

Coordinating Board for Higher Education

Agenda of Meeting

**10:00 a.m.
Thursday
April 9, 2015**

**Missouri Western State University
St. Joseph, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Betty Sims, Chair, St. Louis

Brian Fogle, Vice-Chair, Springfield

Carolyn Mahoney, Secretary, Jefferson City

Doug Kennedy, Poplar Bluff

Dalton Wright, Conway

Lowell C. Kruse, St. Joseph

TIME: 10:00 a.m.
Thursday, April 9, 2015

PLACE: Missouri Western State University
Leah Spratt Hall – 214 - 216
4525 Downs Drive
St. Joseph, MO 64507

Schedule of Events April 9, 2015

Thursday April 9, 2015

8:00 a.m. – 9:30 a.m.

CBHE Work Session

Missouri Western State University
Blum Union – PDR
4525 Downs Drive
St. Joseph, MO 64507

Thursday April 9, 2015

10:00 a.m. – 11:30 a.m.

CBHE / PAC Meeting

Missouri Western State University
Leah Spratt Hall – 214 - 216
4525 Downs Drive
St. Joseph, MO 64507

Individuals needing special accommodations relating to a disability should contact Jenn Clemons, at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109 or at (573) 751-1876, at least three working days prior to the meeting.

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

Representatives by Statute

Public Four-Year Universities

Dr. Dwaun Warmack, President
Harris-Stowe State University

Dr. Kevin Rome, President
Lincoln University

Dr. Alan Marble, President
Missouri Southern State University

Mr. Clif Smart, President
Missouri State University

Dr. Cheryl Schrader, Chancellor
Missouri University of Science and Technology

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President (PAC Vice-Chair)
Northwest Missouri State University

Dr. Ken Dobbins, President
Southeast Missouri State University

Dr. Troy Paino, President
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Mr. Timothy Wolfe, President
University of Missouri System

Dr. R. Bowen Loftin, Chancellor
University of Missouri-Columbia

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

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

Public Two-Year Colleges

Dr. Jennifer Methvin, President
Crowder College

Dr. Jon Bauer, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Mr. Mark James, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President
Mineral Area College

Dr. Jeffrey Lashley, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, Chancellor
Ozarks Technical Community College

Dr. Ronald Chesbrough, President
St. Charles Community College

Dr. Dennis Michaelis, Interim Chancellor
St. Louis Community College

Dr. Joanna Anderson, President
State Fair Community College

Dr. Wesley Payne, President
Three Rivers Community College

Public Two-year Technical College

Dr. Donald Claycomb, President
State Technical College of Missouri

(PAC Chair)

Independent Four-year Colleges and Universities

Dr. James Evans, President
Lindenwood University

Dr. Roger Drake, President
Central Methodist University

Dr. Ron Slepitz, President
Avila University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Vacant

Independent Two-year Colleges

Col. Mike Lierman, Interim President
Wentworth Military Academy and Junior College

Two-year alternate:

Dr. Judy Robinson Rogers, President
Cotter College

Association Chairs

COPHE - Dr. John Jasinski, President, Northwest Missouri State University
MCCA – Mr. Cliff Davis, President, Ozark Technical Community College – Table Rock
ICUM – Dr. Ron Slepitz, President, Avila University

COORDINATING BOARD FOR HIGHER EDUCATION

April 9, 2015 – 10:00 a.m. – 11:30 a.m.

Missouri Western State University

Room: Spratt 214-216

St. Joseph, MO

AGENDA

<u>Agenda Item Description</u>	<u>Tab</u>	<u>Presenter</u>
Welcome to Missouri Western State University		Dr. Robert Vartabedian
General Business		
<u>Action</u>		
1. Review Consent Agenda		
a. Minutes of the February 4, 2015 CBHE Meeting		
b. Distribution of Community College Funds	A	Leroy Wade
Report of the Commissioner		
1. Welcome/Introduce new MDHE General Counsel		David Russell
2. Coordinated Plan Progress Report		
Presidential Advisory Committee		
		Don Claycomb, Chair
<u>Information</u>		
1. 2015 Legislative Session and Budget Update	B	Leroy Wade
Budget and Financial Aid Committee		
		Brian Fogle, Chair
<u>Action</u>		
1. Certification for Participation in the Missouri Student Financial Assistance Programs	C	Leroy Wade
<u>Information</u>		
1. Student Loan Program	D	Leanne Cardwell
2. Apply Missouri (Missouri College Application Week)	E	Leanne Cardwell
Academic Affairs and Workforce Needs Committee		
		Carolyn Mahoney, Chair
<u>Action</u>		
1. Academic Program Actions	F	Rusty Monhollon
<u>Information</u>		
1. Best Practices in Remedial Education Placement Guidelines	G	Rusty Monhollon
2. Proprietary School Certification Actions and Reviews	H	Leroy Wade
3. Improving Teacher Quality Grant Update	I	Rusty Monhollon
4. COTA Update	J	Rusty Monhollon
5. SARA Update	K	Rusty Monhollon
6. Missouri High School Graduates Performance Report	L	Jeremy Kintzel
Audit Committee		
		Doug Kennedy, Chair
External Relations Committee		
		Dalton Wright, Chair
General Business		
<u>Information</u>		
1. Good and Welfare of the Board		
2. CBHE Members by Congressional District	M	
3. CBHE Statutory Functions	N	
<u>Action</u>		
1. Adjourn Public Session of Coordinating Board for Higher Education Meeting		

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
February 4, 2015**

The Coordinating Board for Higher Education met on Wednesday, February 4, 2015, at the University of Missouri, Columbia, MO. Madame Chair Betty Sims called the meeting to order at 2:01 p.m. The presence of a quorum was established with the following in attendance:

	Present	Absent
Brian Fogle	X	
Doug Kennedy	X	
Lowell Kruse		X
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

GENERAL BUSINESS

Items on the consent agenda included the Minutes of the December 10, 2014, CBHE Meeting in St. Charles, MO and the Distribution of Community College Funds. **Brian Fogle made a motion to approve the consent agenda in its entirety. Dalton Wright seconded the motion. Motion passed unanimously.**

REPORT OF THE COMMISSIONER

Commissioner David Russell gave an update on the Coordinated Plan. He stated that the first two hearings were in December 2014, at O’Fallon and downtown St. Louis. The third hearing was held in January 2015 in Jefferson City and was very well attended. The fourth hearing is tomorrow, February 5 at University of Missouri – Columbia.

PRESIDENTIAL ADVISORY COMMITTEE

Don Claybomb chaired the Presidential Advisory Committee report.

2015 Legislative Preview

Deputy Commissioner Leroy Wade discussed the student aid eligibility bills in legislation. He stated there is a bill on the senate side to expand on Bright Flight Program.

Mr. Wade stated there are bills offering tax credit to provide incentives for employers to hire STEM-field degreed employees.

Mr. Wade stated that he is working with Senator LeVota on the language for SB 71 regarding reimbursement for dual credit courses. The bill targets students that are A+ eligible. The funding for this Dual Credit would come out of the A+ funding stream.

Northwest Missouri State University President John Jasinski announced that COPHE would like to work with Mr. Wade and Senator LeVota on wording for SB 71.

Budget Update

Fiscal Affairs and Operations Director Debra Burnette stated that there are no supplemental items for the department operating budget. The operating budget for CBHE, Administrative and Student Loan stays the same.

A new item in the MDHE budget is the Jobs for America's Graduates Program. The governor recommended a \$12 million increase for performance funding and equity with 90 percent distributed based on achievement of the five performance measures and 10 percent distributed based on the equity formulas provided by MCCA and COPHE.

Ms. Burnette discussed the institution budget cuts reflected in the governor's recommendation.

Ms. Burnette stated that the governor's recommendations for FY 16 include \$161.5 million from bond proceeds for repair and renovation for colleges and universities.

The budget is still early in the process and was just presented to the Appropriations Committee in the House yesterday. It will be presented in the Senate next week.

MABEP Update

Assistant Commissioner of Academic Affairs Rusty Monhollon stated that the Missouri Standards for the Preparation of Educators has dominated the seven Missouri Advisory Board for Educator Preparation meetings held since June 2014. The State Board of Education's adoption of MOSPE and the compressed timeline for its implementation has made it difficult to reach consensus on specific issues.

Dr. Monhollon stated that MABEP voted unanimously that the SBE review the qualifying scores for each of the content areas based on available impact data or test abnormalities no later than August 2015.

The next MABEP meeting is in early March.

BUDGET AND FINANCIAL AID COMMITTEE

Brian Fogle chaired the Budget and Financial Aid Committee report.

Western Governors University

Carolyn Mahoney made a motion to temporarily suspend the eligibility of Western Governors University – Missouri to participate in the Access Missouri Financial Assistance Program until the wording of the proposed amendment to the rule on institutional participation has been resolved with eligibility being reinstated once the rulemaking process is complete. Brian Fogle seconded the motion. Motion passed unanimously.

A+ Budget Update

Information was noted with no further discussion.

Student Loan Program Update

Information was noted with no further discussion.

ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE

Carolyn Mahoney chaired the Academic Affairs and Workforce Needs Committee report.

Academic Program Actions

Brian Fogle made a motion to approve the new off-site locations listed in the information item and the program changes and new program proposals listed in the attachment. Dalton Wright seconded the motion. Motion passed unanimously.

Student Resident Status for Separating Military Personnel

Carolyn Mahoney made a motion for the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed revisions to 6 CSR 10-3.010 become effective as soon as possible. Dalton Wright seconded the motion. Motion passed unanimously.

COTA Membership Structure

Brian Fogle made a motion to approve the proposed revisions to the Committee on Transfer and Articulation membership structure, as presented in the attachment to the agenda item. Carolyn Mahoney seconded the motion. Motion passed unanimously.

Proprietary School Certification Actions and Reviews

Information was noted with no further discussion.

Appointments to the Proprietary School Advisory Committee

Information was noted with no further discussion.

Multi-State Collaborative on Military Credit

Information was noted with no further discussion.

Brian Fogle made a motion to adjourn the meeting. Dalton Wright seconded the motion. Motion passed.

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

State aid payments to community colleges will be made on a monthly basis. All FY 15 state aid appropriations are subject to a three percent governor's reserve. The Truly Agreed To and Finally Passed core state aid appropriations reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors. An additional component of state aid for FY 15 includes an appropriation of \$6,666,129 that was awarded based on improvement on specified performance measures, commonly known as performance funding.

An expenditure restriction made by the governor included a restriction of the performance funding dollars. This expenditure restriction was released by the governor in September 2014.

The total TAFP state aid appropriation for community colleges in House Bill 3 for FY 15, including performance funding, is \$139,987,623. With the release of the expenditure restriction on performance funding, the amount available to be distributed (TAFP appropriation less the three percent governor's reserve) is \$135,787,993.

The total payment of state aid distributions to community colleges for January and February 2015 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,146,956
State Aid – Lottery portion	1,695,880
Performance Funding – GR portion	1,436,920
Performance Funding – Lottery portion	0
Maintenance and Repair	<u>1,219,163</u>
TOTAL	\$23,498,919

The total distribution of state higher education funds to community colleges during the period July 2014 through February 2015 is \$88,630,690.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
April 9, 2015

AGENDA ITEM SUMMARY

AGENDA ITEM

2015 Legislative Session and Budget Update
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

The General Assembly continues its work in the 2015 legislative session. Several bills relating to higher education have begun to make their way through the legislative process. Listed below are bills of particular interest to the Coordinating Board. A complete list of higher education legislation can be found in MDHE's *Legislative Update*, included as Attachment A. Information provided in this item and in the attached reports are current as of March 20, 2015. Updated information, including the current status of bills, will be provided in the verbal report that accompanies this board item at the April CBHE meeting.

The Fiscal Year 2016 state budget also is making its way through the process. State appropriations for higher education are contained in HB 3 which has passed the House and moved to the Senate. The expressed goal of the General Assembly is to complete action on the state budget by mid-April, several weeks before the statutory deadline. An update on changes from the governor's recommended budget contained in the House version is included below. Complete details of HB 3 can be found in the chart titled FY 16 Higher Education Operating Budget Status (House Bill 3), included as Attachment B.

Higher Education Legislation

HB 104 (Haahr), SB 248 (Schaefer) and SB 311 (Emery): These bills would prohibit public colleges and universities from taking any action or enforcing any policy that denies a religious student association any benefit available to any other student association, or discriminating against a religious student association. The bills are titled as the Student Freedom of Association Act.

HB 187 (Fitzpatrick): This bill would require that no student in an unlawful immigration status in the United States receive a postsecondary education public benefit, which includes institutional financial aid awarded by public postsecondary institutions and state administered grants and scholarships. In addition, it would prohibit public institutions from offering tuition rates to these students that are less than the rate charged to citizens of the U.S. It also deletes the statutory provision that prohibits students enrolled in programs leading to degrees in divinity or theology from receiving state student assistance.

HB 210 (Conway): This bill would allow community college boards of trustees to establish and college police officers to enforce regulations to control vehicular traffic on any thoroughfare owned or maintained by the college.

HB 408 (Brattin), HB 436 (Moon) and SB 93 (Emery): These bills would allow any person who wishes to engage in expressive activity on campus to be allowed to do so freely, as long as their

conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution. These bills are titled the Campus Free Expression Act.

HB 464 (Rowden) and SB 110 (Schaefer): These bills would prohibit any member of the University of Missouri Board of Curators from voting to hire, employ or appoint to any position in the university any person who appointed him or her to the board.

HB 653 (Gardner) and SB 334 (Nasheed): These bills would modify some statutory provisions relating to the names of some public universities and broaden the degree granting authority of the board of regents of Harris-Stowe State University to include additional baccalaureate and graduate degree programs.

Financial Assistance Legislation

HB 33 (Walker): This bill would expand the definition of a public safety officer for purposes of the Public Safety Officer Survivor program. The revised definition would include emergency medical technicians and uniformed members of the Missouri State Fire Marshall's office

HB 272 (Hoskins) and SB 299 (Pearce): These bills would revise the student eligibility requirements for the Higher Education Academic Scholarship (Bright Flight) program and add a forgivable loan component. The added eligibility requirements pertain to meeting certain end-of-course exam requirements (or an alternative requirement) for initial eligibility and to completing a certain number of credit hours each year in order to be eligible for renewal. The loan forgiveness component would permit Bright Flight eligible students to opt into a forgivable loan. If the individual works for a certain period in Missouri immediately after graduation, the loans are forgiven. If the work obligation is not met, the loans must be repaid with interest.

HB 451 (English): This bill would expand the A+ Schools Program to graduates of any Missouri high school, public or private, that meet the program requirements. The bill would also codify the majority of the student eligibility criteria that are currently contained in regulations.

HB 557 (P. Fitzwater) and SB 224 (Romine): These bills would require a student to be a United States citizen or permanent resident in order to be eligible to receive reimbursement from the A+ Schools scholarship program.

HB 986 (Peters) and HB 1104 (McManus): Although these bills have different names (HB 986 – Missouri Promise Scholarship and HB 1104 – Missouri Workforce Investment Scholarship), the resulting programs have very similar attributes. Both bills establish a scholarship program for Missouri residents who meet certain conditions and who attend an eligible postsecondary institution. Both programs are “last dollar” payers, meaning they only pay after all other aid has been applied to the student's bill and are limited to programs at the associate degree and non-degree levels. Students receiving A+ awards would not be eligible for either program.

HB 1254 (Lichtenegger): This bill would change the institutional eligibility requirements for the Access Missouri Financial Assistance Program by adding a new category of “virtual institution.”

SB 71 (LeVota): This bill would establish a reimbursement procedure through the A+ program for a student's portion of fees for dual credit courses.

STEM-Related Legislation

HB 244 (Butler): This bill, titled the Economic-Education Partnership Act, allows a Missouri employer that provided education benefits to an individual pursuing a degree in health care, engineering or information technology to retain up to 100 percent of the employee's withholding tax up to the amount of education benefits provided.

HB 253 (Berry): This bill authorizes a tax credit for student loan repayment for students who graduate with a degree in science, engineering, technology or mathematics with a cumulative GPA of 2.5. Student who relocated to Missouri with a STEM degree would be eligible for a credit but with a reduced maximum credit.

HB 298 (Hoskins) and SB 207 (Pearce): These bills authorize an employer to retain an employee's state withholding tax for five years if the employee has graduated from a Missouri Innovation Campus with a bachelor's degree in a STEM field.

HB 520 (Hicks) and SB 268 (Pearce): These bills would authorize a tax liability transfer for an employer that hires a student majoring in a STEM field for an internship. The tax liability would be removed from the General Fund and placed in the STEM fund already established in statute. The bills would also authorize a similar transfer for employers that provide educational benefits to employees for employment in health care, engineering, or information technology.

HB 682 (Johnson): This bill establishes the Missouri Jobs for Education Program to provide a tuition credit for certain business owners or companies that create new full-time jobs.

Remediation-related Legislation

HB 365 (Spencer): This bill, titled the Student Accountability Act, would require a student score proficient or higher on a state assessment in order to receive a high school academic diploma. Every public institution of higher education would be required recognize the high school academic diploma as sufficient for a student to be placed in the first college-level course of mathematics and English composition that is recognized for the forty-two-hour general education core requirements

HB 377 (Swan): This bill would require school districts to develop a system for identifying students who are at risk of not being ready for college-level work or entry-level career positions. The MDHE must develop a report that analyzes the results of the remediation rate report relative to student performance on the statewide assessments for English I and Algebra I.

HB 902 (Curtis): This bill would require school districts and charter schools to identify students needing remedial coursework and implement a virtual school program to assist the identified students.

FY16 MDHE Budget

The governor's recommendations for FY 16 for the department's internal administration and student loan program budgets generally maintained FY 15 levels of funding. His recommendation included continuation of the one percent pay increase for state employees that took effect on January 1, 2015. The House did not change that recommendation.

Reflecting increased membership fees, the House recommended an increase for the Midwest Higher Education Compact to \$115,000. The sources of the increase were \$16,750 in new General Revenue and \$3,250 reallocated from Coordination.

Student Financial Assistance Programs

A+

The governor recommended a total transfer of \$35,113,326 for the A+ Schools Program, which represents a \$2 million increase over FY 15. Spending authority for the program was recommended to increase to \$37 million. The House did not change these recommendations.

Bright Flight

The governor recommended a reduction of \$4 million from the FY 15 funding level reflecting the removal of support for the loan forgiveness component for Bright Flight recipients, an initiative that did not pass in the last legislative cycle. This brings the total program appropriation to \$18,676,666. It remains unknown at this time what impact, if any, this level of funding will have on award amounts in FY 16.

Access Missouri

The governor recommended a total appropriation of \$69.5 million for the Access Missouri program, a decrease of \$9 million from the FY 15 level of funding. The governor's recommendation represents an increase of \$2 million for the program. The House made no changes to this recommendation.

Other MDHE Student Financial Aid Programs

The House recommendation for all other student aid programs administered by MDHE maintained the Governor's recommended funding level.

Special Initiatives

MSU-UMKC Pharmacy/Doctorate Program

The governor recommended \$2 million of continued funding for the Pharmacy Doctorate program at Missouri State University that is operated in collaboration with the University of Missouri – Kansas City School of Pharmacy. The House did not offer any changes to this recommendation.

Jobs for America's Graduates (JAG) Program

The governor recommended \$500,000 in funding administered by North Central Missouri College for the JAG program in Missouri. The House removed the funding for this initiative.

College and University Operating Budgets

The governor recommended core funding equivalent to FY15 for college and university operating budgets. No change was made by the House.

Performance and Equity Funding

The governor recommended a \$12 million increase for performance funding and equity based on the resource allocation model established in SB 492: 90 percent distributed based on achievement of the five performance measures and 10 percent distributed based on the equity formulas provided by MCCA and COPHE, with State Technical College receiving 90/10 as they are a sector of one. The House made no changes to this recommendation

Equity Adjustment

The House increased the appropriation to community colleges by \$5,540,000 as an equity adjustment. Similarly, the bill included an adjustment of \$460,000 for State Technical College of Missouri.

Institution Budget Cuts

The following cuts were reflected in the governor's recommendation:

- University of Missouri - MU Medical School Partnerships \$10 million Core
- Missouri State University - Occupational Therapy Program \$1.325 million Core
- Lincoln University Land Grant Match \$500,000 Core
- Missouri Rehabilitation Center - \$5,168,935 Core

The House restored \$1 million of the cut to the MSU Occupational Therapy Program and \$250,000 of the cut to the Lincoln University Land Grant match.

Capital Improvements

The governor's recommendations for FY 16 included \$161.5 million from bond proceeds for repair and renovation for colleges and universities. Although there is wide support for funding these much needed projects, action appears to be stalled on these items.

Other Items

The House increased by \$483,250 the appropriation for the State Historical Society, resulting in a total recommended appropriation of \$2,210,855. The House also added \$1.5 million to the appropriation for the Missouri Telehealth Network, bringing that total appropriation to \$1,937,640 and added a new item for UM-St. Louis Biotech of \$300,000. The remaining University of Missouri-related programs were unchanged from the Governor's recommendation.

Conclusion

The First Regular Session of the 98th General Assembly will conclude on Friday, May 15. Appropriations bills must be truly agreed to and finally passed by 6:00 p.m. on Friday, May 8. Legislative leaders have indicated they plan to pass the appropriation bills much earlier this year, likely by mid-April. At this writing, the House has completed its work and reported the appropriation bills to the Senate, where initial committee hearings are underway. This accelerated schedule would require the Governor to sign appropriation bills before the end of this session, thus allowing the General Assembly to consider veto overrides before the end of the regular session.

STATUTORY REFERENCE

Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

This is an information item only.

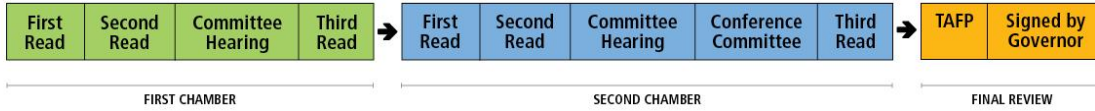
ATTACHMENT(S)

Attachment A – Legislative Update

Attachment B – FY 2016 Higher Education Operating Budget Status (House Bill 3)



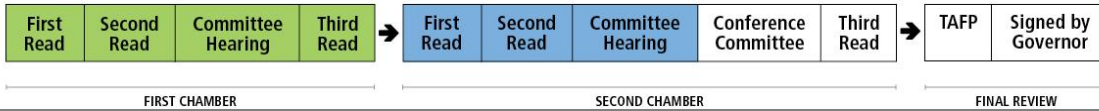
LEGISLATIVE UPDATE
March 20, 2015



Summary of Legislation Impacting Higher Education

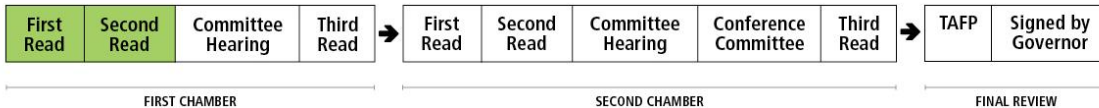
HB 3 Flanigan Appropriations – Higher Education: Appropriates money for the expenses, grants, refunds and distributions of the Department of Higher Education.

Bill History Committee: [Senate Appropriations Committee](#)



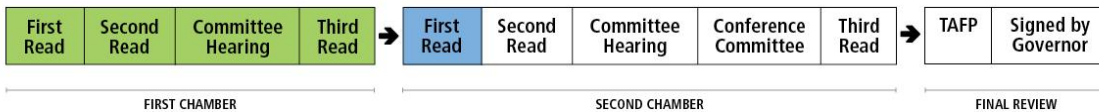
HB 17 Flanigan Appropriations – Capital Improvement: Appropriates money for capital improvement and other purposes as provided in Article IV, Section 28. This list includes projects for the University of Missouri, the Department of Transportation, the Office of Administration, the Department of Natural Resources, the Department of Conservation, and the Department of Public Safety.

Bill History Committee:



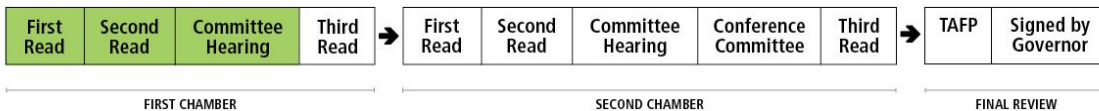
HB 33 Walker Survivor's/disabled employee's education grant program: Adds emergency medical technicians and certain staff of the state fire marshal's office to the list of individuals eligible for the Public Service Officer or Employee's Child Survivor Grant program.

