

Coordinating Board for Higher Education

Agenda of Meeting

**9:00 AM
Thursday
June 11, 2009**

**Magnolia Room, West Plains Civic Center
West Plains, 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: 9:00 AM
Thursday
June 11, 2009

PLACE: Magnolia Room, West Plains Civic Center
110 St. Louis
West Plains, MO 65775

Schedule of Events June 10 - 11, 2009

CBHE Work Session and Meeting

Wednesday, June 10, 2009

11:30 am – 5:00 pm **CBHE Work Session / CBHE Executive Session**
Room 214, Lybyer Technology Center
606 West Main Street
West Plains, MO

6:30 – 8:30 pm **Dinner with Missouri State University – West Plains**
Café 37
37 Court Square
West Plains, MO

Thursday, June 11, 2009

9:00 am – 12:00 pm **CBHE / PAC Meeting / CBHE Executive Session**
Magnolia Room, West Plains Civic Center
110 St. Louis
West Plains, MO

12:00 – 1:00 pm **Lunch**

1:00 pm - ?? **Continue CBHE Meeting / Executive Session (if necessary)**
Magnolia Room, West Plains Civic Center
110 St. Louis
West Plains, MO

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: 9:00 am
Thursday
June 11, 2009

PLACE: Magnolia Room
West Plains Civic Center
West Plains, 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 |
| 5. Nominating Committee | | Greg Upchurch |
| II. Presidential Advisory Committee | | |
| A. FY 2010 Budget Update | A | Paul Wagner |
| B. FY 2011 Budget Guidelines | B | Paul Wagner |
| C. Capital and Facility Review Update | C | Paul Wagner
Zora AuBuchon |
| D. Final Summary of Legislation | D | Zora AuBuchon |
| E. Legislation Implementation Update | E | Zora AuBuchon |
| F. Mission Review Update | F | Tim Gallimore |
| III. Action Items | | |
| A. Minutes of the April 23, 2009 CBHE Meeting
Minutes of the May 6, 2009 CBHE Conference Call | | Kathryn Swan |
| B. <i>Imperatives for Change</i> Baseline Report | G | Tim Gallimore |
| C. Curriculum Alignment Initiative (CAI) | H | Tim Gallimore |
| D. Learning Assessment in Missouri Postsecondary
Education (LAMP) | I | Tim Gallimore |

COORDINATING BOARD FOR HIGHER EDUCATION

E. Missouri Western State University Associate Degrees	J	Tim Gallimore
F. Expanding Access to Higher Education in the Cape Girardeau Area	K	Tim Gallimore
G. Administrative Rule Change	L	Leroy Wade
H. Early College Programs	M	Tim Gallimore

IV. Consent Calendar

A. Proprietary School Certification Actions and Reviews	N	Leroy Wade
B. Proprietary School Certification Program Update	O	Leroy Wade
C. Financial Assistance and Outreach Program Update	P	Leroy Wade
D. Academic Program Actions	Q	Tim Gallimore
E. Higher Education Subcommittee Update	R	Tim Gallimore
F. Student Loan Program Update	S	Leanne Cardwell
G. Distribution of Community College Funds	T	Paul Wagner

V. Items for Discussion, Consideration, and Possible Vote

A. Economic Stimulus Update	U	Tim Gallimore
B. P-20 Council Update		Kathryn Swan
C. Report of the Commissioner		Robert Stein

Executive Session

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

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**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
April 23, 2009**

The Coordinating Board for Higher Education (CBHE) met at 8:00 am on Thursday, April 23, 2009, at the Capitol Plaza Hotel in Jefferson City. Vice-Chair Greg Upchurch called the meeting to order. A list of guests is included as an attachment.

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

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

Committee Reports

Audit Committee

Ms. Zora AuBuchon reported that the Missouri Department of Higher Education (MDHE) is working with the US Department of Education (USDE) on resolving findings from a recent audit. Other agencies have had similar findings and are working together for resolution. The State Auditor's Office (SAO) has completed its statewide single audit, which examined agencies' federal funds. The MDHE does not expect any significant findings. The SAO has also initiated an informal inquiry into draw downs from the Lewis and Clark Discovery Initiative Fund. SAO staff may be in contact with institutions for information regarding project expenditures.

Student Loan / Financial Aid Committee

Dr. Helen Washburn reported that the Committee is continuing to monitor the progress of legislation related to changes in the Access Missouri program and establishment of the Missouri Promise program. In addition, with the exception of the Marguerite Ross Barnett program, FY 2010 state aid programs are expected to be maintained at the FY 2009 levels. Ross Barnett is projected to be cut approximately five percent. Finally, on-time FAFSA filings appear substantially higher for the 2009-2010 academic year indicating a positive result from outreach efforts to increase FAFSA filings by April 1st.

Strategic Planning Committee

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

Strategic Communications Committee

Ms. Mary Beth Luna Wolf reported that the Strategic Communications Committee continues to develop communication plans and working with campuses to increase public awareness and support for higher education.

Presidential Advisory Committee

FY 2010 Budget Update

Mr. Paul Wagner advised that there currently do not appear to be any significant changes in the HB 3 operating budgets for the department or institutions from FY 2009 appropriations. Some remaining issues to be resolved in conference include:

- Transfer of A+ and niche scholarships
- Caring for Missourians – the legislature is proposing \$10 million in one-time funding to be distributed by the MDHE. Budget writers have been advised that the nature of Caring for Missourians requires ongoing funding.
- UM related programs

FY 2011 Budget Preview

Mr. Wagner stated that the intent of this item is to prompt discussion regarding a unified approach to the FY 2011 budget requests. Last year, many governing boards had already sent forward requests prior to completion of the Higher Education Funding (HEF) framework for budget requests. Under the HEF model, to which the CBHE remains committed, there would be a coordinated request for core increases, a possible strategic initiative, and a potential for performance funding.

This year's strategic initiative - Caring for Missourians – is still being considered by the General Assembly. In addition, there may be funding available for maintenance and repair. As we look toward FY 2011, what kind of strategic initiative should be considered if there is support for base budgets?

Commissioner Robert Stein stated that it is to all our advantages for engaged discussion to occur prior to the CBHE retreat in August and the CBHE meeting in September. These discussions should take place even though there remain unknowns.

President Bruce Speck stated that institutions are experiencing an erosion of base budgets and that it would be difficult to consider strategic initiatives beyond how to preserve the core. The Governor may propose to hold funding flat for FY 2011 in exchange for no tuition increases,

which will mean additional internal reallocation of resources. This may also feed an appetite for not increasing tuition, which cannot happen if the state does not provide needed support. The base budget should be our biggest priority.

Commissioner Stein responded that there could be more focused, engaged discussion on a public policy framework regarding state support and tuition. Further, as a group higher education adopted the HEF model with three conceptual frames for budget and budget strategy.

- We are committed to a strategic initiative in the recommendations. If Caring for Missourians fails to receive funding this session or only receives one-time funding, what will be our approach in FY 2011? Should we propose a third year of Preparing to Care/Caring for Missourians, or should we consider a different initiative?
- We are committed to performance funding. Should we go forward similar to last year in which we proposed a pilot / proof of concept pilot, or should we do something else?

Commissioner Stein stated that MDHE staff will draft a more specific framework and general approaches for FY 2011 requests that will include not only questions but also suggested answers. The draft will be used to achieve a more concentrated, intentional focus as we proceed toward the FY 2011 appropriation recommendation.

Regarding tuition waivers, the Commissioner advised the department would abide by statute and fulfill the intent of the law such that all requests will be reviewed and considered on an individual basis.

The presidents and chancellors reiterated their concerns regarding funding and the impact that shortfalls have on quality. Ms. Luna Wolf added that these funding issues go back to strategic communications. The message has to be delivered across the state. We can talk to legislators but if their constituents do not understand and support the necessity of higher education, these issues will never change.

Capital Update

Mr. Wagner briefed the members on the status of capital appropriations for FY 2010. Since the printing of the board item, several changes have occurred:

- HB 18 Maintenance and Repair – The House has included \$135.8 million for maintenance and repair for colleges and universities using stabilization funds. The Senate has \$60 million distributed just among the universities and Linn State in HB 3. These items will be discussed in conference.
- HB 19 Capital Improvements – Funded entirely from stabilization funds, the higher education portion is primarily for completion of suspended LCDI projects. During the amendment process, other items were added including:

- The appropriation for the Mexico Plant Science Center, originally funded through LCDI, has been switched to the Missouri Technology Corporation from the University of Missouri.
 - \$3 million was added to Northwest Missouri State University for “alternative energy boiler replacement and upgrade.”
 - \$16 million was added to Jefferson College for “addition, renovation, and modernization for health, public safety, and homeland security facilities.”
 - \$1.6 million was allocated to Moberly Area Community College for the design and construction of a new building at the Hannibal satellite location. Local and other funds secured total \$3.4 million and land has been donated for this project.
 - \$8 million for Ozarks Technical Community College for “design and construction of a building at the Richwood Valley Campus...in Christian County.” Local funds of \$8 million are also involved.
 - \$7 million to Linn State Technical College for “planning, design, and construction of the Bootheel Advanced Technology Center” that will also involve Three Rivers Community College.
-
- HB 20 Various Projects – Funded from stabilization funds and includes projects other than capital such as \$10 million for the Missouri Power Resource Center involving Missouri Southern State University.
 - HB 21 Federal Stimulus Appropriations – Agencies will have to make specific grant applications for. The MDHE has three items expected to be added to the bill: Improving Teacher Quality Grant, enhancement of the P-20 longitudinal data system, and workforce development. Other funding will be available for which institutions may directly apply.
 - HJR 32 Bonding Issue – This resolution has passed the House and been referred to the Senate Appropriations Committee. A Senate hearing has been scheduled for Monday, April 27, 2009.

Facilities Review

Ms. AuBuchon reported that facilities review is traditionally undertaken by the MDHE in connection with the mission review process. The MDHE is looking at this review as a starting point of where each institution is in regard to capacity and need for maintenance and repair, and campus security. This summer the department will collect information and use the data as a framework for capital needs. If there are additional questions that should be asked, or if there is a way to narrow the focus of the questions, please contact the department. Ms. AuBuchon recognized Ms. Shannon Koenig, Research Associate, who will be participating in the reviews.

Commissioner Stein advised that the questions included in the April 16, 2009 facilities review letter are designed for discussion and to suggest issues that the MDHE feel are crucial to this exchange.

2009 Legislative Session

Ms. AuBuchon updated members on the status of higher education-related legislation. Several higher education pieces have been included in SB 291, the Education Omnibus Bill. This legislation would expand the A+ program to allow students from any public high school who meet set criteria to receive the award. The bill also includes the completer scholarship that would allow students who complete an associate degree at a community college to receive a scholarship to a four-year public university. The Omnibus bill also contains clarifying language for Bright Flight, immigration, and diploma mills.

Outside of the omnibus bill, the Senate perfected SB 558, which would create the Missouri Promise program. Questions have arisen from the various agencies involved regarding the fiscal impact of this program.

Immigration is also proceeding independently of SB 291. The House perfected HB 390 with little debate on the floor. The higher education lobbyists did well in explaining the challenges of the current law and the need for revision.

Other key legislative issues include Access Missouri. At this point it does not appear the bill will even come to a vote; should it fail, it is likely the issue will be revisited next session.

Finally, there continues to be discussion regarding legislation on UM governing board membership as Missouri may lose a Congressional District after the next census. There is support for two competing ideas for the 9th member:

- a voting student member; or
- an at-large member (one Congressional District will have two representatives).

The concealed carry legislation is viewed as problematic by the higher education community. The National Rifle Association (NRA) is a very strong lobby, especially on the House side. The MDHE urges institutions to contact their legislators to express their views on this issue.

President John McGuire asked about the opposition to moving A+ from DESE to MDHE and if institutions should take any action. Mr. Wagner stated that the unfortunate association with the large animal veterinary loan program necessitated the scrapping of the Governor's reorganizational plan. The House put the A+ program in the higher education appropriations budget when the bill was introduced. The Senate seemed supportive but for some reason the program was switched back. The only individuals who testified against the idea were A+ coordinators but there were likely others in the K-12 community who did not support the switch.

Legislation Implementation Update

There is a correction to this board item. The current information regarding the Lewis and Clark Discovery Initiative was provided by Paul Wagner in his presentation.

Ms. AuBuchon highlighted the Curriculum Alignment Initiative, which continues to make great progress. Additional information is provided under Tab M of the board book.

Regarding consumer information, 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. Over the summer, MDHE will be developing a process to determine what steps have been taken to ensure implementation of those rules.

Imperatives for Change Update

Dr. Tim Gallimore advised that, through in-depth consultation and collaboration between institutions and MDHE staff, the department has prepared a revised draft technical manual as well as a draft baseline report on *Imperatives for Change* and draft institutional performance measures. These documents include draft target goals or these measures, and MDHE staff encourages your careful review and feedback. The intent is to revise the documents based on your comments and suggestions and to present them to the CBHE at the June 2009 meeting in West Plains.

Commissioner Stein stated that the Board understands that presidents have not had adequate time to review and digest the information. MDHE staff drafted these goals to represent aspirations that are challenging but also attainable. These ideas are put forth in order to push the conversation forward. The MDHE staff is aware there may be different views on particular target goals and welcomes constructive suggestions for revision.

Mission Review

Dr. Gallimore advised that the mission review process is ongoing. Matrices are being developed to allow reviews to move forward uniformly for all institutions. Staff will prepare a crosswalk between the information submitted about institutional mission and the *Imperatives for Change* priorities. In addition, staff is reviewing academic program inventories to identify matches with institution focus.

So far, there are some institutional-level and statewide-level issues that will need to be addressed. We have completed one institutional review and received feedback so that we can continue to refine the process. We will have a preliminary report to the CBHE in June.

Administrative Rule Change

Mr. Leroy Wade advised members that the financial assistance area has been streamlining and updating administrative rules that govern program operations. The first set of rules approved in previous meetings will become effective in May 2009 with the second set scheduled to become effective July 1, 2009. The third set is the rule relating to residency as outlined in the board item. This is not an action item; the rule change will come forward for action at the June meeting.

This rule serves two purposes - determining eligibility for state student financial assistance and clarifying who is considered a resident for in-state tuition purposes. The State Student Financial Aid Committee has reviewed the proposed changes and had no substantive comments.

Action Items

Minutes

Ms. Patterson made a motion to **approve the minutes of the February 12, 2009 CBHE meeting and the minutes of the Mary 27, 2009 CBHE conference call.** Dr. Washburn seconded the motion, and the motion carried unanimously.

Dual Credit Policy

Dr. Gallimore reported that the Committee on Transfer and Articulation (COTA) is recommending changes to the current dual credit policy in order to eliminate ambiguity. In addition, the recommended changes will bring the policy into alignment with the guidelines of the Higher Learning Commission.

Presidents raised questions regarding applicability to independent institutions, appeals process, and program cost. Commissioner Stein stated that he would provide a more detailed follow up regarding aspects of the dual credit policy in order to clarify guidelines.

Dr. Washburn stated there seems to be a decline in academic field training. Why aren't high school faculty receiving masters-level training in their specialties? Commissioner Stein stated that we could make conjectures but there is no research. Dual credit in Missouri is specific in that the collegiate-level courses are taught by high school faculty. Ms. Luna Wolf recommended bringing the State Board of Education into the dual credit discussion so as to better understand which fields require master's degrees.

Mr. Kruse 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.

Ms. Carter seconded the motion, and the motion carried with the following votes: Doris Carter – aye; Lowell Kruse – aye; Jeanne Patterson – no; Mary Beth Luna Wolf – aye; Greg Upchurch – aye; and Helen Washburn – no.

Consent Calendar

Tab L – High School Graduates Report

Mr. Kruse asked if there were comparable data available on children entering kindergarten. The issue may come up during the meeting with the State Board of Education. The value of this type of report is shining a light on particular issues and trends.

Dr. Gallimore stated that Missouri does not yet have that level of input and analysis at the early childhood level, but the issue may attract stimulus funding as a P-20 initiative. This type of research would be very beneficial to Missouri and would help to prepare programs and teachers at all levels.

Mr. Kruse made a motion **to accept the items on the Consent Calendar**. Ms. Patterson seconded the motion, and the motion carried unanimously.

Items for Discussion, Consideration, and Possible Vote

Cape Girardeau Area Needs Analysis Report

Commissioner Stein stated that the final report is now public. There were five options put forth as potential ways to increase and enhance delivery of postsecondary options in the Cape Girardeau area. The coalition that pooled resources to hire the external consultant will continue to operate as a coalition and work collectively at determining next steps. The coalition will bring forward its recommendations at a future CBHE meeting.

Report of the Commissioner

Commissioner Stein acknowledged MDHE staff and expressed his appreciation for their hard work. As P-20 and Economic Stimulus will both be discussed during the joint meeting with the State Board of Education, those items will not be presented to the CBHE at this time.

Recess for Executive Session

Ms. Patterson made a motion **to go into Executive Session per 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.”** Dr. Washburn seconded the motion, and the motion carried with the following votes: Doris Carter – aye; Lowell Kruse – aye; Jeanne Patterson – aye; Mary Beth Luna Wolf – aye; Greg Upchurch – aye; and Helen Washburn – aye.

Adjournment

Dr. Washburn made a motion to adjourn the meeting. Ms. Carter seconded the motion, and the motion carried unanimously.

The meeting adjourned at 10:00 am.

Roster of Guests
Coordinating Board for Higher Education
April 23, 2009

Name	Affiliation
Zora AuBuchon	Missouri Department of Higher Education
Leanne Cardwell	Missouri Department of Higher Education
Carla Chance	St. Louis Community College
Kenneth Dean	University of Missouri - Columbia
Annette Digby	Lincoln University
Charles Gooden	Harris-Stowe State University
Constance Gully	Harris-Stowe State University
James Kellerman	MCCA
Jeremy Kintzel	Missouri Department of Higher Education
Shannon Koenig	Missouri Department of Higher Education
John LaNear	Grantham University
Jeff Lashley	Moberly Area Community College
Brian Long	COPHE
Kathy Love	Missouri Department of Higher Education
Michelle McClure	Harris-Stowe State University
Scott Northway	Missouri Department of Higher Education
Stacey Preis	Joint Committee on Education
David Rector	Truman State University
David Russell	University of Missouri System
Dwayne Smith	Harris-Stowe State University
Rochelle Tilghman	Harris-Stowe State University
Laura Vedenhaupt	Missouri Department of Higher Education
Leroy Wade	Missouri Department of Higher Education
Paul Wagner	Missouri Department of Higher Education
Beth Wheeler	Missouri Western State University
Rose Windmiller	Washington University

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF CONFERENCE CALL
May 6, 2009**

The Coordinating Board for Higher Education (CBHE) met at 4:30 pm on Wednesday, May 6, 2009 via conference call. The call originated at the Missouri Department of Higher Education (MDHE) offices in Jefferson City.

Chair Kathy Swan 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, Assistant Commissioner/General Counsel Zora AuBuchon, and Executive Assistant Laura Vedenhaupt were present from the MDHE.

Appointment of Nominating Committee

Chair Swan appointed the following to the CBHE Nominating Committee:

Greg Upchurch, Chair
Jeanne Patterson
Helen Washburn

Chair Swan charged the Committee to bring forth nominations for CBHE Chair at the June 11, 2009 meeting in West Plains. The Chair further charged the Committee with the development of selection criteria for CBHE Officers. The draft criteria will be provided to the Chair prior to the next meeting in anticipation of a formal report at the June 2009 meeting.

Adjournment

Mr. Upchurch 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; Jeanne Patterson – aye; Kathy Swan - aye; Greg Upchurch – aye; and Helen Washburn – aye.

The meeting adjourned at 4:40 pm.

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2010 Budget Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The purpose of this item is to update the Board on the status of the supplemental budget for FY 2009 and the operating and capital budgets for FY 2010. All budget bills have been passed by the General Assembly and await action by the Governor.

Department Budget – House Bill 3

The Truly Agreed and Finally Passed (TAFP) House Bill 3 does not include 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 bill also does not include the Governor's recommended 3% pay increase for department employees. However, the bill does include the Governor's recommendation for \$1.1 million in federal funds for the College Access Challenge Grant, the implementation of which is well under way.

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

The TAFP version of HB 3 does not include the Governor's recommended \$2,500,000 for an inflationary increase in the Access Missouri award amounts.

Other MDHE Student Financial Aid Programs

HB 3 includes a reduction in the appropriation for the Marguerite Ross Barnett scholarship program by 5% from \$425,000 to \$403,750. The bill provides for continued level funding for 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.

Coordinating Board for Higher Education
June 11, 2009

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 TAFP bill 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. **This program has been eliminated 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. **This program has been moved 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. **This program has been eliminated 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 TAFP bill reversed this transfer, placing the program back in the Department of Agriculture.**

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. **This program has been transferred to MDHE.**

College and University Operating Budgets

With regard to institutional operating budgets, the TAFP version of HB 3 is consistent with the Governor's recommendations in that they reflect the agreement that in exchange for a commitment to receive at least 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 TAFP bill 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 TAFP appropriation equals the amount of GR appropriated in FY 2006 plus the necessary funding from FBS funds 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 TAFP bill also includes an additional \$33.6 million from FBS funds for any one-time purpose. This \$33.6 million is distributed among all universities and Linn State based on the Caring for Missourians initiative. The community colleges are not included in the distribution of this funding.

The TAFP bill also eliminates 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 2010 capital improvement and maintenance and repair appropriations 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 TAFP bill includes a \$21,000 reduction (-2.5%).
- MOREnet – the TAFP bill includes a \$1,275,461 GR core reduction (-10.0%); and an additional \$3.3 million of FBS funds.
- University Hospitals and Clinics – the bill includes 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 bill includes the addition of \$126,123 (1.1%).

- Missouri Institute of Mental Health – the bill includes a \$91,994 reduction (-5.3%).
- Missouri Kidney Program – the bill includes a \$401,677 GR core reduction (-10%) with \$150,000 restored with FBS funds for a net reduction of 6.3%.
- State Historical Society – the bill includes a \$40,489 reduction (-2.7%).
- Spinal Cord Injury Research – same as FY 2009 (no change from Governor’s recommendation).

The TAFP bill also removes 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 Guidelines
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The purpose of this item is to offer a preview of and to 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 for Higher Education (CBHE) 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 a strategic initiative, and for rewarding quality and results (performance funding).

State Budget Overview

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 was supplanted from FY 2010 operating budgets then backfilled with 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 and may be spread out over two years.

Approximately \$711 million of FBS funding will be utilized throughout the state's FY 2010 on-going operating budget. There remains an estimated \$716 million of unbudgeted FBS funding. Therefore, at the present time, there are sufficient funds available to maintain current expenditure levels in FY 2011. However, the state's general revenue collections remain weak and there are mandatory increases in several areas of state government that must be covered in FY 2011. Unless general revenue collections increase enough to cover mandatory cost increases, the expenditure side of the ledger will face pressure to reduce costs.

However, since there are still FBS funds to be accessed through supplanting in FY 2011, higher education institutions will likely retain the protection of the provisions of the ARRA that preclude cuts below the FY 2009 level for one more fiscal year.

Coordinating Board for Higher Education
June 11, 2009

Maintaining Quality and Opportunity – Funding the Core Mission

Regardless of 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. In addition, while institutions did not raise tuition or fees for the 2009-10 academic year in return for at least flat state funding, that model is not sustainable. As such, without additional core mission funding increases there will likely be increased pressure on tuition and fee rates. 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 and affordable.

Improving Quality and Expanding Service and Opportunity – Strategic Initiatives

For FY 2010, the Coordinating Board had submitted "Caring for Missourians" as Missouri public higher education's strategic initiative. The governor recommended that this initiative be funded in full. As budget increases separate from the core budget, the General Assembly appropriated to each four-year institution one-time funding equal to each school's share of the Caring for Missourians initiative. This totaled approximately \$32 million dollars and, according to the wording of House Bill 3, may be used for any one-time purpose. In addition, the General Assembly appropriated \$13 million to the community colleges for maintenance and repair in House Bill 22.

The Governor announced his interest in having all institutions develop specific plans to maximize the benefit of these funds for expanding the capacity of health career training programs and define related accountability targets. The intent is to document the results of this investment and work with future General Assemblies to establish sustained funding for this initiative.

While institutions determine how to utilize this FY 2010 funding, a plan must be developed in terms of the strategic initiative request for the FY 2011. Once institutions clarify strategies for using FY 2010 funds, the CBHE will be better situated to consider another Caring for Missourians request for FY 2011 or look to address other pressing state needs. For example, most if not all additional funding available in FY 2011 would be one-time in nature. This may suggest putting forth a strategic initiative that is a good fit with one-time funding such as the "Protecting Investments" concept outlined by the HEF Task Force that would focus on urgent maintenance and repair needs.

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. 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 that supports overall quality and performance improvement.

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 and Facility Review Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) identified securing funding for capital improvements as a priority for FY 2010. The intent of this item is to provide the board with an update on legislative action regarding higher education capital, as well as update the board regarding other recent developments.

House Bill 22

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 projected levels. As a result, Governor Nixon reclassified certain LCDI projects in one of three categories: proceed as planned, suspend indefinitely, or under review.

Based on the results of the review, on February 13, 2009, Governor Nixon announced 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 are secured.

In House Bill 22, the General Assembly provided approximately \$108 million in Federal Budget Stabilization (FBS) funds to complete all remaining LCDI projects (this bill awaits the governor's action). These are:

- Truman State University: Pershing Hall (remaining partial funding)
- Missouri Technology Corporation (previous appropriation was to the University of Missouri): Plant Science Building, Mexico (remaining partial funding)
- 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

Coordinating Board for Higher Education
June 11, 2009

- 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

Other Items

Also included in HB 22 is \$13 million for maintenance, repairs, replacements, and improvements at community colleges. This money is to be divided equally among all community colleges.

In addition, HB 22 includes \$6.5 million for renovation and improvements at the Mid-Missouri Mental Health Center as part of this facility's transfer to the University of Missouri. This funding is in addition to the \$6,550,000 provided for this same purpose in HB 3.

House Joint Resolution 32

HJR 32, sponsored by Rep. Chris Kelly (D-Columbia), proposed 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 have been put on the ballot in November 2010 unless the Governor called for a special election on the measure.

The resolution was passed by the full House on April 16, 2009 and made it through the Senate Education Committee but was not passed by the full Senate.

Joint Committee on Capital Improvements and Leases Oversight

The Joint Committee on Capital Improvements and Leases Oversight has been charged with creating a review and ranking method for capital improvement projects and, in addition, ranking all known projects across state government by August 31, 2009.

The Committee has requested that the Coordinating Board gather information on all projects for institutions of higher education as present a prioritized list all projects to the Committee by July 15, 2009.

Institutions are currently working to generate the information requested for each project. COPHE and MCCA have been invited to submit a prioritized list of their respective institutions' projects in order to assist the Coordinating Board in the prioritization process.

Facility Reviews and FY 2011

MDHE staff has begun the summer-long facility review process as part of the overall mission review program. The information gathered from these reviews will be used, along with the information provided in conjunction with the Joint Committee's work, to help inform the Board's decisions regarding FY 2011 and support 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

Final Summary of Legislation
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

Several higher education-related bills were passed by the Missouri legislature during the 2009 legislative session, including bills that strengthen the P-20 Council, criminalize the use of phony diplomas, change or create financial aid programs, and clarify the responsibilities of institutions of higher education with regard to verifying students' citizenship status.

The following bills were truly agreed and finally passed this session. As of May 29, 2009, these bills are under review by the Governor and have not yet been signed into law.

P-20 Council

- [SB 291 Shields](#) (R-St. Joseph). This omnibus education bill contains language that would strengthen the P-20 Council by allowing it to operate as a private not-for-profit corporation, codifying its purpose (to create a more efficient and effective education system to more adequately prepare students for entering the workforce), and expanding 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, the Commissioner of Education, and seven members appointed by the Governor).

Crime

- [HB 62 Bartle](#) (R-Lee's Summit). This omnibus crime bill contains language criminalizing the use of a phony diploma. It also contains language that requires institutions to take certain steps when there has been a breach of security resulting in the disclosure of personal information.
- [HB 103 Wildberger](#) (D-St. Joseph). This bill would allow college and university police to respond to emergencies and provide services outside institution property lines if requested by local law enforcement.

Financial Assistance

- [HB 247 Loehner](#) (R-Koeltztown)/ [SB 152 Clemens](#) (R-Webster County). These bills revise the definition of "eligible student" as it relates to the Nursing Student Loan Program to allow individuals seeking certain degrees on a full- or part-time basis to participate in the program. The definition of eligible student would be changed to include a student who is working toward a doctorate in nursing or a doctorate in

Coordinating Board for Higher Education
June 11, 2009

education, or taking courses leading to the completion of educational requirements for a licensed practical nurse. Doctoral applicants can also be part-time students.

- [HB 427 Largent](#) (R-Clinton). This bill changes the laws regarding members of the military, veterans, and their families and revises the war veteran's survivor grant created by last year's [HB 1678](#). The changes are primarily definitional and would not change the number or dollar amount of awards.
- [HB 481 Jones](#) (R-Eureka). This omnibus courts bill includes language that will create a tuition waiver program for certain students who have been in foster care. The program is subject to appropriation to reimburse institutions for tuition waived pursuant to the new law.
- [HB 490 Schad](#) (R-Versailles). This bill allows all public vocational and technical schools to participate in the A+ Schools Program without stipulations. Last year's [HB 2191](#) inadvertently made some such institutions ineligible to receive reimbursement for A+ students; this bill clarifies that public vocational technical schools may receive students participating in the A+ scholarship program.

Immigration

- [HB 390 Nolte](#) (R-Gladstone). This bill clarifies issues that arose after the passage of last session's [HB 1549](#), including questions related to what documentation students must produce before they receive a "public benefit." The bill also requires institutions of higher education to annually certify to the MDHE that the institution did not knowingly award a "postsecondary education public benefit," as that term is defined in the bill, to a covered student who is unlawfully present in the U.S.

Management of Institutional Funds

- [HB 239 Jones](#) (R-Eureka) includes language creating "UPMIFA," the Uniform Prudent Management of Institutional Funds Act, in Missouri. It also includes language specific to the University of Missouri Board of Curators.

Miscellaneous

- [HB 265 Franz](#) (R-West Plains). This bill changes the laws regarding the Public School Retirement System of Missouri and the Public Employee Retirement System of Missouri. Affected employees may include some community college and university employees.
- [HB 272 Chappelle-Nadal](#) (D-University City). This bill 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. As part of the assessment, the task force would examine resources and services provided by research at institutions of higher education in the state.
- [HB 506 Funderburk](#) (R-St. Peters). This bill requires the Governor to issue an annual proclamation designating the third week of March as "Math, Engineering, Technology and Science (METS) Week."

Land Conveyance

- [HB 282 Stevenson](#) (R-Webb City) authorizes the Governor to convey state property in Jasper County, known as the Joplin Regional Center, to Missouri Southern State University.

- [HB 909 Brandom](#) (R-Sikeston) authorizes the Governor to convey state property located in Cape Girardeau County and St. Louis City. The property to be conveyed includes land located in St. Louis City that is currently being leased by Harris-Stowe State University. It will be conveyed to Harris-Stowe.
- [HB 918 Kelly](#) (D-Columbia) authorizes the Governor to convey state property located in Boone County, known as the Mid-Missouri Mental Health Center, to the Curators of the University of Missouri.
- [SB 15 Nodler](#) (R-Joplin) authorizes the conveyance and lease of certain state properties. This act authorizes the Governor to convey state property in Jasper County to Missouri Southern State University. The property shall not be conveyed until the Joplin Regional Center has been relocated to different property.

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
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	

Delivered to Secretary of State

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	Provides authority for the transfer of funds from the Advantage Missouri Trust Fund. The House and Senate have approved this bill. It was signed by the Governor on 4/7/09 and delivered to the Secretary of State the same day.	

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.	

Truly Agreed and Finally Passed

HB 3	Appropriations	
Icet	<i>Appropriates money for the expenses, grants, refunds, and distributions of the Department of Higher Education.</i>	
R	Includes operating budgets and grant/scholarship funding. Institutions' operating budgets were held flat, as were all scholarships (except Margaurite Ross Barnett, which was cut by 5%). This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).	
HB 7	Appropriations	
Icet	<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. This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).	
HB 13	Appropriations	
Icet	<i>Appropriates money for real property leases and related services.</i>	
R	This bill includes appropriations for the MDHE's property-related expenses. This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).	

* Bill Number

Category Subcategory

Sponsor

Official Description

Party

Additional Comments

Actions

** indicates activity this week*

[HB 17](#)

Appropriations

[Icet](#)

Appropriates money for capital improvement and other purposes as provided in Article IV, Section 28.

R

This is a reappropriations bill. It simply authorizes the completion of projects that were approved by the legislature in previous sessions, but which were not completed during the two-year period following their authorization. This bill includes authorization to complete LCDI projects.

This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).

[HB 21](#)

Appropriations

[Icet](#)

Appropriates money for supplemental purposes for the Department of Conservation.

R

This bill includes authority for the MDHE and all public institutions of higher education to receive and expend up to \$99 million in specified grants through the American Recovery and Reinvestment Act.

This bill was truly agreed and finally passed on 5/7/09. It will now be sent to the Governor for his signature -- or veto.

[HB 22](#)

Appropriations

Stimulus Funds

[Icet](#)

Appropriates money for capital improvement projects, for grants, refunds and distributions, planning, expenses, and to transfer money among certain funds.

R

This bill includes funding to complete all LCDI projects and funds for community college maintenance and repair.

This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).

[HB 103](#)

Campus Safety

[Wildberger](#)

Allows the executive officer of any public safety agency to enter into a mutual-aid agreement for reciprocal emergency aid and specifies that the Department of Public Safety will administer the state system.

D

This bill contains an amendment that would allow college and university police to respond to emergencies and provide services outside institution property lines if requested by local law enforcement.

This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature -- or veto.

[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.

This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).

[HB 272](#)

Miscellaneous

Research-based Contributions

[Chappelle-Nadal](#)

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.

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.

This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).

* Bill Number
Sponsor
Party

Category Subcategory
Official Description
Additional Comments
Actions
** indicates activity this week*

- * [HB 282](#) [Stevenson](#) **Institution-Specific** Missouri Southern State University
Authorizes the Governor to convey state property in Jasper County to Missouri Southern State University.
R
This bill was truly agreed and finally passed on 5/12/09. It will now be sent to the Governor for his signature -- or veto.
- * [HB 390](#) [Nolte](#) **Immigration**
Prohibits the enrollment of unlawfully present aliens in public institutions of higher education.
R
The current version of this bill cleans up confusion created by last year's HB 1549. It 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.
This bill was truly agreed and finally passed on 5/15/09, with an emergency clause. It will now be sent to the Governor for his signature -- or veto.
- * [HB 427](#) [Largent](#) **Grants & Scholarships** Veterans
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.
This bill was truly agreed and finally passed on 5/12/09. It will now be sent to the Governor for his signature -- or veto.
- * [HB 490](#) [Schad](#) **Grants & Scholarships**
Allows all public career-technical schools to participate in the A+ Schools Program.
R
This bill was truly agreed and finally passed on 5/12/09. It will now be sent to the Governor for his signature -- or veto.
- [HB 506](#) [Funderburk](#) **Miscellaneous**
Requires the Governor to annually issue a proclamation declaring the third week of March as Math, Engineering, Technology, and Science Week.
R
This bill is truly agreed and finally passed. It will now be sent to the Governor for his signature (or veto).
- [HB 909](#) [Brandom](#) **Institution-Specific** Harris-Stowe State University
Authorizes the Governor to convey state property located in Cape Girardeau County and St. Louis City.
R
This bill authorizes the Governor to convey State property located in St. Louis City, which currently is being leased by Harris-Stowe State University, to Harris-Stowe State University.
This bill was truly agreed and finally passed on 5/7/09. It will now be sent to the Governor for his signature -- or veto.
- * [HB 918](#) [Kelly](#) **Institution-Specific** University of Missouri
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.
This bill was truly agreed and finally passed on 5/12/09. It will now be sent to the Governor for his signature -- or veto.

* Bill Number
Sponsor
Party

Category Subcategory
Official Description
Additional Comments
Actions
** indicates activity this week*

* [SB 15](#) **Institution-Specific** Missouri Southern State University
[Nodler](#)
R *To authorize the conveyance of property owned by the state in Jasper County to Missouri Southern State University.*

This bill was truly agreed and finally passed on 5/11/09, with an emergency clause. It will now be sent to the Governor for his signature -- or veto.

* [SB 152](#) **Grants & Scholarships** Nursing Student Loan Program
[Clemens](#)
R *Modifies definition of eligible student for nursing student loan program.*
The revised definition would include doctoral students and would allow full- or part-time doctoral students to be eligible for the program.
This bill was truly agreed and finally passed on 5/13/09. It will now be sent to the Governor for his approval -- or veto.

* [SB 291](#) **P-20**
[Shields](#)
R *Allows school districts to offer courses in a virtual setting and receive state funding for virtual courses.*
Language pertaining to the P-20 Council has been rolled into this education omnibus bill. The version rejected by the House also included language that would create the Missouri Promise scholarship, expand A+, clarify certain provisions of the Bright Flight statute, criminalize the use of a phony diploma, and clarify institutions' responsibility with regard to verifying students' citizenship status.
This bill was truly agreed and finally passed on 5/14/09. It will now be sent to the Governor for his signature -- or veto.

Cross-Chamber: Delivered cross chamber for conference

* [HB 46](#) **Grants & Scholarships**
[Davis](#)
R *Changes the laws regarding the consent requirements for obtaining an abortion and creates the crime of coercing an abortion.*
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 passed this bill on 3/11/09, and the Senate passed a different version on 5/13/09.

* [SB 71](#)
[Stouffer](#)
R *Creates a tax credit for contributions to developmental disability care providers.*
This bill contains the provision for the House-proposed individual income tax cut for the 2009 and 2010 tax years. The Senate passed this bill on 4/9/09. The House passed a different version on 4/30/09.

[SB 171](#) **Campus Safety** Concealed Carry
[Griesheimer](#)
R *Modifies provisions relating to liquor control.*
This bill has language, originally contained in HB 645, that would allow people to carry concealed weapons on college campuses.
The House amended SB 171 to include concealed carry language on April 29. That same day, the bill was third read and passed in the House. The Senate refused to concur with the House's changes and on 4/30/09 requested a conference with the House. The bill is currently on the conference calendar.

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

* [SB 262](#) **Miscellaneous**
[Bartle](#) *Repeals portion of tolling statute that applies to former Missouri residents who have established residency in another state.*
R
This bill now includes a section that creates a tuition and fee waiver for undergraduate courses at state institutions of higher education for incoming freshman who were in foster or residential care at certain times in their life. This tuition and fee waiver begins with the 2010 fall semester. A student is eligible for this tuition and fee waiver, if they apply and are accepted at the school within a certain time period, apply for other student financial aid, request a determination of eligibility from the coordinating board for higher education, and complete at least 100 hours of community service each year. The waivers will be awarded each year, subject to appropriation, for up to four years, and may only be used after certain other sources of financial aid are exhausted. This section is identical to HB 686 (2009).
The House and Senate passed different versions of this bill and were unable to reach a compromise.

* [SB 377](#) **Miscellaneous**
[Rupp](#) *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.
The House and Senate passed different versions of this bill but were unable to reach a compromise before the end of session.

Cross-chamber: Laid Over

* [HJR 11](#) **Religious Issues**
[McGhee](#) *Proposes a constitutional amendment guaranteeing the right to pray and requiring free public schools to display the text of the Bill of Rights.*
R
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.
The House passed this resolution on 4/23/09. It was referred to the Senate General Laws Committee, which voted do pass on 5/7/09. The bill was then sent to the Senate Governmental Accountability & Fiscal Oversight Committee, which voted do pass on 5/7/09. The bill was laid out for discussion and then laid over on 5/13/09.

Cross-chamber: On Calendar

* [HB 316](#) **Miscellaneous** **Sunshine Law**
[Jones](#) *Changes the laws regarding the Open Meetings and Records Law, commonly known as the Sunshine Law.*
R
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 passed this bill on 4/23/09. It was voted out of committee in an amended form, then placed on the Senate calendar.

[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 passed this resolution on 4/27/09. The Senate Appropriations Committee voted do pass on a committee substitute on 4/29/09. The bill has now been set on the Senate calendar.

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

[SB 66](#)

Governance

[Scott](#)

Amends requirements for filing financial interest statements.

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 and the House passed it by consent on 4/20/09. It was laid out for discussion, then laid over on third reading on 4/30/09. It is now set on the House calendar.

* [SB 100](#)

Miscellaneous

[Schaefer](#)

Assesses fee on shippers that transport radioactive waste within Missouri.

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. The House Committee on Infrastructure & Transportation voted do pass on a committee substitute on 4/22/09, and the bill was referred to the House Rules Committee on 4/28/09. House Rules voted do pass on 5/7/09 and the bill was set on the House calendar.

Cross-chamber: Rules Voted Do Pass

[SB 79](#)

Grants & Scholarships

A+ and Missouri Promise Programs, Bright Flight

[Wilson](#)

Modifies the definition of "bullying" as used in school district antibullying policies to include cyberbullying and electronic communications.

