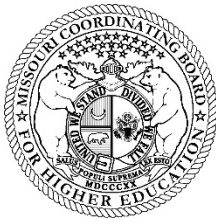# Coordinating Board for Higher Education

December 11, 2019

Governor Office Building, Room 450
200 Madison Street
Jefferson City, MO

Schedule of Events
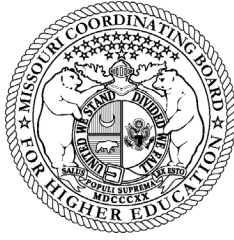
Coordinating Board for Higher Education
December 10-11, 2019
Committee Meeting Times are Estimated

Tuesday, December 10, 2019

12:00 p.m.	**General Business & Lunch**
	Harry S Truman State Office Building
	DHEWD Conference Room, Suite 860
	301 W. High Street
	Jefferson City, MO
12:10-1:30 p.m.	**CBHE Academic Affairs & Workforce Development Committee Meeting**
	Harry S Truman State Office Building
	DHEWD Conference Room, Suite 860
	301 W. High Street
	Jefferson City, MO
1:30-1:45 p.m.	**CBHE Audit Committee Meeting**
	Harry S Truman State Office Building
	DHEWD Conference Room, Suite 860
	301 W. High Street
	Jefferson City, MO
1:45-3:00 p.m.	**CBHE Budget & Financial Aid Committee Meeting**
	Harry S Truman State Office Building
	DHEWD Conference Room, Suite 860
	301 W. High Street
	Jefferson City, MO
3:15-3:30 p.m.	**Break**
3:30-4:00 p.m.	**CBHE Strategic Planning & External Relations Committee Meeting**
	Harry S Truman State Office Building
	DHEWD Conference Room, Suite 860
	301 W. High Street
	Jefferson City, MO
4:00-5:00 p.m.	**CBHE Work Session**
	Harry S Truman State Office Building
	DHEWD Conference Room, Suite 860
	301 W. High Street
	Jefferson City, MO
6:00–7:30 p.m.	**Reception (Board Members, PAC and DHEWD Senior Staff Only)**
	Governor's Mansion
	100 Madison Street
	Jefferson City, MO

Wednesday, December 11, 2019

9:00 a.m.–12:00 p.m.	**CBHE Public Meeting**
	Governor Office Building, Room 450
	200 Madison Street
	Jefferson City, MO

.

COORDINATING BOARD FOR HIGHER EDUCATION
December 10, 2019 |12:00-5:00 p.m.
Harry S Truman State Office Building, Conference Room 860
Call In: 646-876-9923 Meeting ID: 113 731 131
Committee Meeting Times are Estimated

WORK SESSION AND
COMMITTEE MEETINGS AGENDA

1. General Business & Lunch (12:00-12:10 p.m.)

    a. Welcome and Call to Order

    b. Introduction of New DHEWD Staff

2. Academic Affairs & Workforce Needs Committee (12:10-1:30 p.m.)

    a. Approve Minutes of September 10, 2019, Academic Affairs & Workforce Needs Committee Meeting

    b. St. Charles Community College Comprehensive Review Presentation and Discussion (12:15-12:45 p.m.)

    c. Harris-Stowe State University Statewide Mission Presentation (12:45-1:00 p.m.)

    d. Discussion of New Chair

    e. Statewide Mission Request Process

    f. State Workforce Board

3. Audit Committee (1:30-1:45 p.m.)

    a. Approve Minutes of September 10, 2019, Audit Committee Meeting

    b. Discussion of New Chair

    c. Financial Statement Audit

    d. Upcoming Audits

4. Budget & Financial Aid Committee (1:45-3:00 p.m.)

    a. Approve Minutes of September 10, 2019, Budget & Financial Aid Committee Meeting

    b. Discussion of New Chair

    c. Missouri Student Loan Program Update

5. Break (3:15-3:30 p.m.)

6. Strategic Planning & External Relations (3:30-4:00 p.m.)

    a. Discussion of New Chair

    b. 2020 Strategic Priorities

    c. Board Members' Role in Appropriations Process

7. Work Session (4:00-5:00 p.m.)

    a. Discuss Slate of Officers for 2020

    b. Discuss June 2020 Meeting Location

    c. Draft Ethics and Conflict of Interest Policy

COORDINATING BOARD FOR HIGHER EDUCATION
December 11, 2019 | 9:00 a.m. to 12:30 p.m.
Governor Office Building, Room 450
200 Madison Street, Jefferson City, MO

Call-in options: (646) 876-9923 Meeting ID: 982 598 619

MEETING AGENDA

1. **General Business**
   a. **Action**
      i. Call to Order
      ii. Roll Call of Members and Determination of Quorum
      iii. Review and Approve Agenda
      iv. Review and Approve Consent Agenda
         1. Minutes of the September 10, 2019, Work Session Meeting*
         2. Minutes of the September 11, 2019, Board Meeting*
         3. Minutes of the October 22, 2019, Teleconference*
         4. Distribution of Community College Funds (Tab 1)*
      v. Election of 2020 CBHE Officers (Tab 2)
   b. **Information**
      i. Draft Ethics & Conflict of Interest Policy and CBHE Bylaw Amendment (Tab 3)
      ii. 2021 Meeting Dates (Tab 4)
      iii. June 2020 CBHE Meeting Location (Tab 5)

2. **Report of the Commissioner**
   a. **Action**
      i. 2020 Strategic Priorities (Tab 6)
   b. **Information**
      i. Apprenticeship Missouri
      ii. 2020 Commissioner's Advisory Group Members and Meeting Dates (Tab 7)
      iii. 2019 Annual Report and Big Goal Check-In (Tab 8)
      iv. Missouri Counts: 2020 Census

3. **Presidential Advisory Committee**
   a. **Action**
      i. None
   b. **Information**
      i. Update on Implementation of New Laws (Tab 9)
      ii. Legislative Preview (Tab 10)

4. **Strategic Planning and External Affairs Committee**
   a. **Action**
      i. None
   b. **Information**
      i. Minutes of the September 10, 2019, Strategic Planning and External Affairs Committee Meeting (Tab 11)*
      ii. Enhanced Student Portal and New Student Workspace (Tab 12)

Items marked with an asterisk will not be the subject of a verbal report unless a report is requested.

5. **Budget and Financial Aid Committee**
    a. **Action**
        i. Certification of Performance on Performance Measures (Tab 13)
        ii. Certification of Institutional Participation in State Student Aid Programs (Tab 14)
    b. **Information**
        i. Minutes of the September 10, 2019, Budget and Financial Aid Committee Meeting (Tab 15)*
        ii. Performance Funding Review (Tab 16)
        iii. Capital Improvement Process Survey (Tab 17)

6. **Academic Affairs and Workforce Needs Committee**
    a. **Action**
        i. Missouri Advisory Board for Educator Preparation Members (Tab 18)
        ii. Harris-Stowe State University Statewide Mission (Tab 19)
        iii. Academic Program Actions on Provisionally Approved Programs (Tab 20)*
    b. **Information**
        i. Minutes of the September 10, 2019, Academic Affairs and Workforce Needs Committee Meeting (Tab 21)*
        ii. Comprehensive Review of St. Charles Community College's Bachelor's Degree in Occupational Therapy Assistant (Tab 22)
        iii. 2019 Equity in Higher Education Report (Tab 23)
        iv. Fall 2019 Enrollment Report (Tab 24)
        v. English Language Proficiency Report (Tab 25)*
        vi. Academic Program Actions Approved through Routine and Staff Review (Tab 26)*
        vii. Proprietary School Certification Actions and Reviews (Tab 27)*

7. **Audit Committee**
    a. **Action**
        i. None
    b. **Information**
        i. Minutes of the September 10, 2019, Audit Committee Meeting (Tab 28)*
        ii. Overview of Recent Audit Reports (Tab 29)*

8. **General Business**
    a. **Action**
        i. Adjourn Public Session of the Coordinating Board for Higher Education
    b. **Information**
        i. Good and Welfare of the Board*
        ii. Presidential Advisory Committee Roster*
        iii. CBHE Members by Congressional District (Tab 30)*
        iv. CBHE Committee Roster (Tab 31)*
        v. CBHE Statutory Functions (Tab 32)*
        vi. CBHE Bylaws (Tab 33)*

Items identified above as "information" are based on reasonable pre-meeting expectations. All items listed on the agenda may be the subject of discussion and/or votes.

It is the policy of the Coordinating Board for Higher Education that all public meetings and events are accessible to people with disabilities. Individuals needing special accommodations relating to a disability should contact Alyssa McLeod at the Missouri Department of Higher Education and Workforce Development, 301 W. High Street, P. O. Box 1469, Jefferson City, MO 65102, by emailing Alyssa.McLeod@dhewd.mo.gov or by calling (573) 751-1876.

For media inquiries, please contact Becky Dunn at Becky.Dunn@dhewd.mo.gov.

Meeting Minutes
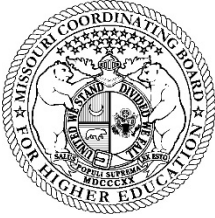# Coordinating Board for Higher Education Work Session
Coordinating Board for Higher Education
September 10, 2019

The work session of the Coordinating Board for Higher Education was called to order at 3:16 p.m. on Tuesday, September 10, 2019, in room 4C at the Plexpod Westport Commons in Kansas City, MO. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, Robin Wenneker, and Shawn Saale were present. No members were absent.

Approval of June 4, 2019, Work Session Meeting Minutes

Mr. Cornelison moved to approve the minutes of the June 4, 2019, work session. Mr. Saale seconded. Motion carried unanimously.

No action was taken. The meeting was adjourned at 3:17 p.m.

Meeting Minutes
Coordinating Board for Higher Education Public Meeting
Coordinating Board for Higher Education
September 11, 2019

The Coordinating Board for Higher Education's public meeting was called to order at 9:00 a.m. on Wednesday, September 11, 2019 in room 3H at the Plexpod Westport Commons in Kansas City, MO. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, Shawn Saale, and Robin Wenneker were present. No members were absent.

General Business

1. Ms. Grant moved to approve revisions made to the agenda. Mr. Thomson seconded. Motion carried unanimously.

2. Ms. Grant moved to approve the consent agenda in its entirety. Mr. Cornelsion seconded. Motion carried unanimously.

3. Ms. Grant moved to approve proposed 2020 date changes. Mr. Saale seconded. Motion carried unanimously.

4. Mr. Kennedy announced call for offers to host June 2020 CBHE meeting.

Report of the Commissioner

1. Zora Mulligan, Commissioner of Higher Education, provided an update on the new department vision and introduced new Department of Higher Education and Workforce Development senior staff.

Presidential Advisory Committee

1. Kristin Stokely, General Counsel, presented a final report on the 2019 legislative session and a plan for implementation of new laws.

Academic Affairs & Workforce Needs Committee

1. Ms. Grant moved to recommend the Coordinating Board for Higher Education approve Southeast Missouri State University's request for statewide mission in Computer Science, Cybersecurity, and Visual and Performing Arts. Mr. Saale seconded. Motion carried unanimously.

2. Ms. Grant moved to recommend the Coordinating Board for Higher Education approve move forward with comprehensive review of the proposals by Lincoln University to offer an Education Specialist Degree in Clinical Mental Health Counseling and by Missouri State University to offer a Doctorate of Defense and Strategic Studies. Ms. Grant moved to recommend that the Coordinating Board for Higher Education not take action at this time on the proposal by St. Charles Community College to offer a Bachelor of Applied Science in Occupational Therapy Assistant. Mr. Cornelison seconded. Motion carried unanimously.

3. Ms. Grant moved to recommend the Coordinating Board for Higher Education approve the recommended actions listed in Table 1 for academic program actions on provisionally approved programs. Mr. Saale seconded. Motion carried unanimously.

4. Erik Anderson, Director of Innovation and Performance, presented an updated on the 2019 Equity in Higher Education Report.

Budget & Financial Aid Committee

1. Mr. Saale moved to recommend the Coordinating Board for Higher Education direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed Fast Track workforce incentive grant program administrative rule as described above becomes effective as soon as possible. Ms. Grant seconded. Motion carried unanimously.

2. Mr. Saale moved to recommend the Coordinating Board for Higher Education direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed revisions to the A+ program

administrative rule as described above becomes effective as soon as possible. Ms. Grant seconded. Motion carried unanimously.

3. Mr. Nodler moved to recommend the Coordinating Board for Higher Education approve Carthage Technical Center for recertification to participate in the state student financial assistance programs administered by the Missouri Department of Higher Education until September 2022. Ms. Grant seconded. Motion carried unanimously.

4. Jeff Barlow, Budget Director, presented a report on the FY 2021 budget request.

5. Ms. Wenneker moved to recommend that the Coordinating Board for Higher Education approve the budget requests described in Tab 19, Department and Student Financial Aid Budget Recommendations, for submission to the Governor and General Assembly. Ms. Grant seconded. Motion carried unanimously.

6. Mr. Thomson moved to recommend that the Coordinating Board for Higher Education approve the budget requests described in Tab 20, Public College and University Operating Budget Recommendations, for submission to the Governor and General Assembly. Mr. Cornelison seconded. Motion carried unanimously.

7. Mr. Nodler moved to recommend that the Coordinating Board for Higher Education approve the budget requests described in Tab 21, Capital Improvement Recommendations, for submission to the Governor and General Assembly. Mr. Thomson seconded. Motion carried unanimously.

8. Mr. Barlow presented an update on True Up.

Adjournment

1. Mr. Cornelison moved to adjourn the meeting. Mr. Thomson seconded. Motion carried unanimously.

The meeting adjourned at 11:17 a.m.

Meeting Minutes
Coordinating Board for Higher Education Teleconference
Coordinating Board for Higher Education
October 22, 2019

The Coordinating Board for Higher Education held a meeting at 8:30 a.m. on Tuesday, October 22, 2019, via teleconference. Board members Doug Kennedy, Mike Thomson, Joe Cornelison, Shawn Saale, Gwen Grant, Robin Wenneker, Dudley McCarter, and Gary Nodler were present. No members were absent.

General Business

CBHE Chair, Doug Kennedy announced the nominating committee for the 2020 CBHE officers. The nominating committee consists of Mike Thomson, Joe Cornelison, and Shawn Saale.
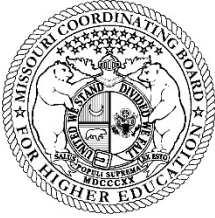
Budget & Financial Aid Committee

Seventeen institutions presented their MoExcels proposals.
Mr. Thomson moved to recommended that the Coordinating Board for Higher Education approve the MoExcels funding recommendations as listed in attachment C. Ms. Wenneker seconded. Motion carried unanimously.

Adjournment

Mr. Cornelison moved to adjourn the meeting. Mr. Thomson seconded. Motion carried unanimously.

The meeting adjourned at 11:30 a.m.

Tab 1
Distribution of Community College Funds
Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

State aid payments to community colleges are made on a monthly basis. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations to community colleges includes line items for the core budget, an equity adjustment, and maintenance and repair. In addition, there is a separate line item for debt offset for the tax refund intercept program operated by the Missouri Department of revenue to help institutions resolve outstanding student debt owed to the colleges.

Section 163.191, RSMo

CURRENT STATUS

The TAFP state aid appropriation for community colleges in House Bill 3 for FY 2020 is $143,570,515. The amount available to be distributed (TAFP appropriation less the three percent statutory reserve) is $139,263,400.

Payment of state aid distributions to community colleges is summarized below.

	FY20 Budgeted	Expended FY20 (July – Nov YTD)
State Aid (excluding Maintenance & Repair – General Revenue)	$115,080,597	$47,950,249
State Aid – Lottery Funds	$10,175,291	$4,240,305
Equity Distribution	$9,742,695	$4,059,189
Maintenance and Repair	$4,264,817	$860,863
Totals	**$139,263,400**	**$57,110,606**

RECOMMENDATION

Assigned to Consent Calendar

NO ATTACHMENTS

BACKGROUND

As established in Article III of the CBHE bylaws:

1) The officers of the Board shall be Chair, Vice Chair, and Secretary. They shall be elected by the Board from its own membership. The officers shall perform the duties prescribed by the Missouri Revised Statutes, these bylaws, and as may be prescribed by the Board. The duties of each position are as follows:
   a. *Chair.* The Chair of the Board shall preside at all meetings of the Board and shall be the spokesperson for the Board and shall perform such duties as may be prescribed by the Missouri Revised Statutes and by the Board. The Chair shall appoint the members of any committee established pursuant to these bylaws and shall name the Chair of each such committee.
   b. *Vice Chair.* In the event of the absence of the Chair, the Vice Chair shall serve as Chair of the Board and perform all the duties of the Chair. The Vice Chair shall perform such other duties as prescribed by the Missouri Revised Statutes and by the Board.
   c. *Secretary.* The Secretary of the Board shall take minutes of any executive session of the board and shall perform other duties as prescribed the Missouri Revised Statutes and by the Board.

2) A nominating committee of three members shall be appointed by the Chair. It shall be the duty of this Committee to nominate candidates for the offices to be filled by election at the regular meeting immediately prior to December 31. Before the election at the regular meeting in December, following the report of the Nominating Committee, additional nominations from the floor shall be permitted. Officers' terms shall begin at the close of the regular December meeting, and officers shall serve for a period of one year and until their successors are elected and qualified.

3) No member shall hold more than one office at a time. No member shall be eligible to serve more than two consecutive terms in the same office, unless a member makes a motion that another member be permitted to serve more than two consecutive terms in the same office and the motion is approved by at least a two-thirds vote. No member shall be permitted to serve more than four consecutive terms in the same office under any circumstances.

Recent CBHE officers include:

Year	Chair	Vice Chair	Secretary
2019	Doug Kennedy	Mike Thomson	Joe Cornelison
2018	Doug Kennedy	Mike Thomson	Vacant
2017	Carolyn Mahoney	Doug Kennedy	Mike Thomson
2016	Brian Fogle	Carolyn Mahoney	Doug Kennedy

CURRENT STATUS

The CBHE nominating committee is composed of Mike Thomson, Shawn Saale, and Joe Cornelison. The nominating committee will announce their nominations for chair, vice chair, and secretary at the board's December 11 meeting. Additional nominations from the floor will be permitted.
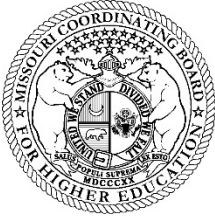
NEXT STEPS

The officers' terms will begin at the close of the board's December meeting. The officers shall serve for a period of one year and until their successors are elected and qualified.

RECOMMENDATION

Staff recommend that the Coordinating Board conduct a vote on the CBHE officer nominations.

NO ATTACHMENTS

BACKGROUND

The CBHE does not have an Ethics & Conflict of Interest Policy governing its board members. In an effort to synthesize and consolidate all relevant state law governing CBHE board member activities, DHEWD staff prepared a draft Ethics & Conflict of Interest Policy for CBHE consideration. The CBHE currently has several public policies available on the internet and in PDF form. DHEWD staff recommend adding an Ethics & Conflict of Interest statement to this collection of policies.

CURRENT STATUS

DHEWD staff prepared a draft Ethics & Conflict of Interest Policy for consideration at the December 2019 work session. DHEWD staff will present an explanation of the policy for general discussion at the work session. DHEWD staff will consolidate CBHE edits or concerns from the work session into the final policy presented at the public meeting.

NEXT STEPS

DHEWD staff will accept board member comments and edits after this meeting. DHEWD staff will present a final draft to the CBHE at the March regular meeting for a vote.

DHEWD staff also recommend that the CBHE vote, at the March regular meeting, to amend the bylaws to agree to be bound by an Ethics and Conflict of Interest Policy. Article XI of the bylaws allows the bylaws to be amended at any regular meeting by a two-thirds vote, so long as the amendment is submitted in writing to the CBHE at the previous regular meeting. As such, attached hereto is also a draft of the amended bylaws. DHEWD staff recommend amending Article VII of the bylaws to add that members of the CBHE will agree to follow the Ethics and Conflict of Interest Policy.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

    A. Draft Ethics & Conflict of Interest Policy
    B. Draft Amended CBHE Bylaws

Tab 3 Attachment A
DRAFT Ethics & Conflict of Interest Policy

ETHICS & CONFLICT OF INTEREST POLICY

Members of the Coordinating Board for Higher Education (CBHE) are expected to avoid unethical behavior in the course of performing their official duties. The CBHE expects its members to avoid impropriety, but also to avoid the appearance of impropriety whether or not any actually exists.

Governing Law

- Section 173.005.2, RSMo
- Section 105.005 *et seq*., RSMo
- Section 610.010 *et seq*., RSMo

Definition

- **Conflict of interest** is defined as a situation in which an individual's financial or other interests in an outside entity conflict, or appear to conflict, with that individual's ability to carry out their responsibilities to the CBHE and the State of Missouri.

Prohibited Activities

Members of the CBHE agree that they shall not:

1. Take any action, or participate in any discussion, in which they have, or could appear to have, a conflict of interest;
2. Be engaged professionally as an educator or educational administrator with a public or private institution of higher education at the time appointed or during their term;
3. Accept anything of value in relationship to, or as a condition of, the performance of an official act;
4. Use their position and/or information obtained in course of performing their duties as a member of the CBHE for private gain;
5. Give preferential treatment to any person or entity;
6. Take any action that could erode public confidence in the integrity of the CBHE;
7. Perform any service for another entity, whether for compensation or not, in their official capacity as a member of the CBHE; or
8. Conduct any public business of the CBHE outside of an appropriately noticed public meeting.

Reporting Requirements

Members of the CBHE shall report all known or suspected violations of this policy to the General Counsel of the Missouri Department of Higher Education and Workforce Development within three calendar days of discovery of the known or suspected violation. The General Counsel will investigate the known or suspected violation and issue a recommendation to the CBHE at the next public meeting of the CBHE for resolution of the violation if one is discovered or validated.

Tab 3 Attachment B
Draft Amended Bylaws
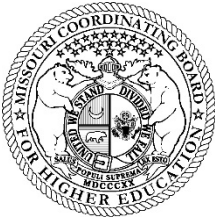
**Bylaws of the
Missouri Coordinating Board for Higher Education**

Article I: Enabling Authority

These bylaws govern the conduct of the business and affairs of the Missouri Coordinating Board for Higher Education ("Board") pursuant to the responsibilities vested in it by the Missouri Constitution and Revised Statutes.

Article II: Members

The membership of this Board and the terms of office of each member are prescribed in Section 173.005 of the Missouri Revised Statutes. Any member desiring to resign from the Board shall submit such resignation in writing to the Secretary of the Board, who shall provide it to the Executive Committee for action. The Executive Committee shall immediately notify the Director of Boards and Commissions in the Governor's Office of such member's resignation.

Article III: Officers

Section 1. Officers. The officers of the Board shall be: Chair, Vice Chair and Secretary. They shall be elected by the Board from its own membership. These officers shall perform the duties prescribed by the Missouri Revised Statutes, these bylaws and as may be prescribed by the Board.

Section 2. Election - Tenure of Officers. At the regular meeting of the board immediately prior to October 30, a Nominating Committee of three members shall be appointed by the Chair. It shall be the duty of this Committee to nominate candidates for the offices to be filled by election at the regular meeting immediately prior to December 31. Before the election at the regular meeting in December, following the report of the Nominating Committee, additional nominations from the floor shall be permitted. Officers' terms shall begin at the close of the regular December meeting, and officers shall serve for a period of one year and until their successors are elected and qualified.

No member shall hold more than one office at a time. No member shall be eligible to serve more than two consecutive terms in the same office, unless a member makes a motion that another member be permitted to serve more than two consecutive terms in the same office and the motion is approved by at least a two-thirds vote. No member shall be permitted to serve more than four consecutive terms in the same office under any circumstances.

Section 3. Duties of Officers.

Chair. The Chair of the Board shall preside at all meetings of the Board and shall be the spokesperson for the Board and shall perform such duties as may be prescribed by the Missouri Revised Statutes and by the Board. The Chair shall appoint the members of any committee established pursuant to these bylaws and shall name the Chair of each such committee.

Vice Chair. In the event of the absence of the Chair, the Vice Chair shall serve as Chair of the Board and perform all the duties of the Chair. The Vice Chair shall perform such other duties as prescribed by the Missouri Revised Statutes and by the Board.

Secretary. The Secretary of the Board shall take minutes of any executive session of the board and shall perform other duties as prescribed the Missouri Revised Statutes and by the Board.

Article IV: Meetings

Section 1. Meetings of the Board may be held at any place or places within the State of Missouri. The Board shall hold no less than four (4) regular meetings during each calendar year. Special or additional meetings may be called by the Chair or upon call of at least five (5) members of the Board. The purpose of the meeting shall be stated in the call.

Section 2. Meeting Agenda. The agenda and order of items on the agenda for all meetings of the Board shall be established by the commissioner of higher education as the Board's chief administrative officer with the concurrence of the Board Chair. The committees of the Board, with the assistance and advice of the department employee supporting the respective committee, may recommend items for the agenda. Any Board member also may recommend items for the agenda. The agenda shall be developed and notice thereof made public in compliance with the applicable laws of the State of Missouri and any current or future policy or procedures adopted by the Board.

Section 3. Notice of Meeting. The notice of meeting and agenda shall be in accordance with the Missouri Revised Statutes.

Section 4. Absence at Meetings. If any member of the Board fails to attend any two consecutive regularly called meetings of the Board, or any three regularly called meetings in any calendar year, of which meetings the member shall have had due notice, unless such absences shall be caused by sickness or some accident preventing the member's presence (as defined in Article IV, Section 4.A) at the meetings, the Chair shall bring the matter to the attention of the Director of Boards and Commissions in the Governor's Office. For purposes of this Section, "regularly called meetings" shall include the February, April, June, October, and December Board meetings, as well as the Board's summer retreat.

Section 5. Conduct of Meetings. A majority of the members of the Board shall constitute a quorum. Any act of the majority of the members present at any Board meeting at which a quorum is present shall be the act of the Board. Board members may participate in a meeting by means of conference telephone or similar communication equipment whereby all persons participating in or attending the meeting can communicate with each other, and participation in a meeting in this manner shall constitute presence in person at the meeting for all purposes.

All meetings of the Board and any Committee thereof must comply with the Missouri Revised Statutes on meetings of governmental bodies and maintenance of records by such bodies.

At all Board and Committee meetings, a staff member shall act as Recording Secretary. In the absence of a staff member, the Board or Committee shall designate a member to serve as Recording Secretary. Full and complete minutes shall be kept of each meeting and shall be submitted to Board members for review prior to the succeeding meeting.

Voting on all matters coming before the Board shall be voice vote. Except on those matters for which roll call votes are required by law, in all cases where the vote of the members present is unanimous, it shall be sufficient to indicate unanimity in the minutes of the proceedings. In all cases where the vote of the members present is not unanimous, the "ayes" and "nays" shall be separately entered upon the minutes. In the absence of such expression of dissent or an expression of abstention, a member of the Board who is present at any meeting in which action is taken on any matter shall be presumed to have assented to such actions unless, before the

adjournment of the meeting, the member shall affirmatively request that the member's vote of "nay" be separately entered upon the minutes, or the member be recorded as not having voted.

The Board may meet for appropriate purposes in executive session. Any vote taken in executive session shall be deemed and retained confidential, subject to the closed meeting provisions the Missouri Revised Statutes.

Article V: Committees

Section 1. Executive Committee. An Executive Committee shall be established and composed of four Board members: Chair, Vice Chair, and Secretary of the Board and another member of the Board designated by the Chair. Such Executive Committee members shall hold office until their successors have been duly appointed.

The Executive Committee, when the Board is not in session, shall have the powers of the Board to take such action as the Executive Committee may deem to be in the best interests of the Board and the Department of Higher Education; provided, however, that such action shall be in accord with the provisions of these bylaws, and not in conflict with existing policies of the Board. A complete record of all actions of the Executive Committee shall be kept by the Secretary of the Board, and a copy of such record shall be provided to all members of the Board within seven days of any action by the Executive Committee. Actions of the Executive Committee may be ratified, approved, or modified at the next regular meeting of the Board, but any modification thereof shall be prospective only. If, at its next regular meeting, the Board takes no action on an Executive Committee action, the record of which was provided to the members of the Board prior to that regular meeting, such action shall be deemed ratified by the Board. The vote of any members on any question coming before the Executive Committee may be taken in person, by telephone, facsimile transmission, email or letter. Concurrence of three members shall constitute action of the Executive Committee.

The Board Chair shall serve as the Chair of the Executive Committee. Meetings of the Executive Committee may be called by the Chair of the Executive Committee or upon call of at least three members of the Committee. The Commissioner of Higher Education may also request that the Chair call a meeting of the Executive Committee. The purpose of the meeting shall be stated in the call.

Section 2. Audit Committee. An Audit Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Audit Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Audit Committee shall receive and review all audit reports pertaining to the Board and the Department of Higher Education and such other audit reports as may be referred to the Committee. The Committee shall report to the Board on the contents of the reports and shall follow up with the Commissioner and department staff regarding resolution of any findings in the reports. The Committee shall report to the Board on the status of any such findings. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 3. Budget and Financial Aid Committee. A Student Loan/Financial Aid Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Student Loan/Financial Aid Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Committee shall work with the Commissioner of Higher Education and Department staff on budget and financial aid issues as they arise and shall, as necessary, make reports to the Board on such activities. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 4. Academic Affairs and Workforce Needs Committee. The Committee shall work with the Commissioner of Higher Education and Department staff on issues relating to academic programs and

workforce needs and shall, as necessary, make reports to the Board on such activities. This should include collaboration with and support of the goals and objectives of the P-20 Council. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 5. Other Committees. Such other committees, standing or special, shall be appointed by the Chair of the Board or the Executive Committee shall from time to time deem necessary to carry on the work of the Board. The Chair shall appoint the membership of such committees, which may, but need not, include members of the Board, and shall designate the matters to be considered by said committees. The Chair shall be an ex officio member of all committees except the Nominating Committee.

Article VI: Advisory Committees

Section 1. Presidential Advisory Committee. Four times each year the Board shall meet with the Presidential Advisory Committee as established by the Missouri Revised Statutes. Such meetings shall enable the Presidential Advisory Committee to advise the Board of the views of the institutions on matters within the purview of the Board.

Section 2. Proprietary School Advisory Committee. The Board delegates responsibility to the Commissioner of Higher Education to meet with and receive reports from the Proprietary School Advisory Committee as established by the Missouri Revised Statutes.

Article VII: Conduct of Business and Affairs

Section 1. Staff. The Board shall employ a Commissioner of Higher Education ("Commissioner") to serve at the pleasure of the Board. The Commissioner shall employ and determine the compensation of all such professional, clerical, and research personnel, including, where justified, specialists and/or consultants, as may be necessary to assist the Board in performing those duties outlined in the Missouri Revised Statutes. Except as otherwise expressly provided, all department staff shall be subject to the supervision and direction of the Commissioner.