Bill History Committee:



HB 82 Mims Policies on student favoritism: Requires public institutions of higher education to adopt policies on student favoritism by September of 2016. The policy must establish a procedure for addressing allegations of favoritism toward any student and an institution must uniformly and consistently apply the policy, make it easily accessible, and train campus leaders about its contents.

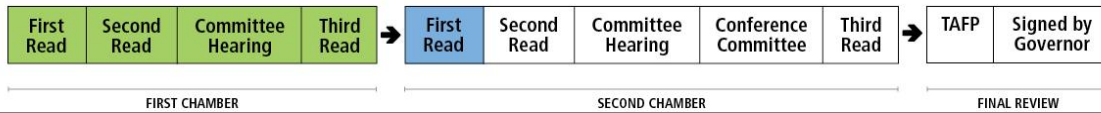
Bill History Committee: [House Standing Committee on Higher Education](#)



HB 104 Haahr

Student Freedom of Association Act: Creates the Student Freedom of Association Act. The act prohibits public colleges and universities from taking any action or enforcing any policy that denies a religious student association any benefit available to any other student association, or discriminating against a religious student association.

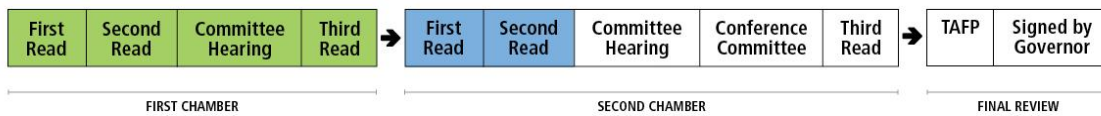
Bill History Committee:



HB 112 Franklin

Health care workforce analysis: Allows various state boards to collaborate with the Department of Health and Senior Services or other entities to collect and analyze workforce data to assess the availability of qualified health care providers.

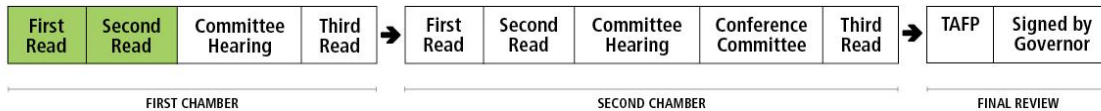
Bill History Committee: Senate Financial and Governmental Organizations and Elections Committee



HB 140 Reiboldt

MO Dairy and Ag Education Act: Establishes the Missouri Dairy and Agriculture Education Act. The act requires the Department of Agriculture to administer a dairy producer margin insurance program and establish the Missouri Agriculture Education Scholarship Program. The scholarship program would provide scholarships to up to 100 students who are enrolled in an agriculture education program and are committed to working in the agriculture industry in Missouri.

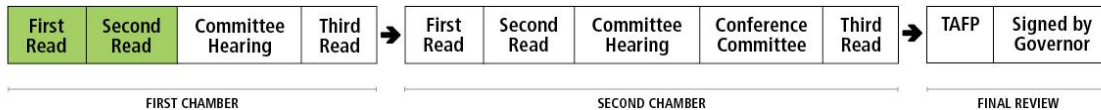
Bill History Committee:



HB 155 Gardner

Health Care Professionals Cultural Competency Act: Requires all health care professionals in this state to complete cultural competency training in school and as continuing education for licensure, certification or registration.

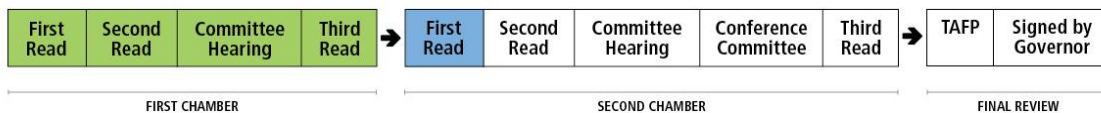
Bill History Committee:



HB 187 Fitzpatrick

Postsecondary education public benefits: Provides that no student in unlawful status in the United States shall receive a postsecondary education public benefit, which includes institutional financial aid awarded by public postsecondary educational institutions and state-administered postsecondary grants and scholarships awarded by all postsecondary educational institutions. Prohibits public institutions of higher education from offering tuition rates to unlawful status students that are less than the rate charged to citizens of the United States whose residence is not illegal. It also deletes the statutory provision that makes students enrolled in programs leading to divinity or theological degrees ineligible to receive state student assistance.

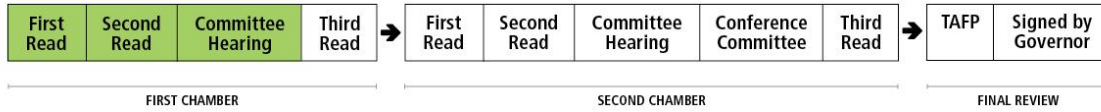
Bill History Committee:



<p>HB 210 Conway</p>	<p><u>Community college police</u>: Allows community college boards of trustees and college police officers to establish regulations to control vehicular traffic on any thoroughfare owned or maintained by the college.</p> <p>Bill History Committee:</p>
<p>HB 219 Wilson</p>	<p><u>Child Support</u>: Specifies that a parent ordered to pay child support shall not be ordered to also pay for the educational expenses of the child attending an institution of vocational or higher education.</p> <p>Bill History Committee: House Standing Committee on Civil and Criminal Proceedings</p>
<p>HB 244 Butler</p>	<p><u>Economic-Education Partnership Act</u>: Establishes the Economic-Education Partnership Act, which allows an employer with facilities in Missouri who provides educational benefits to a qualified individual pursuing health care, engineering, or information technology to have up to 100% of the withholding tax from the employer's employees retained up to the amount of educational benefits provided for a period of five years. The amount withheld shall not exceed \$2 million and to receive the withholding tax, the employer must enter into an agreement with the Department of Economic Development.</p> <p>Bill History Committee:</p>
<p>HB 253 Berry</p>	<p><u>Tax Credit for Student Loan Repayment</u>: Authorizes a tax credit for student loan repayment. Students who graduate from a qualified educational institution with a degree in science, engineering, technology or mathematics with a cumulative GPA of at least 2.5 and have student loans as a result may claim a tax credit against their tax liability for an amount equal to \$5,000 for up to six years. Students who relocate to Missouri with a STEM degree and have student loans as a result may claim a tax credit against their tax liability for an amount equal to \$3,000 for up to ten years.</p> <p>Bill History Committee: House Standing Committee on Economic Development and Business Attraction and Retention</p>
<p>HB 259 Reiboldt</p>	<p><u>Missouri Dairy Revitalization Act of 2015</u>: Creates the Missouri Dairy Revitalization Act of 2015, which creates the Missouri Dairy Industry Revitalization Fund. The Act requires the University of Missouri's Commercial Agriculture Program to conduct an annual study of the dairy industry and requires the Department of Agriculture to create and administer a dairy producer margin insurance premium assistance program and the Missouri Dairy Scholars Program. The Scholars Program would provide up to 80 scholarships in the amount of \$5,000 each to assist with the costs of tuition to students who agree to work in the agriculture industry in Missouri for at least two years for every year the recipient receives the scholarship and work in a dairy-related field for at least three months.</p> <p>Bill History Committee:</p>

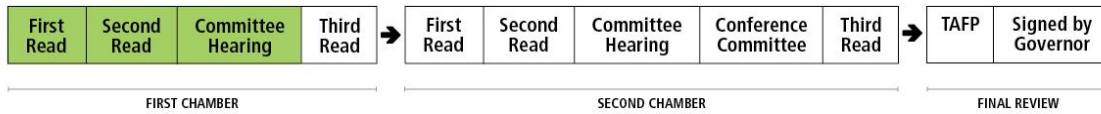
HB 272 Hoskins Higher Education Academic Scholarship Program: Changes eligibility requirements for the program commonly known as Bright Flight and expands the program to include a forgivable loan component.

Bill History Committee:



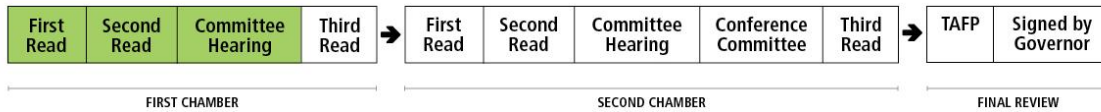
HB 298 Hoskins Education Tax Credit: Authorizes an employer to retain an employee's state withholding tax for five years if the employee has graduated from a Missouri innovation campus with a bachelor's degree in science, engineering, technology or mathematics after April 30, 2016.

Bill History Committee: [House Standing Committee on Economic Development and Business Attraction and Retention](#)



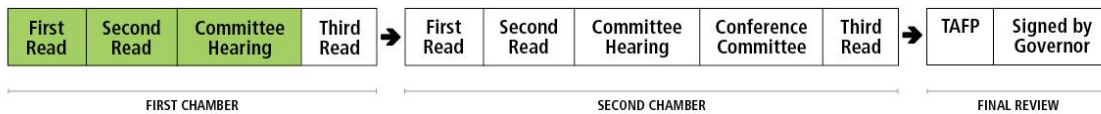
HB 365 Spencer Student Accountability Act: Establishes the Student Accountability Act that requires a student score proficient or higher on a state assessment in order to receive a high school academic diploma. Every public institution of higher education shall recognize the high school academic diploma as sufficient for a student to be placed in the first college-level course of mathematics and English composition that is recognized for the forty-two-hour general education core requirements.

Bill History Committee: [House Standing Committee on Elementary and Secondary Education](#)



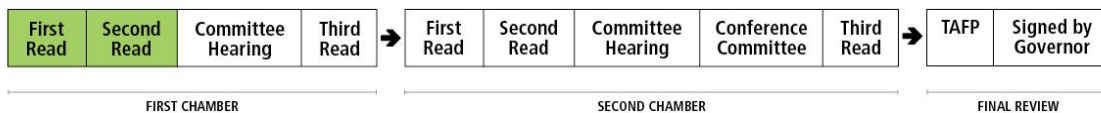
HB 377 Swan Remediation Prevention in School: Requires school districts to develop a system for identifying students who are at risk of not being ready for college-level work or entry-level career positions. The district policy must require academic and career counseling to take place sufficiently prior to graduation. The Department of Higher Education must develop a report that analyzes the results of the remediation rate report relative to student performance on the statewide assessments for English I and Algebra I.

Bill History Committee:



HB 397 Peters Expired, sunset & obsolete statutes: Repeals expired, sunset and obsolete statutory provisions, including those related to the Higher Education Scholarship Program.

Bill History Committee:



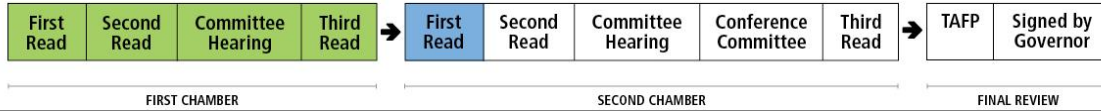
<p>HB 408 Brattin</p>	<p><u>Campus Free Expression Act</u>: Establishes the "Campus Free Expression Act". Any person who wishes to engage in expressive activity on campus shall be permitted to do so freely, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.</p> <p>Bill History Committee: House Standing Committee on Higher Education</p>
<p>HB 412 Peters</p>	<p><u>Higher education institution policies on sexual assault</u>: Requires the governing boards of institutions of higher education to adopt policies concerning sexual assault, domestic violence, dating violence, and stalking in order to receive state funds for student aid</p> <p>Bill History Committee:</p>
<p>HB 435 Morgan</p>	<p><u>MO Tuition Equity Act</u>: Establishes the Missouri Tuition Equity Act which changes how a Missouri resident is defined for purposes of tuition, fees and admission.</p> <p>Bill History Committee:</p>
<p>HB 436 Moon</p>	<p><u>Campus Free Expression Act</u>: Establishes the "Campus Free Expression Act". Any person who wishes to engage in expressive activity on campus shall be permitted to do so freely, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.</p> <p>Bill History Committee: House Standing Committee on Higher Education</p>
<p>HB 451 English</p>	<p><u>Expands A+ Schools Program</u>: Expands the A+ Schools Program to graduates of any Missouri high school that meets the program requirements.</p> <p>Bill History Committee:</p>
<p>HB 464 Rowden</p>	<p><u>Board of curators of the University of MO</u>: No member of the Board of Curators of the University of Missouri shall vote to appoint to, hire, or in any way employ in any position in the university any person who appointed him or her to the board.</p> <p>Bill History Committee: House Select Committee on Education</p>

<p>HB 470 Smith</p>	<p><u>College Credit Disclosure Act</u>: Establishes the College Credit Disclosure Act that requires most nationally accredited higher education institutions to disclose before enrollment that they are not regionally accredited and credit transfer may be limited.</p> <p>Bill History Committee:</p>
<p>HB 520 Hicks</p>	<p><u>STEM Internship Incentive</u>: Authorizes a tax liability transfer for an employer that hires a student majoring in the field of science, technology, engineering, or mathematics for an internship. Up to \$5,000 of the employer's state tax liability may be annually removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund. The bill also allows an employer with facilities in Missouri that provides educational benefits to a qualified individual or trains a qualified individual for an employment position in the health care, engineering, or information technology field to apply to have up to \$5,000 of the employer's state tax liability removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund for up to one year. The Department of Higher Education must establish a procedure for approving applications.</p> <p>Bill History Committee: House Select Committee on Commerce</p>
<p>HB 567 Dunn</p>	<p><u>Alpha Phi Alpha Day</u>: Designates December 4 as "Alpha Phi Alpha Day" in Missouri in honor of the first black intercollegiate Greek-letter fraternity established for African-Americans.</p> <p>Bill History Committee:</p>
<p>HB 574 Haahr</p>	<p><u>Missouri Civics Education Initiative</u>: Establishes the "Missouri Civics Education Initiative" which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate – MERGED WITH HB 578.</p> <p>Bill History Committee:</p>
<p>HB 577 P. Fitzwater</p>	<p><u>Student Eligibility for A+ Program</u>: Requires a student to be a United States citizen or permanent resident in order to be eligible to receive reimbursements from the A+ Schools Program.</p> <p>Bill History Committee:</p>

HB 578 Swan

Missouri Civics Education Initiative: Establishes the “Missouri Civics Education Initiative” which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate.

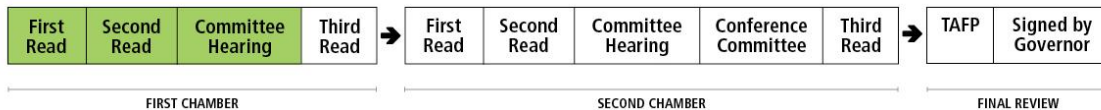
Bill History Committee:



HB 584 LaFaver

Missouri Civics Education Initiative: Establishes the “Missouri Civics Education Initiative” which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate – **MERGED WITH HB 578.**

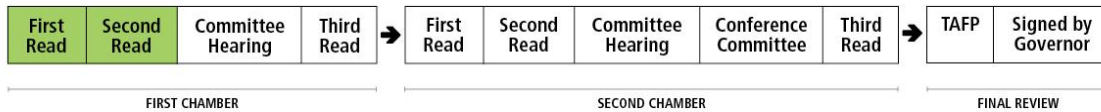
Bill History Committee:



HB 595 Anders

Institutions of higher education report sexual assault/misconduct: Requires public institution of higher education staff members to report alleged sexual assault and misconduct cases directly to local law enforcement and to cooperate in any subsequent investigation.

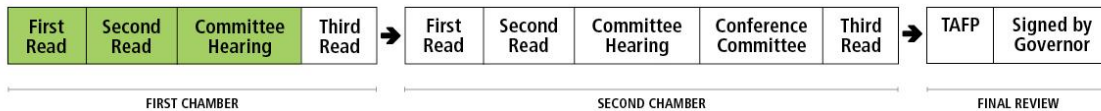
Bill History Committee:



HB 598 McGaugh

Alpha Gamma Rho Day: Designates April twenty-fourth of each year as "Alpha Gamma Rho Day" in Missouri in honor of the founding of the first social-professional agricultural fraternity in the state.

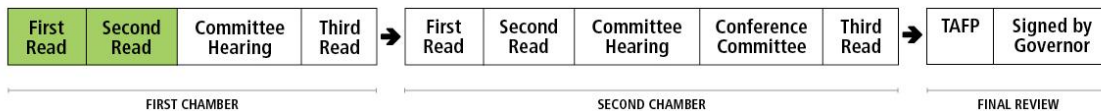
Bill History Committee: [House Standing Committee on Trade and Tourism](#)



HB 653 Gardner

State teachers colleges/degree granting authority: Modifies provisions relating to the name of state teachers colleges and broadens the degree granting authority of the board of regents of Harris-Stowe State University to include baccalaureate and graduate degree programs.

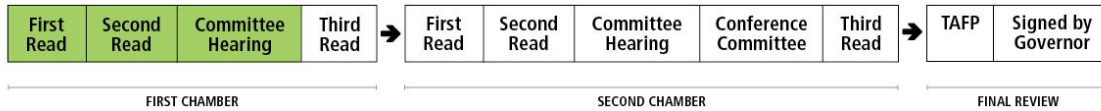
Bill History Committee:



HB 676 Rowden

Education Innovation Investment Act: Establishes the Education Innovation Investment Act that creates tax incentives for businesses and individuals working in unused or vacant areas of public institutions of higher learning. An eligible business shall be allowed to subtract fifty percent of the eligible business's business income from their federal adjusted gross income when determining Missouri adjusted gross income. In addition, a qualified taxpayer shall be allowed to subtract \$10,000 of the qualified taxpayer's income from their adjusted gross income when determining Missouri adjusted gross income.

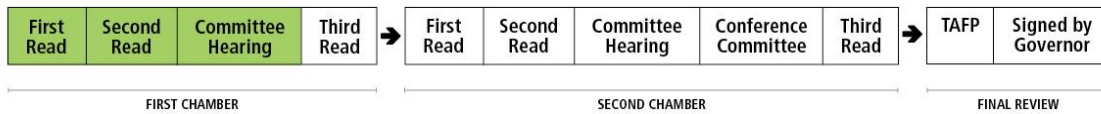
Bill History Committee:



HB 682 Johnson

MO Jobs for Education Program: Establishes the Missouri Jobs for Education Program to provide a tuition credit for certain business owners or companies who create new full-time jobs. The tuition credit will be equal to the amount of the withholding taxes withheld which can be used towards tuition at any approved public institution of higher education in the state.

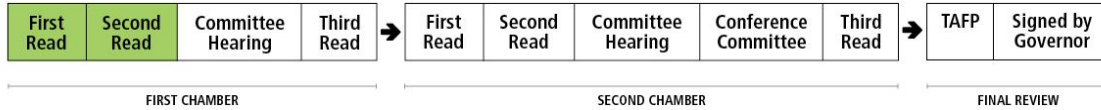
Bill History Committee:



HB 687 Fitzpatrick

State aid for divinity or theological degrees: Deletes the statutory provision that makes students enrolled in programs leading to divinity or theological degrees ineligible to receive state student assistance.

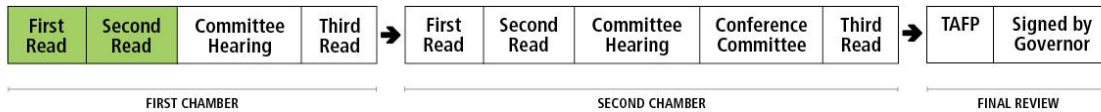
Bill History Committee: [House Standing Committee on Higher Education](#)



HB 688 Fitzpatrick

Tuition rates for unlawful status students: Prohibits public institutions of higher education from offering tuition rates to unlawful status students that are less than the rate charged to citizens of the United States whose residence is not illegal.

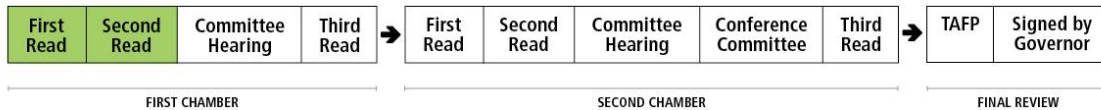
Bill History Committee:



HB 831 Cierpiot

Curriculum Transparency Act: Requires public colleges and universities to publicize their curriculum for any degree offered by the institutions. The CBHE must establish rules and regulations to ensure that each approved public institution posts the required curriculum for all degrees offered by the institution on its website.

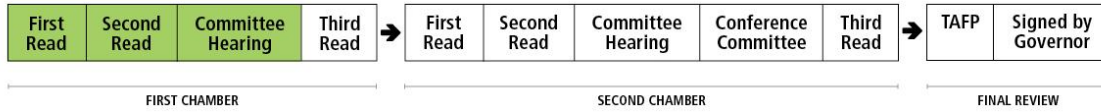
Bill History Committee:



<p>HB 867 Frederick</p>	<p><u>Depression screening for medical students</u>: Establishes an online survey for the screening of medical students for risk of depression and the reporting of the prevalence of at-risk medical students using nonidentifying aggregate totals.</p> <p>Bill History Committee: House Select Committee on Social Services</p>
<p>HB 902 Curtis</p>	<p><u>Identification of students needing remedial courses</u>: Requires school districts and charter schools to identify students needing remedial coursework and implement a virtual school program to assist the identified students.</p> <p>Bill History Committee:</p>
<p>HB 903 Curtis</p>	<p><u>Committee for Entrepreneurs</u>: Establishes the Committee for Entrepreneurs within the Department of Economic Development and a grant program for certain accelerated computer programming programs.</p> <p>Bill History Committee:</p>
<p>HB 904 Curtis</p>	<p><u>8 in 6 Program</u>: Establishes the 8 in 6 Program within the Department of Elementary and Secondary Education. Under this program, grades seven through twelve and the first two years of college or professional-technical preparation are compressed into six years. Participating students must take one or two online courses during the summer and dual credit courses during their junior and senior years in high school. A student who successfully completes the program will conclude high school with an associate's degree.</p> <p>Bill History Committee:</p>
<p>HB 905 Curtis</p>	<p><u>College tuition rates</u>: Requires one-third of any tuition increase by a public institution of higher education to be designated for faculty improvement. It also prohibits a public higher education institution from charging a Missouri resident who is a continuously enrolled, full-time student, as defined by the bill, a tuition rate that exceeds the amount charged when the student first enrolled for the five years following initial enrollment.</p> <p>Bill History Committee:</p>
<p>HB 912 Cornejo</p>	<p><u>Password protection</u>: Prohibits an employer or educational institution from requiring or requesting certain persons to disclose their user name and password for a personal social media account.</p> <p>Bill History Committee:</p>

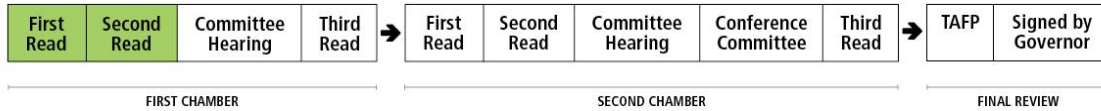
HB 982 Rowden UM extension councils: Allows the University of Missouri extension councils in counties to obtain financing in their own name so long as it does not constitute a debt to the university and the university is not obligated to repay the financed amount.

Bill History Committee:



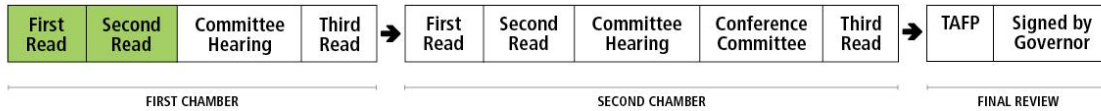
HB 986 Peters Missouri Promise Scholarship Act: Establishes the “Missouri Promise Scholarship Act” for Missouri residents who meet certain terms and conditions and who attend an eligible postsecondary institution. Scholarship awards would be capped at the average tuition and fee rate for public community colleges and may be earned for a maximum of two and a half years. Students receiving A+ awards would be ineligible.

