School

Corresponding CIP codes

CIP	CIP Title
520301	Accounting
520305	Accounting and Business/Management (NEW)
301601	Accounting and Computer Science (NEW)
520304	Accounting and Finance (NEW)
220201	Advanced Legal Research/Studies, General (LL.M., M.C.L., M.L.I., M.S.L., J.S.D./S.J.D.) (NEW)
131301	Agricultural Teacher Education
220203	American/U.S. Law/Legal Studies/Jurisprudence (LL.M., M.C.J., J.S.D./S.J.D.) (NEW)
521904	Apparel and Accessories Marketing Operations
131302	Art Teacher Education
520303	Auditing (NEW)
220205	Banking, Corporate, Finance, and Securities Law (LL.M., J.S.D./S.J.D.) (NEW)
460505	Blasting/Blaster (NEW)
460499	Building/Construction Finishing, Management, and Inspection, Other
460412	Building/Construction Site Management/Manager (NEW)
460403	Building/Home/Construction Inspection/Inspector
460401	Building/Property Maintenance and Management
520201	Business Administration and Management, General
131303	Business Teacher Education
529999	Business, Management, Marketing, and Related Support Services, Other
520101	Business/Commerce, General
220204	Canadian Law/Legal Studies/Jurisprudence (LL.M., M.C.J., J.S.D./S.J.D.) (NEW)
460201	Carpentry/Carpenter
090101	Communication Studies/Speech Communication and Rhetoric
220206	Comparative Law (LL.M., M.C.L., J.S.D./S.J.D.) (NEW)
460402	Concrete Finishing/Concrete Finisher (NEW)
469999	Construction Trades, Other
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation
190203	Consumer Merchandising/Retailing Management (NEW)
430102	Corrections
430103	Criminal Justice/Law Enforcement Administration
430107	Criminal Justice/Police Science
430104	Criminal Justice/Safety Studies
430111	Criminalistics and Criminal Science (NEW)
520411	Customer Service Support/Call Center/Teleservice Operation (NEW)
390602	Divinity/Ministry (BD, MDiv.)
131324	Drama and Dance Teacher Education
131304	Driver and Safety Teacher Education
460404	Drywall Installation/Drywaller (NEW)
131013	Education/Teaching of Individuals with Autism
131005	Education/Teaching of Individuals with Emotional Disturbances
131003	Education/Teaching of Individuals with Hearing Impairments, Including Deafness
131006	Education/Teaching of Individuals with Mental Retardation
131007	Education/Teaching of Individuals with Multiple Disabilities
131008	Education/Teaching of Individuals with Orthopedic and Other Physical Health Impairments
131011	Education/Teaching of Individuals with Specific Learning Disabilities
131012	Education/Teaching of Individuals with Speech or Language Impairments
131016	Education/Teaching of Individuals with Traumatic Brain Injuries (NEW)
131009	Education/Teaching of Individuals with Vision Impairments, Including Blindness
130499	Educational Administration and Supervision, Other
130401	Educational Leadership and Administration, General
130404	Educational, Instructional, and Curriculum Supervision
460301	Electrical and Power Transmission Installation/Installer, General
460399	Electrical and Power Transmission Installers, Other

460302 Electrician
 130408 Elementary and Middle School Administration/Principalship (NEW)
 131202 Elementary Education and Teaching
 220207 Energy, Environment, and Natural Resources Law (LL.M., M.S., J.S.D./S.J.D.). (NEW)
 131305 English/Language Arts Teacher Education
 520701 Entrepreneurship/Entrepreneurial Studies
 131308 Family and Consumer Sciences/Home Economics Teacher Education
 190202 Family and Consumer Sciences/Human Sciences Communication
 521902 Fashion Merchandising
 430299 Fire Protection, Other
 430203 Fire Science/Firefighting
 131306 Foreign Language Teacher Education
 131325 French Language Teacher Education
 521899 General Merchandising, Sales, and Related Marketing Operations, Other
 131332 Geography Teacher Education (NEW)
 131326 German Language Teacher Education
 460406 Glazier (NEW)
 090905 Health Communication (NEW)
 220208 Health Law (LL.M., M.J., J.S.D./S.J.D.) (NEW)
 131307 Health Teacher Education
 470201 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician
 131328 History Teacher Education
 521001 Human Resources Management/Personnel Administration, General
 521701 Insurance
 220210 International Business, Trade, and Tax Law (LL.M., J.S.D./S.J.D.). (NEW)
 521101 International Business/Trade/Commerce
 220209 International Law and Legal Studies (LL.M., J.S.D./S.J.D.) (NEW)
 131203 Junior High/Intermediate/Middle School Education and Teaching
 131333 Latin Teacher Education (NEW)
 220101 Law (LL.B., J.D.)
 229999 Legal Professions and Studies, Other (NEW)
 220299 Legal Research and Advanced Professional Studies, Other (NEW)
 460303 Lineworker
 521499 Marketing, Other
 521401 Marketing/Marketing Management, General
 460101 Mason/Masonry
 490206 Mobil Crane Operation/Operator (NEW)
 131312 Music Teacher Education
 520205 Operations Management and Supervision
 521003 Organizational Behavior Studies
 460408 Painting/Painter and Wall Coverer
 390799 Pastoral Counseling and Specialized Ministries, Other (NEW)
 390701 Pastoral Studies/Counseling
 131314 Physical Education Teaching and Coaching
 460502 Pipefitting/Pipefitter and Sprinkler Fitter (NEW)
 460599 Plumbing and Related Water Supply Services, Other (NEW)
 460503 Plumbing Technology/Plumber (NEW)
 090904 Political Communication (NEW)
 390604 Pre-Theology/Pre-Ministerial Studies
 220202 Programs for Foreign Lawyers (LL.M., M.C.L.) (NEW)
 440401 Public Administration
 449999 Public Administration and Social Service Professions, Other
 440501 Public Policy Analysis
 090902 Public Relations/Image Management (NEW)
 390605 Rabbinical Studies (NEW)
 131315 Reading Teacher Education
 521501 Real Estate
 520406 Receptionist
 460410 Roofer (NEW)
 131310 Sales and Marketing Operations/Marketing and Distribution Teacher Education
 521801 Sales, Distribution, and Marketing Operations, General
 131205 Secondary Education and Teaching
 130409 Secondary School Administration/Principalship (NEW)
 521804 Selling Skills and Sales Operations
 131317 Social Science Teacher Education
 131318 Social Studies Teacher Education
 131330 Spanish Language Teacher Education
 131001 Special Education and Teaching, General

131099	Special Education and Teaching, Other
521909	Special Products Marketing Operations (NEW)
521999	Specialized Merchandising, Sales, and Related Marketing Operations, Other (NEW)
131331	Speech Teacher Education
220211	Tax Law/Taxation (LL.M, J.S.D./S.J.D.). (NEW)
521601	Taxation
131399	Teacher Education and Professional Development, Specific Subject Areas, Other
131206	Teacher Education, Multiple Levels
390699	Theological and Ministerial Studies, Other
399999	Theology and Religious Vocations, Other
390601	Theology/Theological Studies
460504	Well Drilling/Driller (NEW)
390702	Youth Ministry (NEW)

METS Related Fields: CIP codes related to Math, Engineering, Technology and Science and METS-related teacher education is a broad designation without a universal definition of included fields of study. Missouri measures related to METS are based on larger “2 digit” Classification of Instructional Programs (CIP codes). These include

01 (formerly 02) Agriculture, Agriculture Operations and Related Sciences	Also included are relevant teacher education subfields at the “6 digit” level including
03 Natural Resources and Conservation	13.1309 Technology Teacher Education/Industrial Arts Teacher Education
10 Communications Technologies/Technicians and Support Services	13.1311 Mathematics Teacher Education
11 Computer and Information Sciences and Support Services	13.1316 Science Teacher Education/General Science Teacher Education
14 Engineering	13.1319 Technical Teacher Education
15 Engineering Technologies	13.1320 Trade and Industrial Teacher Education
21 Technology Education/Industrial Arts	13.1321 Computer Teacher Education
26 Biological and Biomedical Sciences	13.1322 Biology Teacher Education
27 Mathematics and Statistics	13.1323 Chemistry Teacher Education
29 Military Technologies	13.1329 Physics Teacher Education
40 Physical Sciences	13.1335 Psychology Teacher Education
41 Science Technologies/Technicians	
42 Psychology	

Missouri Student Information System (MOSIS): is a student-level record system replacing current “Core Data” collection of aggregate school data. For more information please visit: <http://dese.mo.gov/MOSIS/>

National Student Clearinghouse: A non-profit organization maintaining a database of core student unit-record level data from elementary, secondary, and postsecondary institutions related to enrollment and completions. More than 3,200 colleges, consisting of 92% of all US college students, participate in the data collection.

Race/Ethnicity- categories include 1) White, Not-Hispanic 2) Black Alone, 3) Hispanic 4) Other (includes American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander, indicated more than one race, and “some other race”). Further information available ([ACS](#), IPEDS, EMSAS)

Surrounding States: include Illinois, Kansas, Iowa, Arkansas, Tennessee, Kentucky, Oklahoma, and Nebraska.

Title IV Institution: An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs). (IPEDS, EMSAS)

Undergraduate: A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. (IPEDS, EMSAS)

[American Community Survey-
Public Use Micro-data Sample](#)
[Award Levels \(ACS-PUMS\)](#)
[Award Levels \(EMSAS\)](#)
[Award Levels \(IPEDS\)](#)
[CIP code](#)
[Credit](#)
[Credit Course](#)
[Credit Hour](#)
[Degree/Certificate](#)
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[FAMOUS](#)
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[Graduate Student](#)
[Institutional Sector](#)
[Integrated Postsecondary
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[Key non-METS fields](#)
[METS Related Fields](#)
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\(NSC\)](#)

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[Surrounding States](#)
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[Award Levels \(IPEDS\)](#)
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DRAFT

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1A1 Percentage of the population aged 25 to 64 who hold a degree or certificate

The number of Missourians with an associate's degree or higher indicates the state's potential for economic development through an educated workforce, the earning power of that workforce, and all the benefits higher education bestows on citizens, their communities and the state.

Draft Missouri Target Goals

Associate's or Higher

2025	US Top 10
2015	US Top 25
2007	US Rank 35 th

Percentage of Population Age 25 to 64 Holding Degrees, By Level

	2002		2007	
	Associate's or Higher	Baccalaureate or Higher	Associate's or Higher	Baccalaureate or Higher
Missouri	33%	27%	35%	27%
MO Rank	34	27	35	27
US	36%	28%	38%	29%
Contiguous States	38%	30%	36%	28%
High Funding States	36%	28%	42%	34%
Top Ten State Average			45%	36%

Source: Public Use Microdata Sample- American Community Survey

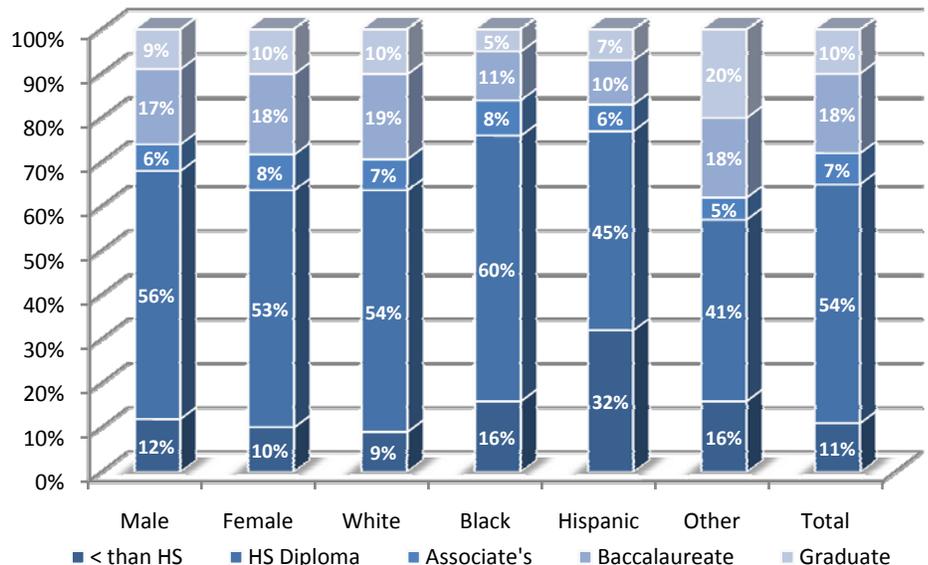
Missouri Baseline 2007

- Degree attainment remained stable for the past five years.
- MO ranked 35th for percentage of population with at least an associate's degree.

Additional Fact Book data show . . .

- Almost all demographic groups are 2 to 3 percent less likely than the national average to have at least an associate's degree.
- Only a quarter of the residents in the rural corners of Missouri hold an associate's degree.

Percentage of MO Population Holding a Degree (2007)



Additional Information in Fact Book

Related to:

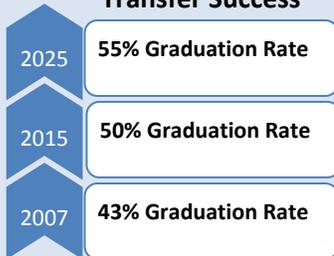
- Gender
- Race
- Geography
- Degree Level

1A2 Transfer student baccalaureate completion

A more mobile society has increased the frequency with which students transfer from one institution to another. Transfer students often lag slightly behind non-transfer students in graduation rates, but efforts to align academic programs across sectors to increase degree attainment and make transfer more seamless appear to be succeeding.

Draft
Missouri Target Goals

Transfer Success



Number and Percentage of All Transfer Students Who Graduate from Public 4-Year Institutions within 4 Years, by Originating School Sector (AY2007-08)

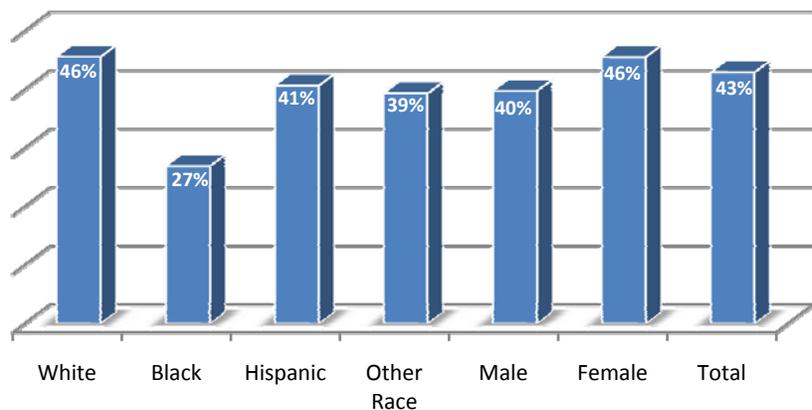
	2003 Cohort	2007 Baccalaureate Graduates	2007 Graduation Rate
Independent 2-Year	46	24	52%
Independent 4-Year	670	263	39%
Public 2-Year	4500	1987	44%
Public 4-Year	1306	664	51%
Out of State/Other	2867	1097	38%
Total	9389	4035	43%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Missouri Baseline 2007

- Transfer students from public two-year institutions and out-of-state or unknown origins transfer students lag behind peers from the independent and public four-year sector.
- African-American transfer students have less success attaining a baccalaureate degree within four years of transfer than Caucasians and Hispanics.
- By comparison, the six-year graduation rate of first-time, full-time, degree-seeking 2001 cohort freshmen was 56 percent. While transfer student attainment lags, this comparison does not account for differing levels of transfer credits from incoming students.

AY2007 Graduation Rate of Transfer Students, by Demographic Group



1A3 Increases in personal income from degree attainment

Earning power increases significantly with degree attainment. The earnings gap between Missouri and the national average can be attributed to the state's low cost of living and wages, but the earning power bestowed by a bachelor's degree versus a high school diploma is higher in Missouri than the national average.

Draft

Missouri Target Goals

Personal Income

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

Median Earnings for those Employed and Not Currently Enrolled, Ages 25-64

	Less than HS	HS Diploma	Associate's	Bachelor's	Graduate	Total
US Average	\$20,000	\$30,000	\$36,500	\$48,000	\$63,000	\$34,500
Missouri	\$18,300	\$27,000	\$36,000	\$42,000	\$51,000	\$30,300
Missouri Rank	40	36	21	33	38	34
Contiguous States Avg.	\$19,525	\$26,888	\$34,000	\$41,963	\$54,000	\$30,913
High Funding States	\$21,660	\$31,110	\$38,050	\$48,190	\$62,800	\$36,620
Top Ten States	\$23,380	\$33,200	\$41,200	\$52,600	\$71,000	\$39,660
Top State	NH	MD	MD	NJ	NJ	MD
	\$25,000	\$35,000	\$45,000	\$57,000	\$80,000	\$44,000
Worst State	NM	NM	AR	SD	MT	MS
	\$16,500	\$25,000	\$30,000	\$36,000	\$47,000	\$27,000
% of US Earnings	92%	90%	99%	88%	81%	88%
% of Contiguous States	94%	100%	106%	100%	94%	98%
% of FTE States	84%	87%	95%	87%	81%	83%
% of Top Ten States	78%	81%	87%	80%	72%	76%

Source: Public Use Microdata Sample- American Community Survey

Missouri Baseline 2007

- The median income level of Missouri graduate degree holders is 81 percent of US median and 88 percent for bachelor's degree holders.
- The median income level of Missouri degree holders is competitive with contiguous states.
- Educational attainment has a significant impact on earnings potential. The median earnings for those with a baccalaureate are 156 percent higher than those holding only a high school diploma.

Additional Fact Book data show . . .

- Across all demographics except Hispanics, Missouri residents earn between 7-24 percent less than the national median.
- This earnings disparity is most pronounced among those with a baccalaureate degree or more, while those with an associate's or less earn more than the national median.
- Women generally earn two-thirds of men's income, regardless of educational attainment level.
- Women with at least a bachelor's degree fare slightly better relative to their male counterparts than women elsewhere in the country.
- The median earnings of African-Americans in Missouri are higher across every attainment level, except those with less than a high school diploma, than the US median.
- The trend is somewhat more mixed for Hispanics and those of other races.

Gender

Race

Recent Graduates

1AA The number of postsecondary credit hours delivered

The number of graduate credit hours offered by Missouri institutions indicates a healthy supply and demand for post-baccalaureate education. The most highly paid career fields, and some of the fastest-growing, require graduate level degrees.

Draft

Missouri Target Goals

Undergraduate Credit Hours per FTE

2025	US Top Ten	
2015	Exceed Contiguous States	
2007	Missouri Average	30.4

Number of Postsecondary Credit Hours Offered and per FTE (AY2007-08), by Level						
	Undergrad	Graduate	Total	Undergrad per FTE	Graduate per FTE	Total per FTE
Missouri	7,735,387	11,653,21	8,900,708	30.4	25.5	29.6
Missouri Rank	18	14	18	23	10	23
US Average	8,035,707	940,922	8,976,629	30.9	24.9	30.2
Contig States Avg	6,483,099	727,697	72,107,96	31.0	24.5	30.3
High Funding States	6,543,969	934,728	74,78,697	30.3	24.3	29.5
Top Ten States	21,672,174	2,682,606	24,227,668	34.2	28.3	33.4
Top State	California	California	California	Washington	Oregon	Washington
	53,710,160	5,472,881	59,183,041	40.6	36.2	39.8
Worst State	Alaska	Alaska	Alaska	Wyoming	New Jersey	Wyoming
	558,282	38,660	596,942	27.3	22.5	27.0

Source: The Integrated Postsecondary Education Data System (IPEDS)

Missouri Baseline 2007

➤ Missouri's institutions of higher education provided almost nine million credit hours in AY2007-08.

Additional Fact Book data show . . .

- 30 percent of all Missouri credit hours come from the independent sector, compared to only 18 percent nationally. This reflects the relatively high number and percentage of independent institutions in Missouri.
- Graduate education is strong in Missouri, especially within the independent sector. The state ranks 14th in the number of graduate credit hours offered.

1AB Number of degrees and certificates awarded

The number of degrees and certificates attained in Missouri measures the state's success at educating and preparing its citizenry for the workforce. Educated citizens are the foundation for a competitive economy and increase the standard of living in their communities.

Draft Missouri Target Goals

Baccalaureate Awards per 1,000 Residents

2025	US Top 5
2015	US Top 10
2007	US Rank 14 th

Degree Completions by State and Award Level (AY2007-08)

States	Certificate	Associate's	Bachelor's	Graduate	Total Degrees	5 Year Change Total Degrees
US Average	8943	15317	32648	16271	73179	20%
Missouri	6425	14454	37864	23223	81966	12%
Missouri Rank	17	17	15	12	15	
Contiguous States Avg	9817	11951	26573	13279	61619	24%

Source: The Integrated Postsecondary Education Data System (IPEDS)

Missouri Baseline 2007

- Over the past five years, Missouri has increased its degree production by 12 percent, significantly lagging behind surrounding states and the national average.
- Missouri performs in the top half of all states in certificates and associate's degrees per 1,000 residents age 18 to 25.
- In 2007-08, almost 59 bachelor's degrees and 36 graduate degrees for every 1,000 18- to 25-year-olds placed Missouri among the top ranked states.

Additional Fact Book data show . . .

- Missouri's degree completers are more likely to be Caucasian or non-Hispanic than the national average, but are equally likely to be women or African-American.
- Graduate completions play a more prominent role in Missouri than most other states: 28 percent of all completions in Missouri are at the graduate level, compared to only 22 percent nationally, and 20 percent in contiguous states.
- The independent sector in Missouri plays a more important role in degree completions than elsewhere: almost 46 percent of all degrees are produced by independent four-year institutions, compared to only 26 percent nationally.

Degree Completions per 1,000 Residents by Award Level (AY2007-08)

	Pop. 18-25 (2007)	Certificate	Associate's	Bachelor's	Graduate	Total Degrees
US Average	673832	13.3	22.7	48.5	24.1	108.6
Missouri	644199	10.0	22.4	58.8	36.0	127.2
Missouri Rank	17	23	19	14	6	10
Contiguous States Avg	522080	18.5	23.5	52.5	22.8	117.3
High Funding States	601671	9.6	20.0	41.5	22.8	93.9
Top Ten States	1845844	26.2	36.0	70.4	37.8	144.6
Highest State	CA	KY	AL	RI	MA	AZ
	4383747	41.5	53.1	87.2	53.8	183.7
Lowest State	WY	NJ	LA	AL	AL	AL
	61537	0.3	21.2	12.2	17.6	9.4

Source: The Integrated Postsecondary Education Data System (IPEDS), Census Bureau

Institutional Performance Measures

Harris-Stowe State University has committed to increasing the total number of completions each year, especially among minority groups and those from high-need families.

Gender Sector

Race Institution

Additional Information in Fact Book

1AC Fall to fall persistence rate

Persistence rates measure the number of students who enroll from fall to fall without interruption. The lower persistence rate for part-time students may indicate an economic hardship, as they struggle to earn a living while attending college. Removing barriers to college completion will improve persistence rates.

Draft

Missouri Target Goals

Full-Time Persistence

2025	4YP: 75%	4YI: 78%	2YP: 61%	Total: 70%
2015	4YP: 73%	4YI: 76%	2YP: 59%	Total: 68%
2007	4YP: 70%	4YI: 73%	2YP: 56%	Total: 65%

Percent of Students in Fall 2006 Re-enrolling at Same Institution in Fall 2007

	2002 Full-Time Persistence	2002 Part-Time Persistence	2006 Full-Time Persistence	2006 Part-Time Persistence
Missouri	67%	43%	65%	47%
Missouri Rank	21	27	19	14
US Average	65%	44%	65%	45%
Contiguous States Avg	65%	41%	63%	42%
High Funding States	61%	39%	65%	46%
Top Ten States	76%	55%	71%	53%
Top State	Connecticut	Pennsylvania	Rhode Island	Alaska
	86%	58%	80%	58%
Worst State	Hawaii	Connecticut	New Mexico	New Mexico
	38%	0%	51%	34%

Source: The Integrated Postsecondary Education Data System (IPEDS)

Missouri Baseline 2007

➤ More than two-thirds of fall 2006, first-time, full-time, degree-seeking students at Missouri institutions re-enrolled at the same institution in fall 2007.

➤ Missouri's persistence rate among full- and part-time first-time degree-seekers mirrors persistence across the nation.

Additional Fact Book data show . . .

➤ While full-time persistence has decreased slightly over the past four years in Missouri (67 to 65 percent), this trend varies by sector. Although persistence rates at public and proprietary two-years have declined, public four-years have increased slightly, and independent four-years have remained stable. Proprietary four-year institutions have seen a dramatic increase in re-enrollment (28 to 52 percent).

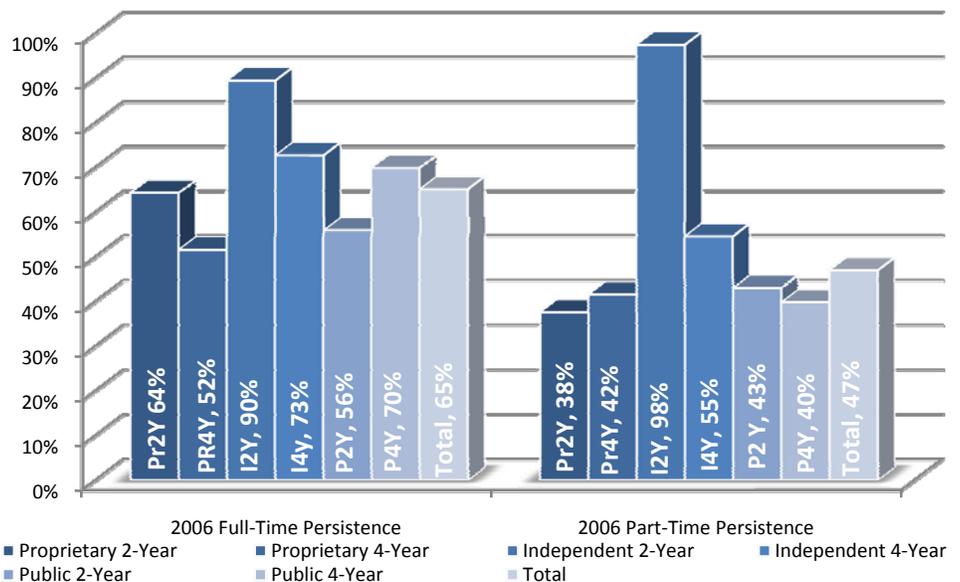
Institutional Performance

Measures

Increasing retention from year to year is a primary performance measure focus of:

- Missouri Southern State Univ.
- Missouri State Univ.
- Missouri State Univ.- West Plains
- Moberly Area Community College
- State Fair Community College

Fall 2006 to Fall 2007 Persistence Rate, by Sector



Sector

Institution

Additional Information in Fact Book

1B1 Percentage of family income required to pay for college

The share of family income required to pay for college helps measure the cost of higher education in Missouri. Lower-income families must pay a greater percentage of their income for college expenses than others. Making more need-based financial aid available will help these students attend college.

Draft

Missouri Target Goals

Percent of Family Income Needed for College

2025	4YP: 23% 2YP: 19%	4YI: 63%
2015	4YP: 26% 2YP: 21%	4YI: 66%
2007	4YP: 29% 2YP: 23%	4YI: 69%

Percent of Family Income (Average of All Income Groups) Needed to Pay for College After Financial Aid -- AY2007-08

	Public 2-Year	Public 4-Year	Independent Not-For-Profit 4-Year
Missouri	23%	29%	69%
Missouri Rank	23	28	31
US Average	24%	28%	76%
Contiguous States Avg	22%	26%	56%
High Funding States	23%	25%	74%
Top Ten States	19%	18%	41%
Top State	Arkansas 17%	Tennessee 13%	Idaho 26%
Worst State	New Hampshire 34%	Pennsylvania 41%	New Mexico 110%

Source: Measuring Up 2008

Missouri Baseline 2007

- The cost of attending Missouri public institutions is similar to the national average and contiguous states.
- Students attending public four-year institutions in highly funded states pay 4 percent more of their income on average than in Missouri.
- Attending an independent Missouri institution is relatively less expensive than elsewhere in the nation but more costly than in surrounding states.
- Low income students pay 23 percent of their income to attend a low priced college, which is significantly higher than elsewhere in the country (18 percent).
- Missouri students receive far less state aid than the national average, surrounding states and highly funded states.

Additional Fact Book data show . . .

- The relative cost of a four-year education in Missouri has improved by 2 percentage points over the past two years, from 31 percent of family income to 29 percent, reflecting a similar trend in slightly improved affordability.
- While the relative cost of public higher education has improved slightly or stayed the same, a baccalaureate from an independent institution has increased 15 percent since 2005-06.

Affordability of College AY2007-08 by Sector

	State Need-Based Aid as Percent of Federal Pell Grants, 2007-08	Avg Loan Amount that Undergrad Students Borrow, 2006-07	Share of Income that Poorest Families Pay at Lowest Priced Colleges: 2007-08
Missouri	29%	\$4,770	23%
Missouri Rank	27	33	28
US Average	46%	\$4,608	18%
Contiguous States Avg	36%	\$4,786	24%
High Funding States	40%	\$4,617	19%
Top Ten States	87%	\$4,307	13%

Source: Measuring Up 2008

Institutional Performance

Measures

University of Central Missouri (UCM) has chosen the indicator "Student Debt Rate," using UCM's Midwest ranking of cumulative undergraduate indebtedness of those in the graduating class who began as first-time students at the institution and who incur student debt, excluding funds borrowed at other institutions (as ranked and reported annually by U.S. News & World Report).

Trend

Additional Information in Fact Book

1B2 Total student financial aid awarded

Affordability is a major barrier to degree attainment. More than \$2 billion in student financial aid is available in Missouri from federal, state and private sources. In 2008, Missouri increased financial aid through the Access Missouri program, providing almost \$96,000,000 to 42,000 students.

Draft

Missouri Target Goals

5 Percent Annual Growth in Missouri Sources

2025	FY2024: \$163,564,178 or 131.4% from FY2007
2015	FY2014: \$100,414,217 42%.1% from FY2007
2007	FY2007: \$70,689,278

ALTERNATIVE TARGET Annual Growth Compared to CPI

2025	Meet or Exceed Increase in Funding Equal to Annual CPI
2015	Meet or Exceed Increase in Funding equal to Annual CPI
2007	FY2007: \$70,689,278

TOTAL FINANCIAL AID AWARDED TO STUDENTS BY TYPE OF AID, FY2008

	FEDERAL FUNDS		INSTITUTIONAL FUNDS		
	Title IV	Institution Matching Funds	Scholarships, Fellowships, Grants and Wavers	Loans	Jobs
Public 4-Year	\$681,231,034	\$2,012,419	\$257,090,074	\$3,090,886	\$81,437,758
Public 2-Year	\$149,335,953	\$511,636	\$8,357,387	\$0	\$1,811,732
Independent	\$730,460,024	\$3,921,859	\$420,861,245	\$1,589,093	\$44,516,268
Total	\$1,561,027,010	\$6,445,914	\$686,308,706	\$4,679,979	\$127,765,758
	MISSOURI SOURCES		OTHER	SUMMARY	
	Missouri Sources	Institution Matching Funds	Scholarships, Fellowships Grants, Alt. Loan	Need-Based Awards	Total Awards
Public 4-Year	\$51,972,881	\$170,367	\$87,476,729	\$394,189,019	\$1,077,380,154
Public 2-Year	\$24,550,938	\$4,000	\$3,897,399	\$123,033,748	\$187,158,110
Independent	\$40,948,496	\$63,652	\$98,442,509	\$542,685,259	\$1,284,531,997
Total	\$117,472,316	\$238,019	\$189,816,637	\$1,059,908,026	\$2,549,070,261

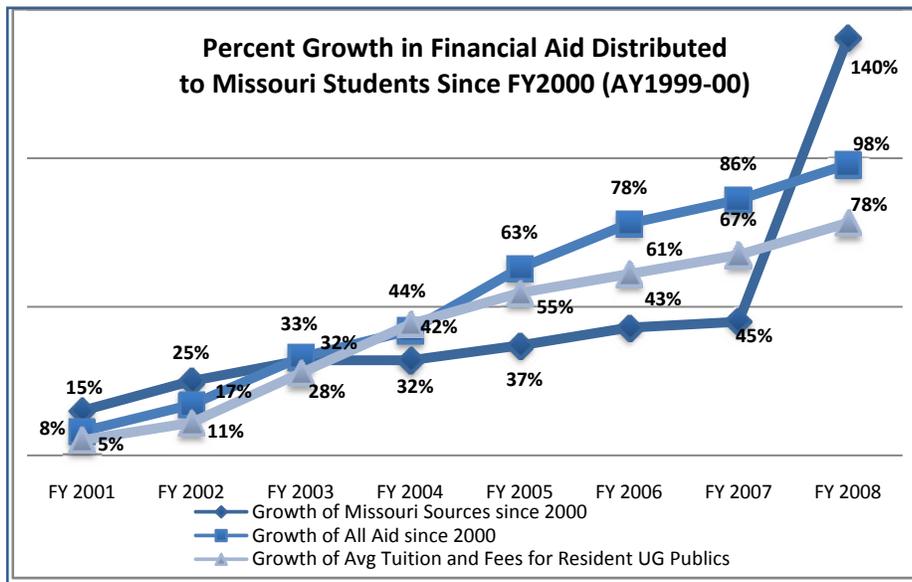
(State Fair data not included)

Data Imputed for Washington University and Wentworth Military Academy (4/10/2009)

SOURCE: DHE14-1, Financial Aid Awarded

Missouri Baseline 2007

- Missouri institutions distributed \$2.5 billion in aid in FY2008.
- About 4.6 percent, or almost \$117.5 million, came from Missouri sources, up from \$70.7 million in FY2007.
- Almost \$1 billion, or 40 percent, of all aid is need-based.
- While tuition has increased by 78 percent for resident public undergraduates students since AY1999-00, by FY2007 Missouri sources rose by only 45 percent. In the following year a dramatic increase in aid through Access Missouri presented an overall 140 percent increase.



Trend Institution

Additional Information in Fact Book

1BA Missouri resident on-time FAFSAs filed by income and EFC level

The process for obtaining student financial aid begins when students and their families complete the Free Application for Federal Student Aid (FAFSA). Each year, many qualified students fail to receive assistance because they do not complete the FAFSA, or fail to meet the deadline.

Draft Missouri Target Goals

Freshmen On-Time Filers

2025	Pell: 45%	Total: 55%
2015	Pell: 35%	Total: 45%
2007	Pell: 29%	Total: 39%

Total On-Time Filers

2025	Pell: 55%	Total: 52%
2015	Pell: 40%	Total: 45%
2007	Pell: 36%	Total: 39%

Access Missouri Eligible FAFSA Applicants by Estimated Family Contribution (AY2007-08)

	\$0 - \$4,110		\$4,111 - \$8,000		\$8,001 - \$12,000		Total of all Eligible		Total of FAFSA filers	
Freshmen Only	#	%	#	%	#	%	#	%	#	%
January 1 - April 1	12,695	29%	4,224	49%	2,894	53%	19,813	34%	29,797	39%
April 2 - August 31	16,212	37%	2,771	32%	1,663	30%	20,646	36%	25,861	34%
Sept 1 - June 30, 2008	14,457	33%	1,658	10%	918	8%	17,033	30%	20,003	26%
Total	43,364	100%	8,653	100%	5,475	100%	57,492	100%	75,661	100%
All FAFSA Filers										
January 1 - April 1	56,484	36%	16,743	42%	11,212	43%	84,439	38%	113,522	39%
April 2 - August 31	68,309	43%	16,329	41%	10,381	40%	95,019	42%	121,227	42%
Sept 1 - June 30, 2008	33,664	21%	6,603	17%	4,266	16%	44,533	20%	55,393	19%
Total	158,457	100%	39,675	100%	25,859	100%	223,991	100%	290,142	100%

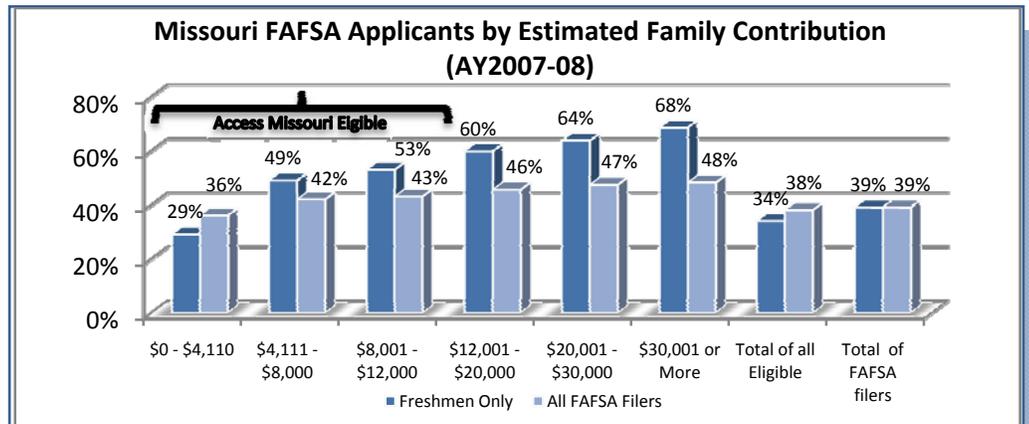
Missouri FAFSA Applicants by Estimated Family Contribution (AY2007-08)

	Less than \$50,000		\$50,000 to \$100,000		More than \$100,000		Total of FAFSA filers	
All FAFSA Filers	#	%	#	%	#	%	#	%
Before April 1 st	67,759	35%	31,441	46%	15,637	52%	114,837	39%
After April 1 st	128,348	65%	37,104	54%	14,423	48%	179,875	61%
Total	196,107	100%	68,545	100%	30,060	100%	294,712	100%

Source: 2007-08 FAFSA Data

Missouri Baseline 2007

- In order to receive Access Missouri, students must have an Estimated Family Contribution (EFC) under \$12,001 and file a FAFSA before April 1st. In 2007, two-thirds of eligible freshman filers missed the April 1 deadline. This failure was most pronounced among those with the least resources.
- Only 29 percent of freshmen who also qualify for a Pell Grant (EFC under \$4,110) completed their FAFSA by April 1.
- Experience matters. Only 34 percent of Access Missouri-eligible freshmen filers complete the application before April 1 compared to 38 percent of all eligible filers (39 percent of non-freshmen).



1BB Percent change in state appropriations for higher education

Lack of financial support for public colleges and universities limits access and affordability for students who seek a postsecondary education. Declines in state appropriations pass costs on to families through higher tuitions and fees.

Draft

Missouri Target Goals

2 % Annual Growth

2025	FY2025: 40% \$1,354,739,558
2015	FY2015: 15% \$1,111,358,293
2007	FY2008: \$967,504,274

ALTERNATIVE TARGET

Annual Growth Compared to CPI

2025	Meet or Exceed Increase in Funding equal to Annual CPI
2015	Meet or Exceed Increase in Funding equal to Annual CPI
2007	FY2008: \$967,504,274

Missouri State Higher Education Appropriations from FY2002 to FY2009

Year	Appropriations	Annual Change	Change since FY2002
FY2002	\$ 1,021,086,995		
FY2003	\$ 915,073,056	-10%	-10%
FY2004	\$ 880,203,852	-4%	-14%
FY2005	\$ 903,726,851	3%	-11%
FY2006	\$ 901,099,587	0%	-12%
FY2007	\$ 922,027,793	2%	-10%
FY2008	\$ 967,504,274	5%	-5%
FY2009	\$ 1,011,091,040	5%	-1%

Source: MDHE Fiscal Affairs- FY2009

Missouri Baseline 2007

- Following dramatic cuts in 2001-02, the state appropriation for Missouri public higher education is still 1 percent less than in 2002.
- Higher education's piece of general revenue appropriations has risen slightly over the past few years, to almost 12 percent in fiscal year 2009.
- General revenue appropriations for Missouri higher education grew by 5 percent from fiscal years 2002 to 2009, while surrounding states grew by 21 percent.

Appropriations of State Tax Funds for Operating Expenses of Higher Education (in Thousands)

States	FY2007	FY2008	FY2009	7 Year Change
US Average	\$ 1,455,753	\$ 1,556,015	\$ 1,570,560	25%
Missouri	\$ 895,376	\$ 935,281	\$ 1,027,185	5%
Missouri Rank	28	29	25	45
Contiguous States Avg	\$ 1,150,074	\$ 1,222,360	\$ 1,230,237	21%
High Funding States	\$ 1,347,590	\$ 1,441,037	\$ 1,470,772	50%
Top Ten States	\$ 3,981,065	\$ 4,203,715	\$ 4,252,420	64%
Top State	California	California	California	Wyoming
	\$11,098,331	\$11,552,699	\$11,759,821	94%
Worst State	Vermont	Vermont	Vermont	Michigan
	\$85,217	\$88,195	\$88,257	-9%

Source: Grapevine

Grapevine does not include Lottery funds in analysis. For Missouri this approximates General Revenue Funding for Higher Education

1C1 General education assessment

Standardized tests help track student learning across disciplines. Some institutions have changed assessment methodology, so the number of test-takers has declined in recent years.

Draft

Missouri Target Goals

Percent Scoring Above 50th Percentile

2025	Associate's:	75%
	Baccalaureate	72%
2015	Associate's:	70%
	Baccalaureate	67%
2007	Associate's:	67%
	Baccalaureate	64%

ALTERNATIVE TARGET

2015	Design and Implement Statewide Assessment Project
------	---

Institutional Performance

Measures

Three institutions have chosen a measure related to General Education Assessment.

- Jefferson College
- Missouri State University- West Plains
- Northwest Missouri State Univ.

Number and Percent of Public Students Scoring above 50th Percentile on Nationally Normed General Education Examination

	Certificate		Associate's		Baccalaureate	
	Number of Test-Takers	Pass Rate	Number of Test-Takers	Pass Rate	Number of Test-Takers	Pass Rate
FY2006	410	71%	5089	69%	11858	61%
FY2007	312	73%	4585	66%	12232	60%
FY2008	187	74%	5103	67%	7527	64%

Source: DHE- Performance Indicator Survey (public institutions only)
 Decrease in number of test takers due in part to change in methodology, as some institutions change to sampling
 2008 data do not currently include UMC (3/10/09)

Missouri Baseline 2007

- Pass rates at Missouri public institutions have increased slightly over the past three years.
- The number of students taking a nationally normed General Education Examination has declined due to changes in sampling methodology at some institutions.