D

This bill contains provisions for expansion of the A+ program, changes to the Bright Flight Scholarship Program, and the Missouri Promise Program. The bill 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.

This bill also has provisions to remove "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.

Lastly, the bill would prohibit the use or attempted use of false or misleading diplomas for admission to higher education institutions or in connection with businesses or employment.

The Senate passed this bill on 2/25/09. The House Elementary & Secondary Education Committee passed a committee substitute on 4/28/09, and the bill was referred to the House Rules Committee on 4/29/09. The House Rules Committee voted do pass on 5/7/09.

* [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 passed this resolution on 5/5/09 and it was reported to the House the same day. The House Rules Committee was scheduled to hear the bill on 5/13/09; Rules voted do pass on 5/13/09.

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

Cross-chamber: Rules Sent Back to Committee

* [SB 255](#) **Institution-Specific** University of Missouri
[Pearce](#) *Modifies the composition of the Board of Curators for the University of Missouri.*
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. House Rules voted do not pass on 5/11/09.

Cross-chamber: Referred to Rules

[SB 55](#) **Grants & Scholarships** A+ Scholarship Program
[Days](#) *Allows school districts to maintain permanent records digitally or electronically.*
D The House Committee Substitute contains a provision to allow all public vocational and technical schools to participate in the A+ Schools Program without stipulations. This language is from HB 490.
This bill passed the Senate on 2/25/09. It passed the House Elementary and Secondary Education Committee on 4/23/09. The bill was referred to the House Rules Committee on 4/24/09.

Cross-chamber: Heard by Committee

* [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, which originally appeared in HB 645.
Third read and passed in the House on 4/16/09. Referred to the Senate Judiciary Committee on 4/23/09; the committee heard testimony about the bill on 5/11/09.

Cross-chamber: Referred to Committee

[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 passed this bill on 4/22/09. It was assigned to the Senate Education Committee on 4/27/09.

[HB 744](#) **Miscellaneous** American Recovery and Reinvestment Act of 2009
[Icet](#) *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.*
R The House passed this bill 2/26/09. It was referred to the Senate Appropriations Committee on 3/25/09.

* Bill Number
Sponsor
Party

Category Subcategory
Official Description
Additional Comments
Actions
** indicates activity this week*

[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.

Cross-chamber: Second Read

[SB 540](#)

Institution-Specific

University of Missouri

[Schaefer](#)

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

R

The Senate passed this bill on 5/5/09. It was reported to the House and first and second read on 5/5/09.

Perfected

[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. This language was added to SB 291 (although it was stripped out before the bill was truly agreed and finally passed) and SB 79.

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.

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

On Calendar

[HB 190](#)

[Flook](#)

R

Miscellaneous

Job Training Programs

Modifies the job training program by expanding opportunities for pre-employment training.

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

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.

[HB 313](#)

[Yates](#)

R

Miscellaneous

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

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.

The committee conducted a public hearing on this bill on 2/10/09 and voted do pass on a committee substitute on 3/24/09. The House Rules Committee voted do pass on 4/2/09 and the bill was put on the House calendar.

[SB 29](#)

[Stouffer](#)

R

Institution-Specific

University of Missouri

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

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](#)

[Bartle](#)

R

Miscellaneous

Modifies various provisions relating to crime.

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.

[SB 264](#)

[Mayer](#)

R

Miscellaneous

Enacts provisions regarding the coercion of abortions.

"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.

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

Referred to Rules

HB 18 Icet R	Appropriations <i>Appropriates money for capital improvement projects involving the maintenance, repair, replacement, and improvement of state buildings and facilities .</i> This bill included funds for maintenance and repair at public institutions of higher education. The House Budget Committee voted do pass on a committee substitute on 4/20/09 and referred the bill to the House Rules Committee the same day. The Rules Committee conducted an executive session on 4/22/09 but did not take any action on HB 18.	Capital Improvements
HB 19 Icet R	Appropriations <i>Appropriates money for supplemental purposes.</i> The version of the bill approved by the House Budget Committee included funding for capital projects for OTC, Jefferson College, Moberly Area Community College, Linn State, MSU, Northwest, SEMO, Truman, and the University of Missouri (including Ellis Fischel). It also included funding for a new state office building that would have likely been the MDHE's new home had it been funded. Introduced 4/9/09. Heard by the House Budget Committee starting 4/14/09. The committee voted do pass on a committee substitute on 4/20/09 and referred the bill the the House Rules Committee the same day. Rules conducted an executive session on the bill on 4/21/09 but did not take any action on HB 19.	Federal Budget Stabilization Funds
HB 20 Icet R	Appropriations <i>Appropriates money for supplemental purposes.</i> The version of this bill approved by the House Budget Committee included \$10 million to the state's public colleges and universities or to the Caring for Missourians strategic initiative, with allocations to be determined by the MDHE. Introduced 4/9/09. Heard by the House Budget Committee starting 4/14/09. The committee voted do pass on a committee substitute on 4/20/09 and referred the bill the the House Rules Committee the same day. Rules conducted an executive session on 4/21/09 but did not take any action on this bill.	Federal Budget Stabilization Funds
HB 57 Wildberger D	Miscellaneous <i>Establishes the Registered Surgical Technologist Title Protection Act.</i> The version of this bill approved by the committee contains language that would require the MDHE to conduct a study before certifying a for-profit medical school to operate in Missouri, and to submit that report to the general assembly. The House Special Standing Committee on Professional Registration & Licensing heard testimony about this bill on 4/6/09 and voted the bill out on 4/22/09. The bill has now been referred to the House Rules Committee.	
HB 340 Cunningham R	Miscellaneous <i>Requires state agencies, public schools and colleges, and political subdivisions to use the traditional names of holidays.</i> 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.	

* Bill Number
Sponsor
Party

Category Subcategory
Official Description
Additional Comments
Actions
** indicates activity this week*

[HB 350](#)

Immigration

[Parkinson](#)

Modifies provisions relating to unauthorized aliens.

R

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 515](#)

Governance

University of Missouri

[Kingery](#)

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.

R

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.

Committee Voted Do Pass

[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.

[HB 738](#)

Grants & Scholarships

Veterans

[Schaaf](#)

Revises the meaning of the term "combat veteran" in the Missouri returning heroes' act by including that it could be a person who meets the university's requirements for Missouri residency.

R

Referred to the House Veterans Committee 2/19/09. The committee voted do pass on 4/21/09.

[HB 991](#)

Institution-Specific

Harris-Stowe State University

[Kratky](#)

Authorizes a conveyance of state property in St. Louis City to Harris-Stowe State University.

D

Referred to the House Committee on Corrections & Public Institutions 3/31/09, which voted do pass on 4/21/09.

[HB 1058](#)

Miscellaneous

[Smith](#)

Repeals various expired provisions of law as contained in the January 2009 Annual Report of the Joint Committee on Legislative Research on Laws Which Expire, Sunset, Terminate, or Become Ineffective.

R

Referred to the House Rules Committee 4/1/09, which voted do pass on 4/22/09.

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

[SB 344](#)
[Lager](#)
 R

P-20
Creates the P-20 Council to create a more efficient and effective education system.

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. This language was added to SB 79 and SB 291.

Committee Voted Do Not Pass

[HCR 7](#)
[Hodges](#)
 D

Miscellaneous Public School Employee Benefits

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.

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

Hearing Continued

[SB 390](#)
[Schaefer](#)
 R

Grants & Scholarships Access Missouri

Changes amounts of financial assistance awards for the Access Missouri Financial Assistance 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 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.

Heard by Committee

[HB 76](#)
[Lampe](#)
 D

Miscellaneous Autism Spectrum Disorder

Changes the laws regarding the identification, assessment, and education of children with autism spectrum disorder.

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.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

[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 829](#)

Miscellaneous

[Nolte](#)

Allows joint venture financing of certain educational facilities.

R

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 50](#)

Miscellaneous

Research-based Contributions

[Bray](#)

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

D

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.

[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.

[SB 78](#)

Miscellaneous

Mentoring Program

[Wilson](#)

Creates the Missouri Senior Cadet Program for mentoring of kindergarten through eighth grade students.

D

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 107](#)

Higher Education Expense Tax Deduction

[Green](#)

Creates an income tax deduction for higher education expenses.

D

In order to qualify, the taxpayer student or taxpayer claiming a student as a dependent would have 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.

* Bill Number
Sponsor
Party

Category Subcategory
Official Description
Additional Comments
Actions
** indicates activity this week*

[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.

[SB 486](#)

Miscellaneous

[Green](#)

Grants employees of any public body the right to form and join labor organizations.

D

The Senate Small Business, Insurance, & Industry Committee heard public testimony about this bill on 3/31/09.

[SB 568](#)

Miscellaneous

[Rupp](#)

Establishes the Recovery Accountability and Transparency Board and creates a state false claims act.

R

The Senate Governmental Accountability & Fiscal Oversight Committee heard public testimony about this bill on 3/26/09.

[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.

Referred to Committee

[HB 295](#)

Miscellaneous

Contracting

[Chappelle-Nadal](#)

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

D

"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.

[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.

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

[HB 332](#)

[Cunningham](#)

R

Grants & Scholarships

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

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.

[HB 483](#)

[Smith](#)

R

Grants & Scholarships

Establishes the Missouri National Guard and Missouri Reservists Family Education Grant.

This new grant would be funded by general revenue and could be used by students attending public two- or four-year institutions. The program would be administered by the MDHE.

Referred to the House Veterans Committee 2/5/09.

[HB 627](#)

[Schaaf](#)

R

Grants & Scholarships

Veterans

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

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

[HB 645](#)

[Munzlinger](#)

R

Campus Safety

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

This language was added to SB 171 and HB 668.

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

[HB 672](#)

[Low](#)

D

Governance

Prohibits gubernatorial appointees from holding office in or contributing to political parties or organizations and from taking part in any political campaign during their term of office.

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

[HB 750](#)

[Faith](#)

R

Miscellaneous

Professional Licensure

Establishes requirements for the licensure of naturopathic physicians.

Introduced and first read 2/17/09; second read 2/18/09. Referred to the Special Committee on Professional Registration and Licensing 2/19/09.

[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.

* Bill Number

Category Subcategory

Sponsor

Official Description

Party

Additional Comments

Actions

** indicates activity this week*

[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. Referred to the House Higher Education Committee on 4/16/09.

[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 on 3/23/09. Referred to House Committee on Elementary and Secondary Education on 4/16/09.

[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.

[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 1178](#)

Miscellaneous

[Dusenberger](#)

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.

[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.

* Bill Number

Category Subcategory

Sponsor

Official Description

Party

Additional Comments

Actions

** indicates activity this week*

[SB 23](#)

Tuition

[Callahan](#)

Designates that the gaming revenues derived from the repeal of the loss limits will be used for higher education tuition reduction.

D

This bill would create a fund to be used to reduce tuition at Missouri's public higher education institutions. The CBHE would administer the fund and implement procedures to reimburse public higher education institutions that either reduce tuition or "increase tuition at lower rates than previously designed." Gaming revenues derived from the repeal of loss limits total an estimated \$105-130 million per year.

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

[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. This language was amended onto SB 291 (although it was later stripped out in committee and not part of the bill that finally passed), SB 79, and SB 558.

[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.

[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.

[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.

* Bill Number
Sponsor
Party

Category Subcategory
Official Description
Additional Comments
Actions
** indicates activity this week*

[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.

[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 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.

[SB 213](#)
[Scott](#)
R

Tuition

Missouri Higher Education Savings Program

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

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.

[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 331](#)
[Justus](#)
D

Immigration

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

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.

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

Second Read

- | | | |
|---|--|--|
| <p>HB 55
Wildberger
D</p> | <p>Miscellaneous</p> <p><i>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.</i></p> <p>"Employer" includes community colleges and state institutions of higher education.</p> <p>Pre-filed. First read in the House 1/7/09; second read 1/8/09.</p> | <p>Employment Issues</p> |
| <p>HB 108
Bivins
R</p> | <p>Miscellaneous</p> <p><i>Requires all public governmental bodies to make and retain a verbatim audio recording of any closed meeting.</i></p> <p>Pre-filed. First read in the House 1/7/09; second read 1/8/09.</p> | <p>Sunshine Law</p> |
| <p>HB 117
Storch
D</p> | <p>Grants & Scholarships</p> <p><i>Establishes the "Twenty-first Century Scholars Program."</i></p> <p>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.</p> <p>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.</p> <p>Pre-filed. First read in the House 1/7/09; second read 1/8/09.</p> | <p>Twenty-first Century Scholars Program</p> |
| <p>HB 136
Hughes
D</p> | <p>Miscellaneous</p> <p><i>Establishes the Minority Business Enterprise and Women's Business Enterprise Oversight Review Committee to assist these business enterprises in bidding on state contracts.</i></p> <p>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.</p> <p>Prefiled. First read in the House 1/7/09; second read 1/8/09.</p> | <p>Minority and Women Businesses</p> |
| <p>HB 309
Nasheed
D</p> | <p>Miscellaneous</p> <p><i>Requires fiscal notes for proposed legislation and all applications for grants from state agencies to include minority impact statements.</i></p> <p>Introduced and first read in the House 1/15/09; second read 1/20/09.</p> | <p>Minority and Women Businesses</p> |

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

[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.

[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.

[HB 666](#)

Grants & Scholarships

Veterans' Families

[Witte](#)

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

D

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

[HB 686](#)

Grants & Scholarships

Foster Youth

[Bringer](#)

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

D

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. Rep. Calloway attempted to amend this language onto SB 291 in House Rules on 5/13/09, but his amendment failed. The language was also amended on to SB 262.

[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.

[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.

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

[HB 699](#)
[Zimmerman](#)
D

Miscellaneous

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

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

[HB 763](#)
[Grill](#)
D

Miscellaneous

Missouri Diploma and Transcript Act

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

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

[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.

[HB 869](#)
[Skaggs](#)
D

Miscellaneous

Prohibits credit card solicitation on college campuses.

Introduced and first read in the House 2/25/09; second read 2/26/09.

[HB 892](#)
[Schoemehl](#)
D

Higher Education Expense Tax Deduction

Authorizes an income tax deduction for certain public college tuition costs.

This bill would allow an income tax deduction for resident status tuition costs for students attending public four year institutions.

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

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

[HB 903](#)

[Kingery](#)

R

Grants & Scholarships

Missouri Promise

Establishes the Missouri Promise Program.

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. This language was amended into an early version of SB 291 but was stripped out before the bill was finally passed, and onto SB 79.

[HB 936](#)

[Wildberger](#)

D

Campus Safety

Sexual Assault

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

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 980](#)

[Hodges](#)

D

Miscellaneous

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.

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 983](#)

[McNeil](#)

D

Governance

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

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

[HB 989](#)

[Talboy](#)

D

Tenure

Requires all tenured or full-time professors at any state institution of higher education to be Missouri residents.

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

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

[HB 1006](#)

[Roorda](#)

D

Miscellaneous

Allows all employees of any public body to form and join labor organizations and present proposals to any public body relative to salaries and other conditions of employment.

Employees of Missouri colleges and universities are currently exempt from Section 105.510, RSMo, which gives public employees the right to organize. This bill would eliminate that exemption.

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

[HB 1007](#)

[Yates](#)

R

Institution-Specific

University of Missouri

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

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.

[HB 1037](#)

[Grisamore](#)

R

Miscellaneous

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

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.

[HB 1051](#)

[Thomson](#)

R

Institution-Specific

Northwest Missouri State University

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

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

[HB 1068](#)

[Hobbs](#)

R

Institution-Specific

University of Missouri

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

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 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 1120](#)

[Lampe](#)

D

Governance

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

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

* Bill Number
Sponsor
Party

Category Subcategory

Official Description

Additional Comments

Actions

** indicates activity this week*

[HB 1148](#)

[Holsman](#)

D

Institution-Specific

University of Missouri

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

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 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 1159](#)

[Meadows](#)

D

Miscellaneous

Institutes procedures for public employee collective bargaining.

This bill would remove the current exception for college and university employees and thereby give them the 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 1162](#)

[Brown](#)

D

Miscellaneous

Establishes the Missouri Commission on Prevention and Management of Obesity.

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 1174](#)

[Schlottach](#)

R

Institution-Specific

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

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

[HB 1188](#)

[Schoeller](#)

R

Miscellaneous

Prohibits the use of public funds for lobbying purposes.

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

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

HCR 14 Low D	Miscellaneous <i>Establishes the Missouri Child Poverty Council to examine child poverty in Missouri.</i> 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.
HJR 38 Nieves R	Life Sciences <i>Proposes a constitutional amendment prohibiting the expenditure of public funds for abortion services, human cloning, or prohibited human research.</i> 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.

First Read

HB 873 Schaaf R	Grants & Scholarships <i>Provides that homeschooled students shall be treated the same as non-homeschooled students for financial aid purposes.</i> Introduced and first read in the House 2/25/09.
SB 499 Cunningham R	Intellectual Diversity <i>Requires public higher education institutions to annually report on steps taken to ensure intellectual diversity.</i> 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

GRP 1 Nixon D	Grants & Scholarships Executive Order 09-09 <i>Reorganization Plan, to transfer post-secondary education assistance programs from various state departments to the Department of Higher Education Executive Order 09-09.</i> Introduced 2/4/09. This order was rejected by HR 552, which was approved by the House on 3/9/09.
HCR 44 Munzlinger R	Institution-Specific Land Grant Institutions <i>Urges Congress to recognize the importance of land grant agricultural research by continuing or increasing the current federal funding.</i> Offered 3/25/09.

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

Has Become Part of Another Bill

SB 182 Bartle R	Miscellaneous	Diploma Mills
	<i>Prohibits the use or attempted use of false or misleading diplomas for admission to higher education institutions or in connection with businesses or employment.</i>	
	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 SB 62, SB 79, SB 261, and SB 291.	

SB 245 Schaefer R	Student Data Security	
	<i>Creates consumer notification requirements for data security breaches.</i>	
	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.	

Pre-filed

HR 552 Dethrow R	Grants & Scholarships	Executive Order 09-09
	<i>Disapproves the proposed Reorganization Plan submitted by the Governor in Executive Order 09-09, which transfers various scholarship programs to the MDHE.</i>	
	The House approved this measure on 3/9/09.	

SR 304 Shields R	P-20	
	<i>Relating to the creation of the Missouri Senate Educated Workforce 2020 Committee.</i>	
	Adopted by the Senate 2/26/09.	

AGENDA ITEM SUMMARY

AGENDA ITEM

Legislation Implementation Update
Coordinating Board for Higher Education
June 11, 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 April 2009 board meeting, as well as of the programs the MDHE will not begin implementing because no funds have been appropriated for the programs.

Curriculum alignment

[SB 389](#) (2007) requires public two- and four-year institutions to work with the MDHE to establish agreed-upon competencies for certain entry-level collegiate courses. This requirement has been implemented through the Curriculum Alignment Initiative (CAI) and Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP).

The next phase of CAI beyond the entry- and exit-level competencies approved by the CBHE in June 2008 has continued. MDHE staff will present finalized drafts of the optimal entry-level competencies in Engineering and Engineering Technology/Information Technology for board action at the June 2009 meeting. Staff will also present a formal plan for dissemination of the approved competencies at the June meeting.

Cross-disciplinary entry-level competencies continue to undergo review and revision. Draft exit competencies for seven additional courses are currently being developed by the discipline workgroups.

The CAI Steering Committee will focus on formal roll-out of the approved competencies to key constituents, in the form of press releases, website redesign, and informational emails.

LAMP is submitting a status report to the CBHE for review and action at the June meeting that includes the group's work over the past nine months. The group was able to reach consensus on a number of themes, based upon the research of Missouri institutions and best practices as outlined in the literature.

Coordinating Board for Higher Education
June 11, 2009

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 will survey institutions this summer to confirm that these deadlines have been met.

Unfunded Programs

The CBHE requested funding for the War Veterans’ Survivors Grant created by [HB 1678](#) (2008) and the Studies in Energy Conservation program created by [SB 1181](#) (2008) in its FY 2009 budget request. Because neither program received an appropriation, the MDHE will suspend its implementation of these programs.

In addition, the CBHE requested an inflationary increase in Access Missouri award amounts pursuant to [§ 173.1105.4, RSMo](#). The legislature did not appropriate funds for this purpose. As such, the MDHE will not adjust Access Missouri awards to account for inflation. The next opportunity to request an inflationary increase is the FY 2012 budget.

STATUTORY REFERENCES

Chapter 173, RSMo, Department of Higher Education
Section 173.005.2(7), RSMo, Curriculum alignment
Section 173.1004, RSMo, Consumer information
Section 173.234, RSMo, War Veterans’ Survivors Grant
Section 640.216, RSMo, Studies in Energy Conservation Fund
Section 173.1105, RSMo, Access Missouri

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 2009						
SB 291	P-20 Council	This omnibus education bill includes language that will strengthen the P-20 Council by allowing it to form as a non-profit corporation and expanding its membership.	Beginning August 28, 2009	Work with P-20 Council to identify candidates for commission membership and explore possibilities relating to non-profit corporation formation	Commissioner	Because this bill has not been signed, implementation has not begun.
HB 62	Data breach	This bill requires agencies that maintain sensitive personal data to take certain steps in the event that that information is improperly disclosed.	Beginning August 28, 2009	Ensure that MDHE procedures are consistent with new state law	Missouri Student Loan Program staff and General Counsel	Because this bill has not been signed, implementation has not begun.
HB 427	War Veterans' Survivor Grant	This bill changes the laws regarding members of the military, veterans, and their families. Revises the war veteran's survivor grant created by last year's HB 1678 . The changes are primarily definitional and would not change the number or dollar amount of awards.	Beginning August 28, 2009	Ensure that MDHE implements program in a manner consistent with revised law	Grants & Scholarships	Because this bill has not been signed, implementation has not begun.
HB 481	Foster youth tuition waiver	This bill includes language that would create a tuition waiver program for certain students who have been in foster care.	Beginning August 28, 2009	Develop provisions (including, if appropriate, regulations) for the implementation of the program	Grants & Scholarships	Because this bill has not been signed, implementation has not begun.
			Fall 2009	Develop a FY 11 budget request that includes estimate of funds required to reimburse institutions to tuition waived	Fiscal & Legislative	
			Fall 2010	First semester waiver may be offered	Grants & Scholarships	

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
HB 390	Immigration	This bill clarifies the steps schools must take to ensure that only students who meet certain requirements with regard to citizenship receive postsecondary education public benefits, as that term is defined by the bill.	ASAP	Ensure that current procedures meet standards of new law	General Counsel	Implementation of this item has not yet begun.
Bills Passed in 2008						
HB 1678 / SB 830	War Veterans' Survivors Grant	The CBHE is responsible for administering up to 25 war veterans' survivor grants per year, promulgating rules to implement the program, and providing forms necessary to apply for the grant.	August 2008	Develop budget request that includes funds to provide grants	Grants & Scholarships, Fiscal Affairs	This item was included in the CBHE budget request for FY 2010. No funds were appropriated for the program.
			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.
HB 2191	Missouri Returning Heroes' Education Act	The CBHE is also responsible for ensuring that public institutions of higher education charge certain veterans no more than \$50 per credit hour.	August 2008	Provide guidance about implementation	Grants & Scholarships, General Counsel	The MDHE has made available a Q/A document regarding this act. It is available on the MDHE website at http://www.dhe.mo.gov/files/moretheroesact.pdf .
			August 2010	Develop budget request that includes funds to reimburse institutions for monies lost through waiver	Grants & Scholarships, Fiscal Affairs	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	The truly agreed and finally passed FY 10 budget includes an appropriation for this program. 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

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
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	This item was included in the CBHE budget request for FY 2010. No funds were appropriated for the program.
Bills Passed in 2007						
SB 389	Missouri Teaching Fellows Program	Creates the Missouri Teaching Fellows Program, which will offer loan forgiveness and stipends to individuals who teach in unaccredited school districts. The program will be administered by the MDHE.	2007-08	First participants must be recruited	Grants and Scholarships	The legislature has not appropriated funds for the administration of this program. The Department has 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. LINK: http://www.dhe.mo.gov/moteachingfellows.shtml
			2013-2014	First loan forgiveness payments/stipends must be paid		
			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	The next phase of CAI beyond the entry- and exit-level competencies approved by the CBHE in June 2008 has continued. MDHE staff will submit finalized drafts of the optimal entry-level competencies in Engineering and Engineering Technology/Information Technology for board action in June 2009. Staff will also present a formal plan for dissemination of the approved competencies to the board for action in June 2009. Cross-disciplinary entry-level competencies continue to undergo review and revision. Draft exit competencies for seven additional courses are currently being developed by the

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						<p>discipline workgroups.</p> <p>The CAI Steering Committee will focus on formal roll-out of the approved competencies to key constituents, in the form of press releases, website redesign, and informational emails.</p> <p>The Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP) is submitting a Status Report to the CBHE for review and action at the June 2009 meeting that includes the group's work over the past nine months. The group was able to reach consensus on a number of themes, based on the research of Missouri institutions and best practices as outlined in the literature.</p> <p>LINKS: <i>Curriculum Alignment Initiative website:</i> http://www.dhe.mo.gov/casinitiative.shtml</p> <p><i>Learning Assessment in Missouri Postsecondary Education website:</i> http://www.dhe.mo.gov/lamp.shtml</p>
SB 389	Higher Education Academic Scholarship Program ("Bright Flight")	The existing Bright Flight scholarship is revised to include students whose ACT/SAT scores are in the top 3% to 5% of all Missouri test-takers. Scholarships awards are increased to \$3,000 for those in the top 3 % and established at \$1,000 for the 3% to 5% range.	June/July 2009	Appropriation request for FY 2011 must be developed to include updated scholarship amounts	Fiscal Affairs	<p>Public materials (website and publications, etc.) 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.</p> <p>LINK: <i>Information about Bright Flight program:</i> http://www.dhe.mo.gov/brightflight.shtml</p>
			July 2010	Rule changes must be complete	Grants and Scholarships	
			August 2010	New scholarship award amounts become effective		

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
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. In addition, funding to complete all MOHELA projects is included in the truly agreed and finally passed version of HB 22.
				Review the funding of projects identified by Governor Nixon, in cooperation with the Office of Administration	Deputy Commissioner	
SB 389	Higher Education Student Funding Act (also known as tuition stabilization)	Establishes limits on tuition increases based on each public institution's tuition in relation to the statewide average and CPI. Institutions exceeding the limits can be fined up to 5% of their state appropriation unless a waiver is sought and approved by the Commissioner of Higher Education. Community colleges are not subject to these limits unless their average tuition for out-of-district students exceeds the state average.	2008-09 academic year and each academic year in the future	CBHE must review data submitted by institutions about tuition changes and make determinations about any waivers sought	Commissioner, Academic Affairs	<p>The board approved a policy to implement this portion of the law during 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	August 28, 2007	Statute becomes effective	General Counsel	The board approved the filing of an administrative rule to implement these provisions of the new law at its October 11,

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		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.				<p>2007, meeting. The rule has been filed and is now in effect.</p> <p>The rule requires that institutions post general course information by August 1, 2008, and that institutions post faculty evaluations to inform students registering for fall 2009 classes.</p> <p>Additional information regarding privacy issues, team-taught classes, and small classes was provided to institutions on August 27, 2008.</p> <p>MDHE staff will collect information this summer to ensure that all institutions have complied with the regulations.</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	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

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		pleads guilty to certain criminal offenses while receiving financial aid is eligible for renewed assistance. In the event of budget shortfalls, the maximum award will be reduced across sectors; for surplus, the maximum EFC allowed will be raised. Assistance provided to all applicants from any other student aid program, public or private, must be reported to the CBHE by the institution and the recipient.	August 2009 and every 3 years thereafter. Program will sunset at the end of FY 2013, unless reauthorized.	Award amounts may be adjusted to reflect inflation indicated by the CPI	Grants & Scholarships	<p>maximum and the EFC cutoff has been raised to \$14,000. No mid-year adjustments have been made.</p> <p>An item was included in the CBHE budget request for FY 2010 to adjust the award amounts to reflect inflation as provided in the authorizing statute. This increase was not included in HB 3 or any other budget bill.</p> <p>Staff has begun the process of simulations to determine best estimates for award levels for the 2009-10 academic year.</p> <p>LINK: Final regulation in the Code of State Regulations: http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf</p>

ITEMS NOT REQUIRING ONGOING ACTION

Bills Passed in 2009						
HB 62	Diploma mills	This bill criminalizes the use of false or misleading diplomas.	August 28, 2009	No action required	N/A	This bill does not require action by the MDHE.
HB 103	Campus security	This bill would allow college and university police to respond to emergencies and provide services outside institution property lines if requested by local law enforcement.	August 28, 2009	No action required	N/A	This bill does not require action by the MDHE.
HB 247	Nursing Student Loan Program	Changes the eligibility requirements for participation in this program.	August 28, 2009	No action required	N/A	This program is not administered by the MDHE. As such, no action is required.
HB 490	A+	Clarifies that all public vo-tech schools may receive funds for A+ students.	August 28, 2009	No action required	N/A	This program is not administered by the MDHE. As such, no action is required.
HB 1549	Immigration	This omnibus immigration bill requires applicants for state grants and scholarships to provide proof of citizenship before the applicants receive grants or scholarships.	August 28, 2009	No action required	N/A	The language created by this bill was changed by HB 390 (2009).
		This bill also requires employers to comply with certain requirements to verify prospective employees' legal citizenship status.	January 1, 2009	Verify that current employment procedures meet requirements of	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.

				the new law		
Ballot Measures Passed in 2008						
Proposition A: Repeal of casino loss limits	This initiative amends Missouri law to eliminate daily loss limits for gamblers at casinos. Proponents of the initiative claimed that it would provide benefits to the state including \$5-7 million annually to higher education, early childhood development, veterans, and other program.	Immediate	None	Fiscal Affairs	MDHE staff do not currently foresee any action required by this measure. Furthermore, the new law will not result in increased funding for higher education. The only money higher education receives from gaming is \$5 million annually for Access Missouri. This amount is capped by state law, as is funding for veterans. Only early childhood education is likely to receive additional funding as a result of this initiative.	Several bills that would redirect the additional revenues resulting from lifting loss limits have been introduced during the 2009 legislative session, including SB 23 , SB 56 , SB 139 . None of these bills has made significant legislative progress as of April 1, 2009.
Constitutional Amendment 1: English language only	This Constitutional amendment requires all governmental meetings at which any public business is discussed or decided, or at which public policy is formulated, to be conducted in English. This is an amendment to Article I of the Constitution, which sets forth the state's Bill of Rights.	Immediate	MDHE staff will ensure that CBHE meetings are conducted in compliance with this law	General Counsel	This measure will not affect CBHE meetings, which are currently conducted in English. The measure does not affect the MDHE's plans to begin issuing some of its publications in Spanish.	
Bills Passed in 2008						
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	Public institutions that willfully disregard CBHE policy can be fined up to 1% of their state appropriation.	August 28, 2007	Develop policy to implement this provision	General Counsel	The policy on fining institutions that willfully disregard CBHE policy was approved at the February 2008 board meeting. That policy is now in effect.

	policies					<p>LINKS</p> <p><i>Policy on fines:</i> http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc</p> <p><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</p> <p><i>CBHE-approved rule:</i> http://www.dhe.mo.gov/files/outofstate_publicinst.doc</p> <p><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		<p>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.</p>
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

Mission Review Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) has statutory responsibility to review the mission of public institutions every five years. This agenda item provides an update on the status of the mission review process.

Background

On December 4, 2008, the CBHE approved a three-phase plan to reinstate mission review and instructed the Missouri Department of Higher Education (MDHE) to proceed with the mission review process. The major 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. As Missouri moves into the 21st Century with a statewide public agenda for higher education as outlined in *Imperatives for Change* (IFC), the need for mission review becomes more critical to ensure optimal performance, transparency, and accountability of the system.

The CBHE has approved a collaborative process for the MDHE and public institutions to highlight institutional best practices and to assess progress toward statewide goals. The MDHE has moved forward over the last six months to review mission documents submitted by institutions. The result has been the identification and resolution of processing issues, generation of preliminary conclusions regarding the mission analysis focus areas, and the outlining of challenges that must be addressed as the mission review process continues.

Progress to Date

Under Phase I of the review process, institutions submitted mission documents and facilities plans to the department. MDHE staff developed standard procedures and matrices for analyzing the mission documents and for conducting a crosswalk between the official listing of CBHE-approved programs with the goals listed in *Imperatives for Change*.

MDHE staff has performed a detailed pilot analysis of several institutions including at least one institution from each of the major sectors: four-year, two-year, technical, regionally focused, and historically black institutions.

Coordinating Board for Higher Education
June 11, 2009

As part of the mission review process, MDHE staff is also analyzing campus master plans and conducting site visits of the institutions' facilities. Details on these activities may be found under Tab C – Capital and Facility Review Update. Initial reviews generated preliminary conclusions as well as answered questions regarding the foundational/philosophical approach to mission analysis. This information is being utilized as additional institutions undergo review.

Process

Approach to Analysis of Mission Documents

The intent of this analysis is to work cooperatively with institutions to understand better their unique missions and goals and to provide feedback on ways to better serve Missouri through coordinated statewide continuous improvement. The underpinnings of this process include:

- Collecting additional information to identify potential centers of excellence, partnerships, and institutional mission alignment with IFC;
- Identifying indicators that are utilized to provide evidence of mission goal progress to outside accrediting bodies;
- Ensuring coordination between institutional missions and IFC strategic issues and institutional indicators;
- Assessing current mission statements against those last approved by the CBHE; and
- Establishing criteria for continuous quality improvement programs.

Preliminary Conclusions

The following preliminary conclusions are based on a review of mission materials and internal data and information gathered by MDHE staff.

Mission and Supporting Document Review

- Institutions have developed strategic plans that support and complement their mission.
- There is some question as to whether mission statements effectively differentiate institutions on all pertinent dimensions.
- Some institutions have significantly different mission statements than those submitted to the CBHE for review and approval.
- Traditional mission documents, e.g., mission statement, vision, strategic plans, often do not provide sufficient detail regarding measurable indicators, criteria for success, or progress toward goals for MDHE staff to draw initial conclusions.
- Documents submitted for review do not always demonstrate that mission objectives are a pervasive part of institutional culture. For example, if teaching is of paramount importance, presumably documentation of faculty review procedures would take this into account.

Alignment with Imperatives for Change

- There is evidence of significant conceptual alignment with the goals of the statewide strategic plan. However, evidence of alignment at the indicator level is sometimes less clear.

- Documents show that some mission goals do not align directly with IFC but still show responsible stewardship of resources in order to fulfill statewide goals, e.g., facilities management, human capital development.

Program Inventory Analysis

- Initial reviews indicate that institutions focus resources on programs that support their mission and goals.
- An appropriate set of criteria, based on mission, region, service area, workforce needs, and distinction of program will be applied in order to accurately and equitably evaluate program distribution in the state.

Statistical Profile Review

- With the passage of time, mission differentiation on several criteria has shifted away from CBHE policy guidelines associated with “critical choices.”

Partnership Inventory

- Significant efforts are underway at many institutions to engage other educational institutions, businesses, and the community in partnerships.
- Initial reviews suggest that sometimes these partnerships are not adequately reflected in the supporting mission documents.

Next Steps

MDHE staff will continue its review of institutional documents along with analyses of institutional profiles and program data to complete Phase I of the mission review process. Staff will also confer and work with institutions to identify any additional information needed to complete the mission review.

Phase II of the review process will begin in July 2009 with MDHE staff working with institutional representatives to improve understanding of institutional mission goals and how they are implemented on each campus, to promote collectively institutional excellence areas and community partnerships, and to clarify alignment with IFC goals and indicators.

MDHE staff anticipates issuing a final report on mission review in December 2009.

STATUTORY REFERENCE

Section 173.030 (7), RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
June 11, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Imperatives for Change Baseline Report
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

Imperatives for Change: Building a Higher Education System for the 21st Century (IFC) serves as the statewide coordinated plan to promote improvement in and establish public reporting about priorities for Missouri's higher education system. The intent of this item is to present a report of IFC baseline data for approval by the Coordinating Board for Higher Education (CBHE) and to identify next steps in the development of the first annual IFC performance report.

Background

The adoption of IFC in July 2008 by the CBHE was the culmination of more than two years of consensus building with institutional presidents and chancellors. IFC addresses three major strategic issues:

- Educational Attainment
- A 21st Century Society and Global Economy
- Increased Investment, Stewardship, and Responsibility

IFC also includes several objectives and indicators (measures) for each strategic issue. During the past year, MDHE staff has worked with institutional representatives to develop agreements on definitions and sources for each IFC indicator. This process was used to determine availability of data and benchmarks as well as to ensure the accuracy, reliability, and comparability of data to be included in a baseline report. Of the 50 IFC indicators, data is reported for 37. One other represents disaggregated analysis for a total of 38 indicators for which data are available. The remaining 12 indicators require additional data collection including, in some cases, further agreement on methodological approaches.

The IFC Baseline Report is comprised of four sections: Baseline Data (Attachment A), Fact Book (Attachment B), Technical Manual (Attachment C), and Institutional Performance Measures (Attachment D). The Baseline Data section has a single page for each indicator with available data. In each case, the indicator number (as a cross-reference to its location in the IFC document), the agreed-upon indicator definition, baseline data for the most recent year, benchmarks presented in tables and/or charts, and summary bullets are provided. In addition, the page also references all institutions that identified a similar measure as an institution-specific indicator.

Coordinating Board for Higher Education
June 11, 2009

The Fact Book includes additional data detailing each indicator, e.g. disaggregated and trend data, where available. Relevant Fact Book data are also referenced on each page in the Baseline Data section and will be available electronically beginning Saturday, June 6, 2009 on the MDHE website (<http://www.dhe.mo.gov/ifc.shtml>).

The Technical Manual identifies the specific data sources used to report each indicator for which data is currently available and briefly summarizes reporting methodology as well as relevant definitions. The Technical Manual is also available electronically at <http://www.dhe.mo.gov/ifctechnicalmanual.shtml>.

Senate Bill 389 (2007) mandated the identification, definition, and reporting of two institutional performance measures by each of the state's public institutions. Attachment D provides a brief summary of available data detailing these measures.

Finally, Attachment E is the coordinated plan, *Imperatives for Change*, which is provided for reference in addition to the Baseline Report and its supporting materials.

Findings

In reviewing the baseline data, it is possible to draw conclusions about Missouri's performance relative to improvement from past years as well as in comparison with other states (based on national rank). Highlights of high, medium, and low performance include:

High

- Missouri ranked 6th in the number of graduate degrees completed per 1,000 residents by traditional students (age 18-25) in 2007-08.
- The state's national ranks in fall-to-fall persistence have improved from 21st in 2002 to 19th in 2008, and dramatically improved for part-time students, from 27th to 14th.
- State supported student financial aid has increased 140 percent since 2007.
- Missouri ranks 11th in production of graduate health degrees and 18th in the percentage of all degrees awarded in health fields in 2007-08.
- Missouri ranks 14th in the nation in federal grants and contracts for research performed at independent institutions.

Medium

- Missouri is comparable to the national average in educational attainment as measured by the percentage of the population with a bachelor's degree or higher, but lags top-performing states by nearly 10 percentage points.
- Missouri's most recent national ranks in total credit hour enrollment (18th) and overall annual degree completions (15th) are comparable to its population ranking according to the Census Bureau (18th for 2008).
- The state tracks with the national average in percent of family income required to pay for college at a public institution according to the nationally recognized *Measuring Up* report, last released in 2008. Independent Missouri institutions are relatively less expensive than the U.S. average but more costly than in surrounding states.

- The percentage of degrees granted in Missouri corresponding to METS fields in 2007-08 matched the national average (17 percent), but was slightly higher than contiguous states (15 percent).
- Missouri institutions spend significantly more than institutions in surrounding states on research and public service, though slightly less than the national average.
- Same-year college attendance for public high school graduates has remained stable at approximately 69 percent for the past five years.

Low

- Missouri ranks 43rd nationally in per-FTE appropriations for operating expenses, and has yet to attain FY2002 levels of state support.
- Missouri ranks 37th in the nation in the New Economy Index developed by the Kauffman Foundation to measure states' abilities to compete in a global, knowledge-based economy. Missouri ranked 28th in 2002.
- Only 29 percent of freshmen eligible for Pell grants filed a FAFSA by the April 1 deadline to qualify for Access Missouri funds in 2007-08. Comparable national data is currently unavailable.
- Missourians with bachelor's and graduate degrees earn substantially less than the national average, although differences in cost of living account for some of the disparities.

Target Goals

Designing a public agenda for higher education involves many steps, especially if it is to be supported by a diverse group of stakeholders. Having established agreed-upon measures, baseline data, and benchmarks, attention is now focused on specific targeted improvements in priority areas of importance to Missouri policymakers along with suggested timelines.

At the April 2009 CBHE meeting, MDHE staff shared target goals and timelines for each IFC indicator with available baseline data. Discussion with institutional representatives over the past weeks resulted in identification of the following outstanding issues:

- Rationale for specific target goals
- Higher education's ability to influence results

MDHE staff believes target goals should represent "stretch goals", i.e., improvements that require focused, individualized, innovative, and persistent efforts. Baseline data, trend data, and benchmarks should be analyzed to ensure target goals go beyond aspirations by being grounded in practicality, applicability, and comparability.