The Commissioner shall have such duties and responsibilities as prescribed by the Board, including:

- Assume general direction of the staff to help meet the objectives set forth by the Board.
- Serve as liaison with the presidents, chancellors, and chief executive officers of institutions in carrying out policy objectives promulgated by the Board.
- Follow and keep the Board advised of all federal and state legislation affecting the Board and its purposes and objectives.
- Issue reports of Board action.
- Prepare, review, analyze, and implement all budgets which are approved by the Board.
- Make recommendations to the Board concerning the purposes, objectives, and responsibilities of the Board.
- Assist the Chair in the release of all information concerning the Board.
- Perform such other duties as prescribed by the Board and/or bylaw.

Section 2. Commissioner Search. The Board shall act as a committee of the whole as a search committee, unless the Chair, as directed by the Board, establishes a special committee for the purpose of searching for and screening candidates. The Board may include outside consultants and other persons in the search and screening process provided, however, that only Board members shall vote on the selection of a Commissioner.

Section 3. Evaluation of Commissioner. The Board shall annually evaluate the performance of the Commissioner. The purpose of the evaluation shall be to establish a record of performance over a period of time, to identify strengths, and to determine areas where more attention may be needed.

Section 4. Emeritus Designation. The procedure for granting the title of "CBHE Member/Commissioner Emeritus/Emerita" shall originate with nomination by another member of the Coordinating Board for Higher

Education or by the commissioner of higher education. The title may be granted to any candidate who (1) holds the position of CBHE member for at least six years or commissioner of higher education for at least five years; (2) has indicated the willingness or desire to receive emeritus status; and (3) whose contributions to Missouri higher education are recognized as exceptionally meritorious as determined by a majority of the other members of the CBHE (candidate abstaining).

Names and terms of Emeritus/Emerita designees may be displayed in public places. Emeritus designees are a valuable resource for the CBHE and MDHE, and as such may receive nonprivileged reports, studies and communications from the department and serve as advisors upon invitation of the CBHE or commissioner.

Section 5.   Ethics and Conflict of Interest.   Members of the Coordinating Board for Higher Education agree to comply with the CBHE-approved Ethics and Conflict of Interest Policy as adopted, including any subsequent amendments made by a lawful vote of the CBHE.

Article VIII: Records

Full and complete records of Board actions and activities shall be kept available in accordance with Missouri Revised Statutes on governmental bodies and records.

Article IX: Diversity

The Coordinating Board for Higher Education and its staff should use selection processes and criteria designed to ensure diverse representations when making appointments to various committees, councils, or commissions. In as much as reasonably possible, criteria for representation should include the following:

Individuals who have demonstrated appropriate expertise and experience through their vocation, employment, affiliation or interests in connection with the membership being assembled;

Individuals who reflect the various geographic regions of the state as a whole or other appropriate sub-unit directly in connection to the membership being assembled; and

Individuals who reflect the race, ethnicity, age, gender, and disability characteristics of the population of the state as a whole, or other appropriate sub-unit in connection with the membership being assembled.

In as much as reasonably possible, the campus presidents and chancellors, and their respective local boards should use a similar selection process and criteria in making appointments to various committees, councils, or commissions.

Article X: Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

Article XI: Amendment of Bylaws

These bylaws may be amended at any regular meeting of the Board by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Adopted by the board October 1987. Revised October 12, 2006; December 6, 2007; December 4, 2008; February 10, 2011; and June 9, 2016.

BACKGROUND

Section 173.005.3, RSMo, requires the Coordinating Board for Higher Education to meet at least four times annually. Historically, meetings occur in March, June, September, and December. The board previously announced 2020 meeting dates.

- March 3-4, 2020
- June 16-17, 2020
- September 15-16, 2020
- December 8-9, 2020

Teleconference meeting dates:

- January 21, 2020
- April 21, 2020
- July 21, 2020
- October 20, 2020

For 2021, meeting dates will include:

- March 2-3, 2021
- June 15-16, 2021
- September 14-15, 2021
- December 7-8, 2021

Teleconference meeting dates:

- January 19, 2021
- April 20, 2021
- July 20, 2021
- October 19, 2021

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS

Tab 5

June 2020 CBHE Meeting Location

Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

The Coordinating Board for Higher Education (CBHE) is statutorily required to meet at least four times annually with an advisory committee (§ 173.005.3, RSMo). Regular meetings generally take place in March, June, September, and December. The June meeting is generally held on a college or university campus.

RECOMMENDED ACTION

Staff recommend that the board select a meeting location for June 2020.

ATTACHMENT

- Coordinating Board On-Campus Meeting Location

Tab 5 Attachment
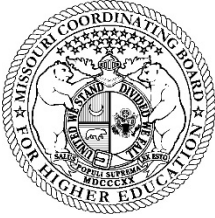# Coordinating Board On-Campus Meeting Location

HISTORY OF HOST INSTITUTIONS

Year	Month	Hosting Campus
2019	June	Southeast Missouri State University
2018	June	Missouri State University
		Ozarks Technical Community College
2017	June	Northwest Missouri State University
2016	April	Harris-Stowe State University
	April	Metropolitan Community College (Blueprint Meeting)
	June	State Technical College of Missouri
2015	February	University of Missouri-Columbia (Blueprint Meeting)
	March	Truman State University (Blueprint Meeting)
	April	Missouri Western State University
	June	Missouri State University
	June	Ozarks Technical Community College (Blueprint Meeting)
	June	Southeast Missouri State University (Blueprint Meeting)
2014	November	Lincoln University
	December	St. Charles Community College
2013	December	University of Missouri-Columbia
2010	February	Wentworth Military Academy
	June	Missouri Baptist University
	September	State Fair Community College
	December	University of Missouri-Columbia
2009	February	St. Louis Community College-Wildwood
	April	Lincoln University

2020 VOLUNTEER HOST INSTITUTIONS

University of Missouri-St. Louis

Metropolitan Community College

Travel Time	Kansas City	St. Louis	Springfield	Cape Girardeau	Jefferson City
University of Missouri-St. Louis	3h 29 min	n/a	3h 19 min	1h 53 min	2h 00 min
Metropolitan Community College	n/a	3h 55 min	2h 43min	5h 25 min	2h 24 min

Tab 6
2020 Strategic Priorities
Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

Beginning with the 2019 calendar year, department staff have developed an annual "strategic placemat" that articulates a plan for the department's work for the year. This year's plan includes initiatives designed to drive progress toward the department's vision, "Every Missourian empowered with the skills and education needed for success," and organized around five themes:

- Raise awareness of options
- Help more Missourians get on a path
- Increase quality attainment
- Make the department the best place to work
- Drive performance and outcomes

CURRENT STATUS

Department staff have developed a draft strategic placemat for feedback from the Presidential Advisory Committee and members of the board. Each of the initiatives identified on the attached Draft 2020 Strategic Placemat is supported by a detailed implementation plan that will include baseline and goal data, a timeline, and consideration of stakeholders to be engaged.

NEXT STEPS

After the plan is adopted, staff will finalize implementation plans and begin implementation on January 1, 2020. They will report out on progress at 2020 CBHE meetings.

RECOMMENDATION

Staff recommend that the Coordinating Board approve the 2020 strategic placemat, direct staff to proceed, and request regular updates on progress.

ATTACHMENT

- Draft 2020 Strategic Placemat

DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

2020 DRAFT PLACEMAT (Overall Department)

ASPIRATION

EVERY MISSOURIAN EMPOWERED WITH THE SKILLS AND EDUCATION NEEDED FOR SUCCESS.

PRIORITIES

RAISE AWARENESS OF OPTIONS	HELP MORE MISSOURIANS GET ON A PATH	INCREASE QUALITY ATTAINMENT	MAKE DHEWD THE BEST PLACE TO WORK	DRIVE PERFORMANCE AND OUTCOMES

THEMES/ INITIATIVES

| RAISE AWARENESS OF OPTIONS	HELP MORE MISSOURIANS GET ON A PATH	INCREASE QUALITY ATTAINMENT	MAKE DHEWD THE BEST PLACE TO WORK	DRIVE PERFORMANCE AND OUTCOMES
LAUNCH BIG GOAL AWARENESS CAMPAIGN (1) Design new marketing materials to promote 60% attainment goal and Five to Thrive postsecondary paths (2) Develop and launch digital and road campaign (3) Partner with college public information officers to promote Missouri higher education **INCREASE AWARENESS OF RESOURCES TO PLAN CAREER AND POSTSECONDARY PATH** (4) Launch Phase 1 of job center marketing strategy (understand customers, services, and brand awareness) (5) Integrate and redesign DHEWD website; develop plan for MERIC and jobs.mo.gov websites	**INCREASE HIGH SCHOOL MATRICULATION TO POST-SECONDARY EDUCATION** (6) Expand Journey to College program outreach to K-8 and adult high schools **INCREASE OUT-OF-SCHOOL MISSOURIANS IN POSTSECONDARY EDUCATION** (7) Secure consulting support for initial strategy design for job centers and partners (8) Diagnose issues and develop strategy to improve WIOA performance **ENSURE AFFORDABILITY** (9) Benchmark best practices to increase FAFSA filing and begin implementation (10) Continue roll-out of Fast Track funding for adults	**BETTER ALIGN POSTSECONDARY EDUCATION WITH WORKFORCE NEEDS** (11) Expand delivery of industry recognized credentials (12) Expand apprenticeship and work-based learning program options (13) Build and market Apprenticeship Connect portal **DECREASE BARRIERS** (14) Develop engagement strategy for modern students (15) Study, implement, and convene individuals around equity strategies (16) Study and develop military transfer equivalency recommendations (17) Advocate for resources to expand access to dual credit	**INSPIRE TEAMS BY CONNECTING THEM TO MISSION AND VALUES** (18) Connect staff to their role in DHEWD's mission (19) Develop and connect team members to organizational values **ENSURE ALL STAFF HAVE OPPORTUNITIES TO LEARN AND GROW** (20) Standardize onboarding for all new DHEWD employees (21) Establish professional development and training plans for all employees **CREATE ONE-TEAM FUN CULTURE** (22) Establish Best Place to Work committee and flagship fun/social events calendar (23) Implement rewards and recognition program	**USE FORWARD-LOOKING INSIGHTS TO DRIVE DECISIONS** (24) Improve workforce data systems and quality (25) Design service model to provide analytical support internally and to partners **PROACTIVELY TRACK AND MANAGE PERFORMANCE** (26) Develop performance management metric dashboards for education and public workforce system (27) Launch regular organizational health survey and dashboard (28) Use project management tools to drive accountability **Use summits and reports to drive discourse on priorities** (29) Streamline reports and summits to be managed by the new department
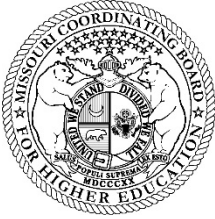
Tab 7

2020 Commissioner's Advisory Group Members & Meeting Dates

Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

In January 2018, Commissioner Mulligan established a Commissioner's Advisory Group to provide advice from and develop relationships among public college and university CEOs. The group meets on a quarterly basis at "off" intervals from Coordinating Board meetings and includes an equal number of representatives from community colleges and public universities, as well as the president of the state technical college.

CURRENT STATUS

At the group's September 2018 meeting, members finalized a plan for rotating members on and off the group and established the following principles:

- Each sector will have a total of six representatives.
- Terms are two years.
- Each sector group will recommend three new members by December 1 each year.
- New members' terms will begin at the group's January meeting.
- There will be no standing members.
- The group will include CEOs only, including each sector group's CEO.
- No substitutes are permitted at meetings.

NEXT STEPS

The 2020 Commissioner's Advisory Group will be announced after the December 10, 2019 CBHE work session. The group's meeting dates and potential agenda items are attached.
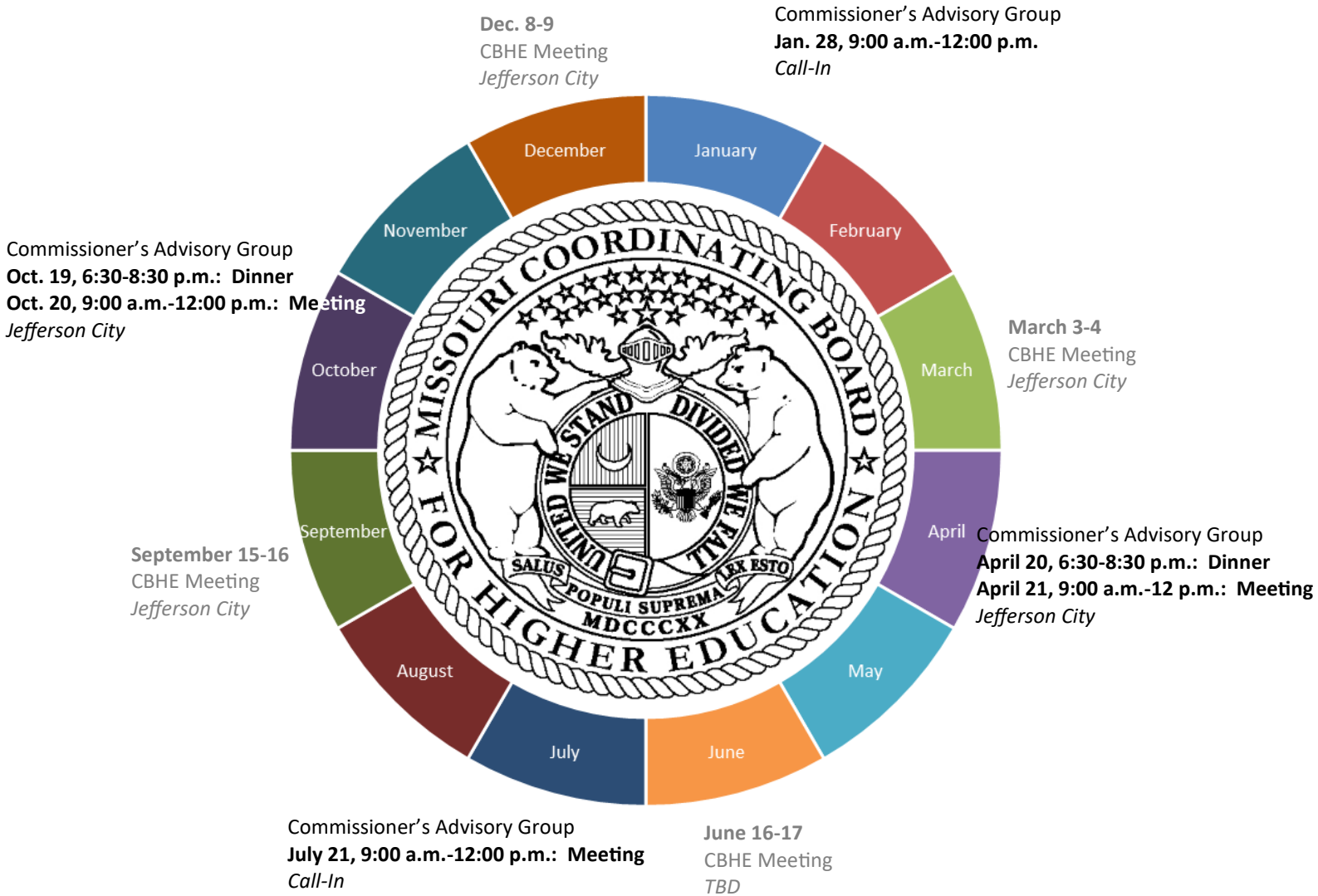
RECOMMENDATION

This is an information item only.

ATTACHMENT

- 2020 Commissioner's Advisory Group Meeting Schedule and Topics

DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

2020 Commissioner's Advisory Group Meeting Schedule and Agenda Items

Dec. 8-9
CBHE Meeting
Jefferson City

Commissioner's Advisory Group
Jan. 28, 9:00 a.m.-12:00 p.m.
Call-In

Commissioner's Advisory Group
Oct. 19, 6:30-8:30 p.m.: Dinner
Oct. 20, 9:00 a.m.-12:00 p.m.: Meeting
Jefferson City

March 3-4
CBHE Meeting
Jefferson City

September 15-16
CBHE Meeting
Jefferson City

Commissioner's Advisory Group
April 20, 6:30-8:30 p.m.: Dinner
April 21, 9:00 a.m.-12 p.m.: Meeting
Jefferson City

Commissioner's Advisory Group
July 21, 9:00 a.m.-12:00 p.m.: Meeting
Call-In

June 16-17
CBHE Meeting
TBD

Suggested Agenda Topics
(in addition to topics that arise closer to the meeting date)

January	April	July	September
Welcome 3 new members from each sector	Legislation	DHEWD approach to new implementing laws	DHEWD approach to new implementing laws
Legislation	Budget (including preliminary thoughts on upcoming FY budget cycle and process)	DHEWD legislative agenda for upcoming session (if any)	Update on DHEWD goals for the year
Executive budget recommendations	MoExcels	Upcoming FY budget cycle and process Update on DHEWD goals for the year	DHEWD goals for next calendar year
Update on DHEWD goals for the year	Update on DHEWD goals for the year		

Tab 8
2019 Annual Report and "Big Goal" Status Check
Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

ANNUAL REPORT

State statute requires the Coordinating Board for Higher Education ("Coordinating Board") to submit a written report to the governor or governor-elect at least forty-five days before the beginning of each regular session of the general assembly, and to submit the same report to the general assembly within five days after the beginning of each regular session (§ 173.040, RSMo).
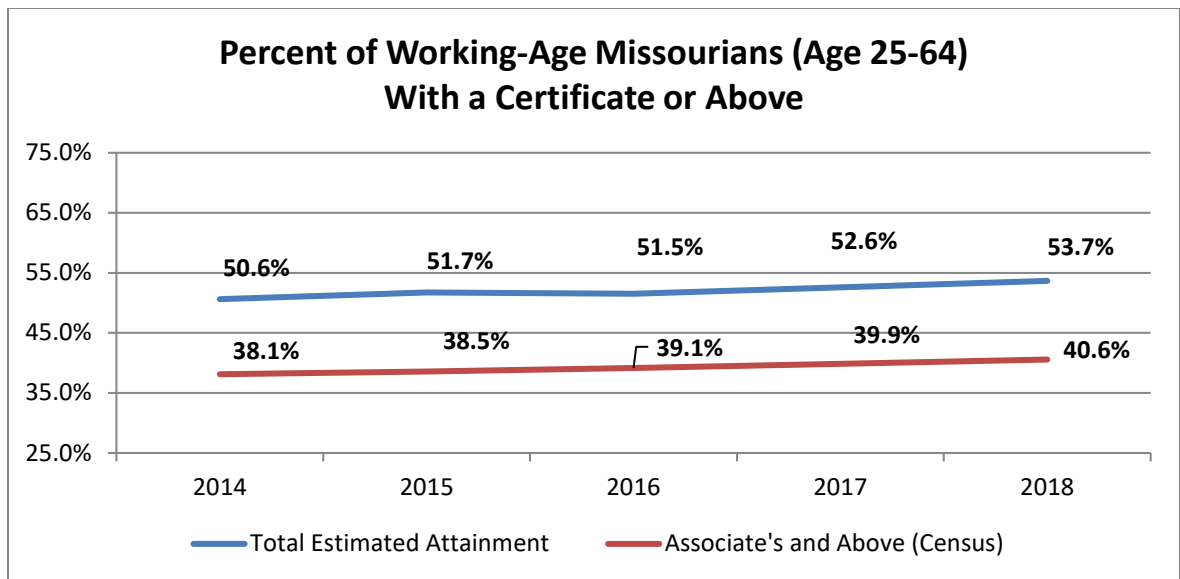
The law requires that the report include:

(1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;

(2) A review of recent changes in enrollments and programs among institutions of higher education in the state;

(3) A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;

(4) The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;

(5) The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium; and

(6) The campus-level data on student persistence and a description, including the basis of measurement, of progress towards implementing revised remediation, transfer, and retention practices under subdivisions (7)[*] and (9)[*] of subsection 2 of section 173.005.

The 2019 annual report is attached.

BIG GOAL

The Department of Higher Education and Workforce Development (DHEWD) has been tracking progress toward the "Big Goal", a pledge initially adopted in 2011 for 60 percent of working-age adults to hold a degree or certificate by 2025. The Big Goal was formally incorporated into the Coordinating Board's *Blueprint for Higher Education* in 2015, and Missouri's higher education institutions have increased efforts to improve completion rates for all students, both independently and in partnership with the DHEWD and other organizations.

Progress toward the Big Goal is measured using survey data and annual estimates from the U.S. Census Bureau, since the state's overall educational attainment is driven by student completion at educational institutions, but also in- and out-migration and Missourians aging in and out of the working population. (DHEWD staff report the attainment of Missourians age 25-64, although of course many Missourians are working past the traditional retirement age.)

**Percent of Working-Age Missourians (Age 25-64)
With a Certificate or Above**

	2014	2015	2016	2017	2018
Total Estimated Attainment	50.6%	51.7%	51.5%	52.6%	53.7%
Associate's and Above (Census)	38.1%	38.5%	39.1%	39.9%	40.6%

—— Total Estimated Attainment   —— Associate's and Above (Census)

Missourians' overall educational attainment increased again in 2018, from 52.6 percent in 2017 and 48.9 percent in 2011. This percentage is based in part on the percentage of working-age residents with an associate's degree or higher, which is directly surveyed by the Census Bureau, and has risen from 36.4 percent in 2011 to 40.6 percent in 2018. Missouri's 2018 rate compared to 43.2 percent for the U.S., and Missouri was 5th among its surrounding states, approximately midway between Arkansas (32.6 percent) and Nebraska (46.8 percent).

This percentage also includes an estimate of certificate attainment, which is not surveyed directly by the Census Bureau, but is based on the percentage of Missourians who tell the Census Bureau they have "some college but no degree" and who can logically be assumed have a certificate based on the difference between their income and that of those whose highest level of education is a high school diploma. DHEWD staff estimate based on this method that in 2018, about 412,300 working-age Missourians held a certificate or similar credential (e.g. an industry certification or professional license) as their highest level of educational attainment.

DHEWD staff do not replicate this estimate for other states, but other organizations have become more interested in recent years in producing their own estimates. The Labor Market Information Institute (LMI) of the Council for Community and Economic Research (C2ER) estimates that about 871,000 Missourians age 25 or above hold a certification or license, although many also hold a degree or certificate. The U.S. Department of Education's National Center for Education Statistics (NCES) used its household education survey to estimate that 27 percent of Americans held a non-degree credential in 2016.

DHEWD staff engaged in conversation in late 2018 with leadership from the Georgetown University Center on Education and the Workforce (GCEW), who have also been active in this space. GCEW staff were generally approving of our estimates, but more broadly, were pleased that DHEWD staff were taking ownership of educational attainment estimates, and encouraged staff to focus on direction, e.g. report consistently and monitor increases or decreases. Although specific estimates will vary, overall educational attainment in Missouri does appear to be slowly increasing.

Although there are many drivers for changes to educational attainment statewide, DHEWD staff continue to monitor postsecondary degree production and graduation rates, particularly across the state's public and comprehensive independent institutions, which produce a majority of new credentials. Total completions at these institutions were up 11.6 percent from 2010-2011 to 2017-18, but down 3.5 percent in just the past year.

Independent Universities:	Up 0.6 percent since 2011, but down 7.3 percent since 2017
Public Universities:	Up 18.6 percent since 2011, but down 2.1 percent since 2017
Community and Technical Colleges:	Up 26.0 percent since 2011, and up 1.9 percent since 2017

Given focus especially in 2019 on equity in higher education, DHEWD staff also continue to monitor degree and certificate completion by minority students. Minority completions at public and comprehensive independent institutions were up 38.1 percent from 2010-2011 to 2017-18, but down 1.3 percent in just the past year.

Independent Universities:	Up 19.9 percent since 2011, but down 8.2 percent since 2017
Public Universities:	Up 60.4 percent since 2011, and up 7.7 percent since 2017
Community and Technical Colleges:	Up 78.2 percent since 2011, and up 7.0 percent since 2017

Finally, many institutions have made significant advances in improving graduation rates. Five public and comprehensive independent institutions have increased graduation rates by more than 10 percentage points from 2010-11 to 2017-18: Fontbonne University, Saint Louis University, State Technical College, College of the Ozarks, and Ozarks Technical Community College. 17 others have seen increases of at least five percentage points:

Avila University	Missouri Western State University
Crowder College	North Central Missouri College
Culver-Stockton College	St. Louis Community College
Drury University	St. Charles Community College
East Central College	State Fair Community College
Lindenwood University	Three Rivers College
Metropolitan Community College	University of Missouri-Kansas City
Mineral Area College	William Woods University
Missouri Baptist University	

CURRENT STATUS

Missouri's colleges and universities are making significant progress toward achieving the Big Goal, although long-term enrollment trends are beginning to impact degree and certificate production. The institutions will likely continue to struggle with enrollment growth given Missouri's demographics, so increasing graduation rates for students who do enroll will continue to be crucial.

NEXT STEPS

The Missouri Department of Higher Education and Workforce Development will continue to work with colleges and universities around the state to improve graduation rates, and with other stakeholders to increase the number of students entering postsecondary education. The department will also continue to improve its data-collection methods and to report out on meaningful measures related to the Big Goal.

RECOMMENDATION

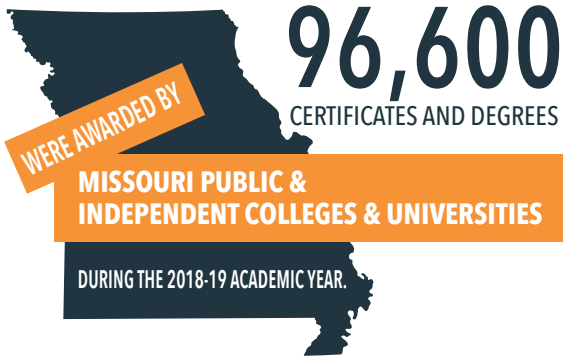This is an information item only.

ATTACHMENT

A. Annual Report Infographic
B. Big Goal Infographic

96,600 CERTIFICATES AND DEGREES

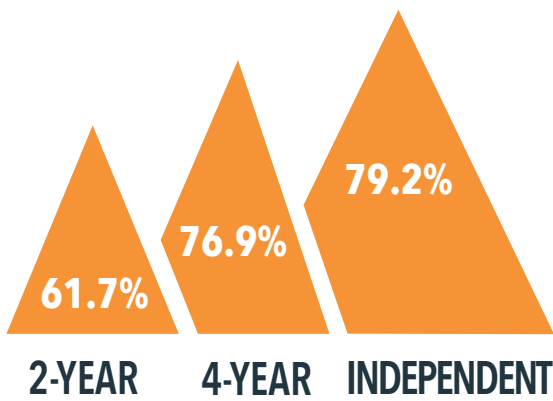WERE AWARDED BY **MISSOURI PUBLIC & INDEPENDENT COLLEGES & UNIVERSITIES** DURING THE 2018-19 ACADEMIC YEAR.

90 PERCENT OF MISSOURI'S 4-YEAR PUBLIC UNIVERSITIES MET AT LEAST 5 PERFORMANCE MEASURES

ALL OF MISSOURI'S 2-YEAR PUBLIC COLLEGES MET AT LEAST 4 PERFORMANCE MEASURES

STUDENT PERSISTENCE

- 61.7% 2-YEAR
- 76.9% 4-YEAR
- 79.2% INDEPENDENT

350,323 STUDENTS WERE ENROLLED AT MISSOURI'S PUBLIC AND INDEPENDENT COLLEGES AND UNIVERSITIES IN 2018.

NEW PROGRAMS APPROVED

225

MOST COMMON **NEW** PROGRAM AREAS:

- VISUAL & PERFORMING ARTS
- HEALTH PROFESSIONS & RELATED PROGRAMS
- BUSINESS, MANAGEMENT, MARKETING, & RELATED
- EDUCATION

FINANCIAL AID PROGRAMS

65,001 students served in FY 2019

$128,948,642 awarded in FY 2019

DURING FISCAL YEAR 2019 PROPRIETARY STAFF

RENEWED CERTIFICATION OF
114 EXISTING INSTITUTIONS & 21 BRANCH LOCATIONS

RECEIVED
18 APPLICATION REQUESTS

CERTIFIED
16 SCHOOLS TO OPERATE

EXEMPTED
15 SCHOOLS FROM STANDARDS

MONITORED
17 SCHOOL CLOSINGS

TOTAL HEADCOUNT STUDENT ENROLLMENT

85,633 PUBLIC TWO-YEAR TOTAL

146,046 PUBLIC FOUR-YEAR TOTAL

118,644 TOTAL INDEPENDENT

MISSOURI'S BIG GOAL

60% OF WORKING-AGE ADULTS TO HOLD A DEGREE OR CERTIFICATE BY 2025

53.7%
ESTIMATED CERTFICATE & DEGREE ATTAINMENT
(40.6% ASSOCIATES & ABOVE)

BETTER GRADUATION RATES

MORE THAN 5% INCREASE

- AVILA UNIVERSITY
- CROWDER COLLEGE
- CULVER-STOCKTON COLLEGE
- DRURY UNIVERSITY
- EAST CENTRAL COLLEGE
- LINDENWOOD UNIVERSITY
- METROPOLITAN COMMUNITY COLLEGE
- MINERAL AREA COLLEGE
- MISSOURI BAPTIST UNIVERSITY
- MISSOURI WESTERN STATE UNIVERSITY
- NORTH CENTRAL MISSOURI COLLEGE
- ST. LOUIS COMMUNITY COLLEGE
- ST. CHARLES COMMUNITY COLLEGE
- STATE FAIR COMMUNITY COLLEGE
- THREE RIVERS COLLEGE
- UNIVERSITY OF MISSOURI-KANSAS CITY
- WILLIAM WOODS UNIVERSITY

MORE THAN 10% INCREASE

- COLLEGE OF THE OZARKS
- FONTBONNE UNIVERSITY
- OZARKS TECHNICAL COMMUNITY COLLEGE
- SAINT LOUIS UNIVERSITY
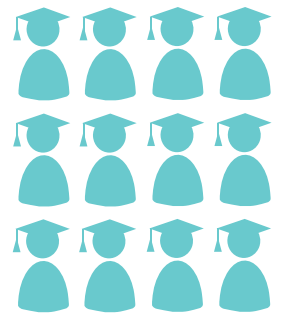- STATE TECHNICAL COLLEGE OF MISSOURI

MORE GRADUATES OVERALL

FROM 2011 TO 2018

THE NUMBER OF **GRADUATES HAS INCREASED** **11.6%**

26% INCREASE IN TECHNICAL & COMMUNITY COLLEGE GRADUATES FROM 2011 TO 2018

18.6% INCREASE PUBLIC UNIVERSITIES

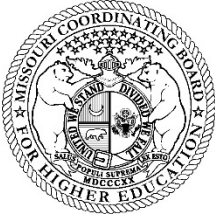FROM 2011 TO 2018

0.6% INCREASE PRIVATE INSTITUTIONS

INCREASING ACCESS

FOR MINORITIES AND UNDERREPRESENTED POPULATIONS

38.1% MORE GRADUATES FROM 2011 TO 2018

Tab 9
Update on Implementation of New Laws
Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

The 2019 regular session of the General Assembly began on January 9, 2019, and concluded on May 17, 2019. For bills that are truly agreed and finally passed during session, the governor had 15 days to sign or veto the bills. For bills that were truly agreed and finally passed and delivered to the governor after session concluded, the governor had 45 days to sign or veto the bills. Veto session began on September 11, 2019. Unless otherwise noted within the bill, the effective date of all new laws was August 28.