Methodology In Process

- Current indicator calls for additional results of assessment of student learning in general education beyond standardized examination scores. The Learning Assessment in Missouri Postsecondary Education (LAMP) initiative is considering recommendations for a future process and methodology.

Institution

Additional Information in Fact Book

1C2 Major fields assessment

Standardized tests can measure student learning within specific disciplines and provide a basis of comparison with national norms. The number of test takers has declined as some institutions move to other assessment methodology, such as sampling.

Draft

Missouri Target Goals

Percent Scoring Above 50th Percentile

Year	Associate's	Baccalaureate
2025	70%	65%
2015	65%	60%
2007	61%	56%

Number and Percent of Public Students Scoring above 50th Percentile on Nationally Normed Major Fields Examination

	Certificate		Associate's		Baccalaureate	
	Number of Test Takers	Pass Rate	Number of Test Takers	Pass Rate	Number of Test Takers	Pass Rate
FY2006	137	77%	763	72%	8159	61%
FY2007	185	87%	881	62%	8247	61%
FY2008	79	96%	833	61%	6175	56%

Source: DHE-Performance Indicator Survey (public institutions only)
 Decrease in number of test takers due in part to change in methodology, as some institutions change to sampling
 2008 Data do not currently include UMC (3/10/09)

Missouri Baseline 2007

- Pass rates at Missouri public institutions have varied by award level over the past three years. Certificate level students have increased dramatically, from 77 percent to 96 percent, while pass rates for associate's and baccalaureate level students have decreased.

Institution

Additional Information in Fact Book

1C3 Licensure and certification assessment

Pass rates for licensure and certification exams are an indication of how well institutions prepare students to enter the workforce.

Draft
Missouri Target Goals

Licensure and Certificate Pass Rates

Year	Associate's	Baccalaureate	Teacher Praxis
2025	95%	90%	70%
2015	93%	87%	65%
2007	91%	83%	63%

Licensure and Certification Pass Rates/ Teacher PRAXIS Certification Pass Rates (Public Institutions Only)

	Licensure and Certification			Teacher (above 50th percentile) Post-		
	Certificate	Associate's	Baccalaureate	Baccalaureate	Baccalaureate	Total
AY2006	94%	92%	90%	59%	71%	61%
AY2007	97%	92%	87%	61%	68%	62%
AY2008	91%	91%	83%	61%	74%	63%

Missouri Baseline 2007

- Pass rates for licensure and certification at public institutions have declined at certificate and baccalaureate levels over the past three years.
- The percentage of teachers recommended for certification who pass the PRAXIS certification examination has remained stable.

Proposed Methodology

- The current data reflect all licensure and certification exams reported to DHE by institutions. Future methodology calls for limiting to comparable data for fields where licensure/certification is required for employment. Initial baseline will likely be limited to nursing and teacher certification and be expanded as other fields are identified and data are available.

Institutional Performance

Measures

Three institutions have chosen a measure related to General Education Assessment:

- Mineral Area College
- Moberly Area Community College
- Three Rivers Community College

Institution

Additional Information in Fact Book

1C4 Developmental student success rate in collegiate-level courses

This indicator measures the number of students who successfully complete college course work after taking developmental courses intended to prepare them for college-level work. Adults returning to college after several years out of school may need developmental course work, for example.

Draft**Missouri Target Goals**

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007**Institutional Performance****Measures**

These institutions have chosen to measure student developmental success rates.

Crowder College
North Central Missouri College
St. Charles Community College
St. Louis Community College
State Fair Community College

➤ There is no current data available to complete the developmental student success rate. At this time, DHE staff proposes following the methodology of the National Community College Benchmarking Project and to collect these data as part of its current fall data collection.

➤ *Proposed Methodology*

- Numerator: Number of students in denominator who completed college-level courses with an A, B, C, and P grades.
- Denominator: Total number of students previously enrolled in the highest level developmental course in academic area who then enrolled in related college-level course.

➤ *Definition*

- Highest Level Developmental course: Many institutions have multiple developmental courses in each field designed for students deficient in the general competencies necessary for a regular postsecondary curriculum. This measure refers to the final or highest level course in the developmental sequence of preparatory coursework.

???

Additional Information in Fact Book



INCREASE DEGREE ATTAINMENT

Draft

1CA Results of student engagement and/or satisfaction surveys

Students often fail to complete a degree because they are disengaged or dissatisfied with some aspect of their college or university. This indicator attempts to capture student engagement or satisfaction in order to help institutions foster degree attainment.

Draft Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007

Institutional Performance Measures

One college has selected to gauge overall student satisfaction based upon the ACT College Outcomes Survey:

Mineral Area College

- There is no current data available to complete the student engagement and satisfaction indicator. At this time, DHE staff is working with the Missouri Assessment Coalition to create a suitable methodology and data collection.
- *Proposed Methodology*
 - Percent of students at institutions who rate that institution above the national benchmark.
 - Choose 1-3 common, representative questions across instruments; require institutions to report scores based on these instruments or the results of these questions integrated into institutionally designed instruments.
- *Definition*
 - Standardized student satisfaction surveys: Noel-Levitz, Community College Survey of Student Engagement, National Survey of Student Engagement, College Student Experiences Questionnaire, College Senior Survey, or University of California Undergraduate Experience Survey.



Additional Information in Fact Book

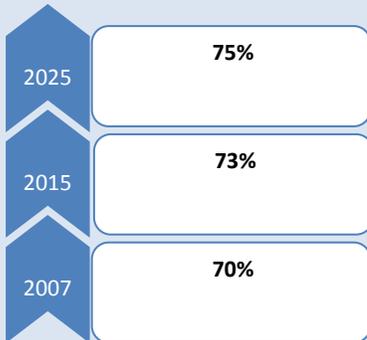
1D1 Same year college attendance rates of spring Missouri high school graduates

The number of Missouri high school students who go directly to college after graduation reflects affordability, accessibility and motivation for degree attainment.

Draft

Missouri Target Goals

Percent of HS Grads Entering Postsecondary Education



Same Year Attendance Rates of Missouri Spring High School Graduates

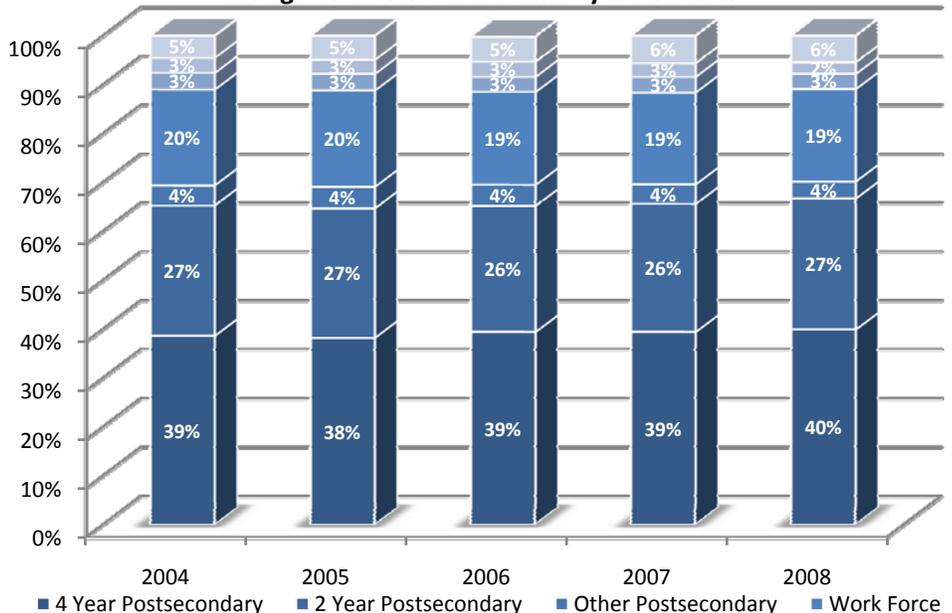
	2004	2005	2006	2007	2008
Number of Prior Year Graduates	56,935	58,040	57,838	58,435	60,200
Percent Entering:					
4-Year Postsecondary	39%	38%	39%	39%	40%
2-Year Postsecondary	27%	27%	26%	26%	27%
Other Postsecondary	4%	4%	4%	4%	4%
Total Postsecondary	69%	69%	70%	70%	70%
Work Force	20%	20%	19%	19%	19%
Military	3%	3%	3%	3%	3%
Other	3%	3%	3%	3%	2%
Status Unknown	5%	5%	5%	6%	6%

Source: Missouri Dept. of Elementary and Secondary Education
Core Data As Submitted by Missouri Public Schools

Missouri Baseline 2007

- College attendance as reported by the Department of Elementary and Secondary Education as a percentage of all graduates has not increased for the past five years.
- The total number of public high school graduates enrolled in public Missouri colleges and universities has increased 5.5 percent in the past four years, according to MDHE data.

Percent of Recent Missouri High School Graduates Enrolling in College or Other Postsecondary Institution



Sector

Additional Information in Fact Book

1D2 Postsecondary enrollment for 18- to 24- year olds

This indicator measures enrollment for traditional college-age students who attend college directly after high school.

Draft

Missouri Target Goals

Postsecondary enrollment of 18- to 24- year olds

2025	Total: 52%, Black 45%, Hisp 38% or US Top 10
2015	Total: 46%, Black 40%, Hisp 30% or US Top 20
2007	Total 43%, Black 36%, Hisp 23%, US Rank 27

Percentage of Population Age 18-24 Enrolled in Postsecondary Education (AY2007)

	Not Enrolled	Total Enrolled	Public Undergrad	Public Graduate	Indep. Undergrad	Indep. Graduate
Missouri	57%	43%	29%	2%	12%	1%
MO Rank	24	27	43	5	15	10
US Average	55%	45%	32%	1%	10%	1%
Contiguous States Avg	55%	45%	32%	2%	10%	1%
Top FTE States Avg	52%	48%	29%	1%	16%	2%
Top Ten States Avg	65%	53%	38%	2%	20%	2%
Top State	AK	RI	ND	HI	MA	MA
	74%	60%	43%	3%	27%	3%
Lowest State	RI	AK	AK	VT	WY	WY
	40%	26%	22%	0%	2%	0%

Source: American Community Survey

Missouri Baseline 2007

- Missouri (43 percent) trails slightly behind the national average (45 percent) and surrounding states (45 percent) in the total number of 18- to 24-year-olds enrolled in higher education.
- These enrollment gains are distributed across all demographic groups.
- Racial minorities are under-represented in every sector of postsecondary enrollment.
- There are 1.5 women for every man enrolled in college in this age group.

Additional Fact Book data show:

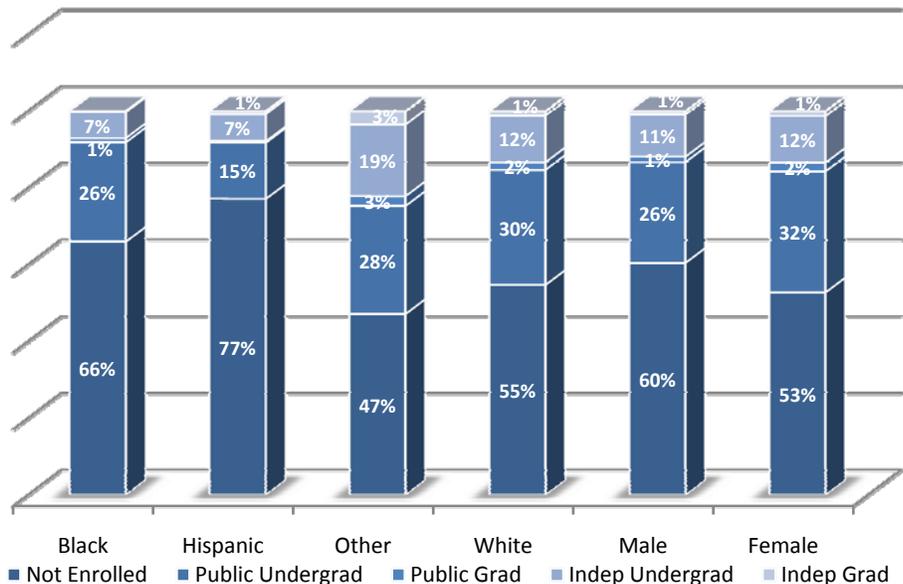
- The Kansas City urban and suburban regions and the southeast have very low enrollment rates (31 percent).
- Enrollment in postsecondary education has increased dramatically over the past five years, from 36 percent to 43 percent for the population ages 18-24.

Institutional Performance

Measures

Lincoln University has chosen total headcount enrollment of minorities as an institutional performance measure.

Post-secondary Enrollment Age 18-24, by Demographic (AY2007)



Gender **Race**
Geography **Degree Level**
Additional Information in Fact Book

1DA Percent of Missouri ninth graders who take the ACT within four years

Students signal their intent to enroll in college by taking the ACT. Increasing the number of students who take the ACT puts more students into the college pipeline while assessing how well prepared they are for college-level coursework.

Draft**Missouri Target Goals**

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007

➤ Data will not be available until 2012 when DESE's MOSIS student record system will have a complete relevant cohort. Temporarily, the number of seniors taking the ACT and scores may be reported. These data will reflect only the sophomore year forward and presumably only for seniors who had taken at least one ACT test as a Missouri resident.

➤ *Proposed Methodology*

- Starting in 2012 we will be able to look back and track the ACT participants of the 2008-09 ninth grade cohort.
- Numerator: Number of ninth grade cohort from four years earlier still enrolled in Missouri public schools who have taken the ACT.
- Denominator: Total number of ninth grade cohort from four years earlier still enrolled in Missouri public schools

➤ Definitions

Gender **Race**
Readiness

Additional Information in Fact Book

1DB Percent of Missouri high school graduates enrolled in postsecondary education that were placed in remedial coursework

Preparation for college-level work is essential for student success. Yet more than one-third of students entering college in Missouri must take remedial coursework. Recent efforts to define and align college-level coursework among institutions and secondary schools will better prepare students for success.

Draft

Missouri Target Goals

Percent of Missouri Graduates at Public Institutions in Remediation

2025

Total 30%
Black: 45%

2015

Total 32%
Black: 55%

2007

Total 36.4%
Black: 60%

Number and Percentage of Prior Year Missouri High School Graduates Attending Missouri Public Institutions and Enrolled in Remedial Coursework (Fall 2007)

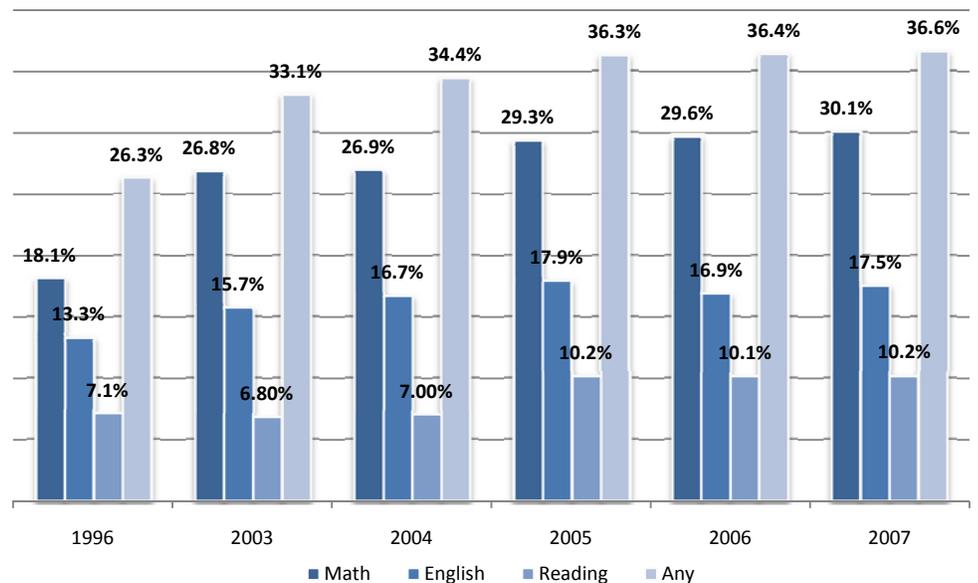
	Remedial Math		English/Writing		Reading		Total
	Total Enrollment	Percent	Total Enrollment	Percent	Total Enrollment	Percent	
Total	24,354	30.1%	4,272	17.5%	2,481	10.2%	36.6%
Men	11,004	32.1%	2,071	16.5%	1,001	11.1%	35.1%
Women	13,341	27.7%	2,200	18.8%	1,480	9.1%	37.9%
African American	2,454	51.2%	920	37.5%	859	35.0%	64.2%
Hispanic	448	33.9%	97	21.7%	57	12.7%	41.7%
Caucasian	18,859	26.6%	2,770	14.7%	1,251	6.6%	32.1%
Asian	391	14.3%	59	15.1%	22	5.6%	23.8%
Other	2,202	38.5%	426	19.3%	292	13.3%	45.6%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Missouri Baseline 2007

- Overall remediation among this benchmark cohort has risen significantly since the first High School Graduates Performance Report was issued for the class of 1996, although the percentage of students requiring remediation appears to have leveled off since 2005.
- Significant differences exist in the percentage of students requiring remediation across racial / ethnic groups.
- Comparable national data are difficult to obtain, although informal research suggests increases in Missouri are representative of national trends.

Remediation Rate of Recent Missouri High School Graduates at Public Institutions



Institution Trend

Additional Information in Fact Book

1DC College attendance rates of the ninth grade cohort of Missouri students, disaggregated by demographic group

This indicator will measure how many Missouri ninth graders go on to enroll in college.

Draft

Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007

- There are no current data available to complete this indicator
- *Proposed Methodology*
 - Beginning in 2012, MDHE may be able to track ninth grade cohort attendance rates at Missouri public institutions with the first complete cycle of DESE's new MOSIS data system.
 - Numerator: Number of students in ninth grade cohort enrolling in Missouri public postsecondary institutions within five years.
 - Denominator: Total number of students in ninth grade cohort from five years earlier.

(Attendance at independent and out of state institutions could be tracked with the addition of data from National Student Clearinghouse (NSC))

1E1 Postsecondary enrollment for the population over age 24

Adults who return to school usually do so to attain a college degree for the first time or to acquire skills to change or improve employment opportunities. Adults also return to school as a commitment to lifelong learning.

Draft

Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

Percentage of Population Over Age 24 Enrolled in Postsecondary Education (2007)

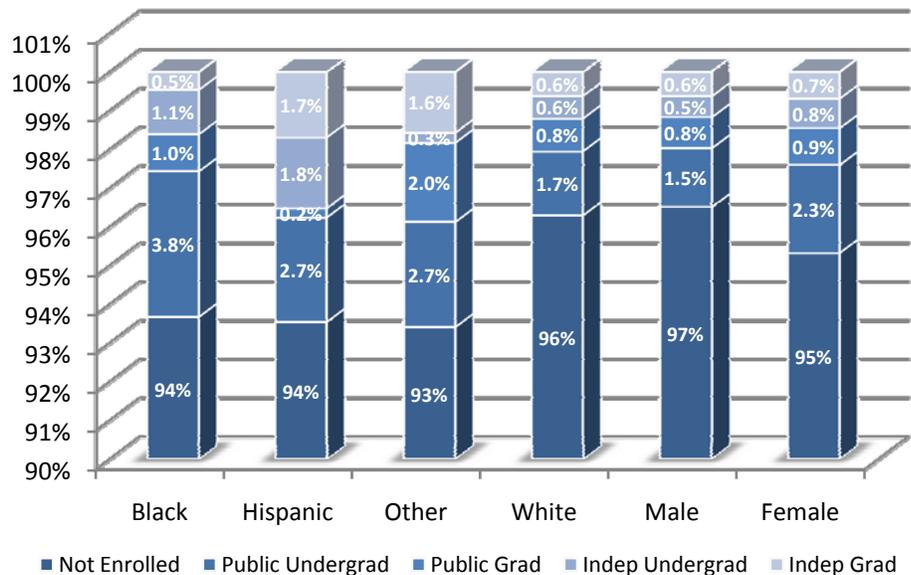
	Not Enrolled	Total Enrolled	Public Undergrad	Public Graduate	Indep. Undergrad	Indep. Graduate
Missouri	96%	4%	2%	1%	1%	1%
MO Rank	24	27	36	25	16	14
US Average	96%	4%	2%	1%	1%	1%
Contiguous States Avg	96%	4%	2%	1%	1%	0%
Top FTE States Avg	95%	5%	2%	1%	1%	1%
Top Ten States Avg	97%	5%	3%	1%	1%	1%
Top State	WV	AK	AK	AK	UT	MA
Lowest State	AK	WV	PA	NY	ND	ND
	94%	3%	1%	1%	0%	0%

Source: American Community Survey

Missouri Baseline 2007



Postsecondary Enrollment over Age 24, by Demographic (2007)



Gender **Race**
Degree Level

Additional Information in Fact Book

1
Goal

INCREASE DEGREE ATTAINMENT

Draft

1EA Enrollment in new job training, customized training and related training programs.

Changing industries and technologies demand new skills from employees. This indicator measures the demand for new skills among Missouri's workforce.

Draft Missouri Target Goals

Number of Companies and Unduplicated Participant

2025
Companies: 540 +10%
Participant: 54,328 +10%

2015
Companies: 516 +5%
Participants: 51,859 +5%

2007
Companies: 491
Participants: 49,389

2007-08 Enrollment in Training Programs at Public Institutions

Program	Number of Companies	Duplicated Enrollments	Unduplicated Enrollments
Contract Training	184	21,246	13,239
Customized Training	282	170,372	32,577
New Jobs	25	3,452	3,573
Grand Total	491	195,070	49,389

DHE Regional Technical Education Council (RTEC) Survey, (2008)

Missouri Baseline 2007



Additional Information in Fact Book

2A1 Number of direct educational partnerships with Missouri employers, including minority business enterprises (MBEs)

Many educational programs require clinical or practical work in association with an established organization or business. This indicator will track the number of entities that cooperate with higher education institutions to deliver programs required for academic credit.

No Current Data Available

Missouri Baseline 2007

- There are no current data available to complete the educational partnerships indicator; new data collection will be required. MDHE is working with institutional research staff to determine appropriate data definitions and methodology.
- *Proposed Methodology*
 - Number of direct educational partnerships, definition still to be determined (e.g. internships, clinicals, practicums, field experiences, cooperatives, service learning, research relationships, or special projects with employers).
 - Currently available data do not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of “direct educational partnerships.” One potential example, depending upon further definition, might be a nursing program that is housed within the physical location of a hospital, and available only to the employees of the hospital. The Regional Technical Education Council (RTEC) survey currently collects information from Missouri community colleges and Linn State Technical College detailing annual enrollment in Missouri Community College New Jobs Training Program, Customized, and Contract training programs, although this information would presumably be used for reporting associated with indicator 1Ea.
 - OA publishes a certified list of MBEs for two years; this could be matched to RTEC or other “business partnerships” for MBEs.

Draft Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

Institutional Performance Measures

One school has chosen to focus on educational partnerships as a performance measure.

Missouri Western State University

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Additional Information in Fact Book

2A2 Number of degrees and certificates in key (non-METS) fields

Non-METS fields are the disciplines projected to have the top 50 job openings from 2004 – 2014, excluding math, engineering, technology and science (METS).

For a complete list of non-METS fields, see

http://www.ded.mo.gov/researchandplanning/pdfs/Outlook_Mo.pdf

Draft Missouri Target Goals

2025	
2015	
2007	

Percent of All Certificates and Degrees Awarded in Key Non-METS Fields in Each Sector, AY2007-08

	Certificates	Associate's	Baccalaureate	Graduate	Sector Total	Total Degrees
Proprietary 2-Year	3%	9%			5%	238
Proprietary 4-Year	13%	15%	29%	75%	22%	830
Independent 2-Year						
Independent 4-Year	19%	15%	38%	40%	38%	14084
Public 2-Year	11%	7%			8%	834
Public 4-Year	5%	17%	35%	32%	34%	8453
Award Level Total	8%	9%	36%	38%	30%	24439

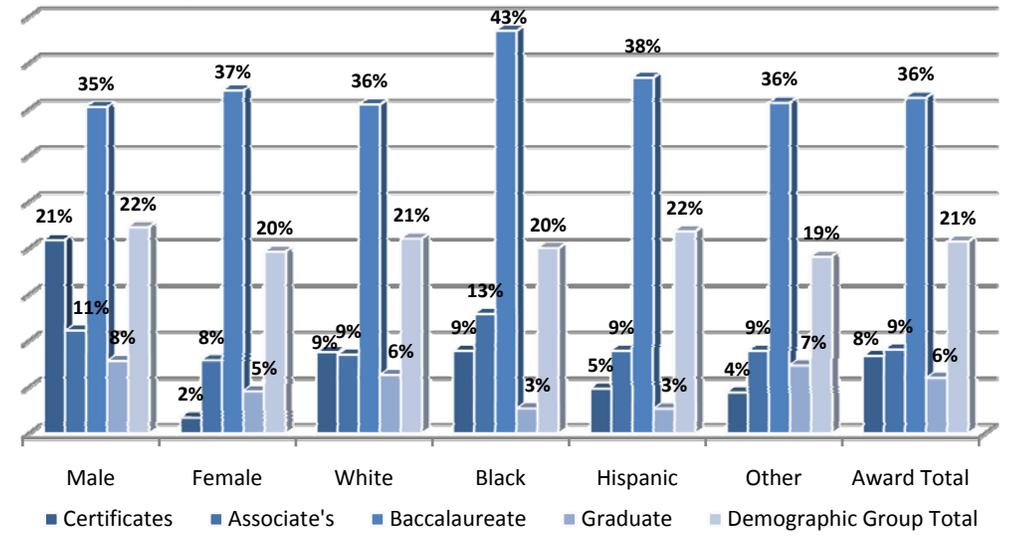
Source: The Integrated Postsecondary Education Data System (IPEDS)

Values represent percentages of award level within sector: e.g. 32% of all graduate degrees awarded at public 4-Year institutions are awarded in key non-METS fields.

Missouri Baseline 2007

- Nearly one-third of all degrees awarded in Missouri are in critical non-METS fields.
- This rate is considerably higher among African-American baccalaureate degree recipients.

Key Non-METS Completions as a Percent of All Completions



Gender Sector Race Degree Level

Additional Information in Fact Book

2A3 Number of students passing certification and licensure examinations in high demand fields

The number of students who pass certification and licensure exams in high demand fields measures how well educational institutions are preparing graduates to join the Missouri workforce in fields with many vacancies.

Draft

Goals for Missouri Progress

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available or Redundant

Missouri Baseline 2007

At this time, the methodological recommendations of indicator 1C3 limit “licensure and examination” assessment results to fields where licensure/certification are required for employment. Due to the limited data available for fields meeting this requirement, no further subset of “high demand fields” can be determined. If more data becomes available in the future this indicator may be expanded.

- Potential may exist for direct collaboration with Missouri Division of Professional Registration to acquire data targeted to selected fields.

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Additional Information in Fact Book



CONTRIBUTE TO THE ECONOMY

Draft

2AA Employer follow-up survey results

The level of employer satisfaction with Missouri graduates is a key indicator of student preparation for the work force. These data will measure employer satisfaction based on survey results.

Draft Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007

- There are no current data available to complete the Employer Follow-up Surveys indicator, and new data collection will be required. MDHE is working with institutional research staff to determine appropriate data definitions and methodology.

Institutional Performance Measures

Four schools have selected 180 day employer follow up survey as a measure of student placement success.

East Central College
 Linn State Technical College
 Ozarks Technical College
 Metropolitan Community College

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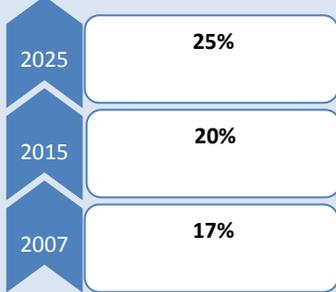
Additional Information in Fact Book

2B1A METS-related completions, including METS-related teacher education

The number of students graduating in the METS fields – math, engineering, technology and science – is a measure of how well Missouri is preparing its workforce for a global, competitive economy.

Draft Missouri Target Goals

METS Degrees as Percentage of all Degrees



Number of METS Degrees Awarded and as Percentage of All Degrees, AY2007-08					
	Certificate	Associate's	Bachelor's	Graduate	Total Degrees
Missouri	590	1,513	8,608	3,121	13,832
Missouri (AY2002-03)	1,389	2,843	8,786	2,971	15,989
MO Growth since AY2002-03	-58%	-47%	-2%	5%	-13%
US Average	822	1,712	7,496	2,755	12,785
US Growth since AY2002-03	-22%	-20%	9%	19%	3%
Contiguous States	895	1,187	5,703	1,961	9,746
METS Degrees as a Percentage of All Degrees					
US Average	8%	11%	23%	17%	17%
Missouri	9%	10%	23%	13%	17%
Missouri Rank	22	31	22	42	30
Avg Contiguous States	8%	10%	21%	15%	15%
High Funding States	10%	12%	24%	19%	18%
Top Ten States	15%	18%	28%	23%	21%
Top State	Maine 20%	Kentucky 19%	Wisconsin 33%	Montana 28%	Montana 26%
Worst State	W Virginia 2%	Delaware 6%	Alaska 19%	Arizona 6%	Arizona 11%

Source: The Integrated Postsecondary Education Data System (IPEDS)

Missouri Baseline 2007

- Similar to the national average, 17 percent of all degree completions in Missouri are METS-related, slightly higher than the surrounding states (15 percent).
- While the number of METS graduates in the US has grown slightly over the past few years (3 percent), Missouri has graduated fewer students in the METS area (-13 percent) since 2002.
- This decline in Missouri METS completions is most pronounced among the certificate and associate's level completions, declining 58 percent and 47 percent respectively.

2B1B METS transfer student baccalaureate completion

This measure of transfer students who complete a baccalaureate degree includes graduates in math, engineering, technology and science (METS), as well as METS-related fields such as health care practitioners and teachers of METS subjects.

Draft Missouri Target Goals

METS Baccalaureate Transfer Success

2025	50%
2015	45%
2007	43%

Number and Percentage of Transfer Students Who Graduate from Public 4-Year Institutions with a METS Baccalaureate, by Originating School Sector (AY2007)

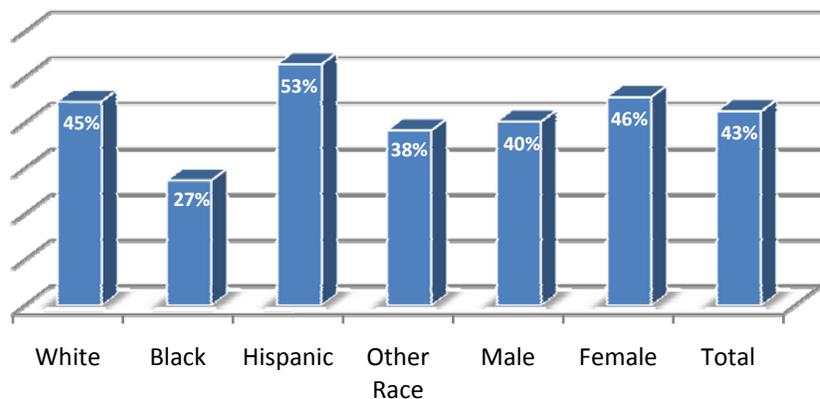
Origin School Sector	2003 Cohort	2007 Baccalaureate Graduates	2007 Graduation Rate
Independent 2-Year	10	5	50%
Independent 4-Year	141	61	43%
Public 2-Year	837	349	42%
Public 4-Year	302	153	51%
Out of State/Other	592	232	39%
TOTAL	1882	800	43%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Missouri Baseline 2007

- 43 percent of all transfer students at public 4-year institutions complete a baccalaureate degree in a METS-related field.
- Far fewer African-American transfer students complete METS-related degrees, while Hispanics graduate at a far greater rate.

2007 METS Graduation Rate of Transfer Students by Demographic Group



Gender Race Full-/Part-Time Status

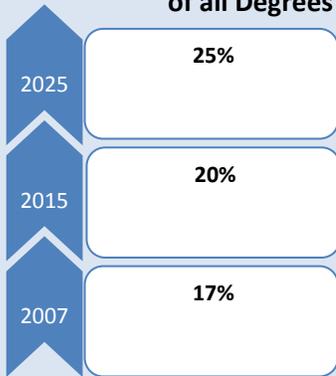
Additional Information in Fact Book

2B2A Health practitioner completions

This indicator tracks the number of students prepared to obtain health care positions, which have high vacancy rates and higher than average salaries. Missouri's aging population will require more health care workers in the future.

Draft Missouri Target Goals

Health Practitioner Degrees as a Percentage of all Degrees



Number of Health Degrees Awarded and as Percentage of All Degrees, AY2007-08					
	Certificate	Associate's	Bachelor's	Graduate	Total Degrees
Missouri	3637	3613	2923	3969	14142
Missouri (AY2002-03)	2796	1594	2180	2836	9406
MO Growth since AY2002-03	30%	127%	34%	40%	50%
US Average	3707	3147	2272	2268	11394
US Growth since AY2002-03	44%	70%	56%	36%	51%
Contiguous States	4120	2547	2069	1946	10681
Health Degrees as a Percentage of All Degrees					
US Average	35%	20%	7%	14%	15%
Missouri	53%	25%	8%	17%	17%
Missouri Rank	7	17	24	11	18
Contiguous States Avg	35%	23%	8%	17%	18%
High Funding States	31%	18%	7%	11%	13%
Top Ten States	58%	32%	11%	21%	20%
Top State	Virginia	West Virginia	South Dakota	North Dakota	Wisconsin
	75%	36%	14%	28%	25%
Worst State	Oklahoma	California	California	Alaska	Rhode Island
	15%	13%	4%	3%	8%

Source: The Integrated Postsecondary Education Data System (IPEDS)

Missouri Baseline 2007

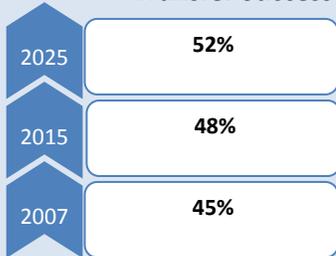
- 17 percent of all degrees completed in Missouri in AY2007-08 were in health practitioner related fields.
- Missouri produces almost 3,000 more health-related degrees than the average state. Like the rest of the country, the number of health-related degrees has grown by about 50 percent over the past five years.
- This growth has occurred primarily within the associate's award level, with an increase of 127 percent.

2B1B Health practitioner transfer student baccalaureate completion

The number of transfer students who graduate in health care fields helps measure the capacity of Missouri institutions to educate students in this fast-growing job sector.

Draft Missouri Target Goals

Health Practitioner Baccalaureate Transfer Success



Number and Percentage of Transfer Students Who Graduate from Public 4-Year Institutions with a Health Practitioner Baccalaureate, by Originating School Sector (AY2006-07)

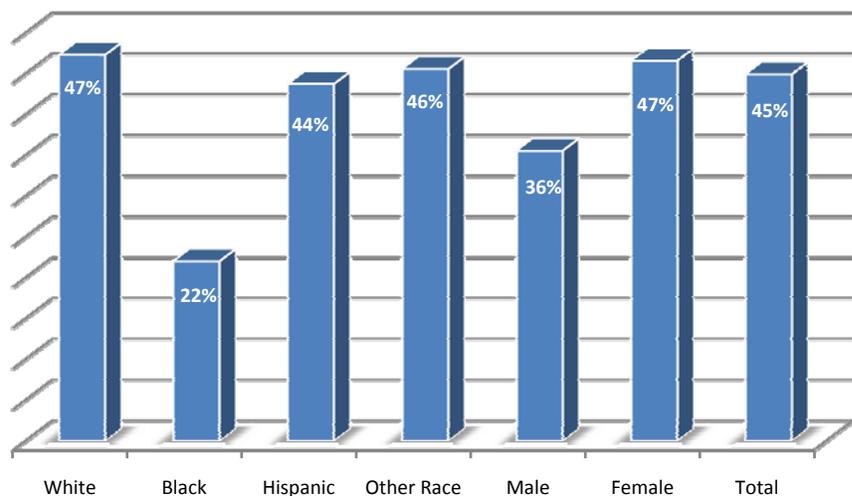
Origin School Sector	2003 Cohort	2007 Baccalaureate	
		Graduates	2007 Graduation Rate
Independent 2-Year	8	1	13%
Independent 4-Year	67	20	30%
Public 2-Year	270	131	49%
Public 4-Year	121	67	55%
Out of State/Other	235	96	41%
TOTAL	701	315	45%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Missouri Baseline 2007

- 45 percent of all baccalaureate transfer students complete degrees in health practitioner related fields.

AY2007 Health Practitioner Graduation Rate of Transfer Students by Demographic Group



Gender Race
Full-/Part-Time Status

Additional Information in Fact Book

2BA Number of credit hours delivered in METS-related fields

Successful preparation for careers in math, engineering, technology and science-related (METS) fields continues to command priority for Missouri graduates. This measure gauges academic progress through the number of credit hours delivered by institutions.

Draft
Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007

- There are no current data available to complete the METS-related credit hours indicator; new data collection will be required. MDHE is working with institutional research staff to determine appropriate data definitions and methodology.
- *Proposed Methodology*
 - DHE proposes to revive the DHE-15 survey, which collected information on credit hour enrollment by CIP category.

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Additional Information in Fact Book

2C1 Number of graduate and professional degrees awarded in critical fields

This indicator measures the number of graduates prepared to join the workforce in critical fields such as health care, technology and engineering.

Draft Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

Redundant Data

Missouri Baseline 2007

- These data are currently redundant with disaggregation available in 2A2, 2B1B and 2B2A.
- The only difference would be the addition of geographic location which is problematic. We can only "regionalize" the schools because current data do not report completions by campus extension sites, hence all completions for William Woods would be Fulton, Columbia College- Columbia etc.

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Additional Information in Fact Book

2D1 Total expenditures on research and development at Missouri higher education institutions as a percentage of gross state product

Two measures of vitality that higher education provides to the state economy are research dollars and public service, defined as activities that provide non-instructional services beneficial to individuals and groups external to the institution, such as conferences, university extension and public broadcasting.

Draft

Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

Expenditures on Research and Public Service (FY2007)

	Research Only	Public Service Only	Total	GDP (in millions)	Percentage of GDP	
					Research Only	Total
US Average	\$749,645,423	\$241,859,948	\$991,625,612	\$262,398	.29%	.38%
Missouri Rank	17	22	16	22	17	19
Missouri	\$702,066,259	\$219,280,520	\$921,362,462	\$ 220,092	.32%	.42%
Contig States Avg	\$485,251,182	\$257,425,651	\$742,712,531	\$ 186,875	.27%	.42%
High Funding States	\$859,441,262	\$252,381,561	\$1,111,852,371	\$ 272,035	.32%	.45%
Top Ten States	\$2,167,173,390	\$577,766,263	\$2,692,192,306	\$ 730,524	.49%	.68%
Top State	California	Texas	California	California	Mass.	N Mexico
	\$4,801,521,290	\$1,142,081,807	\$5,516,090,105	\$ 1,742,172	.69%	.91%
Worst State	Wyoming	Rhode Island	Wyoming	Vermont	Nevada	Nevada
	\$40,942,499	\$15,616,244	\$72,464,024	\$ 23,628	.10%	.14%

Source: The Integrated Postsecondary Education Data System (IPEDS)

*New Mexico is an outlier due to presence of large federal research activities and relatively small GDP

Missouri Baseline 2007

- While institutional research comprises a relatively small amount of total gross domestic product (GDP), Missouri expenditures account for slightly more than 3/10ths of a percent -- about the same as contiguous states and ahead of the national average.
- Although Missouri has the 22nd largest GDP, it ranks 19th in the ratio of research expenditures by its institutions to the GDP.

Additional Fact Book data show . . .

- The total number of research and public service dollars expended in Missouri has only risen by 22 percent over the past five years, slightly behind the national average (23 percent), and highly funded states (24 percent), but lagging significantly behind the investment of surrounding states (34 percent). Missouri's relatively high GDP ratio ranking reflects that Missouri's total GDP has risen by only 17 percent compared to the national average (26 percent).
- As in other indicators, independent institutions play a larger role in Missouri than other states. Independent institutions contributed 56 percent of all research expenditures in Missouri, compared to only 31 percent nationally. Washington University alone accounts for 62 percent of research, and 46 percent of all research and public service expenditures in Missouri.

Trend Sector

Additional Information in Fact Book

2D2 Total number and value of external grants awarded to researchers connected to Missouri higher education.

State and federal grants for research often result in discoveries or products that contribute to economic development. The chart below reflects the values of external grants but not the number, which is not available with current data.

Draft Missouri Target Goals

Value of All Grants and Contracts

2025	US Top 10
2015	US Top 15
2007	US Rank 19 th

	Federal	State/Local and Private(Public)	Private (Independent and Proprietary)	Total	Total as % of All Revenue
US Average	\$909,313,846	\$348,964,397	\$391,608,829	\$1,649,887,072	18%
Missouri Rank	17	32	14	19	42
Missouri	\$881,393,201	\$145,880,031	\$401,314,211	\$1,428,587,443	15%
Contig States Avg	\$620,137,818	\$244,291,544	\$273,144,843	\$1,137,574,205	18%
High Funding States	\$975,226,331	\$335,248,964	\$679,327,624	\$1,989,802,918	19%
Top Ten States	\$2,460,440,566	\$984,926,451	\$1,339,344,888	\$4,679,953,573	25%
Top State	California	California	New York	California	Alaska
	\$5,867,014,272	\$2,721,087,390	\$3,056,518,376	\$10,362,569,997	29%
Worst State	Wyoming	Rhode Island	Nevada	Wyoming	Arizona
	\$61,347,725	\$25,610,442	\$1,042,008	\$98,678,975	13%

Source: The Integrated Postsecondary Education Data System (IPEDS)
 * Reporting by proprietary institutions may include federal, state, and local appropriations
 * Reporting by independent institutions may include private gifts

Missouri Baseline 2007

- Missouri receives less grant aid than the average US state and High Funding states, but much more than surrounding states.

Additional Fact Book data show . . .

- Over the past five years the total amount of grants has grown by 22 percent, lagging behind the national average (26 percent) and far below surrounding states (35%).
- This slower growth is most evident among total grants received by public four-year institutions, which has risen by 14 percent over the past five years.
- Only 10 percent of all grant dollars received originate within the state of Missouri, compared to a national state average of 21 percent and 25 percent for surrounding states.

