

Coordinating Board for Higher Education

Agenda of Meeting

**9:00 AM
Thursday
September 9, 2010**

**Heckart Science and Allied Health Center
Thompson Conference Center
State Fair Community College
Sedalia, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Mary Beth Luna Wolf, Vice Chair, St. Louis

Doris J. Carter, Secretary, Florissant

David Cole, Cassville

Greg Upchurch, St. Louis

Jeanne Patterson, Kansas City

Kathryn Swan, Cape Girardeau

Craig Van Matre, Columbia

TIME: 9:00 AM
Thursday
September 9, 2010

PLACE: Thompson Conference Center
Heckart Science and Allied Health Center
State Fair Community College
Sedalia, MO

Directions to State Fair Community College

From the North

- I-70 to Exit 78
- South on Highway 65 about miles to Sedalia
- Go through three stoplights
- Fourth light will be 16th Street
- Turn right (west) on 16th Street
- Follow 16th Street approximately one mile (through one stoplight)
- Turn left into the main entrance of the campus

From the East

- From Highway 50, turn south on Highway 65 (left)
- Next stoplight will be 16th Street
- Turn right (west) on 16h Street
- Follow 16th Street approximately one mile (through one stoplight)
- Turn left into the main entrance of the campus

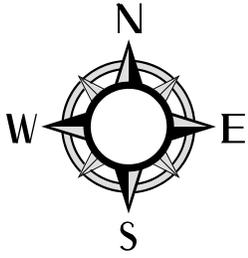
From the West

- From Highway 50, turn south on Thompson Boulevard (McDonald's is on your right)
- Next stoplight will be 16th Street
- Turn right (west) on 16h Street
- Turn left into the main entrance of the campus

From the South

- From Highway 50, turn south on Highway 65 (left)
- Next stoplight will be 16th Street
- Turn right (west) on 16h Street
- Follow 16th Street approximately one mile (through one stoplight)
- Turn left into the main entrance of the campus

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



Heckart Science and Allied Health Center Building 13 (Lower Level)

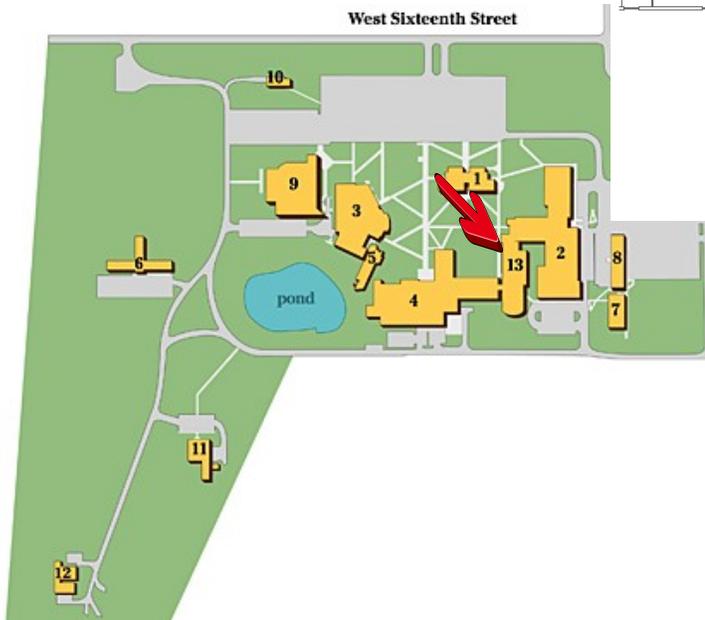
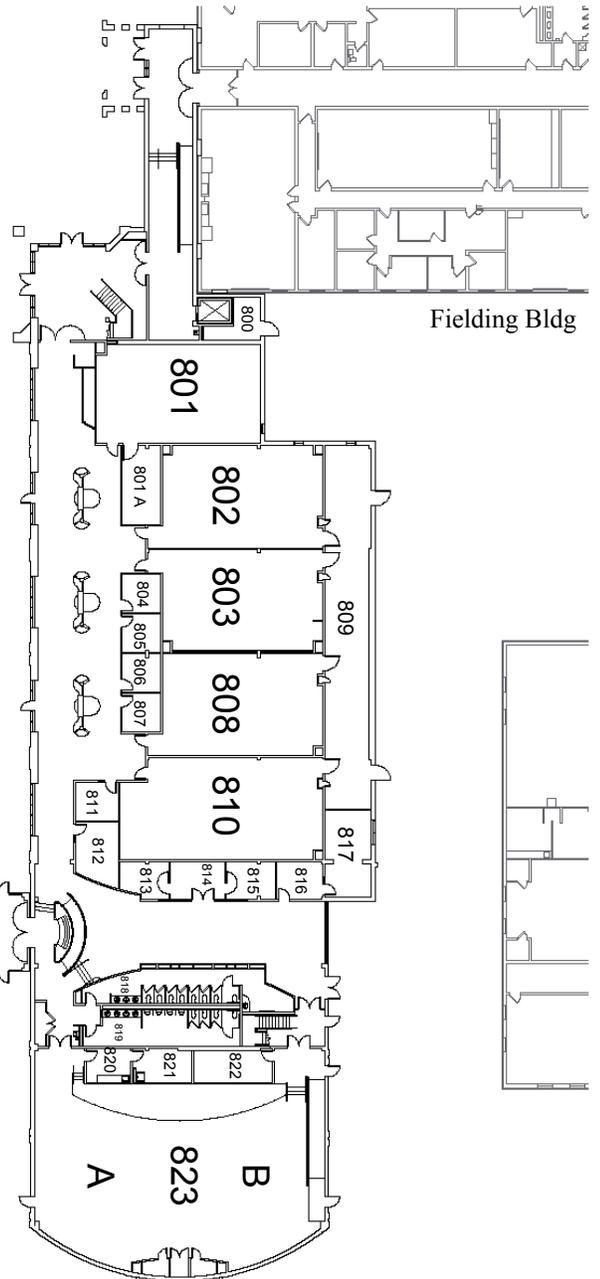


The level houses:

- Vice President of Educational Services
- SFCC Foundation
- Discovery Corridor
- Thompson Conference Center

Course Offerings:

- Science
- Biology Classroom & Lab
- Chemistry Classroom & Lab
- Anatomy & Physiology Classroom



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

Representatives by Statute

Public Four-Year Universities

Dr. Henry Givens, Jr., President
Harris-Stowe State University

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

Dr. Bruce Speck, President
Missouri Southern State University

Dr. Jim Cofer, President
Missouri State University

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

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President
Northwest Missouri State University

Dr. Ken Dobbins, President
Southeast Missouri State University

Dr. Troy Paino, President
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Mr. Gary Forsee, President
University of Missouri

Dr. Brady Deaton, Chancellor
University of Missouri-Columbia

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

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

Public Two-year Colleges

Dr. Alan Marble, President
Crowder College

Dr. Edward Jackson, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Dr. Mark James, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President
Mineral Area College

Dr. Evelyn Jorgenson, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, President (MCCA Chair)
Ozarks Technical Community College

Dr. John McGuire, President
St. Charles Community College

Dr. Zelema Harris, Chancellor
St. Louis Community College

Dr. Marsha Drennon, President
State Fair Community College

Dr. Devin Stephenson, President
Three Rivers Community College

Public Two-year Technical College

Dr. Donald Claycomb, President
Linn State Technical College

Independent Four-year Colleges and Universities

Dr. Mark Lombardi, President

Maryville University of St. Louis

Dr. Marianne Inman, President
Central Methodist University

(ICUM Chair)

Dr. Dennis Golden, President
Fontbonne University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Dr. James Evans, President
Lindenwood University

Independent Two-year Colleges

Dr. Judy Robinson Rogers, President
Cottey College

Two-year alternate:

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

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 am
Thursday
September 9, 2010

PLACE: Thompson Conference Center
Heckart Science and Allied Health Center
State Fair Community College
Sedalia, MO

AGENDA

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C. Welcome from Host Institution		Marsha Drennon
II. Consent Calendar		
A. Minutes of the June 10, 2010 CBHE Meeting Minutes of the June 29, 2010 CBHE Conference Call Minutes of the August 4-5, 2010 Retreat		Lowell Kruse
B. Program Actions	A	Tim Gallimore
C. Distribution of Community College Funds	B	Paul Wagner
III. Report of the Commissioner		David Russell
IV. Committee Reports		
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B. Student Loan / Financial Aid Committee		David Cole
C. Strategic Planning Committee		Kathryn Swan
D. Strategic Communications Committee		Mary Beth Luna Wolf
V. Presidential Advisory Committee		Marcia Pfeiffer
A. Governor's Strategic Goals for Higher Education		David Russell
1. Degree Attainment	C	
2. Academic Program Review	D	
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4. Funding Formula for Higher Education	F	

COORDINATING BOARD FOR HIGHER EDUCATION

VI. Action Items

A. Governor's Strategic Initiatives for Higher Education	G	David Russell
B. FY 2012 Recommendations for Public Institutions' Base Operating Appropriations	H	Paul Wagner
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D. FY 2012 Recommendations for MDHE Operating and Student Financial Assistance Appropriations	J	Paul Wagner
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G. Mission Review Final Report	M	Tim Gallimore
H. A+ Program Transition	N	Leroy Wade
I. Amendment to 2011 Meeting Dates Change of Venue and Possible Dates	O	Lowell Kruse
J. Nominating Committee for 2011 Board Officers	P	Lowell Kruse

VII. Informational Items

A. Proprietary School Certification Actions and Reviews	Q	Leroy Wade
B. Waiver Requests under the Higher Education Student Funding Act	R	Joe Cornelison
C. Improving Teacher Quality Grant (ITQG)	S	Tim Gallimore
D. Early College Policy Update	T	Tim Gallimore
E. Lower Division Coursework	U	Tim Gallimore
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G. <i>Imperatives for Change</i> Update	W	Tim Gallimore
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COORDINATING BOARD FOR HIGHER EDUCATION

J. CBHE Office Move

Z Joe Cornelison

VIII. Reference

A. Statutorily Required Functions of the CBHE/MDHE

AA

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
June 10, 2010**

The Coordinating Board for Higher Education (CBHE) met at 9:05 am on Thursday, June 10, 2010, at Missouri Baptist University in Chesterfield, MO. Chair Lowell Kruse called the meeting to order. A list of guests is included as an attachment. The presence of a quorum was established with the following roll call:

	Present	Absent
Doris Carter		X
David Cole		X
Lowell Kruse	X	
Jeanne Lillig-Patterson		X
Mary Beth Luna Wolf	X	
Kathryn Swan	X	
Greg Upchurch	X	
Craig Van Matre	X	

Chair Kruse reminded attendees that this will be the final meeting for retiring Commissioner of Higher Education Dr. Robert Stein. Commissioner Stein was presented with a proclamation from the Office of the Governor along with a farewell gift from the CBHE. Chair Kruse also presented Mr. Greg Upchurch and Ms. Kathy Swan with plaques commemorating their service with the CBHE.

Dr. Alton Lacey, President of Missouri Baptist University, welcomed the Coordinating Board, presidents, and guests to campus. President Lacey provided information about Missouri Baptist, whose current headcount is approximately 5,000 graduate and undergraduate students. President Lacey also reinforced the idea that the collective strength of the higher education community is crucial to the future of Missouri.

Committee Reports

Audit Committee

Mr. Upchurch stated that the Committee had no new business to report at this meeting.

Student Loan / Financial Aid Committee

Mr. Leroy Wade advised that primary issues before the Committee include preparations for the change from the Federal Family Education Loan Program (FFELP) to the Direct Loan program, revisions to the state financial aid programs, and recertification of institutions for financial aid.

Strategic Planning Committee

The Committee had no new business to report at this meeting. Imperatives for Change will be discussed later in the agenda.

Strategic Communications Committee

Ms. Mary Beth Luna Wolf advised that the Committee had no new business to report at this meeting, but that goals and objectives of the Committee would be discussed during the upcoming CBHE retreat.

Interim Commissioner of Higher Education

Chair Kruse advised that the CBHE has selected Dr. David Russell for the position of Interim Commissioner of Higher Education effective July 1, 2010. Dr. Russell stated that he recognizes the important work of the CBHE and MDHE and that he will be a tireless advocate for higher education. Higher education stands at the crossroads of fundamental change. There are great opportunities for higher education if we speak with a common voice and present a united front in all that we do. We cannot achieve goals in isolation and can only be successful if we are inclusive of all voices in higher education. Dr. Russell encouraged stakeholders to share their ideas and concerns so that he might effectively represent the views of higher education.

Chair Kruse thanked Dr. Russell for his comments and thanked Mr. Craig Van Matre for chairing the Interim Commissioner Search Committee.

Comments from Senator Jason Crowell

Senator Jason Crowell presented Commissioner Stein with a Senate Resolution and thanked him for his dedication to Missouri higher education.

Senator Crowell stated he understands that the Board will be considering proposed degree offerings in Cape Girardeau that are jointly sponsored by area education institutions, including Three Rivers Community College, Mineral Area College, and Southeast Missouri State University.

Senator Crowell noted in the proposed agreement that healthcare is a specifically excluded area of access. In his opinion, institutional protectionism seems to be the basis for this exclusion instead of focusing on the best interests of students.

A concern by the Senator is that the Board may be focusing more on institutional harmony rather than relying on what is in the best interest of students. Preparation for and access to postsecondary education is critical. The Senator asked the Board and institutions to refocus during this budget crisis on how best to utilize limited resources to meet student needs. We should hold one another accountable to this goal.

Commissioner Stein stated that there will be an associate degree program in Cape Girardeau.

Ms. Swan advised that the Cape Girardeau Partnership Advisory Committee would meet later in June to discuss timelines for implementation as well as healthcare degrees.

Mr. Van Matre made a motion that **the MDHE review current policies on lower division coursework and associate degree delivery, new program approval, and mission review to determine areas that may be revised for improved understanding and utility.**

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

President Ken Dobbins stated that the Cape Girardeau partnership has been working diligently on preparing courses for potential degree programs and that 44 courses are staffed and ready for students.

President Steve Kurtz thanked the Senator and the Board for their efforts in promoting access to associate degrees in Cape Girardeau. The Partnership is at a starting point and is ready to move forward.

President Devin Stephenson stated that all institutions in the Partnership have been working with the best interests of students in mind. While the partner institutions have developed what they believe to be a good model, there remains room for improvement in the clarity of the Board's public policy.

Presidential Advisory Committee

Budget Update

Mr. Paul Wagner provided an update on the FY 2011 budget. The MDHE experienced nominal cuts to core funding. Although the General Assembly did not carry forward the withholdings that occurred during FY 2009, it is likely that the Governor will withhold at least that portion in the FY 2011 budget.

The legislature supported the agreement between institutions and the Governor whereby tuition would remain flat in the 2010-2011 academic year in exchange for institutional cuts not exceeding 5.2%.

Student Financial Assistance Programs

- The Access Missouri program experienced a \$13 million withholding in the FY 2010 budget that has been carried forward to the FY 2011 budget.

- The A+ program is officially part of the MDHE. The appropriation includes a core cut of \$2.9 million from FY 2010 due in part to increases in the federal Pell Grant.
- Bright Flight appropriation is the same as last year. However, with new statutory language clarifying administration of the program in times of shortfall, only students in the top three percent will receive the maximum award of \$3,000. Students in the fourth and fifth percentile will not receive funding in FY 2011.

Mr. Upchurch asked how collections for the year were progressing. Mr. Wagner reported that there was a slight upturn in collections in May. However, on the year the state is down approximately 9%, which is significantly below estimates used to prepare the budget. The Governor believes the budget is approximately \$350 million short of a balanced budget so that is the amount he must veto or withhold before signing the budget.

Capital Prioritization Guidelines Update

Mr. Wagner stated that some agreements have been reached among staff and institution representatives but other issues remain before policy revisions are brought to the Board for consideration. With the bleak capital funding outlook, it will be up to the Board to provide guidance on prioritization of this project.

Final Summary of Legislation

Regarding Bright Flight, House Bill 3 allows for awards up to \$2,000 for students in the top three percent. SB 733 has provisions that allow funding for students in the fourth and fifth percentile should the top three percent of students be funded. Depending upon the number of eligible students, it may be possible, based on appropriations, to make awards of slightly more than \$2,000. SB 733 allows this provision, but HB 3 does not. The MDHE has alerted the Governor's office to the potential conflict.

SB 733 also extends the deferment period for Bright Flight students who enter the military, clarifies home-school and GED recipient eligibility, and codified current practice regarding determination of the ACT cut score to qualify for an award.

In addition, SB 733 changed the Access Missouri award amounts effective for the 2014-15 academic year. The changes equalized award amounts for four-year institutions and increased awards for community college students. The bill also removed the sunset provision for this program.

Finally, SB 733 created law regarding Sunshine Law exemptions primarily for commercializing research findings.

Other minor bills include HB 2147, which modified residency requirements for certain military dependents and retirees in order to participate in A+; HB 1858, which moved the Minority and Underrepresented Environmental Literacy Program from the Department of Natural Resources to the MDHE; SB 772, which modified the minimum holding time for MOST deposits; and SB

987, which increased the amount that the Curators of the University of Missouri may award to Spinal Cord Injury projects.

Mission Review Update

Dr. Tim Gallimore updated the Board and the Presidential Advisory Committee on the status of the department's mission review. The MDHE provided public institutions with a draft summary of findings and requested review and comments on those findings. To date, 22 institutions have provided feedback and additional information. The summaries are being revised to incorporate the additional information in order to be as comprehensive and fair as possible.

Based upon this information, the MDHE has prepared a draft summary report of recommendations for public four-year institutions and Linn State Technical College. The final report will be available for comment prior to the report being submitted to the CBHE at the September 9, 2010 meeting.

Imperatives for Change (IFC) Performance Report

Dr. Gallimore stated that IFC remains a priority for the department. MDHE staff continue to work with institutional representatives from each sector to refine methodologies and implement data collection and to identify target goals for the sectors that will reflect on higher education's statewide performance.

Attachment A, which is a brief summary of the data collected to date, will be revised to clarify percentages vs. raw numbers in order to provide the most accurate report on the performance of the system.

Based on the data, there has been little change in the performance of the system over the years, although there has been a slight increase in certificate/degree completion in high demand fields. Postsecondary participation and persistence rates are essentially unchanged, and Missouri remains in the lowest rankings for state support for higher education.

The MDHE will present the CBHE with a complete performance report during the August retreat. The department will also prepare a comprehensive report on IFC that is aligned with the department's annual report on higher education. Institutions are encouraged to provide comments and feedback on each draft report.

Ms. Luna Wolf asked if data elements from a previous report on Mathematics, Engineering, Technology, and Science could be reviewed and updated for inclusion in the report. Dr. Gallimore stated that the MDHE would review the data sets and ensure updates are comparable.

Commissioner Stein advised that Commissioner Chris Nicasro is receptive to finding ways for approaches to more integration of data among the MDHE and the Department of Elementary and Secondary Education (DESE).

Recertification of Institutional Eligibility to Participate in State Student Financial Assistance Programs

Mr. Wade advised that every three years, in accordance with state statute, institutions must be recertified as approved institutions for participation in state financial assistance programs. A+ schools are under a different statute at this time; the MDHE intends to put in place a participation agreement process to structure their participation in the program.

Under the attachments are examples of participation agreements as well as a list of institutions and those programs for which recertification is being requested. It should be noted that Gibson Technical Center in Reed Springs has decided not to seek recertification at this time.

There are two corrections to the board materials:

- Northwest Technical School is listed as participating in Bright Flight. They rescinded their request to participate after board materials were printed and disseminated.
- The Board item discusses fourteen institutions listed as provisionally approved; the number of institutions provisionally approved is actually thirteen.

Ms. Swan made a motion to **approve the institutions listed in the attachment for recertification to participate in the state student financial assistance programs administered by the Missouri Department of Higher Education until September 2013.**

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

Action Items

Minutes

Ms. Swan made a motion to **approve the minutes of the April 22, 2010 CBHE meeting.** Mr. Upchurch seconded the motion, and the motion carried unanimously.

Mr. Upchurch made a motion to **approve the minutes of the April 28, 2010 CBHE conference call.** Ms. Swan seconded the motion, and the motion carried unanimously.

Ms. Swan made a motion to **approve the minutes of the May 19, 2010 CBHE conference call.** Mr. Upchurch seconded the motion, and the motion carried unanimously.

LAMP Update

Dr. Tim Gallimore provided an update on the Learning Assessment in Missouri Postsecondary Education (LAMP) initiative. LAMP has been actively engaged in reviewing assessment research, summarizing Missouri's assessment practices, and recommending policy changes. The primary focus for LAMP has been the transition point from high school to college. LAMP and DESE have reaffirmed their intent to continue efforts to align assessments with the CAI entry-

level competencies and the Common Core State Standards. DESE is part of a consortium that is applying for federal funds to support the development of assessments aligned with the Core Standards. However, LAMP has reached the point where a new mechanism is needed to continue its efforts.

Mr. Upchurch made a motion to recommend that **the Coordinating Board for Higher Education direct the Commissioner of Higher Education to implement a merger of the LAMP and CAI initiatives into a single postsecondary advisory group to address both alignment of competencies and alignment of assessments across educational sectors and to continue emphasizing the importance of assessment at all Missouri higher education institutions.**

It is further recommended that the Board encourage higher education faculty and administrators to support MDHE and DESE as the departments work together on curriculum alignment issues as outlined in Senate Bill 389. In particular, higher education members are encouraged to participate in DESE workgroups such as the State Model Curriculum Workgroup.

Ms. Swan seconded the motion, and the motion carried unanimously.

Consent Calendar

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

Items for Discussion, Consideration, and Possible Vote

Student Loan Program Update

Ms. Leanne Cardwell briefed the Board on the changing landscape of student loans based on the elimination of the FFEL program; the MDHE is the state's guaranty agency for FFELP.

The MDHE has operated the guaranty agency for thirty years. Recent legislation has discontinued FFELP loans effective June 30, 2010, and the department is reviewing options for the future of the program and for the long term benefit of students and Missouri. The attachments to the Board item provide a list of regulatory responsibilities and information relating to the agency's operating fund. The department retains a large portfolio that must be administered and which may continue to provide revenue for several years.

Future Issues in Higher Education

Mr. Wagner opened discussion on future issues for higher education, including the potential for legislation directing a merger between the MDHE and DESE. The department dedicates approximately half of its time to areas including proprietary certification, student loans, and financial aid, which are core business functions. The remaining time is typically used by staff on

research and policy and planning issues as directed by the Commissioner. Some issues worthy of consideration are included in the board item.

Chair Kruse stated that the Board has asked staff to advise during the August retreat as to where the department should dedicate its time. With all the issues at hand, what is the most important for discretionary time?

Ms. Swan suggested that COPHE, Linn State, and MCCA might discuss these items and prioritize or add to the list and provide insight in time for the board retreat in August.

Chair Kruse made a formal request to the sector organizations and other stakeholders, including the Governor's office. President Mike Nietzel stated that the Governor does have many of these items on his list and there may be additional topics. Narrowing the priorities to two or three may be the best use of staff resources.

Ms. Swan asked if the results of the sector organization discussions might be presented to the Missouri Chamber of Commerce and the Kansas City Civic Council. Chair Kruse agreed and directed Dr. Russell to follow up on this issue.

Report of the Commissioner

Commissioner Stein thanked all who participated in the June 9th reception and retirement dinner. The Commissioner also welcomed Dr. Russell and congratulated him on his selection as Interim Commissioner and encouraged continued collaboration among the MDHE and institutions.

Commissioner Stein clarified the discussion on the Cape Girardeau partnership by stating that there is no intent at the August retreat to take action on public policy. The intent of the retreat is to provide the Board an opportunity to hold informal discussions as they explore issues in greater detail.

Missouri has cutting-edge ideas that are often picked up by other states. We need to take the next step to implementation. Don't let the need for consensus drag you down so that it takes three years to implement important policies.

This Board and staff, presidents and chancellors, and business and legislative stakeholders are well positioned despite the current fiscal crisis. All sectors are engaged and all have champions who care about, and will be champions for, higher education.

Chair Kruse thanked Commissioner Stein for his leadership and hard work.

Adjournment

Mr. Upchurch made a motion **to adjourn the meeting**. Ms. Luna Wolf seconded the motion, and the motion carried unanimously.

**Roster of Guests
Coordinating Board for Higher Education
June 10, 2010**

Charles T. Gooden	Harris-Stowe State University
Wes Payne	Three Rivers Community College
Wilbur Thornton	Three Rivers Community College
Rusty Monhollon	Missouri Department of Higher Education
Randy Shaw	Southeast Missouri State University
Ron Rosati	Southeast Missouri State University
Charles E. Smith	Missouri NEA
Marty Oetting	University of Missouri System
Constance Gully	Harris-Stowe State University
Dwyane Smith	Harris-Stowe State University
Doug Dunham	Northwest Missouri State University
Patrick Harvey	Missouri NEA
William Shoehigh	University of Phoenix
Trent Ford	Career Education Corporation
Terry D. Cruse	Missouri Baptist University
Keith Ross	Missouri Baptist University
Aaron Black	Missouri Baptist University
Carla Chance	St. Louis Community College
Pam McIntyre	St. Louis Community College
Stacey Preis	Joint Committee on Education
Sarah Topp	ICUM
Dave Rector	Truman
Brian Long	COPHE
John Eichkorn	MAPCCS/ITT Technical Institute
Arlen Dykstra	Missouri Baptist University
Michael Banks	St. Louis Community College
Zora Mulligan	MCCA
Beth Wheeler	Missouri Western State University
Andy Chambers	Missouri Baptist University
Paul Kincaid	Missouri State University
Susan Rutledge	Missouri Baptist University
Kathy Love	Missouri Department of Higher Education
LeAnn Cardwell	Missouri Department of Higher Education
Paul Wagner	Missouri Department of Higher Education
Joe Cornelison	Missouri Department of Higher Education

Leroy Wade
Tim Gallimore

Missouri Department of Higher Education
Missouri Department of Higher Education

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
June 29, 2010**

The Coordinating Board for Higher Education (CBHE) met at 3:30 pm on Tuesday, June 29, 2010 via conference call. Mr. Lowell Kruse, Chair, 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	
Craig Van Matre	X	

Others present included Commissioner Robert Stein, Deputy Commissioner Paul Wagner, General Counsel Joe Cornelison, Assistant Commissioner Leanne Cardwell, Assistant Commissioner Tim Gallimore, Assistant Commissioner Leroy Wade, Public Information Officer Kathy Love, and Executive Assistant Laura Vedenhaupt. Dr. David Russell, President Ken Dobbins, and President Mike Nietzel also participated on the call.

Action Items

Academic Program Actions

Commissioner Stein stated that a number of institutions have asked that formal action on proposals for new academic programs be expedited so that institutions may offer these programs during the fall semester of the 2010-2011 academic year. The proposed programs are included in the board item. Ms. Vedenhaupt advised that the BS in Facilities Management at Missouri State University should include four options: Health Care, Hospitality, Industrial/Production, and Property Management.

Mr. Greg Upchurch made a motion to approve the new program proposals as revised. Ms. Kathy Swan seconded the motion, and the motion carried with the following roll call vote: Doris Carter – aye; David Cole – aye; Lowell Kruse – aye; Kathy Swan – aye; Greg Upchurch – aye; and Craig Van Matre – aye.

Off-site Delivery of Associate Degrees in Southeast Missouri

Three Rivers Community College and Southeast Missouri State University each proposed to offer an associate degree at their respective Kennett, Sikeston, and Malden sites. The institution

presidents came forward prior to the June 10, 2010 meeting and agreed to withdraw the programs and work collaboratively on a solution.

The institutions have redesigned the associate degree proposal, which has been posted for comment on the MDHE website. The proposal includes a reverse transfer agreement in the three communities so that students may have confidence that their courses will transfer for credit towards an associate degree. The proposal will be removed from the comment period on July 24, 2010, although comments will continue to be welcome afterward for inclusion in the final review. While Commissioner Stein will no longer be involved in the decision process after July 1st, he encouraged the Board to give favorable consideration to the proposal. Commissioner Stein cautioned that based on previous conversations, there are entities observing this process. Consideration should be given to the fact that the ultimate decision may set a precedent for the rest of the state.

President Ken Dobbins expressed appreciation to President Devin Stephenson of Three Rivers, to President Mike Nietzel representing the Office of the Governor, and to Commissioner Stein for making this a win-win proposition. Students will receive increased access to postsecondary programs in the region and will be able to move seamlessly along their path to a degree. Thanks to the support from the higher education community and stakeholders, this may become a model for future collaborative efforts around the state.

Ms. Swan noted that on Page 2 of the proposal that Pemiscot County is ranked 116th out of 115 counties in poverty. President Dobbins stated that would be revised.

Dr. Russell asked if, at the end of a three year pilot period, the institutions would need to present a new proposal that will make this a permanent program. Commissioner Stein agreed that the program would need to be reaffirmed after three years.

Adjournment

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

COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF RETREAT
August 4-5, 2010

The Coordinating Board for Higher Education (CBHE) held a two-day retreat, at the Holiday Inn Select Executive Center in Columbia, Missouri. The retreat began on Wednesday, August 4th at 5:00 p.m. and again on Thursday, August 5th at 8:30 a.m.

	Present 8/4	Present 8/5	Absent
Doris Carter		X	
David Cole			X
Lowell Kruse	X	X	
Jeanne Patterson			X
Mary Beth Luna Wolf		X	
Kathryn Swan	X	X	
Gregory Upchurch			X
Craig Van Matre	X	X	

Others present included Interim Commissioner David Russell, Deputy Commissioner Paul Wagner, Assistant Commissioner Leanne Cardwell, General Counsel Joe Cornelison, Assistant Commissioner Tim Gallimore, Assistant Commissioner Leroy Wade (only on Thursday), Public Information Officer Kathy Love, Research Associate Bridget Johnston, Research Associate Jeffrey Smith (only on Thursday), and Executive Assistant Beth Whaley. Other guests included Mike Nietzel from the Governor's Office, Linda Luebbering State Budget Director (only on Wednesday), David Pearce, State Senator, 31st District (only on Wednesday), Mike Thomson, State Representative, 4th District, Zora Mulligan, Executive Director, Missouri Community College Association, Hal Higdon, Chair, Missouri Community College Association, Brian Long, Executive Director, Council on Public Higher Education, Carolyn Mahoney, Chair, Council on Public Higher Education, Jennifer Mathes, Missouri Association of Private Career Colleges and Schools, Marianne Inman, Chair, Independent Colleges and Universities of Missouri, Don Claycomb, State Technical Colleges.

Introduction

Chair Kruse welcomed everyone to CBHE's retreat. Chair Kruse provided the attendees with a brief overview of the agenda for the two day retreat. Members of the Board and their guests went around the room and introduced themselves.

Preliminary FY 2012 Budget Forecast

Ms. Linda Luebbering, State Budget Director provided the Board with an overview of the state budget and the decline it has had over the last two years. Board members were very interested in the various graphs and charts Luebbering presented and the sources the information came from.

Ms. Luebbering explained that the revenue in the state has been on a steep decline for the last several years. The major areas of revenue for the state are personal income tax and sales tax. She noted one difference in revenues for Missouri from other states is that there is no property tax at the state level. In Missouri, property tax is only collected at the local level. Chair Kruse asked if the major decline in growth in Missouri personal income tax was a result of the unemployment rate or a change in those employed. Ms. Luebbering stated that it was both the unemployment rate and those that are employed having hours and pay reduced. In addition, something that sets this recession apart from others is the major decline in corporate sales tax. Corporate had been in a steady decline for over two years, it started to show some recovering, only to crash again.

The Governor has had to place several permanent restrictions on the budget, along with several budget cuts since he took office. These restrictions and cuts are considered permanent for future budget preparation. Chair Kruse asked why we just do not over estimate to avoid future restrictions and cuts. According to Ms. Luebbering, over estimating hurts individuals, and had this recession been a normal recession the models they used during the budget process would have been adequate.

The stabilization money from the federal government is not a permanent fix. The current spending trend in Missouri is just not sustainable without increased revenues or additional stabilization money. It is estimated that during FY 2011 we will see a 2.3% increase in revenues and a 6% increase in FY 2012. This assumes there will not be a double dip recession, if this happens the numbers are off the table.

Perspective from the General Assembly

Senator David Pearce provided the Board with information about the legislation related to education that passed during the regular 2010 legislative session. Although Access legislation took two years to get passed, it will go into effect in 2014. Senator Pearce did note that the funds for the program were reduced this year and it may not have complete funding in 2014 because of the budget issues. The Senate was in favor of the merger of Higher Education and Elementary and Secondary Education. The legislature spent an entire day looking to 'right size' state government with the various mergers being one recommendation. A number of items were discussed and he believes some of them will be brought up during the 2011 session, including the merger of the two education departments.

Representative Mike Thomson believes that the House is in favor of a potential merger, but did not have enough time to have all of their questions answered. When the House received the passed legislation from the Senate there was only a few weeks of session left. The House recommended the Joint Committee meet and discuss; unfortunately, session ended before this could happen. The House would like to know that all possible scenarios have been looked at and make sure we know why we are really looking at the merger. The two departments were one

in 1974, before they split, because of issues in equality. Maybe other departments such as, Economic Development, need to be looked at as a possible merger solution.

Chair Kruse pointed out that higher education needs to have strong leadership with credibility. Not knowing if a merger is going to take place or not makes it difficult to find an individual to take on that job. Chair Kruse also thanked the two of them for the work that they have done for higher education and pledged the Board's support.

When asked what they see as possible legislation for the 2011 session, Senator Pearce stated there was not an appetite for tax increases, but believes that the merger will be discussed again. The Senator also stated that his colleagues are not in favor of an internet streamline sales tax. He also believes that the fair tax will be brought up again, but believes there will be major ramifications for the state if it passes.

Representative Thomson does not see any major legislation directed toward higher education. He stated that many legislators have a sense that they are not required to fund higher education, so it is important that a unified front is presented so as to not confuse or provide an easy out for them when it is time for budget review.

FY 2012 Budget Outlook for Higher Education and Alternatives for Meeting the Budget Challenge

Mr. Paul Wagner provided the Board with some history on how we got to where we are with the budget. He noted some of the same items that Ms. Luebbering pointed out regarding the state's inability to cut some programs due to federal mandates. He pointed out that Access Missouri, Bright Flight and MoreNet have all been cut. Mr. Wagner stated that higher education is vulnerable because of what is perceived as a dispensable budget. He also stated that with the new federal healthcare legislation it may automatically move eligibility up requiring additional state funds, which will make it necessary to cut other agencies' budgets, such as higher education.

Mr. Van Matre wanted to know if there were any other departments with as much elasticity in their budgets as higher education. Mr. Wagner's basic answer was no. He stated that there is some flexibility in DESE in areas such as Parents as Teachers, transportation, and career ladder, all of which have already been cut dramatically.

Chair Kruse requested a report showing what the percentage of the cut does to the total of all institutions operating budgets. Institutions do not rely on state funding alone; they have other sources such as tuition. He would like it drilled down to 2 and 4 year institutions to determine just how the cuts affect the institutions.

Mr. Wagner stated that one-third of the funds needed to make up the entire deficit will likely come from higher education. Mr. Van Matre asked if it would be possible to develop policies or principles so that future cuts would be made more systematically instead of across the board for the institutions. It was noted that such a scenario has happened in the past and could potentially happen again. Mr. Van Matre recommended developing a formula to distribute higher education

funds more systematically that is not so difficult everyone ignores it. Four year institutions developed a formula for an upturn that could possibly be adjusted to fit with today's scenario. Dr. Nietzel stated that the formula would need to take into account success and not just enrollment. Capacity, success, and enrollment make-up are all important factors. It is not necessarily always as easy as quality in, quality out. Institutions should be providing input as to what their individual institution could stand in way of budget cuts while still meeting the needs of their individual institutions. A more proportional distribution of funds was also discussed.

It was recommended that all institutions be invited to a joint meeting to discuss what is at stake and to make sure everyone is on the same page so that a united front may be presented to the legislature. Chair Kruse would also like the Board to take another look at the 2020 Jobs Report.

As for budget predictions for FY2012, everyone is looking at major personnel reductions. Mr. Wagner noted that there are a few states that have been ahead of us in solving their budget problems. Huge tuition increases and capped enrollments have played a role in helping other states manage their budget situations. Ms. Luna Wolf wanted to know if capping enrollment on programs where there is not a demand for jobs was a good idea. Dr. Nietzel said he would be surprised if enrollment caps were placed on specific degree programs. Half of all college freshmen change their mind on their degree, and regardless of the degree it is a good investment and there have not been any studies to discredit this belief. Programs that require accreditation are capped because of the student to faculty ratio that is required in order to keep their accreditation. Mr. Wagner pointed out that there is a major disconnect in Missouri between the job growth areas and those that need higher education.

It was recommended that higher education take a look at the remedial work that is being done and determine whether this needs to be looked at as something that K-12 should be paying for. In order to do this, all institutions would have to come up with a set of criteria for prerequisites for the required courses.

Models for Higher Education Governance

Commissioner Russell gave an overview of the history of higher education. There are three types of boards: governing board; coordinating board; and planning, regulatory, and/or service agency. He explained the functions of each type, noting the differences and role of each type of board. The presentation then went on to look at select other states' models. There are 25 states in the US that employ some form of a governing board model. A more in depth discussion of Kentucky was led by Dr. Neitzel.

During Commissioner Russell's presentation Chair Kruse brought up the difficulty turnover in leadership causes the department and the Board. It was also noted that it is not only the leadership, but staff turnover that creates issues for continuity within the department. Chair Kruse also believes the Board needs to take a hard look at themselves to determine where they want to go from here and what they need to do to get there.

Degree Program Productivity Review

Coordinating Board for Higher Education
September 9, 2010

CBHE does have the power to recommend actions to the institutions relating to degrees offered. Board members did not feel they had enough information to make an educated recommendation on changes to this process at this time. The institutions currently have a review program in place in their individual institutions that is shared with CBHE. These reports could be used by CBHE to review and look at those programs that fall below the requirements and make recommendations from their review.

It was discussed that we take a closer look at working with the institutions relating to program productivity review rather than trying to increase our authority at the moment. CBHE needs to do a better job of looking at the program reviews from the individual institutions and make recommendations to the various boards of programs that need to be eliminated, looked at, etc..

Ms. Luna Wolf requested that information relating to the reports received from the various institutions be provided to the Board for their review by June 2011 meeting.

Open Forum for Sector Comment

Each of the sector representatives gave a brief presentation to the Board on their concerns with future budget cuts. They also gave an overview of enrollment and what they are doing as a sector to manage the economic downturn. They also requested it be noted that capital improvements are important, even if the funding may not be available next year.

Further Board Discussion and Guidance

The Board needs to look at working more closely with the Department of Economic Development and DESE. CBHE needs to be an advocate for higher education with these agencies. Not only do Board members all need to be on board, but we need to be working closely with Dr. Nietzel and the Governor's Office to ensure that CBHE is heard and that priorities match up.

Mr. Van Matre presented several formula options to the Board for consideration in future budget allocations. He wants to know if the deficit is going to be allocated pro rata or some type of formula. Governor Nixon will be presenting his priorities for higher education at the August 17 Governor's Summit on Higher Education in Jefferson City. Dr. Nietzel stated it is important to develop a formula that is in alignment with state goals. Ms. Swan stated we need to make certain that it also coincides with the Imperatives for Change. Commissioner Russell believes it would be a good idea to bring individuals together to look at the HEF Formula.

We have to figure out a way to change the culture in this state to see higher education as important. Chair Kruse stated we need to get creative and have discussions with the business leadership in this state.

Commissioner Russell has asked staff to help him handle tuition waivers as they come in. He will be sending a letter to all institutions that sets out the criteria and provides a time line.

Future of the Loan Guaranty Agency

Ms. Leann Cardwell presented the Board with an update on the Loan Guaranty Agency. As of July 1 there are no new loans in the FFEL program. As a result, Guaranty is looking at changing. They will continue to guarantee the current loans, but their future will be dependent upon federal awards. Some guaranty agencies are trying to become more viable by expanding portfolios through mergers, etc. The majority of revenue for this program comes from defaulted student loans. Our guaranty agency is relatively successful at collecting on these loans.

DHE was approached about selling their portfolio, which would be a large chunk of money for the state. The sale or transfer would have to be with another approved agency as required by the USDE. Forty of the almost 70 DHE employees are funded by the revenues generated by this program. Selling the portfolio would cause a dramatic decrease in DHE staff. The Board needs additional information and needs to understand more about the program before they can determine whether a potential sale would be in the best interest of CBHE. The Board would like to know about the pros and cons of the possibility of a sale. They also want to look at other options, ie. possibly expanding the program, etc.

The Office of Administration is aware of the interest in purchasing the program. They are looking at the money from the sale as a possible partial solution to the deficit for FY2013. MDHE is considering an independent consultant to help them through this process, to determine what might be the best option. This would require an RFP through the state, but it allows us to review all of the options. It is suggested this topic be brought back to the September meeting, with additional information.

Board Priorities

- Deficit Reduction has to be done in the context of our long term goal and the number of graduates
- What does Missouri determine as a graduate? The President and the industry do not agree on this.
- Need to get State Board of Education and CBHE together for a meeting.
- Look at ourselves as a Board.
 - What are we doing?
 - Are we effective?
 - What else can we do?
- More involvement in the P-20 Council
- See about bringing everyone, various institutions and associations, to the table to get onboard so that everyone is on the same page.

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

This agenda item reports all proposals for program actions brought to the Missouri Department of Higher Education (MDHE) for review since the June 29, 2010, meeting of the Coordinating Board for Higher Education (CBHE).

Background

In FY 2010 the CBHE approved the following program actions for public institutions:

- 268 program changes
- 42 new programs
- 118 deleted programs
- 20 off-site programs

In FY 2010, the CBHE processed the following program actions for independent institutions:

- 12 program changes
- 28 new programs
- 4 deleted programs
- 9 off-site programs

There has been a significant increase in proposals for program actions in 2010. The following tables summarize the program actions that have been processed since January 1, 2010. The 2010 CIP code update has, and will continue to significantly increase the number of program changes processed.