CURRENT STATUS

With regard to all of the new laws passed during the 2019 session, DHEWD staff are continuing to make progress on implementing the various provisions that affected the department. Since the September CBHE meeting, the department has:

- SB 68 – Fast Track Workforce Incentive Grant
  - Filed the administrative rule with the Governor pursuant to Executive Order 17-03
  - Began accepting and reviewing applications for participation
- SB 306 – Modification of programs impacting military families
  - We are updating our guidance for the internet and providing guidance to schools as requested
- HB 604 – School Turnaround Act (A+ modification)
  - Filed the administrative rule with the Governor pursuant to Executive Order 17-03
  - Requested funding for the dual credit piece of the legislation in our budget

The attachment entitled "New Law Implementation Matrix" contains further details about implementation of the 2019 higher education-related laws.

NEXT STEPS

In the coming months, DHEWD will continue to work on implementing the new laws. Specifically, the DHEWD plans to:

- File the administrative rules for the Fast Track Workforce Incentive Grant and A+ changes with the Secretary of State upon approval from the Governor; and
- Issue new guidance for the changes to the three programs impacting military families.

RECOMMENDATION

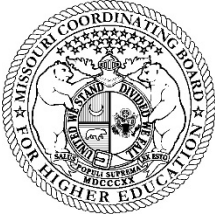This is an information item only.

ATTACHMENT

- New Law Implementation Matrix

Tab 9 Attachment
New Law Implementation Matrix

PLAN FOR IMPLEMENTATION OF NEW LAWS
2019 NEW HIGHER EDUCATION-RELATED LAWS
ITEMS REQUIRING ACTION BY THE DHEWD/CBHE

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
Bills Passed in 2019						
SB 68	FastTrack	Creates the Fast-Track Workforce Incentive Grant which provides grants for Missouri citizens to attend approved programs at Missouri institutions.	August 28, 2019	Administer new grant/loan program.	Operations	DHEWD has several next steps for this program: • File proposed administrative rules upon receipt of approval from the Governor's office; • Continue reviewing applications received; • Make first awards.
SB 306	Military Families	This legislation impacts the Veteran's Survivor Grant, the Missouri Returning Heroes Education Act, and In-State Tuition determinations. For the Veteran's Survivor Grant, 173.234, it removes the sunshine provision. For the Missouri Returning Hero's Act, 173.900, it does the following: • Expands the definition of "combat veteran" to include those who served before 9/11/01; • Extends the program to graduate degrees; and • Allows the veteran to choose whether to apply the tuition reduction before or after other aid is awarded.	August 28, 2019	Supervise implementation of these new programs at the institutions and offer guidance to the institutions.	Operations	DHEWD is updating its guidance on its website for both students and institutions regarding these programs. DHEWD continues to provide guidance to schools as requested.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
		For In-State Tuition determinations for military dependents, 173.1155, it requires that eligibility for in-state tuition rates be determined at time dependent is accepted for admission.				
HB 604	A+	Modifies the A+ program to require DHEWD to provide A+ dollars to high school students in dual-credit classes.	August 28, 2019	Cooperate with the Governor's Office to figure out how to implement. Once funded, implement the new dual-credit piece of the program.	Operations	This legislation is problematic in that the way it is written it is impossible to make the dual credit payments because the qualifying criteria are impossible to achieve. As written, to get dual credit dollars while in high school, a student must be a graduate from high school. It is also problematic because the legislation requires that the traditional A+ students be paid first, then dual-credit in high-school paid second on the basis of financial need. However, the DHEWD will not know how much money is left for the dual-credit students until May of 2020, well beyond the time-frame for making it available for students with a financial need. DHEWD plans to implement the A+ changes that are possible to file its administrative rule changes after approval by the Governor's Office. In the long-term, DHEWD staff proposed funding for the dual credit piece in its budget for FY21. There is no funding for this piece in the current FY budget. DHEWD will also monitor proposed changes to the competing dual credit statutes should they arise during session.
HB 77	PSRS	Under current law, any person retired from the Public School Retirement System of Missouri (PSRS) may be employed by an employer included in the retirement system in a position that does not normally require a Missouri teacher certification. Such a person may earn up to 60% of the statutory minimum teacher salary without a discontinuance of the person's retirement allowance.	August 28, 2019	No action required.	N/A	Item provide for informational purposes only as this legislation impacts Missouri's community colleges.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
		If any such person is employed in excess of the limitations, the person shall not be eligible to receive the person's retirement allowance for any month during which the person is employed. This act exempts any person retired and currently receiving a retirement allowance from PSRS employed by a public community college from such provisions of law.				
HB 3	Budget Bill	Officially combined the DWD, MERIC, and DHE budgets.	July 1, 2019	Create budget plan for an entirely new department.	Operations	DHEWD staff combined the budgets for legacy DWD, MERIC, and DHE. DHEWD now has a unified budget plan for the remainder of the fiscal year and going into next fiscal year.
HB 17	Capital Improvement Projects	Appropriates money to the CBHE for improvements at various institutions: • MCC • Moberly Area Comm College • St. Charles Comm College • St. Louis Comm College • State Tech • SEMO • Northwest • Harris-Stowe • Three Rivers College • Crowder College Cassville campus • MSU • Truman	July 1, 2019	None	Operations	Pass through dollars for appropriated purpose.

BACKGROUND

The Second Regular Session of the 100th General Assembly will begin on January 8, 2020. Pre-filing of legislation began on Monday, December 2. Policies impacted higher education will be a topic of considerable interest to legislative leaders. The Department of Higher Education and Workforce will continue its efforts to promote its FY2021 budgetary priorities. However, we anticipate the introduction of legislation in several areas that could impact the department and the state's colleges and universities.

CURRENT STATUS

Conceal Carry and School Safety

- As of October 2019, the United States has registered over 20 school shootings this year. The concerns over safety overall has only escalated following the October shooting in Marshall, MO and the influx of children-related deaths in the St. Louis region over the summer. During the General Assembly's September special session, several members introduced legislation that would establish extreme risk protection orders and gun violence seizure warrants, and prohibitions of certain persons possessing a firearm. In September, Governor Parson announced a state plan to help combat violent crime, specifically in the St. Louis Region, and promised to continue conversations on addressing violent crimes and mental health during the 2020 General Assembly regular session. In October, a new interim committee was established to discuss gun violence and public safety matters. The Interim Committee on Public Safety is chaired by Republican Sen. Doug Libla with Sen. Jeanie Riddle serving as vice chairwoman.
- Missouri law currently prohibits firearms on the campus of any higher education institution without the consent of the governing body of the higher education institution. However, possession of a firearm in a vehicle on the premises of any higher education institution is permitted so long as the firearm is not removed from the vehicle or brandished while the vehicle is on the premises. Changes to these requirements continue to be of legislative interest. Nine states, including two that border Missouri (Kansas and Arkansas), either already allow carrying firearms on campus or will in the near future.

Title IX

- Title IX is the federal civil rights law that prohibits discrimination on the basis of sex in education programs or activities that receive federal funding. In September 2017, the U.S. Department of Education (USDE) rescinded two USDE Office for Civil Rights guidance documents through which the Obama Administration prescribed how schools must respond to reports of sexual harassment and sexual assault. In November 2018, the USED released its proposal on improving schools' responses to sexual harassment and assault after a comment period. As of November, USDE has not released a final rule.
- Several bills were introduced during the 2019 legislative session impacting how institutions of higher education would need to address Title IX complaints, this included changes to the due process proceedings for Title IX complaints at these institutions.
- With or without a final rule by the USDE, proposed legislation is expected during the upcoming session.

Immigration

- During the first regular session of the 100th General Assembly, HB 3 was sent back to the Conference Committee on the Budget due to contentious language in the legislation surrounding eligibility of in-state tuition at Missouri's public institutions. Originally, the conference committee removed language that undocumented immigrants be charged international tuition, instead allowing public colleges and universities to set their own policy. The final truly agreed to and finally passed legislation maintained language which prevents public institutions of higher education from offering in-state tuition to students with unlawful immigration status. The provision has remained in place since 2015.
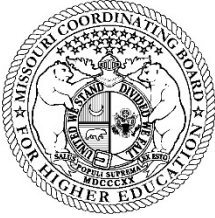
Funding for Higher Education

- State appropriations to higher education will continue as major focus for many legislators during the next session. The state's economy continues to show signs of steady growth, but there are general concerns for how long unprecedented, sustained growth and low unemployment will continue. It is unclear at this time whether what direction the legislator will go on funding both institutions and the department. Specific recommendations for funding of institutional core operations are included with these board materials. Funding increases for student aid programs administered by the department are needed to maintain their value to students, but it is unclear if resources will be available to fund the increases recommended by the CBHE in September.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS

The Strategic Planning and External Relations Committee of the Coordinating Board for Higher Education was called to order at 3:15 p.m. on Tuesday, September 10, 2019, in room 4C at the Plexpod Westport Commons in Kansas City, MO. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, Robin Wenneker, and Shawn Saale were present. No members were absent.

Approval of minutes of June 4, 2019 Strategic Planning and External Relations Committee

Mr. Nodler moved to approve the minutes of the June 4, 2019 strategic planning and external relations committee. Ms. Grant seconded. Motion carried unanimously.

The meeting was adjourned at 3:16 p.m.
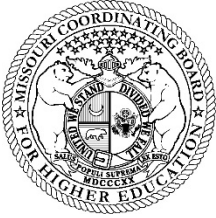
BACKGROUND

One of the tactics included in the Blueprint for Higher Education's affordability goal is "Enhance the Journey to College website by allowing students to access and save personalized information about their state financial aid."

In addition, legislation signed into law in 2016 calls on the department to create a website to provide information and resources to help students and their families prepare for college. Section 173.035, RSMo, requires the department to "develop, maintain, and operate a website containing information of public and private institutions of higher education in this state directing students to resources including, but not limited to, academic programs, financial aid, and how academic course credit may be transferred from one institution of higher education to another."

CURRENT STATUS

Student website

In September 2017, MDHE staff used existing resources to develop a student-focused website to provide general information about planning and paying for college and finishing a degree. The Journey to College website (journeytocollege.mo.gov) was developed with responsive design so it is accessible from various electronic devices. Content is added and updated on a regular basis.

Interactive website features

The department needed external assistance to complete the interactive features of the site. The general assembly appropriated $500,000 for the project in FY 2018. Department staff identified four interactive features to add to the Journey to College website to provide students with additional information specific to their individual college and career plans. Those features were broken into phases and prioritized. The first two phases included a redesigned College and Degree Search, and a new Course Transfer Tracker. Those phases were completed in August 2018. The general assembly appropriated $500,000 to continue the project in FY 2019. The final two phases were made public in July 2019.

Phase 3: State Financial Aid Portal

Enhancements to the department's current financial aid portal enables the department to provide more detailed, personalized information about state financial aid individual students might be eligible to receive. The enhancement updates security practices to protect student data and incorporated manual state financial aid programs into the online system. Students can now apply for financial aid online. This phase also included the development of a State Aid Eligibility Estimator. Students answer questions to determine the state financial aid programs for which they may qualify.

Phase 4: Student Workspace

A new student workspace feature allows students to save information related to their specific plans for college, including information from the College and Degree Search, the Course Transfer Tracker, and the State Financial Aid Portal. The workspace is seamlessly connected to the State Financial Aid Portal, automatically storing state aid applications and documents after submission of an application. The workspace provides students with deadlines and reminders to stay on track during the academic year, and has a space to write their own notes and reminders. Students in middle and junior high school can sign up for the workspace and later connect their account to the State Financial Aid Portal during their senior year.

NEXT STEPS

More work on Phases 3 and 4 is currently underway to include small enhancements unable to be completed before the initial rollout of these applications.

Department staff will promote the upgraded website through the channels they already use to promote the Journey to College student website, including social media; publications; outreach events including college fairs, financial aid nights, Apply Missouri, FAFSA Frenzy, and Decision Day events; and communication with high school counselors, college and university admissions and financial aid advisors and college access organizations. Video tutorials and promotions will be developed to help spread the word about these new and exciting features.

RECOMMENED ACTION

This is an information item only.

NO ATTACHMENTS

BACKGROUND

Department of Higher Education and Workforce Development (DHEWD) staff have worked with the institutions to collect data on five of the six performance measures for the fall 2019 collection / FY 2021 budget cycle. Graduate outcomes data (the sixth measure) will be certified in January. As was the case for FY 2020, DHEWD staff will recommend funding based on a subset of three completion- and workforce-focused measures for each sector. Those "priority" measures are detailed below.

CURRENT STATUS

DHEWD and institutional staff worked together to collect and summarize data for five of the six performance measures. As was the case last year, graduate outcomes data will be collected and summarized in January. The public universities collect graduate outcomes data using the First Destination Survey published by the National Association of Colleges and Employers (NACE), and NACE protocol directs that institutions be given until December 30 following the academic year being reported on to determine the status of graduates. Data collected by the community colleges and Missouri State University–West Plains follows a different protocol, but will be collected concurrently. Graduate outcomes data will be certified during the January teleconference.

Results are summarized in Attachment A, which has previously been shared with the institutions for review. The institutions were generally successful either via improvement or in comparison to sustained excellence benchmarks. Where sustained excellence benchmarks were set by comparison to institutional peers, those peers are now either broad based (e.g. participating instututions in the National Community College Benchmark Project or public two-year institutions in IPEDS), or selected by DHEWD staff using preset criteria. Priority measures to be recommended for funding are as follows:

- Public Universities: completions per FTE student, pass rates on assessment or professional licensure exams, and graduate outcomes;

- Community Colleges and MSU-West Plains: three-year graduation and transfer rate, pass rates on professional licensure exams, and graduate outcomes;

- State Technical College: three-year graduation rate, major field assessment pass rate, and graduate outcomes.

Lincoln University has requested a waiver related to its measure of assessment of general education. In FY 2018, ACT discontinued an assessment instrument at mid-year, and DHEWD staff allowed Lincoln to report using the discontinued instrument for the fall 2017 semester compared to prior years. For FY 2019, Lincoln is reporting results of student assessment using an Educational Testing Service (ETS) instrument, and to maintain comparability of results, Lincoln requested permission to compare spring 2018 and FY 2019 assessment results on the ETS instrument using year-to-year improvement. Lincoln University would not normally be eligible for year-to-year improvement, having made the measure in the fall 2018 / FY 2020 budget year collection cycle. The Commissioner recommends granting a waiver in this circumstance, especially considering that Lincoln University did not choose to change its assessment measure in mid-year.

A formal summary and technical manual are available at https://dhewd.mo.gov/PerformanceFunding.php.

NEXT STEPS

DHEWD staff will work with the institutions to collect graduate outcomes data in January 2020, with the Coordinating Board to review and certify during its January teleconference. Following certification, DHEWD staff will continue to respond to questions and information requests regarding the performance funding framework, particularly as institutional budgets progress through the 2020 legislative session.

RECOMMENDATION

Staff recommend that the Coordinating Board approve and certify performance measures as reported by the institutions and summarized in the attachment. Results will be shared with the state Office of Budget and Planning, and results for the final graduate outcomes measure will be certified at the January teleconference.

ATTACHMENT

- 2019 Performance Measure Results

2019 Performance Measure Results
Community Colleges

	Crowder College	East Central College	Jefferson College	Metropolitan Community College	Mineral Area College	Missouri State University-West Plains	Moberly Area Community College	North Central Missouri College	Ozarks Technical Community College	St. Charles Community College	St. Louis Community College	State Fair Community College	Three Rivers College
Three-Year Graduation and Transfer Rate													
Fall 2012-Fall 2014	39.5%	36.6%	39.6%	38.6%	41.4%	30.1%	41.5%	50.1%	41.1%	39.1%	27.5%	43.4%	33.4%
Fall 2013-Fall 2015	40.6%	39.5%	39.8%	38.1%	46.0%	33.9%	42.8%	53.4%	42.8%	40.7%	30.1%	44.3%	35.0%
Top third of peers	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%	46.3%
In top third of peers								✓					
Improved	✓	✓	✓		✓	✓ (Y2Y)	✓	✓	✓	✓	✓	✓	✓
Did not improve, not in top third of peers				✓									
Percent of Attempted Courses Successfully													
Fall 2014-Fall 2016	77.4%	75.3%	76.0%	70.6%	85.3%	72.2%	74.8%	83.4%	71.4%	74.0%	69.5%	78.0%	75.6%
Fall 2015-Fall 2017	79.4%	75.8%	77.5%	71.0%	85.8%	73.7%	76.1%	83.1%	70.5%	73.7%	70.5%	78.9%	76.9%
Top third of peers	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%	78.8%
In top third of peers					✓			✓				✓	
Improved	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Did not improve, not in top third of peers									✓	✓			
Pass Rates on Professional Licensure Exams													
Fall 2016-Fall 2018	99.2%	98.3%	91.8%	91.8%	95.1%	95.2%	93.6%	96.4%	97.2%	94.0%	95.6%	95.2%	86.8%
Fall 2017-Fall 2019	98.9%	98.0%	93.0%	95.9%	96.0%	96.9%	92.3%	96.6%	97.8%	97.8%	94.6%	97.0%	87.8%
Benchmark	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Meets or exceeds benchmark	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improved			✓	✓	✓	✓		✓	✓	✓		✓	✓
Did not improve, not at benchmark													
Non-Core Expenditures as a Percent of Total Expenditures													
Fall 2014-Fall 2016	10.7%	23.1%	32.8%	23.6%	15.7%	32.0%	13.8%	42.2%	11.7%	17.4%	24.5%	26.1%	19.2%
Fall 2015-Fall 2017	11.8%	24.8%	35.8%	24.2%	16.1%	30.8%	14.1%	37.4%	12.9%	18.3%	23.7%	27.6%	19.1%
Top third of peers	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%	18.1%
In top third of peers	✓				✓		✓		✓				
Improved						✓		✓			✓		✓
Did not improve, not in top third of peers		✓	✓	✓						✓		✓	
Tuition and Fees as a Percent of Median Family Income													
Fall 2014-Fall 2016	7.3%	6.3%	5.2%	5.0%	7.1%	7.4%	6.8%	7.3%	8.1%	4.6%	5.8%	7.1%	8.6%
Fall 2015-Fall 2017	7.3%	6.4%	5.3%	5.0%	7.1%	7.5%	6.8%	7.6%	8.5%	4.6%	5.8%	7.3%	9.3%
Median of peers	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%	7.3%
Below national median		✓	✓	✓	✓		✓			✓	✓		
Improved													
Did not improve, above national median	✓					✓		✓	✓			✓	✓
Graduate Outcomes													
Successful Outcomes – 2016-17 Grads	88.6%	94.0%	83.3%	89.1%	94.6%	89.0%	92.0%	93.1%	90.6%	93.1%	86.1%	86.7%	87.4%
Successful Outcomes – 2017-18 Grads													
Benchmark	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%		75.0%	75.0%	75.0%	75.0%	75.0%
At or above benchmark													
Improved													
Did not improve, not at benchmark													
Community College Totals													
Measures Made	2/2 priority 4/5 overall 1 TBD	2/2 priority 4/5 overall 1 TBD	2/2 priority 4/5 overall 1 TBD	1/2 priority 3/5 overall 1 TBD	2/2 priority 5/5 overall 1 TBD	2/2 priority 4/5 overall 1 TBD	2/2 priority 5/5 overall 1 TBD	2/2 priority 4/5 overall 1 TBD	2/2 priority 3/5 overall 1 TBD	2/2 priority 3/5 overall 1 TBD	2/2 priority 5/5 overall 1 TBD	2/2 priority 3/5 overall 1 TBD	2/2 priority 4/5 overall 1 TBD

MDHE — Missouri Department of Higher Education
Building Missouri's future... by degrees®

2019 Performance Measure Results
Public Universities and State Technical College

	Harris-Stowe State University	Lincoln University	Missouri State University	Missouri Southern State University	Missouri Western State University	Northwest Missouri State University	Southeast Missouri State University	University of Central Missouri	Truman State University	University of Missouri System
Completions Per Full-Time Equivalent Student										
FY 2015-FY 2017	18.2	24.0	33.0	35.8	31.0	37.7	29.8	50.5	33.4	40.4
FY 2016-FY 2018	19.3	25.4	33.9	37.9	31.4	37.4	31.0	52.1	33.4	42.0
Benchmark	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
Meets or exceeds benchmark		✓	✓	✓	✓	✓	✓	✓	✓	✓
Improved	✓	✓	✓	✓	✓		✓	✓		✓
Did not improve, not at benchmark										
Pass Rates on Learning Assessments or Professional Licensure Exams										
FY 2016-FY 2018	19.3%	25.3%	100.0%	96.2%	55.5%	74.5%	89.4%	68.5%	75.3%	94.6%
FY 2017-FY 2019	16.8%	34.7%	100.0%	95.3%	54.5%	71.2%	92.9%	68.8%	76.3%	94.4%
Benchmark	50.0%	50.0%	90.0%	90.0%	50.0%	60.0%	90.0%	60.0%	70.0%	90.0%
Meets or exceeds benchmark			✓	✓	✓	✓	✓	✓	✓	✓
Improved		✓ (Y2Y / W)					✓	✓	✓	
Did not improve, not at benchmark	✓									
Percent of Total Expenditures on Core Mission										
FY 2014-FY 2016	48.3%	60.0%	68.3%	58.7%	64.2%	62.8%	61.9%	65.5%	68.9%	73.4%
FY 2015-FY 2017	48.5%	58.4%	68.2%	59.2%	65.3%	62.5%	62.0%	64.7%	68.6%	72.7%
Top third of peers	58.0%	56.4%	62.6%	61.2%	60.1%	60.1%	60.4%	62.8%	61.5%	70.6%
At or above top third		✓	✓		✓	✓	✓	✓	✓	✓
Improved	✓			✓	✓		✓			
Did not improve, not in top third of peers										
Change in Salary Expenditures Compared to Median Household Income										
Change in salaries exp. per FTE, FY15-17 to 16-18	-.3%	3.3%	-1.0%	-2.3%	5.0%	3.1%	2.6%	4.2%	-1.5%	1.4%
Change in Median Household Income (MHI)	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%
Salary expenditures did not increase	✓		✓	✓					✓	
Salary expenditures grew more slowly than MHI	✓		✓	✓			✓		✓	✓
Salary expenditures increased and faster than MHI		✓			✓	✓		✓		
Net Tuition Revenue per Full-Time Equivalent Student Compared to Median Household Income										
Net Tuition Revenue/FTE, FY 2015-FY 2017	$4,619	$6,544	$6,967	$5,719	$6,737	$5,853	$6,106	$7,147	$4,914	$9,452
Net Tuition Revenue/FTE, FY 2016-FY 2018	$4,678	$6,727	$7,084	$5,770	$6,754	$6,330	$6,214	$7,235	$4,807	$9,668
Change in Net Tuition Revenue/FTE	1.3%	2.8%	1.7%	0.9%	0.2%	8.1%	1.8%	1.2%	-2.2%	2.3%
Change in MHI	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%
Net tuition revenue decreased									✓	
New tuition grew more slowly than MHI	✓		✓	✓	✓		✓	✓		✓
Net tuition increased and faster than MHI		✓				✓				
Graduate Outcomes										
Successful Outcomes – 2017-18 Grads	76.3%	80.6%	83.1%	84.9%	76.4%	83.3%	84.0%	85.8%	77.2%	86.5%
Successful Outcomes – 2018-19 Grads										
Benchmark	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%
At or above benchmark										
Improved										
Did not improve, not at benchmark										
Public University and State Technical College Totals										
Measures Made	1/2 priority, 4/5 overall, 1 TBD	2/2 priority, 4/5 overall, 1 TBD	2/2 priority, 5/5 overall, 1 TBD	2/2 priority, 5/5 overall, 1 TBD	2/2 priority, 4/5 overall, 1 TBD	2/2 priority, 3/5 overall, 1 TBD	2/2 priority, 5/5 overall, 1 TBD	2/2 priority, 4/5 overall, 1 TBD	2/2 priority, 5/5 overall, 1 TBD	2/2 priority, 5/5 overall, 1 TBD

State Technical College

	State Technical College
Completions Per FTE	
FY 2015-FY 2017	66.2
FY 2016-FY 2018	67.3
Benchmark	25.0
Meets or exceeds benchmark	✓
Improved	✓
Did not improve, not at benchmark	
Graduation Rate	
Fall 2011-Fall 2013	62.6%
Fall 2012-Fall 2014	66.4%
Top Third of Peers	
At or above top third	
Improved	✓
Did not improve, not at benchmark	
Major Field Assessment Pass Rate	
FY 2016-FY 2018	88.1%
FY 2017-FY 2019	87.8%
Benchmark	60.0%
Meets or exceeds benchmark	✓
Improved	
Did not improve, not at benchmark	
Core as a Percent of Total Expenditures	
FY 2014-FY 2016	70.6%
FY 2015-FY 2017	70.6%
Benchmark	60.8%
At or above top third	✓
Improved	
Did not improve, not at benchmark	
Tuition & Fees as a Percent of Median Family Income	
FY 2015-FY 2017	11.3%
FY 2016-FY 2018	11.1%
Median of peers	
Meets or exceeds benchmark	
Improved	✓
Did not improve, not at benchmark	
Graduate Outcomes	
FY 2015-FY 2017	96.4%
FY 2016-FY 2018	97.3%
Benchmark	75.0%
Meets or exceeds benchmark	✓
Improved	✓
Did not improve, not at benchmark	
Measures Made	3/3 priority, 6/6 overall, 0 TBD
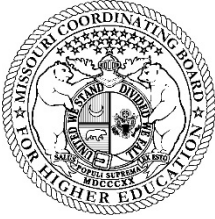
Tab 14

Institutional Eligibility to Participate in State Student Financial Assistance Programs

Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

Institutions must have their eligibility to participate in the state student financial assistance programs certified by the Coordinating Board for Higher Education in order for their students to receive state financial assistance. Earlier this year, Evangel University submitted an application to participate. This item seeks board approval of that application.

CURRENT STATUS

Evangel University submitted the documents required for certification. Departmental review of the submitted documents found this institution is eligible to be approved for participation in the following programs:

- Access Missouri Financial Assistance Program
- Higher Education Academic Scholarship Program (Bright Flight Scholarship)
- Kids' Chance Scholarship Program
- Minority and Underrepresented Environmental Literacy Program
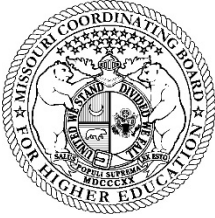- Public Safety Officer or Employee's Child Survivor Grant Program

NEXT STEPS

Once approval has been granted by the Coordinating Board, Evangel University will be notified by the Commissioner regarding that action and receive their copy of the duly signed participation agreements. In addition, the department will update its institutional records accordingly.

RECOMMENDATION

Staff recommend that the Coordinating Board approve Evangel University to participate in the state student financial assistance programs administered by the Missouri Department of Higher Education and Workforce Development listed above until September 2022.

NO ATTACHMENTS

Tab 15
Meeting Minutes
Budget & Financial Aid Committee

Coordinating Board for Higher Education
September 10, 2019

The Budget and Final Aid Committee of the Coordinating Board for Higher Education was called to order at 2:35 p.m. on Tuesday, September 10, 2019, in room 4C at the Plexpod Westport Commons in Kansas City, MO. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, Robin Wenneker, and Shawn Saale were present. No members were absent.

Approval of June 4, 2019 Budget & Financial Aid Committee Meeting Minutes

Mr. Cornelison moved to approve the minutes of the June 4, 2019, Budget & Student Financial Aid Committee meeting. Mr. Kennedy seconded the motion. Motion carried unanimously.

FY 2021 Budget Recommendations

Jeff Barlow, Director of Fiscal and Budget, presented information on the FY 2021 budget recommendations.

Capital Improvement

Institutions presented their proposals for capital improvement funding (9:14-11:40 a.m.). The following institutions presented:

- Harris-Stowe University
- Missouri State University
- East Central College
- University of Missouri System
- Moberly Area Community College
- Northwest Missouri State University
- Lincoln University
- Southeast Missouri State University
- Missouri Western State University
- Truman State University

The meeting adjourned at 3:15 p.m.
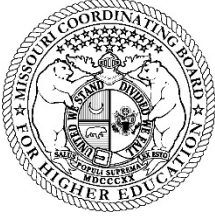
Tab 16
Performance Funding Review
Coordinating Board for Higher Education
December 11, 2019

DESCRIPTION

This item summarizes a periodic review of Missouri's performance funding framework, which is mandated by statute (§ 173.1006, RSMo).

STATUTORY REFERENCE

Section 173.1006, RSMo – Performance funding measures and evaluation required.

BACKGROUND

Missouri has collected performance funding measures continuously beginning in fall 2012 for the FY 2014 budget year. In 2014, legislation passed by the General Assembly and signed by the Governor mandated that the public universities and community and technical colleges continue to report the five measures in place at that time, subject to periodic review by the Coordinating Board for Higher Education, and add an additional metric "to measure student job placement in a field or position associated with the student's degree level and pursuit of a graduate degree." After extensive consultation with the institutions, this additional graduate outcomes measure was first collected in fall 2016 for the FY 2018 budget year.

Since 2014, § 173.1006, RSMo also requires that "The department of higher education and workforce development (DHEWD) shall be responsible for evaluating the effectiveness of the performance funding measures, including their effect on statewide postsecondary, higher education, and workforce goals, and shall submit a report to the governor, the joint committee on education, the speaker of the house of representatives and president pro tempore of the senate by October 31, 2019, and every four years thereafter." The review was completed and distributed as required, and is included with a cover memo as attachments.