The process of setting target goals has focused attention on the complexity of IFC objectives and the fact that results are influenced by higher education's P-20 partners, such as the Department of Elementary and Secondary Education (DESE) and the Department of Economic Development (DED). Although many states are engaged in P-20 work, public agendas tend to be developed within silos rather than fostering an integrated education and workforce public agenda that is jointly developed.

Though IFC was not originally intended to serve as the state's P-20 Coordinated Plan, it does incorporate measures that will only be effectively addressed by collaboration with P-20 partners. Recent action by the Missouri legislature to expand the P-20 Council provides an important structure that may be used effectively to foster collaborative work on the state's priorities for an improved education and workforce system.

Next Steps

Much work remains associated with IFC, including continued development of target goals, integration of strategic planning in higher education into productive collaboration with P-20 partners, continued development of transparent reporting, and the development and implementation of action steps linked to the plan's goals, objectives, and indicators.

Some institutions have already weighed in to identify the indicators for which they believe postsecondary influence would be strongest. MDHE staff will work with institutions to reach consensus in selecting a set of indicators for which the MDHE and the institutions would acknowledge primary accountability. The MDHE will then work with institutions to develop challenging but realistic target goals for these indicators, which will be published in the IFC performance report to be presented to the Coordinating Board at the December 2009 meeting.

The coordinated plan and baseline report provide a foundation for more intensive P-20 planning involving other entities with a stake in the health of the state's educational system. In coming months, the MDHE will seek collaboration with DESE, DED, the P-20 Council, and other organizations best suited to influence the plan's measures and will work with all participants to reach consensus on target goals for indicators where greater responsibility is shared across sectors. In addition, the MDHE will work with institutions and with its P-20 partners to identify, plan, and implement cooperative initiatives that will address the plan's goals and objectives and will demonstrate commitment to a shared agenda for education and workforce development.

Finally, MDHE staff will work with institutions and with other partners to prioritize work on indicators for which no data are currently available and for which new data collections might potentially be required in order to include these indicators in future reporting.

Conclusion

MDHE staff look forward to working with the state's postsecondary institutions, the P-20 Council, DESE, DED, and other interested stakeholders to leverage the momentum created by IFC to define challenging but realistic target goals, to define the most high-impact action steps directed to the plan's goals and indicators, and to continue to strengthen transparent reporting of defined indicators.

To these ends, institutions have engaged in good-faith discussions about the role and definition of target goals to be defined in conjunction with IFC. The publication of draft goals in April 2009 served as a catalyst for these discussions. This momentum must be maintained as further work is outlined. Approval of baseline data along with trends and benchmarks will serve as a foundation for formalizing target IFC goals.

The *Imperatives for Change* baseline report will provide a revised framework for the performance report of the Coordinating Board and the MDHE that is submitted annually to the Governor and General Assembly. While feedback regarding reporting will continue to be welcomed throughout the fall, the annual performance report, including target goals, will be presented to the CBHE for approval at its December 2009 meeting.

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

It is recommended that the Coordinating Board for Higher Education approve the *Imperatives for Change* Baseline Report.

It is further recommended that the Coordinating Board commend presidents, chancellors, and staff at each institution for their collaboration, hard work, and dedicated efforts to develop the Baseline Report.

It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to use the IFC Baseline Report to work with presidents and chancellors in finalizing recommendations for:

- **a select number of priority target goals, i.e., those for which higher education institutions should have primary responsibility;**
- **illustrative strategic actions to maximize achievement of priority target goals;**
- **agreed-upon measures and data definitions for the 12 objectives with no data; and**
- **new data collection priorities within the constraints of time and resources.**

It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to work with the CBHE's P-20 partners and the Governor's staff in the development of an integrated Missouri public agenda for education and the workforce.

Finally, it is recommended that the Coordinating Board direct the Commissioner of Higher Education to work with presidents and chancellors in the development of a draft IFC performance report and a dissemination plan will be available for review and action by the CBHE at its December 2009 meeting in St. Louis.

ATTACHMENTS

Attachment A:	Baseline Data
Attachment B:	Fact Book
Attachment C:	Technical Manual
Attachment D:	Institutional Performance Measures Summary
Attachment E:	<i>Imperatives for Change: Building a Higher Education System for the 21st Century</i>

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Percentage of the population aged 25 to 64 who hold a degree or certificate

The percentage 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.

	2002		2007	
	Associate's or Higher	Bachelor's or Higher	Associate's or Higher	Bachelor's or Higher
Missouri	33%	27%	35%	27%
MO Rank	34	27	35	27
US Average	36%	28%	38%	29%
Contiguous States	38%	30%	36%	28%
High Funding States	36%	28%	42%	34%
Top Ten State Average			45%	36%

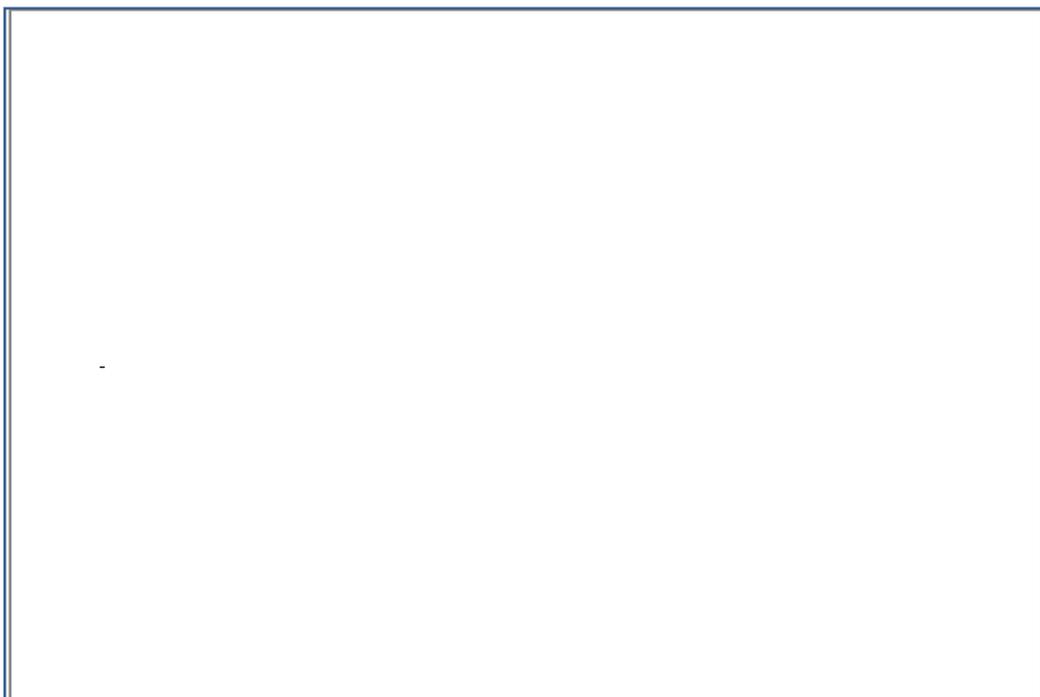
Source: Public Use Microdata Sample- American Community Survey

Missouri Baseline 2007

- Degree attainment remained stable for the past five years.
- Missouri 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.



Transfer student baccalaureate completion

A more mobile society has increased the frequency with which students transfer from one institution to another. Completion rates for transfer students are an important measurement of the effectiveness of support systems for these students.

Number and Percentage of First-Time Transfer Students Who Graduate from Public 4-Year Institutions within 4 Years, by Originating School Sector (AY2007-08)

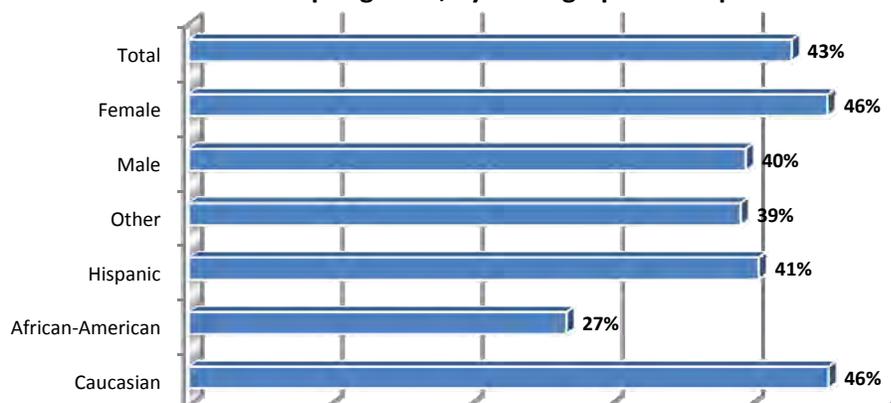
	2003 Cohort	2007 Bachelor's Graduates	2007 Graduation Rate
Independent 2-Year	46	24	52%
Independent 4-Year	670	263	39%
Public 2-Year	4,500	1,987	44%
Public 4-Year	1,306	664	51%
Out of State/Other	2,867	1,097	38%
Total	9,389	4,035	43%

Source: Enhanced Missouri Student Achievement Study (EMSAS)
Only Missouri Public Institutional data available and represented

Missouri Baseline 2007

- Transfer students from public two-year institutions graduate from public four-year institutions at a comparable rate to students from all sectors combined, and comprise nearly half the total entering cohort.
- African-American transfer students have less success attaining a bachelor's degree within four years of transfer than Caucasians and Hispanics.
- At first glance, graduation rates for transfer students are lower than the six-year graduation rate of first-time, full-time, degree-seeking 2001 cohort freshmen (56 percent through spring 2007). However, this comparison does not account for differing levels of credit transferred to the receiving institution by incoming students.

Graduation Rate of First-Time Transfer Students from Public 4-Year Institutions, Fall 2003 - Spring 2007, by Demographic Group



Increases in personal income from degree attainment

Earning power increases significantly with degree attainment. The earnings gap between Missouri and the national average might be attributed to a lower 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.

Median Earnings for those Employed and Not Currently Enrolled, Age 25-64, by Educational Attainment

	Less than HS	HS Diploma	Associate's	Bachelor's	Graduate	All
US Median	\$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
High State	NH	MD	MD	NJ	NJ	MD
	\$25,000	\$35,000	\$45,000	\$57,000	\$80,000	\$44,000
Low 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 the US median; for bachelor's degree holders, it is 88 percent of the US median.
- The median income level of Missouri degree holders is comparable to contiguous states.
- Educational attainment has a significant impact on earnings potential. The median earnings for those with a bachelor's are 156 percent higher than for those holding only a high school diploma.

Additional Fact Book data show . . .

- Across all demographic groups except Hispanics, Missouri residents earn 7 to 24 percent less than the national median.
- This earnings disparity is most pronounced among those with a bachelor's degree or higher, while those with an associate's or no degree earn more than the national median.
- Missouri 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 Missouri African-Americans with a high school diploma or greater are higher than the US median at each attainment level for African-Americans.

The number of postsecondary credit hours delivered

The number of total credit hours in which undergraduates enroll is about average in Missouri. Post-bachelor's credit hours, however, place Missouri among the top ten states for graduate education.

Total Credit Hour Enrollment by Level (AY2007-08)

	Undergrad	Graduate	Total
Missouri	7,735,387	1,165,321	8,900,708
Missouri Rank	18	14	18
US Average	8,035,707	940,922	8,976,629
Contiguous States Avg.	6,483,099	727,697	72,107,96
High Funding States	6,543,969	934,728	74,78,697
Top Ten States	21,672,174	2,682,606	24,227,668
High State	California	California	California
	53,710,160	5,472,881	59,183,041
Low State	Alaska	Alaska	Alaska
	558,282	38,660	596,942

Source: The Integrated Postsecondary Education Data System (IPEDS)

Missouri Baseline 2007

➤ Missouri's institutions of higher education enrolled students in almost nine million credit hours in AY2007-08.

Additional Fact Book data show . . .

➤ 30 percent of all Missouri credit hour enrollment was in 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 in which students are enrolled.

Number of degrees and certificates awarded

The number of degrees and certificates awarded 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.

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	8,943	15,317	32,648	16,271	73,179	20%
Missouri	6,425	14,454	37,864	23,223	81,966	12%
Missouri Rank	17	17	15	12	15	-
Contiguous States Avg.	9,817	11,951	26,573	13,279	61,619	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 ranks in the top half of all states in certificates and associate's degrees awarded per 1,000 residents age 18 to 25.
- In 2007-08, Missouri was among the top-ranked states, awarding almost 59 bachelor's degrees and 36 graduate degrees for every 1,000 18- to 25-year-olds.

Additional Fact Book data show . . .

- Missouri's degree completers are more likely to be Caucasian and/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.
- Almost 46 percent of all degrees in Missouri were awarded by independent four-year institutions, compared to only 26 percent nationally.

Degree Completions per 1,000 Residents Age 18-25, by Award Level (AY2007-08)

	Pop. 18 25 (2007)	Certificate	Associate's	Bachelor's	Graduate	Total Degrees
US Average	673,832	13.3	22.7	48.5	24.1	108.6
Missouri	644,199	10.0	22.4	58.8	36.0	127.2
Missouri Rank	17	23	19	14	6	10
Contiguous States Avg	522,080	18.5	23.5	52.5	22.8	117.3
High Funding States	601,671	9.6	20.0	41.5	22.8	93.9
Top Ten States	1,845,844	26.2	36.0	70.4	37.8	144.6
Highest State	California	KY	AL	RI	MA	AZ
	4,383,747	41.5	53.1	87.2	53.8	183.7
Low State	Wyoming	NJ	LA	AL	AL	AL
	61,537	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/Ethnicity Institution

Additional Information in Fact Book

Fall to fall persistence rate

Persistence rates measure the number of first-time degree-seeking students who enroll in a postsecondary institution, and then return the following fall at the same institution.

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%
High State	Connecticut	Pennsylvania	Rhode Island	Alaska
	86%	58%	80%	58%
Low State	Hawaii	Minnesota	New Mexico	New Mexico
	38%	23%	51%	34%

Source: The Integrated Postsecondary Education Data System (IPEDS)

Missouri Baseline 2007

- Approximately 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 . . .

- Full-time persistence has decreased slightly over the past four years in Missouri, but this trend varies by sector. Persistence rates at public and proprietary two-year institutions have declined, but public four-year institutions have increased slightly, and independent four-year institutions have remained stable. Proprietary four-year institutions have increased dramatically in re-enrollment.

Sector	Institution				
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

Institutional Performance

Measures

Increasing retention from year to year is a primary performance measure for:

- Missouri Southern State University
- Missouri State University.
- Missouri State University - West Plains
- Moberly Area Community College
- State Fair Community College

Sector Institution

Additional Information in Fact Book

Percentage of family income required to pay for college

The share of family income needed to pay for college helps measure the cost of higher education in Missouri. Without financial aid, lower income families pay a greater percentage of their income for college expenses than middle and high income families.

Percent of Family Income (Average of All Income Groups) Needed to Pay for College After Financial Aid -- AY2007-08 (States Ranked From Most Affordable)

	Public 2 Year	Public 4 Year	Independent
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%
High State	Arkansas 17%	Tennessee 13%	Idaho 26%
Low State	New Hampshire 34%	Pennsylvania 41%	New Mexico 110%

Source: Measuring Up 2008

Percent of family income is determined by the Net cost by income as it relates to Median Family income by family.

Institutional Performance

Measures

The University of Central Missouri 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).

Missouri Baseline 2007

- Relative to family income, 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 less of their family income on average than in Missouri.
- Attending an independent institution in Missouri is relatively less expensive than the U.S. average, but more costly than in surrounding states.

Additional Fact Book data show . . .

- The relative cost of a public 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 national trend in slightly improved affordability.
- Over the same period, the relative cost of a bachelor's from an independent institution has increased 15 percent.
- Missouri disburses less state aid, as a percentage of Pell aid to Missouri students, than the national average, surrounding states and highly funded states.
- Low income students pay 23 percent of their families' income to attend a low priced college, which is significantly higher than elsewhere in the country (18 percent).

Total student financial aid awarded

Cost can be 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.

Total Financial Aid Awarded to Students, by Type of Aid (FY2008)

	FEDERAL FUNDS		INSTITUTIONAL FUNDS		
	Title IV	Institution Matching Funds	Scholarships, Fellowships, Grants and Waivers	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	
	State Aid	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 Community College 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 state aid, up from \$70.7 million in FY2007.
- Over \$1 billion, or 40 percent, of all aid is need-based.
- While tuition and fees increased by 78 percent for resident public undergraduates students since AY1999-00, by FY2007 state aid had risen by only 45 percent. In the following year a dramatic increase in aid through Access Missouri resulted in an overall 140 percent increase in state aid since AY1999-00.

INCREASE DEGREE ATTAINMENT

Draft

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 do not receive assistance because they do not complete the FAFSA, or fail to meet the deadline.

FAFSAs Filed, by Estimated Family Contribution (Access Missouri Eligible Students, 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%

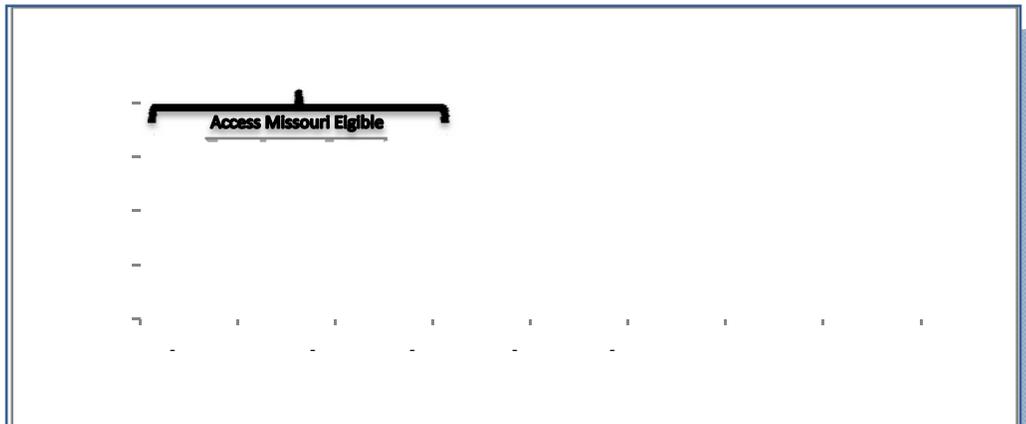
FAFSAs Filed by Adjusted Gross Income (AY2007-08)

	Less than \$50,000		\$50,000 to \$100,000		More than \$100,000		Total of FAFSA Filers	
	#	%	#	%	#	%	#	%
All FAFSA Filers								
Before April 1	67,759	35%	31,441	46%	15,637	52%	114,837	39%
After April 1	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 1. In 2007, two-thirds of eligible freshmen filers missed the April 1 deadline. This missed opportunity was most pronounced among those with the lowest incomes.
- Only 29 percent of freshmen who also qualify for a Pell Grant (EFC under \$4,110) completed their FAFSA by April 1.
- Access Missouri-eligible freshmen filers are less likely to file by April 1 than the overall student population (34 percent compared to 38 percent).



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.

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 portion 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%
High State	California	California	California	Wyoming
	\$11,098,331	\$11,552,699	\$11,759,821	94%
Low 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

General education assessment

Standardized tests provide one measure of student learning across disciplines.

Number and Percent of Students at Public Institutions Scoring above 50th Percentile on Nationally Normed General Education Examination

	Certificate		Associate's		Bachelor's	
	Number of Test Takers	Above 50 th %	Number of Test Takers	Above 50 th %	Number of Test Takers	Above 50 th %
FY2006	410	71%	5,089	69%	11,858	61%
FY2007	312	73%	4,585	66%	12,232	60%
FY2008	187	74%	5,103	67%	7,527	64%

Source: MDHE-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
 (Missouri Public Institutional data only available and represented)

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.

Institutional Performance

Measures

Three institutions have chosen a measure related to General Education Assessment.

- Jefferson College
- Missouri State University - West Plains
- Northwest Missouri State University

Major fields assessment

Standardized tests can measure student learning within specific disciplines and provide a basis of comparison with national norms.

Number and Percent of Students at Public Institutions Scoring above 50th Percentile on Nationally Normed Major Fields Examination

	Certificate		Associate's		Bachelor's	
	Number of Test Takers	Above 50 th %	Number of Test Takers	Above 50 th %	Number of Test Takers	Above 50 th %
FY2006	137	77%	763	72%	8,159	61%
FY2007	185	87%	881	62%	8,247	61%
FY2008	79	96%	833	61%	6,175	56%

Source: MDHE-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

Only Missouri Public Institutional data available and represented

Missouri Baseline 2007

- Pass rates at Missouri public institutions have varied by award level over the past three years. Certificate level student pass rates have increased dramatically, from 77 percent to 96 percent, while pass rates for associate's and bachelor's level students have decreased.

Institution

Additional Information in Fact Book

Licensure and certification assessment

Pass rates for licensure and certification exams are one indication of how well institutions prepare students to enter the workforce.

**Licensure and Certification Pass Rates/ Teacher PRAXIS Certification Pass Rates
(Public Institutions Only)**

	Licensure and Certification			Teacher (above 50th percentile) Post		
	Certificate	Associate's	Bachelor's	Bachelor's	Bachelor's	All
AY2006	94%	92%	90%	59%	71%	61%
AY2007	97%	92%	87%	61%	68%	62%
AY2008	91%	91%	83%	61%	74%	63%

Source: MDHE- Performance Indicator Survey

Only Missouri Public Institutional data available and represented

**Institutional Performance
Measures**

Three institutions have chosen a measure related to Licensure and Certification Assessment:

Mineral Area College
Moberly Area Community College
Three Rivers Community College

Missouri Baseline 2007

- Pass rates for licensure and certification at public institutions have declined at certificate and bachelor's levels over the past three years.
- The percentage of graduates from teacher education programs who pass the PRAXIS certification examination has remained stable.

Proposed Methodology

- Currently available data on licensure and certification provides single totals for all test-takers and pass rates by degree level for each institution. MDHE staff proposes revising data collection to disaggregate by field / exam, but also 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.

Institution

Additional Information in Fact Book



INCREASE DEGREE ATTAINMENT

Draft

Same year college attendance rates of spring Missouri high school graduates

This indicator measures the percent of Missouri's public high school graduates who will go directly to college after graduation.

Same Year Attendance Rates of Missouri Spring High School Graduates					
	2004	2005	2006	2007	2008
Number of 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%
Workforce	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 remained basically stable for the past five years.

Additional Fact Book data show:

- 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.



Additional Information in Fact Book

Postsecondary enrollment for 18- to 24- year-olds

This indicator measures enrollment percentages for traditional college-age students.

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%
High State	AK	RI	ND	HI	MA	MA
	74%	60%	43%	3%	27%	3%
Low State	RI	AK	AK	VT	WY	WY
	40%	26%	22%	0%	2%	0%

Source: American Community Survey

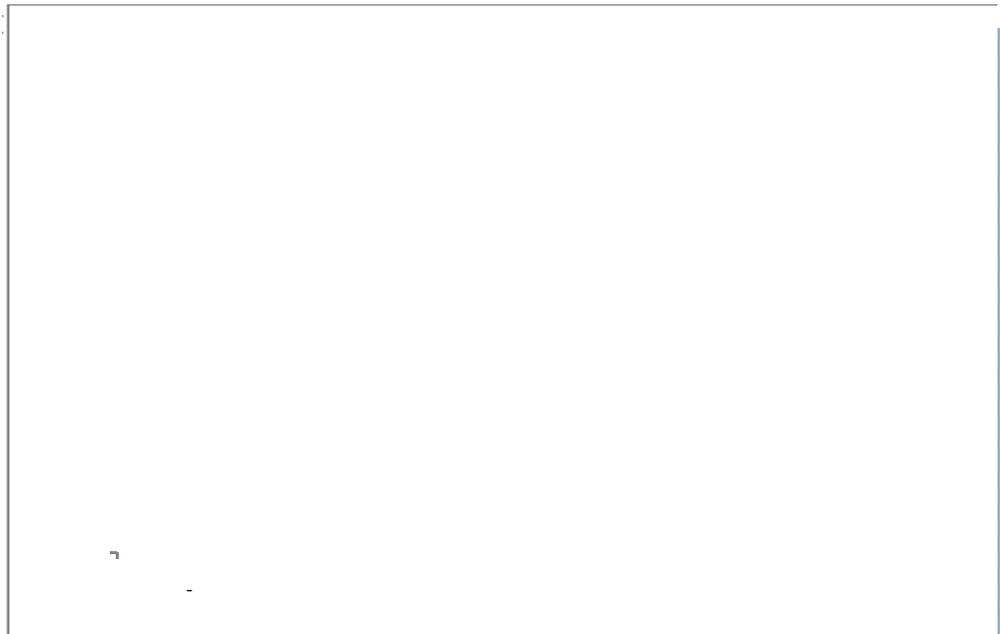
Missouri Baseline 2007

➤ Missouri (43 percent) trails slightly behind the national average (45 percent) and surrounding states (45 percent) in the total percent of 18- to 24-year-olds enrolled in higher education.

➤ 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 and these enrollment gains are distributed across all demographic groups.
- However, racial minorities remain under-represented in every sector of postsecondary enrollment.



Institutional Performance

Measures

Lincoln University has chosen total headcount enrollment of minorities as an institutional performance measure.

Gender Race/Ethnicity
Geography Degree Level

Additional Information in Fact Book

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.

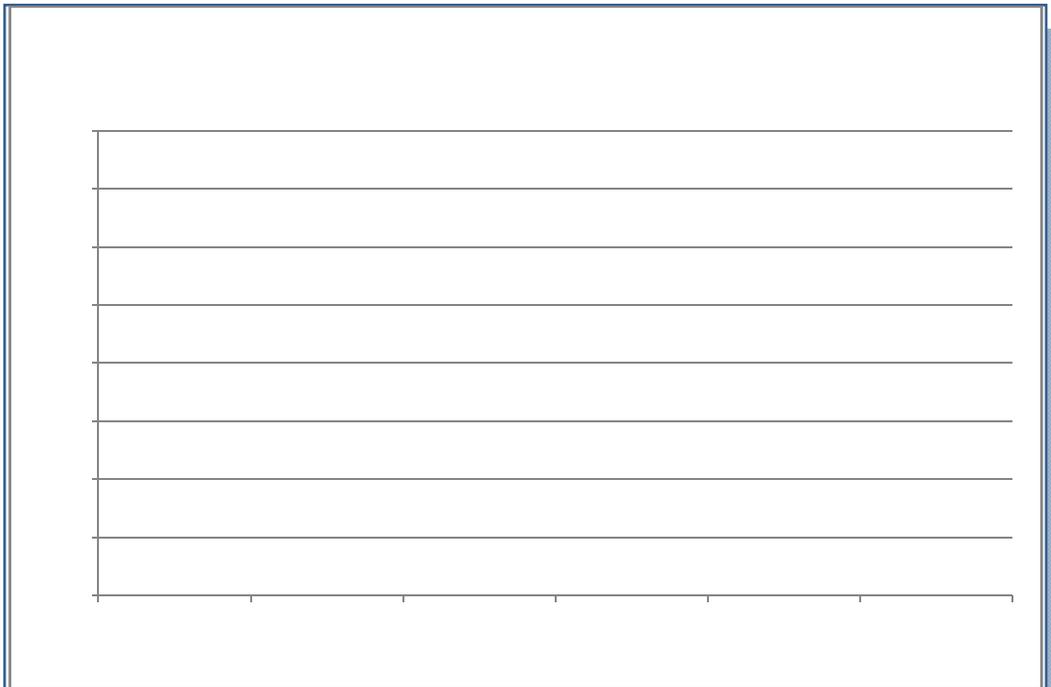
Number and Percentage of Prior Year Missouri High School Graduates Attending Missouri Public Institutions and Enrolled in Remedial Coursework (Fall 2007)

	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 public high school graduates 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.



Institution Trend

Additional Information in Fact Book



INCREASE DEGREE ATTAINMENT

Draft

Postsecondary enrollment for the population over age 24

Older students 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. Older students also return to school as a commitment to lifelong learning.

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%
High Funding States Avg.	95%	5%	2%	1%	1%	1%
Top Ten States Avg.	97%	5%	3%	1%	1%	1%
High State	WV	AK	AK	AK	UT	MA
	97%	6%	4%	2%	1%	2%
Low State	AK	WV	PA	NY	ND	ND
	94%	3%	1%	1%	0%	0%

Source: American Community Survey

Missouri Baseline 2007

- Missouri ranks 27th in the nation for total population over the age of 24 years old that are enrolled in postsecondary education in 2007.

Gender Race/Ethnicity
Degree Level
 Additional Information in Fact Book

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 employers.

Enrollment in Training Programs at Public Institutions (AY2007-08)

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

Source: MDHE Regional Technical Education Council (RTEC) Survey, (2008)

Missouri Baseline 2007

- Almost 500 companies partnered with Missouri public institutions in 2007-08 for specialized commercial training.
- These programs served almost 50,000 citizens in Missouri's workforce.

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, according to the Missouri Department of Economic Development, excluding math, engineering, technology and science (METS). Examples include clergy, lawyers, and sales managers.

Percent of All Certificates and Degrees Awarded in Key Non-METS Fields in Each Sector, AY2007-08

	Certificates	Associate's	Bachelor's	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%	14,084
Public 2-Year	11%	7%	-	-	8%	834
Public 4-Year	5%	17%	35%	32%	34%	8,453
Award Level Total	8%	9%	36%	38%	30%	24,439

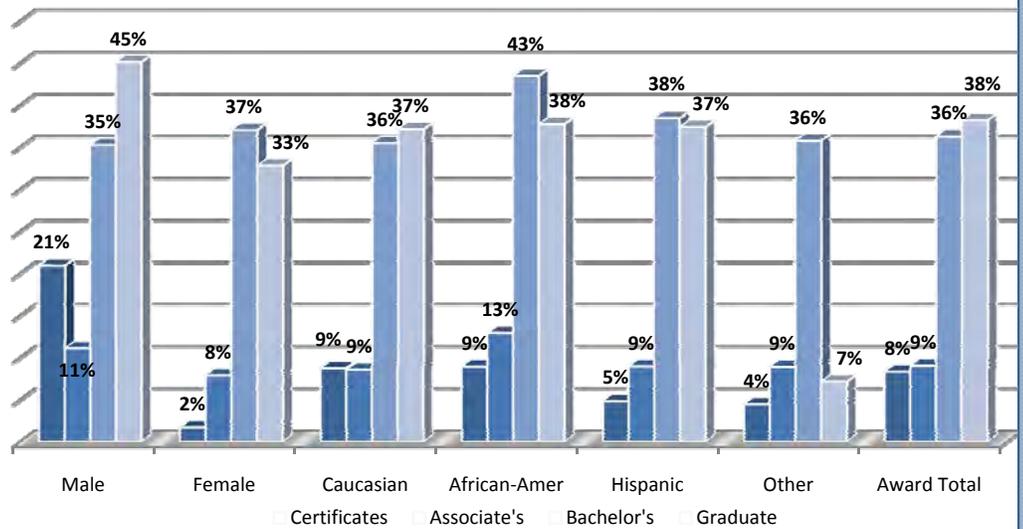
Source: The Integrated Postsecondary Education Data System (IPEDS)

Values represent percentages of award level within sector: e.g. 32 percent of all graduate degrees awarded at public four-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 bachelor's degree recipients.

Key Non-METS Completions as a Percent Of All Completions (AY2007-08)



Gender **Race/Ethnicity**
Sector **Degree Level**

Additional Information in Fact Book

METS-related completions, including METS-related teacher education

The number of students graduating in the METS fields – math, engineering, technology and science – is one measure of how well Missouri is preparing its workforce for a globally competitive economy.

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
US Average	822	1,712	7,496	2,755	12,785
Contiguous States Average	895	1,187	5,703	1,961	9,746
Missouri (AY2002-03)	1,389	2,843	8,786	2,971	15,989
MO Growth since AY2002-03	-58%	-47%	-2%	5%	-13%
US Growth since AY2002-03	-22%	-20%	9%	19%	3%
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
Contiguous States Average	8%	10%	21%	15%	15%
High Funding States	10%	12%	24%	19%	18%
Top Ten States	15%	18%	28%	23%	21%
High State	Maine	Kentucky	Wisconsin	Montana	Montana
	20%	19%	33%	28%	26%
Low State	W. Virginia	Delaware	Alaska	Arizona	Arizona
	2%	6%	19%	6%	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.

METS transfer student baccalaureate completion

This measure of transfer students who complete a bachelor’s 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.

Number and Percentage of First-Time Transfer Students Who Graduate from Public 4-Year Institutions with a METS Bachelor’s, by Originating School Sector (AY2007)

Origin School Sector	2003 Cohort	2007 METS Bachelor’s Graduates	2007 Graduation Rate
Independent 2-Year	46	7	15%
Independent 4-Year	670	58	9%
Public 2-Year	4,500	341	8%
Public 4-Year	1,306	163	12%
Out of State/Other	2,867	230	8%
TOTAL	9,389	799	9%

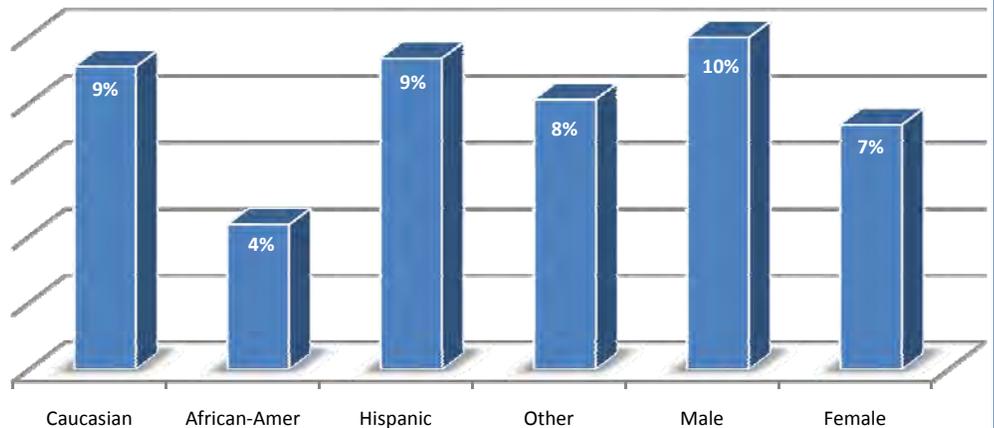
Source: Enhanced Missouri Student Achievement Study (EMSAS)

Only Missouri Public Institutional data available and represented

Missouri Baseline 2007

- 9 percent of all transfer students at public 4-year institutions complete a bachelor’s degree in a METS-related field.

2007 METS Graduation Rate of First-Time Transfer Students by Demographic Group



Gender **Race/Ethnicity**
Full-/Part-Time Status

Additional Information in Fact Book

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.

Number of Health Degrees Awarded and as Percentage of All Degrees, AY2007-08

	Certificate	Associate's	Bachelor's	Graduate	Total Degrees
Missouri	3,637	3,613	2,923	3,969	14,142
Missouri (AY2002-03)	2,796	1,594	2,180	2,836	9,406
MO Growth since AY2002-03	30%	127%	34%	40%	50%
US Average	3,707	3,147	2,272	2,268	11,394
US Growth since AY2002-03	44%	70%	56%	36%	51%
Contiguous States	4,120	2,547	2,069	1,946	10,681
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%
High State	Virginia	West Virginia	South Dakota	North Dakota	Wisconsin
	75%	36%	14%	28%	25%
Low 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 related fields.
- Missouri produces almost 3,000 more health-related degrees than the national average. Like the rest of the country, the number of Missouri health-related degrees has grown by about 50 percent over the past five years.
- This growth has occurred primarily at the associate's level, with an increase of 127 percent.

Health practitioner transfer student baccalaureate completion

This indicator measures the success of transfer students in completing a bachelor's degree in health care fields.

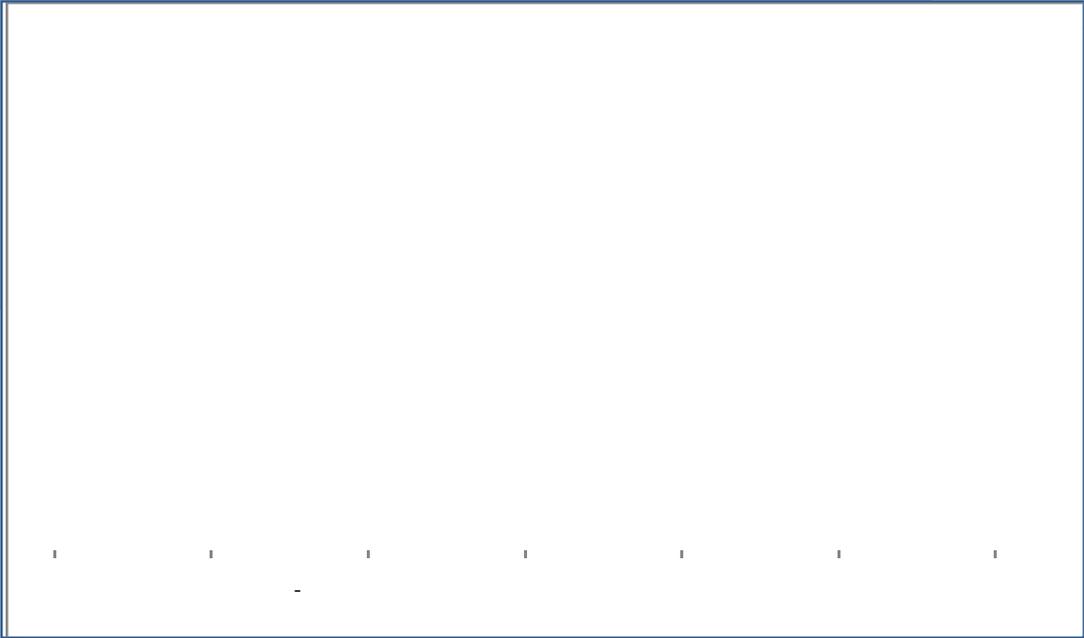
Number and Percentage of Transfer Students Who Graduate from Public 4-Year Institutions with a Health Practitioner Bachelor's, by Originating School Sector (AY2006-07)

Origin School Sector	2003 Cohort	2007 Bachelor's Graduates	2007 Graduation Rate
Independent 2-Year	46	0	0%
Independent 4-Year	670	21	3%
Public 2-Year	4,500	126	3%
Public 4-Year	1,306	53	4%
Out of State/Other	2,867	95	3%
TOTAL	9,389	295	3%

Source: Enhanced Missouri Student Achievement Study (EMSAS)
Only Missouri Public Institutional data available and represented

Missouri Baseline 2007

- 3 percent of all bachelor's transfer students to public four-year institutions complete degrees in health related fields.



Number of graduate and professional degrees awarded in critical fields

This indicator will measure the number of graduate students prepared to join the workforce in critical fields such as health care, technology and engineering.

Redundant Data

Missouri Baseline 2007

- These data are currently redundant with data presented for 2A2, 2B1A and 2B2A.
- The only difference would be the addition of geographic location which is problematic. All institutions report completions as granted by the main campus, rather than by other residence centers, via distance learning, etc. Therefore, any attempt to report completions at the regional level would lack this additional detail.

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

Two measures of the benefits 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.

Expenditures on Research and Public Service (FY2007)

	Research Only	Public Service Only	Total	GDP (in millions)	Percent 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%
Contiguous 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%
High State	California	Texas	California	California	Mass.	New Mexico
	\$4,801,521,290	\$1,142,081,807	\$5,516,090,105	\$ 1,742,172	.69%	.91%
Low State	Wyoming	Rhode Island	Wyoming	Vermont	Nevada	Nevada
	\$40,942,499	\$15,616,244	\$72,464,024	\$ 23,628	.10%	.14%

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 research and public service dollars expended in Missouri has 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).
- 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.

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 dollar amount of external grants.

Value of Grants and Contracts Reported by Missouri Institutions, by Source (FY2007)					
	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%
Contiguous 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%
High State	California	California	New York	California	Alaska
	\$ 5,867,014,272	\$ 2,721,087,390	\$ 3,056,518,376	\$ 10,362,569,997	29%
Low State	Wyoming	Rhode Island	Nevada	Wyoming	Arizona
	\$61,347,725	\$25,610,442	\$1,042,008	\$98,678,975	13%

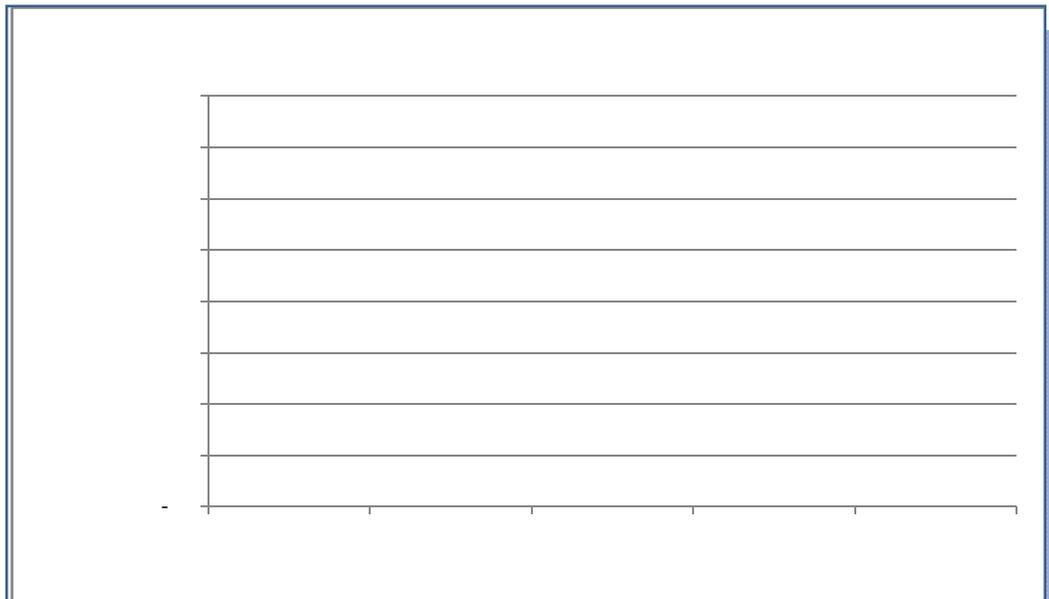
Source: The Integrated Postsecondary Education Data System (IPEDS)
 * Reporting by proprietary institutions may include federal, state, and local appropriations

Missouri Baseline 2007

➤ Missouri receives less grant and contract dollars 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 and contracts 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 report the number and amount of external research grants received.