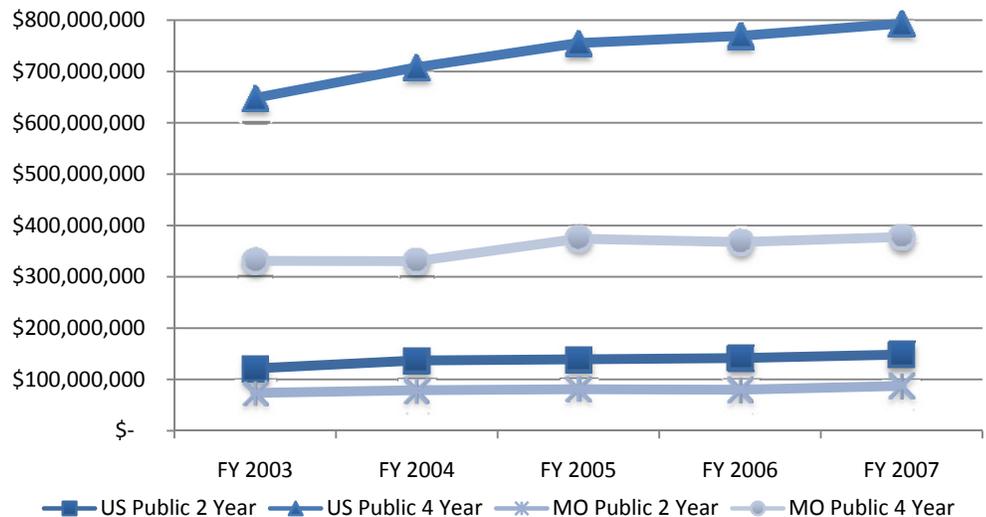
Institutional Performance

Measures

These four institutions have chosen to measure the number and amount of external research grants awarded.

- University of Missouri-Columbia
- University of Missouri-St. Louis
- University of Missouri-Kansas City
- Missouri University of Science and Technology

Value of All Grants and Contracts, by Sector



Trend Sector Institution

Additional Information in Fact Book

2D3 Number of invention disclosures and patents awarded in connection with Missouri higher education institutions

Missouri research institutions help drive economic development, as new products, techniques and technologies emerge from university laboratories. Tracking inventions and patents will help measure higher education's impact on the economy.

Draft

Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007

- There is no current data available to complete the invention and patents indicator; new data collection will be required. MDHE is working with institutional research staff to determine appropriate data definitions and methodology.

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Additional Information in Fact Book



CONTRIBUTE TO THE ECONOMY

Draft

2D4 Number of new business start-ups linked to research or development incubators associated with Missouri higher education institutions

Higher education institutions can play a key role in launching new business enterprises. "Incubators" are centers where start-ups can share resources in their critical early years.

Draft Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

No Current Data Available

Missouri Baseline 2007

- There is no current data available to complete the new business start-ups and incubators indicator, and new data collection will be required. MDHE is working with institutional research staff to determine appropriate data definitions and methodology.

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Additional Information in Fact Book

2DA The New Economy Index

The Kauffman Foundation of Kansas City developed the New Economy Index to measure states' ability to compete in a global, knowledge-based economy. The index is based on five factors: knowledge jobs, globalization, economic dynamism, transformation to a digital economy and technological innovation capacity.

Draft Missouri Target Goals

New Economy Index Ranking

2025	US Top 15
2015	US Top 25
2007	US Rank: 37 th

New Economy Index- Overall Score

2008 Rank	2008 Score	State	1999 Rank	2002 Rank	2007 Rank	Change From 2002	
1	97	Massachusetts	1	1	1	0	0
16	62.6	Illinois	22	19	16	3	0
27	55.4	Nebraska	36	36	28	9	1
31	52.9	Kansas	27	30	34	-1	3
37	46.9	Missouri	35	28	35	-9	-2
38	46.7	Tennessee	31	34	36	-4	-2
42	44.5	Iowa	42	40	38	-2	-4
43	43.2	Oklahoma	40	33	40	-10	-3
45	41.3	Kentucky	39	42	45	-3	0
48	35.3	Arkansas	49	49	47	1	-1

Source: The 2008 State New Economy Index

*Because of differences in methodology and indicators measured, changes in ranks between 1999, 2002, 2007, and 2008 cannot all be attributed to change in actual economic conditions in the state.

Missouri Baseline 2007

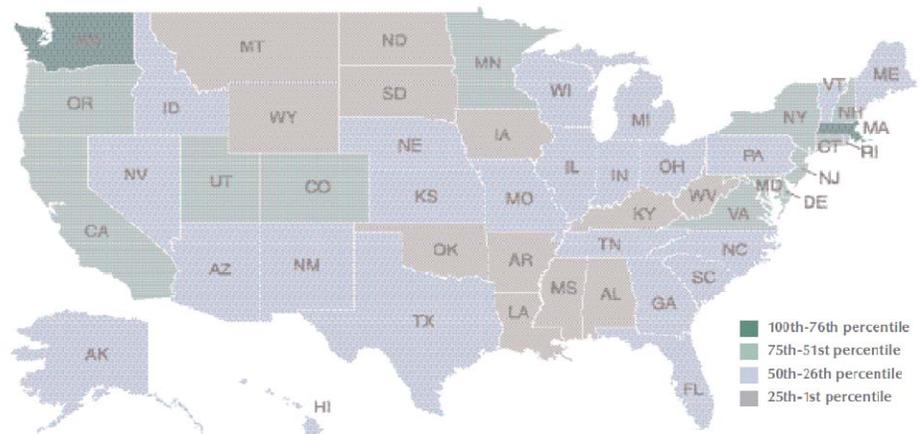


Figure 1 New Economy Index (no permission on this yet)

2E1 Percentage of students participating in “high impact” learning activities

“High impact” learning activities are those that add value to classroom studies by involving students in efforts such as internships, study abroad, outreach or volunteer programs. They expand students’ perspectives at all levels to better prepare them for a globally competitive work force.

No Current Data Available

Missouri Baseline 2007

- There is no current data available to complete the High Impact Learning indicator, and new data collection will be required. MDHE is working with institutional research staff and the Missouri Assessment Coalition to determine appropriate data definitions and methodology.
- *Proposed Methodology*
 - *Numerator: Number of duplicated and unduplicated students participating in high impact learning activities.*
 - *Denominator: Total number of student population.*

Institutional Performance

Measures

Six institutions have selected student engagement in “high-impact” learning opportunities.

- Harris-Stowe State University
- Missouri State University
- Southeast Missouri State University
- University of Central Missouri
- Missouri Southern State University
- Missouri Western State University

2025	
2015	
2007	

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Additional Information in Fact Book

2E2 Number of direct education outreach programs and participants (e.g. ESL, ABE, Trio, etc)

Outreach programs can enable under-served populations to obtain an education. Programs such as English as a Second Language, Adult Basic Education and Trio – which serves people from disadvantaged backgrounds – extend the benefits of higher education to more Missouri citizens.

No Current Data Available

Missouri Baseline 2007

- There are no current data available to complete the direct education outreach program indicator; new data collection will be required. MDHE is working with institutional research staff and other state and federal agencies to determine appropriate data definitions and methodology.
- *Proposed Methodology*
 - *Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of “direct education outreach programs and program participants.” Trio and ABE have current reporting mechanisms to DESE and USDE.*

Draft Missouri Target Goals

2025	
2015	
2007	

Institutional Performance Measures

Missouri Southern State University (combo 2E1)

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Additional Information in Fact Book

3A1 Three- and six-year graduation rates

Graduation rates are a clear measure of student and institutional success, since degree attainment is most often the student's goal. This indicator measures full-time, first-time degree-seeking students who complete their studies within 6 years (for 4-year schools) and 3 years (for 2-year schools).

Draft Missouri Target Goals

3- and 6-Year Graduation Rates

2025	3-year	US Top 10
	6-year	US Top 10
2015	3-year	US Top 15
	6-year	US Top 15
2007	3-year	US Rank 22 nd
	6-year	US Rank 23 rd

Three- and Six-year Graduation Rates for Academic Completion Year 2007 (4Y Cohort: AY2001-02, 2Y Cohort: AY2004-05)

	Six-Year Graduation Rate (4-Year Institutions)		Three-Year Graduation Rate (2-Year Institutions)	
	Complete	Transfer Out	Complete	Transfer
Missouri	56%	8%	32%	11%
Missouri Rank	23	25	22	27
US Average	56%	9%	31%	14%
Contiguous States	52%	12%	33%	14%
High Funding States	50%	9%	27%	13%
Top Ten States	64%	16%	48%	22%
High State	MA	AR	SD	VT
	68%	21%	71%	32%
Low State	AK	AZ	DE	NH
	22%	0.0%	11%	0.1%

Source: The Integrated Postsecondary Education Data System (IPEDS)

Institutional Performance Measures

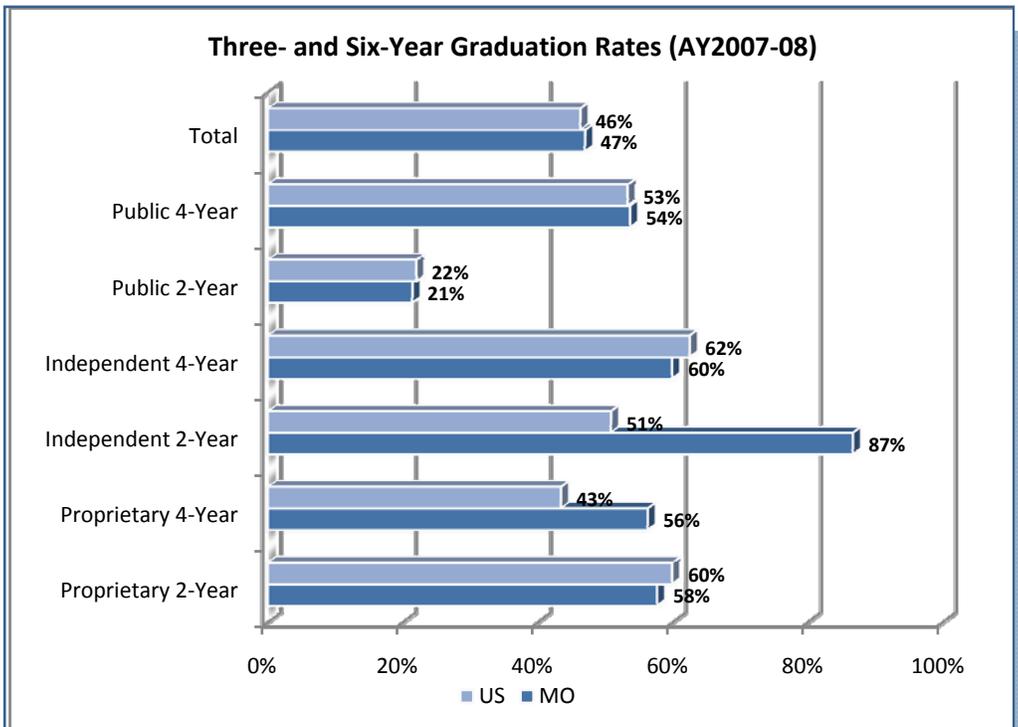
The following institutions have chosen an institutional performance measure associated with student success:

- Crowder College
- East Central College
- Jefferson College
- Linn State Technical College
- Metropolitan Community College
- North Central Missouri College
- Northwest Missouri State Univ.
- Ozarks Technical Community Coll.
- St. Charles Community College
- St. Louis Community College
- Truman State University
- University of Missouri- Columbia
- University of Missouri- Kansas City
- Missouri University of Science and Technology
- University of Missouri- St. Louis

Missouri Baseline 2007

- Missouri mirrors the four-year and two-year institution completion rates of the nation.

Three- and Six-Year Graduation Rates (AY2007-08)



3B1 Total state appropriations received for higher education operations

This indicator measures the amount of monetary support provided by state general revenue to operate public colleges and universities calculated by the number of full-time equivalent students. As in all other measures of state support, Missouri ranks in the bottom fifth nationally.

Draft Missouri Target Goals

Appropriations for Operating Expenses per FTE

2025	US Top 15
2015	Match Contiguous States or US Top 25
2007	US Rank 43 rd

Appropriations for Operating Expenses of Higher Education per FTE (FY2008, AY2007-08)

US Average	\$ 7,376
Missouri	\$ 5,507
Missouri Rank	43
Contiguous States	\$7,397.69
High Funding States	\$10,726.65
Top Ten States	\$11,474.82
Top State	Alaska
	\$15,711.19
Worst State	Colorado
	\$ 226.76

Source: Grapevine; IPEDS
Grapevine does not include lottery funds in analysis. FTE represents public 4-year and 2-year institutions only

Missouri Baseline 2007

i. State appropriations for strategic investments in higher education

Strategic funding has yet to be implemented in the Higher Education Funding Formula

ii. State appropriations for performance funding in higher education

Performance funding has yet to be implemented in the Higher Education Funding Formula

iii. State higher education operating appropriations received per FTE compared to surrounding states and the national average

- Missouri appropriates 25 percent less per full-time equivalent student than the average US state. It lags even further behind surrounding states.
- Institutional appropriations of general revenue equal \$2,375 per FTE at community colleges, \$5,280 at Linn Technical, and \$7,116 at public universities.

3B2 Total state appropriations received for capital improvements and per FTE

The condition and amenities offered by institutions' infrastructure attracts students and builds learning capacity. New construction and maintenance on existing buildings can also save energy and reduce expensive repairs in the future. This indicator tracks how well Missouri supports capital improvements.

Draft Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

Missouri Appropriations for Higher Education Capital Improvements					
Fiscal Year	Public 2-Year	Public 4-Year	Public Technical	All Publics	Total Appropriations
1994	-	-	-	\$10,665,140	\$ 10,665,140
1995	\$5,700,000	\$171,574,221			\$177,274,221
1996		\$65,065,509			\$ 65,065,509
1997		\$65,244,635	\$2,375,000		\$ 67,619,635
1998	\$1,500,000	\$47,783,673	\$750,000		\$ 50,033,673
1999	\$7,655,000	\$123,450,604	\$5,335,941		\$136,441,545
2000	\$13,340,024	\$87,019,667	\$8,700,605		\$109,060,296
2001	\$-	\$88,984,000	\$-		\$ 88,984,000
2008*	\$30,000,000	\$287,588,919	\$5,000,000		\$322,588,919
2008 Capital Appropriations per FTE					\$ 1,899

Source: DHE Fiscal Affairs

*All 2008 capital appropriations are related to the Lewis and Clark Discovery Initiative

Missouri Baseline 2007

- No data exist to compare capital improvements appropriations with other states
- No capital improvements appropriations for higher education have existed since 2001 except as part of the Lewis and Clark Discovery Initiative

3

INVEST IN THE FUTURE

Draft

3B3 Total federal non-student aid dollars received by Missouri higher education institutions

Grants and contracts from the federal government help drive research, fund aid programs and contribute to diverse learning opportunities on college campuses.

Draft

Missouri Target Goals

2025

2015

2007

Redundant Data

Missouri Baseline 2007



fyi
Additional Information in Fact Book

3B4 Total state appropriations received for higher education as a percentage of total state revenue

General revenue appropriations to higher education were significantly reduced in 2002. As a result, public institutions reduced expenses and relied on tuition increases, other fees and private gifts to operate. State appropriations have increased incrementally, but have not attained pre-2002 levels when factoring in inflation.

Draft
Missouri Target Goals

2025	<input type="text"/>
2015	<input type="text"/>
2007	<input type="text"/>

**Missouri State Higher Education
General Revenue Appropriations as a
Percentage of Total State General
Revenue**

Year	%
FY2007	11.1%
FY2008	11.2%
FY2009	11.9%

Source: MDHE Fiscal Affairs- 2009

Missouri Baseline 2007

- Higher education's piece of general revenue appropriations has risen slightly over the past few years to almost 12 percent in fiscal year 2009.

3B5 State public higher education appropriations per \$1,000 of personal income

This appropriation measures how legislative support for higher education compares with other states and the U.S. average based upon personal income.

Draft Missouri Target Goals

2025	US Top 20
2015	US Top 30
2007	US Rank 46 th

Appropriations of State Tax Funds for Operating Expenses of Higher Education per \$1,000 of Personal Income

States	FY2007	FY2008	FY2009	7 Year Change
US Average	\$7.60	\$7.55	\$7.24	-10%
Missouri	\$4.60	\$4.65	\$4.91	-26%
Missouri Rank	46	44	42	
Contiguous States	\$8.30	\$8.37	\$7.95	-16%
High Funding States	\$8.19	\$8.28	\$8.05	1%
Top Ten States	\$125.80	\$121.27	\$114.40	-2%
Top State	Alabama \$ 22.19	New Mexico \$ 15.65	New Mexico \$ 14.07	
Worst State	New Hampshire \$2.40	New Hampshire \$2.45	New Hampshire \$2.46	

Source: Grapevine

Grapevine does not include lottery funds in analysis; for Missouri this approximates general revenue funding for higher education.

Missouri Baseline 2007

- In fiscal year 2009, Missouri spent less than \$5 on higher education for every \$1,000 of personal income, one-third less than the U.S. average.

3B6 Per capita appropriations for higher education

This indicator measures state support for higher education based on population. As in other appropriations indicators, Missouri ranks near the bottom in the amount of general revenue provided to higher education.

Draft

Missouri Target Goals

2025

US Top 20

2015

US Top 30

2007

US Rank 47th

States	FY2007	FY2008	FY2009	7 Year Change
US Average	\$257.71	\$271.90	\$274.40	-21%
Missouri	\$150.33	\$159.05	\$173.76	-7%
Missouri Rank	47	47	45	47
Contiguous States	\$268.20	\$285.95	\$285.51	13%
High Funding States	\$308.27	\$333.67	\$343.56	41%
Top Ten States	\$ 407.90	\$421.13	\$428.38	40%
Top State	Alabama	Wyoming	Wyoming	Louisiana
	\$672.77	\$536.96	\$588.82	74%
Worst State	New Hampshire	New Hampshire	New Hampshire	South Carolina
	\$ 94.28	\$101.54	\$105.27	-17%

Source: Grapevine

Grapevine does not include lottery funds in analysis; for Missouri this approximates general revenue funding for higher education

Missouri Baseline 2007

- Missouri rose from 47th in the nation in per capita funding for higher education in 2007, to 45th in the nation in 2009. This follows a dramatic decline from \$186 in FY2002 to \$147 in FY2006.
- In FY2009 states surrounding Missouri spent, on average, \$112 or 64 percent more on higher education per person than Missouri.

*Draft***Institutional-Specific Indicators****Baseline Report
Draft April 16, 2009***Draft*

Institution	IFC Indicator	Title	Baseline Narrative
Crowder College	1C4	Developmental Enrollee Success Rate	Among Crowder College students who completed the highest developmental classes in English or math, 65% successfully completed English 101 or Math 104, 107 or 111.
Crowder College	3A1	Student Success Rate	Within three years, 32 % of Crowder College's 2004 student cohort completed degrees or certificates at the institution, and 33 % transferred to a four-year institution.
East Central College	2AA	Career/Technical Employment	Data being compiled and will be available for the June baseline report.
East Central College	3A1	Student Success Rate	Within three years, 22 % of East Central College's 2004 student cohort completed degrees or certificates at the institution, and 22% transferred to a four-year institution.
Harris-Stowe State University	1AB	Graduation Numbers	Harris-Stowe State University conferred a total of 123 degrees in AY2006-07. Total graduates included: 25 (20%) White; 95(77%) African- American; 1(1%) non-resident; 1 (1%) unknown race; 1 (1%) Asian; 0 (0%) Native-American ; and 0 (0%) Hispanic.
Harris-Stowe State University	2E1-	High Impact Learning Participation	Data being compiled and will be available for the June baseline report.
Jefferson College	1C1	Student Learning	Jefferson College measures student learning gains with three assessment tools. On average, test scores obtained in 2008 were: 81% on the ACT-CAAP assessment tool; 49% in all areas on the COMPASS-CAAP; and 36.9% in Gold, 49.3% in Silver, and 9.3% in Bronze categories of the WORKKEYS assessments.
Jefferson College	3A1	Student Success Rate	Within three years, 48.5 % of the 2005 student cohort at Jefferson College completed degrees or certificates at the institution, and 48.5 % transferred to a four-year institution.
Lincoln University	1AB	Ethnicity of Degrees Conferred	Lincoln conferred 454 degrees in AY2007. Total graduates included: 261 (57%) White; 115 (25%) African- American; 53 (12%) non-resident; 12 (3%) unknown race; 5 (1%) Asian; 4 (1%) Native-American ; and 4 (1%) Hispanic.
Lincoln University	1D2	Enrollment Numbers	Lincoln University will increase enrollment as part of its performance measure. Total enrollment for 2007, disaggregated by demographic group, included: 1,158 African-American; 13 Native-American; 27 Asian; 37 Hispanic; 1,764 White; and 109 non-resident students; for a total enrollment of 3,156.
Linn State Technical College	1A3	Job Placement	94% of career/technical program graduates from LSTC are employed within 180 days of graduation. (2006-2007 Cohort)
Linn State Technical College	3A1	Student Success Rate	Within three years, 47% of the 2004 Linn State Technical College student cohort completed degrees or certificates at the institution, and 7% transferred to a four-year institution.
Metropolitan Community Colleges	1EA	Career and Technical Student Success Rate	60% of career/technical program graduates from Metropolitan Community College are employed within 180 days of graduation.
Metropolitan Community Colleges	3A1	Student Success Rate	Within three years, 12% of the 2004 Metropolitan Community College student cohort completed degrees or certificates at the institution, and 9% transferred to a four-year institution.

Mineral Area College	1C3	Licensure and Certification Pass Rates	Data being compiled and will be available for the June baseline report.
Mineral Area College	1CA	Student Satisfaction Rate	Mineral Area College students reported overall satisfaction with their experience at the college at rates 7% above the national average, and overall satisfaction with the quality of their program of study at rates 8% above national average on the ACT College Outcomes survey given to a sample population of the 2008 graduating class.
Missouri Southern State University	1AC	Student Success	62% of full-time and 36% of part-time, first-time, degree-seeking freshmen at Missouri Southern State University completed at least 24 credit hours with a 2.0 GPA or better during their first two years of study.
Missouri Southern State University	2E1	High Impact Learning Participation	68% of 2008 graduating undergraduate students at Missouri Southern State University participated in one or more “high-impact” experiential learning components prior to graduation.
Missouri State University	1AC	Persistence Rate	74% of full-time and 36% of part-time, first-time, degree-seeking students at Missouri State University persisted from the fall of the first year to the fall of the following academic year.
Missouri State University	2E1-	High Impact Learning Participation	Missouri State University has engaged 36.23% of the total undergraduate student population in one or more “high-impact” learning activities in AY2007-08.
Missouri State University-West Plains	1AC	Persistence Rate	57% of full-time and 58% of part-time, first-time, degree-seeking freshmen at Missouri State University- West Plains persisted from the fall of the first year to the fall of the following academic year.
Missouri State University-West Plains	1C1	Student Learning	Based upon results from the 2007 Collegiate Assessment of Academic Proficiency (CAAP), Missouri State University-West Plains students achieved a 61% composite score for the 2007 cohort tested.
Missouri Western State University	2A1	Collaborative Partnerships	In 2008, Missouri Western State University had 333 collaborative partnerships to enhance student experience and improve regional economic development.
Missouri Western State University	2E1	High Impact Learning Participation	In 2008, 27.5% of undergraduate students at Missouri Southern State University participated in one or more “high-impact” experiential learning components prior to graduation.
Moberly Area Community College	1AC	Persistence Rate	36% of full-time and 86% of part-time, first-time, degree-seeking students at Moberly Area Community College persisted from the fall of the first year to the fall of the following academic year.
Moberly Area Community College	1C3	Licensure and Certification Pass Rates	In the 2007-08 academic year, graduates of Moberly Area Community College achieved a 96% pass rate on licensure and certification exams.
North Central Missouri College	1C4	Developmental Enrollee Success Rate	North Central Missouri College students, after moving beyond the highest developmental classes, completed college level course work at a success rate of the following: 58.1% English and math (unavailable at this time) for the fall 2005 cohort.
North Central Missouri College	3A1	Student Success Rate	Within three years, 39% of the 2004 student cohort at North Central Missouri College completed degrees or certificates at the institution, and 16% transferred to a four-year institution.
Northwest Missouri State University	1C1	Student Learning	69% of students at Northwest Missouri State University scored at or above the 50 th percentile on the MAPP.
Northwest Missouri State University	3A1	Student Success Rate	52% of the 2001 student cohort at Northwest Missouri State University graduated within 6 years.
Ozarks Technical Community College	2AA	Career/Technical Employment	In 2008, Ozark Technical Community College placed 71.65% of their Career and Technical completers in jobs related to their fields.

Ozarks Technical Community College	3A1	Student Success Rate	Within three years, 19.97% of full-time and 2.92% of part-time students of the 2004 cohort at Ozarks Technical Community College completed degrees or certificates at the institution, and 16.98% transferred to a four-year institution.
Southeast Missouri State University	2E1-	High Impact Learning Participation	93% of 2008 graduating undergraduate students at Southeast Missouri State University participated in one or more “high-impact” experiential learning components prior to graduation.
Southeast Missouri State University	TBD	Academic and Career Planning	Southeast Missouri State University will help students plan their academic and professional careers. In the 2007-08 academic year, 89.8% of freshmen, 90.1% of sophomores, 83.4% of juniors, and 100% of seniors completed course work designed to provide career planning assistance.
St. Charles Community College	1C4	Developmental Enrollee Success Rate	Among students at St. Charles Community College who completed the highest developmental classes in English or math, 80.4% of the English enrollees successfully passed English 101, and 52.4% of the math enrollees successfully passed Math 104, 107 or 111 in 2005.
St. Charles Community College	3A1	Student Success Rate	Within three years, 17% of the 2004 student cohort at St. Charles Community College student completed degrees or certificates at the institution, and 30% transferred to a four-year institution.
St. Louis Community College	1C4	Developmental Enrollee Success Rate	Among students at St. Louis Community College who completed the highest developmental classes in English or math, 60.1% of the English enrollees successfully passed English 101 and 53.9% of the math enrollees successfully completed Math 160 in 2007.
St. Louis Community College	3A1	Student Success Rate	Within three years, 13% of the 2004 student cohort at St. Louis Community College completed degrees or certificates at the institution, and 13% transferred to a four-year institution.
State Fair Community College	1AC	Persistence Rate	61% of full-time and 36% of part-time, first-time, degree-seeking freshmen at State Fair Community College persisted from the fall of the first year to the fall of the following academic year.
State Fair Community College	1C4	Developmental Enrollee Success Rate	Among students at State Fair Community College who completed the highest developmental classes in math or English, 67.5% of the English enrollees and 60.6% of the math enrollees successfully completed college-level courses in 2006.
Three Rivers Community College	1C3	Licensure and Certification Pass Rates	In the 2007-08 academic year, graduates of Three Rivers Community College achieved a 84% pass rate on licensure and certification exams.
Three Rivers Community College	1EA	Career and Technical Student Success Rate	In 2008, Three Rivers Community College placed 83% of their Career and Technical completers in jobs related to their fields of study.
Truman State University	3A1	Student Success Rate	70% of the 2001 student cohort at Truman State University graduated within 6 years.
Truman State University	Goal 2	Graduate/Professional School Placement Rate	Truman State University has a 51.7% graduate/professional school placement rate within 2 years of graduation for the 2006 graduate cohort.
University of Central Missouri	1B1	Student Debt Rate	According to U.S. News and World Report, 62% of University of Central Missouri students will graduate with debt in 2009. The average debt is \$10,707 for a 2007 graduate.
University of Central Missouri	2E1	High Impact Learning Participation	DATA will be provided on April 30th when available and will be included into the June baseline report.
University of Missouri-System	2D2	Research Funding	The four campuses of the UM System obtained \$181,573,000 in external research funding.
University of Missouri-System	3A1	Student Success Rate	Six-year graduation rates of the 2001 cohort on the four campuses of the UM System are: Columbia 67%; Kansas City 43%; St. Louis 43%; and Missouri S & T 61%.

AGENDA ITEM SUMMARY

AGENDA ITEM

Mission Review Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

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

Background

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

Under the initial phase of the review process, institutions were asked to submit the most recent copy of their mission statement, a copy of the institution's mission implementation or strategic plan, and a copy of the institution's facility plan. In January 2009, all institutions submitted the materials as requested, and MDHE staff is now reviewing those documents.

MDHE staff has developed a standard procedure and matrices for analyzing the institutions' mission documents and for conducting a crosswalk between the academic program inventories on file as well as the goals listed in the *Imperatives for Change* statewide education plan. This was achieved through the following steps:

- Thorough review of CBHE statutory responsibilities, MDHE policy and procedures, and historical documents outlining previous mission review processes
- Identification of national best practices
- Development of standardized materials for evaluating all institutions

As the mission review and analysis has progressed, a number of questions have risen at both the state and institutional levels. Emerging issues include:

State-Level Issues

- How should alignment between the CBHE and individual institutions be defined?
- In order to create a statewide coordinated system of higher education, what level of alignment is appropriate between the state coordinated plan, *Imperatives for Change (IFC)*, and individual institutional missions?

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- What is the best way to address obvious unit of analysis issues in mission review? For example:
 - General institutional mission statements versus specific IFC indicators
 - The necessary and critical smaller-scale goals inherent in running an institution versus the larger state system goals?
- Do the CBHE-defined statewide institutional goals (last defined in 1995) still appropriately differentiate institutions into a coordinated system of higher education for Missouri?

Institution-Level Issues

- What are the success criteria that institutions use to determine if they have fulfilled their mission goals and objectives?
- Is there enough information contained in the mission documents currently in DHE possession to evaluate success of mission goals and objectives?
- How should the program inventory be utilized to assess institutional programmatic support of mission?
- What is the appropriate alignment between institutional missions and the separate CBHE-defined statewide mission for each institution?

These procedures and questions will allow MDHE staff to complete a critical review of both institutional mission and statewide mission and result in a more coordinated system of higher education for Missouri.

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

STATUTORY REFERENCE

Section 173.030 (7), RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Administrative Rules Change
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

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

Over the past several CBHE meetings, a series of revised and initial rules were adopted. The intent of this agenda item is to provide information about the final rule revision as a part of this cycle. The proposed revised rule is attached, with new language noted by **bold** print and deleted language surrounded by [brackets].

Student Residency

The determination of a student's state of official residence is critical to several aspects of their attendance at a Missouri postsecondary education institution. One outcome of that determination is whether the student is eligible for in-state tuition if they attend a public college or university in the state. Section 173.005, RSMo charges the coordinating board with the responsibility "to establish policies and procedures for institutional decisions relating to the residence status of students." In this area, the decision on whether a student is a Missouri resident is an institutional one. The role of the Coordinating Board is to provide a uniform statewide framework for those decisions.

Another result of the determination of a student's residency is their eligibility to participate in most state student financial assistance programs administered by the Missouri Department of Higher Education. For example, the student eligibility criteria for the Access Missouri program include that the student "is a resident of the state of Missouri, as determined by reference to standards promulgated by the coordinating board." In this area, the department has the primary responsibility for this decision, as the agency responsible for the administration of the aid programs, but it should be reached in a manner that is consistent with institutional decisions.

In fulfillment of these requirements, the Coordinating Board maintains an administrative rule (6 CSR 10-3.010) that provides specific guidelines for determining the residency of a student. Particularly with regard to the administration of state student financial assistance programs, the language of the current rule has proved inadequate to address the circumstances of some students

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and is not consistent with related guidelines for federal student financial assistance. Consequently, the proposed revisions are designed to address these financial assistance problems while avoiding disruption of the operation of the other aspects of the rule.

Proposed Revisions

The current rule uses the concepts of emancipated minor, unemancipated minor and adult as the framework for decisions of residency. Based on a broader context for those terms, the age of 21 is appropriately established as the threshold between the status as a minor and an adult. However, for student financial aid purposes, the terminology used for federal student financial assistance programs is dependent and independent student. While there are exceptions for certain student circumstances, the primary transition age between these designations is the age of 24.

In order to bridge this gap while maintaining the desired level of consistency with federal requirements, the proposed rule includes the following.

- Definitions of dependent and independent student that are consistent with federal provisions. However, in order to not impact other aspects of the rule, the applicability of those definitions is limited to student financial assistance programs.
- The addition of new language and the revision of existing language to clarify when each student classification is applicable.

Another one of the primary problems experienced with the current rule has been its lack of guidance regarding how and when a student loses their residency status. Two proposed changes have been made to address this issue.

- A new section of the rule has been added establishing clear parameters for when a student loses their resident status. This section is based on the concept that a student or their family cannot be a resident of two states at the same time. Based on a review of selected states in our region, it was determined that a 12 month period of residence outside of the state should be used for this purpose, just as it is used for the establishment of residency for individuals coming into Missouri.
- A new definition has been added to clarify what it means to be continuously enrolled. This concept is important because the rule provides that a student will maintain their resident status even if their parents establish residency outside of Missouri as long as the student remains continuously enrolled in a Missouri institution of higher education.

Conclusion

This rule is applicable to a wide range of circumstances at many different types of institutions and the MDHE staff is committed to an open and engaged discussion regarding the proposed changes. Prior to the board meeting, the proposed rule revisions will be shared with the CBHE State Student Financial Aid Committee. The results will be incorporated into the discussion of this subject at the CBHE meeting. Based on the results of this process, MDHE staff will make

any necessary changes to the proposed rule and bring it to the June CBHE meeting for final action.

STATUTORY REFERENCE

Section 173.005, RSMo, Residence Status of Students

Section 173.1104, RSMo, Eligibility Criteria for Assistance

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

6 CSR 10-3.010 Determination of Student Residency

**Title 6—DEPARTMENT OF HIGHER EDUCATION
Division 10—Commissioner of Higher Education
Chapter 3—Higher Educational Residency Determination**

6 CSR 10-3.010 Determination of Student Residency

PURPOSE: This rule sets forth the criteria and requirements for decisions by institutions of higher education relating to the residency status of students, including the determination of student fee charges and of student eligibility for financial aid administered by the Coordinating Board for Higher Education.

(1) Definitions.

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

~~[(A)](B)~~ Adult student shall mean any student having attained the age of twenty-one (21) years.

(C) Continuous enrollment shall mean enrollment in a Missouri institution in at least one (1) credit or clock hour or the equivalent in at least one (1) semester, excluding summer terms, each academic year.

~~[(B)](D)~~ Coordinating board or board shall mean the Coordinating Board for Higher Education created by section 173.005, RSMo.

(E) Dependent student shall mean, for the purposes of financial aid eligibility, any student who is not an independent student.

~~[(C)](F)~~ Domicile shall mean presence within a state with an intent of making the state a permanent home for an indefinite period.

~~[(D)](G)~~ Emancipated minor student shall mean any student not having attained the age of twenty-one (21) years and who is not under the care, custody and support of an individual or individuals having legal custody.

(H) Independent student shall mean, for the purposes of financial aid eligibility, any student who qualifies as an independent student under section 480(d) of the Higher Education Act of 1965, as amended.

~~[(E)](I)~~ Residency or resident status shall mean that status which is achieved when sufficient proof of a domicile within a state is presented.

~~[(F)](J)~~ Unemancipated minor student shall mean any student not having attained the age of twenty-one (21) years, and under the care, custody or support of the individual or individuals having legal custody of the students.

(2) Adult Students. **For purposes of the determination of fee charges, [If] if an adult student, not a resident, shall present sufficient proof of the establishment of a domicile within the state of Missouri, this student shall be granted the resident status at the first enrollment following the establishment of the domicile.**

(3) Independent student. For purposes of financial aid eligibility, if an independent student, not a resident, shall present sufficient proof of the establishment of a domicile within the state of Missouri, this student shall be granted resident status at the first enrollment following the establishment of the domicile.

~~[(3)](4)~~ Unemancipated Minor Students.

(A) The domicile of an unemancipated minor **or a dependent student** is presumed to be that of the individual or individuals having legal custody of the student.

(B) If those having legal custody of the **unemancipated minor or dependent** student establish a Missouri domicile, that student shall be granted resident status at the first enrollment following the establishment of the Missouri domicile.

(C) Once unemancipated minor **or dependent** students have established resident status under this rule, they may continue to qualify for resident status so long as they remain continuously enrolled, excluding summer terms, in a Missouri institution of higher education, even if the individual or individuals having legal custody of the unemancipated minor **or dependent** students cease to hold Missouri resident status **or the students become adult or independent students.**

[(4)](5) Emancipated Minor Students.

(A) The domicile of emancipated minor students shall be determined as if they were adults.

(B) A minor may become emancipated through marriage, formal court action, abandonment or positive action of alienation on the part of the minor. In all instances, alienation from care, custody and support shall be complete and the burden of satisfactory proof of emancipation shall be that of the minor student.

(C) Mere absence of the student from the domicile of the individual or individuals having legal custody of that minor student shall not constitute proof of emancipation.

(D) In no instance shall a minor student be eligible for emancipation when that student is taken as an income tax deduction by a second party other than a spouse.

[(5)](6) Members of the Military Forces.

(A) Students shall neither gain nor lose resident status solely as a consequence of military service.

(B) For the purposes of student resident status, military personnel, when stationed within the state of Missouri pursuant to military orders, their spouses and unemancipated minor **or dependent** children shall be regarded as holding Missouri resident status. However, a member of the military forces who is specifically assigned, under orders, to attend a Missouri institution of higher education as a full-time student, shall be classified, along with his/her spouse and unemancipated minor **or dependent** children, as if they had no connection with the military forces.

[(6)](7) Noncitizens of the United States.

(A) Students who are not citizens of the United States must possess resident alien status, as determined by federal authority, prior to consideration for resident status.

(B) Aliens present within Missouri as representatives of a foreign government or at the convenience of the United States or Missouri governments and holding G visas shall be entitled to resident status, except for those who are government-funded students.

(C) Aliens and their dependents holding A or L visas may be granted resident status if determined to be individually designated as representatives of their governments and whose education is not government-funded.

[(7)](8) Public Community [Junior]College Residency.

(A) Missouri public community [junior]college districts have legal geographic boundaries within the state and only residents of each district are eligible for the in-district student fee charge.

(B) For purposes of establishing district residency, a Missouri resident who resides out-of-district shall meet the same criteria as set forth in this rule for establishing Missouri residency by a person not a resident of Missouri. However, Missouri residency is the only residency requirement germane to student eligibility for financial aid programs restricted to Missouri residents.

[(8)](9) [Factual Criteria in] Determination of Resident Status.

(A) Attendance at an institution of higher education shall be regarded as a temporary presence within the state of Missouri; therefore, a student neither gains nor loses resident status solely by such attendance.

(B) The burden of proof of establishing eligibility for Missouri resident status shall rest with the student.

(C) In determining resident status for the state of Missouri, either of the following shall be sufficient proof of domicile of a person and his/her [dependents]**unemancipated or dependent children** within the state of Missouri:

1. Presence within the state of Missouri for a minimum of the twelve (12) immediate past, consecutive months coupled with proof of intent to make the state of Missouri a permanent home for an indefinite period; or
2. Presence within the state of Missouri for the primary purpose of retirement, full-time employment, full-time professional practice or to conduct a business full-time.

(D) In determining whether [a] **an adult, emancipated minor or independent student, or the individual or individuals having legal custody of an unemancipated minor or dependent student**, holds an intent to make the state of Missouri a permanent home for an indefinite period, the following factors, although not conclusive, shall be given heavy weight: continuous presence in the state of Missouri during those periods not enrolled as a student; presence within the state of Missouri upon marriage to a Missouri resident and the maintenance of a common domicile with the resident spouse; substantial reliance on sources within the state of Missouri for financial support; former domicile within the state and maintenance of significant connections while absent; and ownership of a home within the state of Missouri. The twelve (12)-month period of presence within the state, as stipulated in paragraph [(8)](9)(C)1. of this rule, in and of itself, does not establish resident status in the absence of the required proof of intent.

(E) The following factors shall be given less weight than those in subsection [(8)](9)(D) and include: Voting or registration for voting; part-time employment; lease of living quarters; a statement of intention to establish a domicile in Missouri; automobile registration or operator's license obtained in Missouri; and payment of income, personal and property taxes in Missouri. The factors listed in this subsection have applicability only as they support the intent to make the state of Missouri a permanent home for an indefinite period.

(F) Resident status is one criterion of eligibility for student grant awards administered by the coordinating board. There are additional criteria of eligibility and the establishment of resident status by a student does not guarantee that the student will be awarded a student grant.

(G) The waiver [of]or forgiveness of a nonresident student fee, in full or in part, shall have no bearing on the residency status of a student and shall not be a basis for classification of a nonresident student as a resident.

(H) For those nonresidents who pay Missouri income tax, the nonresident student shall receive a credit against the nonresident student fee in an amount equal to the actual Missouri income tax paid for the previous calendar year except that the remaining fee obligation shall not be less than the amount of the resident student fee. Unemancipated minor students are eligible by reason of payment of Missouri income tax by the nonresident individual or individuals having legal custody of students. Students entering in January shall be regarded as entering in the immediately preceding fall for purposes of determining previous calendar year. For students entering after January, previous year means immediate past calendar year.

(10) Determination of Loss of Residency Status.

(A) An adult, emancipated minor, or independent student will lose Missouri residency status twelve (12) consecutive months after establishing a domicile outside of the state of Missouri, unless the absence is for the purpose of attending an institution of higher education in another state and the student remains in compliance with subsections (9)(C)-(E) of this administrative rule.

(B) An unemancipated minor or dependent student will lose Missouri residency status:

1. Twelve (12) consecutive months after the individual or individuals having legal custody of that student establish a domicile outside of the state of Missouri, except as provided for in subsection (4)(C) of this administrative rule; or

2. If the individual or individuals having legal custody of that student establish a domicile outside of the state of Missouri more than twelve (12) consecutive months before the student's first enrollment at a postsecondary education institution.

[(9)](11) Administrative and Compliance.

(A) Each institution shall establish procedures for the determination of institutional decisions in accordance with this rule. These procedures shall adhere to the guidelines set forth in this rule and to the concepts of procedural fairness and reasonableness to the students, to the institution and to the taxpaying public of the state. The procedures shall provide for at least two (2) levels of institutional appeal review and the last stage of the procedure shall be considered final by the institution.