Since January 1, 2010 the CBHE has approved the following program actions for public institutions:

- 154 program changes
- 46 new programs
- 42 deleted programs
- 31 off-site programs

Coordinating Board for Higher Education
September 9, 2010

PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	25	12	3	1	42
Inactivated	15	6	0	0	21
Other Program Changes*	68	35	17	34	154
New	8	13	11	15	46
Off-site	11	16	3	2	31
Programs Withdrawn	0	0	0	1	1

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

Since January 1, 2010 the CBHE has processed the following program actions for independent institutions:

- 22 program changes
- 13 new programs
- 36 deleted programs
- 3 off-site programs

INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	3	3	16	14	36
Inactivated	0	0	2	0	2
Other Program Changes*	0	0	17	5	22
New	0	1	0	12	13
Off-site	0	0	1	2	3
Programs Withdrawn	0	0	0	0	0

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

Current Status

The following tables summarize program actions for public and independent institutions that were processed since the June 29, 2010 meeting of the CBHE.

PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	6	4	0	1	11
Inactivated	11	5	0	0	16
Other Program Changes*	16	4	4	10	34
New	3	2	2	3	10
Off-site	8	9	0	1	18
Programs Withdrawn	0	0	0	0	0

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

INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	3	3	16	12	34
Inactivated	0	0	2	0	2
Other Program Changes*	0	0	17	4	21
New	0	1	0	3	4
Off-site	0	0	0	2	2
Programs Withdrawn	0	0	0	0	0

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

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(8), 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Academic Program Actions (Attachment A)

Updated Institutional Contact Information (Attachment B)

ACADEMIC PROGRAM ACTIONS

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

I. Programs Discontinued

Ozarks Technical Community College

1. Current Program:

AAS, Associate of Applied Science (*delivered at the Richwood Valley Campus*)

Approved Change:

Delete program

Program as Changed:

AAS, Associate of Applied Science (*delivered at the Richwood Valley Campus*) (deleted)

2. Current Program:

C1, Electronic Computer Repair Technology

Approved Change:

Delete program

Program as Changed:

C1, Electronic Computer Repair Technology (deleted)

3. Current Program:

AAS, Electronic Computer Repair Technology

Approved Change:

Delete program

Program as Changed:

AAS, Electronic Computer Repair Technology (deleted)

Southeast Missouri State University

1. Current Program

MME, Music Education

Approved Change:

Delete program

Program as Changed:
MME, Music Education (deleted)

St. Louis Community College-Meramec

1. Current Program:
AAS, Technical Illustration

Approved Change:
Delete program

Program as Changed:
AAS, Technical Illustration (deleted)

2. Current Program:
C0, Digital Media: Fine Arts

Approved Change:
Delete program

Program as Changed:
C0, Digital Media: Fine Arts (deleted)

3. Current Program:
C0, Digital Media: Graphic Design

Approved Change:
Delete program

Program as Changed:
C0, Digital Media: Graphic Design (deleted)

4. Current Program:
C0, Digital Media: Photography

Approved Change:
Delete program

Program as Changed:
C0, Digital Media: Photography (deleted)

5. Current Program:
C0, Digital Media: World Wide Web

Approved Change:
Delete program

Program as Changed:
C0, Digital Media: World Wide Web (deleted)

St. Louis Community College-Forest Park & Meramec

1. Current Program:
AAS, Manufacturing Technology

Approved Change:
Delete program

Program as Changed:
AAS, Manufacturing Technology (deleted)

II. Programs and Options Placed on Inactive Status

East Central Community College

1. Current Program:
AAS, Electronics
Computer Integrated Manufacturing
Industrial Maintenance
Technician

Approved Change:
Inactivate program

Program as Changed:
AAS, Electronics (inactive)
Computer Integrated Manufacturing (inactive)
Industrial Maintenance (inactive)
Technician (inactive)

2. Current Program:
AAS, Horticulture and Nursery Management

Approved Change:
Inactivate program

Program as Changed:
AAS, Horticulture and Nursery Management (inactive)

3. Current Program:

AAS, Industrial Engineering Machining (*Delivered off-site at Rolla Technical Institute*)

Approved Change:

Inactivate program

Program as Changed:

AAS, Industrial Engineering Machining (*Delivered off-site at Rolla Technical Institute*)
(inactive)

4. Current Program:

AAS, Medical Information Technology
Transcription
Secretary

Approved Change:

Inactivate program

Program as Changed:

AAS, Medical Information Technology (inactive)
Transcription (inactive)
Secretary (inactive)

5. Current Program:

AAS, Mold Making Technology

Approved Change:

Inactivate program

Program as Changed:

AAS, Mold Making Technology (inactive)

6. Current Program:

C1, Accounting Clerk

Approved Change:

Inactivate program

Program as Changed:

C1, Accounting Clerk (inactive)

7. Current Program:

C1, Food and Beverage Management

Approved Change:

Inactivate program

Program as Changed:
C1, Food and Beverage Management (inactive)

8. Current Program:

C1, Industrial Engineering Machining (*Delivered off-site at Rolla Technical Institute*)

Approved Change:
Inactivate program

Program as Changed:
C1, Industrial Engineering Machining (*Delivered off-site at Rolla Technical Institute*) (inactive)

9. Current Program:

C1, Industrial Management

Approved Change:
Inactivate program

Program as Changed:
C1, Industrial Management (inactive)

10. Current Program:

C1, Legal Assistant (Paralegal)

Approved Change:
Inactivate program

Program as Changed:
C1, Legal Assistant (Paralegal) (inactive)

11. Current Program:

C1, Lodging Management

Approved Change:
Inactivate program

Program as Changed:
C1, Lodging Management (inactive)

12. Current Program:

C1, Marketing

Approved Change:
Inactivate program

Program as Changed:
C1, Marketing (inactive)

13. Current Program:
C1, Network Technician

Approved Change:
Inactivate program

Program as Changed:
C1, Network Technician (inactive)

14. Current Program:
C1, Preparatory Legal Assistant

Approved Change:
Inactivate program

Program as Changed:
C1, Preparatory Legal Assistant (inactive)

15. Current Program:
C1, Travel and Tourism

Approved Change:
Inactivate program

Program as Changed:
C1, Travel and Tourism (inactive)

16. Current Program
C2, Industrial Engineering Machining (*Delivered off-site at Rolla Technical Institute*)

Approved Change:
Inactivate program

Program as Changed:
C2, Industrial Engineering Machining (*Delivered off-site at Rolla Technical Institute*) (inactive)

University of Missouri-Kansas City

1. Current Program
GRCT, Pediatric Dentistry

Approved Change:
Inactivate program

Program as Changed:
GRCT, Pediatric Dentistry (inactive)

2. Current Program

GRCT, Oral and Maxillofacial Radiology

Approved Change:
Inactivate program

Program as Changed:
GRCT, Oral and Maxillofacial Radiology (inactive)

III. Approved Changes in Academic Programs

Crowder College

1. Current Program:

C0, Emergency Medical Technician

Approved Changes:
Addition of a single-semester certificate (C0) to the Webb City and Nevada sites

Program as Changed:
C0, Emergency Medical Technician (*delivered at the main campus and at the Webb City and Nevada sites*)

2. Current Program:

N/A

Approved Change:
Addition of free-standing single-semester certificate (C0) in Applied Behavior Analysis-Autism

Program as Changed:
C0, Applied Behavior Analysis-Autism

Jefferson College

1. Current Program:

AAS, Machine Tool/CNC Technology

Approved Change:
Change title to Computer Integrated Manufacturing

Program as Changed:
AAS, Computer Integrated Manufacturing

2. Current Program:

C2, Machine Tool: CNC Programming

Approved Change:

Change title to Computer Integrated Manufacturing

Program as Changed:

C2, Computer Integrated Manufacturing

Ozarks Technical Community College

1. Current Program:

AA, General Studies (*Delivered off-site at the Waynesville Education Center*)

Approved Change:

Change title to Associate of Arts

Program as Changed:

AA, Associate of Arts (*Delivered off-site at the Waynesville Education Center*)

Missouri Southern State University

1. Current Program:

AS, Computer Aided Drafting & Design Engineering Technology
General

Approved Change:

Change title of program to Drafting & Design Engineering Technology

Program as Changed:

AS, Drafting & Design Engineering Technology
General

2. Current Program:

AS, Computer Assisted Manufacturing Technology

Approved Change:

Change title of program to Manufacturing Engineering Technology

Program as Changed:

AS, Manufacturing Engineering Technology

Missouri University of Science and Technology

1. Current Program:

MBA, Business Administration

Approved Change:

Addition of a graduate certificate (GRCT) in Management for Sustainable Business from an approved existing parent degree

Programs as Changed:

MBA, Business Administration

GRCT, Management for Sustainable Business

2. Current Program:

N/A

Approved Change:

Addition of a single semester interdivisional graduate certificate (GRCT) in Safety Engineering

Program as Changed:

GRCT, Safety Engineering (*Interdivisional*)

Southeast Missouri State University

1. Current Program:

BA, Chemistry

Chemistry

DNA Analysis

Forensic Science

Approved Changes:

Delete option in DNA Analysis

Add option in Business

Program as Changed:

BA, Chemistry

Business

Chemistry

DNA Analysis (deleted)

Forensic Science

2. Current Program:

BS, Chemistry
ACS Certified Chemistry
Biochemistry
Business
Chemistry
Forensic Chemistry

Approved Changes:

Delete options in Biochemistry, Business, Chemistry, Forensic Chemistry
Add options in ACS Certified Biochemistry, ACS Certified Forensic Chemistry, ACS Certified DNA Analysis

Program as Changed:

BS, Chemistry
ACS Certified Chemistry
ACS Certified Biochemistry
ACS Certified Forensic Chemistry
ACS Certified DNA Analysis
Biochemistry (deleted)
Business (deleted)
Chemistry (deleted)
Forensic Chemistry (deleted)

3. Current Program:

MS, Criminal Justice

Approved Changes:

Add options in Thesis, Internship or Capstone Seminar, and Non-Capstone

Program as Changed:

MS, Criminal Justice
Internship or Capstone Seminar
Non-Capstone
Thesis

St. Louis Community College-Florissant Valley

1. Current Program:

C0, Skilled Trades Industrial Training

Approved Change:

Change title to Skilled Trades Industrial Occupations Technology

Program as Changed:

C0, Skilled Trades Industrial Occupations Technology

2. Current Program

N/A

Approved Change:

Addition of a single-semester certificate (C0) in Digital Media: Video Art

Program as Changed:

C0, Digital Media: Video Art

3. Current Program

N/A

Approved Change:

Addition of a single-semester certificate (C0) in Digital Media: Digital Photography

Program as Changed:

C0, Digital Media: Digital Photography

St. Louis Community College-Meramec

1. Current Program:

C0, Digital Media Cert. of Specialization: Digital Photography

Approved Change:

Change title to Digital Media: Digital Photography

Program as Changed:

C0, Digital Media: Digital Photography

2. Current Program:

C0, Digital Media Cert. of Specialization: Interactive Design

Approved Change:

Change title to Digital Media: Interactive Design

Program as Changed:

C0, Digital Media: Interactive Design

3. Current Program:

C0, Digital Media Cert. of Specialization: Page Layout/Graphic Design

Approved Change:

Change title to Digital Media: Page Layout/Graphic Design

Program as Changed:
C0, Digital Media: Page Layout/Graphic Design

4. Current Program:

C0, Digital Media Cert. of Specialization: Video Art

Approved Change:
Change title to Digital Media: Video Art

Program as Changed:
C0, Digital Media: Video Art

Truman State University

1. Current Program:

N/A

Approved Change:
Addition of free-standing single-semester graduate certificate (GRCT) in ADA Programming

Program as Changed:
GRCT, ADA Programming

2. Current Program:

N/A

Approved Change:
Addition of free-standing single-semester graduate certificate (GRCT) in Computer Security

Program as Changed:
GRCT, Computer Security

3. Current Program:

N/A

Approved Change:
Addition of free-standing single-semester graduate certificate (GRCT) in Sustainability and Environmental Studies

Program as Changed:
GRCT, Sustainability and Environmental Studies

University of Central Missouri

1. Current Program:

MS, Technology

Approved Change:

Addition of a graduate certificate (GRCT) in Lean Six-Sigma developed from an approved existing parent degree

Programs as Changed:

MS, Technology

GRCT, Lean Six-Sigma

2. Current Program:

MS, Technology

Approved Change:

Addition of a graduate certificate (GRCT) in Network Security developed from an approved existing parent degree

Programs as Changed:

MS, Technology

GRCT, Network Security

University of Missouri-Columbia

1. Current Program:

BSHES, Human Development and Family Studies

Child Development & Education

Child Life Specialist

Family & Consumer Sciences Education

Human Development & Family Studies, General

Human Development & Family Studies/Social Work, General

Family Studies

Human Development

Approved Changes:

Delete options in Family Studies and Human Development

Add options in Family and Lifespan Development and Financial Counseling

Program as Changed:

BSHES, Human Development and Family Studies
Child Development & Education
Child Life Specialist
Family & Consumer Sciences Education
Human Development & Family Studies, General
Human Development & Family Studies/Social Work, General
Financial Counseling
Family and Lifespan Development
Family Studies (deleted)
Human Development (deleted)

2. Current Program:

DNP, Nursing

Approved Changes:

Add options in Adult Health Clinical Nurse Specialist, Family Mental Health Nurse Practitioner, Family Nurse Practitioner, Pediatric Clinical Nurse Specialist, and Pediatric Nurse Practitioner

Program as Changed:

DNP, Nursing
Adult Health Clinical Nurse Specialist
Family Mental Health Nurse Practitioner
Family Nurse Practitioner
Pediatric Clinical Nurse Specialist
Pediatric Nurse Practitioner

3. Current Program:

MA, Educational Leadership and Policy Analysis
Higher and Continuing Education

Approved Changes:

Change title of Higher and Continuing Education option to Higher Education

Program as Changed:

MA, Educational Leadership and Policy Analysis
Higher Education

4. Current Program:

MA, Exercise Physiology

Approved Change:

Change degree nomenclature to Master of Science (MS)

Program as Changed:
MS, Exercise Physiology

5. Current Program:

M.Ed., Educational Leadership and Policy Analysis
Higher and Continuing Education
Learning and Instruction

Approved Changed:
Change title of Higher and Continuing Education option to Higher Education

Program as Changed:
M.Ed., Educational Leadership and Policy Analysis
Higher Education
Learning and Instruction

6. Current Program:

MS, Nursing

Approved Changes:
Add options in Adult Health Clinical Nurse Specialist, Adult Mental Health Nurse Practitioner, Advanced Public Health Nurse, Advanced Public Health/School Health Nurse, Family Mental Health Nurse Practitioner, Family Nurse Practitioner, Leadership in Nursing and Health Care Systems, Nurse Educator, Pediatric Clinical Nurse Specialist, and Pediatric Nurse Practitioner

Program as Changed:
MS, Nursing
Adult Health Clinical Nurse Specialist
Adult Mental Health Nurse Practitioner
Advanced Public Health Nurse
Advanced Public Health/School Health Nurse
Family Mental Health Nurse Practitioner
Family Nurse Practitioner
Leadership in Nursing and Health Care Systems
Nurse Educator
Pediatric Clinical Nurse Specialist
Pediatric Nurse Practitioner

7. Current Program:

MS, Physics

Approved Change:
Addition of a graduate certificate (GRCT) in Teaching High School Physics developed from approved existing parent degree

Programs as Changed:
MS, Physics
GRCT, Teaching High School Physics

8. Current Program:

MSW, Social Work

Approved Change:
Addition of a graduate certificate (GRCT) in Military Social Work developed from approved existing parent degree

Programs as Changed:
MSW, Social Work
GRCT, Military Social Work

9. Current Program:

Ph.D., Educational Leadership and Policy Analysis
Educational Administration
Educational Policy Studies
Higher and Continuing Education

Approved Change:
Change title of Higher and Continuing Education option to Higher Education

Program as Changed:
Ph.D., Educational Leadership and Policy Analysis
Educational Administration
Educational Policy Studies
Higher Education

University of Missouri-Kansas City

1. Current Program:

BA, Studio Art
Graphic Design/Photography

Approved Change:
Delete option in Graphic Design/Photography

Program as Changed:
BA, Studio Art
Graphic Design/Photography (deleted)

University of Missouri-St. Louis

1. Current Program:

M.Ed., Special Education
Behavioral Disorders
Early Childhood Special Education
General
Learning Disabilities
Mental Retardation

Approved Changes:

Delete options in Behavioral Disorders, General, Learning Disabilities, and Mental Retardation
Add options in Autism and Developmental Disabilities and Cross Categorical Disabilities

Program as Changed:

M.Ed., Special Education
Autism and Developmental Disabilities
Behavioral Disorders (deleted)
Cross Categorical Disabilities
Early Childhood Special Education
General (deleted)
Learning Disabilities (deleted)
Mental Retardation (deleted)

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

Avila University

1. Current Program:

BA, General Studies
Humanities
Social and Behavioral Sciences

Received Change:

Inactivate program

Program as Changed:

BA, General Studies (inactive)
Humanities (inactive)
Social and Behavioral Sciences (inactive)

2. Current Program:

BA, Natural Science

Received Change:
Delete program

Program as Changed:
BA, Natural Science (deleted)

3. Current Program:

BS, Biochemistry

Received Change:
Inactivate program

Program as Changed:
BS, Biochemistry (inactive)

4. Current Program:

BS, Pre-medicine

Received Change:
Change title to Prehealth Professions

Program as Changed:
BS, Prehealth Professions

5. Current Program:

BS, Radiologic Technology

Received Change:
Change title to Radiologic Science

Program as Changed:
BS, Radiologic Science

6. Current Program:

BS, Sports Science

Received Change:
Change title to Kinesiology

Program as Changed:
BS, Kinesiology

7. Current Program:

BSBA, General Management

Received Change:
Change title to Management

Program as Changed:
BSBA, Management

8. Current Program:
BSBA, Information Science

Received Change:
Delete program

Program as Changed:
BSBA, Information Science (deleted)

9. Current Program:
C1, Gerontology

Received Change:
Delete program

Program as Changed:
C1, Gerontology (deleted)

Columbia College

1. Current Program:
AGS, General Studies (*Delivered off-site at the Marshfield campus*)

Received Change:
Delete program

Program as Changed:
AGS, General Studies (*Delivered off-site at the Marshfield campus*) (deleted)

2. Current Program:
AS, Business Administration, General (*Delivered off-site at the Marshfield campus*)

Received Change:
Delete program

Program as Changed:
AS, Business Administration, General (*Delivered off-site at the Marshfield campus*) (deleted)

3. Current Program:

AS, Criminal Justice Administration (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

AS, Criminal Justice Administration (*Delivered off-site at Marshfield campus*) (deleted)

4. Current Program:

BA, Business Administration, General (*Delivered off-site at Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BA, Business Administration, General (*Delivered off-site at the Marshfield campus*) (deleted)

5. Current Program:

BA, Business Administration, Management (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BA, Business Administration, Management (*Delivered off-site at the Marshfield campus*) (deleted)

6. Current Program:

BA, Business Administration, Marketing (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BA, Business Administration, Marketing (*Delivered off-site at the Marshfield campus*) (deleted)

7. Current Program:

BA, Criminal Justice Administration (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BA, Criminal Justice Administration (*Delivered off-site at the Marshfield campus*) (deleted)

8. Current Program:

BA, General Studies (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BA, General Studies (*Delivered off-site at the Marshfield campus*) (deleted)

9. Current Program:

BA, Psychology (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BA, Psychology (*Delivered off-site at the Marshfield campus*) (deleted)

10. Current Program:

BS, Business Administration, General (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BS, Business Administration, General (*Delivered off-site at the Marshfield campus*) (deleted)

11. Current Program:

BS, Business Administration, Management (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BS, Business Administration, Management (*Delivered off-site at the Marshfield campus*) (deleted)

12. Current Program:

BS, Business Administration, Marketing (*Delivered off-site at the Marshfield campus*)

Received Change:

Delete program

Program as Changed:

BS, Business Administration, Marketing (*Delivered off-site at Marshfield campus*) (deleted)

Lindenwood University

1. Current Program:

BA, Arts Management

Received Changes:

Add options in Art History, Studio Art, Music, Dance, and Theatre

Program as Changed:

BA, Arts Management

Art History

Studio Art

Music

Dance

Theatre

2. Current Program:

BA, Chemistry

Received Change:

Add option in Forensics

Program as Changed:

BA, Chemistry

Forensics

3. Current Program:

BA, Christian Ministry Studies

Missions

Nonprofit Administration

Pastoral Ministry

Social Justice

Worship Arts

Youth Ministry

Received Change:

Add option in Recreation and Leadership

Program as Changed:
BA, Christian Ministry Studies
Missions
Nonprofit Administration
Pastoral Ministry
Recreation and Leadership
Social Justice
Worship Arts
Youth Ministry

4. Current Program:

BA, Criminal Justice

Received Changes:

Add options in Corrections/Juvenile, Corrections/Probation and Parole, Law Enforcement, Law Enforcement with Police Academy, Legal Studies

Program as Changed:

BA, Criminal Justice
Corrections/Juvenile
Corrections/Probation and Parole
Law Enforcement
Law Enforcement with Police Academy
Legal Studies

5. Current Program:

BA, History
Pre-Law

Received Change:

Delete Pre-Law option

Program as Changed:

BA, History
Pre-Law (deleted)

6. Current Program:

BA, Industrial Education (*Delivered off-site at St. Louis Community College-Florissant Valley*)

Received Change:

Delete program

Program as Changed:

BA, Industrial Education (*Delivered off-site at St. Louis Community College-Florissant Valley*)
(deleted)

7. Current Program:

BA, Music

Received Change:

Delete program

Program as Changed:

BA, Music (deleted)

8. Current Program:

BA, Nonprofit Administration

Business Management

Christian Ministry Studies

Communications

Criminal Justice

Education

Fine Arts

Recreation Leadership

Social Services

YMCA Professional Studies

Received Changes:

Delete options in YMCA Professional Studies and Criminal Justice

Program as Changed:

BA, Nonprofit Administration

Business Management

Christian Ministry Studies

Communications

Criminal Justice (deleted)

Education

Fine Arts

Recreation Leadership

Social Services

YMCA Professional Studies (deleted)

9. Current Program:

BA, Political Science

Pre-Law

Received Change:

Delete Pre-Law option

Program as Changed:

BA, Political Science

Pre-Law (deleted)

10. Current Program:

BA, Retail Marketing and Fashion Art

Received Change:

Change title of program to Retail Merchandizing

Program as Changed:

BA, Retail Merchandizing

11. Current Program:

BA, Social Work

Received Change:

Delete program

Program as Changed:

BA, Social Work (deleted)

12. Current Program:

BA, Sociology

Human Service Agency Management

Received Changes:

Delete Human Service Agency Management option

Add Anthropology option

Program as Changed:

BA, Sociology

Anthropology

Human Service Agency Management (deleted)

13. Current Program:

BFA, Multimedia

Received Change:

Delete program

Program as Changed:

BFA, Multimedia (deleted)

14. Current Program:

BS, Chemistry

Received Change:

Add option in Biochemistry

Program as Changed:
BS, Chemistry
Biochemistry

15. Current Program:
C0, International Business

Received Change:
Delete program

Program as Changed:
C0, International Business (deleted)

16. Current Program:
C1, Sacred Music
Keyboard
Vocal/Choral

Received Change:
Delete program

Program as Changed:
C1, Sacred Music (deleted)
Keyboard (deleted)
Vocal/Choral (deleted)

17. Current Program:
MA, Art

Received Change:
Change title to Studio Art

Program as Changed:
MA, Studio Art

18. Current Program:
MA, Communications

Received Changes:
Add options in Promotions, Training and Development, Media Management, and Digital and Multimedia Studies

Program as Changed:
MA, Communications
Promotions
Training and Development
Media Management
Digital and Multimedia Studies

19. Current Program:

MA, Administration of Education (*Delivered off-site at Jennings School District, Troy R-3, Wentzville School District, and Union R-XI School District*)

Received Change:
Delete program

Program as Changed:
MA, Administration of Education (*Delivered off-site at Jennings School District, Troy R-3, Wentzville School District, and Union R-XI School District*) (deleted)

20. Current Program:

MA, Business Specialty Area (*Delivered off-site at Wentzville School District*)
Business to Business
Human Resources
International Business
Investment Management
Leadership
Management
Marketing
Organizational Behavior
Sales
Training & Development

Received Change:
Delete program

Program as Changed:
MA, Business Specialty (*Delivered off-site at Wentzville School District*) (deleted)
Business to Business (deleted)
Human Resources (deleted)
International Business (deleted)
Investment Management (deleted)
Leadership (deleted)
Management (deleted)
Marketing (deleted)
Organizational Behavior (deleted)
Sales (deleted)
Training & Development (deleted)

21. Current Program:

MA, Education (*Delivered off-site at Jennings School District, Troy R-3, Wentzville School District, and Union R-XI School District*)

Library Media Certification

Received Change:

Delete program

Program as Changed:

MA, Education (*Delivered off-site at Jennings School District, Troy R-3, Wentzville School District, and Union R-XI School District*) (deleted)

Library Media Certification (deleted)

22. Current Program:

MA, Education Administration Secondary (*Delivered off-site at Jennings School District, Troy R-3, Wentzville School District, and Union R-XI School District*)

Received Change:

Delete program

Program as Changed:

MA, Education Administration Secondary (*Delivered off-site at Jennings School District, Troy R-3, Wentzville School District, and Union R-XI School District*) (deleted)

23. Current Program:

MA, Professional Counseling

Received Change:

Delete program

Program as Changed:

MA, Professional Counseling (deleted)

24. Current Program:

MA, School Counseling

Received Change:

Delete program

Program as Changed:

MA, School Counseling (deleted)

25. Current Program:

MFA, Theatre

Received Changes:

Add options in Acting, Directing, and Technical Theatre/Design

Program as Changed:

MFA, Theatre

Acting

Directing

Technical Theatre/Design

26. Current Program:

MS, Business Specialty Areas

Business to Business

Human Resources

International Business

Investment Management

Leadership

Management

Marketing

Organizational Behavior

Sales

Training and Development

Received Changes:

Delete options in Business to Business, Human Resources, Investment Management, Leadership, Organizational Behavior, Sales, Training and Development. Add options in Accounting, Entrepreneurial Studies, Finances, Human Resource Management, and Managing Information Systems.

Program as Changed:

MS, Business Specialty Areas

Accounting

Business to Business (deleted)

Entrepreneurial Studies

Finances

Human Resource Management

Human Resources (deleted)

International Business

Investment Management (deleted)

Leadership (deleted)

Management

Managing Information Systems

Marketing

Organizational Behavior (deleted)

Sales (deleted)

Training and Development (deleted)

27. Current Program:

MS, Business Specialty Area (*Delivered off-site at Wentzville School District*)

- Business to Business
- Human Resources
- International Business
- Investment Management
- Leadership
- Management
- Marketing
- Organizational Behavior
- Sales
- Training & Development

Received Change:

Delete program

Program as Changed:

MS, Business Specialty (*Delivered off-site at Wentzville School District*) (deleted)

- Business to Business (deleted)
- Human Resources (deleted)
- International Business (deleted)
- Investment Management (deleted)
- Leadership (deleted)
- Management (deleted)
- Marketing (deleted)
- Organizational Behavior (deleted)
- Sales (deleted)
- Training & Development (deleted)

Webster University

1. Current Program:

BA, Management (*Delivered off-site at Southwestern Bell Yellow Pages*)

Received Change:

Delete program

Program as Changed:

BA, Management (*Delivered off-site at Southwestern Bell Yellow Pages*) (deleted)

2. Current Program:

BA, Pre-Directing

Received Change:

Title change to Directing

Program as Changed:
BA, Directing

3. Current Program:

MA, Business (*Delivered off-site at Claycomo Ford Motor Company and Platte Co. Voc. School*)

Received Change:
Delete program

Program as Changed:

MA, Business (*Delivered off-site at Claycomo Ford Motor Company and Platte Co. Voc. School*) (deleted)

4. Current Program:

MA, Human Resources Development (*Delivered off-site at Platte Co. Voc. School*)

Received Change:
Delete program

Program as Changed:

MA, Human Resources Development (*Delivered off-site at Platte Co. Voc. School*) (deleted)

5. Current Program:

MA, Management (*Delivered off-site at Platte Co. Voc. School*)

Received Change:
Delete program

Program as Changed:

MA, Management (*Delivered off-site at Platte Co. Voc. School*) (deleted)

6. Current Program:

MS, Computer Science/Distributed Systems (*Delivered off-site at Southwestern Bell*)

Received Change:
Delete program

Program as Changed:

MS, Computer Science/Distributed Systems (*Delivered off-site at Southwestern Bell*) (deleted)

7. Current Program:

MA, Telecommunications (*Delivered at the main campus, Southwestern Bell, Downtown, and Northwest Plaza sites*)

Received Change:
Delete program

Program as Changed:
MA, Telecommunications (*Delivered at the main campus, Southwestern Bell, Downtown, and Northwest Plaza sites*) (deleted)

Westminster College

1. Current Program:

BA, Management Information Systems (emphasis)

Received Change:
Change title to Management Information Systems

Program as Changed:
BA, Management Information Systems

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. AAS, Health Care Specialist (*for off-site delivery the Moss Center in Nevada, Missouri; the Watley Center in Cassville, Missouri; and the Webb City Center sites*)
2. AAS, Office Administration-Medical Office Specialist (*for off-site delivery the Moss Center in Nevada, Missouri; the Watley Center in Cassville, Missouri; and the Webb City Center in Webb City, Missouri*)
3. ADN, Nursing (*for off-site delivery at the Moss Center in Nevada, Missouri and the Watley Center in Cassville, Missouri*)

Mineral Area College

1. AAS, Heating, Air Conditioning & Refrigeration (*for off-site delivery at the Cape Girardeau Area Career and Technology Center in Cape Girardeau, Missouri; the UniTec Career Center in Bonne Terre, Missouri; and the Perryville Area Career and Technology Center in Perryville, Missouri*) - *this is a retroactive approval to correct an error in the inventory.*
2. C1, Heating, Air Conditioning & Refrigeration (*for off-site delivery at the Cape Girardeau Area Career and Technology Center in Cape Girardeau, Missouri; the UniTec Career Center in Bonne Terre, Missouri; and the Perryville Area Career and Technology Center in Perryville, Missouri*)- *this is a retroactive approval to correct an error in the inventory.*

North Central Missouri College

1. C2, Practical Nursing (*for off-site delivery in Bethany, Missouri*)-this is a retroactive approval to correct an error in the inventory.

Northwest Missouri State University

1. Master of Science Education (M.S.Ed.), Educational Leadership: Secondary (*for off-site delivery in Albany, Missouri*)

Ozarks Technical Community College

1. AAS, Business and Marketing (*for off-site delivery in Waynesville, Missouri*)
2. AAS, Early Childhood Development (*for off-site delivery in Lebanon, Missouri*)
3. AAS, Early Childhood Development (*for off-site delivery in Waynesville, Missouri*)
4. AAS, Manufacturing Technology (*for off-site delivery in Lebanon, Missouri*)
5. C1, Business and Marketing (*for off-site delivery in Waynesville, Missouri*)
6. C1, Early Childhood Development (*for off-site delivery in Lebanon, Missouri*)
7. C1, Early Childhood Development (*for off-site delivery in Waynesville, Missouri*)
8. C1, Electrical Certificate Program
9. C1, Manufacturing Technology-Level 1 (*for off-site delivery in Lebanon, Missouri*)
10. C1, Manufacturing Technology-Level 2 (*for off-site delivery in Lebanon, Missouri*)
11. C1, Manufacturing Technology-Level 3 (*for off-site delivery in Lebanon, Missouri*)

Southeast Missouri State University

1. BS, Commercial Photography
2. BSE, Agricultural Education
3. MA, Career Counseling
4. MA, Public History
 - Historic Preservation
 - Heritage Education

State Fair Community College

1. AAS, Criminal Justice (*for off-site delivery in Osage Beach, Missouri*)
2. AS, Engineering

Three Rivers Community College

1. AAS, Fire Science
2. CO, Fire Science
3. C1, Fire Science

University of Missouri-Kansas City

1. MA, Teaching

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

Cox College of Nursing and Health Sciences

1. AS, Medical Assisting

Lindenwood University

1. MPA, Public Administration

Maryville University

1. MA, Organizational Leadership (*for delivery at the main campus and at the Southwest Center in Fenton, Missouri and the Lake St. Louis Center in Lake St. Louis, Missouri*)
2. MA, Strategic Communication and Leadership (*for delivery at the main campus and at the Southwest Center in Fenton, Missouri and the Lake St. Louis Center in Lake St. Louis, Missouri*)

VIII. Programs Withdrawn

None

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

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

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

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

XI. Sites Deleted from Institutional Information Forms

Lindenwood University

1. Lindenwood University (*Synergy Center*)
2. Lindenwood University (*Bi-State Development*)
3. Lindenwood University (*GTE Telecommunications Operations*)
4. Lindenwood University (*Kemper Military*)
5. Lindenwood University (*St. Louis Christian College*)

UPDATED INSTITUTIONAL CONTACT INFORMATION

As a result of the 2010 CIP code update, several institutions have updated their contact information. This is a listing of the changes the department has received as of the printing of this board item. More updates are expected to be submitted in the following weeks.

I. Address Updates

Mailing Address: Columbia College (Christian County)

741 N. 20th Street
Ozark, MO 65721

Mailing Address: Columbia College (Kansas City)

4240 Blue Ridge Blvd., Ste 400
Kansas City, MO 64133-1702

Mailing Address: Columbia College (Lake Ozark)

900 College Blvd
Osage Beach, MO 65065

Mailing Address: Columbia College (Rolla)

2303 N. Bishop Avenue
Box 1701
Rolla, MO 65401

Mailing Address: Lindenwood University (Fox School District)

745 Jeffco
Arnold, MO 63010

Mailing Address: Lindenwood University (Francis Howell School District)

4545 Central School Road
St. Charles, MO 63304

Mailing Address: Lindenwood University (Ft. Zumwalt School District)

110 Virgil
St. Peters, MO 63366

Mailing Address: Lindenwood University (Hazelwood School District)

15955 New Halls Ferry Road
Hazelwood, MO 63031

Mailing Address: Lindenwood University (Mehlville School District)

3120 Lemay Ferry Road
St. Louis, MO 63125

Mailing Address: Lindenwood University (Northwest School District)

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2843 Community Lane
High Ridge, MO 63049

Mailing Address: Lindenwood University (Riverview Gardens School District)
1370 Northumberland Drive
St. Louis, MO 63137

Mailing Address: Lindenwood University (Rockwood School District)
111 East North Street
Eureka, MO 63025

Mailing Address: Linn State Technical College (Capital Region Medical Center)
P.O. Box 1128
Jefferson City, MO 65102

Physical Address: Linn State Technical College (Capital Region Medical Center)
1432 Southwest Blvd.
Jefferson City, MO 65102

Mailing Address: Maryville University of St. Louis
650 Maryville University Drive
St. Louis, MO 63141

Mailing Address: Maryville University of Saint Louis Weekend Sites (Southwest County Center)
964 South Highway Drive
Fenton, MO 63026

Mailing Address: Maryville University of Saint Louis Weekend Sites (St. Charles County Center)
3401 Technology Drive
Lake St. Louis, MO 63367

Mailing Address: Ozarks Technical Community College (Richwood Valley Campus)
3369 W. Jackson
Ozark, MO 65721

Mailing Address: Ozarks Technical Community College (Waynesville Education Center)
320 Ichord Avenue, Suite U
Waynesville, MO 65583

Mailing Address: State Fair Community College (Clinton Technical School)
Truman Regional Education Center
1701 North 2nd St.

Clinton, MO 64735

Mailing Address: University of Central Missouri

Administration 203
Warrensburg, MO 64093

Physical Address: Webster University (Downtown Campus)

815 Olive Street, Suite 20
St. Louis, MO 63101

Physical Address: Webster University (Kansas City Metropolitan Campus)

1200 East 104th Street, Suite 100
Kansas City, MO 64131

Physical Address: Webster University (Ozarks' Metro Campus)

321 W. Battlefield, Second Floor
Springfield, MO 65807

Physical Address: Webster University (Whiteman AFB)

511 Spirit Blvd., Suite 244
Whiteman AFB, MO 65305

Mailing Address: Webster University (Whiteman AFB)

P.O. Box 6099
Whiteman AFB, MO 65305

II. Phone Number Updates

North Central Missouri College (all sites)

Phone: (660) 359-3948

Ozarks Technical Community College (Branson Education Center)

Phone: (471) 447-8925

Ozarks Technical Community College (Lebanon Education Center)

Phone: (471) 447-8935

Ozarks Technical Community College (Richwood Valley Campus)

Phone: (471) 447-7700

Ozarks Technical Community College (Waynesville Education Center)

Phone: (471) 447-6638

State Fair Community College

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Phone: (660) 530-5800

State Fair Community College (Boonslick Technical Education Center, Boonville Correctional Center, Warrensburg Area Vocational School, Whiteman AFB, and Carrolton Career Center)

Phone: (660) 563-3358

State Fair Community College (Clinton Technical School)

Phone: (660) 383-1600

State Fair Community College (Stone Crest Mall-Lower Level, Tri-County Technical School, and Versailles Middle School)

Phone: (573) 348-0888

State Fair Community College (Warsaw High School)

Phone: (660) 438-7149

III. Website Updates

St. Louis Community College

Website: www.stlcc.edu

State Fair Community College (Clinton Technical School)

Website: <http://www.sfccmo.edu/pages/157.asp>

State Fair Community College (Saline County Career Center)

Website: <http://www.sfccmo.edu/pages/160.asp>

State Fair Community College (Stone Crest Mall-Lower Level)

Website: <http://www.sfccmo.edu/pages/156.asp>

State Fair Community College (Warsaw High School)

Website: <http://www.sfccmo.edu/pages/354.asp>

State Fair Community College (Whiteman AFB)

Website: <http://www.sfccmo.edu/pages/159.asp>

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The process for making state aid payments to community colleges in FY 2011 will be monthly. All FY 2011 state aid appropriations are subject to a three percent governor's reserve.

For FY 2011, there is also a reserve beyond the standard three percent on the general revenue operating appropriations which will be funded through a supplemental appropriation from federal budget stabilization funds. This will not impact the institutions since 1/12 of the institutions' total funding will be allotted each month. More than 1/12 of federal budget stabilization funds are being allotted each month to offset the additional general revenue reserves. The additional reserve does not apply to maintenance and repair funding.

The total FY 2011 state aid appropriation for community colleges is \$140,661,608. The amount available to be distributed (appropriation less reserves) is \$136,441,763.

The total state aid distribution to community colleges for July through August, 2010 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,697,036
State Aid – Lottery portion	1,204,822
State Aid – Federal Budget Stabilization portion	1,065,934
Maintenance and Repair	<u>1,887</u>
TOTAL	\$21,969,679

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
September 10, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Degree Attainment
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The CBHE and the Governor's Office held a joint Summit on Higher Education on August 17, 2010. The Governor established his four main priorities for higher education during this summit. Attainment topped the governor's list in order to improve Missouri's rank as 35th in the nation in the number of young adults with a college degree.

Background

Governor Nixon stated that in order for Missouri's children to be able to compete with their peers from around the US, "we must dramatically ramp up the preparation we give them – from pre-school through graduate school."

The governor said that it is not just a matter of enrolling more students, but having more students with higher goals for themselves and having the means and ability to achieve those goals. Preparing students in the younger grades for their continuing education through attainment provides students with what they need to succeed.

"Meeting the national goal of 60 percent [of young adults with a college degree] by 2020 will take extraordinary determination and creativity by all of us," Nixon said. "Attainment should be rooted first in common core standards. Missouri must align its K-12 curriculum with college entrance standards in order to increase the likelihood that students graduating from high school will succeed at college."

The Missouri Department of Higher Education works on issues related to attainment, especially in the areas of affordability and remediation. In the months to come, MDHE will continue financial literacy outreach efforts to make the most of limited financial aid for students and their families, and advocate for increased state support as economic conditions improve. The work of the Curriculum Alignment Initiative of MDHE will continue to address preparation for college level work, disseminating and publicizing entry level competencies so K-12 teachers can prepare their students to succeed in college.

MDHE research staff track affordability and remediation rates and report changes through *Imperatives for Change*, the coordinated plan for higher education. The IFC dashboard provides a comprehensive look at Missouri's progress in degree attainment.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

N/A

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Review
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

This item provides background information about statewide assessment of existing academic programs to enable the Coordinating Board for Higher Education plan for conducting such reviews of the Missouri public institutions. The intent of this board item is to provide a review of our existing academic program review (E-APR) and the campus-based reviews (CBR) in preparation for responding to Governor Jay Nixon's directive that the CBHE/MDHE conduct a statewide review of academic programs and report findings to him in February 2011.

Background

The CBHE and the Governor's Office held a joint Summit on Higher Education on August 17, 2010. The Governor established his four main priorities for higher education during this summit with academic program review being one.

Historically (during the late 1980s and early 1990s), Missouri regularly used two separate processes to review existing academic degree programs. One process reviewed all programs within the same academic discipline across all public institutions at the same time, e.g., nursing, computer science, engineering. These reviews also retained the services of external consultants to provide additional expertise in completing the process. A second process, campus-based reviews, put all of an institution's programs on a five-year cycle, and each institution performed an internal review which was reported to the CBHE.

