

Annual Report

Fiscal Year 2014

Missouri Department of Higher Education

Building Missouri's Future By Degrees



Annual Report

Fiscal Year 2014



Vision:

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

Mission:

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

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Table of Contents

| | |
|---|----|
| Message from the Chair | 7 |
| Imperatives for Change | 8 |
| Enrollment and Programs | 10 |
| Strategic Initiatives | 15 |
| Program, Policies and Reports | 20 |
| Development and Coordination | 36 |
| Budget Recommendations | 39 |
| <i>Appendices</i> | |
| <i>Appendix A: Imperatives for Change</i> | 41 |
| <i>Appendix B: Enrollment</i> | 57 |
| <i>Appendix C: State Student Financial Aid Programs</i> | 61 |
| <i>Appendix D: Academic Program Actions</i> | 67 |

Coordinating Board for Higher Education

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Missouri state law (section 173.040, RSMo) defines the annual reporting requirements of the Coordinating Board for Higher Education. The report is to include:

- A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- A review of recent changes in enrollments and programs among institutions of higher education in the state;
- A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium; and
- The campus-level data on student persistence and a description, including the basis of measurement, of progress toward implementing revised remediation, transfer and retention practices under subdivisions (6) and (8) of subsection 2 of section 173.005.

Message from the Chair

The Coordinating Board for Higher Education and the Missouri Department of Higher Education are pleased to present the 2014 annual report. This report, submitted to the Governor and the General Assembly in accordance with Missouri state law, provides a summary of the actions and activities of the board and the department during Fiscal Year 2014.

A growing number of Missouri citizens are earning postsecondary education credentials. The percentage of Missourians with a two- or four-year degree continues to edge higher – from 36.6 percent in 2012 to 37.6 percent in 2013. When students with a professional certificate are included, the percentage rises to more than 49 percent. Our goal – Missouri’s Big Goal for Higher Education – is for 60 percent of working-age adults to have a degree or certificate by 2025 to provide the knowledge and skills Missouri needs for the future.



Dalton Wright

Fiscal Year 2014 was marked by progress in a number of areas to help Missouri move closer to achieving its goal.

Thirteen colleges and universities completed a pilot project for the Missouri Reverse Transfer Program. This program will allow students to transfer college credit from four-year universities to two-year colleges to earn an associate degree. The successful conclusion of the pilot paves the way for statewide expansion of the program to all public colleges and participating private higher education institutions.

The board approved the first 26 courses for a course transfer library that will make it easier for students to transfer credit from one higher education institution to another. The courses in the library will transfer as equivalents at all public and participating private higher education institutions, allowing students to save time and money as they work toward completing a degree.

Nine colleges and universities were selected to participate in Missouri’s first Completion Academy – an intensive two-day session that focused on strategies to help more students earn a degree. Each participating college went back to its campus with an individualized plan to improve remedial education, help students focus on choosing a major and revise scheduling and academic advising practices to keep students on track to graduate on time.

The Coordinating Board also hosted the third Governing Board Forum, which brought together college and university board members, presidents, chancellors and other leaders to focus on the changing nature of higher education and the challenges they face to improve postsecondary education.

To assist students with the costs of higher education, the department awarded more than \$107 million in state financial aid through 72,692 individual scholarships and grants. The department also provided publications and presentations about planning and paying for college to thousands of students and their families across the state.

2014 was marked by unprecedented collaboration among the state’s colleges and universities and individuals who are dedicated to making Missouri a leader in higher education. Thanks to all who are participating in this important work.

Dalton Wright

Chair

Missouri Coordinating Board for Higher Education

Imperatives for Change

Missouri's coordinated plan for higher education, *Imperatives for Change: Building a Higher Education System for the 21st Century*, has guided policy and accountability for the Department of Higher Education since 2008.

The plan, developed in coordination with the presidents and chancellors of Missouri's colleges and universities and other major stakeholders, focuses on three main goals:

- Increase educational attainment
- Produce a globally competitive workforce
- Increase shared responsibility for investment, stewardship and accountability

The plan is based on 10 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.

The entire *Imperatives for Change* plan is located in Appendix A.

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.

Enrollment and Programs

The Department of Higher Education collects information annually about student enrollment in Missouri's public and independent colleges and universities.

As of Fall 2013, the state's public postsecondary education institutions enrolled 254,907 students, representing a full-time equivalent enrollment of 185,767 students. The state's independent institutions enrolled 134,219 students, representing a full-time equivalent enrollment of 90,407 students.

Total head-count enrollment decreased by nearly 3,500 students or 0.9 percent from Fall 2012 to Fall 2013, and full-time equivalent enrollment decreased by about 7,100 students, or 2.5 percent.

Head-count enrollment at Missouri's public postsecondary institutions decreased by 0.6 percent since 2010. Full-time equivalent enrollment decreased by 0.9 percent during the past three years.

Head-count enrollment

| | 2010 | 2011 | 2012 | 2013 | Percent change 2010-2013 | Percent change 2012-2013 |
|--|----------------|----------------|----------------|----------------|-----------------------------|--------------------------------|
| Independent institutions | 135,079 | 135,159 | 135,552 | 134,219 | -0.6% | -1.0% |
| Independent (not-for-profit) four-year | 133,863 | 133,946 | 134,744 | 133,354 | -0.4% | -1.0% |
| Independent (not-for-profit) two-year | 1,216 | 1,213 | 808 | 865 | -28.9% | 7.1% |
| Public institutions | 256,525 | 260,524 | 257,025 | 254,907 | -0.6% | -0.8% |
| Public four-year | 144,555 | 147,073 | 148,440 | 149,425 | 3.4% | 0.7% |
| Public two-year | 111,970 | 113,451 | 108,585 | 105,482 | -5.8% | -2.9% |
| Statewide public and independent institutions | 391,604 | 395,683 | 392,577 | 389,126 | -0.6% | -0.9% |

Full-time equivalent enrollment

| | 2010 | 2011 | 2012 | 2013 | Percent change 2010-2013 | Percent change 2012-2013 |
|--|----------------|----------------|----------------|----------------|-----------------------------|--------------------------------|
| Independent institutions | 93,438 | 96,112 | 96,422 | 90,407 | -3.2% | -6.2% |
| Independent (not-for-profit) four-year | 92,681 | 95,288 | 95,961 | 90,064 | -2.8% | -6.1% |
| Independent (not-for-profit) two-year | 757 | 824 | 461 | 343 | -54.7% | -25.6% |
| Public institutions | 187,460 | 189,731 | 186,874 | 185,767 | -0.9% | -0.6% |
| Public four-year | 114,456 | 116,144 | 116,625 | 117,225 | 2.4% | 0.5% |
| Public two-year | 73,004 | 73,587 | 70,249 | 68,542 | -6.1% | -2.4% |
| Statewide public and independent institutions | 280,898 | 285,843 | 283,296 | 276,174 | -1.7% | -2.5% |

First-time, full-time, degree-seeking undergraduate enrollment

| | 2010 | 2011 | 2012 | 2013 | Percent change 2010-2013 | Percent change 2012-2013 |
|--|---------------|---------------|---------------|---------------|-----------------------------|--------------------------------|
| Independent institutions | 10,850 | 11,084 | 11,175 | 11,087 | 2.2% | -0.8% |
| Independent (not-for-profit) four-year | 10,606 | 10,787 | 11,066 | 10,963 | 3.4% | -0.9% |
| Independent (not-for-profit) two-year | 244 | 297 | 109 | 124 | -49.2% | 13.8% |
| Public institutions | 37,980 | 39,167 | 37,294 | 35,574 | -6.3% | -4.6% |
| Public four-year | 20,386 | 20,167 | 20,023 | 19,629 | -3.7% | -2.0% |
| Public two-year | 17,594 | 19,000 | 17,271 | 15,945 | -9.4% | -7.7% |
| Statewide public and independent institutions | 48,830 | 50,251 | 48,469 | 46,661 | -4.4% | -3.7% |

Proprietary School Certification and Enrollment

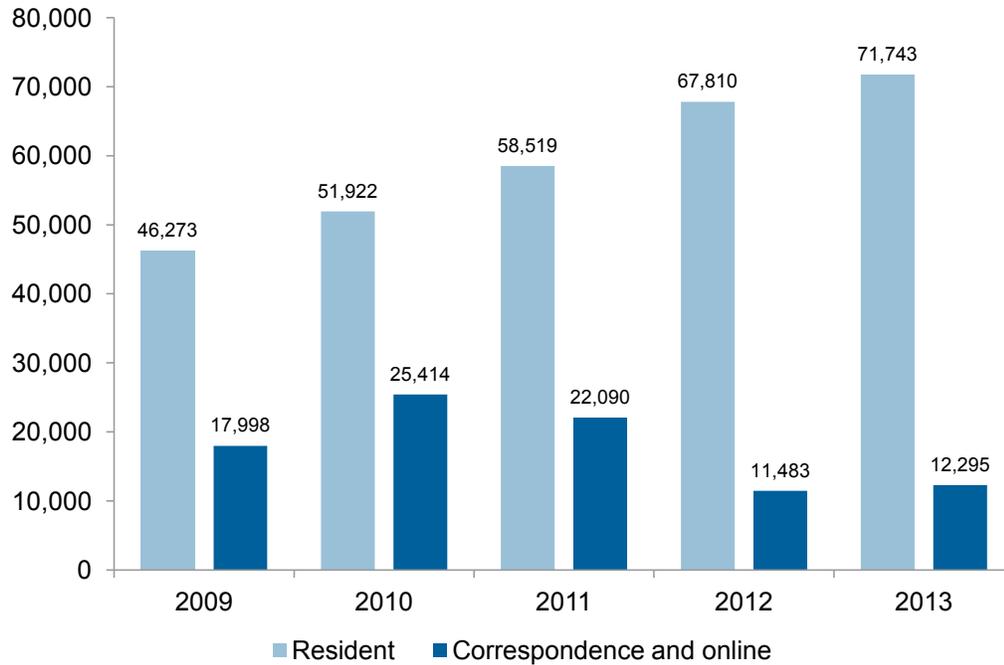
The Department of Higher Education oversees operating standards for proprietary schools to ensure students are treated fairly and receive education and training consistent with the published objectives of the schools. Certified schools provide education and training in more than 3,000 degree and certificate programs.