The attached review brief examines impact on student graduation rates, as the performance funding framework has changed following major task forces in 2014 and 2017, but emphasis on student completion has been a constant in some form for all sectors since 2012, and similar studies have been conducted in other states, providing some national context. Graduation rates have generally increased at Missouri public colleges and universities from 2011-2017, but a direct causal link to performance funding is difficult to establish, given changes to the model, inconsistent funding, and the complex set of individual and institutional factors that drive student completion. Research elsewhere has also shown the difficulty of directly linking increases in completion and graduation rates specifically to performance funding.
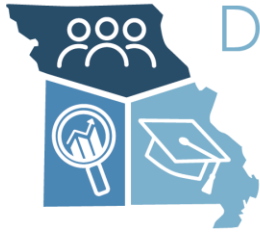
CURRENT STATUS

The attached review was distributed as required by statute on October 31, 2019. The DHEWD will continue to collect statutorily mandated data, and will continue to monitor the effectiveness of the model.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

A. Cover Memo, Performance Funding Review

B. Performance Funding Review

MEMORANDUM

TO: Governor Mike Parson
Representative Elijah Haahr, Speaker of the House
Senator Dave Schatz, President Pro Tem
Members of the Joint Committee on Education

FROM: Zora Mulligan
Commissioner of Higher Education

RE: Evaluation of Performance Funding Measures

DATE: October 31, 2019

Section 173.1006, RSMo, requires the Department of Higher Education and Workforce Development to evaluate the effectiveness of performance measures and to submit a report to the Governor, the Joint Committee on Education, the Speaker of the House of Representatives, and the President Pro Tempore of the Senate by October 31, 2019, and every four years thereafter. I am providing the attached in response to that requirement.

Please contact me if you have questions or if I can provide additional information.

One team, one vision:
Every Missourian empowered with the skills and education needed for success.
Office of the Commissioner
zora.mulligan@dhewd.mo.gov · (573) 751-1876

**The Impact of Performance Funding Measures on Completion Rates at
Missouri Public Colleges and Universities, 2011-2017**

Jeremy Kintzel, Education Research Director,
Missouri Department of Higher Education and Workforce Development (DHEWD)

Mamdouh Nathan Abdelmalek,
2019 DHEWD Russell Fellow & Ph.D. Student, University of Missouri-Columbia

Introduction

Missouri has a long history with performance funding, having implemented *Funding for Results* (FFR) in the late 1990s. FFR was discontinued after a short period and Missouri did not resume the performance funding conversation until data collection for a new model began in 2012 for the FY 2014 budget year. Performance funding data have been collected continuously since 2012, although statewide task forces in 2014 and 2017 recommended changes to the model. The current model was written into statute in 2014 by legislation that also added a measure of graduate outcomes (employment or continuing education) (§ 173.1006, RSMo). Performance funding consisted of five measures for the public universities, community colleges, and State Technical College until the 2016 data collection for the FY 2018 budget year, when the graduate outcomes measure was also first collected.

Section 173.1006.2, RSMo, requires an evaluation of the effectiveness of performance funding measures in 2019 and every four years thereafter. It is important to note that this evaluation only addresses the effectiveness of having those measures in place, not of using them to distribute funding, as the model has only been used to deliver funds in FY 2014, 2015, and 2016. Disbursements were restricted in FY 2017, and were not appropriated for FY 2018, 2019, or 2020. Performance funding accounted for 2.8 percent of total core appropriations to the institutions in FY 2014, 4.8 percent in FY 2015, and 1.2 percent in FY 2016. $67,696,964 (7.0 percent) of FY 2017 appropriations and $23,742,404 (2.6 percent) of FY 2018 appropriations were restricted ($91,439,368 total) due to state revenue issues. This impacted the state's ability to support core funding as well as limited its ability to invest in performance.

This brief examines impact on student graduation rates, as emphasis on student completion has been a constant in some form for all sectors since performance funding was re-established in FY 2014, and similar studies have been conducted in other states, providing some national context. Graduation rates have generally increased at Missouri public colleges and universities from 2011-2017, but a direct causal link to performance funding is difficult to establish, given changes to the model, inconsistent funding, and the complex set of individual and institutional factors that drive student completion. Research elsewhere has also shown the difficulty of directly linking increases in completion and graduation rates specifically to performance funding (Li 2019).

Research does suggest that performance funding may shift production away from degrees and into certificates (Hillman et al, 2018). Certificates are comparatively quick and cost-effective for

students and institutions, but also encourage students to more quickly enter the workforce. This may not be counter to state interests related to workforce needs, although long-term earnings are still generally higher for degree completers relative to certificate completers. In Missouri, public institutions granted 14.6 percent more associate's degrees and 12.2 percent more bachelor's degrees in 2016-17 than 2010-11, but 57.3 percent more sub-baccalaureate certificates.

Research in other states has also suggested that equity provisions, e.g. bonuses for enrolling, persisting, and graduating Pell recipients and/or under-represented minorities, can have a positive impact on outcomes for low-income students (Gandara and Rutherford 2018). There is also some evidence that multiple equity indicators can magnify the positive impact of any one indicator. Since the 2017 task force, Missouri universities have received a bonus to their completion measure for graduating Pell recipients; community colleges have discussed adopting a similar measure.

Evaluation and Results

As noted, student completion has been a consistent emphasis in the performance funding model, and has also been the subject of study in other states. The evaluation examined 150-percent-time cohort graduation rates of first-time full-time degree-seeking students as collected by the U.S. Department of Education from 2010-11 through 2016-17. Rates were collected and analyzed for public two- and four-year institutions in Missouri and four other states which were verified to not have implemented performance funding during the study period. Control states were Alabama, New Jersey, Vermont, and West Virginia.

Analysis at the state and sector levels was conducted via difference-in-differences, which examines differences in graduation rates at the beginning (2010-11) and end (2016-17) of the study period, and whether any differences were or were not statistically significant (i.e. unlikely to have been the result of random fluctuation). Graduation rates were also examined with and without transfer-outs, which are more widely reported to U.S.D.E. by two-year institutions. Missouri's performance funding model does include transfer-outs in cohort graduation rates for community colleges.

As stated above, difference-in-differences analysis illustrates that cohort graduation rates have generally increased in Missouri during the study period, but it is not possible to directly attribute that increase to performance funding. 150 percent completion rates at Missouri public two-year institutions increased from 23.1 percent (2011) to 29.0 percent (2017). Although the rates are higher, the rate of change was virtually identical to the increase in control states (19.6 to 25.5 percent). The difference-in-differences was not statistically significant, although the sample size in Missouri was much smaller (14 versus 55 institutions). Statistical significance is more difficult to establish with a smaller sample. When including transfers, rates at Missouri public two-year institutions increased from 44.0 percent (2011) to 46.8 percent (2017). This was a higher rate but lesser increase than in control states (39.1 to 42.7 percent). The difference-in-differences here was also not statistically significant.

At the universities, 150 percent completion rates in Missouri increased from 45.3 percent (2011) to 46.4 percent (2017). This was slightly less than the increase in control states (46.3 to 48.4 percent). The difference-in-differences was not statistically significant. When including transfers, rates at Missouri universities increased from 58.5 percent (2011) to 59.5 percent (2017). Control institutions increased more substantially (64.0 to 71.5 percent). The difference-in-differences was also not statistically significant. As stated previously, transfer-out is more commonly reported to the U.S. Department of Education by two-year institutions and other institutions with a transfer-preparatory mission. It is an optional reporting element and rates at universities may be greatly impacted by differences in mission and reporting.

Apart from any direct causal link to performance funding, eight Missouri public colleges and universities saw first-time full-time cohort graduation rates increase by at least five percentage points from 2010-11 to 2016-17 (Crowder College, Metropolitan Community College, North Central Missouri College, Southeast Missouri State University, State Fair Community College, Truman State University, the University of Missouri-Kansas City, and the University of Missouri-St. Louis). Two (Ozarks Technical Community College and State Technical College of Missouri) saw increases of at least 10 percentage points.

Study limitations include, most prominently, potential differences in institutional or student characteristics that are not accounted for here, given time and resource limitations for study. These include but are not limited to differences in students' academic preparation, family income, and/or institutions' financial support. The relative scope and magnitude of dual credit and dual enrollment in Missouri and control states, for example, could have a significant impact on students' collective completion and time-to-degree. Performance funding may also have a positive impact on other outcome variables, including production of STEM majors, that are not considered here.
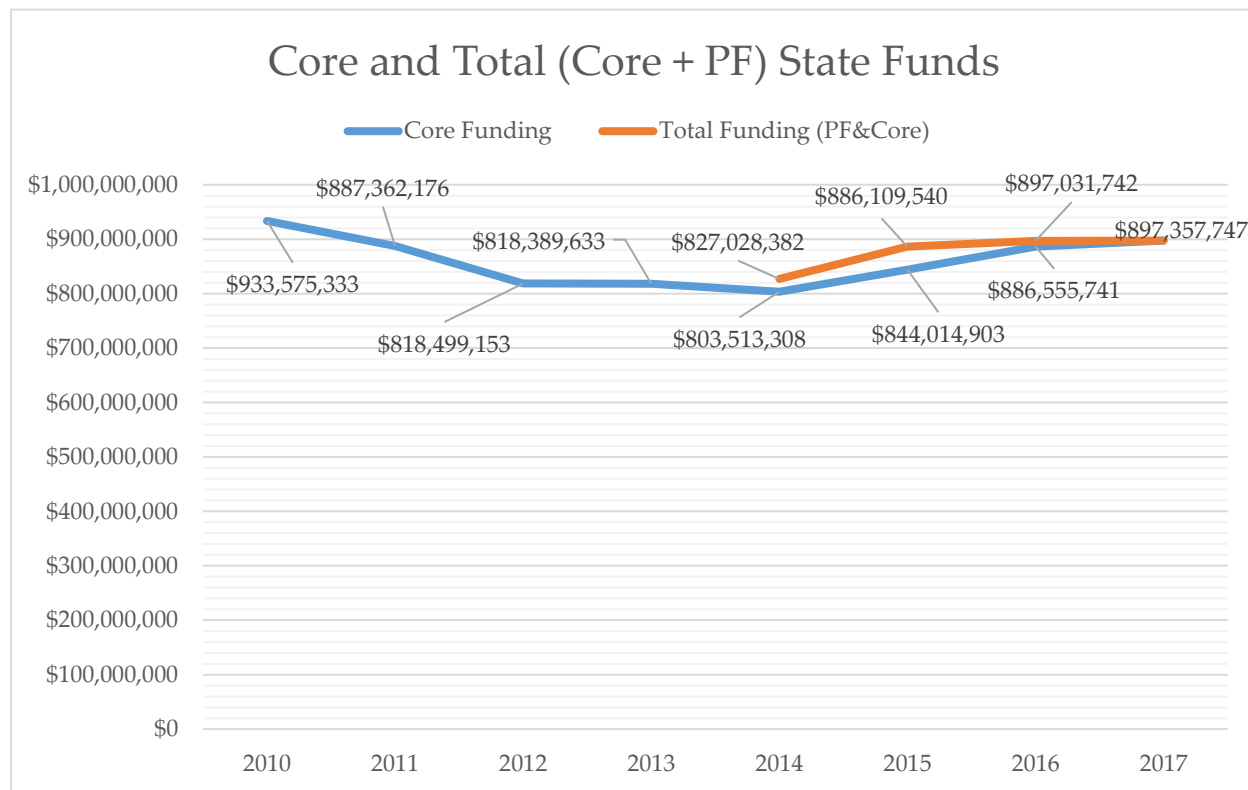
Discussion

Performance funding formulas have been criticized elsewhere for emphasizing measures of productivity while overlooking academic quality; Missouri does incorporate pass rates on licensure and certification for the community and technical colleges, and public universities may report general education assessment, major field assessment, or licensure and certification. Definitions are provided for institutions to include appropriate assessments, and pass rate success in some assessment measures is defined in a way that accounts for institutional selectivity (e.g. open admissions to highly selective), thus indirectly, at least, acknowledging differences in inputs.

Additional information might tell a more complete story about continuous improvement efforts at the institutions, although changes or additions to the reporting model could come at the cost of additional complexity and greater challenges in maintaining access to valid, reliable, and repeatable data. Some research suggests that institutions be given additional opportunities to describe changes to processes and systems aimed at improving performance on the measures, but this additional qualitative data can be difficult to apply specifically for funding purposes.

Finally, it would be remiss to evaluate performance funding without discussing funding. In Missouri, performance funding in 2015 was approximately 4.8 percent ($42,094,637) of total base funding ($844,014,903), but this amount decreased to approximately 1.2 percent in 2016 ($10,476,001 out of $886,555,741). (All totals for performance and core funding disbursed are referenced from the state audit of performance funding released in 2017.) Other states provide higher levels of performance funding to institutions: Indiana, for example, provides 5 percent and Tennessee offers 80 percent. Ohio provides 100 percent of its funding based on performance (Li 2019). However, the performance model in some of these states may include some enrollment measures as well as completion. Again, Missouri has not appropriated and disbursed performance funding since FY 2016.

It is also true that performance funding has been limited to "new money" for institutions in Missouri, but new money has often also been a recovery of prior core decreases in recent years, especially when withholdings are considered. Core and performance funding in 2016 ($897,031,742) was only a 1.1 percent increase over core funding in FY 2011, and that was following several years of relative decreases. More predictable appropriation of performance funding, at minimum matching or exceeding the Consumer Price Index, would provide additional resources to support continuous improvement. It also bears mentioning that institutions are dealing with increasing fixed costs such as utilities and health and pension obligations, which can also impact efforts at controlling increases to tuition and fees.

Core and Total (Core + PF) State Funds

Core Funding — Total Funding (PF&Core)

$887,362,176
$886,109,540
$897,031,742
$818,389,633
$827,028,382
$897,357,747
$933,575,333
$886,555,741
$818,499,153
$803,513,308
$844,014,903

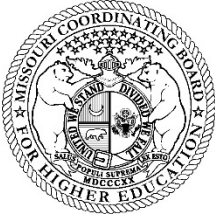2010 2011 2012 2013 2014 2015 2016 2017

Conclusion

The Department of Higher Education and Workforce Development (DHEWD) will continue to work collaboratively with the institutions and appropriators to evaluate performance funding, and to determine whether changes would more comprehensively illustrate institutional improvement and whether additional contextual information on institutional inputs and/or processes might be desirable. Additional contextual information might come in the context of performance funding, or in other publications or dashboards of use to the DHEWD, institutions, policymakers, and other stakeholders.

More predictable and consistent funding would serve as a greater incentive to the institutions, but would also provide additional resources for process improvements and activities geared toward improvement on the metrics, including those focused on student completion. The DHEWD will continue to collect statutorily mandated data, and will continue to monitor the effectiveness of the model.

References

Gándara, D. & Rutherford, A. Res High Educ (2018) 59: 681. https://doi.org/10.1007/s11162-017-9483-x

Hillman, N. W., Fryar, A. H., & Crespin-Trujillo, V. (2018). Evaluating the impact of performance funding in Ohio and Tennessee. *American Educational Research Journal*. *55*(1) 144-170.

Li, Amy Y. Lessons Learned: A Case Study of Performance Funding in Higher Education. *Third Way*. January 25, 2019. https://www.thirdway.org/report/lessons-learned-a-case-study-of-performance-funding-in-higher-education

BACKGROUND

The Coordinating Board for Higher Education (CBHE) has the statutory responsibility to recommend funding for higher education facilities at Missouri's community colleges, State Technical College, and public four-year universities. The CBHE has historically used categories established by the Office of Administration when developing a system by which to consider project proposals; the categories include, renovation and rehabilitation, corrective construction, energy conservation, and new construction. These categories are the foundation of the CBHE policy statements used during the consideration of capital improvement proposals. As CBHE's goal is to a provide a coordinated, balanced, and cost-effective delivery system of higher education, these policy statements are specifically considered with analyzing an institution's proposal for use of existing facilities, space utilization, and the necessity of renovations and/or new construction. The policy statements are as follows:

1. All proposed projects should be congruent with both the mission of the institution within the system of Missouri higher education and the respective mission implementation plans as reviewed by the Coordinating Board. Campus facility master plans should address this congruence within a five-year projection of facility requirements for the institution based on enrollment and program needs. The campus master plan, including enrollment trends and projections, will therefore serve as the reference point for documenting facility needs

2. Corrective construction and renovation and rehabilitation should, in most instances, precede new construction projects in priority. An institutional decision to retain a facility constitutes an ongoing commitment to bring that facility up to a good condition and to maintain it. Modernization of classrooms and laboratories to incorporate appropriate technology should be an institutional and Coordinating Board priority.

3. The addition of new square feet typically requires an ongoing financial commitment for campus security, fuel and utilities, maintenance and repair, etc. Absent justification for additional space based on enrollment change, a direct relationship to an approved mission change or enhancement, and/or the identification of available operational and maintenance funding, an increase in any institution's total square footage should be avoided.

4. Projects providing program accessibility to buildings for individuals with physical disabilities shall have a high priority.

5. The overall condition of a facility must be considered when evaluating the appropriateness of renovation and the prioritization of capital projects. In some cases, facilities that are in the poorest condition may more properly be candidates for demolition. In other cases, a fiscally responsible deferred maintenance decision may be more appropriate than the development of a capital request. There are other considerations, like state and campus program priorities, that override the condition of a facility in determining renovation or new construction needs.

6. Planning funds should precede funds for new construction and should be requested independently. Planning funds should be used to study several alternatives to address programmatic needs. A project which has received a prior recommendation and appropriation for planning funds will be reviewed again when construction funds are requested for the project.

7. Facilities maintained as auxiliary enterprises including, for example, student housing, parking facilities, and facilities related to intercollegiate athletics are considered to be the responsibility of the institution. State funding for construction of facilities serving a dual role involving auxiliary functions and educational and general purposes should be limited to the documented percentage of the facility serving educational and general purposes.

The Department of Higher Education and Workforce Development (DHEWD) has used the CBHE policy statements to develop a scoring rubric by which to score and rank capital improvement proposals. Those proposals are provided the Governor and General Assembly for consideration.

CURRENT STATUS

During the September 2019 CBHE meeting, DHEWD staff were asked by CBHE to assess the policy statements and determine whether these statements are still applicable under Missouri's current higher education, workforce, and economic landscape. In addition, DHEWD was asked to evaluate its capital improvement procedures and process it uses to score proposals. As part of this process, DHEWD surveyed the Missouri public institution presidents/chancellors, chief financial officers, facility directors, and general assembly staff members to provide recommendations to the capital improvement policy statements and overall process.

NEXT STEPS

Share survey results with the CBHE and seek guidance on how the Coordinating Board wishes to structure the capital improvement guiding principles and process for DHEWD's FY 2022 budget request.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Capital Improvement Results Summary

Capital Improvement Survey Summary

Survey Demographic:

Of the 116 stakeholders invited to provide feedback on the capital improvement process, 40 (34%) participated. Participants represented public institution presidents/chancellors, chief financial officers, and facility directors and general assembly representatives. The breakdown is as follows:

- Representation
    - 13 CFOs
    - 13 An institution president or chancellor
    - 9 Facilities directors
    - 3 GA members
    - 2 Other
- Public Sector Institution Participation Breakdown
    - 16 community college or state technical college
    - 20 public universities

Survey Summary:

Survey participants were asked to provide feedback on the current capital improvement policy statements, including whether the statements appropriately represent the needs of institutions. Though the degree in which respondents agreed with the policy statement varied, 85% of respondents supported keeping the current statements with modifications; these modifications include providing more focus on repair and renovation needs across institutions and adding consideration for workforce demands and needs.

Other Capital Improvement Considerations:

Below are survey questions presented to survey participants and percentage breakdown of the responses. To note, on the question, "Are there any additional policy statement the Coordinating Board for Higher Education should include," responses were grouped into three categories.

One team, one vision:
Every Missourian empowered with the skills and education needed for success.
www.dhewd.mo.gov · (573) 751-2361

Consider the current policy statements. Are there any additional policy statements the Coordinating Board for Higher Education should include?

23%

7%

70%
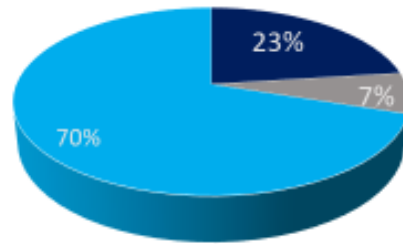
- Update Statements to Reflect Economic development/Regional Needs
- Facility Renovation Projects
- No recommendations

When a new facility is brought "online" part of that analysis includes determining whether a facility, specifically if it is outdated or underutilized, should be taken offline. Should this be a required consideration an institution should explore and document upon submitting their capital improvement projects unless enrollment growth justifies otherwise?

23%

76%
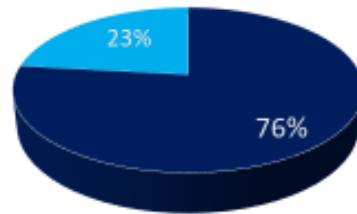
- Yes
- No

Maintenance and Repair (M&R) v. New Construction: Capital requests submitted to the DHEWD combine M&R and new construction requests. Should the department continue to score and rank these proposals to develop one capital improvement list or provide two separate lists?

37%

63%
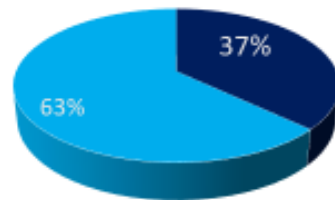
- One List
- Two Separate Lists

Should the capital improvement scoring process include only department staff or other representation?
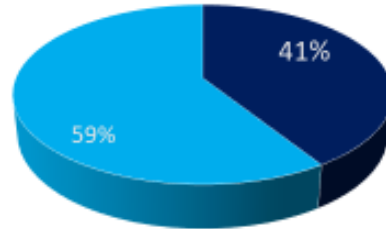
- 41% Other Representation
- 59% Department Staff Only

Should the department (and/or representatives of other organizations) continue the practice of scoring and ranking projects?

- 83% Yes
- 17% No
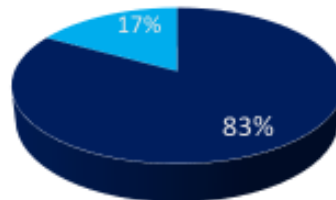
Should the Department of Higher Education and Workforce Development score all project proposals submitted by institutions rather than only the top priority?

- 40% Yes
- 60% No
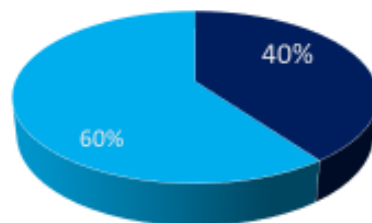
Should the department cap the total dollar amount of the cumulative submitted projects which is presented to the Coordinating Board for Higher Education for consideration?

43%

57%
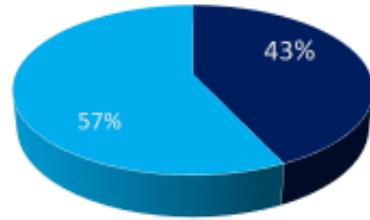
- Yes
- No

Should the department place a cap on the cumulative dollar amount an institution can submit for consideration across all capital improvement proposals?

43%

57%
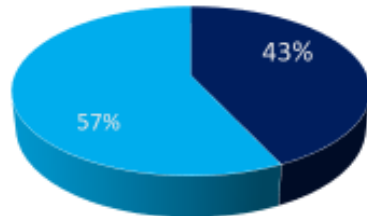
- Yes
- No
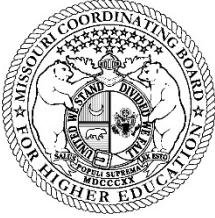
Tab 18

Missouri Advisory Board for Educator Preparation Appointments

Coordinating Board for Higher Education
December 11, 2019

DESCRIPTION

The Department of Elementary and Secondary Education and the Department of Higher Education and Workforce Development established the Missouri Advisory Board for Educator Preparation to foster meaningful and substantial collaboration among all stakeholders in the interest of improving the quality of educator preparation in Missouri. MABEP will meets at least twice annually. MABEP is composed of 14 members appointed by the Commissioners and Boards of both departments.

The duties and responsibilities of MABEP include, but are not limited to the following:

1. Meet with the commissioners of elementary and secondary education and higher education to discuss policy issues and proposed changes to standards and practices related to educator preparation programs;

2. Make recommendations to the commissioners of elementary and secondary education and higher education regarding the criteria and procedures for evaluation and approval of educator degree programs and educator preparation programs within the state;

3. Facilitate communication by inviting subject matter and educator preparation experts and constituencies with an interest in developing highly effective educators to meet with the MABEP for the purpose of identifying, reviewing, and promoting best practices and standards in educator preparation and professional development;

4. The chair of MABEP shall present annually to the board of education and coordinating board for higher education to discuss matters of mutual interest in the area of educator preparation; and

5. Maintain a record of deliberations for the purpose of keeping constituent groups with an interest in the maintenance of quality education preparation programs informed of issues and recommendations.

A minimum of a one year commitment to the duties and responsibilities of MABEP is required for participation.

STATUTORY REFERENCE

Section 161.097, RSMo, (SB 492)

RECOMMENDED ACTION

Staff recommended that the Coordinating Board approve the following two individuals to positions on the Missouri Advisory Board for Educator Preparation:

- Dr. Quincy Rose, Harris-Stowe State University, for a public university

- Dr. Melanie Bishop, Missouri Baptist University, for an independent college or university

ATTACHMENTS

    A. Missouri Advisory Board for Educator Preparation Members

    B. Section 161.097, RSMo, (SB 492)

    C. Missouri Advisory Board for Educator Preparation Appointee Background Information

Tab 18 Attachment A
Missouri Advisory Board for Educator Preparation Members

Missouri Advisory Board for Educator Preparation		
DESE – 7 Members	**DHE – 7 Members**	
Appointed by the State Board of Education with the Recommendation of the Commissioner of the Department of Elementary and Secondary Education	Certificated public school teacher who has served as a cooperating teacher **Darbie Valenti** valedarb@gmail.com	Faculty member or administrator within an approved educator preparation program **Victoria Seeger** VSEEGER@nwmissouri.edu	Appointed by Coordinating Board of Education with the Recommendation of the Commissioner of Higher Education
	Certificated public school administrator with direct responsibility for the evaluation of educators **Jaime Sadich** jaime.sadich@raytownschools.org	Dean or director of a college or program of educator preparation for a public four-year university **VACANT**	
	Human resource director for a public school district with direct responsibility for hiring **Cindy Grant** cindy_grant@isdschools.org	Director of an educator preparation program of a public community college **Glenn Coltharp** glenncoltharp@crowder.edu	
	Certificated public school teacher who has served as a teacher mentor **Cassidy Urie** CUrie@cpsk12.org	Dean of a college of education or director of an educator preparation program of an independent college or university **VACANT**	
	Certificated superintendent of a public school **VACANT**	Dean or director within an approved educator preparation **Kathryn Chval** chvalkb@missouri.edu	
Appointed by the Commissioner of the Department of Elementary and Secondary Education	Representative of the public, who is not a member of a local school board of education or educator preparation governing board **David Oliver** davidfieldoliver@gmail.com DOliver@BerkowitzOliver.com	Student enrolled in an approved program of educator preparation of public or independent university **VACANT**	Appointed by the Commissioner of Higher Education
	Employee of the department of elementary and secondary education whose responsibilities include educator preparation and/or certification **Paul Katnik** Paul.Katnik@dese.mo.gov	Employee of the department of higher education with responsibility for the approval of degree programs **Mara Woody** Mara.Woody@dhewd.mo.gov	

Tab 18 Attachment B
MABEP Statutory Reference

161.097. 1. The state board of education shall establish standards and procedures by which it will evaluate all teacher training institutions in this state for the approval of teacher education programs. The state board of education shall not require teacher training institutions to meet national or regional accreditation as a part of its standards and procedures in making those evaluations, but it may accept such accreditations in lieu of such approval if standards and procedures set thereby are at least as stringent as those set by the board. The state board of education's standards and procedures for evaluating teacher training institutions shall equal or exceed those of national or regional accrediting associations.

2. There is hereby established within the department of elementary and secondary education the "Missouri Advisory Board for Educator Preparation", hereinafter referred to as "MABEP". The MABEP shall advise the state board of education and the coordinating board for higher education regarding matters of mutual interest in the area of quality educator preparation programs in Missouri.

3. Upon approval by the state board of education of the teacher education program at a particular teacher training institution, any person who graduates from that program, and who meets other requirements which the state board of education shall prescribe by rule, regulation and statute shall be granted a certificate or license to teach in the public schools of this state. However, no such rule or regulation shall require that the program from which the person graduates be accredited by any national or regional accreditation association.
[3. Notwithstanding any provision in the law to the contrary, the state board of education may accredit a graduate law school and any graduate of such an accredited law school shall be allowed to take the examination for admission to the bar of Missouri.]

4. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2014, shall be invalid and void.

Tab 18 Attachment C
MABEP Appointee Background Information

Appointee Background Information

The two proposed MABEP appointees:

Dr. Quincy Rose is the Dean of the College of Education at Harris-Stowe State University (HSSU) in St. Louis, Missouri. HSSU's Educator Preparation Program (EPP)'s conceptual framework revolves around the principle of preparing a culturally sensitive population of individuals who will adapt and perform successfully in an ever-changing technological world, and has programs in Early Childhood Education, Elementary Education, Middle School Education and Secondary Education. Dr. Rose is a graduate of Delaware State University. She earned a Bachelor of Science degree in Elementary Education, a Master of Arts degree in Curriculum and Instruction and a Doctorate of Education degree in Innovation and Leadership with a concentration in Organizational Leadership from Wilmington University. Additionally, Dr. Rose recently completed the competitive Women in Education Leadership Program at the Harvard University Graduate School of Education where she was carefully selected as 1 out of 50 exemplary women in leadership within the world to participate in this program.

Dr. Melanie Bishop is the Associate Vice President for Graduate Affairs and the Dean of the School of Education at Missouri Baptist University (MBU). The School of Education at MBU seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society, and includes both undergraduate and graduate education programs including Early Childhood Education, Early Childhood Education Special Education, Elementary Education K12 and Secondary Education, online Master of Science in Higher Education Leaderships and an online Ed.D. in Higher Education Leadership. Dr. Bishop holds a B.S. in Mathematics-Secondary Education from Southwest Baptist University, an M.A. in Education and an Ed.D. in Instructional Leadership, both from Lindenwood University.

BACKGROUND

A statewide mission designation is integrally related to the Coordinating Board for Higher Education's (CBHE) responsibility for statewide planning, requiring first, identification of the needs of the state and an examination of the ways educational resources can best respond, and next, an examination of the mission and purpose of institutions in light of the identified state needs.

In 1995, the General Assembly passed Senate Bill 340, which provides the framework the CBHE currently uses for evaluating requests for statewide missions. Sections 173.030(8) and (9), RSMo, charge the CBHE with reviewing public institutions' missions, based upon "the needs of the citizens of the state as well as the requirements of business, industry, the professions and government…to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes." The statute defines two steps for institutions asking the CBHE to recommend a statewide mission designation: submission of an application based on criteria found in §173.030(9), RSMo, and completion of a mission implementation plan for CBHE approval (§173.030(8), RSMo).

Once the CBHE has approved of the institution's proposed statewide mission designation, the statute states, "no change of mission for an institution under this subdivision establishing a statewide mission shall become effective until the general assembly approves the proposed mission change by concurrent resolution, except for the institution defined pursuant to subdivision (1) of section 174.010, and has been approved by the coordinating board and the institutions for which the coordinating board has recommended a statewide mission prior to August 28, 1995."[1] DHEWD staff has identified the two institutions for which the CBHE has recommended a statewide mission prior to August 28, 1995 as being Missouri State University and Truman State University.