During 2003 questions were raised by MDHE staff about ways to revise CBR to improve performance at public four-year institutions. Conclusions from previous evaluations of the state CBR requirements suggest that there was significant variation in the quality of data provided. A consistent reporting format had not been used. An understanding of the quality processes, programmatic trends, and improvements within institutions and across the state was limited. Questions were raised about the utility of traditional program reviews based on the perception that they tended to be superficial, driven primarily by accountability demands, and did not assess education quality processes. Too often, faculty was perceived as not engaged in department-based structured conversations that focused on good practice and spurred improvement in teaching and learning. At the same time questions were raised about the functionality and value of the state's approach to E-APR. For many institutions, the state's requirements for E-APR are perceived as simply an additional accountability burden with limited relationship to the everyday lives of students and faculty.

Coordinating Board for Higher Education
September 9, 2010

In October 2003, the state regulations associated with CBR and E-APR were suspended to provide MDHE staff an opportunity to work with chief academic officers and other institutional representatives to redesign both the substance and approach of both processes.

In May 2004, Dr. William Massy, president of the Jackson Hole Higher Education Group, Inc., and author of *Honoring the Trust: Quality and Cost Containment in Higher Education*, facilitated a workshop on the academic audit approach to E-APR and CBR. Soon afterward, a working group of institutional representatives was formed to work with MDHE staff on developing a set of recommendations for revisions to E-APR. In July of that same year, this group began a dialogue about processes used by campuses to make high-stakes and continuous-improvement decisions and the related types of actions that occur as a result of E-APR. In addition, a panel of chief academic officers discussing existing CBR reports agreed that these reports are often afterthoughts and do not add value. During the discussion, participants stressed the importance of simplifying the process, of having a continuous process of engagement in systematic self-reflection, of utilizing external evaluators or auditors, and of having some connection to resource allocation, albeit at the margin. For many, CBR is still seen as a compliance model and in need of reform.

Differences between traditional program review and the process of academic audit were also discussed. In the process of completing traditional program reviews, Massy suggested that evaluators tend to second-guess departments and often recommend more resources for the department to reach its potential. The process is difficult at best, the results are too predictable, and the faculty often remains disengaged.

In contrast, the academic audit focuses on educational processes to assure academic quality and continuous improvement. Rather than simply looking at results, auditors raise questions with faculty about the underlying processes at work in the life of professional educators. Key questions become: What knowledge, skills, and values will be taught? What teaching materials will be used? How will learning be achieved? How will faculty get feedback on the learning process? How will the design goals be achieved day in and day out in the face of conflicting priorities? What quality assurance processes are in place?

Several campuses raised concerns about the intent of a revised set of state guidelines for E-APR and whether there would be significant flexibility for institutions. The presidents and chancellors of the public four-year institutions specifically requested that MDHE staff work with chief academic officers to establish agreed-upon objectives for a revision to E-APR. These objectives should then be used to inform future discussions of institutional representatives involved in the task group. Questions still remained in a redesign of CBR to focus on education quality processes, and what the state's role would be in that process, the value the state can add by the questions it asks and the incentives it provides, and the leadership the state can provide for helping external constituents understand the relationship between education quality processes and performance results.

At a meeting on September 21, 2004, MDHE staff had an extensive discussion about the state's interest in E-APR with public four-year chief academic officers. Consensus among participants was that Missouri should avoid a "one size fits all" approach for state guidelines on E-APR and that the state should not engage in micro-management of institutions. It was also clarified that the

academic programmatic data and information needed by DHE and CBHE should differ in content and depth from what is shared with the governing boards of each campus. Thus, any revised policy regarding E-APR would ideally focus on the institution as the unit of analysis instead of individual academic programs. It was acknowledged that the state does collect programmatic- level information for identified programs through other means and that when state needs, priorities and interests necessitate, DHE would administer an in-depth review of a single discipline across all institutions using an external campus process.

Participants also expressed general agreement for the following:

- Institutions and the state will benefit by DHE/CBHE better understanding the processes used by each campus for high stakes decisions, e.g., program consolidation, elimination, expansion, and resource allocation decisions, and for continuous improvement decisions, e.g., curriculum changes, delivery format changes, and assessment plans;
- State policy on E-APR should establish a framework for meaningful informed conversations between DHE/CBHE and institutions;
- The value of existing academic program review must be pervasive at all levels in order to yield improvement;
- A standardized format for reporting processes and types of results should be designed;
- Reports should align whenever possible with other external reports;
- In addition to written reports, further evidence that processes and resultant actions are actually being implemented should be gathered through systematic observation and exchange; and
- Public venues should be identified for sharing of best practices and challenges.

Institutional representatives and MDHE staff attended a work session on E-APR on September 22, 2004. Dr. William Massy also attended and helped facilitate the all-day meeting. Participants used the framework and parameters established by the chief academic officers to brainstorm a mechanism for institutions to report process and action-oriented information to DHE, a method and structure for follow-up conversations and questions, a list of implementation details, and appropriate venues to engage in institution-to-institution conversations. Participants also identified the following benefits that should accrue to institutions from a revised E-APR approach:

- Independent evaluation of E-APR campus processes,
- Constructive suggestions for addressing particularly difficult challenges,
- Use of the state's interest in E-APR to advance campus agendas, and
- Systematic array of positive E-APR examples for use with legislature, governor, and Missouri public.

In 2004, the CBHE considered reinstating program review and directed the MDHE staff to continue working with institutional representatives to ensure that any revisions to the state's guidelines and policies for E-APR move away from a compliance model to one that supports sound process management for performance excellence and results in both continuous improvement and accountability for campus processes associated with program review. No action was taken on this directive.

The most recent academic program review report is from the 2001-2002 analysis. According to the minutes of the February 2003 CBHE Meeting, 336 programs were reviewed. The review was done using criteria adopted by the CBHE in 1992 and reaffirmed in 1996. Under those criteria, degree programs shall, at a minimum:

1. Demonstrate centrality to the sponsoring institution's mission.
2. Provide objective evidence of success in addressing statewide needs and/or contributing toward the attainment of statewide goals.
3. Maintain a critical mass of majors and graduate annually an average, calculated over the prior three years, of at least 10 majors at the associate or baccalaureate degree level, 5 majors at the master's degree level, and 3 majors at the doctoral degree level, unless there is sufficient justification for exceptions, particularly in the arts and sciences.
4. Regularly produce highly qualified graduates as demonstrated in the following areas:
 - a. Performance on assessments of general education, including measures of oral and written communication skills and critical thinking;
 - b. Performance on nationally normed tests, licensure or certification examinations, and/or other measures of achievement in the major;
 - c. Average placement rates of those seeking employment which take into account general economic conditions; and
 - d. Alumni and employer satisfaction rates.

STATUTORY REFERENCE

Section 173.005(7) CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state . . . Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state...

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Summary of Program Review Criteria in Other States – Attachment A

Summary of Program Review Criteria in Other States

To enable the CBHE to craft a new plan for conducting program review, MDHE staff did a survey of processes in use by other states. A 2006 study by SHEEO found that 41 state boards were conducting program review of at least some programs and some institutions during the survey period. Among those, 12 selected consultants, 25 selected the programs to be reviewed, 13 participated in the site visits, 29 boards prepared reports and/or recommendations, 25 delegated the actual conduct of the reviews to the individual institutions, and 28 required periodic reporting of institutionally-based reviews.

States have developed and implemented a variety of policies for reviewing new programs and to audit existing programs to ensure quality. Arkansas, Kentucky, North Carolina, and Virginia recently conducted system-wide reviews of existing academic programs. The following summary applies only to baccalaureate programs.

Arkansas

Arkansas developed program productivity standards in 1989 and established benchmarks for its institutions. This policy was revised in October 2008 to ensure quality academic programs. Institutions are required to schedule an external review for all existing programs every 7-10 years. Programs that are accredited follow the usual review practices and schedule of the accrediting body. The reviews employ consultants, one of which must do site visits. Institutions also complete a comprehensive self-study that is reviewed by the consultants.

Components of the self study include: program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes, and recent/planned program improvements. The consultant's written evaluation and institutional response is sent to the department within six weeks. Institutions are encouraged to consider implementing the recommendations made by the consultants for program improvement. If appropriate, a resolution is offered concerning program deletions, modifications, and/or follow-up. At the end of the two-year notice period those programs still not meeting minimum standards will be deleted from the approved program inventory.

Beginning in 2010, the Arkansas Department of Higher Education was charged with annually identifying existing certificate and degree programs that do not meet the state's viability standards. The viability standards are as follows:

- An average of four graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics.
- An average of six graduates per year for transfer associate degrees and bachelor's programs.

North Carolina

In 1993, the North Carolina General Assembly passed legislation that formalized academic program productivity reviews within the state. In response to the legislation, the North Carolina board developed formal criteria and guidelines for identifying programs for review. The criteria include:

- Bachelor's degree programs: the number of degrees awarded in the last two years is 19 or fewer—unless upper division enrollment in the most recent year exceeds 25, or degrees awarded in the most recent year exceed 10.

Programs are also reviewed in terms of quality, cost, occupational demand, and centrality to the institutional mission. The last published review occurred in 2005.

Kentucky

In 1999, the Council on Postsecondary Education in Kentucky set guidelines that streamlined the process of reviewing programs. The Council also set guidelines for the review of academic program productivity and established the following thresholds to identify programs for review:

- Baccalaureate programs: average fewer than 12 degrees awarded during a five-year period.

Kentucky's most recent review began in 2008. Staff analyzed degree data to identify programs that were below the threshold, notified the institutions and asked them to apply an efficiency index to the programs below the master's degree level. The efficiency index formula is: *Total student credit hours in one year by a program or department/total FTE faculty (full-time faculty + 1/3 part time faculty).*

At comprehensive universities, if the index was 540 or above, the program was considered to be productive and removed from further review. For research universities the index was 360 or above. For programs with an efficiency index below this level, the institutions were asked to review each program and make written recommendations with supporting rationale for continuation, alteration, or closure of the program. The rationale was then assessed and a recommendation was made.

Virginia

Through existing campus-based processes, institutions systematically examine each program once every five years. A review of programs occurred in 2009. Institutions are to report any voluntary actions taken since the last program viability review. The State Council for Higher Education in Virginia (SCHEV) also systematically monitors FTE enrollments and numbers of graduates for all approved degree programs in its inventory. It also examines trends and conducts a full review of all marginal programs once every five years.

During this review, the Council conducts the preliminary review and provides all public institutions a list of degree programs that fail to meet the quantitative standards for FTES enrollments. Institutions are then given a period of time to respond to these findings on a form produced by the Council. The institutions must then demonstrate the viability of all non-exempt programs. The Council staff will then submit to the Council recommendations for action based on results of the review. The Council will provide a report to the Governor and General Assembly on program closures. All institutions with programs closed by the Council will then need to provide a teach-out plan.

The council uses criteria listed below to review and assess program viability:

- Number of degrees granted: Standards for the average number of degrees awarded over the most recent five years for which data are available. Formula for determining quantitative standards for number of graduates: $([Student/faculty\ ratio] \times [number\ of\ FTEF]) \div (number\ of\ years\ to\ complete\ the\ degree) = minimum\ \# \ of\ graduates\ per\ year.$
- Number of students served: Standards for the average FTE majors OR the average FTE enrollments in upper division courses over the most recent five years for which data are available.
- Program effectiveness: Based on institutional program review or accreditation reports, information on student achievement in terms of knowledge and skills, performance on licensure exams, employer and graduate satisfaction surveys, graduate school acceptance rates, or other evidence that assessment data are used for program improvement.
- Budgetary considerations: Based on institutional program review reports, information on resources required to support the program.
- Unnecessarily duplicative: All marginal programs, or programs that fail to meet quantitative standards for productivity will be examined in the context of like programs offered by other public institutions in the Commonwealth to determine whether they are unnecessarily duplicative .

Summary of Quantitative Criteria to Determine Program Viability

State	Average annual number of graduates in baccalaureate programs	Programs affected
Missouri	10 over prior three years	All
Kentucky	12 over previous 5 years Efficiency index formula: <i>Total student credit hours in one year by a program or department/total FTE faculty (full-time faculty + 1/3 part time faculty)</i>	All
North Carolina	19 or fewer over previous two years unless upper division enrollment in the most recent year exceeds 25, or degrees awarded in the most recent year exceed 10	All
Arkansas	4 per year	science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics.
	6 per year	transfer associate degrees and bachelor's programs.
Virginia	Formula-based standards [Student/faculty ratio] X [number of FTEF] ÷ (number of years to complete the degree) = minimum # of graduates per year.	All

AGENDA ITEM SUMMARY

AGENDA ITEM

Collaboration and Coordination
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The CBHE and the Governor's Office held a joint Summit on Higher Education on August 17, 2010. The Governor established his four main priorities for higher education during this summit with collaboration and coordination review being one.

Background

The Governor elaborated on this point by saying collaboration and coordination have two facets: administrative and academic.

He instructed each institution to prepare a list of administrative services that could be provided more cheaply and efficiently through outsourcing, shared delivery or other means, and adopt more efficient and less expensive ways to run the business side of institutions "as soon as possible," and to share best practices with other institutions statewide.

To address academic collaboration and coordination, he instructed each institution to inventory existing cooperative and collaborative academic programs, and to evaluate them to see if they are meeting the goals set for them when they were launched. Following the inventory, he asked that they recommend how best to expand, improve or discontinue the collaborations "in order to serve students better and meet academic goals."

He suggested cooperation and collaboration could include:

- Sharing faculty;
- Expanding the use of early college opportunities, like dual credit and Advanced Placement;
- One-year associate degrees and three-year bachelor's degrees;
- Statewide virtual or on-line delivery of selected degree programs;
- Shared or consolidated low-enrollment degree programs across multiple institutions;
- Shared libraries; equipment and core research facilities.

He also said the methods devised by Carol Twigg and the Center for Academic Transformation “has great potential, and should be studied carefully for possible applications across Missouri.”

The MDHE anticipates becoming the clearinghouse for the institutions’ inventories of collaborative and coordinated programs, both administrative and academic. Once identified and catalogued, it is appropriate for the agency to also publicize the extent to which institutions already share resources to maximize efficiency.

Recommendations from the institutions for expanding, improving or discontinuing the collaborations should also come to the MDHE to analyze impacts, mediate differences and facilitate action.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

N/A

AGENDA ITEM SUMMARY

AGENDA ITEM

Funding Formula for Higher Education
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

Governor Nixon has directed the MDHE to review options for the development of a funding model for higher education.

Background

The CBHE and the Governor's Office held a joint Summit on Higher Education on August 17, 2010. The Governor established his four main goals for higher education during this summit. The Governor understands that "Our institutions need a multi-year, sustainable funding model that strikes the right balance among state budget appropriations, tuition and cost reductions." There are three components to this funding approach: 1) A new approach to core funding; 2) Strategic initiatives, such as Caring for Missourians; and 3) Performance funding.

The existing funding policies, encompassed in the Higher Education Funding (HEF) Task Force report (attachment A), are largely consistent with the Governor's goals. The primary difference is the Governor's call for a new approach to core funding.

Under the existing HEF model, distribution of core funding increases are driven by the COPHE funding model for the public universities (attachment B), and by the MCCA funding equity model for community colleges (attachment C). There are no formula components in place for Linn State, just the direct appropriation from the General Assembly.

Existing COPHE "Formula"

The COPHE model is basically an inflation and weighted student attendance-driven formula. After all institutions receive an inflationary increase, additional funding would be distributed according to weighted full-time equivalent (WFTE) students. WFTE shall be determined by applying annualized student credit hours by student level to a cost-ratio matrix to produce annualized weighted student credit hours delivered.

There is then a funding gap identified for each institution. This gap represents their current funding level compared to the level of funding called for by cost-ratio matrix based on the particular student credit hours delivered at that institution. Appropriations available to close the funding gap would be distributed to education program activities (from the cost ratio matrix), medical programs, and cooperative extension/research proportionate to the total funding gap.

It is important to note that by agreement of the COPHE members, this formula is not to be implemented until overall state funding first returns to the FY 2001 level, as was part of an agreement involving SB 389 and the previous gubernatorial administration.

Coordinating Board for Higher Education
September 9, 2010

Existing MCCA “Formula”

The current MCCA funding model is an all-funds based equity redistribution formula. Institutions are ranked from high to low based upon their tuition rate (maximum points for highest tuition rate), and from high to low based upon the approved tax rate (maximum points for highest tax rate levied), and from low to high on the assessed value of the taxing district per FTE (maximum points for the lowest assessed value per FTE). The institutions are also ranked from high to low, on the total state aid per FTE (maximum points for the lowest state appropriation per FTE).

The ranking is used to identify those institutions with the overall lowest access to tuition, tax, and state support and shall serve as savings clause that relieves those institutions from contributing to the equity distribution pool. One-half of the available equity funds are then distributed based upon the institution’s share of points awarded for the all funds factors. The remaining one-half of the available equity pool shall be distributed to colleges where the total state aid allocation per FTE falls below 85 percent of the mean total state aid per FTE.

The MCCA equity formula is only operational in years when there is an appropriations increase of at least 2%.

Conclusion

There are existing funding formulae in place in Missouri public higher education. These were established at a time when it was not anticipated that the state’s fiscal situation would largely prevent them from being implemented on a consistent basis.

Since their original adoption, other factors have risen to prominence such as an increased value being placed on qualitative factors rather than quantitative factors, the need to use funding models to influence policy in times of economic decline, and the continuing, broad-based growth in enrollments.

The Governor’s charge puts a focus on these issues and demands that existing funding policies be reexamined with an eye to the future, but also an acknowledgment of present realities.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

- Attachment A: Higher Education Funding Task Force Report – Executive Summary
- Attachment B: COPHE Funding Model
- Attachment C: MCCA Presidents and Chancellors Council Funding Equity Recommendation

Higher Education Funding Task Force Report

Executive Summary

Whether or not Missouri public higher education is positioned to provide the needed educational services for a thriving economy is in doubt. The system must increase degree attainment and workforce development, as well as research and technology transfer activities. These actions can result in greater economic prosperity and a higher quality of life for all Missourians. Achieving these results will require greater institutional productivity and accountability, and additional state, federal and private investments. In the long-term, Missouri will reap tremendous benefits.

Invest in Missouri public higher education today, Assure the success of Missouri tomorrow

Missouri public higher education institutions ...

*** Educate Missourians to compete and succeed in the 21st century**

Missouri's public colleges and universities promote access, affordability, and accountability. They educate citizens of all ages for today's knowledge-based economy by equipping them to think critically, solve problems creatively, and communicate effectively. Such preparation is especially important in critical areas such as mathematics, engineering, technology, and science.

*** Fuel the state's economic engine for the benefit of all Missourians**

Public higher education meets statewide needs and generates economic development. Our public colleges and universities make vital contributions to Missouri's economic growth through investments in education, research, job training, and service. Public higher education also serves as a catalyst to attract and retain high paying jobs created by business and industry.

*** Make Missouri an even better place to live now and in the future**

Public higher education promotes personal growth and citizenship. Missouri's graduates strengthen our democracy. They are more productively employed, economically independent, and likely to volunteer, vote, and stay healthy. Further, Missouri's public colleges and universities add to the quality of life of our communities through the arts, entertainment, and other cultural initiatives.

Current Funding Realities

- Missouri's ranks 47th in per capita appropriation for higher education - \$150.33 compared to the national average of \$241.56. To reach the national average on this measure, Missouri's appropriations for higher education would have to increase by 60%, over \$527 million.
- Missouri's ranks 46th in appropriations per \$1,000 of personal income - \$4.60 compared to the national average of \$6.71. To reach the national average on this measure, Missouri's appropriations for higher education would have to increase by 45%, over \$395 million.
- Missouri ranks 49th in change in state appropriations from fiscal year 2002 to fiscal year 2007 at -9.9%. The national average was 15.1% for this time period. *(Note: Colorado's appropriations for higher education declined by -10.1%.)*

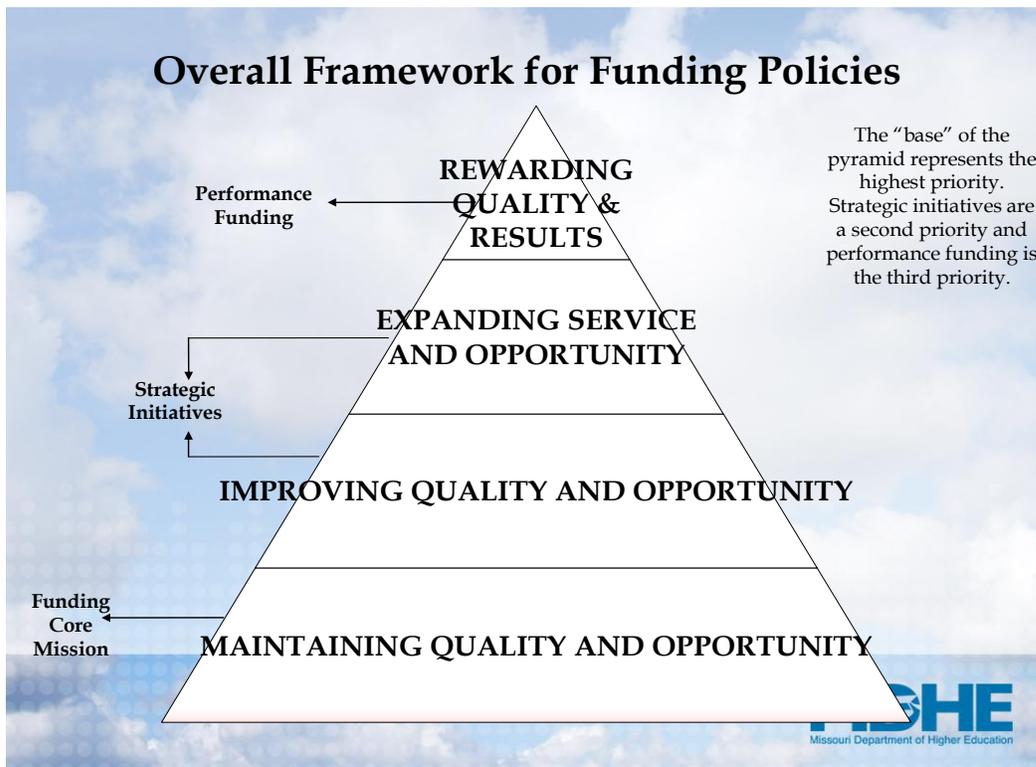
Missouri's current level of investment in public higher education jeopardizes the system's ability to produce the citizenry and workforce required to support the continued economic growth of the state throughout the 21st century.

Looking Forward

The Higher Education Funding Task Force recommends that Missouri use new policy-driven higher education funding strategies. The policies follow a business model approach designed to meet the needs of students, citizens, communities, and the Missouri economy. The funding strategies are externally benchmarked, transparent, and focused on results. They should be clearly communicated to the public.

The funding strategies are designed to connect with the state's coordinated plan for higher education, focus on institutional mission, provide incentives for high performance, and address issues such as enrollment sensitivity, adequacy, and rising fixed costs.

Overall Framework



The Task Force recommends a funding framework consisting of three broad components:

1) *Maintaining Quality and Opportunity: Core Mission Funding.* This component recognizes that each institution has ongoing costs that must be addressed, including resources to address rising fixed costs, to remain competitive with other states in terms of facilities and personnel, to address enrollment growth, and to support program delivery.

2) *Improving Quality and Opportunity & Expanding Service and Opportunity: Strategic Initiatives.* This component focuses on specific state and community needs and how institutions can respond to these needs consistent with each institution's mission. Strategic investments also include initiatives designed to improve quality of educational, outreach, and research programs and increase educational opportunities for Missourians. Initiatives identified in *Imperatives for Change*, the CBHE's coordinated plan are included in this category.

3) *Rewarding Quality and Results: Performance Funding.* This component includes investments and incentives that reward improvement or sustained excellence in key educational outcomes.

Summary

The Task Force has reached consensus on the importance of these policies and believes that adopting the new funding strategies is essential. While the policies and actions to support them may not result in a dramatic change on a one-year basis, in the long-term, these funding strategies can enable higher degree attainment, increased workforce development, and more productive research and technology transfer activities. If, over time, significant changes occur as a result of the adoption of these policies, the state and its citizens will reap tremendous benefits through greater economic prosperity and a higher quality of life.

Principles of Agreement for a Funding Model

COPHE Institutions

General

- Maintaining quality and educational opportunity at each four-year university requires continuity and predictability in the level of funding from one fiscal year to the next.
- State funds appropriated for improving quality and educational opportunity will be used to support investment strategies that advance teaching and research and directly benefit students including but not limit to:
 - recruit and retain highly qualified faculty and competent administrative and support staff, who are compensated at competitive market rates;
 - provide state-of-the-art technology infrastructure and equipment to support interactive learning environments, innovative research, and integrated information systems;
 - provide sustainable physical facilities to support various learning environments and research capacities at each institution;
 - provide supporting services, systems, and structures that improve educational opportunity and success of students; and
 - provide enhanced academic/administrative processes that promote improved effectiveness and efficiencies.
- Funding of the state's four-year institutions should address issues of adequacy and equity in the distribution of state appropriations (we acknowledge that adjustments based on historic strong enrollment growth and under-funded transitions from community colleges to four-year universities should be part of comprehensive funding model). In addition, the new funding system must recognize differences in institutional missions and economies of scale.
- A balanced funding methodology for public higher education must include opportunities for strategic state investments to address state needs and opportunities as well as funding mechanisms that recognize and reward institutional performance.

- In order for the state of Missouri to provide competitive educational opportunities and services for its citizens, state appropriations allocated to each four-year university must be at a level that enables institutions to achieve and sustain high-quality programming that is nationally competitive.
- State appropriations must also improve and educational opportunities. Appropriations not allocated through performance funding or strategic initiatives should be allocated using a methodology for distributing resources that recognizes:
 - the four-year sectors' current level of funding relative to national benchmark data. Such data should be used in determining total state appropriations required to support the public four-year universities at a competitive level such that quality and educational opportunity are improved;
 - the cost differences that exist in the delivery of academic discipline-based courses and levels of students served (i.e., lower and upper division undergraduates, master's, doctoral, and professional students); and
 - the need to adjust appropriations levels based on periodic mission-review and enrollment growth.

**Principles of Agreement
Operational Features of the COPHE Funding Model**

Technical: Beginning in FY 2011

1. Each year the base appropriation of each institution shall be increased by the rate of inflation as measured by the Consumer Price Index (CPI) for the prior fiscal year. This investment in each institution is the first priority that must be addressed annually.
2. Appropriations above inflation shall be distributed each year according to the Educational Program Model developed by the COPHE Work Group before funding earmarked for strategic initiatives or performance funding. This model estimates the funding gap between the national average state support per FTE student for public four-year public universities and state support per FTE student in Missouri. The funding gap shall be distributed on the basis of weighted full-time equivalent (WFTE) students. Application of this model shall follow points 3 through 14 itemized below and is illustrated on the attached simulation.

- WFTE students shall be determined by applying annualized student credit hours by student level to the following cost-ratio matrix to produce annualized weighted student credit hours.

Cost -Ratio Matrix for Deriving Weighted Full-time Equivalent Students

Discipline Cluster	Lower Division (1.00)	Upper Division (1.50)	Master's (2.10)	1 st Prof. (2.50)	Doctoral (3.00)
Cluster I (1.00)	1.00	1.50	2.10	NA	3.00
Cluster II (1.51)	1.51	2.26	3.17	NA	4.53
Cluster III (1.84)	1.84	2.76	3.86	NA	5.52
Cluster IV (2.19)	2.19	3.28	4.60	5.48	6.57
Cluster V (3.34)	3.34	5.01	7.01	8.35	10.02
Cluster VI None	NA	NA	NA	NA	NA

- Annualized weighted student credit hours shall be converted to annualized WFTE using the following credit hour load conversion factors:

<u>Student Level</u>	<u>Normalized Load</u>
Lower Division	30
Upper Division	30
Master's	24
1 st Professional	30
Doctoral	24

- Annualized WFTE will be calculated for the three most recently completed fiscal years, commencing with the summer session and concluding with the spring semester of each year. The sum of WFTE for the three most recent fiscal years shall be averaged to establish the WFTE enrollment base from which to calculate state appropriations attributed to each institution. A three-year rolling average WFTE shall be used in each subsequent year to establish a new WFTE enrollment base from which to calculate the next year's appropriations attributed to each institution.
- The identified funding gap shall be allocated over a four-year period commencing with fiscal year 2011 and ending with the fiscal year 2014 appropriations.
- The three-year average WFTE shall be multiplied by a standardized funding rate associated with the funding gap to determine the dollar amount of state

appropriations assigned to each institution. Each subsequent fiscal year, the funding rate associated with the gap funds shall be increased by the CPI.

8. If in any given year state appropriations are insufficient to fully fund the recommended increase (i.e., base appropriations, gap funding, and other adjustments), then available funds will first be allocated based on adjusting the prior year appropriations by CPI as set forth in item 1. Any remaining new funds shall be allocated on a pro-rata basis between the marginal increase required to close the existing funding gap (composed of education program activities from the cost ratio matrix, medical programs, and cooperative extension/research) and adjustments for mission and enrollment growth as set forth in items 7, 9, 10, 11 and 13. For example, using data from the attached simulation, in FY 2011 any appropriations above CPI would be distributed as follows: gap funding (three components) 83.6%, mission adjustments 4%, and enrollment adjustments 12.4%. Funds assigned to reduce the existing funding gap shall be allocated based on WFTE. Funds assigned for adjustments based on mission and enrollment growth shall be distributed on a proportional basis among the affected institutions.

Appropriations available to close the funding gap should be distributed to education program activities (from the cost ratio matrix), medical programs, and cooperative extension/research proportionate to the total funding gap identified by the COPHE Work Group. The total funding gap, in FY2006, was calculated at \$212,281,825. The funding gap for common program activities was \$157,918,039 (74.39%), medical programs \$46,671,820 (21.99%), and cooperative extension/research \$7,691,461 (3.62%).

For example: if the legislature appropriates a total of \$20 million in FY2011 over and above an inflationary increase to help close the existing overall funding gap. Distribution of the \$20 million in funding gap appropriations would be as follows:

Education Program Activities (from the Cost Ratio Matrix)	\$14,878,000	74.39%
Medical Programs	4,398,000	21.99%
Coop Extension/Research	724,000	3.62%

9. A special funding adjustment shall be made for funding inadequacies attributable to the mission change from two-year to four-year status at Missouri Southern State University and Missouri Western State University. The adjustment is calculated for each institution by multiplying the upper division annualized WFTE by the standardized funding rate established in item 7. This

funding will be recommended in two equal installments during FY 2011 and FY 2012 as illustrated on the attached simulation.

10. A special funding adjustment shall be made for those institutions that have experienced enrollment increases in excess of 1,000 FTE student between fall 2000 and fall 2006. The adjustment is calculated by converting student FTE growth to annualized weighted FTE change and multiplying the result by the standardized rate established in item 7. The institutions eligible for an enrollment growth funding adjustment include Missouri State University, Southeast Missouri State University, and the University of Missouri. This funding will be recommended in two equal installments during FY 2011 and FY 2012 as illustrated on the attached simulation.
11. The model shall recognize and fund enrollment growth that represents a significant change in the number of WFTE students being served by an institution. Changes in the three-year rolling average WFTE (plus or minus) may warrant an adjustment in funding. Funding for eligible enrollment change shall be funded at a marginal funding rate per WFTE student. The marginal funding rate shall be 55% of the average funding rate per WFTE student.
12. Every two to three years, the cost-ratio matrix shall be reviewed and updated to reflect changes in academic-discipline/student level cost ratios.
13. The distinctive characteristics of medical programs (i.e., medicine, dentistry, and veterinary medicine) and cooperative extension and cooperative research (agriculture) necessitates separate calculations of resource requirements for these programs. Funding for medical programs at the University of Missouri shall be based on national comparative data and provide funding comparable to the 50th percentile nationally for public medical programs. Cooperative extension funding for Lincoln University and the University of Missouri shall be benchmarked to the USDA north central region and to four states in the USDA southern region contiguous to Missouri. This reference group of states shall have a comparable client base to Missouri (i.e., size of population, number of farms, youth populations, and number of small businesses). Funding for cooperative extension shall be set at the average (mean) of the reference group states. Any funding gap associated with cooperative extension shall be distributed between Lincoln University and the University of Missouri on a 50/50 basis until Lincoln University reaches the required dollar for dollar match on its federal funds. Once the matching requirement is satisfied, any additional gap funding shall be distributed proportionate to federal funding received by each institution. Cooperative research (agriculture) at both Lincoln University and the University of Missouri shall be funded annually through state appropriations in an amount sufficient to meet the required federal match for these programs.

14. Periodically, funding adjustments may be required beyond those reflected by the funding model where a five-year mission review identifies a special need to supplement existing funding.

MCCA Presidents and Chancellors Council

Equity Adjustment Formula Recommendation

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

- In years in which the core appropriation increases less than 2% over the previous year's core appropriation, no equity adjustment will be requested.
- In years in which the core appropriation increases by 2% or more over the previous year's appropriation, an adjustment of **.5% of the total new core** amount will be redistributed. One half of this redistribution will be distributed on a proportionate basis to those colleges falling below 15% of the mean. The other half will be distributed according to relative ranks of local resources and local effort.

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

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

Assumption 2: While any number of colleges may fall at or above 15% of the mean, some process of equity adjustment should be developed that addresses the needs of those colleges falling below 15% of the mean. The 15% mean point is a historic artifact from previous allocation models.

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

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

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

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

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

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

Equity Distribution Steps

First Half

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

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

Second Half

The second half of the Equity Adjustment Pool will be distributed according to a ranking system that measures local resources and local funding effort. This system incorporates tuition and fee rates, local tax rates, assessed valuation per FTE, and state appropriations per FTE. Institutions ranking in the top two-thirds receive a portion of this half of the Equity Adjustment Pool.

AGENDA ITEM SUMMARY

AGENDA ITEM

Governor's Strategic Initiatives for Higher Education
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The board should consider, in concert with the Commissioner, how best to accomplish Governor Nixon's goals for higher education, as outlined during the Governor's Summit on Higher Education.

Background

The Governor and the CBHE/MDHE jointly hosted the Governor's Summit on Higher Education on August 17, 2010. The Governor introduced his four main goals for higher education: 1) Degree Attainment; 2) Academic Program Review; 3) Increasing Cooperation and Collaboration in Administrative and Academic Areas; and 4) Funding Formula for Higher Education.

The goals are fully consistent with the issues and goals contained in "Imperatives for Change," the coordinated plan adopted by this board in July 2008.

Increasing degree attainment was the first initiative mentioned by the Governor. It also is the first strategic issue identified in the coordinated plan, which notes the importance of working with other parts of the P-20 community in order to achieve success in this area.

The Governor's second initiative, statewide review of academic programs, is aimed in part at ensuring that we have the right mix of programs, linked to the economic development goals of the state, so that we can prepare the workforce that will be essential for the state's economic success. This goal is consistent with the second strategic issue in the coordinated plan, which states that the Coordinating Board's goal is for "Missouri's higher education system to contribute to a dynamic, information-based globally competitive society and economy by collaborating with government and business."

Another aim of the Governor's academic program review goal is to increase efficiency and productivity, a goal that is also at the center of his initiatives related to increasing cooperation and collaboration in administrative services and academic programs and to reviewing the model for funding our institutions of higher education. This goal is consistent with the third strategic issue of the Coordinating Board's coordinated plan, which calls for efforts to "enhance resources through increased investment, stewardship and shared responsibility." Among the action steps

the plan identifies as appropriate under the strategic issue are such things as increasing the use of technology in the delivery of instruction, maintaining distinctive institutional missions, facilitating inter-institutional partnerships, rewarding institutions for innovations in efficiency and demonstrated improvement in delivering quality programs and services, and developing coordinated, policy-driven funding strategies.

Next Steps:

The Governor called on the higher education community to “adopt” his agenda. In some cases, he identified specific actions for the CBHE and MDHE to address; in others, the charge was more general. Given the close relationship between the Governor’s goals for higher education and the board’s coordinated plan, the board is in an excellent position to respond decisively.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTIONS

- A. Commend the Governor for his leadership and endorse the agenda for higher education:

The Coordinating Board applauds the Governor’s initiative in convening the higher education summit in August 2010, notes the relationship between the four goals set forth in his agenda (attainment, academic program review, cooperation and collaboration, and funding) and the strategic issues contained in the board’s coordinated plan, “Imperatives for Change,” and therefore endorses the Governor’s agenda and commits to working with him and the rest of the higher education community in moving that agenda forward to the ultimate benefit of all Missourians.

- B. Charge the Commissioner of Higher Education to begin work on the tasks that were specifically identified by the Governor:

In furtherance of this agenda, the board directs the commissioner and his staff to:

- 1. Initiate, in consultation with the institutions, a review of the total inventory of academic programs; make recommendations to institutions regarding disposition of academic programs identified for further review; and submit a report on the results of the review to the Coordinating Board for consideration no later than its December 2010 meeting; and*

2. *Prepare, in consultation with the institutions, an inventory of existing cooperative and collaborative academic programs in the state and submit that inventory to the board by no later than its December 2010 meeting; and*
3. *Develop a set of options for the redesign of core funding policies for Missouri higher education. These options should include, but not be limited to:*
 - a. *Mechanisms for the accommodation of funding decreases in addition to funding increases;*
 - b. *Qualitative factors in addition to quantitative factors as formula components; and*
 - c. *Statutory and non-statutory implementation options.*

These options should be presented to the board no later than the regularly scheduled December 2010 meeting, along with a timeline for further development and action.

4. *Prepare appropriate reports to the Governor regarding those initiatives.*
- C. Direct the Commissioner of Higher Education to work with institutions to implement the Governor's goal to promote greater collaboration and cooperation in the areas of administrative services and delivery of academic programs:

The board also directs the commissioner and his staff to work with the institutions to identify innovative ways, including but not limited to expanded collaboration and the sharing of resources, to provide administrative support services and deliver academic programs in more efficient and less expensive ways, and to share with the institutions the best practices that result from this effort.

- D. Direct the Commissioner of Higher Education to provide such progress reports as may document progress toward meeting the Governor's change:

In order to monitor progress on these goals and to comply with the Governor's request for periodic progress reports the commissioner is to submit to the board by the 20th of each month a progress report regarding implementation of the Governor's agenda for higher education.

ATTACHMENT(S)

Governor Nixon's Remarks at Higher Education Summit Dinner August 17, 2010, in Jefferson City, MO.

Coordinating Board for Higher Education
September 9, 2010

Gov. Nixon's remarks at Higher Education Summit Dinner

Once again, thank you for joining your colleagues and me this evening for this higher education summit meeting.

I asked you here for two reasons.

First, having you over for dinner gives me the chance to personally thank you for your **extraordinary** efforts of the past two years.

During some of the most tumultuous economic times in memory, you agreed to hold the line and keep tuition flat for two consecutive years.

No one else in the country managed to do what we have done.

At the same time, all around us, public and private universities were increasing tuition - often by double digits and sometimes by as much as 30 percent. Missouri stood apart from the pack and stood up for affordability and improved student access.

It's not an exaggeration to say that for **thousands** of Missouri families, you kept the dream of a college education alive.

As a result, enrollments surged, creating the challenge of educating **more** students with **fewer** resources. You met that challenge with careful planning, creative problem-solving and old-fashioned elbow grease.

On behalf of all those Missouri families and kids, whose dreams you fulfilled, thank you for doing your job so well.

My second reason for calling you together is to let you know my expectations for 2012 and beyond. The presentations you heard this afternoon from Budget Director Linda Luebbering, Dr. Carol Twigg and Dewayne Matthews reflect some of my priorities, and provide context for my charge to you tonight. As Linda explained earlier, about \$900 million of federal stabilization funds for Missouri will run out at the end of this fiscal year.

Even with the additional federal health care money that was just approved by Congress, we are looking at an overall budget gap in fiscal year 2012 of 400 to 500 million dollars.

Although we're starting to see an uptick in the economy - including six straight months of job growth - the pace of the recovery is expected to be slow.

And it certainly will not be robust enough to close the gap between revenue and expenses for at least a few more years.

Because of some tough decisions we made in Missouri over the past couple of years, we have not suffered the catastrophic problems experienced by other states from California to New York.

In the 20 months that I have been Governor, I have restricted or vetoed \$1.5 billion in spending; eliminated twenty-five hundred positions; and reined in expenses across state government.

That fiscal discipline has paid off. We have kept our budget in balance and Missouri is the only state in the Midwest with a spotless Triple A credit rating from all three credit rating agencies.

Contrast that to our neighbor to the east. Illinois is buried in a 13 billion dollar budget hole, and the state owes its public colleges and universities more than a billion dollars.

But while Missouri is weathering the economic downturn better than many others, state revenue is expected to lag for some time.

That means that the potential cuts in FY 2012 across state government - including higher education - will be **substantial**.

Given these fiscal realities, I understand that tuition increases may be necessary at your institutions for the 2012 academic year. But at the same time, we need to acknowledge the financial strain that many Missouri families are experiencing. I know you share my concern about the rising cost of higher education, and the levels of debt that some students take on to pay for their education. Tuition increases must be reasonable, so that we can maintain the quality education our students deserve, at a price their families can afford. Any tuition changes must follow the guidelines set by Missouri's Higher Education Student Funding Act.

I also want to share with you what I believe Missouri's institutions of higher education need to accomplish **now** to stand us in good stead for the future.

Missouri has a proud history of leadership in higher education - both public and private. St. Louis University, founded in 1818, is the oldest university west of the Mississippi.

The University of Missouri, founded in 1839, is the first public university west of the Mississippi.

Today, Missouri is one of the few states that can claim two member institutions in the prestigious Association of American Universities. They are the University of Missouri at Columbia and Washington University in St. Louis.

I'd like to thank Chancellor Mark Wrighton for being with us this evening. Under his leadership, Washington University has become one of the most influential research institutions in the nation.

Missouri should be proud of Washington University's perennial ranking as one of the top American research universities.

Likewise, for its part, the University of Missouri ranked number 2 among all institutions in the Association of American Universities in the growth of federal research funding between 1995 and 2005. Like all of you here tonight, I am deeply committed to **strong public education**. I am a product of Missouri's public education system, as are all the members of my family. Today, higher education is at a crossroads - not just in Missouri - but across America. To survive and thrive, higher education must make fundamental changes in its business model, including how instruction is delivered, how degree programs are organized, and how remedial education is achieved.