During Fiscal Year 2014, department staff renewed the certification of 169 existing institutions, received 111 application requests, certified nine schools to operate, granted exemption from certification standards to five schools, denied recertification to one school and monitored the closing of 13 certified schools.

Overall, enrollment at proprietary schools certified by the department declined by less than 2 percent in Fiscal Year 2013. The number of students enrolled in Missouri private career schools increased from 67,782 to 71,743, continuing the enrollment growth trend from the previous three years.

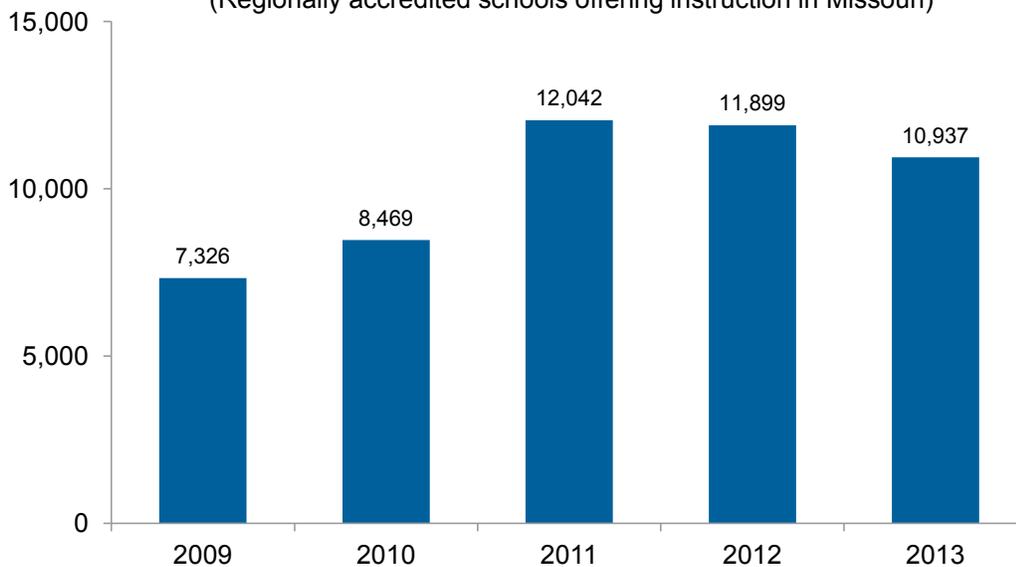
The number of students enrolled in non-Missouri degree-granting schools (regionally accredited schools offering instruction in Missouri) decreased slightly from 11,927 to 10,937. The decline is, in part, the result of the relocation or termination of operations of some institutions in this category rather than a reflection of current enrollment trends in postsecondary education. For example, proprietary distance education institutions experienced an increase in the number of students enrolled from 11,483 in 2012 to 12,295 in 2013.

Missouri Private Career Schools



Non-Missouri Degree-Granting Schools

(Regionally accredited schools offering instruction in Missouri)



Higher Education Program Actions

The Department of Higher Education facilitates the approval of new academic programs, changes to existing programs and the off-site delivery of existing programs by public higher education institutions. The department also reviews and offers comment on program actions at independent institutions.

The Coordinating Board for Higher Education has statutory responsibility to approve the establishment of residence centers and the off-site delivery of existing programs and monitor course delivery at instructional sites. During Fiscal Year 2014, the department began compiling an inventory of all off-campus sites to align its records with those of the institutions. In February 2014, a revised list of off-campus sites was approved by the Coordinating Board.

The following charts summarize the number of programs added, deleted, inactivated, withdrawn and conducted off-site during Fiscal Year 2014. More detailed information about new programs at public and independent institutions, as well as new off-site locations approved, is provided in Appendix D.

Public institutions

| Action | Certificate | Associate | Baccalaureate | Graduate | Total |
|--------------------|-------------|-----------|---------------|----------|-------|
| Deleted | 1 | 6 | 3 | 1 | 11 |
| Inactivated | 18 | 6 | 2 | 0 | 26 |
| Program changes* | 32 | 33 | 27 | 31 | 123 |
| New | 76 | 12 | 10 | 9 | 107 |
| Off-site | 14 | 4 | 2 | 1 | 21 |
| Programs withdrawn | 0 | 0 | 0 | 0 | 0 |

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

Independent institutions

| Action | Certificate | Associate | Baccalaureate | Graduate | Total |
|----------|-------------|-----------|---------------|----------|-------|
| New | 11 | 1 | 12 | 14 | 38 |
| Deleted | 0 | 0 | 10 | 3 | 13 |
| Off-site | 0 | 0 | 2 | 3 | 5 |

Strategic Initiatives

During Fiscal Year 2014, the Department of Higher Education focused on a number of initiatives aimed at improving higher education in the state including:

- Degree attainment
- Academic program review
- Performance funding for Missouri's college and universities

Degree attainment

Missouri's Big Goal

By 2018, approximately 60 percent of all jobs in Missouri will require some form of postsecondary education – a professional certificate or a two-year, four-year or advanced degree. The state has set a goal – Missouri's Big Goal – for 60 percent of adults to have a certificate or degree by 2025.

Missouri continued to make strides in degree attainment. About 36.6 percent of adults in the state had an associate or bachelor's degree in 2012. When individuals with a professional certificate were included, the number totaled about 46 percent.

In order to reach the 60-percent goal, Missouri must increase its annual production of degrees and certificates by about 3,000 each year. The Department is focusing its efforts in several areas to further increase the number of Missourians with a degree.

- Accessibility – improve college readiness and make higher education opportunities available to all students across the state.
- Affordability – keep the cost of college within reach for Missouri families.
- Quality – ensure students acquire the knowledge and skills they need for a rapidly changing world and workplace and support the need for resources to provide quality education opportunities.
- Completion – help students stay the course to finish a certificate or degree program.



Academic Program Review

The Department of Higher Education completed a statewide review of academic programs at Missouri's two- and four-year public colleges and universities in 2011. Upon its completion, department staff recommended that selected programs undergo a follow-up review after three years.

The programs were selected for further review for several reasons. Some of the programs identified were at the margin of efficient productivity in 2010. Several higher education institutions indicated they had plans to increase productivity through recruitment, retention and matriculation of students in the specific program. The follow-up reviews would permit the department to assess the effectiveness of the development plans.

During Fiscal Year 2014, the department completed the follow-up reviews, using the same methodology as it did in the original statewide review in 2011.

All 21 institutions provided complete documentation and rationales for decisions to retain, delete or change their programs. The department reviewed the institutions' rationales and in some cases requested more documentation. The rationales are shown in the chart on page 17.

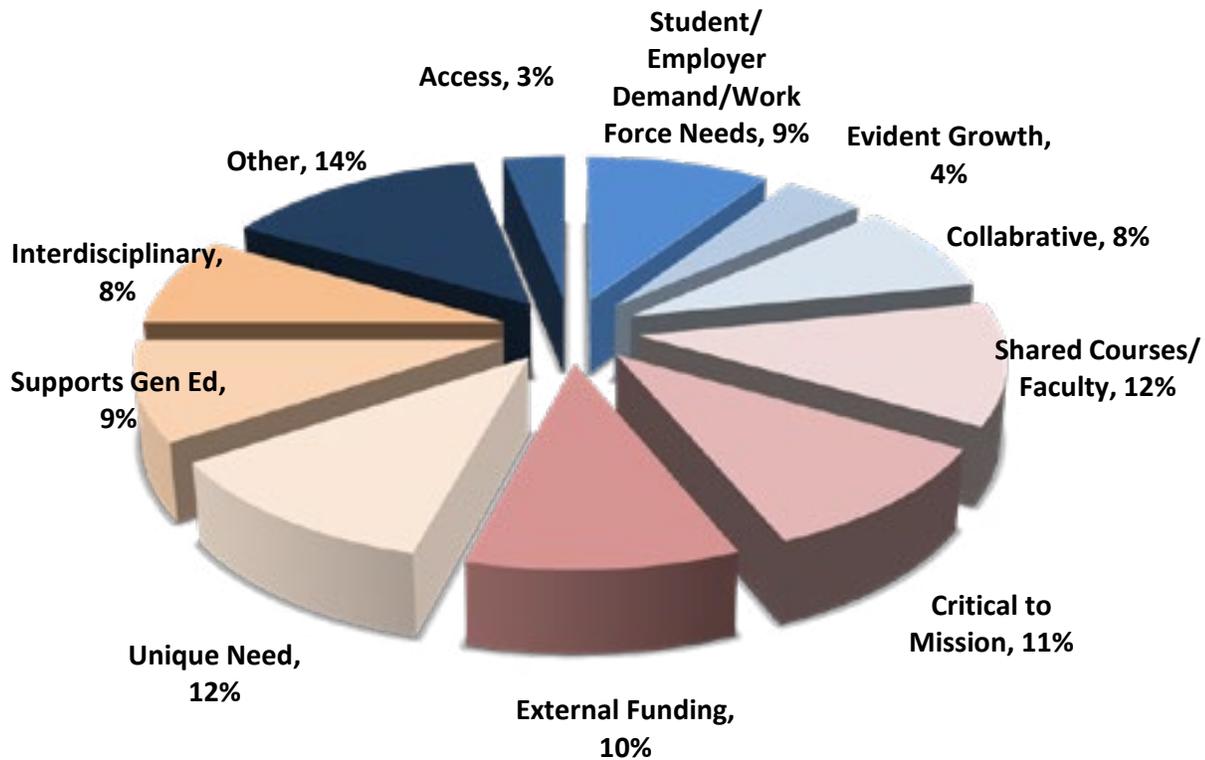
Of the 169 programs, 34 met productivity requirements, 15 programs were deleted, 5 were inactivated, and 117 retained.

After reviewing all of the documentation submitted by the institutions, the department determined that in general the institutions had taken appropriate action and offered compelling reasons to retain the 117 low producing programs under review.