CURRENT STATUS

Harris-Stowe State University submitted a request to the CBHE for a statewide mission designation in STEM for underrepresented and under-resourced students (Attachment A). The proposal was posted for public comment for 20 days, October 23-November 12, 2019. No comments were received.

RECOMMENDATION

Staff recommend that the Coordinating Board approve Harris-Stowe State University's request for a statewide mission in STEM for underrepresented and under-resourced students.

ATTACHMENTS

A. Harris-Stowe State University proposal for Statewide Mission Designation

B. Criteria for Statewide Mission Designation

---

[1] Institutions requesting a statewide mission designation "shall be judged to have met the prerequisites for such a mission when they demonstrate to the coordinating board that they have met the criteria described in this subdivision." §174.450 RSMo provides an additional requirement that the board of regents for any institution designated as having a statewide mission according to §173.030(8)(9), RSMo shall be abolished on the effective date of the statutory mission change, and any appointed members of the board of regents serving as of the effective date of the statutory mission change will serve as members of the board of governors until the expiration of the term for which they were appointed.

HARRIS-STOWE   STATE UNIVERSITY

October 11, 2019

The Honorable Zora Mulligan
Commissioner
Missouri Department of Higher Education and Workforce Development
205 Jefferson Street
P.O. Box 1469
Jefferson, City MO 65102

Dear Commissioner Mulligan:

Please accept Harris-Stowe State University application seeking a statewide mission in STEM for consideration by the Missouri Department of Higher Education and Workforce Development and the Coordinating Board for Higher Education at its December 10, 2019 meeting. Harris-Stowe appreciates this opportunity and believes that as an open-enrollment institution serving underrepresented and under resourced students it has demonstrated sufficient evidence, as required by the legislation, to have the capacity to discharge successfully such a mission.

Since its founding in 1857, HSSU is dedicated to delivering a quality education to underserved populations while developing the whole student and enhancing the economic capacity of underrepresented citizens in Missouri. HSSU's priority towards servicing a majority African American student population along with its history of producing quality graduates, positions the University as a key partner and friend to Missouri with regard to increasing and diversifying Missouri's STEM Workforce and furthering economic gains in STEM.

At HSSU, we believe it is vital for the institution to do its part to strengthen Missouri's STEM Workforce and produce quality employees representing diverse backgrounds.

Our ability to support student persistence to graduation, increase enrollment in graduate school and expand the number of African Americans entering jobs positions the University as a leader for advancing equity in Missouri's STEM workforce.

I thank the CBHE Board for affording the University this platform to express how HSSU advances STEM for underrepresented students in the state of Missouri.

Sincerely,

Dr. Dwayne Smith,
Interim President

INSTITUTIONAL BACKGROUND

Harris-Stowe State University (HSSU) is the only historically Black college or university in the St. Louis metropolitan area among ten colleges and universities, and one of only two HBCU's in the state of Missouri. The University has a current total enrollment of 1,629 students, of which 84% are African-Americans. More than 70% are first-generation college students from low-socioeconomic backgrounds and a full 83% of HSSU's student population are Pell grant-eligible. Although HSSU is one of the smallest higher education institutions in the state, it ranks only behind the University of Missouri System in conferring the largest number of undergraduate degrees in Math and Biological Sciences to African-Americans among all four-year public and private colleges and universities (IPEDS, 2015-2018).

CBHE-APPROVED MISSION DESCRIPTION

Harris-Stowe State University, located in St. Louis, Missouri, offers baccalaureate and select master's degrees to address the higher education needs of the St. Louis metropolitan region. Harris-Stowe State University is designated as an open enrollment institution. Harris-Stowe is designated as one of two Historically Black College and Universities (HBCUs) in Missouri and serves African-Americans and other diverse student populations throughout the state.

Harris-Stowe State University serves its constituents by offering baccalaureate and master's degrees in business, education, and the arts and sciences appropriate to a teaching institution with a predominantly urban undergraduate student body. Harris-Stowe State University has particular strengths in mathematics and other STEM fields, and is one of the state's largest producers of African-American graduates in STEM fields, with biological sciences as one of its top ten highest producing programs.

Harris Stowe State University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

ACADEMIC UNITS

Anheuser-Busch School of Business (ABSB)

The Anheuser-Busch School of Business offers undergraduate on-campus and on-line programs to educate students in the art and science of business. These programs prepare students to become business leaders with a global mindset equipped with the ability to identify, analyze, and solve complex business problems.

These programs foster the development of knowledge and skills necessary for gainful employment and the successful pursuit of graduate degrees. The School creates an environment that promotes

the intellectual, ethical, and social growth of students through critical thinking, superior verbal and written competencies, and decision-making skills in a technologically complex and diverse global marketplace.

The School of Business is one of the largest degree producers of African-Americans in the State in the following degree programs:

- Health/Health Care Administration/Management
- Management Information Systems General
- Business Administration and Management General
- Accounting

College of Arts and Sciences (CAS)

The College of Arts and Sciences at Harris-Stowe State University is committed to providing all students an accessible and affordable quality liberal arts education in mathematics, physical and life sciences, humanities, and social and behavioral sciences. The mission of the College of Arts and Sciences is twofold: (1) to train and educate graduates who will demonstrate effective written and oral communication skills and are able to think critically and make decisions for the common good and (2) to produce graduates who are equipped with strong academic and practical knowledge to pursue careers in mathematics, life science, law enforcement, government, education, and business.

The College of Arts and Sciences also provides course offerings in general education. In this role, the college is the gateway to all degree programs at the University. In addition, the College of Arts and Sciences, in collaboration with the College of Education, provides course offerings in many content knowledge areas, including mathematics sciences, natural sciences and social & behavioral sciences leading to Bachelor of Science degrees in Early Childhood, Elementary School, Middle School and Secondary School Education.

Each of these degree programs are designed to prepare a specialist who will assist in identifying, formulating, and solving urban problems.

The College of Arts and Sciences is one of the largest degree producers of African-Americans in the State in the following degree programs:

- Urban Studies/Affairs
- Criminal Justice/Safety Studies
- Biological Science
- Mathematics

Harris-Stowe is also ranked **#47** in the nation in graduating African-Americans in Mathematics.

College of Education (COE)

The College of Education at Harris-Stowe State University offers baccalaureate programs designed to enrich and enhance the academic as well as socialization experiences of its students. Toward this end, diversity pervades the curriculum, the field placements, faculty, and clinical staff. Candidates understanding of their culture and respect and responsiveness for others is a basic premise of the College of Education.

Faculty and candidates in the College of Education integrate technology throughout their experiences in the course and field placements. Technology is viewed as improving teaching effectiveness, enhancing instruction, and managing students and assessment while motivating students to engage in the use of technology to enhance their performance (CAEP).

The Educator Preparation Program (EPP)'s conceptual framework revolves around the principle of preparing a culturally sensitive population of individuals who will adapt and perform successfully in an ever-changing technological world. The theme undergirding this work is "Reflective Practitioners for a Diverse Society." The framework is aligned to state, national, career readiness, learning/common core, and accreditation standards and informs the EPP's mission and structure. The College of Education partners with several school district's in the region whose student populations come from underserved backgrounds, including Confluence Academy, Jennings School District, the Normandy Collaborative School District and the St. Louis Public School District.

The College of Education believes that effective teachers are professionals who possess and exhibit competence, respect for diversity, professionalism, and reflection. The College of Education trains teachers to be Reflective Practitioners, counselors, users of technology, skilled instructors, organizers of learning, diagnostic prescribers, communicators with parents, masters of content, deliverers of content, evaluators of student progress, inclusionary strategists, managers of behavior, and advocates for social justice.

The College of Education is one of the top producers of African-Americans in the State in the following degree programs:

- Education General
- Early Childhood Education and Teaching

The College of Education is Ranked **#41** in the nation in graduating African-Americans in Education.

Infrastructure

Harris-Stowe's 20-acre campus is located in Mid-town St. Louis. The campus is comprised of the Dr. Henry Givens Jr. Administration and Classroom Building, the AT&T Library, the Emerson Performance Center, the William Clay Early Childhood Center/Teacher Education Building, Gillespie Hall and Bosley Hall. The campus also includes the former Vashon Community Center,

a historic building that is being renovated to serve as the University's library and repository for historic collections.

STATUTORY CRITERIA

a) Institutional enrollment
b) Programs of unusual strength
c) Articulated admission standard
d) Academic emphasis at the undergraduate or graduate level with a demonstrable capacity to provide significant public service
e) Continuous quality improvement and institutional accountability

a) **Institutional Enrollment -** Enrolling one or more groups of special population students such as minorities, economically disadvantaged, or physically disadvantaged from outside its historic statutory service region at rates exceeding state averages of such populations enrolled in the higher educational institutions of this state

Consistent with statute §173.030 (9) (b) Harris-Stowe continuously serves one or more groups of special population students, including a large number of minority and economically disadvantaged students. The University has never wavered in meeting the needs of the citizens of the State Of Missouri by offering undergraduate degrees at one of the lowest tuition rates within Missouri's system of public higher education. This effort has been responsive to state needs for cost-effective college education and commensurate with §173.030 (8). Harris-Stowe State University has a unique mission of addressing the unmet higher education needs of the St. Louis metropolitan region and has been privileged to do so for well over a century. The University is strongly dedicated to providing a high-quality higher education experience that is both affordable and accessible to a diverse population.

Harris-Stowe State University enrolls a diverse cross-section of students. The University has a current total enrollment of 1,629 students, 84% of which are African-American, the highest percentage of African-American students enrolled in any higher education institution in the State. Moreover, as an open-enrollment institution Harris-Stowe perhaps has one of the highest first-generation student populations (70%) from a low socioeconomic background with 83% of students qualifying as Pell eligible, the highest percentage of Missouri's higher education institutions and one of the highest percentages in the nation. According to the National Center for Educational Statistics, 72% of African Americans receive Pell Grants, the highest percentage of any group receiving Pell. Harris-Stowe's percentage is higher than the national average.

For comparison purposes, a 2014 MDHE statistical summary on the Historical Trend in Total Headcount Enrollment of African-American Students at Public and Private Not-For-Profit (Independent) Institutions indicated that Harris-Stowe had an African-American student population that made up 83% of its student body. Lincoln University followed with

an African-American population of 39% while all other public four year institutions served an African-American student population ranging from 3% - 14%.

Total fall enrollment increased 34% over the past five years with an increase of 126% of new freshmen and an 81% increase in overall new student enrollment of freshmen and transfer students. Enrollment in STEM programs has experienced significant growth increasing by 401%.

These increases in enrollment are matched with upturns in persistence, retention, and graduation rates. Fall to fall retention has increased by 19% since 2014. Additionally, Harris-Stowe graduated the largest class in its history during the 2018-2019 academic year with an overall increase of 48.5% in degree production since 2014.

HSSU launched bachelor degree programs in Math and Biology in 2010 and has rapidly grown enrollment and STEM program offerings. As of fall 2018, Harris-Stowe has 411 STEM majors (366 Biology, 39 Mathematics, 6 Sustainability and Urban Ecology) with at least 86% being African-American (5.8% unreported race/ethnicity). This represents a 40% increase in STEM majors compared to fall 2017.

Additionally, the University has engaged its students in undergraduate research, which advances the participation of underrepresented students in research activities locally, regionally and nationally. Harris-Stowe State University has leveraged its NSF partnership to aggressively promote and support student research opportunities that foster enthusiasm, a sense of belonging in STEM communities, and build practical skills and knowledge. The Implementation grant supported undergraduate research efforts resulting in a total of 29 undergraduate research projects and 60 student research presentations (includes presentations at HSSU hosted symposiums). In addition, through its MOLSAMP Alliance, Harris-Stowe has supported underrepresented minority students with attending and presenting at research conferences.

In total, Harris-Stowe students have captured 11 undergraduate research awards including six first place finishers, four second place presentations and one third place award. Examples of competitive undergraduate research competitions Harris-Stowe students have participated include the American Association for the Advancement of Science (AAAS) and National Science Foundation Emerging Researchers National Conference on STEM, the Eaton Technical Conference, the Minority Access Inc. National Role Models in STEM Conference and the MOLSAMP Undergraduate Research Symposium.

FIGURE 1
FALL STEM DEGREE ENROLLMENT TOTALS
2010-2018
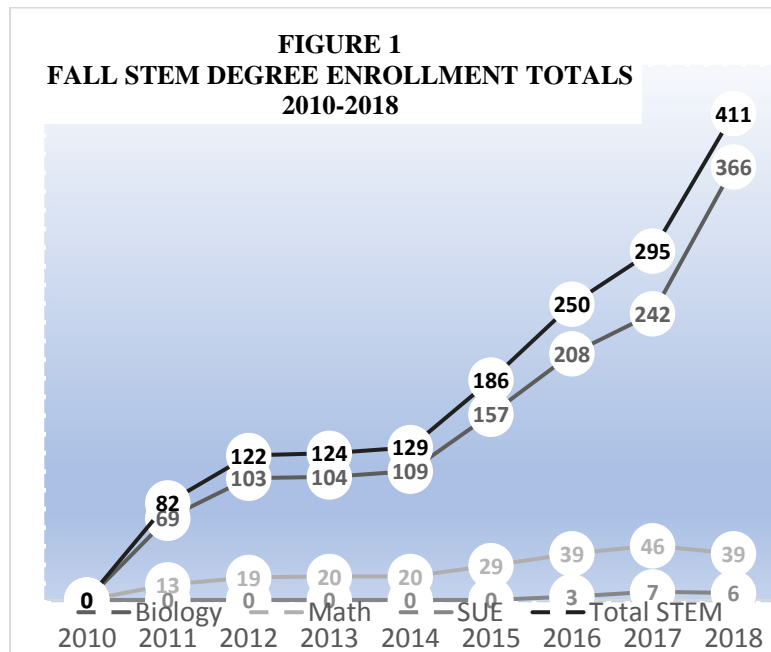
b) **Programs of Unusual Strength**

HSSU's STEM programs of unusual strength, specifically those housed in the College of Arts and Sciences and the School of Education, have experienced significant growth in the last eight years. Program Highlights:

- A HSSU graduate earned the National Science Foundation Graduate Fellowship, the highest award bestowed upon undergraduate STEM scholars;
- HSSU developed and launched 12 STEM majors, minors and certificate programs.
- 100% of STEM faculty possess a doctorate in STEM fields;
- Over 50% of HSSU's Honors College students are seeking STEM degrees;
- STEM graduates have been accepted and enrolled in competitive master's and doctoral programs from institutions as diverse as the University of Colorado, University of Kentucky, Indiana University, University of Missouri, Columbia, Saint Louis University, Southern Illinois University, Carbondale and Alabama A&M University and Washington University in St. Louis;
- Developed a first of its kind partnership where students earn a math degree from Harris-Stowe and an engineering degree from St. Louis University Parks College of Engineering. The first cohort of students are currently completing their engineering degrees;
- Developed and launched a joint baccalaureate/master's degree program with Washington University's School of Medicine in Occupational Therapy. Harris-Stowe students begin the graduate program in their senior year;
- HSSU faculty have pioneered 65 new and innovative STEM courses;
- STEM is a degree program of choice for Harris-Stowe students with 32% of new Freshmen choosing a STEM program as their degree path;
- 25% of Harris-Stowe's in-state students are STEM majors;

- HSSU received the HBCU Digest Award as the 2019 Best STEM Program in the nation among HBCU's.

Quality of program faculty as measured by the percentage holding terminal degrees, the percentage writing publications in professional journals or other appropriate media, and the percentage securing competitively awarded research grants which are higher than average:

One hundred percent of full-time faculty hold a Ph.D. in their fields from leading institutions such as Washington University in St. Louis, Saint Louis University, Washington University, the University of Vermont, the University of Michigan and Duke University.

Since the establishment of STEM degree programs in 2010, seventy percent of full-time STEM faculty have been awarded competitive research grants and now serve as a Principal Investigator or Co-Principal Investigator. In addition, eighty percent of STEM faculty have served in some capacity in securing these grants that total $12,099,766 over this nine year period. STEM faculty have created an aggressive culture of competing for grants at the federal level. As an example, faculty members who began work at Harris-Stowe this semester are already collaborating with colleagues to submit a NSF proposal in November of 2019. For comparison purposes, the 2018 Science and Engineering Indicators report published by the National Science Foundation states that in 2015, 41% of all U.S.-trained S&E doctorate holders in academia and 52% of those for whom research was a primary or secondary activity reported federal government support.

Securing such funding has assisted HSSU with servicing students across Missouri to increase the number of STEM graduates, improve STEM retention, and expand undergraduate research opportunities for underrepresented minorities across the state.

Eighty-eight percent of the full-time STEM full-time faculty have published articles in professional journals throughout their careers as faculty members.

Meeting Statewide Needs

Harris-Stowe has the ability to produce a critical mass of students that support state efforts outlined in CBHE's Preparing Missourians to Succeed: A Blueprint for Higher Education. Harris-Stowe's efforts will assist the State in meeting all five goals of attainment, affordability, quality, research and innovation and investment, advocacy and partnerships. Harris-Stowe will play a key role in ensuring that Missouri reduces disparities for students by raising completion rates by race, ethnicity, socioeconomic status, gender and disability by 50% by 2025. (MDHE). Through continuously advancing the growth of African-Americans with STEM degrees in the state of Missouri, Harris-Stowe has demonstrated that it is equipped to support statewide efforts \ focused on ensuring that "Every Missourian is empowered with the skills and education needed for success." Harris-Stowe is well positioned for delivering optimal impact on Missouri's social issues (disparities in

education, economics, and health) centered on STEM. With a long-standing tradition and heritage of providing instruction to a minority-majority student population, Harris-Stowe State University has several programs of unusual strength that respond to statewide needs for the following:

a. Increasing the percentage of underrepresented minorities, specifically African Americans, in Missouri's STEM workforce
b. Developing a teacher education pipeline that increases the number of teachers of color equipped to deliver STEM Education in K – 12 settings
c. Eliminating educational disparities existing in STEM to enlarge the number of underrepresented minorities who attain STEM degrees, which aid in reducing disparities in health and economics.

a. **Expand the percentage of underrepresented minorities, specifically African-Americans, in Missouri's STEM workforce.**
Black and Hispanic workers continue to be underrepresented in the STEM workforce. Blacks make up 11% of the U.S. workforce overall but represent 9% of STEM workers, while Hispanics comprise 16% of the U.S. workforce but only 7% of all STEM workers (Pew Research 2018). During the 2018-2019 Academic year, 26% of Harris-Stowe's student population was enrolled in STEM-related degree programs. Through educating this minority-majority population, Harris-Stowe is positioned to produce a substantial share of diverse STEM workers for Missouri.

In addition, an expanded STEM infrastructure at Harris-Stowe has significant implications on Missouri's capacity to diversify its STEM workforce and strengthen its efforts for supporting a national agenda around STEM diversity.

b. **Grow a teacher education pipeline that increases the number of STEM teachers of color equipped to deliver STEM Education in K – 12 settings.**
STEM education suffers from a disproportional underrepresentation of diverse people in teaching positions. Even though the majority of students in our education system are now from diverse communities, K-12 teachers are still overwhelmingly White. With many national and state programs focusing on increasing the number of STEM teachers in the classroom and the number of students choosing STEM in their career pathways, there is a significant available opportunity for these programs to have special focus on increasing the diversity of STEM teachers (Smithsonian Science Education Center, 2017). The School of Education at Harris-Stowe State University is equipped to fill teacher diversity gaps and produce qualified teachers of color skilled at delivering STEM education.

With roots grounded deeply in teacher education, specifically, instruction delivered to a minority-majority population, Harris-Stowe as an open enrollment institution produces quality STEM teachers of color for Missouri. Thus contributing to, national and state-led and efforts for diversifying the teacher education pipeline for K – 12 schools in America.

Harris-Stowe's unusual strength of its teacher education program bolsters state efforts for advancing College and STEM readiness and increasing participation of underrepresented minority students enrolled in STEM degree programs.

c. **Decrease and eliminate educational disparities existing in STEM to enlarge the number of underrepresented minorities attaining STEM degrees.**
One potential barrier for those wishing to enter the STEM workforce is the generally higher level of educational attainment required for such positions. Among college-educated workers, one-in-three (33%) majored in a STEM field. But only about half (52%) of those with college training in a STEM field are currently employed in a STEM job (Pew Research, 2018). As Missouri invests in higher education initiatives, Harris-Stowe, through its portfolio of STEM programs, is poised to produce a significant portion of Missouri's annual population of citizens graduating with STEM degrees.

Through its STEM portfolio of programs of unusual strength, Harris-Stowe is increasing the number of STEM degree recipients for the state of Missouri and aids in growing economic gains for its citizens. Among full-time, year-round workers ages 25 and older, median earnings for STEM occupations were $71,000 in 2016. Comparable earnings for non-STEM workers were $43,000. Thus, STEM workers typically earn about two-thirds more than those in non-STEM jobs (Pew Research, 2018).

c. That the institution has a clearly articulated admission standard consistent with the provisions of subdivision (6)* of subsection 2 of section 173.005 or section 174.130

Harris-Stowe is designated as an open enrollment institution and may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full time degree-seeking freshman. With this designation Harris-Stowe admits students into STEM programs who might not have opportunities elsewhere.

d. Academic emphasis at the undergraduate or graduate level with a demonstrable capacity to provide significant public service.

Harris-Stowe provides STEM programming to the community through several educational outreach programs. As part of its Verizon Innovative Learners program Harris-Stowe has hosted, since 2016, over 300 African-American middle school males on its campus. In an attempt to introduce more minority males to STEM degree programs and careers, the program focuses on 3-D printing, app development and coding. The program offers an academic year component and a three week summer program creating a true k-16 STEM pipeline. This STEM program could serve as a prototype in the state for partnerships between a higher education institution and the business community expanding STEM opportunities for under-resourced and underrepresented students.

Since 2017, Harris-Stowe, through funding from the U.S. Department of Education's Minority Science and Engineering Improvement Program, has provided professional development opportunities to high school teachers in the St. Louis metropolitan area in Sustainability and Urban Ecology. The program also provides educational opportunities for area high school students to learn about STEM careers related to Sustainability and Urban Ecology. Harris-Stowe STEM students act as mentors to the high school students during a three week summer program that allow high school students to study science on a college campus.

Additionally, since 2016, Harris-Stowe has acted as the lead institution for a $5,000,000 National Science Foundation sponsored Louis Stokes Alliances for Minority Participation grant that brings together eight public and private universities:

- University of Missouri Columbia
- University of Central Missouri
- Missouri State University
- University of Missouri at St. Louis
- Washington University in St Louis
- Truman State University
- Lincoln University
- St. Louis Community College

The goal of the alliance is to substantially increase recruitment, retention and graduation of underrepresented minority students pursuing STEM degrees in the State of Missouri. This alliance will enable the State of Missouri to meet goals established in its strategic plan to transform higher education by increasing the number of citizens earning post-secondary credentials, particularly in STEM related areas (CBHE). The impact of this Harris-Stowe led STEM initiative is significant. The institutions that comprise the MoLSAMP alliance produce the majority of all underrepresented students (African-Americans, Hispanics, Native Americans, and Pacific Islanders) who earn STEM degrees in Missouri. The overall objective is to increase the degree production from 262 at the inception of the grant to 600 by 2022. Since the start of the project in 2016, alliance institutions have seen more than 300 underrepresented minority students graduate with STEM degrees each year.

In April, 2019 Harris-Stowe was awarded a 2.2 million grant from the National Science Foundation to advance STEM Entrepreneurship. Harris-Stowe will collaborate with both the St. Louis Community Colleges and the Metropolitan Community College in Kansas City to create a statewide focus and reach in producing STEM entrepreneurs. A majority of underrepresented students are enrolled in these two community college systems.

e. Continuous quality improvement and institutional accountability

There are several avenues on which Harris-Stowe operates to drive constant quality development of its academic programs, including but not limited to, the following indicators of student achievement:

Percentage of Students Meeting Institutional Admission Standards

As an open enrollment institution, 100% of Harris-Stowe students meet its institutional admission standards. Though Harris-Stowe is an open enrollment institution, students meet the rigors of the STEM curriculum. The average grade point average for the 2019 entering cohort is a 2.91. That compares to a 2.3 average grade point average of the 2009 cohort. In addition 46% of the first-year class has a grade point average of a 3.0 or higher compared to 20% in 2009.

Success of Remediation Programs

Harris-Stowe participates in state and national initiatives focused on student success in remediation including Complete College America, AASCU's *Reimagine The First Year* initiative funded by the Bill and Melinda Gates Foundation and MDHE initiatives such as the Math and English co-requisite remediation efforts. Harris-Stowe has witnessed tremendous strides. A significant outcome is enrolling students in co-requisite courses, which allows students to complete remediation and college level coursework simultaneously. Harris-Stowe enrolls many students who would benefit from a summer transition program between high school and college. Some students need additional assistance to be prepared for the rigors of postsecondary education. The Hornet Summer Bridge Program, funded by the Enterprise Holdings and the Mysun Foundation serves, predominantly, first generation college students from urban communities. Many of the students are from under-served and under-resourced communities and school districts. The students who qualify are conditionally admitted to the University based on their ACT, SAT and/or placement test scores.

The program is a five week, residential experience that allow incoming, first-year students to attain tools that aid them with successfully transitioning from high school to college. The program, which focuses on improving students' cognitive and non-cognitive abilities and overall preparedness for college, afford students an opportunity to earn up to seven credit hours, at no cost to the student, in the summer before their first year in college. On-campus housing and meals are provided to all participating students. Having the students reside on campus allow Harris-Stowe to conduct activities designed to promote student success outside of class including participation in a variety of community service and team-building exercises.

The program, which serves 50 students each summer, began in 2015. University data indicate that students participating in the program have an increased retention rate and are graduating at faster rates than non-participants.

Success of STEM Summer Academy

A National Science Foundation Implementation grant has funded student support services including a STEM summer academy, peer tutoring, faculty and student conference travel and presentation, undergraduate research and mentoring that have impacted 398 total students. Moreover, evaluation data indicates that these activities, particularly mentoring when combined with summer academy participation, significantly increased the retention and persistence rates of STEM students. In sample cohorts from 2012-2016, retention for STEM students *not* participating in the summer academy was 40% from year 1 to year 2. Students who received mentoring and attended the summer academy were retained at a rate of 83% year 1-2 and 43% year 2-3.

Academic Partnerships

Harris-Stowe has developed relationships with a number of colleges and universities in the St. Louis region and across the State of Missouri. These partnerships provide students with undergraduate research opportunities and access to graduate programs in STEM disciplines. Success in these partnerships will inform the greater STEM education enterprise on new approaches to promote STEM student success, thereby serving an important role in the effort to expand and diversify the pool of qualified STEM graduates in the State of Missouri.

- Washington University in St. Louis School of Medicine
- Goldfarb School of Nursing
- Kansas City University School of Medicine and Biosciences
- St. Louis University Parks College of Engineering
- St. Louis College of Pharmacy

HSSU's increased academic collaborations, with institutions across Missouri, afford students opportunities to engage in academic learning at some the state's finest institutions. In addition, these partnerships enhance the academic inclusiveness that our partners are able to produce.

Student Retention Rate

A recent Washington Post article reported that 40 percent of black students majoring in STEM switch majors as undergraduates to leave STEM. This is not the narrative at HSSU. Increasing nearly 11 percent since 2016, the University has achieved a STEM retention rate of 67.1 percent.

Student Graduation Rate

HSSU is second, only to the University of Missouri Columbia, in graduating African-Americans in Mathematics among all institutions in Missouri. The institution's concentrated efforts aided the University with growing its competiveness earning a National top 50 ranking for conferring degrees to African-Americans in mathematics. In addition Harris-Stowe's strength in biological sciences is evidenced by HSSU ranking second, only to the MU System (University of Missouri Columbia, University of Missouri St. Louis and University of Missouri Kansas City) in graduating African Americans in Biology.

Students Attending Graduate School

STEM graduates have earned master's degrees from institutions such as the University of Southern Illinois, Carbondale and Alabama A&M University. STEM graduates have also been accepted and enrolled in doctoral programs from institutions as diverse as University of Colorado, University of Kentucky, Washington University, Indiana University and the University of Columbia. In addition, the first cohort of students in the Harris-Stowe and St. Louis University 3+2 engineering program are currently completing their engineering degrees.

Measures of Student, Alumni and Employer Satisfaction

Harris-Stowe has an excellent opportunity and responsibility to facilitate and prepare a population of students who are underrepresented among American STEM degree holders and STEM professionals. Harris-Stowe has sought and successfully developed a network of collaborating STEM organizations and companies in the State of Missouri. These collaborations help provide students with an innovative and intensive program with many opportunities to complete research, interact with professional scientists and STEM entrepreneurs, and prepare for a variety of STEM career paths.

- National Science Foundation
- Emerson
- National Geospatial Intelligence Agency
- BioSTL
- Cortex
- Confluence Discovery Technologies/Aclaris
- Danforth Plant Science Center
- Millapore Sigma
- Missouri Botanical Garden
- Bayer
- Verizon
- St. Louis Zoo

HSSU leverages these collaborations to ensure that students experience work-based learning opportunities throughout their academic career. HSSU and its partners have established a pool of internship opportunities in startup, corporate, and academic environments to ensure students receive hands-on training and exposure to real-world STEM careers. HSSU leverages these internship relationships to, then, provide access to STEM employment opportunities. In addition, Harris-Stowe provides its STEM students significant undergraduate research experiences and the opportunity to present their findings at regional, state and national conferences.   STEM students have received national recognition and awards for their research.

This pathway of deepening experiences is structured like an apprenticeship, where students gain research experiences in the classroom and in industry, learning alongside seasoned industry scientists. Components of the learning include: **Education:** Prerequisite STEM Courses; in-depth seminars in junior and senior year and industry-taught short courses and/or workshops in each summer internship session; **Internships**: paid summer internships around a research project with a specific mentor for each of the two summers, after their sophomore and junior years. Students will be expected to carry out research, write a paper summarizing the efforts and present the findings, and write a research/innovation proposal for successful completion of each internship session; **Employment:** For students that successfully complete their education at HSSU with a STEM degree as well as two summer internships, HSSU will work with partners to secure full-time employment.

This internship/employment model is designed based on regional learnings in concert with local Workforce Investment Boards and a regional STEM ecosystem alliance of employers and educators, STEMSTL, organized by BioSTL. The model is informed by best practices of NSF's Advanced Technological Education (ATE) centers, especially Bio-Link national Center of Excellence for Biotechnology and Life Science.

Continuous Quality Improvement

The University implemented an Assessment Academy whose members work to build policy and procedures for assessing academic operations being undertaken in all Colleges within the institution.