The higher education agenda for Missouri must focus on ambitious goals that are attuned to the workforce needs and economic development opportunities of our state.

At the same time, our agenda will be tempered by the economic constraints under which we will continue to operate for some time.

Against this backdrop, I am calling on you to adopt an agenda focused on four key areas:

First: attainment;

Second: academic program review;

Third: cooperation and collaboration;

and Fourth: funding.

First, let's talk about attainment.

If Missouri's children are to keep pace with their peers around the world, we must dramatically ramp up the preparation we give them - from pre-school through graduate school.

While Missouri institutions of higher education must continue to enroll more students who are well-prepared to succeed in college, our sights must be focused on promoting attainment.

We want more students in our institutions with high aspirations - students who are deeply invested in learning, and who can help create a culture of excellence and achievement. And we want more students who will persevere all the way to the goal line, and complete their degrees. That is what attainment is all about.

Attainment should be rooted first in common core standards. Missouri must align its K-12 curriculum with college entrance standards in order to increase the likelihood that students graduating from high school will succeed at college.

I support, and Missouri has now adopted, the Common Core Standards. I expect us to move forward swiftly with their implementation.

These standards are rigorous and set high expectations. When more dedicated teachers in Missouri's classrooms implement them, more students will be up-to-speed and prepared for college.

In addition, we need to make sure more students in 2- and 4-year colleges and universities stay in school, make steady progress toward graduation, and earn their degrees. Currently, only about 37 percent of the young adults in Missouri hold a post-secondary degree.

That puts us slightly below average among our Midwestern peers.

Earlier today, you heard Dewayne Matthews talk about Lumina's "Big Goal" of 60 percent by two thousand twenty five.

Similar goals are being set by business and industry and, most recently, by the National Governor's Association with its "Complete to Compete" agenda.

If Missouri expects to compete in a global economy, we can - and we must - do better.

Meeting the national goal of 60 percent by 2020 will take extraordinary determination and creativity by all of us.

Second: a statewide review of all academic programs.

In 2009, the number of new academic programs launched at our public institutions outpaced discontinued programs by a ratio of five to one. While some of these new programs were, no doubt, good additions, the pace of growth - especially in this economy - is simply unsustainable.

We must take a hard and unsentimental look at all academic programs, and cull those that are of low productivity, low priority, or duplicative.

We simply cannot afford the luxury of supporting programs that are not connected strategically to state needs and priorities.

Likewise, this is a time when we have to decide how best to focus institutional missions rather than expand them.

You've all heard the term "mission creep." The ambition for institutions to enlarge their missions is understandable, but it is just not viable in the long run.

I believe that the productivity of Missouri higher education will be strengthened by supporting institutions that deliver improved performance on clear, distinct missions, rather than by allowing institutional missions to "creep" in undisciplined ways.

At the same time we scrutinize programs that may not be sufficiently productive to continue, we need to identify areas where academic expansion makes sense strategically and financially.

The Missouri Department of Economic Development is working with a statewide team of leaders in education, business, and industry to create a 5-year-plan for economic growth.

I anticipate that this plan will recommend a number of academic areas - at two-year, four-year, and graduate levels - where Missouri must increase degree opportunities in order to prepare the workforce that will be essential for the state's economic success.

My support for Caring for Missourians and Training for Tomorrow - two programs created to meet industry-specific needs for a skilled workforce in life sciences and technology - are prime examples of the strategic investments that I know we will need to continue.

This academic review process is already underway at some of your institutions, and I appreciate the rigor you are bringing to this undertaking.

I have instructed the Missouri Department of Higher Education to collaborate closely with your institutions to develop and conduct a state-wide, systematic review of all degree programs at our public institutions.

This review will be informed and guided by existing policy, established by the Coordinating Board for Higher Education, which stipulates the minimum criteria for "critical mass" for degree programs.

I've also discussed the parameters of this review with David Russell and Mike Nietzel and have told them that I expect a report from CBHE to be submitted to me and the General Assembly by February first of 2011.

Third: Increased cooperation and collaboration.

This initiative has two facets: administrative and academic.

Let's talk about the easier one first.

Administrative efficiencies.

I want each of your institutions to prepare a list of administrative services that could be provided more cheaply and efficiently through outsourcing, shared delivery, or other means.

If there are more efficient and less expensive ways to run the business side of your institutions, you need to get those in place as soon as possible.

Sharing best practices will allow us to get more savings faster system-wide.

Now the harder one: **Academic programs.**

This will start with an inventory of existing **cooperative** and **collaborative** academic programs in all our state institutions.

Then we must take a critical and clear-eyed look at the performance of these academic programs, to see whether they are actually meeting the goals set for them when they were launched.

Following this, I want your recommendations on how best to expand, improve, or discontinue these collaborations in order to serve students better and meet academic goals.

I anticipate that your lists of collaborative programs will be lengthy, and may pleasantly surprise a lot of people. Because, candidly, your institutions have been too modest about the strides you have already taken in this area; share the good news.

Still, there is much more that can be and needs to be done. For example:

Sharing faculty;

Expanding the use of early college opportunities, like dual credit and Advanced Placement;

One-year associate degrees and three-year bachelor's degrees;

Statewide virtual or on-line delivery of selected degree programs;

Shared or consolidated low-enrollment degree programs across multiple institutions;

Shared libraries; equipment and core research facilities.

Earlier today you heard from Carol Twigg. Her pioneering work on course redesign resulted in both improved student performance and cost savings when it was implemented at UMSL, the University of Iowa, Virginia Tech, Carnegie Mellon, and a large number of community colleges across the nation.

I think it has great potential, and should be studied carefully for possible applications across Missouri.

And finally, number four, funding. We need a robust and realistic discussion of how we plan to fund higher education going forward.

Our institutions need a multi-year, sustainable funding model that strikes the right balance among state budget appropriations, tuition and cost reductions.

That will make your budgeting process less crisis-driven, and your funding levels more predictable.

As part of this discussion, we must begin to consider the revised funding formula that many of you were involved in developing, which was approved by CBHE in 2008.

I understand that this funding model prioritizes three components:

1. A new approach to **core** funding;
2. Strategic initiatives, such as Caring for Missourians; and
3. Performance funding.

This model departed from the business as usual approach of across-the-board funding changes. No doubt, in light of the major economic changes we have experienced, it will need a second look and possible revision. For example, I believe it needs to put more emphasis on specific institutional missions and performance and less on existing costs.

In our rapidly changing society, on our ever-shrinking planet, education is a high-stakes enterprise. We are competing in a global marketplace of ideas and goods.

The jobs and industries of the future will demand more highly skilled workers than ever before.

Already, Missouri continues to see steady growth in the number of jobs requiring a bachelor's degree or better in science and technology. We cannot afford to fall behind other states - and other nations - in the number of degreed students who are ready to work in these key sectors of our economy.

Quite simply, the future demands that we deliver a smart, sustainable and forward-looking public agenda for higher education. When you leave here tonight, I want you to know that I am fully committed to working with you - and with the Legislature - to find solutions that will serve your institutions well in the short run, and strengthen higher education in our state for many years to come.

I am an optimist by nature; always have been, always will be. But my optimism isn't unfounded.

It's based in my confidence in you. You were called to this summit because you're the A-team. There is no group anywhere who knows more, or cares more, about higher education than you do.

Each one of you brings experience and ideas that are invaluable to this critical endeavor. Whether you are a college president, a provost, an administrator or a board member, your knowledge and insight will make this partnership a success.

We have our work cut out for us. Some of these initiatives can begin almost immediately; others will take more planning and time. Because I want to stay well-informed about your progress, I

am instructing the Coordinating Board of Higher Education to provide me with monthly updates on the process and implementation of the four key areas I have identified tonight.

I will rely on David Russell and Mike Nietzel to brief me about these status reports, and I expect to see significant progress in each area over the next year.

You won't be on your own.

This is partnership in every sense of the word. I will bring to bear all the resources of my office, my administration, legislators, the business community and the state as a whole to inform this process and make real progress.

Because when we look back at this summit, I want it to mark a turning point, a defining moment.

Yes, I want it to be remembered as the time Missouri's leaders in higher education met serious fiscal challenges with discipline and ingenuity. But I also want it to be the moment when the leaders in higher education took to heart the old adage: "Fortune befriends the bold."

This is the time for **bold** thinking and **bold** action.

Tonight, I am giving you a **bold** new charge.

We must ensure that missions of Missouri's colleges and universities are focused, and that these institutions are driving forward to meet the changing needs of our students, our state and our world.

How well we carry out that mission will determine how well-prepared Missouri students are to compete for the jobs of the 21st Century... and to become successful community leaders and global citizens.

I have great confidence in your ability to meet and surmount the challenges that lie ahead of us, and I look forward to a strong and productive partnership.

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Institutions' Base Operating Appropriations
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

Missouri's ability to fund its public institutions has continued to be limited by state and national fiscal challenges. In order to limit state appropriation reductions and tuition increases, institutions entered into an agreement with the Governor that would minimize FY 2011 funding cuts to 5.2% in exchange for no tuition increases. The Governor and others have recently indicated that it is highly unlikely that such an arrangement would be possible for FY 2012. The intent of this agenda item is to outline the budget restrictions facing Missouri state government in FY 2012 and to provide a recommended budget for consideration by the Coordinating Board.

Background

The structure and content of the FY 2012 budget request is largely dictated by the restrictions regarding requests for increases in state funding explained in the July 16, 2010 cover letter from the State Budget Director that accompanied the official FY 2012 budget instructions. This letter cites several factors that make the FY 2012 budget historically challenging, including continued weakness in economic recovery, especially in terms of employment, real estate, and consumer spending. While modest revenue growth is expected in FY 2011, with more robust growth in FY 2012, grave budget challenges remain for FY 2012.

The most prominent of these challenges is the phase-out of \$860 million of federal budget stabilization funds. In order to begin to address this shortfall the Governor took action upon signing the FY 2011 to reduce planned expenditures by approximately \$300 million. In addition, new federal legislation will provide Missouri with an additional \$200 million in federal stabilization funds that will be used in FY 2012. All of these factors, along with continued mandatory spending pressures have led budget leaders to estimate a FY 2012 starting deficit of between \$450 and \$500 million.

Because of these circumstances, the letter specifies that, in the case of mandatory new decision items, the budget office will work with the requesting department to find other cuts in their budget to offset the costs. The letter then specifies that discretionary new decision items that require general revenue should not be requested. With the possible exception of a supplemental increase for the A+ program, higher education budget items are not considered mandatories. As such, the staff is not officially recommending increases for institutional operating budgets.

Coordinating Board for Higher Education
September 9, 2010

There are, however, new decision items put forward for the replacement of the federal budget stabilization funds that are supplanting state general revenue in each institution's FY 2011 appropriation. These requests for general revenue are specifically called for in the official budget instructions and the corresponding reduction requirement does not apply in these cases. The respective amounts for each institution are shown in the attachment.

There are also three additional new decision items related to the Spinal Cord Injury Fund, and the State Seminary Funds. These requests to do include general revenue dollars and the Office of Administration has been notified that they are necessary for the continued proper operations of those activities.

Secondary Budget Request

Although it is very unlikely that funds will be available for increased investment, there is still value in taking this annual opportunity to put forward a representation of the needs of Missouri higher education. Accordingly, information on needed funding increases for institutional base operating budgets as well as other budget items for higher education will be transmitted to the Governor and General Assembly separately from the formal request that includes no requests for increased funding. The components of this secondary budget request are described in Tab K.

Conclusion

With the state facing unprecedented fiscal challenges and the national and state economies continuing to struggle, there is simply very little, if any, revenue available to address financial needs in state government, including public higher education institutions. While higher education institutions are committed to continuing to seek ways to operate more efficiently and accommodate rapidly growing enrollments, affordable programs and services of quality cannot be maintained indefinitely with existing, or reduced resources.

The formal request for FY 2012 adheres to the conditions communicated by the State Budget Director. However, a secondary set of recommendations have been developed and will be communicated so that policy makers are aware of the fact that additional investment in higher education is needed in order to maintain quality programs and services, keep tuition rates low, and meet the urgent challenges of human development and workforce preparation for the new global economy. This approach will provide important context and background about higher education's pressing needs for elected officials to use when new funding becomes available.

STATUTORY REFERENCE

Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the FY 2012 core institutional appropriation request, totaling \$911,457,921, which includes requested general revenue replacement for the \$39,952,504 million of federal budget stabilization dollars, for submission to the Governor and General Assembly.

ATTACHMENT(S)

FY 2012 Institutional Core Budget Request

**FY 2012 Institutional Core Budget Request
Staff Recommendation**

	FY 2012 GR/Lottery Base	FY 2012 GR New Decision Item*	FY 2012 Total Request
Community Colleges	134,495,900	6,165,708	140,661,608
Linn State Technical College	4,746,705	217,604	4,964,309
Univ. of Central Missouri	54,091,291	2,479,712	56,571,003
Southeast Missouri State	44,092,734	2,021,347	46,114,081
Missouri State University	81,575,275	3,739,663	85,314,938
Lincoln University	17,929,324	821,936	18,751,260
Truman State University	40,934,382	1,876,559	42,810,941
Northwest Missouri State	30,000,858	1,375,332	31,376,190
Missouri Southern State Univ.	23,201,259	1,063,617	24,264,876
Missouri Western State Univ.	21,380,475	980,147	22,360,622
Harris-Stowe State Univ.	9,858,487	451,944	10,310,431
University of Missouri	409,198,727	18,758,935	427,957,662
Subtotal	871,505,417	39,952,504	911,457,921
Increases for UM-Related Items	FY 2012 Other Funds	FY 2012 Other Funds New Decision Item	FY 2012 Total Request
Spinal Cord Injury Fund	400,000	225,000	625,000
Seminary Fund Investments	3,000,000	1,000,000	4,000,000
Seminary Fund Investment Income	250,000	25,000	275,000
Subtotal	3,650,000	1,250,000	4,900,000
Total Request	875,155,417	41,202,504	916,357,921

* Amounts equal the federal budget stabilization funds in the FY 2011 core.

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2012 Capital Improvements Recommendations
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

Although the state's budgetary and revenue situations caution against optimism for capital appropriations for FY 2012 it is the duty of the CBHE to communicate the capital needs of the institutions to the Governor and General Assembly on an annual basis. The intent of this agenda item is to provide the board with staff recommendations for prioritized lists - one for four-year institutions and Linn State and the other for community colleges.

Background

In preparation for the FY 2011 budget request, and at the suggestion of the Governor and the Joint Committee on Capital Improvements and Leasing, the CBHE reinstated a prioritization process for the capital improvements request. This prioritization process is guided by the CBHE's existing policy guidelines regarding capital prioritization. Although there is substantial interest in reviewing and possibly updating these guidelines, other priorities and pressing business has prevented this review from being conducted prior to the FY 2012 request.

Staff Recommendations

Lewis and Clark Discovery Initiative (LCDI)

There are thirteen LCDI projects (Attachment A) that continue to have a valid appropriation from the Lewis and Clark Discovery Fund. However, because of MOHELA's current inability to make scheduled payments, reimbursements for these projects have been suspended indefinitely. In addition, four of those remaining projects have a second valid appropriation in House Bill 22 (2009) from federal budget stabilization funds, but all expenditures from those appropriations have been restricted due to the continued weakness of state revenue collections. The other nine projects also have an appropriation in HB 22 but were vetoed by the Governor. The fulfillment of these prior thirteen commitments from the state, regardless of fund source, remains the top staff recommendations to the CBHE.

Further Prioritization

Scope

Coordinating Board for Higher Education
September 9, 2010

The Missouri Department of Higher Education (MDHE) evaluation process focused solely on each institution's top priority. There are many projects beyond the top institutional priorities for each institution that are more than worthy of state funding and would represent wise investments. However, recognizing the fiscal realities facing the state, a determination was made to give sole focus to the top priorities since the associated costs with just those projects are significant.

Structure of the Recommendation

As a second set of priorities after the LCDI projects, staff recommendations for the FY 2012 budget are presented in two separate prioritized lists – one for each sector (Attachments B and C) – that include the top priority of each public institution of higher education. Linn State Technical College is included with the universities because its governance and funding structure are consistent with that sector. This approach is consistent with the prioritization guidelines, used to clearly communicate the needs of different sectors, and used due to the fundamental differences in terms of governance, financial structure, and mission between community colleges and public universities. In addition, this approach highlights the relative priorities within sectors without engendering inappropriate comparisons and competition.

Other Categories

Statewide Issues

The University of Missouri submitted information about two projects that are not educational facilities: the new State Historical Society and Museum and the renovation of the Missouri Rehabilitation Center. These projects are not a part of the CBHE process and are not evaluated and ranked against higher education projects. Information on these projects will be submitted to the Governor and General Assembly.

Statutory Requirement

The University of Missouri is required by statute to annually request funding for engineering equipment. The amount of this request is dictated by the statute. Because this request is of a fundamentally different nature than the higher education capital projects, it too is not prioritized among the capital projects but is submitted to the Governor and General Assembly.

Conclusion

As the facility needs on campuses across the state have continued to grow unaddressed, it has become even more evident that the Board's existing guidelines for prioritizing capital projects are in need of a thorough review. This is a sentiment shared by many in the higher education community as there has not been a robust, engaged review of the guidelines and process for prioritizing capital projects for many years. In addition, a specific issue has been raised about the need to consider the proportionality between sectors in capital improvement recommendations. The MDHE intends to restart work in this area shortly.

For the purposes of this budget recommendation, MDHE staff has endeavored to apply the existing policy guidelines to the projects submitted for consideration in a straightforward manner. The staff has confidence that the recommended priorities are valid in terms of consistency with existing Board policy, and that they reflect sorely needed and worthy investments of state resources.

STATUTORY REFERENCE

Section 163.191, RSMo, State aid to community colleges

Chapter 33.220, RSMo, submission of annual appropriation requests

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the establishment of the remaining Lewis and Clark Discovery projects as the top priorities for any available funding for higher education capital projects and direct the Commissioner of Higher Education to communicate this action to the Governor and General Assembly.

It is further recommended that the Coordinating Board approve the attached Capital Improvement Priorities list and direct the Commissioner of Higher Education to transmit these priorities to the Governor and General Assembly.

It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to work with representatives from COPHE, MCCA, and Linn State to review existing CBHE guidelines on capital improvement priorities and make recommendations for changes to improve the policy, including the addition of a formal methodology for ranking future capital requests.

ATTACHMENT(S)

Attachment A:	Capital Improvement Priorities – Remaining LCDI Projects
Attachment B:	Capital Improvement Priorities – Community Colleges
Attachment C:	Capital Improvement Priorities – Universities and Linn State

COORDINATING BOARD FOR HIGHER EDUCATION

FY 2012 - CAPITAL IMPROVEMENT PRIORITIES

Staff Recommendations

REMAINING LCDI PROJECTS

Missouri State - FREUP Phase I (remaining partial funding)	\$	19,764,645
Truman State -Pershing Building (remaining partial funding)	\$	10,222,081
UM-St. Louis-Benton & Stadler Halls	\$	28,500,000
UM-Columbia-Ellis Fischel Cancer Center	\$	31,182,000
Southeast Missouri State University- Business Incubator	\$	4,500,000
UM-Delta Research Center	\$	2,000,000
UM-Southwest Education & Outreach Center	\$	3,300,000
UM-Graves-Chapple Facility	\$	600,000
UM-Horticulture & Agroforestry Center	\$	3,231,000
UM-Wurdack Farm	\$	600,000
UM-Thompson Farm	\$	725,000
UM-Greenley Learning & Discovery Park	\$	2,000,000
UM-McCredie, Midwest Clayplan	\$	600,000
	\$	<u>107,224,726</u>

**COORDINATING BOARD FOR HIGHER EDUCATION
FY 2012 - CAPITAL IMPROVEMENT PRIORITIES**

Staff Recommendations

COMMUNITY COLLEGES

Ranking	Score	Institution	Project	State Request	Non-State Match	Total Cost
1	7.31	Moberly Area Community College	New Hannibal Area Education Center	\$2,000,000	\$2,800,000	\$4,800,000
2	5.89	North Central Missouri College	Geyer Hall Renovation	\$3,911,300	\$535,000	\$4,446,300
3	5.75	St. Louis Community Colleges	Science Lab Renovations	\$7,000,000	\$3,000,000	\$10,000,000
4	4.91	Mineral Area College	Science/Allied Health Expansion	\$3,426,296	\$3,250,000	\$6,676,296
5	4.67	East Central College	Rolla Regional Campus	\$5,250,000	\$2,460,000	\$7,710,000
6	4.66	Metropolitan Community Colleges	Homeland Security Regional Training Institute	\$1,432,480	\$1,400,000	\$2,832,480
7	4.35	St. Charles Community College	New Life Sciences Facility	\$7,522,500	\$1,327,500	\$8,850,000
8	4.17	Ozarks Technical Community College	New Career Training Center	\$12,000,000	\$0	\$12,000,000
9	3.89	Crowder College	McDonald County Workforce Dev. Center	\$6,000,000	\$0	\$6,000,000
10	3.86	Three Rivers Community College	Health Science Training Center	\$5,933,721	\$1,274,150	\$7,207,871
11	3.77	State Fair Community College	Automotive Technology Building	\$2,127,268	\$0	\$2,127,268
12	3.37	Jefferson College	New Allied Health Building	\$18,901,177	\$0	\$18,901,177
				\$75,504,742	\$16,046,650	\$91,551,392

**COORDINATING BOARD FOR HIGHER EDUCATION
FY 2012 - CAPITAL IMPROVEMENT PRIORITIES
Staff Recommendations**

UNIVERSITIES AND LINN STATE

Ranking	Score	Institution	Project	State Request	Non-State Match	Total Cost
1	6.66	Truman State University	Baldwin/McClain Renovation	\$39,579,690	\$2,347,007	\$41,926,697
2	6.21	Missouri Univ. of Science & Technology	Schrenk Hall Renovation/Addition	\$68,669,000	\$17,166,000	\$85,835,000
3	5.67	Linn State Technical College	Engineering Technology Renovation	\$4,011,253	\$0	\$4,011,253
4	5.59	University of Missouri- Columbia	Lafferre Hall Renovation/Addition	\$50,989,000	\$11,951,000	\$62,940,000
5	5.45	University of Missouri- Kansas City	Miller Nichols Renovation/Addition	\$40,650,000	\$26,550,000	\$67,200,000
6	5.37	University of Missouri- St. Louis	Optometry/Nursing Complex	\$63,098,000	\$15,774,000	\$78,872,000
7	5.31	Southeast Missouri State University	Applied Science Complex	\$37,000,000	\$2,000,000	\$39,000,000
8	5.17	Harris-Stowe State University	Vashon Center Renovation	\$15,793,444	\$2,500,000	\$18,293,444
9	4.56	Northwest Missouri State University	Comm, Fine & Performing Arts	\$5,124,355	\$0	\$5,124,355
10	4.46	Lincoln University	New Science Building	\$32,653,830	\$1,718,622	\$34,372,452
11	4.40	Missouri State University	Ozarks Health & Life Sciences Center	\$72,437,977	\$18,109,494	\$90,547,471
12	4.38	Missouri Southern State Univ.	Reynolds Hall Renovation/Addition	\$34,978,299	\$0	\$34,978,299
13	4.22	University of Central Missouri	New Science and Math Building	\$55,000,000	\$0	\$55,000,000
14	4.15	Missouri Western State University	Potter Hall Renovation/Addition	\$35,136,338	\$0	\$35,136,338
				\$519,984,848	\$98,116,123	\$618,100,971

**COORDINATING BOARD FOR HIGHER EDUCATION
FY 2012 - CAPITAL IMPROVEMENT REQUESTS**

Statewide Issue	<u>State Request</u>	<u>Local Funds</u>	<u>Total</u>
State Historical Society Building & Museum	\$46,500,427	\$0	\$46,500,427

Statutorily Required Request

Engineering Equipment

MU	\$396,000	\$396,000	\$792,000
UMKC	\$64,800	\$64,800	\$129,600
Missouri S&T	\$826,800	\$826,800	\$1,653,600
UMSL	\$62,400	\$62,400	\$124,800
Total Capital Equipment	<u>\$1,350,000</u>	<u>\$1,350,000</u>	<u>\$2,700,000</u>

Engineering Equipment Backlog (2003-2011)

MU	\$2,982,000
UMKC	\$418,800
Missouri S&T	\$5,242,800
UMSL	\$223,200
Total Capital Equipment	<u>\$8,866,800</u>

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for MDHE Operating and Student Financial Assistance Appropriations
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

Staff recommendations for the FY 2012 internal operating appropriation request for the Department of Higher Education and the state student financial assistance programs are included in this section.

A. Coordination

1. Administration

FY11 Core Appropriation	\$1,491,759 (22.58 FTE)
FY12 Core Request	\$1,315,514 (17.58 FTE)

The Missouri Department of Higher Education (MDHE) serves the state system of higher education through the public institutions, the independent colleges and universities, proprietary schools, and more than 406,000 students. Primary responsibilities include statewide planning for postsecondary education, submission of a unified annual budget request, approval/review of new degree programs, administration of state student financial assistance programs and the Federal Family Education Loan Program (FFELP), working collaboratively with K-12 and the Department of Economic Development on P-20 initiatives, and administration of the proprietary school certification program.

The core reduction reflects expenditure restrictions enacted in July of 2010 that will be carried over to FY 2012.

This appropriation also includes the Quality Improvement Revolving Fund that allows the collection of revenue on a cost-recovery basis from workshops and conferences provided by the MDHE to be used to support future workshops and conferences. The fund may also be used for distribution of certain federal money to institutions and more efficient use of proprietary certification funds.

2. Program Distribution

a. Midwest Higher Education Commission

FY11 Core Appropriation	\$95,000
FY12 Core Request	\$95,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Compact (MHEC), naming the CBHE as the administrative agent. All of Missouri's public two- and four-year institutions and numerous independent institutions use the services of MHEC, and some cost savings programs are also available to K-12 school districts. As a member, Missouri participates in the Midwest Student Exchange Program. This program allows Missouri residents to enroll at participating out-of-state institutions at 150 percent of the resident student tuition rates. Other programs include joint purchasing of natural gas and property insurance through pooled arrangements involving member institutions. Missouri, which was one of the original founding states of MHEC, has realized over \$36.8 million in savings since 1990.

b. Improving Teacher Quality Grant (formerly known as the Eisenhower Program)

FY11 Core Appropriation	\$1,782,422	(1 FTE)
FY12 Core Request	\$1,782,422	(1 FTE)

The core appropriation of \$1,782,422 in federal funds comes from a U.S. Department of Education grant to enhance teacher education in mathematics and science, as authorized by Title II of the Elementary and Secondary Education Act. These funds are allocated to projects designed by higher education institutions and qualifying nonprofit organizations in cooperation with eligible K-12 school districts to improve mathematics and science education in grades K-12. In FY 2012, the CBHE will utilize 1.0 FTE for this program.

c. Proprietary School Bond Fund

FY11 Core Appropriation	\$100,000
FY12 Core Request	\$100,000

Section 173.612, RSMo, requires each proprietary school to file a security deposit with the MDHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student records in an acceptable manner upon school closure. The MDHE holds a security deposit from each proprietary school ranging from a minimum of \$5,000 to a maximum of \$25,000. This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

d. Federal and Donated Funds

FY11 Core Appropriation	\$2,000,000
FY12 Core Request	\$2,000,000

This appropriation provides MDHE with spending authority for any private or federal grants received by the agency.

e. College Access Challenge Grants

FY 11 Core Appropriation	\$1,148,535
FY 12 Core Request	\$1,148,535

The MDHE has been awarded a federal College Access Challenge Grant (CACG) of approximately \$1.1 million in federal grant funds for FY 2009 and 2010. The CACG program, enacted in the fall of 2007 by Congress as part of the College Cost Reduction and Access Act, will be used to increase the number of Missouri students who view postsecondary education as a viable option for their futures. For FY 2011, a similar award level as FY 2010 is anticipated.

The MDHE will use the grant to implement a two-pronged approach aimed at increasing the rates of Missourians who attend and succeed in higher education. The activities are focused on increasing financial literacy and awarding competitive grants to build and strengthen outreach activities.

B. Financial Assistance and Outreach

1. Program Distribution

a. Academic Scholarship Program (Bright Flight)

FY11 Core Appropriation	\$16,359,000
FY12 Core Request	\$12,269,250

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top 5 percent of all Missouri students taking the ACT or the SAT during their senior year of high school. The maximum scholarship award is \$3,000 per academic year for students in the top 3 percent of test takers, and \$1,000 for students in the top 4th and 5th percentiles. The top 3 percent must receive a full award (\$3,000) before students in the top 4th and 5th percentiles receive any award. Scholarships are renewable until the first bachelor's degree is received or ten semesters are attended, whichever occurs first. FY 2011 was the first year of implementation of the statutory expansion of this program beyond \$2,000 for the top 3 percent of test takers, and there was a need for additional funding to continue to provide the awards established in law. However, this increase was not funded. In addition, there was a 25% expenditure restriction placed on this program in July of 2010 for FY 2011, and at the direction of the governor's budget office this restriction is being carried forward to FY 2012.

b. Access Missouri Financial Assistance Program

FY11 Core Appropriation	\$82,827,307
FY12 Core Request	\$32,827,307

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's expected family contribution (EFC) and meet the other statutory eligibility

requirements for this scholarship. Because of the continued growth in the number of eligible applicants for this program, and the 60% expenditure restriction placed in this program, the award amounts have greatly decreased in FY 2011. Through a gift from MOHELA, \$30 million was added to the program for FY 2011 and awards for FY 2011 are currently set just below the statutory minimums. For FY 2012 is it not anticipated that there will be \$30 million available from MOHELA or any other source and awards amounts will decrease even farther. The requirement to present offsetting cuts to any funding increase has precluded a formal requested increase, although a request for increased funding is presented in the alternative budget under **Tab K**.

c. Public Service Officer's Survivor Grant Program

FY11 Core Appropriation	\$100,000
FY12 Core Request	\$100,000

This grant provides educational assistance to the spouses and children of certain public employees who were killed or permanently and totally disabled in the line of duty. For FY 2012, it is projected that 20 students will be served by this program. Dependents are eligible up to the age of 24 to receive a grant to enroll in any program leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. The maximum annual grant is the least of the tuition paid by a full-time undergraduate Missouri resident at the University of Missouri-Columbia, or the tuition paid at the institution which the student attends.

d. A+ Schools Program

FY11 Core Appropriation	\$22,413,326
FY12 Core Request	\$22,413,326

The A+ Scholarship component of the A+ School Improvement Program was transferred from the Department of Elementary and Secondary Education (DESE) to the MDHE with Executive Order 10-16 during the 2010 legislative session. The Executive Order became effective August 28, 2010. The A+ Scholarship, which provided approximately \$22 million to about 10,000 students in FY 2010, reimburses tuition and general fees for students who attend A+ designated high schools for three years prior to graduation. While in high school the students must meet certain eligibility criteria, including maintenance of a 2.5 grade point average and a 95% attendance record, as well as performance of at least 50 hours of tutoring or mentoring. Upon high school graduation, eligible students have four years to utilize the A+ benefit at a participating public community college, public vocational or technical school, or two-year private vocational or technical school that meets statutory requirements. Students must attend full-time and maintain a 2.5 grade point average at the postsecondary level.

e. The Vietnam Veteran Survivor Grant Program

FY11 Core Appropriation	\$50,000
FY12 Core Request	\$50,000

This program provides educational grants to eligible survivors of certain Vietnam veterans. For FY 2012, staff projects seven students will receive this grant. To be eligible, an applicant must be a child or spouse of a deceased veteran who served in the military in Vietnam or the war zone in Southeast Asia and who was a Missouri resident when first entering military service and at the time of death. Grant recipients must enroll full-time in programs leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. The maximum grant award is the lower of the actual tuition charged a full-time student at the approved institution where the eligible survivor is enrolled or the average amount of tuition charged for a full-time Missouri resident at the four regional institutions.

f. Marguerite Ross Barnett Memorial Scholarship Program

FY11 Core Appropriation	\$403,750
FY12 Core Request	\$363,375

The Marguerite Ross Barnett Memorial Scholarship Program is the only state-funded scholarship available for part-time students. The scholarship is especially important for individuals already in the workplace seeking to upgrade skills. Projections for FY 2012 indicate approximately 170 students will be served by the program, a decline of 20 students from the FY 2010 level. This is approximately 70 percent of the eligible students that apply for the scholarship. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula.

g. The Kids' Chance Scholarship Program

FY11 Core Appropriation	\$27,750
FY12 Core Request	\$27,750

The Kids' Chance Scholarship Program, established by section 173.254, RSMo, authorizes the Coordinating Board for Higher Education to provide scholarships for the children of workers who were seriously injured or died in a work-related accident or occupational disease covered by workers' compensation and compensable pursuant to chapter 287, RSMo, to attend a college, university, or accredited vocational institution of their choice. In accordance with statute, the director of the division of workers' compensation deposits \$50,000 each year beginning in 1999 until 2018 into the Kids' Chance Scholarship Fund. Awards can only be made using the interest earnings in the fund. The requested amount is set based on the size of the fund (currently \$534,449) and projected interest as the fund continues to grow. Based on the award level offered by the Kids' Chance of Missouri board (the private organization that prompted this scholarship and with which the MDHE cooperates in operating this program), funding will be available in FY 2012 for approximately 11 scholarships for eligible students.

h. Minority Teaching Student Scholarships

FY11 Core Appropriation	\$169,000
FY12 Core Request	\$169,000

The budget for this program was transferred to the MDHE from the Department of Elementary and Secondary Education (DESE) in FY 2010, with administrative authority transferring in FY 2011. The program 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 scholarship is converted to a loan if recipient does not fulfill the obligation to become a certified teacher and teach for five years in a Missouri public school district. Once converted, the loans must be repaid, with interest, within two years. Based on current application numbers, it is anticipated that approximately 50 awards per year will continue to be made through this program.

i. Minority and Underrepresented Environmental Literacy Program

FY11 Core Appropriation	\$82,964
FY12 Core Request	\$82,964

The budget for this program was transferred to the MDHE from the Department of Natural Resources (DNR) in FY 2010, with administrative authority transferring in FY 2011. This 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. This program is projected to serve approximately 16 students for FY 2012.

j. The War Veterans' Survivor Grant Program

FY11 Core Appropriation	\$281,250
FY12 Core Request	\$281,250

HB 1678 (2008) established this new program to provide scholarships to the spouses or children of veterans who were Missouri residents when first entering the military and at the time of their death/injury, and who (1) died as a result of combat action or of an illness contracted while serving in combat or (2) became at least 80 percent disabled as a result of injuries or accidents sustained in combat action. The law allows for a maximum of 25 awards of full tuition (the University of Missouri-Columbia rate is the maximum allowed), provides for up to a \$2,000 room and board allowance, and a \$500 book allowance, per semester. Although this program also allows part-time attendance, this estimate is based on 12 hours of attendance. Based on these amounts, the maximum annual award would be \$11,250, requiring an appropriation of \$281,250 to fund 25 awards.

k. Advantage Missouri Program

FY11 Core Appropriation	\$15,000E
FY12 Core Request	\$15,000E

This appropriation is required to occasionally make refunds to students who had participated in the Advantage Missouri Loan and Loan Forgiveness Program, entered into repayment of the Advantage award, and eventually overpaid their obligation.

l. GEAR UP Program Scholarships

FY11 Core Appropriation	\$450,000E
FY 12 Core Request	\$450,000E

The MDHE was awarded a federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant in 1999, which was intended to help improve the educational attainment of Missouri citizens. The in-school components of the program were completed in 2008 and the remaining function is a scholarship program for eligible students who participated in program activities at GEAR UP high schools. Students are eligible to receive GEAR UP scholarships based on high school performance and financial need. This appropriation allows the MDHE to award scholarships to the approximately 70 students in the program.

C. Missouri Student Loan Program (Federal Funds)

1. Administration

FY11 Core Appropriation	\$11,501,848 (52.09 FTE)
FY12 Core Request	\$11,501,848 (52.09 FTE)

The Missouri Student Loan Program (MSLP) is a guaranty agency for the Federal Family Education Loan (FFEL) program. The program's primary function is to conduct major activities in the areas of collections on defaulted loans, contracts and compliance, early awareness and outreach, and marketing and customer service. The total of outstanding guaranteed loan balances is approximately \$4 billion. The core request is from the Guaranty Agency Operating Fund. No general revenue funds are requested.

2. Guaranty Functions

a. Student Loan Revolving Fund

FY11 Core Appropriation	\$145,000,000E
FY12 Core Request	\$145,000,000E

Section 173.120, RSMo, establishes a revolving fund used solely to pay claims and administer the loan program. An appropriation granting authority to spend is required so that Guaranty Student Loan Program funds may be accessed. Disbursements

include the purchase of defaulted loans, repurchases of defaulted loans by lenders, payments of accrued interest on defaulted loans, and federal reinsurance payments.

b. Collection Agency Invoicing

FY11 Core Appropriation	\$4,000,000E
FY12 Core Request	\$4,000,000E

The department requires that all collection agencies transmit all collections to the MDHE and then submit invoices for their fees. Continued authority in the amount of \$4,000,000 is needed for this purpose.

c. Federal 48-hour Rule Reimbursement

FY11 Core Appropriation	\$500,000
FY12 Core Request	\$500,000

A U.S. Department of Education regulation requires state guaranty agencies to deposit all revenues collected from defaulted borrowers into the state's federal fund within 48 hours of receipt. Authority in the amount of \$500,000 is needed to meet this requirement.

d. Transfer Appropriations

From Federal Student Loan Reserve Fund to Guaranty Agency Operating Fund

FY11 Core Appropriation	\$8,000,000E
FY12 Core Request	\$8,000,000E

From Guaranty Agency Operating Fund to Federal Student Loan Reserve Fund

FY11 Core Appropriation	\$1,000,000E
FY12 Core Request	\$1,000,000E

Federal law requires certain transfers between the guaranty agency operating fund and the federal student loan reserve fund. These appropriations provide the necessary authority to meet these requirements.

e. Tax Refund Offsets

FY11 Core Appropriation	\$250,000E
FY12 Core Request	\$250,000E

Section 143.781, RSMo, gives state agencies the authority to make state tax refund offsets against debts owed to the state agency, including defaulted guaranteed student loans.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the CBHE FY 2012 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for the FY 2012 Additional Budget Transmission
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

As indicated in Tab H, Recommendations for Public Institutions' Base Operating Appropriations, the Office of Administration's Budget Director has instructed agencies not to request funding increases for FY 2012. As such, the MDHE's official recommendation for the FY 2012 budget request does not include requests for increases in state funding. However, there is still value in taking this annual opportunity to put forward a representation of the needs of Missouri higher education, and the development of this additional budget recommendation is being used to accomplish that goal.

ADDITIONAL BUDGET REQUEST

Higher Education Institutions

The additional requests regarding institutional budgets follow the funding policies developed by the Higher Education Funding (HEF) Task Force, adopted by the Coordinating Board in 2008. In preparation of the additional budget, institutions were asked to provide recommendations to MDHE staff about each of the HEF components.

The alternative recommendations for the FY 2012 base operating appropriations for public institutions represent two separate requests for "Maintaining Quality and Opportunity" through funding the core missions. These requests are the top priority, consistent with the HEF policy. In addition, the staff recommends that the additional budget request include a request for "Improving Quality and Opportunity" through a "Maintenance, Repair, and Equipment" strategic initiative and a separate request for "Rewarding Quality and Results" through a performance funding pilot.

Maintaining Quality and Opportunity – Core Missions

"Maintaining Quality and Opportunity" involves the support of institutions' core missions through stable and increased state appropriations to fund established programs and services and to meet fixed cost increases. MDHE staff recommends the advancement of this goal by an increase in institutions' operating budgets.

The FY 2012 recommendation is a \$33.7 million increase in institutions' base budgets, which represents a 3.7% increase over the FY 2011 base budget. This increase represents approximately two years of inflation that has not been addressed with state funding increases. This investment would be used to maintain college and university programs and services at existing levels while mitigating against tuition and fee increases. This request may provide minimum cost-of-living increases for employees; address mandatory increases in benefit costs; and assist in meeting increased costs in library acquisitions, utilities, scholarships, and general equipment. While the amount of this request is not sufficient to truly meet the basic inflationary costs facing institutions, especially in the face of growing enrollments, it would provide some acknowledgment of these costs with sensitivity to the state's fiscal condition.

Maintenance, Repair, and Equipment – Strategic Initiative

Maintenance, Repair, and Equipment (MRE) is a strategic initiative designed to support the retention of value of the physical assets in public higher education and improve the teaching and learning environment for students, faculty, and staff at Missouri's colleges and universities.

MRE would also recognize that the provision and maintenance of up-to-date computer systems is a basic utility, nearly as important as power and water on today's college campus. Additional resources provided by this initiative will support better prepared graduates to compete successfully in the 21st century.

The outcomes of this initiative are:

- Updated facilities to address critical safety and accessibility issues
- Increased usage of environmentally friendly and efficient utility systems
- Increased support for the preservation of facilities to prevent early deterioration and more costly replacement or major repair
- Increased support for addressing deferred maintenance and repair to bring buildings and equipment back up to standards
- Increased support for the replacement and modernization of information technology

This initiative seeks to distribute to each institution funding equal to 1.5% of an institution's facility replacement value. The total request is for \$119.5 million and the distribution is illustrated on the attachment. Many of the institutions that supported the presentation of a strategic initiative, including COPHE as a group and Linn State, support the concept of a maintenance and repair-focused initiative.