- University of Missouri -Columbia
- University of Missouri -St. Louis
- University of Missouri -Kansas City
- Missouri University of Science and Technology

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 provides one measure of higher education's impact on the economy.

US Patents, Patent Applications, Invention Disclosures, and Licenses for US Universities

	FY2007 License and Options Executed	2007 Disclosures	FY2007 New Patent Applications	FY2007 US Patents Issued	FY2007 License Income
US Average*	86	339	209	65	\$ 41,542,843
Missouri	61	223	159	33	\$16,682,676
Missouri Rank	24	22	18	24	17
Contiguous States Avg.	55	203	116	42	\$ 20,448,400
High Funding States**	109	436	291	88	\$ 148,872,275
Top Ten States	241	1,027	670	209	\$ 176,402,869
Highest State	California 401	California 2,655	California 1,816	California 600	New York \$1,022,001,183
Low State	South Dakota	South Dakota	South Dakota	South Dakota	South Dakota
	-	5	2	2	\$ 0

*High Funding States does not include Alaska and Wyoming which have no reported results in AUTM
 *Alaska, Maine, West Virginia, and Wyoming do not have any results in the AUTM survey

Missouri Baseline 2007

- Twenty-four patents were awarded to Missouri postsecondary institutions in fiscal year 2007.
- Twenty-eight percent of the \$16.6 million in income generated by licenses assigned to Missouri institutions originated within the University of Missouri system.

US Patents, Patent Applications, Invention Disclosures, and Licenses for US Universities

	FY2007 License and Options Executed	2007 Disclosures	FY2007 New Patent Applications	FY2007 US Patents Issued	FY2007 License Income
UM - Columbia	9	81	30	10	\$4,147,335
UM - Kansas City	1	16	6	3	\$49,982
Missouri S & T	4	21	22	8	\$379,983
UM - St. Louis	7	5	3	1	\$ 95,522
Washington University – St. Louis	40	100	98	11	\$12,009,853

Source: AUTM U.S. Licensing Activity Survey: FY2007-U.S. Universities
 Disaggregated University of Missouri System data acquired from UM System Office of Intellectual Property Administration

CONTRIBUTE TO THE ECONOMY *Draft*

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

Higher education institutions play a key role in launching new business enterprises. “Incubators” are centers where start-ups can share resources in their critical early years.

FY2007 New Business Startups and Incubators, by Institution	
	2007 Startups
US Average	10
Missouri Rank	22
Missouri	7
Contiguous States Average	7
High FTE States*	15
Top Ten States	28
High State	California
	57
Low State	South Dakota
	0
*High FTE States does not include Alaska and Wyoming which have no reported results in AUTM. Maine and West Virginia also do not report results.	
Source: AUTM U.S. Licensing Activity Survey: FY2007- U.S. Universities	

Missouri Baseline 2007

- Missouri is currently ranked 22nd in the nation among states with higher education institutions producing new business start-ups and operating incubators for economic development.

FY2007 New Business Startups and Incubators, by Institution	
	2007 Startups
UM - Columbia	1
UM - Kansas City	0
Missouri S & T	0
UM - St. Louis	1
Washington University – St. Louis	5
Disaggregated University of Missouri System data acquired from UM System Office of Intellectual Property Administration	

Institution State

Additional Information in Fact Book

The New Economy Index

The Information Technology and Innovation Foundation and 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.

New Economy Index- Overall Score

2008 Rank	2008 Score	State	1999 Rank	2002 Rank	2007 Rank	Change From 2002	Change From 2007
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

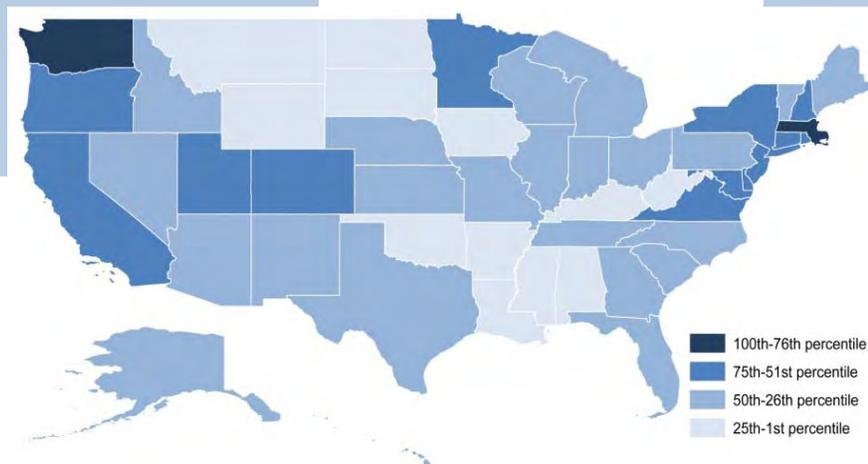
Source: The 2008 State New Economy Index

*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

- Missouri ranks 35th in the nation under the New Economy Index for 2007 and is average for contiguous states in this measure.

New Economy Index



Geography Sub-Categories

Additional Information in Fact Book

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 economically disadvantaged backgrounds – extend the benefits of higher education to more Missouri citizens.

Participation Levels in Direct Educational Outreach Programs at Missouri Institutions, by Program (AY2007-08)

	Number of Programs	Number of Participants
TRIO Programs Total	60	22,838
Educational Opportunity Centers	3	10,900
McNair Post-baccalaureate Achievement	5	144
Student Support Services	21	4,414
Talent Search	8	5,503
Upward Bound	19	1,667
Upward Bound Math/Science	4	210
Adult Education Programs Total		33,497
Adult Basic Education (ABE)		22,061
Adult Secondary Education (ASE)		4,775
English-as-a-Second Language (ESL)		6,661
Total Direct Educational Outreach		56,335

Source: TRIO- Missouri data collection for the MO-KAN-NE chapter of the Mid-America Association of Educational Opportunity Program Personnel;

Institutional Performance

Measures

Missouri Southern State University

Missouri Baseline 2007

- Direct Educational Outreach Programs enrolled over 56,000 people in academic year 2007-08.

Total state appropriations received for higher education operations

This indicator measures the amount of state general revenue appropriated to operate public colleges and universities per FTE student. As in all other measures of state support, Missouri ranks in the bottom fifth nationally.

**Missouri State Higher Education
Appropriations from FY2002 to FY2009**

Year	Appropriations
FY2002	\$1,021,086,995
FY2003	\$915,073,056
FY2004	\$880,203,852
FY2005	\$903,726,851
FY2006	\$901,099,587
FY2007	\$922,027,793
FY2008	\$967,504,274
FY2009	\$1,011,091,040

Source: MDHE Fiscal Affairs, FY2009

Missouri Baseline 2007
i. State appropriations received for strategic investments in higher education

Strategic funding has yet to be implemented in the Higher Education Funding Formula

ii. State appropriations received 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 U.S. average. It lags even further behind surrounding states.
- Institutional appropriations of general revenue equal \$2,375 per FTE at community colleges, \$5,280 at Linn State Technical College, and \$7,116 at public universities.

**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
High State	Alaska
	\$15,711.19
Low State	Colorado
	\$ 226.76

Source: Grapevine; IPEDS

Grapevine does not include lottery funds in analysis. FTE represents public 4-year and 2-year

Total state appropriations received for capital improvements

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.

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: MDHE 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 in other states
- No capital improvement appropriations for higher education have been made since 2001 except as part of the Lewis and Clark Discovery Initiative

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.

Value of Grants and Contracts Reported by Missouri Institutions, from Federal Sources (FY2007)

US Average	\$909,313,846
Missouri Rank	17
Missouri	\$881,393,201
Contig States Avg	\$620,137,818
High Funding States	\$975,226,331
Top Ten States	\$2,460,440,566
High State	California
	\$5,867,014,272
Low State	Wyoming
	\$61,347,725

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

- The value of grants and contracts by Missouri Institutions for FY 2007 is 42 percent greater than the average of contiguous states.

Total state appropriations received for higher education as a percentage of total state revenue

General revenue appropriations for 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 since increased incrementally to 2002 levels (without accounting for inflation).

**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 portion of general revenue appropriations has risen slightly over the past few years to almost 12 percent in fiscal year 2009.

State public higher education appropriations per \$1,000 of personal income

This indicator measures how legislative support for higher education compares with other states and the U.S. average based on personal income.

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	\$12.58	\$12.13	\$11.44	-2%
High State	Alabama \$ 22.19	New Mexico \$ 15.65	New Mexico \$ 14.07	-
Low 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.



Goal

3B6

INVEST IN THE FUTURE

Draft

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.

Appropriations of State Tax Funds for Operating Expenses of Higher Education per Capita

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%
High State	Alabama	Wyoming	Wyoming	Louisiana
	\$672.77	\$536.96	\$588.82	74%
Low 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.

INSTITUTIONAL PERFORMANCE MEASURES

Draft

The following institutions have chosen performance measures which are linked to indicators for which no statewide data is currently available. As a result, these statewide indicators are not included in the Baseline Report. Further information on all institutional performance measures is included in Attachment D, Institutional Performance Measures Summary.

Indicator 1C4: Developmental student success rate in collegiate-level courses

Crowder College
North Central Missouri College
St. Charles Community College
St. Louis Community College
State Fair Community College

Indicator 1CA: Results of student engagement and/or satisfaction surveys

Mineral Area College

Indicator 2A1: Number of direct educational partnerships with Missouri employers, including minority business enterprises (MBEs)

Missouri Western State University

Indicator 2AA: Employer Follow-Up Survey Results

East Central College
Linn State Technical College
Ozarks Technical Community College
Metropolitan Community College

Indicator 2E1: Percentage of students participating in “high impact” learning activities

Harris-Stowe State University
Missouri State University
Southeast Missouri State University
University of Central Missouri
Missouri Southern State University
Missouri Western State University

IFC Fact Book

The Fact Book provides additional background data associated with each of the indicators in the Baseline Report. The Fact Book is comprised of Excel worksheets developed to support the reporting of each indicator; these worksheets contain the summary data included in the Baseline Data section of the report as well as illustrative charts, trend data, and other disaggregations such as demographic information, institutional data, and/or comparable data for other states.

Relevant Fact Book data are referenced on each page in the baseline data section and will be available electronically beginning Saturday, June 6, 2009 on the MDHE website (<http://www.dhe.mo.gov/ifc.shtml>).

IFC Technical Manual

The Technical Manual articulates the definitions, sources, and methodology underlying the indicators defined in the statewide coordinated plan, *Imperatives for Change*. In most cases, the information associated with each indicator reflects reporting now incorporated into the IFC Baseline Report.

In cases in which no data is currently available for a defined indicator, however, the Technical Manual may propose a source and/or methodology for which new data may be required, or for which other collaboration may be required with P-20 partners. MDHE staff looks forward to continuing to work with the institutions and other stakeholders to provide relevant and transparent reporting associated with *Imperatives for Change*.

The technical manual is available on the MDHE website at:
<http://www.dhe.mo.gov/ifctechnicalmanual.shtml>.

Institution-Specific Indicators

Baseline Report

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	79.7% of 2007-2008 career/technical program graduates from East Central College were employed within 180 days of graduation.
East Central College	3A1	Student Success Rate	Within three years, 23 % of East Central College's 2005 student cohort completed degrees or certificates at the institution, and 25% transferred to a four-year institution for a total student success rate of 48%.
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%) Caucasian; 95(77%) African- American; and 3 (3 percent) of other race / ethnicity.
Harris-Stowe State University	2E1-	High Impact Learning Participation	Data processes and reporting were created and implemented AY 2008-09. The first cohort available for reporting on this measure will be in spring 2010.
Jefferson College	1C1	Student Learning	Jefferson College measures value added student learning gains using ACT linkage reports. Percent of Arts and Sciences students scoring at or above expectations on ACT-CAAP are: Reading 90%, Writing 95%, Math 90%, Science 83%. On ACT-COMPASS, Reading 88%, Writing 65%, and Math 91%. For CTE students on the WORKKEYS assessment, 36.9% qualified for Gold career readiness certificates, 49.3% for Silver. In total, 86.2% qualified for gold or silver certificates.
Jefferson College	3A1	Student Success Rate	Within three years of normal completion time, 30.3% of first-time, full-time, degree-seeking students earned an award, and an additional 9.6% transferred prior to graduation to a four-year institution for a total success rate of 39.9%.
Lincoln University	1AB	Ethnicity of Degrees Conferred	Lincoln conferred 454 degrees in AY2007. Total graduates included: 261 (57%) Caucasian; 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	Total enrollment for 2007, disaggregated by demographic group, included: 1,158 African-American; 13 Native-American; 27 Asian; 37 Hispanic; 1,764 Caucasian; and 109 non-resident students; for a total enrollment of 3,156.
Linn State Technical College	1A3	Job Placement	94% of 2006-2007 career/technical program graduates from LSTC are employed within 180 days of graduation.
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 College	1EA	Career and Technical Student Success Rate	60% of 2007-2008 career/technical program graduates from Metropolitan Community College are employed within 180 days of graduation.
Metropolitan Community College	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.

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Mineral Area College	1C3	Licensure and Certification Pass Rates	In the 2007-08 academic year, graduates of Mineral Area College achieved an 85% pass rate on licensure and certification exams.
Mineral Area College	1CA	Student Satisfaction Rate	Mineral Area College measure student satisfaction using the ACT College Outcomes Survey. Spring 2009 graduates rated satisfaction with the college at a 4.20 average on a five-point scale (5 being highest), compared to a national average of 4.11. Graduates rated satisfaction with their program at 4.03, compared to a national average of 4.05.
Missouri Southern State University	1AC	Student Success	62% of full-time and 36% of part-time, first-time, degree-seeking freshmen who entered Missouri Southern State University in fall 2006 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 51% of part-time, first-time, degree-seeking students who entered Missouri State University in fall 2006 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 engaged 36.2% 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 who entered Missouri State University- West Plains in fall 2006 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% average 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	For fall 2008, 27.5% of all undergraduate students at Missouri Western State University participated in one or more "high-impact" experiential learning experiences; 88.9 percent of 2007-08 graduates had participated in an applied learning experience at some point 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	Among students at North Central Missouri College who completed the highest developmental classes in English or math, 58.1% of the English enrollees successfully passed English 101 and 70.6% of the math enrollees successfully completed Math 110 within one year (2005 cohorts).
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 in 2007-2008.
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	71.7% of 2007-2008 career/technical program graduates from Ozarks Technical Community College were employed within 180 days of graduation.

Ozarks Technical Community College	3A1	Student Success Rate	Within three years, 20.0% of full-time and 2.9% of part-time students in the fall 2004 entering cohort at Ozarks Technical Community College completed degrees or certificates at the institution, and 17.0% transferred to a four-year institution.
Southeast Missouri State University	2E1-	High Impact Learning Participation	93% of 2008 undergraduate completers 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 had 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 121 within one year (2006 cohorts).
St. Charles Community College	3A1	Student Success Rate	Within three years, 17% of the 2004 entering 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 within one year (2006 cohorts).
St. Louis Community College	3A1	Student Success Rate	Within three years, 10.9% of the 2004 entering cohort at St. Louis Community College completed degrees or certificates at the institution, and 29.8% 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 who entered State Fair Community College in fall 2006 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 within one year (2006 cohorts).
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	83% of 2007-2008 career/technical program graduates from Three Rivers Community College were employed within 180 days of graduation.
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 had 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	62% of University of Central Missouri 2007 completers graduated with debt, as reported in the 2009 edition of U.S. News and World Report's <i>America's Best Colleges</i> . The average debt was \$10,707 for a 2007 graduate.
University of Central Missouri	2E1	High Impact Learning Participation	68% of the 2007-2008 graduates from the University of Central Missouri engaged in at least one "high-impact" learning experience prior to graduation.
University of Missouri-System	2D2	Research Funding	The four campuses of the UM System obtained \$181,573,000 in external research funding in FY2007.
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%.

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

A Coordinated Plan for the Missouri Higher Education System

*Adopted by the Coordinating Board for Higher Education
July 30, 2008*

The following motion was approved unanimously by the CBHE:

It is recommended that the Coordinating Board adopt the revisions to the Coordinated Plan as documented in Attachment C, including two additional editorial changes - “community colleges” and “contiguous states” to “two-year colleges” and “surrounding states” - and to remove the provisional status of the Coordinated Plan. It is further recommended that institutional representatives continue to work with MDHE staff on the development of clear operational measures, baselines, benchmarks, and targets.

Finally, it is recommended that the Coordinating Board direct the Commissioner of Higher Education and MDHE staff to continue the important work of collecting contextual information, establishing baseline data, clarifying data definitions, and setting target goals for the Coordinated Plan and that this phase of the Plan will be presented to the CBHE for review and action at its September 2008 meeting.

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

Introduction

The rapidly changing social and economic environment presents profound challenges to all states and nations. More than ever, in the knowledge-based economy of the 21st century, higher education is the gateway to an improved standard of living for Missouri's residents. The imperative for change is clear: those educational systems that adapt to the new environment will be positioned to lead their states to succeed in a globally competitive world.

The collective challenge to the higher education system is to understand the key components of the environment and to devise effective strategies that will capitalize on strengths while addressing weaknesses in challenging financial times. Providing the vision, the stable and sufficient resources, and the collective action to support a higher education system that ensures the future prosperity of Missouri residents, the state of Missouri, and the nation is necessary to address the most important challenges of the day.

Imperatives for Change provides a vision that has been developed collaboratively by Missouri's higher education institutions and the Coordinating Board for Higher Education. This plan will serve for the next three to five years as a foundation for prioritizing goals, justifying an increased resource base, allocating resources, and implementing dynamic strategies to provide Missouri residents with the educational opportunities they need to be competitive on a global scale.

Mission Statement

The Coordinating Board for Higher Education, the Missouri Department of Higher Education, and the state's institutions of higher education will work collaboratively to support a diverse system of affordable, accessible, high-quality educational institutions that demonstrate student learning and development, encourage and support innovation, foster civic engagement, enhance the cultural life of Missourians, and contribute to economic growth.

Vision Statement

Missouri's higher education will be an innovative and coordinated system of diverse postsecondary institutions that benefits Missouri and the nation by equipping all Missouri residents for personal and professional success in the 21st century and that is moving towards becoming one of the best in the nation.

Basic Values

Missouri's higher education community is united in its commitment to the following core values.

- ❖ Higher education in Missouri serves many purposes and constituencies, but first and foremost the system is focused on students, learning, and each individual's realization of his or her full educational potential.
- ❖ Qualified students should be able to attend the higher education institution that best fits their educational goals and needs regardless of cost.
- ❖ Access without success is an empty promise. Missouri's higher education institutions are dedicated to providing nationally and internationally competitive educational programs, research, and extension services to ensure their students have the knowledge and skills necessary for success in the 21st century, including the ability to think critically, to communicate effectively, and to be life-long learners.
- ❖ Diversity of institutional missions is a strength of the system that must be preserved.
- ❖ Higher education is a public good as well as a private benefit, contributing both to economic development and civic engagement.
- ❖ Basic and applied research, the creation of knowledge, and the application of information to solve problems are basic functions of the higher education system that must be recognized and supported.
- ❖ The higher education community is dedicated to making decisions based on reliable and transparent data.
- ❖ The higher education community values the appropriate use of technology to enhance programs, services, research, and administration.
- ❖ Public accountability for learning outcomes and stewardship of public funds are priorities for Missouri's higher education institutions.
- ❖ Ensuring the continued affordability and effectiveness of Missouri's higher education system requires a partnership among the institutions, the state, and other stakeholders.

Strategic Issues, Goals, and Action Steps

Strategic Issue: *Increase Educational Attainment*

GOAL 1: Missouri's higher education system will improve educational attainment, including certificate and degree production at all levels, to enhance the quality of Missouri's workforce and the quality of life of its residents.

Objective 1A: *Increase the percent of Missouri residents who possesses a postsecondary credential.*

Indicators

- 1) Percentage of the population aged 25 to 64 who hold a degree or certificate, for the state as a whole and disaggregated by demographic groups and regions
- 2) Number of transfer students who graduate from any institution with a baccalaureate degree
- 3) Increases in personal income from degree attainment

Contributing Factors

- a) Number of postsecondary credit hours delivered
- b) Number of degrees and certificates awarded, disaggregated by demographic groups
- c) Cohort analysis of persistence from fall semester to fall semester

These action steps may be taken as appropriate:

- ✓ Raise the aspirations of those who do not see postsecondary education within their reach;
 - ✓ Increase postsecondary access for, and success of, historically under-represented groups;
 - ✓ Develop incentives that reward institutions that increase degree production and retention rates while demonstrably sustaining quality within programs;
 - ✓ Expand opportunities for non-traditional learners through course redesign, alternative methods of program delivery, and better coordination of distance education; and
 - ✓ Create incentives and standards for seamless student transitions between educational institutions.
-

Objective 1B: *Missouri's system of higher education will become more affordable to more Missourians.*

Indicators

- 1) Percentage of family income required to pay for college after grant and scholarship aid by income quintiles
- 2) Total student financial aid awarded to Missouri students from all sources including both restricted and unrestricted institutional funds

Contributing Factors

- a) Missouri resident on-time FAFSAs files by income and EFC level
- b) Percent change in state appropriations for higher education

These action steps may be taken as appropriate:

- ✓ Implement the Higher Education Student Funding Act;
- ✓ Support the growth of the Access Missouri Student Financial Assistance Program;
- ✓ Carry out a sustained statewide public information campaign on the value of higher education and the steps prospective students must take to prepare academically and financially; and
- ✓ Increase state funding and external funding sufficient to enable institutions to minimize tuition increases and maintain quality undergraduate and graduate programs and services.

Objective 1C: *Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes.*

Indicators

- 1) 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.
- 2) Results of assessments of student learning of major fields
- 3) Pass rates on licensure and certification examinations
- 4) Developmental student success rate in collegiate-level courses

Contributing Factor

- a) Results of student engagement and/or satisfaction surveys

These action steps may be taken as appropriate:

- ✓ Continue to experiment with VSA and/or similar template for reporting of assessment of student learning gains;
- ✓ Evaluate need for and potential structure of policy in student assessment and placement, especially as a natural outgrowth of Curriculum Alignment Initiative
- ✓ Evaluate potential revisions to statewide data collection to better illustrate the scope and magnitude of postsecondary assessment
- ✓ Inventory instruments currently used to assess general education, major field, and professional certification / licensure

NOTE: Prior to implementation of this section, there should be exploration with DESE, the State Board of Education, and P-12 organizations to obtain joint agreement.

Objective 1D: *Increase college attendance rate of high school students.*

Indicators

- 1) Same year fall college attendance rates of spring Missouri high school graduates
- 2) Percentage of the population and number of students aged 18 to 24 enrolled in postsecondary education, disaggregated by demographic group

Contributing Factors

- a) Percent of Missouri 9th graders who take the ACT within four years
- b) Percent of Missouri high school graduates enrolled in postsecondary education that were placed in remedial coursework
- c) College attendance rates of the 9th grade cohort of Missouri students, disaggregated by demographic group

Objective 1E: *Increase college attendance rate of non-traditional students.*

Indicator

- 1) Percentage of the population, and number of students over the age of 24 enrolled in postsecondary education, disaggregated by demographic group

Contributing Factor

- a) Enrollment in New Jobs Training, Customized Training, and related training programs

These action steps may be taken as appropriate:

- ✓ Implement appropriate early intervention strategies at the school district level;
 - ✓ Implement the Curriculum Alignment Project;
 - ✓ Support the activities of the P-20 Coalition;
 - ✓ Provide incentives for attracting adult students, particularly in underserved regions;
 - ✓ Provide incentives for the delivery of degrees (especially graduate degrees) in underserved geographic areas
 - ✓ Provide institutional support for the additional costs associated with non-traditional course delivery methods;
 - ✓ Review and, if necessary, strengthen CBHE oversight to assure the effectiveness of non-traditional programming and;
 - ✓ Work with DESE to explore requiring collegiate level placement testing such as the ACT, Work Keys, Accuplacer, Compass, etc. in the 11th grade.
-

Strategic Issues, Goals, and Action Steps

Strategic Issue: *Develop a 21st Century Society and Global Economy*

GOAL 2: Missouri's higher education system will contribute to a dynamic, information-based, globally competitive society and economy by collaborating with government and business.

Objective 2A: *Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri.*

Indicators

- 1) Number of direct educational partnerships with Missouri employers, including MBEs
- 2) Number of degrees and certificates awarded in key non-METS fields (fields to be determined)
- 3) Number of students passing certification and licensure examinations in high demand fields (fields to be determined)

Contributing Factor

- a) Employer follow-up surveys of appropriate categories of degree and/or certificate completers

These action steps may be taken as appropriate:

- ✓ Develop corporate links to access training and learning opportunities;
- ✓ Expand customized education and training opportunities where the business community and higher education institutions work together;
- ✓ Offer more access for place-bound or time-bound learners;
- ✓ Establish employer-based feedback mechanisms to evaluate the quality and preparedness of the graduates of postsecondary programs; and
- ✓ Support programs to recruit well-prepared, new and experienced teachers in high need areas.

Objective 2B: *Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields. (Specific fields to be determined)*

Indicators

- 1) a. Number of degrees and certificates awarded in METS-related fields, including METS-related teacher education
b. Number of METS-related degree and certificate recipients who transferred from a two-year college
- 2) a. Number of degrees and certificates awarded in health practitioner fields
b. Number of health practitioner degree and certificate recipients who transferred from a two-year college

Contributing Factor

- a) Number of credit hours delivered in METS-related fields

These action steps may be taken as appropriate:

- ✓ Work with elementary and secondary schools to increase student interest in mathematics and science while improving overall educational preparation in mathematics and science;
- ✓ Invest in increased institutional capacity in health practitioner programs;
- ✓ Increase the number of postsecondary students completing courses in METS-related fields; and
- ✓ Offer funding incentives to institutions for increasing graduates in METS and health practitioner fields while demonstrating sustained quality programs.

Objective 2C: *Missouri's higher education system will increase the number of graduate degrees awarded in critical fields. (Specific fields to be determined.)*

Indicator

- 1) Number of graduate and professional degrees awarded in critical fields, disaggregated by demographic group and geographic location

These action steps may be taken as appropriate:

- ✓ Foster increased access to graduate and professional programs for historically underserved populations;
- ✓ Increase the number of graduate and professional programs newly offered in underserved locations
- ✓ Provide incentives to expand access to graduate and professional programs in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible; and

- ✓ Expand access to high-quality continuing professional development opportunities in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible.
-

Objective 2D: *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.*

Indicators

- 1) Total expenditures on research and development at Missouri higher education institutions as a percentage of gross state product
- 2) Total number and value of external grants awarded to researchers connected to Missouri higher education
- 3) Number of invention disclosures and patents awarded in connection with a Missouri higher education institution
- 4) Number of new business start-ups linked to research or development incubators associated with Missouri higher education institutions

Contributing Factor

- a) Missouri's New Economy Index

These action steps may be taken as appropriate:

- ✓ Develop public relations efforts to inform the public about the benefits of research activities;
 - ✓ Establish competitive grant programs to expand research capacity in higher education institutions;
 - ✓ Establish competitive grant programs for collaborative research projects;
 - ✓ Improve cooperation between the Department of Economic Development and higher education institutions;
 - ✓ Establish and utilize a state-supported data inventory for identifying expertise and opportunities that result from research and development activities on campuses;
 - ✓ Provide extension programs and innovation centers with technical guidance to encourage the development of new companies, economy clusters, and partnerships;
 - ✓ Provide incentives to institutions that transfer new technologies to the marketplace.
-

Objective 2E: *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

- 1) Percentage of students participating in “high-impact” learning activities such as internships, study abroad, student-faculty research, and service learning
- 2) Number of direct education outreach programs and program participants (e.g., ESL, TRIO, ABE)

These action steps may be taken as appropriate:

- ✓ Encourage and reward institutions to emphasize and assess student gains in critical thinking, creative problem solving, and effective communication in all academic programs;
- ✓ Provide incentives to institutions to provide their students increased access to “high-impact” learning opportunities;
- ✓ Use technology and alternative delivery mechanisms to increase opportunities for lifelong learning by all Missouri citizens;
- ✓ Foster increased cultural literacy, international understanding, and appreciation for diversity in all students through appropriate learning opportunities; and
- ✓ Establish learning communities within institutions that encourage the development of engaged citizens among students, faculty, staff, and the surrounding community.

Strategic Issues, Goals, and Action Steps

Strategic Issue: *Enhance Resources through Increased Investment, Stewardship, and Shared Responsibility*

GOAL 3: Missouri's higher education system will increase external financial support for higher education by demonstrating its value to key stakeholders and public policy-makers while understanding that shared responsibility is necessary for providing a globally competitive workforce, creating valuable new knowledge and products, and enriching the quality of life of all Missourians.

Objective 3A: *Missouri's higher education system will increase the efficiency with which students move to graduation.*

Indicator

- 1) Three-year and six-year graduation rates of college-ready students

These action steps may be taken as appropriate:

- ✓ Use appropriate technology to improve the delivery of instruction, the sharing of knowledge, and the accomplishment of managerial tasks;
 - ✓ Incorporate considerations of institutional efficiency in the implementation of the Higher Education Student Funding Act;
 - ✓ Establish current agreed-upon missions (between each institution and the CBHE) and reinstitute five-year mission reviews;
 - ✓ Provide incentives to and recognize institutions for maintaining distinctive missions;
 - ✓ Provide consistent, comparable, and transparent information on the student experience to key higher education stakeholders, including prospective students and their families, public policy makers, and campus faculty and staff;
 - ✓ Provide consistent, illustrative, and transparent information on research activities and accomplishments to key higher education stakeholders, public policy makers, and the general public;
 - ✓ Pursue continuous improvement and demonstrate accountability for student learning and development; and
 - ✓ Facilitate inter-institutional partnerships that increase revenues and decrease expenses.
-

Objective 3B: *Missouri's higher education system will annually attract additional resources.*

Indicators

- 1) Total state appropriations received for higher education operations
 - i. State appropriations for strategic investments in higher education
 - ii. State appropriations for performance funding in higher education
 - iii. State higher education operating appropriations received per FTE compared to surrounding states and the national average
- 2) Total state appropriations received for capital improvements
 - i. State higher education capital appropriations received per FTE compared to surrounding states and the national average
- 3) Total federal non-student aid dollars received by Missouri higher education institutions
- 4) Total state appropriations received for higher education as a percentage of total state general revenue appropriations
- 5) State public higher education appropriations per \$1,000 of personal income compared to surrounding states and the national average
- 6) Per capita state appropriations for public higher education compared to surrounding states and the national average

These action steps may be taken as appropriate:

- ✓ Develop new coherent, complementary and coordinated policy-driven funding strategies for increased public support that will help ensure national competitiveness;
- ✓ Measure progress in achieving strategic initiatives;
- ✓ Maximize non-state resource development through increased external grants, additional contracts for services, expanded development activities, and additional entrepreneurial activities; and
- ✓ Reward institutions for innovations in efficiency and demonstrated improvement in delivering quality educational programs and services.

AGENDA ITEM SUMMARY

AGENDA ITEM

Curriculum Alignment Initiative
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Curriculum Alignment Initiative (CAI) has developed entry- and exit- level competencies to clearly outline standards for success in collegiate-level coursework and to facilitate transfer of general education courses. The intent of this agenda item is to provide an update on CAI accomplishments and to present additional entry-level competencies and a formal action plan for dissemination for CBHE review and action.

Background

The CAI Steering Committee has developed entry- and exit-level competencies to fulfill the curriculum alignment mandates of Senate Bill 389. Entry-level competencies establish a threshold for student access to collegiate-level coursework across seven disciplines as a means for smoothing the transition from secondary to postsecondary education. Exit-level competencies were established in thirteen general education courses to further facilitate transfer of courses absent the 42-hour block of general education credit. The initial CAI report, approved by the CBHE in June 2008, and relevant CAI documents are available on the MDHE website at <http://www.dhe.mo.gov/casinitiative.shtml>.

Progress

Progress over the past year includes:

- Completion of a crosswalk analysis between course exit-level competencies in Algebra, Political Science, Freshman English Composition, Biology, History, Psychology, and general education program competencies.
- Revision and refinement of the draft cross-disciplinary entry-level competencies for college success.
- Revision of draft exit-level competencies in Economics and Foreign Language.
- Development of draft exit-level competencies for Trigonometry, Introductory Physics (non-majors), Art History, Introduction to Music, and World History.
- CAI presentations by MDHE staff and CAI participants to external stakeholders through a series of state and national conferences.

The CAI Steering Committee also recommends the following for review and action by the CBHE:

- *Optimal Entry-Level competencies in Engineering and Engineering/Information Technology* (Attachments A and B). Competencies were developed by discipline workgroups and underwent extensive public comment with review of the feedback and revisions made as appropriate. These denote competencies for students who wish to pursue careers in professional practice fields. Optimal competencies are meant to be layered on top of CBHE-approved entry-level competencies.
- *Action Plan* (Attachment C). The CAI Steering Committee developed an action plan for dissemination of competencies over the next academic year to audiences through of press releases, manual and brochure development and distribution, and website redesign.

Next Steps

Additional work to be completed includes:

- Revising the entry-level cross-disciplinary competencies to further delineate between skills-based competencies and conceptual processes
- Developing a fourth and fifth section to the cross-disciplinary competencies in the areas of cultural/global awareness and creativity
- Creating exit-level competencies for seven additional general education courses
- Implementing a dissemination plan according an approved timeline
- Cooperating with the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council to develop recommendations regarding assessment of competencies and related state-level policy recommendations. LAMP activities are outlined in Tab I of this board book.

Conclusion

The work of CAI and the tireless efforts of its participants seek to smooth historically misaligned standards between secondary and postsecondary education. CAI will define and communicate to secondary education, parents, students, and legislators a threshold of competencies for access to collegiate-level coursework and clear standards for general education course transfer.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the Optimal Entry-Level Competencies and Formal Action Plan for Dissemination of the competencies.

It is further recommended that the Board recognize the effort and commitment of the Curriculum Alignment Initiative Steering Committee and participants in their continued efforts to complete the competencies as directed in the CAI charge.

It is also recommended that the Coordinating Board direct the Commissioner of Higher Education to work with CAI in completion of entry- and exit-competencies, fulfillment of the dissemination plan, and in development of an appropriate plan for periodic review of the competencies, given their dynamic nature, for currency and relevance.

ATTACHMENTS

- Attachment A: Draft Optimal Engineering Entry-level Competencies
- Attachment B: Draft Optimal Engineering/Information Technology Entry-level Competencies
- Attachment C: Curriculum Alignment Initiative Action Plan for Dissemination

Mathematics Entry Level Competencies for Engineering Program

The need for math skills above the general admission level is required for specific METS fields such as engineering. Students entering engineering programs will encounter courses requiring calculus as prerequisites and Calculus I is viewed as basic preparation for any student pursuing a major in engineering. Students are encouraged to arrive with mathematical skills and concepts to prepare them to successfully enter into a Calculus I course, otherwise the time needed to complete precalculus courses may add an extra semester or more to complete the major. Geometry, College Algebra, and Trigonometry are therefore the core entrance competencies into Calculus I and the engineering programs. Geometry preparation must be at the level of learning associated with a college-track course; basic geometry courses are not sufficient.

The Engineering Workgroup deems the items below to be the fundamental concepts or core entrance competencies that all entering students into engineering should possess in order to successfully matriculate into Calculus I.

Note: All calculations should be performed without the use of technology (i.e., calculator). Some examples of skills are provided in parentheses.

1. Algebra and Real Numbers

- a. Use symbols and operators to represent ideas and objects and the relationships existing between them.
- b. Understand the relationship between measures of the physical world and be able to convert units in a given problem. (Velocity, distance and time: On a 40-mile car trip to Middletown, NY, you drive the first twenty miles at 40 mph and the last twenty miles at 60 mph. What is your average speed in mph, ft/s, and km/h during the trip?)
- c. Know and apply the following algebraic properties of the real number system: identity, associative, commutative, inverse, and distributive.
- d. Express numbers using scientific notation. (Express 0.004312 in powers of 10). Convert numbers from one base system to another (convert 15 to binary and to hexadecimal notation)
- e. Write a number as the product of factors. (Write 42 as the product of prime factors.)

2. Radicals and Exponents

- a. Convert between radical and rational exponent form. (Transform $\frac{1}{\sqrt{x+2}}$ to the rational exponent form $(x+2)^{-\frac{1}{2}}$.)

- b. Manipulate algebraic expressions that contain integer and rational exponents.

(Simplify $4^{-\frac{3}{2}} \cdot 27^{-\frac{2}{3}}$.)

- c. Simplify expressions (Expand and simplify $(+b\sqrt{c})(+e\sqrt{c})$)

3. Algebraic Expressions

- a. Add, subtract, multiply, and divide algebraic expressions. (Using polynomial long division find the remainder when $(x^4 - 5x^3 + 2x^2 - 6x + 1) \div (x^2 + 1)$)
- b. Simplify algebraic expressions. (Expand and simplify $(x - 3)(x - 2)(x - 1)$.)

4. Linear Equations, Inequalities and Absolute Values

- a. Understand the meaning of solutions to linear and rational equations and be able to solve such equations whenever appropriate.
- b. Determine the equation of a line. (Find the equation of a straight line passing through the points (2, 1) and (5, 4).)
- c. Determine the equation of a line that is parallel or perpendicular to a given line. (Find the equation of a line parallel to the line $2y - 3x = 7$ and passing through the point (1, 2).)
- d. Solve a two variable system of linear equations by substitution and elimination. (Use a graph to estimate the point of intersection of the lines $2x + 3y = 7$ and $-x + y = 4$. Verify your result using back substitution.)
- e. Solve linear equations and inequalities [graphically and algebraically]. (Solve $5(3 - x) > 2(x - 2x)$ for x .)
- f. Understand the meaning of solutions to linear and absolute value inequalities. Solve linear equations and inequalities with absolute values. (Solve $|x - 4| \geq 3$ for x .)
- g. Understand using matrices solutions to linear systems of equations in more 2 than variables and be able to use effective ways to find and express possible solutions.
- *h. Understand the concepts of matrices and their inverses (if exist), matrix operations, determinants, and be able to perform required computations. Understand how matrices are used to model and solve system of linear equations and be able to perform required appropriate computations.

* *Recommended Topics*

5. Polynomials, Roots of Polynomials, and Rational Inequalities

- a. Understand the properties and graphs of polynomial functions.
- b. Understand the zero factor or zero product property; understand the meaning of zeros of polynomial functions and their connection to the graphs of these functions.
- c. Solve for the roots of a polynomial by factoring. (Find the roots of $8x^2 + 31x - 4 = 0$.)
- d. Understand the meaning of the Remainder Theorem and its application to evaluating polynomial functions.

- e. Understand the meaning of the Factor Theorem and its application to solving polynomial equations.
- f. Understand the meaning of solutions to polynomial and rational inequalities and be able to solve such inequalities whenever appropriate.
- g. Solve simple polynomial inequalities. (Solve $x^2 + 3x + 6 > x - 4$ for x .)
- h. Solve simple rational inequalities. (Solve $\frac{x-3}{x+1} < 2$ for x .)
- i. Understand the importance of the Fundamental Theorem of Algebra, its application to polynomial equations, and its connection to complex numbers.