Academic program review three-year outcomes

| Sector | Follow-up programs reviewed | Meets productivity criteria | Programs deleted since initial review | Programs inactivated | Programs retained |
|-----------|-----------------------------|-----------------------------|---------------------------------------|----------------------|-------------------|
| Four-year | 138 | 32 | 11 | 2 | 95 |
| Two-year | 31 | 2 | 4 | 3 | 22 |
| Total | 169 | 34 | 15 | 5 | 117 |

Rationales to continue low-producing programs



Performance Funding

Fiscal Year 2014 marked the first year Missouri's public higher education institutions received a portion of state funding based on a new performance funding model.

In 2011, Gov. Jay Nixon directed the Department of Higher Education to develop a formula to allocate future funding increases to higher education institutions according to their performance.

A task force, appointed by the commissioner of higher education, developed a performance funding model in 2012 based on five performance indicators. Each higher education institution could earn one-fifth of its available performance funding by demonstrating success for each one of its five performance measures.

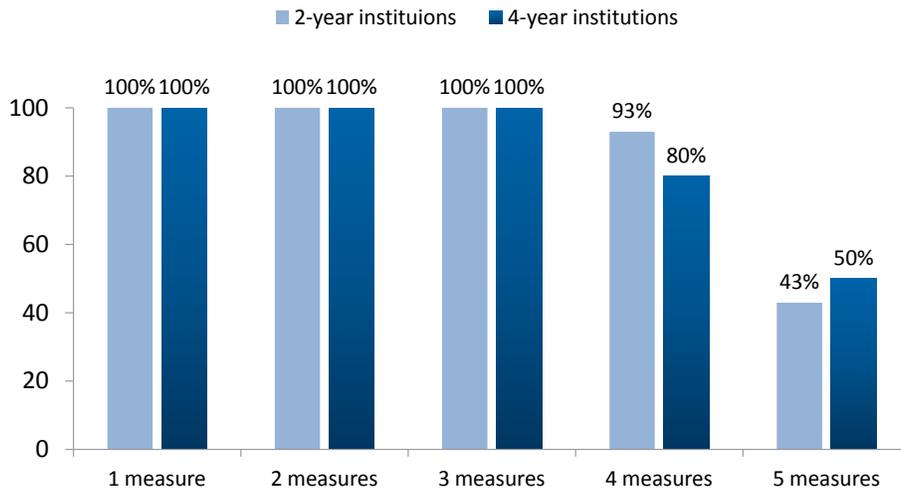
Performance funding indicators established for Missouri's public four-year colleges are:

- Student success and progress – freshman to sophomore retention or first-time, full-time freshman completing 24 credit hours their first academic year.
- Increased degree attainment – the total number of degrees awarded or the six-year graduation rate.
- Quality of student learning – improvements in assessments of general education or major field of study or improvements on professional/occupational licensure tests.
- Financial responsibility and efficiency – the percent of total education and general expenditures on the core mission of the college or university or the increase in education revenue per full-time student at or below the increase in the Consumer Price Index.
- An institution-specific measure approved by the Coordinating Board for Higher Education.

Indicators established for Missouri's public two-year colleges are:

- Three-year completion rate for first-time, full-time entering students.
- Percentage of developmental students successfully completing their last developmental English course and first college-level English course.

Missouri Performance Funding



Minimum number of performance measures met by colleges and universities- Fiscal Year 2014

- Percentage of developmental students successfully completing their last developmental math course and first college-level math course.
- Percentage of career/technical students who pass their required licensure/certification examination.
- An institution-specific measure that addresses financial responsibility and efficiency measures.

The performance measures are evaluated based on a three-year rolling average. Success for each measure is defined as improvement over each institution's performance from the previous year, or, when applicable, maintenance of a high level of performance in relation to a previously established threshold.

For Fiscal Year 2014, all of Missouri's four-year public universities met at least three performance measures; 80 percent met four measures; and 50 percent met five measures. All of Missouri's two-year public colleges met at least three performance measures; 93 percent met four measures; and 43 percent met all five measures.

Programs, Policies and Reports

During Fiscal Year 2014, the Department of Higher Education continued its work to implement legislation (House Bill 1042) approved in 2012. The legislation established policy to help remove barriers to postsecondary graduation and improve college degree completion rates. The legislation called on the Coordinating Board for Higher Education to:

- Require all public higher-education institutions to identify and implement best practices in remedial education.
- Create a core transfer library of a least 25 lower-division courses that are transferable among all public higher education institutions.
- Develop a reverse transfer policy among the state's two- and four-year colleges and universities.

Developmental Education

House Bill 1042 directed the Coordinating Board for Higher Education to require all public institutions of higher education to “replicate best practices in remedial education.”

To implement the law, the Department of Higher Education commissioned an overview of developmental education, including a literature review. Department staff then conducted a survey to assess the current state of developmental education in Missouri at public and independent institutions. The survey helped the department understand how each institution delivers developmental education, how many students are served by developmental education programs, and how successfully the programs move students into credit-bearing courses. The survey data and findings guided the next phase of the initiative, developing policy based on “best practices.”

Work began on the development of the Principles for Best Practice in Remedial Education, which was approved by the board in September 2013. The department is currently implementing the principles with guidance and expertise from existing committees and organizations, including the Task Force on College and Career Readiness and the Missouri Developmental Education Consortium.

The target date for implementation of the best practices in remedial education is Fall 2015.

Course Transfer Library

The Coordinating Board for Higher Education approved 26 courses for Missouri's new course transfer library during Fiscal Year 2014.

In 2012, House Bill 1042 called for the establishment of a library of at least 25 lower-division courses that transfer as one-to-one equivalent courses among higher education institutions in the state. The transfer library is designed to help facilitate course transfer among all public and select independent institutions and equip students with the knowledge they need to make informed choices about their education.

Department of Higher Education staff worked with representatives from Missouri's colleges and universities to develop a list of courses and collect data on transferability.

Courses approved for the transfer library are:

- American Government
- American History I
- American History II
- Anthropology
- Art Appreciation
- Astronomy
- Biology Lecture (non-majors)
- Biology Laboratory (non-majors)
- Calculus I
- College Algebra
- Drawing I
- French I
- French II
- Introduction to Sociology
- Introduction to Statistics
- Macroeconomics
- Microeconomics
- Music Appreciation
- Oral Communication
- Philosophy
- Psychology
- Public Speaking
- Spanish I
- Spanish II
- Western Civilization
- World Religions

The department will continue to work with public and participating independent higher education institutions to add courses to the library. Policies and procedures will be developed for the submission and review of additional courses to the transfer library. An electronic transfer library database will be created to make the library easily accessible to Missouri students.

Missouri Reverse Transfer Program

Thirteen colleges and universities in Missouri participated in a pilot project for the Missouri Reverse Transfer Program during Fiscal Year 2014.

The Reverse Transfer Program, created in 2012 by House Bill 1042, allows students who have earned at least 15 transferable credit hours at a qualifying two-year college and have transferred to a four-year college or university to transfer hours back to the two-year college to receive an associate degree.

The program is designed to assist students who have earned a significant number of college credits but have not received an associate or bachelor's degree. Students who have completed the required credits necessary can qualify for an associate degree even if they are not currently attending college.

During the pilot project, 50 students received associate degrees.

Colleges and universities paired up for the pilot program include:

- Columbia College and Moberly Area Community College
- Missouri State University and Missouri State University–West Plains
- Missouri State University and Ozarks Technical Community College
- Missouri Western State University and Metropolitan Community College
- Missouri Western State University and North Central Missouri College
- Northwest Missouri State University and Metropolitan Community College
- University of Missouri (Columbia) and Moberly Area Community College
- University of Missouri–St. Louis and St. Louis Community College



MISSOURI REVERSE TRANSFER
seamless associate degree completion

To assist in the initiative, the department received funding from the Lumina Foundation to develop a statewide communication and technology infrastructure to foster the reverse transfer of college credit.

Key institutional stakeholders provided representatives to serve on the Missouri Reverse Transfer Initiative Steering Committee to establish the program and conduct the pilot.

The department will launch the program statewide in September 2014.

Task Force on College and Career Readiness

The Department of Higher Education continued its work with the Statewide Task Force on College and Career Readiness during Fiscal Year 2014. The department established the task force in May 2012 to address several issues, including legislation requiring Missouri's higher education institutions to develop and implement best practices in remedial education.

The department and task force:

- Created a data subgroup to provide guidance and recommendations on data-related issues as they arise during the implementation phase of the Principles for Best Practice in Remedial Education policy.
- Developed a statewide placement policy to guide higher education institutions when placing students into college-level, credit-bearing or developmental education course work.
- Organized a statewide math summit to explore the development of alternate mathematics pathways and course redesign in mathematics, both of which are considered best practices in remedial education.



College and Career Readiness

Student Persistence Data

Student persistence data reflect the number of first-time, full-time degree-seeking students at Missouri colleges and universities who re-enrolled the following fall.