Rewarding Quality and Results – Performance Funding

The purpose of this \$500,000 performance funding request is to reward institutions based on improvement as measured against past performance or for maintenance of a high degree of performance relative to external benchmarks. This appropriation will provide a nominal reward to participating institutions based on their certificate, associate degree, and baccalaureate degree recipients' performance on licensure and certification exams. These tests represent a direct

connection to employment in a given field and success demonstrates that graduates are ready for jobs. Funding will be made available to institutions later in FY 2012 after exam results are reported and analyzed. This request will also be used to demonstrate to legislators that performance funding has integrity, works in a logical fashion, and addresses issues of relevance to everyday Missourians and their elected officials. A return to performance funding was recommended in the past several budgets and is also included as one of the three HEF components. Limited funding can demonstrate higher education's commitment to re-establishing performance funding when resources become available, or when performance-related components may be incorporated more centrally into revised funding policies.

Student Financial Assistance

Academic Scholarship Program (Bright Flight)

FY11 Core Appropriation	\$12,269,250
FY12 Requested Increase	\$4,089,750

The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who have a composite score in the top 5 percent of all Missouri students taking the ACT or the SAT during their senior year of high school. The maximum scholarship award is \$3,000 per academic year for students in the top 3 percent of test takers, and \$1,000 for students in the top 4th and 5th percentiles. The top 3 percent must receive a full award (\$3,000) before students in the top 4th and 5th percentiles receive any award. FY 2011 was the first year of implementation of the statutory expansion of this program beyond \$2,000 for the top 3 percent of test takers, and there was a need for additional funding to continue to provide the awards established in law. However, this increase was not funded. In addition, there was a 25% expenditure restriction placed on this program in July of 2010 for FY 2011, and at the direction of the Governor's budget office this restriction is being carried forward to FY 2012. This request is to replace that restricted funding and restore the previous purchasing power of the scholarship.

Access Missouri Financial Assistance Program

FY11 Core Appropriation (actual)	\$62,827,307
FY12 Requested Increase	\$30,000,000

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's expected family contribution (EFC) and meet the other statutory eligibility requirements for this scholarship. Because of the continued growth in the number of eligible applicants for this program, and the 60% expenditure restriction placed in this program, the award amounts have greatly decreased in FY 2011. Through a gift from MOHELA, \$30 million was added to the program for FY 2011 and awards for FY 2011 are currently set just below the statutory minimums. For FY 2012 it is not anticipated that there will be \$30 million available from MOHELA. This increase intended to acknowledge the loss of that \$30 million for FY 2012 and, if funded, prevent further erosion of the award amounts and may make it possible to maintain the percentage of the minimum awards paid in FY 2011.

Missouri Returning Heroes' Education Act

FY12 New Decision Item Request

\$841,143

SB 380 (2008) created the Missouri Returning Heroes' Education Act that requires public institutions of higher education to charge no more than \$50 per credit hour for certain veterans. Institutions may include information about the amount of tuition waived pursuant to the act in their budget requests to the CBHE, and the CBHE may include that information in its budget recommendations to the Governor and the legislature. This request reflects the amount of tuition expected to be waived pursuant to this program during the 2009-10 academic year that was not reimbursed to institutions by the state.

Conclusion

With the state facing unprecedented fiscal challenges and the national and state economies continuing to struggle, there is simply very little, if any, revenue available to address financial needs in state government, including higher education. While the higher education community is committed to continuing to seek ways to operate more efficiently and accommodate rapidly growing enrollments, affordable programs and services of quality cannot be maintained indefinitely with existing resources. The formal request for FY 2012 adheres to the conditions put forth by the Office of Administration. However, this additional set of recommendations has been developed and is recommended to be communicated in the transmission of the unified FY 2012 budget request sent to the Governor and the General Assembly so that policy makers can be aware of the fact that additional investment in higher education is needed in order maintain quality programs and services while higher education also positions itself to meet the urgent challenges of human development and workforce preparation for the new global economy.

STATUTORY REFERENCE

Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university

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

RECOMMENDED ACTION

It is recommended that the board direct the Commissioner of Higher Education to transmit the additional budget request to ensure the Governor and the General Assembly are aware of the magnitude of need faced by higher education institutions for maintaining quality and opportunity.

ATTACHMENT

MRE – Maintenance, Repair, and Equipment Strategic Initiative

**MRE - Maintenance, Repair, and Equipment
Strategic Initiative**

	Replacement Value*	1.5% of Replacement Value
Crowder College	\$48,940,000	\$734,100
East Central College	\$50,775,073	\$761,626
Jefferson College	\$89,480,192	\$1,342,203
Metropolitan Community College	\$283,166,626	\$4,247,499
Mineral Area College	\$43,543,000	\$653,145
Moberly Area Community College	\$42,526,721	\$637,901
North Central MO College	\$26,362,401	\$395,436
Ozarks Technical Community College	\$81,600,632	\$1,224,009
St. Charles Community College	\$92,570,000	\$1,388,550
St. Louis Community College	\$383,000,000	\$5,745,000
State Fair Community College	\$44,324,792	\$664,872
Three Rivers Community College	\$35,736,000	\$536,040
Community Colleges subtotal	\$1,222,025,437	\$18,330,382
Linn State Technical College	\$46,082,695	\$691,240
Harris-Stowe State University	\$82,374,132	\$1,235,612
Lincoln University	\$190,646,827	\$2,859,702
MO Southern State University	\$194,241,606	\$2,913,624
MO State University	\$388,002,482	\$5,820,037
MO Western State University	\$284,990,818	\$4,274,862
Northwest MO State University	\$224,591,473	\$3,368,872
Southeast MO State University	\$482,000,000	\$7,230,000
Truman State University	\$208,247,265	\$3,123,709
University of Central Missouri	\$342,659,115	\$5,139,887
University of Missouri System	\$4,303,106,822	\$64,546,602
Universities subtotal	\$6,700,860,540	\$100,512,908
GRAND TOTAL	\$7,968,968,672	\$119,534,530

*Does not include auxiliary facilities.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed Legislation for Next Session
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

MDHE staff has identified the following legislative issues the Board may wish to determine whether to take a position on and/or direct staff to pursue during the 2011 legislative session.

- 1) *Proprietary school certification standards.* The CBHE is on record from last year's legislative session that statutes that govern proprietary school certification should be strengthened to enhance consumer protection and to increase the rigor of the certification process. This proposal made significant progress during the 2009 legislative session but did not ultimately pass.
- 2) *Proprietary school certification program late fees.* In many instances, proprietary schools' failure to submit materials (recertification applications in particular) by established deadlines results in delays in reviews that impact all schools in the renewal process. At present the options for encouraging schools to submit materials in a timely manner are extremely limited.
- 3) *GPA renewal requirement for Access Missouri.* Legislation was introduced last session that would change the required GPA for renewal of an Access Missouri award to a 2.0 on a four point scale for students with less than sixty credit hours. Currently, a student must earn a 2.5 GPA on a four point scale to renew an initial Access Missouri award, regardless of credit hours earned. Beginning with the 2010-2011 academic year, an applicant with less than sixty semester hours must demonstrate a 2.0 GPA on a four point scale and an applicant with more than sixty semester hours must demonstrate a 2.5 GPA on a four point scale, or an equivalent.
- 4) *Unit record data from independent institutions.* All public postsecondary institutions currently share student unit record data with the MDHE as part of the Enhanced Missouri Student Achievement Study (EMSAS). Independent institutions do not currently share equivalent data, which results in a large gap in the state's data systems. The Commissioner is working with independent institutions to seek the development of a voluntary pilot proof of concept project involving the sharing of unit record data from a sample of independent institutions. Legislation related to the sharing of unit record data should only be pursued if all other approaches fail.

STATUTORY REFERENCE

Sections 173.608 and 173.618, RSMo, Proprietary school certification

Coordinating Board for Higher Education
September 9, 2010

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct MDHE staff regarding pursuit of any legislative initiatives during the 2011 legislative session.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Mission Review
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

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

Background

The Coordinating Board for Higher Education (CBHE) has statutory responsibility to conduct a review of the missions of the public institutions every five years. After several years of inaction due to limited staffing, the CBHE reintroduced mission review in December 2008 as a phased collaborative initiative between MDHE and all public institutions. MDHE staff reviewed mission documents provided by the institutions. MDHE staff completed the review as identified in the first Phase and prepared draft reports for all public institutions. Each institution had the opportunity to review and comment on the draft reports before the final performance report was written. In the course of the review exercise, community college leadership requested that MDHE review the mission of the community colleges as a collective sector based on a new mission statement proposed by the Missouri Community Colleges Association (MCCA). MDHE staff conducted that supplemental review and communicated the findings to the institutions for comments and clarifications.

Conclusions and Recommendations: Community Colleges

- Missouri's community colleges, as individual institutions and as a sector, fulfill the statewide CBHE-approved mission through appropriate academic and vocational programs, economic development activities, partnerships, and responsible stewardship of state resources.
- The community college sector is, and will continue to be, essential to the state's effort to achieve both national and state-level educational goals.
- There is an almost uniform absence in the materials submitted by the institutions about performance measures and indicators of success in meeting the mission/goals of each institution and its strategic plan. In addition, as is the case with many strategic plans, there are many elements, e.g., character development, that are difficult to measure, if they can be measured at all.
- In many cases, it is not clear how the institutions communicate their mission, goals and values to students, faculty, external stakeholders, and to the people of Missouri.

Coordinating Board for Higher Education
September 9, 2010

- There is a lack of evidence that many institutions do sufficient advertising or promotion of their success and areas of excellence to have a positive impact on the Missouri public.
- An analysis of the statewide program inventory shows that the community college sector has made a priority the development of courses in the science, technology, engineering and mathematics (STEM) fields to prepare the state's high-tech workforce. The CBHE should encourage continued efforts in these areas, and encourage greater collaboration among the community colleges and the four-year institutions in developing these fields.
- The CBHE should conduct further research and analysis to identify program overlap and duplication of programs and recommend ways to use program resources more efficiently and effectively.
- The current CBHE-approved mission for community colleges should be revised to better reflect the expanded role of community colleges in Missouri's public system of higher education. The CBHE should direct the MDHE to work with the MCCA to revise the mission statement for the community colleges.
- Missouri State University-West Plains is not a community college in the traditional sense. It may be appropriate for the CBHE to review its approved mission based on its unique status within the state's system of higher education.

Conclusions and Recommendations: Linn State Technical College

- Linn State may wish to revise its mission statement to describe better its primary goals and to align its institutional mission and vision with its statewide mission.
- There were many impressive elements in the college's strategic plan, in particular the planning priorities and the assumptions on which they are based. The institution may benefit from reviewing both the strategic plan and the long-range goals documents in order to effectively and clearly articulate the relationship between the two.

Conclusions and Recommendations: Four-Year Sector

- The CBHE should re-evaluate the relevance of assigning statewide missions to institutions, especially given the impact that technology has had in providing opportunities for students across the state to access academic programs through distance education. The CBHE-approved mission statements should be revised and updated because some are dated, imprecise, or obsolete.
- There is an almost uniform absence in the materials submitted by institutions about performance measures and indicators of success in meeting the mission/goals of each institution and its strategic plan. In addition, as is the case with many strategic plans, there are many elements, e.g., character development, that are difficult to measure, if they can be measured at all.
- In many cases, it is not clear how the institutions communicate their mission, goals and values to students, faculty, external stakeholders, and to the people of Missouri.
- There is a lack of evidence that many institutions sufficiently advertise or promote their success and areas of excellence to have a positive impact on the Missouri public.
- An analysis of the statewide program inventory suggests the need to put more focus on developing science, technology, engineering and mathematics (STEM) fields to prepare the state's high-tech workforce.

- The name “Missouri University of Science and Technology” raises the question of the appropriateness of the “university” designation within the 4-campus university system. This name suggests that there is a university within the University of Missouri.
- Data demonstrate that entering students at several institutions do not meet admissions guidelines associated with the institution’s selectivity designation. Seven institutions do not meet the requirements under the CBHE-designated admissions guidelines suggesting that the designations are more indicative of aspirations for the characteristics of entering students rather than actual preparation of entering students. The CBHE may wish to consider the viability of having admissions selectivity designations and if reaffirmed, whether there should be consequences for institutions that do not meet the admissions requirements.
- The CBHE should do further research and analysis on ways to reduce program overlap and unnecessary duplication in order to use resources more efficiently and effectively.

STATUTORY REFERENCE

Section 173.030 (7), RSMo

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the Mission Review Performance Report.

It is further recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education, in consultation with the presidents and chancellors, to take all appropriate and necessary actions to implement the recommendations contained in the Mission Review Performance Report.

ATTACHMENT(S)

Mission Review Executive Summary

The Mission Review Final Report will be provided under separate cover.

Executive Summary

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Executive Summary

The Coordinating Board for Higher Education (CBHE) is required by statute [RSMo 173.030 (7)] to conduct, in consultation with the state's public four-year institutions, technical colleges, and community colleges, a review every five years of the mission of each institution in Missouri's public system of higher education. The purpose of the review, as set forth in the statute, "is to insure 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."

Context for Mission Review

In July 2008, the CBHE adopted "*Imperatives for Change: Building a Higher Education System for the 21st Century*" (IFC) as the statewide coordinated plan for Missouri's higher education system. It is a public plan to promote improvement in all sectors of higher education and to establish public reporting about the priorities and performance of the entire system. Mission review of public institutions is central to supporting the goals of *Imperatives for Change* and is critical to ensuring optimal performance, transparency, and public accountability for the state's system of higher education.

Formal mission review of public institutions began in fall 1995. Annual reports were provided to the CBHE on the overall success of the system in addition to contributions of each institution in meeting their mission implementation plans. For several years, no mission reviews were conducted due to leadership turnover and limited staffing. With the addition of academic affairs staff and the adoption of *Imperatives for Change* as a foundation for improving higher education through coordinated planning, the CBHE reintroduced mission review in December 2008 as a phased collaborative initiative between the Missouri Department of Higher Education (MDHE) and all public institutions.

The CBHE identified the following benefits as a foundation for reinstating a formal mission review process:

- Production of a current profile of the higher education system in Missouri
- Identification of best practices to better disseminate information about institutional successes
- Measurement of progress using agreed-upon benchmarks
- Identification of unique programmatic strengths of each institution while exploring potential synergies – especially regionally but also statewide
- Identification and promotion of opportunities for collaboration
- Providing an objective platform for finding and justifying increased funding

Mission Review Process

In the first phase of the mission review process, MDHE staff reviewed mission documents submitted by institutions, which typically consisted of a current mission statement, a vision statement, core institutional values, strategic planning documents, and the CBHE-approved statewide mission. The staff also used the documents provided by the institutions to highlight areas of excellence and to assess alignment with statewide goals outlined in *Imperatives for Change*. MDHE staff developed a uniform procedure to analyze and report on each institution's CBHE-approved statewide mission, strategic plan,

official inventory of academic programs offered, partnership inventory of collaborative relationships with outside stakeholders and organizations, and support for critical state needs and priorities based on results of a crosswalk between the mission documents and the IFC goals and indicators. The appendices at the end of this final report outline the methodology and criteria that were used to conduct the mission review of each public institution.

Toward the end of 2009, MDHE staff completed the first phase of mission review, generated preliminary findings, and prepared draft reports for all institutions. Each institution had the opportunity to review and comment on the draft reports before the final performance report was written. Many institutions submitted additional materials to address areas of concern. After receiving input from the institutional leaders, MDHE staff collaborated with them to ensure the comprehensiveness and accuracy of the data reviewed. Staff then revised and finalized a mission review report for each institution.

In the course of conducting mission reviews, community college leadership requested that MDHE review the mission of the community colleges as a collective sector based on a new mission statement proposed by the Missouri Community Colleges Association (MCCA). MDHE staff conducted that supplemental review and communicated the findings to the institutions for comments and clarifications. Their input was incorporated into the final mission review report for each institution.

Summary of Findings

The mission statements of some institutions are poorly worded and confusing. The current mission statements of some of the public universities do not align with their CBHE-approved mission. In some cases, the CBHE-approved mission on file is outdated.

The review of mission-related documents submitted to the MDHE found that the institutions lack indicators and specific performance measures to provide evidence associated with realizing their institutional missions, meeting institutional goals, and achieving programmatic excellence in areas of focus. The level of detail provided about existing partnerships and identification of opportunities for greater collaboration was limited.

Mission materials demonstrated evidence of conceptual alignment between the mission statements of many of the institutions and the statewide plan for higher education, *Imperatives for Change* (IFC). Under Senate Bill 389, public institutions were required to identify at least two indicators for measuring their performance. However, more information is needed to assess the degree of alignment between each institution's mission and the goals of IFC.

Many of the institutions did not include their admissions selectivity designation in the mission statements provided to MDHE. Additionally, there is evidence that the admissions selectivity designations established more than 15 years ago represent aspirational goals rather than actual performance. This discrepancy between aspiration and actual performance suggests the need for the CBHE to revisit the relevance of the selectivity categories.

Analysis of the official program inventory for each institution shows the need to focus on developing more academic programs in the science, technology, engineering and math (STEM) fields in order to adequately prepare the state's high-tech workforce.

Mission Review Analysis of Public Universities

The MDHE staff used a set of criteria to conduct a uniformed analysis of the documents submitted by each public university to assess how well the institution was fulfilling its assigned mission. The following are results from that assessment and recommendations that the CBHE and the universities might adopt to achieve improved performance by the Missouri public higher education institutions.

CBHE-Approved Mission Statement

MDHE staff reviewed each institution's mission statement and supporting documents and analyzed them in the context of the CBHE-approved mission for that institution. The mission statements of some institutions are poorly worded and confusing. The current mission statements of some institutions do not align with their CBHE-approved mission. In some cases, the CBHE-approved mission on file is outdated. For example, Missouri Western State University is listed as a bachelor's level open enrollment university. But since the last mission review in 2002, the institution's name was changed and it was given a statewide mission of applied learning and authorized by the legislature to offer graduate degrees. Although the CBHE designated Harris-Stowe State University as an open-admissions institution in 2003, the CBHE-approved mission on file lists the institution as moderately-selective.

Several institutions may wish to revise their institutional mission statements to better describe their primary goals, declare their aspirations, and to align their mission and vision with the CBHE-approved mission.

Strategic Plan Analysis—Overview

The state's four-year public institutions have well-defined strategic visions and comprehensive strategic plans. One area of concern is that many goals in institutional strategic plans are not linked to an accountability measure, which makes it difficult, if not impossible, to assess the institution's progress toward achievement of its goals. Many institutions' strategic planning would benefit from an explicit incorporation of the larger statewide objectives, especially in relation to measuring student learning outcomes, improving completions in critical fields of study, and reporting efficiency measures such as graduation rates.

Few strategic plans provided clear explanations for how an institution's goals will benefit the state, serve the citizens of Missouri, and provide quality education to its students. In several instances there was a lack of clarity between the institution's vision and its plan for realizing that vision. Several plans provided a clear statement of what the institution aspires to, but did not clarify the means by which it seeks to achieve its goals.

Areas of Excellence

Missouri's public universities can boast about several areas of excellence that were identified in the mission review process. There is a commitment to quality by all institutions in the state's system of higher education. Of particular note is the accomplishment of Northwest Missouri State University in winning four Missouri Quality Awards between 1997 and 2008. The Missouri Quality Award is the official state recognition for excellence in quality leadership. The university also qualified twice for site visits by Malcolm Baldrige National Quality Award evaluators.

Missouri's public universities offer nationally ranked academic programs with specialized professional accreditation in disciplines ranging from business to criminal justice and environmental management. Many of the institutions have received national recognition for their academic programs including: the Theodore M. Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning (Missouri Southern State University); and the Christa McAuliffe Award for Excellence in Education, Science and Math (Southeast Missouri State University).

Areas of excellence also include programs for student enrichment, engagement and support services such as the Prairie Lands Writing Project at Missouri Western State University, the Missouri Academy of Science, Mathematics, and Computing at Northwest Missouri State University; and the Joseph Baldwin Academy for Eminent Young Scholars at Truman State University.

Through partnerships with the U.S. Department of Defense, the Department of Agriculture, the National Science Foundation, and various state agencies, Missouri public universities provide exemplary research, community service, and outreach to meet societal needs in health care, aviation and traffic safety, law enforcement training, and emergency management for rural areas.

Missouri students have made academic achievements and won national and international recognition in a variety of fields including the Van Cliburn International Piano Competition and the Metropolitan Opera National Council Competition.

Program Inventory—Overview

The program inventories of Missouri's four-year public institutions are well aligned with their institutional and state-mandated missions. However, there are some areas for which further research and analysis are recommended. They include the extent of program overlap and duplication, and an analysis of enrollments, persistence rates, and completion rates that might reveal underutilized program resources.

Partnerships

All Missouri public universities have strong partnerships with other educational institutions, community groups, and business and industry. The CBHE should encourage the formation of more partnerships and collaborations to make higher education more accessible, affordable, and efficient.

Alignment between Institutional Mission and *Imperatives for Change*

Some institution's strategic planning documents are misaligned with either the institutional mission statement or the CBHE-approved mission or both. These institutions may consider updating their strategic plans to include additional learning objectives that correlate directly to the CBHE-approved mission and to the goals and objectives of *IFC*.

For many institutions, there is conceptual alignment between the primary goals of *Imperatives for Change* and the university's mission documents, but there is no direct connection to the *IFC* goals, objectives, and indicator measures. As the institutions move forward in their strategic planning cycle, they may wish to incorporate additional measurements and key performance indicators linked with the *IFC* goals and objectives, especially in areas that meet critical statewide needs.

Mission Review Analysis of Linn State Technical College

Linn State Technical College occupies a unique position in the Missouri system of higher education. The college represents an education sector by itself as the state's only public institution with a statewide mission to deliver associate degrees in specialized technical fields.

The college is fulfilling its statewide mandate. The institution's mission documents demonstrate a nuanced understanding of strategic planning, and focus on many critical elements needed to create a nurturing learning environment.

There were many impressive elements in the college's strategic plan, in particular the planning priorities and the assumptions on which they are based. The institution may benefit from reviewing both the strategic plan and the long-range goals documents in order to effectively and clearly articulate the relationship between the two.

Missouri's projected needs for a high-tech workforce are addressed by technical program offerings at the college, such as nuclear technology and biomedical engineering.

The college should promote and publicize its programs, success, and areas of excellence to the Missouri public.

Mission Review Analysis of Community Colleges

Missouri's community colleges, as distinct institutions and as a sector, provide significant contributions to the state. They are instrumental in moving the state forward in pursuit of the goals contained in the public strategic plan for higher education, *Imperatives for Change*. Community colleges provide technical and vocational programs, including associate of applied science degrees and certificate programs that support workforce development in critical fields such as health care and technology. Additionally, several Missouri community colleges offer programs in alternative energy that could contribute to economic development in their region of service.

Community colleges also provide strong general education curricula that prepare students for transfer and further study. They offer career and technical programs that prepare students for entry into or advancement in the workforce, or further study. They also are the primary providers of developmental course work and support services for learners who are underprepared for college-level work, a function crucial to increasing the educational attainment of Missourians.

The role and scope of community colleges have changed significantly over the past decade. The overall importance of the community colleges in Missouri's public system of higher education has grown as well. The community college sector is, and will continue to be, essential for achieving both national and state-level educational goals.

CBHE-Approved Mission for Community Colleges

Associate degree-granting institutions with open enrollment admissions specializing in workforce development; Missouri's lead institutions in delivering postsecondary technical education in partnership with the state's area vocational technical schools.

This mission statement was approved by the CBHE in June 1996. In October 2000, the CBHE approved the community colleges' mission implementation and targeted service initiatives for FY 2002 – FY 2006.

MCCA Proposed Community College Mission Statement

As comprehensive, open access institutions of higher learning, Missouri's community colleges serve the diverse learning, workforce, and economic development needs of their communities. This is accomplished through, but not limited to, the following:

- *Associate degrees with strong general education curriculums that meet Missouri general education requirements preparing students for transfer and further study*
- *Career and technical programs and technical/paraprofessional training for credit (via certificates and AAS degrees) that prepare students for entry into or advancement in the workforce and/or further study*
- *Developmental course work and support services for learners who are underprepared for college-level work*
- *Workforce training and certificates that upgrade skills or support retraining in both credit and non-credit formats*

- *Dynamic, customized training programs for business/industry in both credit and non-credit formats*
- *A vast array of support services for students (e.g., academic advisement, assessment, articulation, career planning and job placement, counseling, library and learning resources, and financial aid) to facilitate the development of knowledge, skills, and abilities needed to achieve their educational, professional, and personal goals*
- *Globalized curricula, international exchange programs, and study abroad opportunities designed to develop competencies desired in a global economy*
- *Distance learning opportunities*
- *Programs, courses, and services for special student groups, such as students with disabilities, students with limited English proficiency, and talented and gifted persons*
- *Continuing education courses, including professional development, recreation, and personal development courses*
- *Articulated course work, dual credit, and dual enrollment opportunities for students who are prepared for college-level work*
- *Ongoing assessment of students, programs and services*
- *Advisory boards for programs and services and a broad range of opportunities for community engagement*
- *Assistance to small businesses through business development, incubation, and delivery of training for new and existing employees in small business settings*
- *Off-campus and on-campus learning experiences that prepare students to achieve career and educational goals and to succeed in a global environment*

Analysis and Alignment with CBHE-Approved Mission and MCCA-Proposed Mission

Missouri's community colleges have a well-defined mission and clear mission statement. Moreover, all community colleges have programs that align appropriately both with the current statewide mission for community colleges and with the MCCA-proposed mission statement. All institutions in the sector are fulfilling their collective statewide mission through appropriate academic and vocational programs, economic development, partnerships, and responsible stewardship of state resources.

Strategic Plan

Generally, the community colleges have well-defined strategic visions and comprehensive strategic plans, which are aligned well with both with the CBHE-approved and MCCA-proposed missions. Several institutions, however, have strategic plans needing further development. Additionally, the following overall observations apply to the community college sector:

- Few strategic plans provided clear explanations for how the college's goals will benefit the state, serve the citizens of Missouri, and provide quality education to its students.
- In many cases, strategic goals and objectives were not linked to an accountability measure, which makes it difficult, if not impossible, to assess institutional achievement toward its goals.
- In several instances there was a lack of clarity between the college's vision and its plan for realizing that vision. Several strategic plans provided a clear statement of what the institution aspired to, but did not clarify the means by which to achieve its goals.

Program Inventory

The program inventories of Missouri's community colleges align with the CBHE-approved mission and with the MCCA-proposed new mission statement.

The following are areas in which further research and analysis are recommended:

- the extent of program overlap and duplication;
- the extent to which programs are delivered in partnerships with vocational and technical schools; and
- data on enrollments, persistence rates, and completion rates that might reveal under-utilized program resources.

Partnerships

All community colleges have strong partnerships with other educational institutions, community groups, and business and industry. The colleges should provide more evidence of their required partnerships with vocational and technical schools to deliver programs in their service areas. The CBHE should encourage the development of even more partnerships to make higher education more accessible, affordable, and efficient.

Alignment between *Imperatives for Change* and Institutional Mission

As a sector, there is solid alignment between *Imperatives for Change* and the community colleges' mission. Without exception, there is conceptual alignment with some *IFC* performance indicators and each institution's strategic plan. In many cases, there is strong alignment with many *IFC* indicators. As individual colleges move forward with strategic planning, they may wish to consider further strengthening the alignment with *Imperatives for Change*. This would provide further evidence of the sector's commitment to addressing statewide needs.

Analysis and Recommendation for New Community College Mission

The results of the mission review of the state's community colleges, both as individual institutions and as a sector, indicate that the community college mission statement should be revised to encompass the totality of services provided by community colleges and to further distinguish their mission from that of the public four-year institutions.

The mission statement for community colleges proposed by the MCCA better reflects the comprehensive nature of community colleges compared to the current CBHE-approved statement. However, the MCCA-proposed mission statement has some shortcomings. For example, the use of the word "comprehensive" in the context of higher education connotes an institution that grants the full range of academic degrees. Such a term would not be applicable or appropriate in assigning the mission of the community colleges.

The CBHE, MDHE staff, and the community college leadership should continue discussions leading to a draft mission statement that will better encompass the roles, functions, expectations and responsibilities of Missouri's community colleges in a changing, knowledge-based, and globally competitive economy.

Conclusions and Recommendations

- The CBHE should re-evaluate the relevance of assigning statewide missions to institutions, especially given the impact that technology has had in providing opportunities for students across the state to access academic programs through distance education. The CBHE-approved mission statements should be revised and updated because some are dated, imprecise, or obsolete.
- There is an almost uniform absence in the materials submitted by institutions about performance measures and indicators of success in meeting the mission/goals of each institution and its strategic plan. In addition, as is the case with many strategic plans, there are many elements, e.g., character development, that are difficult to measure, if they can be measured at all.
- In many cases, it is not clear how the institutions communicate their mission, goals and values to students, faculty, external stakeholders, and to the people of Missouri.
- There is a lack of evidence that many institutions sufficiently advertise or promote their success and areas of excellence to have a positive impact on the Missouri public.
- An analysis of the statewide program inventory suggests the need to put more focus on developing programs in the science, technology, engineering and mathematics (STEM) fields to prepare the state's high-tech workforce.
- Data demonstrate that entering students at several of the universities do not meet admissions guidelines associated with the institution's selectivity designation. Seven institutions do not currently meet the requirements under the CBHE-designated admissions guidelines. This suggests that the designations are more indicative of aspirations for the characteristics of entering students rather than actual preparation of entering students. The CBHE may wish to consider the viability of having admissions selectivity designations and if reaffirmed, whether there should be consequences for institutions that do not meet the admissions requirements.
- Linn State Technical College may wish to revise its mission statement to better describe its primary goals and align its institutional mission and vision with its assigned statewide mission. There were many impressive elements in the college's strategic plan, in particular the planning priorities and the assumptions on which they are based. The institution may benefit from reviewing both the strategic plan and the long-range goals documents in order to effectively and clearly articulate the relationship between the two.
- Missouri's community colleges, as individual institutions and as a sector, fulfill the statewide CBHE-approved mission through appropriate academic and vocational programs, economic development activities, partnerships, and responsible stewardship of state resources.
- The current CBHE-approved mission for community colleges should be revised to better reflect the expanded role of community colleges in Missouri's public system of higher education. The

CBHE should direct the MDHE to work with the MCCA to revise the mission statement for the community colleges.

- Missouri State University-West Plains is not a community college in the traditional sense. It may be appropriate for the CBHE to review the institution's approved mission based on its unique status within the state's system of higher education.
- The CBHE should do further research and analysis on ways to reduce program overlap and unnecessary duplication in order to use resources more efficiently and effectively.

Based on the findings of the mission review exercise, there is a need to hold further discussions with stakeholders about aligning the mission of the institutions with the statewide strategic plan. Further discussion is also needed about specific mission focus, the relevance of assigning a statewide mission, viability of the admissions selectivity designation, and specific programmatic focus.

Appendix A: Mission Review Methodology

Methodology, Goals, and Objectives

The main purposes of mission review were to identify the unique mission and goals of each institution, and to provide feedback on ways to serve Missouri better through coordination and continuous improvement. To that end, MDHE staff sought to:

- assess current institutional mission statements against those last approved by the CBHE;
- identify the extent of alignment of the goals, strategic issues, and measures of success in *Imperatives for Change* with each institution's mission;
- identify areas for collaboration and continuous improvement in delivery of academic programs;
- identify indicators to provide evidence to outside accrediting bodies and other stakeholders of progress in achieving mission goals; and
- collect additional information about each institution to identify potential centers of excellence and partnerships.

Phase I

During Phase I of the review, MDHE staff analyzed the documents submitted by each institution within the context of *IFC* and any additional state priorities established by the CBHE. MDHE staff also reviewed CBHE board items related to mission review, the CBHE policy for conducting mission review, and the pertinent state statutes related to mission review.

MDHE staff reviewed mission documents provided by the institutions, which typically consisted of a mission statement, a vision statement, core institutional values, strategic planning documents, and the CBHE-approved mission. Staff identified major themes and intended outcomes explicit or implicit in each document, questions, issues, and other matters addressed (or not addressed) in the documents, and summarized the intent, focus, and goals of each. Using the same methodology, staff also examined each institution's program inventory and partnership inventory to assess the extent to which these aligned with both the institution's mission and the CBHE-approved mission. MDHE staff also identified areas of convergence between *IFC* goals and objectives and institutional mission documents.

MDHE staff next created a "crosswalk" to identify areas of convergence between *IFC* goals and objectives and institutional mission documents. The crosswalk report was color coded to indicate an exact correlation, one that is both conceptually aligned and explicitly stated in the institution's mission documents; the institution's mission documents and the *IFC* are aligned conceptually, and the institution's mission documents and the *IFC* express the concept in similar, although not explicit or exact, language; or only conceptual alignment with a goal, objective, or indicator listed in *IFC*. The crosswalk also identified when an *IFC* indicator was not listed as an institutional priority or was not reported in the institution's mission documents.

This information was reviewed further by senior staff, and compiled into a set of working papers. The working papers were distilled into summary reports that sought to identify broad themes common to many institutions or sectors, and also to identify concerns specific to each institution. Staff also included requests for additional information and material to address concerns not included in the initial mission documents provided by the institution. Additional information was also requested about identified areas that have potential to be centers of excellence for the institution.

Phase II

MDHE staff prepared reports of the analysis and findings for each public institution, and submitted them to the institutions for review and comment. MDHE staff and institutional leaders discussed the drafts to ensure the comprehensiveness and accuracy of each report.

The draft mission review reports contained summary analyses of the following:

- Mission statements and supporting documents provided by the institutions
- The CBHE-approved mission
- Strategic plan and supporting documents provided by the institutions
- Areas of institutional excellence and outstanding programs
- Inventory of programs offered by the institution
- Partnerships and collaborative relationships with outside stakeholders and organizations
- Alignment of institutional goals and mission with IFC goals and indicators
- Additional information needed

Phase III

MDHE staff continued to work with institutional leaders to revise and complete the mission review reports and to discuss recommendations for better aligning each institution's mission with the CBHE-approved mission. Staff also consulted with each institution to identify partnerships and opportunities for regional collaboration.

The MDHE submitted a final report summarizing the analysis of each institution and making recommendations based on the mission review findings to the CBHE for review and action.

AGENDA ITEM SUMMARY

AGENDA ITEM

A+ Program Transition
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

On January 29, 2010 Governor Nixon signed Executive Order 16, which transferred the scholarship component of the A+ program from the Department of Elementary and Secondary Education (DESE) to the Missouri Department of Higher Education (MDHE). The transfer, which was unopposed by the General Assembly, is now a part of state law. This item is intended to provide background information about the program, update the Board on the current status of the transition and any related issues, and seek approval to proceed with the filing of an emergency administrative rule for program operation.

Background

The A+ School program, originally enacted in 1993 as part of the Outstanding Schools Act (SB 380), was designed as a program to encourage broad-based improvement in the curriculum of participating high schools and to ensure high school graduates were prepared to transition into postsecondary education and the workplace. A copy of the current statute is included as Attachment B. One of the incentives included in that program was that graduates of A+ designated high schools that fulfilled certain academic and other requirements would have their tuition, fees, and a portion of their book costs reimbursed if they attended a public community college or vocational school.

In its initial form, the high school designation process required three years to complete and included a financial grant designed to assist the participating school in making the curricular and other changes necessary to meet the A+ statutory guidelines. Funding for the grant component was discontinued during the last decade and, since that time, the only financial commitment the program received has been for the reimbursement of educational costs.

Current Status

By the end of FY 2010, 311 high schools across the state had received the A+ designation. For that same year, tuition and fee reimbursement was provided for more than 10,000 A+ high school graduates, expending slightly more than \$22 million through the program.

While the appropriation authority for the scholarship program was transferred to the MDHE effective July 1, 2010, the administrative authority for the scholarship portion of A+ did not occur until August 28, 2010. State-level responsibility for high school improvement component of A+ will be retained by DESE. Staff members from both DESE and MDHE have been meeting regularly to ensure a smooth transfer and consistent messages to all constituencies

Coordinating Board for Higher Education
September 9, 2010

during this year of transition. DESE is processing student eligibility and requests for reimbursement for the summer 2010 term. MDHE will have the responsibility to disburse A+ reimbursements to institutions beginning with the summer 2010 term and will be responsible for the entire program operation beginning with the fall 2010 semester. A memorandum of understanding has been signed by the Commissioner of Education and the Commissioner of Higher Education ensuring continued support and cooperation from both agencies during the 2010-2011 academic year.

Administrative Rule

Pursuant to the grant of rulemaking authority contained in the A+ statute and consistent with the Coordinating Board's approach to the administration of the other student assistance programs within its jurisdiction, the promulgation of an administrative rule is considered necessary to properly administer this program. The importance of this step is heightened since the State Board of Education initiated action at its June meeting to rescind the rule it currently maintains for the operation of the program. In addition, because of the timing of the transition and the state board action to rescind the previous rule, MDHE staff are recommending the adoption of an emergency rule at this time. A copy of the proposed rule is included in the board item as Attachment A. Because the effective life of an emergency rule is limited, MDHE staff will bring a replacement rule to the board for action at a future CBHE meeting that will follow the normal rulemaking process.

The intent of the proposed rule is to maintain a high level of consistency with the previous rule maintained by DESE. As a result, for example, the student eligibility criteria remain unchanged from the previous requirements. Those criteria include the following items students must attain in order to be eligible for tuition reimbursement.

- Attend a designated Missouri public high school for three years immediately prior to graduation,
- Maintain a 2.5 GPA,
- Maintain 95 percent attendance over the four years of high school,
- Maintain a good record of citizenship,
- Complete 50 hours of unpaid tutoring or mentorship, and
- Sign an A+ agreement.

The proposed rule is also intended to clarify some issues of confusion or concern that have developed with the program. For example, questions continue to arise concerning the relationship between the A+ reimbursement and other aid for which a student is eligible. In response, the rule clearly indicates that federal student aid (Pell Grant and Academic Competitiveness Grant) must be used first to pay reimbursable costs and A+ funds will only pay any amount that remains after the use of federal funds.

Future Challenges

For the 2010-2011 academic year, the MDHE staff are prepared to use the aid delivery process employed by DESE during FY 2010. That system, which is connected to the Missouri Student

Information System (MOSIS), is being employed during this transition year as an attempt to minimize the disruption for students and institutions. However, MDHE staff is engaged in a comprehensive analysis of the strengths and weaknesses of this system with the intent of designing an improved delivery system based on the FAMOUS platform used by all other MDHE administered programs. Discussion with IT and financial assistance staffs have already begun with the target of deploying this new system prior to the beginning the fall 2011 semester.

The program also faces substantial financial challenges. In the current fiscal year, substantial reductions were made to the program appropriation as part of the budget process. This action was taken based on the fact the DESE had lapsed a portion of the appropriation in the previous year. However, the program has continued to grow with more students using the benefit at currently designated schools. In addition, more than 30 additional high schools received A+ designation during FY 2010, making their graduating class eligible for the reimbursement benefit as well. Through agreement with the Office of Administration and the Governor's office, sufficient funds are in place to address this concern for the current year. However, as the program continues to grow and as additional high schools become designated, funding will continue to be an issue for the foreseeable future.

Conclusion

MDHE staff is excited to have the opportunity to incorporate the A+ scholarship program into the student assistance programs administered by the department. Over the life of this program, tens of thousands of high school graduates have been able to pursue an affordable postsecondary education. This transition is also an opportunity for the board and the department to assess the program's performance in meeting the goals and objectives of this program. If this program is to serve its role in ensuring an affordable postsecondary education system for Missouri citizens, we must make certain it remains focused on appropriate goals and is effective in achieving those goals.

STATUTORY REFERENCE

Section 160.545, RSMo A+ School Program
Executive Order 10-16

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 emergency rulemaking becomes effective as an administrative rule as soon as possible.

ATTACHMENT(S)

Attachment A: Proposed Emergency Administrative Rule for the A+ Tuition Reimbursement Program
Attachment B: Section 160.545, RSMo A+ School Program

Title 6 – DEPARTMENT OF HIGHER EDUCATION

Division 10 – Commissioner of Higher Education

Chapter 2 – Student Financial Assistance Program

EMERGENCY RULE

PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the A+ Scholarship program.

*EMERGENCY STATEMENT: This emergency rule is necessary in order to inform the public of the requirements that must be met to participate in the A+ Scholarship program. Effective August 28, 2010 that program was transferred from the Department of Elementary and Secondary Education (DESE) to the Department of Higher Education pursuant to Executive Order 10-16, dated January 29, 2010. This emergency rule is necessary to protect the public welfare and achieve the compelling governmental interest of providing the required eligibility criteria for a full-time student to be considered for tuition reimbursement under the A+ Scholarship program. DESE has published a notice of its intent to revoke its rule setting forth eligibility criteria. The Department of Higher Education requires this emergency action to avoid any delay in providing qualifying students with the requirements they must meet to be eligible for any such financial assistance. Any delay in explaining these new requirements may result in preventing eligible students from being able to qualify for tuition reimbursement under the A+ Scholarship program. Fairness in this rule to all parties or persons affected by it is being assured by continuing the eligibility criteria contained in the DESE rule substantially unchanged. A proposed rule, which covers the same material, will be submitted to the secretary of state upon approval of the Coordinating Board for Higher Education. The scope of this emergency rule is limited to the circumstances creating the emergency and complies with the protections extended in the **Missouri and United States Constitutions**. The Department of Higher Education believes this emergency rule is fair to all interested persons and parties under the circumstances. This emergency rule filed **DATE**, 2010, effective **DATE**, 2010, expires **DATE**, 2011.*

6 CSR 10-2.180 A+ Scholarship Program

(1) Definitions.

(A) Academic year shall be twenty-four (24) semester or trimester credit hours, thirty-six (36) quarter credit hours, or nine hundred (900) clock hours, and at least 30 weeks of instructional time for a credit hour program or at least 26 weeks of instructional time for a clock hour program.

(B) A+ Scholarship shall mean the tuition reimbursement program set forth in subsections 7 through 9 of 160.545, RSMo.

(C) A+ tuition reimbursement shall mean an amount of money paid by the state of Missouri to a qualified student under the A+ Scholarship for costs related to tuition, general fees, and up to fifty (50) percent of book costs after federal student aid, excluding federal student loans, has been applied.