(B) Compliance with the guidelines as set forth in this rule is required of institutions of higher education in order to be determined as eligible institutions under student financial aid programs administered by the coordinating board and for which student eligibility is restricted to residents. [Institutions must be in compliance by August 1, 1986 and earlier compliance is encouraged.] **For financial aid purposes, institutions may exercise professional judgment in residency determinations for documented exceptional circumstances.**

(C) On complaint of any student or other indication of possible institutional noncompliance with the guidelines set forth in this rule, the coordinating board may review the eligibility of an institution for student financial aid programs, or any other funds administered by the board and may take such actions or make such recommendations relating to the institution's eligibility as the coordinating board deems appropriate. These actions shall be consistent with any other administrative rules the board has established pertaining to the review of institutional eligibility.

AUTHORITY: sections 173.005.2(5) and 173.140, RSMo 1986. Original rule filed Aug. 7, 1978, effective March 17, 1979. Rescinded and readopted: Filed July 3, 1985, effective Aug. 1, 1986. Amended: Filed Dec. 16, 1988, effective April 1, 1989.*

**Original authority: 173.005.2(5), RSMo 1973, amended 1983, 1985, 1999.*

AGENDA ITEM SUMMARY

AGENDA ITEM

Dual Credit Policy
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

After reviewing the results of the Dual Credit Survey, the CBHE Committee on Transfer and Articulation (COTA) is recommending changes to the Dual Credit Policy regarding faculty qualifications. The intent of this board item is to provide a summary of the Dual Credit Survey and recommended policy changes.

Background

CBHE's Dual Credit Policy, adopted in 1999, indicates that, "high school instructors teaching general education courses shall typically have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching."

Following an institutional survey of dual credit practices in 2002, COTA members (see Attachment A for a current membership list), at their February 2003 meeting, reviewed the compliance results and set minimum policy thresholds for institutions, permitting them to use professional judgment in allowing faculty that do not meet all requirements for higher education instruction to teach dual credit courses in some cases. COTA members determined that 90% of an institution's dual credit faculty should meet the faculty qualifications (see Attachment B).

This threshold was established to allow for certain situations in which a teacher who met the requirements could not be found but an otherwise acceptable replacement was available such as a native speaker for a foreign language course. However, this threshold is not widely known (as it is not officially part of the Dual Credit Policy) and there is some confusion among institutions about how or if to apply the 90% threshold.

In 2008, citing concerns regarding dual credit faculty qualifications and ambiguous policy language, COTA requested that the Missouri Department of Higher Education survey all public and independent two- and four-year institutions in Missouri regarding compliance with faculty qualifications, support for faculty, and challenges faced by dual credit programs. Survey results show that 50% of responding institutions reported that 100% of their faculty meet CBHE requirements while 81% of responding institutions report at least 90% of their faculty meet the requirements. A formal report summarizing the survey and resulting recommendations is provided as Attachment C.

Coordinating Board for Higher Education
April 23, 2009

Proposed Policy Changes

Following extensive discussion, COTA proposes amending the *Faculty Qualifications and Support* section of the current policy to remove the words “accordingly”, “typically”, and “usually”.

COTA reached consensus that while Higher Learning Commission (HLC) guidelines, which had been the original source of this requirement, no longer require a minimum of 18 hours in the academic field for faculty, this requirement remains important to dual credit program administration and quality in Missouri. For reference, HLC policy now stipulates that “*Faculty teaching in higher education organizations should have completed a significant program of study in the discipline they will teach and/or for which they will develop curricula, with substantial coursework at least one level above that of the courses being taught or developed. Further, it is assumed that successful completion of a coherent degree better prepares a person than an unstructured collection of credit courses.*”¹

In order to send a clearer message to institutions regarding dual credit faculty qualifications, COTA also recommends that the guidance from the February 2003 COTA meeting be incorporated into the Dual Credit Policy.

The current policy states:

As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Accordingly, high school instructors teaching general education courses shall typically have a master’s degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.

The proposed changes are intended to avoid ambiguity regarding the degree and number of credit hours in the content area required of dual credit faculty. The revision would also add language regarding the 90% threshold and the use of professional judgment when hiring dual credit faculty.

COTA believes these additions provide institutions with sufficient flexibility in cases where faculty may not be available who meet the formal qualifications defined in the policy but have the necessary background and skill set in a particular discipline. The revised dual credit policy is provided as Attachment D.

Conclusion

COTA has determined that the proposed changes will send a clearer message to institutions of higher education and their high school partners regarding the requirements for dual credit

¹ Commission Guidance on Determining Qualified Faculty,
http://www.ncahlc.org/index.php?option=com_docman&task=cat_view&Itemid=229&gid=33

faculty. These changes will also ensure that dual credit courses are taught by well qualified faculty and are of the expected rigor.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education endorse the proposed change to the Dual Credit Policy regarding faculty qualifications. The revised section on faculty qualifications in the dual credit policy would state:

As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. High school instructors teaching general education courses shall have a master's degree that includes substantial study, a minimum of 18 semester hours, appropriate to the academic field in which they are teaching. However, institutions are permitted to use professional judgment in allowing faculty that do not meet all requirements for higher education instruction to teach dual credit courses provided that ninety percent of any institution's dual credit faculty meet the standard faculty eligibility requirements set forth above.

ATTACHMENTS

Attachment A	List of Current COTA Members
Attachment B	COTA Minutes February 2003
Attachment C	Dual Credit Report
Attachment D	Revised Dual Credit Policy

CBHE Committee on Transfer and Articulation

Dr. Aaron Podolefsky, President (Chair)

University of Central Missouri

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

University of Missouri System

Dr. Evelyn Jorgenson, President

Moberly Area Community College

Dr. Steven Kurtz, President

Mineral Area College

Dr. R. Alton Lacey, President

Missouri Baptist University

Ms. Julia Leeman, President

Sanford-Brown College

Dr. Pam McIntyre, President

St. Louis Community College - Wildwood

Dr. Bruce Speck, President

Missouri Southern State University

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

Missouri Department of Higher Education

Support Staff

Mr. B.J. White, Research Associate

Missouri Department of Higher Education

Alternates

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

Public 2-year: **John Cosgrove**

Independent: **Arlen Dykstra**

COTA Meeting Minutes February 2003

**Committee on Transfer and Articulation
3515 Amazonas Drive
Jefferson City, Missouri
February 5, 2003**

MINUTES

Approved March 28, 2003

Participants:

Jack Magruder, Karen Herzog, Jeanie Crain (for Julio Leon), R. Alton Lacey, Don Doucette (for Henry Shannon), Walter Nolte, Stephen Lehmkuhle

DHE Staff: Robert Stein, Laura Vedenhaupt

Observer: Arlen Dykstra

Jack Magruder called the meeting of the Committee on Transfer and Articulation (COTA) to order at 6:35 p.m.

Dual Credit Implementation

COTA distributed a survey in April 2002 requesting information about dual credit practices during FY 2001. At the October 31, 2002 meeting, COTA requested that the Department of Higher Education (DHE) staff forward the analysis of each institution's self-reported information and asked for compliance clarification from the institutions.

COTA members reviewed the compliance results at the February 5, 2003 meeting and set minimum policy thresholds. Institutions reporting less than the minimums will have the opportunity to submit information to COTA justifying a lower percentage threshold. Institutions failing to submit justifications satisfactory to COTA will not be placed on a public list of institutions that are in compliance with CBHE guidelines.

Question thirteen of the survey requested the percentage of dual credit students having a minimum high school GPA of 3.0 or higher. Some members indicated that GPA should not be the only consideration for compliance; in some cases, there may be good reasons to permit access to dual credit when GPA is below a 3.0. COTA members agreed that institutions should be allowed to use professional judgment in permitting access to dual credit courses in some cases.

Walter Nolte made the motion, seconded by R. Alton Lacey, to establish an acceptability threshold of 95% for the student eligibility guideline. The motion carried unanimously.

Question fourteen of the survey requested the percentage of dual credit students meeting the same requirements for admission to individual courses as those required of on-campus students. COTA agreed to a threshold of 100%.

Question fifteen requested the percentage of freshmen/sophomores enrolled in dual credit courses having scored in the 90th percentile or above on the ACT or SAT. COTA agreed to a threshold of 100%.

Question sixteen requested the percentage of dual credit courses approved for dual credit status by the faculty of the appropriate academic department or unit of the college. COTA agreed to a threshold of 100%.

Question seventeen requested the percentage of courses with course content and course requirements comparable to those of equivalent on-campus courses with the same titles. COTA agreed to a threshold of 100%.

Question eighteen requested a comparison of cost per credit hour of dual credit and the on-campus equivalent course, in and out of district. COTA determined that the data submitted was not relevant as presented. COTA requested that DHE staff forward to each responding institution a new survey question(s) as follows:

For four-year institutions: "What percent of dual credit courses use a consistent tuition fee (per credit hour)? For dual credit courses at two-year institutions within district: What percentage of dual credit courses uses a consistent fee (per credit hour) within your taxing district? For dual credit courses delivered by two-year institutions outside their taxing district: What percentage of dual credit courses uses a consistent fee (per credit hour) outside your taxing district?"

Question nineteen requested the percentage of high school dual credit instructors that meet requirements for faculty teaching in institutions of higher education. The members agreed that institutions should be permitted to use professional judgment in allowing faculty that do not meet all requirements for higher education instruction to teach dual credit courses in some cases.

Karen Herzog made the motion, seconded by Don Doucette, to establish an acceptability threshold of 90% for the faculty eligibility guideline. The motion carried unanimously.

Question twenty requested the percentage of new dual credit high school instructors participating in orientation activities provided by the college/academic department. COTA agreed to a threshold of 100%.

Question twenty-one requested the percentage of dual credit high school instructors participating in both professional development and evaluation processes as those expected of adjunct faculty on the college campus. COTA agreed to a threshold of 100%.

Question twenty-two requested the percentage of college academic departments participating in dual credit that provide high school dual credit instructors with support services, including on-campus liaison. COTA agreed to a threshold of 100%.

Question twenty-three requested the percentage of responsibility for the assessment/evaluation measure development of dual credit courses residing with on-campus faculty. COTA agreed on a threshold of 100%.

Question twenty-four requested the percentage of dual credit courses using similar methods of assessment as on-campus courses. COTA agreed to a threshold of 100%.

Question twenty-five requested the percentage of comparability of dual credit courses ensuring a common standard of grading. COTA agreed to a threshold of 100%.

Question twenty-six requested if the maximum numbers of dual credit courses are accepted in transfer from all public and independent/proprietary signatory institutions. COTA agreed to a threshold of 100%.

Question twenty-seven requested if institutions are imposing limits on other credits that may be earned by high school juniors and seniors. COTA took no action on this item. All responding institutions reported compliance with the guideline.

COTA requested that two additional indicators be collected from the institutions:

1. A list of all high schools in which your institution offers dual credit courses.
2. The maximum distance between the home institution and a high school site in which the institution offers dual credit. What dual credit program is furthest from your institution, and how far from your institution is it located?

COTA members requested that DHE staff supply a list of all responding institutions for review at the next meeting.

COTA will develop a process through which an institution may appeal the committee's decision to leave an institution off of the compliance list that will be publicized.

Implementation Status of 42-hour Block of General Education Credit for Transfer

Several institutions have notified COTA that they have a 42-hour block of general education credit for transfer that is being implemented. The University of Missouri - Kansas City has requested an exemption for two of its programs. COTA appointed Stephen Lehmkuhle to review the topic with campus personnel. Mr. Lehmkuhle will report his findings at the next COTA meeting.

Next Meeting

The University of Missouri Transfer Meeting is being held on March 27 - 28, 2003 at the University of Missouri - Columbia. Transfer and Articulation Officers from each institution have been invited to attend a meeting with COTA. The attendees may submit written questions to COTA, which will be answered at the COTA meeting scheduled for March 28, 2003 at 3:15 p.m.

COTA members will meet at 2:15 p.m. in order to review the presented questions. After the questions have been addressed, COTA members will enter into breakout sessions with small groups of attendees to take note of any additional concerns that are raised.

Transfer Conference

COTA members have been asked to consider ways to re-institute a statewide transfer/articulation conference that would be held every other year.

Adjournment

The meeting adjourned at 8:25 p.m.

Dual Credit Report: Summary and Recommendations

Missouri Department of Higher Education
August 2008

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Abstract

As the educational community continues to debate the capacity that high schools have in preparing their graduates for the rigors of postsecondary education, more students than ever before are expressing an interest in attending college following graduation. Students and parents alike are finding that a postsecondary education is paramount in obtaining a well-paying job. Many secondary educational programs exist to promote college access by building a strong educational foundation in an effort to facilitate students' transition into college. One such program is the dual credit enrollment program. This report examines Missouri's Dual Credit Policy with specific regard to faculty qualifications and support; to update institutional reporting; to identify significant challenges to institutional compliance and make recommendations for action based upon institutional responses on the Missouri 2008 Dual Credit Survey.

Dual Credit Report: Summary and Recommendations

The Missouri Dual Credit Enrollment Policy enables high school students¹ to receive high school and college-level course credit simultaneously for courses taken in the high school setting. Courses are taught in the classroom setting or via interactive television, by high school instructors who meet the requisite qualifications for teaching college-level courses under college faculty supervision.² The Committee on Transfer and Articulation (COTA), a standing committee of Missouri's Coordinating Board of Higher Education, has the primary responsibility to "review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and recommend resolutions on cases of appeal from institutions or students."³ The Missouri Department of Higher Education (MDHE), at COTA's request, initiated a survey of all Missouri public and private, two- and four- year institutions for the following purposes: to determine the institutions' level of compliance with the CBHE Dual Credit Enrollment Policy [Appendix A], with specific regard to faculty qualifications and support; to update institutional reporting; to identify significant challenges to institutional compliance with the policy; and to make recommendations for action.

¹ Section 167.223, RSMo (1990) indicates that public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. The statute was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

² Coordinating Board for Higher Education (CBHE) Dual Credit Policy, adopted June 10, 1999 can be accessed via the following link: <http://www.dhe.mo.gov/dualcreditpolicy.shtml>

³ More information regarding COTA's role can be accessed via the following link: <http://www.dhe.mo.gov/cotaintro.shtml>

Rationale

There are a variety of reasons for instituting dual credit programs at the secondary level. Dual credit programs help to increase student exposure to collegiate-level coursework and paint a realistic picture of the skills and knowledge necessary for students to succeed in college courses (Bailey & Karp, 2003). Dual credit courses also help to provide more rigorous curricular options to students who may have mastered the high school curriculum and are ready for more challenging work (Bailey & Karp, 2003; MDHE, 2008). Dual credit courses are also a low-cost alternative for earning college credit, while also providing the opportunity for high school faculty to help prepare their students for the college experience (Bailey & Karp, 2003).

The CBHE adopted *Principles of Good Practices for Dual Credit Courses* in October 1999 [See Appendix B].⁴ These principles were provided to “facilitate the implementation of the CBHE’s 1999 Dual Credit Policy.” They are based on the following assumptions:

- The primary purpose of dual credit courses is to deliver high-quality college courses to high-performing students;
- All dual credit faculty will meet North Central Association of Colleges and Schools and Commission on Institutions on Higher Education (now known as the Higher Learning Commission) accreditation standards;
- Missouri dual credit programs are established based on an identified need and in conjunction with a Missouri postsecondary institution;
- The institution’s full time on-campus faculty will be actively involved in approving course offerings and providing orientation and evaluation of dual credit instructors;

⁴ CBHE Principles of Good Practice, adopted October 7, 1999 can be accessed online via this link: <http://www.dhe.mo.gov/dualcreditprinciples.shtml>

- Regular consultation and review will occur; and
- All institutions that are signatory to the 1998 Credit Transfer Policy agree to abide by the Dual Credit Policy.

[Adapted from the Principles of Good Practice for Dual Credit Courses document]

The principles themselves focus on program commitment to academic rigor and integrity, the establishment of clear institutional responsibility and commitment, and procedures for evaluation and assessment of dual credit programs.

The Missouri Department of Higher Education distributed the 2008 Dual Credit Survey with cover letter in March 2008 [see Appendix C], to all Missouri public and independent two- and four- year institutions, to determine the extent of their compliance with CBHE Dual Credit Program Policy in the areas of faculty qualifications and support services. In this summary report, emphasis is placed upon dual credit teachers' credentials and professional development offered by the accrediting institution. Although equal importance lies with student eligibility and performance assessment, program structure/administration, transferability of credit, and annual institutional reporting, the scope of this report is limited to policy compliance regarding faculty qualifications and support services. This summary report will also serve to inform both COTA and the CBHE of the findings of the 2008 Dual Credit Survey.

Methodology

The mixed-method, eight-question survey was distributed to all 59 of Missouri's public and independent two- and four- year institutions, eliciting qualitative and quantitative responses. The five Metropolitan Community College (MCC) campuses and four St. Louis Community College (SLCC) campuses were each sent individual surveys by the MDHE. Linn State Technical College, the only public two-year technical institution in the state, was included with

the two-year public institutions surveyed. The University of Missouri System campuses were also surveyed individually by the MDHE. Proprietary, professional/technical, and theological institutions were not surveyed. There were 49 institutions responding to the survey, with ten institutions that did not respond. Of the 49 institutions who responded, ten institutions reported that they did not offer dual credit programs. All 31 public and independent institutions that had previously reported compliance with COTA's Dual Credit Policy Guidelines [Appendix D]⁵ responded to the 2008 Dual Credit Survey.

The table below delineates the breakdown in responses received:

Type of Institution	Number of Surveys Distributed	Number of Responses Received	Number not Responding
Public 2-year Institutions	21	20 ⁶	1
Independent 2-year Institutions	2	2	0
Public 4-year Institutions	13	12	1
Independent 4-year Institutions	23	15	8

Results

A complete breakdown of responses received for the survey is attached in Appendix E. Although questions were specifically focused on assessing institutional compliance with the CBHE Dual Credit Policy Guiding Principles for faculty qualifications and support services, the open-ended nature of the questions elicited responses that also addressed issues related to student eligibility, program structure/administration, assessment of student performance, transferability of credit, and evidence of compliance.

⁵ The list of institutions reporting compliance with COTAs Dual Credit Policy Guidelines can be accessed online via the link: <http://www.dhe.mo.gov/dualcreditcompliant.shtml>

⁶ Four (out of five) of the MCC campuses surveyed answered individually (only one did not respond) and the four SLCC campuses surveyed sent in one survey to cover all campuses, but were counted as four responses for this purpose.

Faculty Qualifications

CBHE policy: As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Accordingly, high school instructors teaching general education courses shall typically have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching (CBHE Policy, 1999).

Question 3⁷ of the survey asked institutions what percentage of their dual credit teachers met the criteria as outlined above. Of the 36 responses received⁸, only 50% (n=18) reported that ALL of their dual credit teachers met CBHE criteria. Recognizing this difficulty, CBHE offered institutions flexibility by setting the bar at 90% compliance for faculty qualifications⁹. The percent of responses indicating 90% or greater faculty in compliance with CBHE policy is 81% (n=29), as reflected on question 3. Those institutions not in compliance indicated their greatest challenge in fulfilling the mandate was in replacing previously qualified instructors due to retirement, instructors leaving the district, or instructors who possess master's degrees in non-discipline areas (i.e. curriculum and instruction) and subsequently do not have the requisite 18 credit hours within the disciplines being taught (28 of 69 responses on question 1). Respondents identified three areas where it was most difficult to find qualified dual credit teachers (question 2): math, science (physics, biology, chemistry), and foreign language.¹⁰ These subjects accounted for 68% (54 out of 79) of responses to this question. Survey responses (27 of 37) on

⁷ The 2008 Dual Credit Survey questions are addressed in this report according to the topic addressed, and may not be discussed in numerical order.

⁸ Survey question numbers 1, 2, 3, 4, 5, 6b, 7, and 8 represent the number of responses received, NOT the number of institutions reporting, as some questions called for multiple responses from institutions. Survey question number 6a is indicative of the number of institutions reporting in a particular range.

⁹ COTA members reviewed compliance results at the February 5, 2003 meeting and set minimum policy thresholds based on the results of a survey distributed in April 2002. The motion to establish an acceptability threshold of 90% for the faculty eligibility guideline carried unanimously. The link to view meeting minutes from February 2003 can be accessed via <http://www.dhe.mo.gov/cotaminutes0203.shtml>.

¹⁰ There were 22 respondents identifying math, 21 respondents identifying science, and 11 respondents identifying foreign language as being the most difficult subjects in which to find qualified dual credit teachers.

question 4 also indicated that lack of qualified faculty and changes in course content and scope resulted in at least 195 courses being discontinued over the course of three reporting years 2005-2008.

Faculty Support Services

Professional Development

CBHE policy: The responsibility for the orientation and evaluation of dual credit instructors rests with the college's academic departments, with guidance from the chief academic officer to ensure consistency across academic departments. New dual credit instructors will participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus (CBHE Policy, 1999).

Question 5 of the survey asked institutions whether their dual credit program provided annual faculty development workshops/seminars and the percentage of teachers participating. Of the 57 responses received, 14% (n=8) did not answer the question or reported that they did not provide professional development opportunities for their dual credit teachers. Examples of professional development opportunities include orientations that are required for all incoming faculty, not specific to dual credit faculty (33%, n=19); discipline-specific workshops for dual credit and adjunct faculty (26%, n=15); and workshops geared specifically for dual credit faculty (26%, n=15). Samples of these activities included annual or bi-annual meetings with faculty liaisons or department chairs to discuss teaching methods and materials, technology, and assessments. Some institutions invited teachers to monthly departmental meetings or summer orientation sessions. Twelve responses indicated that 75% or more of their dual credit faculty participated in professional development; seven responses indicated that 60% or less of their dual credit faculty participated. However, it is important to note that not all institutions answered this portion of the question in regard to the percentage of faculty who participate in professional

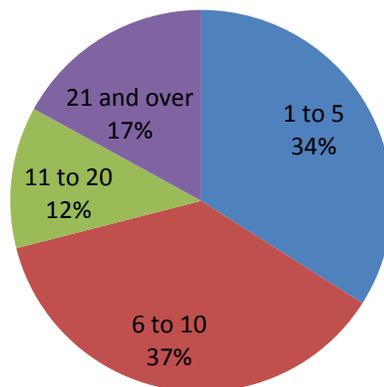
development. Based on the four qualitative responses received, challenges with encouraging high school faculty to participate in professional development can be attributed to cost of travel and time away from the classroom.

Campus Liaison

CBHE policy: In order to assure comparability of the dual credit course with the corresponding experience on the college campus, college academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison (CBHE Policy, 1999).

Questions 6a and 6b asked institutions how many dual credit teachers were assigned to each faculty liaison, and if the institution imposed a limit to the number of high school teachers that can be assigned, specifying the limit, if there was one. Of the 65 responses received¹¹, 22 institutions report assigning 1-5 teachers per faculty liaison, 24 institutions assign 6-10 teachers, 8 assign 11-20 teachers, and 11 assign 21 and over teachers per faculty liaison. Of the 34 responses received regarding limits on faculty, 85% (n=29) reported having no limit on the number of teachers per faculty liaison.

Percentage of Institutions Assigning One Campus Liaison per Grouping of Dual Credit Faculty



¹¹ Some institutions are represented more than once, as they reported having varying numbers of teachers assigned per faculty liaison depending on the discipline.

Implications and Recommendations

Predominant Challenges

As presented to COTA at the May 2008 meeting, the preliminary report indicated some of the more underlying challenges to Missouri's dual credit programming. The five most challenging concerns still remain:

Challenge 1: Recruitment and replacement of qualified instructors

Identifying and replacing dual credit instructors who satisfy the 18 graduate credit hours *within the appropriate discipline* is the most difficult challenge for dual credit programs. Much of this difficulty stems from faculty earning degrees in Curriculum & Instruction or Administration, which often requires little subject discipline course work. Some institutions also report feeling pressure from competing institutions to relax faculty qualifications to continue to provide services to students in some discipline areas.

Challenge 2: Providing initial and/or continuous professional development activities for dual credit instructors

The majority of campuses have no trouble offering an initial training session for dual credit faculty. In fact, many require faculty attendance to these orientation sessions upon hire, per policy guidelines. The problem lies within scheduling continuous professional development in order to maximize attendance. Often travel costs, time away from the classroom or conflicts with other professional responsibilities hinder faculty ability to attend annual, bi-annual, or monthly meetings.

Challenge 3: Providing instructional support service to teachers, specifically frequent contact with campus liaison(s)

Some institutions reported that campus liaisons have difficulty balancing the time required for their own teaching and research with mutually agreeable meetings with high school faculty and scheduling on-site visits. Additional challenges for liaisons are frequency of contact to ensure that policies and procedures are followed both by the accrediting institution and high school standards, such as enrollment deadlines, student/instructor eligibility requirements, or reviewing syllabi and assessment instruments to maintain course content rigor.

Challenge 4: Maintaining course content with college rigor

Among these challenges is a concern that the “college experience” within dual credit classes is being lost due to diluted course rigor. Program administrators report difficulty with recruiting, replacing, and retaining instructors with the appropriate credentials, as well as scheduling frequent supervision and classroom visits, and to engage faculty in continual professional development. There are also concerns with the quality of “mixed classes” where the students enrolled represent a mix of dual credit and non-dual credit students.

Challenge 5: Enforcement of CBHE policy regarding instructor qualifications (or other state guidelines)

A growing concern among reporting institutions is the ability to perform in an environment where programs that comply with CBHE policy must compete for student enrollment with institutions that do not adhere to state policy guidelines. Participating institutions petition that those institutions who do not comply with CBHE policy should be held accountable for policy infraction and/or measures should be taken to correct the problem(s), specifically to ensure instructors are properly credentialed.

Recommendations for Improvement

The following priorities are recommended for action by COTA and CBHE:

Priority 1:

Require all dual credit programming institutions to achieve ninety percent policy compliance for faculty qualifications and support services as stipulated by 1999 CBHE Dual Credit Policy & COTA minutes.

Priority 2:

Enforce annual institutional reporting as mandated by CBHE Dual Credit Policy as noted in *Evidence for Policy Compliance, paragraphs one & two*, “Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented”...and “in addition, all institutions offering dual credit courses are required to report annually to the CBHE...” (CBHE Dual Credit Policy, 1999).

Priority 3:

CBHE/COTA to reexamine ambiguous policy language as noted in *Faculty Qualifications and Support, paragraph one*, “...high school instructors teaching general education courses shall typically have a master’s degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.”

Priority 4:

Conduct a more comprehensive survey to address *all dual credit policy issues*, rather than a narrowly constructed one gathering isolated data and concerning only one issue.

Priority 5:

Update the MDHE website to accurately reflect *current dual credit policy practice*.

Priority 6:

Update list of those institutions in agreement to uphold CBHE Dual Credit Policy.

Priority 7:

Consider revising the 1999 Dual Credit Policy to include language from the February 2003 minutes¹² amending the policy and providing for exceptions to the stated policy.

¹² The February 2003 COTA meeting minutes established minimum policy thresholds for institutional compliance in implementing Dual Credit Policy standards. The link to view meeting minutes from February 2003 can be accessed via <http://www.dhe.mo.gov/cotaminutes0203.shtml>.

References

Bailey, T. &. (2003, November). *Promoting college access and success: A review of credit-based transition programs*. U.S. Department of Education, Columbia University, Community College Research Center, Office of Vocational and Adult Education.

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Appendix A: Dual Credit Policy

Adopted June 10, 1999

Introduction

Dual credit courses enable high school students to receive, simultaneously, both high school and college-level course credit. They provide high-performing high school students an affordable opportunity to experience high-quality college-level courses. Dual credit courses may be taught by full time college faculty who instruct high school students either on campus or in the high school via on-site instruction or interactive television. Dual credit courses may also be taught using the same modes of delivery by adjunct faculty who may teach part time both on the college campus and at the high school site. However, the large majority of dual credit courses are taught by high school faculty with supervision by on-campus college faculty. The policy guidelines described below apply only to dual credit general education courses offered in high schools by high school teachers to high school students. These guidelines do not address technically oriented dual credit courses offered by some colleges.

Over the past several years, there has been substantial growth and expansion of dual credit programs involving high school faculty with increases in the number of student credit hours generated and in the number of high school students, teachers, and schools participating in dual credit programs. Given this growth and expansion, the Coordinating Board for Higher Education (CBHE) recognizes the necessity of revising its 1992 policy.

Statutory References

According to Section 167.223, RSMo (1990), public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

Guiding Principles

Dual credit courses achieve multiple purposes. The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students. Dual credit courses are suitable to challenge students who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum. Dual credit courses also enrich and extend the high school curriculum, provide introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Over time, as the technological means become more efficient in delivering dual credit courses from a distance, on-campus professors

Appendix A – Dual Credit Policy

and instructors in the high school will be able to work even more closely as instructional collaborators in delivering college courses to high school students.

The policy guidelines described below were developed within the context of this stated purpose and apply only to dual credit general education courses offered in high schools, by high school teachers. These policy guidelines do not address technically oriented dual credit courses.

The policy guidelines for the delivery of dual credit courses denote quality standards that apply in most instances. However, there are instances in which the implementation of the standards may differ from the stated guidelines. For these instances, the institution must provide a rationale and plan to ensure the quality of the dual credit offering for these exceptions (see section on [Evidence for Policy Compliance](#)).

Student Eligibility

The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the college or university offering the courses in the high school. For all institutions, however, students must have a minimum overall grade point average of 3.0 (on a 4.0 scale) or the equivalent and be recommended by the high school principal or his or her official designee.

High school students must also meet the same requirements for admission to individual courses (e.g., English or mathematics) as those required of on-campus students (e.g., ACT, ASSET, or other placement test scores). Specific placement tests may not be required for admission to some college courses; however, if the high school administers a competency assessment in an area related to the dual credit course, high school juniors and seniors must score at proficient or above on the MAP or achieve an equivalent score on a comparable assessment. Performance on the MAP or a related assessment test should be verified in the high school principal's or official designee's recommendation that the student participate in a dual credit course.

High school juniors and seniors who meet the above requirements will be eligible for dual credit courses. Under special circumstances, freshmen and sophomores with superior academic talents may take dual credit courses. Freshmen and sophomores must demonstrate their competency by scoring at the 90th percentile or above on the ACT or SAT. Moreover, the recommending high school counselor and the college academic department official must concur that a younger student can benefit from dual credit in the specific course and learn at the collegiate level.

Program Structure and Administration

Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college. Elements of the dual credit course to be approved by

Appendix A – Dual Credit Policy

the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies. Course content and course requirements must be comparable to those utilized in the equivalent on-campus courses with the same titles. The chief academic officer of the postsecondary institution will also be responsible for involving full time faculty in the discipline in the selection and evaluation of all dual credit faculty. The on-campus college faculty must also ensure comparable standards of evaluation.

Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.

Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

[Clarifying comment: The intent of the policy is to prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester. The policy is not intended to create logistical problems. On-campus and dual credit academic calendars should be comparable; program directors may exercise reasonable discretion with respect to registrations, payments, drops, withdrawals, and refunds.]

Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus. Library materials must be available either on site at the high school or through electronic means. Dual credit students must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, and/or through other electronic means.

Institutions shall not use fees as a means of competing for dual credit students and shall work cooperatively when providing dual credit courses in the same geographic area. Institutions should use the same credit hour fee for all dual credit courses, regardless of the site.

[Clarifying comment: An institution's price for dual credit courses should be consistent from high school to high school. Actual costs may vary for a number of reasons. Quality controls should not be sacrificed in order to provide institutions with a competitive financial edge.]

The chief academic officer of the college or university, being responsible for the academic quality of courses delivered on the college campus, is also accountable for the implementation of this policy and for assuring the integrity and quality of all dual credit courses.

Faculty Qualifications and Support

Appendix A – Dual Credit Policy

As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Accordingly, high school instructors teaching general education courses shall typically have a master's degree that includes substantial study (As defined by COTA as usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching. The selection of high school instructors for dual credit courses must be approved both by the high school and by the chief academic officer of the postsecondary institution as described above. The responsibility for the orientation and evaluation of dual credit instructors rests with the college's academic departments, with guidance from the chief academic officer to ensure consistency across academic departments.

New dual credit instructors will participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus. In order to assure comparability of the dual credit course with the corresponding experience on the college campus, college academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual credit instructors must be evaluated according to the college's evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, the institution of higher education must provide on-site supervision and evaluation of the dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education.

Assessment of Student Performance

The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.

In atypical cases, when different tests are constructed and independent evaluations are performed by the high school teacher, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally normed instruments is recommended when the substance of the normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate

comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes. Since the dual credit courses duplicate course offerings delivered on the college campus to matriculated students, both formative and summative assessment strategies and tools must be approved by the on-campus college faculty in the appropriate academic discipline. Annual reports of student performance must be submitted to the chief academic officer for both review and consideration with respect to the continuation of the dual credit instructor.

Transferability of Credit

Dual credit programs are not designed to replace a substantial segment of the academic experience on a college campus, but rather the programs are created to provide high-achieving high school students with opportunities for acceleration. High school students vary in their academic preparedness and in their capacity to complete collegiate-level work while in high school. The number of credit hours successfully completed by a high school student in dual credit programs will be related to her or his ability level. Since dual credit programs are predicated on the portability of transcribed college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: students receiving dual credit from institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses.

[Clarifying comment: Five courses shall be assured in transfer to all public institutions and independent/proprietary signatory institutions. "Equivalence of five courses" means five individual courses, regardless of the credit-hour value of those courses.]

Students who wish to transfer more than five dual credit courses should consult the institution of higher education to which they intend to transfer in order to determine if the institution has a policy regarding the acceptance of dual credit courses used for the completion of a college degree.

[Clarifying comment: All courses presented for transfer shall be evaluated based upon written transfer agreements in force among/between institutions. However, institutions shall be cognizant of the impact of their policy concerning courses above the assured five courses on articulated transfer agreements with other institutions. Institutions are encouraged to review their articulated transfer agreements' consistency with their dual credit policies. Dual credit courses shall be evaluated on the same basis as on-campus courses for the purposes of transfer. Each institution's dual credit acceptance policies shall be uniform. Institutional policies concerning dual credit should be applied equally to all institutions, including one's own institution.]

Students with dual credit transcribed courses who complete Associate of Arts (AA) degrees will be received in transfer the same as all AA degree transfer students.]

Appendix A – Dual Credit Policy

The receiving institution should not, however, impose any limits that preclude high school juniors and seniors from earning additional credit through regular summer and/or evening enrollment in college courses taught by college faculty as allowed by dual enrollment, early admissions, or other college programs such as articulation agreements, advanced placement, or other accepted means of testing or granting credit.

Credit earned by students in dual credit courses that meet the above guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All student rights and responsibilities as outlined in the [CBHE's Credit Transfer Guidelines](#) shall apply. Institutions must publicize their policies related to the acceptance of dual credit beyond the equivalent of five courses.

Evidence for Policy Compliance

Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented. The chief academic officer of each institution offering dual credit courses must provide evidence concerning the implementation of the dual credit policy guidelines stated above in the sections on Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance, and Transferability of Credit. The institution may provide additional information in support of the quality and comparability of the dual credit courses to the same course offerings on the college campus, especially as those data support institutional exceptions to any of the policy guidelines. The CBHE will provide an updated list of dual credit programs that are in compliance with the above policy that will be shared annually with the Department of Elementary and Secondary Education and other interested constituents.

In addition, all institutions offering dual credit courses are required to report annually to the CBHE such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students. A format for the annual reports will be developed. Dual credit data will be submitted to the CBHE when the institution submits its annual Performance Indicators Report. These policy guidelines shall be reviewed by COTA after three years based on annual reports submitted by institutions and reports on the academic progress of students who transfer dual credit.

Appendix B: Principles of Good Practice for Dual Credit Courses

Adopted October 7, 1999

These Principles of Good Practice are provided to facilitate the implementation of the CBHE's 1999 Dual Credit Policy and are based on the following assumptions:

- The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-performing high school students.
- All faculty, whether full time or adjunct (i.e., including high school faculty assigned to teach dual credit courses), will meet North Central Association of Colleges and Schools, Commission on Institutions of Higher Education standards.
- Dual credit programs are established through an arrangement between a high school with an established need and a Missouri institution of higher education.
- Each institution's full time on-campus faculty will be actively involved in approving courses offered for dual credit in their discipline and in providing orientation and evaluation of dual credit instructors.
- Regular consultation and review on dual credit issues will occur with representatives of secondary school organizations participating in dual credit programs.
- All public institutions and each independent/proprietary institution that is a signatory to the 1998 Credit Transfer Policy agree to abide by the CBHE's dual credit policy.

Principles of Good Practice

It is desirable that institutions in compliance with the statewide dual credit policy follow these agreed-upon principles of good practice. Although the structure and delivery of dual credit programs will vary among institutions, those variations should consistently reflect current policy. Institutional approaches to the delivery of dual credit courses should be consistent with an institution's mission while remaining aligned with state-level policy guidelines.

- I. Dual credit programs should reflect a commitment to high quality and integrity.
 - Each dual credit course should involve the same academic rigor and evaluation criteria as that of its campus-based equivalent.
 - Institutions should establish procedures for the selection, training, evaluation, and mentoring of dual credit instructors.
- II. Institutional context, commitment, and responsibilities should be clearly established.
 - Institutions should establish dual credit relationships only with high schools that are within a reasonable commuting distance.
 - Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.

Appendix B – Principles of Good Practice for Dual Credit Courses

- Institutions providing dual credit courses should assume responsibility to ensure and document the quality of dual credit practices by demonstrating compliance with the statewide dual credit policy.
 - High schools and institutions providing dual credit courses should work cooperatively to ensure that students enrolled in those courses meet minimum qualifications as outlined in the statewide dual credit policy. A listing of students eligible to enroll in dual credit courses, as determined by GPA, test scores, and criteria described in the statewide dual credit policy, should be updated each semester.
 - Institutions, in partnership with high school personnel, should ensure that instructors teaching dual credit courses meet the minimum qualifications as established by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education guidelines. Each institutions' list of eligible dual credit teachers who meet the academic preparation requirements of the dual credit policy shall be updated each semester.
 - Transfer and articulation officers should be familiar with their institution's dual credit policy and any agreements between their institutions and high schools in order to provide information to interested individuals.
 - High school advisors should be familiar with the statewide dual credit policy as well as specific school/college agreements so as to provide accurate and sound advice to high school students.
 - Colleges and universities involved in dual credit programs should provide dual credit instructors with both ongoing supervision by on-campus faculty and access to regular pedagogical and resource support such as professional development workshops.
 - Students in dual credit courses should have access to student services and academic support similar to those accorded students on the traditional college campus, i.e., advisors, adequate library services, and other resources requisite for college-level academic performance.
- III. Institutions providing dual credit courses should develop and maintain procedures for evaluation and assessment.
- Institutions should maintain close alignment between dual credit courses taught in high schools and corresponding courses taught on college campuses by ensuring that dual credit assignments and grading criteria are identical to, or of comparable design, quality, and rigor to, the equivalent campus-based course. In circumstances where assignments and grading criteria are not identical, a rationale approved by the college's academic department must guide such modifications.
 - Procedures for the supervision and evaluation of dual credit instructors should include activities such as:
 - regular site visits to the high school by representatives of the institution of higher education;
 - opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education;
 - regular evaluation of dual credit instructors through methods identical to those used to evaluate their campus-based counterparts; and

Appendix B – Principles of Good Practice for Dual Credit Courses

- access to appropriate professional development opportunities and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
- Institutions should assess, document, and transcript student achievement in each course.
- Based on prior academic performance, high school students should demonstrate a high likelihood of success in dual credit courses.

DRAFT

Appendix C: Dual Credit Survey



Building Missouri's future...by degrees

Dear Colleague:

Every year dual credit programs prove their value to thousands of Missouri secondary students. Dual credit encourages high school completion and college enrollment, and it offers high-performing students the opportunity to take challenging courses that help prepare them for postsecondary work. A dual credit program also brings in important tuition dollars to participating schools. These benefits, and others, are well known to you.

The Coordinating Board for Higher Education (CBHE) first embraced dual credit practice in 1992. Its subsequent growth led to the 1999 adoption of the Dual Credit Policy and the Principles of Good Practice for Dual Credit posted on the Missouri Department of Higher Education's (MDHE) website (<http://www.dhe.mo.gov/cotaintro.shtml>). Review of dual credit policy and practice is assigned to the CBHE Committee on Transfer and Articulation (COTA).

The last systematic review of dual credit policy and practice was completed in 2003. COTA has determined it is now time to institute a new review. As a first step, MDHE and COTA are sending the enclosed survey to reinvigorate informed oversight of CBHE's dual credit policy. **Please fill out the attached survey and return it, via email, to Julie Chapman (Julie.chapman@dhe.mo.gov) by close of business on April 11, 2008.**

Deviations from CBHE policy may, of course, reflect problems with the policy rather than the institutions. An analysis of completed surveys will be used to determine the best next steps concerning dual credit delivery in Missouri including any potential policy changes that should be considered.

We greatly appreciate your help in ensuring Missouri's dual credit program rests upon a strong foundation.

Sincerely,

Robert B. Stein, Ph.D.

Commissioner

Missouri Department of Higher Education

Evelyn Jorgenson, Ph.D.

Chair

Committee on Transfer and Articulation

Appendix C – Dual Credit Survey

Please complete the survey below and return it to Julie Chapman at Julie.Chapman@dhe.mo.gov by close of business on April 11, 2008.

Institution:

Person responding:

1. Please list two or three major challenges your dual credit program encounters in maintaining the guidelines established in 1999 (e.g. replacing credentialed teachers who retire, leave the district, move into administration, or encounter illness/accidents; maintaining course content/rigor when teachers change or when high schools change the high school curriculum; providing annual faculty development, etc.).

2. In what subjects is it most difficult to find qualified dual credit teachers?

3. What percentage of your dual credit teachers meet the criteria stated in the 1999 Dual Credit Policy: “High school instructors teaching general education courses shall typically have a master’s degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.”

4. Has your program discontinued courses because teacher credentials, high school course content/scope/assessments, or other components no longer meet state guidelines? If so, how many courses were discontinued in 2007-2008? 2006-2007? 2005-2006? Please give examples.

5. Does your program provide annual faculty development workshops/seminars for its high school dual credit teachers? If so, what percentage of the high school teachers participate? Please list examples of workshops/seminars.

- 6a. How many dual credit teachers are assigned to each faculty liaison?

_____ 1-5 _____ 6-10 _____ 11-20 _____ 21+

Appendix C – Dual Credit Survey

- 6b.** Does your institutions impose a limit to the number of high school teachers that can be assigned to a faculty liaison? If so, what is the limit?