Public Four-year Institutions

| Incoming Cohort | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|-------------------------------|--------------|--------------|--------------|--------------|
| Harris-Stowe State | 38.9% | 43.5% | 44.2% | 43.1% |
| Lincoln | 49.3% | 48.3% | 36.4% | 52.7% |
| Missouri Southern | 61.2% | 59.7% | 59.5% | 66.1% |
| Missouri State | 73.5% | 75.4% | 75.4% | 75.2% |
| Missouri University of S&T | 85.3% | 82.9% | 85.3% | 82.6% |
| Missouri Western | 62.3% | 62.0% | 58.1% | 60.4% |
| Northwest | 70.4% | 69.3% | 67.5% | 65.8% |
| Southeast | 69.0% | 71.1% | 73.7% | 72.6% |
| Truman State | 87.2% | 86.4% | 89.0% | 87.4% |
| Central Missouri | 72.3% | 72.6% | 68.6% | 68.8% |
| UM-Columbia | 84.4% | 85.1% | 83.7% | 83.5% |
| UM-Kansas City | 74.9% | 73.8% | 69.2% | 73.3% |
| UM-St Louis | 73.9% | 77.7% | 77.5% | 75.0% |
| Public four-year total | 75.1% | 76.0% | 75.0% | 75.7% |

Public Two-year Institutions

| Incoming Cohort | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|---------------------------------------|--------------|--------------|--------------|--------------|
| Crowder College | 59.5% | 53.9% | 57.5% | 56.2% |
| East Central CC | 61.5% | 55.2% | 57.8% | 62.1% |
| Jefferson College | 60.1% | 60.1% | 68.6% | 58.7% |
| Linn State Technical College | 81.0% | 76.9% | 75.8% | 78.5% |
| Metropolitan CC | 52.5% | 50.4% | 52.8% | 54.7% |
| Mineral Area College | 67.6% | 69.2% | 66.2% | 67.8% |
| Missouri State University-West Plains | 55.5% | 44.0% | 45.0% | 46.9% |
| Moberly Area CC | 33.8% | 52.7% | 39.2% | 56.8% |
| North Central Missouri College | 64.2% | 64.6% | 53.5% | 64.6% |
| Ozarks Technical CC | 55.5% | 59.2% | 58.1% | 59.1% |
| St. Charles CC | 61.9% | 62.4% | 59.5% | 60.1% |
| St. Louis CC | 58.2% | 56.2% | 52.2% | 53.8% |
| State Fair CC | 57.8% | 60.8% | 59.9% | 59.7% |
| Three Rivers CC | 55.9% | 52.5% | 58.0% | 55.2% |
| Public two-year total | 57.2% | 57.4% | 56.6% | 57.9% |

Independent Institutions

| Incoming Cohort | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 |
|--|--------------|--------------|--------------|--------------|
| Avila University | 74.6% | 64.7% | 65.9% | 70.0% |
| Central Methodist University-CLAS | 67.7% | 61.8% | 71.5% | 57.3% |
| College of the Ozarks | 89.3% | 86.7% | 87.8% | 86.0% |
| Columbia College | 63.0% | 56.7% | 46.5% | 53.1% |
| Cottey College* | 73.3% | 72.5% | 68.5% | 78.7% |
| Culver-Stockton | 73.0% | 65.1% | 67.5% | 66.7% |
| Drury University | 71.2% | 73.5% | 89.2% | 84.4% |
| Evangel University | 74.0% | 78.7% | 67.0% | 72.7% |
| Fontbonne University | 67.0% | 74.2% | 70.4% | 79.4% |
| Hannibal-LaGrange | 59.6% | 61.4% | 61.9% | 62.3% |
| Lindenwood | 72.7% | 70.1% | 71.6% | 70.7% |
| Maryville | 84.4% | 82.0% | 86.5% | 86.8% |
| Missouri Baptist | 64.4% | 65.9% | 61.8% | 60.1% |
| Missouri Valley | 53.5% | 50.0% | 48.8% | 43.6% |
| Park University | 72.3% | 67.1% | 60.7% | 64.9% |
| Rockhurst University | 81.5% | 81.6% | 85.6% | 87.4% |
| Saint Louis University | 82.8% | 84.8% | 87.6% | 86.8% |
| Southwest Baptist | 68.5% | 62.4% | 67.0% | 63.6% |
| Stephens College | 66.7% | 64.8% | 74.1% | 67.2% |
| Washington University | 96.5% | 97.2% | 96.2% | 96.4% |
| Webster University | 77.8% | 80.3% | 78.8% | 80.8% |
| Westminster College | 81.0% | 75.9% | 83.5% | 78.0% |
| William Jewell College | 75.5% | 74.6% | 71.9% | 76.1% |
| William Woods University | 81.7% | 74.0% | 74.4% | 74.4% |
| Independent (not-for-profit) four-year total* | 77.9% | 76.8% | 77.5% | 77.3% |
| Wentworth | 88.5% | 58.3% | 69.7% | 54.0% |
| Independent (not-for-profit) two-year total* | 77.5% | 67.7% | 69.0% | 54.0% |
| Total independent | 77.9% | 76.7% | 77.4% | 77.1% |

*Cottey College became a four-year institution in 2012. Total persistence for two-year institutions includes Cottey College for 2009-2011; total persistence for four-year institutions includes Cottey College for 2012.

Committee on Curriculum and Assessment

The Committee on Curriculum and Assessment is a permanent advisory group that works to ensure collaboration between all sectors of higher education related to issues of curriculum alignment and assessment. Established in June 2011, the committee serves as the steering committee for the Missouri Course Transfer Library and is responsible for assisting in the policy development and implementation phases of the initiative.

The committee also serves as the steering committee for the Missouri Learning Assessment Project, which addresses the goal of establishing assessment methods to evaluate student proficiency upon exit from general education. The project is comprised of two pilot initiatives aimed at developing methodologies that can be adapted to assess learning outcomes at institutions across the state.

The English Composition Pilot Project is a single-subject feasibility study involving select public and independent institutions that seek to measure student-learning outcomes in college-level general education courses using a common statewide assessment tool. The CCA worked with English faculty members from 18 higher education institutions across Missouri to develop a common rubric to assess student proficiency upon exit from the general education composition sequence. The result of this pilot will give institutions an opportunity to compare their students' performance to that of other students at Missouri colleges and universities while determining the feasibility of expanding this concept to include other general education course work.

The Multi-State Collaborative Initiative is a nine-state collaborative assessment of general education outcomes based upon the American Association of Colleges and Universities' VALUE rubrics. The goal for this project is to provide institutions with an opportunity to compare their students' performance to that of other students at other Missouri institutions and across multiple states.

Dual Credit Policy

The Coordinating Board for Higher Education adopted Missouri's dual credit policy in 1999. Since that time, the Department of Higher Education has conducted and analyzed three dual credit surveys, with the most recent survey conducted in 2012.

The surveys have allowed the department to not only ensure the quality of dual credit programs, but also solicit feedback from higher education institutions regarding challenges they may be having with their dual credit programs.

Based on the survey results, the department has recommended the following revisions to the current dual credit policy:

- Continue to improve depth of compliance
- Encourage National Alliance of Concurrent Enrollment Partnership (NACEP) accreditation
- Review policy in context of early college programs
- Address recurring concerns
- Develop instrument for annual reporting
- Make out-of-state institutions accountable

The department has formed an Early College Work Group to revise Missouri's dual credit policy. The group consists of institutional and state-level education department representatives with expertise, skills and experience in the field of dual credit and other early college programs.

The Early College Work Group has been charged with assisting the department in drafting and implementing a revised dual credit policy that will create consistent standards across institutions and ensure quality dual credit programs in Missouri. The target date for full review and implementation of the dual credit policy is Fall 2015.

Governing Board Forum

Nearly 100 college and university presidents and chancellors and members of the institution governing boards attended the 2014 Governing Board Forum hosted by the Missouri Coordinating Board for Higher Education in June.

The forum provides an opportunity for college and university leaders to hear from state and national leaders about issues that impact higher education. It also allows them to discuss the issues they face every day.

“Many colleges and universities have similar challenges,” said Dalton Wright, board chair. “The forum gives governing board members and higher education leaders an opportunity to step back from their own institutions and take a broader look at how important issues are being handled across Missouri and other parts of the country.”

Keynote speaker Teresa Lubbers, Indiana Commissioner for Higher Education, urged Missouri to continue its efforts to help more students complete a college degree.

Lubbers said that for years, states have been focused on increasing access to higher education to make sure every student has an opportunity — based on their own hard work and academic preparation — to continue their education. But, Lubbers said, access is not the prize, completion is.

Lubbers, a former Indiana state senator and current president of the State Higher Education Executives Officers Association, also addressed

recent media reports that have posed the question of whether or not college is “worth it.”

“It is indisputable that college is worth it,” Lubbers said. “Incomes are higher, unemployment is lower, health care is better, civic participation is greater among individuals with a postsecondary degree.”



CHANGE. CHALLENGE. OPPORTUNITY.

Missouri's Higher education leaders also heard from Dr. Sally Clausen, executive director of the Ingram Center for Public Trusteeship and Governance at the Association of Governing Boards of Universities and Colleges. Clausen, a former commissioner of higher education in

“Access is not the prize, completion is.”

- Teresa Lubbers, President of the State Higher Education Executive Officers Association

Louisiana, spoke about the challenges and opportunities that come with governing higher education institutions.

Discussion group sessions focused on three issues:

- Higher education finance: controlling costs, promoting affordability and developing a new business model
- Breaking down barriers to college completion
- Aligning higher education with Missouri's economic and workforce needs

Missouri Commissioner of Higher Education Dr. David Russell provided an overview of postsecondary education in the state and outlined the department's efforts to increase the number of Missourians with a two- or four-year degree or professional certificate.

Russell reported that more Missourians are earning a college degree. The percentage of working age adults in the state with a two- or four-year degree rose from 36.4 percent in 2011 to 36.6 percent in 2012. The increase was greater among young adults. The percentage of Missourians age 25 to 34 with a two or four-year degree rose from 40 percent in 2011 to 40.7 percent in 2012.

Missouri Completion Academy

The Department of Higher Education teamed up with Complete College America in September 2013 to sponsor the Missouri Completion Academy. The academy assisted colleges and universities with the development of strategies to boost college completion rates.

Complete College America, a national nonprofit organization established in 2009, works with states to increase the number of Americans with quality career certificates or college degrees and close attainment gaps for populations who are traditionally underrepresented in higher education.

Nine Missouri higher education institutions were selected through an application process to participate. Each college and university assembled a team of seven to nine administrators and faculty members to attend the academy Sept. 10-11, 2013, in St. Louis. Complete College America advisors worked with the teams on individualized plans to implement changes to increase the number of students earning a degree.