Harris-Stowe has also implemented a university performance dashboard to stay abreast (in real-time) of institutional trends in areas such as enrollment, student withdrawal, retained success, overall success, and course completions. The university dashboard is monitored by the university president and other stakeholders such as the Executive Cabinet which includes the supervisors of every campus unit. It allows for the Executive Cabinet to take pre-emptive measures if necessary to address critical issues that may affect the institution's essential quality improvement. Additional actions based on the factors reviewed include the identification of programs to be continued, reduced, or targeted for excellence, as indicated in §173.030 (9)(d).

The quality improvement at the program level thus far has culminated in a noteworthy upward trajectory in retention and substantive increase in the university's six-year graduation rate (over the past four years) in alignment with the critical component of statute §173.030 (9)(e).

The Higher Learning Commission places a premium on providing demonstrative evidence of responsibility for the quality of educational programs. Harris-Stowe State University has remained in good standing with the Higher Learning Commission (HLC) as an Open Pathways institution. Other specialized accreditations include the Council for the Accreditation of Educator Preparation (CAEP). The CAEP accreditation evaluation process is a rigorous one. It assures that quality in programming, and new teachers are provided the necessary skills for success in the classroom. Harris-Stowe's education program is accredited through the year 2024. The Anheuser-Busch School of Business has one of the largest contingencies of African-American, low income, first-generation students enrolled in the State of Missouri and is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE). Yearly reports are submitted to each accrediting body consistent with the discipline specific accreditation mentioned in §173.030 (9)(b).

MISSION IMPLEMENTATION

Since 2007, Harris-Stowe State University has increased its STEM enrollment by 401%. The first-year cohort grade point average has increased from 2.4 (in 2009) to a 2.81 in 2018. The first to second-year retention rate for full-time STEM majors has increased from 39% in 2013-2014 to 69% in 2017-2018. By implementing a statewide mission in STEM education, Harris-Stowe seeks to significantly increase recruitment, retention and graduation rates through addressing the specific challenges inherent in the lack of STEM awareness, the challenges created by a rapidly changing STEM workforce and the need for real-world experience and diverse skills sets. This will be accomplished by three main objectives to be implemented over the next three years:

1. Introducing a reimagined curriculum and co-curricular activities designed to expand students understanding of STEM career paths, provide externship opportunities, and introduce and promote an entrepreneurial mindset and skills.
2. Providing incoming transfer students from community colleges with subsidized curriculum-based research experiences and STEM entrepreneurship experiences that will prepare them for other related activities identified in objectives 1 and 3.
3. Introducing activities that are designed to promote cognitive and non-cognitive skills critical for success in the contemporary STEM workforce or graduate school. The activities will include a peer and professional mentoring program, expanded undergraduate research opportunities, and an internship/apprenticeship program that will accommodate high performing students who have completed prerequisite courses and activities.

The impact of the innovative activities on student success and career trajectory will inform the greater STEM education enterprise on new approaches to promote STEM student success, thereby serving an important role in the effort to expand and diversify the pool of qualified STEM graduates in the St. Louis region and beyond.

CONCLUSION

For more than 160 years, Harris-Stowe State University has served the historically underrepresented. A mission that has made it a leader in the areas of STEM education. It has been at the forefront of equality and leadership—In 1863, Anna Brackett was appointed principal of the St. Louis Normal School (Harris-Stowe State University), becoming the first female principal of secondary school in the United States. In 1954, after the Supreme Court's landmark decision, *Brown v. Board of Education*, Harris-Stowe was one of the first higher education institutions to integrate. Harris-Stowe has continued its mission by substantially expanding program offerings, and in May of 2019 earning a multi-million-dollar National Science Foundation grant in the area of STEM entrepreneurship development. As an Open-Enrollment institution, Harris-Stowe State University seeks to continue its Mission to the citizens of Missouri by incorporating a statewide mission in STEM education.

Harris-Stowe is located in Missouri's economic and population hub, St. Louis. The region accounts for 40 percent of the state's economy, and the region is becoming a locus of technological innovation—the St. Louis Post Dispatch noted that technological listings were growing faster in St. Louis than any other large city in America. The Bureau of Labor Statistics confirmed that Missouri led the nation in computer system design, with St. Louis as the locus. Harris-Stowe offers a gateway to STEM education, which is the pathway for increased technological entrepreneurship and an opportunity to expand the benefits beyond the greater St. Louis area.

A statewide mission in the area of STEM education would serve to advance statewide technological entrepreneurship, which serves all Missourians. Certainly, Harris-Stowe's designation would not prevent other state universities from recruiting African-Americans and other underrepresented students to STEM programs, nor would it relieve their responsibility to provide an equitable and inclusive campus for underrepresented students, but on the contrary, the designation could serve as a bridge for inclusion and incorporating STEM advances for all of Missouri's citizens statewide, even providing recruitment and retention models that could be scaled statewide. HSSU officials are aware that granting a statewide mission will not prohibit any other institutions in Missouri from offering programs in these areas. It is worth noting that Harris-Stowe State University provides socio-economic diversity to statewide STEM efforts as well since STEM students match the institution's 83% student Pell-eligibility.

As such, and having demonstrated evidence satisfying all of the criteria outlined in Title XI Education and Libraries (§) 174.450, Harris-Stowe State University, an open enrollment

institution, respectfully requests the Coordinating Board's endorsement of a statewide mission in STEM for underrepresented and under resourced students.

SAINT LOUIS UNIVERSITY

— EST. 1818 —

VICE PRESIDENT FOR RESEARCH

One North Grand Blvd.
DuBourg Hall
Room 444
St. Louis, MO 63103

P 314-977-2925
F 314-977-3079
kolliff@slu.edu

www.slu.edu

October 18, 2019

Zora Mulligan
Commissioner
Missouri Department of Higher Education & Workforce Development
205 Jefferson Street
P.O. Box 1469
Jefferson, City MO 65102

Dear Commissioner Mulligan:

The Office of the Vice President for Research at Saint Louis University (SLU) supports Harris-Stowe State University's (HSSU) application for a Statewide Mission in STEM to the Coordinating Board for Higher Education. This application represents Harris-Stowe's commitment to the educational and workforce development needs of the St. Louis region and the State of Missouri. Harris-Stowe has recently developed new STEM degrees, established an alliance of institutions across the state to increase the number of underrepresented students earning STEM degrees, and worked with industry to ensure that their STEM graduates are prepared to meet workforce demands. Such work is imperative if Missouri is to meet the needs of employers already in the state and those that it hopes to attract.

Through collaboration with HSSU, SLU faculty have continued to do great work by officially signing an agreement to offer students a dual degree in mathematics and engineering. The 3+2/3+3 program allows students to complete a math degree at Harris-Stowe and continue at SLU for either two years by majoring in interdisciplinary engineering or three years with a major in mechanical or computer engineering, ultimately earning an engineering degree from SLU. At the conclusion of five years, a student will graduate with two degrees.

We have also established an experiment at Harris-Stowe that studies the effects of climate change on agriculture using machine learning, unmanned aerial vehicles, satellite remote sensing, imaging science and computer vision. We have been training Harris-Stowe faculty and students in geographic information systems and remote sensing through a $200,000 U.S. Department of Education grant. Dr. Jay Balakrishna of Harris-Stowe leads this project, titled, "Increasing Underrepresented Populations in Sustainability and Urban Ecology." Further, the NSF I-Corps Site program operated by SLU, of which HSSU is a partner, provides HSSU students experiential learning in entrepreneurship. This includes using the business model canvas, applying lean startup methodology, customer discovery interviews and ongoing mentorship as students pursue STEM-based ventures. Our collaboration strengthens our faculty, staff, students and region.

Higher purpose. Greater good.

SAINT LOUIS UNIVERSITY

— EST. 1818 —

VICE PRESIDENT FOR RESEARCH

One North Grand Blvd.
DuBourg Hall
Room 444
St. Louis, MO 63103

P 314-977-2925
F 314-977-3079
kolliff@slu.edu

www.slu.edu

As Vice President for Research at Saint Louis University, I strongly endorse Harris-Stowe's application for a Statewide Mission in STEM. This is an important designation with statewide benefits. Thank you for your consideration.

Sincerely,

Ken Olliff
Vice President for Research
Director, Saint Louis University Research Institute
Saint Louis University
Phone: (773) 612-6484
Email: kolliff@slu.edu

October 21, 2019

Zora Mulligan
Commissioner
Missouri Department of Higher Education & Workforce Development
205 Jefferson Street
P.O. Box 1469
Jefferson, City MO 65102

Dear Commissioner Mulligan:

St. Louis College of Pharmacy supports Harris-Stowe State University's application for a Statewide Mission in STEM to the Coordinating Board for Higher Education. This application represents Harris-Stowe's commitment to serving the unmet educational and workforce development needs of the St. Louis region and of the State of Missouri. Harris-Stowe's recent work in developing new STEM degrees, establishing an alliance of institutions across the State to increase the number of underrepresented students pursuing and earning STEM degrees and their work with industry to ensure that their STEM graduates are prepared to meet workforce demands is imperative if Missouri is to meet the needs of employers already in the State and those that it hopes to attract in the future.

St. Louis College of Pharmacy has an MOU with Harris-Stowe to help them prepare to enter pharmacy, in particular, but other health care programs as well. Each year we host several Harris-Stowe students on our campus in our Organic Chemistry I and II classes because currently Harris-Stowe does not offer this pre-requisite that is necessary for admission to most health programs. We have found Harris-Stowe students to be engaged and committed to their education.

St. Louis College of Pharmacy strongly recommends that the Coordinating Board for Higher Education approves Harris-Stowe's application for a Statewide Mission in STEM. This is an important designation with statewide benefits. Thank you for your consideration.

Sincerely,

Kimberly Kilgore, Ph.D.
Dean of Arts & Sciences
Phone 314.446.8351
Kimberly.Kilgore@stlcop.edu

STEMSTL Ecosystem
Cultivate. Learn. Innovate

Zora Mulligan
Commissioner
Missouri Department of Higher Education & Workforce Development 205 Jefferson Street
P.O. Box 1469
Jefferson, City MO 65102

Dear Commissioner Mulligan:

STEMSTL supports Harris-Stowe State University's application for a Statewide Mission in STEM to the Coordinating Board for Higher Education. This application represents Harris-Stowe's commitment to serving the unmet educational and workforce development needs of the St. Louis region and the State of Missouri. Harris-Stowe's recent work in developing new STEM degrees, establishing an alliance of institutions across the State to increase the number of underrepresented students pursuing and earning STEM degrees and their work with industry to ensure that their STEM graduates are prepared to meet workforce demands is imperative if Missouri is to meet the needs of employers already in the State and those that it hopes to attract in the future.

STEMSTL is a collaborative consortium committed to equitable access to high-quality STEM learning and employment opportunities for all learners in the St. Louis metro region. By uniting community stakeholders, both in-school and out-of-school, around action-oriented workgroups and along defined pathways from early learning to education to the workforce, the St. Louis STEM Ecosystem will foster systemic change by:

• Building a Regional Culture of STEM Learning
• Enhancing In-Class STEM Education
• Ensuring In-Class Learning is Aligned with Quality and Accessible Out-of-Class STEM experiences
• Linking STEM Learning with College and Career Opportunities

Vision:
All learners in the St. Louis region have equitable access to high-quality STEM learning and employment opportunities.

Harris Stowe has been a strong collaborative partner in the Ecosystem from the very start. It was their support and forethought that help to complete the application process to join the National Ecosystem and launch the effort here in St. Louis. They played and continue to play a role in galvanizing people and organizations around the vision to close the equity gap in STEM Learning and Career Opportunities in the St. Louis Region.

STEMSTL strongly recommends that the Coordinating Board for Higher Education approves Harris-Stowe's application for a Statewide Mission in STEM. This is an essential designation with statewide benefits. Thank you for your consideration.

Sincerely,

Sherita M. Haigler

Sherita M. Haigler – Director
STEMSTL

28 October 2019

Zora Mulligan, Commissioner
Missouri Department of Higher Education & Workforce Development
205 Jefferson Street
P.O. Box 1469
Jefferson, City MO 65102

Dear Commissioner Mulligan:

Metropolitan Community College supports Harris-Stowe State University's application to the Coordinating Board for Higher Education for a statewide mission in STEM. The application represents Harris-Stowe's commitment to serving the unmet educational and workforce development needs of the St. Louis region and of the State of Missouri. Harris-Stowe's recent work in developing new STEM degrees reflects this commitment. In addition, establishing an alliance of institutions across the State to increase the number of underrepresented students pursuing and earning STEM degrees is an important part of the collaborative process. Harris-Stowe's work with industry to ensure that STEM graduates are prepared to meet workforce demands is critical if Missouri is to continue to meet the needs of its employers.

Metropolitan Community College leadership works alongside Harris-Stowe at state-level meetings and is knowledgeable of their application to pursue this statewide STEM mission. As the community colleges are, Harris-Stowe State University is an open-enrollment institution serving underrepresented and under-resourced students to advance equity in educational attainment and in Missouri's workforce. This commitment to the success of the whole student with goals to enhance economic capacity within our communities is a shared vision that aligns with the community college mission. Developing STEM pathways between our institutions will serve our communities and our state.

Metropolitan Community College welcomes this opportunity to support Harris-Stowe in their application for a statewide mission in STEM programming. As such, MCC strongly recommends that the Coordinating Board for Higher Education approves Harris-Stowe's application for this statewide mission. This is an important designation with statewide benefits. Thank you for your consideration.

Sincerely,

Caron Daugherty

Dr. Caron Daugherty
Vice Chancellor of Instruction
Metropolitan Community College

Tab 19 Attachment B
Criteria for Statewide Mission Designation and Mission Implementation Plan

Harris-Stowe State University
Request for Statewide Mission Designation

§173.030(9), RSMo,
Institutions seeking a statewide mission designation to provide evidence to the Coordinating Board that they have the capacity to discharge successfully such a mission. Such evidence shall consist of the following:

(a) That the institution enrolls a representative cross-section of Missouri students. Examples of evidence for meeting this requirement which the institution may present include, but are not limited to, the following:	
Enrolling at least forty percent of its Missouri resident, first-time degree-seeking freshmen from outside its historic statutory service region;	**Criterion addressed.**
Enrolling its Missouri undergraduate students from at least eighty percent of all Missouri counties; or	**Criterion addressed.**
Enrolling one or more groups of special population students such as minorities, economically disadvantaged, or physically disadvantaged from outside its historic statutory service region at rates exceeding state averages of such populations enrolled in the higher educational institutions of this state;	**Criterion addressed.**
(b) That the institution offers one or more programs of unusual strength which respond to a specific statewide need. Examples of evidence of meeting this requirement which the institution may present include, but are not limited to, the following:	
Receipt of national, discipline-specific accreditation when available;	**Not applicable.**
Receipt of independent certification for meeting national or state standards or requirements when discipline-specific accreditation is not available;	**Criterion addressed.**
For occupationally specific programs, placement rates significantly higher than average;	**Criterion addressed.**
For programs for which state or national licensure is required or for which state or national licensure or registration is available on a voluntary basis, licensure or registration rates for graduates seeking such recognition significantly higher than average; or	**Not applicable.**
Quality of program faculty as measured by the percentage holding terminal degrees, the percentage writing publications in professional journals or other appropriate media, and the percentage securing competitively awarded research grants which are higher than average;	**Criterion addressed.**
Meets statewide need standard (established through Talent for Tomorrow)	**Criterion addressed.**

(c) That the institution has a clearly articulated admission standard consistent with the provisions of subdivision (6)* of subsection 2 of section 173.005 or section **174.130**;	
§173.005.2(6), RSMo: "The coordinating board for higher education shall establish admission guidelines consistent with institutional missions"	**Criterion addressed.**
§174.130, RSMo: "Each board may make such rules and regulations for the admission of students as may be deemed proper."	**Criterion addressed.**
(d)	
That the institution is characterized by a focused academic environment which identifies specific but limited areas of academic emphasis at the undergraduate, and if appropriate, at the graduate and professional school levels, including the identification of programs to be continued, reduced, terminated or targeted for excellence.	**Criterion partially addressed.** Application addresses specific, but limited areas of academic emphasis, but does not identify programs to be continued, reduced, or terminated.
The institution shall, consistent with its focused academic environment, also have the demonstrable capacity to provide significant public service or research support that address statewide needs for constituencies beyond its historic statutory service region; and	**Criterion addressed.**
(e) That the institution has adopted and maintains a program of continuous quality improvement, or the equivalent of such a program, and reports annually appropriate and verifiable measures of institutional accountability related to such program. Such measures shall include, but not be limited to:	
Indicators of student achievement and institutional mission attainment such as percentage of students meeting institutional admission standards;	**Criterion addressed.**
Success of remediation programs, if offered;	**Criterion addressed.**
Student retention rate;	**Criterion addressed.**
Student graduation rate;	**Criterion addressed.**
Objective measures of student, alumni, and employer satisfaction;	**Criterion addressed.**
Objective measures of student learning in general education and the major, including written and oral communication skills and critical thinking skills;	**Criterion partially addressed.** The application does not specifically reference general education, but there is mention of providing "demonstrative evidence of responsibility for the quality of educational programs" and assessment practices with the Higher Learning Commission.

Percentage of students attending graduate or professional schools;	**Criterion addressed.**
Student placement, licensure and professional registration rates when appropriate to a program's objectives;	**Criterion addressed.**
Objective measures of successful attainment of statewide goals as may be expressed from time to time by the coordinating board or by the general assembly; and Objective measures of faculty teaching effectiveness. In the development and evaluation of these institutional accountability reports, the coordinating board and institutions are expected to use multiple measures of success, including: Locally developed and independently verified assessment instruments; however, Preference shall be given to nationally developed instruments when they are available and if they are appropriate.	**Criterion addressed.**
As a component of this process, each institution shall prepare, in a manner prescribed by the coordinating board, a mission implementation plan for the coordinating board's consideration and approval.	**Criterion addressed.**
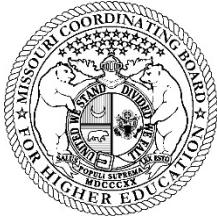
Tab 20
Academic Program Actions on Provisionally Approved Programs

Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

Section 173.005, RSMo, authorizes the Coordinating Board for Higher Education to approve proposed new degree programs, as well as to collect data on and recommend the consolidation or elimination of programs in the best interests of the institution and/or state. The CBHE approves new academic programs provisionally for a period of five years, after which time the Department of Higher Education and Workforce Development staff reassess the programs and make recommendations to the CBHE approve fully, not approve, or review again in two years.

CURRENT STATUS

The CBHE gave provisional approval to the programs listed below in September 2014. MDHEWD staff has reviewed each program and recommend the board take the following action:

Table 1: Recommended Action on Provisionally Approved Programs			
Institution	**Program Name and Delivery Site**	**Program CIP Code**	**Recommendation**
Missouri State University	Master of Applied Second Language Acquisition with options in French, Spanish and TESOL Main Campus	160199	Full Approval
Missouri State University	Master of Science Interdisciplinary Studies	300000	2-Year Follow-Up
Missouri State University-West Plains	Two-Year Certificate Health Information Technology	510707	2-Year Follow-Up
Missouri State University-West Plains	Two-Year Certificate Wine Business Entrepreneurship	011001	2-Year Follow-Up
Northwest Missouri State University	Master of Science Educational Leadership, Reading at Independence School District Administration Center	130404	Deleted by IHE
Northwest Missouri State University	Master of Science Instructional Technology Main Campus	130501	Deleted by IHE
Northwest Missouri State University	Master of Science Mathematics Main Campus, Northwest Kansas City Center, Northwest St. Joseph Center	270101	2-Year Follow-Up
Northwest Missouri State University	Education Specialist Superintendent Elementary School Principal Secondary School Principal Independence School District Administration Center	130404	Deleted by IHE
Ozarks Technical Community College	Associate of Applied Science Environmental Science Technician	030104	Deleted by IHE

	Main Campus, Waynesville, and Lebanon Educational Center		
Ozarks Technical Community College	One-Year Certificate Environmental Science Technician Main Campus, Waynesville, and Lebanon Educational Center	030104	Deleted by IHE
Southeast Missouri State University	Bachelor of Arts Psychology Main Campus	420101	Full Approval
Southeast Missouri State University	Bachelor of Science Health Communication Main Campus, Kennett, Sikeston	090905	2-Year Follow-Up
Southeast Missouri State University	Bachelor of Science Business Communication in Healthcare Administration Main Campus, Kennett, Sikeston	520201	Full Approval
Southeast Missouri State University	Master of Arts Industrial & Organization Psychology Main Campus, Kennett, Sikeston	422804	2-Year Follow-Up
Southeast Missouri State University	Bachelor of Science Healthcare Management Main Campus, Kennett, Sikeston	510701	Full Approval
Southeast Missouri State University	Master of Science Healthcare Management Main Campus, Kennett, Sikeston	510701	Full Approval
State Fair Community College	Associates of Applied Science Diagnostic Medical Sonography Main Campus	510910	2-Year Follow-Up
State Fair Community College	Associates of Applied Science Advanced Placement Radiography Main Campus	510911	Deleted by IHE
State Fair Community College	Associates of Applied Science Radiography Imaging Main Campus	510911	Deleted by IHE
State Fair Community College	Two-Year Certificate Medical Coding	510707	2-Year Follow-Up
Three Rivers College	Associate of Science Pre-Pharmacy	511103	2-Year Follow-Up
Three Rivers College	One-Year Certificate Practical Nursing Kennett	513901	Full Approval

RECOMMENDATION

Staff recommend that the Coordinating Board approve the recommended actions listed above in Table 1.

NO ATTACHMENTS
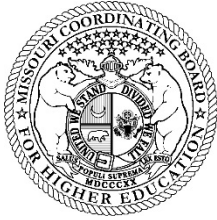
Tab 21
Meeting Minutes

Academic Affairs & Workforce Needs Committee
Coordinating Board for Higher Education
September 10, 2019

The Academic Affairs and Workforce Needs Committee of the Coordinating Board for Higher Education was called to order at 1:00 p.m. on Tuesday, September 10, 2019, in room 4C at the Plexpod Westport Commons in Kansas City, MO. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, Robin Wenneker, and Shawn Saale were present. No members were absent.

Approval of Minutes of the June 4, Academic Affairs & Workforce Needs Committee Meeting

Mr. Nodler moved to approve the minutes of the June 4, academic affairs and workforce needs committee meeting. Mr. Saale seconded. Motion carried unanimously.

Comprehensive Review

Lincoln University and Missouri State University presented their proposals for comprehensive review.

Statewide Mission

Harris-Stowe State University and Southeast Missouri State University presented their presentations for statewide mission.

Joe Cornelison moved to go into closed session pursuant to § 610.021(1), RSMo, to discuss confidential or privileged communications between a public governmental body or its representatives and its attorneys. Shawn Saale seconded. Roll call vote:

>   Doug Kennedy: yea
>   Mike Thomson: yea
>   Joe Cornelison: yea
>   Shawn Saale: yea
>   Gwen Grant: yea
>   Gary Nodler: yea
>   Robin Wenneker: yea

The motion passed unanimously and the board entered into a closed session at 2:03 p.m.

Joe Cornelison motioned to adjourn the close session. Gwen Grant seconded. Roll call vote:

>   Doug Kennedy: yea
>   Mike Thomson: yea
>   Joe Cornelison: yea
>   Shawn Saale: yea
>   Gwen Grant: yea
>   Gary Nodler: yea
>   Robin Wenneker: yea

The motion passed unanimously and the board adjourned the closed session at 2:23 p.m. No action was taken.

The meeting adjourned at 2:34 p.m.

BACKGROUND

In 2017, the Coordinating Board for Higher Education (CBHE) adopted a revised process for the review of new academic program proposals which streamlined the process into three levels of review[1]: staff, routine, and comprehensive reviews. **Staff review** and **routine review** applies to proposed new programs and program changes that meet specific criteria, and can be expedited through the review process, usually within 30 days.

A **comprehensive review** of a program is triggered by the presence of one or more of the following criteria:

- The institution will incur substantial costs to launch and sustain the program;
- The program includes offering degrees at the baccalaureate level or higher that fall within the Classification of Instructional Program (CIP) code of 14, Engineering;
- The program is outside an institution's CBHE-approved mission;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions); or
- The program will include the offering of an education specialist degree.

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:

Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner."

St. Charles Community College (SCC) submitted a proposal to offer the Bachelor of Applied Science in Occupational Therapy Assistant (OTA) (Attachment A) for consideration through the comprehensive review process. SCC currently offers an associate degree in OTA, and the proposed program would transition their existing degree into a bachelor's degree.

CURRENT STATUS

The Missouri Department of Higher Education and Workforce Development received the following comments regarding SCC's proposal: a joint letter submitted on behalf of four-year chief academic officers (Attachment B), a joint letter submitted on behalf of the Council on Public Higher Education (Attachment C), and a joint letter on behalf of the University of Missouri system (Attachment D). All three letters share similar concerns—that SCC's proposal does not meet the conditions set forth in the statute found at 163.191 RSMo related to a change in the level of education required in the field and the feasibility of collaboration. The following salient points are summarized from the three letters:

- **Pathways to accreditation and licensure remain the same**. The Accreditation Council for Occupational Therapy Education (ACOTE) will continue to accredit the associate degree, while adding the option of the bachelor's program. ACOTE will continue to offer a dual pathway to the degree for the foreseeable future.
- **Level of education for employment remain the same.** The only requirement for licensure is that students graduate from an ACOTE-accredited school; bachelor-level and associate-level students will take the same licensure examination. There is no evidence that licensure in the field cannot be obtained with the associate degree, indicating that the degree will still provide value in the marketplace.
- **Collaboration has not been explored.** All three letters state that SCC has not reached out to university partners in the state regarding the possibility of collaboration.

SCC will be presenting their proposal and answering questions at the Academic Affairs and Workforce Needs Committee meeting scheduled for December 10, 2019. The four-year chief academic officers and presidents have been invited to attend the committee meeting.

---

[1] 6 CSR 10-4.010 Submission of Academic Information, Data and New Programs

RECOMMENDATION

This is an Information item only.

ATTACHMENTS

A. St. Charles Community College Proposal for Bachelor of Applied Science in Occupational Therapy Assistant
B. Joint Comments submitted by Statewide Four-Year Chief Academic Officers
C. Joint Comments submitted by the Council on Public Higher Education
D. Joint Comments submitted by the University of Missouri System

St. Charles Community College

Bachelor of Applied Science in Occupational Therapy Assistant

Preliminary Proposal

June 2019

St. Charles Community College

Bachelor of Applied Science in Occupational Therapy Assistant

Preliminary Proposal

Table of Contents

June 27, 2019

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, MO 65102-1469

To Whom it May Concern,

It is my pleasure to introduce this proposal from St. Charles Community College (SCC), which if approved, will allow our students, many of whom live in rural parts of our service area, the opportunity to pursue a bachelor's degree of applied science for Occupational Therapy Assistant.

It is common knowledge that in the early 90s, St. Petersburg Community College became the first community college to offer a bachelor's degree. The justification for expanding access was based on major gaps in the workforce and the need to provide additional education in certain areas such as healthcare and information technology. This need is still relevant today, with more than 23 states allowing community colleges to offer a bachelor's of science degree in critical workforce areas.

As we contemplated the potential success of expanding to a bachelor's program we looked to current research and found that according to the Education Policy Research Center at the University of Florida, ". . . three out of four students enrolled in community college bachelor's programs were from underserved populations." As such, it appears that these programs are providing an affordable alternative to obtaining additional education. Additionally, the research suggested, "Public four-year programs may actually benefit from the presence of a bachelor's program at the local community college." Florida saw a 25% increase in degrees where local community colleges offered the competing degree.

I consider the conferring of a bachelor's degree in OTA as a natural extension of the college's commitment to access to an affordable education, while at the same time responding to the workforce needs of our service area. SCC's current program serves the citizens of six counties, has an average pass rate of 100%, and an average graduate rate of 89% as compared to the national graduation rate of 40%.

As you will see in the letters of support included with this proposal, members of our healthcare community have high praise for the academic excellence of SCC's OTA program and there is a critical shortage for meeting workforce needs. Your support of this proposal allows us to help students throughout our service area obtain a bachelor's degree at a convenient location and affordable cost.

We have to believe that as long as student success is the focus of our work and that the open door philosophy remains critical to our mission, offering a bachelor's degree does not change our focus; rather, we will continue to be the last great hope for access to education and will still be all about community.

Thank you for your consideration of this proposal. Please contact me if you would like to further discuss the details.

Sincerely,

Barbara Kavalier, Ph.D.
President
St. Charles Community College

Overview of Intent

In response to recent Missouri legislation, increased accreditation standards, mounting healthcare and workforce demands, and growing student and employer needs, St. Charles Community College (SCC) investigated and considered the broad impact of offering a baccalaureate degree in Occupational Therapy Assistant (OTA).

In the subsequent proposal, SCC and the OTA program considered and addressed several educational, industry, and programmatic factors outlined in Missouri House Bill 758. Per this legislation, community colleges may expand their missions to offer bachelor's degrees when...

"...in the case of applied bachelor's degrees, the level of education required for employment in a field increases..."

> The Accreditation Council for Occupational Therapy Education (ACOTE) developed new baccalaureate standards for 2018 to address increasing professional responsibilities and knowledge gaps in current associate-level OTA programs and practice.

"...doing so would not unnecessarily duplicate an existing program..."

> At this time, no institution in the state of Missouri offers a baccalaureate degree in OTA.

"...collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers..."

> Collaboration with a four-year institution is not possible because upper-level coursework for a completion of bachelor's of OTA is unavailable and a bachelor's of OTA degree does not exist. Collaboration with a university who would be interested in developing a new bachelor's of OTA program will not meet the students' needs because new applications will not be reviewed by ACOTE for a minimum of three to five years. This timeline for new program review by ACOTE will not address industry or employers' immediate needs nor will it address workforce demand due to the extensive waitlist. The Department of Labor and Statistics states the field of OTA will grow 28% in the state of Missouri by 2025.

"...the institution has the academic and financial capacity to offer the program in a high-quality fashion."

> With full, 10-year accreditation granted by ACOTE, SCC's OTA Program has implemented a competency-based curriculum and other critical infrastructure necessary to meet baccalaureate requirements including faculty, fieldwork sites, physical program space allocation, and support staff.

The following documentation will provide compelling information in support of this mission expansion. The narrative demonstrates how St. Charles Community College has positioned itself for this expansion by hiring excellent and innovative faculty and staff, obtaining additional real estate and lab-space for student training, cultivating expertise on-site to design the program, and implementing an effective competency-based curriculum which provides essential infrastructure for the new OTA Bachelor's-level Standards. This proposal also demonstrates that St Charles Community College is in a unique position to be an early adopter of educating bachelors prepared OTA's, both in Missouri and in the national educational marketplace. The proposal also demonstrates how the OTA Program expansion would positively impact workplace preparedness for students and meet forecasted workplace demand, therefore an expansion of the SCC mission to offer a Bachelors of Applied Science in Occupational Therapy Assistant is merited.