6. Functions, Graphs and Graphing

- a. Identify the independent and dependent variables of a function.
- b. Evaluate a function at a value. (Given $f(x) = 3x^2 - 2x + 4$, find $f(2a)$.)
- c. Determine the domain and range of a real valued function. (Find the domain and range of the real valued function $g(x) = \frac{1}{x^2 - 2}$.)
- d. Understand the concept of combining functions arithmetically and by composition and be able to perform these operations and recognize the resulting functions and their properties.
- e. Evaluate composite functions. (Given $h(r) = 3r^2$ and $g(s) = 2s$, find $h(a + 2) - g(2a)$.)
- f. Understand the concept of piecewise-defined functions and be able to translate this knowledge to their properties and graphs.
- g. Graph equations and inequalities. (Sketch a graph of the function $f(x) = 3x^2 - 2x + 7$ for $1 < x < 5$.)
- h. Understand the concept of transformation (e.g., shifting, reflecting, stretching, shrinking) of functions and be able to recognize and apply such knowledge when graphing functions.
- i. Transform the graph of a known function. (From the graph of $f(x)$, graph $g(x) = 2f(x) - 3$.)
- j. Determine whether a basic algebraic function is invertible and, if so, be able to calculate the function's inverse. Know the relationships between a function and its inverse.
- k. Understand the properties and graphs of rational functions and be able to generate appropriate information, including axes, intercepts, intervals of continuity, asymptotes (horizontal, vertical, and oblique), and roots. Be able to graph a rational function showing its salient characteristics without using a calculator using properties of a rational function.
- l. Know the general characteristics and shapes of the graphs of polynomial, simple rational (eg. $xy = a$), logarithm, exponential and trigonometric functions.
- m. Understand the properties and graphs of parabolas, ellipses, and/or hyperbolas and be able to perform basic related algebraic/graphing operations.

7. Equations of Quadratic Type and Complex Numbers

- a. Understand the concept of complex numbers and be able to perform operations involving them.
- b. Calculate the sum, difference, product, and quotient of complex numbers and express the result in standard form.
- c. Understand the process of completing the square of a quadratic expression and its connection to solving quadratic equations and graphing.
- d. Solve for real and complex roots using the quadratic formula. (Find the roots of $3x^2 + 2x = -1$.)
- e. Solve a system of quadratic equations in two variables by substitution. (Solve the system $y = 3 - x^2$ and $y = 4 + 2x^2 - 2x$.)
- f. Understand the relationship between quadratic functions and parabolas, and able to connect such knowledge to quadratic equations.

8. Logarithmic and Exponential Functions

- a. Understand the meaning of solutions to exponential and logarithmic equations and be able to apply the inverse relationship between exponentials and logarithms to equations involving them whenever appropriate.
- b. Apply the properties of logarithms and their relationship to exponentials. Be able to perform operations on logarithms. [$y = \log_a x, a > 0, a \neq 1$, is the inverse of the function $y = a^x$; $\log_a x \Leftrightarrow a^y = x$]. (Evaluate $\log_3 27$.)
- c. Know the properties of the logarithmic and exponential functions and use them to simplify logarithmic expressions. (Express as a single logarithm: $0.5 \log_{10} x - \log_{10} y$.)
- d. Know how to solve simple logarithmic and exponential equations. (Solve the equation $3^{x+1} = 4$ for x .)
- e. Understand the properties and graphs of logarithmic and exponential functions and be able to evaluate and graph such functions.
- f. Understand the meaning of exponential growth and decay and apply the knowledge of exponential and logarithmic functions model to applications.

9. Analytic Geometry

- a. Know and apply the distance formula between two points. (Find the distance between the two points A(1, 2) and B(-5, -3).)
- b. Understand the geometric concepts of angle (e.g. initial side, terminal side, coterminal angles, degree, radian, central angle, circular arc length, circular sector area, and reference angle) and be able to apply appropriate properties.
- c. Know and apply the circumference and area formulas for circles, triangles, and rectangles. (If you double the radius of a circle, what happens to its circumference?)
- d. Know and apply the surface and volume formulas for cylinders, spheres and rectangular solids.
- e. Know the relationship between similar triangles. (A rectangle with base x and height 5 is inscribed in an isosceles triangle with base 10 and height 20. Determine x .)

- f. Know and apply the Pythagorean Theorem to simple geometric problems. (Given a rectangle that is 4 ft by 7 ft determine the length of the diagonal.)

10. Use of Mathematics to Solve Application from Various Fields

- a. Apply the acquired understanding and knowledge of functions to model appropriate real-world situations and draw mathematical conclusions.
- b. Understand the underlining principle of variation and how it is used to model many applications.
- *c. Understand the meaning of solutions to systems of nonlinear equations and be able to use effective ways to find and express possible solutions.
- d. Understand the meaning of compound interest and apply the knowledge of exponential functions to model this application.
- *e. Be able to use trigonometry to model and solve basic applied problems.

** Recommended Topics*

11. Trigonometric Functions & Their Inverses

- a. Define each of the 6 trigonometric functions ($\sin\theta$, $\cos\theta$, $\tan\theta$, $\cot\theta$, $\sec\theta$, and $\csc\theta$) in terms of the sides of a right triangle. ($\cos\theta = \frac{x}{r}$ where x is the adjacent side and r is the hypotenuse.)
- b. Define each of the 6 trigonometric functions in terms of $\sin\theta$ and $\cos\theta$. ($\tan\theta = \frac{\sin\theta}{\cos\theta}$.)
- c. Understand the concepts of the six trigonometric functions, both in terms of a unit circle and a right triangle, and be able to apply such knowledge.
- d. Know the domains and ranges for the sine, cosine, and tangent functions; know why domains of inverse trigonometric functions have the usual restrictions (example: solve for x $\sin x = -\frac{\sqrt{3}}{2}$).
- e. Convert angle measures between degrees and radians. (Write 120 degrees as a radian measure.)
- f. Memorize and use the 30/60/90 and 45/45/90 degree reference triangles.
- g. Understand the graphs of the six trigonometric functions and be able to recognize and apply such knowledge (including incorporation of appropriate transformations: shifting, reflecting, stretching, and shrinking).

12. Trigonometric Identities and Equations

- a. Understand the general nature of proving trigonometric identities and be able to perform such task appropriately.
- b. Know and apply the trigonometric identity $\sin^2\theta + \cos^2\theta = 1$. (Simplify the expression $2\cos^2\theta + \sin^2\theta - 1$.)
- c. Understand the general nature of trigonometric equations and be able to solve such equations whenever appropriate ($2\sin^2\theta - \sin\theta - 1 = 0$ over $0 \leq \theta < 2\pi$).

- d. Be familiar with useful formulas (e.g. addition and subtraction, double-angle, half-angle, product-to sum, sum-to-product, law of sines, law of cosines, and Heron's) and able to use them appropriately.
- e. Understand the concepts and graphs of inverse trigonometric functions and their related properties, and be able to perform appropriate operations.
- f. Understand the trigonometric form and its geometric interpretation for complex numbers, and be able to recognize and perform basic conversions.
- g. Understand the multiplication and division of complex numbers in trigonometric form and their respective geometric interpretation.
- h. Understand De Moivre's Theorem and its geometric interpretation, and be able to apply the concept to find roots of complex numbers.
- i. Understand the basic concepts and operations of two-dimensional vectors, their respective geometric interpretation, and the trigonometric aspect of the inner (dot) product.
- j. Understand the geometry of complex numbers.

DRAFT

Engineering & Information Technology Entry-Level Competencies

Draft of Postsecondary Optimal Entry-Level Competencies

Curriculum Alignment Initiative

Missouri Department of Higher Education

June 23, 2008, Revised September 2008

With thanks to:

ISTE's National Educational Technology Standards for Students Project

The Missouri Developmental Education Consortium

I Math

- A. Use the x/y/z coordinate system to depict results of mathematical operations
- B. Understand and apply the metric system
- C. Demonstrate proficiency in defining and referencing ratios
- D. Display skill in working with fractions
- E. Utilize associative, commutative, and distributive properties
- F. Simplify expressions using the order of operations
- G. Distinguish between elements of the sets of real numbers
- H. Distinguish between expressions, equations by type, and inequalities
- I. Solve expressions, equations by type, and inequalities
- J. Use graphs and number lines to depict results of equations and inequalities
- K. Identify, solve, and label systems of equations
- L. Use scientific notation to simplify exponential expressions
- M. Employ polynomial operations and terminology correctly
- N. Solve quadratic equations by factoring and quadratic methods
- O. Perform standard operations with rational expressions
- P. Perform standard operations with terms containing radicals
- Q. Apply graphing skills to depict results of equations and inequalities
- R. Use a calculator to perform basic mathematical operations

II Computer Literacy

- A. Applications—demonstrate a standard proficiency in each of the following:
 - 1. Word processing
 - 2. Presentation graphics
 - 3. Spreadsheet
 - 4. Web browser
 - 5. E-mail client
 - 6. File transfer client
 - 7. Database fundamentals
- B. Computer Savvy
 - 1. Recognize hardware devices by concept, features, and usage:
 - a. Desktop computer—PC or Macintosh
 - b. Printer—inkjet, laser, and dot-matrix

- c. Scanner—by type and image quality
- d. Digital camera—by image-capture type(still-shot / motion video)
- e. MP3 player—by make and quality
- f. Removable storage media – USB flash drives and optical discs
- 2. Apply existing knowledge when learning new technologies
- 3. Demonstrate or develop basic troubleshooting skills
- 4. Identify basic networking concepts for local- and wide-area networks
- 5. Demonstrate basics for computer security and safe computer use
- C. Computer Language Basics
 - 1. Identify prominent languages by type and usage
 - 2. Explain in basic terms how language compilers and interpreters function
 - 3. Describe basic concepts in logical program flow and control structures
 - 4. Demonstrate a basic understanding of variables and language syntax
 - 5. Show basic programming skills by successfully writing and running a simple program
- D. Operating Systems Skills
 - 1. Use operating system features and functions
 - 2. Manage the operating system via graphical and command-line user interfaces
 - 3. Distinguish between file formats by type and related application
 - 4. Demonstrate skill with file management
 - 5. Explain basic interaction between applications and their parent operating systems

III Communication Skills

- A. Demonstrate comprehension skills in written, verbal, and graphic information structures
- B. Interact / collaborate / publish with peers, experts, and others through varied digital environments and media types
- C. Communicate ideas effectively via a variety of media and formats
- D. Contribute to project teams to produce and deliver original works or to solve problems
- E. Develop and demonstrate global cultural understanding and awareness by communicating with learners from non-native cultures
- F. Identify and explain how computers affect interaction in local society and between cultures

IV Professionalism

- A. Positive Work Ethic
 - 1. Provide proof of punctual and reliable conduct
 - 2. Employ a positive mental attitude
 - 3. Demonstrate honesty in all actions
- B. Personal and Professional Ethics
 - 1. Embrace and exhibit honesty in personal and professional environments
 - 2. Understand and follow legal standards applicable to IT
 - 3. Understand and follow IT business accountability standards
 - 4. Acknowledge and abide by legal and ethical standards regarding intellectual property

C. Digital Citizenship

1. Understand human, cultural, and societal issues related to technology
2. Advocate and practice safe, legal, and responsible information and technology use
3. Exhibit a positive attitude for collaboration, learning, and productivity via technology
4. Demonstrate personal responsibility for lifelong learning

V Research and Information Gathering Skills

A. Search Engine Usage

1. Employ effective querying skills
2. Demonstrate how to search within results
3. Show how to store and consult search results

B. Leveraging Digital Tools

1. Plan strategies to guide inquiry
2. Gather, organize, analyze, synthesize, and use information from media sources
3. Consider and select appropriate methods of information delivery

DRAFT

Curriculum Alignment Initiative

Action Plan for CAI Competencies Dissemination June 2009

	Deliverable	Description	Delivery Method	Frequency	Owner	Audience
Reports	CAI Approved Competencies Report and Manual	This report will outline the entry- and exit-level competencies as approved by the CBHE for dissemination to stakeholders and constituents.	E-mail, Hard Copy, Website	September 2009 and as necessary	Angelette Prichett & Kathy Love	Presidents & Chancellors
			E-mail, Hard Copy, Website	September 2009 and as necessary	Angelette Prichett & Kathy Love	Chief Academic Officers
			E-mail, Hard Copy, Website	September 2009 and as necessary	Angelette Prichett & Kathy Love	Faculty
			E-mail, Hard Copy, Website	September 2009 and as necessary	Angelette Prichett & Kathy Love	DESE Administration
			Email, Hard Copy, Website	September 2009 and as necessary	Angelette Prichett & Kathy Love	District Superintendents
			E-mail, Website	TBD		Higher Education Professional Organizations
			E-mail, Website	TBD		Secondary Professional Organizations
			Brochures	TBD		Parents, Students
			Presentations	Individual campus presentations	Provide information to constituents regarding competencies and provide updates	Meeting
Project Announcements	Press Release	Send press release announcing approved competencies	E-mail	One time--September 2009	Kathy Love, PIO	Postsecondary Institutions, DESE Administration, Press

Action Plan for CAI Competencies Dissemination June 2009

	Deliverable	Description	Delivery Method	Frequency	Owner	Audience
Reviews and Meetings	Planning Meeting	Meeting to discuss project	Meeting	May-09	Angelette Prichett & Kathy Love	Planning Team
	Team Meeting	Meeting with CAI Steering Committee to discuss	Conference Call	May 2009 and as needed to review deliverables	Angelette Prichett & CAS	Steering Committee
	Planning Meeting	Process Review	Meeting	June 2009 & July 2009, then bi-weekly	Angelette Prichett & Kathy Love	Planning Team

AGENDA ITEM SUMMARY

AGENDA ITEM

Learning Assessment in Missouri Postsecondary Education (LAMP)
Coordinating Board for Higher Education
June 11, 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. The intent of this agenda item is to present a status report on LAMP's work to date and to provide recommendations to the Coordinating Board for review and action.

Background

Begun in fall 2008, the LAMP Advisory Council serves as a forum for dialogue and research about state-level student learning assessment issues. LAMP's focus is driven by student learning indicators in the state's public agenda for higher education - *Imperatives for Change: Building a Higher Education System for the 21st Century* (IFC) - and the competency work developed through the CBHE's Curriculum Alignment Initiative (CAI). Additional information regarding IFC and CAI may be found in Tab G and Tab H, respectively.

Structure

The LAMP Advisory Council is led by three institutional co-chairs and supported by Missouri Department of Higher Education (MDHE) staff. More than sixty participants participate in LAMP and represent a wide range of fields and sectors including assessment professionals, faculty, K-12 educators, and higher education and K-12 administrators. The process is intentionally open, allowing for all levels of participation.

LAMP was charged to:

- review relevant assessment research;
- summarize current Missouri assessment practices;
- design and implement proof of concept pilot projects;
- recommend policy changes; and
- develop and implement a communication plan.

The Commissioner of Higher Education requested that LAMP's first priority be providing policy guidelines in the areas of access and placement.

Progress

Using subcommittees, LAMP has made significant progress over the last nine months. Products of each subcommittee are listed below and details may be viewed in the LAMP Status Report (see Attachment):

Communications Subcommittee

- LAMP primer detailing history of this statewide initiative
- Newsletters – December 2008, May 2009

Literature Review Subcommittee

- Draft report – Principles, Research, and Literature in Student Learning Assessment

Assessment Practices Subcommittee

- Draft report – Assessment Culture and Practices across Postsecondary Institutions

Key Findings

What do we know about fundamental principles of assessment?

- Professionally accepted principles should guide assessment policy development.
- There are multiple purposes of assessment.
- Assessment should be chosen to primarily serve continuous improvement in student learning but maintain the ability to serve additional purposes, e.g., accountability.
- Assessment differs from evaluation.
- Assessment is applied at different units of analysis: student-, course-, program-, and institutional-level student learning assessments.
- Standards for learning outcomes depend on the level of the student.

What do we know about current Missouri practice in assessment?

- Stakeholders who perceive sustainability as unlikely are reluctant to invest in one policy or process.
- Institutions would like MDHE to provide more data, research, and coordination on important assessment issues, especially placement.
- Institutional assessment officers believe collaboration around best practices and statewide policies can increase the reliability, validity, and application of assessment.
- All institutions are engaged in some form of student assessment, though there is great variation in the instruments used, administrative infrastructure, and the extensiveness to which individual students are assessed.
- Institutions have made expansion of assessment programs on their campus a priority through multiple avenues and by engaging critical stakeholders.

What do we know about access and placement?

- Large numbers of high school graduates enter postsecondary education institutions unprepared for college-level study including far too many who complete a “college preparatory” curriculum.
- Misalignment of course material, tests, and standards between high school and college is an underlying problem.
- Early feedback to middle and high school students, using college-ready diagnostic tools, allows students to keep on target and/or identify weak areas for improvement.
- The use of state-level “first cut scores” with assessment for placement into college-level coursework in Oklahoma has seen some success with reducing remedial enrollments.
- A focus on an essential set of standards directed to students, parents, and educators is critical for future success in all postsecondary options. The common expectation should be for all high school students to take a rigorous core curriculum regardless of plans for college.
- The ability to compare standardized measures across institutions and peer groups can lead to clearer standards and positive outcomes.

LAMP Conclusions

Several conclusions have been reached by LAMP, including the following:

- Mastering quantitative, reading, writing, and critical thinking skills is most important for student success in collegiate-level coursework.
- Collaboration with secondary educators and routinely providing early feedback are essential elements for ensuring student success.
- Multiple assessments are vital to draw conclusions about student mastery.
- Literature supports early-assessment models for measuring added value in learning.
- Assessment of student learning should be designed to measure agreed-upon competencies, e.g., those established by the MDHE Curriculum Alignment Initiative.

The LAMP group is in the process of addressing the following major issues and outlining strategies for progress:

- The use of the competencies in mapping student success.
- The alignment between the DESE competencies for high school students with the MDHE CAI competencies.
- The identification of assessment instruments (existing or new) that measure the state’s entry-level competencies for access to collegiate level courses.

Next Steps

LAMP has been charged to develop strategies for evaluating the effectiveness of specific assessment instruments in measuring CAI entry-level competencies. Pilot projects as well as collection of existing data will be used to develop statewide policy guidelines concerning assessment for access and placement in collegiate level courses. In addition, LAMP will

continue to work on its review and recommendations concerning assessment at other points along of transition for collegiate students, e.g., completion of general education.

Conclusion

The magnitude of this project and the commitment of the co-chairs and volunteers involved in this process have been impressive. It has been a demanding task to develop consensus around assessment issues. The collaboration, collegiality, and dedication of the LAMP participants, and the accompanying institutional support, further sustain the idea that Missouri is uniquely poised to develop policy that can and will positively enhance student learning and college success.

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

It is recommended that the Coordinating Board for Higher Education formally accept the LAMP status report.

It is further recommended that the Coordinating Board recognize the effort and commitment of the LAMP co-chairs in their facilitation of this work and commend all of the participants and educational institutions involved in the LAMP process.

It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to work with LAMP to develop draft recommendations for policy guidelines associated with access and placement in collegiate-level coursework to be shared with presidents and chancellors for review and any necessary changes prior to submitting them to the CBHE for review and action.

Finally, it is recommended that the Coordinating Board direct the Commissioner of Higher Education to work with LAMP in the development of additional evidence of and policy guideline recommendations for assessment of student learning at other crucial transition points in postsecondary education, e.g. completion of the general education program.

ATTACHMENT

LAMP Status Report

2009

Learning Assessment in Missouri Postsecondary Education (LAMP)

Status Report
to the
Coordinating Board for Higher Education
June 2009



Introduction

The Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council was created to consider the issues surrounding statewide learning assessment and to make recommendations for policy. LAMP is comprised of a voluntary group of assessment professionals, postsecondary faculty and administrators, secondary educators and administrators, and Missouri Department of Higher Education (MDHE) staff.

The work of the Advisory Council was completed within subcommittees: Assessment Practices Subcommittee, Communications/Next Steps Subcommittee, and the Literature Review Subcommittee. This report reflects the progress-to-date of the LAMP Subcommittees; their draft documents are included in this report.

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Table of Contents

Introduction.....	2
LAMP Charge.....	4
LAMP Values.....	6
LAMP Guidance.....	7
Assessment Practices Subcommittee Report.....	11
Communications Subcommittee Activities.....	24
LAMP Primer.....	25
LAMP Newsletter December 2008.....	28
LAMP Newsletter May 2009.....	30
Literature Review Subcommittee Report.....	32
LAMP Group Discussion Themes	45
Letter to LAMP Participants from the Commissioner of Higher Education..	46
Group Discussion Notes	48

LAMP Charge

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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LAMP Values Document

Following LAMP's inaugural meeting in October 2008, it was decided that a smaller group, called Next Steps, would be formed to further clarify a direction for the group. The Next Steps group developed a draft Principles/Values of Inclusion document that outline a set of values and principles that LAMP will use to guide its work. The principles are not meant to be principles of assessment, but rather, are meant to form the foundational principles on which LAMP's work will proceed.

LEARNING ASSESSMENT IN MISSOURI POSTSECONDARY EDUCATION (LAMP) PRINCIPLES FOR INCLUSION/VALUES DOCUMENT

These values have been developed and refined by the "Next Steps" Group formed to clarify goals and direction after the first LAMP meeting on October 23, 2008. Note that these principles are not meant as principles of assessment, but are meant to form the foundational principles on which LAMP's work will proceed.

1. We want all institutions and sectors (e.g. secondary, postsecondary public, private, two-year, four-year) to be engaged in the process of making LAMP policy recommendations to the Commissioner
2. We acknowledge the opportunity for assessment to support accountability to our various publics
3. We value the mission and autonomy of each postsecondary institution
4. The primary purposes of assessment are to improve student learning, enhance curriculum development and instructional delivery, and support institutional continuous improvement
5. We recognize the existing assessment work in the state and will seek to build on that foundation where possible
6. We strive to reduce duplication of effort in assessment
7. We seek a collegial process for sharing assessments, best practices, and benchmarking for improvement
8. We focus on aspirational goals
9. We value using assessments to accomplish seamless educational transitions
10. We acknowledge the responsibility for assessment to respond to existing legislation

LAMP Policy Guidance Document

The MDHE staff provided the LAMP Advisory Council with the Guidance Document to outline the MDHE issues and policy questions that are foundational to the creation of LAMP. These issues provide the lens through which LAMP's tasks are identified.

LAMP Policy Guidance

The items below are meant to outline MDHE issues and policy questions that were foundational to the creation of LAMP. These are the issues upon which MDHE seeks input and information in the form of the LAMP report to the Commissioner for Higher Education. These issues are meant to serve as a lens through which LAMP's tasks and goals are to be chosen. Note that the policy priorities to address first are listed under number 2, items a, b, and c; the remaining policy issues will need to be addressed, but the department recognizes that it is necessary to identify priorities for directing resources.

1. **Articulation of Guiding Principles for a statewide Post-secondary Assessment Policy**
 - a. Building upon prior statewide collaborative work on assessment (Missouri Assessment Consortium's "Guiding Principles on Assessment" and its accompanying Assessment Handbook) LAMP will articulate a comprehensive set of guiding principles addressing issues related specifically to statewide assessment practices and policy. These principles will be used to make recommendations about the role of MDHE in assessment across the state, definitions of different forms and purposes of assessment and their relationship to state policy.
2. **LAMP's charge highlights the capacity of assessment to foster student learning, establish foundation for a culture of continuous improvement, and provide ways to demonstrate accountability.** In the decentralized post-secondary educational environment, assessment provides an efficient and effective means of establishing academic trust among institutions, facilitating student transfer and ensuring educational quality. This process recognizes multiple opportunities for assessment to provide useful information along the path of an educational career. Reflective of the guiding principles, assessment at each transition point must ask questions related to purpose, audience, methods, and the role of the state and statewide collaboration, etc. LAMP is charged to create policy recommendations related to each point of transition.
 - a. **Access and Placement (Preparation)** SB 389 recognizes a need for post-secondary institutions to establish expectations of student academic competencies (skills and knowledge) in order to succeed at collegiate level coursework. Through the Curriculum Alignment Initiative entry-level competencies for many areas have created criteria for access to college. Assessment related questions concerning how to determine attainment of these competencies need to be addressed.

Potential Questions/Issues

 - o What essential entry competencies important to access and college readiness have yet to be addressed by CAI?

- How can we best assess the entry-level competencies for entering postsecondary students?
- What still needs to be done to align CAI Entry Level Competencies with DESE educational assessment standards like Course Level Expectations (CLE)?
- In cases where CLEs are adequately aligned with entry-level competencies, are the End-of-Course examinations (EOC) of the CLEs sufficient to assess for access to postsecondary coursework?
- What kinds of supplemental assessment are required if EOC's not sufficient and/or for exceptions like late transfer students, out-of-state students, advancement from remediation/developmental coursework to college level etc.?
- Are competencies required across the board for all subject areas for access to any collegiate-level coursework or is performance considered on a subject by subject basis?
- How do we ensure that Dual Credit students meet the same expectations as other students?

b. Beginning General Education Course Transfer

SB 389 addressed concerns regarding the transfer of single beginning general education courses for collegiate credit for those students not transferring with the 42-hour block of articulated credit or an associate's degree. Assessment related questions regarding the appropriate certification of credit given the development of course-based exit-level competencies in CAI need to be addressed

Potential Questions/Issues

- What are advantages/disadvantages of statewide exam in beginning general education courses?
- What grading policies and procedures would have to be in place for grades to demonstrate achievement of exit competencies?
- How can we respect institutional autonomy while ensuring the transfer of knowledge and skills, not just the transfer of credit?
- Are there ways to "tune" learning goals or curriculum across the state so that grades might be sufficient demonstration of exit competencies mastery?

c. College level General Education

Assessment of general education competencies attainment provides a significant opportunity for intervention to promote student success, accountability to public stakeholders, and trust among institutions to facilitate transfer and articulation. LAMP is charged to develop a strategy that 1) enriches institutional practices which provide useful feedback for student and course improvement, 2) assures correspondence of student learning achievement across institutions, and 3) provides meaningful demonstrations of associated student learning for the public.

Potential Questions/Issues

- What do we mean by general education (e.g., first two years of college, foundational content knowledge and cognitive skills, liberal education) what do we want to test for?
- What are effective means of assessing general education for improvement of student learning that may also serve purposes of accountability reporting and institutional benchmarking?
- What assessment policies and practices are necessary to facilitate transfer of credit (1) in courses where specific exit competencies have been specified, (2) in courses where specific exit competencies have not been specified, and (3) in the case of the 42-hour block?

d. Major Fields

Assessment in major fields ensures that institutions in Missouri are maintaining alignment with their fields of specialization, adequately preparing students to enter their chosen profession, and providing good stewardship of state resources.

Potential Questions/Issues

3. What kinds of reporting will provide sufficiently useful information for public policy as indicated in Imperatives for Change? What kinds of reporting and collaborative assessment and course configuration might extend beyond the IFC requirements.

e. Licensure and Certification

Results of licensure and certification also serves to prove good stewardship of state resources and indication that students are prepared to enter fields with criterion-referenced licensure.

Potential Questions/Issues

- Are licensures and certificates comparable across fields? What is viable reporting?
- How do we gain more data from outside licensure programs?
- What kinds of reporting will provide sufficiently useful information for public policy as indicated in Imperatives for Change? What kinds of reporting and collaborative assessment and course configuration might extend beyond the IFC requirements.

f. Graduate level Access, Admission and Completion

Missouri higher education has a significant interest in producing undergraduates ready for graduate study. Many assessment issues related to undergraduate access and completion may be related to graduate transition point as well.

Potential Questions/Issues

- Other than GRE Scores what kinds of assessments and reporting might inform the preparedness of undergraduates for graduate study?

g. Workforce Competency

Imperatives for Change asks for assessments of collegiate graduate performance in the workplace. Workplace assessments provide useful information to benchmark program

content and student achievement with the knowledge and skills required by employers.
Potential Questions/Issues

- What kinds of reporting will provide sufficiently useful information for public policy as indicated in Imperatives for Change? What kinds of reporting and collaborative assessment and course configuration might extend beyond the IFC requirements.
 - What kinds of useful feedback for institutions and programs, recent graduates, and state reporting would be helpful?
- 4. Encourage and facilitate qualitative advancement of institution specific assessment practices through collaborative conferences, seminars, pilot projects, benchmark data collection and dissemination etc.**
 - 5. Provide for a strategy for further review of assessment policy and evaluation of assessment practices across the state.**

DRAFT

Assessment Culture and Practices Across Missouri Postsecondary Institutions

(A draft report by the LAMP Assessment Practices Subcommittee)

Executive Summary

The Assessment Practices Subcommittee reviewed secondary and postsecondary assessments currently in use in Missouri. This draft report, *Assessment Culture and Practices across Missouri Postsecondary Institutions* reflects upon the infrastructure and general role of assessment practices at Missouri institutions. Below is a summary of the major points outlined in the subcommittee's report.

What do we know about current Missouri practice in assessment?

- Stakeholders who perceive sustainability as unlikely are reluctant to invest in one policy or process.
- Institutions would like MDHE to provide more data, research, and coordination on important assessment issues, especially placement.
- Institutional assessment officers believe collaboration around best practices and statewide policies can increase the reliability, validity, and application of assessment.
- All institutions are engaged in some form of student assessment, though there is great variation in the instruments used, administrative infrastructure, and the extensiveness to which individual students are assessed.
 - Institutions assessing students' basic skills in general education use one of five instruments: CAAP, CLA, MAPP, C-BASE, or Work Keys.
 - Assessment within the academic major is primarily done using ETS Major Field tests and/or institutionally designed cap stone courses and comprehensive course examinations.
 - Concerning placement most community colleges use COMPASS.
 - Assessment of affective development, attitudinal surveys, institutional effectiveness, and first year student experience is sporadic.
- Institutions have made expansion of assessment programs on their campus a priority through multiple avenues and by engaging critical stakeholders:
 - Institutions have expanded their assessment programs to fulfill mission objectives and respond to public calls for increased transparency.
 - Assessment has become a central aspect of institutional mission and practice.
 - As a criterion of success, the role of faculty has become central not only to the implementation, but also the planning, structure, and decision making process of assessment on campuses.
 - Almost all institutions believe that faculty are invested in assessment but this relationship needs continual nurturance and development.

- Technological advances (dashboards, assessment software like Foliotek and Weave) have increased the participation in and effectiveness of assessment on campuses, but more investment is needed in this area.

Preface

This document is a preliminary report outlining the state of assessment culture and practices of post-secondary institutions across Missouri. The report was commissioned by the Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP) and produced by the Assessment Practices Subcommittee (APS). LAMP's charge focuses upon analysis of current and future needs in Missouri to increase the quality of education through learning assessment. This report was commissioned to provide context for LAMP's policy recommendations to the Commissioner of Higher Education.

Assessment of student learning is an evolving discipline. While institutions draw from a common battery of instruments to measure student learning, student satisfaction, instructional quality and institutional effectiveness; the methodology, analytical perspective and application of the information varies significantly across institutions. Further, many important aspects of assessment are not related to the instruments but to infrastructure, stakeholder attitudes, and relation to state, federal, and accreditation requirements.

Missouri has a long and productive history encouraging assessment and collaboration across institutions. Along with the critical contributions of the Missouri Assessment Consortium (MAC) found in 1991, strategic plans and reporting have consistently contained explicit calls for improvement in student learning and relevant assessment measures. Improvement of student learning and effective assessment for instructional improvement and accountabilities are paramount priorities for the Department of Higher Education. The strategic plan, Imperatives for Change reinforces these priorities by reporting performance on general education, major fields, and licensure and certification examinations.

The depth and breadth of assessment practices should not be underestimated. At the time of LAMP's inception in October 2008 scarce information about these assessment practices was available. This report begins to address this deficit. The report will draw upon two primary sources, 1) the Missouri Assessment Instruments Survey (MAIS) which included questions concerning the availability of an assessment plan and solicited information about the use of over 60 different types of assessment instruments, and 2) the Survey of Assessment Culture (SAC) concerned with information related to the infrastructure, attitudes, and general assessment practices. Additionally, respondents were invited to share opinions about the effectiveness of current state policies related to assessment, and how they might be improved¹.

Assessment Planning and Institutional Mission

Almost all institutions have a formal plan that is publicly accessible while only about half of these plans are available on the institution's website. The SAC further inquired about what kinds of assessment are explicitly referenced in the assessment plan. Of the 21 institutions with an

¹ For more information on the methodology of the SAC and MAIS data see Appendix A.

available plan 100% referenced institutional level assessment, 90% program level, 81% course level, and 71% entrance or preparation level assessment.

Formal Assessment Plan Available						
Sector	Formal Plan		On Website		Publicly Accessible Plan	
Independent	8	89%	3	33%	3	33%
Public 2-Year	11	79%	7	50%	10	91%
Public 4-Year	10	91%	8	73%	9	82%
Total	29	85%	18	53%	22	69%
Source	MAIS			SAC		

Formal plans play an important role in setting clear objectives and processes. For many institutions assessment is a vital component in ensuring that instructional and administrative decisions throughout the campus are aligned with stated mission and values. Institutions:

- Have clearly connected assessment to their institutional mission, and it plays a clear part, at least on the institutional level, in evaluating performance.
- Have performed formalized linkages between the institutional mission and the assessment of program, department, course, or placement level student learning outcomes.

Infrastructure

Infrastructures that support assessment responsibilities vary greatly across institutions. Capabilities and limitations are related to more than just the value associated with assessment. Institutional size and budget, mission focus, and non-assessment organizational structure significantly shape the support systems of assessment. Respondents were asked to “describe the infrastructure and resource allocations dedicated to student learning and assessment (i.e. academic support centers, research offices, committees, strategic plan, faculty involvement, professional development, software applications etc.)”.

- Management of assessment responsibilities varies. Ultimate responsibility is most often at a senior academic level or office of assessment or institutional research director; but faculty also play important roles as assessment directors.

Distribution of Primary Assessment Officers				
	Public 4 Year	Public 2 Year	Independent 4 Year	Total
Chief Academic Officer (CAO)	1	3	2	6
Assistant CAO	4			4
Office Director	4	5	2	11

Assistant Dean		1	3	4
Faculty		2	1	3
Distributed			1	1
<p>*“Assistant” includes the title Associate as well *CAO includes the titles Vice President of Academic Affairs and Provost *Office Director includes directors of Assessment, Institutional Research, and Learning Centers</p>				

- New software applications have been developed and implemented to improve tracking of the large amounts of data associated with student learning objectives. These applications are credited with significant improvement in data management, faculty and student participation, and instructional improvement.
- Innovative assessment activities and professional development opportunities increase faculty proficiency in assessment skills.
- Development of a detailed assessment strategy and infrastructure for many institutions has generally resulted in increased support and participation in assessment by all collegiate stakeholders.

Faculty Support

Achieving a quality assessment program requires the integration of supportive faculty in the process. Yet assessment may be a challenge for faculty concerned the additional responsibilities take away from teaching, add to the overall workload, and are not proven solutions. In spite of these often voiced concerns, all institutions reported broad faculty support and participation by faculty. The most negative comments suggested faculty support was “mixed”, “growing but not everyone was on board”, and “some faculty resistance, but not strong”. Most assessment programs are beginning to rely upon faculty more and more through course embedded assessments and program reviews. Faculty are generally cited as integrated into the assessment program.

Student Support

Student support and participation also receives high remarks from survey respondents. Several cited high participation at assessment events and response rates for “optional” surveys like the National Survey of Student Engagement (NSSE). While assessment has become a norm in much of student life, some have noticed that enthusiasm begins to flag as students become seniors. Others have heard students complain about passing a general education test in order to graduate.

Assessment Instruments

One primary function of the Missouri Assessment Instruments Survey was to inventory the instruments used for student learning improvement and other levels of assessment. The APS created a follow up survey to this study which moves beyond a simple inventory requesting information on methodological implementation, collection and analysis strategies, and how the data is used. This survey is currently being field tested and may be employed later in 2009 to

contribute more information to this process. Below are some of the key findings from the MAIS responses²:

Instruments primarily used to measure the general cognitive ability of students and assess apprehension of general education learning outcomes were classified as “Basic Skills”.

- Every Public Institution and all but one Independent institution indicated the use of a Basic Skills Assessment. Many also report these scores through the Voluntary System of Accountability (VSA).

Commonly Used General Education Assessments					
Sector	CAAP	CLA	MAPP	CBASE GE	Workkeys
Independent	0	2	2	5	
Public 2-Year	9	0	3	11	9
Public 4-Year	3	3	7	8	
Total	12	5	12	24	9

- Due to an earlier pilot project with the CLA in 2002-4 numerous institutions indicated past usage but now used the CAAP or MAPP. In fact, of reporting institutions, only 5 of the 15 institutions that had used CLA in the past 5 years intended to use this year or in the future.

Major Field exams are comprehensive instruments measuring undergraduate understanding of an entire field of study.

- All Public four year and many of the independent institutions use Educational Testing Service’s (ETS) Major Field Tests.
- Many institutions also use institutionally designed capstone courses (65%) and comprehensive course examinations (50%) for critical fields assessment.

Placement examinations consist of instruments designed to evaluate an incoming student’s basic skills for the primary purpose of collegiate course placement and advising.

- COMPASS is the preferred placement tools among the public community colleges (86%).
- In spite of growing remedial needs among baccalaureate conferring institutions, few indicated the use of Accuplacer, ASSET or COMPASS.

Many institutions supplement external evaluations of student cognitive capacity and growth with instruments used to measure adaptation to the higher education environment, religious identity, demographic, attitudinal and other subjective and affective dimensions. Many such instruments overlap in purpose with the following category of institutional effectiveness. While those primarily tasked to evaluate the affective development of students are used less frequently, several of these instruments were indicated by surveyed Missouri schools.

- Only 11 (32%) of respondent institutions indicated current use of an instrument assessing some dimension of affective development.

² Appendix D contains a copy of the final summary tables from the MAIS report.

- The Cooperative Institutional Research Program’s Freshman and Your First College Year (YFCY) surveys were the most commonly used instruments. While only 7 institutions claimed current usage, another 8 had used one of them in the past and 4 are considering for future use.

Numerous instruments exist to evaluate student, faculty, staff, alumni, and other interest groups opinions or institutional experiences. Because of the quantity and variety of instruments available there is a larger pattern of disjointed use between the past, present, and future than among other categories.

- Most four year institutions have used the National Survey of Student Engagement at some time although only 29% currently participate and these are mostly Independent colleges. Among institutions not currently participating almost all are considering future use.
- After NSSE, Noel Levitz’ surveys like the Student Satisfaction Surveys are the most commonly cited instrument.
- 50% of all institutions and 73% of public 4-year universities administer a self-designed senior exit survey.
- Institution designed measures of institutional effectiveness are also commonly employed among alumni, faculty, and staff.

Five final categories related specifically to First year and Prospective students: Health Fields Assessment, Data Warehouse participation, course evaluations, and miscellaneous are included in the appendix tables. While some of these tests overlap in purpose with earlier categories their unique populations (first year, health professionals etc) or scope of administration, warrant separation.

- 4 independent and 7 public institutions indicated using some kind of first year or prospective student survey apart from those targeting affective development.
- 44% of institutions passed information to the National Student Clearing House, while 5 of the 8 independent four year schools participated in the University and College Accountability Network (UCAN) and 6 of the 13 community college systems (43%) participated in the National Community Colleges Benchmarking Project (NCCBP).
- 8 (73%) of public four-year institutions use Portfolios or ePortfolios in Assessment work. These were not included in the basic skills category because their purpose an implementation varies greatly.

Perspectives on Assessment Needs

Assessment continues to be a developing discipline. Survey responses illustrate that assessment professionals at Missouri’s institutions are committed to enhancing the methods and structure of assessment to advance the goal of improving student learning outcomes. This professional dedication is reinforced by the requirement of governing boards and accreditation bodies to consistently review assessment plans and implementation. It is not surprising then, that only one institution did not offer any ideas when asked “What is the single most important change or

improvement your institution could make to increase the quality and effectiveness of student learning assessment at your institution. Several central concerns dominated these responses.

- Institutions assessment and research offices need more personnel and resources. Many institutions lack the coordination of a full-time assessment coordinator would provide. Such a coordinator could implement programs on assessment and work with faculty on teaching, learning, and assessment. Along with this concept, smaller institutions would like more data and strategic support with the addition of a dedicated research office and support center for assessment training and resources. Beyond the infrastructure support personnel, other institutions admitted a need for a more structured and organized system of assessment overall.
- Implementation of assessment policy was also identified as an area for improvement. When explicitly asked about potential changes, some institutions suggested that assessment needs to become a normative component of the educational process for students and faculty. If students were required to complete general education requirements within a certain time frame, pre- and post-testing would allow for better measurement, intervention and assist in both student feedback and instructional development. Many course and program assessment practices are the responsibility of faculty without significant oversight, incentives or consequences for –non-completion. A more defined process requiring course embedded assessments, structured review and feedback, and program review would enhance the success of students at learning outcomes. The next step then is to close the loops in assessment programs by ensuring programs use the collected data to analyze and make responsible changes to the programs.

Structured assessment policies require not only significant participation by faculty, but embedding the practices in the experiences and knowledge of faculty. The reference group felt that overall support of assessment would derive from the group spending the time, effort, and resources to gain the support and understanding of reluctant faculty.

Best Practices in Missouri

Although improvement is always possible, Missouri institutions excel in many areas. Many institutional representatives highlight the capacity and need for MDHE to be a coordinator of data, information and best practices. Responding to this sentiment, the APS committee invited institutions to share some of their institution’s best assessment practices. Three dominant issues underlie many of the solutions.

- The need for improved alignment between assessment practices and institutional mission and objectives
- How to increase faculty, staff, and student involvement and encourage an environment where assessment is normative
- Developing assessment practices with increased reliability, validity, and meaning.