Colleges and universities participating in the academy were:

- East Central College, Union
- Harris-Stowe State University, St. Louis
- Jefferson College, Hillsboro
- Lincoln University, Jefferson City
- Metropolitan Community College, Kansas City
- Moberly Area Community College
- Northwest Missouri State University, Maryville
- Southeast Missouri State University, Cape Girardeau
- St. Louis Community College

Strategies adopted by the teams to increase completion include:

- **Co-requisite remediation:** Providing remedial instruction and support for unprepared students at the same time they are enrolled in first-year, full-credit gateway courses.
- **Time and intensity:** Reducing the amount of time it takes for students to earn a degree by encouraging full-time (15 hours per semester) enrollment, improving the transfer of college credit, expanding early college opportunities and other strategies.
- **Block scheduling:** Offering structured blocks of courses in coherent, connected schedules to assist students in scheduling courses necessary to complete their degree.
- **Guided pathways to success:** Using academic maps and “intrusive” advising to provide highly structured support to help students select a major and enroll in the courses they need to stay on track and graduate on time.

The department made plans to host a follow-up academy in Fall 2014 to provide participating colleges and universities an opportunity to report on their progress, exchange ideas and continue to work with Complete College America advisors on strategies to improve completion.

**MISSOURI
COMPLETION
ACADEMY**

Missouri Student Loan Program

Transfer of Guaranty Agency Funds

The Missouri Department of Higher Education has been a guaranty agency in the Federal Family Education Loan Program since 1979. Federal statutes require FFELP guaranty agencies to establish and maintain certain funds, one of which is the operating fund. Pursuant to federal statute, the operating fund receives certain activity-based revenues from the federal government that can be used for guaranty agency-related activities and “other student financial aid-related activities for the benefit of students, as selected by the guaranty agency.”

To help fill continued funding gaps in state student financial aid, the department transferred \$4 million from the guaranty agency operating fund to the A+ program during Fiscal Year 2014, after receiving authorization from the Coordinating Board for Higher Education.

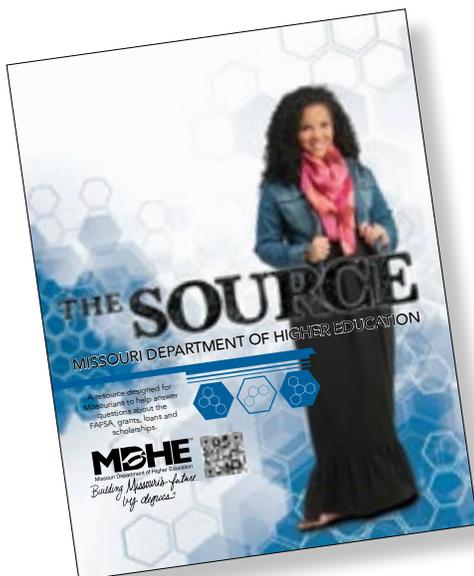
Student Loan Program

As one of 30 FFELP guarantors across the nation, the department assures the repayment of FFELP loans to the lenders if borrowers fail to repay the debt.

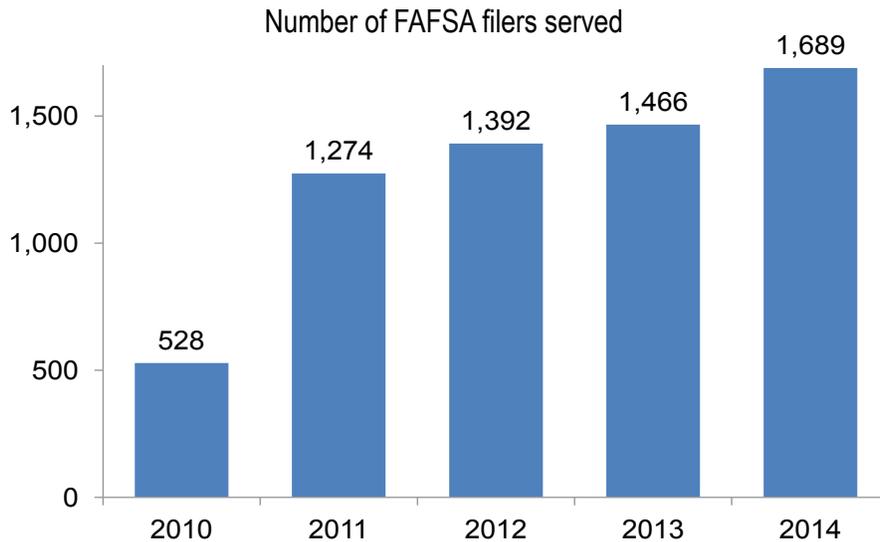
The 2010 Healthcare and Education Affordability Reconciliation Act, eliminated FFELP and mandated that new federal student loans would be disbursed through the Federal Direct Loan Program. As a result, the department does not guarantee new loans issued from the federal government, but does maintain its \$2.1 billion loan guarantee portfolio.

As part of its responsibility as a student loan guarantor, the department provided numerous programs to help students who need financial assistance to attend college, including:

- **Free publications, online tools and other resources.** The department distributed more than 465,000 publications to encourage and assist degree attainment and financial literacy.



Missouri FAFSA Frenzy



- **Outreach and training.** The department offered free presentations to nearly 27,500 people across Missouri about planning and preparing for college and conducted workshops about federal and state regulations regarding financial aid administration for financial aid officers, high school counselors and others.
- **FAFSA Frenzy** (a program of College Goal SundaySM). The department promoted, coordinated and helped deliver statewide events that assisted nearly 1,700 students and their families with filling out the federal application necessary to obtain financial aid for college.
- **College Application Week Pilot.** The department piloted Missouri College Application Week in 26 high schools. The program helped 5,449 high school seniors complete college applications during the school day.
- **Default prevention grants.** The department granted more than \$750,000 to postsecondary institutions in Missouri to assist with student loan default prevention efforts, helping to keep the state's student loan default rate significantly lower than the national average.

International Education

Missouri has joined other states in recruiting international students as a way to generate revenue and produce a culturally competent global workforce. International education helps students broaden their understanding of other cultures and allows them to be competitive in a global economy.

According to the Institute of International Education, the number of international students studying in Missouri in 2013 totaled 17,300, a 7.7 percent increase over the previous year. Missouri ranked 12th in the nation in the number of international students studying in the state in 2013. Data show that during the 2012-2013 academic year, the net economic contribution of international students in Missouri increased to \$452 million, up from \$417.8 million in 2011-2012.

The number of Missouri students studying abroad in 2013 was 4,938, up from a total of 4,650 the previous year.

Study Missouri

The Study Missouri Consortium is a group of more than 40 colleges and universities that promotes the state's diverse academic opportunities to students in other countries and study abroad opportunities for

Missouri students. The goals of the consortium are to showcase Missouri as an educational destination for international students and faculty, to increase global opportunities and experiences for Missouri residents, and to contribute to the state's economic competitiveness.



Since 2010, Study Missouri has hosted International Education Day at the Capitol. In April 2014, the annual event attracted more than 400 international students from around the state.

National Association for Foreign Student Advisors

Each year, more than 7,000 international educators attend the annual National Association for Foreign Student Advisors international conference. Study Missouri members maintain a recruiting booth at the conference to promote Missouri higher education opportunities to international recruiters.

Higher Education Subcommittee of the Homeland Security Advisory Council

The Higher Education Subcommittee of the Homeland Security Advisory Council is chaired by the commissioner of higher education and advises the Homeland Security Advisory Council on emergency response and safety initiatives related to higher education in Missouri.

The subcommittee provides a forum for college and university safety officials to discuss security issues to ensure that campus safety planning and preparation is pro-active and preventative. The efforts of this subcommittee are essential to the safety of students, faculty, staff and campus visitors at Missouri's higher education institutions.

The subcommittee has identified the following initiatives as priorities:

- Suicide prevention call-to-action
- Outreach to the emergency response or health and safety contacts on each Missouri college and university
- Collaboration with state and community emergency response agencies
- Safety conference preparation
- Best practices in emergency response and safety for higher education institutions
- Education and training opportunities in emergency response and safety related to higher education

Department of Higher Education staff continues to expand and update the Campus Security Web page at dhe.mo.gov/campussecurity as a resource to share vital information about best practices in emergency management for postsecondary education institutions. The subcommittee will continue to serve as a catalyst for the collaboration of multiple stakeholders to foster a culture of preparedness and safety on Missouri college and university campuses.

The Homeland Security Advisory Council was authorized in 2005 to review state and local security plans, grant funding requests and make recommendations for changes to better protect Missourians. In 2006, the Homeland Security Advisory Council was established as a permanent governing body.

Development and Coordination

Grants Distributed

Improving Teacher Quality Grant

Each year the Department of Higher Education receives approximately \$1.2 million in federal funds through Title II, Part A, of the No Child Left Behind Act. Missouri uses these funds to administer a competitive grant program for mandatory 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. Partnerships are encouraged to extend to private K-12 schools, charter schools, non-high needs school districts, as well as community organizations and businesses.

During the past 12 cycles, more than 90 projects have been offered in over 200 districts across Missouri. More than 2,000 Missouri teachers and administrators have participated in at least one of these projects, and these teachers have impacted almost 140,000 students. Through the grant program, participating teachers and administrators have received high-quality professional development opportunities that have increased their knowledge and skills in the areas of math, science, standards alignment, data system competencies, environmental education, literacy, integration of content, and assessment to inform instruction.

Highlights of the Cycle-12 programs include five projects focusing on:

- Improving student achievement in targeted mathematics and/or science content areas integrates with literacy especially in High Needs School Districts
- Increasing and improving teachers' knowledge in key concepts in targeted math and/or science content areas
- Increasing and improving teachers' pedagogical practices that utilize scientifically-based research findings and best practices in science, math, and literacy

- Improving the teachers' knowledge and skills in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of their instruction
- Improving the preparation of pre-service teacher education through improvements in mathematics and /or science content and/or pedagogy courses
- External and internal evaluations utilizing both qualitative and quantitative data collection to gauge the effectiveness of the professional development activities
- Alignment of professional development project content with state and national standards (e.g. Missouri State Standards, Next Generation Science Standards)
- Administrator professional development in science and math content standards and approaches to teaching science and math integrated with literacy
- Administrator professional development in evaluating science and math instruction and in how to create an environment in which teachers can integrate literacy, technology, cross-disciplinary education, and/or best practices in math and science

The department provides oversight of the grants, technical assistance throughout projects' award periods, workshops to prepare prospective project directors for proposal writing and external evaluation compliance, and a final cycle summit to disseminate information on the effectiveness of projects.