- 7.** What remunerations are offered, by your institution, to your high school dual credit teachers or to participating school districts?

- 8.** Please list other questions, comments, or concerns about dual credit that you would like the Committee on Transfer and Articulation to address.

Appendix D: Institutions Reporting Compliance with COTA's Dual Credit Policy Guidelines

1. Central Methodist University
2. Crowder College
3. Drury University
4. East Central College
5. Hannibal-LaGrange College
6. Jefferson College
7. Lincoln University
8. Lindenwood University
9. Metropolitan Community Colleges
10. Mineral Area College
11. Missouri Baptist University
12. Missouri Southern State University
13. Missouri State University
14. Missouri State University - West Plains
15. Missouri Valley College
16. Missouri Western State University
17. Moberly Area Community College
18. North Central Missouri College
19. Northwest Missouri State University
20. Ozarks Technical Community Colleges
21. Rockhurst University
22. Saint Louis University
23. Southeast Missouri State University
24. Southwest Baptist University
25. State Fair Community College
26. Three Rivers Community College
27. University of Central Missouri
28. University of Missouri - Kansas City
29. University of Missouri - St. Louis
30. Wentworth Military Academy and Junior College
31. William Woods University

Appendix E: 2008 Dual Credit Survey Responses

Response	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
Do Not Offer Dual Credit	3	3	1	4

1. Please list two or three major challenges your dual credit program encounters in maintaining the guidelines established in 1999 (e.g. replacing credentialed teachers who retire, leave the district, move into administration, or encounter illness/accidents; maintaining course content/rigor when teachers change or when high schools change the high school curriculum; providing annual faculty development, etc.). **(numbers reflect number of responses, NOT number of institutions)**

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
Lack of qualified instructors due to retirement, leaving district, master's not in discipline area	28	11	6	1	10
Varying student interest	1	1			
Providing faculty development/liaisons	8	3	1		4
Ensuring students enrolled in "mixed classes" enroll for dual credit/students enroll for dual credit before course	3	2	1		
Ensuring policies and procedures are followed, both HS and college/consistency in requirements/competition	13	6	6		1
Resistance to changing course offerings by HS	1	1			
Encouraging HS faculty to participate in development (due to costs, time away, etc)	4	2	1		1
Content and rigor	8	4	1		3
Faculty evaluation	1	1			
Cost of textbooks for HS students	1	1			
Ensuring students are qualified to take courses	1		1		

2. In what subjects is it most difficult to find qualified dual credit teachers? **(numbers reflect number of responses, NOT number of institutions)**

Appendix E – 2008 Dual Credit Survey Responses

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
None	3	1	1		1
English	7	3	2		2
Science (physics, biology, chemistry)	21	10	4	1	6
Foreign Language	11	1	5		5
Math	22	11	4		7
History	4	2	2		
Child Development	1	1			
Apparel and Textiles	1	1			
Communication	3	2	1		
Art (includes art history)	2		2		
Computer Science	2		1		1
Psychology	1				1
Political Science	1				1

3. What percentage of your dual credit teachers meet the criteria stated in the 1999 Dual Credit Policy: “High school instructors teaching general education courses shall typically have a master’s degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.” (**numbers reflect number of responses, NOT number of institutions**)

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
50% (1 w/stated criteria, 1 w/master’s not in specific discipline)	1				1
63% w/stated criteria, 18% grandfathered, 16% with non-discipline specific master’s but have college teaching experience)	1	1			
64% (23 w/stated criteria, 13 w/o but working toward meeting criteria)	1	1			
75% w/stated criteria, 25% working toward meeting criteria	1			1	
87%	2				2
85% (some grandfathered in prior to 1999 guidelines)	1	1			
90%	1	1			
92% (13 w/stated criteria, 1 instructor w/o but with substantial experience)	1	1			

Appendix E – 2008 Dual Credit Survey Responses

95%	4	1	1		2
96%	2		1		1
98% (59 w/stated criteria, 1 instructor w/o but with substantial experience)	1	1			
99%	2	1	1		
100%	18	7	6		5

4. Has your program discontinued courses because teacher credentials, high school course content/scope/assessments, or other components no longer meet state guidelines? If so, how many courses were discontinued in 2007-2008? 2006-2007? 2005-2006? Please give examples. **(numbers reflect number of responses, NOT number of institutions)**

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
No	8	4	2	1	1
Discontinued due to faculty changes; lack of faculty qualifications; no longer meet state guidelines; course content/scope/assessments (at least 195 courses total)	27	10	7		10
Lack of student interest (at least 3 courses)	2	2			

5. Does your program provide annual faculty development workshops/seminars for its high school dual credit teachers? If so, what percentage of the high school teachers participate? Please list examples of workshops/seminars. **(numbers reflect number of responses, NOT number of institutions)**

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
No	7	2	1	1	3
No response	1	1			
Orientation for ALL teachers (not specific to dual credit)	19	9	4		6
Yes, offers Dual Credit workshops	15	9	4		2
Discipline Specific Workshops for dual credit and adjunct	15	4	6		5

Appendix E – 2008 Dual Credit Survey Responses

6a. How many dual credit teachers are assigned to each faculty liaison? (**numbers represent the number of institutions responding in a particular range**)

___22___ 1-5 ___24___ 6-10 ___8___ 11-20 ___11___ 21+

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
None	3	1		1	1

6b. Does your institutions impose a limit to the number of high school teachers that can be assigned to a faculty liaison? If so, what is the limit? (**numbers reflect number of responses, NOT number of institutions**)

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
No response	1	1			
No	29	11	7	2	9
Yes	4	1	1		2

7. What remunerations are offered, by your institution, to your high school dual credit teachers or to participating school districts? (**numbers reflect number of responses, NOT number of institutions**)

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
None	4		1	1	2
Payment to HS teacher, school, or district	25	10	7		8
Tuition waivers	10	6	2		2
Free membership to campus activities/facilities	2	2			
Stipends for activities attended (within institution) and/or professional development (outside institution) attended	6	2	1		3

8. Please list other questions, comments, or concerns about dual credit that you would like the Committee on Transfer and Articulation to address. (**numbers reflect number of responses, NOT number of institutions**)

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
No response	14	5	3		6

Appendix E – 2008 Dual Credit Survey Responses

Response	# of Responses	2 yr. public	4 yr. public	2 yr. ind.	4 yr. ind.
None	4	1	2	1	
Our institution located close to state line. Can we offer dual credit across state line? District/service area rules	2	2			
Are there any additional guidelines to offer dual credit during a district summer school?	1	1			
Student advising and enrollment procedures need revision	3	3			
Compliance of full-time faculty members working with dual credit faculty including evaluation.	1	1			
Quality of “mixed classes” if non-dual credit students are enrolled that do not meet eligibility guidelines/students with low ACTs placing in developmental courses	2	1			1
Need to revise faculty qualifications	2	2			
Discounted tuition for dual credit	2	2			
Limits to number of courses offered/taken/credit accepted	1	1			
Has dual credit replaced college prep?	1	1			
Dual credit is great service	2	1			1
Competition from other providers	2	2			
AP credit competition	1	1			
Cost-difficult for low income to financially afford/textbooks	2	1	1		
Enforcement of existing guidelines for faculty qualifications	3		3		
Problems with “dual credit” terminology referring to remedial courses	1		1		
More discussion between colleges and universities re: dual credit to discuss concerns	1				1
Has COTA or DHE considered NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation as a state-wide mandate?	1				1
Possibility for site visits vs. self-reporting	2				2
Content and Rigor	1				1

Revised Dual Credit Policy

Introduction

Dual credit courses enable high school students to receive, simultaneously, both high school and college-level course credit. They provide high-performing high school students an affordable opportunity to experience high-quality college-level courses. Dual credit courses may be taught by full time college faculty who instruct high school students either on campus or in the high school via on-site instruction or interactive television. Dual credit courses may also be taught using the same modes of delivery by adjunct faculty who may teach part time both on the college campus and at the high school site. However, the large majority of dual credit courses are taught by high school faculty with supervision by on-campus college faculty. The policy guidelines described below apply only to dual credit general education courses offered in high schools by high school teachers to high school students. These guidelines do not address technically oriented dual credit courses offered by some colleges.

Over the past several years, there has been substantial growth and expansion of dual credit programs involving high school faculty with increases in the number of student credit hours generated and in the number of high school students, teachers, and schools participating in dual credit programs. Given this growth and expansion, the Coordinating Board for Higher Education (CBHE) recognizes the necessity of revising its 1992 policy.

Statutory References

According to Section 167.223, RSMo (1990), public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

Guiding Principles

Dual credit courses achieve multiple purposes. The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students. Dual credit courses are suitable to challenge students who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum. Dual credit courses also enrich and extend the high school curriculum, provide introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Over time, as the technological means become more efficient in delivering dual credit courses from a distance, on-campus professors and instructors in the high school will be able to work even more closely as instructional collaborators in delivering college courses to high school students.

The policy guidelines described below were developed within the context of this stated purpose and apply only to dual credit general education courses offered in high schools, by high school teachers. These policy guidelines do not address technically oriented dual credit courses.

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The policy guidelines for the delivery of dual credit courses denote quality standards that apply in most instances. However, there are instances in which the implementation of the standards may differ from the stated guidelines. For these instances, the institution must provide a rationale and plan to ensure the quality of the dual credit offering for these exceptions (see section on **Evidence for Policy Compliance**).

Student Eligibility

The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the college or university offering the courses in the high school. For all institutions, however, students must have a minimum overall grade point average of 3.0 (on a 4.0 scale) or the equivalent and be recommended by the high school principal or his or her official designee.

High school students must also meet the same requirements for admission to individual courses (e.g., English or mathematics) as those required of on-campus students (e.g., ACT, ASSET, or other placement test scores). Specific placement tests may not be required for admission to some college courses; however, if the high school administers a competency assessment in an area related to the dual credit course, high school juniors and seniors must score at proficient or above on the MAP or achieve an equivalent score on a comparable assessment. Performance on the MAP or a related assessment test should be verified in the high school principal's or official designee's recommendation that the student participate in a dual credit course.

High school juniors and seniors who meet the above requirements will be eligible for dual credit courses. Under special circumstances, freshmen and sophomores with superior academic talents may take dual credit courses. Freshmen and sophomores must demonstrate their competency by scoring at the 90th percentile or above on the ACT or SAT. Moreover, the recommending high school counselor and the college academic department official must concur that a younger student can benefit from dual credit in the specific course and learn at the collegiate level.

Program Structure and Administration

Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college. Elements of the dual credit course to be approved by the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies. Course content and course requirements must be comparable to those utilized in the equivalent on-campus courses with the same titles. The chief academic officer of the postsecondary institution will also be responsible for involving full time faculty in the discipline in the selection and evaluation of all dual credit faculty. The on-campus college faculty must also ensure comparable standards of evaluation.

Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in

a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.

Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

[Clarifying comment: The intent of the policy is to prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester. The policy is not intended to create logistical problems. On-campus and dual credit academic calendars should be comparable; program directors may exercise reasonable discretion with respect to registrations, payments, drops, withdrawals, and refunds.]

Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus. Library materials must be available either on site at the high school or through electronic means. Dual credit students must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, and/or through other electronic means.

Institutions shall not use fees as a means of competing for dual credit students and shall work cooperatively when providing dual credit courses in the same geographic area. Institutions should use the same credit hour fee for all dual credit courses, regardless of the site.

[Clarifying comment: An institution's price for dual credit courses should be consistent from high school to high school. Actual costs may vary for a number of reasons. Quality controls should not be sacrificed in order to provide institutions with a competitive financial edge.]

The chief academic officer of the college or university, being responsible for the academic quality of courses delivered on the college campus, is also accountable for the implementation of this policy and for assuring the integrity and quality of all dual credit courses.

Faculty Qualifications and Support

As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching. However, institutions are permitted to use professional judgment in allowing faculty that do not meet all requirements for higher education instruction to teach dual credit courses provided that ninety percent of any institution's dual credit faculty meet the standard faculty eligibility requirements set forth above.

The selection of high school instructors for dual credit courses must be approved both by the high school and by the chief academic officer of the postsecondary institution as described

above. The responsibility for the orientation and evaluation of dual credit instructors rests with the college's academic departments, with guidance from the chief academic officer to ensure consistency across academic departments.

New dual credit instructors will participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus. In order to assure comparability of the dual credit course with the corresponding experience on the college campus, college academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual credit instructors must be evaluated according to the college's evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, the institution of higher education must provide on-site supervision and evaluation of the dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education.

Assessment of Student Performance

The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.

In atypical cases, when different tests are constructed and independent evaluations are performed by the high school teacher, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally normed instruments is recommended when the substance of the normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes. Since the dual credit courses duplicate course offerings delivered on the college campus to matriculated students, both formative and summative assessment strategies and tools must be approved by the on-campus college faculty in the appropriate academic discipline. Annual reports of student performance must be submitted to the chief academic officer for both review and consideration with respect to the continuation of the dual credit instructor.

Transferability of Credit

Dual credit programs are not designed to replace a substantial segment of the academic experience on a college campus, but rather the programs are created to provide high-achieving high school students with opportunities for acceleration. High school students vary in their academic preparedness and in their capacity to complete collegiate-level work while in high school. The number of credit hours successfully completed by a high school student in dual credit programs will be related to her or his ability level. Since dual credit programs are predicated on the portability of transcribed college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: students receiving dual credit from institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses.

[Clarifying comment: Five courses shall be assured in transfer to all public institutions and independent/proprietary signatory institutions. "Equivalence of five courses" means five individual courses, regardless of the credit-hour value of those courses.]

Students who wish to transfer more than five dual credit courses should consult the institution of higher education to which they intend to transfer in order to determine if the institution has a policy regarding the acceptance of dual credit courses used for the completion of a college degree.

[Clarifying comment: All courses presented for transfer shall be evaluated based upon written transfer agreements in force among/between institutions. However, institutions shall be cognizant of the impact of their policy concerning courses above the assured five courses on articulated transfer agreements with other institutions. Institutions are encouraged to review their articulated transfer agreements' consistency with their dual credit policies. Dual credit courses shall be evaluated on the same basis as on-campus courses for the purposes of transfer. Each institution's dual credit acceptance policies shall be uniform. Institutional policies concerning dual credit should be applied equally to all institutions, including one's own institution.]

[Students with dual credit transcribed courses who complete Associate of Arts (AA) degrees will be received in transfer the same as all AA degree transfer students.]

The receiving institution should not, however, impose any limits that preclude high school juniors and seniors from earning additional credit through regular summer and/or evening enrollment in college courses taught by college faculty as allowed by dual enrollment, early admissions, or other college programs such as articulation agreements, advanced placement, or other accepted means of testing or granting credit.

Credit earned by students in dual credit courses that meet the above guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All student rights and responsibilities as outlined in the **CBHE's Credit Transfer Guidelines** shall apply. Institutions must publicize their policies related to the acceptance of dual credit beyond the equivalent of five courses.

Evidence for Policy Compliance

Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented. The chief academic officer of each institution offering dual credit courses must provide evidence concerning the implementation of the dual credit policy guidelines stated above in the sections on Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance, and Transferability of Credit. The institution may provide additional information in support of the quality and comparability of the dual credit courses to the same course offerings on the college campus, especially as those data support institutional exceptions to any of the policy guidelines. The CBHE will provide an updated list of dual credit programs that are in compliance with the above policy that will be shared annually with the Department of Elementary and Secondary Education and other interested constituents.

In addition, all institutions offering dual credit courses are required to report annually to the CBHE such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students. A format for the annual reports will be developed. Dual credit data will be submitted to the CBHE when the institution submits its annual Performance Indicators Report. These policy guidelines shall be reviewed by COTA after three years based on annual reports submitted by institutions and reports on the academic progress of students who transfer dual credit.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

All program actions that have occurred since the February 12, 2009 Coordinating Board meeting are reported in this consent item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education

Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

None

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

Accelerated Dental Assisting
Kansas City, Missouri

This single proprietor (for-profit) school will offer a nondegree dental assisting program in an active dental clinic using an accelerated 12 week format of weekend attendance. The institution's objective is "to offer the best possible education in the shortest possible time by providing students with instruction and training in the field of dental assisting utilizing current methods and equipment." This school is not accredited.

Acumen Training Center
St. Louis, Missouri

This for-profit, corporately owned school proposes to offer nondegree courses and programs geared to prepare students to achieve computer industry certifications. The school's approach "blends industry and instructional experience to deliver training on office productivity tools and advanced technical tools that are in the greatest demand by businesses today." The school is not accredited.

Brown Mackie College
St. Louis, Missouri

This for-profit, corporately owned school proposes to offer nondegree and degree (associate's and bachelor's levels) programs in multiple fields of study, including business, technical and allied health studies. The school uses "a change-oriented approach to education that provides the community with graduates who possess the skills and knowledge needed to succeed in existing and emerging occupations." This school is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

CDL Express Truck Rental
St. Louis, Missouri

This single proprietor (for-profit) school proposes to offer two nondegree truck driving programs to prepare students to complete the testing required to earn a Commercial Driver's License (CDL). This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

Colorado Technical University - Online
Colorado Springs, Colorado

This for-profit, corporately owned school offers bachelor's and master's degree programs in the fields of business administration, management, accounting, financial forensics, court reporting, criminal justice, information technology and nursing. The school challenges students "to begin the rewarding climb towards personal, academic and professional career advancement by acquiring real-world knowledge and industry-current skills in their chosen career fields." This school is accredited by the Higher Learning Commission (HLC).

Exemptions Granted

City of Jefferson Fire School
Jefferson City, Missouri

This not-for-profit school, operated by the city of Jefferson City, offers training to prepare students for firefighting tests administered by the Department of Public Safety Division of Fire Services. The school was granted exemption as "a course of instruction for persons in preparation for an examination given by a state board or commission where the state board or commission approves that course and school." This school is not accredited.

European Lutherie School
St. Louis, Missouri

This single proprietor (for-profit) school trains students to invent and create their own stringed instruments. The school was granted exemption as "a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees." This school is not accredited.

The International University of Ministry and Education
Grandview, Missouri

This school, which is owned and controlled by Global Evangelical Christian College, offers theologically based degree programs at the bachelor's, master's and doctorate

levels. The school was granted exemption as “a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” This school is not accredited.

Schools Closed

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

All program actions that have occurred since the February 12, 2009, Coordinating Board meeting are reported in this consent calendar item.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Academic Program Actions

ACADEMIC PROGRAM ACTIONS

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

I. Programs Discontinued

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

II. Programs and Options Placed on Inactive Status

University of Missouri – Columbia

Current Program:
MAG, Agriculture

Approved Change:
Inactivate program

Program as Changed:
MAG, Agriculture (inactive)

III. Approved Changes in Academic Programs

Crowder College

1. Current Program:
N/A

Approved Change:
Add single-semester certificate (C0) “PC Repair”

Program as Changed:
C0, PC Repair

2. Current Program:
AAS, Computer and Network Support Technology

Approved Change:
Add one year certificate (C1) “Cisco Networking”

Program as Changed:
AAS, Computer and Network Support Technology
C1, Cisco Networking

3. Current Program:
N/A

Approved Change:
Add single-semester certificate (C0) "Pharmacy Technician"

Program as Changed:
C0, Pharmacy Technician

4. Current Program:
N/A

Approved Change:
Add single-semester certificate (C0) "Bank Teller"

Program as Changed:
C0, Bank Teller

5. Current Program:
AAS, Industrial Technology
Power Line Distribution Systems

Approved Changes:
Add single-semester certificates (C0) "Gas Metal ARC Welding," "Gas Tungsten
ARC Welding," "Shielded Metal ARC Welding" and a one year certificate
(C1) "Electric ARC Welding"

Program as Changed:
AAS, Industrial Technology
Power Line Distribution Systems
C0, Gas Metal ARC Welding
C0, Gas Tungsten ARC Welding
C0, Shielded Metal ARC Welding
C1, Electric ARC Welding

Missouri Western State University

1. Current Program:
BA, Government and Public Affairs

Approved Change:
Change title to “Political Science”

Program as Changed:
BA, Political Science

2. Current Program:
BS, Government and Public Affairs

Approved Change:
Change title to “Political Science”

Program as Changed:
BS, Political Science

Southeast Missouri State University

1. Current Program:
MA, Community Counseling (*Main campus and off-site at East Central College, Mineral Area College, Perryville County Higher Education Center, Kennett, Malden, Sikeston, St. Louis Community College – Meramec, Three Rivers Community College*)

Approved Change:
Change title to Mental Health Counseling

Program as Changed:
MA, Mental Health Counseling (*Main campus and off-site at East Central College, Mineral Area College, Perryville County Higher Education Center, Kennett, Malden, Sikeston, St. Louis Community College – Meramec, Three Rivers Community College*)

2. Current Program:
BS, Human Environmental Studies
Child Development
Dietetics
Family Studies
Fashion Merchandising
Housing and Interior Design

Approved Change:

Change title of option Housing and Interior Design to Interior Design

Program as Changed:

BS, Human Environmental Studies
Child Development
Dietetics
Family Studies
Fashion Merchandising
Interior Design

3. Current Program:

MS, Industrial Management
Industrial Environment & Health
Technical
Training & Development

Approved Changes:

Change title of program to Technology Management
Delete options in Industrial Environment & Health, Technical, and Training & Development
Add options in Customized, Facilities Management, Industrial Education/Training & Development, Manufacturing Systems, Telecommunications Systems, Workplace Environment & Health Safety

Program as Changed:

MS, Industrial Management
Customized
Facilities Management
Industrial Education/Training & Development
Industrial Environment & Health (*deleted*)
Manufacturing Systems
Technical (*deleted*)
Telecommunications Systems
Training & Development (*deleted*)
Workplace Environment & Health Safety

4. Current Program:

BS, Biology
Biology, General
Biomedical Sciences
Microbiology, Cellular, Molecular, Biotechnology
Organismal, Ecological, Evolutionary
Wildlife & Conservation

Approved Change:

Add option in Marine Biology

Program as Changed:

BS, Biology

Biology, General

Biomedical Sciences

Marine Biology

Microbiology, Cellular, Molecular, Biotechnology

Organismal, Ecological, Evolutionary

Wildlife & Conservation

University of Central Missouri

1. Current Program:

BSE, Secondary Education

Biology

Business Teacher Education

Chemistry

Earth Science

English

Mathematics

Physics

Social Studies

Speech Communication & Theater

Technology Education

Vocational Agricultural Education

Vocational Family & Consumer Science

Approved Change:

Change title of option "Vocational Agricultural Education" to "Agricultural Education"

Program as Changed:

BSE, Secondary Education

Agricultural Education

Biology

Business Teacher Education

Chemistry

Earth Science

English

Mathematics

Physics

Social Studies

Speech Communication & Theater

Technology Education

Vocational Family & Consumer Science

2. Current Program:
MS, Educational Technology

Approved Change:
Add Graduate Certificate (GRCT) “Online Teaching & Learning”

Program as Changed:
MS, Educational Technology
GRCT, Online Teaching & Learning

University of Missouri – Kansas City

Current Program:
JD, Law
Business and Entrepreneurial Law
Child and Family Law
Litigation
Urban, Land Use, and Environmental Law

Approved Change:
Add option in International, Comparative and Foreign Law

Program as Changed:
JD, Law
Business and Entrepreneurial Law
Child and Family Law
International, Comparative and Foreign Law
Litigation
Urban, Land Use, and Environmental Law

University of Missouri – St. Louis

Current Program:
MSN, Nursing (cooperative with University of Missouri – Kansas City)

Approved Changes:
Add options in Adult Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, Nurse Educator, Nurse Leader, Pediatric Nurse Practitioner, and Women’s Health Nurse Practitioner

Program as Changed:

MSN, Nursing (cooperative with University of Missouri – Kansas City)

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Nurse Educator
- Nurse Leader
- Pediatric Nurse Practitioner
- Women’s Health Nurse Practitioner

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

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

V. Program Changes Requested and Not Approved

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

VI. New Programs Approved

Linn State Technical College

- 1) Associate of Applied Science (AAS), Management Information Systems Specialist
- 2) One Year Certificate (C1), Management Information Systems Specialist

State Fair Community College

- 1) AAS, Early Childhood Education (*Off-site at Clinton Technical School in Clinton, MO*)

University of Central Missouri

- 1) Bachelor of Science (BS), Airport Management
- 2) Bachelor of Science (BS), Aviation Maintenance Management 2+2
- 3) Bachelor of Science (BS), degree in Flight Operations Management
- 4) Bachelor of Science (BS), Professional Pilot

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

Southeast Missouri Hospital College of Nursing and Health Sciences

Graduate Certificate (GRCT), Medical Technology/Clinical Laboratory Science

VIII. Programs Withdrawn

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

IX. New Programs Not Approved

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

AGENDA ITEM SUMMARY

AGENDA ITEM

High School Graduates Report
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The Coordinating Board for Higher Education provides an annual report to the State Board of Education detailing the preparation, persistence, and eventual completion / graduation of public high school graduates who enroll at Missouri's public two- and four-year postsecondary institutions. Further background on the history and structure of the report is available in Attachment A. Statewide summary data are detailed below; additional data are included in Attachment B, and trend tables for individual high schools will be posted at <http://www.dhe.mo.gov/hsgradreport.shtml>. The intent of this board item is to provide a summary of the 2009 Missouri High School Graduates Performance Report.

Enrollment and Preparation

Overall enrollment of this cohort continues to grow, by 3.9 percent over the class of 2007, to 25,307 first-time freshmen. A bare majority of the total cohort (50.6 percent) enrolled at public two-year institutions again this year. Further demographic information is available in Attachment B.

As has been the case nationally in recent years, much interest in Missouri has focused on the enrollment of recent high school graduates in remedial coursework. For the class of 2008, we find decreases in enrollments in remedial math coursework, although the total percentage of students enrolled in remediation has increased since 2007:

- Overall: 37.5 percent (2008) compared to 36.6 percent (2007)
- Math: 29.6 percent (2008) compared to 30.1 percent (2007)
- English: 18.0 percent (2008) compared to 17.5 percent (2007)
- Reading: 10.6 percent (2008) compared to 10.2 percent (2007)

Related findings include:

- A decrease in remedial math is encouraging, but this is the second straight year of at least a half-point increase in remedial English/writing enrollment, which contributes to an increase in overall remedial enrollment
- Coursework *and* rigor do make a difference; completion of the CBHE Recommended High School Core Curriculum, four years of math, and achievement of at least the cohort average on the ACT (22.2) all have a dramatic impact on remedial enrollment. Further detail is available in Attachment B.

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- Gaps in student preparation do persist across racial / ethnic groups, but there are also high-performing schools in challenged regions and districts.

To this last point, MDHE staff investigated enrollment in remedial coursework by graduates of schools with high-poverty populations, to identify schools from which enrollment in remediation is below statewide averages. MDHE staff identified high schools in which free and reduced lunch participation was above 50 percent for the 2007-08 school year, which selects approximately a quarter of the state’s high schools. Although based on limited data, this analysis spotlights schools at which best practices may be in place which may be transferable to other schools, and, mirrors national interest in identifying similar success stories. The nationally recognized Education Trust, for instance, presents annual “Dispelling the Myth” awards to recognize academic excellence in high-poverty and/or high minority schools.

The following tables identify high schools with at least 25 graduates in the class of 2008 enrolled in public colleges or universities in fall 2008, and from which the percentage of those students enrolled in remedial coursework were below state averages:

High School	Students	Percent Enrolled in Remedial Math
LINCOLN COLLEGE PREP, KANSAS CITY	68	6.6%
CENTRAL R-3 HIGH SCHOOL, PARK HILLS	57	15.8%
CENTRAL HIGH SCHOOL, SPRINGFIELD	72	16.7%
CLEARWATER R-1 HIGH SCHOOL, PIEDMONT	30	16.7%
ELDON HIGH SCHOOL, ELDON	39	20.5%
PIERCE CITY HIGH SCHOOL, PIERCE CITY	33	21.2%
ARCADIA VALLEY HIGH SCHOOL, IRONTON	37	21.6%
DONIPHAN SENIOR HIGH SCHOOL, DONIPHAN	44	22.7%
MCDONALD COUNTY R-I SR HIGH SC, ANDERSON	57	24.6%
SOUTHERN REYNOLDS CO R-II H S, ELLINGTON	26	26.9%
WARSAW HIGH SCHOOL, WARSAW	28	28.6%

High School	Students	Percent Enrolled in Remedial English
LINCOLN COLLEGE PREP, KANSAS CITY	68	1.5%
MCDONALD COUNTY R-I SR HIGH SC, ANDERSON	57	1.8%
ELDON HIGH SCHOOL, ELDON	39	5.1%
ARCADIA VALLEY HIGH SCHOOL, IRONTON	37	5.4%
HICKORY COUNTY R-1 SCHOOL, URBANA	25	12.0%
CENTRAL HIGH SCHOOL, SPRINGFIELD	72	13.9%
CENTRAL R-3 HIGH SCHOOL, PARK HILLS	57	14.0%
WARSAW HIGH SCHOOL, WARSAW	28	17.9%

High School	Students	Percent Enrolled in Remedial Reading
LINCOLN COLLEGE PREP, KANSAS CITY	68	0.0%
MCDONALD COUNTY R-I SR HIGH SC, ANDERSON	57	0.0%
CENTRAL R-3 HIGH SCHOOL, PARK HILLS	57	1.8%
ELDON HIGH SCHOOL, ELDON	39	2.6%
ARCADIA VALLEY HIGH SCHOOL, IRONTON	37	2.7%
PIERCE CITY HIGH SCHOOL, PIERCE CITY	33	3.0%
CLEARWATER R-1 HIGH SCHOOL, PIEDMONT	30	3.3%
SOUTHERN REYNOLDS CO R-II H S, ELLINGTON	26	3.8%
HICKORY COUNTY R-1 SCHOOL, URBANA	25	4.0%
CENTRAL HIGH SCHOOL, SPRINGFIELD	72	4.2%
NEW MADRID CO CENTRAL HIGH SCH, NEW MADRID	34	5.9%
DONIPHAN SENIOR HIGH SCHOOL, DONIPHAN	44	6.8%
MOUNTAIN GROVE HIGH SCHOOL, MOUNTAIN GROVE	40	7.5%
KENNETT HIGH SCHOOL, KENNETT	42	9.5%
MALDEN HIGH SCHOOL, MALDEN	30	10.0%

High School	Students	Percent Enrolled in Remediation
LINCOLN COLLEGE PREP, KANSAS CITY	68	7.4%
CENTRAL HIGH SCHOOL, SPRINGFIELD	72	22.2%
CENTRAL R-3 HIGH SCHOOL, PARK HILLS	57	22.8%
ARCADIA VALLEY HIGH SCHOOL, IRONTON	37	24.3%
ELDON HIGH SCHOOL, ELDON	39	25.6%
MCDONALD COUNTY R-I SR HIGH SC, ANDERSON	57	26.3%
CLEARWATER R-1 HIGH SCHOOL, PIEDMONT	30	30.0%
PIERCE CITY HIGH SCHOOL, PIERCE CITY	33	30.3%
DONIPHAN SENIOR HIGH SCHOOL, DONIPHAN	44	34.1%
WARSAW HIGH SCHOOL, WARSAW	28	35.7%

Of course, practices differ across these schools, and not all will prove transferable, but administrators and staff may be able to share expertise or strategies which may benefit nearby schools. In addition, this analysis illustrates the potential value of further development of linked longitudinal student data systems and value-added research capacity in this area. The MDHE is currently involved in pilot research, funded through the Kauffman Foundation and the National Governor's Association, which is intended to develop a technical and governance framework for the linkages of separate data systems to address persistent P-20 challenges and public policy issues. In addition, conversations have begun which MDHE staff hope will result in the broader participation of Missouri's private colleges and universities in these data systems.

Performance and Retention in College

The report also provides data on the persistence of first-year Missouri public high school graduates who entered Missouri public two- and four-year institutions. Additional data is provided in Attachment B and at <http://www.dhe.mo.gov/hsgradreport.shtml>, but summary highlights include:

- Freshman-to-sophomore (“fall-to-fall”) retention improved by a percentage point overall over the class of 2006. It will be interesting to monitor the extent to which gains in persistence might eventually impact recent declines in graduation rates by this cohort.
- Freshman-to-sophomore retention of African-American and Hispanic students each increased by five percentage points over the 2006 cohort.
- Here as well, completion of four years of math and achievement of an average-or-better ACT score have a clear impact.

Degree Completion

The MDHE also includes reporting here reflecting students’ eventual completion of a two-year degree, a four-year degree, or both. Current data details the completion rates of the public high school graduating class of 2002. General highlights include:

- 48.1 percent of the entering cohort had earned a degree from a Missouri public institution through spring 2008
 - 32.7 percent of fall 2002 degree-seeking freshmen were awarded a baccalaureate degree, 11.4 percent earned an associate’s degree, and 3.9 percent earned both
- The percentage of students enrolled in the public sector through fall 2008 without having apparently completed a degree remained basically stable. Interestingly, the renewal of the federal Higher Education Authorization Act last year required postsecondary institutions to begin reporting graduation rates within “200 percent” time-to-degree, e.g. within *eight* years of first-time enrollment for baccalaureate students. Clearly, there is national interest in monitoring this measure.
- In addition, the tables include the percentage of students who are “out of the public system”. These students did not complete a two- or four-year award from a public institution, and are no longer enrolled in the public sector, but it again bears repeating that data is not yet available which would track these students into private or out-of-state institutions. The percentage of students classified as out of the public system (44.9 percent of the fall 2002 cohort), continued a slight upward trend.

Conclusion

MDHE staff believes that the Missouri High School Graduates Performance Report is one of many useful and informative measures of the preparation, enrollment, persistence, and completion of Missouri’s public high school graduates in public Missouri colleges and universities. The 2008 report would appear to reflect that the overall enrollment of remediation of past-year high school graduates increased slightly this year, but declined a bit in mathematics.

The report may suggest potential strategies in this area; the impact of the 2010 high school graduation requirements and revised CBHE recommended core curriculum will especially merit ongoing analysis. Review of individual high schools' data may also point toward engaged discussion among educators, as well as potential sharing of best practices in instruction, and continued work in alignment of expectations across educational sectors.

In addition, the report continues a trend spotlighted in the 2008 report, in which short-term student retention and long-term completion rates appear to be moving slightly but persistently in different directions. Future reports will illustrate the extent to which improving retention, especially among certain traditionally disadvantaged students, might eventually positively impact completion. In the short term, the timeline reflected in the current six-year graduation rate cohort certainly correlates with increases in remedial enrollment of first-time students, as well as significant increases in average tuition and fees.

Finally, MDHE staff believes that the Missouri High School Graduates Performance Report illustrates the importance of continued development and value-added research of linked longitudinal P-20 data systems in contributing to high-interest public policy discussions. Interagency staff is currently working under the guidance of the statewide P-20 Council to develop governance and technical frameworks for the analysis of linked higher education, K-12, and workforce participation data, and MDHE staff plan additional work with the state's comprehensive independent institutions to enrich postsecondary data and analysis.

STATUTORY REFERENCE

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

ATTACHMENTS

Attachment A: History and Background
Attachment B: Additional Data

History and Background Missouri High School Graduates Report

The Missouri 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.

In accordance with Section 173.750, RsMO, the Missouri High School Graduates Performance Report should provide information to individual high schools, and should be disaggregated by race and gender. No data identifying individual students should be included. The governing statute is available in its entirety at <http://www.moga.mo.gov/statutes/c100-199/1730000750.htm>. The report should 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

Currently, data comprising the report is drawn solely from student data provided annually by in-state public colleges and universities; no data is currently included in the report from either the state's private institutions, or by the Missouri Department of Elementary and Secondary Education (DESE), although additional collaborative analyses are currently underway.

Missouri High School Graduates Report Additional Data

Enrollment and Preparation

Student Enrollment by Sector, Gender, and Race / Ethnicity, 1996 and 2007-08

	1996	% 1996 Total	2007	% 2007 Total	2008	% 2008 Total	% Change 1996 - 2008	% Change 2007 - 2008
Overall Enrollment	18,110		24,354		25,307		39.7%	3.9%
Four-year	10,768	59.5%	11,810	48.5%	12,498	49.4%	16.1%	5.8%
Two-year	7,342	40.5%	12,544	51.5%	12,809	50.6%	74.5%	2.1%
Women	10,075	55.6%	13,341	54.8%	13,824	54.6%	37.2%	3.6%
Men	8,034	44.4%	11,004	45.2%	11,478	45.4%	42.9%	4.3%
African American	1,422	7.9%	2,454	10.1%	2,693	10.6%	89.4%	9.7%
Hispanic	210	1.2%	448	1.8%	581	2.3%	176.7%	29.7%
Caucasian	15,619	86.2%	18,859	77.4%	20,410	80.6%	30.7%	8.2%
Asian	289	1.6%	391	1.6%	417	1.6%	44.3%	6.6%
Other	570	3.1%	2,202	9.0%	1,206	4.8%	111.6%	-45.2%

Student Enrollment in Remediation by Institutional Admissions Selectivity

Admissions Selectivity	Total Students	Remedial Math	Remedial English	Remedial Reading	Overall
Open	13,347	46.5%	29.0%	18.6%	56.2%
Moderately Sel.	4,610	27.7%	12.8%	4.3%	40.8%
Selective	6,575	0.0%	1.5%	0.0%	1.5%
Highly Selective	775	0.0%	0.0%	0.0%	0.0%

Student Enrollment in Remediation by Gender

Gender	Total Students	Remedial Math	Remedial English	Remedial Reading	Overall
Female	13,824	31.6%	17.4%	11.3%	38.7%
Male	11,478	27.2%	18.8%	9.7%	36.0%

Student Enrollment in Remediation by Race / Ethnicity

Race / Ethnicity	Total Students	Remedial Math	Remedial English	Remedial Reading	Overall
African American	2,693	48.7%	37.6%	35.1%	63.5%
Caucasian	20,410	26.9%	15.1%	7.2%	33.8%
Hispanic	581	32.6%	21.5%	12.2%	40.8%
Asian	417	21.1%	18.9%	7.9%	31.7%
Other / Unknown	1,206	33.6%	21.8%	13.2%	41.7%

Average ACT Composite Score by Race / Ethnicity and Gender

Race / Ethnicity	Female	Male	All
African American	18.3	18.4	18.3
Caucasian	22.4	23.0	22.7
Hispanic	21.6	22.6	22.0
Asian	22.7	23.1	22.9
Other / Unknown	21.3	22.5	21.9
All	21.9	22.6	22.2

Impact of Selected Measures of Preparation on Remedial Enrollment

Race / Ethnicity	Remedial Math	Remedial English	Remedial Reading	Overall
Completed the CBHE Recommended Core	10.9%	5.0%	1.6%	16.4%
Completed the Core and Four Years of Math	2.9%	1.1%	0.7%	3.8%
Achieved an ACT Composite Score of 22 or Better	4.9%	0.7%	0.0%	6.8%

Performance and Retention in College*Student Retention by Gender and Race / Ethnicity, Fall 2007 – Fall 2008*

	Students	Completed Fall 2007	Fall 2007 GPA	Credits Completed (Fall 2007)	Completed Spring 2008	Spring 2008 GPA	Credits Completed (Spring 2008)	Enrolled Fall 2008
Females	13,303	96.9%	2.67	17.5	85.2%	2.76	29.1	76.0%
African American	1,456	96.4%	2.21	11.1	81.0%	2.31	20.3	67.8%
Caucasian	10,250	97.0%	2.75	18.8	86.2%	2.84	30.7	77.9%
Hispanic	246	94.7%	2.58	15.3	86.6%	2.60	26.7	77.2%
Asian	184	98.4%	2.86	18.6	92.4%	2.87	31.3	83.2%
Other / Unknown	1,167	96.2%	2.49	14.5	80.1%	2.63	25.9	68.6%
Males	10,981	96.6%	2.43	16.3	84.0%	2.56	27.7	74.2%
African American	990	95.5%	1.95	10.2	76.4%	2.11	19.5	62.0%
Caucasian	8,560	96.8%	2.50	17.2	85.1%	2.61	28.8	75.8%
Hispanic	200	96.5%	2.35	14.4	81.5%	2.59	25.5	74.0%
Asian	206	96.1%	2.57	17.9	90.3%	2.65	29.8	80.6%
Other / Unknown	1,025	95.7%	2.28	14.2	81.3%	2.47	24.9	71.1%
Grand Total	24,293	96.7%	2.56	17.0	84.6%	2.67	28.5	75.2%

Student Retention by Students with a 22 or Greater Average ACT Composite Score

	Students	Completed Fall 2007	Fall 2007 GPA	Credits Completed (Fall 2007)	Completed Spring 2008	Spring 2008 GPA	Credits Completed (Spring 2008)	Enrolled Fall 2008
African American	257	96.1%	2.60	15.9	92.2%	2.61	27.5	83.3%
Caucasian	8,175	98.0%	3.00	22.0	93.0%	3.03	35.1	88.3%
Hispanic	143	97.9%	2.88	19.5	93.0%	2.87	31.9	86.7%
Asian	183	98.4%	2.95	23.0	95.1%	3.00	36.9	88.5%
Other / Unknown	495	98.2%	2.81	19.9	92.5%	2.86	32.9	85.9%
Grand Total	9,253	97.9%	2.97	21.7	93.0%	3.00	34.8	88.0%

Student Retention by Students who Completed at Least Four Years of High School Math (Students Enrolled at Four-Year Institutions)

	Students	Completed Fall 2007	Fall 2007 GPA	Credits Completed (Fall 2007)	Completed Spring 2008	Spring 2008 GPA	Credits Completed (Spring 2008)	Enrolled Fall 2008
African American	476	98.9%	2.37	13.1	91.4%	2.47	25.1	83.2%
Caucasian	4,137	97.1%	3.01	22.4	95.9%	3.01	36.3	93.1%
Hispanic	86	97.7%	2.97	18.9	97.7%	2.90	32.8	94.2%
Asian	162	98.8%	3.05	22.1	96.9%	3.05	36.7	93.8%
Other / Unknown	230	97.8%	2.84	20.7	93.9%	2.88	34.4	90.4%
Grand Total	5,091	97.3%	2.95	21.4	95.5%	2.96	35.2	92.1%

Degree Completion

Completion by Institutional Admissions Selectivity

Admissions Selectivity	Students	Still Enrolled	Completed Associate's Degree	Completed Baccalaureate Degree	Completed Both	Total Graduated	Out of Public System
Open	9,799	7.2%	21.0%	4.3%	7.0%	32.4%	60.5%
Moderately Sel.	3,879	8.0%	3.1%	47.0%	1.8%	52.0%	40.0%
Selective	5,769	6.3%	2.2%	65.4%	0.6%	68.2%	25.5%
Highly Selective	821	4.0%	1.6%	74.7%	0.7%	77.0%	19.0%
Grand Total	20,268	7.0%	11.4%	32.7%	3.9%	48.1%	44.9%

Completion by Gender and Race / Ethnicity, Fall 2002 through Spring 2008

	Students	Enrolled – Fall 2008	% Completed 2Y Degree	% Completed 4Y Degree	% Completed Both	Total % Completed	“Out of System”
Females	11,282	6.9%	12.7%	34.0%	4.0%	50.6%	42.5%
African American	1,054	10.9%	7.1%	21.3%	1.7%	30.2%	58.9%
Caucasian	9,545	6.3%	13.3%	35.5%	4.2%	53.0%	40.6%
Hispanic	130	7.7%	7.7%	32.3%	3.8%	43.8%	48.5%
Asian	166	11.4%	9.0%	48.8%	2.4%	60.2%	28.3%
Other / Unknown	387	6.7%	14.2%	25.8%	5.2%	45.2%	48.1%
Males	8,977	7.1%	9.9%	31.2%	3.8%	44.9%	48.0%
African American	613	8.5%	4.6%	16.3%	1.0%	21.9%	69.7%
Caucasian	7,779	6.9%	10.4%	32.4%	4.1%	46.9%	46.2%
Hispanic	105	5.7%	6.7%	36.2%	5.7%	48.6%	45.7%
Asian	149	8.7%	7.4%	42.3%	1.3%	51.0%	40.3%
Other / Unknown	331	7.6%	10.3%	25.1%	3.3%	38.7%	53.8%
Grand Total	20,268	7.0%	11.4%	32.7%	3.9%	48.1%	44.9%

AGENDA ITEM SUMMARY

AGENDA ITEM

Curriculum Alignment Initiative Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

As part of the higher education omnibus bill (Senate Bill 389) passed by the Missouri legislature in May 2007, and the strategic plan of the MDHE to smooth the P-20 pipeline, the transition from secondary to postsecondary education and movement of college students from one collegiate institution to another were established as priorities for work of the MDHE. The intent of this agenda item is to provide an update on CAI activities.