Bill History Committee: [House Standing Committee on Higher Education](#)



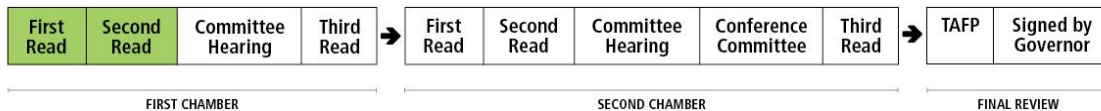
HB 1011 Rowden UM Board of Curators: Requires that one voting member of the University of Missouri Board of Curators be a student.

Bill History Committee:



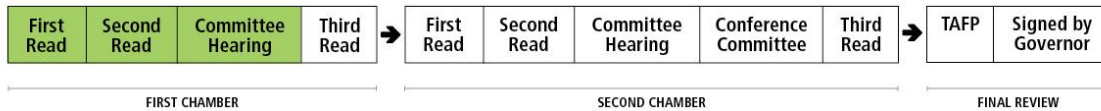
HB 1050 English Missouri Civics Education Initiative: Establishes the “Missouri Civics Education Initiative” which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate.

Bill History Committee: [House Standing Committee on Elementary and Secondary Education](#)



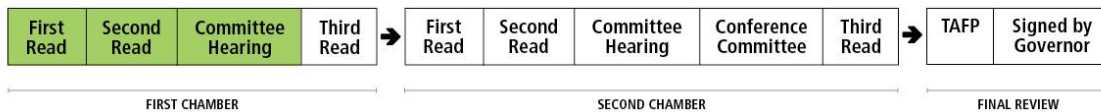
HB 1060 Richardson Tax refunds to MOST accounts: Allows for a taxpayer to indicate on tax filings to redirect the taxpayer’s refund, if applicable, to a MOST account.

Bill History Committee:



HB 1083 Leara Psychologist licensure: Provides that a degree in a program accredited by the Psychological Clinical Science Accreditation System meets various psychologist licensure requirements.

Bill History Committee: [House Select Committee on Education](#)



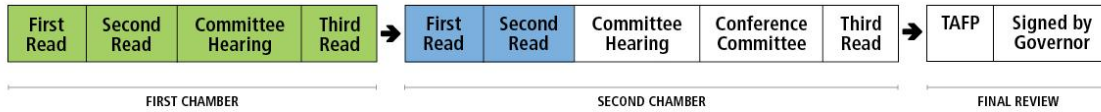
<p>HB 1088 Parkinson</p>	<p><u>Computer programming coursework</u>: Requires computer programming coursework offered by a public school or postsecondary institution to be treated as a foreign language for academic credit purposes.</p> <p>Bill History Committee:</p>
<p>HB 1092 Swan</p>	<p><u>Postsecondary course options</u>: Changes the law on postsecondary course options by broadening the definition of schools allowed to cooperate with public high schools to offer those options.</p> <p>Bill History Committee:</p>
<p>HB 1104 McManus</p>	<p><u>Missouri Workforce Investment Scholarship Act</u>: Establishes the “Missouri Workforce Investment Scholarship Act” for Missouri residents who meet certain terms and conditions and who attend an eligible postsecondary institution. A scholarship award would cover the cost of tuition and mandatory fees at the eligible postsecondary institution attended less all other gift aid and may be earned until the student has earned a certificate, diploma or associate degree. Students receiving A+ awards would be ineligible.</p> <p>Bill History Committee: House Standing Committee on Higher Education</p>
<p>HB 1165 Bratlin</p>	<p><u>Higher education institution available information</u>: Requires each public college and university to post on its website or publish in its course catalog specified information for each degree that it offers including the estimated cost to obtain the degree, types of employment opportunities, the current job market, the number and percentage of students with the degree who get a job within one year of graduation and their average income, and the number and percentage of students with the degree who are employed in a field closely related to the degree program within one year of graduation.</p> <p>Bill History Committee:</p>
<p>HB 1232 Walton Gray</p>	<p><u>Pay Forward, Pay Back Pilot Program</u>: Requires the Department of Higher Education to consider the establishment of a Pay Forward, Pay Back pilot program to replace the current system of charging tuition and fees to attend a public higher education institution.</p> <p>Bill History Committee:</p>
<p>HB 1254 Lichtenegger</p>	<p><u>Virtual institutions</u>: Changes the law by adding virtual institutions to the “Access Missouri Financial Assistance Program”.</p> <p>Bill History Committee:</p>

<p>HB 1331 Parkinson</p>	<p><u>Health insurance</u>: Specifies that public universities shall not bind students to third-party contracts for health insurance without written approval.</p> <p>Bill History Committee:</p>
<p>HCR 27 McGaugh</p>	<p><u>Alpha Gamma Rho Day</u>: Designates April 24, 2016 as "Alpha Gamma Rho Day" in Missouri in honor of the founding of the first social-professional agricultural fraternity in the state.</p> <p>Bill History Committee:</p>
<p>SB 71 LeVota</p>	<p><u>Reimbursement for dual credit courses</u>: Requires the Department of Higher Education to establish a reimbursement procedure through the A+ Program for a student's portion of fees for dual credit courses.</p> <p>Bill History Committee: Senate Education Committee</p>
<p>SB 93 Emery</p>	<p><u>Campus Free Expression Act</u>: Creates the Campus Free Expression Act to protect free expression on the campuses of public institutions of higher education. The act designates the outdoor areas of campuses of public institutions of higher education to be traditional public forums and states that any person may freely engage in expressive activity so long as the person's conduct is not unlawful and does not materially and substantially disrupt the institution's functioning.</p> <p>Bill History Committee:</p>
<p>SB 109 Schaefer</p>	<p><u>DHE institutions covered by Legal Expense Fund</u>: Provides that when the legal counsel of a public higher education institution conducts the investigation, defense, negotiation, or compromise of a claim covered by the State Legal Expense Fund, the Attorney General retains exclusive discretion regarding the settlement of the claim.</p> <p>Bill History Committee:</p>
<p>SB 110 Schaefer</p>	<p><u>University of Missouri Board of Curators</u>: Prohibits any member of the University of Missouri Board of Curators from voting to hire, employ or appoint to any position in the university any person who appointed him or her to the board.</p> <p>Bill History Committee:</p>

<p>SB 113 Dixon</p>	<p><u>Higher education statutes cleanup</u>: Updates references to higher education statutes that have been previously repealed.</p> <p>Bill History Committee:</p>
<p>SB 139 Parson</p>	<p><u>Missouri Dairy Revitalization Act of 2015</u>: Creates the Missouri Dairy Revitalization Act of 2015, which creates the Missouri Dairy Industry Revitalization Fund. The Act requires the University of Missouri's Commercial Agriculture Program to conduct an annual study of the dairy industry and requires the Department of Agriculture to create and administer a dairy producer margin insurance premium assistance program and the Missouri Dairy Scholars Program. The Scholars Program would provide up to 80 scholarships in the amount of \$5,000 each to assist with the costs of tuition to students who agree to work in the agriculture industry in Missouri for at least two years for every year the recipient receives the scholarship and work in a dairy-related field for at least three months.</p> <p>Bill History Committee: Senate Agriculture, Food Production and Outdoor Resources Committee</p>
<p>SB 174 Schmitt</p>	<p><u>MO Achieving a Better Life Experience program</u>: Creates the Missouri Achieving a Better Life Experience program and provides that a person may make tax-deductible contributions to an account established for the purpose of financing the qualified disability expenses of a beneficiary.</p> <p>Bill History Committee:</p>
<p>SB 191 Curls</p>	<p><u>Center to conduct applied urban research & outreach</u>: Relating to the establishment of a center for the neighborhoods on the Kansas City campus of the University of Missouri under the Department of Architecture and Urban Planning. The center shall conduct applied urban research and outreach, actively engage with the city and region, use a collaborative approach to carry out its mission, work with partner organizations to build the capacity of local neighborhood organizations, work with local leaders to identify key actions for neighborhood stabilization, and support academic service-learning.</p> <p>Bill History Committee: Senate Jobs, Economic Development and Local Government Committee</p>
<p>SB 207 Pearce</p>	<p><u>Education Tax Credit</u>: Authorizes an employer to retain an employee's state withholding tax for five years if the employee has graduated from a Missouri innovation campus with a bachelor's degree in science, engineering, technology or mathematics after April 30, 2016.</p> <p>Bill History Committee: Senate Jobs, Economic Development and Local Government Committee</p>

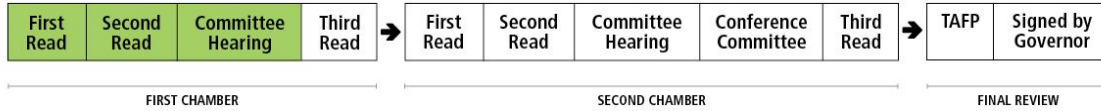
SB 224 Romine Student Eligibility for A+ Program: Requires a student to be a United States citizen or permanent resident in order to be eligible to receive reimbursements from the A+ Schools Program

Bill History Committee:



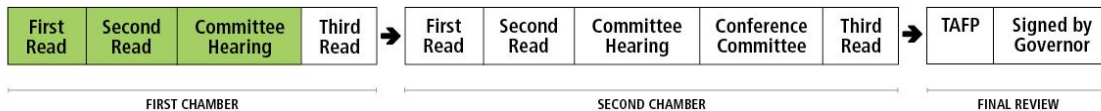
SB 248 Schaefer Student Freedom of Association Act: Creates the Student Freedom of Association Act. The act prohibits public colleges and universities from taking any action or enforcing any policy that denies a religious student association any benefit available to any other student association, or discriminating against a religious student association.

Bill History Committee:



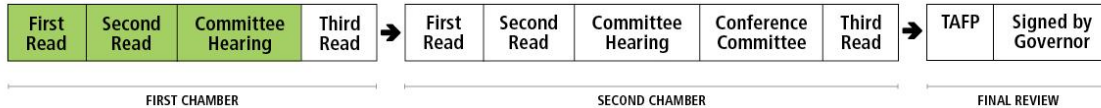
SB 268 Pearce STEM Fund/Economic-Education Partnership Act: Authorizes a tax liability transfer for an employer that hires a student majoring in the field of science, technology, engineering, or mathematics for an internship. Up to \$5,000 of the employer's state tax liability may be annually removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund. The bill also allows an employer with facilities in Missouri that provides educational benefits to a qualified individual or trains a qualified individual for an employment position in the health care, engineering, or information technology field to apply to have up to \$5,000 of the employer's state tax liability removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund for up to one year. The Department of Higher Education must establish a procedure for approving applications.

Bill History Committee:



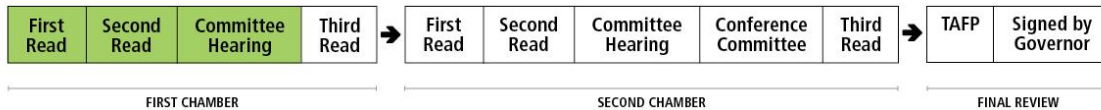
SB 271 Silvey MO Civics Education Initiative: Establishes the "Missouri Civics Education Initiative" which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate. A waiver of this requirement may be permitted to students with a disability if recommended by the student's IEP committee.

Bill History Committee: [Senate Education Committee](#)



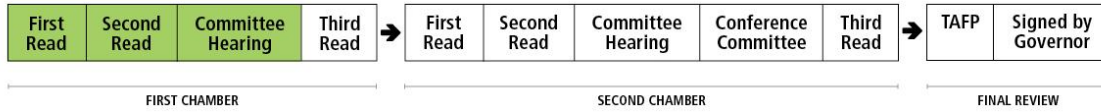
SB 273 Riddle MO Civics Education Initiative: Establishes the "Missouri Civics Education Initiative" which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate. A waiver of this requirement may be permitted to students with a disability if recommended by the student's IEP committee.

Bill History Committee: [Senate Education Committee](#)



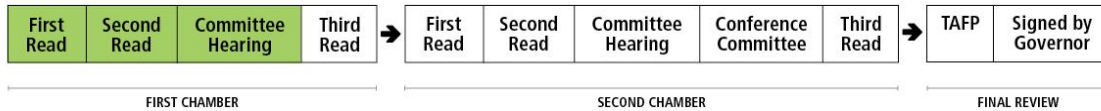
SB 299 Pearce Higher Education Academic Scholarship Program: Changes eligibility requirements for the program commonly known as Bright Flight and expands the program to include a forgivable loan component.

Bill History Committee:



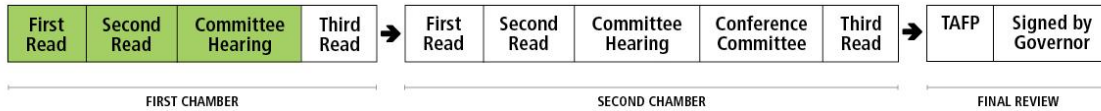
SB 311 Emery Student Freedom of Association Act: Creates the Student Freedom of Association Act. The act prohibits public colleges and universities from taking any action or enforcing any policy that denies a religious student association any benefit available to any other student association, or discriminating against a religious student association – **Merged with SB 248**.

Bill History Committee:



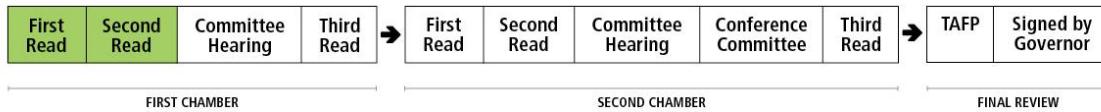
SB 334 Nasheed State teachers colleges/degree granting authority: Modifies provisions relating to the boards of regents of state colleges and universities and broadens the degree-granting authority of Harris-Stowe State University.

Bill History Committee: [Senate Education Committee](#)



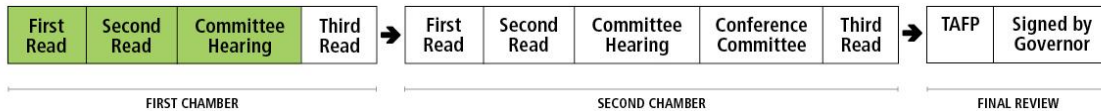
SB 348 Schaefer Transfer of excess funds to GR: Requires the excess balances of all funds created by statute and administratively created by the Office of Administration to be transferred to the general revenue fund.

Bill History Committee: [Senate Appropriations Committee](#)



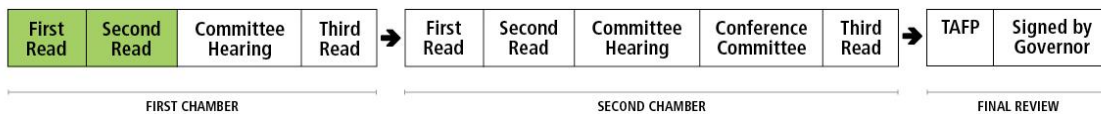
SB 366 Schmitt MOST savings program: Modifies the provisions of the Missouri higher education savings program to include computer technology or equipment as a qualified higher education expense.

Bill History Committee:



SB 368 Pearce Psychologist licensure: Provides that a degree in a program accredited by the Psychological Clinical Science Accreditation System meets various psychologist licensure requirements.

Bill History Committee: [Senate Financial and Governmental Organizations & Elections Committee](#)

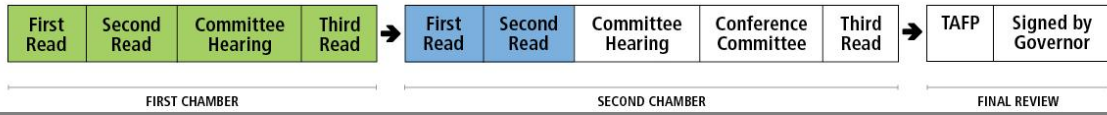


<p>SB 420 Schmitt</p>	<p><u>Tax refunds to MOST accounts</u>: Provides for direct deposit of income tax refunds to MOST accounts.</p> <p>Bill History Committee: Senate Ways and Means Committee</p>
<p>SB 465 Schmitt</p>	<p><u>Curriculum Transparency Act</u>: Requires each public college and university to post on its website specified information for each course that it offers including the syllabus, reading list, attendance requirements, extra credit opportunities, and a description of required assignments and projects.</p> <p>Bill History Committee: Senate Education Committee</p>
<p>SB 530 Onder</p>	<p><u>Student data privacy</u>: Enacts multiple provisions to protect the privacy of student data at elementary, secondary and postsecondary education levels. The provisions prohibit state agencies from collecting certain types of data without written consent and would limit the ability of agencies to share certain data with other agencies, including for purposes of workforce development or economic planning. The bill would also prohibit certain types of student assessments and requires the destruction of virtually all student data within five years after the student graduates or withdraws.</p> <p>Bill History Committee: Senate Education Committee</p>
<p>SB 531 Emery</p>	<p><u>Missouri Empowerment Scholarship Accounts Program</u>: Creates the Missouri Empowerment Scholarship Accounts Program for children with disabilities which can be used for qualified educational expenses and the payment of insurance or surety bonds.</p> <p>Bill History Committee: Senate Education Committee</p>
<p>SB 538 Schaaf</p>	<p><u>Teacher education program scholarships</u>: Makes a technical correction to a statute establishing a nonrenewable scholarship program for students entering a teacher education program.</p> <p>Bill History Committee: Senate General Laws and Pensions Committee</p>
<p>SCR 9 Parson</p>	<p><u>Higher education repair/renovation projects</u>: Creates a higher education buildings project list to be funded by revenue bonds issued by the State Board of Public Buildings.</p> <p>Bill History Committee: House Select Committee on Budget</p>

SCR 11 Schmitt

Tax-deferred treatment of 529 plans: Urges Congress to not remove the tax-deferred treatment of 529 college savings plans.

Bill History Committee:



FY 2016 Higher Education Operating Budget Status

	Fall 2014 Enrollment		FY 2015 Core (TAFP)	DHE FY 2016 Request	FY 2016 Governor Recommended	Gov Rec Change from FY 2015 Core (TAFP)	House Recommended	House Rec Change from Gov Rec
	Headcount	FTE ¹						
Coordination Administration			\$1,012,441	\$1,015,891	\$1,015,891	\$3,450	\$1,012,641	(\$3,250)
Grant/Scholarships Administration			\$146,636	\$147,262	\$147,262	\$626	\$147,262	\$0
Proprietary School Administration			\$302,908	\$303,936	\$303,936	\$1,028	\$303,936	\$0
Proprietary Bond Fund			\$200,000	\$400,000	\$400,000	\$200,000	\$400,000	\$0
MHEC			\$95,000	\$95,000	\$95,000	\$0	\$115,000	\$20,000
Eisenhower/Teacher Quality			\$1,783,795	\$1,783,999	\$1,783,999	\$204	\$1,783,999	\$0
Federal Grants/Donations			\$1,000,000	\$1,876,000	\$1,876,000	\$876,000	\$1,876,000	\$0
Other Grants/Donations			\$218,109	\$87,900	\$87,900	(\$130,209)	\$87,900	\$0
Access Challenge Grant			\$3,000,000	\$0	\$0	(\$3,000,000)	\$0	\$0
Bright Flight			\$22,676,666	\$22,676,666	\$18,676,666	(\$4,000,000)	\$18,676,666	\$0
Access Missouri Financial Assistance			\$78,500,000	\$78,500,000	\$69,500,000	(\$9,000,000)	\$69,500,000	\$0
A+ Schools Program			\$35,000,000	\$35,000,000	\$37,000,000	\$2,000,000	\$37,000,000	\$0
Advanced Placement Grants			\$100,000	\$100,000	\$100,000	\$0	\$100,000	\$0
Public Service Survivor Grant			\$140,000	\$140,000	\$140,000	\$0	\$140,000	\$0
Vietnam Veterans Survivor Scholarship			\$50,000	\$50,000	\$50,000	\$0	\$50,000	\$0
Marguerite Ross Barnett Scholarship Prgm			\$500,000	\$500,000	\$500,000	\$0	\$500,000	\$0
Veterans Survivor Grant			\$241,250	\$241,250	\$241,250	\$0	\$241,250	\$0
Minority Teaching Scholarship Prgm			\$169,000	\$169,000	\$169,000	\$0	\$169,000	\$0
Kids' Chance Scholarship Program			\$15,000	\$15,000	\$15,000	\$0	\$15,000	\$0
Minority Environmental Literacy Prgm			\$32,964	\$32,964	\$32,964	\$0	\$32,964	\$0
Advantage Missouri			\$15,000	\$15,000	\$15,000	\$0	\$15,000	\$0
GEAR UP			\$0	\$0	\$4,000,000	\$4,000,000	\$4,000,000	\$0
Loan Administration			\$11,475,811	\$11,488,000	\$11,488,000	\$12,189	\$11,488,000	\$0
Federal Loan Compliance			\$8,500,000	\$8,500,000	\$8,500,000	\$0	\$8,500,000	\$0
Loan Collections			\$20,000,000	\$20,000,000	\$20,000,000	\$0	\$20,000,000	\$0
Purchase Loans			\$180,000,000	\$180,000,000	\$180,000,000	\$0	\$180,000,000	\$0
UMKC/MSU Doctorate Pharmacy Prgm			\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$2,000,000	\$0
MSU Occupational Therapy Program			\$1,325,000	\$1,325,000	\$0	(\$1,325,000)	\$1,000,000	\$1,000,000
UM-Columbia Medical School Expansion			\$10,000,000	\$10,000,000	\$0	(\$10,000,000)	\$0	\$0
Jobs for America's Graduates (North Central)			\$0	\$0	\$500,000	\$500,000	\$0	(\$500,000)
Funding Based on Improved Outcomes			\$43,396,533	\$0	\$12,000,000	(\$31,396,533)	\$12,000,000	\$0
Community Colleges ²	96,143	61,671	\$133,321,494	\$139,987,623	\$139,987,623	\$6,666,129	\$145,527,623	\$5,540,000
State Technical College of Missouri	1,259	1,276	\$4,715,538	\$4,958,697	\$4,958,697	\$243,159	\$5,418,697	\$460,000
University of Central Missouri	13,379	10,413	\$53,941,479	\$56,722,993	\$56,722,993	\$2,781,514	\$56,722,993	\$0
Southeast Missouri State University	12,039	9,478	\$44,351,623	\$46,638,632	\$46,638,632	\$2,287,009	\$46,638,632	\$0
Missouri State University	23,974	18,569	\$81,039,663	\$85,218,506	\$85,218,506	\$4,178,843	\$85,218,506	\$0
Lincoln University	3,117	2,284	\$17,638,222	\$18,183,935	\$18,183,935	\$545,713	\$18,183,935	\$0
Lincoln University Land Grant Match			\$500,000	\$500,000	\$0	(\$500,000)	\$250,000	\$250,000
Truman State University	6,241	5,535	\$40,512,994	\$42,602,063	\$42,602,063	\$2,089,069	\$42,602,063	\$0
Northwest Missouri State University	6,718	5,641	\$30,282,512	\$31,844,042	\$31,844,042	\$1,561,530	\$31,844,042	\$0
Missouri Southern State University	5,613	4,415	\$23,227,051	\$24,185,221	\$24,185,221	\$958,170	\$24,185,221	\$0
Missouri Western State University	5,863	4,413	\$21,586,252	\$22,254,114	\$22,254,114	\$667,862	\$22,254,114	\$0
Harris-Stowe State University	1,280	1,052	\$9,793,757	\$10,197,772	\$10,197,772	\$404,015	\$10,197,772	\$0
University of Missouri	77,283	59,558	\$407,511,996	\$428,525,516	\$428,525,516	\$21,013,520	\$428,525,516	\$0
Telehealth			\$437,640	\$437,640	\$437,640	\$0	\$1,937,640	\$1,500,000
UMSL Biotech			\$0	\$0	\$0	\$0	\$300,000	\$300,000
MOREnet			\$0	\$0	\$0	\$0	\$0	\$0
Missouri Rehabilitation Center			\$5,168,935	\$0	\$0	(\$5,168,935)	\$0	\$0
Alzheimer's Research			\$0	\$0	\$0	\$0	\$0	\$0
Spinal Cord Injury			\$1,500,000	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0
Kidney Program			\$1,750,000	\$1,750,000	\$1,750,000	\$0	\$1,750,000	\$0
State Historical Society			\$1,727,605	\$1,727,605	\$1,727,605	\$0	\$2,210,855	\$483,250
Seminary Invest			\$4,000,000	\$4,000,000	\$4,000,000	\$0	\$4,000,000	\$0
Seminary Interest			\$275,000	\$275,000	\$275,000	\$0	\$275,000	\$0
TOTALS	252,909	184,305	\$1,305,177,874	\$1,297,972,227	\$1,291,647,227	(\$13,530,647)	\$1,300,697,227	\$9,050,000

Notes:

The figures listed for the institutions do not include the Debt Offset Escrow Fund.