Cycle 12 projects included three continuing multi-year projects and two multi-year new projects.

Grants Received

Broadband Technology Opportunity Program

The Department of Higher Education was awarded a \$4.6 million grant in August 2010 by the National Telecommunications and Information Administration to implement the Pathways to Broadband Access and Technology Education program. The project, which ended in August 2013, was a partnership between the department and six community colleges to develop public computer centers that facilitate access to broadband technology for vulnerable populations. The department provided fiscal and programmatic oversight for the following community college partners: Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, St. Louis Community College, and Three Rivers Community College.

The primary goal of the project was to prepare participants, particularly vulnerable populations, to become competent users of broadband technology, giving them the basis to learn new skills for personal enrichment and/or career enhancement. The project established 26 public computing centers across Missouri, served nearly 315,000 people, and provided over 57,000 hours of training in office skills, basic Internet and computer skills, certified training programs, and job skills/career planning courses.

Budget Recommendations

The chart below provides the Coordinating Board for Higher Education's budget recommendations for state-supported colleges or universities for the forthcoming biennium.

Fiscal Year 2016 institutional core budget request

| Institution | Core TAFP | Performance Funding | FY15 Total Appropriation | FY16 Core Request |
|-------------------------------------|-----------------------|----------------------|--------------------------|-----------------------|
| Community Colleges | \$ 133,321,494 | \$ 6,666,129 | \$ 139,987,623 | \$ 139,987,623 |
| State Technical College of Missouri | \$ 4,715,538 | \$ 243,159 | \$ 4,958,697 | \$ 4,958,697 |
| University of Central Missouri | \$ 53,941,479 | \$ 2,781,514 | \$ 56,722,993 | \$ 56,722,993 |
| Southeast Missouri State University | \$ 44,351,623 | \$ 2,287,009 | \$ 46,638,632 | \$ 46,638,632 |
| Missouri State University | \$ 81,039,663 | \$ 4,178,843 | \$ 85,218,506 | \$ 85,218,506 |
| Lincoln University | \$ 18,138,222 | \$ 545,713 | \$ 18,683,935 | \$ 18,683,935 |
| Truman State University | \$ 40,512,994 | \$ 2,089,069 | \$ 42,602,063 | \$ 42,602,063 |
| Northwest Missouri State University | \$ 30,282,512 | \$ 1,561,530 | \$ 31,844,042 | \$ 31,844,042 |
| Missouri Southern State University | \$ 23,227,051 | \$ 958,170 | \$ 24,185,221 | \$ 24,185,221 |
| Missouri Western State University | \$ 21,586,252 | \$ 667,862 | \$ 22,254,114 | \$ 22,254,114 |
| Harris-Stowe State University | \$ 9,793,757 | \$ 404,015 | \$ 10,197,772 | \$ 10,197,772 |
| University of Missouri | \$ 407,511,996 | \$ 21,013,520 | \$ 428,525,516 | \$ 428,525,516 |
| Subtotal | \$ 868,422,581 | \$ 43,396,533 | \$ 911,819,114 | \$ 911,819,114 |



Appendix A
Imperatives for Change



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

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 course work
- 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 under-served regions;
- Provide incentives for the delivery of degrees (especially graduate degrees) in under-served 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 under-served populations;
- Increase the number of graduate and professional programs newly offered in under-served locations
- Provide incentives to expand access to graduate and professional programs in under-served areas using cooperative arrangements, resource sharing, and technology whenever possible; and
- Expand access to high-quality continuing professional development opportunities in under-served 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 Resources

GOAL 2: 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 re-institute 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.



Appendix B

Enrollment at Public and Independent Institutions



Public Institution Enrollment

Total headcount enrollment at public four-year institutions

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|
| Harris-Stowe State | 1,886 | 1,716 | 1,584 | 1,484 | 1,298 |
| Lincoln | 3,309 | 3,349 | 3,388 | 3,205 | 3,043 |
| Missouri Southern | 5,702 | 5,802 | 5,591 | 5,417 | 5,616 |
| Missouri State | 20,348 | 20,411 | 20,274 | 20,628 | 21,265 |
| Missouri University of S&T | 6,811 | 7,205 | 7,520 | 7,645 | 8,129 |
| Missouri Western | 5,704 | 6,099 | 6,259 | 6,056 | 5,802 |
| Northwest | 7,073 | 7,138 | 7,222 | 6,830 | 6,483 |
| Southeast | 10,809 | 11,067 | 11,456 | 11,672 | 11,866 |
| Truman State | 5,762 | 6,032 | 6,098 | 6,226 | 6,215 |
| Central Missouri | 11,187 | 11,345 | 11,637 | 11,878 | 12,513 |
| UM-Columbia | 31,237 | 32,341 | 33,762 | 34,704 | 34,616 |
| UM-Kansas City | 14,799 | 15,259 | 15,473 | 15,990 | 15,718 |
| UM-St Louis | 16,531 | 16,791 | 16,809 | 16,705 | 16,809 |
| Public four-year total | 141,158 | 144,555 | 147,073 | 148,440 | 149,425 |

Total headcount enrollment at public two-year institutions

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Crowder College | 4,495 | 5,228 | 5,408 | 5,575 | 5,845 |
| East Central CC | 4,203 | 4,471 | 4,127 | 4,043 | 3,900 |
| Jefferson College | 5,788 | 6,192 | 6,007 | 5,494 | 5,194 |
| Linn State Technical College | 1,142 | 1,176 | 1,168 | 1,212 | 1,294 |
| Metropolitan CC | 19,487 | 21,095 | 21,247 | 20,151 | 19,234 |
| Mineral Area College | 3,671 | 3,958 | 4,035 | 3,775 | 4,508 |
| Missouri State University-West Plains | 2,150 | 2,219 | 2,129 | 2,082 | 2,123 |
| Moberly Area CC | 4,945 | 5,440 | 5,659 | 5,294 | 5,793 |
| North Central Missouri College | 1,638 | 1,832 | 1,783 | 1,786 | 1,775 |
| Ozarks Technical CC | 12,880 | 13,901 | 15,177 | 15,123 | 14,798 |
| St. Charles CC | 7,814 | 8,202 | 8,174 | 7,642 | 7,396 |
| St. Louis CC | 27,939 | 29,707 | 29,230 | 26,613 | 24,009 |
| State Fair CC | 4,263 | 4,819 | 5,073 | 5,115 | 5,185 |
| Three Rivers CC | 3,527 | 3,730 | 4,234 | 4,651 | 4,339 |
| Public two-year total | 103,942 | 111,970 | 113,451 | 108,585 | 105,482 |

Independent Institution Enrollment

Total headcount enrollment at not-for-profit independent institutions

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|--|----------------|----------------|----------------|----------------|----------------|
| Avila University | 1,893 | 1,876 | 1,818 | 1,908 | 1,971 |
| Central Methodist University-CLAS | 1,097 | 1,176 | 1,172 | 1,173 | 1,107 |
| Central Methodist University-GRES | 3,134 | 3,480 | 4,011 | 4,237 | 4,128 |
| College of the Ozarks | 1,353 | 1,380 | 1,388 | 1,388 | 1,535 |
| Columbia College | 15,570 | 17,008 | 18,137 | 17,852 | 17,084 |
| Cottey College* | 309 | 307 | 323 | 292 | 283 |
| Culver-Stockton | 754 | 771 | 752 | 769 | 843 |
| Drury University | 5,489 | 5,573 | 5,324 | 5,228 | 4,649 |
| Evangel University | 1,955 | 2,072 | 2,168 | 2,079 | 2,274 |
| Fontbonne University | 2,863 | 2,532 | 2,293 | 2,075 | 1,997 |
| Hannibal-LaGrange | 1,042 | 1,191 | 1,127 | 1,214 | 1,230 |
| Lindenwood | 10,413 | 11,345 | 11,142 | 11,903 | 12,213 |
| Maryville | 3,534 | 3,676 | 3,846 | 4,203 | 5,033 |
| Missouri Baptist | 4,765 | 4,949 | 5,186 | 5,212 | 5,345 |
| Missouri Valley | 1,789 | 1,793 | 1,766 | 1,734 | 1,724 |
| Park University | 12,775 | 12,022 | 11,759 | 11,787 | 11,012 |
| Rockhurst University | 3,029 | 2,895 | 2,801 | 2,808 | 2,920 |
| Saint Louis University | 16,317 | 17,709 | 17,859 | 17,646 | 17,341 |
| Southwest Baptist | 3,788 | 3,653 | 3,614 | 3,856 | 3,751 |
| Stephens College | 1,231 | 1,125 | 1,032 | 899 | 851 |
| Washington University | 13,575 | 13,820 | 13,908 | 13,952 | 14,048 |
| Webster University | 19,372 | 19,342 | 18,901 | 18,563 | 18,042 |
| Westminster College | 1,087 | 1,151 | 1,116 | 1,084 | 1,039 |
| William Jewell College | 1,083 | 1,060 | 1,060 | 1,052 | 1,043 |
| William Woods University | 2,455 | 2,264 | 2,054 | 1,830 | 1,891 |
| Independent (not-for-profit) four-year total* | 130,363 | 133,863 | 134,234 | 134,744 | 133,354 |
| Wentworth | 882 | 909 | 890 | 808 | 865 |
| Independent (not-for-profit) two-year total* | 1,191 | 1,216 | 1,213 | 808 | 865 |
| Total independent | 131,508 | 135,079 | 137,213 | 135,552 | 134,219 |

*Cottey College became a four-year institution in 2012. Total enrollment for two-year institutions includes Cottey College for 2009-2011; total enrollment for four-year institutions includes Cottey College for 2012 and 2013.