St. Charles Community College
Bachelors of Applied Science in Occupational Therapy Assistant Narrative

Narrative Introduction

St. Charles Community College (SCC) and the Occupational Therapy Assistant (OTA) Program are submitting a letter of intent to initiate the process for a comprehensive review of academic program proposals to the Missouri Department of Higher Education (MDHE) and the Coordinating Board of Higher Education (CBHE).

Historically, community colleges offer degrees and coursework that generally lead to the granting of certificates, diplomas, or associate degrees. The OTA program and SCC request the state broaden the mission to allow SCC to offer a bachelor's degree of applied science in Occupational Therapy Assistant due to changes in the academic standards of the profession, which were necessitated by a growing and evolving healthcare system.

St. Charles Community College considered and investigated several factors in the decision to request a broadening of the mission. These factors include the Accreditation Council for Occupational Therapy Education (ACOTE) new baccalaureate standards, the passing of legislation in Missouri which allows community colleges to offer a bachelor's degree for programs that meet a workforce need, the employment and educational landscape throughout the state of Missouri, the quality and preparedness of the OTA program at SCC to offer a bachelor's degree, the interest of students and community partners, and the feasibility of collaborating with other institutions to address the healthcare needs in the state of Missouri. The following narrative is a description of the analysis and points of consideration.

Certified Occupational Therapy Assistant (COTA) and Occupational Therapist (OTR) are two distinct practitioners within the profession of Occupational Therapy. Each of these distinct practitioners has a different set of educational standards, professional licensure, and certification requirements. Therefore, articulating from an OTA program to an OT program is not feasible as each is a separate and unique degree path.

ACOTE Rationale – Baccalaureate Standards

ACOTE has independent authority to set standards for the profession's educational programs. This includes setting the entry-level degree for the occupational therapist and occupational therapy assistant.

AOTA's Representative Assembly (RA) convened an Ad Hoc Committee to do a feasibility study in 2015 regarding degree level for the OTA. The committee looked at the following areas:

1. Defining expectations of practice for an OTA in the next decade.
2. Growth in content to address changes in practice.
3. Impact of any changes in entry-level degree requirements for the occupational therapists (e.g., doctoral requirement) on occupational therapy assistant education and practice.
4. Readiness of host institutions to support a transition to the bachelor's requirement and the trend in community colleges to offer a limited number of bachelor's degrees.
5. Faculty workforce including occupational therapy assistants with post-baccalaureate degrees.
6. Impact of regulatory changes associated with the Affordable Care Act (ACA) and impact on reimbursement.
7. The potential impact of increased costs on key stakeholders (i.e. students, employers, etc.)

8. Requiring the entry-level degree to be at the doctoral level could push more potential students into occupational therapy assistant programs because of the increased costs of a doctoral versus masters-level program.

ACOTE developed and approved occupational therapy assistant baccalaureate-level Standards in August 2018. This provides OTA programs the ability to transition their programs to the baccalaureate level to address some of the **knowledge gaps** identified in the first three bullets above. They felt that it was the path to maintain and retain occupational therapy assistants' patency in the future healthcare workforce. ACOTE believes that providing the additional content will equip students with the skills needed to address the issues related to complex healthcare systems and complex patients.

After an extensive two-and-a-half year process, multiple surveys to the communities of interest, and several open hearings, ACOTE adopted new accreditation standards for baccalaureate-degree-level occupational therapy assistant programs, and associate-degree-level occupational therapy assistant programs. Programs will be required to comply with the new 2018 Standards by July 31, 2020.

This action came after ACOTE had carefully studied the issue and weighed the various community perspectives over the last three years. The Council recognized that the challenges faced in a constantly evolving academic and professional landscape require a clear strategic vision and that our profession must be prepared to adapt and change to meet these challenges.

Independent reviews of the practice environment and policy literature identified that the majority of health policy papers support the need for entry-level practitioners better prepared to practice and compete in a constantly changing health care delivery system.

At a meeting in April of 2019, a decision was made about dual points of entry for OT and OTA academic programs:

> Following the conclusion of a robust and collaborative process with leaders and members of the American Occupational Therapy Association (AOTA), on April 4, 2019, AOTA's Representative Assembly determined that occupational therapists may enter the profession at the master's or doctorate level, while occupational therapy assistants may enter the profession at the associate or baccalaureate level. This is now the official policy of AOTA for entry into the occupational therapy profession.

> The AOTA Representative Assembly (RA) is responsible for establishing professional standards and policies for AOTA and the profession, including the scope of the profession and professional practice and the degree requirement for entry into the profession, as provided in the AOTA Bylaws.

> ACOTE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) as the programmatic accreditor for the profession of occupational therapy. ACOTE has complete autonomy in establishing accreditation and education standards to evaluate entry-level educational programs; developing and implementing policies, rules, and procedures for conducting accreditation reviews; and making accreditation decisions with respect to entry-level educational programs.

> As the accrediting body for the profession and in light of the Assembly's April 4th determination, ACOTE will accept letters of intent for doctoral level, master's level, bachelor's level, and associate level educational programs effective immediately.

"The Application Review" states "ACOTE will accept and review a maximum of 6 Candidacy Applications during a given cycle. The acceptance of Candidacy Applications will be based on the receipt date of the Letter of Intent (if signed by the program director) or the date of notification that a program director has been hired. After the 6-program cap is reached, programs will be subject to the next available review cycle and planned student admission must be delayed accordingly. Please note that the initial accreditation process takes approximately 1 to 2 years to complete and the first class schedule may need to be adjusted to allow completion of the initial accreditation process prior to graduation.

Beginning with Candidacy Applications due in August 2020, ACOTE is requiring that a qualified program director must be hired full time and on-site 1 year prior to the submission of the Candidacy Application. A qualified academic fieldwork coordinator must be hired full-time and on-site 6 months prior to the submission of the Candidacy Application. At least 1 year prior to the submission date for the Candidacy Application, the program must notify the Accreditation Department (accred@aota.org) that a qualified program director has been hired full-time in order to proceed with the initial accreditation process. Otherwise, the Candidacy Application submission slot will be made available to the first program on the waiting list or to the next Applicant program with a hired qualified program director." The next available opportunity to apply for candidacy and to participate in the review cycle for new programs is 2023.

SCC Conclusion – ACOTE Rationale

While associate-degree-level programs for OTA have the option to remain an associate degree or transition to a bachelor's degree, SCC believes it is our responsibility to begin the transition to a baccalaureate degree as soon as possible to best serve the needs of our community. SCC is accredited by ACOTE and therefore will not be subject to the "new candidacy" timeline—SCC can apply immediately.

OTA faculty and SCC administration have focused strategic vision and aligned curriculum to address vital aspects of our program's mission to provide "...opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society." In alignment with the college's mission to respond to community needs, SCC's OTA program continues to strengthen curriculum in order to meet the changes in a dynamic health care environment. The baccalaureate standards put forth by ACOTE will guide the program in addressing the potential **"knowledge gap"** areas for the future OTA practitioners in the state of Missouri to best serve the evolving health care needs in our community.

Missouri Legislation

The Missouri Legislature passed legislation in 2018 to allow community colleges to expand their mission to offer bachelor's degrees "where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner. Quality for such baccalaureate degree programs shall be evaluated at least in part by the delivery of upper-level coursework or competencies, and defined by accreditation or compliance with the Higher Learning Commission (HLC) standards for bachelor's degrees."

SCC Conclusion – Missouri Legislation

The passing of this legislation indicates that Missouri Legislature recognizes the need for additional academic offerings. Students and the citizens of the state of Missouri will be beneficiaries of this legislation because they will receive the knowledge and training they need to meet growing workforce demands. SCC and the OTA program would like to expand their mission to offer a baccalaureate degree to provide opportunities for academic excellence and student success throughout our service area.

Students who become future OTA practitioners in the state of Missouri will best serve the evolving health care needs in our region with the additional education a bachelor's of OTA degree will provide. Many legislative and educational bodies recognize that rural counties are among the fastest-growing groups and account for a growing portion of the state's population, including working adults, low-income, and first-generation students who are all in need of additional quality education and essential job skills to meet workforce needs. The service area of SCC encompasses several of these rural counties and vulnerable communities.

Employment and Educational Landscape
After contacting the Missouri Department of Higher Education to determine the feasibility of an application to expand the Academic Program, SCC chose to pursue a summary review of internal practices and a snapshot study of the Missouri OTA Marketplace from both an educator's and industry specialist's perspective.

Marketplace Study Objective
SCC commissioned River Henge Partners LLC to perform a Missouri Marketplace Study to provide data relative to the Occupational Therapy Assistant ("OTA") workforce qualifications for graduate placement within the state of Missouri. The "OTA Missouri Marketplace Engagement Data Study" ("Data Study") was designed to capture data on positions marketed upon exit of educational institution and employer's qualifications to confirm additional skills-sets or professional-level requirements.

Third-Party Review and Reporting
Separately, River Henge Partners LLC, a business-consulting firm specializing in industry-sector data analytics, was commissioned to provide Summary Reporting of the external Study findings. River Henge Partners is a private sector catalyst rooted in data research, analytics, and hands-on experience to guide master-planned economic development. With a combined 30 years of experience in economic development - including urban and rural planning and another 20 years in data research and analysis, River Henge Partners offers customized data for communities and industries in any economic and industry sector.

Considerations of the Study
Geographic Boundaries
Reporting criteria is limited to the state of Missouri for education and industry defined marketplaces. Since both the OTA Educational Program requirements and the Professional OTA certification are national, consideration accounts for prevailing industry standards.

Job Title Specificity
OTA's are referred to as COTA's in the workforce. This title points to the passage of the National Board for Certification in Occupational Therapy (NBCOT) Board Certified Exam, which OTA's must pass to practice within their profession and license as per Missouri state requirements.

Marketplace Engagement
The data gathered reached into the State of Missouri's educational environment, active labor market, and collected job descriptions and positions, which posed an industry standard. The Study process engaged both educators who have direct responsibility in transitioning students to the workforce and industry experts (department heads, therapy managers, talent acquisition) who work daily with OTAs in their respective work environments. The direct marketplace engagement provides a snapshot of what is happening within the industry today from a workplace and education/workforce training perspective.

Meeting Educational Challenges
AOTA maintains that Innovation within Higher Education is "Alternate delivery models that increase accessibility and decrease costs." This includes competency-based degrees such as the OTA degree program. There is a shift in OT education that changes the entry-points for students seeking certification. ACOTE has mandated that there will be dual points of entry for the occupational therapist namely masters and doctoral level by July 1, 2027.

The educational gap created between the supervising OT and the OTA explains one of the rationales for ACOTE to introduce a bachelor's degree point of entry to OTA professional certification. The move in profession to a bachelor's requirement underscores the knowledgebase-need Missouri's industry professionals already are experiencing.

Two key observations from the Study include:

1. The required education, field work experience and training is entirely Industry driven
2. Industry is pushing for additional education and experience to provide a base to increase OTA responsibility and to bridge the knowledge base divide between OT's and OTAs.

SCC College states the OTA Program is uniquely aligned and positioned to provide enhanced professional entry-level requirements for a Baccalaureate Degree of Occupational Therapy Assistant in addition to offering an updated curriculum for their current Associate of Applied Science Degree (A.A.S) that is competency based and informed by workforce needs.

Workplace Feedback
Education Survey- Salient Points
Of forty-three (43) higher education schools offering degrees and programming that reach throughout Missouri's Occupational Therapy Spectrum, there are sixteen (16) colleges, universities and technical schools that are focused on OTA programming. However, within the sixteen (16), there are only nine (9) unique active OTA programs accredited through ACOTE, of which two (2) are private schools. A Consortium of schools accounts for one (1) unique active program but represents seven (7) advertised programs. Three (3) of the nine (9) unique OTA programs are in the St. Louis Region, including St. Charles Community College.

Industry Survey – Salient Points
During the Study, the data research firm found ninety (90) active job listings referencing keywords "OTA," "COTA", and "Occupational Therapy Assistants". Forty-one (41) companies posted listings including health systems, home health, skilled nursing, acute and inpatient care, medical spas, rehabilitation centers, psychiatric centers and Professional Management companies. Twenty-one (21) companies were selected to provide job position sampling and marketplace feedback. Twelve (12) confirmed OT use as part of their healthcare protocol. Eight (8) companies responded with contextual feedback.

Marketplace
According to the "2018 Current Trends in accreditation and Higher Education" presentation by AOTA on April 19, 2018, the US Bureau of Labor Statistics indicates that Occupational Therapy Assistants is the 15th fastest growing occupation in the US, with predicted Job Growth from 2016-2026 equaling >28%. The results of the OTA Missouri Marketplace Engagement Study supports a rapid progression of industry adoption. The Study results suggested the two industries within healthcare experiencing the most opportunity for COTA placement are the skilled nursing and home health industries. Furthermore, interview respondents indicated that there are multiple driving factors. These include change in regulations, which expanded responsibilities of the OTA, shift in direct patient care by the OT into a purely administrative and oversight role leaving the OTA in an even more essential position as the primary patient care provider, and shift in insurance billing (PTPM) which affects the billed time and company reimbursement processes.

Industry Outliers

For the study, researchers did gather subjective examples of non-traditional OTA job positions, which were subject to the opinion of the author. Formal Study search parameters did not specifically meter non-traditional job titles, unless otherwise inclusive of with COTA qualification within the definition or job search, as those bleed outside the spectrum of verifiable COTA-qualified job positions. Industry respondents were all within the health-care field. Educators indicated they are seeing expanded interest from corporate and non-traditional workplaces seeking an OTA knowledge base as a key member of their staff. Examples for this are ergonomic specialists, wellness coaching, program design and chronic disease support foundations.

Analysis

1. The education, field work experience, and training required is entirely Industry driven
2. Typical entry-level employment is in a clinical setting, which is considered "traditional" in the health-care field
3. Industries include hospitals, clinics, mental health, pediatrics, acute-care and skilled nursing
4. Some industry outliers exist - school districts (still a traditional placement), private- based placements that are entrepreneurial (i.e. adaptive martial arts; therapeutic horseback riding, tele-health and wellness/job coaches)
5. The role of the OTA throughout the health-care industry is changing
6. Industry expectation of OTA performance breech typical curriculum-based training and include professional communication, time management, stress management, administrative and reporting responsibilities and a certain amount of physicality to perform tasks on the floor and in the field.

Study Outcomes

1. Both educators and industry specialists have seen a shift in responsibility to the OTA for direct patient care
2. According to industry experts commenting during marketplace engagement, the role of an OTA in the health-care field will be more critical as their responsibilities increase and as insurance reimbursement and billing regulations come online.
3. Educators maintain that the demand is outstripping placement and as awareness of OTA skill-sets increase, more corporate and private emerging fields will open.
4. Industry is pushing for additional education and experience to provide a base to increase OTA responsibility and to bridge the knowledge base divide between OT's and OTA's.

Narrative Conclusion

Occupational Therapy helps people across the lifespan to do the things they want and need to do through the therapeutic use of everyday activities (occupations). Practitioners are tasked to enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability.

Occupational Therapy Assistants are licensed, certified, professional health care providers who plays a vital role in patient well-being by providing direct patient care, instructional training, and human interaction. According to the industries represented in Marketplace Engagement, OTAs represent a critical link in patient recovery and wellness.

The expected amount of education, fieldwork, and experience prior to the OTA entering the workforce is expanding to meet the roles and responsibilities within the healthcare field and respective industries. Per the recommendation of the nationally accrediting body, the spectrum of education provided as an entry-point into the field is shifting to match market demand and the realistic functional role of the professional.

Outside of the healthcare industry, the role of the OTA is changing. As corporate awareness about the Occupational Therapy and the skillset of a qualified COTA grows, emerging fields will follow. This introduces new markets, creates competition for an OTA outside of their current respective certified fields, and places new relevance on the healthcare fields' demand for increased knowledgebase and fieldwork experience.

According to the 2018 MO Economic Report, conducted by the Missouri Department of Economic Development, The Health Care and Social Assistance industry sector is the number one employer in Missouri. Market trends indicate the Healthcare and Social Services industry is growing. Health Care and Business / Management related jobs are the most in demand occupations within the state.

SCC currently offers an Associate of Applied Science in OTA. There exists the faculty interest and expertise to expand to include an OTA Bachelor's Degree program. This interest aligns with newly released recommendations for professional educational standards.

The College has positioned for this expansion by the staffing, real estate and lab-space for student training. The expertise is already on-site to design the program. This affords the College a unique position as an early adopter, in both Missouri and the national educational marketplace.

If successful in receiving MDHE and CBHE approval for expansion, the defined opportunities for the student and institution are: 1) student educational attainment, 2) workforce need, 3) community engagement, 4) program innovation, and 5) affordability for the student. The proposed OTA Program expansion positively influences workplace preparedness and meets forecasted marketplace demand and an expansion of the SCC mission to offer a Bachelors of Applied Science in Occupational Therapy Assistant is warranted.

St. Charles Community College
Occupational Therapy Assistant Program Analysis

Program Mission

The current mission of the Occupational Therapy Assistant (OTA) Program is to "provide opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society." We consider the American Occupational Therapy Association's (AOTA) Vision 2025 of providing culturally responsive and customized care to maximize the quality of life for all people and the academic standards developed by the Accreditation Council of Occupational Therapy Education (ACOTE) as guiding principles. The OTA Program provides its students with the opportunity to acquire the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice to fulfill their growing professional roles. In keeping with these missions, the OTA program strives to meet the dynamic health care needs of our local communities. The OTA program seeks to further implement its mission by providing the following in a bachelor's of applied science degree at our institution:

- The highest quality instruction and practice to its students using evidence-based innovative instructional methods and technology that is accessible and financially affordable.

- A solid foundation in the fundamental knowledge, skills, and attitudes needed for the growing demands of bachelors prepared entry-level competence as an occupational therapy practitioner in a variety of settings and working with a variety of populations.

- A consistent commitment to strategically focus on the scholarship of teaching and learning and the scholarship of application for both faculty and students to support research and foster innovation to benefit the community.

- A comprehensive competency focused curriculum that integrates studies in science, math, humanities, communication, social sciences, and critical thinking.

- Experiences emphasizing the need for lifelong learning, keeping up with the dynamic nature of healthcare, and the importance of evidence-based practice as essential components of competent bachelor level practitioners who can meet evolving workforce demands.

Program Philosophy

Consistent with the profession's philosophical base, the OTA program at St. Charles Community College (SCC) acknowledges individuals as complex, active beings who "have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being" (Gupta et al., 2011). Engagement in occupation is complex and multidimensional; various integrated factors contribute to the quality of participation, including client factors, performance skills, performance patterns, contexts, and environments as well as understanding the activity demands. (AOTA, 2014). The delivery of occupational therapy services is client-centered, with practitioners using clinical reasoning, the therapeutic relationship, and a code of ethics to support clients' goals; the occupational therapy practitioner seeks to "maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living." (AOTA, Vision 2025).

Students in the OTA Program are regarded as occupational beings; as such, they learn and grow through participation in meaningful occupation in the role of an OTA student. Therefore, the OTA program is student-centered to foster success by developing students' skills through planning the curricular demands providing a positive learning environment that mirrors the changing healthcare and community environment. The program seeks to integrate and balance the students' abilities, needs, occupational roles and contexts in developing the skills needed to perform the roles of a direct service provider, member of a profession, and educator/facilitator/manager of service. This process is facilitated by the application of self-directed learning and key components of Knowles adult learning theories. "Instruction should facilitate self-direction, in a relevant context, take into account the wide range of different backgrounds of learners; materials and activities should allow for different levels/types of previous experience, and should allow learners to discover things and knowledge for themselves." (Manning, 2007, p 104).

The OTA Program respects students as adult learners and supports their growth through a multifaceted approach in the curriculum design. Teaching approaches use didactic instruction, experiential learning, professional collaboration, community engagement, technology, and cultivation of clinical reasoning. Faculty facilitate the development of role competencies. The curriculum is grounded in this philosophy and is based on the programs graduate outcomes.

The faculty work closely with students to provide clear instructional guidance to meet professional standards as well as apply flexibility in instructional approaches with a focus on teaching, learning, and application of skills to ensure student success. Faculty recognize the need to expand the use of technology and foster innovation to provide learning experiences that facilitate competence in an increasingly evolving healthcare system, which demands value and client-driven outcomes across care settings. The OTA Program empowers students to competently and confidently demonstrate the role of direct service provider; member of a profession; and educator, facilitator, and manager to the best of their abilities.

Curriculum Design

The OTA program reflects the mission and values of the college in its belief that learning is a lifelong process that continues beyond formal academic training and fieldwork experiences. The program envisions a model that focuses on three primary roles—direct service provider of care, educator and manager of health care services, and members of a profession. The OTA Program uses three methods of learning (Theory, Practice, Application in Context) that the OTA practitioner assumes in order to bridge the gap between theory and practice to successfully fulfill the expectations of OT practice.

The use of these three roles and methods in conjunction with the OT Practice Framework, Standards of Practice for Occupational Therapy, AOTA Fieldwork Evaluation, ACOTE standards, and Knowles' Principles of Androgyny serve as organizing framework in determining and facilitating the knowledge, skills, or attitudes necessary to establish entry-level competency for the OTA practitioner. The following outcomes provide a guide for the knowledge, skills, and attitudes needed to engage in each role of the OTA:

1. Demonstrate the knowledge, skills, and attitudes to successfully fulfill the demands of each role.
2. Consistently engage in effective communication and interpersonal skills.
3. Establish appropriate teaching-learning competencies that apply to diverse audiences

4. Demonstrate the ability to serve as an advocate for various populations, facilities, communities, institutions, and the profession of Occupational Therapy.
5. Demonstrate the ability to effectively collaborate with an interdisciplinary team.
6. Demonstrate a broad scope of knowledge of the ethical, legal, regulatory, and professional codes that inform the practice of Occupational Therapy.
7. Develop the ability to apply and use technology and resources to support evidence-based practice.

In designing and assessing learning and teaching strategies, the parallel between therapy and education is emphasized. Just as client treatment is a multi-sensory process that requires active participation from the client engaged in meaningful activities, OTA education at SCC is a multi-sensory process requiring active participation and self-direction from the student engaged in the meaningful activities of their education.

The curriculum is designed to be delivered in a semester format of didactic work combined with a variety of Level I fieldwork experiences and two (2) Level II experiences in addition to a Baccalaureate Project to complete the program.

The Baccalaureate Project is designed to provide an in-depth experience in one or more of the following:
1. Clinical practice skills
2. Administration
3. Leadership
4. Advocacy
5. Education

This project allows students to demonstrate the application of knowledge gained that distinguishes them as bachelors prepared practitioners who will meet the growing demands of the workforce.

SCC and Missouri Department of Higher Education
"Preparing Missourians to Succeed: A Blueprint for Higher Education"

SCC's OTA Program developed methods to attain the goals outlined by the Missouri Department of Higher Education's (MDHE) "Preparing Missourians to Succeed: A Blueprint for Higher Education." Those methods are described below.

Goal 1: Attainment
"Missouri will increase the proportion of working-age adults with high quality, affordable postsecondary credentials to 60 percent by 2025."

According to the Stronger MO through Higher Education Report, "The data shows that increasing attainment is a particular challenge in rural counties, so ensuring that all communities have access to high-quality higher education is essential. Missouri must also increase college success among the fast-growing groups that will account for a growing proportion of the state's population, including working adults, low-income and first-generation students, and students of color. Meeting the educational needs of these 21st-century students will help build Missouri's economy and ensure a bright future for the state." The goal is to increase the attainment of a college degree for Missourians to 60% by 2025.

St. Charles Community College serves the following counties in MO with the percentage of Missouri adults (ages 25-64) with at least an associate degree:

- St. Charles - 46.92%
- Callaway - 30.84%
- Lincoln - 21.70%
- Montgomery - 22.20%
- Pike - 18.16%
- Warren - 25.76%

SCC will be able to provide accessible, affordable, and high quality higher education to several vulnerable populations in MO and systematically increases attainment to close achievement gaps.

Experts from the Center on Education and the Workforce at Georgetown University said that, by 2018, 523,000 of the expected 898,000 job vacancies in Missouri would require postsecondary credentials. Indeed, 59 percent of all Missouri jobs require postsecondary education in 2018.

With increased expectations in the field of Occupational Therapy and increased expectations of autonomy and advanced skill demonstration, a bachelor's degree of OTA will provide the current, future, and potentially former graduates of SCC's OTA Program an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands.

Having a competency-based curriculum and a baccalaureate project that is designed to enhance vital skills for employment and addresses the needs, styles, and ability, of a multitude of learners, will allow working-age adults in the above counties, the state of Missouri, and beyond an opportunity to attain a quality and impactful post-secondary degree.

Goal 2: Affordability
"Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025."

The average college debt among student loan borrowers in America is $32,731, according to the Federal Reserve. This is an increase of approximately 20% from 2015-2016. Most borrowers have between $25,000 and $50,000 outstanding in student loan debt. Nevertheless, more than 600,000 borrowers in the country are over $200,000 in student debt, and that number may continue to increase.

Missouri currently ranks 32nd nationally with 58% of Missourians having an average of $27,108 in student loan debt. The average student loan debt of an SCC-OTA program graduate is $2000.

In comparison, the following estimates outline the cost of a bachelor's-level degree (or 120 credit hours) at regional institutions.

St. Charles Community College	**$21,240.00**
Maryville University*	$113,880.00
Saint Louis University*	$181,696.00
University of Missouri	$51,687.00
University of Missouri – St. Louis	$44,856.00
Washington University*	$209,520.00

* Denotes schools currently offering pre-Occupational Therapy baccalaureate education. As noted, no bachelor's-level OTA programs exist.

Students obtaining a Bachelor's of Applied Science in OTA from SCC would graduate with less student loan debt in comparison to four-year institutions. As of the submission of this proposal, no Bachelors of OTA programs exist in the state of Missouri. The next available opportunity for new programs to apply for candidacy and participate in the review cycle is 2023.

Considering the distinction between the professions and educational standards, articulation from OTA to OT is impossible. OTA graduates interested in pursuing an OT degree would need to complete a bachelor's degree and then apply to a master's program. Each degree prepares students for drastically different professional distinctions.

Goal 3: Quality

"Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities, and the state."

Consistent with the college's mission for providing opportunities for academic excellence and student success to enable attainment of personal and professional goals in a global society, the OTA program provides its students with the opportunity to acquire the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice to fulfill their professional roles. In keeping with the college's mission to respond to the community, the OTA program strives to meet the dynamic health care needs of our communities. The OTA program seeks to implement its mission by providing:

- the highest quality instruction and practice to its students using evidence-based innovative instructional methods and technology that is accessible and financially affordable;
- a solid foundation in the fundamental knowledge, skills, and attitudes needed for the growing demands of bachelors prepared entry-level competence as an occupational therapy practitioner in a variety of settings and working with a variety of populations;
- a consistent commitment to strategically focus on the scholarship of teaching and learning and the scholarship of application for both faculty and students to support research and foster innovation to benefit the community;
- a comprehensive competency focused curriculum that integrates studies in science, math, humanities, communication, social sciences, and critical thinking; and
- experiences emphasizing the need for lifelong learning, keeping up with the dynamic nature of healthcare, and the importance of evidence-based practice as essential components of competent bachelor level practitioners who can meet evolving workforce demands.

SCC's OTA program is ACOTE accredited with a 10-year term before a review. According to ACOTE, 10-year review cycles are granted to programs that have no areas of noncompliance and have demonstrated exceptional educational quality. As outlined below, SCC graduates excel on the National Board for Certification in Occupational Therapy (NBCOT).

- The average pass rate nationally is 91%.
- The average pass rate for Missouri OTA programs over a three-year period is 87.31%.
- The average pass rate for SCC's OTA program over a three-year period is 100%.

According to the MDHE's "Enhanced Missouri Student Achievement Study":

- The average graduation rate from 2-year, public institutions in the state of Missouri is a 19.46% (over a three-year period).
- The national average is roughly 40%.
- The average graduation rate from SCC's OTA program is 89%.

Based on SCC-graduate surveys, 94% of students graduating from the OTA program are employed in their field within six months of graduation and board certification. Employer and student surveys show 95-100% satisfaction with program learning, employment status, and demonstration of work performance.

ACOTE standards for faculty numbers and composition for bachelor-level OTA programs must have at least three full-time faculty, 50% of whom must hold a minimum of a master's degree. SCC currently has four full-time and two adjunct faculty. Among the full-time faculty, 50% hold a minimum of a master's degree. The faculty at SCC possess a wide clinical and academic background and have been approved by ACOTE.

Goal #4: Research and Innovation
"Missouri will be a top 10 state for investment in academic research by 2025."

According to "Preparing Missourians to Succeed: A Blueprint for Higher Education," Missouri currently ranks as 10th in business-led research investment. Unfortunately, Missouri ranks 18th in academic-led research investment. SCC can invest in academic research. The creation of a Bachelor in Occupational Therapy Assistant will result in a new degree program that includes student participation in academic research as a standard for accreditation.

ACOTE provides accreditation standards for academic programs who educate and train Occupational Therapy practitioners. Occupational Therapy practitioners consist of two distinctions, Occupational Therapists (OT) and Occupational Therapy Assistants (OTA). The standards for the Bachelor of OTA have an increased emphasis on research, development, and quality to address the growing need for autonomous and entrepreneurially minded practitioners.

Providing a bachelor degree program in OTA will increase research at state institutions. ACOTE developed additional baccalaureate project standards and enhanced curricular standards, which require graduates of a Bachelor of OTA program to understand the use of quantitative and qualitative methods for data analysis, demonstrate an understanding of instructional design methods for preparing to work in an academic setting, and to develop skills for supervision, management, quality assurance, and improvement for program development. These standards are designed to address the growing need for additional educational content to meet the demands of the dynamic and evolving job market.

The faculty of St Charles Community College designed and implemented an integrated and progressive faculty-led fieldwork program to facilitate the success of students throughout the competency-based learning curriculum. Faculty and students will be able to utilize this model to do new academic research. The faculty currently supervise OTA students during level II fieldwork at three community-based sites. These sites provide a unique opportunity where the student in the OTA baccalaureate program could actively engage in and contribute to components of research, quality improvement, and program development while completing their fieldwork. In keeping with the AOTA's Vision 2025, these community sites are with underserved populations including pediatrics, geriatrics, and mental health. The American Occupational Therapy Association has the vision to guide the profession beyond the Centennial Vision. Vision 2025 states: "As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living." The research that would be generated could be used to create or enhance solutions for these populations who are living, working, and engaging in our communities.

Goal #5 Investment, Advocacy & Partnerships

"Missouri will promote increased investment in post-secondary education through increased advocacy and powerful partnerships with education, business, government, and communities."