¹FTE Enrollment based on 30 credit hours

²House Recommended includes \$5,540,000 from general revenue for equity funding

AGENDA ITEM SUMMARY

AGENDA ITEM

Certification for Participation in Missouri Student Financial Assistance Programs
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

Institutions must be approved by the Coordinating Board for Higher Education in order to be eligible for participation in state student financial assistance programs administered through the Missouri Department of Higher Education. Nevada Regional Technical Center, located in Nevada, Missouri, has submitted the required application materials to participate in the Access Missouri Student Financial Assistance Program. Staff has determined this institution meets the statutory requirements to be approved as a public two-year institution to participate in that program.

Upon approval, Nevada Regional Technical Center will be able to disburse Access Missouri Student Financial Assistance funds to eligible applicants beginning with the 2016-2017 academic year. The standard approval is for three years; however, the length of initial eligibility for Nevada Regional Technical Center must be adjusted to place the institution on the same renewal schedule as all other participating institutions. As a result, the initial approval period for this institution extends until September of 2019. Although the next recertification cycle is scheduled to be completed by September 2016, because of the timing of this application, the institution will not have disbursed any Access Missouri funds before the recertification process is initiated. This extension will allow Nevada Regional Technical Center to begin student eligibility processing for the 2016-2017 academic year and be incorporated into the regular 2019 recertification process.

STATUTORY REFERENCE

Section 173.1101 – 173.1108, RSMo, Access Missouri Financial Assistance Program
Section 173.1102(3), RSMo, eligibility provisions for Missouri public institutions to participate in the state student financial assistance programs

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve Nevada Regional Technical Center to participate in the state student financial assistance programs administered by the Coordinating Board for Higher Education until recertification of institutional eligibility occurs in September of 2019.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

The purpose of this agenda item is to summarize recent events relating to the MDHE guaranty agency.

Loan Servicing Contract

All aspects of the transition of MDHE guaranty agency data from American Student Assistance to Great Lakes Higher Education Guaranty Corporation were complete as of February 28, 2015. MDHE and Great Lakes staff meet at least monthly to discuss operational issues and refine procedures.

FAFSA Frenzy

The final event of the 2015 FAFSA Frenzy program took place on March 26. The 2015 program originally included 88 sites across Missouri, although inclement weather forced several sites to postpone or cancel events. MDHE is still collecting data from individual sites and does not have a final tally, but the 2015 program appears to be on target to nearly reach 2014 event numbers despite the challenge created by the weather.

Default Prevention Grant Invitations

MDHE recently invited eligible Missouri postsecondary institutions to submit proposals for the MDHE Default Prevention Grant program. Grants of up to \$25,000 are awarded annually through a competitive evaluation process. Since the program's inception, MDHE has awarded nearly \$10 million to Missouri institutions and helped more than 50 postsecondary institutions implement and sustain debt management programs, financial literacy workshops, student success and retention efforts, and default prevention activities. Letters of intent were due to MDHE by April 6, 2015, and proposals are due by May 6. Award recipients for the 2015-2016 academic year will be announced this summer.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri College Application Week
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

This agenda item summarizes the results of the 2014 Missouri College Application Week and describes the plan for the 2015 program.

Background

In 2013, Missouri Department of Higher Education collaborated with the Missouri College Advising Corps to pilot a program in 26 high schools that helped more than 2,000 high school seniors complete approximately 3,600 college applications. Missouri's pilot was part of the American College Application Campaign, a nationwide effort coordinated by the American Council on Education. During Missouri's pilot year 35 states and territories held statewide college application campaigns. The program expanded to all 50 states in 2014.

2014 Missouri College Application Week

Following a successful pilot, MDHE expanded College Application Week in 2014, more than doubling the number of participating high schools. The main event week was October 20-24, 2014. During that week, 55 participating schools held activities designed to prepare students for the college application process, promote college-going culture and provide information about higher education opportunities. The events culminated with students completing college applications during the school day. During the 2014 program, more than 2,800 students submitted almost 4,700 college applications, representing a 43 percent increase in the number of applications submitted as compared to the pilot.

2015 Program Changes

In conjunction with a rebranding of MDHE college outreach initiatives, the 2015 program will be called [Apply Missouri](#). It will be open to any Missouri high school wishing to participate. The new name reflects the fact that for some high schools, one week may not be sufficient time to assist interested high school seniors with the college application process. High schools will be invited to [register](#) prior to the end of the current school year and site coordinator materials are currently being updated for the 2015 program, which will take place this fall.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
April 9, 2015

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the February 4, 2015, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for action.

The following tables provide a summary of the proposed program actions submitted to the CBHE since the February meeting. The complete listing of proposed program actions can be found in the attachment to this agenda item.

Public Institutions

	Certificates	Associates	Baccalaureate	Graduate	Total
Deleted	0	2	2	1	5
Inactivated	0	0	0	0	0
Other Program Changes*	4	8	3	16	31
New	3	2	7	3	15
Off-Site	0	0	0	0	0
Programs Withdrawn	0	0	0	0	0

*includes options inactivated/deleted, options added, titles changed and programs combined

Public Comment for Public Institutions

All new program proposals from public institutions are posted for review and comment for the standard twenty working days. No public comments were received during the comment period for the attached program proposals.

Independent Institutions

	Certificates	Associates	Baccalaureate	Graduate	Total
Deleted	0	0	0	0	0
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	2	1	3
New	1	3	12	3	19
Off-Site	0	0	0	0	0
Programs Withdrawn	0	0	0	0	0

*includes options inactivated/deleted, options added, titles changed and programs combined

Public Comment for Independent Institutions

All new program proposals from independent institutions are posted for review and comment for the standard twenty working days. No public comments were received during the comment period for the attached program proposals.

Coordinating Board for Higher Education
April 9, 2015

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(8), 173.005.11, 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the new off-site locations listed in this information item and the program changes and new program proposals listed in the attachment.

ATTACHMENT(S)

Attachment A – Academic Program Actions

DRAFT

ACADEMIC PROGRAM ACTIONS

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

Academic Program Changes (Public Institutions)

Metropolitan Community College

1) Current Program:

AAS, Computer Science & Information Systems, CIP 11.0202 (for delivery at Longview, Maple Woods, Penn Valley)
Software Development
Systems Administration & Engineering
Web Technologies

Approved Change:

Add certificate

Program as Changed:

AAS, Computer Science & Information Systems, CIP 11.0202 (for delivery at Longview, Maple Woods, Penn Valley)
C1, Healthcare IT Technician, CIP 11.0202 (add certificate)
Software Development
Systems Administration & Engineering
Web Technologies

Missouri Southern State University

1) Current Program:

BA, English, CIP 23.0101
General Writing
Literary Studies
Professional/Technical Writing

Approved Change:

Delete option

Program as Changed:

BA, English, CIP 23.0101
~~General Writing~~ (delete option)
Literary Studies
Professional/Technical Writing

- 2) Current Program:
BS, Justice Studies, CIP 22.9999

Approved Change:
Delete program

Program as Changed:
~~BS, Justice Studies, CIP 22.9999~~ (delete program)

- 3) Current Program:
BS, Management Technology, CIP 15.1501

Approved Change:
Delete program

Program as Changed:
~~BS, Management Technology, CIP 15.1501~~ (delete program)

- 4) Current Program:
BS, Business Administration, CIP 52.0101

Accounting
Economics
Finance
General Business
International Business
Management
Marketing

Approved Change:
Add option

Program as Changed:
BS, Business Administration, CIP 52.0101
Accounting
Economics
Finance
General Business
Human Resource Management (add option)
International Business
Management
Marketing

- 5) Current Program:
MA, History (collaborative with UMSL and MSSU), CIP 54.0101

Approved Change:
Delete program

Program as Changed:
~~MA, History (collaborative with UMSL and MSSU), CIP 54.0101~~ (delete program)

St. Charles Community College

- 1) Current Program:
AAS, Education Paraprofessional

Approved Change:
Add option

Program as Changed:
AAS, Education Paraprofessional
Autism Specialist (add option)

- 2) Current Program:
AS, Programming Languages, CIP 11.0201
C1, Programming Languages

Approved Change:
Add certificate

Program as Changed:
AS, Programming Languages, CIP 11.0201
C0, Programming (add certificate)
C1, Programming Languages

St. Louis Community College

- 1) Current Program:
C0, Life Science Lab Assistant, CIP 41.0101

Approved Change:
Revision of math requirement and credit hours

Program as Changed:
C0, Life Science Lab Assistant, CIP 41.0101 (no change to program in inventory)

- 2) Current Program:
AAS, Dietetic Technology, CIP 19.0505 (Florissant Valley)
Food Service Management
Nutrition Care

Approved Change:
Delete option

Program as Changed:
AAS, Dietetic Technology, CIP 19.0505 (Florissant Valley)
~~Food Service Management~~ (delete option)
Nutrition Care

State Fair Community College

- 1) Current Program:
AAS, Business Management, CIP 52.0101 (Stone Crest Mall location)
Management
Marketing
Office Management

Approved Change:
Change option title and CIP code

Program as Changed:
AAS, Business Management, CIP 52.0201 (CIP code change) (Stone Crest Mall location)
Management
Marketing & Retail (option title change)
Office Management

- 2) Current Program:
AAS, Business Management, CIP 52.0101 (Clinton location)
Management
Marketing
Office Management
Real Estate

Approved Change:
Change option title, delete option and CIP code

Program as Changed:
AAS, Business Management, CIP 52.0201 (CIP code change) (Clinton location)
Management
Marketing & Retail (option title change)
Office Management
~~Real Estate~~ (delete option)

- 3) Current Program:
AAS, Metals Technology, CIP 48.0511
C0, CNC Operation
C0, Structural Welding

C0, Welding Technology
C1, Machinist Level I
C1, Machinist Level II
C1, Pipe Welding
 Machine Tool Technology
 Metals Technology
 Welding Technology

Approved Change:

Change certificate from C0 to C1; no curriculum change; program was originally approved as a single-semester certificate but is actually a C1 as it takes more than one semester to complete.

Program as Changed:

AAS, Metals Technology, CIP 48.0511
C0, CNC Operation
C0, Structural Welding
C1, Welding Technology (change from C0 to C1)
C1, Machinist Level I
C1, Machinist Level II
C1, Pipe Welding
 Machine Tool Technology
 Metals Technology
 Welding Technology

4) Current Program:

AAS, Nursing, ADN, CIP 51.3801
C1, Practical Nursing, CIP 51.3901 (main campus)
C1, Practical Nursing, CIP 51.3901 (Eldon Career Center)
C2, Nursing, LPN, CIP 51.3901 (Boonslick Technical Education Center)

Approved Change:

Change certificate from C2 to C1 and title change

Program as Changed:

AAS, Nursing, ADN, CIP 51.3801
C1, Practical Nursing, CIP 51.3901 (main campus)
C1, Practical Nursing, CIP 51.3901 (Eldon Career Center)
C1, Practical Nursing, CIP 51.3901 (Boonslick Technical Education Center) (title change and change from C2 to C1)

5) Current Program:

AAS, Keiper Line Technician, CIP 15.0613 (Johnson Controls, LLC)

Approved Change:

Delete Program

Program as Changed:

~~AAS, Keiper Line Technician, CIP 15.0613 (Johnson Controls, LLC) (delete program)~~

6) Current Program:

AAS, Computer Information Systems, CIP 11.0202

Programming

Web Development

AAS, Computer Information Systems (Emphasis-Accounting), CIP 30.1601

Approved Change:

New option created from combination of closely allied existing programs and delete program

Program as Changed:

AAS, Computer Information Systems, CIP 11.0202

Accounting (add option from combination of programs)

Programming

Web Development

~~AAS, Computer Information Systems (Emphasis-Accounting), CIP 30.1601 (delete program)~~

State Technical College of Missouri

1) Current Program:

AAS, Industrial Electricity, CIP 46.0302

Construction

Electronic Controls

Programmable Logic Controllers

Approved Change:

Title change and delete option

Program as Changed:

AAS, Industrial Electricity, CIP 46.0302

Construction

~~Electronic Controls (delete option)~~

Automated Controls Technician (title change)

2) Current Program:

AAS, Computer Programming, CIP 11.0201

General

Web Design

Approved Change:

Delete options

Program as Changed:
AAS, Computer Programming, CIP 11.0201
~~General~~ (delete option)
~~Web Design~~ (delete option)

- 3) Current Program:
AAS, Business Systems Specialist, CIP 52.1201
C1, Business Systems Specialist
Accounting
General
Technical Specialty

Approved Change:
Title change on AAS and Certificate and CIP code change; no curricular changes

Program as Changed:
AAS, Business Administration, CIP 52.0204 (title and CIP change only)
C1, Business Administration, CIP 52.0204 (title and CIP change only)
Accounting
General
Technical Specialty

University of Central Missouri

- 1) Current Program:
BS, Safety Management, CIP 15.0799

Approved Change:
Title and CIP change and add options

Program as Changed:
BS, Occupational Safety, CIP 15.0799 (title and CIP change only)
Environmental Management (add option)
Safety Management (add option)
Occupational Health Management (add option)

University of Missouri-Columbia

- 1) Current Program:
EDSp, Educational Leadership and Policy Analysis, CIP 13.0401
Educational Administration

Approved Change:
Add and delete options

Program as Changed:
EDSp, Educational Leadership and Policy Analysis, CIP 13.0401
~~Educational Administration~~ (delete option)

PK-12 Educational Leadership and Administration, Elementary Principal, Certification (add option)
PK-12 Educational Leadership and Administration, Secondary Principal, Certification (add option)
PK-12 Educational Leadership and Administration, Elementary and Secondary Principal, Certification (add option)
PK-12 Educational Leadership and Administration, Superintendent, Certification (add option)
PK-12 Educational Leadership and Administration, Elementary Principal and Superintendent, Certification (add option)
PK-12 Educational Leadership and Administration, Secondary Principal and Superintendent, Certification (add option)
PK-12 Educational Leadership and Administration, Elementary and Secondary Principal and Superintendent, Certification (add option)

2) Current Program:

MEd, Educational Leadership and Policy Analysis, CIP 13.0401
Higher Education
Educational Leadership

Approved Change:

Add and delete options

Program as Changed:

MEd, Educational Leadership and Policy Analysis, CIP 13.0401
Higher Education
~~Educational Leadership (delete option)~~

PK-12 Educational Leadership and Administration, Elementary Principal, Certification (add option)

PK-12 Educational Leadership and Administration, Secondary Principal, Certification (add option)

PK-12 Educational Leadership and Administration, Elementary and Secondary Principal, Certification (add option)

3) Current Program:

PhD, Educational and Counseling Psychology, CIP 13.1101
Health Education and Promotion
Counseling
Educational
School

Approved Change:

Title change, add and delete options

Program as Changed:

PhD, Educational, School, and Counseling Psychology, CIP 13.1101 (title change)

Health Education and Promotion
~~Counseling~~ (delete option)
~~Educational~~ (delete option)
~~School~~ (delete option)
Counseling Psychology (add option)
Educational Research Methods and Analysis (add option)
Educational Psychology (add option)
School Psychology, Certification (add option)

- 4) Current Program:
MEd, Educational and Counseling Psychology, CIP 13.1101
Health Education and Promotion
Counseling
Educational
School

Approved Change:
Title change, add and delete options

Program as Changed:
MEd, Educational, School, and Counseling Psychology, CIP 13.1101 (title change)
Health Education and Promotion
~~Counseling~~ (delete option)
~~Educational~~ (delete option)
~~School~~ (delete option)
School Counselor, Elementary, Certification (add option)
School Counselor, Secondary, Certification (add option)
School Counselor, Elementary and Secondary, Certification (add option)
Counseling Psychology (add option)
Sport Psychology (add option)
Career Counseling Psychology (add option)
Educational Psychology (add option)
Educational Research Methods and Analysis (add option)
Mental Health Practices in Schools (add option)
Positive Coaching (add option)
School Psychology (add option)

- 5) Current Program:
MA, Educational and Counseling Psychology, CIP 13.1101
Health Education and Promotion
Counseling
Educational
School

Approved Change:
Title change, add and delete options

Program as Changed:

MA, Educational, School, and Counseling Psychology, CIP 13.1101
Health Education and Promotion
~~Counseling~~ (delete option)
~~Educational~~ (delete option)
~~School~~ (delete option)
Counseling Psychology (add option)
Educational Psychology (add option)
Educational Research Methods and Analysis (add option)
School Psychology (add option)

6) Current Program:

EDSp, Educational and Counseling Psychology, CIP 13.1101
Counseling
Educational
School

Approved Change:

Title change, add and delete options

Program as Changed:

EDSp, Educational, School, and Counseling Psychology, CIP 13.1101 (title change)
~~Counseling~~ (delete option)
~~Educational~~ (delete option)
~~School~~ (delete option)
Counseling Psychology (add option)
Mental Health Practices in Schools (add option)
School Psychology, Certification (add option)

7) Current Program:

EDSp, Information Science and Learning Technology, CIP 13.0301
Educational Technology

Approved Change:

Add and delete options

Program as Changed:

EDSp, Information Science and Learning Technology, CIP 13.0.01
~~Educational Technology~~ (delete option)
Learning Systems Design and Development (add option)
Technology in Schools (add option)
Online Educator (add option)

8) Current Program:

MA, Information Science and Learning Technology, CIP 13.0301

Library Science

Approved Change:
Add option

Program as Changed:
MA, Information Science and Learning Technology, CIP 13.0301
Library Science
Library Media Specialist, Certification (add option)

- 9) Current Program:
MEd, Information Science and Learning Technology, CIP 13.0301
Educational Technology

Approved Change:
Add and delete options

Program as Changed:
MEd, Information Science and Learning Technology, CIP 13.0301
~~Educational Technology~~ (delete option)
Learning Systems Design and Development (add option)
Technology in Schools (add option)
Online Educator (add option)

- 10) Current Program:
MEd, Learning, Teaching and Curriculum, CIP 13.0301
General
Art Education
Early Childhood Education
Elementary Education
English Education
Foreign Language Education
Learning and Instruction
Mathematics Education
Music Education
Reading Education
Science Education
Social Studies Education

Approved Change:
Add and delete options

Program as Changed:
MEd, Learning, Teaching and Curriculum, CIP 13.0301
~~General~~ (delete option)
Art Education

Early Childhood Education
Elementary Education
English Education
~~Foreign Language Education~~ (delete option)
~~Learning and Instruction~~ (delete option)
Mathematics Education
Music Education
~~Reading Education~~ (delete option)
Science Education
Social Studies Education
Art Education, Certification (add option)
Early Childhood Education, Certification (add option)
Music Education, Certification (add option)
Mathematics Education, Certification (add option)
Science Education, Certification (add option)
Elementary Education, Teaching Fellow (add option)
English Education, Teaching Fellow (add option)
Teaching English to Speakers of Other Languages (add option)
Mathematics Education, Teaching Fellow (add option)
Music Education, Teaching Fellow (add option)
Literacy Education (add option)
Science Education, Teaching Fellow (add option)
Social Studies Education, Teaching Fellow (add option)

11) Current Program:

EDSp, Learning, Teaching and Curriculum, CIP 13.0301
General
Mathematics Education
Music Education
Reading Education
Science Education

Approved Change:

Add and delete options

Program as Changed:

EDSp, Learning, Teaching and Curriculum, CIP 13.0301
~~General~~ (delete option)
Mathematics Education
Music Education
~~Reading Education~~ (delete option)
Science Education
Literacy Education (add option)

12) Current Program:

MEd, Special Education, CIP 13.1001

- Behavior Disorders
- Curriculum Development for Exceptional Students
- Early Childhood Special Ed
- Learning Disabilities
- Mental Retardation
- General
- Learning and Instruction

Approved Change:

Add and delete options

Program as Changed:

MEd, Special Education, CIP 13.1001

- Behavior Disorders
- Curriculum Development for Exceptional Students
- Early Childhood Special Ed
- Learning Disabilities
- Mental Retardation
- ~~General~~ (delete option)
- ~~Learning and Instruction~~ (delete option)
- Cross Categorical, Certification (add option)
- Autism (add option)
- Combined Early Childhood and Autism (add option)
- Gifted Education (add option)

University of Missouri-Kansas City

1) Current Program:

MSN, Nursing, CIP 51.3801

- Neonatal Nurse Practitioner
- Nurse Educator
- Nurse Leader
- Psychiatric Mental Health Nurse Practitioner

Approved Change:

Delete option

Program as Changed:

MSN, Nursing, CIP 51.3801

- Neonatal Nurse Practitioner
- Nurse Educator
- ~~Nurse Leader~~ (delete option)
- Psychiatric Mental Health Nurse Practitioner

- 2) Current Program:
MA, English, CIP 23.0101
Creative Writing

Approved Change:
Delete option

Program as Changed:
MA, English, CIP 23.0101
~~Creative Writing~~ (delete option)

- 3) Current Program:
MA, Economics, CIP 45.0601
Applied Urban Economics

Approved Change:
Delete option

Program as Changed:
MA, Economics, CIP 45.0601
~~Applied Urban Economics~~ (delete option)

- 4) Current Program:
LLM, Master of Law, CIP 22.0201

Approved Change:
Title change and add options

Program as Changed:
LLM, Master of Law in Lawyering, CIP 22.0201 (title change)
Business and Entrepreneurial Law (add option)
Criminal Law (add option)
Child and Family Law (add option)
Intellectual Property Law (add option)
International Law (add option)
Litigation (add option)
Tax (add option)
U.S. Law (add option)

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

Columbia College

- 1) Current Program:
BA, Psychology, CIP 42.0101 (main campus)

Approved Change:
Add option

Program as Changed:
BA, Psychology, CIP 42.0101 (main campus)
Sports Psychology

Lindenwood University

- 1) Current Program:
BA, Information Technology, CIP 11.0103
Business Systems-Development
Multimedia-Web
Networking-Cyber Security

Approved Change:
Delete options

Program as Changed:
BA, Information Technology, CIP 11.0103
~~Business Systems-Development (delete option)~~
~~Multimedia-Web (delete option)~~
~~Networking-Cyber Security (delete option)~~

- 2) Current Program:
MA, Managing Cyber Security, CIP 52.1299

Approved Change:
Title change only

Program as Changed:
MA, Managing Information Security, CIP 52.1299 (title change only)

Program Changes Requested and Not Approved

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

New Programs Recommended for Provisional Approval (Public Institutions)

Harris-Stowe State University

- 1) BS, Political Science, CIP 45.1001
International Relations
Pre-Law
Public Policy and Administration
Urban Politics

- 2) BS, Sociology, CIP 45.1101
Law, Justice, and Society
Social Justice
Sociology
Urban Sociology

Missouri Southern State University

- 1) MS, Management, CIP 52.0201 (main campus)
General Management
Human Resource Management

Northwest Missouri State University

- 1) BS, Business Management (2+2 Completion), CIP 52.0201 (main campus and Metropolitan Community College-Maple Woods)
- 2) BS, Human Services, CIP 42.2707 (main campus)
- 3) BS, Organizational Behavior/Human Resource Management, CIP 52.1001 (main campus)
- 4) BSEd, Elementary Education, Grades 1-6 (2+2 Completion), CIP 13.1202 (main campus and Metropolitan Community College-Maple Woods)
- 5) MS, Sport and Exercise Psychology, CIP 31.0508 (main campus)

Southeast Missouri State University

- 1) GRCT, School Psychological Examiner, CIP 42.1901 (main campus)

St. Charles Community College

- 1) AFA, Associate of Fine Arts, CIP 24.0101
- 2) AS, Physical Education, CIP 24.0101 (main campus)
Exercise Science
Recreation/Leisure
Sports Management

University of Missouri-Columbia

- 1) BA, Digital Storytelling, CIP 50.0102 (main campus)
- 2) MS, Dietetics, CIP 51.3101 (main campus)

New Residence Sites Recommended for Provisional Approval

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

New Programs Received and Reviewed (Independent Colleges and Universities)

Bolivar Technical College

- 1) AS, Medical Assistant, CIP 51.0801 (Bolivar campus, 2001 W. Broadway, Bolivar, MO 65613)
- 2) AS, Medical Laboratory Technology, CIP 51.0802 (Bolivar campus)
- 3) AS, Small Business Management, CIP 52.0201 (Bolivar campus)

Columbia College

- 1) BS, Biochemistry, CIP 26.0202 (main campus)

Lindenwood University

- 1) BA, Biological Sciences, CIP 26.0101 (main campus)
- 2) BA, Biological Sciences-Secondary Education Certification, CIP 26.0101 (main campus)
- 3) BA, Biological Sciences-Unified Science Certification, CIP 26.0101 (main campus)
- 4) BA, Business Economics, CIP 52.0601 (main campus)
- 5) BA, Entrepreneurial Studies, CIP 52.0801 (main campus)
- 6) BA, Environmental Biology, CIP 26.0101 (main campus)
- 7) BA, Finance, CIP 52.0801 (main campus)
- 8) BA, International Business, CIP 52.1101 (main campus)
- 9) BA, Marketing, CIP 52.1401 (main campus)
- 10) BS, Accounting, CIP 52.0301 (main campus)
- 11) BS, Biological Sciences, CIP 26.0101 (main campus)
- 12) MA, Leadership, CIP 52.0213 (main campus)
- 13) MS, Finance, CIP 52.0801 (main campus)
- 14) MS, Marketing, CIP 52.1401 (main campus)

Maryville University

- 1) C1, Community Paramedic, CIP 51.1199 (main campus)

AGENDA ITEM SUMMARY

AGENDA ITEM

Best Practices in Remedial Education Placement Guidelines
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

HB 1042 directed all public institutions of higher education to “replicate best practices in remediation.” To meet this mandate, the Missouri Department of Higher Education and the statewide Taskforce on College and Career Readiness crafted the “Principles of Best Practice in Remedial Education,” which was approved by the Coordinating Board for Higher Education on September 5, 2013. The department and the TCCR have since developed a separate document outlining assessment and placement guidelines to aid institutions in implementing best practices in remedial education on their campuses. The purpose of this agenda item is to provide the board with information regarding the Basic Skills Assessment and Placement Guidelines.