Appendix C

State Student Financial Aid Programs



State Student Financial Aid Programs

State student financial aid disbursed Fiscal Year 2014

| Program | Number of Scholarships/Grants | Dollar Amounts |
|--|-------------------------------|-------------------------|
| A+ Scholarship | 12,853 | \$32,132,334.47 |
| Access Missouri Grant | 53,826 | \$59,878,157.10 |
| Advanced Placement Incentive Grant | 34 | \$17,000 |
| Bright Flight Scholarship | 6,089 | \$14,515,519.00 |
| Kids' Chance Scholarship | 5 | \$11,250.00 |
| Minority Teaching Scholarship | 5 | \$10,000.00 |
| Minority and Underrepresented Environmental Literacy | 11 | \$31,973.00 |
| Public Safety Officer Survivor Grants | 17 | \$84,151.05 |
| Marguerite Ross Barnett Memorial Scholarship | 280 | \$642,457.70 |
| Vietnam Veteran's Survivor Grants | 4 | \$18,361.00 |
| Wartime Veteran's Survivors Grant | 7 | \$71,865.79 |
| Totals | 72,131 | \$107,413,069.11 |

A+ Scholarship Program (Section 160.545 RSMo)

The A+ Scholarship serves graduates of A+ designated high schools who meet certain academic and other requirements while in high school and attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools. Award amounts are based on the student's actual tuition and general fees after the Pell Grant, or other federal, non-loan funding, has been applied.

Access Missouri Financial Assistance Program (Section 173.1101-1107, RSMo)

The Access Missouri Program provides need-based grants to students with an Expected Family Contribution (EFC) of \$12,000 or less, based on the Free Application for Federal Student Aid (FAFSA). Award amounts vary depending on a student's EFC as well as the type of school attended. Access Missouri's statutory minimum and maximum award amounts are \$300 to \$1,000 for attendance at a public two-year institution; \$1,000 to \$2,150 for attendance at a public four-year institution or Linn State Technical College (now State Technical College of Missouri); and \$2,000 to \$4,600 for attendance at an independent postsecondary institution.

In Fiscal Year 2014, actual minimum and maximum award amounts were \$300 to \$510 for public two-year institutions, \$1,000 to \$1,100 for public four-year institutions and Linn State Technical College and \$2,000 to \$2,350 for independent institutions.

Beginning with the 2014-2015 academic year, award amounts will be equalized at the public four-year institutions, including State Technical College of Missouri, and the independent institutions. The equalized maximum award will be \$2,850, and the equalized minimum award will be \$1,500. At the same time, the maximum award amount at public two-year institutions will increase to \$1,300, with the minimum award remaining at \$300 for students attending these institutions.

Advanced Placement Incentive Grant (Section 173.1350, RSMo)

This is a nonrenewable grant designed to encourage high school students to take and score well on Advanced Placement exams in mathematics and science. To qualify for the \$500 award students must achieve a grade of three or higher on at least two designated Advanced Placement exams while attending a Missouri public high school. Students must also receive an award under the Access Missouri Financial Assistance Program or the A+ Scholarship Program in the same academic year they receive this grant.

Higher Education Academic Scholarship, or “Bright Flight” (Section 173.250, RSMo)

This is a merit-based scholarship for students who achieve an ACT or SAT score in the top 5 percent on or before the June test date of their senior year in high school. Award amounts are tiered based on whether the student’s score is in the top 3 percent or top 4th and 5th percentiles. The qualifying scores are determined at the beginning of the student’s senior year in high school and are based on the scores achieved by the Missouri seniors in the preceding graduating class.

Eligible students scoring in the top three percent may receive up to \$3,000 annually. The annual award for students scoring in the top 4th and 5th percentiles is up to \$1,000 annually. Students qualifying in the top 3 percent must receive the maximum \$3,000 award before students in the top 4th and 5th percentiles can be funded.

To be eligible in the top 3 percent in Fiscal Year 2014, high school seniors had to achieve:

- An ACT score of 31 or better or
- An SAT score of 790 in critical reading AND 780 in math or better.

To be eligible in the top 4th and 5th percentiles in Fiscal Year 2014, high school seniors had to achieve:

- An ACT score of 30 or
- An SAT score of 770 to 789 in critical reading AND 760 to 779 in math

These students were not funded in Fiscal Year 2014 as the annual award level for the top 3 percent was less than \$3,000. Those that maintain their eligibility may receive an award in the future if funding becomes available.

Kids' Chance Scholarship Program (Sections 173.254-173.258, RSMo)

This program, created in 1998, provides 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 under chapter 287, RSMo. The scholarships are funded from the interest generated from the Kids' Chance Scholarship Fund. The legislation requires the Division of Worker's Compensation to deposit \$50,000 per year into the fund, with the last deposit scheduled for October 2018 resulting in a principal total of \$1 million.

Marguerite Ross Barnett Memorial Scholarship Program (Section 173.262, RSMo)

This scholarship, originally referred to as the Competitiveness Scholarship Program, is for students who are enrolled part time (six to 11 credit hours) and who are working at least 20 hours per week. Students must demonstrate financial need to qualify. The scholarship may be renewed annually for 150 semester credit hours or until students earn a baccalaureate degree, whichever occurs first. The maximum award is the lesser of the actual tuition charged at the school in which the student is enrolled part time, or the amount of tuition charged an undergraduate Missouri resident enrolled part time in the same class level and academic major at the University of Missouri-Columbia. The actual tuition charged is based on six credit hours for students enrolled in six, seven or eight credit hours and nine credit hours for students enrolled in nine, ten or eleven credit hours.

Beginning in 2013, the Marguerite Ross Barnett Memorial Scholarship appropriation was amended to allow awards for this program to be made with unspent funds from the Minority Teaching Scholarship, Public Safety Officer Survivor Grant, Vietnam Veteran Survivor Grant, and Wartime Veterans Survivors Grant programs. As a result, all eligible applicants have been funded since the amendment.

Minority Teaching Scholarship (Section 161.415, RSMo)

This is a loan forgiveness program designed to attract academically talented undergraduate or graduate students into the teaching profession. Graduate student recipients must commit to teaching in the fields of math or science. Up to 100 students may be awarded \$2,000 annually. For students who obtain a teaching certificate and teach full-time in a Missouri public elementary or secondary school for five years, the loan converts to a scholarship. One-fifth of the student's total loans are forgiven for each year of qualifying employment.

Minority and Underrepresented Environmental Literacy Program (Section 173.240, RSMo)

This scholarship program assists academically talented minority and underrepresented individuals pursuing an undergraduate or graduate degree in an environmental course of study. Applicants are selected by the Minority Environmental Literacy Advisory committee based on academic achievement as evidenced by grade point average and standardized test scores, involvement in school and community activities, and leadership characteristics. The MDHE determines award amounts based on the amount of funding appropriated to the program and the number of eligible applicants.

Public Safety Officer or Employee's Child Survivor Grant Program (Section 173.260, RSMo)

This is a grant program for public safety officers who were permanently and totally disabled in the line of duty. Children under 24 years of age who are dependents of officers or dependents of Missouri Department of Transportation employees engaged in the construction or maintenance of the state's highways, roads and bridges killed or totally and permanently disabled in the line of duty, as well as the spouses of officers killed or totally and permanently disabled in the line of duty, are also eligible. The maximum grant amount is the lesser of the actual tuition charged at the school in which the student is enrolled full time, or the amount of tuition charged an undergraduate Missouri resident enrolled full time in the same class level and academic major at the University of Missouri-Columbia. The grant may be renewed annually until the student obtains a baccalaureate degree or, in the case of a dependent child, until the student is 24 years of age, whichever occurs first.

Vietnam Veterans Survivor Grant Program (Section 173.236, RSMo)

This is a grant program for children and spouses of Vietnam veterans whose deaths were attributed to, or caused by, exposure to toxic chemicals during the Vietnam conflict. The maximum grant amount is the lesser of the actual tuition charged by the school in which the student is enrolled full time or the average amount of tuition charged an undergraduate Missouri resident enrolled full time in the same class level and academic major at the regional public four-year Missouri institutions. The grant may be renewed annually until the student obtains a baccalaureate degree, has completed 150 semester credit hours, or has received the grant for a total of 10 semesters. Eligibility ends at age 25 for children and at the fifth anniversary of the veteran's death for spouses, regardless of whether the other renewal thresholds have been met.

Wartime Veteran's Survivors Grant Program (Section 173.234, RSMo)

This program was designed to provide up to 25 grants for tuition assistance, room and board, and books for students who are survivors of post 9/11 war veterans whose deaths were a result of combat action or were attributable to an illness contracted while serving in combat, or who became at least 80 percent disabled as a result of injuries sustained in combat action. Although the Wartime Veteran's Survivors Grant program became effective in 2008, the first award was made in 2011, which was the first year for which funds were appropriated for this program.



Appendix D
Academic Program Actions



Academic Program Actions

New programs approved during Fiscal Year 2014

Summary organized by school

Off-site locations indicated in italics

Public two-year institutions

Metropolitan Community College

Welding Construction Certificate C1 04/2014

Mineral Area College

Global Studies C1 12/2013

Moberly Area Community College

Associate of Science AS 01/2014

Columbia, Hannibal, Kirksville, Mexico

North Central Missouri College

CDA Credential C0 09/2013

Manufacturing Skills C0 02/2014

Donaldson site, Chillicothe

Welding Skills C0 02/2014

Barton and Chillicothe Grand River Technical sites

Ozarks Technical Community College

Computer Programming C0 09/2013

Video Game Development C0 09/2013

Web Development C0 09/2013

Bio-clinical Sciences C1 12/2013

Fire Officer C1 09/2013

Freshman Engineering C1 09/2013

Fundamental Firefighting C1 09/2013

Practical Nursing C1 04/2014

Lebanon Education Center

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Annual Report

Missouri Department of Higher Education • Fiscal Year 2014

St. Charles Community College

| | | |
|--|-----|---------|
| Advanced Welding | C0 | 12/2013 |
| Basic Welding | C0 | 04/2014 |
| Computer Applications | C1 | 04/2014 |
| Entry-Level Welding | C1 | 12/2013 |
| Biology | AS | 04/2014 |
| Chemistry | AS | 04/2014 |
| Pre-Pharmacy | AS | 04/2014 |
| Biomedical Electronics Technology | C0 | 09/2013 |
| Precision Machining Technology | C0 | 09/2013 |
| Aviation Maintenance-Airframe | C1 | 09/2013 |
| <i>Gateway STEM High School</i> | | |
| Aviation Maintenance-Power Plant | C1 | 09/2013 |
| <i>Gateway STEM High School</i> | | |
| Baking and Pastry Arts | AAS | 04/2014 |
| Culinary Arts | AAS | 04/2014 |
| Diesel Technology | AAS | 09/2013 |
| <i>Metropolitan Education and Training Center, St. Louis</i> | | |
| Hospitality and Tourism | AAS | 04/2014 |
| Information Systems: Office Information Coordinator | AAS | 12/2013 |
| Software Developer | AAS | 12/2013 |