Mission Alignment

Several institutions indicated they have initiatives to align student learning outcomes objectives with the institutional mission. More than one respondent claimed these initiatives as part of their AQIP³ action project. Other institutions highlighted the benefit of requiring annual assessment plans for each department be reviewed by an assessment committee and relevant performance tracked. Implementing a five year review of programs also allows for a tighter alignment of mission and values with instruction and learning.

Assessment Participation

While well articulated plans, and alignment of objectives and missions are critical for continual improvement in student learning implementation is impossible without “buy-in” from staff, faculty and students. Several of the best practices cited by institutions demonstrate successful strategies to resolve this problem. The creation of assessment areas and dashboards on campus intranet has received a clear testimony of success. These kinds of enhanced communication strategies increase awareness, accessibility and utility of information, and even encourage timely completion of assessment plans. Other assessment tracking applications like Foliotek, Weave, and other Eportfolio programs also encourage participation from students and faculty and allow linkages with student information systems to enhance intervention capabilities.

Technological solutions are one strategy to increase participation and create a normative assessment culture. Other respondents underscored the benefits of structural and testing strategies. A smaller liberal arts college transferred everyday assessment responsibilities from a college committee to departmental assessment coordinators. For an institution without many administrative staff this created greater involvement of departments in the process. Another campus requires faculty to give at least one assignment to each class that aligns with established rubrics. These are then reviewed by an external committee to evaluate student learning and quality improvement.

Incentives and collaborative sharing can also be an effective strategy to increase participation in assessment testing and professional development. Several institutions have created Assessment Days where students and faculty are given class release to complete assessment instruments. One community college reports 75-90% student participation. Free food for lunch and door prizes appear irresistible for students. Similar assessment days for professional development and assessment showcases where departments can share best practices within the campus community may also increase faculty involvement and competence.

Assessment Quality

³ The Academic Quality Improvement Program (AQIP) of the Higher Learning Commission is an alternative five-year re-accreditation process prioritizing continuous quality improvement processes with institutionally designed objectives and self-assessment.

In addition to clear articulation of assessment goals and participation from students and faculty, institutions must also develop processes that provide quality information to enhance student learning and program quality. Some related best practices include detailed analysis and feedback based on a global application of Major Field Tests, comprehensive testing for academic and writings skills, measuring student outcome performance at the entry, midway, and exit of collegiate life, general education capstone experiences and general education portfolios.

Institutional Perspectives on Assessment Related Policies

Missouri's on-going efforts to improve student learning and educational opportunity across the state have generated several policies related placement, remediation, curriculum alignment, transfer, and educational proficiency. These policies are fundamentally related to student learning improvement and will likely be affected by changes in assessment policy and practices. Institutional representatives were asked to provide feedback on the current status of these policies and perspectives on what was required for success.

Placement

Twelve institutions indicated they would like the state to move towards further standardization of a placement policy. Among these institutions eight explicitly requested an established range of placement scores. Eight of the remaining twenty-one institutions asserted that policy should prioritize individual institutional policies. Another common call was for MDHE to collect and disseminate placement data and best practices. Other significant suggestions included a desire for a standardized K-12 College Preparation instrument; a requirement that all sophomores and juniors take the ACT; mandating institutions to subscribe and implement clear entry level course expectations; and ensure the quality of dual credit programs.

Remedial and Developmental Education

Comments related to remedial and developmental education were limited. Only a few respondents indicated MDHE policy should move towards standardization or collaboration. These were balanced by a few explicitly expressing state policy should prioritize institutional policy. Institutions identified the need for MDHE to continue collaboration with the K-12 sector, increase the visibility of remediation and developmental needs, design a common placement instrument, collect and disseminate data and information, and ensure appropriate funding.

Curriculum Alignment Initiative (CAI)

Many institutions feel that the current CAI approach is adequate and should be maintained. There were several specific suggestions for a common course numbering system, as well as, increased alignments and cross validation between CAI competencies and other sectors like DESE, LAMP findings, and across institutions.

Transfer and 42 Hour General Education Block

The legacy of the 42 hour general education transfer policy continues to be an important issue for many institutions. Many of the community colleges would like to see the policy mandated so certified students need not worry about its transferability. Others suggest some revisions like increasing the block to 60 hours, creating a common assessment tool, and the development and alignment of general education competencies.

Assessment of Major Fields

Of all the policy areas, the strongest push for prioritizing institutional policies was related to Major Fields. While a few advocated for more standardization, and slightly more that MDHE encourage collaboration and dissemination of information, most cited the diversity and uniqueness of individual programs, and that assessment of Major Fields is already governed by accreditation and licensure. Other comments included the desire that state licensure and certification should be aligned and inherited from regional accreditation bodies, and for further alignment of DESE and DHE policies related to technical skills assessment. One institution suggested MDHE create incentives for rewarding institutions and students for success, and another for the integration of Workkeys into the state policy for community college assessment of major fields.

Institutional Suggestions for Consideration

An important early benefit of LAMP has been the sharing of problems, solutions, concerns, and ideas for the future as participants pay careful attention to common assessment issues and how public policy might assist institutions. An important role for MDHE is to facilitate collaboration among diverse institutions. The complexity of assessment practices and use necessitates such partnerships both to learn from others as well as address cross-institutional issues like transfer, college preparation, and current statewide policies. Responding to: “In which types of collaborative projects related to student learning assessment would your institution be interested in participating?” Institutions highlighted the collaborative advantage to:

- Sharing best practices and learn from the innovation and success of other institutions.
- Inform and influence policy issues that affect all institutions like dual credit, specific tasks and methods like measuring and advancing critical thinking, problem based assessments, reducing remedial coursework, partnering with secondary schools to reinforce preparation and transition, and creating CLA content specific practice examples.
- Sharing data for cross-institutional research into topics such as: the success of students at different placement score cutoffs, tracking of student transfers (e.g. the recent UMSL-STLCC transfer project), and following wage and employment data of graduates. When asked about how MDHE could improve institutional assessment capacity and quality data collection and support were central.
- Increase assessment quality with partners to cross-validate assessment tools and student learning objectives, especially around CAI. Partnering to create common discipline based goals and objectives or redesign entire curricular areas for student learning

improvement provides advantages for transferability and education commensurability. This approach allows for faculty autonomy in course design while promoting transfer and articulation.

In addition to providing data resources and facilitating collaboration, assessment officers asked for additional financial resources committed to assessment. Funding was requested for testing, resources, and to support the introduction of innovative methods, materials, training, and equipment to engage students more fully in learning activities.

Conclusion

Institutions in Missouri are committed to improving student learning. The growth of assessment practices and their integration into the administrative and pedagogical fabric of academic life reflect the importance of assessment to provide information for faculty guidance, curriculum modification, administrative performance review, institutional mission alignment, public accountability and to provide students with information about their academic growth. Institutions have expanded their assessment programs to fulfill mission objectives and in response to periodic waves of public interest with corresponding legislative mandates and civic initiatives. In recent years, the wealth of institutional and state-wide practices and policies has been reinforced by a quality improvement focus by the accreditation process of the Higher Learning Commission (HLC). The practice of assessing student learning in Missouri is improving as well.

Four dominant themes run throughout the responses to the survey. First, assessment has become a central aspect of the educational life, strategic plan, and mission of many postsecondary institutions. Second, there is an incredible diversity in the structure, hierarchy, and practice of assessment across Missouri postsecondary institutions. Third, in spite of this diversity there is a strong commitment by institutional assessment officers to build consensus and collaborate on assessment policies that may enhance student learning across the state and quality in each institution. Finally, continued investment in infrastructure and program development at the institution and state level is needed to achieve student learning improvement.

Institutions across Missouri are integrating continuous improvement into their institutional mission and objectives. Almost all institutions have deliberate institutional and program level assessment plans and nearly three-fourths have formal course and entrance or preparation policies. This commitment is beginning to be reflected in strategic, facility, and infrastructure planning. While the process is not complete at any one institution, the values of improving student learning are becoming a recognized language of educational administration and pedagogy.

While the principle of quality improvement becomes more pervasive, the implementation and even underlying philosophy varies from institution to institution. In most cases this variance

results from responses to institutional-specific values and conditions. This range of practice reflects the diversity in institutional culture across the state, as well as, the nascent development of assessment practice and the relative isolation in which solutions are created.

As assessment practice becomes more established, assessment professionals across the state highlight the opportunity for cooperation to further institutional and state-wide improvement. Respondents indicated a need for further sharing of best practices and discussion of common challenges. Many institutions recognize a need to create refined common policies to promote trust and address larger social educational problems like educational mobility, remediation and developmental education, and workforce preparation. Institutions also have reservations about any policies which might over-ride their flexibility to address these same issues within their local context and mission.

With a few exceptions, institutions would like MDHE to provide more data coordination and research related to important assessment issues, and more coordination of collaboration on these issues and with other organizations like DESE and state licensure boards. There is a particular recognition that collaboration can increase the reliability, validity, and meaning of current assessment practices.

In addition to the integration of assessment values into the mission and strategic plan, many institutions indicate that the success of assessment programs is tied to the prioritization of infrastructure needs by the administration, and the investment of faculty in the process. Technological advances (dashboards, assessment software, data warehouses, etc) have increased participation and the effectiveness of assessment on campuses, yet more investment is needed in this area. Faculty have become central not only to the implementation, but also the planning, structure and decision making process of assessment on many campuses. Because faculty are central to success, institutions have focused upon placing them at the center of the process. This investment needs to be continually nurtured and reinforced.

Survey responses show that some disagreement over the scope and nature of statewide assessment policy results from philosophical differences in the role of assessment or the relationship of the state and individual institutions. As the Assessment Practices Committee has discussed the survey results among themselves and with other faculty, institutional administration and assessment professionals, two further reservations also predominate. Faculty, as well as, institutional administration and assessment professionals, is wary of an increased workload associated with further assessment programming. Secondly, stakeholders may be reluctant to invest in one policy or process only to find their efforts quickly superseded by subsequent initiatives. Participants in this discussion insist that policy development must be mindful of these contexts.

The high survey response rate and investment in the LAMP process are testimonies to the spirit of cooperation thriving among assessment professionals across the state and their desire to enhance the discipline and benefit Missouri higher education. This report provides substantive evidence about current assessment practice and culture to inform future policy discussion. More importantly it demonstrates that both the need and will are present to improve student learning outcomes and the quality of higher education in Missouri.

Appendices

Document appendices can be downloaded from:

www.dhe.mo.gov/files/lampassessmentculturesurveyappendices.docx

- Appendix A: SAC and MAIS Methodology
- Appendix B: SAC De-Identified Responses
- Appendix C: SAC Instrument
- Appendix D: MAIS Survey Summary Tables

DRAFT

Communications Subcommittee Activities

The Communications Subcommittee developed and implemented a plan to foster communicating internally and externally by developing a LAMP Primer detailing the genesis of the LAMP Advisory Council, as well as creating two newsletters, in December 2008 and May 2009, updating participants and interested constituents on LAMP's activities.

DRAFT

May 2009

Contents

What is LAMP?

What does LAMP stand for?

LAMP's Genesis

LAMP Goals

Why you should be interested in LAMP

LAMP: Myths and Facts

LAMP Webpage:

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Upcoming Meetings

Full LAMP Committee:

- Monday, May 11th

Recent LAMP meetings:

Assessment Practices Subcommittee:

- January 2, 2009
- April 1, 2009

Literature Review Subcommittee:

- February 11, 2009
- March 16, 2009
- March 25, 2009
- April 1, 2009

Communications Subcommittee

- December 18, 2008

What is LAMP?

For some of you reading this message, you may be asking yourself: What exactly is LAMP? What is this group doing? What will be the impact of this work?

Recognizing that there are different levels of understanding about the work of LAMP, we have developed a primer that outlines the genesis and intent of the LAMP initiative.



What does LAMP stand for?



LAMP stands for, "Learning Assessment in Missouri Postsecondary Education". The Co-Chairs and organizers of the group considered several different names for the group, but specifically chose the acronym LAMP, because of its significance to the group in its role to provide information and data to policy makers to illuminate their decision-making processes and assist them in making informed policy decisions.

LAMP's Genesis

LAMP was initially conceptualized and initiated by the Missouri Department of Higher Education (MDHE) to dialogue and provide research, data, and recommendations to the Commissioner regarding assessment-related policy issues. Three institutional representatives from across the educational sectors were chosen to provide grassroots leadership, with support from MDHE staff. The intent of the group is to bring the experience and expertise of institutional representatives and practitioners to the table as the MDHE begins to consider appropriate ways that assessment be considered from a state-level perspective.

LAMP Drivers

Two initiatives underway at the state level have driven the creation of LAMP to consider assessment in the context of higher education policy: the Curriculum Alignment Initiative (CAI) and the CBHE statewide coordinated plan for higher education—Imperatives for Change.

The Curriculum Alignment Initiative, initiated in 2007, has produced competencies that outline knowledge and skills necessary for success in collegiate-level coursework and for completion of beginning general education courses. While CAI has undertaken the work to develop the competencies, it was the charge of the group was also to identify the policy impacts for a larger group of both content and assessment professionals, LAMP, to consider. To learn more about the history and current status of CAI, visit:

<http://www.dhe.mo.gov/casinitiative.html>

The Missouri's statewide coordinating plan for Higher Education, Imperatives for Change (IFC), was adopted by the Coordinating Board for Higher Education in July 2008. IFC provides a vision that has been developed collaboratively by Missouri's higher education institutions and the Coordinating Board for Higher Education. This plan will serve for the next three to five years as a foundation for prioritizing goals, justifying an increased resource base and allocating resources. This plan has, as one of its main goals, the need to assess student learning outcomes through multiple venues. LAMP has been charged with considering assessment surrounding these areas. To learn more about the IFC, visit: <http://www.dhe.mo.gov/ifc.shtml>.

LAMP Goals

The central goal of LAMP is to "thoroughly and thoughtfully explore assessment-related policy questions, based upon current practice and literature surrounding these issues, and provide the resulting considerations and recommendations to the Commissioner for use in the development of policy".

The work of LAMP has been shaped by three documents: the LAMP Charge, the LAMP Policy Guidance, and the LAMP inclusion values:

- The [LAMP Charge](#) was put forth by the Commissioner outlining the tasks and end report that LAMP was asked to deliver. This document framed the reason for forming the group, the importance of gathering professionals from across domains, and the specific areas for inclusion in the final report.
- The [Policy Guidance](#) document clarified the policy questions, driven by CAI and IFC, that the MDHE needs addressed in order to develop assessment related policy. These were meant to frame thinking and direct LAMP to specific policy areas.
- The [LAMP Inclusion Values](#) were developed by the LAMP members themselves, as the method and process for moving forward with the work of LAMP was under the purview of the group itself. This document seeks to articulate the process values the group would uphold in moving forward with the work.

These three documents have served to clarify and direct the actions of the group.

Why you should be interested in LAMP

LAMP is an opportunity to bring together individuals across the state with experience and expertise in multiple domains, and engage in dialogue and discussion with the express intent of bringing quality information to senior officials and upper-level administrators tasked with developing assessment-related policy. The LAMP process is an open opportunity to collaboratively identify the issues, challenges, and prospects for policy development. There is no expectation that participants must be in agreement, but that as a group LAMP can illuminate the critical issues for consideration in developing effective assessment policy for the state of Missouri.

LAMP: Myths and Facts

MYTH: *LAMP is making policy regarding assessment.*

FACT: LAMP does not make policy. The group is charged with exploring assessment practices in Missouri and professional assessment literature in order to provide information and recommendations to the Commissioner. This information will be utilized by MDHE to make informed, data-driven decision making and policy development. The Commissioner and MDHE Senior Staff develop policy in consultation with institutional leadership; these policy recommendations are then brought forth to the Coordinating Board for Higher Education for consideration and action.

MYTH: *LAMP will constrain or devalue institutional autonomy.*

FACT: LAMP's purpose is to critically look at the policy issues faced at the state level surrounding assessment and provide quality information to policy makers about the issues and concerns that need consideration in the development of thoughtful and effective policy. Members of the group are not being asked to all agree on the same thing; indeed, there are many opinions about possible policy solutions. It is the synergy of bringing together so many individuals that will allow LAMP to provide thorough and nuanced recommendations to these assessment policy issues.

MYTH: *The purpose of LAMP is to produce statewide assessment tests.*

FACT: LAMP is charged with examining best practices and professional literature, and dialoguing about that information as a group in order to identify areas of critical consideration and recommendations for policy consideration. There is not any foregone conclusion regarding assessment put forth to the group; MDHE is seeking information to better inform the development of policy and the appropriate use of assessment.

MYTH: *The MDHE will not take LAMP recommendations into consideration.*

FACT: The Commissioner and MDHE are committed to promoting collaborative dialogue and sharing policy development. LAMP was expressly initiated to utilize the expertise available in the state in the area of assessment, so that policy development and policy decisions might be better informed. It is of course, no guarantee that all recommendations will be acted upon, but they are of great value in bringing forth the critical areas of concern in the policy development process. Good policy cannot be created in a vacuum.

MYTH: *These issues are too big for LAMP to consider.*

FACT: Indeed, these are significant and complex issues for the group to consider, especially considering the breadth of the field of assessment. However, the MDHE has provided guidance as to the specific domains within assessment with which they are requesting assistance and information, as outlined in the [Policy Guidance](#) document. In addition, Commissioner Stein recently wrote a [letter](#) requesting the LAMP group specifically focus on completing recommendations regarding access and placement for the June 2009 report, with the understanding that LAMP would continue to work on other policy recommendations after that date.

MYTH: *There is no way LAMP will be able to make recommendations by the June 2009 deadline.*

FACT: Early on, LAMP members, with support from the Commissioner, decided that given the number of policy areas that the MDHE was seeking input and recommendations on that it would be necessary to limit scope the first year. The group decided it would focus their attention initially on three areas of primary interest: access and placement; beginning general education course transfer; and college level general education. Work has progressed on all three fronts, but with the Commissioner's request to prioritize access and placement, it has been decided that LAMP will provide a report on progress to date for all group activities but provide a comprehensive analysis of critical issues and factors only in the area of access and placement for the June 2009 report.

MYTH: *Policies resulting from LAMP's recommendations will force all institutions to have the same admittance policies.*

FACT: As mentioned above, LAMP is not a policy making body, and therefore would not have the authority or power to enact such policies. In addition, since LAMP's members come from the institutions themselves, their dialogue and recommendations are based out of their experience and expertise as well as examination of practice and literature; it does not seem likely that LAMP recommendations would include such draconian suggestions.



Volunteer to Participate with LAMP

If you are interested in participating in LAMP, please email Angelette Prichett at angelette.prichett@dhe.mo.gov. Your experience and expertise are welcome!

LAMP Leadership

Rita Gulstad
Central Methodist University
Co-Chair, LAMP and
Assessment Practices Subcommittee

Jeff Lashley
Moberly Area Community College
Co-Chair, LAMP and
Communications Subcommittee

Michael Strait
University of Missouri-Kansas City
Co-Chair, LAMP and
Literature Review Subcommittee

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December 2008

In This Issue

Next Steps Group: Bring LAMP into Focus

LAMP Subcommittee Updates:

Communications Subcommittee

Assessment Practices Subcommittee

Literature Review Subcommittee

What's next?

LAMP Webpage:

Visit our new website for updates and committee resources

<http://www.dhe.mo.gov/lamp.shtml>

Upcoming Meetings

Full LAMP Committee:

- Date TBD, early 2009

Literature Review Subcommittee:

- December 5th, time (conference call)
- December 12, time (conference call)

Assessment Practices Subcommittee:

- December 10th, 9-10 am (conference call)

Communications Subcommittee

- December 18th, 10am-2pm (MDHE office, Jefferson City)

Welcome!

Welcome to our new Learning Assessment in Missouri Postsecondary Education (LAMP) newsletter. This newsletter will be sent to all LAMP members regularly to update you on whole group and subcommittee progress. We hope this will keep all participants informed and up to date on our activities.

Thank you for your participation and efforts to inform assessment policy in Missouri.

Next Steps Group: Bringing LAMP into Focus



At the conclusion of our first meeting in October, a small group called the "Next Steps" group was formed with the purpose of taking the dialogue from the first meeting and clarifying the purpose and direction of LAMP for the entire LAMP committee.

Through feedback from the MDHE and through several meetings, the Next Steps group was able to develop several documents that outline LAMP's goals and together form a set of framing documents that will guide our work:

1. **MDHE Policy Guidelines:** This document, developed by MDHE, clearly outlines the policy issues and questions that are a priority for the development of state level policy in assessment. These areas that the LAMP group must focus in order to provide input and expertise to MDHE in developing informed policy.
2. **LAMP Charge:** This document was made available at our first meeting and clearly outlines the drivers for the formation of our group, the rationale for our structure, and the deliverables that the MDHE has asked for by June 1, 2009. If you have not had a chance to review this document in detail, please take this chance to review it now.
3. **LAMP Principles of Assessment Inclusion:** This document, developed initially by the Next Steps group and refined through all three subcommittees, establishes the values that will guide us as we move forward with our work. When new issues or questions arise, the group will consider these fundamental principles as the basis of our response.
4. **LAMP Timeline:** Also presented at our first meeting, this document outlines the critical time points in order to deliver the final report in June 2009.

To view these policy documents visit: <http://www.dhe.mo.gov/lamp.shtml>.

LAMP Subcommittee Updates



LAMP participants were asked to join one of the three working subcommittees that have been assigned all tasks associated with LAMP. For those few remaining participants who may not have chosen a group, it is important that you chose a group (or groups) in order to participate in LAMP activities. The large group will come back together later in the process to evaluate subcommittee reports and develop policy recommendations from that information.

Recent LAMP meetings:

Full LAMP Committee:

- October 27, 2008

Communications Subcommittee:

- November 18, 2008

Assessment Practices
Subcommittee:

- November 20, 2008

Communications Subcommittee

- November 21, 2008

LAMP Leadership

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Central Methodist University
Co-Chair, LAMP and Assessment
Practices Subcommittee

Jeff Lashley
Moberly Area Community College
Co-Chair, LAMP and
Communications Subcommittee

Michael Strait
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Review Subcommittee

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Hillary Fuhrman
Research Associate, Academic
Affairs

Jeffrey Smith
Research Associate, Academic
Affairs

All three subcommittees met during the week of November 17-21; all three groups spent a portion of the meeting discussing and refining the framing documents before addressing group-specific work. Summary of major subcommittee activities are below; full meeting summaries are available at <http://www.dhe.mo.gov/lampminutes.shtml>.

Communications Subcommittee:

The Communication Subcommittee met on November 18th. Discussion included:

- overall communications strategy, including targeted messages and timing
- identification of both internal and external constituent groups
- recruiting additional members from unrepresented sectors
- keeping LAMP participants engaged
- keeping constituent groups informed, including assignment of liaison roles
- drafting a communications action plan
- developing a newsletter to keep all LAMP participants informed of subcommittee progress

The group will meet face-to-face on December 18th to finalize an action plan and progress on communication materials

Assessment Practices Subcommittee:

The Assessment Practices Subcommittee met on November 20th.

1. The group decided to move forward with an initial questionnaire to move beyond the MAIS survey to how institutions assess different levels and categories of their students, programs, units, etc., with a target to send out by mid-December.
2. Questions will focus on the policy areas of priority as outlined in the *MDHE Policy Guidance Document*.
3. The questions are currently under development and review
4. The group will finalize their action plan at their next meeting.

Literature Review Subcommittee:

The Communication Subcommittee met on November 21st. Activities included:

- Discussion of role and scope of the subcommittee
- Formation of literature review groups based on the policy areas of priority as outlined in the *MDHE Policy Guidance* document:
 - Access and Placement
 - Beginning General Education Course Transfer
 - College Level General Education
- The group will meet weekly via conference call to update on progress and develop and finalize an action plan by December 15th.

What's Next?

With work well underway in all three of the LAMP Subcommittees, each group will continue to work on their respective tasks and projects. LAMP Co-Chairs and MDHE staff will identify a date in early 2009 to come back together as a large group to update on progress and get feedback on subcommittee activities to date.

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May 2009

In This Issue

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Assessment Practices
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Subcommittee

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- March 2, 2009
- March 16, 2009
- March 25, 2009
- April 1, 2009

Communications Subcommittee

- December 18, 2008

LAMP Leadership

Hello!

Welcome to the second installment of the Learning Assessment in Missouri Postsecondary Education (LAMP) newsletter. This newsletter is sent to all LAMP members and other stakeholders on a periodic basis to provide updates on whole group and subcommittee progress. We hope this will keep all participants informed and up to date on our activities.

Thank you for your continued participation and efforts to inform assessment policy in Missouri.

What is LAMP?



For some reading this newsletter, you may be asking yourself: What exactly is LAMP? What is this group doing? What will be the impact of this work?

Recognizing that there are different levels of understanding about the work of LAMP, we have developed a primer that outlines the genesis and intent of the LAMP initiative. The LAMP Primer is available at: www.dhe.mo.gov/LAMP.

LAMP Subcommittee Updates

The LAMP Subcommittees have developed action plans and have been working to achieve identified goals. The Assessment Practices and Literature Review Subcommittees, in particular, have been hard at work in their respective groups. These efforts have been carried forth by core groups of dedicated participants. The information gathered and synthesized by the Subcommittees will serve as a foundation as the large group develops recommendations for the Commissioner by June 1, 2009. See below for updates on Subcommittee activities.



Assessment Practices Subcommittee:

The Assessment Practices Subcommittee has met several times over the last few months. In January 2009 they fielded a survey of assessment practices to all institutions in Missouri and have worked the past several months to code and analyze their results.

The Assessment Practices Subcommittee is working to finalize their draft report which reflects upon the infrastructure and general role of assessment practices in Missouri institutions, as reported in the Survey of Assessment Culture distributed to Institutions In January 2009. The survey also collected additional information from

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Research Associate, Academic
Affairs

institutions regarding their opinions and policy recommendations related to a breadth of relevant assessment issues. This information will also be used to inform the subcommittee's final report.

Literature Review Subcommittee:

The Literature Review Subcommittee continues to work on finalizing the review of national best practices and has established an online database for review and annotation of assessment-related literature and a collaborative writing process for the production of their report.

Communications Subcommittee:

The Communication Subcommittee met on December 18th, 2008. The group developed an action plan to keep both internal and external constituents informed and identified next steps; however, issues surrounding budgeting issues at the state level in early 2009 required that work with outside constituents be slowed to allow focus on financial discussions.

Recently, the group developed a "LAMP Primer" and is working to keep LAMP participants engaged and informed through avenues such as this newsletter.

Policy Focus

With much of the foundation for policy recommendations set forth, the next step will focus on development of recommendations to be delivered to the Commissioner. Given the current policy environment, Commissioner Stein has asked that while the group should continue to develop policy recommendations in all initial focus areas, it should give priority to recommendations regarding access and placement into postsecondary education. The focus placed here will allow the CBHE to develop Informed policy as statewide discussions and policy development has already begun. LAMP will continue its work to provide substantive information to assist in policymaker decision-making in all areas. The letter from Commissioner Stein outlining this request to LAMP is available at: www.dhe.mo.gov/LAMP.

What's Next?

With the work of the subcommittees nearing completion, the next step is for the subcommittees to meet together as a large group to consider the information gathered and its impact on the final recommendations to the Commissioner. The May 11th meeting will provide a forum for discussion and development of the June 1st report.

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Principles, Research, and Literature in Student Learning Assessment

(A draft report by the LAMP Literature Review Subcommittee)

Executive Summary

The Literature Review Subcommittee reviewed the research and professional best practices as presented in the literature. Below is an outline of the major points as outlined in the subcommittee's report.

What do we know about fundamental principles of assessment?

- Professionally accepted principles of assessment should guide assessment policy development. A summary of central principles include, but are not limited to:
 - Assessment is not an end in itself but a vehicle for educational improvement.
 - Assessment should be based on multiple measures appropriate to the course, program, and institutional mission and goals.
 - Assessment fosters wider improvement when representatives (e.g., faculty, administrators, assessment professionals) from across the educational community are involved.
 - Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
 - Assessment should be an ongoing cumulative process.
 - The data collected should be longitudinal and should include both quantitative and qualitative elements.
 - Assessment programs should be based on reliable research and proven practices.
 - Assessment instruments and methods should be continually evaluated to determine their utility in the assessment process.
 - Assessment is linked to strategic planning and program review processes within the institution.
 - Through assessment, educators meet responsibilities to students and to the public.
- There are multiple purposes of assessment. They include:
 - Improvement of student learning
 - Improvement of program of instruction
 - Improvement of educational effectiveness of the instruction
 - Documenting student learning, program improvement, and educational effectiveness of outside stakeholders—Accountability
- Assessment should be chosen to primarily serve continuous improvement in student learning, but with the ability to serve additional purposes, e.g., program improvement, accountability.
 - Assessment chosen primarily for the purpose of accountability does not necessarily support other types of assessment (e.g. student learning).

- Assessment differs from evaluation, though assessment includes multiple acts of evaluation:
 - Evaluation is a judgment in relation to a goal or standard.
 - Assessment is a process of measuring performance and providing documentation of growth or feedback for improvement.
- There are multiple levels of assessment that concern different units of analysis:
 - Course-Level Student Learning Assessment: measurement of specific intended student learning outcomes from a course; can be formative (throughout the course) or summative (end-of-course).
 - Program-Level Student Learning Assessment: student learning outcomes upon completion of a program of study; can take place throughout a program or as end-of-program exams.
 - Institution-Level Student Learning Assessment: general competencies expected to be attained by some or all students by the end of their programs; the most common example is assessment of general education skills.
- In addition, there are also levels of performance that refer to the attainment of the ability identified as a learning outcome.
 - Levels of performance lie along a continuum of ability or achievement, and different levels of performance may be expected for the same learning outcome over time (e.g., a high school student may perform at an exceptional level on a particular learning outcome that would not be considered acceptable at the postsecondary level).
 - Levels of performance must be included in articulation of learning outcomes.

What do we know about access and placement?

- While society is well on its way to the goal of universal access to postsecondary education, large numbers of high school graduates enter postsecondary education institutions unprepared for college-level study—federal estimates indicate 40% of students take at least one remedial course.
- The purpose of assessment to access and placement issues is to ensure effective placement decisions that increase academic success.
- While high school students who complete “college preparatory” curriculum are generally better prepared for college, far too many of these students need developmental/remedial education.
- Misalignment of course material, tests, and standards between high school and college remains a major challenge.
- A promising policy in other states has been the use of college placement exams as diagnostic tools to provide early feedback to high school students about progress toward college readiness.
- Assessment for placement into collegiate-level coursework involves diagnosis of a test score that is correlated with a reasonable chance of success in a particular course.
 - Oklahoma has seen success with this use of placement with a reduction of in remedial enrollments since the establishment of statewide minimum ACT “first

cut score” for access to collegiate-level coursework, with institutions given autonomy to place students who fall below state standards.

- The Literature Review group came to the follow guidelines based on the above knowledge:
 - Focus on an essential set of standards that are most important for future success in college. The common expectation should be for all high school students to take a rigorous core curriculum, regardless of plans for college.
 - There must be clear performance expectations of college readiness so that students, parents, and educators receive consistent messages about what it means to be prepared for college.
 - Early monitoring and intervention with middle school students must occur to keep them on target and/or diagnose weak areas that must be addressed.
 - The ability to compare standardized measures across institutions and peer groups can lead to clearer standards and positive outcomes.

Introduction

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 purpose of this literature review is to present a review of learning assessment research and best practices literature upon which the LAMP Advisory Council may base its recommendations to the Commissioner. Learning assessment research is highly contextual and few, if any, universals apply. To necessarily narrow the scope of this work, the LAMP Advisory Council chooses to focus on issues and policy questions that are important to the state of Missouri and were foundational to the creation of LAMP: access and placement (student preparation), beginning general education course transfer, and college-level general education. National and state-level concerns with remedial education require that LAMP first prioritize policy recommendations in access and placement. This report will examine the methodology used by the Literature Review Subcommittee of LAMP for conducting the literature analysis, provide a brief primer on the principles and purposes of assessment, provide an analysis of the literature as it relates to access and placement, and outline conclusions for increasing student success based upon the literature

Methodology

To perform this review of research and best practices, searches were conducted in three distinct areas of research publication and in the professional literature associated with each of the focus areas. The three distinct areas of research publication were (1) learning assessment policy research, (2) learning assessment research, and (3) learning research.

Shavelson, writing about alternative designs for examining student outcomes from telecourses, observed that evaluators have a wide range of alternative designs from which to choose: "Which choice is best for a given situation depends on many factors, not the least of which are the types of decisions (and decision makers) on which the evaluation focuses and the feasibility of implementing the design." (Shavelson, R. et al, 1986, p. v) In a later section, an important distinction will be drawn between evaluation and assessment in the context of this review, but the observation applies just as much to the design of learning outcomes assessment as it does to program evaluation.

Learning Assessment Policy Research

Research on learning assessment policy addresses the effectiveness of assessment policy in achieving its goals. An extensive literature review of learning assessment policy research was published by the National Center for Postsecondary Improvement (NCPI) in 1997. NCPI was a collaborative research partnership of Stanford University, the University of Pennsylvania, and the University of Michigan. While NCPI ceased operations in 2004, its research findings, publications, and toolkits continue to be available at <http://www.stanford.edu/group/ncpi/>, maintained by the Stanford Institute for Higher Education Research. In matters of learning assessment policy research, the related publications of NCPI have served as a base. Literature searches original to this review will be limited to the time period, 1997 to the present. Sources of learning assessment policy research mentioned in the NCPI "Benchmarking" report will be searched for new publications since 1997. These sources include federal agencies, state governments, regional accrediting associations, voluntary associations of colleges and universities, the National Governor's Association (NGA), State Higher Education Executive Officers (SHEEO), Education Commission of the States (ECS), and the National Center for Higher Education Management Systems (NCHEMS).

Learning Assessment Research

Research on learning assessment addresses the effectiveness of assessment strategies, techniques, and instruments in improving student learning, informing academic program improvement, and meeting accountability requirements. For example, when feedback is given, timely and actionable feedback improves learning much more than simple knowledge of results (Nyquist, 2003).

Learning Research

Research on learning includes both basic and applied research on how people learn. In this review, the emphasis is on learning research that may inform learning assessment practices and policies. For example, researchers have found that testing enhances learning more than additional study of the material, even in the absence of feedback (Roediger & Karpicke, 2006).

In addition to published research on learning assessment policy, learning assessment, and learning, this review covers professional literature on best practices within the focus areas. Beginning in 1989, the bimonthly publication, *Assessment Update*, has covered developments in higher education assessment. Other periodicals that regularly report on best practices in learning assessment in postsecondary education include *Change*, *The National Teaching & Learning Forum*, and AAC&U's *Liberal Education and Peer Review*.

Assessment 101

The term "assessment" has many meanings in ordinary language and in various technical languages. Assessment in this context means student learning outcomes assessment in postsecondary education.

Many recent books and articles on assessment in higher education date the beginning of current concerns with assessment in higher education in the United States from the 1980s. Frequently cited as prompts are publication of *A Nation at Risk* (NCEE, 1983), *Involvement in Learning*

(NIE, 1984), Time for Results (NGA, 1986), and Boyer's College (1987). A good case can be made that these and other publications during this time stimulated a new national concern with assessment for accountability purposes, but assessment as a means of measuring and improving learning in higher education has a much longer history. By some accounts, assessment as a means of measuring learning was practiced as early as the 4th century, B.C.E., during the Han Dynasty in China (Biggs, J., 2001). However, the purpose of assessment then, and in contemporary times through the 1940s, was primarily to screen and select those most capable, or incapable, of learning. Informal assessment to improve learning is of course as at least as old as recorded accounts of teaching, made famous in Plato's accounts of Socrates. But the contemporary use of formal assessment to improve learning in higher education might be dated from the beginnings of the competency-based reform movement in higher education during the late 1960s and early 1970s (Grant, G. et al, 1979).

Principles of Assessment

This section on principles of assessment must begin by acknowledging and seeking to build upon the document, Guiding Principles of Assessment (GPA), developed by the Missouri Assessment Consortium (MAC) in 1992. The MAC statement of assessment philosophy opens with the following assertion: "Assessment should be guided by clearly stated, externally validated student learning processes and outcomes that flow from and support the institutional mission." In other words, assessment should be guided by what we know about how people learn and focused on learning objectives that flow from and support the mission of the institution in which assessment takes place. While this opening statement asserts that principles of assessment should be guided by principles of learning, the clear emphasis of the opening paragraphs of the MAC GPA is on preserving the autonomy of degree-granting postsecondary institutions. This emphasis is best understood in light of the historical context of the document's creation, a time in which pressure from federal and state government was building on public institutions of higher education to provide more evidence that students were learning what institutions said they should be learning and were learning.

The MAC GPA identifies three purposes of assessment: "A) improvement of student learning and instruction, B) accomplishment of institutional mission, and C) accountability for achievement of educational goals." Irrespective of purpose, the following are identified as important features of assessment:

- Assessment should be based on multiple measures appropriate to the program and institution
- The data collected should be longitudinal and should include both quantitative and qualitative elements
- Assessment programs should be based on reliable research and proven practices
- assessment instruments and methods should be continually evaluated to determine their utility in the assessment process

Several organizations have created lists of principles of assessment. Perhaps the most frequently cited in higher education are those published originally in 1996 by the American Association of Higher Education (AAHE). AAHE was dissolved in 2005 but AAHE's 9 principles of assessment can still be found on many assessment websites. The following abbreviated list is

adapted from a more complete version retrieved from
<http://www.facet.iupui.edu/resources/AAHE%20Principles.pdf>

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations — those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way — about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.
5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time.
6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the public stakeholders that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation — to ourselves, our students, and society — is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

(Authors of the AAHE Principles included Alexander W. Astin, Trudy W. Banta, K. Patricia Cross, Elaine El-Khawas, Peter T. Ewell, Pat Hutchings, Theodore J. Marchese, Kay M. McClenney, Marcia Mentkowski, Margaret A. Miller, E. Thomas Moran, and Barbara D. Wright.)

A third set of principles often cited are those published as the National Association of State University and Land Grant Colleges' (NASULGC) "Statement of Principles on Student Outcomes Assessment" Interestingly, these principles are not posted on the NASULGC website. The NASULGC principles state that programs for student outcomes assessment should:

1. focus primarily on the effectiveness of academic programs and the improvement of student learning and performance;
2. be developed in collaboration with the faculty;
3. be appropriate to the particular mission and goals of the institution;
4. use multiple methods of assessment;
5. be fiscally conservative and not impose costly programs on institutions;
6. be linked to strategic planning and program review processes within the institution.

The published lists of assessment principles above focus primarily on program-level and institution-level assessment, and assume a high level of knowledge of, and experience with, the terms of discourse and literature on assessment in higher education. The following "Assessment 101" section may help those who have not participated in that discourse or read extensively in that literature.

Purposes of Assessment

The appropriateness of any method of assessment or assessment instrument depends on the purpose of assessment. The following purposes of assessment are considered in this review:

1. Improve Student Learning
2. Improve Program of Instruction
3. Improve Educational Effectiveness of the Institution
4. Document Student Learning, Program Improvement, and Educational Effectiveness to Outside Stakeholders (Accountability)

Over the past twenty years, assessment for the purpose of accountability has become a dominating concern in higher education. The problem, many observers now agree, is that methods of assessment and assessment instruments developed or chosen solely or primarily for purposes of accountability do not necessarily serve to improve student learning, improve programs of instruction, or improve educational effectiveness at the institutional level. The challenge is to develop or choose methods of assessment and assessment instruments primarily for the purpose of improving student learning that can also serve purposes of program improvement, educational effectiveness of the institution, and accountability to external stakeholders.

Differentiating Assessment from Evaluation

In many contexts, no distinction is made between the meanings of assessment and evaluation. In this context, it is important to distinguish assessment from evaluation. Assessment is a process of measuring a performance or product of learning and giving feedback which documents growth and provides directives to improve the performance or product. Evaluation is a judgment or determination of the quality of a performance or product in relation to a goal or standard. Some efforts to distinguish assessment from evaluation attempt to define them in ways that make them

seem mutually exclusive (e.g., Parker, P. et al, 2001). Some efforts force the meanings of assessment and evaluation apart by equating the former with formative evaluation and the latter with summative evaluation as first distinguished by Michael Scriven (Scriven, M., 1967). In this context, it would be most accurate to say that assessment includes multiple acts of evaluation, but is more than evaluation. Documentation of growth and actionable feedback to improve learning are as essential to assessment as is evaluation.

Assessment for/as Learning versus Assessment of Learning

Distinguishing assessment "for" learning or assessment "as" learning from assessment "of" learning is perhaps not necessary if the previous differentiation of assessment from evaluation is already recognized and accepted. Unfortunately, in practice, assessment is not routinely differentiated from evaluation and assessment "of" learning is taken to mean the same thing as summative evaluation, a judgment of a performance or product at the conclusion of a learning experience. This has led to the development of the distinction in assessment literature between assessment "for/as" learning and assessment "of" learning, with assessment "for/as" learning intended to mean the formative process that here we equate with assessment. But the phrasing of assessment "for" learning and assessment "as" learning can still contribute extra meaning even when it is recognized and accepted that all assessment is formative by definition. The valuable extra meaning supplied by using the prepositions "for" or "as" is the intention that the assessed demonstration of learning is itself a learning experience, or that the complete process of assessment-performance, evaluation, documentation, feedback-be as brief and tightly connected as possible. Assessment of a "real-world" performance or performance in a high fidelity simulation of a "real-world" setting would be an example of assessment for learning. Learning to lengthen or deepen a meditative state using biofeedback equipment, would be an example of a very brief and tight performance-evaluation-documentation-feedback loop.