(D) Award year shall be from July 1 of any year through June 30 of the following year.

(E) CBHE means the Coordinating Board for Higher Education created by section 173.005, RSMo.

(F) Department means the Department of Higher Education created by section 173.005, RSMo.

(G) Full-time student means a student who, regardless of the course delivery method, is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, or the equivalent in another measurement system, but not less than the respective number sufficient to secure the certificate or degree toward which the student is working in no more than the number of semesters or their equivalent normally required by the institution for the program in which the student is enrolled. Provided, however, that an otherwise eligible student having a disability as defined by Title II of the Americans with Disabilities Act (42 U.S.C. 12101-12213) who, because of his or her disability, is unable to satisfy the statutory minimum requirements for full-time status under Title IV student aid programs shall be considered to be making satisfactory academic progress, as defined in subsection (1)(O) of this rule, while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.

(H) General fees means institutional fees charged to all students, excluding program-specific fees.

(I) Good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement shall mean being eligible to complete and completing the federal need-based aid application form as prescribed by the United States Department of Education with a minimum of the student's financial information for dependent students.

(J) His, him or he shall apply equally to the female as well as the male sex where applicable in this rule.

(K) Initial recipient means a student who qualifies under subsection 7 of 160.545, RSMo and this rule, has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement by the deadline established by the CBHE for the A+ Scholarship program, and has not received tuition reimbursement under the A+ Scholarship program in any prior award year.

(L) Participating institution means a Missouri public community college, a public vocational or technical school, or a two-year private vocational or technical school meeting the requirements set forth in subsection 9 of 160.545, RSMo, that has entered into a participation agreement for the A+ Scholarship program with the department.

(M) Partnership means a written agreement providing for the processing and delivery of A+ funds between at least one A+ participating institution and another institution.

(N) Renewal recipient means a student who received A+ tuition reimbursement in a prior award year, qualifies under subsection 7 of 160.545, RSMo., and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement by the deadline established by the CBHE for the A+ Scholarship program.

(O) Satisfactory academic progress shall be a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, as otherwise determined by the approved institution's policies as applied to other students at the approved institution receiving assistance under Title IV financial aid programs included in the Higher Education Act of 1965. The calculation of CGPA shall be based on the approved institution's policies as applied to other students in similar circumstances.

(2) Responsibilities of Participating Institutions.

(A) Only institutions who have entered into a participation agreement with the department may receive reimbursement under the A+ Scholarship program.

(B) Participating institutions shall meet the following requirements.

1. Before requesting reimbursement for an initial recipient, verify the following:
 - A. The student has met the eligibility requirements listed in section (3) of this rule;
 - B. The eligible student is enrolled as a full-time student; and
 - C. The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement.
2. Before requesting reimbursement for a renewal recipient, verify the following:
 - A. The eligible student is enrolled as a full-time student;
 - B. The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition; and
 - C. The student is maintaining satisfactory academic progress.
3. Comply with the institutional responsibilities required in 6 CSR 10-2.140(5), with the exception of 6 CSR 10-2.140(5)(A)5.
4. Verify financial aid is applied correctly to tuition, general fees, and up to fifty (50) percent of book costs as specified in subsection (4)(G) of this rule.

(C) Institutions entering into partnerships must provide to the department any requested documentation.

(3) Eligibility Policy.

(A) To qualify for A+ tuition reimbursement, an initial recipient must meet the following criteria.

1. Meet the requirements set forth in subsection 7 of 160.545, RSMo,
2. Be a U.S. citizen, permanent resident, or otherwise lawfully present in the United States, in accordance with section 208.009, RSMo;
2. Enter into a written agreement with the A+ designated high school prior to high school graduation;
3. Graduate from an A+ designated high school with an overall grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale;
4. Have at least a ninety-five (95) percent attendance record overall for grades nine through twelve (9-12);
5. Have performed fifty (50) hours of unpaid tutoring or mentoring; and
6. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol.

(B) To qualify for tuition reimbursement under the A+ Scholarship program, a renewal recipient must meet the following criteria.

1. Enroll in and attend on a full-time basis a Missouri public community college or career technical school;
2. Maintain satisfactory academic progress; and
3. Make a good-faith effort to secure all federal sources of funding that could be applied to tuition by completing and submitting the federal need-based aid application form as prescribed by the United States Department of Education before the award is disbursed but no later than the deadline established by the department.

(C) The department will review written appeals of its eligibility policy in the following circumstances. .

1. The student failed to make a good faith effort to secure all federal sources of funding that could be applied to tuition; or
2. The student failed to meet the grade point average requirement as a result of a documented medical reason.

(4) Award Policy:

(A) A+ tuition reimbursement for institutions with credit-hour programs shall occur each semester within one (1) award year.

(B) A+ tuition reimbursement for institutions with clock-hour programs shall be made in installments determined by the department annually.

(C) Student eligibility for the A+ Scholarship expires forty-eight (48) months after completion of high school coursework.

(D) If an initial recipient is unable to enroll or a renewal recipient ceases attendance for the purpose of providing service in any branch of the armed forces of the United States, the eligibility of the student will be deferred for the period of time of the service and all remaining eligibility will be retained if the student returns to full-time status within six months after the eligible student first ceased service to the armed forces and provides verification to the coordinating board for higher education that the military service was satisfactorily completed.

(E) Under no circumstances shall a student renew the scholarship after completing seventy-five (75) credit hours, two thousand two hundred and fifty (2,250) clock hours, or an associate degree, whichever occurs first.

(F) The amount of the A+ tuition reimbursement must be calculated based on the remaining costs of actual tuition, general fees, and up to fifty (50) percent of book costs after any federal aid has been applied and is subject to legislative appropriation.

(G) Financial aid must be applied to tuition and general fees in the following order.

1. First, all available, non-loan federal funds; and
2. Second, A+ tuition reimbursement.

(H) If insufficient funds are available to pay all eligible students the full amount of tuition, general fees, and up to fifty (50) percent of book costs calculated in subsection (4)(F) of this rule, the department will take the following measures to address the shortfall in order to ensure the A+ reimbursement does not exceed the appropriation.

1. Limit reimbursement to tuition and general fees;

2. Reduce the number of hours eligible for reimbursement, or
 3. Take other measures as determined by the department.
- (I) Award amounts may be increased or decreased at the department's discretion based on availability of funds for distribution during the award year.
- (J) A student who has been denied A+ tuition reimbursement for lack of satisfactory academic progress may not receive another A+ tuition reimbursement until the enrollment period after the applicable standard has once again been met.
- (K) No A+ tuition reimbursement will be made retroactive to a previous award year. An A+ tuition reimbursement will be made retroactive to a previous semester only upon the sole discretion of the department.
- (L) A+ tuition reimbursement will be made only after institutional certification of the student's eligibility and the amount of the A+ tuition reimbursement.
- (M) An eligible student's failure to provide required information by the established deadlines may result in loss of the A+ Scholarship for the period covered by the deadline.
- (N) The CBHE has the discretion to withhold payments of any A+ tuition reimbursements after initiating an inquiry into the eligibility or continued eligibility of a student or into the participation status of an institution.
- (O) An eligible student may transfer the A+ Scholarship from one participating institution to another without losing eligibility for assistance, but the CBHE shall make any necessary adjustments in the amount of the award.
- (5) Information Sharing Policy: All information on an individual's A+ Scholarship application will be shared with the financial aid office of the institution to which the individual has applied, or is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

AUTHORITY: sections 160.545 and 161.092, RSMo Supp. 2006. Executive Order 10-16, dated January 29, 2010.*

**Original authority: 160.545, RSMo 1993, amended 2002 and 161.092, RSMo 1963, amended 1973, 2002, 2003.*

Missouri Revised Statutes

Chapter 160 Schools--General Provisions Section 160.545

August 28, 2009

A+ school program established--purpose--rules--variable fund match requirement--waiver of rules and regulations, requirement--reimbursement for higher education costs for students--evaluation--reimbursement for two-year schools.

160.545. 1. There is hereby established within the department of elementary and secondary education the "A+ Schools Program" to be administered by the commissioner of education. The program shall consist of grant awards made to public secondary schools that demonstrate a commitment to ensure that:

- (1) All students be graduated from school;
 - (2) All students complete a selection of high school studies that is challenging and for which there are identified learning expectations; and
 - (3) All students proceed from high school graduation to a college or postsecondary vocational or technical school or high-wage job with work place skill development opportunities.
2. The state board of education shall promulgate rules and regulations for the approval of grants made under the program to schools that:
- (1) Establish measurable districtwide performance standards for the goals of the program outlined in subsection 1 of this section; and
 - (2) Specify the knowledge, skills and competencies, in measurable terms, that students must demonstrate to successfully complete any individual course offered by the school, and any course of studies which will qualify a student for graduation from the school; and
 - (3) Do not offer a general track of courses that, upon completion, can lead to a high school diploma; and
 - (4) Require rigorous coursework with standards of competency in basic academic subjects for students pursuing vocational and technical education as prescribed by rule and regulation of the state board of education; and
 - (5) Have a partnership plan developed in cooperation and with the advice of local business persons, labor leaders, parents, and representatives of college and postsecondary vocational and technical school representatives, with the plan then approved by the local board of education. The plan shall specify a mechanism to receive information on an annual basis from those who developed the plan in addition to senior citizens, community leaders, and teachers to update the plan in order to best meet the goals of the program as provided in subsection 1 of this section. Further, the plan shall detail the procedures used in the school to identify students that may drop out of school and the intervention services to be used to meet the needs of such students. The plan shall outline counseling and mentoring services provided to students who will enter the work force upon graduation from high school, address apprenticeship and intern programs, and shall contain procedures for the recruitment of volunteers from the community of the school to serve in schools receiving program grants.

3. A school district may participate in the program irrespective of its accreditation classification by the state board

of education, provided it meets all other requirements.

4. By rule and regulation, the state board of education may determine a local school district variable fund match requirement in order for a school or schools in the district to receive a grant under the program. However, no school in any district shall receive a grant under the program unless the district designates a salaried employee to serve as the program coordinator, with the district assuming a minimum of one-half the cost of the salary and other benefits provided to the coordinator. Further, no school in any district shall receive a grant under the program unless the district makes available facilities and services for adult literacy training as specified by rule of the state board of education.

5. For any school that meets the requirements for the approval of the grants authorized by this section and specified in subsection 2 of this section for three successive school years, by August first following the third such school year, the commissioner of education shall present a plan to the superintendent of the school district in which such school is located for the waiver of rules and regulations to promote flexibility in the operations of the school and to enhance and encourage efficiency in the delivery of instructional services in the school. The provisions of other law to the contrary notwithstanding, the plan presented to the superintendent shall provide a summary waiver, with no conditions, for the pupil testing requirements pursuant to section 160.257 in the school. Further, the provisions of other law to the contrary notwithstanding, the plan shall detail a means for the waiver of requirements otherwise imposed on the school related to the authority of the state board of education to classify school districts pursuant to subdivision (9) of section 161.092, RSMo, and such other rules and regulations as determined by the commissioner of education, except such waivers shall be confined to the school and not other schools in the school district unless such other schools meet the requirements of this subsection. However, any waiver provided to any school as outlined in this subsection shall be void on June thirtieth of any school year in which the school fails to meet the requirements for the approval of the grants authorized by this section as specified in subsection 2 of this section.

6. For any school year, grants authorized by subsections 1 to 3 of this section shall be funded with the amount appropriated for this program, less those funds necessary to reimburse eligible students pursuant to subsection 7 of this section.

7. The commissioner of education shall, by rule and regulation of the state board of education and with the advice of the coordinating board for higher education, establish a procedure for the reimbursement of the cost of tuition, books and fees to any public community college or vocational or technical school or within the limits established in subsection 9 of this section for any two-year private vocational or technical school for any student:

(1) Who has attended a public high school in the state for at least three years immediately prior to graduation that meets the requirements of subsection 2 of this section, except that students who are active duty military dependents who, in the school year immediately preceding graduation, meet all other requirements of this subsection and are attending a school that meets the requirements of subsection 2 of this section shall be exempt from the three-year attendance requirement of this subdivision; and

(2) Who has made a good faith effort to first secure all available federal sources of funding that could be applied to the reimbursement described in this subsection; and

(3) Who has earned a minimal grade average while in high school as determined by rule of the state board of education, and other requirements for the reimbursement authorized by this subsection as determined by rule and regulation of said board.

8. The commissioner of education shall develop a procedure for evaluating the effectiveness of the program described in this section. Such evaluation shall be conducted annually with the results of the evaluation provided to the governor, speaker of the house, and president pro tempore of the senate.

9. For a two-year private vocational or technical school to obtain reimbursements under subsection 7 of this section, the following requirements shall be satisfied:

- (1) Such two-year private vocational or technical school shall be a member of the North Central Association and be accredited by the Higher Learning Commission as of July 1, 2008, and maintain such accreditation;
- (2) Such two-year private vocational or technical school shall be designated as a 501(c)(3) nonprofit organization under the Internal Revenue Code of 1986, as amended;
- (3) No two-year private vocational or technical school shall receive tuition reimbursements in excess of the tuition rate charged by a public community college for course work offered by the private vocational or technical school within the service area of such college; and
- (4) The reimbursements provided to any two-year private vocational or technical school shall not violate the provisions of article IX, section 8, or article I, section 7, of the Missouri Constitution or the first amendment of the United States Constitution.

(L. 1993 S.B. 380 § 14, A.L. 2002 S.B. 859, A.L. 2008 H.B. 2191, A.L. 2009 H.B. 490)

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Missouri General Assembly

AGENDA ITEM SUMMARY

AGENDA ITEM

Amendment to 2011 Meeting Dates Change of Venue and Possible Dates
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The board needs to vote on moving the 2011 Meetings to Jefferson City and possibly change a meeting date(s) to coincide with one or more State Board of Education meeting(s) to facilitate scheduling a joint meeting(s) between MDHE and DESE.

Background

The CBHE discussed changing the venue of the 2011 board meetings to Jefferson City. This change would cut down on the cost associated with staff travel and would provide a central location for all participants. The CBHE is also interested in establishing a tradition of at least one annual joint meeting with the State Board of Education. The State Board of Education meets on a monthly basis in Jefferson City.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

It is recommended that the Coordinating Board amend previously approved 2011 meetings dates, dated December 10, 2009 to reflect that all meetings will be held in Jefferson City. Further recommend that the Coordinating Board direct the Commissioner to notify all institutions that were previously approved to hold meetings in 2011 of the change.

ATTACHMENT(S)

Listing of CBHE current meeting dates and venues and a listing of the State Board of Education meeting dates June 2011.

2011 Meeting Dates CBHE/State Board of Education

- **CBHE Board Meeting Dates and Location As Voted On December 10, 2009**
 - February 9 and 10 - Northwest Missouri State University, Maryville
 - April 6 and 7 - Southwest Baptist University, Bolivar
 - June 8 and 9 - Mineral Area College, Park Hills
 - August 4 - CBHE Annual Retreat, Jefferson City
 - September 7 and 8 - Columbia College, Columbia
 - December 7 and 8 - University of Missouri - St. Louis, St. Louis

- **State Board of Education Meeting Dates (Jefferson City)**
 - January 19, 2011
 - February 16, 2011
 - March 16, 2011
 - April 20, 2011
 - May 18, 2011
 - June 15, 2011

AGENDA ITEM SUMMARY

AGENDA ITEM

Nominating Committee for New Officers
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The board needs to establish a nominating committee to select a slate of officers for the board.

Background

The CBHE bylaws provide as follows: “At the regular meeting of the board immediately prior to October 30, a Nominating Committee of three members shall be appointed by the Chair. It shall be the duty of this Committee to nominate candidates for the offices to be filled by election at the regular meeting immediately prior to December 31.” The officers of the board are its chair, vice chair and secretary.

STATUTORY REFERENCE

Section 173.005.1 RSMo and Article III, Section 2, of the CBHE bylaws

RECOMMENDED ACTION

Board chair designate three members of the board to constitute the nominating committee and to subsequently nominate candidates to be elected as board officers at the CBHE’s December meeting.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

All program actions that have occurred since the June 10, 2010, Coordinating Board meeting are reported in this 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

This is an information item only.

ATTACHMENT(S)

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)

Center for Practical Bioethics
Kansas City, Missouri

This not-for-profit organization offers a 12 credit hour graduate certificate in Clinical Ethics and Health Policy. The program is intended “to provide innovative and rigorous graduate level training in clinical ethics and health policy in a format that is convenient, flexible, and practical.” This school is not accredited.

George Washington University
St. Louis, Missouri

This not-for-profit institution offers a graduate certificate and master’s degree program in systems engineering to employees of the National Geospatial-Intelligence Agency. This institution “emphasizes the linkage between basic and applied scholarship, insisting that the practical be grounded in knowledge and theory.” This school is accredited by the Middle States Commission on Higher Education (MSCHE).

Southwest Missouri Allied Health Education
West Plains, Missouri

This single proprietor (for-profit) school offers two nondegree programs in diagnostic sonography, which is the use of high frequency sound waves for medical diagnosis. Through these programs, students “will obtain knowledge of sonography and develop professional qualities and technical skills that are necessary for safe operation and clinical practice.” This school is not accredited.

Victory Trade School
Springfield, Missouri

This non-profit school has been operating under an exemption as a charitable organization that does not charge tuition. The school has implemented a tuition requirement and, with certification, its programs will become eligible to participate in federal student aid programs. The school offers a non-degree hospitality program as well as a non-degree “PREP” program involving “in-depth Bible studies, interpersonal and life skills, and participation in intensive faith-based classes.” This school is not accredited by a recognized higher education accrediting body but does maintain accreditation as a postsecondary school by the North Central Association Commission on Accreditation and School Improvement.

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

Canine Specialty Training
Independence, Missouri

This for-profit, corporately-owned institution proposes to offer a certificate in dog obedience training. The objectives of the school are for graduates to be proficient dog trainers and instructors in a “vocation that will benefit them financially.” This school is not accredited.

Heartfelt Training Program
Kansas City, Missouri

This for-profit corporately owned institution proposes to offer a certificate as a Certified Nursing Assistant. The mission of this institution is to “teach skills in residential care that will qualify students to perform uncomplicated nursing procedures and to assist licensed practical nurses or registered professional nurses in direct resident care.” This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

Anthem College
Phoenix, AZ

This for-profit, corporately owned school proposes to operate in Missouri to recruit students for online associate and bachelor’s degree programs in the fields of business, accounting, criminal justice, medical billing and coding, paralegal, and healthcare management. The college’s mission is to “provide high-quality post-secondary career education and training to our students and well-prepared graduates to our employers.” This school is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

Lesley University
Cambridge, MA

This not-for-profit institution is based in Cambridge, Massachusetts, and operates Missouri locations at Blue Springs and Columbia to deliver several Master of Education programs. An application to offer Master of Education programs in St. Louis is pending. The institution plans to recruit Missouri students for online master’s and doctoral level courses as well as recruit students for two advanced professional certifications. This school is accredited by the New England Association of Schools and Colleges (NEASC).

Exemptions Granted

Midwest Academy
Kansas City, Missouri

This not-for-profit institution offers educational assistance to high school dropouts in an effort to encourage them to earn a high school diploma. The school was granted exemption as “a school or person whose clientele are primarily students aged sixteen or under.” This school is not accredited.

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Student Funding Act
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The Higher Education Student Funding Act (HESFA) passed by the General Assembly in 2007 established guidelines limiting the percentage by which tuition may increase at the state's four-year, public institutions without incurring a financial penalty. Pursuant to HESFA, those institutions with tuition above the state average may only increase tuition by the same percentage as the rise in the consumer price index (CPI) for the preceding year. Institutions having tuitions below the average may increase their tuition by an amount equal to the percentage change in the CPI times the average tuition. Institutions that increase their tuition above these limits are subject to a penalty of up to 5% of their state operating appropriation unless they request and receive a waiver from the commissioner of higher education.

Because of tuition freezes the past two years, the waiver provisions of HESFA have not yet been invoked. However, considering that recent history and the challenges institutions will likely face with next year's budget, we anticipate that this will be the year when they are invoked. Therefore, the purpose of this item is to outline our current thinking on the guidance that will be issued to the institutions regarding the criteria the commissioner will be using in deciding upon any waiver request submitted to him. It will also outline how we intend to address the implications under HESFA of an option afforded the institutions under the tuition stabilization agreement reached last year between the governor and their presidents or chancellors. Pursuant to that agreement, the institutions agreed to freeze tuition for AY 2010-11 in exchange for their state appropriation for FY 2011 being maintained at 95% of its level for the previous year.

Discussion

As to the criteria to be used in deciding upon a waiver request, HESFA directs the commissioner to consider the relationship between the level of state appropriations and the change in the CPI and any "extraordinary circumstances." The CBHE policy implementing HESFA lists seven additional factors that the commissioner may consider. However, it also states that the commissioner may request and consider information on other matters as well. (A copy of the full policy is attached and the waiver criteria are listed in Section 6.)

For the most part, the seven listed factors address such things as changes in costs the institution has experienced, new mandates, historical trends, or urgent circumstances related to the condition of physical assets. All of these are appropriate to consider, but they only relate to the financial challenges the institution faces. They say nothing of any additional measures beyond a tuition increase that the institution has taken or is taking to address those challenges.

Coordinating Board for Higher Education
September 9, 2010

In order to make an informed decision on a waiver request, we believe it is also necessary to weigh information related to those additional measures. That would include information on those steps the institution has taken to reduce costs, to eliminate unproductive programs, or to otherwise become more efficient so that the resources received from either tuition or appropriations are put to their most effective use. It would also include information on other steps the institution has taken to increase revenue from other academically related sources. For example, although course-specific or program fees are not included in the definition of “tuition” under HESFA, we believe it is relevant to consider whether significant additional revenue is being generated by increasing the number of such fees or the amount of any such existing fees, which affected students will be paying in addition to tuition.

Considering these additional categories of information is not only permitted by the CBHE policy and consistent with a deliberate process leading to a more informed decision, it also is consistent with some of the goals adopted by the CBHE in its strategic plan, *Imperatives for Change*. Those goals include increasing educational attainment by maintaining an affordable system of higher education, and enhancing the resources available for higher education through, among other things, stewardship and shared responsibility. Therefore, we intend to ask any institution seeking a waiver this year to submit information covering their actions over a two-year period related to these additional categories, and that information would be considered in deciding what, if any, penalty to impose.

Regarding the tuition stabilization agreement reached in 2009 between the governor and the presidents and chancellors of the four-year, public institutions, the institutions agreed to only put any tuition increase on their books for AY 2010-11 and to not charge in-state, undergraduate students for that increase. About half of the institutions took that course of action; the others did not raise their tuition in any form.

For purposes of determining whether the waiver provisions of HESFA are triggered, we plan to measure any tuition increase this year against whatever is on an institution’s books for AY 2010-11, whether any portion of it was waived or not. However, if an institution that booked but waived an increase for AY 2010-11 proposes to increase its tuition for AY 2011-12 above that allowed by the CPI change for this calendar year, consideration will be given to the additional income from the increase booked for AY 2010-11 that will now be paid by students this year in determining whether the penalty provisions of HESFA should be applied. We believe this approach is consistent with the General Assembly’s legislative intent when it passed HESFA. It also is consistent with the discussion above concerning consideration of additional sources of revenue coming from academic related sources.

Concurrent with the preparation of the board book for this meeting, we have advised the presidents and chancellors of public, four-year institutions of our intentions as outlined above. We have also asked them for their comments and hope to have them before the board meeting. Should any of those comments result in our making adjustments to the approach we will take on waivers, we will further advise the board in that regard.

STATUTORY REFERENCE

Section 173.1003 RSMo.

Coordinating Board for Higher Education
September 8-9, 2010

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Policy on Higher Education Student Funding Act Implementation

Coordinating Board for Higher Education

Policy on Higher Education Student Funding Act Implementation

Section 1. General Description and Intent

Tuition is set by the governing board of each Missouri public institution of higher education. Governing board members have relationships with the institutions they represent that give them insight into the needs of the institution, state funding levels, and the extent to which students can be asked to contribute to the cost of their education.

State law, however, now provides for the Coordinating Board for Higher Education and the Commissioner of Higher Education to have some role in reviewing the tuition setting process. Institutions that increase tuition at rates that exceed the rate of inflation must either return a portion of their state appropriations to the state or must ask the Commissioner to waive the financial penalty in whole or in part.

This policy sets forth the statutory language on tuition increases, defines relevant terms, describes the procedures for seeking a waiver, and lists some of the factors the Commissioner may weigh in assessing institutions' waiver requests.

Section 2. Statutory Language

173.1000. The provisions of sections 173.1000 to 173.1006 shall be known and may be cited as the "Higher Education Student Funding Act".

173.1003. 1. Beginning with the 2008-2009 academic year, each approved public institution, as such term is defined in section 173.1102, shall submit its percentage change in the amount of tuition from the current academic year compared to the upcoming academic year to the coordinating board for higher education by July first preceding such academic year.

2. For institutions whose tuition is greater than the average tuition, the percentage change in tuition shall not exceed the percentage change of the consumer price index or zero, whichever is greater.

3. For institutions whose tuition is less than the average tuition, the dollar increase in tuition shall not exceed the product of zero or the percentage change of the consumer price index, whichever is greater, times the average tuition.

4. If a tuition increase exceeds the limits set forth in subsections 2 or 3 of this section, then the institution shall be subject to the provisions of subsection 5 of this section.

5. Any institution that exceeds the limits set forth in subsections 2 or 3 of this section shall remit to the board an amount equal to five percent of its current year state operating appropriation amount which shall be deposited into the general revenue fund unless the institution appeals, within thirty days of such notice, to the commissioner of higher education for a waiver of this provision. The commissioner, after meeting with appropriate representatives of the institution, shall determine whether the institution's waiver request is sufficiently warranted, in which case no fund remission shall occur. In making this determination, the factors considered by the commissioner shall include but not be limited to the relationship between state appropriations and the consumer price index and any extraordinary circumstances. If the commissioner determines that an institution's tuition percent increase is not sufficiently warranted and declines the waiver request, the commissioner shall recommend to the full coordinating board that the institution shall remit an amount up to five percent of its current year state operating appropriation to the board, which shall deposit the amount into the general revenue fund. The coordinating board shall have the authority to make a binding and final decision, by means of a majority vote, regarding the matter.

6. The provisions of subsections 2 to 5 of this section shall not apply to any community college unless any such community college's tuition for any Missouri resident is greater than or equal to the average tuition. If the provisions of subsections 2 to 5 of this section apply to a community college, subsections 2 to 5 of this section shall only apply to out-of-district Missouri resident tuition.

7. For purposes of this section, the term "average tuition" shall be the sum of the tuition amounts for the previous academic year for each approved public institution that is not excluded under subsection 6 of this section, divided by the number of such institutions. The term "consumer price index" shall mean the consumer price index for all urban consumers (CPI-U), 1982-1984 = 100, not seasonally adjusted, as defined and officially recorded by the United States Department of Labor, or its successor agency, from January first of the current year compared to January first of the preceding year. The term "state appropriation" shall mean the state operating appropriation for the prior year per full time equivalent student for the prior year compared to state operating appropriation for the current year per full time equivalent student for the prior year. The term "tuition" shall mean the amount of tuition and required fees, excluding any fee established by the student body of the institution, charged to a Missouri resident undergraduate enrolled in fifteen credit hours at the institution.

8. Nothing in this section shall be construed to usurp or preclude the ability of the governing board of an institution of higher education to establish tuition or required fee rates.

Section 3. Definitions and Acronyms

- A. Academic year: The academic year shall include the fall and spring terms between August 1 and July 31 of one 365-day period.
- B. Average tuition: The sum of all included institutions' tuition for the current academic year divided by the number of included institutions. This figure will be determined by adding the tuition of each public four-year institution and Linn State Technical College, then dividing by the number of included institutions. If any community college has tuition that exceeds the average tuition at public four-year institutions and Linn State Technical College, the average tuition shall be recalculated to include that community college's tuition.
- C. CBHE: The Coordinating Board for Higher Education.
- D. Commissioner: The Commissioner of Higher Education.
- E. Consumer price index or CPI: The consumer price index for all urban consumers, 1982-1984=100, not seasonally adjusted, as defined and officially recorded by the United States Department of Labor or its successor agency, for December of the current year compared to December of the previous year.
- F. Fee established by the student body of the institution: Any fee the amount of which has been approved by a majority of students who vote in a campus-wide election or by a majority of members of an officially recognized student government organization popularly elected by the students of an institution or a campus within a multi-campus system.
- G. Fine policy: The requirement that institutions that exceed the limitations on tuition increases set forth in §§ 173.1003.2 and .3, RSMo, remit an amount equal to 5% of their state operating appropriations to the state's general revenue fund, as set forth in § 173.1003.5, RSMo.
- H. FTE: Full time equivalent.
- I. Higher Education Student Funding Act: §§ 173.1000-1003, RSMo.
- J. Included institution: All institutions that offer four-year degree programs, Linn State Technical College, and any community college that charges out-of-district Missouri residents tuition that exceeds the average tuition.
- K. Institution: An approved public institution of higher education, as defined in § 173.1102, RSMo. An institution that is comprised of more than one campus at which the same level of degree is offered shall constitute one institution for purposes of calculating the average tuition and of seeking a waiver of the fine policy.
- L. MDHE: The Missouri Department of Higher Education.
- M. Mid-year tuition increase: Any ongoing increase in tuition that occurs after an institution has submitted its initial notice of tuition change to the MDHE, or any amended notices of tuition change related to the initial notice of tuition change, the duration of which extends beyond the end of the academic year in which it is initially imposed.
- N. Notice of tuition change: Written documentation indicating the tuition charged during the current academic year, the tuition that will be charged during the upcoming academic year, and the percentage change in the tuition charged during the current academic year compared to the tuition that will be charged during the upcoming academic year.

- O. State operating appropriation: The total dollar amount appropriated to an institution, exclusive of capital appropriations, by the Missouri legislature per year. This figure shall not include any amount withheld by the governor or the legislature.
- P. Temporary tuition surcharge: Any temporary increase in tuition that is assessed in addition to the amount indicated by an institution in its initial notice of tuition change, or in any amended notices of tuition change related to the initial notice of tuition change. The time period during which a temporary tuition surcharge is assessed shall not extend beyond the end of the academic year in which the surcharge is initially imposed.
- Q. Tuition: The amount an institution charges per semester for each of two semesters. Per-semester tuition shall be the average dollar amount an institution charges each Missouri resident undergraduate student enrolled in 15 credit hours plus each student's required fees; provided, however, that tuition shall include only the fees required of all undergraduate students and shall not include course-specific or program fees.
 - a. In the community college context, "tuition" means out-of-taxing-district Missouri resident tuition.
 - b. Tuition shall not include course-specific or program fees.
 - c. Tuition shall not include any "fee established by the student body of the institution," as that term is defined in section 3F of this policy, after the effective date of the Higher Education Student Funding Act.

Section 4. Tuition Policy

The Higher Education Student Funding Act provides for the following limitations on tuition increases:

- (1) Institutions whose tuition is greater than the average tuition during the current academic year shall not increase tuition for the next academic year at a percentage rate that exceeds the percentage increase in the CPI or zero, whichever is greater.
- (2) Institutions whose tuition is less than the average tuition during the current academic year shall not increase tuition for the next academic year in a dollar amount that exceeds the product of either zero or the percentage change in the CPI, whichever is greater, times the average tuition.
- (3) A community college shall be required to abide by the limitations set forth in (1) and (2), above, only if its tuition is greater than or equal to the average tuition during the current academic year.

Section 5. Procedures Relating to Tuition

- (1) The MDHE will provide written notice to all institutions indicating what the average tuition for the current academic year is by December 1 of each year. This notice will also list which institutions have higher than average tuition, which institutions have lower than average tuition, and which institutions will be exempt from the requirements of the Higher Education Student Funding Act for the upcoming academic year.
- (2) The MDHE will provide written notice to all institutions indicating what the CPI was for the previous year by January 16 of each year.
- (3) Each institution must submit its notice of tuition change to the CBHE, via the Commissioner, on February 1, March 1, May 1, or July 1 before the start of the next academic year.

(4) Any institution that imposes a mid-year tuition increase and/or temporary tuition surcharge must provide a notice of tuition change reflecting the increase as soon as it is practically possible to do so.

a. If the mid-year tuition increase and/or temporary tuition surcharge plus the tuition initially indicated in the institution's notice of tuition change exceed the increase permitted by the Higher Education Student Funding Act, the institution must abide by the terms of this policy.

b. Because any mid-year tuition increase and/or temporary tuition surcharge will likely be associated with exigent circumstances, the Commissioner and the CBHE recognize that the timeline this policy sets forth for the normal appeals process may be too lengthy for mid-year appeals. The Commissioner and the CBHE will address mid-year appeals in as expeditious a manner as possible, and any institution seeking a waiver under this policy is expected to provide all required information in like manner. All parties will honor the intent of the timeline this policy sets forth for the normal appeals process, and adequate time for public comment, preparation of responses, consideration of arguments, and deliberation will be afforded.

c. If an institution imposes a **mid-year tuition increase**, the figure used to calculate the amount the institution may increase tuition the following year will be the amount indicated in the institution's initial notice of tuition change, or in any amended notices of tuition change related to the initial notice of tuition change, plus any mid-year tuition increase.

d. If an institution imposes a **temporary tuition surcharge**, the figure used to calculate the amount the institution may increase tuition the following year will be the amount indicated in the institution's initial notice of tuition change, or in any amended notices of tuition change related to the initial notice of tuition change, plus any mid-year tuition increase, but shall not include any amount attributable to a temporary tuition surcharge.

(5) The Commissioner will notify each institution, including community colleges, in writing that its notice of tuition change has been received, the date of such receipt, and whether its tuition increase triggers the provisions of § 173.1003, RSMo, within one business day after receiving the institution's notice of tuition change.

(6) Any institution that exceeds the limits set forth in the Higher Education Student Funding Act must remit 5% of its current year state operating appropriation to the state's general revenue fund or must ask the Commissioner for a waiver of the fine policy. In either case, action must be taken no later than 30 calendar days after the institution submits its notice of tuition change.

(7) The waiver request must set forth each factor the institution contends supports its decision to increase tuition in excess of the limits set forth in the Higher Education Student Funding Act.

(8) After the Commissioner receives the waiver request, he/she will arrange to meet with the institution seeking a waiver at a time and place agreeable to all parties. This meeting should take place as soon as possible and may not take place more than 45 calendar days after the institution submits its request for a waiver.

(9) The Commissioner may ask an institution to submit additional written material before or after the meeting. Such requests from the Commissioner may include, among others, information regarding the areas of inquiry listed in section 6 of this policy.

(10) An institution requesting a waiver must provide all information requested by the Commissioner in a timely manner.

(11) All written materials, including but not limited to notices of tuition change and waiver requests, submitted to the Commissioner in connection with Higher Education Student Funding Act will be considered public information and will be posted on the MDHE's website. The MDHE website will specifically advise members of the public that they may submit written comments about any of the posted material to the Commissioner at any time before the meeting of the Commissioner and the institution requesting a waiver takes place. The Commissioner may determine the weight each comment should be afforded and may consider the comments in determining whether to grant a waiver. Copies of all comments must be provided to the institution requesting a waiver within one business day of the date the comment is received.

(12) Unless otherwise agreed, the meeting of the Commissioner and the institution requesting a waiver will be led by the Commissioner. The institution will have an opportunity to present its rationale for seeking a waiver and to address any comments received from the public. The Commissioner and/or his/her staff will have an opportunity to ask questions of the institution.

(13) The Commissioner will notify the institution whether he/she has determined that its tuition increase is sufficiently warranted within 20 calendar days of the meeting or within 20 calendar days after the institution has provided all information requested by the Commissioner, whichever is later. If the Commissioner finds that the tuition increase is not sufficiently warranted, such notice shall be in writing and shall state the reasons that such increase was deemed not sufficiently warranted. The notice will also inform the institution what percentage, if any, of its state operating appropriation the Commissioner recommends the institution should be required to remit to the state's general revenue fund.

(14) If the Commissioner determines that the tuition increase is not sufficiently warranted, the institution shall have 10 calendar days within which to submit an amended notice of tuition change and the rationale for the tuition rate set forth in the amended notice of tuition change, to agree to increase tuition only at the level permitted by the Higher Education Student Funding Act, or to maintain its original position. In any case, the institution shall notify the Commissioner of its decision in writing within 10 calendar days after the Commissioner notifies the institution that the initial tuition increase is not sufficiently warranted.

(15) If the institution submits an amended notice of tuition change:

- a. The Commissioner shall consider the amended notice of tuition change and the rationale for the tuition rate set forth in the amended notice of tuition change and shall meet with the institution if deemed necessary by the Commissioner.
- b. The Commissioner will notify the institution whether he/she has determined that the tuition increase set forth in the amended notice of tuition change is sufficiently warranted within 20 calendar days of the meeting or within 20 calendar days after the institution has provided all information requested by the Commissioner, whichever is later.
- c. If the Commissioner finds that the tuition increase is not sufficiently warranted, such notice shall be in writing and shall state the reasons that such increase was deemed not sufficiently warranted. The notice will also inform the institution what percentage, if any, of its state operating appropriation the Commissioner recommends the institution should be required to remit to the state's general revenue fund.
- d. If the Commissioner determines that the tuition increase set forth in the institution's amended notice of tuition change is not sufficiently warranted, the institution shall have 10 calendar days within which to either agree to increase tuition only at the level

permitted by the Higher Education Student Funding Act or to maintain the position indicated in its amended notice of tuition change. In either case, the institution shall notify the Commissioner of its decision in writing within 10 calendar days after the Commissioner notifies the institution that the amended tuition increase is not sufficiently warranted.

- e. In no case may an institution submit more than one amended notice of tuition change per academic year.

(16) If the Commissioner determines that the tuition increase is not sufficiently warranted and the institution decides to maintain its original position rather than to increase tuition only at the level permitted by the Higher Education Student Funding Act, the Commissioner must notify the CBHE of his/her determination and recommendation as to what percentage of the institution's state operating appropriation the Commissioner recommends the institution should be required to remit to the state's general revenue fund.

(17) If the Commissioner determines that the tuition increase is not sufficiently warranted, the CBHE will determine what, if any, percentage of the institution's state operating appropriation must be remitted to the state's general revenue fund at its next regularly scheduled meeting or at a specially called meeting, by means of a majority vote of all CBHE members present at the meeting, whether present in person or by electronic means; provided, however, that no vote will be made on the matter unless a quorum is established. The institution will have an opportunity to present each factor it believes supports its decision to increase tuition to the CBHE. The CBHE's decision will be binding and final.

(18) If the CBHE votes to impose a fine, the fine shall be a percentage of the state operating appropriation for the fiscal year before the academic year during which the tuition increase will take effect. The fine shall be a one-time fine only. The institution shall remit the fine to the state's general revenue fund no more than 30 calendar days after the date the CBHE votes to impose a fine.

(19) All written material submitted by an institution in connection with the Higher Education Student Funding Act shall be submitted in electronic form.

(20) The Commissioner, at his/her discretion, may agree to extend any deadline described in this policy.

(21) Throughout his/her tenure, the Commissioner will be committed to addressing waiver requests in a timely manner. Failure by the Commissioner to meet any deadline described in this policy shall not, however, invalidate the process.

(22) This policy is not intended to inhibit institutions' ability to engage in conversations with the Commissioner, MDHE staff, or the CBHE about issues of interest to members of the higher education community, including tuition.

(23) The MDHE will request, and institutions will provide, information about the number of students enrolled at satellite or branch campuses, in online classes, or in distance education programs at each institution, and the tuition charged for each such type of education.

Section 6. Areas of Inquiry

The Commissioner shall consider all written and verbal information provided by an institution in the waiver request process. Specifically, the Commissioner shall consider:

(1) The relationship between state appropriations and the consumer price index. State appropriations means the state operating appropriation for the prior year per FTE student for the prior year compared to the state operating appropriation for the current year per FTE student for the prior year; and

(2) Extraordinary circumstances.

In addition, the institution may also submit, or the Commissioner may request, information regarding topics included but not limited to:

(1) Mandatory costs that have increased at a rate that exceeds the CPI, including but not limited to increased costs incurred in connection with the implementation of new mandates or legal requirements.

(2) Historical trends in state operating appropriations, tuition policy, and other financial issues and relationships.

(3) Costs related to the institution's mission that require growth in revenues in excess of the CPI.

(4) Costs related to other initiatives designed to meet specific needs of the state of Missouri that require growth in revenues in excess of the CPI.

(5) The current and/or historical structure of the institution's total budget, including the institution's allocations for faculty and non-faculty salaries, institutional financial aid, student support, research, physical plant maintenance, and other operational activities.

(6) Damage, destruction, or deterioration of facilities, infrastructure, property, or other physical assets of an institution for which there are insufficient funds from state appropriations or insurance proceeds to repair or replace.

(7) Public comments about the material posted on the MDHE's website pertaining to the institution's waiver request.

Public Four-year Tuition Changes 2009-2010 to 2010-2011

Institution	2009-2010 Undergraduate In-state Tuition¹	2010-2011 Undergraduate In-state Tuition¹	Percent Change in Tuition Cost
Missouri Southern State University	\$4,516.00	\$4,681.90	3.7%
Missouri Western State University	\$5,560.40	\$5,726.30	3.0%
Northwest Missouri State University	\$6,701.70	\$6,882.60	2.7%
University of Central Missouri	\$6,478.80	\$6,652.80	2.7%
Missouri State University	\$6,166.00	\$6,316.00	2.4%
Linn State Technical College	\$5,370.00	\$5,460.00	1.7%
Harris Stowe State University	\$5,320.00	\$5,320.00	0.0%
Lincoln University	\$6,175.00	\$6,175.00	0.0%
Southeast Missouri State University	\$6,167.70	\$6,167.70	0.0%
Truman State University	\$6,692.00	\$6,692.00	0.0%
University of Missouri (Average) ²	\$8,446.79	\$8,442.45	-0.1%
State Average	\$6,144.94	\$6,228.80	

¹The tuition figures in the table are based on undergraduate in-state tuition and fees for 15 credit hours per semester (30 hours per academic year), less student-approved fees.