State Fair Community College

| | | |
|--|-----|---------|
| Control Technology | C0 | 09/2013 |
| <i>Eldon Career Center</i> | | |
| Advanced Manufacturing Production Technician | C1 | 09/2013 |
| <i>Eldon Career Center</i> | | |
| Enterprise Server Administration | C1 | 02/2014 |
| Information Security | C1 | 02/2014 |
| Maintenance Management | C1 | 09/2013 |
| <i>Eldon Career Center</i> | | |
| Practical Nursing | C1 | 09/2013 |
| <i>Eldon Career Center</i> | | |
| Storage and Virtualization | C1 | 02/2014 |
| Total Productive Maintenance | C1 | 09/2013 |
| <i>Eldon Career Center</i> | | |
| ADN, Nursing | AAS | 09/2013 |
| <i>Eldon Career Center</i> | | |
| Industrial Technology | AAS | 09/2013 |
| <i>Eldon Career Center</i> | | |

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Three Rivers Community College

| | | |
|---|----|---------|
| Electrical Technology <i>Willow Springs</i> | C1 | 01/2014 |
| Heating, Ventilation, Air Conditioning/Refrigeration Technology | C1 | 01/2014 |
| Plumbing Technician | C1 | 01/2014 |

Public four-year institutions

Missouri Southern State University

| | | |
|---|-----|---------|
| Entrepreneurial Accounting | C0 | 02/2014 |
| Entrepreneurial Finance | C0 | 02/2014 |
| Entrepreneurial Management | C0 | 02/2014 |
| Entrepreneurial Marketing | C0 | 02/2014 |
| Entrepreneurial Planning | C0 | 02/2014 |
| Professional Credential in Entrepreneurship | C0 | |
| Continuous Process Improvement | C1 | 02/2014 |
| Environmental Biology | C1 | 02/2014 |
| Environmental Health and Safety (general) | C1 | 02/2014 |
| Health Protection | C1 | 02/2014 |
| Safety and Hazard Prevention | C1 | 02/2014 |
| Specialist In Management | C1 | 02/2014 |
| Business Administration-Management <i>Jane</i> | BS | 02/2014 |
| Economics | BS | 02/2014 |
| Logistics and Transportation | BS | 02/2014 |
| Teacher Education | BSE | 02/2014 |
| <i>Pineville</i> | | |
| Curriculum and Instruction | MSE | 09/2013 |

Missouri State University

| | | |
|-------------------------------------|------|---------|
| Health Administration | GRCT | 04/2014 |
| Modern Language | BS | 06/2014 |
| Applied Behavior Analysis | MS | 06/2014 |
| Visual Studies | MFA | 04/2014 |
| Doctor of Nurse Anesthesia Practice | DNAP | 04/2014 |

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Annual Report

Missouri Department of Higher Education • Fiscal Year 2014

Missouri University of Science & Technology

| | | |
|---|------|---------|
| Big Data Management and Analytics | GRCT | 06/2014 |
| Big Data Management and Security | GRCT | 06/2014 |
| Business Analytics and Data Science | GRCT | 06/2014 |
| Digital Media | GRCT | 09/2013 |
| Digital Supply Chain Management | GRCT | 09/2013 |
| Entrepreneurship and Technical Innovation | GRCT | 09/2013 |
| Management and Leadership | GRCT | 09/2013 |
| Mobile Business and Technology | GRCT | 09/2013 |
| Industrial/Organizational Psychology | MS | 12/2013 |
| Explosives Engineering | PhD | 02/2014 |

Missouri Western State University

| | | |
|------------------------|------|---------|
| Nurse Educator | GRCT | 06/2014 |
| Modern Languages | BA | 02/2014 |
| Information Management | MS | 02/2014 |

Northwest Missouri State University

| | | |
|---|------|---------|
| Elementary Mathematics Specialist | GRCT | 09/2013 |
| Liberal Arts and Sciences | BA | 04/2014 |
| Graphic Design | BFA | 04/2014 |
| Liberal Arts and Sciences | BS | 04/2014 |
| Educational Leadership: K12 <i>Trenton</i> | MSE | 09/2013 |

Southeast Missouri State University

| | | |
|--------------------------|------|---------|
| Autism Spectrum Disorder | C0 | 09/2013 |
| Autism Spectrum Disorder | GRCT | 09/2013 |
| Emergency Preparedness | BS | 09/2013 |

University of Central Missouri

| | | |
|---|------|---------|
| Aeronautics | C1 | 06/2014 |
| Applied Behavior Analysis | C1 | 06/2014 |
| General Aviation Maintenance Transition | C1 | 06/2014 |
| Elementary Mathematics Specialist | MSEd | 02/2014 |

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University of Missouri-Columbia

| | | |
|-----------------------------------|------|---------|
| Human Resource Management | C0 | 09/2013 |
| Music Entrepreneurship | C0 | 06/2014 |
| Personal Financial Planning | C0 | 06/2014 |
| Elementary Mathematics Specialist | GRCT | 09/2013 |
| Energy Efficiency | GRCT | 09/2013 |
| Geospatial Intelligence | GRCT | 02/2014 |
| Global Public Health | GRCT | 09/2013 |
| Positive Psychology | GRCT | 04/2014 |

University of Missouri-Kansas City

| | | |
|--------------------------------|------|---------|
| Geographic Information Systems | C0 | 02/2014 |
| Culturally Responsive Pedagogy | GRCT | 04/2014 |
| Educational Foundations | GRCT | 09/2013 |
| Holocaust Studies | GRCT | 02/2014 |

University of Missouri-St. Louis

| | | |
|--|------|---------|
| Applied Econometrics and Data Analysis | C0 | 09/2013 |
| Public History and Cultural Heritage | GRCT | 09/2013 |

Independent institutions

Columbia College

| | | |
|---|-----|---------|
| Crime Scene Investigation | C1 | 06/2014 |
| Business Administration with Entrepreneurship major | BA | 06/2014 |
| Business Administration with Entrepreneurship major | BS | 06/2014 |
| Chemistry | BS | 06/2014 |
| Nursing | BSN | 06/2014 |
| Educational Leadership | MEd | 12/2013 |

Cottey College

| | | |
|-----------------|-----|---------|
| Fine Arts | AFA | 09/2013 |
| Social Sciences | BA | 09/2013 |

Hannibal-LaGrange University

| | | |
|------------|----|---------|
| Leadership | MA | 04/2014 |
|------------|----|---------|

Kansas City Art Institute

| | | |
|-------------|----|---------|
| Photography | C1 | 09/2013 |
|-------------|----|---------|

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Annual Report

Missouri Department of Higher Education • Fiscal Year 2014

Lindenwood University

| | | |
|--|------|---------|
| Finance | C1 | 12/2013 |
| Information Technology | C1 | 12/2013 |
| Information Business | C1 | 12/2013 |
| Marketing | C1 | 12/2013 |
| Supply Chain Management | C1 | 12/2013 |
| Finance | GRCT | 12/2013 |
| International Business | GRCT | 12/2013 |
| Marketing | GRCT | 12/2013 |
| Supply Chain Management | GRCT | 12/2013 |
| Economics | BA | 02/2014 |
| Music | BA | 02/2014 |
| Music Performance | BA | 02/2014 |
| Business Administration | BS | 02/2014 |
| <i>Wentzville</i> | | |
| Human Resource Management | BS | 12/2013 |
| Nursing | BSN | 12/2013 |
| <i>Center for Nursing and Allied Health Sciences, Dardenne Prairie</i> | | |
| Business Administration | MBA | 02/2014 |
| <i>Wentzville and Westport</i> | | |
| Administration | MS | 12/2013 |

Logan University

| | | |
|---------------------------------|----|---------|
| Nutrition and Human Performance | MS | 06/2014 |
|---------------------------------|----|---------|

Maryville University

| | | |
|-------------------------------------|----|---------|
| Communication Science and Disorders | BS | 02/2014 |
| Speech-Language Pathology | MS | 02/2014 |

Park University

| | | |
|--|-----|---------|
| Educational Leadership | MEd | 12/2013 |
| <i>Southwest Early College Campus and Oak Park High School</i> | | |
| Teacher Leadership | MEd | 12/2013 |
| <i>Southwest Early College Campus and Oak Park High School</i> | | |
| Social Work | MSW | 04/2014 |

St. Luke's College of Health Sciences

| | | |
|---------|----|---------|
| Nursing | MS | 09/2013 |
|---------|----|---------|

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DNAP, MA, MFA, MSW, MBA, MEd, MEd, MNR, MS, PhD = Graduate

Washington University

| | | |
|------------------------------|-----|---------|
| Film and Media Studies | MA | 09/2013 |
| Cyber Security Management | MS | 09/2013 |
| Plant and Microbial Sciences | PhD | 02/2014 |
| Statistics | PhD | 02/2014 |

New off-site and residence center locations approved

Crowder College

| | | |
|------------------------------------|----------------------------------|---------|
| McDonald County Instruction Center | 194 College Road, Jane, MO 64856 | 09/2013 |
|------------------------------------|----------------------------------|---------|

Missouri Southern State University

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| McDonald County Instruction Center | 194 College Road , Jane, MO 64856 | 02/2014 |
| Hometown Bank | 21196 US Hwy. 71, Pineville, MO 64856 | 02/2014 |

North Central Missouri College

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| Donaldson Company, Inc. | 400 Donaldson Drive, Chillicothe, MO 64601 | 02/2014 |
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Three Rivers Community College

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| South Central Education Consortium | 910 Springfield Road, Willow Springs, MO 65793 | 02/2014 |
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