Progress

The Curriculum Alignment Initiative (CAI) Steering Committee seeks to fulfill its charge to disseminate the CBHE-approved entry- and exit-level competencies by raising statewide awareness of the competencies through the CAI website and making presentations to numerous institutional and profession stakeholders around the state. The CAI website, located at <http://www.dhe.mo.gov/casinitiative.shtml>, provides information about the competencies, provides history and background information about the process and structure of the Curriculum Alignment Initiative, and provides a timeline for the completion of additional competency development and dissemination goals. Raising awareness of the competencies through statewide presentations will assist institutions and faculty as they begin to consider how to best integrate competencies into curriculum. With emerging activities already underway at a number of Missouri institutions, MDHE staff has also begun gathering best practices to share with institutions statewide.

The following progress on competencies has been made:

- Cross-Disciplinary Entry-level competencies are currently undergoing review by the Cross-Disciplinary workgroup. The workgroup has a meeting scheduled for April 28, 2009 and plans to finalize a draft of the Cross-Disciplinary competencies to be reviewed by the CAI Steering Committee in May 2009 and presented to the CBHE for action at their June 2009 board meeting.
- Optimal Entry-level competencies in Engineering and Engineering/Information Technology are in their finalized draft form and will be presented to the CBHE for action at their June 2009 board meeting.
- Discipline workgroups in the following areas have completed a crosswalk or matrix of the course exit general education competencies: College Algebra, Political Science, Freshman English Composition, Biology, History, and Psychology.

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- Draft exit-level competencies in Economics and Foreign Language are currently undergoing revisions in the discipline workgroups.
- Draft exit-level competencies are currently under development for Trigonometry, Introductory Physics (non-majors), Art History, Introduction to Music, and World History.

Next Steps

Competencies development represents the first phase toward improving student learning. Without assessment, however, one still cannot determine whether students are achieving at or below established competency levels. Developed in part to address policy issues identified through the June 2008 CAI Report to the CBHE, the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council has been created to consider statewide issues surrounding learning assessment in Missouri and to make policy recommendations to the Commissioner of Higher Education. General information regarding LAMP activities are included behind Tab N. More detailed information on LAMP may be found online at: <http://www.dhe.mo.gov/lamp.shtml>.

Conclusion

The CAI Steering Committees and Discipline Workgroups continue to progress toward completion of goals outlined the original CAI Charge and mandated in Senate Bill 389.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

LAMP Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

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

Background

The Learning Assessment in Missouri Postsecondary Education (LAMP) initiative began in Fall 2008 and is considered to be the natural next step after creation of the entry- and exit-level competencies through the Curriculum Alignment Initiative (CAI). General information regarding CAI activities are included behind Tab M. More detailed information on CAI may be found online at: <http://www.dhe.mo.gov/casinitiative.shtml>. LAMP seeks to turn the “spotlight on assessment” by promoting state-level discussions about assessment. A copy of the LAMP charge is included as Attachment A.

LAMP is comprised of a voluntary group of assessment professionals, administrators, and faculty from all postsecondary sectors (public and independent, two- and four-year), as well as administrators and educators from the K-12 sector (see Attachment B). There have been over seventy participants statewide in the process, with participation across a wide variety of disciplines and expertise in assessment. This multi-faceted approach allows for collaboration among institutions in answering calls for accountability while recognizing the integral role of institutions in statewide assessment decisions.

Through the work of a Next Steps group, a set of framing documents was developed to guide the work of LAMP. These and related documents, including Policy Guidance, Principles of Assessment Inclusion, and a timeline for LAMP, are available at the LAMP website at <http://www.dhe.mo.gov/lamp.shtml>.

Progress

LAMP's three subcommittees - Communications, Assessment Practices, and Literature Review – continue to make progress. The Communications Subcommittee has published one newsletter and is currently working on a second to provide an update on the activities of the subcommittees as well as outline the timeline for remaining tasks for the Advisory Council. Newsletters may be viewed on the LAMP website.

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The Assessment Practices Subcommittee has solicited scope and magnitude information about institutional practices. The Subcommittee is currently analyzing survey responses.

The Literature Review Subcommittee has established an online database for review and annotation of assessment-related literature and a collaborative writing process for the production of their report and is working on finalizing the review of national best practices.

Next Steps

The LAMP Advisory Council plans to meet in May 2009 to discuss the conclusions drawn by each of the subcommittees and provide recommendations for new policy and/or policy revisions.

Preliminary research in access and placement support that misalignment between secondary and postsecondary curriculum has sent unclear and/or confusing signals to parents, students, and legislators about what it means for students to be prepared for college. Increasing numbers of newly graduated high school students are denied access to collegiate-level coursework and are required to take pre-collegiate coursework before gaining access to credit-bearing coursework. Reducing the number of high school students who are denied access to collegiate-level coursework requires statewide policies that address curriculum alignment and work to ensure that assessment instruments are aligned with curriculum and accurately reflect what students have learned.

The issues of access and placement into postsecondary institutions have been identified as a national priority. Because of its urgency, the LAMP Advisory Council has chosen to place as a priority focus issues surrounding access and placement in the transition from secondary to collegiate-level coursework. Once this work is complete, LAMP will focus on assessments at other collegiate levels (e.g., general education and the major).

STATUTORY REFERENCE

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

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: LAMP Charge

Attachment B: LAMP Membership



Coordinating Board for Higher Education Learning Assessment in Missouri Postsecondary Education (LAMP)

Higher education institutions must demonstrate good stewardship of both the resources and students with which they have been entrusted. Legislators and the public want quick, easy-to-understand information to ensure that postsecondary institutions are indeed held responsible for achieving their missions.

Comprehensive student learning assessment should foster student learning, establish a foundation for a culture of continuous improvement, and provide ways to demonstrate accountability. These practices provide opportunities for feedback, evaluation, and enhancement of instruction and curriculum development for postsecondary administrators and educators.

The challenge for higher education in Missouri is to create a statewide assessment policy that is built upon the foundations of previous statewide efforts [e.g., Missouri Assessment Consortium (MAC), Missouri Developmental Education Consortium (MoDEC), and Missouri Consortium for Measuring Value-Added Student Learning (MVASL)] and driven by the improvement of student learning while responding to the call for accountability. A cohesive statewide assessment approach must develop a greater understanding of the scope and magnitude of assessment in Missouri; gather information on best practices, both local and national; agree upon meaningful methods and outcomes; and make appropriate policy recommendations.

Consensus on student learning assessment issues will support multiple state-level priorities and address accompanying areas of policy impact, including the Coordinating Board for Higher Education (CBHE) coordinated plan, *Imperatives for Change*, and the SB 389-mandated Curriculum Alignment Initiative. In order to fulfill these mandates, the Commissioner of Higher Education, through the authority of the CBHE, has established Learning Assessment in Missouri Postsecondary Education (LAMP). LAMP is a voluntary group intentionally composed of a cross section of educators and administrators, including MAC members, institutional researchers, content area specialists, faculty, administrators, K-12 educators, and assessment specialists. Such a dynamic group provides opportunity for collective knowledge development and individual self-evaluation of assessment practices.

The following duties are necessary to carry out this charge:

1. Perform a review of Missouri postsecondary assessments currently in use
2. Perform a review of literature and professional knowledge regarding effective use of assessment of student learning for continuous improvement and for accountability
3. Deliver a report to the Commissioner of Higher Education by June 1, 2009, including:
 - a. Summary and analysis of current Missouri practices
 - b. Review of relevant assessment research
 - c. Policy recommendations
 - d. Impact on existing CBHE policies
 - e. Possible pilot projects as proof of concept
4. Develop and implement a communication plan to publicize, allow feedback, and build support at the secondary and postsecondary levels concerning the development of a statewide assessment agenda.

All meetings will be advertised and open to the public.



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AGENDA ITEM SUMMARY

AGENDA ITEM

English Language Proficiency Report
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

Missouri 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 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 FY 1987. Data for this year's report are for FY 2007 and FY 2008. Highlights include the following:

- Nine public four-year campuses reported that they awarded teaching assignments to graduate students in FY 2007; ten institutions did so in FY 2008.
- The total number of GTAs at public institutions reached an all-time high of 2,122 in FY 2008.
- The four campuses of the University of Missouri accounted for 78.2 percent and 77.6 percent of all GTAs in FY 2007 and FY 2008, respectively.
- The University of Missouri-Columbia, alone, accounted for more than half of all GTAs (58.2 percent in FY 2007 and 57.3 percent in FY 2008).
- Among the nine public institutions that awarded GTAs, 24.4 percent of awardees were nonnative English speakers in FY 2007, and 25.5 percent were nonnative English speakers in FY 2008.

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- A majority of the nonnative English-speaking graduate students with teaching assignments are at the University of Missouri's four campuses, which were responsible for 95.3 percent and 94.1 percent of nonnative GTAs at public institutions in FY 2007 and FY 2008, respectively.
- The Missouri University of Science & Technology had the highest percentage of nonnative English-speaking GTAs, at 51.5 percent and 61 percent, respectively, in FY 2007 and FY 2008.
- Each campus that uses GTAs has provided evidence to the MDHE that all entering international students who are given teaching assignments have been evaluated for language competency.
- Campuses that employ a large number of international students offer supplemental courses to perfect language proficiency, such as the University of Missouri - Columbia's English Language Support Program (ELSP).

Conclusion

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

STATUTORY REFERENCE

Section 170.012 RSMo, 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 FY 1987 through FY 2008. FY 2008 marks the highest number of GTAs reported since tracking began with a total of 2,122 GTAs. (See also *Chart 1 – Total Number of GTAs per Fiscal Year*).

During the past 22 years, the percent of teaching assignments awarded to nonnative English-speaking students at Missouri's public four-year institutions has ranged from a low of 16.2 percent in FY 1994 to a high of 25.5 percent in FY 2008 (See also *Chart 2 - Nonnative English Speaking International GTAs per Fiscal Year*).

Table 1 – Trends in Total Number of Graduate Assistants

Fiscal Year	Total GTAs	Nonnative English-Speaking Students with Teaching Assignments	Percent of Total
FY 1987	1,454	291	20.0%
FY 1988	1,479	251	16.9%
FY 1989	1,587	286	18.0%
FY 1990	1,682	331	19.6%
FY 1991	1,787	364	20.4%
FY 1992	1,829	335	18.3%
FY 1993	1,761	325	18.4%
FY 1994	1,688	273	16.2%
FY 1995	1,746	334	19.1%
FY 1996	1,745	363	20.8%
FY 1997	1,586	300	18.9%
FY 1998	1,605	296	18.4%
FY 1999	1,611	326	20.2%
FY 2000	1,634	322	19.7%
FY 2001	1,698	414	24.4%
FY 2002	1,677	405	24.2%
FY 2003	1,812	433	23.9%
FY 2004	1,869	475	25.4%
FY 2005	1,958	466	23.7%
FY 2006	2,082	511	24.5%
FY 2007	2,097	512	24.4%
FY 2008	2,122	542	25.5%

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 FY 2007 and FY 2008 (*See also Chart 3, Distribution of GTAs per Institution – FY 2007, and Chart 4, Distribution of GTAs per Institution – FY 2008*).

Key Patterns include the following:

- Institutions not reporting any GTAs in FY 2007 and FY 2008 are included in the tables below. In FY 2007 Harris-Stowe State University, Lincoln University, Missouri Southern State University, and Missouri Western State College did not have any GTAs. In FY 2008 Harris-Stowe State University, Lincoln University, and Missouri Southern State University did not have any GTAs.
- The University of Missouri campuses accounted for the largest number of all GTAs – 78.2 percent in FY 2007 and 77.6 percent in FY 2008.
- The University of Missouri campuses also accounted for the largest number of nonnative GTAs in FY 2007 (95.3 percent) and FY 2008 (94.1 percent).
- In both FY 2007 and FY 2008, the University of Missouri – Columbia was the largest employer of GTAs, employing 1,222 and 1,216 for each year, respectively. While the University of Missouri-Columbia also had the highest number of nonnative GTAs, Missouri University of Science & Technology had the highest institutional percentage of non-native GTAs (FY 2007 – 51.5 percent; FY 2008 - 61 percent).

Table 2 – Numerical Comparison of English v. Nonnative Graduate Teaching Assistants at Public Four-Year Institutions (FY2007)

	(A)	(B)	(C)	(D) [C/A]	(E) [C/512]	(F) [C/2,097]
Institution	Total GTAs Per Institution	# English Speaking GTAs	# Nonnative English Speaking GTAs	Nonnative GTAs as a Percentage of Total GTAs per Institution	Nonnative GTAs as a Percentage of Total Nonnative GTAs at all Institutions	Nonnative GTAs as a Percentage of Total GTAs from all Institutions
MSU	157	143	14	8.92%	2.73%	0.67%
MST	132	64	68	51.52%	13.28%	3.24%
NWMSU	77	77	0	0.00%	0.00%	0.00%
SEMO	69	60	9	13.04%	1.76%	0.43%
TSU	42	41	1	2.38%	0.2%	0.05%
UCM	112	112	0	0.00%	0.00%	0.00%
UMC	1222	878	334	28.15%	67.19%	16.40%
UMKC	131	102	29	22.14%	5.66%	1.38%
UMSL	155	108	47	30.32%	9.18%	2.24%
Total	2,097	1,585	512			

Table 3 – Numerical Comparison of English v. Nonnative Graduate Teaching Assistants at Public Four-Year Institutions (FY2008)

	(A)	(B)	(C)	(D) [C/A]	(E) [C/542]	(F) [C/2,122]
Institution	Total GTAs Per Institution	# English Speaking GTAs	# Nonnative English Speaking GTAs	Nonnative GTAs as a Percentage of Total GTAs per Institution	Nonnative GTAs as a Percentage of Total Nonnative GTAs at all Institutions	Nonnative GTAs as a Percentage of Total GTAs from all Institutions
MSU	163	147	16	9.82%	2.95%	0.75%
MST	118	46	72	61.02%	13.28%	3.39%
MWSU	3	3	0	0.00%	0.00%	0.00%
NWMSU	68	68	0	0.00%	0.00%	0.00%
SEMO	72	64	8	11.11%	1.48%	0.38%
TSU	46	43	3	6.52%	0.55%	0.14%
UCM	123	118	5	4.07%	0.92%	0.24%
UMC	1,216	908	304	25.00%	56.09%	14.33%
UMKC	162	73	89	54.94%	16.42%	4.19%
UMSL	151	106	45	29.80%	8.30%	2.12%
Total	2,122	1,576	542			

Diversity of Languages

Table 4 shows the diversity of languages represented by GTAs at public four-year institutions. The Chinese languages were the native languages most frequently spoken by international GTAs for FY 2007 and FY 2008. Other native languages and native language groupings with high representation include the Indian languages, Korean, Spanish, Arabic, Turkish, and Thai.

Table 4 – Primary Language of International Graduate Teaching Assistants at Public Four-Year Institutions (FY2007 and FY2008)

Native Language	# GTAs (FY2007)	Percent of International Total 2007	# GTAs (FY2008)	Percent of International Total 2008
Arabic	17	3.44%	18	3.36%
Armenian	1	0.20%	-	-
Azeri	1	0.20%	-	-
Bosnian	1	0.20%	-	-
Bulgarian	3	0.61%	4	0.75%
Chinese	153	30.97%	168	31.40%
Dagaare	2	0.40%	-	-
Ebira	1	0.20%	-	-
Ewe	2	0.40%	-	-
Farsi	5	1.01%	4	0.75%

Native Language	# GTAs (FY2007)	Percent of International Total 2007	# GTAs (FY2008)	Percent of International Total 2008
French	5	1.01%	3	0.56%
Georgian	3	0.61%	2	0.37%
German	6	1.21%	9	1.68%
Greek	2	0.40%	1	0.19%
Hebrew	-	-	1	0.19%
Hungarian	2	0.40%	1	0.19%
Indian	111	22.47%	148	27.66%
Indonesian	1	0.20%	2	0.37%
Italian	4	0.81%	5	0.93%
Japanese	5	1.01%	5	0.93%
Korean	37	7.49%	33	6.17%
Luganda	1	0.20%	-	-
Malagasy	-	-	1	0.19%
Malay	1	0.20%		0.00%
Mongolian	-	-	1	0.19%
Nepali	6	1.21%	8	1.50%
Norwegian	1	0.20%	1	0.19%
Polish	2	0.40%	2	0.37%
Portuguese	6	1.21%	8	1.50%
Romanian	6	1.21%	4	0.75%
Russian	16	3.24%	11	2.06%
Serbian	1	0.20%	-	-
Sinhalese	4	0.81%	11	2.06%
Shona	1	0.20%	-	-
Spanish	45	9.11%	36	6.73%
Swahili	6	1.21%	6	1.12%
Swedish	1	0.20%	-	-
Tagalog	2	0.40%	2	0.37%
Thai	16	3.24%	19	3.55%
Turkish	12	2.43%	12	2.24%
Ukrainian	2	0.40%	3	0.56%
Vietnamese	2	0.40%	4	0.75%
Yoruba	1	0.20%	1	0.19%
Zulu	-	-	1	0.19%

Statutory Requirements

Public four-year institutions are required by statute to define the practices used to prepare international graduate students for collegiate-level teaching responsibilities. Graduate students whose primary and secondary education was in a nonnative English-speaking territory or nation should not be given teaching assignments during their first semester of enrollment. Exceptions are permitted with permission by the chief academic officer and executive officer of the institution. Institutional practices are expected to include an assessment of English language proficiency and, for students who have not previously lived in the United States, participation in a cultural orientation program.

Teaching Assignment Exceptions Granted

Institutions are permitted to use professional judgment to grant exceptions to students by assigning them a graduate teaching assistantship during their first semester. In FY 2007, a total of 18 exceptions were granted out of 512 non-native English speaking GTAs (3.5 percent); in FY 2008, a total 20 exceptions were granted out of 542 non-native English speaking GTAs (3.7 percent).

English Proficiency Test

All public campuses with nonnative 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. Minimum acceptable scores range from 500 to 580. 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 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 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 day to four days.

Of the seven institutions that reported international GTAs in FY 2007, three achieved 100 percent participation in cultural orientation programs. In FY 2008, four institutions of the eight reporting GTAs achieved 100 percent participation. In FY 2007, 262 nonnative GTAs participated in a cultural orientation program (51.2 percent of all nonnative GTAs), and 305 participated in FY 2008 (56.3 percent). The University of Missouri – Columbia offered exemptions to the cultural orientation requirement to those nonnative GTAs who did not teach or have contact with undergraduate students, but instead assisted with grading, computer maintenance, and administrative duties. Exemptions are also given to students who completed certain courses that include cultural orientation as part of the course.

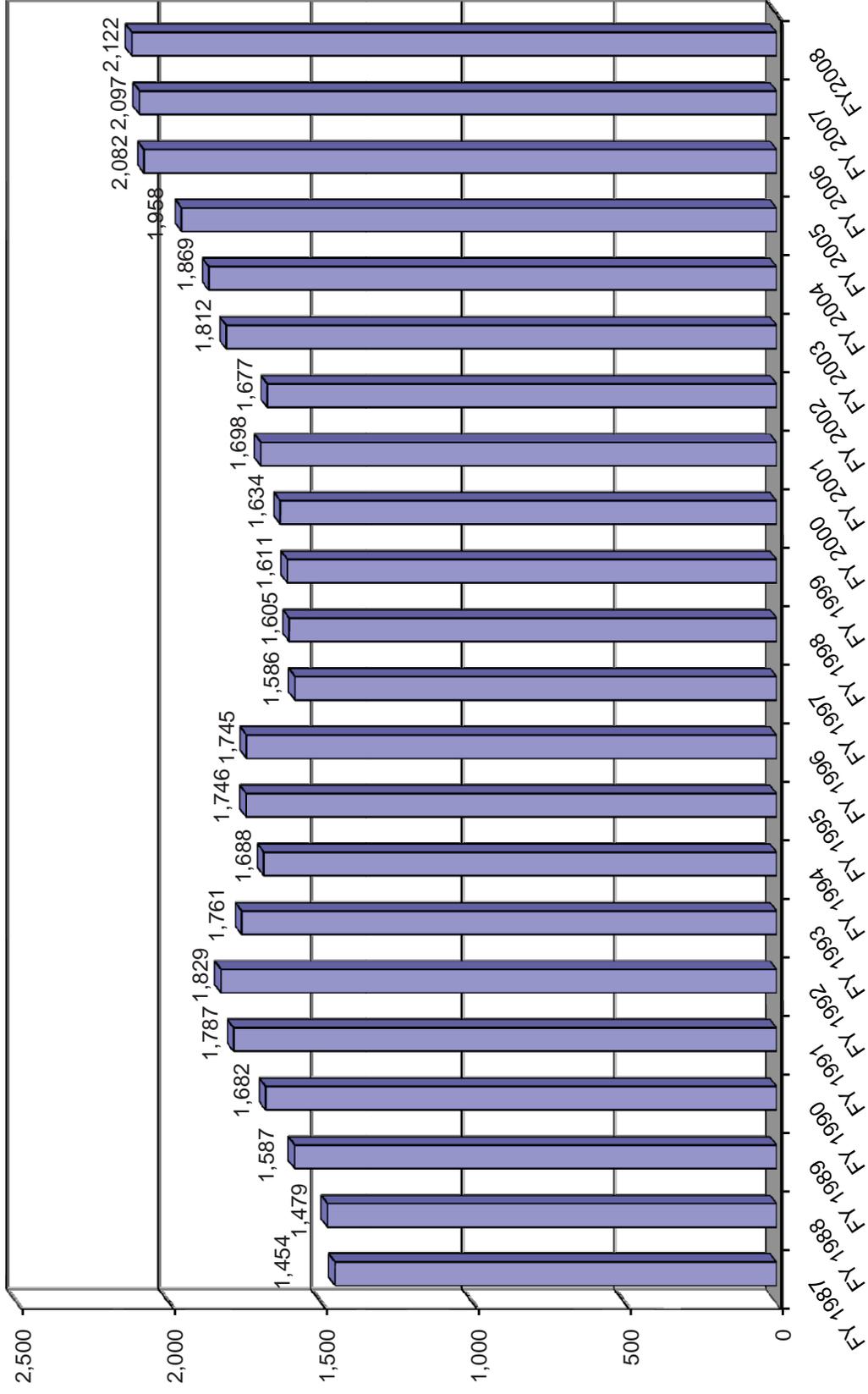
Remedial Language Services

Of international GTAs who presented material to classes, 124 students in FY 2007 and 132 students in FY 2008 utilized remedial language services. These students were required to meet English proficiency standards prior to receiving an assistantship. Included in these figures are GTA's who utilized these services in order to improve their English language skills, but had been determined proficient in English prior to their use of these services.

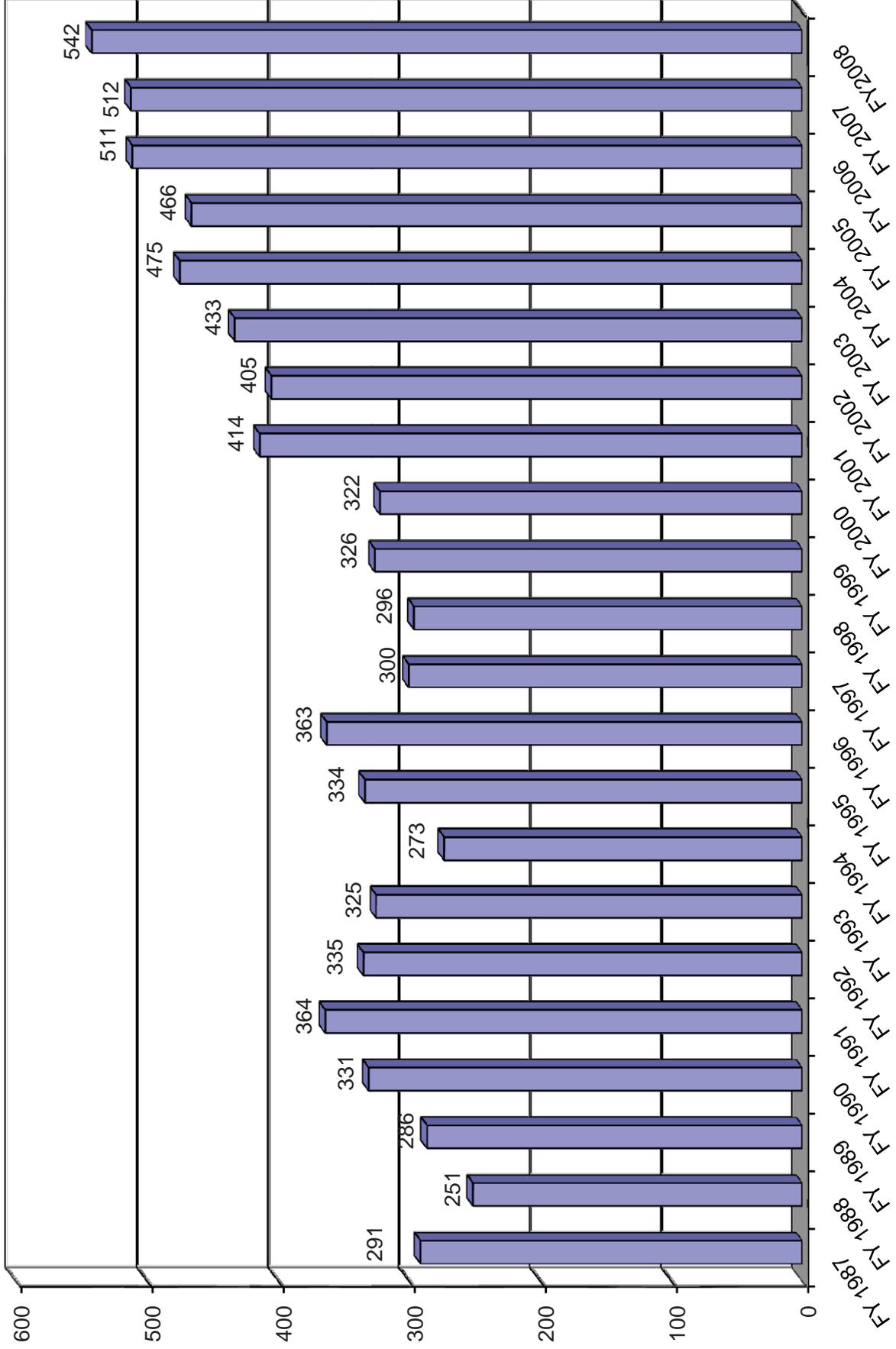
2008

Institution	# Non-English GTAs
UMC	304
UMKC	89
MST	72
UMSL	45
MSU	16
SEMO	8
UCM	5
TSU	3
MWSU	0
NWMSU	0

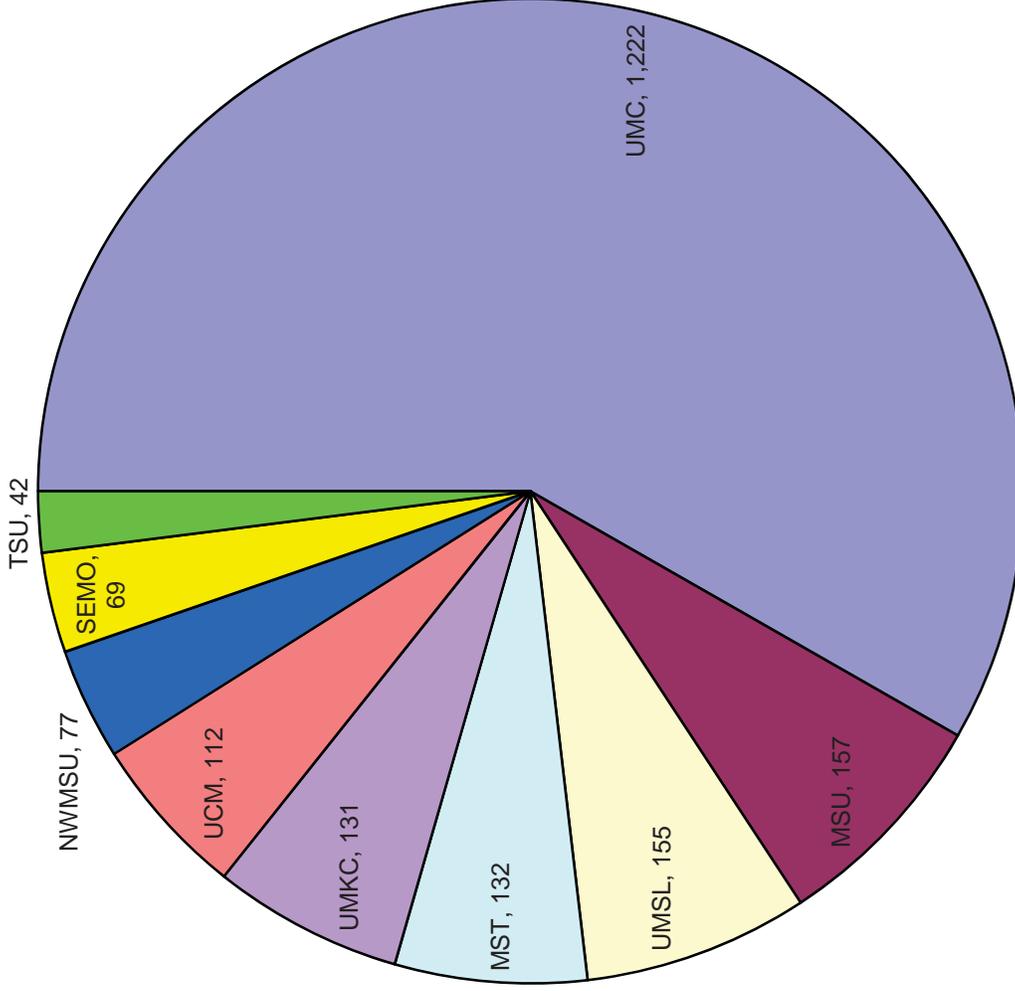
Total Number of GTAs per Fiscal Year



Nonnative English Speaking International GTAs per Fiscal Year

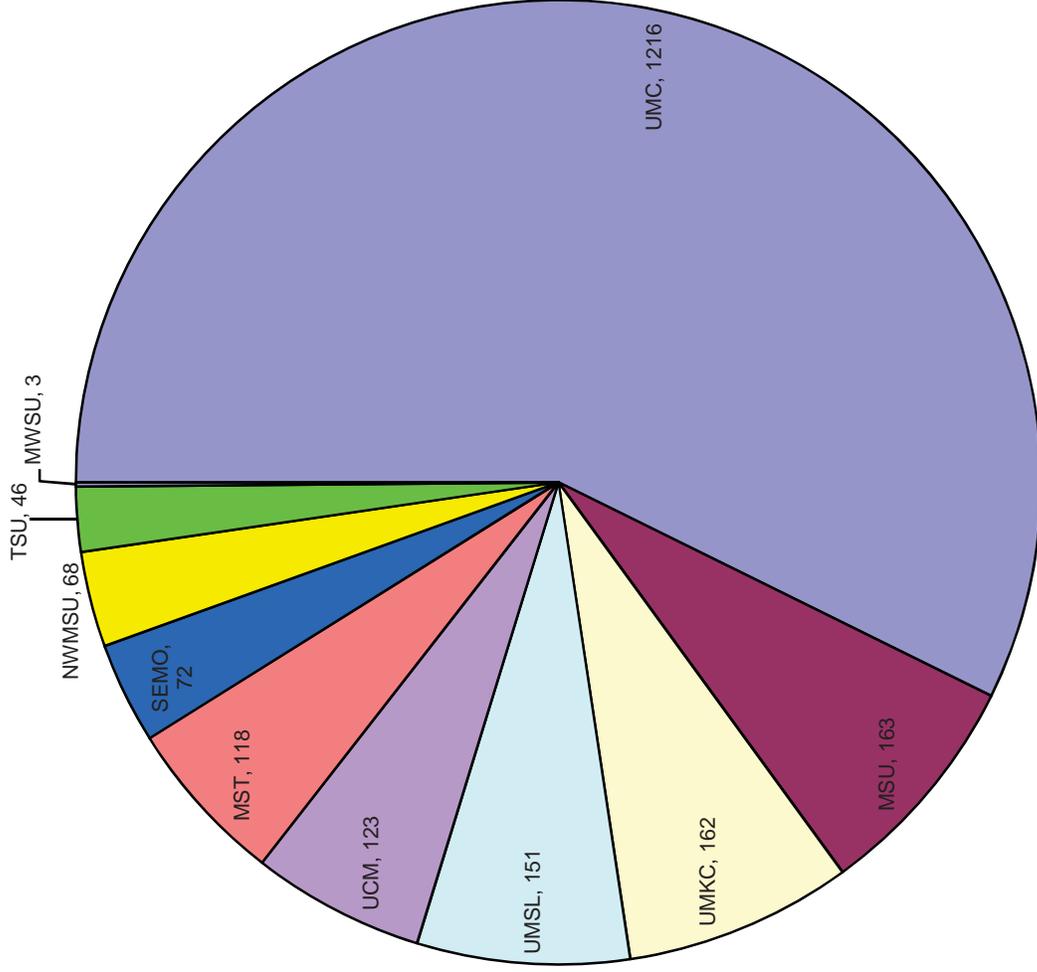


Distribution of All GTAs per Institution - FY 2007



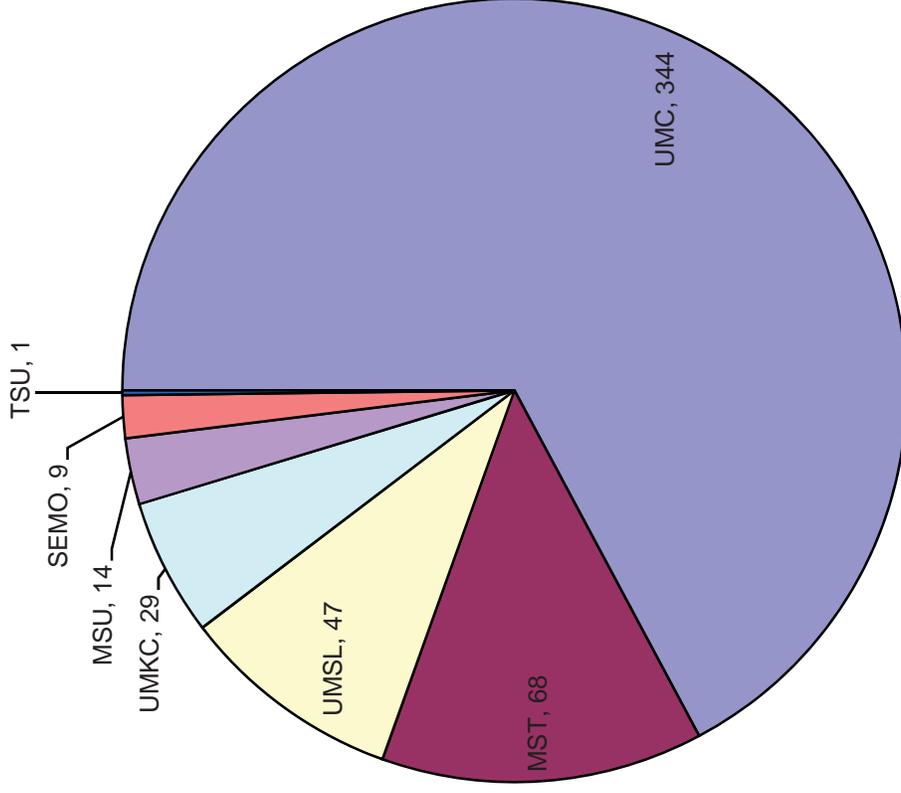
HSSU, LU, MSSU, and MWSU reported no GTAs in FY 2007.

Distribution of All GTAs per Institution - FY 2008



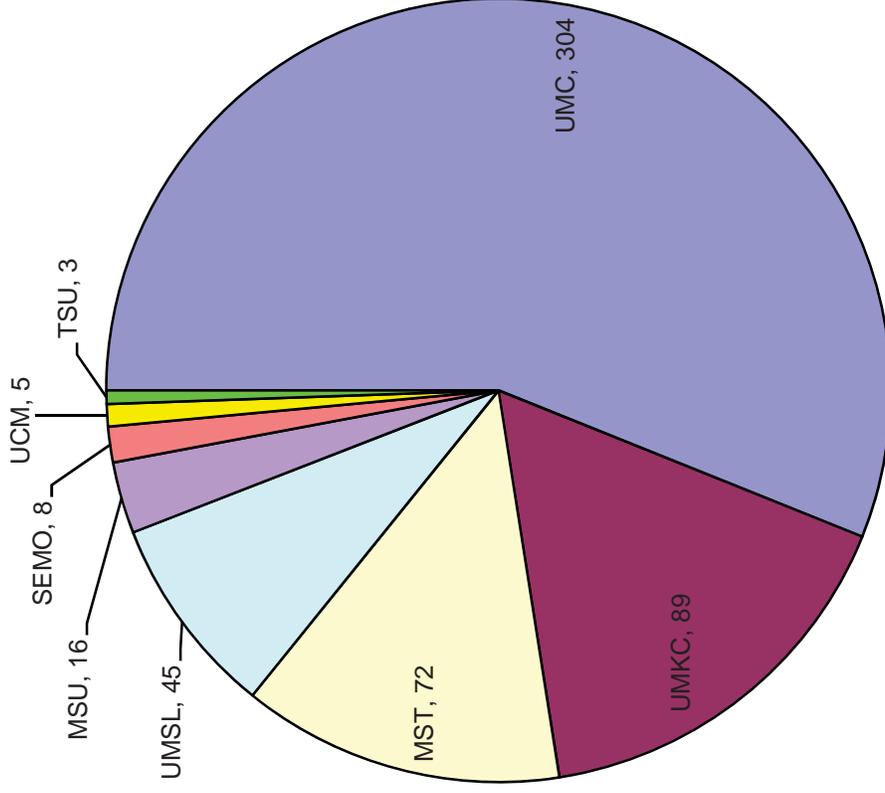
HSSU, LU, and MSSU reported no GTAs in FY 2008.

Nonnative English Speaking International GTAs per Institution FY 2007



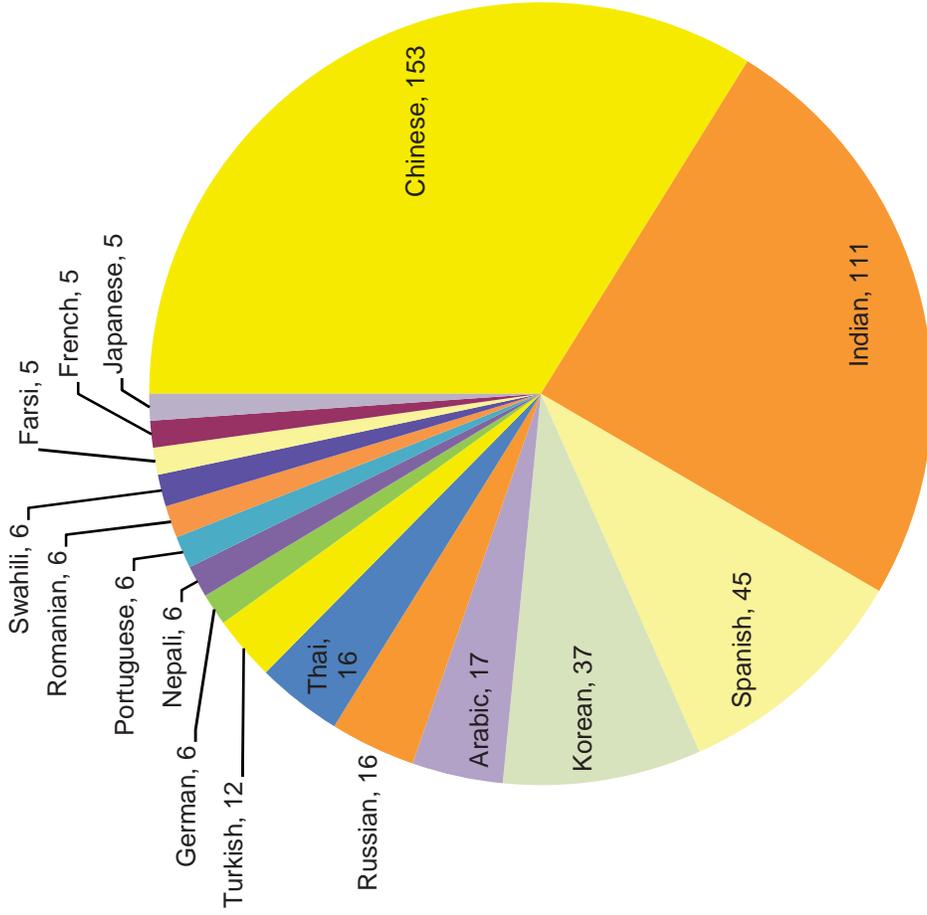
NWMSU and UCM reported no international GTAs in FY 2007.