²The University of Missouri (Average) is an average of tuition from the system's four campuses (Columbia, Kansas City, Science & Technology, and St. Louis).

AGENDA ITEM SUMMARY

AGENDA ITEM

Improving Teacher Quality Grant Update
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

Each year the Missouri Department of Higher Education (MDHE) receives approximately \$1.2 million in federal funds through Title II, Part A of the No Child Left Behind Act. These funds are to administer a competitive grant program for partnerships between high-need K-12 school districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals, and pre-service teachers in core academic subjects. The intent of this board item is to provide information about recent Improving Teacher Quality Grant (ITQG) program activities.

ITQG Cycle-9

- The Cycle-9 request for proposals was posted to the MDHE website on August 24, 2010 (www.dhe.mo.gov/teacherquality.shtml).
- Approximately \$590,000 will be available to fund new projects during this cycle.
- The objectives for Missouri's Cycle-9 professional development projects are to:
 1. Improve student achievement in targeted math and/or science content areas.
 2. Increase teachers' content knowledge.
 3. Improve teachers' instructional practices in inquiry-based instruction.
 4. Improve teachers' knowledge and skills in design and implementation of assessment tools and use of data to monitor the effectiveness of their instruction.
 5. Improve preparation of pre-service teachers at partner institutions of higher education.
- Highlights of the Cycle-9 RFP include:
 - the focus of high-need school districts on the number of courses taught by highly qualified teachers instead of on Missouri Assessment Program student scores;
 - focus on mathematics and science for grades K-12;
 - requirement that funded projects administer short- and long- term post-tests to teachers in order to gauge the effectiveness of the professional development activities;
 - alignment of professional development project content with emerging national standards (e.g. CCSSO, Common Core Standards, InTASC Core Teaching Standards);

Coordinating Board for Higher Education
September 9, 2010

- a competitive priority including the development of data systems competencies; and
 - a competitive priority including the incorporation of environmental education into the content of the project.
- Technical assistance workshops (TAW)
 - MDHE staff will host TAWs to provide an opportunity for applicants to learn about the ITQG program, to work with MDHE staff on strengthening proposals, and to network with other potential applicants. The workshops will be held in September at locations in Springfield, St. Charles, Warrensburg, and Jefferson City.

Conclusion

During the past eight cycles, the ITQG program has provided more than 1,600 Missouri teachers and administrators with high quality professional development opportunities that have increased their knowledge and skills in the areas of math and science. The program will continue this important work in Cycle 9. Missouri's colleges and universities are encouraged to continue fostering strong partnerships with K-12 schools to support improvement in the quality and effectiveness of elementary and secondary teaching and learning.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive and dispense federal funds for educational programs.
Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Early College Workgroup Update
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

At its June 2009 meeting, the Coordinating Board for Higher Education (CBHE) directed the Commissioner of Higher Education, in consultation with presidents and chancellors, to develop recommendations for legislative or public policy initiatives related to the establishment of early college programs in Missouri. The Commissioner formed the Early College Workgroup (ECW) to undertake this task. This agenda item provides an update on the progress of the workgroup.

Background

The ECW was established to identify best practices and to make recommendations for developing a statewide policy on early college programs. The workgroup is comprised of 35 members representing public two- and four-year institutions, independent two- and four-year institutions, proprietary institutions, and the K-12 sector. To address the policy gaps that exist regarding early college programs, the ECW was charged with:

- examining current and proposed early college models in Missouri;
- reviewing national early college programs to identify best practices;
- identifying policy gaps; and
- developing recommendations for new policy guidelines to address these gaps.

Progress

The ECW first convened in October, 2009. The ECW established subgroups to identify and analyze best practices as well as student and academic issues related to early college programs. Each subgroup met via conference call in January, March, and April 2010 to discuss best practices and definitions, and to begin developing policy recommendations. MDHE staff incorporated these recommendations into a draft policy and submitted it to the entire ECW for review and comment. MDHE staff is currently revising the draft policy based on these comments.

Next Steps

MDHE staff will revise the draft policy and disseminate it for public comment. Once the public comment period has ended, MDHE staff and the ECW will draft a final version of the policy and submit it to the CBHE for its review and action.

STATUTORY REFERENCE

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

Coordinating Board for Higher Education
September 9, 2010

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Review of Public Policy Environment for Associate Degree Delivery
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) is required to identify higher education needs in the state, develop more effective and economical specialization in types of education programs offered and students served, and develop more effective coordination and mutual support among the states' public institutions of higher education in the utilization of facilities, faculty and other resources. This board item reviews the public policy environment for the delivery of associate degrees and lower-division coursework and certificate programs in the state.

Background

Several principles guide the delivery of academic programs in Missouri's public institutions of higher education. These include:

- A statewide commitment to providing easy access to high-quality undergraduate certificate and degree programs that are responsive to the state's needs for a highly-trained workforce and an educated citizenry;
- A statewide commitment to an efficient higher education system without unnecessary duplication of programs and courses funded by the state;
- A statewide commitment to ensure that all Missouri citizens have access to affordable undergraduate education and training opportunities;
- Good faith collaboration among institutions in developing programs to address these principles.

The CBHE policy assigns responsibility for the delivery of lower-division certificate programs and associate degrees to two-year public institutions and open-enrollment public four-year institutions with a historic mission of providing career and technical programs. The policy gives community colleges "primary responsibility" for the delivery of lower-division certificate programs and associate degrees.

The CBHE has in the past few years encouraged four-year institutions without open admissions to phase out the delivery of associate degrees. A few four-year institutions continue to offer associate degrees, but these programs are in high-needs areas or are being delivered in a geographical region that is underserved.

The current policy does not give exclusive responsibility to one sector to deliver lower-division certificate programs and associate degrees. The policy is aimed first and foremost at providing Missourians with easy access to postsecondary educational opportunities in order to meet the needs of students and employers. The CBHE also recognizes that the complexity of Missouri's educational system—comprising public two-year and four-year institutions, independent institutions, proprietary institutions, and credit-bearing college courses being taught in high schools—makes it difficult to assign only one sector or group of institutions as the primary point of access to higher education in the state.

The CBHE acknowledges that such a policy environment increases the possibility of unnecessary duplication in providing lower-division certificate programs and associate degrees. The policy also confirms the commitment of the CBHE to improving educational attainment for Missouri citizens through a range of approaches built upon mutual trust and a spirit of collaboration among institutions.

Delivery of Lower-Division Programs and Associate Degrees

The CBHE policy gives primary responsibility for the delivery of lower-division programs and associate degrees throughout the state, including those involving web-based delivery, to public two-year institutions, with the following stipulations:

- Public, open-admissions institutions with a historic mission of providing career and technical education at the lower-division certificate and associate degree level may continue to offer previously approved lower-division certificates and associate degrees, unless otherwise limited or restricted by statute.
- Previously approved lower-division certificates and associate degrees offered by public institutions that are not open-admissions institutions should be continued only if student demand and employer needs warrant continuation, unless otherwise restricted by statute.
- Public two-year institutions proposing to provide lower-division certificates or associate degrees outside a taxing district are expected to work collaboratively with public four-year institutions by building on currently available general education and occupation-related coursework, and by utilizing the human resources and facilities of public four-year institutions. Public four-year institutions, as well as other education providers, are expected to collaborate in good faith with the proposing public two-year institution.

- If a public two-year institution is unable to meet the demands for new lower-division certificates or associate degrees, public four-year institutions may be approved to offer new lower-division certificates or associate degrees.

New Lower-Division Certificates or Associate Degrees

The policy is similar for new certificates or associate degrees. Public two-year institutions should be the lower-division certificate or degree-granting institution for any new lower-division certificates or associate degrees to be offered by public institutions with the following stipulations:

- Public two-year institutions proposing to provide lower-division certificates or associate degrees outside a taxing district are expected to work collaboratively with public four-year institutions by building on currently available general education and occupation-related coursework, and by utilizing the human resources and facilities of public four-year institutions. Public four-year institutions, as well as other education providers, are expected to collaborate in good faith with the proposing public two-year institution.
- If a public two-year institution is unable to meet the demands for new lower-division certificates or associate degrees, public four-year institutions may be approved to offer new lower-division certificates or associate degrees.

Lower-Division Coursework at Off Campus Locations

For courses offered by a public institution at a location other than the main campus, public two-year institutions will be the primary providers of lower-division coursework with the following stipulations:

- Within the taxing district of a community college, the community college will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.
- Within the county in which a public four-year institution is located, the public four-year institution will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.
- In cases where the public four-year institution cannot or chooses not to meet the needs of the county in which it is located for accessible lower-division coursework, public two-year institutions, where appropriate, may offer such coursework.
- Within the county in which the state's public technical college is located, the state's public technical college will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.
- Within the county in which a public two-year branch campus of a public four-year institution is located, the public two-year branch campus will be the primary provider of lower-division coursework offered by a public institution at a location other than the main campus.

- In situations when there is overlap between the taxing district of a community college and the county in which a public four-year college or university, the state's technical college, or a two-year branch campus of a public institution is located, the affected institutions agree to collaborate in determining the institution best suited to deliver lower-division coursework offered by a public institution.
- For new coursework delivered in geographic areas outside both community college taxing districts and the counties in which public four-year institutions, the state's technical college, or the branch campus of a public four-year institution are located, the primary provider of lower-division coursework offered by a public institution should be the institution best suited by mission, proximity, cost effectiveness, and/or expertise to meet the needs of the service area and to demonstrate value-added student learning.
- In situations in which there is a perceived unmet need for accessible lower-division coursework not met by the public institution(s) delegated primary responsibility for lower-division coursework, other public institutions may deliver coursework in such locations, with the understanding that they notify the local institution(s) and agree to work collaboratively in determining the best ways for public higher education to respond to unmet needs.

Conclusion

The current policy environment for the delivery of lower-division coursework, certificate programs, and associate degrees might be characterized as pragmatic but imprecise. Community colleges are intended to be the primary providers of associate degrees, but there are many conditions—such as unmet demand and limited geographic access for students—that allow four-year institutions to offer associate degrees. The principal goal of the policy is to provide Missourians with easy access to postsecondary educational opportunities in order to meet the needs of students and employers. The policy's effectiveness rests on the good faith cooperation and collaboration between institutions from the two-year and four-year sectors.

STATUTORY REFERENCE

RSMo 173.020 (2), (3) and (4)]

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Table 1: Associate Degrees Conferred, Missouri Public Institutions, 2005-2009

Table 2: Associate Degree Program Inventory, All Missouri Institutions

Associate Degrees Conferred, Missouri Public Institutions, 2005-2009

	2005	2006	2007	2008	2009	Five-year Total
Two-Year Institutions (Total Associate Degrees conferred)	8626	8545	8602	8721	8503	42997
CROWDER	338	311	381	367	412	1809
EAST CENTRAL	387	324	349	300	311	1671
JEFFERSON	477	474	631	572	614	2768
LINN STATE	197	194	252	256	278	1177
MCC - BLUE RIVER	218	255	259	257	187	1176
MCC - BUSINESS AND TECHNOLOGY	31	33	33	40	40	177
MCC - LONGVIEW	475	573	454	482	343	2327
MCC - MAPLE WOODS	389	347	353	361	294	1744
MCC - PENN VALLEY	422	382	430	347	338	1919
MINERAL AREA	435	477	425	465	467	2269
MOBERLY	370	414	412	418	442	2056
MSU - WEST PLAINS	450	443	209	249	230	1581
NORTH CENTRAL	229	213	246	228	214	1130
OZARKS TECH	888	868	928	924	1025	4633
ST CHARLES	578	610	585	632	591	2996
ST. LOUIS CC - FLO. VALLEY	490	517	453	490	418	2368
ST. LOUIS CC - FOREST PARK	521	499	546	495	538	2599
ST. LOUIS CC - MERAMEC	918	872	893	970	882	4535
ST. LOUIS CC - WILDWOOD					18	18
STATE FAIR	419	406	399	488	417	2129
THREE RIVERS	394	333	364	380	444	1915
Four-Year Institutions (Total Associate Degrees Conferred)	380	293	331	329	319	1652
LINCOLN	103	92	87	82	69	433
MISSOURI SOUTHERN	124	124	105	125	134	612
MISSOURI WESTERN	63	62	70	74	66	335
NORTHWEST	44		47	37	33	161
SOUTHEAST	27	7	17	10	15	76
UCM	19	8	5	1	2	35
Five-year Total	9006	8838	8933	9050	8822	44649

Program Inventory Associate Degrees: All Missouri Institutions of Higher Education

Sector	Institution	Degree	Program Name
P2Y	Crowder College	AA	General Studies
		AAS	Accounting
			Agri-Business Technology
			Agri-Equipment/Diesel Technology
			Agri-Farm Business Management
			Alternative Energy - Biofuels
			Alternative Energy - Solar
			Alternative Energy - Wind
			Automotive Technology
			Business Management
			Computer & Network Support Technology
			Construction Technology
			Digital Communications Systems Specialist
			Drafting & Design Technology
			Electronics Technology
			Environmental Health Technology
			Fire Science Technology
			Healthcare Specialist
			Industrial Technology
			Occupational Education (collab. CMSU,SEMS)
			Office Administration
		Paramedical Science	
		Poultry Science	
	Veterinary Technology		
	AAT	Teaching	
	ADN	Nursing	
	AS	Nursing	
	Pre-Engineering Alternative Energy		
East Central College	AA	General Studies	
	AAS	Accounting	
		Accounting Clerk	
		Apprenticeship Training	
		Automotive Technology	
		Biotechnology	
		Building Construction Technology	
		Business Management/Marketing	
Business Technology Specialist			

East Central College

AAS **Cert. Occupational Therapy Assistant (collab.w/MHPC)
Computer Information Systems**

**Criminal Justice
Drafting & Design Technology
Early Childhood Education
Electronics
Fire Technology
Heating, Ventilation, Air Conditioning, & Refrigeration
Horticulture and Nursery Management
Hospitality Management
Industrial Engineering Machining
Industrial Engineering Technology
Legal Secretary
Medical Information Technology
Mold Making Technology
Multimedia Design
Nursing (coll. w/Rolla Technical
Occupational Education (collab. CMSU,SEMS
ParaEducator
Paramedic Technology
Physical Therapy Asst. (collab.w/Mo. Health Prof. Cons.)
Precision Machining Technology
Radiologic Technology
Respiratory Therapy
Welding**

AAT **Teaching**
ADN **Nursing - LPN Bridge**
AFA **Associate of Fine Arts (articulated w/UMSL)**

Jefferson College

AS **Pre-Engineering**
AA **General Studies**
AAS **Accounting Technology
Applied Technology
Apprenticeship Training
Automotive Technology
Business Information Technology
Business Management
Child Care/Early Childhood Education
Civil/Construction Technology
Computer Aided Design & Engineering Technology**

Linn State Technical College

Computer Aided Drafting/Design Tech.-Architectural
Computer Information Systems
Criminal Justice
Culinary Arts
Electronic Technology
Emergency Medical Technology
Fire Science Technology
Heating/AC/Refrigeration Technology
Machine Tool/CNC Technology
Nursing-RN
Pre-Allied Health
Pre-Nursing
Pre-Veterinary Technology
Veterinary Technology
Welding Technology
AAT Teaching
AS Engineering
Pre Engineering
AAS Automation and Robotics Technology
Automotive Collision Technology
Automotive Technology
Aviation Maintenance Airframe & Powerplant
Commercial Turf and Grounds Management
Computer Programming
Construction and Civil Technology
Design Drafting Technology
Electric Power Generation Technology
Electrical Distribution Systems
Electronics Engineering Technology
Heating, Ventilation & AC Technology
Heavy Equipment Technology
Industrial Electricity
Industrial Maintenance Technology
Machine Tool Technology
Management Information Systems Specialist
Medium/Heavy Truck Technology
Networking Systems Technology
Nuclear Technology (collab. w/UMC/AmerenUE
Callaway Nuclear
Occupational Education (collab. CMSU,SEMU

Linn State Technical College	AAS	Physical Therapist Assistant Powersports Technology Welding Technology
Metropolitan Community College - Blue River	AA	Associate In Arts
	AAS	Business Computer Science & Information Systems Criminal Justice Fire Science Technology Occupational Education Paraprofessional Educator
	AAT	Teaching
	ACS	Computer Science
	AE	Associate In Engineering
	AS	Associate In Science Biology Chemistry
Metropolitan Community College - Business/Tech.	AAS	Business Computer Aided Drafting & Design Technology Computer Science & Information Systems Engineering Technology Environmental Health & Safety Industrial Technology Occupational Education Precision Machining Quality Assurance Technology Telecommunications Technology
	ACS	Computer Science
Metropolitan Community College - Longview	AA	Associate In Arts
	AAS	Automotive Technology Business Computer Science & Information Systems Criminal Justice Grounds and Turf Management Human Services Land Surveying Occupational Education Paraprofessional Educator
	AAT	Teaching
	ACS	Computer Science
	AE	Associate In Engineering

Metropolitan Community College - Longview

AS **Associate In Science**

Biology

Chemistry

Metropolitan Community College - Maple Woods

AA **Associate In Arts**

AAS **Business**

Computer Science & Information Systems

Occupational Education

Paraprofessional Educator

Veterinary Technology

AAT **Teaching**

ACS **Computer Science**

AE **Associate In Engineering**

AS **Associate In Science**

Biology

Chemistry

Metropolitan Community College - Penn Valley

AA **Associate In Arts**

AAS **Apparel & Textiles-Design & Production Development**

Apparel & Textiles-Merchandising & Marketing

Business

Child Growth and Development

Computer Science & Information Systems

Criminal Justice

Dental Assisting

Graphic Design

Health Information Technology

Nursing, Professional

Occupational Education

Occupational Therapy Assistant

Paralegal Practice

Paramedic

Paraprofessional Educator

Physical Therapist Assistant

Radiologic Technology

AAT **Teaching**

ACS **Computer Science**

AE **Associate In Engineering**

AS **Associate In Science**

Biology

Chemistry

Mineral Area College

AA **Liberal Arts and Sciences**

- AAS Agri-Business
- Automotive Collision Technology
- Automotive Technology
- Business and Commerce General
- Business Computer Programming
- Child Development
- Civil/Construction Technology
- Computer Networking Technology
- Construction Technology
- Construction/Building Technology
- Criminal Justice
- Culinary Arts
- Design and Drafting
- Electrical/Electronics Technology
- Fire Science Technology
- Graphic Arts/Printing Technology
- Heating, Air Conditioning & Refrigeration
- Heating/AC/Refrigeration Technology
- Horticulture Services Operations Technology
- Industrial Maintenance
- Machine Tool Technology
- Manufacturing Supervision
- Manufacturing Technology
- Marketing Distribution Business Management
- Nursing Home Administration
- Occupational Education (collab. CMSU,SEMS)
- Occupational Safety, Health, & Environment
- Occupational Therapy Assistant
- Office Systems Technology
- Paramedic Technology
- Physical Therapy Assistant
- Radio TV Broadcasting Technology
- Renewable Energy Technology
- Respiratory Therapy
- Skilled Trades Technology
- Welding Technology
- AAT Teaching
- AGS General Studies
- AS Cabinetmaking
- Electrical Technology

Mineral Area College

AS **Lib Arts & Sci/Pre-Engineering**
Medical Technology
Nursing

Missouri State University-West Plains

AA **General Studies**
AAS **Agriculture, General**
Agriculture, General (via ITV methods)
Business
Child & Family Development
Computer Graphics & Programming
Computer Technology
Enology (collab. w/SMSU)
Entrepreneurship
Fire Science Technology
General Technology
Law Enforcement
Respiratory Therapy
Viticulture

Moberly Area Community College

AAT **Teaching**
ASN **Nursing**
AA **Associate of Arts**
AAS **Business & Office Technology**
Business Accounting Technology
Cert. Occupational Therapy Assistant (collab.w/MHPC)
Computer Information Technology
Drafting Design Technology
Early Childhood
Graphic Arts Technology
Industrial Technology
Marketing/Management
Medical Laboratory Technology
Physical Therapy Asst. (collab.w/Mo. Health Prof. Cons.)
Welding and Metals Technology

North Central Missouri College

AAT **Teaching**
ADN **Associate Degree in Nursing**
AS **Pre-Engineering**
AA **Liberal Arts & Sciences**
AAS **Accounting**
Agriculture & Natural Resources
Applied Technology

North Central Missouri College

- AAS Automotive & Machinery Technology (1+1 Program)
- Business Management
- Business Technology
- Cert. Occupational Therapy Assistant (collab.w/MHPC)
- Construction Technology
- Construction Technology (1+1 articulate 30 cred.hrs.)
- Criminal Justice
- Dental Hygiene
- Early Childhood Development
- E-Business Management & Commerce
- Emergency Medical Technology-Paramedic
- Health Care Management
- Health Information Technology
- Information Technologies
- Manufacturing Skill Standards Council-Production Technician
- Manufacturing/Computer Networking Technology (1+1 program)
- Medical Assistant
- Medical Laboratory Technology
- Nursing
- Nursing (1+1 Program)
- Paraprofessional & Substitute Teaching
- Pharmacy Technician
- Physical Therapy Asst. (collab.w/Mo. Health Prof. Cons.)
- Radiology Technician (1+1 w/Hillyard Tech. Ctr.)
- Surgical Technology (1+1 w/Hillyard Tech. Ctr.)
- Technical Teacher Education
- Welding Technology (1+1 Program)

AAT Teaching

AGS General Studies

AA Associate of Arts

General Studies

AAS Accounting

Apprenticeship Industrial Technology-Carpenter

Associate of Applied Science

Auto Collision Repair Technology

Automotive Technology

Business and Marketing

Business Technology

Ozarks Technical Community College

Computer Information Science
Construction Technology
Culinary Arts
Dental Assisting
Dental Hygiene
Diesel Technology
Drafting & Design Technology
Early Childhood Development
Electronic Media Production
Electronics & Computer Repair Technology
Emergency Medical Technician-Paramedic
Fire Science Technology
Graphic Design Technology
Health Information Technology
Heating, Refrigeration, & A/C
Hospitality Management
Industrial Control & Automation Technology
Industrial Electronics Technology
Machine Tool Technology
Manufacturing Technology
Medical Laboratory Technology
Networking Technology
Occupational Education (collab. CMSU,SEMS)
Occupational Therapy Assistant
Physical Therapist Assistant
Printing/Graphics Technology
Respiratory Therapy
Surgical Technology
Turf and Landscape Management
Welding Technology

AAT **Teaching**

AS **Biology**

Chemistry

Engineering

ASN **Nursing**

AA **Arts and Sciences**

AAS **Business Administration**

Business Administrative Systems

Child Care

Computer Aided Drafting & Mfg.

St. Charles Community College

St. Charles Community College

AAS
Computer Science
Criminal Justice
Education Paraprofessional
Electronics Engineering Technology
Environmental Science
Graphic Design
Human Services Assistant
Industrial Maintenance Technology
Massage Therapy (1+1 program)
Medical Transcription
Occupational Education (collab. CMSU,SEMS)
Occupational Therapy Assistant
Skilled Trades Industrial Apprenticeship
Technology

AAT
Teaching

AS
Computer Science (coop. w/UMR)
Health Information Technology
Nursing

Preengineering

St. Louis Community College-Florissant Valley

AA
Associate In Arts

AAS
Accounting
Biotechnology
Chemical Technology
Civil Engineering Technology
Construction Management Technology
Criminal Justice-Law Enforcement
Deaf Communication Studies/Interpreter Training
Dietetic Technology
Early Care & Education
Electrical/Electronic Engineering Technology
Graphic Communications
Human Services
Information Systems
Legal Studies for the Paralegal
Manufacturing Technology
Mechanical Engineering Technology
Nursing
Paramedic Technology
Quality Technology
Robotics Technology

St. Louis Community College-Florissant Valley

- AAS Sales
- Skilled Trades Industrial Apprenticeship
- AAT Associate of Arts in Teaching
- AFA Associate of Fine Arts
- AS Computer Science

St. Louis Community College-Forest Park

- AA Associate In Arts
- AAS Accounting
- Automotive Technology
- Building Inspection & Code Enforcement
- Clinical Laboratory Tech
- Criminal Justice
- Dental Hygiene
- Diesel Technology
- Early Care & Education
- Fire Protection Tech
- Funeral Service Education
- Graphic Communications
- Health Information Technology
- Hospitality Studies
- Human Services
- Information Systems
- Manufacturing Technology
- Mass Communications
- Nursing
- Occupational Education (collab. CMSU,SEMS)
- Radiologic Technology
- Respiratory Therapy
- Travel & Tourism

St. Louis Community College-Meramec

- AAT Associate of Arts in Teaching
- AFA Associate of Fine Arts
- AS Computer Science
- AA Associate In Arts
- AAS Accounting
- Architectural Technology
- Criminal Justice-Law Enforcement
- Early Care & Education
- Graphic Communications
- Horticulture
- Human Services
- Information Reporting Technology

St. Louis Community College-Meramec

**AAS Information Systems
Interior Design
Legal Studies for the Paralegal
Management & Supervisory Development
Manufacturing Technology
Nursing
Occupational Therapy Asst
Paramedic Technology
Physical Therapist Assistant
Sales**

AAT Associate of Arts in Teaching

AFA Associate of Fine Arts

AS Computer Science

St. Louis Community College-Wildwood

AA Associate In Arts

AAT Associate of Arts in Teaching

State Fair Community College

AA General Studies

AAS Accounting

Adn Nursing

Agriculture

Automotive Technology

Building Materials Merchandising

Business Management

Cert. Occupational Therapy Assistant (collab.w/MHPC)

Computer Aided Drafting Technology

Computer Information Systems (Emphasis-Accounting)

Computer Information Systems-Programming

Construction Technology

Criminal Justice

Dental Hygiene

Early Childhood Development

Fire Science Technology

General Career Studies

Industrial Technology

Industrial Technology-Electrical Maintenance

Machine Tool Technology

Marine Technology

Medical Office Administration

Network Administration

State Fair Community College

AAS Networking
Occupational Education (collab. CMSU,SEMS
Paraprofessional Educator
Physical Therapy Asst. (collab.w/Mo. Health Prof. Cons.)
Radiologic Technology
Web Development

Three Rivers Community College

AAT Teaching
AA Associate of Arts
AAS Accounting Technology
Agriculture Systems
Applied Technology
Business Management
Business Management (evening Program)
Cert. Occupational Therapy Assistant (collab.w/MHPC)
Criminal Justice
Diversified Technology
Early Childhood Development
Emergency Medical Service-Paramedic
Environmental/Occupational Safety & Health Tech.
Forestry Technology
Industrial Technology
Industrial Technology (collab.w/Southeast)
Information Systems Technology
LPN-RN Bridge Program
Medical Laboratory Technology
Microcomputer Support Technology
Nursing (registered)
Occupational Education (Collab. CMSU,SMSU
Paraprofessional Educator
Physical Therapy Asst. (collab.w/Mo. Health Prof. Cons.)

AAT Teaching
AS Administration of Justice
AA Criminal Justice
AAS Administrative Office Management
CIS/Accounting
CIS/Network Administration
Computer Science
Drafting Technology
Early Childhood Care & Educ. (approved TH
Nursing Science

P4Y

Lincoln University

Missouri Southern State University

Missouri Western State University

Northwest Missouri State University

Southeast Missouri State University

AAS

AS

AS

AAS

AS

AS

AA

AAS

Surgical Technology

Pre-Engineering

**Computer Aided Drafting/Design Engin. Tech.
Computer Assisted Manufacturing Technology
Computer Information Science**

Dental Hygiene

Law Enforcement

Radiologic Technology

Respiratory Therapy

Health Information Technology

Manufacturing Engineering Technology

Physical Therapist Assistant

Business

Criminal Justice

Legal Assistant

Science and Mathematics

Child Care & Guidance

Computer Technology

Program Inventory Associate Degrees: All Missouri Institutions of Higher Education

Sector	Institution	Degree	Program Name
NFP2Y	Cottey College	AA	Arts and Sciences
		AS	Arts and Sciences
	Wentworth Military Academy	AA	Associate In Arts and Sciences
			Liberal Arts and Sciences
		AAS	Business Management
			Paralegal Studies
		AS	Business Management
	Paralegal Studies		
		Pre-Med Nursing	
NFP4Y	Central Methodist University	AA	Business
			English Literature
			Interdisciplinary Studies
			Psychology
			Public Service
		AS	Accounting
			Applied Mathematics
			Business
			Chemistry
			Computer Science
		Interdisciplinary Studies	
	Columbia College	AGS	General Studies
		AS	Business Administration, General
			Computer Information Systems
			Criminal Justice Administration
	Drury University	AS	Nursing
			Business Administration
			Communications, General
			Criminal Justice
			Emergency Medical Science
English			
Environmental Management			
Environmental Studies			
Fine Arts			
First Responders			
Foundations in Education			
Health Wellness			
Law Enforcement			
Liberal Arts&Sciences(Gen Studies)			

		Organizational Leadership
		Paralegal Studies
		Psychology
		Radiologic Technology
		Respiratory Therapy
		Surgical Technology
Hannibal-Lagrange College	AA	Associate of Arts
	AAS	Associate of Applied Science
		Respiratory Therapy
	AS	(blank)
	ASN	Nursing
Missouri Baptist University	AS	Business Administration
		Religion
Missouri Valley College	AA	Business (Small Bus Mgt)
		Liberal Arts
Park University	AS	Construction Management
		Medical Records Management
		Nursing
Southwest Baptist University	AA	General Studies
	AAS	Business
		Business Administration
		Emergency Medical Technology, Basic
		Emergency Medical Technology-Paramedic
		Occupational Technology
	AS	Business Administration
		Computer Science
		General Studies
	ASN	Nursing
Washington University	AA	Liberal Arts
William Woods University	AA	Associate of Arts
		Liberal Studies
	AAS	Paralegal Studies

Program Inventory Associate Degrees: All Missouri Institutions of Higher Education

Sector	Institution	Degree	Program Name		
Out-of-state	Indian Hills Community College	AA	LIT 161 Short Stories Course		
			PHI 114 Critical Reasoning Course		
			SOC 115 Social Problems Course		
Prof/Tech	Cleveland Chiropractic College	AA	Human Biology		
		ASN	Nursing		
			AS	Automotive Collision Repair Technology	
				Automotive Maintenance Technology	
				Carpentry & Building Construction Technology	
				Control Systems Technology	
				Electrical Automation Technology	
				Electrical Systems Design Technology	
				Heating/Ventilation/AC/Refrigeration	
				High Performance Automotive Technology	
				Industrial Technology	
		Information Technology			
		Internet Web-Based Technology			
	Precision Machining Technology				
	Southeast Missouri Hospital College of Nursing	AAS	Nursing (Basic & Completion)		
			Radiologic Technology		
	Texas County Technical Institute	AAD	Accounting		
			Administrative Assistant		
			Data Processing Technology		
			Emergency Medical Technician-Paramedic		
Health Services					
Medical Administrative Assistant					
ADN			Nursing, Professional		
			Registered Nurse Bridge		
Proprietary			American College of Technology	AAS	Business Administration & Information Tech
					Computer Programming & Systems Design
	Criminal Justice				
	Health Information Technology				
	Information Systems & Multimedia Technology				
	Information Systems & Network Administration				
	Web Development & Internet Technology				
	Anthem College	AAS			Accounting Technology
					Business Management
					Criminal Justice
Dental Assistant					

Proprietary

Anthem College

AAS

Massage Therapy
Medical Assistant
Medical Billing & Coding
Medical Billing and Coding
Paralegal
Pharmacy Technician
Surgical Technologist
Veterinary Technology

Attachment B

Baker University-Kansas City

AAB

Business

Baker University-Lee's Summit

AAB

Business

Baker University-St. Joseph

AAB

Business

Brown Mackie College - St. Louis

AAS

Accounting Technology
Architectural Design & Drafting Technology
Business Management
Criminal Justice
Healthcare Administration
Information Technology
Medical Assisting
Occupational Therapy Assistant
Office Management
Paralegal
Pharmacy Technology
Surgical Technology
Business (On-Line) Emphasis Accounting
Business (On-Line) Emphasis Finance
Business (On-Line) Emphasis Management
Business (On-Line) Emphasis Marketing
Business (On-Line) Emphasis Travel Agency Op.
Business Administration and Management
Computer Information Systems-Networking
Computer Science - Programming
Criminal Justice
Exercise Specialist
Gaming and Robotics Specialist
Medical Assistant
Travel and Tourism Specialist

Bryan College

AAS

Colorado Technical University

AAS

Accounting
Accounting w/Insurance Premium Auditing
Business Administration - Accounting
Business Administration - Management

Colorado Technical University

AAS

**Business Administration - Marketing & Sales
Criminal Justice
General Studies
Medical Assisting
Radiologic Technology
Surgical Technology**

Attachment B

Concorde Career College

AAS

**Allied Health/Dental Assisting
Allied Health/Insurance Coding & Billing Spec
Allied Health/Medical Assisting
Allied Health/Respiratory Therapy
Dental Hygiene
Nursing
Physical Therapist Assistant**

DeVry University

AAS

**Electronics and Computer Technology
Health Information Technology
Network Systems Administration
Web Graphic Design**

DeVry University-KC Downtown

AAS

**Network Systems Administration
Web Graphic Design**

DeVry University-St. Louis

AAS

**Network Systems Administration
Web Graphic Design**

Everest College-Springfield

AAS

**Accounting
Business Administration
Computer Information Science
Paralegal**

Global University

AA

**Bible/Theology
Church Ministries
Ministerial Studies
Religious Studies**

Grantham University

AA

**Business Administration
Business Management
Criminal Justice
Engineering Management Technology
General Studies
Multidisciplinary Studies**

AAS

Medical Coding and Billing

AS

Computer Science

Electronics & Computer Engineering Technology

Heritage College

AOS

**Esthetics
Hospital & Health Services Mgmt. (Structured)**

Heritage College

AOS

**Personal Trainer
Therapeutic Massage
Therapeutic Massage (Structured Learning)
X-Ray Medical Tech (Structured Learning)
X-Ray Medical Technician**

Attachment B

Hickey College

AD

**Accounting
Administrative Assistant
Computer Programming
Culinary Arts
Graphic Design
Legal Administrative Assistant
Medical Administrative Assistant
Network Management
Paralegal Studies
Veterinary Technician Program**

IHM Health Studies Center

AOS

Bridge to AOS EMT-P

ITT Technical Institute-Arnold

AAS

**Computer & Electronics Engineering Technology
Computer Drafting & Design
Criminal Justice
IT - Computer Network Systems
IT - Multimedia
IT - Web Development
Software Applications & Programming
Software Development Technology
Visual Communications**

ITT Technical Institute-Earth City

AAS

**Computer & Electronics Engineering Technology
Computer Drafting and Design
Criminal Justice
IT - Computer Network Systems
IT - Multimedia
IT - Software Applications & Programming
Nursing
Software Development Technology
Visual Communications**

ITT Technical Institute-Kansas City

AAS

**Computer & Electronics Engineering Technology
Computer Drafting and Design
Criminal Justice
IT - Computer Network System
Software Development Technology
Visual Communications**

ITT Technical Institute-Springfield	AAS	Computer & Electronics Engineering Technology Computer Drafting and Design Criminal Justice Information Tech - Computer Network Systems Software Development Technology
L'Ecole Culinaire	AOS	Culinary Arts Culinary Management
Metro Business College	AAS	Business & Computer Specialist Business & Computer Specialist-Day Business & Computer Specialist-Evening Medical Billing & Coding Specialist (Evening) Medical Billing and Coding Specialist Medical Billing and Coding Specialist (Day) Medical Specialist Medical Specialist-Day Medical Specialist-Evening
Midwest Institute	AOS	Medical Massage Science - Full-time Medical Massage Science - Part-time Medical Office Assisting - Full-time Medical Office Assisting - Part-time
Missouri College	AAS	Business Administration Dental Hygiene
Missouri Tech	AAS	Electronics Engineering Information Technology Network Administration
National American University	AOS	Electronics Engineering
	AAS	Accounting Applied Management Business Administration Criminal Justice Health Information Technology Information Technology Medical Assisting Medical Staff Services Management Paralegal Studies Pharmacy Technician
Pinnacle Career Institute	AS	General Education Studies Nursing - ASN
	AAS	Electronics Technology
	AOS	Business Admin.-Marketing & Advertising

Pinnacle Career Institute

AOS **Business Admin-Human Resources - Online**
Business Administration-Human Resources
Business Admin-Marketing & Advertising Online
Medical Assistant Technician
Medical Billing & Coding
Medical Billing & Coding - Online
Personal Trainer
Personal Trainer - Online

Attachment B

Sanford-Brown College

AAS **Allied Health**
Business Administration/Accounting
Business Administration/Business Management
Business Administration/Management
Cardiovascular Sonography
Criminal Justice
Diagnostic Medical Sonography
Emergency Medical Services
Game & Web Design
Massage Therapy
Medical Assistant
Medical Billing and Coding
Nursing
Paralegal Studies
Polysomnography
Radiography
Respiratory Therapy
Surgical Technology
Veterinary Technology

Sanford-Brown College-Hazelwood

AAS **Business Administration/Accounting**
Business Administration/Management
Fashion Merchandising
Medical Assistant
Medical Billing and Coding
Occupational Therapy Assistant
Paralegal Studies

St. Louis College of Health Careers

AAS **Massage Therapy-Day**
Massage Therapy-Evening
Medical Assistant - Day
Medical Assistant - Evening
Medical Massage Practitioner-Day
Medical Massage Practitioner-Evening

St. Louis College of Health Careers

AAS
Occupational Therapy Assistant - Day
Patient Care Technician - Day
Patient Care Technician - Evening
Pharmacy Techician - Day
Pharmacy Techician - Evening
Professional Medical Billing-Day
Professional Medical Billing-Evening
Respiratory Therapy

Attachment B

Stevens Institute of Business and Arts

AAS
Business Administration-Day
Business Administration-Night
Interior Design-Day
Interior Design-Night
Paralegal Studies-Night
Retail Mgmt/Fashion Merchandising-Day
Retail Mgmt/Fashion Merchandising-Night
Tourism and Hospitality Management-Day

Vatterott College

AOS
Applied Electrical Technology
Building Maintenance Technology
Business Management
Business Management - online
Combination Welding Technology

Comptuer Systems and Network Technology
Computer Aided Drafting Technology
Computer Engineering Design & Drafting Tech
Computer Systems & Network Technology
Computer Systems & Network Technology
Computer Systems & Networking Technology
Diesel Mechanic
Electrical Mechanic Technology
Heating Air Cond. & Refrigeration Technology
Heating, A/C, Refrigeration Technology
Heating, Air Cond. & Refrigeration Technology
Heating/Air Conditioning & Refrigeration Tech
Industrial Control Technology
Information Systems Technology
Medical Assistant
Medical Assistant - online
Medical Billing & Coding
Medical Billing & Coding - Online

	Vatterott College-St. Joseph	AOS	Medical Billing and Coding Paralegal Pharmacy Technician Plumbing Technology Web Design & Multimedia Application Develop. Computer Systems & Network Technology Criminal Justice Medical Assistant
Theological	Baptist Bible College	AA	Medical Billing & Coding Early Childhood Education Office Technology
	Calvary Bible College	AA	Biblical Studies Children's Ministry Christian Education/Local Church
	Central Bible College	AA	Bible Children's Ministry Christian Education Church Music Deaf Ministry Missions
	Central Christian College of the Bible	AA	Biblical Studies
	Saint Louis Christian College	AS AA AAS	Biblical Studies General Studies Biblical Studies Intercultural & Urban Missions Preaching Ministry

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Subcommittee of
the Homeland Security Advisory Council Update
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The Higher Education Subcommittee of the Homeland Security Advisory Council (HES-HSAC) was established in 2007 to advise the Homeland Security Advisory Council on safety initiatives related to higher education in Missouri. The intent of this board item is to provide an update on the work of the HES-HSAC.

Background

The Homeland Security Advisory Council established the Higher Education Subcommittee in 2007 following the shootings on the campus of Virginia Tech University. The 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 departments of Higher Education, Health and Senior Services, Mental Health, and Public Safety. Detailed information about HES-HSAC can be found online at <http://campussecurity.missouri.org/>.

Goals for 2011

At the July 21, 2010 meeting of the HES-HSAC, members outlined three overarching goals for the year ahead:

1. Promote a culture of preparedness on Missouri postsecondary campuses.

Collaborate with the State Emergency Management Agency. HES-HSAC will continue collaborating with the State Emergency Management Agency (SEMA) to plan for statewide institutional participation in the National Level Exercise scheduled for May 16-20, 2011 (NLE 2011). Participation will be tailored to address statewide issues that could impact multiple campuses during a large scale event, such as student transfer, record storage and retrieval, and housing of international students.

Disseminate best practices. The HES-HSAC will continue to identify and disseminate best practices for safety and security issues on campus. The HES-HSAC members plan to refine and implement a rapid response cycle model for delivery of information. As the committee communicates with campuses in 2011, members will identify the most practical method for dissemination of best practices.

Committee members remain committed to utilizing the campus safety and security website (<http://campussecurity.missouri.org/>) as one effective means for disseminating information.

Plan the higher education track of the Missouri Safe Schools and Colleges Conference. The HES-HSAC will continue to collaborate with the Missouri School Boards' Association (MSBA) and the Department of Public Safety (DPS) Office of Homeland Security to plan the higher education track of the Missouri Safe Schools and Colleges Conference. In 2011, the conference will be held July 7-8 at Tan-Tar-A Resort in Osage Beach, Missouri. Representatives from each postsecondary institution in the state are encouraged to attend the conference in the interest of promoting a culture of preparedness on their campus.