Summary

In crafting the “Principles of Best Practice in Remedial Education” (Attachment A), the TCCR laid out a set of best practices that would be used to guide current and future efforts related to remedial education. As part of this effort, the TCCR identified the use of consistent statewide assessment and placement practices by institutions as a best practice, and outlined this in section nine of the remedial education policy.

Since the remedial education policy was approved by the CBHE, the TCCR has been working towards full implementation of the policy. During this time, the TCCR has recognized the need to create a separate document (Attachment B) that further outlines these assessment and placement guidelines, which are to be fully implemented at institutions by fall 2015. By further outlining these assessment and placement guidelines, the TCCR can assure that institutions, high school guidance counselors, students, and also parents have a better understanding of the assessment and placement practices set to occur at Missouri institutions of higher education.

STATUTORY REFERENCE

Section 173.005.2(6), RSMo, Statutory requirements regarding CBHE’s responsibility to identify best practices in remediation and provide oversight of the replication of these best practices by public institutions.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Attachment A – Principles of Best Practices in Remedial Education
Attachment B – Basic Skills Assessment and Placement Guidelines

Coordinating Board for Higher Education Principles of Best Practices in Remedial Education

1.0 Introduction

- 1.1 HB 1042, signed into law in 2012, requires all Missouri public institutions, under the direction of the Coordinating Board for Higher Education, to replicate best practices in remedial education. The law's primary objective is to improve student retention and increase educational attainment.
- 1.2 Earning a college degree requires students to possess certain skills, knowledge, and abilities in order to succeed in the postsecondary environment. While educating students is the primary mission of colleges and universities, implicit in that mission is helping students complete programs of study. Not completing a two-year or four-year college degree has dramatic financial implications to both the individual and the state. The lifetime earning potential of a person without a college degree is typically significantly less than an individual with a degree.
- 1.3 Not all students who enroll in college have the requisite skills and knowledge to attain a postsecondary credential (See section 7.0). In response, colleges and universities provide remedial or developmental education to prepare these students for academic success. Studies show that Missouri spends millions of dollars each year on remedial education and that students requiring remedial education are less likely than non-remedial students to persist from semester to semester or complete a course of study and earn a postsecondary credential. These same students use state and federal aid, or take out student loans. To provide remedial education institutions divert institutional resources from other programs and credit-bearing coursework.
- 1.4 The terms "developmental education" and "remedial education" are often used interchangeably. Remedial education typically refers to a student's academic preparedness for postsecondary education, seeking to remedy the lack of skills that students need for college entry, while developmental education addresses a more expansive set of learning challenges. According to the National Association for Developmental Education, developmental education is
- 1.5 a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.
- 1.6 Developmental courses are defined as education review courses aimed at strengthening the diverse talents of students, both academic and non-academic. Such courses also are

designed to review previous curricular areas of students who have not been involved in education for some time. In contrast, remedial education is defined as a duplication of secondary courses in basic academic skills, usually involving recent high school graduates or those students who did not complete their secondary curriculum.

- 1.7 HB 1042, as its language suggests, is directed primarily at academic preparedness. These guidelines are therefore focused primarily—but not exclusively—on efforts by institutions to address students’ lack of academic preparedness for postsecondary education.

2.0 Policy purpose and objectives

- 2.1 The purpose of this policy is to identify and implement best practices in the delivery of remedial education to enhance student learning, increase student persistence, decrease the time it takes for students to complete academic programs, make more efficient use of state resources, and hold institutions accountable for policy compliance.
- 2.2 The policy applies to all public two-year and four-year institutions of higher education, which are obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.005 (6). Independent institutions are also encouraged to adhere to these guidelines.

3.0 Statutory Authority

RSMo 173.005 (6): *The coordinating board for higher education shall require all public two-year and four-year higher education institutions to replicate best practices in remediation identified by the coordinating board and institutions from research undertaken by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject, and identify and reduce methods that have been found to be ineffective in preparing or retaining students or that delay students from enrollment in college-level courses.*

4.0 Guiding Principles

- 4.1 The primary goal of this policy is student retention and increased educational attainment through degree completion.
- 4.2 The goal of developmental or remedial education is to prepare students for success in postsecondary education.
- 4.3 Ideally, all students would be prepared for the demands of postsecondary education upon graduation from high school, and that is an objective to which the P-20 education community aspires. At present, however, many high school graduates enter postsecondary education unprepared for entry-level coursework. To that end, Missouri institutions of higher education are committed to providing opportunities for underprepared students to attain the skills they need to succeed in college.

- 4.4 These efforts include, but are not limited to, outreach to the Department of Elementary and Secondary Education (DESE) to align standards, and to school districts to align curriculum. For these efforts to be successful, DESE and K-12 districts must become collaborative partners in the process.
- 4.5 Some states have prohibited four-year institutions from offering remedial education. CBHE will no longer prohibit selective and highly-selective public institutions from offering remedial coursework. This policy does not seek to limit remediation to a single sector but to work collaboratively to improve student learning outcomes and increase educational attainment.
- 4.6 Institutions of higher education have a responsibility to continually evaluate and improve their delivery of developmental education. Institutions must research and engage in instructional best practices within developmental coursework.

5.0 Guidelines for Best Practices in Remediation

- 5.1 The following have been identified by the CBHE and two-year and four-year institutions as “best practices in remediation,” based on research conducted and published by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject.
- 5.2 It is incumbent on both higher education institutions and DESE to work collaboratively to make sure that high school programs of study line up to college-entrance expectations. More specifically, course-taking requirements for high school diplomas should be aligned with requirements for entry-level college courses. High schools should assess students’ basic skills prior to the 10th grade so that students who require remediation can receive instruction before entering public postsecondary education.
- 5.3 Secondary school curriculum and postsecondary curriculum must be aligned so that the completion of the high school curriculum transitions seamlessly to the beginning of the college curriculum. Specifically, high school exit outcomes need to be equivalent to college-level entry skills. Once in place, the high school and postsecondary curriculum must be reviewed periodically by an appropriate body (to be determined) to ensure the fidelity of the alignment.
- 5.3a At each institution, higher education faculty teaching remedial or developmental courses and those teaching gateway courses by content area should work collaboratively to create a seamless transition from developmental coursework to college-level coursework. Exit outcomes should be aligned with entry-level expectations. Discussion should include topics such as skill attainment and student success behaviors.
- 5.4 Institutions of higher education must assess the basic skills of all certificate- or degree seeking students, based on statewide minimum assessment standards for access to the college-level curriculum.

- 5.4a Accurate placement in appropriate coursework is key to student success. To improve accuracy, institutions must use multiple measures to assess student readiness for gateway courses and programs of study.
- 5.5 The completion of a set of gateway courses (see glossary for definition) for a course of study is a critical measure of success toward college completion. Remedial education should be designed to help students complete gateway courses in their course of study as quickly as possible.
- 5.6 The content in required gateway courses should align with a student's academic course of study — particularly in math. College algebra may be an appropriate gateway course for many academic programs, but it should not be the only mathematics pathway for students to earn a postsecondary certificate or degree. Students seeking degrees in non-STEM fields may be served better by other gateway courses such as statistics or geometry.
- 5.7 Institutions should explore alternate delivery methods (a.k.a course redesign) to move students into credit bearing courses as quickly as possible, to save students time and money. These methods should provide appropriate instruction to accommodate the diversity of their developmental and remedial students.
- 5.8 Students who are significantly underprepared for college-level academic work need self-paced, mastery-based routes into programs of study. Students who are marginally underprepared may benefit from alternate routes (e.g. co-requisite, bridge program, competency-based sequence) into a course of study.
- 6.0 CBHE Recommended College Preparatory High School Curriculum (proposed revisions in bold font)**
- 6.1 The CBHE, the Missouri Department of Higher Education, Missouri postsecondary institutions, the Department of Elementary and Secondary Education, and the Missouri K-12 community share a common interest in promoting student preparation as a foundation of enrollment, retention, and success in Missouri postsecondary institutions.
- 6.2 Accordingly, with collaboration across educational sectors, the CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at additional time and expense to the student.
- 6.3 The CBHE encourages governing boards at Missouri's postsecondary institutions to incorporate the 24-unit high school core curriculum into admissions processes for all first-time freshmen; however, admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students are strongly encouraged to discuss admissions requirements and placement practices with

staff at Missouri institutions in which they may be interested in enrolling. **The CBHE Recommended College Preparatory High School Curriculum** is recommended for full implementation beginning with the Missouri **college graduation class of 2018** (entering as college freshman in the Fall of 2014).

6.4 **CBHE Recommended College Preparatory High School Curriculum**

English/Language Arts - 4 units

Social Studies - 3 units

Mathematics - **4 units***

Science - 3 units

Fine Arts - 1 unit

Additional Coursework - 3 units **

Electives - 6 units ***

6.5 ***At least one mathematics course should be taken each year. It is particularly important that students take a mathematics course in grade 12.**

**Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2)

***All students should complete at least 3 elective units total in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended.

English/Language Arts

- English/language arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

Social Studies

- Social studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor.
- Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

6.6 Mathematics

- Mathematics coursework (**4 units**) emphasizes college preparatory algebra and other content of comparable or greater rigor. Students who complete algebra prior to the freshman year would be expected to complete **four** additional units in grades 9-12. **Students who achieve a proficiency score of 3 or 4 on the Smarter Balanced grade 11 assessment must demonstrate continued study of mathematics for the score to be considered valid in the first year of college.** Coursework that emphasizes pre-algebra, computer math/programming, consumer/basic math, or business math/accounting is not

acceptable for the CBHE Recommended College Preparatory High School core curriculum.

Science

- Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course.
- Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

Fine Arts

- Fine arts coursework (1 unit) emphasizes visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor. Critical analysis, theory, or "appreciation" courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes speech, debate, or broadcast media.

For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

7.0 College Readiness and College-Content Readiness

7.1 College readiness is a term frequently misused or misunderstood. Often, it is understood as shorthand for placement into credit-bearing (non-remedial) college courses such as English or mathematics. Readiness for postsecondary education encompasses a much broader array of skills, knowledge, and behaviors. They include, but are not limited to, sufficient content knowledge of various subjects, maturity, self-discipline, perseverance, and habits of mind such as problem solving, and the ability to observe, listen, and speak. Students with these skills, knowledge, and behavior are more likely to persist and obtain a postsecondary credential than students without these characteristics.

7.2 College-content readiness is defined as the level of preparation a student needs to succeed in specific credit-bearing courses in college—such as English or mathematics—without the need for remediation. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. The guidelines in this policy are aimed at college-content readiness in English, mathematics, and reading.

7.3 Missouri postsecondary institutions have a shared understanding of what constitutes college readiness and college-content readiness. The higher education community recognizes the need to define readiness for college clearly and consistently so that students contemplating postsecondary education should not have to sort through conflicting definitions and expectations of what constitutes readiness for college.

8.0 Career Readiness

8.1 Career readiness is the level of preparation a high school graduate needs to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities. Employability skills and technical, job-specific skills related to a specific career pathway are essential in any career area.

9.0 Assessment and Placement

9.1 The statewide placement policy [currently under development] is applicable to any incoming student entering a Missouri public postsecondary institution. All certificate- or degree-seeking students should be assessed in mathematics, English, and reading.

9.2 Placement of students into appropriate college-level courses must be based on multiple assessment measures, which provide a more precise measurement of a student's ability to succeed in college-level coursework. Institutions may use an array of assessment instruments to place students in college-level courses, including—but not limited to—SAT or ACT scores, high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument. An institution opting to use one of the assessments listed below to place students in college-level courses shall adhere to the statewide placement score. This table will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

Assessment Instrument	Subject Area	Statewide College-Level Placement Score
Accuplacer	Reading	85
	English	92 (Sentence Skills)
	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
ACT	Reading	18
	English	18
	Mathematics	22
Asset	Reading	41
	English	41
	Mathematics	23 (College Algebra)
Compass	Reading	81
	English	70
	Mathematics	66 (Algebra)
SAT	Reading	360

	English	430 (Writing)
	Mathematics	1030 (CR+M)
Smarter Balanced	English/Language Arts	3
	Mathematics	3

Placement scores will be valid for a minimum of two years. Scores may be considered valid for longer than two years at an institution's discretion.

- 9.3 Institutions of higher education should work closely with secondary schools to administer college-ready anchor assessments in high school. These tests give students, teachers and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college. Educators can use these on-track assessments to develop targeted interventions. K–12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.
- 9.4 It is important that the content in required gateway courses align with a student's academic course of study. This is especially true for mathematics. More often than not students are placed in algebra pathways when in fact a statistics course or quantitative math course would be more appropriate to prepare them for their chosen programs of study and careers.

10.0 Minimum Standards of Academic Competence

- 10.1 The needs of students requiring remedial or developmental education is broad, ranging from deficiency in a single subject area to a lack of basic literacy skills. With proper academic support, students needing remediation in a single subject have a good chance of earning a postsecondary credential. Students who are severely underprepared have little, if any, chance of earning a postsecondary credential in a timely manner. Therefore, students wishing to take credit-bearing college-level courses at a Missouri public institution of higher education must demonstrate a minimal level of literacy and academic competence, as determined through appropriate and multiple assessments of learning.
- 10.2 The intent of this section is to require students to demonstrate a minimal level of literacy and academic competence before they can enroll at a Missouri public institution of higher education as a degree-seeking student. Remedial education is essential to Missouri achieving its goal of increased educational attainment. Too often, however, open enrollment institutions are expected to enroll students who lack even the most basic of literacy and academic skills. It is unreasonable to expect a student who has limited academic preparation to have success in college even with cutting-edge remedial coursework. It is equally unreasonable to expect an institution to close the gap in a student's academic preparation through a one- or two-semester remediation sequence.

- 10.3 Until students demonstrate a minimum level of literacy and academic competence, they may enroll only in non-credit-bearing classes.
- 10.4 As with placement into credit-bearing college-level coursework, the assessment of minimum level of literacy and academic competence must be determined through the use of multiple measures. MDHE, in collaboration with the public institutions of higher education, will jointly work to determine appropriate measures. This threshold will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.
- 10.5 Students who score just above the Statewide Degree-Seeking Placement Threshold scores need concentrated routes into programs of study with multiple-levels of support.

Students who score below the Statewide Degree-Seeking Placement Threshold should be referred to other state-funded educational opportunities (i.e. Adult Education and Literacy) before being retested for admission as a degree-seeking student.

11.0 Accountability and Data Reporting

- 11.1 Any institution that provides basic skills courses shall collect data regarding student performance, including but not limited to data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.
- 11.2 All institutions providing basic skills courses shall submit the required files to the Missouri Department of Higher Education, following its prescribed data definitions and reporting dates. Precise reporting instruments will be developed in collaboration with institutions.
- 11.3 The CBHE shall transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions. Following are some examples of possible data to be collected:
- The number of students who take basic skills courses,
 - The costs of providing basic skills courses, and
 - The students who successfully complete said basic skill courses:
 - Successfully complete the associated, entry, college-level course.
 - Complete the requirements for graduation.

12.0 Implementation and Evaluation of Program Innovation

- 12.1 Institutions need to identify new strategies and interventions that can increase student and institutional performance in developmental education.

- 12.2 Meaningful data collection and precise analysis should be used to assess the effectiveness of developmental education programs.

Instructors should complete course assessments on regular, periodic intervals that evaluate success of student learning objectives. Results will be used to improve instruction, assessment, etc.

- 12.3 A program review for remedial or developmental education should be completed that includes intermediate measures and milestones that developmental education students must pass en route to final success measures like graduation and transfer should be established. As a result, it is important to understand further the relationship between intermediate measures and final success, e.g. graduation, transfer, and persistence toward a credential. Furthermore, performance incentives, e.g. performance funding, can drive institutions to focus on helping their students meet state developmental education goals.

13.0 Process and Procedures

- 13.1 In order to comply with sections [to be determined with final draft] and [to be determined, if necessary, with final draft] of this policy, each institution shall develop procedures that:
- a. Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
 - b. Specify its practices for informing students regarding the availability of remedial courses, including any online courses.
 - c. Specify the practices for determining how the students who are identified as needing remedial courses have satisfied the remedial requirements.
 - d. Provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.
 - e. Establish appropriate processes for implementing the policy, including the collection of data for evaluative purposes.
- 13.2 Pursuant to RSMo, 173.750, MDHE must provide a high school feedback report to Missouri school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree-seeking undergraduates who
- have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year; or
 - are 17, 18, or 19 years of age if year of high school graduation is not provided by the higher education institution. Age will be calculated as of September 15 of the specified fiscal year.
- 13.3 The high school feedback report also will:
- Utilize a wide range of performance indicators to assess each step in the remedial student's pathway in order to gain a better understanding of students and their needs.
 - Support the public reporting of student progress and success from high school and noncredit into developmental education and through postsecondary education.

- Use performance data to drive policy development and decision making, measuring the use of such data for this purpose on a continual basis.
- Support colleges' institutional research capacity to track student performance and programming innovation in developmental education.
- Provide a means to disseminate results of program assessment and best practices in developmental education to its colleges and other states.

14.0 Funding

- 14.1 The state of Missouri has committed to increasing the educational attainment of its citizens. Specifically, the state seeks to have at least 60 percent of the adult population holding a high-quality postsecondary credential. To reach that goal, Missouri must make appropriate investments in education, including those students who are underprepared for postsecondary work.
- 14.2 To that end, the state should consider the following:
- 14.3 Provide financial incentives to stimulate increased collaboration between secondary and postsecondary educational sectors to increase the college readiness of students.
- 14.4 Provide financial incentives to colleges for experimenting with innovative programs—flexible structure, delivery—to accelerate the path through and success in developmental education for students.
- 14.5 Reward colleges for making measurable improvements with academically underprepared students.
- 14.6 Support the success of academically underprepared students by providing funding specifically for tutoring, counseling and advising, and other learning assistance and support services that demonstrate success in retaining academically underprepared students.
- 14.7 Provide funding to secondary teacher education programs to explicitly focus on the development of skills needed to work with and support academically underprepared middle and high school students.
- 14.8 Support initial training and ongoing professional development of educators (both full-time and adjunct faculty) who work with and support the success of academically underprepared college students.

15.0 Definitions

- 15.1 *Developmental education*
Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes

the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.

15.2 *Remedial education/remediation*

Remedial education refers to coursework and programs designed to remedy a situation; that is, to teach students what they should already have learned. Remedial education seeks to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses.

15.3 *Gateway course*

A gateway or entry-level course refers to those college-level or foundational courses that are typically taken in a student's first year of study. Gateway courses carry college credit and count towards the requirements of a degree.

15.4 *Placement*

Placement refers to the tools and policies institutions use to assign incoming students to certain classes or programs that are suited to the student's academic readiness and ability. The most common placement decisions are in mathematics, English, and reading.

15.5 *First-Time Undergraduate*

As applied in this policy, a first-time undergraduate is a student enrolling in a higher education institution for the first time with no previous postsecondary experience. Enrollment in personal enrichment or vocational courses is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.

Three groups of students are included in the definition of first-time undergraduate unless exempted below:

- i. first-time, degree-seeking undergraduates;
- ii. non-degree-seeking undergraduates who change to degree-seeking status;
and
- iii. non-degree-seeking first-time undergraduates who have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year.

15.6 *Exempt students*

Students who have completed either a college-level mathematics and college-level writing course or a remedial course (if required) in mathematics, writing, and reading are exempt from placement assessments that determine placement into non-credit-bearing remedial or developmental courses.

15.7 *College level courses*

Courses that apply to the graduation requirements of an academic degree.

15.8 *Assessment Tests*

Missouri accepts the assessment instruments listed below [currently being developed] for determining if the first-time student is college ready in mathematics, writing, and reading based on relevant cut scores.



Basic Skills Assessment and Placement Guidelines

The Basic Skills Assessment and Placement Guidelines are applicable to any incoming degree or certificate student prior to enrollment at a Missouri public postsecondary institution.

Assessment of basic skills for all certificate-seeking or degree-seeking students.

1. Institutions shall use multiple measures to assess the basic skills of all incoming certificate-seeking or degree-seeking students in mathematics, English and reading. The basic skills assessment will be used to place students in appropriate college-level courses.

Rationale.

- Using multiple assessment measures—rather than a single assessment such as an ACT subscore or Compass score—to place students in college-level coursework provides a more precise measurement of a student’s ability to succeed in college.
- The use of a single, high-stakes assessment to place students in credit-bearing or remedial courses is unfair to students and contributes to lowered persistence and completion rates.
- Research has shown that too many students are being placed in non-credit bearing remedial courses when, with appropriate academic support, they are likely to succeed in credit-bearing, college-level courses.

Implementation.

- Institutions have at their disposal an array of assessment instruments to determine the proper placement of students in college-level courses, including the SAT, the ACT, and other standardized assessment scores, as well as high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument, to name a few.
- Institutions shall have the discretion to determine the number and combination of measures used for placement decisions. Institutions must be able to demonstrate the process used for placement decisions. Further, institutions will be expected to monitor the effectiveness of their placement matrix and, if necessary, adjust the matrix to improve the effectiveness of the placement.
- Institutions using one of the assessments listed below to place students in college-level courses shall adhere to the statewide placement score for that assessment instrument.

Assessment Instrument	Subject Area	Statewide College-Level Placement Score
Accuplacer	Reading	85
	English	92 (Sentence Skills)
	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
ACT	Reading	18
	English	18
	Mathematics	22
Asset	Reading	41
	English	41
	Mathematics	23 (College Algebra)
Compass	Reading	81
	English	70
	Mathematics	66 (Algebra)
SAT	Reading	360
	English	430 (Writing)
	Mathematics	1030 (CR+M)
Smarter Balanced	English/Language Arts	3
	Mathematics	3

2. Placement scores will be valid for a minimum of two years. Scores may be considered valid for longer than two years at an institution's discretion.

Process.

The following describes in general the process for assessing a student's basic skills and placing them in appropriate mathematics courses. In this example, the ACT math subscore is the initial instrument used to assess the student's basic skills.

A. Is the student's ACT Math subscore 22 or greater?

1. YES:

a. The student is placed in a credit-bearing, college-level mathematics course appropriate to the student's course of study.