Nonnative English Speaking International GTAs per Institution FY 2008



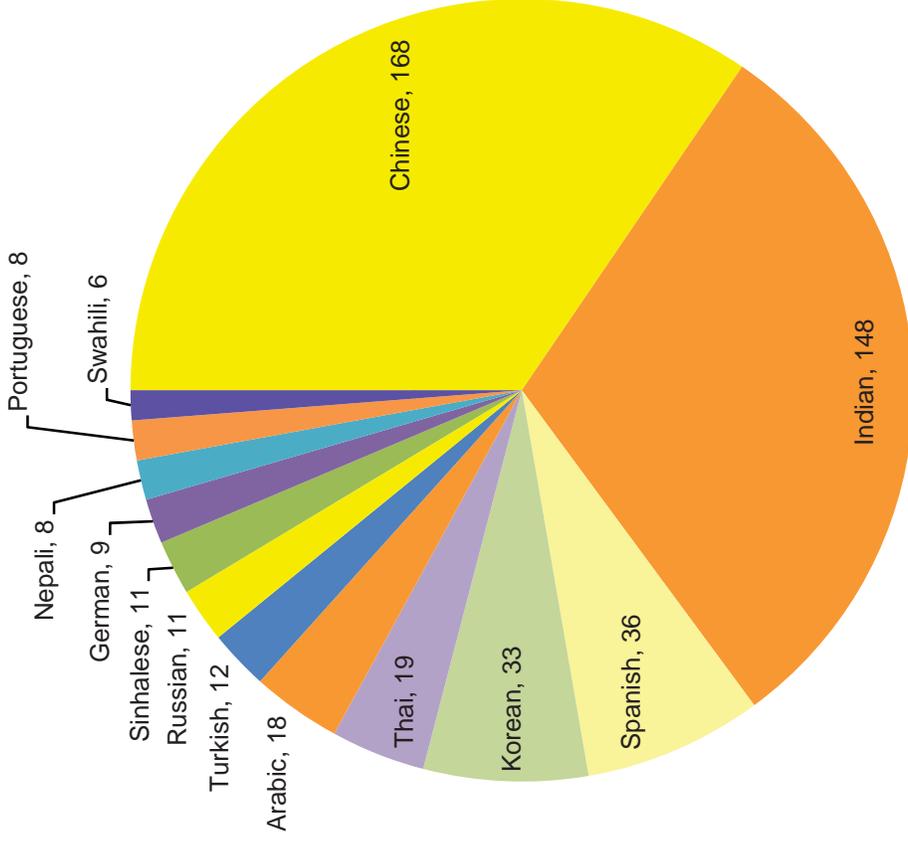
MWSU and NWMMSU reported no international GTAs in FY 2008.

**Native Language of Nonnative
English Speaking International GTAs FY 2007***



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

**Native Language of Nonnative
English Speaking International GTAs FY 2008***



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

Fiscal Year	Total GTAs	Nonnative English-Speaking Students with Teaching Assignments	Percent of Total
FY 1987	1,454	291	20.00%
FY 1988	1,479	251	16.90%
FY 1989	1,587	286	18.00%
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FY 1991	1,787	364	20.40%
FY 1992	1,829	335	18.30%
FY 1993	1,761	325	18.40%
FY 1994	1,688	273	16.20%
FY 1995	1,746	334	19.10%
FY 1996	1,745	363	20.80%
FY 1997	1,586	300	18.90%
FY 1998	1,605	296	18.40%
FY 1999	1,611	326	20.20%
FY 2000	1,634	322	19.70%
FY 2001	1,698	414	24.40%
FY 2002	1,677	405	24.20%
FY 2003	1,812	433	23.90%
FY 2004	1,869	475	25.40%
FY 2005	1,958	466	23.70%
FY 2006	2,082	511	24.50%
FY 2007	2,097	512	24.42%
FY2008	2,122	542	25.54%

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FY 1995	334	19.10%
FY 1996	363	20.80%
FY 1997	300	18.90%
FY 1998	296	18.40%
FY 1999	326	20.20%
FY 2000	322	19.70%
FY 2001	414	24.40%
FY 2002	405	24.20%
FY 2003	433	23.90%
FY 2004	475	25.40%
FY 2005	466	23.70%
FY 2006	511	24.50%
FY 2007	512	24.42%
FY2008	542	25.54%

2007

Institution	Total GTAs Per Institution	# English GTAs	# Non-English GTAs	Non-English GTAs as a Percentage of Total GTAs per Institution	Non-English GTAs as a Percentage of Total Non-English GTAs at all Institutions	Non-English GTAs as a Percentage of Total GTAs from all Institutions
MSU	157	143	14	8.92%	2.73%	0.67%
MST	132	64	68	51.52%	13.28%	3.24%
NWMSU	77	77	0	0.00%	0.00%	0.00%
SEMO	69	60	9	13.04%	1.76%	0.43%
TSU	42	41	1	2.38%	0.20%	0.05%
UCM	112	112	0	0.00%	0.00%	0.00%
UMC	1,222	878	344	28.15%	67.19%	16.40%
UMKC	131	102	29	22.14%	5.66%	1.38%
UMSL	155	108	47	30.32%	9.18%	2.24%
Total	2,097	1,585	512	-	100.00%	24.42%

UMC	1,222
MSU	157
UMSL	155
MST	132
UMKC	131
UCM	112
NWMSU	77
SEMO	69
TSU	42

0.582737

Institution	Total GTAs Per Institution	# English GTAs	# Non-English GTAs	Non-English GTAs as a Percentage of Total GTAs per Institution	Non-English GTAs as a Percentage of Total Non-English GTAs at all Institutions	Non-English GTAs as a Percentage of Total GTAs from all Institutions
MSU	163	147	16	9.82%	2.95%	0.75%
MST	118	46	72	61.02%	13.28%	3.39%
MWSU	3	3	0	0.00%	0.00%	0.00%
NWMSU	68	68	0	0.00%	0.00%	0.00%
SEMO	72	64	8	11.11%	1.48%	0.38%
TSU	46	43	3	6.52%	0.55%	0.14%
UCM	123	118	5	4.07%	0.92%	0.24%
UMC	1216	908	304	25.00%	56.09%	14.33%
UMKC	162	73	89	54.94%	16.42%	4.19%
UMSL	151	106	45	29.80%	8.30%	2.12%
Total	2,122	1,576	542	-	100.00%	25.54%

UMC	1216
MSU	163
UMKC	162
UMSL	151
UCM	123
MST	118
SEMO	72
NWMSU	68
TSU	46
MWSU	3

2008

2007

Institution	# Non-English GTAs
UMC	344
MST	68
UMSL	47
UMKC	29
MSU	14
SEMO	9
TSU	1
NWMSU	0
UCM	0

AGENDA ITEM SUMMARY

AGENDA ITEM

COTA Conference Report
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The Coordinating Board and the CBHE Committee on Transfer and Articulation (COTA) again co-sponsored the Missouri Conference on Transfer and Articulation, an annual statewide forum reinstated in 2007 to address transfer and articulation issues. A one-day conference was held in Columbia, Missouri on January 30, 2009. The intent of this board item is to provide a summary of the transfer conference and resulting evaluation and policy implications.

Background

The 2009 Transfer Conference, in response to attendee feedback from the previous year, was modeled on a multiple presentation format. COTA chose the theme of “How Policy Affects Practice and How Practice Affects Policy”, to focus on the interaction between state-level initiatives and the practitioners that put policy into action. Practitioner-led breakout sessions were chosen through a competitive Request for Proposals process and were chosen for their innovative approaches to and currency with Missouri transfer issues.

2009 Missouri Conference on Transfer and Articulation

The 2009 Missouri Conference on Transfer and Articulation was held on January 30 at the Holiday Inn Select Executive Center in Columbia, Missouri. More than 150 registrants attended the conference, including transfer practitioners, faculty, institutional staff, administrators, presidents and chancellors, COTA members, COTA Advisory Council members, and MDHE staff. Conference attendees were representative of all institutional sectors, with 51 public two-year, 61 public four-year, 39 independent four-year, and 4 proprietary institution representatives.

After a short welcome and opening plenary session, the conference was organized into three presentation tracks, with a total of nine breakout presentations available to conference attendees. Presenters and topics were representative of all institutional sectors and, in keeping with the conference theme, were focused on both policy and practice issues.

Sessions were organized into three tracks: 1) Current Statewide Initiatives; 2) Best Practices in Transfer Credit; and 3) Transfer Student Data and Research. In addition to the breakout sessions, an open microphone session during the conference lunch provided opportunity for attendees to discuss current issues and dialogue with colleagues about transfer best practices. A full listing of breakout sessions and presenters are included in the attachment; conference presentations and handouts are also available at http://www.dhe.mo.gov/transferconf_info09.shtml.

Coordinating Board for Higher Education
April 23, 2009

A closing session served as an opportunity to acknowledge major themes emerging through session and large group discussion; to thank COTA, the COTA Advisory Council, and MDHE staff for their organization and facilitation of the conference; and as a targeted event to solicit feedback surveys from attendees. The closing session facilitated the highest return on conference evaluations in the past three years; this has enabled the most comprehensive and informative feedback and recommendations to date, outlined below.

Conference Outcomes and Future COTA Agenda

The Transfer Conference evaluation forms, with other conference feedback resulting from group discussions, were synthesized into the Missouri Transfer Conference Evaluation Summary. A full description is available in the attachment. Highlights from the summary include:

- Overall evaluations indicate that the 2009 conference was the most well received since the conference's revival in 2007. Conference satisfaction was 8.5 on a 10 point scale. Individual breakout sessions were also well received.
- Conference attendee discussion and evaluation generated a set of recommendations for consideration by COTA in the coming 2009-2010 year. COTA decided at their February 2009 meeting to tackle the issues highlighted in the evaluations priority considerations:
 - Notation of the 42-hour block of articulated credit on institutional transcripts
 - Promotion of electronic transcript sharing through file sharing protocols
 - Examination of current outside accreditation of dual-credit programs and its relation to CBHE policy.
 - Awareness regarding appropriate consideration of proprietary credit transfer
- A comprehensive list of current and emerging transfer issues as experienced at the campus level as suggestions for future conference topics and focus.
- Substantive and constructive feedback for logistics and content improvement.

Conclusion

The 2009 Conference on Transfer and Articulation was well attended and the most well received since its revival in 2007. The conference served as a forum for open dialogue between practitioners and policymakers and to spotlight relevant and emerging transfer issues.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

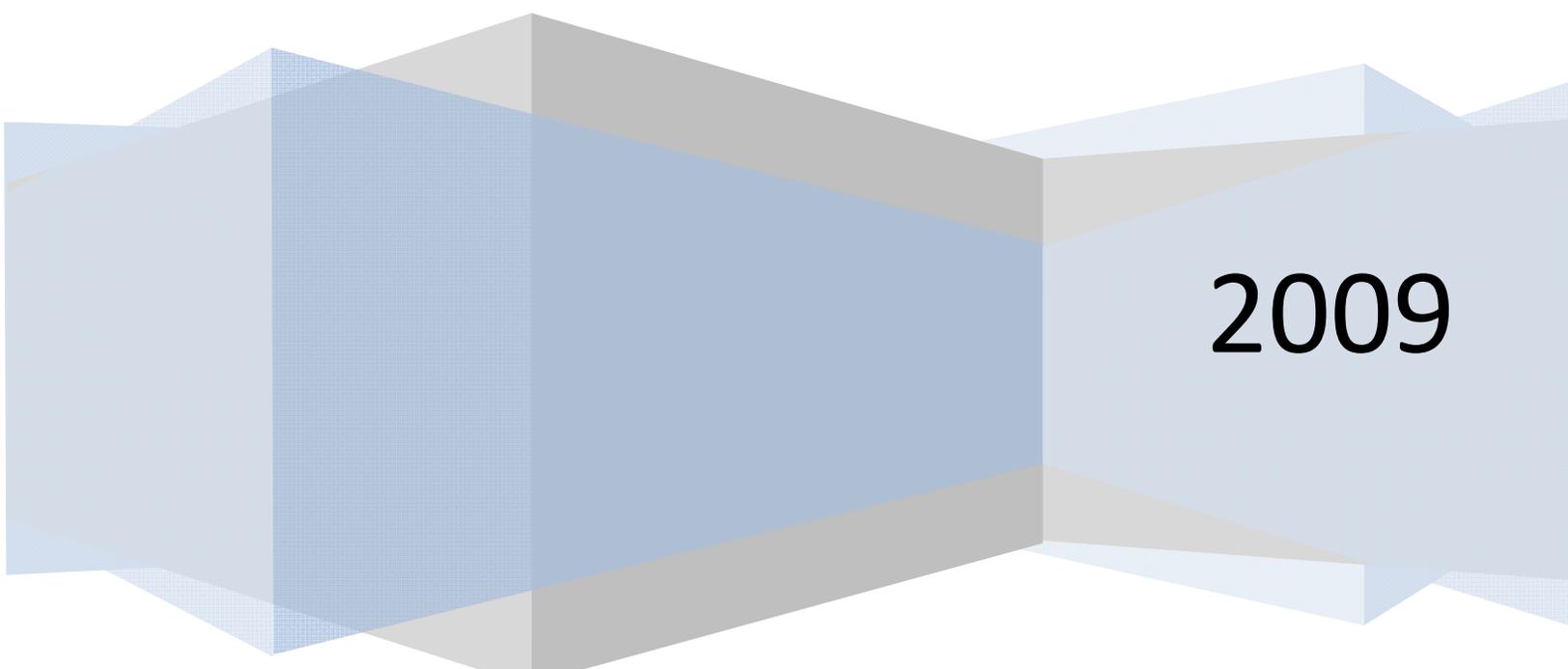
Evaluation Summary, Missouri Transfer Conference

Evaluation Summary

Missouri Department of Higher Education
Committee on Transfer and Articulation
Transfer Conference

January 30, 2009

Released March 2009



2009

Contents	PAGE
Demography Summary	3
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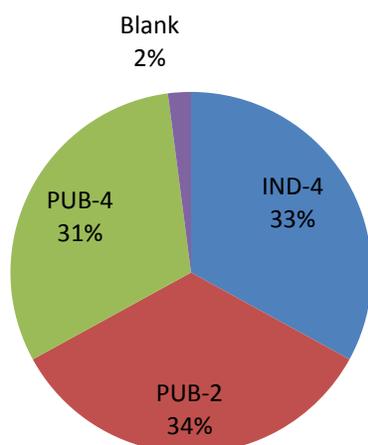
* For full breakout session materials, visit the DHE website at http://www.dhe.mo.gov/transferconf_info09.shtml.

DEMOGRAPHIC SUMMARY

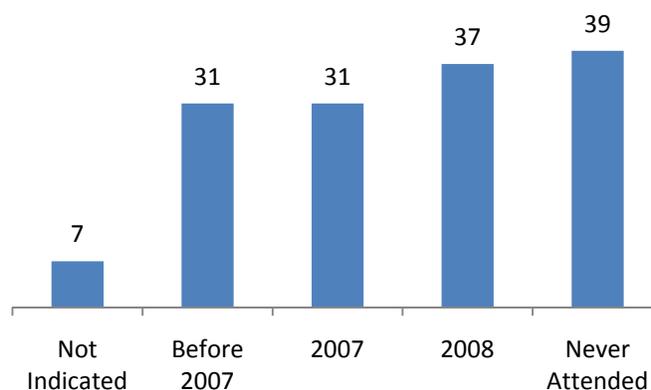
There was excellent participation in a tight budget year, and the best evaluation response rate since the conference was revitalized in 2007. Participation was well balanced across sectors, job functions, and in previous attendance. A copy of the blank evaluation form is available in Appendix A.

Total number of attendees	156
Total number of evaluations	100
Response Rate	64%

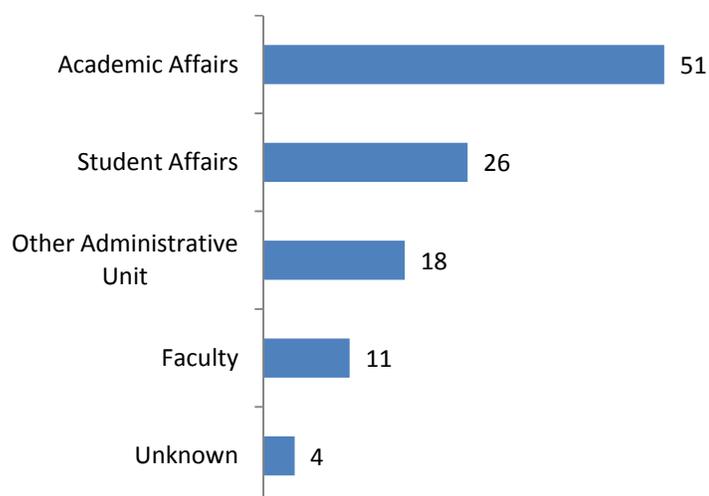
Sector Representation



Previous Attendance (n>100%)



Position Areas Represented (n>100%)



Top Five Units/Departments Indicated

Registrar	16
Transfer Services or Advising	13
Admissions	7
Academic Advising	4
Dual Credit; Enrollment Management; Institutional Research (3-way tie)	3

QUANTATIVE CONFERENCE FEEDBACK SUMMARY

Overall Conference Feedback, 2007-2009

The overall conference feedback demonstrates a significant improvement in effectiveness over last year's transfer conference, and represents the highest evaluative scores over the past three years.

Evaluation Questions Mean response, scale 1-10	2009 n=100	2008 n=69	2007 n=90
Today's conference was helpful for increasing my understanding of transfer issues and practices	8.3	5.6	7.5
The presentations and discussions addressed important issues surrounding transfer	8.4	5.9	7.9
Overall, I am satisfied with today's conference	8.5	5.4	7.7
I would recommend this conference to other transfer professionals	8.5	5.7	8.1
I am interested in participating in future conferences or events about transfer student issues	8.6	6.4	8.6

Breakout Session Feedback

Feedback across the breakout sessions was consistently high, with respondents' attendance slightly favoring Tracks I & II (State Updates and Best Practices, respectively), over Track III, Transfer and Articulation Research. For a list of breakout sessions, see Appendix A; for complete breakout session feedback, please see the individual session evaluation summaries in Appendix B.

Breakout Session Evaluation Questions Mean response, scale 1-10	MORNING I SESSIONS			MORNING II SESSIONS			AFTERNOON SESSIONS		
	Track I: Coordinated Plan n=38	Track II: Joint Admission n=38	Track III: Minding the Gap n=18	Track I: CAI n=33	Track II: Transfer Students n=38	Track III: Don't Wait for Students... n=24	Track I: Dual Credit n=33	Track II: Proprietary Transfer n=30	Track III: Feedback to Transfer n=28
This conference session was helpful for increasing my understanding of a specific transfer issue or practice	7.5	8.4	8.1	8.2	7.5	8.5	7.8	8.6	6.9
This topic is relevant to my transfer practice	7.8	8.2	7.9	8.4	8.1	8.6	8.4	8.3	7.2
The presenter was knowledgeable about the topic presented	8.9	9.0	9.2	8.9	8.1	9.4	8.6	9.1	8.5
Overall, I am satisfied with this session	8.1	8.8	8.6	8.7	8.0	8.8	8.3	8.8	6.8

WRITTEN CONFERENCE FEEDBACK SUMMARY

The general tone and attitude of respondents at this year's conference was quite positive. Many were very pleased with the efforts for improvement over past years' conferences, and most suggestions for improvement were intended in a constructive manner. Written feedback was based on three question prompts; responses are summarized below. Themes appearing more than once are indicated by bold font. Full text of the written comments can be found in Appendix C.

Question 1: "What aspects of today's conference did you find most helpful?"

Liked/enjoyed/found helpful:	# of times appearing
a. Opportunity to discuss transfer issues and problems with other attendees	16
b. Open microphone format at lunch; opportunity to hear common issues and bring to COTA's attention	14
c. Breakout session format; much improved over last year's format	11
d. Hearing and staying informed about state updates on policy issues (IFC/CAI/LAMP/Dual Credit)	10
e. Opportunity to learn about best practices at other institutions through sessions	8
f. Networking with colleagues at across sectors and the state	6
g. Focusing on proprietary credit issues	5
h. Having policy discussions underlying transfer issues	2
i. DHE staff knowledgeable and helpful	1
j. Liked various topics: -statistics -transfer credit -transfer issue resources	1 each

Question 2: "What suggestions do you have to improve future conferences?"

Suggestions for improvements fell into three categories. Items appearing more than once are indicated by bold font and the number of times they were suggested in parentheses. Suggestions related to specific topics are included in the next section on future transfer issues.

Conference Structure and Procedures

- a) **Include short descriptions of sessions to aid in understanding topic; sometimes it was hard to discern content from title (10)**
- b) **Send out more pre-conference information, e.g., registration receipt, agenda, session descriptions, links, and resources (4)**
- c) **Distribute a contact list of conference attendees (4)**
- d) **Make the conference longer/include more sessions (3)**
- e) **Make open microphone session shorter or eliminate (3)**

- f) **Provide guidelines for presenters on best practices for presentations in large rooms, e.g., font size, backgrounds (3)**
- g) **Repeat sessions from this year (2)**
- h) Color nametags to better identify attendees by job function for networking
- i) Expand marketing sweep for attendees
- j) Roundtables on numerous topics in one session
- k) Fridays are a difficult day to leave campus
- l) Have open seating at lunch
- m) "Hot topics" session
- n) Follow up sessions on this year's presenters

Attendee Interactions

- a) **Have more solution-focused sessions, i.e., don't just present, engage (5)**
- b) **Provide opportunities to break up by sector or job function, e.g., lunch tables, discussion during sessions, separate tracks for sectors (4)**
- c) **Focus more on working sessions where brainstorming and collaborative thinking take place (4)**
- d) **Provide more opportunities for discussion throughout day (3)**

Facilities Issues

- a) **Better climate/noise control at facilities (6)**
- b) Lunch could be better
- c) Provide soda with lunch

Question 3: "What are transfer issues on the horizon that could be effectively addressed at a future conference?"

Topics appearing more than once are indicated in bold and the number of times mentioned in parentheses.

- a) **Best practices with articulation agreements and how to keep them current (8)**
- b) **Electronic sharing of transcripts and records (EDI/XML), both from HS to college and college to college (5)**
- c) **Dual credit as a transfer issue (4)**
- d) **Transfer and transcript notation of 42-hour block of general education credit (3)**
- e) **CAI/LAMP (3)**
- f) **More on current data and research (3)**
- g) **Transfer and international students (2)**
- h) **Transfer of military credit (2)**
- i) **National trends and initiatives on transfer and articulation (2)**
- j) **Best way to reach out to transfer students, both before and after transition (2)**
- k) **Proprietary issues (2)**
- l) **Financial aid and transfer (2)**
- m) Encouraging rigorous coursework in 2-yr originating transfer students
- n) Stop out students
- o) International Baccalaureate credit
- p) Encourage dual credit course taking in A+ students

- q) Perkins issues
- r) Legislative updates
- s) AAT Evaluation
- t) Assessment
- u) Economy impact on transfer and transfer services
- v) Parents in the transfer process
- w) Alternative delivery and transfer
- x) Transfer of technology degrees
- y) First year courses and transferability
- z) Track on recruitment issues
- aa) First-time attendee track
- bb) Electronic advising

LUNCH OPEN MICROPHONE SESSION SUMMARY

The open microphone session was highly regarded by conference attendees; they appreciated the opportunity to learn about shared transfer issues, get answers to transfer questions, and the ability to bring pressing transfer issues to COTA's attention. While all questions intersect with COTA's mission and are open for consideration, questions in bold were specifically directed to COTA for consideration as policy issues or action items.

- a) Where does tech prep come from, and how should it be transcribed?
- b) Are there any initiatives to move the state toward e-transcripts? How are they handled now? Should DHE/COTA look into e-equivalency management tools or degree audits?**
- c) Should social/emotional intelligence be a cross-disciplinary competency?
- d) What are the state's current policies on major field tests? What is the future role / discussion of assessment at the state level?
- e) Plug for Missouri Consortium of Dual Credit providers – commitment to release the dual credit report in April?
- f) How do CAI exit competencies mesh w/ the 42-hour block?
- g) How is / should “non-accredited” (non-regionally accredited?) credit be handled in transfer once it has been accepted by the sending institution? (Lots more discussion of the 42-hour block, transfer short of AA completion, etc.) (Also discussed, the cherry picking transferring credits from an AA or 42 hour block transcript by the receiving institution.)
- h) How should general education be accounted for in AAT completers (It is of course an AA)?
- i) How can proprietary credit apply to post-baccalaureate certifications / awards?
- j) Statewide credit transfer web-site at DHE. Similar to program inventory, but to allow students to enter in courses taken at current/past institutions and how they will be received from a prospective institution.
- k) What is the likelihood and possibility of implementation of a statewide transcript acknowledgement for the 42 hour block? (Some schools already have a section on the transcript that certifies and denotes the status of 42-hour block: OTC, MSU, etc...)**
- l) How should the transfer of degrees/credits for international students be handled as it pertains to the 42 hour block?

RECOMMENDATIONS

Recommendations for Conference Improvement

Based on the evaluative feedback outlined in this report, combined with verbal feedback from conference participants, COTA AC members, and DHE staff, recommendations for improvement of the 2010 COTA Transfer Conference are as follows:

1. **Include a basic data sheet outlining transfer in Missouri:** As a conference on transfer issues, attendees should have some sense of the scope and magnitude of transfer in the state.
2. **Expand marketing of the conference to other transfer stakeholder groups:** In particular, there is interest in reaching out more to the proprietary sector and to students; other suggestions include other position areas at institutions (e.g. recruitment) or K-12 administrators.
3. **Continue and expand upon this year's conference improvements:** Attendees recommended to keep, and expand upon these areas:
 - a. discussion opportunities throughout the day,
 - b. the open microphone session,
 - c. the breakout session format (in particular, add more sessions), and
 - d. the opportunity to engage and learn from other institutions and professionals.
4. **Improve some of the conference procedures and materials:** this includes:
 - a. a short description of the tracks and sessions to inform participants;
 - b. a contact list of attendees to facilitate networking;
 - c. pre-conference materials emailed to registrants (e.g., registration receipt, agenda, pre-reading resources);
 - d. Provide speakers guidelines on PowerPoint "best practices" to improve presentations (and prioritize proposals that utilize different presentation modalities)
 - e. Create checklist for conference facilitators on responsibilities/FAQs (e.g., reminder to do room counts, what nametag notations mean)
5. **Emphasize topics of participant interest for the next "call for proposals":** a full list of topics is outlined above, but particular topics for emphasis include:
 - a. Best practices with articulation agreements
 - b. Electronic transcript sharing through EDI/XML
 - c. Updates on state policies and initiatives
 - d. Proprietary credit transfer
 - e. Transfer and notation of 42-hour general education block

Recommendations for COTA Policy Consideration

Based on the level of conference feedback and interest, the following areas are specifically recommended for policy consideration by COTA. It should be noted that there were a number of other policy issues arising out of both the written feedback and the open microphone session; COTA members are encouraged to review these comments for other possible areas for policy consideration.

1. **Collaborate with institutions statewide toward the notation of the 42-hour block of general education credit on student transcripts:** this was a hot topic of conversation at the open microphone session, and attendees felt notation of this block on transcripts could significantly smooth transfer for students and promote the completion of the articulated block for those considering transfer
2. **Consider ways for COTA and MDHE to promote more widespread adoption and sharing of electronic transcripts across institutions through EDI/XML file sharing protocol:** no matter the vendor used by the institutions, there is potential for institutions to share transcripts electronically through EDI/XML protocol. An accompanying issue is how to better promote sharing from high schools to colleges, given different vendor usage.
3. **Consider the issue of outside accreditation for dual credit programs; its alignment with current CBHE policy on dual credit; and its appropriateness as a COTA issue for consideration:** there were strongly opposing opinions as to the fit and need to consider National Association of Concurrent Enrollment Partners (NACEP) accreditation as a possible state-level solution to ensure dual credit standards. It is recommended that COTA consider putting out a position paper on this issue.
4. **Consider the role and appropriate actions that may be taken by COTA regarding promotion of appropriate acceptance of proprietary credit transfer:** this is an area of both interest and misinformation for COTA's consideration. How can we facilitate the appropriate transfer of credit (e.g. provide resources) and combat lingering misconceptions (e.g. belief that proprietary credit is non-transferable)?



Evaluation and Feedback Form

Help us make future conferences even better!

Thank you so much for your attendance and participation in the 2009 COTA Transfer Conference. Your feedback is an essential tool that we use to improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve!

Demographic Information

Institutional Sector (circle one):	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
Position Area (circle all that apply):	Faculty	Administration: Student Affairs Academic Affairs		Unit/Department: (e.g. Transfer Svcs.)	Other:
Previous COTA Conference Attendance (circle all that apply):	Never Attended	Attended before 2007	Attended 2007 conference	Attended 2008 conference	

Overall Conference Evaluation

(Individual session evaluation on reverse)

<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Some-what Disagree</i>	<i>Some-what Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>				
<i>Today's conference was helpful for increasing my understanding of transfer issues and practices</i>	1	2	3	4	5	6	7	8	9	10
<i>The presentations and discussions addressed important issues surrounding transfer</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with today's conference</i>	1	2	3	4	5	6	7	8	9	10
<i>I would recommend this conference to other transfer professionals</i>	1	2	3	4	5	6	7	8	9	10
<i>I am interested in participating in future conferences or events about transfer student issues</i>	1	2	3	4	5	6	7	8	9	10

What aspects of today's conference did you find most helpful?

What suggestions do you have to improve future conferences?

What are transfer issues on the horizon that could be effectively addressed at a future conference?

Individual Session Evaluations										
Session Number: _____		Title or Topic: _____								
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
<hr/>										
Session Number: _____		Title or Topic: _____								
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
<hr/>										
Session Number: _____		Title or Topic: _____								
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										

COTA Transfer Conference 2009

January 30, 2009

9:00 - 9:15 Welcome and Housekeeping for the Day	Robert Stein Rita Gulstad
9:15 - 9:30 LAMP Update	Hillary Fuhrman Angelette Prichett
9:30 - 10:30 Breakout Session One	
Track I – Coordinated Plan Missouri Department of Higher Education	Brian Crouse
Track II – Joint Admission: Great Start- Great Future Northwest Missouri State University North Central Missouri College	Leslie A. Chandler Bev Schenkel Kristen Alley
Track III – Minding the Gap - Custom Made Seminar Westminster College	Linda Webster Carolyn Perry
10:30 - 10:50 Break	
10:50 - 11:50 Breakout Session Two	
Track I – Curriculum Alignment Initiative - In Depth Missouri Department of Higher Education	Hillary Fuhrman Angelette Prichett
Track II – Transfer Students: Expectations, Experiences, and Implications Missouri University of Science and Technology St. Charles Community College	Debbie Schatz April Hoekenga
Track III – Don't Wait for Students to Ask... St. Louis Community College University of Missouri – St. Louis	John Cosgrove Larry McDoniel Melissa Hattman
12:00 - 1:30 Lunch and Open Mic Format Evaluation Reminder – Discussion of Topics for Fall 09 Feedback from AM Sessions – Transfer Issues	
1:40 - 2:40 Breakout Session Three	
Track I – Dual Credit Missouri Department of Higher Education	Angelette Prichett B.J. White
Track II – Best Practices for Proprietary Credit Transfer University of Missouri – St. Louis St. Charles Community College	Melissa Hattman Yvette Sweeney
Track III – Feedback to Transfer – Originating Institutions University of Missouri – St. Louis	Larry Westermeyer Carol Sholy
2:45 - 3:15 Closing Remarks Drawing for Attendance prizes	Rita Gulstad

www.dhe.mo.gov/cotaintro.shtml

www.dhe.mo.gov/cotaadvisorycouncil.shtm

AGENDA ITEM SUMMARY

AGENDA ITEM

Homeland Security Advisory Council Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

Despite the fact that colleges are relatively safe places, future crises on collegiate campuses will occur and harm will come to human life. Ever since the tragedy at Virginia Tech, systematic planning and preparation for emergencies on college campuses has increased in priority to ensure that damage from the next crisis will be mitigated. The intent of this board item is to provide an update on the work of Missouri's Higher Education Subcommittee of Governor Nixon's Homeland Security Advisory Council.

Background

The Missouri Homeland Security Advisory Council (HSAC) was established as a permanent governing body by Executive Order 06-09¹ in February 2006. In the aftermath of the 2007 shootings at Virginia Tech, a Missouri Task Force on Campus Security issued its report in August 2007, *Securing Our Future: Making Colleges and Universities a Safe Place to Learn and Grow*. Included in the report were the following basic principles:

- coordinated planning will ensure preparation for all future crises,
- a one size fits all approach will not work,
- there is no quick fix,
- financial resources, while necessary are limited,
- the entire campus and surrounding community have a role to play, and
- plans must balance security against function and privacy.

A total of 34 recommendations were presented around six major themes: (1) Dedicated Leadership, (2) State of the Art Resources, (3) Preparedness Culture, (4) Consistent Protocols, (5) Response Support, and (6) Government Actions.

Immediately following issuance of the report, the Commissioner of Higher Education became a member of the governor's Homeland Security Advisory Council (HSAC), and a standing Higher Education Subcommittee (HES) was established.

¹ Governor's Executive Orders 2006, Executive Order 06-09
http://www.sos.mo.gov/library/reference/orders/2006/eo06_009.asp

Members

HES is composed of representatives from key constituent groups including postsecondary institutions (students, faculty, administrators, staff), community agencies, internal and external law enforcement, first responders, and other community stakeholders. The state departments of Health and Senior Services, Higher Education, Mental Health, and Public Safety are represented (see Attachment A).

Goals

Based upon recommendations of the Task Force on Campus Security and results of the campus and community surveys (Attachment B), the following five overarching goals have been identified as HES priorities:

1. Supporting institutions in creating a safe environment
2. Resource Development
3. Communication and Outreach
4. Legislative Initiatives
5. Research

Progress and Next Steps

Many accomplishments have been recorded to date and progress is being made in a number of areas, including:

- *Campus Safety and Security Website* (<http://campussecurity.missouri.org>)
 - Launched August 14, 2008
 - Reviewed twice annually through a continuous improvement process
 - Developed to provide up-to-date information and resources to Missouri colleges and universities on:
 - mental health challenges,
 - law enforcement initiatives,
 - curriculum development,
 - legal communication regarding confidentiality and privacy laws,
 - best practices for information technology,
 - communication,
 - planning, exercises and training, and
 - legislative initiatives.

- *Coordinated Conference on School and College Safety and Security* (Attachment C)
 - 3rd Annual Conference - July 30 and 31, 2009 in Columbia Missouri²
 - Co-sponsored by MDHE
 - HES collaborated with the Missouri School Boards' Association to incorporate a higher education track into the 2009 conference:

² More information regarding the Third Annual Conference on Coordinated School and College Safety and Security can be found at: <http://www.schoolsafetyconference.com/>

- lessons learned from institutions that have experienced campus emergencies
 - best practices in promoting safe campus environments
 - best practices in communication and collaboration
 - developing a high-functioning threat assessment team
 - crisis planning for college campuses
- HES scheduled to meet and interaction with keynote speakers/experts on violence prevention
- *Surveys of Higher Education Institutions and Community-Based Agencies*
 - 2007 survey of higher education institutions to identify major challenges to campus safety and security
 - 2008 survey of higher education institutions to follow-up on the 2007 survey and identify institutions' progress toward a campus all-hazards plan
 - 2009 survey of community-based agencies to determine their perception of level of collaboration between college campuses and local community-based first responders
 - Overarching findings:
 - almost all institutions have some planning in place
 - communication remains the foremost challenge
 - collaboration between local responder community and institutions remains a challenge
- *Missouri Alert Network (MAN)*
 - Collaborative partnership between HES and the Missouri School Boards' Association
 - State-level, rapid notification and information distribution system
 - Alerts designated contacts on campuses in the event of emergent situations
 - All higher education institutions are members at no cost to the institution
- *Mental Health First Aid*
 - Missouri, along with Maryland, invited to pilot the Mental Health First Aid (MHFA) program (Attachment D)
 - Twelve-hour mental health literacy course
 - Teaches people how to recognize and offer assistance to individuals experiencing a mental health crisis
 - Training session especially for higher education sector scheduled for July 6-10, 2009 in Jefferson City Missouri
- *Student Involvement – Student Advisory Council*
 - Added three student representatives to HES, inclusive of a:
 - community college student,
 - public four-year institution student, and
 - private four-year institution student.
 - Student Advisory Council established January, 2009

- *Emergency Response Information Planning (ERIP)*
 - Web-based system designed to assist institutions in developing all-hazards emergency plans
 - Designed to provide emergency responders ready access to campus blueprints, emergency points of contact, and roles and responsibilities of campus responders
 - System effectiveness and adaptability to higher education environments being evaluated and modified with input from HES

Other Initiatives

In order to continue to support institutions in providing a safe and secure environment, HES is compiling a “toolkit” of evidence-based best practices around the state in areas related to campus safety and security. HES is examining these practices in detail and is forming a toolkit rubric that will be:

- adaptable to any campus, regardless of its stage in prevention and planning,
- focused on protection of all human life on Missouri’s college campuses, and
- comprehensive, balanced, integrated, and inclusive of all potential emergencies.

Conclusion

The future work of HES involves collaboration among higher education, public safety, mental health, and other key stakeholders to develop strategies to address the psychological, physical, and security needs of the campus community before, during, and after an incident. The multi-disciplinary composition of HES underscores the importance of the collaborative effort that is required to establish effective all hazards emergency plans. Incorporating law enforcement and local emergency responders in the design and implementation of plans is essential to providing a framework that helps to facilitate rapid response to potential threats.

STATUTORY REFERENCE

Governor’s Executive Order 06-09

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A	HES-HSAC Membership List
Attachment B	2008 Campus Security Survey: Summary and Recommendations
Attachment C	2009 School and College Safety and Security Conference Overview
Attachment D	Mental Health First Aid Press Release

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Coordinating Board for Higher Education
April 23, 2009

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**2008 CAMPUS SECURITY SURVEY:
SUMMARY AND RECOMMENDATIONS**

**Report presented to the
Higher Education Subcommittee Meeting
of the
Missouri Homeland Security Advisory Council**

August 13, 2008

Branson, Missouri

Presented by

Angelette Prichett
Research Associate
Missouri Department of Higher Education

Beth Tankersley-Bankhead
Graduate Research Assistant
Missouri Department of Higher Education

In May 2007, a survey was sent from the Missouri Campus Security Task Force to Missouri institutions of higher education. Thirty-six institutions responded¹, providing baseline information for the Task Force's 2007 report to the Governor, *Securing our Future*. The report included five "significant findings" on the state of campus safety and emergency planning and made recommendations to campuses on the best practices for resolving the major challenges and deficiencies identified. One recommendation was formation of a Higher Education Subcommittee of the Missouri Homeland Security Advisory Council (HES-HSAC).

In May 2008, a second survey was sent from HES-HSAC to Missouri's public and independent two- and four-year institutions, with the intent of determining the impact of the recommendations of the *Securing our Future* report. Fifty-six institutions responded, representing a 100% return rate².

Finding # 1: All-hazards emergency response plan

In 2007:

- 28 institutions had an all-hazard emergency response system (50%)
- 2 institutions did not have an all-hazard emergency response system (4%)
- 26 institutions' plans were unknown (46%)

In 2008:

- 31 institutions had an all-hazard emergency response system (56%)
- 0 institutions did not have an all-hazard emergency response system (0%)
- 25 institutions have some plans in progress (45%)

Key Finding: Between 2007 and 2008, an additional three institutions had developed an all-hazard emergency response plan; however, additional information is needed to analyze the extent of plans at 25 institutions.

Finding #2: Ability to notify campus of emergency

In 2007:

- 30 institutions identified emergency notifications as the greatest challenge they face (54%)

In 2008:

- 19 institutions reported that their ability to communicate to the campus community in an emergency situation is less than effective (34%)

Key Finding: One-fifth to one-third of all institutions reported that communication with the campus community in an emergency situation remains a challenge.

¹ 2007 results were originally reported with $n = 36$. To achieve an overall picture of campus security issues results were recalculated 8/08 using $n = 56$ to compare 2007 and 2008 results. Not every respondent answered each question.

² 2008 results figured with $n = 56$. Some multi-campus systems submitted one response, rather than each individual campus uniquely responding. Reported percentages are approximates, with .5 and higher rounded up and .4 and below rounded down.

Finding #3: Coordination with local emergency responders

In 2007:

- 8 institutions coordinated development of their all-hazard emergency plans with local police (14%)
- 8 institutions included their local fire departments when developing all-hazard emergency plans (14%)

In 2008:

- 34 institutions developed their emergency plans with input from both local police and local fire departments (61%)
- 24 institution's law enforcement agencies have Memorandum of Understandings (MOUs) with local law enforcement agencies to establish jurisdiction (43%)
- 32 institutions' MOUs status is unknown (57%)

Key Finding: Between 2007 and 2008, an additional 26 institutions reported including local police and fire departments in developing campus all-hazard emergency response plans; however, the status of MOUs is unknown at over one-half of institutions (57%).

Finding #4: Training of decision-makers

In 2007:

- 13 institutions' decision-makers had completed training courses related to National Incident Management System (NIMS) or the Incident Command System (ICS) (23%)

In 2008:

- 30 institutions' decision-makers had completed training courses related to NMIS or ICS (54%)

Key Finding: Between 2007 and 2008, an additional 17 institutions' decision-makers completed NIMS or ICS training; however, nearly 50% of institutions' decision-makers have yet to complete recommended training.