2. Engage institutions for greater support to the state and federal emergency management agencies (SEMA and FEMA).

Postsecondary institutions statewide can support state and federal agencies in all phases of emergency management (mitigation, preparedness, response, and recovery). The HES-HSAC is committed to connecting institutions to state and federal initiatives in order to uncover and promote opportunities for increased support. Such opportunities might include the support of essential functions during an emergency, developing new support technologies, or forecasting potential hazards.

3. Partner with the Missouri Department of Public Safety and the Missouri School Boards' Association in developing the Missouri Center for Education Safety.

DPS and MSBA have undertaken a joint initiative to create a Missouri Center for Education Safety. The Center is in the conceptual stage but will promote and provide resources for school and campus safety and security. The Center will support Pre-K–12 and higher education institutions, both public and private. HES-HSAC members have committed to partner with DPS and MSBA in developing the Center.

Membership Update

The HES-HSAC is authorized to have 25 voting members, including students. Committee membership stands at 24 members with the addition of four new members who were appointed to the committee in July:

Jeffery Hartle, Visiting Assistant Professor and Coordinator of the Disaster and Emergency Management emphasis of the Master of Public Affairs degree, Park University

Tim Casey, Academic Dean, Wentworth College

Bill Hudson, Chief of Campus Police, Metropolitan Community College

Ethan Ahern, Lieutenant, Missouri State Highway Patrol

Currently, there is one student voting member of the HES-HSAC. At the July meeting, HES-HSAC members authorized an increase in the number of student voting members on the committee. New student appointments will be made in the coming months.

Conclusion

Upon its fourth year of existence, the HES-HSAC remains dedicated to providing assistance to Missouri colleges and universities in planning, preparing, mitigating, and responding to hazards in order to make Missouri's campuses safe. It has set goals for the year ahead that encompass current initiatives and set new directions for the work of the subcommittee.

STATUTORY REFERENCE

Governor's Executive Order 06-09

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Imperatives for Change Performance Report
Coordinating Board for Higher Education
September 9, 2010

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. This item presents the IFC 2010 Performance Report, the first update for key indicators of the state of postsecondary education in Missouri since the baseline report published in 2009.

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 goals:

- Increase Educational Attainment
- Produce a Globally Competitive Workforce
- Increase Shared Responsibility for Investment, Stewardship, and Accountability

IFC also includes several objectives and indicators (measures) for each strategic issue. Of the 50 IFC indicators, last year's baseline report presented data for 38 indicators for which data was available at the time. Over the past year, MDHE staff has continued to work with institutional representatives to refine and develop new methodologies, implement new data collection, and identify target goals for sector and statewide performance. Further information on IFC and the prior year baseline report may be found on the MDHE website (<http://www.dhe.mo.gov/ifc.shtml>).

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

Summary of Findings

The following findings were first presented in the June board book. The complete performance report can be found in Appendix A. The performance report does not include data from every indicator in IFC, but presents updated data for key indicators related to the primary goals outlined by *Imperatives for Change*.

- Missouri experiences only moderate degree attainment and has seen little to no improvement in recent years.

Coordinating Board for Higher Education
September 9, 2010

- The higher education community has increased completions in high demand fields, collaborated with the business community to train workers for jobs that currently exist, and expanded commitment to research and public service.
- While investment from the state has seen slight increases in prior years, Missouri higher education still remains among the lowest funded states in the country.

Goal 1. Increase Educational Attainment

Over the last decade Missouri consistently ranked below the national average (28th in 2008-09) with only 27 percent of all 18-64 year olds holding a bachelor's degree. Missouri's young adult population (25-34) has only slightly higher attainment, 29 percent, and still lags behind the national average. While Missouri's degree production has increased by 13 percent since 2002, the average US state has increased by 18 percent.

Postsecondary participation, persistence, and graduation rates remain essentially stable:

- Participation -- Roughly two-thirds of recent Missouri public high school graduates enroll in postsecondary education the fall semester following graduation.
- Persistence -- In 2008 Missouri mirrored the national average with 71 percent of full-time freshmen students from the prior year re-enrolling at the same institution.
- Graduation -- Among students enrolling at a public 4-year institution in 2003-04, 53 percent had graduated with a baccalaureate degree by 2008-09. Among public 2-year students in 2006-07, 21 percent had completed by 2008-09, with another 18 percent transferring to another institution.

Increasing degree attainment is a critical factor in creating a more educated citizenry, improving quality of life and providing the state with a globally competitive workforce. Missouri continues to face significant challenges in this area. Missouri must encourage students to enroll and then persist throughout the educational process in order to increase the educational capital of the state. Missouri can also improve degree attainment by ensuring more Missourians are prepared and can afford college *before* setting foot on campus. The number of recent Missouri public high school graduates who required remedial education has increased over the past decade, with 37 percent not ready for college level coursework. Education fees have increased more than 73 percent for Missouri public institutions in the past eight years. While Missouri has made significant investments in state financial aid through the Access Missouri program (\$92,582,926 in FY2009), among the 67,900 freshmen who filed a FAFSA in 2008-09, and were otherwise qualified to receive Access Missouri funds, over 40,000 (59%) still failed to file before the April 1st deadline.

Goal 2. Produce a Globally Competitive Workforce

Missourians are responding to the rapidly changing global economy through their selection of degrees in health practitioner, STEM (science, technology, engineering and mathematics) and other critical fields.

- Health practitioner -- Over the past six years Missouri has increased its certificates and degrees awarded in health practitioner fields by 56 percent.
- STEM -- Missouri's public four-year institutions have increased their science, technology, engineering, and mathematics degrees awarded by 14 percent over the past year.

- Critical fields -- Completions in critical high demand employment fields have increased 10 percent in the last year and 23 percent over the past six years.

Higher education provides individuals with the skills and credentials necessary to increase their personal income. Missourians with a bachelor's degree earn 57% (\$16,000 annually) more than those with only high school diplomas.

In an effort to expand their resources beyond those provided by student and state support, Missouri's public institutions of higher education have a commitment to research and public service. Last year they received \$1.4 billion in external grants and contracts, a seven percent increase over the last five years. These external revenue streams account for 17.5 percent of public university budgets. In the same period, institutions have also increased their expenditures on research and development by 20 percent.

To provide students with valuable experience before entering the work-force, Missouri's public two-year schools engage in job training partnerships with Missouri businesses. In 2008 more than 44,000 Missourians enrolled in new job training, customized training and related training programs. In the past three years 38 percent (13,877) more students participated in new job customized and related training programs.

Goal 3. Increase Shared Responsibility for Investment, Stewardship and Accountability

Missouri higher education experienced dramatic withholdings in FY2002 and cutbacks in FY2003. While there have been incremental increases in state appropriations for higher education since then, it is only in FY2010 that appropriations have reached the prior funding levels. At just over one billion dollars in FY2010 this investment represents 11.9 percent of total state revenue, slightly higher than previous years but significantly lower than the high point of over 17 percent in the 1980s. Missouri higher education consistently ranks among the least funded states in the country. In FY 2009, the state ranked 43rd in the country in appropriations for higher education per student FTE, 42nd per \$1,000 of personal income and 47th per capita.

Conclusion

Imperatives for Change is an essential tool for identifying the strengths and weaknesses of higher education in Missouri. Its robust data are available to education leaders and policy makers who wish to make targeted improvements in the state's performance on the three goals of IFC. It is clear that much work remains to be done to move Missouri above average performance in higher education.

Next Steps

In addition the 2010 Performance Report, MDHE staff will complete and publish the supporting fact book with extensive disaggregation of all data indicators in IFC. The final set of IFC documents will consist of a brief summary brochure, a short assessment and presentation of data, and an extensive fact book of associated data. The primary audience will be elected officials and the Missouri public. More detailed information will be available electronically through links for those who want to drill down on specific initiatives. Additionally, MDHE staff has leveraged IFC data indicators to inform an evolving higher education performance dashboard for the governor's office which will be integrated into the final Performance Report

documentation. This dashboard relies upon statewide goals for critical measures of higher education performance. These statewide goals are informed by an extensive consultation with institutional representatives.

MDHE staff will continue to work with institutions and with other partners to prioritize work on the few remaining 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

Findings from the first annual *Imperatives for Change* Performance Report highlight Missouri's current challenges and failure to improve in recent years. MDHE staff looks forward to working with postsecondary institutions and other P-20 partners to address the critical needs of the state and opportunities for growth. The postsecondary community must identify action-steps to address these challenges and improve the quality of higher education, student learning, and the educational capital of Missouri.

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 acknowledge receipt of the *Imperatives for Change 2010 Performance Report*.

ATTACHMENT(S)

Attachment A: *Imperatives for Change 2010 Performance Report*
Attachment B: *Imperatives for Change: Building a Higher Education System for the 21st Century*

IMPERATIVES FOR CHANGE 2010 PERFORMANCE REPORT



How Missouri Measures Up On Higher Education Goals

EDUCATIONAL ATTAINMENT

More than 60 percent of future jobs will require a college degree

Only 27 percent of 18-64 and 29 percent of 25-34 year olds hold a bachelor's degree. Missouri consistently ranks below the national average.

Preparation



37 percent of recent Missouri high school graduates must take remedial coursework and are unprepared for college level classes.

Participation



Roughly two-thirds of recent Missouri public high school graduates enroll in postsecondary education the fall semester following graduation.

Persistence



In 2008, Missouri mirrored the national average with 71 percent of full-time freshmen students from the prior year re-enrolling at the same institution.

Completion



Among students enrolling at a public 4-year institution in 2003-04, 53 percent had graduated with a baccalaureate degree by 2008-09. Among public 2-year students in 2006-07, 21 percent had completed by 2008-09, with another 18 percent transferring.

Affordability



Missouri has made significant investments in state financial aid through the Access Missouri program (\$92,582,926 in FY2009), but among the 67,900 income-eligible freshmen who filed a FAFSA in 2008-09, more than 40,000 (59 percent) missed the April 1 deadline.

CONTRIBUTE TO THE ECONOMY

Higher education contributes to economic growth

Student Learning



In 2008-09, Missouri's passage rates for general education exams increased nine percent for certificate students and five percent for associate students from 2008-07, baccalaureate pass rates decreased by six percent.

Workforce Needs



Missouri's public four-year institutions have increased their science, technology, engineering and mathematics degrees awarded by 14 percent over the past year.

Research



Last year, state institutions received \$1.4 billion in external grants and contracts, a seven percent increase over the last five years. Over the same period, expenditures have increased by 20 percent.

INVEST IN THE FUTURE

Financial support for higher education is an investment that pays big dividends

State Appropriations



In FY 2009, the state ranked 43rd in the country in appropriations for higher education per student FTE, 42nd per \$1,000 of personal

EDUCATIONAL ATTAINMENT



Increasing degree attainment is a critical factor in creating a more educated citizenry, improving quality of life and providing the state with a globally competitive workforce.

Over the last decade, Missouri consistently ranked below the national college attainment average (28th in 2008-09), with only 27 percent of all 25-64 year olds holding a bachelor's degree and 35 percent holding an associate's degree (35th in U.S.) Missouri's young adult population (ages 25-34) has a slightly higher attainment rate (29 percent) and still lags behind the national average. While Missouri's degree production has increased by 13 percent since 2002, other states have increased their rates by an average of 18 percent. Attainment levels by race and gender reflect national trends, but Missouri has seen a significant increase over the past six years in the percent of African-Americans holding a bachelor's degree.

Increasing the number of degrees and awards held by its citizens requires improving performance at the critical junctures of the educational pipeline.

Percentage of Population Ages 25 to 64 Holding Degrees

	2002		2007		2008	
	Assoc+	Bach+	Assoc+	Bach+	Assoc+	Bach+
Missouri	33%	27%	35%	27%	35%	27%
MO Rank	34	27	35	27	35	28
US	36%	28%	38%	29%	38%	29%
Lowest State	WV	WV	WV	WV	WV	WV
	24%	18%	26%	19%	25%	19%
Highest State	MA	MA	MA	MA	MA	MA
	47%	39%	50%	42%	50%	42%

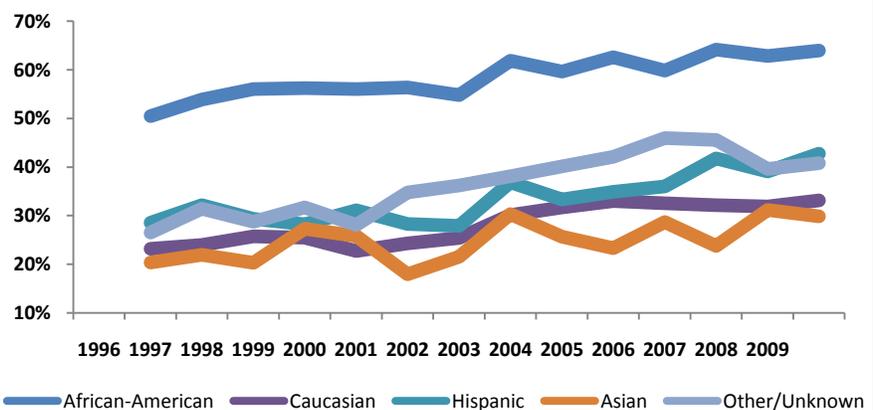
Source: Public Use Microdata Sample- American Community Survey

Missouri continues to face significant challenges in the area of educational attainment. Increasing the number of degrees and awards held by its citizens requires improving performance at the critical junctures of the educational pipeline. Missouri must encourage students to enroll and then persist throughout the educational process in order to increase the educational capital of the state.

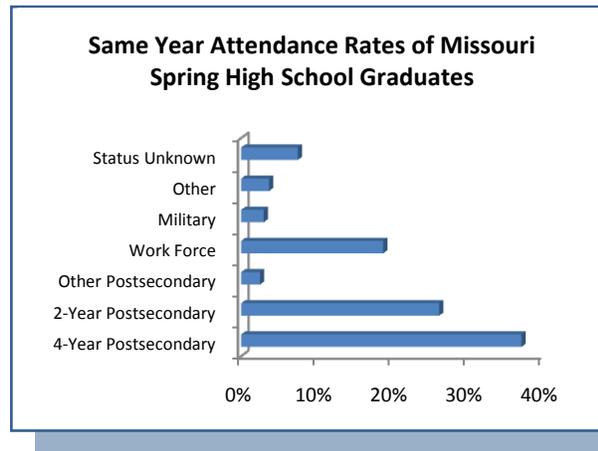
Missouri can improve degree attainment by ensuring more Missourians are prepared and can afford college *before* setting foot on campus. The number of recent Missouri public high school graduates who required remedial education has increased over the past decade, with 37 percent not ready for college level coursework.

The cost of higher education continues to rise. Education fees have increased more than 73 percent for Missouri public institutions in the past eight years. While Missouri has made significant investments in state financial aid through the Access Missouri program (\$92,582,926 in

Student Enrollment in Remediation by Race; 1996 to 2009

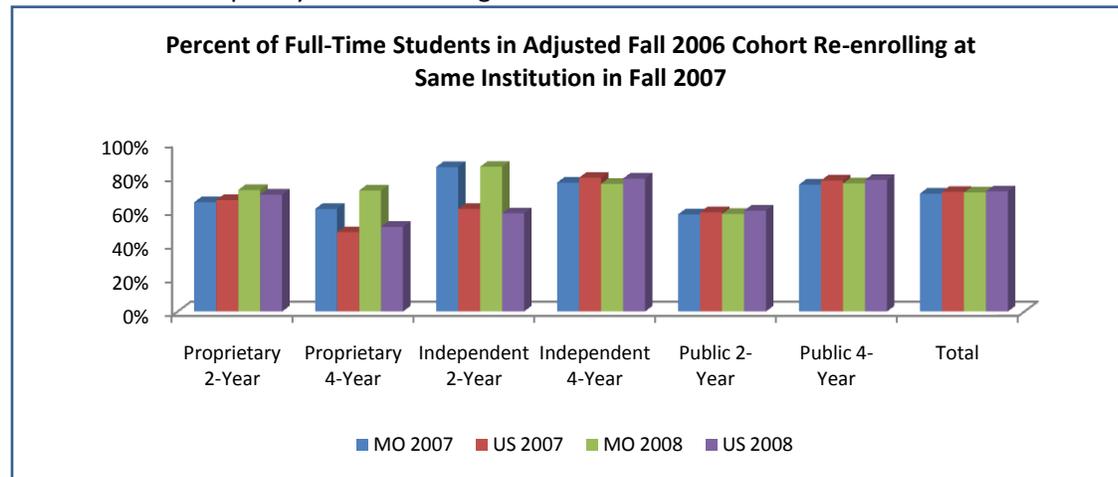


FY2009)¹, among the 67,900 freshmen who filed a FAFSA in 2008-09 and were otherwise qualified to receive Access Missouri funds, more than 40,000 (59 percent) failed to file before the April 1st deadline.



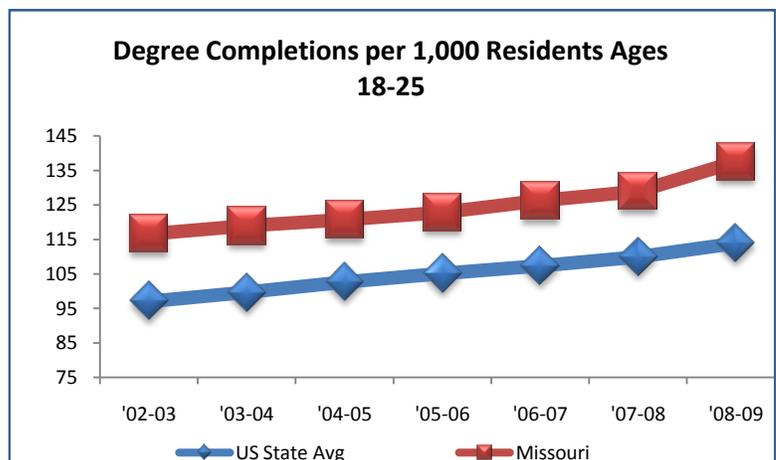
In spite of increased graduation standards at Missouri high schools and expanding availability of financial aid, participation in postsecondary education has remained flat over the past five years, with roughly two-thirds of recent Missouri public high school graduates enrolling in college the fall semester following graduation. Retraining and new credentials for adult learners may play an increasingly important role in the current economic recovery. Enrollment by these non-traditional learners has increased by 11 percent since 2002, to almost 167,000 each year.

Just as participation among traditional students has remained stable, so too have persistence and graduation rates. In 2008, Missouri mirrored the national average with 71 percent of full-time freshmen students from the prior year re-enrolling at the same institution.



A bright spot for Missouri is its production of graduate and professional degrees. Missouri ranks fourth in the nation in the number of graduate and professional degrees per 1,000 residents 18-25 years old, and eighth in total awards. This offers hope that Missouri may slowly be closing the educational gap.

Unfortunately, too many students continue to slip through the cracks and drop out of school without completing an award. Among students enrolling at a public 4-year institution in 2003-04, 53 percent had graduated with a baccalaureate degree by 2008-09. Among public 2-year students in 2006-07, 21 percent had completed by 2008-



¹ Unfortunately, these gains in state financial aid have evaporated with recent budget constrictions. Funding appropriations for Access Missouri fell 10% in FY2010 to \$83 million with continued projected declines to \$60 million in FY2011 and \$30 million in 2012.

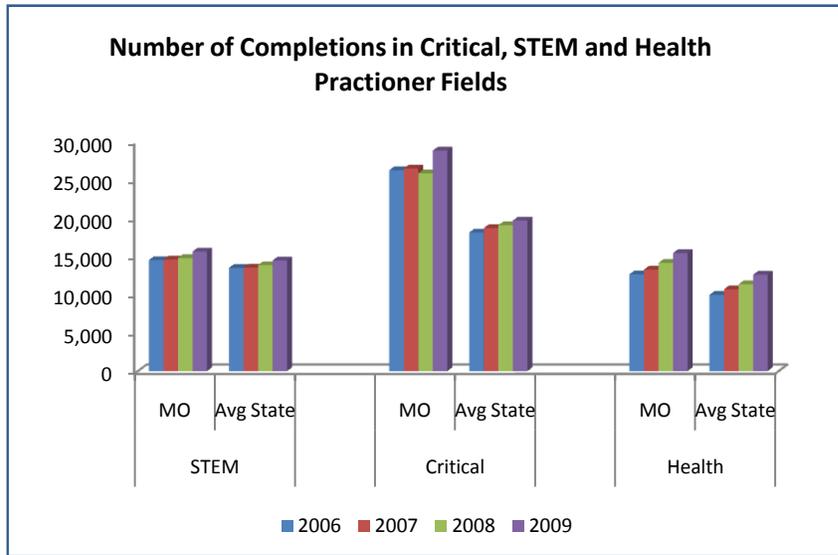
09, with another 18 percent transferring to another institution.

CONTRIBUTE TO THE ECONOMY



The emerging 21st century economy will rely on the postsecondary community to provide more educated graduates and a well-prepared workforce, trained in critical economic growth areas. Meeting these needs requires institutions to expand research and program delivery in health and STEM fields (science, technology, engineering and mathematics).

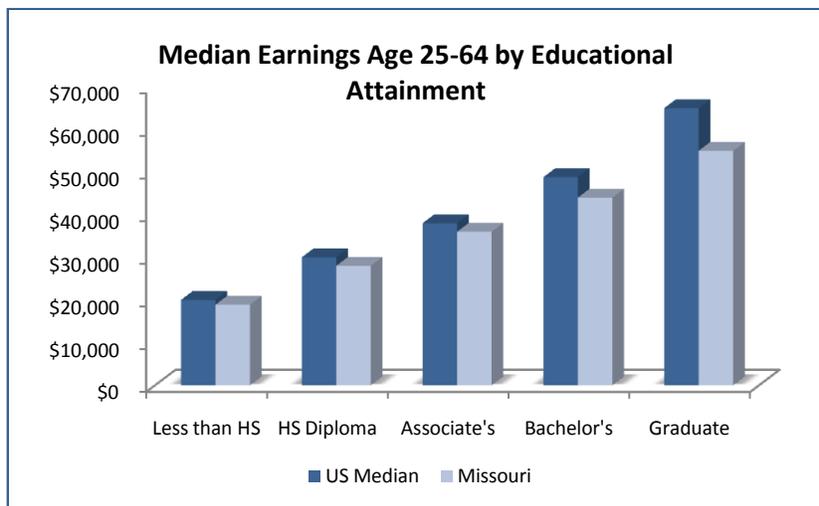
A quality education produces both well rounded citizens and graduates qualified to work in their chosen field. Pass rates on critical licensure and certification exams range from 88 percent for baccalaureate and associate degree students to 98 percent for certificate level programs. Yet pass rates for new teachers has declined seven percent, to 54 percent last year. Tests of general education have also seen declining scores, with only 58 percent of baccalaureates scoring above the 50th percentile in FY2009 compared to 64 percent the prior year.



Missourians are responding to the rapidly changing global economy through their selection of degrees in health practitioner, STEM and other critical fields.

- Health practitioner -- Over the past six years Missouri has increased its certificates and degrees awarded in health practitioner fields by 56 percent.
- STEM -- Missouri's public four-year institutions have increased their science, technology, engineering and mathematics degrees awarded by 14 percent over the past year.
- Critical fields -- Completions in critical, high-demand employment fields have increased 10 percent in the last year and 23 percent over the past six years.

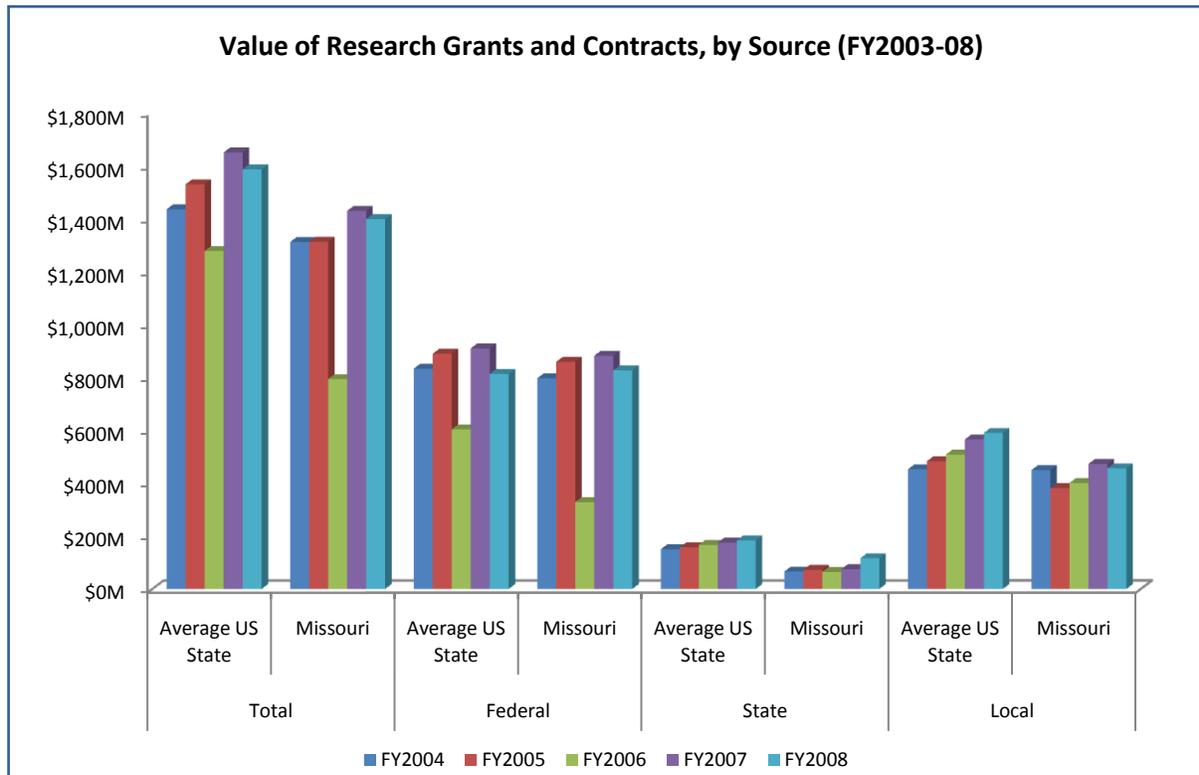
Higher education provides individuals with the skills and credentials necessary to increase their personal incomes.



Missourians with a bachelor's degree earn 57 percent (\$16,000 annually) more than those with only high school diplomas.

In an effort to expand their resources beyond those provided by student and state support, Missouri's public institutions of higher education have a commitment to research and

public service. Last year they received \$1.4 billion in external grants and contracts, a seven percent increase over the last five years. These external revenue streams account for 17.5 percent of public university budgets. In the same period, institutions have also increased their expenditures on research and development by 20 percent.



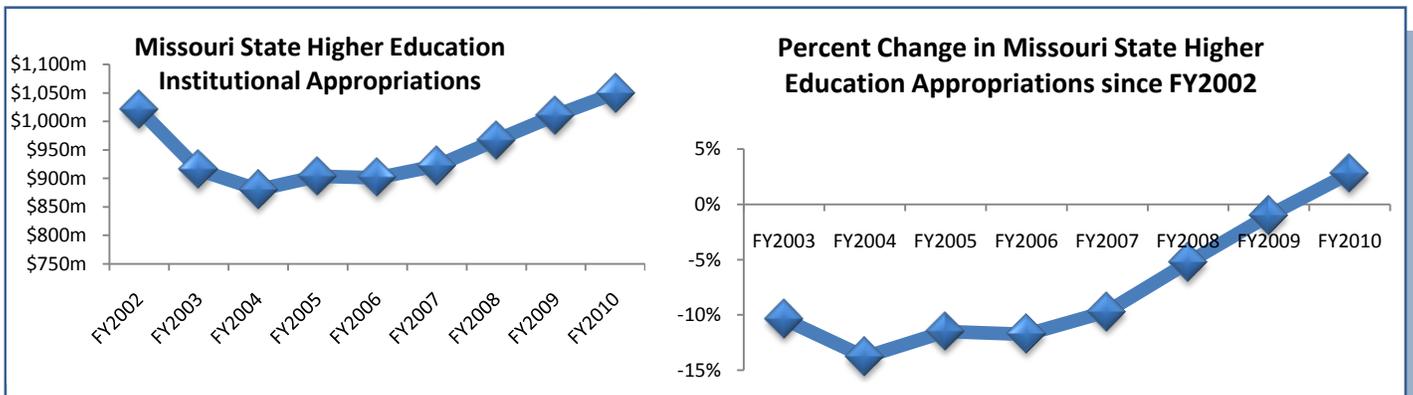
To provide students with valuable experience before entering the work-force, Missouri's public two-year schools engage in job training partnerships with Missouri businesses. In 2008, more than 44,000 Missourians enrolled in new job training, customized training and related training programs. In the past three years, 38 percent (13,877) more students participated in new job customized and related training programs.

INVEST IN THE FUTURE



Cultivating an educated citizenry requires investing resources today that will pay dividends in the future. As education levels rise, poverty and crime rates decline. A more educated populace enjoys better health, higher wages and greater civic engagement. Even when resources are scarce, dollars invested in higher education yield great returns for the state and its citizens.

Missouri higher education experienced dramatic withholdings in FY2002 and cutbacks in FY2003. While there have been incremental increases in state appropriations for higher education since then, it is only in FY2010 that appropriations have reached the prior funding levels. At just over one billion dollars in FY2010 this investment represents 11.9 percent of total state revenue, slightly higher than previous years but significantly lower than the high point of over 17 percent in the 1980s. Missouri higher education consistently ranks among the least funded states in the country. In FY 2009, the state ranked 43rd in the country in appropriations for higher education per student FTE, 42nd per \$1,000 of personal income and 47th per capita.



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

Student Loan Program Update
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The Missouri Department of Higher Education (MDHE) has served as a guaranty agency in the Federal Family Education Loan Program (FFELP) since 1979 and is one of 32 guarantors that exist across the nation. Because of the recently enacted Health Care and Education Reconciliation Act (HCERA), guaranty agencies no longer have authority to guarantee new federal student loans as of July 1, 2010 as new loans will be disbursed through the Federal Direct Loan Program. The purpose of this item is to discuss options relating to the future of the MDHE guaranty agency.

Discussion

Although the enactment of HCERA takes away the MDHE's authority to guarantee new loans, the law does not remove the MDHE's obligations relating to loans guaranteed prior to July 1, 2010. Currently, the MDHE has an outstanding guaranty portfolio of approximately \$4.2 billion and a defaulted loan portfolio of \$289 million. The MDHE will continue to perform default aversion work, pay default claims, report federal data, provide program integrity services, and perform collections for loans in its existing portfolio. In exchange for performance of these services, the federal government will continue to pay related fees to the MDHE.

Many of the functions and services that the MDHE and other guaranty agencies have historically provided, such as outreach, default prevention, and financial literacy services, will continue to be important in a post-FFELP environment. However, HCERA does not include a specific vehicle for the ongoing provision of these services. Both federal legislators and the U.S. Department of Education (USDE) have publicly acknowledged the importance of services that guaranty agencies provide and it is anticipated that USDE announce a plan for the continuation of these services in the near future. One likely method for providing these services would be through competitive federal contracts. As a result, some guaranty agencies are looking to expand market share and eliminate potential competition for contracts by seeking to merge with or acquire other guarantors.

The state of Missouri was recently approached by one such guarantor and was encouraged to consider "selling" the MDHE guaranty agency. The large influx of cash that could result from such a transaction is attractive to those challenged with balancing the budget in the midst of a severe economic crisis. However, it is not clear 1) whether such a transaction is possible 2) what the value of the MDHE guarantee portfolio is 3) whether a divestiture of the guarantee portfolio would be in the best interest of Missouri.

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The state of California recently sought to sell its guarantee portfolio and USDE blocked the sale, informing state officials that, “Until we have . . . determined what role the guaranty agencies will have in the federal student loan process, the Department of Education will not entertain any requests from a State or other party to designate or redesignate a guaranty agency except as necessary to protect the federal fiscal interest.”

In order to assess the value of the MDHE guarantee portfolio and evaluate options for the guaranty agency’s future, staff is working with the Missouri Office of Administration’s Division of Purchasing and Materials Management to issue a request for proposals to engage a consulting firm. The resulting contractor will be asked to determine the value of the MDHE portfolio and provide recommendations as to a future path for the guaranty agency that will provide the most long-term value to the state of Missouri.

STATUTORY REFERENCE

Section 173.055 RSMo

Section 173.110 RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

College Access Challenge Grant Update
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

As part of the federal College Cost Reduction and Access Act passed by Congress in 2007, the College Access Challenge Grant (CACG) program was intended to foster partnerships among federal, state, and local governments and philanthropic organizations through grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. On March 30, 2010, the President signed the Health Care and Education Reconciliation Act of 2010 (HR 4872 - Public Law No: 111-152). This action extended the CACG program until federal fiscal year 2014 and increased the level of funding for the program to \$150 million per year. This agenda item provides an update concerning the MDHE application to participate in this national effort.

Background

The College Access Challenge Grant program is a federal formula grant program designed to support states in assisting low-income students and families learn about, prepare for, and finance postsecondary education. Governors were notified in May of this year of the continuation of the program and were directed to designate the state agency that would apply for and administer the program. In June, Governor Nixon designated the MDHE as the agency responsible for this program and in July a completed application was forward to the United States Department of Education.

Nationally, \$150 million has been appropriated to the program for the current fiscal year. A similar appropriation is anticipated for the following years through federal fiscal year 2014. Funds are allocated to states based on a formula specified in the authorizing statute. That formula projected Missouri would receive approximately \$2.2 million dollars each year. On August 16, the MDHE was notified its application had been reviewed and that the funds had been awarded.

Planned Activities

The department will use the grant to implement a two-pronged approach aimed at increasing the rates at which Missourians attend and succeed in higher education:

- Financial Literacy: The MDHE will directly provide a range of services and activities designed to improve the financial literacy of Missouri's secondary and postsecondary

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students. These services include organizing and delivering events and disseminating information designed to educate parents and students about planning for, both academically and financially, and paying for postsecondary education. The grant funds will be used to expand the development and distribution of financial literacy information to Missouri high school students. These additional funds will allow this effort to be more comprehensive both in its approach to the subject matter and in its geographic scope within the state.

- **Competitive Grant:** While direct outreach and early awareness activities have proven to be one of the best approaches to increasing the preparation and success of students, the MDHE's limited staff and financial resources create a sizeable barrier to expansion into these types of activities. In response, the remainder of the grant funds will be allocated to an MDHE-developed grant program to build and strengthen outreach activities offered by non-profit organizations that assist Missouri students and families in preparing for higher education. The proposal anticipates between fifteen and twenty grants will be awarded of approximately \$100,000 each. General eligibility criteria for an organization to participate include having been in existence prior to the enactment of the federal statute, being organized as a not-for-profit, having demonstrated successful experience in postsecondary education outreach and awareness activities, and the capacity for adequate recordkeeping and performance reporting.

Responsibilities

As with any program of this type, there are responsibilities attached to the acceptance of the funds. First, there is a financial matching requirement, mandating that the state provide one dollar of non-federal funds for listed activities for every two dollars of federal funds expended. Because of the type of activities and the approach contained in the proposal, it is not anticipated this requirement will create a substantial burden on the department's limited financial resources.

For example, in the area of financial literacy, the MDHE had already begun the process of planning for work in this area, including the budgeting of loan operating funds to this purpose. Those existing funds will provide a substantial match for this effort. With regard to the competitive grant program, one of the primary grant requirements will be for the applicant to verify its ability to provide matching funds that meet the federal program requirements.

In addition, the authorizing statute includes a Maintenance of Effort (MOE) provision that each state must meet in order to be eligible to receive the grant. The MOE provision requires states to expend amounts that are equal to or greater than: (1) the average amount provided for non-capital and non-direct research and development expenses or costs by the state to the public institutions during the five most recent academic years for which satisfactory data are available, and (2) the average amount provided for student financial aid for paying postsecondary education costs by the state to private institutions during the most recent academic years for which satisfactory data are available. For the current award cycle, Missouri meets the MOE requirement. In future years, it will likely be necessary for the state to request a waiver of this requirement as the impact of the economic downturn is reflected in state revenues and expenditures.

There are also substantial reporting responsibilities related to this program. In addition to the usual budgetary and financial reports, the department is required to provide an annual progress

report on activities conducted and the impact of those activities. Sub-grant applicants will be required to identify target student and family groups, provide information concerning the demographic composition of those groups, and identify goals and measures for the project during the term it is receiving grant funding. The department will also establish specific measurements and assessment tools to ensure the efforts for change in the area of financial literacy and outreach are useful and effective. The MDHE will track and analyze ordering data of printed materials and tailor publications to reflect regional, social and ethnic diversity. To that end, the MDHE will engage local resources in the development of financial literacy materials and monitor the distribution to ensure that inner city school districts and high-need rural school districts fully benefit from offered services.

Conclusions

Numerous reports have highlighted the need for Missouri to increase the proportion of its population that possesses a postsecondary credential and to increase the rate at which high school graduates enter and complete postsecondary education. While this grant program provides limited funds to address this difficult issue, it does provide an opportunity to strengthen the efforts that are already underway across the state. It is anticipated that many non-profit organizations will view this additional assistance as a needed boost to allow already successful programs to reach additional students and/or to expand the scope of those programs to other areas of the state.

STATUTORY REFERENCE

Section 173.050 RSMo, Powers of coordinating board

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Department Relocation Update
Coordinating Board for Higher Education
September 9, 2010

DESCRIPTION

The is an update to the department's move this fall from its current location on Amazonas Drive to the Jefferson Building in downtown Jefferson City.

Background

The buildings currently used by the department are leased by the state. This move was not planned but was initiated by the Office of Administration as a cost saving measure when sufficient space to house this department became available in the state-owned Jefferson Building. The Department of Elementary and Secondary Education is also located in the Jefferson Building so the move will also put us in close proximity to our colleagues in that department and should facilitate coordination between our two organizations. We will also be in close proximity to the capitol, which will facilitate coordination with the general assembly when it is in session.

We have been working with the Division of Facilities Management, Design & Construction (FMDC) within the Office of Administration to coordinate this move. We have been allocated the entire 11th floor of the Jefferson Building and a portion of the 14th floor. In addition, our three data analysis personnel will be co-located with their DESE counterparts to facilitate their coordination and data sharing. Likewise, our IT support staff will be co-located with the rest of the IT staff in that building, but they will still provide dedicated support to the personnel of this department. While our space on the 11th floor will have a modest conference room, we will be able to share the larger conference rooms located on the first floor of the Jefferson Building. We will also have a significant amount of secure, dedicated storage space in the basement of the building and will share space in the building's mail room.

Current Status

With our input, FMDC has completed its design of the offices and work stations for our space in the building, and each of our employees has been assigned his or her work location within that design. FMDC has removed the carpeting, completed the abatement work related to that removal and has installed the new carpeting. They are in the process of assembling all the parts required for the various work stations in the cubicles, and all the parts will be refurbished before their installation.

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Next Steps

Our actual move to the Jefferson Building is now scheduled for mid-October, about six weeks earlier than the initial estimate of late November. A benefit of this earlier move date is that the leases on our current buildings will not end until December 31 so this will give us plenty of time after the relocation to process for disposal all items of furniture that are excess. In the meantime, we are going through files to archive or dispose of those no longer needed for day-to-day business. We also are coordinating the transfer of telephone lines and the reissue of badges with new security codes that will be required to gain entry into the controlled-access space.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE

(as of 7/2/2010)

Fiscal

- Establish guidelines for appropriation requests by public 4-year institutions (§ 173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Request appropriations based on number of students receiving Pell grants (§ 173.053)¹
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the CBHE (§ 173.030(4))
- Request appropriations to match USAID funds for purposes of facilitating international student exchanges (§ 173.730)

Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)²
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

¹ Requirement established in 1988 and required determining in that year the number of students then receiving maximum Pell grants and using that figure in subsequent year appropriation requests. Apparently, this has never been done.

² This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

Academic Programs

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)

Institutional Relationships

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§173.005.2(2))
- Approve new state supported senior colleges or residence centers (§ 173.005.2(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions for institutional decisions relating to residence status of students (§ 173.005.2(6))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is to govern all public institutions of higher education that do not have their own after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)

- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Supervise the two-year community colleges (§ 178.780) to include:
 - Establishing their role in the state
 - Setting up the form of surveys to be used for local jurisdictions to use in determining need and potential for a community college
 - Administering the state financial support program
 - Formulating and putting into effect uniform policies as to budgeting, record keeping, and student accounting
 - Establishing uniform minimum entrance requirements and uniform curricular offerings
 - Making a continuing study of community college education in the state
 - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

Financial Aid³

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program (“Bright Flight”) (§ 173.250.3)
- Administer the A+ Scholarship program (Executive Order 10-16, January 29, 2010)
- Administer the Nurse Training Incentive Fund (§ 173.030(6))
- Administer the Kids’ Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen’s compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain categories of employees permanently disabled or their spouses or children or survivors in the event of the employee’s death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (need based) (§ 173.262.3)
- Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)
- Administer the Improving Teacher Quality Grant Program (§§ 168.585(1), 173.050(2), Pub. Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001)
- Administer the Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)
- *Administer the Missouri Educational Employees’ Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need based; funded by voluntary donations from paychecks of employees of public school districts) (§ 173.267.4)*
- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*

³ Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waiver to certain students who have been in foster care or other residential care under the department of social services (§ 173.270.1)
- Request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- *Administer the Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Disseminate procedures for receiving annual certifications from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

State Guaranty Agency under the Federal Family Education Loan Program⁴

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682).
Responsibilities include:
 - Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
 - Processing applications
 - Loan disbursement
 - Enrollment and repayment status management
 - Default awareness activities
 - Collecting on defaulted borrowers
 - School and lender training
 - Financial literacy
 - Providing information to students and families on college planning, career preparation, and paying for college
 - Administering claims
 - Provide marketing and customer assistance
 - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

⁴ As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

Proprietary Schools

- License and oversee all for-profit MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

Assignments in Statute to Serve on other State Boards

- MOHELA (both the commissioner and a CBHE member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- P-20 Council (§ 160.805.2(2))
- Missouri Workforce Investment Board (§ 6720.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 640.240.7)