2. NO:

a. The institution will consider other factors to determine in which mathematics course the student will be placed. These other measures may include:

1. High school GPA: Despite on-going complaints about grade inflation, research has found that a student's high school GPA remains a strong predictor of academic success in postsecondary education. When used in combination with a standardized test, the predictive value increases significantly. MDHE is working with DESE to have students' GPA included on all high school transcripts.
2. High school curriculum: Research has found that students who take at least four years of mathematics have greater success in college.
3. End-of-course mathematics examination scores: As these tests are criterion-based, they provide a more accurate assessment of a student's specific abilities.
4. Other assessment scores, such as Accuplacer, Compass, or an institution-specific assessment.
5. Non-cognitive measures as appropriate.

b. Accounting for these additional measures, is it likely the student has a good chance of being successful in a credit-bearing mathematics course?

1. YES:

a. The student is placed in a credit-bearing, college-level mathematics course appropriate to the student's course of study.

2. NO:

- a. How severe is the student's lack of basic skills?
- b. Could the student be successful if placed in a co-requisite course, or provided with academic support appropriate to the student's specific needs?
- c. If yes, the student is placed in a co-requisite course, or provided with academic support appropriate to the student's specific needs.
- d. If no, the student may have to be referred to other programs, such as Adult Education, to address the student's academic deficiencies.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

The Missouri Department of Higher Education's Proprietary School Certification Program provides oversight of certain types of Missouri-based and out-of-state private, postsecondary education providers. The intent of this board item is to provide an update on current issues regarding the Proprietary School Certification Program as well as a summary of recent program actions.

Recent Program Actions

All program actions that have occurred since the February 4, 2015, Coordinating Board meeting are reported in the attachment to this item. The report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements and school closures.

Over the past several meetings, MDHE staff has provided information about the status of schools operated under the ownership of Corinthian Colleges, Inc. Below is the most recent update of that information.

Corinthian Colleges

Corinthian Colleges, Inc. (Corinthian) is the parent corporation of three locations in Missouri: Everest College-Earth City, Everest College-Kansas City and Everest College-Springfield. WyoTech institutions located in Laramie, Wyoming and Ormand Beach, Florida, are certified to recruit Missouri students. Corinthian sold these schools to the Education Credit Management Corporation.

ECMC established a non-profit organization, Zenith Education Group, to operate the schools, and MDHE has completed its review of the applications for temporary certification under the new ownership. Those applications have been determined complete and full certification has been granted for these institutions to continue to operate in the state through the end of the current certification year (June 30, 2015). Applications for recertification have been received for all of the referenced campuses.

STATUTORY REFERENCE

Sections 173.600 through 173.619, RSMo, Regulation of Proprietary Schools.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education
April 9, 2015

**Coordinating Board for Higher Education
Proprietary School Certification Program Actions and Reviews**

Certificates of Approval Issued (Authorization for Instructional Delivery)

BRP Training Division, LLC
Kansas City, Missouri

This private, for-profit school offers a non-degree program in customer service. The mission of the school is to provide individuals with necessary skills to increase performance in the workplace. This school is not accredited.

Rasmussen College
Blue Springs, Missouri

This private, for-profit school, with a campus located in Overland Park, Kansas, provides clinical sites in Missouri for students enrolled in its associate degree professional nursing program. Because of the nature and scope of the clinical experiences, certification to operate in Missouri is required. This school is accredited by the Higher Learning Commission.

Rockbridge Seminary
Springfield, Missouri

This private, not-for-profit school offers master's degrees in ministry leadership and divinity and a certificate in ministry studies. The mission of the school is to develop servant leaders for Christian ministry through education and learning experiences. The school is accredited by the Distance Education Accrediting Commission.

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

American University of the Caribbean School of Medicine
Cupecoy, St. Maarten

This private, for-profit medical school, which is owned and operated by DeVry, Inc., is approved to recruit Missouri students for the doctor of medicine program. The mission of the school is to provide a medical education for qualified students and to develop physicians with a lifelong commitment to patient-centered research, public health and community service. This medical school is accredited by the Accreditation Commission on Colleges of Medicine. The United States Department of Education, through its National Committee on Foreign Medical Education and Accreditation, determined that the accreditation standards employed by ACCM are comparable with those used to evaluate programs leading to the MD degree in the United States. As such, qualified students are eligible for federal student aid programs and residency placement in the United States.

National American University – Overland Park
Overland Park, Kansas

This for-profit institution is approved to recruit Missouri students for its Bachelor of Science in Nursing program. Students enroll in a National American University campus located in Missouri then transfer to the Overland Park, Kansas location if accepted into the clinical core for the nursing program. The school is accredited by the Higher Learning Commission (NC), and the nursing program is accredited by the Commission on Collegiate Nursing Education.

Exemptions Granted

Gethsemane Baptist College and Seminary
Poplar Bluff, Missouri

This not-for-profit institution was granted exemption as “a not-for-profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” The school will offer non-academic associate, baccalaureate, and graduate degrees in the areas of divinity, biblical studies, mission and evangelism, theology, Christian education, and Christian counseling. This school is not accredited.

Applications Pending Approval (Authorization for Instructional Delivery)

BKA Medical Training Center-Kansas City
Kansas City, Missouri

This private, for-profit school proposes to offer non-degree programs for nurse assistants, medication technicians, phlebotomists, and EKG technicians. The school’s mission is to provide students with the skills necessary for entry-level allied health professions. Although owned by the same company as a currently certified school, this school will be operated as a stand-alone campus. The school is not accredited.

Johns Hopkins University
Baltimore, Maryland (Missouri location to be determined)

This private, not-for-profit institution is seeking certification to operate clinical sites in Missouri as components of a certificate program in digital curation and graduate degrees in communication, museum studies, and nursing. The mission of the school is to “educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world.” This school is accredited by the Middle States Commission on Higher Education.

Coordinating Board for Higher Education
April 9, 2015

Lutheran School of Nursing
St. Louis, Missouri

This private, for-profit school proposes to offer a non-degree program for a registered nurse. The school's mission is "to promote and serve the health care needs of the community." The school is accredited by the Accreditation Commission for Education in Nursing, an accrediting agency recognized by the Council for Higher Education Accreditation.

Applications Pending Approval (Authorization Only to Recruit Students)

New Horizons Computer Learning Center of Kansas City
Overland Park, Kansas

This private, for-profit school proposes to recruit Missouri students for non-degree programs in business administration and information technology offered at its Overland Park campus. The mission of the school is to "provide career-specific computer technical and applications training related to in-demand fields." This school is not accredited.

Schools Closed

None

AGENDA ITEM SUMMARY

AGENDA ITEM

High School Graduates Performance Report
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

The Coordinating Board for Higher Education provides an annual report to the State Board of Education detailing the preparation, persistence, and completion rates of public high school graduates who enroll at Missouri's public two- and four-year postsecondary institutions. The intent of this board item is to provide a summary of the Missouri High School Graduates Performance Report for the public high school graduating classes of 2014 (Enrollment and Preparation), 2013 (Performance and Retention) and 2008 (Degree Completion).

Background

The Missouri High School Graduates Performance Report tracks Missouri's public high school graduates entering the state's public two- and four-year degree-granting postsecondary institutions as first-time, full-time, undergraduate, degree-seeking students in the fall semester following their high school graduation.

The annual report, which was first issued in 1996, provides information to secondary and postsecondary stakeholders regarding student preparation, persistence and completion. Background on the history and structure of the High School Graduates Performance Report is available in Attachment A. Selected statewide summary data are described below. Detailed summary tables are included in Attachment B, and trend tables for individual high schools are available at <http://dhe.mo.gov/data/hsgradreport.php>. Current detail data will be added in the near future.

Due primarily to staff turnover in MDHE's Data and Research services group, the report was not presented in 2014, but school data for the 2014 report have now been posted online, and past-year comparisons will be included here as appropriate.

Enrollment and Preparation

Total enrollment of same-year Missouri public high school graduates in Missouri public institutions increased slightly from 22,034 first-time, full-time, degree-seeking undergraduates in 2013 to 22,443 in 2014, an increase of 1.9 percent (Table 1). 10,610 students (47.3 percent) attended two-year institutions, and 11,833 students (52.7 percent) attended four-year institutions.

Policymakers acknowledge the link between college readiness and success at the postsecondary level. In the years since the High School Graduates' Performance Report was last presented, extensive policy work has been undertaken to strengthen students' preparation for entry into college-level work, and to lessen the need for remediation upon postsecondary enrollment.

The CBHE approved the addition of a fourth year of mathematics to its Recommended College Preparatory High School Core Curriculum, which became effective for entering college freshmen in fall 2014. The Task Force on College and Career Readiness, comprised of MDHE and institutional staff from two- and four-year institutions across the state, made recommendations which informed the development and approval of *Principles of Best Practices in Remedial Education*, including statewide recommendations on placement into remedial coursework.

MDHE and participating institutions have also collaborated to encourage reform and restructuring of remedial coursework, including the wider adoption of co-requisite and short-term, targeted assistance to students that doesn't completely precede or serve as a roadblock to their immediate participation in college-level coursework. The Department of Elementary and Secondary Education has also worked to implement new instructional standards which will better align with entry into postsecondary coursework, and has implemented statewide testing using ACT.

It may never be possible to completely untangle the individual impact of any of these major initiatives on student preparation and enrollment in remediation, but after years of relatively little change, the overall remediation rate among this cohort dropped from 35.6 percent in 2013 to 30.8 percent in 2014, with marked accompanying declines within content areas.

Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions					
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total	36.0%	35.5%	35.6%	35.6%	30.8%
Math	30.2%	29.9%	30.8%	30.1%	26.2%
English	18.0%	15.4%	14.3%	15.5%	12.3%
Reading	9.3%	10.1%	9.1%	9.7%	7.6%

Of course, statewide averages can mask great variance across the state. Among high schools with at least 25 graduates enrolled in public colleges and universities in the fall of 2014, the percentage of students participating in any remedial coursework ranged from a low of approximately 4 percent to a high of over 84 percent.

Other Trends in Enrollment and Preparation:

- Fewer than half of all first-time, full-time high school Missouri public graduates entering an open admissions public institution enrolled in remedial coursework, a first in recent memory. The percentage of students enrolled in remedial coursework at moderately selective institutions dropped by approximately one-third (31.7 percent in fall 2013 to 21.4 percent in 2014), and the percentage enrolled in remedial math dropped by nearly half (25.2 to 13.0 percent).
- Overall remedial enrollments for women (32.4 percent) and men (28.7 percent) are at five-year lows, as are 2014 enrollments in remedial math: 28.2 percent for women and 23.6 percent for men.
- Racial and ethnic disparities persist, although overall remedial enrollments (52.5 percent) and math (44.0 percent) are markedly lower among African-Americans compared to fall 2013.

Performance and Retention in College

The High School Graduates Performance report also tracks several measures of student success and persistence in Missouri's public postsecondary sector. Detailed summary tables are included in Attachment B. Among the more significant findings for spring 2013 public high school graduates are:

- Fall-to-fall retention increased slightly since 2012 (77.1 percent compared to 76.6 percent). 2nd term (end of spring) retention is unchanged at 87.7 percent.
- On average, this cohort completed 30.4 credits by the end of the spring 2014 term with a 2.81 grade point average. Asian/Pacific Islanders completed 33.1 credits with a 2.94 GPA, and African-American students completed 19.6 credits with a 2.33 GPA.
- 1st term (first fall) retention is nearly identical across racial/ethnic groups, but begins to diverge at 2nd term, when Asian/Pacific Islanders retain at 92.2 percent and Caucasian students at 88.5 percent, but African-Americans retain at 83.1 percent.
- Female students have a higher fall-to-fall retention rate (78.9 percent compared to 74.8 percent for men), despite historically enrolling in remediation at higher rates.
- Retention rates varied by sector, which is indicative of differences in student demographics and preparation across sectors and institutional missions. Fall-to-fall retention in the two-year sector was 66.3 percent, compared to 86.7 percent at four-year institutions.

Degree Completion

The timely completion of a certificate or degree is an additional indication of how well prepared Missouri's high school graduates are for college-level work. Detailed tables in Attachment B show the six-year graduation rate of students beginning college in the fall of 2008. The findings include:

- Less than half (49.3 percent) of incoming public Missouri high school students who entered as a first-time, full-time degree-seeking student in fall 2008 had earned a two- or four-year degree from a public Missouri college or university by spring 2013. This rate does not account for transfer or completion from an independent or out-of-state institution, but is a slight improvement over the 2007 cohort (48.8 percent).
- 37.8 percent had earned a bachelor's degree, 14.6 percent earned an associate's degree, and 2.5 percent earned a graduate or professional degree within six years. Some students earned more than one degree, and are counted here more than once.
- Women were more likely than men (52.0 percent compared to 45.9 percent) to have earned a degree, as were students enrolled at highly selective (78.1 percent) and selective (68.1 percent) institutions.

Conclusion

The Missouri High School Graduates Performance Report provides important data about trends in the preparation and performance of public high school graduates who attend public postsecondary institutions in Missouri. The entering high school class of 2014 enrolled in remedial coursework at a markedly lower rate than previous cohorts, and while discussions will continue regarding the best way to capture enrollment in co-requisite and other non-course length models of remedial support, the relative persistence and completion rates of this and following cohorts will also serve as an important measure of the effectiveness of these alternative approaches.

STATUTORY REFERENCES

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Attachment A: History and Background

Attachment B: Detailed Tables

High School Graduates Performance Report

History and Background

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

In accordance with Section 173.750, RSMo, the Missouri High School Graduates Performance Report should provide information to individual high schools and should be disaggregated by race and gender. No data identifying individual students should be included. The governing statute is available in its entirety at <http://www.moga.mo.gov/statutes/c100-199/1730000750.htm>. The report should include:

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

Data comprising the report comes from student enrollment data provided annually by Missouri's public colleges and universities. No data in the report comes from the state's independent higher education institutions. High school of record was verified by building-level data from the Missouri Department of Elementary and Secondary Education.

High School Graduates Report Detailed Tables

Enrollment and Preparation

Table 1: Recent Public Missouri High School Graduate Enrollment by Sector, Gender, and Race/Ethnicity, 2005 to 2014												10-Year % Change	1-Year % Change
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014		
Overall Enrollment	#	19,875	20,195	20,839	21,598	22,228	23,948	23,742	21,018	22,034	22,443	12.92%	1.86%
Two-Year	#	8,329	8,734	9,188	9,227	10,504	11,225	11,279	9,132	10,393	10,610	27.39%	2.09%
	%	41.9%	43.2%	44.1%	42.7%	47.3%	46.9%	47.5%	43.4%	47.2%	47.3%		
Four Year	#	11,546	11,461	11,651	12,371	11,724	12,723	12,463	11,861	11,641	11,833	2.49%	1.65%
	%	58.1%	56.8%	55.9%	57.3%	52.7%	53.1%	52.5%	56.4%	52.8%	52.7%		
Women	#	11,020	11,093	11,421	11,755	12,013	13,067	12,997	11,596	12,175	12,342	12.00%	1.37%
	%	55.4%	54.9%	54.8%	54.4%	54.0%	54.6%	54.7%	55.2%	55.3%	55.0%		
Men	#	8,854	9,101	9,411	9,838	10,211	10,863	10,733	9,397	9,844	10,092	13.98%	2.52%
	%	44.5%	45.1%	45.2%	45.6%	45.9%	45.4%	45.2%	44.7%	44.7%	45.0%		
African American	#	1,865	1,793	1,895	2,055	2,269	2,433	2,553	1,525	2,209	2,065	10.72%	-6.52%
	%	9.4%	8.9%	9.1%	9.5%	10.2%	10.2%	10.8%	7.3%	10.0%	9.2%		
Caucasian	#	16,559	16,179	16,567	17,723	17,758	18,381	18,011	14,289	17,215	17,071	3.09%	-0.84%
	%	83.3%	80.1%	79.5%	82.1%	79.9%	76.8%	75.9%	68.0%	78.1%	76.1%		
Hispanic	#	339	381	359	481	486	374	343	275	470	620	82.89%	31.91%
	%	1.7%	1.9%	1.7%	2.2%	2.2%	1.6%	1.4%	1.3%	2.1%	2.8%		
Asian / Pacific Islander	#	318	347	345	372	347	408	395	333	486	537	68.87%	10.49%
	%	1.6%	1.7%	1.7%	1.7%	1.6%	1.7%	1.7%	1.6%	2.2%	2.4%		
Other	#	794	1,495	1,673	967	1,368	2,352	2,440	4,596	1,654	2,150	170.78%	29.99%
	%	4.0%	7.4%	8.0%	4.5%	6.2%	9.8%	10.3%	21.9%	7.5%	9.6%		

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 2: Recent Missouri Public High School Graduate Enrollment in Remediation by Institutional Admissions Selectivity; 2010 to 2014					
	2010	2011	2012	2013	2014
Selective	7.6%	7.1%	13.1%	10.9%	10.5%
Math	7.1%	6.6%	12.4%	10.1%	9.5%
English	1.4%	1.2%	1.5%	1.4%	1.6%
Reading	-	-	-	-	-
Mod Selective	28.7%	25.6%	33.0%	31.7%	21.4%
Math	22.5%	18.0%	26.9%	25.2%	13.0%
English	10.8%	10.5%	11.1%	12.5%	11.1%
Reading	-	-	3.6%	3.8%	3.4%
Open	57.1%	57.0%	54.7%	54.2%	47.8%
Math	48.0%	48.9%	47.1%	45.7%	41.7%
English	31.0%	25.9%	25.3%	25.8%	20.0%
Reading	18.1%	19.6%	18.0%	18.0%	13.8%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 3: Recent Missouri Public High School Graduate Enrollment in Remediation by Gender; 2010 to 2014					
	2010	2011	2012	2013	2014
Women	37.3%	37.1%	37.5%	38.6%	32.4%
Math	32.2%	32.5%	33.2%	33.7%	28.2%
English	17.7%	15.2%	14.1%	15.4%	12.2%
Reading	10.0%	10.9%	10.0%	10.8%	8.4%
Men	34.5%	33.5%	33.3%	31.9%	28.7%
Math	27.9%	26.8%	27.9%	25.7%	23.6%
English	18.4%	15.6%	14.5%	15.6%	12.4%
Reading	8.5%	9.2%	8.0%	8.4%	6.6%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 4: Recent Missouri Public High School Graduate Enrollment in Remediation by Race; 2010 to 2014					
	2010	2011	2012	2013	2014
African-American	61.1%	60.5%	54.1%	65.5%	52.5%
Math	52.5%	51.7%	46.9%	57.8%	44.0%
English	38.8%	35.0%	25.3%	37.6%	32.1%
Reading	30.8%	29.1%	12.4%	27.1%	23.9%
Caucasian	31.1%	33.7%	30.3%	31.7%	27.0%
Math	25.9%	28.6%	25.8%	26.8%	23.0%
English	14.4%	13.1%	10.3%	12.3%	10.0%
Reading	6.3%	8.0%	5.8%	7.4%	5.6%
Hispanic	36.2%	41.1%	45.5%	43.8%	42.4%
Math	31.3%	34.9%	33.9%	35.1%	31.6%
English	19.9%	21.7%	20.9%	19.4%	19.7%
Reading	11.2%	17.0%	17.3%	12.3%	13.4%
Asian / Pacific Islander	44.0%	27.9%	18.5%	26.1%	25.0%
Math	35.9%	20.2%	13.4%	19.3%	18.3%
English	20.8%	16.1%	9.0%	12.8%	12.5%
Reading	12.3%	11.0%	3.9%	8.6%	8.4%
Other / Unknown	46.9%	24.1%	46.8%	37.7%	38.0%
Math	39.4%	19.1%	41.9%	29.3%	34.6%
English	24.2%	11.1%	23.1%	18.0%	9.1%
Reading	9.1%	5.4%	18.4%	9.6%	5.4%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Performance and Retention in College

Table 5: Recent Missouri Public High School Graduate Retention by Gender and Race/Ethnicity, Fall 2011- Fall 2012

	Students	Completed Fall 2013	Avg. Fall 2013 GPA	Avg. Credits Completed (Fall 2013)	Completed Spring 2014	Avg. Spring 2014 GPA	Avg. Credits Completed (Spring 2014)	Enrolled Fall 2014
Female	12,175	98.6%	2.90	18.4	89.3%	2.90	30.9	78.9%
African American	1,332	97.5%	2.41	10.1	84.9%	2.39	20.0	68.2%
Caucasian	9,438	98.7%	2.98	19.8	90.0%	2.99	32.6	80.5%
Hispanic	269	98.9%	2.82	17.4	86.6%	2.85	28.7	77.0%
Asian / Pacific Islander	240	99.2%	3.12	21.9	94.2%	3.08	34.9	88.8%
Other/Unknown	895	98.8%	2.75	16.1	88.0%	2.75	27.9	76.7%
Male	9,844	98.1%	2.62	17.5	85.8%	2.68	29.9	74.8%
African American	874	98.1%	2.13	9.1	80.3%	2.23	19.0	60.8%
Caucasian	7,768	98.1%	2.69	18.6	86.7%	2.74	31.1	76.5%
Hispanic	200	99.5%	2.61	18.0	88.5%	2.56	29.4	77.0%
Asian / Pacific Islander	246	97.2%	2.78	18.7	90.2%	2.80	31.2	82.9%
Other/Unknown	756	98.3%	2.45	15.7	80.8%	2.55	28.1	69.4%
Total	22,034	98.4%	2.78	18.0	87.8%	2.81	30.4	77.1%
African American	2,209	97.7%	2.30	9.7	83.1%	2.33	19.6	65.2%
Caucasian	17,215	98.4%	2.85	19.2	88.5%	2.88	31.9	78.7%
Hispanic	470	99.1%	2.72	17.6	87.5%	2.72	29.0	76.8%
Asian / Pacific Islander	486	98.2%	2.95	20.3	92.2%	2.94	33.1	85.8%
Other/Unknown	1,653	98.6%	2.62	16.0	84.8%	2.66	28.0	73.3%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 6: Recent Missouri Public High School Graduate Retention by Sector and Race/Ethnicity, Fall 2011- Fall 2012								
Sector	Students	Completed Fall 2013	Avg. Fall 2013 GPA	Avg. Credits Completed (Fall 2013)	Completed Spring 2014	Avg. Spring 2014 GPA	Avg. Credits Completed (Spring 2014)	Enrolled Fall 2014
Public 2Y	10,393	97.8%	2.55	13.5	82.1%	2.62	23.8	66.3%
African American	1072	96.9%	2.12	5.5	76.8%	2.23	12.8	53.5%
Caucasian	8105	97.9%	2.60	14.6	82.7%	2.68	25.3	67.7%
Hispanic	266	98.9%	2.70	15.7	85.7%	2.65	25.5	73.3%
Asian / Pacific Islander	171	98.3%	2.67	12.5	90.1%	2.69	21.9	79.0%
Other/Unknown	778	98.5%	2.43	12.3	80.2%	2.53	22.2	64.7%
Public 4Y	11,641	98.9%	2.98	22.0	92.8%	2.95	35.7	86.7%
African American	1137	98.5%	2.47	13.6	89.1%	2.41	25.2	76.3%
Caucasian	9110	98.9%	3.07	23.3	93.7%	3.04	37.1	88.5%
Hispanic	204	99.5%	2.77	20.1	89.7%	2.80	33.2	81.4%
Asian / Pacific Islander	315	98.1%	3.11	24.6	93.3%	3.07	39.0	89.5%
Other/Unknown	875	98.6%	2.78	19.2	88.8%	2.77	32.7	81.1%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Degree Completion

Table 7: Recent Missouri Public High School Graduate Six-Year Completion Rate by Gender and Race/Ethnicity, Fall 2006 through Spring 2012