Levels of Assessment and Levels of Performance

Levels of Assessment. It is also important to identify and distinguish levels of assessment and levels of performance because the term "level" is used in both cases but means something very different. By levels of assessment, we are referring to course, program, and institutional, levels of student learning assessment data collection or data analysis.

1. Course-Level Student Learning Assessment

All courses have, or should have, specific intended student learning outcomes. For example, students in an Introduction to Macroeconomics course need to be able to calculate real GDP. The assessment of course-level learning outcomes can take place throughout the course and can be measured through a very wide variety of typically faculty-based tools such as quizzes, tests, papers, portfolios, journals and class assignments or other artifacts. Formative course-level assessment requires multiple in-course assessments to improve student learning. End-of-course assessments, such as a final exam, or final paper or project evaluation, are summative with respect to the individual student's learning in that specific course, but can be formative if part of a sequence of courses in which the student's learning in later courses can be improved based on the feedback received in a previous end-of-course assessment.

2. Program-Level Student Learning Assessment

All degree programs in postsecondary education have, or should have intended program-level student learning outcomes. For example, students in a Bachelor of Science in Nursing program should, by the time they graduate from the program, be able to explain and implement triage to a patient. The assessment of program-level learning outcomes can take place throughout a student's program in more than one course. End-of-program exams are sometimes also referred to as learning assessments, but the value of such exams is obviously limited to program improvement. In other words the end-of-program exam, just like end-of-course exams, are summative with respect to the particular student tested; they are potentially formative only with respect to improvement of the academic program. When program competencies are tracked throughout a student's coursework, the college typically has a paper or electronic tracking system to insure sufficient success on program competencies. Program-level learning outcomes can also be assessed at the end of the program. An end-of-program exam may be locally developed by program faculty or it may be a standardized exam given to students graduating from similar programs across the state or nation.

3. Institution-Level Student Learning Assessment

The most common examples of institution-level student learning assessment are assessments of the general education program required of undergraduate students across many programs, and proficiency assessments of general competencies expected to be attained by some or all students across many programs by the end of their program. For an example of the first type, at or near the time that a student completes all or most of her or his general education requirements for a two-year or four-year degree program, the student might be required to take one or more general education assessments, such as a writing assessment and an assessment of critical thinking or broad content knowledge, that target intended learning outcomes of the general education program. Such assessments could be formative with respect to the student, if the student gets feedback that the required level of performance has not been achieved and there are opportunities for the student to improve. Even if summative for the student, such a general education assessment can be formative for the institution if the results are used to continuously improve the general education program. Examples of the second type, assessments that are taken by students across many programs at the very end of their academic programs may be similar to general education assessments but calibrated to higher levels of performance, or they may be substantively different than assessments given to assess outcomes in the general education program, such as integration of multiple competencies in a field of specialization. Some colleges refer to their college-wide, end-of-program learning objectives as "Common Student Learning Outcomes" or as "Common Student Abilities", etc.

Some regard institutional performance indicators such as retention rates and graduation rates, as part of institution-level assessment, but such indicators are not assessments of learning. Our review is limited to assessment of student learning.

Levels of Performance. By levels of performance we are referring the level of attainment of the ability identified as a learning outcome. For example, it is very common to see competencies in communication and critical thinking identified as key learning outcomes at different levels of education from high school to graduate school. But for any general competency, there is a continuum of ability or achievement and we do not expect the same level of performance in high

school that we expect in earning an associates degree, a baccalaureate degree, a master's degree, or a doctoral degree. There is of course overlap in the levels of performance a student may demonstrate. A high school student may perform at a level that is exceptional in terms of our expectations for high school and that would be adequate if not exceptional at a collegiate level.

The two important points here are: (1) to understand the different meanings of levels of assessment and levels of performance, and (2) to understand that levels of performance must be included in the articulation of learning outcomes at all levels of assessment and levels of education before appropriate assessments can be developed or chosen.

Assessment Related to Access and Placement

While it might seem that, as a society, we are well on our way to achieving the goal of universal access to postsecondary education, large numbers of high school graduates enter postsecondary education institutions unprepared for college-level study (Greene & Foster, 2003). David Conley defines college readiness as “the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate program or transfer to a baccalaureate program” (Conley, 2007, p. 5). However, federal estimates indicate that 40% of admitted and enrolled students take at least one remedial course (National Center for Education Statistics, 2004). Even ten years ago, according to Breneman & Haarlow (1997), the costs of remediation were estimated at \$1 billion or more at public institutions alone. It would seem a "no brainer" that states would look for ways to reduce the need for remediation, but while many states have assessment policies governing assessment of college readiness at entry (at least in English and math) and placement, few have policies in place to address the problem of preparation.

The purpose for assessment, as it relates to access and placement of students into collegiate-level or pre-collegiate level coursework, is to assist institutional personnel in making course placement decisions that will help students become academically successful. Access to collegiate-level coursework refers to assessing the basic skills of incoming students. Placement refers to the enrollment of students into collegiate-level coursework (credit-bearing coursework toward degree attainment), or pre-collegiate level coursework (remedial or development courses that are often non-credit bearing and do not count toward degree options) if the student is unable to demonstrate a certain level of proficiency.

It is well documented that high school students who complete a so-called college preparatory curriculum are generally better prepared for college than those who do not (Conley, 2007). But far too many students who do complete a college preparatory curriculum are still found to need remediation courses once they enter college (ACT, 2007 National Data Release). A study conducted by the Ohio Board of Regents in 2002 found that 25 percent of Ohio high school graduates with a known core curriculum required remediation in math or English (Long & Riley, 2007). Even higher percentages of presumably well-prepared California high school graduates have been found to require remediation in math and/or English upon entry at California State University and University of California campuses (Long & Riley, 2007).

College Readiness and the Misalignment of Standards

The problem runs deeper than just poor preparation in high school. The deeper problem has been identified as a misalignment of course material, tests, and standards between high school and college (McCabe, 2001; Venezia, Kirst & Antonio, 2003; Conley, 2007). Aligning curriculum between secondary and postsecondary levels requires a sustained and coordinated effort. Aligning curriculum graduates better prepared students who experience more successful transitions from high school to college and helps to streamline education (Achieve, 2008)

Missouri's alignment process, the Curriculum Alignment Initiative, began in 2007 and is driven by recommendations of the P-20 Council, the Missouri Math, Engineering, Technology, and Science Coalition, and by the legislatively-driven mandates of Senate Bill 389. CAI established competencies for entry-level and exit-level coursework. The goal of the entry-level competencies is to set a clear standard for students, parents, legislators, and educators of what skills students need to be successful in college. The entry competencies set a minimum threshold that students must meet in order to gain access to collegiate-level coursework. Senate Bill 389 further mandates that the competencies be provided to the Missouri Department of Elementary and Secondary Education for their review and for them to align their assessments with the competencies. Entry-level competencies have been developed for the following disciplines: Arts and Humanities, Mathematics, Science, Social Science, English and Communication, Foreign Language, and Cross-Disciplinary Skills. Research is clear that cognitive and academic behaviors are beneficial to student preparation, but the "habits of mind" and contextual, and personal behaviors skills and abilities are also crucial for student success (Conley, 2007). Exit-level competencies were also established through CAI, but their primary purpose is aiding in transfer and articulation of single course transfers outside the 42 hour block. Exit competencies will be discussed in more detail in future work outlining policy issues related to transfer and articulation.

LAMP is considered the natural next step after the creation of the competencies. One may well ask how we know whether students exhibit these competencies if they are not measured. One function for LAMP is to "turn the spotlight on assessment" and utilize the competencies as a guide for determining student preparedness for collegiate-level coursework. Questions that arise for consideration include:

- Are their essential entry competencies important to access and college readiness that have yet to be addressed by the Curriculum Alignment Initiative?
- How can we best assess CAI Entry Level Competencies prior to postsecondary entry to alleviate the need for remedial/developmental/pre-collegiate coursework at or after entry?
- What still needs to be done to align CAI Entry Level Competencies with DESE educational assessment standards like Course Level Expectations (CLE)?
- In cases where CLEs are adequately aligned with entry-level competencies, are the End-of-Course examinations (EOC) of the CLEs sufficient to assess for access to postsecondary coursework?
- What kinds of supplemental assessment are required if EOC's are not sufficient and/or for exceptions like late transfer students, out-of-state students, advancement from remediation/developmental coursework to college level etc.?

- How do we ensure that Dual Credit students meet the same expectations as other students?
- How can we best assess the entry-level competencies at postsecondary entry to most effectively address needs for remedial/developmental/pre-collegiate coursework at or after entry?

Early Diagnosis

The use of college placement exams as diagnostic tools in high school is one promising policy that has been pursued in several states. (Tierney & Garcia, 2008). Ten states are administering college and career readiness tests to all high school students as a result of statewide assessment systems (Achieve, 2009)

Clear Standards for Placement

The Missouri Assessment Consortium (MAC), in creating the MAC Handbook, sought to fulfill the need for a reference resource of assessment practices and experiences at public four-year institutions in Missouri. The Handbook also provides definitions of key terms used in assessment that this paper will utilize in providing a basis for research.

Placement and Diagnosis. In the context of assessment for placement into collegiate-level coursework, diagnosis has been defined, according to MAC, as “the meaningful association of a test score with a local education experience. In other words, after careful study the institution has determined that students earning a score below a given point will not be successful in a particular course or pattern of courses without institutional intervention and individual scheduling decisions.” Placement into remedial/development/pre-collegiate level coursework occurs when the institution establishes “‘cut scores’ for placement in enrichment or remedial/developmental sections.”

In 1994, the Oklahoma State System for Higher Education adopted several initiatives in their efforts to reduce remediation including: enhancing teacher preparation; increasing standards for college preparation; establishing better communication and feedback to Oklahoma high schools; initiating programs to enhance cooperation between state institutions; and improving Oklahoma college and university graduation rates. In 1994, the Oklahoma State Board of Regents adopted the Student Assessment Policy requiring each institution to develop and implement a comprehensive assessment program with mandatory student placement. Institutions are required to administer a standard comprehensive assessment tool, in this case, the ACT, and to use an ACT score of 19 as their "first-cut" in the areas of English, Math, Science Reasoning, and Reading. Scores below 19 require students to enroll in remedial courses or undergo secondary assessments. Although all institutions use the ACT as the first entry-level assessment, secondary evaluation testing instruments vary according to the institution. Most institutions use ASSET, AccuPlacer, COMPASS, and/or the Nelson-Denney Reading Test, and each institution is responsible for establishing their own cut-scores. These pre-collegiate level courses do not count toward degree requirements and a supplementary per credit hour fee is assessed the student for these courses. Colleges offer orientation courses, computer-assisted instruction, tutoring, and

learning centers, in an effort to increase the rate at which students who take pre-college level courses succeed. Institutions are required to report to the Oklahoma State Regents the methods, instruments, and cut-scores used for entry-level course placement, as well as the student success in both remedial and college-level courses. High school students wishing to concurrently enroll in courses with established ACT cut-scores will not be allowed to enroll in those courses if they score below the minimum standard. A student who scores below the established ACT score in reading is not permitted enrollment in any other collegiate course. Secondary institutional assessments and remediation are not allowed for concurrent high school students.

Results show that since the inception of Oklahoma's assessment policy, the percent of first-time freshmen enrolled in remedial courses has decreased in the state system. From 1996-97 to 2006-2007, the percentage of first-time freshmen enrolled in remedial courses decreased from 40.3% to 36.5%. At research institutions, the percentage dropped from 21.3% to 6.7%, and at regional institutions, the percentage dropped from 34.0% to 33.0%. At community colleges, the percentages remained the same at 49.9%.

Conclusions

The literature points draws a number of conclusions for increasing student success and reducing the number of students who take pre-collegiate level coursework as a result of their being underprepared for college.

- Focus on an essential set of standards that are most important for future success in college. The common expectation should be for all high school students to take a rigorous core curriculum, regardless of plans for college (ACT, 2008; Conley, 2007).
- There must be clear performance expectations of college readiness so that students, parents, and educators receive consistent messages about what it means to be prepared for college (ACT, 2008; Conley, 2007).
- Early monitoring and intervention with middle school students must occur to keep them on target and/or diagnose weak areas that must be addressed (ACT, 2008; Achieve, 2009; Tierney & Garcia, 2008).
- The ability to compare standardized measures across institutions and peer groups can lead to clearer standards and positive outcomes (Dwyer, Miller, & Payne, 2006; OSU, 2008).

LAMP Discussion Themes

The LAMP Advisory Council reconvened as a whole body in May 2009 with a purpose to engage participants in focused discussions on the primary questions, issues, and potential options for policy makers. In a May 7th, 2009 letter to LAMP participants, Commissioner Stein encouraged the Advisory Council to build upon the research conducted by the subcommittees and focus their efforts on policy issues related to promoting greater student preparation and success. Three levels for policy recommendations were identified:

1. Determine where consensus exists among the group and make clear policy recommendations,
2. Determine where further research and examination is warranted and outline a strategy for progress, and
3. Describe issue areas where there remains significant disagreement or lack of clarity and controversy.

Although the meeting participants were able to determine areas where consensus exists among the group, the statements do not rise to the level of policy recommendations. Areas where the group reached consensus were:

1. The Literature focuses on math, reading, writing, and critical thinking skills as the most important for student success in collegiate-level coursework.
2. Postsecondary and secondary collaboration, with routine feedback is imperative for student success.
3. Multiple-assessment model approaches to student measurement are vital.
4. The literature supports early-assessment models for measuring added value in learning.

The group decided that further research was needed in regard to using the Curriculum Alignment Initiative competencies to map student success. CAI worked on developing outcome statements for what students should know, but more research is necessary to determine whether the competencies are aligned with secondary curriculum and current assessment tools.

The next step for the LAMP Advisory Council is to identify potential policy recommendations drawn from the conclusions and to outline a strategy for obtaining information about the competencies, through pilot projects or alignment studies.



Building Missouri's future...by degrees

May 7, 2009

Colleagues:

First, let me take this opportunity to express my thanks and gratitude for your dedication and good work over these last months. The efforts of LAMP - a voluntary group of educational professionals - have resulted in providing an important foundation about the scope and magnitude of student learning assessment at Missouri's colleges and universities, evidence of promising practices and theoretical frameworks from an extensive literature review, and principles for effective information dissemination for use by policymakers and practitioners. This work is invaluable as we collectively seek to fully implement the MDHE's Curriculum Alignment Initiative (CAI) and the Coordinating Board's public agenda for higher education, *Imperatives for Change*.

As many of you know, the past few months have been tumultuous as the whole country faces dire questions about our future economic prosperity and higher education focuses on how to secure adequate funding during this recession. It is commendable that we continue to move forward on the LAMP initiative even as this storm is raging around us.

Although the dust surrounding funding issues for the immediate future is beginning to settle, elected officials are continuing to place a spotlight on the importance of teaching and learning at Missouri's educational institutions. At local, state and national levels there is a sense of urgency.

LAMP was created to provide policymakers with access to factual information and evidence of best practices that will positively impact policy development surrounding the assessment of student learning. While all transitions along P-20 educational pathways and into the workforce are important, it is essential to prioritize your work. The impressive state-level competency work completed to date will be for naught, unless, assessment policy follows that will impact assessment practices.

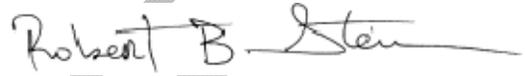
Clearly all of the transitions along the P-20 highway – preschool to kindergarten, elementary to middle school, middle to high school, high school to college, lower to upper division work, and undergraduate to graduate education – are important. At the same time it will be more effective to focus on one area at a time. Therefore, I am charging you to prioritize your work by focusing first on the transition from secondary to postsecondary education.

The need to ensure that more of our citizens attend and are successful in completing postsecondary educational programs is greater than ever before in our history. Public policy

about access to and placement in collegiate-level coursework are two areas that have great potential to effect major change in the preparation of students in the P-12 pipeline.

I look forward to receiving an initial report and set of recommendations by June 1, 2009 about public policy surrounding assessment associated with access to and placement in collegiate level coursework. Thank you again for your continued efforts and commitment to this important work.

Sincerely,

A handwritten signature in black ink that reads "Robert B. Stein". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Dr. Robert B. Stein, Commissioner

DRAFT

LAMP Meeting
May 11, 2009
Large Group Discussion Themes

CAI Entry-level Competencies and Assessment

CONCLUSION: The literature almost exclusively focuses on math, reading, writing, and critical thinking skills as most important for student success in collegiate-level coursework.

- Should we attend to all CAI competencies or limit to a subset of CAI competencies as listed above as our focus in access and placement?
- Attempts to address all of the entry-level competencies may result in ineffective policy—simply too broad. Need to focus attention. “I’d rather do a few things well than a lot of things poorly.”
- The focus on a subset of competencies seems to be leading away from implementation of the identified entry-level competencies.
- Pilot projects can address assessment tools and whether they are aligned with and accurately assess established competencies.
- Look at secondary EOC exams to provide feedback re: alignment.

Collaboration with Secondary Partners

CONCLUSION: Best practices in literature supports collaboration with secondary educators.

- Institutions should collaborate with secondary feeder schools to provide more detailed feedback regarding the success of their students.
- Institutional faculty should establish partnerships with discipline-specific secondary educators to provide specific feedback regarding what students need for college (e.g. English faculty connect with secondary English teachers regarding what constitutes a good paper.
- Collaboration with secondary currently exists through CAI..why not use that process?
- Building Bridges Project—Northwest MO institutions collaborate with feeder schools to share data and look at whole picture of why student is successful or not successful. Using CAI competencies in math, English, and social studies to align curriculum.

Standardized Cut-Scores

CONCLUSION: Benchmarks and standards for demonstrating proficiency could suggest, not one standard, but standards that can be accepted across institutions.

- Oklahoma provides a range of scores, depending on the instrument used, as determined by the institution.
- We can establish scores autonomously by institution rather than an across-the-board establishment of standards (numbers).

Assessment Standards

CONCLUSION: Best practices in literature supports assessing student learning with a portfolio approach.

- Need to utilize a multiple-assessment model approach. Looking at scores alone only provides information in one area. Does not account for poor test-takers, unfocused students, “blow off” students, etc.
- Formative assessments provide best information.

Points of Clarification/Areas of Further Research

- Need to delineate between college success, admission to institutions, and course success.
- CAI worked on outcome statements, but unsure whether competencies map to course success and success for moving on to the next course.
- What are we defining as success?
- Need further research to ensure validity of CAI competencies.

DRAFT

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri Western State University Associate Degrees
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) is committed to the establishment of a balanced, cost-effective, quality education system that meets the needs of Missouri citizens, distinguishes institutional roles and responsibilities for academic program delivery in a region, and involves collaboration among the state's institutions. This agenda item presents a proposed agreement between Missouri Western State University, North Central Missouri College, and Metropolitan Community College concerning associate degree programs for board review and action.

Background

In 2005, legislation was passed granting university status to Missouri Western State College. A requirement of this change in status was that by July 1, 2010, the institution would either discontinue all associate degree programs or seek approval from the CBHE to continue offering these programs (Sections 174.251.1 and 2, RSMo).

The state's official program inventory lists ten associate degree programs currently offered by Missouri Western State University (MWSU). Over the past two years, MWSU has collaborated with Metropolitan Community College (MCC) and North Central Missouri College (NCMC) to identify regional needs regarding associate degree delivery. Geographic access, student interest, employment data, and institutional capacity were analyzed.

In April 2009, the chief executive officers of MWSU, MCC, and NCMC signed a joint agreement that identified which associate degrees MWSU would delete from its program inventory and those that the institution would seek approval from the CBHE to continue offering. The agreement states that the university will:

- discontinue four associate degrees, and
- retain six degrees, of which:
 - two (Legal Assistant and Manufacturing Engineering Technology) would continue to be offered solely by MWSU;
 - two (Business and Criminal Justice) would be offered as joint-enrollment programs with all institutions maintaining associate degree-granting status; and
 - two (Health Information Technology and Physical Therapist Assistant) would transition to MCC and NCMC.

Coordinating Board for Higher Education
June 11, 2009

Proposed Changes

Programs Identified for Discontinuation:

- AS, Construction Engineering Technology
- AS, Electronics Engineering Technology
- AS, Electronics & Computer Engineering Technology
- AAS, Paramedic Technology

Stipulations:

- Effective fall 2009, no new students will be admitted into any of these programs.
- Degree-seeking students currently enrolled will be allowed to complete their program of study and will be encouraged to complete their degree in a timely manner.

Programs Identified for Retention at MWSU:

- AS, Legal Assistant
- AS, Manufacturing Engineering Technology

Comments:

- Local employer needs are served by both programs.
- MWSU has the only Legal Assistant program in the region that is accredited by the American Bar Association.

Programs Identified for Retention and Joint Enrollment:

- AS, Business
- AS, Criminal Justice

Stipulations (All partners will address the following issues):

- indicators of success for the joint admission program; and
- alignment of programs to ensure coherence of degrees regardless of the path taken by students to complete their degrees.

Programs Identified for Retention and Eventual Discontinuation at MWSU and Transition to MCC and NCMC:

- AAS, Health Information Technology
- AAS, Physical Therapist Assistant

Stipulations (All partners will provide MDHE with assurances of a smooth transition of these degrees including):

- the role of each institution in the transition;
- when these transitions are expected to occur; and
- a plan of action for full implementation.

Conclusion

As a result of each institution's determination and commitment, MWSU, MCC, and NCMC have designed a model collaborative agreement that balances institutional interests with responsiveness to regional needs for access, quality and affordability, and a commitment to meet state objectives for a balanced, cost-effective, quality higher education delivery system.

STATUTORY REFERENCE

Sections 174.251.1 and 2, RSMo.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education commend the presidents of Missouri Western State University and North Central Missouri College, and the chancellor of Metropolitan Community College, along with the boards and staff of each institution for their dedication and leadership in forging a model collaborative agreement.

It is further recommended that the Coordinating Board approve the proposed program discontinuations and provisionally approve the retentions and transitions with the stipulations outlined.

Finally, it is recommended that a joint report on the status of implementing the agreement be submitted by the three institutions to the Commissioner of Higher Education no later than November 30, 2009.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Expanding Access to Higher Education in the Cape Girardeau Area
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

Over the last eighteen months, members of the Cape Girardeau Coalition, comprised of area business, community, and educational leaders, worked collaboratively to fund and complete an analysis of the postsecondary educational needs of the Cape Girardeau region. The intent of this item is to reaffirm the Coordinating Board's support for a unified resolution to expanding access to postsecondary education in the Southeast region of the state.

Background

Perceived unmet needs and interest in expanding educational offerings in Cape Girardeau and the surrounding area led postsecondary institutions and local business/community leaders to establish the Cape Girardeau Coalition. Members pooled funds to pay an external consultant to analyze the region's educational offerings, to identify barriers and gaps in area postsecondary education, and to make recommendations on the best system to use in addressing those needs. The final report, presented to the Coalition on March 31, 2009, provided detailed findings on educational gaps and offered recommendations to expand local access to postsecondary education.

Report Observations and Recommendations

The external consultant highlighted several key observations in the report including the fact that despite the availability of nearly 20 AAS programs through Coalition institutions, the delivery of two-year programs is not comprehensive. Associate degree delivery is perceived by many constituencies to be confusing and unsatisfactory because students must deal with multiple institutions and there is no central location designated to inform and serve prospective students. Affordability also remains a factor for students in deciding where, or if, to enroll in a postsecondary institution.

The report also recommended five options for addressing the region's postsecondary needs. In addition, the report provided an analysis of the advantages and disadvantages of each option. There remain differing opinions among Coalition members on the long-term solution for the Cape Girardeau community. It is generally agreed that the final long-term solution will evolve over time and will likely be a combination of the report's options and other ideas generated by Coalition members. Notwithstanding this sentiment, there is also agreement that solutions should be implemented as expeditiously as possible.

Coordinating Board for Higher Education
June 11, 2009

Conclusion

Members of the Cape Girardeau Coalition have agreed to continue working as a Coalition in order to increase the likelihood of improving educational attainment and economic development in the region. The Coalition has invited public comment from concerned citizens regarding the final report. All postsecondary educational providers in the region have expressed a commitment to identifying additional opportunities for addressing gaps identified in the needs analysis. In addition, Coalition members are committed to expand access to and success in the pursuit of postsecondary training and completion of formal certificate and degree programs. In looking to the future citizens in the Cape Girardeau region will benefit by solutions that identify additional roles for each postsecondary provider.

STATUTORY REFERENCE

Sections 173.005, RSMo

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education commend presidents and chancellors and business and community leaders involved in the Cape Girardeau Coalition for their extensive work, their leadership, and their continued commitment to delivering high-quality, cost-effective postsecondary education.

It is further recommended that the Coordinating Board encourage the Cape Girardeau Coalition to maximize existing resources as they collectively and individually address programmatic and delivery gaps in the region's postsecondary education system in the most effective and cost-efficient manner.

Furthermore, it is recommended that Coalition members seek to identify meaningful and effective roles for all postsecondary providers in the Coalition while avoiding unnecessary duplication of effort.

Finally, it is recommended that the Coordinating Board direct the Commissioner of Higher Education to work with the Cape Girardeau Coalition in developing any proposals that will require CBHE review and action.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Administrative Rule Change
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

A primary objective of the state student financial assistance staff has been the review and revision of 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.

The intent of this agenda item is to summarize the proposed amendments to the administrative rule relating to Student Residency (6 CSR 10-3.010) and to seek approval of amended rule filings with the Missouri Secretary of State. The proposed revised rule is attached with new language noted by **bold** print and deleted language surrounded by [brackets].

Summary of Proposed Revisions

At the April 23, 2009 Coordinating Board meeting, information was provided and comments and suggestions were solicited regarding proposed revisions to the residency rule. At the time of printing this agenda item, the department has received no comments on or suggested revisions to the proposed language that was provided to the CBHE in April. Comments received after the publication of the board materials will be distributed and discussed at the June meeting.

The proposed revisions are designed to address this administrative rule's dual purpose in providing guidelines for residency determinations relating to eligibility for in-state tuition as well as for determinations relating to eligibility for state student financial aid.

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 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:

Coordinating Board for Higher Education
June 11, 2009

- 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 challenge experienced with the current rule has been a lack of guidance regarding how and when a student loses 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 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 the 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 students will maintain their resident status even if their parents establish residency outside of Missouri as long as these students remain continuously enrolled in a Missouri institution of higher education.

Conclusion

This administrative rule is applicable to a wide range of circumstances at many different types of institutions. The intent of these revisions is to address these diverse needs as well as to establish guidelines for loss of residency. With these changes, institutions will have greater resources available to them when making residency determinations.

STATUTORY REFERENCE

Section 173.005, RSMo, Residence Status of Students
Section 173.1104, RSMo, Eligibility Criteria for Assistance

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.

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 minor 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

Early College Programs
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

Over the past decade there has been increased interest in providing high school students opportunities to accelerate their education by simultaneously earning high school and college credit. The intent of this agenda item is to describe the need for additional public policy for early college programs in Missouri.

Background

Missouri has a long history of providing opportunities for high-achieving students to earn college credit while still in high school. Early college programs known as dual credit or concurrent enrollment in Missouri are offered by a wide variety of public and private institutions. Missouri's public policy guidelines associated with this activity apply to all dual credit non-technical courses offered in high school by high school teachers who also serve as part-time or adjunct college instructors (see attachment). Courses taught by college faculty have been considered outside this public policy framework especially when taught on a college campus to high school students meeting collegiate eligibility criteria.

One program that fits this description is offered by Metropolitan Community College - Penn Valley to students of the Alta Vista Charter School. High school students in this program are given access to college courses taught by college faculty on the MCC-Penn Valley campus when they meet similar placement standards that on-campus students meet for access to collegiate courses. The typical student in this program usually completes 6 - 12 collegiate hours by the time they graduate from high school. The program has improved high school rigor and increased student aspirations for attending college.

In defining its dual credit policy guidelines, the CBHE reaffirmed dual credit as a transfer issue, i.e., the credit earned is expected to be credible and portable. Furthermore, students are expected to meet collegiate placement standards and other program standards should be rigorous to ensure that course quality and instructor qualifications are comparable to collegiate courses taught on-campus by full-time faculty. The CBHE dual credit policy guidelines also assure high school students of the transferability of up to five collegiate courses. College credits earned by high school students through dual credit programs in excess of five courses (approximately 15 hours) are evaluated on a course-by-course basis unless part of an official articulation agreement.

Coordinating Board for Higher Education
June 11, 2009

In one case, a formal exception to state policy guidelines was granted by MDHE and the Department of Elementary and Secondary Education (DESE) for the Gateway to College program at St. Louis Community College (SLCC) Florissant Valley funded by the Gates Foundation. SLCC-Florissant Valley works with at-risk students to give them an opportunity to earn both high school and collegiate credit. High school dropouts or those near drop out status - aged 16 to 20 – are in an intensive academic program that allows them to complete any remedial coursework while gaining access to collegiate coursework. Students who complete a high school diploma also earn some college credit.

The Missouri Academy

Missouri has one state-approved program that allows high school students to be full-time degree-seeking college students while also completing a high school diploma. The Missouri Academy of Science, Mathematics, and Computing (MASMC), located on the campus of Northwest Missouri State University, opened in 2000 with a mission to provide a rigorous curriculum in mathematics, science and technology to high-achieving high school juniors and seniors. MASMC was developed as part of Northwest's mission enhancement with support of the MDHE.

This residential program is available for the best and brightest high school students who complete a two-year program and receive both their high school diploma and an associate degree upon graduation. To be accepted to MASMC, students must meet high admissions standards (3.5 GPA in math, science, and language arts courses), rank in the top 10 percent of their class, and have a 23 or higher on the ACT. Of the 70,000 10th grade students at Missouri's public high schools, approximately 10 percent meet the academic eligibility standards for acceptance. However, many of the students who meet these guidelines and are interested in an early college program either do not want to leave home or are not mature enough to attend a residential collegiate program at age 16 or 17. According to Dr. Cleo Samudzi, Director of the Academy, the Academy's long-range plan does not anticipate an annual enrollment of more than 160 of the 7,000 eligible students.

Opportunity for Expansion

The pool of high-achieving Missouri high school students who could benefit from an early college program is greater than Missouri's current capacity to serve them. Additional in-state early college programs have the potential to provide increased access for high-achieving high school students, especially those not prepared to leave home.

Recently, some Missouri institutions have made inquiries of MDHE staff about the approval process necessary to implement an early college program without a residence option. Such programs would be geared toward high school juniors and seniors who would stay in their local communities and complete an associate degree while still completing their high school diploma. Initial designs that have been shared with MDHE involve postsecondary institutions enrolling high-achieving local high school students as full-time, degree-seeking college students. Students would still have full access to the extra-curricular activities provided by the local high school

while at the same time being given a full complement of collegiate courses designed to maximize their academic abilities.

Policy Development Considerations

The recent inquiries about implementing new early college programs with features similar to MASMC, except for on-campus residency, have brought attention to a policy gap surrounding the implementation of additional programs for high school students to earn associate degrees. Early college programs are similar to dual credit as defined in Missouri, but they do not fall under the purview of the CBHE Dual Credit Policy. Early college programs are usually taught by full-time college faculty on college campuses in contrast to dual credit courses being taught by high school faculty in high schools. In addition, students entering early college programs are admitted as full-time, degree-seeking students in contrast to dual credit students who take only a few courses.

Without a public policy framework for early college programs, there are no assurances that they will be of rigorous quality and comparable to programs for traditional college students. Furthermore the potential for variations in design including hybrid courses, mixed classes, and whether or not the students participate as a cohort could affect the overall quality of the program.

Development of a holistic policy approach for early college programs is especially important because institutions would not be starting a new degree program subject to the standards for new program approval at public institutions. For example, admissions standards associated with an existing program, such as an associate of arts degree, that require a high school diploma or GED would be altered. Rather than review new proposals one at a time, the potential for increased expansion of early college programs suggests that policy guidelines should be developed so that Missouri has a coordinated proactive approach that ensures a consistent framework for program development that is within the constraints of any relevant state statutes, in alignment with existing public policy, and delivered at the collegiate level.

Development of public policy guidelines for early college programs should take into account, but not be limited to, the following critical considerations:

- Student eligibility
- Faculty qualifications
- Effective use of instructional technology
- Program delivery structure
- Curriculum quality
- Consistency with Department of Elementary and Secondary Education policies
- Alignment with the CBHE Curriculum Alignment (CAI) and the Learning Assessment in Missouri Postsecondary Education (LAMP) initiatives
- Systematic evaluation
- Maximizing transferability to 4-year colleges and universities

Conclusion

Nationally, the number of early college programs has grown to over 200 in the last ten years and interest in these programs continues to grow in Missouri. These programs allow high school students to complete postsecondary coursework or degrees inexpensively while simultaneously earning a high school diploma.

While early college programs provide benefits to a variety of students, Missouri must examine early college programs to ensure that they would be of the same rigor and quality expected of all postsecondary education programs and that prospective students are adequately prepared. Missouri's early college programs should work closely with MDHE and DESE to ensure that pertinent issues of quality, access, assessment, and transfer are appropriately addressed so that students may reap the benefits of these progressive programs.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education to develop in consultation with presidents and chancellors or their designees recommendations for any legislative initiatives or public policy initiatives that relate to the establishment of additional early college programs in Missouri that lead to high school students completing associate degrees. Such recommendations should be presented to the CBHE for review and action by June 2010.

ATTACHMENT

CBHE Dual Credit Policy

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.

Coordinating Board for Higher Education
June 11, 2009

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
June 11, 2009

DESCRIPTION

All program actions that have occurred since the April 23, 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 (Annual Recertification)

The following is a listing of schools that are certified to operate by the Coordinating Board for Higher Education for the 2008-2009 certification year, which ends June 30, 2009. The listed schools have submitted applications for recertification and those applications are under review by the Proprietary School Certification Program staff. Pending satisfactory response to staff review, it is expected that all listed schools will receive a certificate of approval for the 2009-2010 certification year, beginning on July 1, 2009.

Authorization for Instructional Delivery

A Gathering Place-Wellness Ed. Center	Maryland Heights, MO
Advanced Dental Careers*	Ballwin, MO
Allied College*	Maryland Heights, MO
American College of Technology#	Saint Joseph, MO
American Trade School	Overland, MO
American Woodworking Academy	Fenton, MO
Aviation Institute of Maintenance	Kansas City, MO
Baker University**	Florissant, MO
Baker University**	Lathrop, MO
Baker University**	Lee's Summit, MO
Baker University**	Peculiar, MO
Baker University**	Platte City, MO
Baker University**	St. Joseph, MO
Barbizon School of Clayton	Clayton, MO
Bellevue University**	Kansas City, MO
Broadcast Center	St. Louis, MO
Brunswick School of Auctioneering#	Salisbury, MO
Bryan College	Springfield, MO
C-1 Truck Driver Training	Strafford, MO
Central Missouri Dental Assisting	Warrensburg, MO
Chamberlain College of Nursing	St. Louis, MO
Cherry Hill Dental Program of Dental Assisting	Columbia, MO

City Vision College#	Kansas City, MO
Colorado Technical University**	North Kansas City, MO
Concorde Career College	Kansas City, MO
Court Reporting Academy	Smithville, MO
Daruby School*	St. Louis, MO
DeVry University**	Kansas City, MO
DeVry University**	Kansas City, MO
DeVry University**	St. Louis, MO
Drake University**	Kansas City, MO
Elements of Wellness School of Massage	St. Louis, MO
Enhancements for U School and Salon	Springfield, MO
Everest College**	Earth City, MO
Everest College	Springfield, MO
Foley-Belsaw Institute#	Kansas City, MO
Global University#	Springfield, MO
Graceland University**	Independence, MO
Graceland University**	Trenton, MO
Grantham University#	Kansas City, MO
Guadalupe Culinary Arts Institute	Kansas City, MO
H & R Block Eastern Tax Service*	Kansas City, MO
Healing Arts Center	Maplewood, MO
Heartland Horseshoeing School	Lamar, MO
Heritage College**	Kansas City, MO
Hickey College	St. Louis, MO
High Tech Institute**	Kansas City, MO
Hi-Tech Charities	St. Louis, MO
IHM Health Studies Center*	St. Louis, MO
International Institute of Metro St. Louis	St. Louis, MO
International School of Professional Bartending	Kansas City, MO
International Sommelier Guild**	St. Louis, MO
ITT Technical Institute**	Arnold, MO
ITT Technical Institute	Earth City, MO
ITT Technical Institute**	Kansas City, MO
Jackson Hewitt Tax School	Warrenton, MO
John Thomas College of Naturopathic Medicine	St. Charles, MO
Kansas City Center/Montessori Education	Kansas City, MO
Lake Area Dental Assisting School	Hermitage, MO
Laurel Institute for Dental Assistants	St. Peters, MO
Le Cordon Bleu College of Culinary Arts	St. Peters, MO
L'Ecole Culinaire	St. Louis, MO
Lesley University**	Blue Springs, MO
Lesley University**	Columbia, MO
Malone College**	Kansas City, MO
Massage Therapy Institute of Missouri	Columbia, MO
MERS/Missouri Goodwill Industries*	St. Louis, MO
Metro Business College*	Cape Girardeau, MO

MidAmerica Nazarene University**	Kansas City, MO
Midwest Institute*	Kirkwood, MO
Midwest Institute of Natural Healing	Kansas City, MO
Midwestern Training Center	Hazelwood, MO
Missouri Auction School	Grandview, MO
Missouri College	St. Louis, MO
Missouri Montessori Teacher Education Program	Chesterfield, MO
Missouri School of Dog Grooming	St. Louis, MO
Missouri Taxidermy Institute	Linn Creek, MO
Missouri Tech	St. Louis, MO
Missouri Welding Institute, Inc.	Nevada, MO
Montessori Training Center of St. Louis	St. Louis, MO
MTTI-Wellspring Center for Natural Healing	Kansas City, MO
MVC Computer & Business School	Arnold, MO
National American University*/**	Independence, MO
New Horizons Computer Learning Center	Springfield, MO
NOVA Southeastern University**	Kansas City, MO
NOVA Southeastern University**	Earth City, MO
Nutrition Institute of America#	Kansas City, MO
Nu-Way Truck Driver Training Centers	St. Louis, MO
Olivet Nazarene University**/#	Bourbonnais, IL
On-Line Training Center	Ferguson, MO
Orler School of Massage Therapy Technology	Joplin, MO
Ottawa University**	Lee's Summit, MO
Patricia Stevens College	St. Louis, MO
Petropolis Academy of Grooming & Training	Chesterfield, MO
Pinnacle Career Institute*	Kansas City, MO
Premier Knowledge Solutions, Inc.	St. Louis, MO
Professional Massage Training Center	Springfield, MO
Roadmasters Driver School	Kansas City, MO
Sanford-Brown College*	Fenton, MO
School of Massage Arts	Nixa, MO
Southern Missouri Truck Driving School	Malden, MO
St. Charles Flying Service	St. Charles, MO
St. Louis College of Health Careers*	St. Louis, MO
Stoddard County Career Learning Center	Dexter, MO
TechSkills	St. Louis, MO
The Bartending Institute	St. Louis, MO
The Ding King Training Institute	Ozark, MO
The Tom Rose School	High Ridge, MO
Travel Career Academy	Springfield, MO
TXK Technology Center	Springfield, MO
University of Mary**	Kansas City, MO
University of Phoenix**	Kansas City, MO
University of Phoenix**	Springfield, MO
University of Phoenix**	Des Peres, MO

Urban League Business Training Center	St. Louis, MO
Vatterott College*	Berkeley, MO
Vatterott College**	St. Joseph, MO
W.T.I. Joplin Campus	Joplin, MO
Westwind CDL Training Center	Cuba, MO
Witte Truck Driving School	Troy, MO

Authorization Only to Recruit Students

At-Home Professions#	Fort Collins, CO
DeVry University	Phoenix, AZ
Lincoln College of Technology*	Indianapolis, IN
Nashville Auto Diesel College	Nashville, TN
National American Univ-Distance Learning#	Rapid City, SD
Redstone College	Broomfield, CO
Spartan College of Aeronautics & Technology	Tulsa, OK
Tulsa Welding School*	Tulsa, OK
Universal Technical Institute*	Phoenix, AZ
Universal Technical Institute	Avondale, AZ
Universal Technical Institute	Glendale Heights, IL
Universal Technical Institute	Houston, TX
University of Phoenix Online#	Phoenix, AZ
Westwood College*	Denver, CO
Westwood College*	Woodridge, IL
Wyoming Technical Institute*	Laramie, WY

- * Denotes main campus of a multi-campus system.
- ** Denotes a Missouri location for an institution based outside of the state.
- # Denotes an institution that primarily offers distance education programs.

Applications Pending Approval (Authorization for Instructional Delivery)

International House of Prayer University
Kansas City, Missouri

This school, which is not accredited, is currently the educational and training division of the larger not-for-profit organization known as Friends of the Bridegroom, Inc., also located in Kansas City, Missouri. The school was granted exemption under its previous name, Forerunner School of Ministry, 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.” The school plans to offer a variety of non-degree and associate degree programs that will include the fields of theology, music, and general education.