Finding #5: Identifying and assessing at-risk individuals

In 2007:

- 20 institutions have a process in place to identify and assess distressed individuals (36%)

In 2008:

- 36 institutions have implemented intervention strategies for individuals who potentially pose a risk to themselves or others (64%)
- 42 institutions have established linkages in the community for referral to evaluate a student's need for involuntary mental health treatment (75%)
- 31 institutions have implemented intervention strategies that involve communication with parents/guardians of potentially distressed students (55%)
- 20 institutions offer 24/7 mental health services (36%)

Key Finding: Between 2007 and 2008, an additional 16 institutions developed a process to identify at-risk individuals; however, the status of 24/7 mental health services at nearly two-thirds (64%) of institutions and the status of intervention strategies for at-risk individuals at 36% of institution is not known.

RECOMMENDATIONS

- HES Subcommittee dialogue about (a) what information about institutions' security issues and plans is needed to fulfill our mission, (b) what information is crucial to the committee's work, and (c) what gaps and needs were identified that need to be addressed in the committee's work.
- Determine how best to obtain the information not provided on the 2008 survey.
- Use 20 key recommendations from the *ICLEA Blueprint for Safer Campuses* to develop a state best practices checklist and assessment tool.
- Link the HES Website to institutional emergency response system and communication plans.
- Host HES-sponsored statewide training opportunities.
- Create a safety profile of each institution for internal use and:
 - Create a process by which institutions can provide updates to their profile.
 - Provide links to information about campus programs.
- Seek Campus Public Safety agencies accreditation through Commission on Accreditation for Law Enforcement Agencies (CALEA) and the International Association of Campus Law Enforcement Administrators (IACLEA).
- Convene a meeting of all institutional presidents/chancellors and their designated Homeland Security Director/Coordinator to focus on campus security issues and facilitate dialogue about how to: (a) secure missing information, (b) best communicate with institutional leaders on an ongoing basis, (c) raise campus community awareness of safety and security issues, and (d) organize HES initiatives to best assist individual institutions.

Program Agenda and Schedule for the
Third Annual Conference on
Coordinated School and College
Safety and Security

Holiday Inn Executive Center
2200 I-70 Drive Southwest
Columbia, Missouri USA

Thursday and Friday, July 30-31, 2009

Edition Number 19—April 8, 2009—14:30 Hours

The *Third Annual Conference on Coordinated School and College Safety and Security* is intended to assist persons who govern and work in public and nonpublic schools and colleges and universities along with local law enforcement officials, the health community, fire fighters, emergency responders and all others who help in keeping Missouri's schools and colleges safe—*members of all these groups will benefit from attendance.*

While Missouri's schools and colleges are relatively safe places, they can always improve. This conference will:

- Promote information about *best practices* for making schools and colleges safer;
- *Share lessons learned* from prior incidents of violence that have taken place at educational institutions;
- *Bring together experts and professionals* to consider and discuss effective violence prevention and other intervention strategies to reduce risk to human life when emergencies occur;
- *Provide opportunities for networking* with a diverse group of professionals; and
- *Foster interaction with Governor Jeremiah "Jay" Nixon and key Missouri state officials* who influence policies and practices of schools and colleges.

As the name of the conference suggests, the provision of safe and secure schools and colleges requires a *coordinated* approach. One of the themes of the conference will be to understand the cooperative effort that is necessary to ensure that schools and colleges in Missouri's communities remain safe places

to grow and learn. This means that an extensive group of policymakers and practitioners must be meaningfully involved in planning and preparing for incidents that will mitigate the provision of safe and secure schools and colleges.

All conference events of the *Third Annual Conference on Coordinated School and College Safety and Security* will take place at the Holiday Inn Executive Center, 2200 I-70 Drive Southwest, Columbia, Missouri which will serve as the official conference hotel (telephone: 573-445-8531). The conference is produced by the Missouri School Boards' Association (MSBA), 2100 I-70 Drive Southwest, Columbia, in collaboration with a number of other entities. MSBA is solely responsible for the content and organization of the event. Peace Officers Standards Training (POST) credits are available to Missouri law enforcement officers who attend the conference—a total of eight (8) credits for an additional conference fee of thirty-five dollars (\$35).

Inquiries about the *Third Annual Conference on Coordinated School and College Safety and Security* should be directed to Dr. Joel D. Denney, Associate Executive Director, Missouri School Boards' Association (denney@msbanet.org; 573-445-9920 x 331).

Thursday, July 30

First Plenary Session, 9:00-10:30 a.m.

Presiding—

Dr. Carter D. Ward, Executive Director
Missouri School Boards' Association

Special Comments and Introduction of Keynote Presenter—

Peggy L. Taylor, President
Missouri School Boards' Association

Keynote Remarks—

“Threat Assessment: A Key to Avoiding Campus Violence”

Dr. Mary Ellen O'Toole
Federal Bureau of Investigation (FBI), Retired

Dr. Mary Ellen O'Toole is a recognized expert in threat assessments to mitigate incidents of violence. A former senior profiler with the FBI, Dr. O'Toole's remarks will focus on threat assessment considerations to avoid violence on K-12 school and collegiate campuses. Questions from the audience will be solicited by Dr. O'Toole following her formal presentation.

Thursday, July 30 Continued

Interactive Audience and Panel Discussion, 10:45 a.m.-12:00 p.m.

Presiding and Introduction of Discussion Topic—

Dr. Joel D. Denney, Associate Executive Director
Missouri School Boards' Association

Discussion Topic—

“You have an Active Campus Shooter and
Law Enforcement is Not There (Yet)—What are the Options?”

Panel—

Les Martin, President,
Missouri School Resource Officers Association

Brad Spicer, President,
SafePlans, LLC

Sergeant Kim Vansell, University Police,
University of Central Missouri

Greg White, Sheriff,
Cole County (Missouri)

Discussion Facilitator and Moderator—

Brent Ghan, Chief Communications Officer,
Missouri School Boards' Association

It's a topic that no one wants to consider or discuss—an active campus shooter and 'what to do' until law enforcement arrives. Such situations require intentional actions based on effective preparation.

This session will feature candid commentary on this subject from a panel of experts. The session will be “audience interactive”—questions and comments from the audience will be solicited and welcomed throughout the session's duration.

Thursday, July 30 Continued

Second Plenary Session, 12:15-2:30 p.m.

Plated Lunch

Presiding and Introduction of Keynote Presentation—

Dr. Robert B. Stein, Commissioner
Missouri Department of Higher Education

Keynote Presentation—

“Campus Emergencies and Lessons Learned:
A Panel Discussion with Audience and Expert Respondent Interaction”

Panel—

Jarvis Purnell, Graduate Student and Former Student Body President,
Northern Illinois University

Lieutenant Rhonda Swindle, Police Department
University of Central Arkansas

Dr. Gerald Wilmes, Medical Director and Director of Health Services
and Emergency Coordinator, Northwest Missouri State University

Expert Respondents—

Paul Fennewald, Coordinator, Missouri Office of Homeland Security

Mark James, Vice President of Administrative Services,
Metropolitan Community Colleges

Members of the panel in this session are from institutions that have experienced campus emergencies. On all but one of these campuses, the emergency resulted in the death of one or more students.

In this session, panelists will describe challenges in ensuring campus safety and share lessons learned in the aftermath of real emergencies. Expert respondents will provide commentary as a catalyst for dialogue among panelists and the audience.

Thursday, July 30 Continued

Concurrent Sessions, 2:45-3:45 p.m.

“Situational Awareness for Safety, Security, and Emergency Preparedness”

Presenter: Kevin Merritt, Program Coordinator, Missouri Sheriffs' Association

While most people understand the importance of being prepared for emergencies, many have not been given adequate training on what signals suggest the next emergency is underway. What are the signs? What should we look for? This session will provide real world basic concepts for improving one's personal level of protection and preparedness. Participants will leave this session with simple action steps they can put to use immediately upon returning to their school or college. (60 minutes)

“Common Hazards in School and College Classrooms”

Presenter: Ron Bilyk, Instructor, Missouri Sheriffs' Association

Is there something in your classroom or hidden in the boiler room, stairwell, or custodian closet that could cause death or harm to others? This session is designed to help create a culture and climate of safety in your school or college by heightening awareness and drawing out your ability to spot danger. Participants will leave this session with the knowledge of how to identify and correct hazardous situations (e.g. gravity and electrical hazards, poison, chemical, and burn hazards). (60 minutes)

“Higher Education Safety and Security: Best Practices in Promoting Safe Environments”

Presenters: Mark James, Vice Chancellor of Administrative Services, Metropolitan Community Colleges; Dr. Bernard McCarthy, Director of Community and the Social Issues Institute, Missouri State University

The Higher Education Subcommittee of the Homeland Security Advisory Council focuses its work on five overarching priorities. One of those priorities is Safe Environment. The Subcommittee strives to make Missouri's campuses safe places to learn and grow. Given that goal, this session is intended to share evidence-based best practices in the area of creating and sustaining a safe campus environment. Among other best practices, FEMA's

Thursday, July 30 Continued

Model for a Disaster Resistant University will be shared and discussed. (60 minutes)

“Higher Education Safety and Security: Best Practices in Communication and Collaboration”

Presenters: Lawrence Province, Safety Manager, University of Central Missouri; Angelette Prichett, Research Associate, Department of Higher Education, Higher Education Subcommittee of the Homeland Security Advisory Council

Participants in the *October 2003 National Summit on Campus Public Safety* identified communication and collaboration between postsecondary institutions and their local partners as a key issue in campus safety. This key issue was also identified in surveys conducted in 2008 and 2009 by the Higher Education Subcommittee of the Homeland Security Advisory Council. Survey results revealed that communication and collaboration were the biggest challenges faced by campuses. This session is intended to share evidence-based best practices in the area of communication and collaboration regarding prevention of, preparation for, and response to security-related crises. During this session, findings of Missouri-based survey responses will be shared, presenters will share their hints for establishing and maintaining effective campus/school/community partnerships, and opportunity will be provided for participants to share examples of successful inter-campus and campus and community communication and collaborations. (60 minutes)

“Surveillance Cameras in Schools and Colleges— The Current Technology and Key Issues in Deployment”

Presenter: William C. “Buddy” Mason, President, ADS

More and more schools and colleges—public and nonpublic—are using analog and/or digital cameras to monitor student and staff conduct. This session will update participants about the latest technology in surveillance cameras and identify important considerations in decisions to utilize such cameras. (60 minutes)

**ADD ONE ADDITIONAL CONCURRENT SESSION
DURING THIS TIME BLOCK**

Thursday, July 30 Continued

Third Plenary Session, 4:00-5:00 p.m.

***Presiding and
Introduction of Keynote Presenter—***
Mick Covington, Executive Director
Missouri Sheriffs Association

Keynote Remarks—
“Emotional Survival: Dealing with Hypervigilance”

Robert P. White, Deputy Chief of Police, Retired
Flagstaff (Arizona) Police Department

The hypervigilance required in detecting threats and planning and responding to emergencies can have a debilitating impact on the individuals involved. This session will focus on the issue of how the need of being constantly aware of one's surroundings can be adverse—professionally and personally. While the presentation will significantly focus on emotional survival for law enforcement, the session will be beneficial to any person whose job involves hypervigilance.

Robert White is a former Deputy Chief with the Flagstaff, Arizona Police Department, a graduate of the National Academy, 167th Session, of the Federal Bureau of Investigation (FBI), and a Leadership Development Instructor for the International Association of Chiefs of Police.

Conference Reception, 5:00-6:00 p.m.

Invitation Only Event—
Dinner and Meeting, 6:00-9:00 p.m.

**Higher Education Subcommittee of the
Homeland Security Advisory Council**

**Comments from Dr. Mary Ellen O'Toole
Federal Bureau of Investigation (FBI), Retired, with
Subcommittee Interaction**

Friday, July 31

Fourth Plenary Session, 7:30-9:00 a.m.

Buffet Breakfast

Presiding and Introduction of Keynote Presenter—

Paul Fennewald, Coordinator
Missouri Office of Homeland Security

Keynote Presentation—

“Improving Our Response: Lessons Learned from
Years of Incident Interdiction and Acts of Terrorism”

Aaron Richman, Co-Director
Institute of Terrorism Research and Response

The Israeli National Police, in general, and the Jerusalem Police, specifically, have dealt with acts of terrorism for many years. This presentation will identify “lessons learned” by the Israelis and offer emergency planning considerations and “best practices” in terror response and command.

Aaron Richman has had a distinguished career in the military and law enforcement in the Middle East. As part of these responsibilities, Mr. Richman served as Patron Commander in the Old City and Center City of Jerusalem where he was involved in a number of terror incidents.

Friday, July 31 Continued

Concurrent Sessions, 9:30-10:30 a.m.

“Situational Awareness for Safety, Security, and Emergency Preparedness”

Presenter: Kevin Merritt, Program Coordinator, Missouri Sheriffs' Association

While most people understand the importance of being prepared for emergencies, many have not been given adequate training on what signals suggest the next emergency is underway. What are the signs? What should we look for? This session will provide real world basic concepts for improving one's personal level of protection and preparedness. Participants will leave this session with simple action steps they can put to use immediately upon returning to their school or college. (60 minutes)

“Developing a High-Functioning Threat Assessment Team”

Presenters: Dr. Gerald Wilmes, Medical Director/Director of Health Services and Emergency Coordinator, Northwest Missouri State University; Clarence Green, Director of Campus Safety, Northwest Missouri State University and MACLEA President; Members of the Northwest Missouri State University Threat Assessment Team

Northwest Missouri State University's threat assessment team has been in place for nearly 10 years. During that time, the team has utilized quality improvement processes, benchmarking, national associations' research, and lessons learned from crisis incidents on campuses across the country to improve its utility. This session will focus on how to develop a high-functioning assessment team for your agency, school, or campus by addressing: *who* should be on the team, models by which the team can operate, scope of activity monitored by the team, *how* to effectively scan the environment for potential threats, and *how* to continually improve the team. (60 minutes)

“Higher Education Safety and Security: Best Practices in Promoting Safe Environments”

Presenters: Mark James, Vice Chancellor of Administrative Services, Metropolitan Community Colleges; Dr. Bernard McCarthy, Director of Community

Friday, July 31 Continued

and the Social Issues Institute, Missouri State University

The Higher Education Subcommittee of the Homeland Security Advisory Council focuses its work on five overarching priorities. One of those priorities is “safe environment.” The Subcommittee strives to make Missouri’s campuses safe places to learn and grow. Given that goal, this session is intended to share evidence-based best practices in the area of creating and sustaining a safe campus environment. Among other best practices, FEMA’s Model for a Disaster Resistant University will be shared and discussed. (60 minutes)

**ADD TWO TO THREE ADDITIONAL CONCURRENT SESSIONS
DURING THIS TIME BLOCK**

Concurrent Sessions, 10:45-11:45 a.m.

“Crisis Planning 101: A How-To Workshop on Planning”

Presenters: Paul Banta, Chief of Police, St. Louis Community College-Meramec; Jack Watring, Chief of Police, University of Missouri – Columbia; Bob Ahring, Director of Public Safety, University of Central Missouri

While it is tempting to leave crisis planning to campus law enforcement officials, the reality is that all members of the campus community have a role to play in planning for crisis. This practical session addresses issues of effective and comprehensive crisis planning. How do we involve all campus constituents in planning and preparing for crisis? How do we address the challenge of being able to quickly and effectively communicate with the entire campus community in the event of a crisis? Do all members of the campus community have adequate training? This session will describe crisis planning initiatives underway at three campuses and provide ideas for a comprehensive approach to emergency planning that can be replicated in other settings (60 minutes)

Friday, July 31 Continued

“Developing a High-Functioning Behavioral Incident Team”

Presenters: Shelli Allen, Dean of Development and Enrollment Management, Metropolitan Community College-Maple Woods; Dr. Jon Burke, Dean of Student Development, Metropolitan Community College-Blue River

Metropolitan Community Colleges recently created a system-wide Behavioral Intervention Team, designed to identify potential threats early and deal with them proactively. This session will focus on how to develop a high-functioning team for your agency, school, or campus by addressing: *who* should be on the team, models by which the team can operate, scope of activity monitored by the team, *how* to effectively scan the environment for potential threats, and *how* to continually improve the team. (60 minutes)

**ADD TWO TO THREE ADDITIONAL CONCURRENT SESSIONS
DURING THIS TIME BLOCK**

Friday, July 31 Continued

Fifth and Capstone Plenary Session, 12:00-2:00 p.m.

Plated Lunch

Presiding and Introduction of Keynote Presentation—

Dr. Joel D. Denney, Associate Executive Director
Missouri School Boards' Association

Keynote Presentation—

“A Panel Discussion on the Key Issues for
Missouri’s Schools and Colleges in Safety and Security”

Panel Moderator—

The Honorable Jeremiah “Jay” Nixon, Governor (Invited)

Panel—

John M. Britt, Director
Missouri Department of Public Safety

Margaret T. Donnelly, Director
Missouri Department of Health and Senior Services

Dr. Robert B. Stein, Commissioner
Missouri Department of Higher Education

Dr. Carter D. Ward, Executive Director
Missouri School Boards' Association

This capstone plenary session of the Conference will include a panel discussion on significant topics regarding school and college safety and security. The discussion will be led by Missouri Governor Jay Nixon. Audience questions and interaction will be solicited.



FOR IMMEDIATE RELEASE: Jan. 23, 2009

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Missouri to Implement Mental Health First Aid on College Campuses

Jefferson City – The violent murder at Virginia Tech on Jan. 21, less than two years after the shooting there that took 33 lives, reminds Missouri’s college administrators that campuses can harbor hidden dangers.

Campuses are like mini-communities, explains Angelette Prichett, research associate for the Missouri Department of Higher Education who works on campus security issues. “Each campus has many points of access to the bigger community, so they are vulnerable to the same influences that exist in society at large,” Prichett says. “And, just as the Virginia Tech cases illustrated, students who are under extreme stress may go unnoticed, with potential consequences for campus security.”

The Missouri Department of Higher Education (MDHE), partnering with the Department of Mental Health (DMH), will make Missouri one of the first states in the U.S. to train campus personnel in “Mental Health First Aid” to recognize and offer assistance to students who show signs of mental illness.

“So many mental health disorders begin before the age of 25, it’s critical to target young people,” says Dottie Mullikin, director of prevention for DMH. “The sooner the illness is diagnosed, the more likely it is that the individual can make a full recovery.”

Mental Health First Aid originated in Australia and has been used extensively there and in Canada. “Its effectiveness is well-documented,” Mullikin says. “It reduces the stigma of mental illness, increases the amount of help available and builds the confidence of people providing the help.”

The extent of training for Mental Health First Aid on college campuses will depend on funding. Mullikin hopes schools will implement ongoing training programs, especially for residence hall workers, faculty and others with frequent student interaction.

The departments of Public Safety, Health and Senior Services, Mental Health and Higher Education collaborate on a subcommittee of Missouri's Homeland Security Advisory Council. The subcommittee also includes representatives from police, fire departments, students, attorneys, college administrators and others to address campus security. The group is chaired by Commissioner of Higher Education Robert B. Stein.

"Our goals are to help colleges and universities create safe campuses by providing resources, communicating best practices, drafting legislation and conducting research," Stein says.

Surveys conducted in 2007-08 revealed that all of Missouri's colleges have emergency response plans in process or in place, but that one-third of them are still challenged to find a way to effectively communicate an emergency situation to the campus at large.

Survey results, as well as other helpful resources, can be found on the DHE Website at: <http://campussecurity.missouri.org/> The Website contains information on student privacy rights, curriculum, emergency planning, mental health, grants and resources, and more.

The subcommittee also seeks to pass legislation that would allow independent colleges and universities to hire armed, certified law enforcement officers to work on their campuses. Such a law exists for public institutions, but not private schools.

"The Subcommittee on Homeland Security provides resources, funding opportunities and practical information to help secure the state's college campuses," Stein says. "The tragedies at Virginia Tech make us all acutely aware that we need to take steps now to be prepared for future emergencies."

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AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

As expected, the new federal administration promises to introduce radical change to existing federal student loan programs. This item discusses recent actions that may have a significant impact on student loans and the Missouri Department of Higher Education (MDHE).

Discussion

On February 26, 2009, President Obama released his budget proposal for Fiscal Year 2010, which included a provision to shift the origination of new loans from the Federal Family Education Loan Program (FFELP) to Direct Lending beginning July 1, 2010. Because of its role as a FFELP guaranty agency, this proposal could significantly impact the MDHE.

On April 2, 2009, the House and Senate passed their respective budget resolutions. The House's proposal contains \$1 billion in reconciliation instructions to the House Education and Labor Committee. The instructions would require the committee to propose changes to education programs resulting in \$1 billion in budgetary savings. Although the intent is that the savings would come from implementing the President's proposals, primarily the phase out of FFELP, the committee would have complete discretion regarding how to achieve the \$1 billion savings.

The Senate's resolution does not contain reconciliation instructions to the Education Committee. In fact, the chamber expressed support for maintaining competitive student loan programs by passing Amendment 792, offered by Senator Lamar Alexander. The amendment's stated purpose is "to modify the Deficit-Neutral Reserve Fund for Higher Education, to maximize higher education access and affordability by ensuring that institutions of higher education and their students are able to continue to participate in a competitive student loan program, in order to maintain a comprehensive choice of student loan products and services."

The two budget resolutions now go to Conference Committee where the chambers will work out differences. Of particular interest to the FFELP community is whether the reconciliation instructions become part of the final budget agreement. If this occurs, the resulting reconciliation bill would only need a simple majority vote to pass, would be restricted to limited debate, and would be immune to filibuster.

STATUTORY REFERENCE

Section 173.030 (7), RSMo

Coordinating Board for Higher Education
April 23, 2009

RECOMMENDED ACTION

Assigned to consent calendar

ATTACHMENT

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

The process for making state aid payments to community colleges in FY 2009 will be monthly. All FY 2009 state aid appropriations are subject to a three percent governor's reserve.

The total FY 2009 state aid appropriation for community colleges is \$148,377,417. The amount available to be distributed (appropriation less the three percent governor's reserve) is \$143,926,093.

The payment schedule of state aid distributions for February 2009 through March 2009 is summarized below.

State Aid (excluding M&R) – GR portion	\$ 21,967,982
State Aid – lottery portion	1,204,822
Maintenance and Repair	<u>1,272,172</u>
TOTAL	\$ 24,444,976

The total FY 2009 distribution for July 2008 through March 2009 is \$108,133,913.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Economic Stimulus Update
Coordinating Board for Higher Education
April 23, 2009

DESCRIPTION

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act (ARRA) making available \$787 billion to stabilize and stimulate the American economy through job preservation, job creation, infrastructure, and other projects. The amount of money coming to Missouri through many possible streams will be determined by statutory formulas, existing federal formulas, and through the state's success in competing for grants.

State Fiscal Stabilization

A major part of stimulus funds will go directly to states to stabilize and supplement operating budgets. Some funds are specifically intended to maintain stability in total support for the K-12 foundation formula and the operating budgets of higher education institutions while providing revenue enabling states to avoid making deep cuts in other programs and services.

There are two main stabilization provisions in the ARRA. One is \$89 billion from an increased match rate for state Medicaid programs. In effect, the federal government will pay a higher percentage of a state's Medicaid bills, therefore saving the state money in that program. Missouri's estimated general revenue savings from this enhanced federal match rate is approximately \$1.6 billion. This enhanced match rate will be in effect for 27 months.

The other portion of the state fiscal stabilization is \$53.6 billion to be allocated to states under the general banner of education. The amount of money that would be allocated to Missouri under this section is approximately \$921 million. Of this amount at least 81.8% (approximately \$753 million) would be used to supplant existing state funding for elementary, secondary, and postsecondary education. There is no supplanting required to access the other 18.2% (approximately \$167 million), and the ARRA provides complete flexibility regarding the use of those funds for any other government services, which may also include education.

Reform, Quality Improvement and Accountability under Economic Recovery

As a condition for receiving stabilization funds for education, each state must provide the U.S. Department of Education with certifications that it will meet the four reform goals in the No Child Left Behind Law. States must certify that they will achieve equity in teacher distribution, establish a longitudinal data system, improve student academic achievement standards, and ensure compliance with corrective actions required for low-performing schools. Governors must also include baseline data for the assurances when submitting plans for use of their allocations.

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States also have monitoring and reporting requirements to demonstrate their accountability for use of the stimulus funds in the education sector.

Any state receiving stabilization funds must submit an annual report to the Secretary of Education describing: how the funds were distributed; the number of jobs saved or created; tax increases averted; progress in reducing inequities in the distribution of highly-qualified teachers; developing a longitudinal data system and implementing valid assessments; actions to limit tuition and fee increases at public institutions of higher education; and changes in the enrollments of in-state students at public institutions.

Impact for K-12

Approximately \$1.2 billion in ARRA funds will be distributed to Missouri school districts over the next two years through formula and competitive grants. The Department of Elementary and Secondary Education (DESE) plans to make these funds available to school districts after July 1, 2009.

The greatest portion of Missouri's ARRA allocations will be distributed to school districts via the K-12 foundation formula. Any funds not appropriated by the state legislature into the foundation formula will be distributed to school districts based upon the formula for allocating Title I funds. State fiscal stabilization funds distributed using the Title I formula may be used for any ESEA-authorized activities, including renovation, repair, or modernization.

An additional \$400 million will be distributed to public school districts under existing formula programs including Title I, Part A; Title II, Part D (Education Technology Grants); IDEA Part B (Special Education); and Title VII, Part B (McKinney-Vento Homeless Assistance Act). Current program guidelines remain in place for additional ARRA funds; however funds must be tracked separately from existing formula program funds.

Missouri public school districts may also apply for competitive grants including the School Lunch Equipment Program and "Doing What Works" grants for innovation in education. Competitive grant guidelines have not been released.

As these "one-time" funds are distributed to public school districts, considerations must be made for local maintenance of effort and supplement, not supplant guidelines. Guidelines for additional ARRA reporting requirements will soon be released by the United States Department of Education.

Impact for Higher Education

The result of the expected stimulus funding for higher education institutions is that core operating budgets will be held flat for FY 2010. The result for the larger state financial picture is that about \$2 billion will be available to spend without substantive restrictions. Because these state stabilization proceeds are one-time in nature, the higher education community has compiled an exhaustive list of potential one-time expenses for this money. These expenses are for capital construction, maintenance and repair of facilities, and equipment and technology purchases.

The Missouri Department of Higher Education (MDHE) intends to request increased funding for the professional development of teachers under the Improving Teacher Quality Grant (ITQG) program for overall improvement in education quality. The MDHE awards approximately \$1.2 million in ITQG funds each year. If the proposal is successful, the ITQG program would grow to \$5 million per year during the funded period.

Competitive Grants

Within the state stabilization portion of the stimulus package, the Secretary of Education has reserved \$5 billion for the “Race to the Top” program. The Secretary will award competitive incentive and innovation grants to reward states that have made the most progress on education reforms. Most of the \$5 billion will go toward supporting efforts to create better tests and to shore up data systems to track student achievement.

The remaining funds in the stimulus package will be distributed by federal agencies through competitive grants. State agencies, private industry, non-profit organizations or a combination of these entities may submit proposals for interventions and projects. However, most of the federal agencies that will administer these grants have not yet published the guidelines or deadlines for applications.

In order to position Missouri to take best advantage of this pocket of federal stimulus money, MDHE staff has been coordinating with higher education institutions and facilitating collaborations with various state agencies in order to generate ideas and to identify the most competitive projects to submit for potential funding.

Data/IT Infrastructure Projects

The stimulus package has specific provisions for building statewide data systems and for coordination of data collection. Together with the Missouri P-20 Council, MDHE is preparing a proposal for stimulus funds that would go to support P-20 initiatives including expansion of its pilot longitudinal database linking data on postsecondary education with records kept by the Department of Secondary and Elementary Education and employment data from the Department of Economic Development. The proposed statewide data system will allow for tracking teacher effectiveness, student preparation, and performance in order to better align academic curriculum between education sectors and with employer/workplace needs.

MDHE and the Governor’s Transform Missouri interagency workgroup received a proposal from the Missouri Research and Education Network (MOREnet) for the expansion of its fiber optic broadband network to increase access of schools, libraries, career centers, and community colleges in rural Missouri to the information superhighway. Related to the build out of the MOREnet fiber backbone are opportunities under the stimulus package for the expansion of public computer center capacity at public libraries and community colleges and for expansion of IT and data services to state agencies and offices.

Other Projects/Proposal Ideas

Other ideas submitted to MDHE for potential funding cut across many sectors including health care, energy, and campus safety/homeland security. There are significant funds for worker training and re-training attached to most of the stimulus initiatives. The MDHE is working with officials at related state agencies to develop a comprehensive statewide and sustainable workforce development system to re-train displaced workers and to train workers for new high-tech jobs in emerging fields. Several higher education institutions have provided input about their interest and capabilities for training health professionals and technicians for the green/renewable energy sector workforce.

MDHE will collaborate with the Department of Economic Development, the Department of Labor and Industrial Relations, and the Department of Natural Resources to support workforce development by linking higher education with business and industry for increased economic development. Greater collaboration between higher education and employers will result in better prepared workers for the higher-skill jobs expected in the global economy. Partnerships between research universities, regional universities, technical and community colleges, and the state's career centers can prepare Missouri's workforce for the anticipated jobs in the medium and high tech fields to support the state's economic development plan. Training and workforce development would be not only of high school graduates but also of displaced workers, returning military personnel, career changers and life-long learners.

With facilitation by the MDHE, institutions are forming collaborative partnerships that should lead to proposals for grants from the National Science Foundation to build technology research centers of excellence in alternative/renewable energy, human systems integration/biometrics, and homeland security/campus safety. Suggestions for other centers of excellence focus on research for education innovations and curricula reform to teach math and science to at-risk and underserved populations, to reduce the need for remediation, to close achievement gaps, as well as to provide strategies to reform preparation and professional development programs to improve the quality of the math and science teacher workforce.

The focus on job creation and emerging economic sectors has provided opportunities for the MDHE to add value to the education system by promoting the development of academic curricula for certificate programs and new degrees at Missouri's colleges and universities to better prepare citizens for employment and engagement in the complex knowledge-based economy.

Potential Cross-State Collaboration

Missouri could gain a competitive advantage among all states for federal stimulus funds by partnering with neighboring states to make interventions that would multiply the long-term impact of the stimulus money on the Missouri, regional and national economies. Illinois and Kansas have expressed interest in partnering with Missouri to submit competitive proposals in a number of sectors. Among the possible areas of collaboration are cross-state/interstate broadband connectivity, building a Midwest regional network of P-20 education/workforce

databases, energy sector workforce development, and establishing programs and interventions to improve college readiness and to reduce remediation among students.

STATUTORY REFERENCE

P.L. 111-5, American Recovery and Reinvestment Act of 2009

RECOMMENDED ACTION

This is an information item only.

AGENDA ITEM SUMMARY

AGENDA ITEM

Cape Girardeau Area Needs Analysis Report
Coordinating Board for Higher Education
April 23, 2009, 2009

DESCRIPTION

The Cape Girardeau Coalition Task Force, comprised of area business, community, and educational leaders, contracted with national consulting firm MGT of America, Inc. (“MGT”) to identify postsecondary educational needs in the Cape Girardeau region and to recommend the best delivery system to use in meeting those needs. The intent of this board item is to provide an overview of MGT’s final report and recommendations.

Background

Based on perceptions of unmet needs and interests in expanding postsecondary offerings in Cape Girardeau and the surrounding area, postsecondary institutions and local business/community leaders joined together and established the Cape Girardeau Coalition Task Force. Members pooled funds to work with an external consultant in identification of gaps in the current delivery system. The Task Force selected MGT through a competitive process to identify postsecondary education needs in the Cape Girardeau region and to recommend the best delivery system to use in meeting those needs.

MGT presented its final report to the Coalition on March 31, 2009, and provided detailed findings in the following:

- Market Conditions Affecting Demand
- Current Supply of Postsecondary Education
- Identified Program Needs
- Gaps and Barriers
- Program Access Options

Market Conditions Affecting Demand

The report notes that overall population in the Cape Girardeau area is increasing; however, projections show the population of residents ages 15 – 19 declining over the next decade. This will impact both high school enrollment and graduation rates. The report also identified trends in degree attainment and headcount enrollment with general comparisons between Cape Girardeau County (home of Southeast Missouri State University) and Greene County (home of Missouri State University). In general, while the number of bachelor’s degrees awarded in the Cape Girardeau area is comparable to statewide rates, the number of associate degrees awarded lags significantly.

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Current Supply of Postsecondary Education

The report provided a brief description of postsecondary education providers in the area, including Southeast Missouri State University, Mineral Area College, Three Rivers Community College, Shawnee Community College (IL), Cape Girardeau Career and Technology Center, Southeast Missouri Hospital College of Nursing and Health Sciences, and Metro Business College.

Descriptions included mission/purpose, main and branch locations, areas of study, enrollment and completion data, and trends regarding full time and part time enrollment. Also discussed were tuition rates and taxing districts. Overall, this section lays the groundwork for identifying educational needs in the area.

Identified Program Needs

MGT surveyed local high school and postsecondary students in fall/winter 2008 to identify student educational needs and interests.

- Approximately 15% of respondents stated that programs of interest were unavailable within the region
- One quarter of high school respondents indicated they were interested in a nursing degree
- Eighty-three percent of postsecondary students preferred the traditional, face-to-face course delivery option

MGT also surveyed local employers to identify workforce needs and preferences.

- Nearly half of respondents indicated that potential employees needed job-specific education and training.
- More than 44% of respondents identified technology training/certification was most needed.
- Seventy-two percent of employers stated that the cost of instruction plays a significant part in their decision to provide education and training for their employees.
- Employers overwhelmingly estimated that there will be a shortage of qualified applicants in allied health and skilled trades over the next five years.
- There is a broad array of training needs among local employers.
- Employers identified graduate degrees, associate degrees, and certificate programs as those levels most needed.

Gaps and Barriers

Face-to-face interviews, focus groups, and surveys were used to solicit feedback on perceived barriers and gaps to a successful postsecondary education. Some of those identified include:

- Non-traditional students may be “overwhelmed or intimidated” by the number of younger students at Southeast; a similar barrier exists at the Cape Girardeau Career and Technology Center

- Many prospective students would be first generation college students with low expectations for college success
- Jobs losses due to the economic downturn will likely increase the numbers of non-traditional students; however, lack of financial assistance may preclude many from enrolling or completing an academic program.

Program Access Options

MGT reviewed and analyzed the data gathered and developed five options for consideration by the Coalition:

- Collaborative Multi-Provider Model
- Expanded Services of Existing Community Colleges
- Convert Cape Girardeau Career and Technology Center to a Community College
- New Community College in Cape Girardeau
- Community College Division within Southeast Missouri State University

MGT developed a summary of these options (Attachment A) as well as a matrix outlining perceived advantages and disadvantages of each (Attachment B).

Other Key Observations

MGT highlighted several key observations in the report including:

- There is an educational attainment gap at the two-year level.
- Southeast Missouri State University is approaching capacity, leading to increased competitiveness for admission.
- Affordability remains a factor in deciding where, or if, to enroll in a postsecondary institution.
- The array of programs and services available to area students is confusing and may deter their pursuit of a certificate or degree.
- Divisiveness among the community may hinder a long-term solution.

Next Steps

Coalition members have agreed to continue their collaborative work to improve educational attainment and economic prosperity in the region. Coalition members are in the process of reviewing the formal MGT report, have invited public comment from concerned citizens, and are developing specific proposals for addressing identified gaps.

Conclusion

Various stakeholder groups over the years have discussed the need for additional postsecondary education in the Cape Girardeau County area. The Cape Girardeau Coalition Task Force has worked together to gain a better understanding of current and future education needs with the assistance of MGT of America, Inc., a national higher education planning and research firm. By

agreeing to continue as a Coalition, community, business, and educational leaders are increasing the likelihood of improving educational attainment and economic development in the region.

STATUTORY REFERENCE

Sections 173.005, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A	Summary of Options by Key Descriptors
Attachment B	Advantages and Disadvantages of Proposed Options

SUMMARY OF OPTIONS BY KEY DESCRIPTORS

Descriptors	Five Options to Expand Local Access to Higher Education				
	Multi-Provider Model	Expanded Services of Existing Community Colleges	Convert CTC	New Community College	Community College within Southeast Missouri State University
Site Characteristics	Local site would be leased	Local site would be leased/purchased	Use current location	Local site would be purchased	Site provided by University
Facilities	Lease existing building	Lease building(s)	Use current facility	New buildings	Assign space & utilize current classrooms
Programs Offered	Programs as needed by best provider	Duplicate selected main campus programming	Add general ed, expand tech ed (retain high school programs)	Develop technical ed and general ed courses and programs	Current undergraduate lower division curriculum
Services Offered	Limited shared services	Selected services on-site	Full service	Full service	Current services
Transferability of Credit	Case by case basis per program and provider	Main campus transfer agreements	New transfer agreements	New transfer agreements	Internal, but requires separate accreditation
Accreditation	Under existing institutional accreditation	Under existing institutional accreditation	New accreditation required	New accreditation required	Possible separate accreditation required
Control / Governance	New joint governing board among providers	Existing college board	New community college board	New community college board	Existing Southeast board
Approval Process	Individual provider admin, CBHE	Community college board and CBHE	School district, local taxpayers, CBHE	Local taxpayers and CBHE approval	Southeast board, CBHE, possible new legislation
Costs	Shared local and provider costs	College start-up and operating costs	Conversion costs / operating costs	Substantial capital costs, operating costs	Some additional University costs

MGT of America, Inc.

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ADVANTAGES AND DISADVANTAGES OF PROPOSED OPTIONS

Options	Requirements	Perceived Advantages	Perceived Disadvantages
Option #1 - Collaborative Multi-Provider Model	State/CBHE review and approval processes, cooperation of Southeast Missouri State as home campus in Cape Girardeau County, and approvals of provider institution Boards.	Lease existing facility, smaller scale start-up, moderate time to open, shared cost burden, multiple provider participation, flexible programming as needed, governance structure and administrative model as desired, less costly than new college start-up.	Similar to residence center model, fluctuations in program offerings possible, differing cost of attendance (tuition) rates, credit transfer issues may develop, need to identify and retain providers, and negotiate program responsibilities of each.
Option #2 - Expanded Services of Existing Community Colleges	Same as Option #1, plus may require establishment of a taxing district if in-district funding and tuition are needed.	Less costly than new college, identify and lease site/facility quickly, governance and administration responsibility of main campus, programming related to main campus strengths, time to open sooner than new college, support and administrative services from main campus, systems already in place, cost burden on colleges, transfer agreements established.	Priorities and responsibilities still to main campus, may need to alter service area designations, fluctuation in program offerings, less services than on main campus, may not be permanent commitment, tuition and fees set by Colleges, governance issues if more than one college involved, may not be able to complete a full degree on-site.
Option #3 - Conversion of CTC to Community College	Rigorous State/CBHE review and approval processes, initiation of proposal from local school districts, transfer or release of existing CTC property and facilities, creation of a new CC taxing district and voter approval, cooperation of Southeast Missouri State as home campus in Cape Girardeau County, and independent accreditation.	Less costly than new college with new facilities, time to open sooner than new college, infrastructure and facilities configuration ready to go, known and accessible location, under local control and governance, no competing interests or priorities at other locations can set own tuition rates, some faculty and staff readily available.	Time to open 2-3 years out, cost burden on community, potential displacement of high school enrollment at CTC, must develop own programs and services, identify and retain appropriate faculty and instructors, must develop transfer agreements.
Option #4 - New Community College	All listed in Option #2 except transfer of school district property.	Offers "fresh start" from historical alternatives and options, able to develop and add programs as needed, local governance and control, can set own tuition rates, no priorities or responsibilities to other locations.	Most costly option, longest time to open minimum 5 years, must acquire site and facilities, develop infrastructure, establish own Board, hire faculty and staff, develop own programs, transfer agreements, cost burden on community.
Option #5 - Community College Division at Southeast Missouri State	State and CBHE review and approval, approval of Southeast Missouri State Board, possible separate accreditation.	Lower cost option, all infrastructure, support and administrative services provided by University, space allocation (if available on campus or near campus), Gen Ed and lower division transfer programming already in place and accredited, "open enrollment" possible, set own tuition for CC division, minimize transfer credit difficulties, full cost burden on University.	If space not available on campus, then added costs, on-campus location may not be conducive to some underserved populations, Southeast would be responsible for program selection, may limit other provider participation, CC division would compete with other units for University resources and priorities, may require separate accreditation.

Directions to Capitol Plaza Hotel, Jefferson City, MO

FROM ST. LOUIS TO JEFFERSON CITY:

Take I-70 west to the Kingdom City exit. At the stoplight, turn left onto Highway 54 West. Follow Highway 54 to Jefferson City. When entering Jefferson City, you will cross the Missouri River Bridge. Proceed in the right lane and stay to the right for the McCarty Street Exit. At the light, make a left onto McCarty. The hotel is ahead two blocks on the right.

FROM KANSAS CITY TO JEFFERSON CITY:

TAKING HIGHWAY 50:

Take Highway 50 east into Jefferson City. Turn left onto Missouri Boulevard and proceed in the right lane. Turn right onto McCarty Street at the first light. The hotel entrance is on the right.

TAKING I-70:

Take I-70 East to the Highway 63 South exit in Columbia. Turn right and take Highway 63 South approximately 30 minutes to Highway 54 West. Follow Highway 54 to Jefferson City. When entering Jefferson City, you will cross the Missouri River Bridge. Proceed in the right lane and stay to the right for the McCarty Street Exit. At the light, make a left onto McCarty. The hotel is ahead two blocks on the right.

FROM COLUMBIA TO JEFFERSON CITY:

Take Highway 63 South to Highway 54 West. Stay in the exit lane to the right. Follow Highway 54 to Jefferson City. When entering Jefferson City, you will cross the Missouri River Bridge. Proceed in the right lane and stay to the right for the McCarty Street Exit. At the light, make a left onto McCarty. The hotel is ahead two blocks on the right.

FROM SPRINGFIELD TO JEFFERSON CITY:

Take I-44 East to Lebanon exit (Highway 5 North). Turn left onto Highway 5. Stay on Highway 5 into Camdenton and make a right onto Highway 54 East at the first light. Once in Jefferson City, take the Missouri Blvd. (Business 50) exit to right. Turn right onto Missouri Boulevard and take another right onto McCarty Street at the second light. The hotel entrance is on the right.