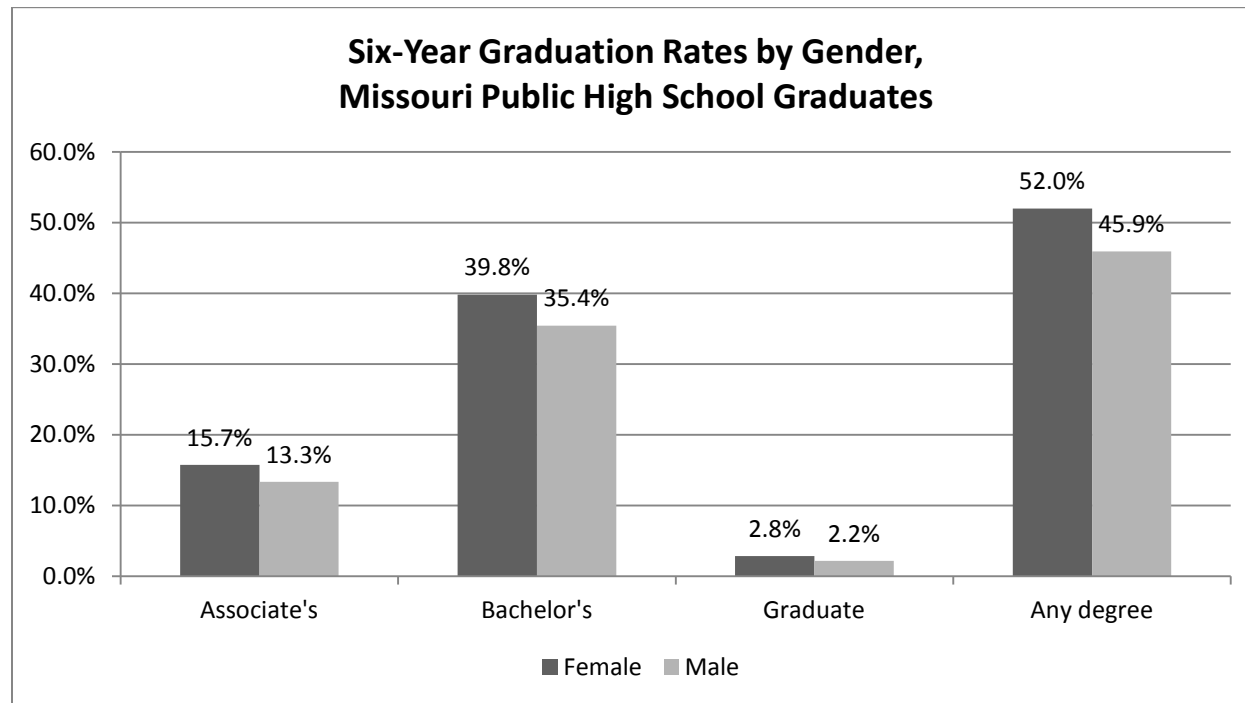
	Students	% Completed Associate's	% Completed at least Bachelor's	% Completed Graduate / Professional	Total Completions
Female	11,843	15.7%	39.8%	2.8%	52.0%
African American	1,248	6.8%	22.9%	0.5%	28.4%
Caucasian	9,655	17.0%	42.4%	3.1%	55.5%
Hispanic	249	18.9%	28.9%	2.8%	44.6%
Asian / Pacific Islander	187	14.4%	52.4%	4.8%	62.0%
Other/Unknown	504	13.5%	33.1%	2.2%	43.3%
Male	9,920	13.3%	35.4%	2.2%	45.9%
African American	781	4.6%	18.8%	0.5%	22.8%
Caucasian	8,252	14.1%	37.1%	2.3%	48.2%
Hispanic	229	17.5%	28.4%	2.2%	41.9%
Asian / Pacific Islander	187	9.6%	46.0%	3.2%	54.0%
Other/Unknown	471	14.0%	32.5%	1.3%	43.3%
Total	21,768	14.6%	37.8%	2.5%	49.3%
African American	2,029	6.0%	21.3%	0.5%	26.3%
Caucasian	17,911	15.6%	40.0%	2.8%	52.2%
Hispanic	478	18.2%	28.7%	2.5%	43.3%
Asian / Pacific Islander	374	12.0%	49.2%	4.0%	58.0%
Other/Unknown	976	13.7%	32.9%	1.7%	43.3%

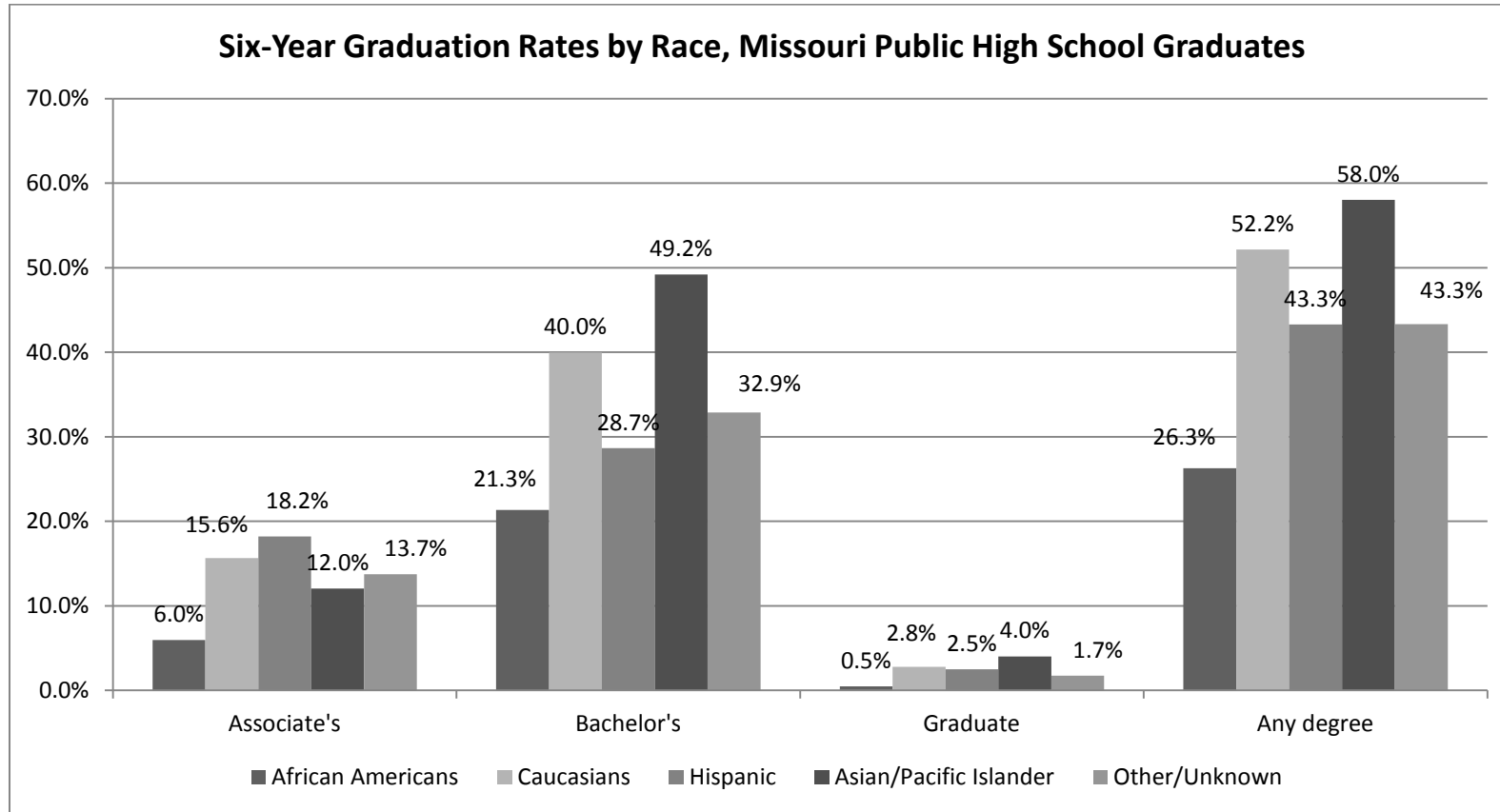
Source: Enhanced Missouri Student Achievement Study (EMSAS)

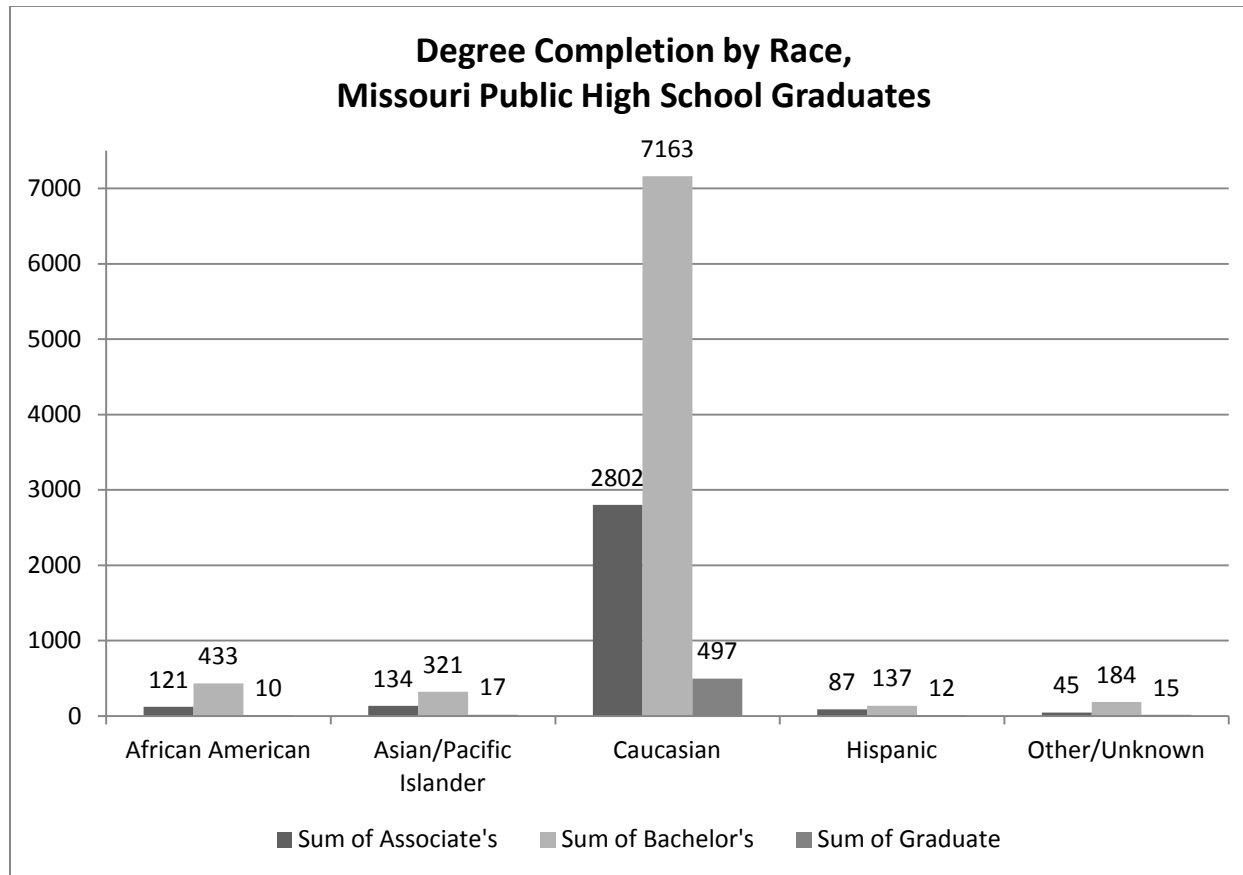
Table 8: Recent Missouri Public High School Graduate Six-Year Completion Rate by Institutional Admissions Selectivity, Fall 2006 through Spring 2012

	Students	Completed Associate's Degree	% Completed at least Bachelor's	% Completed Graduate / Professional	Total Completions
Total	21,768	14.6%	37.8%	2.5%	49.3%
Highly Selective	773	3.8%	75.3%	10.6%	78.1%
Selective	6,687	3.3%	65.0%	5.3%	68.1%
Moderately Selective	3,709	3.9%	53.6%	2.2%	56.0%
Open	10,599	26.4%	12.5%	0.3%	32.9%

Source: Enhanced Missouri Student Achievement Study (EMSAS)







AGENDA ITEM SUMMARY

AGENDA ITEM

Improving Teacher Quality Grant Update
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

Each year the Missouri Department of Higher Education receives approximately \$1.1 million from Title II, Part A, of the No Child Left Behind Act to administer the Improving Teacher Quality Grant program. The competitive grants, awarded annually, support professional development projects conducted jointly by postsecondary institutions and high-need secondary schools in Missouri. ITQG projects focus on professional development for K-12 teachers in mathematics and science. This item provides background information about the ITQG program and a summary of the recent awards.

Program Background

- The No Child Left Behind law redesigned the Eisenhower Professional Development Program into the Improving Teacher Quality Grant Program
- ITQG supports:
 - Increased student academic achievement
 - Increased numbers of highly qualified K-12 teachers in core academic subjects
- Federal guidelines require funded projects to include:
 - Division of higher education that prepares teachers
 - Higher education department, school, or college of arts and sciences
 - High-need K-12 school district(s) as defined by data on poverty and teacher quality

Program Objectives

The ITQG program partners are dedicated to meeting the following objectives:

1. Improving student achievement in core subject areas
2. Increasing teachers' knowledge and understanding of key concepts
3. Improving teachers' practices in inquiry-based instruction
4. Enhancing teachers' knowledge and skill in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of instruction
5. Impacting the preparation of pre-service teachers

Results from Previous Funding Cycles

Each ITQG project has been evaluated by a team of external evaluators. For Cycles 1-8, projects were evaluated by a team from the University of Missouri Science Education Center. Full copies of each project evaluation may be found at <http://pdeval.missouri.edu> . Beginning with Cycle 9, each project has been evaluated by a team from M.A Henry Consulting, LLC. The results of the evaluations from Cycle 10 and Cycle 11 were available as of November, 2014, at <http://www.mahenryconsulting.com/supportmaterials.aspx>. The results from Cycle 12 will be available November 2015.

Data shows that many teachers do not have opportunities for subject-specific professional development in their districts. Eighty-six ITQG projects from Cycle-1 through Cycle-12 have been offered in over 200 districts across Missouri. Over 1,800 teachers have participated in at least one of these projects, and these teachers have direct impact on approximately 150,000 students. According to the external evaluation findings, ITQG projects deliver quality professional development to participants. Thus, ITQG is fulfilling a need for subject-specific and prolonged professional development in the state and has the potential for continuing impact on science and mathematics education in Missouri.

The data from Cycles 1-11 continue to show that students in participating high-need school districts perform better on the Missouri Assessment Program examinations than those students in non-participating high-need school districts. Districts and schools participating in ITQG projects typically show higher MAP index scores and a greater percentage of students scoring at the highest levels on the MAP examinations.

Cycle-13 Grant Competition

MDHE staff uses a Request for Proposals to solicit professional development project proposals. The RFP for each cycle establishes the grade level and content area focus required for the distribution of awards. The Cycle-13 RFP focused on the core areas of mathematics and science integrated with literacy at any grade level (K-12). This RFP also introduced a category of multi-collaborative and multi-regional. A panel of math, science, and language arts professionals from K-12 and higher education institutions, an internal evaluation professional and MDHE staff members reviewed the proposals.

Multi-collaborative and multi-regional projects have three or more partnering institutions of higher education with substantive roles and cover three or more of the eight regions of the state. The move to multi-collaborative and multi-regional projects is intended to provide broader expertise than one institution alone has available and reach more areas throughout Missouri than one or two institutions have historically been able to cover. The multi-collaborative and multi-regional projects were encouraged to tap into more community and other education organizations than they had previously. The goal was to broaden breadth and depth of throughout Missouri while providing consistent professional development to a wide range of teacher participants. Only one proposal was submitted in this category and it received the highest overall rating by the review committee. This project involves seven institutions of higher education, including one

independent institution, and has partnered with other programs such as the National Writing Institute and a National Science Foundation funded program in STEM. Further, this project also covers seven of the eight regions within Missouri: Northeast, Northwest, Central, East Central, West Central, and Southwest.

As part of the Cycle-13 funding, two on-going, multi-year projects were recommended for renewal. Based on funding committed to these two projects, the funding available for new Cycle-13 ITQG projects was approximately \$800,000. Based on the recommendations of the review panel and analysis by MDHE staff, three of five projects proposed were selected for funding. The choice of awards reflected an equitable distribution of grant funds by geographic areas within the state, which is a federal requirement of the ITQG program.

The following awards were made for ITQG Cycle-13:

Lead Institution	Title	Grade Levels	Focus	Duration	Region	Project Director
University of Missouri, Columbia	STEM-Based Literacy: A Statewide Initiative	7-12	math & science integrated with literacy	3 years	Northeast, Northwest, Central, East Central, West Central, & Southwest	Dr. Amy Lannin
Missouri State University – West Plains	Science and Technology for Elementary Educators: A Literacy, Engineering, and Environmental Approach (STEEL)	K-5	science integrated with literacy	1	South Central, Southwest, & Southeast	Dr. Jill Black
Missouri State University	Getting it W.R.I.T.E. (Writing, Reading, Inquiry, Technology, & Engagement) in Math	9-12	math integrated with literacy	1	Southwest & West Central	Dr. Diana Piccolo

The following awards were renewed for ITQG Cycle-13:

Institution	Title	Grade Levels	Focus	Years	Region	Project Director
Missouri University of Science and Technology	Transforming Mathematics Instruction Using Inquiry and One-to-One Environments (TRIM 1+121)	6-12	Math	2 of 3	Southwest Missouri	Dr. V.A. Samaranyake
Southeast Missouri State University	Making Mathematics: Learning to Think and Apply	K-6	Math & Science	Three Years	Southeast Missouri	Dr. Rita Fisher

Conclusion

The projects funded in Cycle-13 will provide essential professional development in mathematics and science integrated with literacy to K-12 teachers in some of the highest-need school districts in the state. Strong partnerships between colleges, universities, K-12 schools, communities, and other education organizations will allow Missouri to continue to improve student achievement and teacher preparation.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive and expend federal funds for educational programs; Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

This is an informational item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Transfer and Articulation Update
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

A primary responsibility of the Coordinating Board for Higher Education is to ensure efficient and effective transfer of students among Missouri institutions. The Committee on Transfer and Articulation, CBHE's standing advisory committee, works within the board's statutory authority to facilitate the transfer of students between institutions of higher education within the state. This board item provides a brief summary of the 2015 COTA Conference.

2015 Missouri Conference on Transfer and Articulation

The Missouri Conference on Transfer and Articulation, an annual statewide forum co-sponsored by the Coordinating Board and COTA to address transfer and articulation issues, was held February 13, 2015, in Jefferson City. In all, 204 registrants from all institutional sectors attended the conference, with a significant increase in participation from the Independent sector. The attendees included transfer practitioners, advisors, institutional faculty and staff, chief executive and chief academic officers, and MDHE staff. A preconference session was held on February 12, 2015, to focus on Missouri Reverse Transfer and its full implementation. The preconference session focused on training for Reverse Transfer Coordinators, and it also provided an opportunity for other colleagues to gain knowledge on Reverse Transfer. More than 100 people attended the preconference session.

Attendees for the main conference were welcomed by Seth Carruthers, Assistant Registrar at Fontbonne University and Chair of COTA. Commissioner of Higher Education Dr. David R. Russell gave the keynote address, which provided information regarding the new coordinated plan for Missouri higher education. Dr. Debra Bragg, Director of the Office of Community College Research and Leadership, and David Pelham, Vice President of Higher Education Development and Client Relations at National Student Clearing House, also presented at the conference regarding the national conversation on reverse transfer.

Conference attendees rated the overall quality of the conference high, and gave high marks to the breakout sessions offering updates on HB 1042, specifically focused on Missouri Reverse Transfer and the national conversation, the Core Transfer Library, and Developmental Education. New sessions on financial aid, international students, communication, STEM and military credit were well received by attendees.

The 2015 Conference Evaluation Report with the full conference program is attached. Conference presentations and links are available at <http://www.dhe.mo.gov/cota/cotaconference.php>

Coordinating Board for Higher Education
April 9, 2015

The 2015 conference evaluation forms had a response rate of fifty-seven percent. Overall, the assessment of the conference was generally positive and included recommendations that COTA will consider in planning the 2016 conference. Due to continued requests for break-out and panel discussions and MRT coordinator training needs, requests to keep the conference to two days will be considered.

Conclusion

COTA's work over the next year will include organizing the annual conference on transfer and articulation, reviewing the current CBHE policy on Credit Transfer Guidelines, and reviewing the Statewide Articulation Agreement for the Associate of Arts in Teaching. Additionally, on January 1, 2015, COTA assumed responsibility for the Missouri Reverse Transfer program from the recently disbanded twenty-member MRT Steering Committee. At the February 4, 2015, CBHE meeting, COTA was approved to increase committee membership from eight to twelve members as well as fill a position left vacant by a previous committee member. COTA is currently working to identify knowledgeable candidates in the area of transfer and articulation, and recommend that the commissioner of higher education appoint them to COTA.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

List of Current COTA Members (Attachment A)

2015 Missouri Transfer Conference Evaluation Report (Attachment B)

COTA Membership, 2014-2015

NAME	TITLE	INSTITUTION	SECTOR	TERM ENDS
Seth Carruthers, Chair	Assistant Registrar	Fontbonne University	Four-year private	June 30, 2016
Gavin O'Connor, Past Chair	Special Assistant to the Provost	Ozarks Technical Community College	Two-year public	June 30, 2015
Melissa Hattman, Treasurer	Director of Community College Relations	University of Missouri - St. Louis	Four-year public	June 30, 2016
Mark York, Secretary	Associate Dean of Academic Affairs	The Art Institutes International-Kansas City	Proprietary	June 30, 2017
Kim Fitzgerald	Vice President of Student Affairs	St. Louis Community College	Two-year public	June 30, 2015
Michael Olsen	Assistant Director of Admissions	University of Central Missouri	Four-year public	June 30, 2016
Kim Harvey	Senior Director Enrollment Management/Registrar	Jefferson College	Two-year public	June 30, 2017
To be appointed			Four-year public	June 30, 2016
To be appointed			Four-year public	June 30, 2017
To be appointed			Two-year public	June 30, 2018
To be appointed			Four-year private	June 30, 2018
To be appointed			At-large member	June 30, 2018
Dr. David Russell	Commissioner of Higher Education	Missouri Department of Higher Education	<i>ex officio</i>	
Amy Werner	Research Associate	Missouri Department of Higher Education	staff	



Missouri Department of Higher Education

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Evaluation Summary

Committee on Transfer and Articulation Transfer Conference

February 13, 2015: Main Conference Session

Released March 2015

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2015

Content	Page
Demography Summary	4
Quantitative Feedback	5
Written Evaluative Feedback	6
2015 Missouri Transfer Conference—Agenda	7
2015 Missouri Transfer Conference—Evaluation and Feedback Form	12

DRAFT

The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The Missouri Transfer Conference is coordinated and planned by COTA, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

The 2015 conference theme was "DOT...DOT....DOT...and Transfer." This year the COTA Committee hosted a special two-day conference. Thursday, February 12 was the date for pre-conference sessions revolving around Missouri Reverse Transfer. Friday, February 13 was organized into three sessions featuring topics on innovative strategies to improve transfer between institutions, while also addressing impact areas in higher education from the recent provisions of House Bill 1042 focused on reverse transfer, creating a core transfer library, and developmental education.

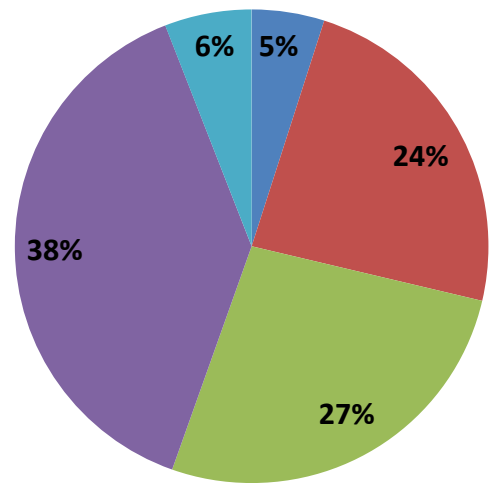
DRAFT

Demographic Summary

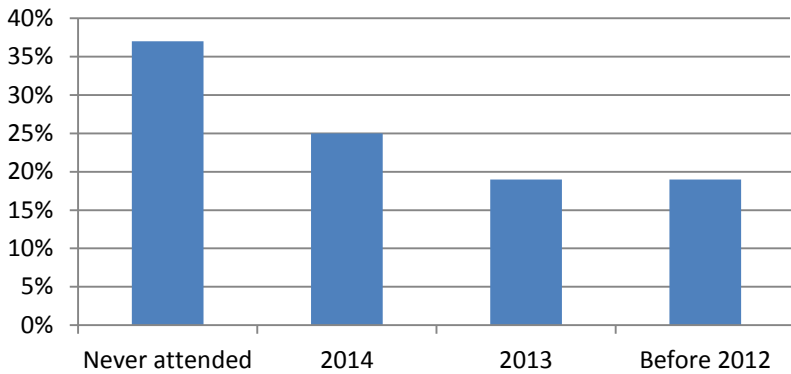
Evaluation Response Rate		
	2014	2015
Total attendees	230	204
Total evaluations	133	116
Response rate	58%	57%

Attendance by Sector

■ Proprietary
 ■ Public 2
 ■ Public 4
 ■ Independent
 ■ Other



Previous years of attendance



Overall Assessment of the 2015 Conference

Overall satisfaction with the conference remained consistently high with responses generally showing a higher rate of satisfaction than the previous year's conference.