Quality Testing Services, Inc.
Maryland Heights, Missouri

This for-profit, corporately-owned institution proposes to offer multiple non-degree programs, ranging from 24 to 480 clock hours, to train students on the various methods of nondestructive testing such as ultrasonic, radiographic, and magnetic particle testing. The school's objective is to provide "a safe, supportive, and challenging environment...to prepare capable women and men for responsible positions in the field of nondestructive testing." This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

RespondRight EMS Academy
St. Charles, Missouri

This institution is accredited by the Missouri Department of Health and Senior Services Bureau of Emergency Medical Services as a provider of Emergency Medical Technician (EMT), First Responder, and Emergency Medical Dispatch training, as well as various emergency medical continuing education programs. 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."

Schools Closed

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Program Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Proprietary School Certification Program was established in fulfillment of a statutory mandate for an oversight program for certain types of postsecondary education institutions. The intent of this board item is to provide background information about the program as well as a summary of important improvements and challenges.

Background

Any school or training facility not specifically exempted in the statute establishing the Proprietary School Certification Program must be certified to operate to offer instruction, grant certificates or degrees, or recruit students in the state of Missouri. In order to comply with this requirement, schools must apply for exemption from, or certification to operate under, the proprietary school regulations.

The central focus of the Proprietary School Certification Program is consumer protection. This is accomplished through the establishment of standards for school operation and monitoring of those operations to ensure students are treated in a fair and equitable manner and receive education and training consistent with the published objectives of the school and its instructional programs. As a secondary focus of operation, the program works to assist schools in improving operations, both with regard to compliance with certification standards and also in serving the students of the state of Missouri.

Major Functions of the Proprietary School Certification Program

- Certify or exempt proposed education and training providers or providers operating in other states that wish to establish an instructional location or student recruitment presence in Missouri.
- Recertify annually all existing schools certified to operate by the MDHE.
- Monitor all schools certified to operate for ongoing compliance with standards.
- Conduct on-site visits - both MDHE visits as well as site visits with teams from recognized accrediting agencies.
- Review and approve substantive changes implemented by certified schools including:
 - implementation of new programs of instruction,
 - substantive revision of existing programs,
 - relocation of schools,

Coordinating Board for Higher Education
June 11, 2009

- addition of new instructional locations,
- revision of school name, and
- change of school ownership.
- Work with the Proprietary School Advisory Committee on program administration, rule and regulation revision, and grievances and complaints.
- Assist students and schools during a school closure process. In some instances, this includes taking possession of and servicing requests for access to student records.
- Review student complaints and take action when a dispute relates to an issue of compliance with standards.
- Provide information and guidance for a better informed consumer.
- Collect student data and publish a statistical summary to serve as a planning and decision-making resource for the schools submitting the data, for the Department of Higher Education, and for the citizens of the state.

Fiscal Year 2008 Program Performance

- 166 main and branch campuses were issued certificates of approval to operate
 - 107 Missouri private career schools (131 locations including branches)
 - Includes 6 new Missouri schools
- 27 non-Missouri schools were approved for recruitment only
- 30 applications to establish a new institution were processed (both exempt and certified)
- 10 exemptions were granted
- 12 school closings were monitored
- 1,288 program additions and revisions were processed

School Data for Calendar Year 2007

- Enrollment – 73,964
- Completions – 22,173
- Instructional Programs – 2,122 programs offered
- Personnel – 3,791 administrative and instructional employees
- Financial Contribution - \$276,304,189 expended into the economy
- Financial Aid Awarded - \$276,487,391 to 34,825 students

Program Improvements

One of the challenges identified in last year's Proprietary School Certification update was the antiquated method of data collection and storage. During FY 2009, MDHE contracted for technical services to assist with the development of a paperless data submission process and the establishment of an up-to-date data storage system. The new data collection process uses a web-based interface to allow students or school personnel to report the required data.

In addition, to accommodate institutions with comprehensive student information systems, the MDHE system will accommodate the electronic transfer of data to the department. Development of these new methods of data collection is complete, and the systems will be released to schools

upon completion of all testing. These systems, when fully operational, will result in more accurate and timely reporting of enrollment and completion information as well as a reduction in the overall cost of the program by substantially decreasing the need for printed data forms.

Last year the program conducted its regular biennial survey of institutional satisfaction with the annual recertification process and the certification program. Although the response rate was low (15 percent), the schools that responded were overwhelmingly positive. Approximately 93 percent of respondents agreed that recertification materials and processes were delivered in a timely manner. Based on a scale of one to five (five being excellent), 91 percent of responding schools rated the attitude, responsiveness, and knowledge of MDHE staff a four or five. When asked about the value of the certification program to schools and educational consumers, 74 percent responded with a four or five rating. While these ratings validate the work of program staff, attention continues to be focused on quality improvements based on these responses and individual comments.

Challenges

The Role of Recognized Accreditation

One comment received as part of the institutional satisfaction survey raised an issue that is an ongoing conversation occurring not only in Missouri but across the nation. The commenter suggested that recognized accreditation should qualify schools for exemption from the certification program. Generally, the primary proponents of this position are multi-state institutions that are anxious to avoid the difficulties of multi-state licensure. In the national debate about this issue, some have suggested such exemption should be allowed for only those schools with regional accreditation, such as by the Higher Learning Commission, as opposed to national accreditation. Regardless of the discussion about the merits of regional and national accreditation, the fact remains that the Proprietary School Certification Program serves a very different role than any accrediting entity.

Accreditation is peer-based, with the accrediting associations composed of volunteers from member institutions. Although the role of these associations has been changing over the past several years, they remain primarily focused on encouraging qualitative improvement through self assessment and peer-guided change. Because of the varying levels of focus of these associations, their ability to respond quickly and in a targeted manner to issues or problems that occur at institutions is typically limited. For example, accreditation is typically granted for a much longer period (as much as ten years) with limited interaction in between accreditation visits. Many accrediting associations do not focus on programmatic or consumer protection issues as they view their scope as institutional and process-based.

The focus and approach of the proprietary school certification program to school review and oversight is substantially different from recognized accreditation. One basic difference is that the program's standards are designed to protect consumers and ensure that schools provide students and prospective students with necessary and accurate information regarding institutional policies and program content. Certification to operate is an indicator that the school has policies and procedures that meet certification standards designed to ensure students are treated in a fair

and equitable manner. In addition, the process of review and approval is ongoing and focused on local issues and concerns.

Schools are recertified annually, which provides an ongoing review of the schools' processes and outcomes that offer timely indicators of qualitative, financial, or other developing problems. Substantive changes implemented by schools are subject to prior review by the department. This includes school relocation, program changes and additions, and ownership changes, all of which may lead to concerns and problems. Because accredited schools enroll the largest percentage of students, distribute a substantial majority of student financial assistance dollars, and request the preponderance of program and other substantive changes, the delegation of the protection of Missouri consumers and oversight of qualitative issues to accrediting agencies could be problematic. At the same time, acknowledging and considering relevant accrediting agency expertise and actions is appropriate to reduce unnecessary duplication of effort for institutions.

Need for Statutory Revision

For the past several years, a primary challenge facing the certification program has been the need to update and strengthen the authorizing statute. During the most recent legislative session, some issues relating to false or misleading degrees were addressed in a crime bill (House Bill 62). This bill specifies that a person who knowingly uses or attempts to use a false or misleading degree from any institution of higher education or a degree from any institution of higher education in a false or misleading manner, in connection with any business, employment, occupation, profession, trade, or public office will be guilty of a class C misdemeanor (Section 173.754).

The need still exists for the department to promote a legislative initiative to address additional revisions to the authorizing statute. These include granting explicit degree approval authority to the department and broadening the degree use prohibition to include degrees issued by substandard and diploma mill suspect institutions. Prior to next year's legislative session, program staff will review and refine proposed legislative language and discuss how to capitalize on opportunities to improve the visibility and viability of the proposal.

Responsiveness to Workforce Development Needs

A key component of the American Recovery and Reinvestment Act is to promote increased access to and success in postsecondary education including improved funding for workforce training and re-training particularly in energy-related fields. Because some of the needed training is not available from existing providers, new or relocated schools offering this training will need to be certified to operate in Missouri. There is a narrow window of opportunity for dispersing funds for this training; therefore, the department is defining an expedited review and approval process, including eligibility criteria, in collaboration with other state agencies.

Conclusion

The goal of the Proprietary School Certification Program is to provide consumer protection while ensuring private postsecondary education providers are well positioned and capable of

fulfilling their missions. These institutions have a crucial role to play in postsecondary education in Missouri, including increasing access to and success in postsecondary education and meeting the needs of Missouri's employers and workforce training system. An efficient and effective certification program is an essential component of that endeavor by ensuring that unscrupulous institutions cannot operate in Missouri and by challenging institutions in this sector to meet meaningful standards.

STATUTORY REFERENCE

Sections 173.600 through 173.618 RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Financial Assistance and Outreach Program Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Coordinating Board assists thousands of students in accessing postsecondary education each year through state student financial assistance programs administered by the Missouri Department of Higher Education (MDHE). During FY 2009, the number of students assisted through MDHE administered programs exceeded 47,000 and, for the first time, funds distributed surpassed \$100 million. This agenda item provides background information on the programs administered by the MDHE, the current status of each program, and changes on the horizon.

Access Missouri

The Access Missouri Financial Assistance Program is Missouri's primary need-based program designed to provide a simplified and streamlined application and award process, including an increase in award predictability for students and financial aid officers. Students establish financial need based on their federally calculated expected family contribution (EFC). Typically students with an EFC of \$12,000 or less are eligible for the program, although there were sufficient appropriations available to fund students with an EFC of \$14,000 or less for the 2008-2009 academic year.

In its second year Access Missouri once again has seen an increase in the number of students served and the amount awarded in FY 2009. As of this report, more than 43,000 students have received over \$92.8 million dollars. This is in comparison to 38,000 students awarded \$72.3 million dollars in FY 2008.

For the coming academic year (2009-2010), the MDHE is projecting a substantial increase in the number of eligible applicants for Access Missouri. As of this report, there has been a 21 percent increase in the number of eligible applicants compared to the same time last year. From a funding perspective, the amount appropriated by the legislature remained constant from FY 2009. However, the actual funds available for distribution will decline due to an increase in the cost allocation plan. As a result, the MDHE is estimating that \$92.1 million dollars will be available for awards, a reduction of \$500,000 from FY 2009.

Based on a reduction in funds for distribution and a substantial increase in applications, the MDHE is projecting the EFC cutoff will be at the statutory level (\$12,000) and award amounts will be less than the maximum provided for in statute. The current estimate sets award amounts at 75 percent of the statutory maximum. Final award amounts will be determined in August

Coordinating Board for Higher Education
June 11, 2009

2009 once on-time applicants have had an opportunity to correct any errors on their Free Applications for Federal Student Aid (FAFSA) and all eligibility information is known.

For FY 2010, the authorizing statute allowed the CBHE to request an inflationary increase in the maximum award amounts. In preparation for the 2009-2010 academic year, the CBHE submitted a budget request to the General Assembly that included a \$5.1 million increase to the Access Missouri appropriation based on 5.6 percent increase in the Consumer Price Index between July 2007 and July 2008. The inflationary request was not funded and, as a result, the next opportunity to seek an increase in award levels will occur with the FY 2013 budget request.

The 2009 legislative session saw Senate Bill 390 and House Bill 792, which would have equalized Access Missouri award amounts at public four-year and private institutions. The identical bills would have capped the statutory maximum award amounts for students attending public four-year and private institutions at \$2,800, resulting in a \$650 increase in the maximum award for students at public four-year institutions and an \$1,800 decrease for students at private institutions. The proposed legislation would have retained the statutory maximum award of \$1,000 at public 2-year institutions. Neither bill was adopted this year.

Higher Education Academic Scholarship Program (Bright Flight)

The Higher Education Academic Scholarship Program, more commonly known as Bright Flight, is the state's sole merit-based program. Student eligibility is limited to those scoring in the top three percent of Missouri test takers on the ACT or SAT standardized test. For the 2008-2009 academic year, the minimum composite ACT score was 31 and the minimum SAT scores were a 780 on the critical reading section of the exam and a 790 on the math section. Although the SAT scores have fluctuated in the past, the increase in the ACT score from a 30 for the 2007-2008 academic year to a 31 for the 2008-2009 academic year was the first increase in 15 years.

Since its inception in the late 1980s, the Bright Flight program has been fully funded with all eligible students receiving the statutorily established scholarship amount of \$2,000. As of this report, the MDHE distributed over \$15.5 million to more than 8,000 Bright Flight students during the 2008-2009 academic year.

Senate Bill 389, which was enacted during the 2007 legislative session, contains provisions for expansion of the Bright Flight program beginning with the 2010-2011 academic year. Under the new provisions, students with qualifying scores in the top three percent will receive an increased annual award amount of \$3,000, and the program will be expanded to include \$1,000 annual awards for students with scores in the top four to five percent.

In preparation for these changes, the department is developing projections of the additional cost for the FY 2011 budget request and is working to incorporate these changes in FAMOUS (Financial Assistance for Missouri Undergraduate Students), the distribution system for state student assistance. The changes to FAMOUS are scheduled to be in place in January 2010 to ensure financial aid processing for the 2010-2011 academic year proceeds smoothly. The department has also included this information on the Bright Flight page of the department's website to raise awareness for Missouri families.

Marguerite Ross Barnett Memorial Scholarship

This scholarship program, named in honor of a former chancellor of the University of Missouri-St. Louis, was designed to assist students who are enrolled in at least six but less than 12 semester credit hours at a participating institution while working at least 20 hours per week. Although some other state aid programs are available for students enrolled at least half-time, this is the only state-funded student assistance program available to part-time students only.

As of this report, the department has distributed \$436,411 to 189 students in FY 2009, figures that are very similar to past years as the appropriation has remained flat. For FY 2010 the General Assembly has approved, and the governor is expected to sign, a five percent reduction in this program's appropriation, from \$425,000 to \$403,750. This reduction is significant in that:

- An estimated 10 fewer students will receive an award under the program, based on average awards for the 2008-2009 academic year. In general, students receiving awards under this program are some of the neediest and this action further narrows the scope of the only state program of its type.
- The reduction exacerbates the fact that the \$425,000 appropriation was already insufficient to fully fund the program. Over 50 eligible students are known to be unfunded for the 2008-2009 academic year. However, it is the belief of MDHE staff that this figure substantially underestimates the number of students actually eligible for this program due to the nature of the application process under the FAMOUS system.

Public Safety Officer Survivor Grant

This program is intended to provide financial assistance to children and spouses of public service officers and certain Missouri Department of Transportation employees killed or totally disabled in the line of duty. Benefits are also available to public service officers who are totally disabled in the line of duty. During FY 2009, \$86,183 was distributed to 19 students. All eligible students are funded through this program, which continues to see slow growth.

Vietnam Veteran's Survivors Grant

This program is intended to provide financial assistance to the children and spouses of veterans of the Vietnam conflict who were killed due to exposure to toxic chemicals during their military service. In FY 2009, nine eligible students received \$31,008, representing awards for all known eligible students.

Advantage Missouri

This program, enacted in 1998, was designed to encourage individuals to pursue education and employment in the state of Missouri in certain targeted high-demand/high-need occupations. The program was designed as a loan/loan forgiveness program, with one loan forgiven for each year of qualifying employment in Missouri. Those students not eligible for loan forgiveness must repay their loans with interest.

This program was phased out beginning in FY 2002 when only renewal students were awarded. The phase out was a result of legislative action eliminating the program's funding. The last loans were made to students in this program in FY 2005, and the last eligible student ceased postsecondary enrollment in August 2007. However, the department continues to be responsible for performing loan servicing activities such as monitoring the status of all currently active borrowers and processing requests for loan forgiveness as well as loan payments. MDHE staff is working to implement strategies for improving operations with the limited administrative support available for the program. The loan servicing piece of the program is projected to end in 2018.

Additional Programs for 2009-2010

Beginning with the 2009-2010 academic year, the department will be responsible for the administration of three additional state student financial assistance programs: the Kids' Chance Scholarship, the Minority Teaching Student Scholarship, and the Minority and Underrepresented Environmental Literacy Program.

The Kids' Chance Scholarship is a program for students with a parent who was seriously injured or killed in a work-related accident compensable under Worker's Compensation. The program is funded with interest from the Kids' Chance Scholarship Fund and the General Assembly has approved an appropriation of \$27,750 for FY 2010 that the governor is expected to sign. The department projects between five and ten students will be funded with the appropriated amount.

The Kids' Chance scholarship is a companion to a private scholarship administered by Kids' Chance, Inc. of Missouri. The department has worked closely with Kids' Chance, Inc. of Missouri to ensure all eligible students will be treated equitably and will receive funding, either with state or private funds, and that the state and private processes will be as seamless as possible for students and their families. In preparation for the 2009-2010 academic year, the department has begun to collect and evaluate application information and is on track to disburse funds early in the fall 2009 semester.

During the 2009 legislative session, appropriations for the Minority Teaching Student Scholarship and the Minority and Underrepresented Environmental Literacy Program were added to the department's budget bill, House Bill 3. However, statutory authority for the programs' administration remains with the Department of Elementary and Secondary Education and the Department of Natural Resources, respectively. The MDHE will collaborate with these agencies to identify the roles each agency will play and to ensure any resulting changes in the programs' processes are as transparent as possible to the recipients and their families for the 2009-2010 academic year.

Although the department anticipated the administration of the War Veterans' Survivors Grant Program for the 2009-2010 academic year, the General Assembly did not include an appropriation for this program in the FY 2010 budget. However, the department continues to prepare for the implementation of this program should it be funded in FY 2011.

Recertification of Institutional Eligibility

Based on the enactment of the Access Missouri Program during the 2007 legislative session, the department promulgated administrative rule 6 CSR 10-2.140, Institutional Eligibility for Student Participation, which became effective as an emergency rule on September 7, 2007. In accordance with previous CBHE policy and this administrative rule, institutions are required to apply to have their eligibility recertified every three years, beginning with the effective date of the rule. As a result, institutions must be recertified by September 7, 2010. To begin the recertification process, the department will provide institutions with the recertification application and will require institutions to complete a new participation agreement for each program in which they choose to participate. The process is expected to take several months and will begin in late summer or early fall 2009 to allow ample time for institutions to complete and submit their applications as well as for the department to thoroughly evaluate them. Applications will be submitted to the CBHE for approval no later than the June 2010 board meeting to ensure institutions' eligibility does not lapse.

Conclusion

It is clear from recent legislative activity there remains interest in improving and streamlining state student assistance, although this interest is tempered by budget constraints. With the current economic situation and the call for greater educational attainment and focus on emerging and high demand technological fields, it is essential that Missouri continue to provide sufficient student financial assistance to allow access to the system and to promote the persistence to completion necessary to meet the Coordinating Boards goals and the state's needs.

STATUTORY REFERENCE

Section 173.235 RSMo, Vietnam Veteran's Survivor Grant Program
Section 173.250 RSMo, Higher Education Academic Scholarship Program
Section 173.254, RSMo, Kids' Chance Scholarship Program
Section 173.260 RSMo, Public Safety Officer or Employee's Child Survivor Grant Program
Section 173.262 RSMo, Marguerite Ross Barnett Memorial Scholarship Program
Section 173.775, RSMo, Advantage Missouri Program
Section 173.1101 RSMo, Access Missouri Financial Assistance Program

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

All program actions that have occurred since the April 23, 2009, Coordinating Board meeting are reported in this consent 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(S)

Academic Program Actions

ACADEMIC PROGRAM ACTIONS

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

I. Programs Discontinued

University of Missouri – St. Louis

- 1) Current Program:
GRCT, Information Systems Development

Approved Change:
Delete program

Program as Changed:
GRCT, Information Systems Development (deleted)
- 2) Current Program:
BS, Nursing (generic)

Approved Change:
Delete program

Program as Changed:
BS, Nursing (generic) (deleted)

II. Programs and Options Placed on Inactive Status

University of Missouri – St. Louis

- 1) Current Program:
MHS, Health Sciences
 Managerial Decision-Making & Health Informatics

Approved Change:
Inactivate program and option

Program as Changed:
MHS, Health Sciences (inactive)
 Managerial Decision-Making & Health Informatics (inactive)
- 2) Current Program:
GRCT, Forensic Economics

Approved Change:
Inactivate program

Program as Changed:
GRCT, Forensic Economics (inactive)

III. Approved Changes in Academic Programs

Crowder College

Current Program:
N/A

Approved Change:
Add single-semester certificate (C0) Certified Nurses Assistant

Program as Changed:
C0, Certified Nurses Assistant

Missouri University of Science and Technology

Current Program:
MS, Engineering Management
General
Public Works

Approved Change:
Add a graduate certificate (GRCT) in Lean Six Sigma

Program as Changed:
MS, Engineering Management
General
Public Works
GRCT, Lean Six Sigma

St. Charles Community College

- 1) Current Program:
AAS, Computer Science
Business Computing
Database Management
Management Information Systems
Multimedia Authoring
Networking
Programming
Telecommunications

Approved Changes:

Delete option Business Computing

Add two single-semester certificates (C0): Web Development and Multimedia

Program as Changed:

AAS, Computer Science

Business Computing (deleted)

Database Management

Management Information Systems

Multimedia Authoring

Networking

Programming

Telecommunications

C0, Web Development

C0, Multimedia

2) Current Program:

AAS, Graphic Design

Approved Change:

Add single-semester certificate (C0), Print Media

Program as Changed:

AAS, Graphic Design

C0, Print Media

Truman State University

1) Current Program:

BA, Business Administration

Finance

Management

Marketing

Approved Change:

Add option in International Business

Program as Changed:

BA, Business Administration

Finance

International Business

Management

Marketing

- 2 Current Program:
BS, Business Administration
 Finance
 Management
 Marketing

Approved Change:
Add option in International Business

Program as Changed:
BS, Business Administration
 Finance
 International Business
 Management
 Marketing

University of Central Missouri

Current Program:
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

Approved Change:
Change title of option Vocational Family & Consumer Science to Family &
 Consumer Sciences

Program as Changed:
BSE, Secondary Education
 Agricultural Education
 Biology
 Business Teacher Education
 Chemistry
 Earth Science
 English
 Family & Consumer Sciences
 Mathematics

Physics
Social Studies
Speech Communication & Theater
Technology Education

University of Missouri – Columbia

- 1) Current Program:
MS, Nursing

Approved Changes:

Add graduate certificate (GRCT), Mental Health Nurse Practitioner
Add graduate certificate (GRCT), Maternal Child Clinical Nurse Specialist
Add graduate certificate (GRCT), Child/Adolescent Psychiatric and Mental
Health Clinical Nurse Specialist
Add graduate certificate (GRCT), Adult Health Clinical Nurse Specialist
Add graduate certificate (GRCT), Psychiatric/Mental Health Clinical Nurse
Specialist
Add graduate certificate (GRCT), Family Mental Health Nurse Practitioner
Add graduate certificate (GRCT), Family Nurse Practitioner
Add graduate certificate (GRCT), Pediatric Clinical Nurse Specialist
Add graduate certificate (GRCT), Pediatric Nurse Practitioner

Program as Changed:

MS, Nursing
GRCT, Mental Health Nurse Practitioner
GRCT, Maternal Child Clinical Nurse Specialist
GRCT, Child/Adolescent Psychiatric and Mental Health Clinical Nurse Specialist
GRCT, Adult Health Clinical Nurse Specialist
GRCT, Psychiatric/Mental Health Clinical Nurse Specialist
GRCT, Family Mental Health Nurse Practitioner
GRCT, Family Nurse Practitioner
GRCT, Pediatric Clinical Nurse Specialist
GRCT, Pediatric Nurse Practitioner

- 2) Current Program:
MS, Health Informatics & Bioinformatics
Bioinformatics
Health Informatics

Approved Change:

Add graduate certificate (GRCT), Health Ethics

Program as Changed:

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

3) Current Program:

MPH, Public Health
 Health Promotion & Disease Prevention
 Public Health Policy & Administration
 Veterinary Public Health

Approved Changes:

Delete options Public Health Policy & Administration and Health Promotion &
 Disease Prevention
Add option Health Promotion & Policy

Program as Changed:

MPH, Public Health
 Health Promotion & Policy
 Veterinary Public Health

University of Missouri – Kansas City

Current Program:

MBA, Business Administration
Entrepreneurship
Finance
General Management
International Business
Leadership & Change In Human Systems
Management Info Systems (emphasis)
Marketing
Operations Management

Approved Change:

Change title of option Operations Management to Supply Chain & Operations
 Management

Program as Changed:

MBA, Business Administration
 Entrepreneurship
 Finance
 General Management
 International Business
 Leadership & Change In Human Systems
 Management Info Systems (emphasis)

Marketing
Supply Chain & Operations Management

University of Missouri – St. Louis

- 1) Current Program:
BA, Communication
Communication Theory and Rhetoric
General Communication
Mass Communication
Theatre

Approved Change:
Delete all options

Program as Changed:
BA, Communication
Communication Theory and Rhetoric (deleted)
General Communication (deleted)
Mass Communication (deleted)
Theatre (deleted)

- 2) Current Program:
BS, Management Information Systems

Approved Change:
Change title to Information Systems

Program as Changed:
BS, Information Systems

- 3) Current Program:
MBA, Business Administration
Accounting
Finance
Information Systems
Logistics & Supply Chain Management
Management
Marketing
Operations Management

Approved Change:
Add option International Business

Program as Changed:

MBA, Business Administration

Accounting

Finance

Information Systems

International Business

Logistics & Supply Chain Management

Management

Marketing

Operations Management

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

Crowder College

- 1) Associate of Applied Science (AAS), Alternative Energy – Biofuels
- 2) Associate of Applied Science (AAS), Alternative Energy – Solar
- 3) Associate of Applied Science (AAS), Alternative Energy – Wind
- 4) Associate of Applied Science (AAS), Healthcare Specialist
- 5) One Year Certificate (C1), Active Solar Technician
- 6) One Year Certificate (C1), Biodiesel Technician
- 7) One Year Certificate (C1), Bioethanol Fuel Technician
- 8) One Year Certificate (C1), Biofuels Technician
- 9) One Year Certificate (C1), Biogas Technician
- 10) One Year Certificate (C1), Wind Energy Technician

Missouri Western State University

Master of Science in Nursing (MSN), Health Care Leadership

Northwest Missouri State University

- 1) Master of Science (MS), Higher Education Leadership (Off-site delivery at the Blue Jay Tower in Liberty, MO)

- 2) Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) completion program, Nursing. *This program is to be delivered at the main campus of NMSU in Maryville, as well as at North Central Missouri College (NCMC) in Trenton and at Northwest Technical School (NTS) in Maryville, MO. The delivery format at the off-site locations will include traditional courses supplemented by ITV and/or online delivery. This program has been approved with the following stipulations:*
 - The program as structured is for place-bound RNs who have completed an associate degree;
 - Future collaborative initiatives for program delivery in Nursing will be explored by Northwest Missouri State University, North Central Missouri College and Missouri Western State University (MWSU) with a focus on meeting regional needs; and
 - in securing clinical sites and faculty for the RN to BSN Nursing program, Northwest will not jeopardize existing site or staff commitments used by MWSU to deliver its BSN program.

University of Central Missouri

Bachelor of Science (BS), Technology

University of Missouri – St. Louis

Doctor of Nursing Practice (DNP), Nursing (*Off-site delivery at Mineral Area College in Park Hills, St. Charles Community College in St. Peters, East Central College in Union, Jefferson College in Hillsboro, Missouri University of Science and Technology in Rolla, and the Southern Telecommunications Resource Center (TCRC) in Portageville. While this program is cooperative with the University of Missouri – Kansas City and the University of Missouri – Columbia, only the University of Missouri – St. Louis will deliver ITV or hybrid courses at these sites.*)

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

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

VIII. Programs Withdrawn (Independent Colleges and Universities)

Indian Hills Community College

Abnormal Psychology
Children's Literature
College Algebra

Composition I
Composition II
Developmental Psychology
Introduction to Biology
Introduction to Biology, Lab
Introduction to Computers
Introduction to Earth Science
Introduction to Earth Science, Lab
Introduction to Education
Introduction to Literature
Introduction to Psychology
Introduction to Sociology
Popular Genres
Public Speaking
Statistics

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

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

X. New Courses Approved (Independent Colleges and Universities)

Indian Hills Community College

- 1) LIT 161 Short Stories (*off-site delivery at the Putnam County High School in Unionville, MO*)
- 2) PHI 114 Critical Reasoning (*off-site delivery at the Putnam County High School in Unionville, MO*)
- 3) SOC 115 Social Problems (*off-site delivery at the Putnam County High School in Unionville, MO*)

Approval for these courses is valid for three years from date of approval.

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Subcommittee Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

Following the 2007 shootings on the campus of Virginia Tech, the Higher Education Subcommittee of the Homeland Security Advisory Council (HES-HSAC) was established. The major functions are to assist and to advise the HSAC future statewide initiatives. The intent of this item is to provide an update on the work of HES-HSAC.

Background

The Homeland Security Advisory Council (HSAC) was established as a permanent governing body by Executive Order 06-09 in February 2006. Following the Virginia Tech shootings in 2007, a Missouri Task Force on Campus Security was convened and issued a report, *Securing Our Future: Making Colleges and Universities a Safe Place to Learn and Grow*. A total of 34 recommendations were presented around themes focused on response, recovery, preparation, and mitigation. One recommendation highlighted the need for dedicated attention to the unique security challenges posed by college campuses. In response, the Commissioner of Higher Education was appointed to the Council and the HES-HSAC was established. Detailed information about HES-HSAC may be found online at: <http://campussecurity.missouri.org/>.

Membership

HES-HSAC is comprised of representatives from key constituent groups across the state including postsecondary institutions, community agencies, law enforcement, emergency responders, and the Missouri state departments of Health and Senior Services, Mental Health, Higher Education, and Public Safety (see Attachment). Three student member positions, inclusive of a community college student, public four-year institution student, and independent four-year institution student, have been added to HES-HSAC. The Subcommittee also established a Student Advisory Council in January 2009.

Goals

Five overarching goals have been identified by HES-HSAC members as key focus areas for campuses based upon results of campus and community surveys conducted in 2007 and 2008:

1. Supporting institutions in creating a safe environment
2. Resource Development

Coordinating Board for Higher Education
June 11, 2009

3. Communication and Outreach
4. Legislative Initiatives
5. Research

Progress and Next Steps

HES-HSAC continues to make progress in a number of areas, including:

- *Best Practices Toolkit.* HES-HSAC is compiling a “toolkit” of evidence-based best practices related to campus safety and security that focus on adaptability, protection of all human life on campus, and comprehensive and cohesive approaches to emergency planning.
- *Campus Safety and Security Website* (<http://campussecurity.missouri.org>). The website provides up-to-date information and resources to Missouri colleges and universities.
- *Third Annual Coordinated Conference on School and College Safety and Security.* HES-HSAC collaborated with the Missouri School Boards’ Association to incorporate a higher education track into the 2009 conference with focus on best practices, crisis planning, lessons learned, and developing threat assessment teams. More information on the conference can be found at: <http://www.schoolsafetyconference.com/>.
- *Surveys of Higher Education Institutions and Community-Based Agencies.* These surveys identify major challenges that campuses face in securing its borders and provide the basis for activities of the HES-HSAC.
- *Mental Health First Aid.* Missouri was invited to pilot the Mental Health First Aid program, a twelve-hour mental health literacy course that teaches people how to recognize and offer assistance to individuals experiencing a mental health crisis. A training session, especially for higher education, is scheduled for July 6-10, 2009. Four institutions are registered to attend: Missouri Western State University, Mineral Area College, St. Louis Community College, and North Central Missouri College.

Conclusion

The best practices in campus safety and security emphasize the importance of effective communication and collaboration among a diverse group of stakeholders. By being proactive with a multi-disciplinary, multi-agency approach, HES-HSAC is helping to ensure that Missouri’s colleges and universities are safe places to learn and grow.

STATUTORY REFERENCE

Governor’s Executive Order 06-09

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Membership List

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of the Homeland Security Advisory Council**

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AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The President's federal budget proposal for Fiscal Year 2010 encourages Congress to shift new student loan originations from the Federal Family Education Loan Program (FFELP) to Direct Lending and move the estimated savings to the Pell Grant program. The proposal set in motion a series of events that will likely culminate in significant changes to federal student loans. This item discusses the most recent developments in the student loan policy discussion.

Discussion

On April 30, 2009, Congress passed its 2010 budget resolution, which includes reconciliation instructions requiring the House and Senate education committees to draft legislation creating \$1 billion in budgetary savings. The resulting bill should be on a fast track to passage because reconciliation instructions make related bills virtually filibuster proof by limiting Senate debate and requiring only a simple majority vote. However, the budget resolution also includes a "Sense of Congress" declaring Congressional intent to preserve a role for current FFELP loan providers.

On May 21, 2009, the House Committee on Education and Labor held a hearing entitled, "Increasing Student Aid through Loan Reform." Witnesses included the Deputy Under Secretary of the United States Department of Education, college staff members, loan industry participants, and a professor of economics. The complete hearing is viewable at <http://edlabor.house.gov/hearings/2009/05/increasing-student-aid-through.shtml>. Although viewpoints varied widely, none of the witnesses attempted to support maintaining the status quo.

Because of the likelihood of changes to current programs, several entities have published alternatives to the President's proposal. Three of the most prominent proposals so far are those put forward by the National Association of Student Financial Aid Administrators (NASFAA), the National Association of Student Loan Administrators (NASLA), and Sallie Mae. Sallie Mae's proposal is currently being scored by the Congressional Budget Office (CBO). Congress has until October 15, 2009 to pass legislation meeting the \$1 billion savings target.

Coordinating Board for Higher Education
June 11, 2009

Conclusion

In anticipation of the coming changes, the MDHE has begun positioning itself for a future likely to contain stronger outreach, default aversion, and financial literacy components. MDHE staff is focusing on coordinating department-wide outreach efforts to efficiently utilize available resources. The major focus is to maximize impact and more definitively establish the MDHE as Missouri's primary provider of information, assistance, and services relating to planning, paying for, and completing college.

STATUTORY REFERENCE

Section 173.030 (7), RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
June 11, 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 April 2009 through May 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>876,886</u>
TOTAL	\$ 24,049,690

The total FY 2009 distribution for July 2008 through May 2009 is **\$132,183,603**.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Economic Stimulus Update
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Missouri General Assembly passed two bills containing appropriation authority for the Department of Higher Education and to public higher education institutions in anticipation of federal dollars that may come to Missouri under the American Recovery and Reinvestment Act (ARRA). This item provides an update on funding activities to date and on the efforts of higher education to compete for funds under the stimulus portion of ARRA.

State Fiscal Stabilization

Approximately \$921 million in ARRA funds will go directly to stabilizing the Missouri general operating budget. This allowed the state to maintain FY 2009 funding levels for the operating budgets of higher education institutions. House Bill 22 appropriates more than \$118 million from the Federal Budget Stabilization Fund for the maintenance, repair, renovation and construction of facilities at the public colleges and universities.

Targeted Education Sector Funding

The U.S. Department of Education (USDE) has stimulus funds targeted to support specific on-going programs in education. One of those programs is for teacher professional development under Part A of the No Child Left Behind Act. 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. House Bill 21 contains appropriation authority for \$15 million to the Department in anticipation of a successful ITQG proposal from Missouri.

The USDE has stimulus funds under its Institute for Educational Sciences to make grants for building statewide data systems and for the coordination of data collection. Together with the Missouri P-20 Council, MDHE is preparing a proposal for stimulus funds that would go to building a comprehensive statewide P-20 longitudinal data system.

The system would link data on early childhood education, secondary education, higher 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. House Bill 21 contains appropriation authority for \$15 million in anticipated stimulus funds for the development and expansion of the P-20 data system.

Coordinating Board for Higher Education
June 11, 2009

Workforce Development

The MDHE is working with officials at the Department of Economic Development, the Department of Labor and Industrial Relations, and the Department of Natural Resources to develop a comprehensive statewide and sustainable workforce training 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. House Bill 21 contains appropriation authority for \$15 million in anticipated stimulus funds from the Labor Department for development of the health care workforce in Missouri.

Technology/Infrastructure Proposal

MDHE staff is assisting the Missouri Research and Education Network (MOREnet) to develop a proposal for the expansion of its fiber optic broadband network to increase access for 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. House Bill 21 contains appropriation authority for \$225 million in anticipated stimulus funds for the MOREnet proposal. MOREnet anticipates submitting its proposal to the Commerce Department in September.

Centers of Excellence

The MDHE is leading efforts to establish three centers of excellence in Missouri in collaboration with Missouri colleges and universities, private partners, and institutions in other states. The Department is facilitating a statewide collaborative effort to increase the competitiveness of Missouri proposals to receive stimulus funding. House Bill 21 contains appropriation authority for \$59 million in anticipated stimulus funds for these proposed centers of excellence:

Center of Excellence in Education (\$23.4 million)

Focus will be on increasing student readiness for entering elementary school and college. The Center will have an Early Childhood Pre-School, Autism Teaching and Research Center; a program for Math Education in Urban Districts; and a College Readiness Academy and Institute. Lead partners include: University of Missouri-St Louis; Harris-Stowe State University; St Louis Community College; Missouri Virtual School; St Louis Public School District; Washington University School of Medicine; Thompson Center for Autism; and Southern Illinois University—Carbondale. Additional higher education institutions and other partners will have an opportunity to participate.

Center of Excellence in Renewable/Sustainable Energy (\$10.6 million)

Focus will be on curriculum development, research and technology implementation to train the Missouri workforce in present and emerging high-tech uses of solar, wind,

thermal and other forms of renewable energy technology. Lead partners include: University of Missouri—Columbia; Crowder College --MARET Energy Center; Linn State Technical College and Metropolitan Community College. Other potential partners include Eagle Picher Technologies and the National Renewable Energy Laboratory. Additional higher education institutions and other partners will have an opportunity to participate.

Center of Excellence for Homeland Security/Campus Safety (\$25 million)

Focus will be on research, training, technology and interventions to prepare the workforce in the emerging field of human systems integration and other high-tech fields in the homeland security sector. The Center will also promote safety and security on Missouri college campuses across the state. Lead partners include: Missouri University of Science and Technology; Harris-Stowe State University; Lincoln University; University of Central Missouri; State Fair Community College; Metropolitan Community College; Mineral Area College, and Missouri State University. Other potential partners include the Missouri Department of Public Safety and the Ft Leonard Wood/Army Research Center. Additional higher education institutions and other partners will have an opportunity to participate.

Next Steps

House Bills 21 and 22 await the governor’s signature or veto. Applicants for stimulus funds must also wait for the various federal agencies to release guidelines, application forms, and deadlines for submitting competitive proposals.

MDHE staff will continue to identify and work with partners to finalize the proposals intended for submission. MDHE will also continue to promote interagency collaboration to develop the policies and procedures necessary for crafting a sustainable statewide workforce development plan in anticipation of one-time stimulus funding with which to make an investment in Missouri that will continue to deliver long-term economic and social benefits.

STATUTORY REFERENCE

P.L. 111-5, American Recovery and Reinvestment Act of 2009
HB No. 21 (May 2009)
HB No. 22 (May 2009)

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT(S)

None

Directions to West Plains

West Plains Civic Center
110 St. Louis
West Plains, MO 65775
<http://www.civiccenter.net/>

FROM ST. LOUIS:

Take I-44 west toward Tulsa. Take Exit 186 onto US 63 South toward West Plains. Turn left onto West Broadway (becomes Business Route 63). Turn right onto St. Louis Street.

FROM KANSAS CITY:

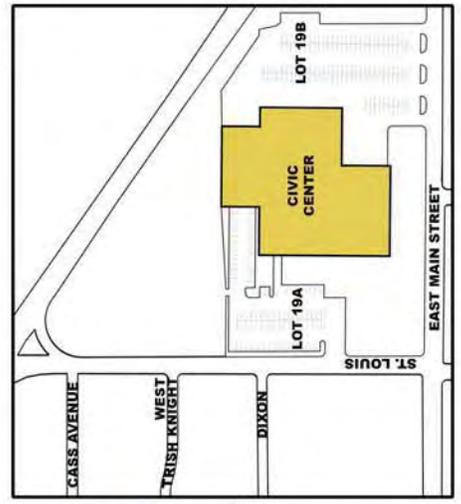
Take MO-7 South (becomes MO-13 South at Clinton). Take Exit 82 A onto US 65 South toward Branson. Merge onto US 60 East toward Cabool (becomes US 63 South). Stay on US 63 South to West Plains. Turn left onto West Broadway (becomes Business Route 63). Turn right onto St. Louis Street.

FROM JEFFERSON CITY:

Take US 50 East toward St. Louis. Turn right onto US 63 South toward Rolla. In West Plains, turn left onto West Broadway (becomes Business Route 63). Turn right onto St. Louis Street.

FROM SPRINGFIELD:

Take US 65 South toward Branson. Merge onto US 60 East toward Cabool (becomes US 63 South). Stay on US 63 South to West Plains. Turn left onto West Broadway (becomes Business Route 63). Turn right onto St. Louis Street.



Missouri State University™

W E S T P L A I N S

CAMPUS MAP