Evaluation Questions Mean response, scale 1 (strongly disagree) to 10 (strongly agree)	2015 n=116	2014 n=133	2013 n=106	2012 n=111
Today's conference was helpful for increasing my understanding	8.4	8.3	8.1	8.0
The presentations and discussions addressed important issues surrounding transfer	8.5	8.6	8.3	8.3
Overall, I am satisfied with today's conference	8.5	8.4	8.3	8.3
I would recommend this conference to other transfer professionals	8.7	8.6	9.3	8.5
I am interested in participating in future conferences or events about transfer student issues	8.6	8.6	8.5	8.4

Breakout Session Feedback

Assessment of breakout sessions was generally high, showing the highest attendance in topics handling the Missouri Reverse Transfer, the Core Transfer Library, and Communication Strategies for Transfer Students. Questions were measured on a mean scale of 1 (strongly disagree) to 10 (strongly agree).

1. *This conference session was helpful for increasing my understanding of a specific transfer issue or practice*
2. *This topic was relevant to my transfer practice*
3. *The presenter was knowledgeable about the topic presented*
4. *Overall, I am satisfied with this session.*

Session Title		n	Q1	Q2	Q3	Q4	Average
Session 1	Optimizing Reverse Transfer	36	8.6	8.8	9.6	9	9.0
	Transfer 101...and Transfer	46	8.8	8.3	9.6	9.2	9.0
	Financial Aid...and Transfer	23	7.5	7.4	8.6	8.0	7.9
Session 2	International Students...and Transfer	24	7.3	7.0	8.7	7.4	7.6
	Serve...and Transfer: Managing Military Training Experience and Transfer Credit	25	8.6	8.4	9.2	8.8	8.8
	Course Equivalence...and Transfer: MO Transfer Course Library	53	7.8	8.3	8.8	8.1	8.3
Session 3	Communication...and Transfer	35	8.9	8.9	9.4	9.0	9
	Developmental Education...and Transfer	26	8.2	7.6	8.7	8.3	8.2
	Reverse Transfer on a National Scale	26	8.2	7.6	8.7	8.3	8.2
	STEM...and Transfer: Solving the Problem	15	8.9	8.7	9.3	9.0	9.0
Averages for Questions			8.3	8.1	9	8.5	

2015 Written Conference Feedback Summary

Generally, participants at this year's conference reported positively, although there were critiques of specific aspects of the conference. Written feedback was based on three questions, which are provided below with a listing of responses appearing most frequently.

Question 1: "What aspects of today's conference did you find most helpful?" A majority of participants stated they were especially appreciative of the opportunity to network with colleagues facing similar issues, along with a venue offering insight on relevant and interesting topics.

- Opportunity to network
- Presentation topics were relevant and interesting
- MDHE updates
- Addition of Thursday's MRT Preconference Session

Question 2: "What suggestions do you have to improve future conferences?"

- Add lunch time speaker or shorten lunch time
- Include panel discussions
- Have workshops
- More experiential information on transfer partnerships between schools

Question 3: "What are transfer issues on the horizon that could be effectively addressed at a future conference?"

Along with recommendations appearing in Question 2 above, respondents identified a wide range of issues they would like to see addressed at future conferences, along with several requests to continue working on current issues.

- Dual Credit
- Continued updates on legislative initiatives
- Competency Based Education
- AAT
- Advising Issues
- Funding



2015 COTA Transfer and Articulation Conference:

“DOT...DOT...DOT and Transfer”

February 13, 2015
Capitol Plaza Hotel
Jefferson City, Missouri

8:30 Registration and Continental Breakfast (Hotel Lobby)

9:00 Welcome

Seth Carruthers, Chair COTA
Dr. David Russell, Commissioner, MDHE

Missouri Capitol Ballroom

9:30- 10:40 Session One Breakouts

Optimizing Reverse Transfer: Lessons for Missouri from other CWID States
Truman A/B

Presenter: Dr. Debra Bragg, Director, Office of Community College Research and Leadership
Moderator: Angelette Prichett, Research Associate, Academic Affairs, MDHE

This session will share results of cross-state research on the adoption of reverse transfer policies and practices in 12 states that were selected to begin Credit When It's Due (CWID) in 2012. The session will present state, system, and institutional policies and practices that appear most likely to efficiently and effectively reach the largest number of potentially eligible students and confer the largest number of degrees. The presentation will include examples of how the various states have addressed student identification, consent, transcript exchange, degree audit, and degree conferral and advising. Participants will be encouraged to ask questions about other states' efforts and share how these processes are working on their campuses. This interactive session will culminate in having participants to establish clear goals and feasible action steps to advance reverse transfer in their institutions.

Transfer 101....and Transfer

Truman C

Presenter: Dixie Williams, Assistant Director of Admissions, Missouri State University
Moderator: Gavin O'Connor, Special Assistant to the Provost, Ozarks Technical Community College

Transfer 101 is a workshop designed to take a higher education professional from the simplest steps of

Appendix A

transfer student recruitment to more complex procedures & policies related to transfer student success on your campuses. Through this presentation and dialog we will help attendees identify transfer student's needs, communication plans, recruitment ideas, enrollment data use, transfer policies and transfer student retention initiatives. There will be something for everyone who has worked or will ever work with a transfer student.

Financial Aid ... and Transfer Students

Jefferson A/B

Presenter(s): Justin Chase Brown, Associate Director of Student Financial Aid
University of Missouri

Matthew L. Kearney, Senior Assistant Director of Student Financial Aid
University of Missouri

Dena Norris, Director of Student Financial Services
Metropolitan Community College Kansas City

Moderator: Kim Harvey, Senior Director of Enrollment Management/Registrar, Jefferson College

Do you know what happens to a student when they leave your institution to attend somewhere else? What opportunities do students have if they transfer to my school? This session is intended to help answer those questions and provide an insight to the financial struggles faced by students who transfer. Topics to be discussed will range from SAP, to scholarship opportunities, to so much more. Join us to learn how to prepare students who decide to transfer from one institution to another

10:40- 10:50 Break

10:55- 12:00 Session Two Breakouts

International Students...and Transfer

Truman A/B

Presenters: Jessica Hylton, International Academic Advisor, Fontbonne University
Seth Carruthers, Assistant Registrar, Fontbonne University

Moderator: Jenna Grush, Assistant Director of Admission, Fontbonne University

International students bring many benefits to our US campuses. But dealing with the intricacies of immigration status, previous college credit, and communication bring challenges to many higher education professionals. Fontbonne University Office of International Affairs is a student-centered office dealing with enrollment management; international academic agreements; international University relationships; academic advising; federal immigration advising/compliance; international student support services and activities. This presentation will review the various types of international students that Fontbonne serves and the variety of ways that transfer and Graduate students are able to achieve academic success.

Serve... and Transfer: Managing Military Training & Experience and Transfer Credit

Truman C

Presenters: Tracy R. Carpenter Bond, District Coordinator, Veterans Affairs
St. Louis Community College

James Craig, Professor/Department Chair, Military & Veterans Studies,
University of Missouri – St. Louis

Moderator: Amy Werner, Research Associate, Academic Affairs, MDHE

As tens of thousands of military personnel find themselves separating from military service and returning to civilian existence, they are returning to colleges and universities. Whether it is to obtain civilian credentials to validate their military occupations or to embark on new or secondary career choice, they have a unique educational experience that is valuable. The value of military training and experience is quickly becoming a topic of discussion and action in institutions of higher learning. As we look toward

Appendix A

placing value on credit for prior learning and dual credit options for non-traditional students, transfer credit for military training becomes most important. This presentation will take a look at the template created by the American Council on Education and how institutions of higher learning can create a more seamless transition for Veterans to reach their educational goals.

Course Equivalence ... and Transfer: MO Transfer Course Library

Jefferson A/B

Presenter: Angelette Prichett, Research Associate, Academic Affairs, MDHE
Moderator: Greta Westerwald, Program Specialist, Academic Affairs, MDHE

Establishing the course transfer library in fulfillment of House Bill 1042 is beneficial for providing information on one-to-one equivalent courses between institutions of higher education. Students will be equipped with the knowledge they need to make informed choices about their education, as well as aid in facilitating transfer between all public and select independent institutions. This presentation will provide an update on the progress of that work.

12:00- 1:20 Lunch and Networking Session

MO/Cap Ballroom

1:30- 2:40

Session Three Breakouts

Communication...and Transfer: #Communicationwithtransferstudents #2014

Truman A/B

Presenter: Dixie Williams, Assistant Director of Admissions, Missouri State University
Moderator: Kim Fitzgerald, Vice President of Student Affairs, St. Louis Community College

How we communicate with transfer students is essential. There are so many communication mediums that are used to work with transfer students. They include but are not limited to letters, email, social media, texting, instant messaging, advertising, face to face, and the list goes on. How do we make sure that we are getting it right? This presentation will cover different kinds of communication tools and strategies with transfer students, focusing on technology.

Developmental Education...and Transfer: HB1042 Implementation Strategies

Truman C

Presenter: Jennifer Plemons, Research Associate, Academic Affairs, MDHE
Moderator: Greta Westerwald, Program Specialist, Academic Affairs, MDHE

Missouri HB 1042, passed in August 2012, included language requiring all public higher education institutions in the state to replicate best practices in remedial education. This session will provide attendees the opportunity to catch up on state-level implementation efforts to date regarding remedial education and what these and future efforts may mean for Missouri public institutions.

Appendix A

Reverse Transfer on a National Scale: Where do we stand? Jefferson A/B

Presenters: Brenda Selman, University Registrar and UM System Rep., University of Missouri
David Pelham, Vice President, Higher Education Development and Client Relations,
National Student Clearing House

Moderator: Amy Werner, Research Associate, Academic Affairs, MDHE

The National Student Clearinghouse, at the request of registrars, has developed a three-phase plan to make reverse transfer across the nation a reality. This session will provide an update on the status of the first phase. Missouri is one of the pilot participants for phase one and significant progress has been made. Come to this session to learn how your institution will have an opportunity to be part of this new and cutting edge project.

STEM...and Transfer: Solving the Problem

Jefferson C

Presenters: Barbara Kramer, Professor of Chemistry, Truman State University
Tim Walston, Associate Professor of Biology, Truman State University

Moderator: Michael Olsen, Assistant Director of Admissions, University of Central Missouri

While the Associate of Arts degree provides a broad educational foundation, it is weak on courses in STEM (science, technology, engineering, and mathematics) disciplines. In addition, introductory and mid-level core STEM courses offered by the community colleges often fail to fulfill the degree requirements at the four-year institutions. Students transferring from community colleges into STEM majors at undergraduate institutions often find themselves behind their peers and needing at least a fifth year to graduate. This session will increase awareness of this problem and facilitate a discussion on possible solutions.

**2:45- 3:00 Closing Remarks, Conference Evaluation Collection
and Attendance Prizes**

MO/CAP Ballroom

Appendix B

**2015 COTA Conference on Transfer and Articulation
“DOT...DOT...DOT and Transfer”**

Evaluation and Feedback Form

Help us make future conferences even better!

Thank you so much for your attendance and participation in the 2014 COTA Conference on Transfer and Articulation. Your feedback is an essential tool that we use to improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve!

Demographic Information

Institutional Sector (circle one):	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
Position Area (circle all that apply):	Faculty	Administration: Student Affairs Academic Affairs		Unit/Department: (e.g. Transfer Svcs.)	Other: _____
Previous COTA Conference Attendance (circle all that apply):	Never Attended	Attended before 2011	Attended 2012 conference	Attended 2013 conference	

**Overall Conference Evaluation
(individual session evaluation on reverse)**

<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Some-what Disagree</i>	<i>Some-what Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>		
<i>Today's conference was helpful for increasing my understanding of transfer issues and practices</i>	1	2	3	4	5	6	7	8	9	10
<i>The presentations and discussions addressed important issues surrounding transfer</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with today's conference</i>	1	2	3	4	5	6	7	8	9	10
<i>I would recommend this conference to other transfer professionals</i>	1	2	3	4	5	6	7	8	9	10
<i>I am interested in participating in future conferences or events about transfer student issues</i>	1	2	3	4	5	6	7	8	9	10

What aspects of today's conference did you find most helpful?

What suggestions do you have to improve future conferences?

What are transfer issues on the horizon that could be effectively addressed at a future conference?

Appendix B

Individual Session Evaluations										
Session Number: _____	Title or Topic: _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
Session Number: _____	Title or Topic: _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
Session Number: _____	Title or Topic: _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Agree</i>	<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										

AGENDA ITEM SUMMARY

AGENDA ITEM

State Authorization Reciprocity Agreement
Coordinating Board for Higher Education
April 9, 2015

DESCRIPTION

The State Authorization Reciprocity Agreement is the product of a nationwide effort to create a system of reciprocity among state regulatory agencies for the delivery of distance education. This item is intended to provide updated information regarding SARA and Missouri's participation in the initiative.

Background

The fundamental goal of SARA is to provide a national solution to barriers created by states having different regulations regarding oversight of distance education institutions and programs. These regulations may result in varied levels of student protection and quality assurance. Representatives from the Council of State Governments, the Presidents' Forum, the Commission on the Regulation of Postsecondary Distance Education and the four regional compact organizations worked together to establish the National Council for State Authorization Reciprocity Agreements. The purpose of NC-SARA is to ensure the SARA initiative offers a national solution rather than separate regional or state-by-state solutions.

SARA in Missouri

At the November special board meeting, the CBHE approved the rule for filing with the Secretary of State and the submission of the Missouri application to the Midwestern Higher Education Compact for approval. On November 16, 2014, the MHEC Board approved the application and Missouri became a participant in SARA.

MDHE staff has begun the standard rulemaking process with the Office of the Secretary of State, which also includes a public comment period. MDHE staff has finalized the process for receiving and approving institutional applications for participation in SARA. A fee of \$500.00 was established to cover the cost of program administration for each Missouri institution participating in SARA. The first Missouri institution was officially approved by NC-SARA at the end of February. Currently there are ten Missouri institutions approved officially by NC-SARA and four approved by MDHE and awaiting official NC-SARA approval. A list of these institutions is provided on the next page. MDHE staff anticipates several additional Missouri institutions will apply to participate in SARA.

NC-SARA Approved
Calvary Bible College and Theological Seminary
Central Methodist University
Columbia College
Hannibal-LaGrange University
Logan University
Northwest Missouri State University
Saint Louis University
State Fair Community College
University of Central Missouri
University of Missouri-Columbia
Webster University
Awaiting NC-SARA Approval
City Vision College
Metropolitan Community College
Southeast Missouri State University

STATUTORY REFERENCE

Chapter 173.030, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

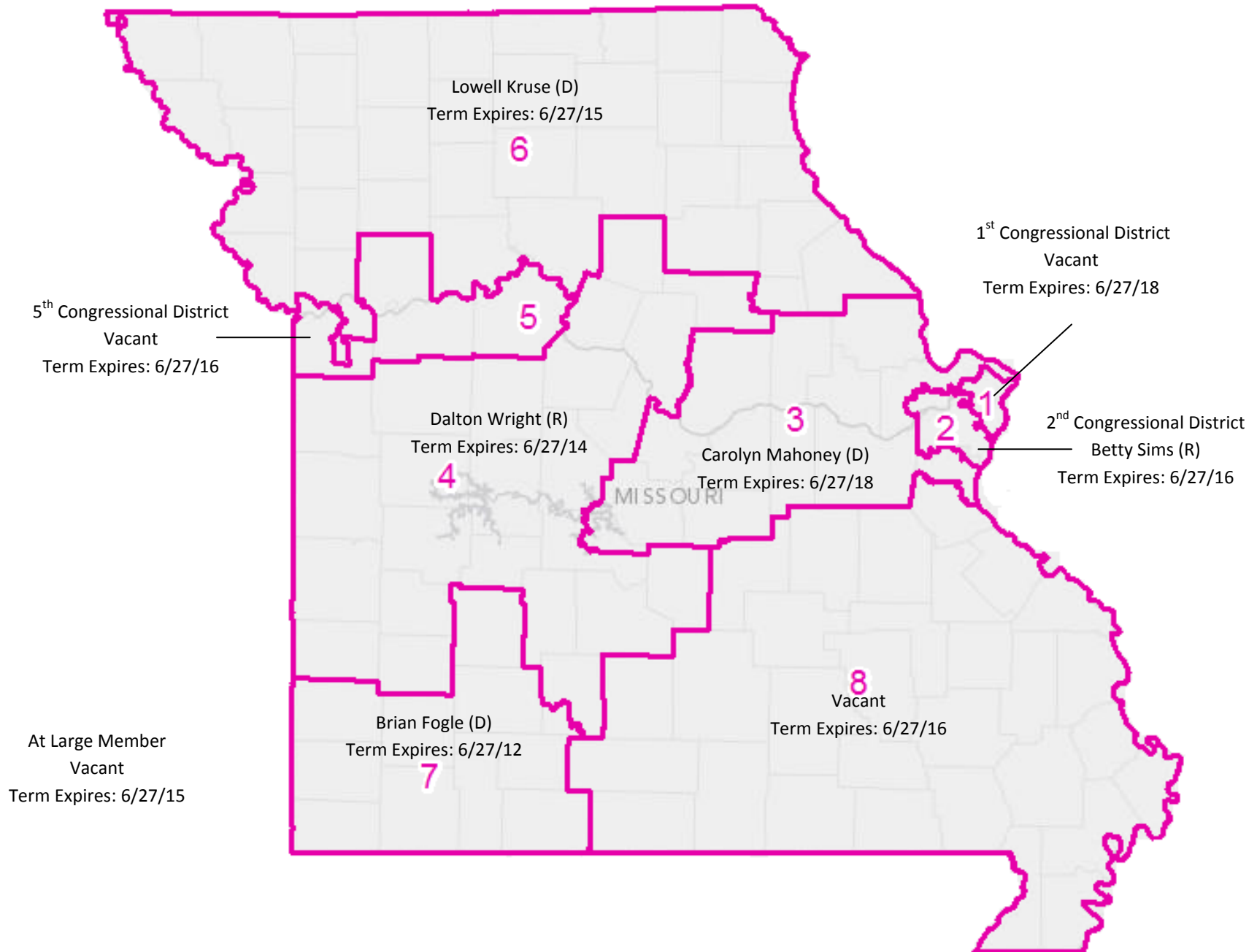
None

Coordinating Board for Higher Education Members by Congressional District

Missouri's Congressional Districts

District	Description or boundary	Population
1	St. Louis County (part of) and St. Louis City	748,616
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	748,616
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles County (part of), Miller, Camden (part of)	748,615
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	748,616
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	748,616
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	748,616
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	748,616
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,616

Coordinating Board for Higher Education Members by Congressional District



**STATUTORILY REQUIRED FUNCTIONS OF THE COORDINATING BOARD FOR
HIGHER EDUCATION /MDHE**

(as of November 1, 2013)

Fiscal

- Establish guidelines for appropriation requests by public four-year institutions (§173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the Coordinating Board for Higher Education (§ 173.030(4))
- Request appropriations to match U.S. Agency for International Development funds for purposes of facilitating international student exchanges (§ 173.730)

Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with the Department of Elementary and Secondary Education a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)¹
- The coordinating board shall establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state. (§ 173.005.2(8))
- The coordinating board shall develop a policy to foster reverse transfer for any student who has accumulated enough hours by meeting specific statutory requirements to be awarded an associate degree. (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to the governor and general assembly (§ 173.040)

¹ This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

- Report to Joint Committee on Education (§ 173.1006.2)

Academic Programs

- Approve of proposed new degree programs to be offered by the state institutions of higher education (§ 173.005.2(1))
- If any institution of higher education in this state, public or private, willfully fails or refuses to follow any lawful guideline, policy or procedure established or prescribed by the coordinating board, or knowingly deviates from any such guideline, or knowingly acts without coordinating board approval where such approval is required, or willfully fails to comply with any other lawful order of the coordinating board, the coordinating board may, after a public hearing, withhold or direct to be withheld from that institution any funds the disbursement of which is subject to the control of the coordinating board, or may remove the approval of the institution as an approved institution within the meaning of section 173.1102 (§ 173.005.2(11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution’s general education core curriculum (§ 173.005.2(7))
- Determine to what extent courses of instruction in the Constitution of the U.S., and of the state of Missouri, and in American History should be required by colleges and universities. (§ 170.011.1)
- Establish guidelines to facilitate student transfers (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with the Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)
- Permit fees from out-of-state public institutions to be used to cover the costs of administering out-of-state programs, except personnel costs (§ 173.005.2 (12) (b) b.)
- Develop a policy to promote reverse transfer which includes a statewide core transfer library of at least 24 lower-division courses across all institutions. (§ 173.005.2 (8))
- Require all public two-year and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2 (6))

Institutional Relationships

- Promote and encourage the development of cooperative agreements between Missouri public four-year institutions of higher education which do not offer graduate degrees and Missouri public four-year institutions of higher education which do offer graduate degrees for the purpose of offering graduate degree programs on campuses of those public four-year institutions of higher education which do not otherwise offer graduate degrees (§ 173.030(5))
- Encourage cooperative agreements between public four-year institutions that “do not” offer graduate degrees and those that “do” for the sole purpose of exploring program advantages (§173.005.2(2))
- Approve new state-supported senior colleges or residence centers (§ 173.005.2(4))

- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions with decisions relating to residence status of students (§ 173.005.2(7))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries, or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is used to govern all public institutions of higher education that did not have a similar measure in place after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)
- Provide an annual report to the Department of Elementary and Secondary Education on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
 - Establishing their role in the state
 - Setting up surveys to be used for local jurisdictions when determining need and potential for a community college
 - Administering the state financial support program
 - Formulating and putting into effect uniform policies as to budgeting, record keeping and student accounting
 - Establishing uniform minimum entrance requirements and uniform curricular offerings
 - Make a continuing study of community college education in the state
 - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

Note: Section 173.005.7 transfers to the Coordinating Board for Higher Education the duties of the State Board of Education relating to community college state aid, supervision and formation specified in Chapters 163 and 178, RSMo.

Financial Aid²

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship Program (Executive Order 10-16, January 29, 2010)

² Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (need based) (§ 173.262.3)
- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waivers to certain students who have been in foster care or other residential care under the Department of Social Services (§ 173.270.1)
- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

State Guaranty Agency under the Federal Family Education Loan Program³

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682).

Responsibilities include:

- Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
- Processing applications
- Loan disbursement
- Enrollment and repayment status management
- Default awareness activities
- Collecting on defaulted borrowers
- School and lender training
- Financial literacy activities

³ As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Providing information to students and families on college planning, career preparation, and paying for college
 - Administering claims
 - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

Proprietary Schools

- License and oversee all for-profit Missouri certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in Missouri (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)
- The Coordinating Board for Higher Education may establish appropriate administrative fees to operate certification program (§ 173.608.2)
- Allows for recertification every two years for institutions that have existed for at least five years combined with other requirements (§ 173.606.2)

Assignments in Statute to Serve on other State Boards

- Missouri Higher Education Loan Authority (both the commissioner and a Coordinating Board for Higher Education member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- Missouri Workforce Investment Board (§ 620.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 173.240.7)
- Missouri Area Health Education Centers Council (§ 191.980)

Grants for Institutions/Faculty

- Administer the Nurse Education Incentive Program (§ 335.203)
- Apply for, receive and utilize funds which may be available from private nonprofit foundations and from federal sources for research on higher education needs and problems in the state. (§ 173.050 (2))
- Serve as the official state agency to plan for, define and recommend policies concerning the allocation of federal funds where such funds, according to provisions of federal legislation, are to be received and allocated through an official state agency (§ 173.050 (1))