St. Charles Community College OTA program has clinical contracts with a variety of clinical, non-clinical, and community-based organizations. These settings allow students to participate in clinical partnerships and practice in both traditional and emerging areas of practice. Embedded in our curriculum are also faculty-led fieldwork opportunities where students and faculty work with community partners to develop and enhance their current offerings and to provide students with progressive participation as they develop competency skills. Both Level I and Level II Faculty-Led Fieldwork rotations are available at an Adult Dementia Specific Day Program, Community Mental Health Day Program, and at a Child Development Center (ages 3 months-5 years).

Our fieldwork experience has been very positive overall with students participating in community sites. The benefit to the community and the benefit to the student's academic preparedness and job readiness is undeniable. However, one of the barriers in many emerging areas of practice is that some employment opportunities in the community require a Bachelor's degree. The educational needs to participate in program development, supervision, quality assurance, and quality improvement, etc. require additional baccalaureate content.

ACOTE developed a set of baccalaureate project standards to address the growing educational demands of the profession and to encourage the development of community and industry partnerships to meet the educational needs of the students and enhance workforce demands.

The Baccalaureate Project is designed to provide an in-depth experience in one or more of the following: 1) Clinical practice skills, Administration, 2) Leadership, 3) Advocacy 4) Education. This project allows the students to demonstrate the application of knowledge gained that distinguishes them as bachelors prepared practitioner who can meet the growing demands of the workforce.

"Level II fieldwork in the emerging practice fields of wellness and community health (WCH) stands out as a natural means to accomplish this goal; embedding a wellness and prevention service component into traditional fieldwork settings could also provide students with experience and in-demand skills. It is well known that students are often offered therapy positions at sites where they have completed traditional fieldwork (Rodger et al., 2007). In nontraditional fieldwork settings, some occupational therapy positions have been created in response to sites' experiences with occupational therapy students in fieldwork and service learning opportunities (Muñoz, Provident, & Hansen, 2004). The development of prevention-focused fieldwork could be a win-win approach. The students who have this experience will gain new knowledge and perspectives that are relevant to practice regardless of the setting. Additionally, the sites in which they work would become more aware of what occupational therapy has to offer and how it benefits their current services. As fieldwork introduces each incoming class of therapists to practice, there should be increased availability of occupational therapy positions in WCH services."

There are endless opportunities to collaborate with education, business, government and community entities. Offering a bachelor's degree would yield additional partnerships and allow SCC's OTA students to enhance their contribution to the community through Baccalaureate Projects. This is in direct correlation with Vision 2025: "As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living."

Resources, faculty, staff, and space allocations in support of Bachelor's Degree Program

Despite statewide budget restrictions, the Dean of Nursing and Allied Health along with the administration of St. Charles Community College are good financial stewards and consistent advocates for the OTA program. The OTA budget was expanded this year to address several needs including additional faculty to accommodate curriculum updates, changes, and course development. Additional funding was also granted for professional development, innovation and technology, and supplies for curriculum adjustments.

SCC purchased the building at # 1 Academy Place Dardenne Prairie, MO 63368 in February 2017. After the purchase, administration provided the OTA department with increased lab space including a simulated lab for OTA. As a result of the need for growth and potential to expand the OTA program, the following shared spaces for allied health students were developed: computer lab, simulated central supply, and competency skills practice rooms. Semi-private faculty office space was also added to accommodate the increase in OTA faculty. The program director has a private office, and there are multiple private areas for counseling students when needed.

The OTA program now has four full-time and two (core) adjunct faculty to accommodate changes to the curriculum and projected growth of an additional student cohort. Faculty have varying and diverse content specialties. The Program Director has been working with and mentoring all faculty on curriculum development, course design, and content implementation. Additionally, one of our administrative assistants has been reclassified and has been given the opportunity for professional development in the areas of clinical records and data collection. We also have allied health counselors on-site to facilitate student enrollment, retention, and student success through an embedded advising model. All of these additions have allowed the OTA department to grow and develop in accordance with our strategic plan and college mission and philosophy and position our program well to develop and implement bachelor's level curriculum.

Student Interest and Community Support

St Charles Community surveyed former graduates of the OTA program and asked if a bachelor's degree was offered at the time they enrolled, would they have sought a bachelor's degree. 100% of the respondents replied strongly agree on a Likert scale of strongly disagree to strongly agree. 92% of the respondents replied strongly agree that they would enroll in a post-professional or bachelor's completion option for students who already graduated from SCC.

St. Charles Community College and the OTA program reached out to community partners and received multiple letters of support from fieldwork partners, industry leaders, administrators, constituents, higher education personnel, and public officials. Both SCC and the OTA program have diligently worked to build and maintain an excellent reputation in the community and validated in these responses. The support and interest in SCC pursuing a bachelor's degree in OTA speaks to the community interest, need, and confidence in the program.

Feasibility of working with other institutions and the process of seeking accreditation

Occupational therapy practitioners are either occupational therapists or occupational therapy assistants. Both distinctions are skilled health care professionals who use research and scientific evidence to ensure their interventions are effective. Because there are two distinct roles within the profession, which have separate and distinct educational outcomes, licensure standards, and certification requirements. Collaboration with other institutions to bridge from OTA to an OT is unavailable. Occupational Therapy is in a unique professional and educational situation in that collaboration is neither feasible nor a viable means of meeting the needs of students and employers.

Institutions of higher education in the state of Missouri currently offer curriculum for OT, at either masters or doctoral level, or OTA at the associate-level. When asked, public universities were unwilling to provide documentation citing a lack of bachelor-level OTA coursework. The absence of upper-level, ACOTE-approved OTA coursework precludes institutions from offering a bachelor-level degree in OTA. At this time, universities in the state of Missouri are ineligible to offer a Bachelor's in Applied Science for OTA; the next availability for new program review is 2023. St. Charles Community College has demonstrated its readiness to become the first institution to offer this unique degree path.

An occupational therapy assistant program seeking accreditation for a new entry-level degree program should first seek approval to offer a baccalaureate degree from the institution, the educational licensing and/or governing board(s) of the state(s) in which the program is to be offered, and the institutional accrediting body. The program does not need to have degree-granting authority at the time of the Letter of Intent but must have that authority at the time the Candidacy Application is submitted. No fees are required and there is no cap on submission of Candidacy Applications for currently accredited programs transitioning from the associate-degree level programs to the baccalaureate degree level.

SCC granted the OTA program approval to pursue mission expansion and develop bachelor-level curriculum. This proposal is an attempt to seek approval from the state governing board. If the OTA program is granted the mission expansion by MDHE and CBHE and is allowed to continue with the new academic program proposal process, the program will submit a letter of intent to ACOTE and an application for candidacy. Since the OTA program at SCC is already accredited by ACOTE, it is not considered a new program and therefore will be able to immediately apply for candidacy.

Any institution who intends to offer a bachelor's of OTA program must follow ACOTE Candidacy Requirements. Included in these requirements is the hiring of a qualified program director one year prior to submitting a letter of intent and would apply to all public, 4-year institutions in the state of Missouri. New programs cannot accept students until meeting initial requirements and waiting until application review is available. This process could take a minimum of three to five years.

June 17, 2019

Courtney Barrett, M.Ed., OTR/L, CBIS
Associate Professor - Program Director
Occupational Therapy Assistant Program
St Charles Community College
#1 Academy Place, Dardenne
Prairie, MO 63368

Ms. Barrett:
Here is the letter that you requested which provides a rationale for ACOTE's decision to offer two points of entry (associate's level & baccalaureate level) for the occupational therapy assistant.

AOTA's Representative Assembly (RA) convened an Ad Hoc Committee to do a feasibility study in 2015 regarding degree level for the occupational therapy assistant. The committee looked at the following areas:

1. Defining expectations of practice for an OTA in the next decade.
2. Growth in content to address changes in practice.
3. Impact of any changes in entry-level degree requirements for the occupational therapists (e.g., doctoral requirement) on occupational therapy assistant education and practice.
4. Readiness of host institutions to support a transition to the bachelor's requirement and the trend in community colleges to offer a limited number of bachelor's degrees.
5. Faculty workforce including occupational therapy assistants with post-baccalaureate degrees.
6. Impact of regulatory changes associated with the Affordable Care Act (ACA) and impact on reimbursement.
7. The potential impact of increased costs on key stakeholders (i.e. students, employers, etc.)

8. Requiring the entry-level degree to be at the doctoral level could push more potential students into occupational therapy assistant programs because of the increased costs of a doctoral versus masters-level program.

See attached appendix for the full detailed report.

ACOTE developed and approved occupational therapy assistant baccalaureate level Standards in August 2018. This was done to provide occupational therapy assistant programs with the option to transition their programs to the baccalaureate level to address some of the **knowledge gaps** identified in bullets 1-3 above. They felt that it was the path to maintain and retain occupational therapy assistants' patency in the future healthcare workforce. ACOTE believes that providing the additional content will equip students with the skills needed to address the issues related to complex healthcare systems and complex patients. If I can be of further assistance, please contact me at ssalvant@aota.org.

Sincerely,

Sabrina Salvant, EdD, MPH, OTR/L
Director of Accreditation

Steve Ehlmann
County Executive

Joann Leykam
Director of Administration

Jennifer George
Assistant Director of Administration

John Greifzu
Assistant Director of Administration

June 26, 2019

Missouri Department of Higher Education
205 Jefferson Street
PO Box 1469
Jefferson City, MO 65102-1469

To Whom it May Concern,

It is my pleasure to offer a letter of support for St. Charles Community College's proposal to expand their Occupational Therapy Assistant (OTA) program to offer a Bachelor of Applied Science degree. For more than 30 years, St. Charles County has been the fastest growing part of the St. Louis region and the fastest growing county in Missouri. With nearly 400,000 residents, a well-trained healthcare workforce is vital to our region and is one of the top priorities for the county.

St. Charles Community College is well known both locally and in surrounding counties for the high level of skill, knowledge, and practical understanding possessed by graduates of their health care programs. Expansion of the Occupational Therapy Assistant program will be an exciting step forward both for our citizens who want to begin or expand their careers and for our community of healthcare providers who are in need of skilled professionals.

I would appreciate your strong consideration for approval of the proposal presented by St. Charles Community College.

Sincerely,

Steve Ehlmann
County Executive
St. Charles County Government

Community
Strong

Inspiring a culture
of health and
wellbeing in St.
Charles County

June 26, 2019

Dr. Barbara Kavalier-President

St. Charles Community College

4601 Mid Rivers Mall Dr.

Cottleville, MO 63376

Dear Dr. Kavalier,

I am writing on behalf of Community Strong in support of the St. Charles Community College's continual efforts to meet the complex needs of healthcare through first-class educational standards. We strongly support St. Charles Community College and your laser focus to provide the highest level of education possible to your students.

As an organization, whose mission is to inspire a culture of health and wellbeing in our community we strongly value our partnership and collaborative efforts with St. Charles Community College. St. Charles Community College affords us critical pieces of support through not only first class curriculum but meeting very specific needs our community has for workforce development. St Charles Community College is a reputable leader not only in the education realm but through community involvement as evidenced through your support of the county wide health initiative led by Community Strong. We look forward to working with you to continue to create an epidemic of health and wellness in St. Charles County to inspire and educate our community.

If I can be an additional source of information or recommendation for your goals and objectives, please do not hesitate to reach out via email at cfiggins@edcscc.com or phone 636-229-5282.

Sincerely,

Carissa Figgins

Executive Director

Community Strong-EDC

27 June, 2019

Zora Mulligan, J.D.
Commissioner of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, Missouri 65102-1469
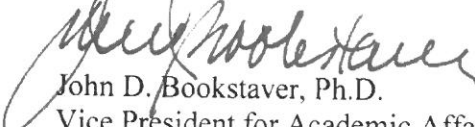
Dear Ms. Mulligan:

I am proud to lend my support to the proposal by St. Charles Community College to offer a bachelor's of applied science degree in the field of Occupational Therapy Assistant (OTA). This field has done significant work in the past few years to adapt to the changing landscape in medicine and respond to the needs of patients, other healthcare professionals, and insurers. Because of the expanding scope of practice in the field and the need for OTAs to assume managerial roles, the employability of OTAs increasingly depends upon their ability to attain bachelors' degrees.

We have wonderful relationships with our four-year partners throughout the state, and we articulate many programs with them. However, no bachelor's programs in OTA exist anywhere in the state. Recently I spoke with Dr. Thomas George, Chancellor of the University of Missouri-St. Louis. While he was unwilling to relate such in writing, he verbally confirmed that UMSL does not award this degree nor offer classes in the field. Given this fact and the realities of new program approval by the Accreditation Council for Occupational Therapy Education (ACOTE) that are outlined in our proposal, collaboration and articulation are not possible now, nor would they be for many years.

I am confident that our proposal has considerable merit, and I respectfully request that the Missouri Department of Higher Education and the Coordinating Board for Higher Education give it full consideration through its comprehensive review process.

Sincerely,

John D. Bookstaver, Ph.D.
Vice President for Academic Affairs and Enrollment Management

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

Paula Morrissey, RN
Director of Seniors & Co. Adult Day Services

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

Diana Smith, OTR/L
Director of Rehabilitation
Villages of St. Peters

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.
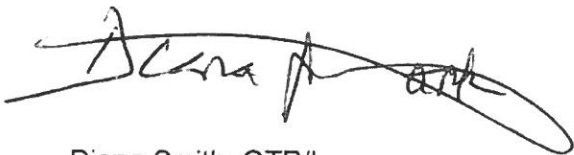
Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

, MSW

Tyler McClain
Clubhouse Supervisor
Headway Clubhouse
322 McDonough St.
St. Charles MO 63301

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

Kathy Drews
Director, St. Charles Community College CDC

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469

To whom it may concern:

I am writing this letter of support for the Occupational Therapy Assistant (OTA) Program at St Charles Community College (SCC) to pursue and provide a bachelor's degree of applied science for the Occupational Therapy Assistant.

Since the state of Missouri now has legislation in place that allows community colleges to offer a bachelor's degree for a program that meets a workforce demand and demonstrates that the level of education to offer professional services increases to a bachelor's level, I would like to articulate why St Charles Community College's Occupational Therapy Assistant Program is an excellent candidate.

We have enjoyed the benefits of the OTA program's commitment to academic excellence and service to the community through our fieldwork partnership. We believe the OTA program continues to fulfill their responsibility to best serve the needs of our community in addressing the evolving nature of healthcare service delivery and we believe the additional bachelors curriculum would be of great benefit both the students and our community.

Specifically, we believe the students of SCC would be able to provide enhanced services to our population if given the opportunity to create, develop, and engage in additional programming through their Baccalaureate Project. The Occupational Therapy Assistant Program provides its students with the opportunity to develop the knowledge, skills, behaviors, and attitudes necessary for ethical, competent, and reflective practice in fulfilling their professional roles. That dedication to excellence is evident in the fieldwork students we have worked with from St Charles Community College.

I trust SCC's OTA program to provide the current, future, and potentially former graduates an affordable, accessible, and high quality bachelor's degree to meet growing professional and workforce demands. I support the OTA program in working to expand their mission to respond to the growing needs of our community. I encourage you to support the OTA program in allowing them to develop additional opportunities to meet the dynamic health care needs of our community.

Sincerely,

Katherine Mawer
Associate Director CDC

Professional Accreditation Sources:
2018 ACOTE Standards and Interpretive Guide
2018 OTA-B Candidacy Application
2015 Ad Hoc OTA Education Committee Executive Summary Report
ACOTE Accreditation Process for New Programs Application Review
ACOTE Description of the Process for Transitioning Programs
Remaining Slots for New Program Applications - AOTA
AOTA Vision 2025
AOTA Journal: Fieldwork Opportunities for Enhancing Occupational Therapy's Role in Preventive Care
AOTA Journal: Occupational Therapy Practitioners: A key member of the Community Behavioral Health team

Missouri Educational and Legislative Sources:
A stronger MO through Higher Education Report
MDHE Blueprint for Education Goals Overview
MDHE Blueprint for Education Executive Summary
Missouri Comprehensive Fee Survey for Public Institutions of Higher Education: FY2019 Two-Year
Missouri Comprehensive Fee Survey for Public Institutions of Higher Education: FY 2019 Four-Year
Missouri House Bill 758

College and OTA Program Sources:
OTA Bridge to Bachelor Market Report - May 2019
SCC OTA Program Mission Philosophy and Curriculum Design
St Charles Community College Faculty Data Forms
Letters of Support

Missouri Statewide 4-year Chief Academic Officers

Zora Mulligan
Commissioner, Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

July 31, 2019

Re: St. Charles Community College Bachelor of Applied Science in Occupational Therapy Assistant Degree Proposal

Dear Commissioner Mulligan,

Collectively, the Chief Academic Officers at the public four-year institutions in Missouri are writing in response to the request from St. Charles Community College (SCCC) to offer a bachelor's degree in Occupational Therapy Assistant (OTA). It is our strongly shared consensus that this proposal fails to meet the requirements of the recently adopted policy regarding the comprehensive review process, codified in RSMo 163.191. Two elements outlined in this rule and discussed below are of particular concern and thus, we must request that the proposal be removed from consideration.

The first element necessary for approval is a **change in the required level of education**. RSMo 163.191 states "Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level…"

The accrediting body for OTA, the Accreditation Council for Occupational Therapy Education (ACOTE), recently added the option of accrediting bachelor's programs in OTA. However, they continue to accredit associates' programs and anticipate that they will continue this parallel/dual system for the foreseeable future. Thus, the minimum requirements for accreditation remain unchanged.

Furthermore, state licensure standards do not require the bachelor's degree. Rather, they simply require that the individual be a graduate of an ACOTE accredited program – which may be at either degree level. Thus, this degree proposal does not meet the first stipulation that there be a change in the required level of education.

The second element necessary for approval is that **collaboration with a university is not feasible** (RSMo 163.191). The University of Missouri has a strong track record of collaboration in the area of OTA education through the Missouri Health Professions Consortium (MHPC). While SCCC reached out to University of Missouri St. Louis in their planning process, it is unfortunate that they did not reach out to either the University of Missouri or Missouri State University about potential collaboration as both universities offer occupational therapy programs. It is our understanding that the University of Missouri stands ready to collaborate with SCCC on this new degree option, as they already have the qualified faculty and infrastructure in place to make such a collaboration financially viable.

We value the crucial and unique role played by our community college partners in our efforts to effectively and affordably educate students. We continue to work diligently to ensure that our work is aligned with theirs and look forward to finding ways to collaborate on this and other degree programs that address the needs of our state. We are "better together" and believe that collaboration will ultimately serve students best. Again, based on the fact that RSMo 163.191 was not adhered to with regards to this proposal from SCCC we respectively request that the proposal be removed from consideration.

Sincerely,

Phil Bridgmon
Provost, University of Central Missouri

Paula Carson
Provost and Vice President for Academic Affairs, Missouri Southern State University

Doug Davenport
Provost and Vice President for Academic Affairs, Missouri Western State University

Frank Einhellig
Provost, Missouri State University

Mike Godard
Provost, Southeast Missouri State University

Janet Gooch
Executive Vice President for Academic Affairs and Provost, Truman State University

Steve Graham
Associate Vice President for Academic Affairs, University of Missouri System

Jamie Hooyman
Provost, Northwest Missouri State University

John Jones
Provost and Vice President for Academic Affairs, Lincoln University

Council on Public Higher Education in the State of Missouri

John Jasinski
President
Northwest Missouri State
University
Maryville, MO 64468
COPHE Chair

Clif Smart
President
Missouri State University
Springfield, MO 65897
COPHE Vice Chair

Susan L. Thomas
President
Truman State University
Kirksville, MO 63501
COPHE Treasurer

Jerald Woolfolk
President
Lincoln University
Jefferson City, MO 65101

Carlos Vargas
President
Southeast Missouri State University
Cape Girardeau, MO 63701

Dwayne Smith
Interim President
Harris-Stowe State University
St. Louis, MO 63103

Matthew Wilson
President
Missouri Western State University
St. Joseph, MO 64507

Alan Marble
President
Missouri Southern State University
Joplin, MO 64801

Roger Best
President
University of Central Missouri
Warrensburg, MO 64093

Mun Choi
President
University of Missouri System
Columbia, MO 65211

C. Alexander Cartwright
Chancellor
University of Missouri- Columbia
Columbia, MO 65211

Mauli Agrawal
Chancellor
University of Missouri – Kansas City
Kansas City, MO 64110

Mohammad Dehghani
Chancellor
Missouri S&T
Rolla, MO 65409

Kristin Sobolik
Interim Chancellor
University of Missouri-St. Louis
St. Louis, MO 63121

October 30, 2019

Commissioner Zora Mulligan
Missouri Department of Higher Education and Workforce
Development
P.O. Box 1469
Jefferson City, MO 65101

Dear Commissioner,

On behalf of the 14 public university Presidents and Chancellors of COPHE, I am writing in regard to St. Charles Community College's proposal to offer an Occupational Therapy Assistant (OTA) degree at the bachelor's level. More to the point, I'm writing to urge you and the Coordinating Board of Higher Education to uphold the requirements that were put in place for new degree program approval through HB1465/SB 807 (2018) and are found in 163.191 RSMo.

This statute clearly outlines that in the case of community colleges seeking to offer bachelor's degrees, two main criteria must be satisfied before the program can move forward to a comprehensive review. The first is that a bachelor's degree be required for licensure in the relevant occupation. And secondly, that after all options for collaboration with public universities have been explored, no feasible option can be found. Neither of these criteria have been met in this case. Therefore, this program does not meet the legal standards to be approved and should not be placed into a review process.

The Accrediting Council for Occupational Therapy Education (ACOTE) has clearly stated that they will continue to accredit associate level programs. In addition, there is no evidence whatsoever that licensure in this field cannot be obtained with the associate's degree, and thus that degree will still provide value in the marketplace for graduates that hold it.

St. Charles Community College has not made meaningful efforts to seek collaboration with the public universities that have the existing infrastructure to cooperatively offer the bachelor's degree in this

field. In fact, the University of Missouri, for one example, stands ready to collaborate with community college partners in this field.

Furthermore, the University of Missouri has gone the extra mile to propose new OTA program options that are specifically designed to foster the type of collaborative relationship that is called for in this situation. That proposal has been submitted to your department and represents exactly the type of initiative that was envisioned with the streamlined and improved academic program review process.

We strongly urge you and the Coordinating Board of Higher Education to uphold the letter and spirit of the law and the reforms on which we all worked so diligently to develop and implement.

Thank you for taking time to listen to St. Charles Community College as you visit them in the near term. Your office has received numerous communications from the University of Missouri on this topic. I ask that you please take time as your schedule permits to visit the University of Missouri for a listening session as well. Please do not hesitate to contact me as the COPHE chair to discuss this issue and how we can collectively work together to ensure the statute is followed.

Thank you,

John Jasinski

John Jasinski, COPHE chair

July 12, 2019

Zora Mulligan
Commissioner of Higher Education
Missouri Department of Higher Education
205 Jefferson St., 11th floor, P.O. Box 1469
Jefferson City, Missouri 65102

Re: St. Charles Community College (SCCC) Baccalaureate Degree Request

Dear Commissioner Mulligan,

Thank you for the opportunity to respond regarding St. Charles Community
College's (SCCC) proposal to transition their current occupational therapy assistant
(OTA) associate degree program to a bachelor's level program. Under current
Missouri law community colleges are allowed to offer bachelor's degree programs if
very specific conditions are met. Given our understanding of the statute, SCCC's
proposal does not meet the identified conditions, and approving it would lower the
bar in such a way that renders those conditions obsolete.

Condition 1: Changes in the required level of education

*RSMo. § 163.191: "Community college course offerings … may include baccalaureate
degrees only when authorized by the coordinating board for higher education in
circumstances where the level of education required in a field for accreditation or
licensure increases to the baccalaureate degree level or, in the case of applied
bachelor's degrees, the level of education required for employment increases to that
level…"*

RSMo. §163.191 specifies as one of the conditions that needs to be met in order for a
community college to offer a bachelor's degree is that the "level of education
required in a field for accreditation or licensure increases to the baccalaureate
degree level…"   As it relates to SCCC's proposal no such requirement exists. Since
2008 the professional accrediting body for occupational therapy (OT) education, the
Accreditation Council for Occupational Therapy Education (ACOTE), has required all
OTA programs in the United States to be at the associate's degree level. As the
profession of OT has expanded and matured so have the standards for OTA
education. To accommodate the increasing complexity and prevalence of OT
services, ACOTE voted in August 2015 to begin the process of accrediting OTA
programs at both the associate and bachelor's degree levels; however, this does not
prevent associate programs from acquiring ACOTE accreditation. In fact, ACOTE has
now stated that it is its intention to continue accrediting both degree levels for some
time. At the state level, Missouri licensure requirements for OTAs state that a
graduate of any ACOTE accredited program—including associate and bachelor's
programs—can apply for a license as an OTA.

It is possible that, in a future state, ACOTE will decide to move to a single point of entry and only accredit bachelor's degree OTA programs. However, even if this decision were made tomorrow, there would be at minimum a 10-15 year phase-in period, consistent with every previous degree change there has been in the profession. In summary, there are currently no accreditation or licensure requirements for OTA's to hold a bachelor's degree, and that is unlikely to change in the near future.

Condition 2: Lack of collaborating four-year institutions

RSMo. § 163.191: "Community college course offerings … may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances … [when] collaboration with a university is not feasible…"

Another stipulation in specified in the statute is that "collaboration with a university is not feasible …" The University of Missouri has a strong history of collaboration with community colleges in the state of Missouri regarding OTA education. The Missouri Health Professions Consortium (MHPC) has been in existence for many years at the University of Missouri and has offered an OTA associate's degree program to a consortium of six community colleges serving communities as far north as North Central Missouri College in Trenton and as far south as Three Rivers College in Popular Bluff. MHPC provides clear demonstration that collaboration between University of Missouri and community colleges in the state is feasible, specifically around OTA education.

Additionally, while no bachelor's level OTA program currently offered in the state, this is not for a lack of interest. Rather, ACOTE accreditation standards were just approved in the fall of 2018 and academic programs were able to begin submitting letters of intent to the organization to offer bachelor's OTA programs in January 2019. Four-year institutions should be afforded the opportunity to adapt to these very recent changes in professional standards. The University of Missouri currently has been working on a proposal for an OTA bachelor's degree, which is currently under review by the Provost's office. We have also submitted our letter of intent to ACOTE to establish this program. We have specifically described plans for community college collaboration, including but not limited to developing a pathway for community college transfers, exploring distance learning opportunities, and potentially establishing satellite programs on community college campuses.

Furthermore, while it is our strong intent to collaborate with community colleges related to offering our bachelor's OTA degree, SCCC has not reached out to us about a collaboration. To our understanding of the statute, SCCC should be required to reach out to four-year institutions that currently have the capacity to offer the bachelor's degree.

In its proposal, SCCC argues that since they are a transitioning program they can bypass the waitlist for ACOTE accreditation which would allow them to start a program quicker. While this is true ACOTE is voting on a new policy in July 2019 that would allow any existing OT program, which would include University of Missouri, that is applying for candidacy to start a bachelor's OTA program to also bypass this waitlist. This would allow University of Missouri to have a program in place as quickly if not quicker than SCCC. It is our strong intent to collaborate with community colleges related to offering our bachelor's OTA degree however SCCC has not reached out to us about collaboration with this program which to our understanding is required by §163.191.

Thank you again for the opportunity to respond. Please let me know if you have other questions or would like to discuss further. We are looking forward to continuing our development of the bachelor's OTA program and working collaboratively with the community colleges to offer this degree.

Best wishes,

Mun Y. Choi, Ph.D.
President of the University of Missouri System

Alexander Cartright, Ph.D.
Chancellor of the University of Missouri—Columbia

Kristofer Hagglund, Ph.D.
Dean, School of Health Professions
University of Missouri—Columbia

Timothy J. Wolf, Ph.D.
Associate Professor and Chair
Department of Occupational Therapy, School of Health Professions
University of Missouri—Columbia

Tab 23
2019 Equity in Missouri Higher Education Report

Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

In a concerted effort to meet the "Big Goal" of having 60 percent of Missourians hold a high-quality postsecondary credential by 2025, the Missouri Department of Higher Education and Workforce Development began the process of undertaking a multi-year research effort to identify equity gaps and disparities in educational attainment. This research agenda aligns to goal 1.5 in *The Blueprint for Higher Education*, which commits the state to reduce inequities in higher education by race/ethnicity, socioeconomic status, gender, and disability, in addition to creating a postsecondary faculty that proportionately reflects the diversity and demographic makeup of the state.

CURRENT STATUS

This report outlines inequities and disparities among subpopulations of the state—race/ethnicity, gender, age, income, parental education, and geographic location—in terms of postsecondary access and enrollment, preparation, and progress and retention. The data analyzed reveal that the most persistent equity gaps occur along racial/ethnic lines, by income, and by parental education levels.

The results from this report were released at the Equity in Missouri Higher Education Summit on October 30, 2019. A pre-summit workshop was held the day before the summit, where stakeholders from community organizations, chambers of commerce, business and industry leaders, and representatives from public postsecondary institutions were invited think through key issues contributing to the equity gaps presented in the report, and present ideas and recommendation to overcome those inequities. The following are highlights from the report.

Postsecondary Access

Undergraduate enrollments aggregated at the statewide level generally match the demographic profile of Missouri, however this trend begins to break down when disaggregated by sector, selectivity, and program enrollment.

- Low-income students in Missouri are almost twice as likely to be enrolled in community college, and more adult students attend community colleges than four-year universities.

- Missouri's low-income, first-generation, and Black students are all disproportionately enrolled in open enrollment institutions.

- Missouri's low-income students are underrepresented in STEM and business/communications programs.

- Despite increases, Missouri's female students are also underrepresented in STEM and business/communications programs.

- Black students are underrepresented in education and health professions programs.

College Preparation

Academic preparedness can impact access to and progress through higher education as well as completions and success measures, and can impact merit-based financial aid.

- Over the last 10 years an average of 4.9 percent of Black students entered college with some college credit. For low-income students, the average was 21.3 percent.

- Low-income students and students of color generally score lower on the ACT exam, and are more likely to enter a public postsecondary institution without an ACT score.

- Students of color, low-income students, and first-generation students are twice as likely to enroll in remedial courses when compared to their peers.

Progress and Retention

The trends identified in access and preparation continue as students progress through higher education, which can impact time to, or even likelihood of, completion.

- White and Asian students are more likely to be on track to graduate on time than Black and Hispanic students.

- Low-income and first-generation students are less likely to be on track to graduate on time.

- There is general parity along gender lines for fall to fall retention, but not with race, income, or parental education levels.

- Wide gaps in satisfactory academic progress (2.0 GPA and 24 credit hours per year) persist among all races, despite progress made by Black and Hispanic students.

- Adult learners are less likely to achieve satisfactory academic progress than their younger peers.

- Urban students are less likely to make satisfactory academic progress, but the biggest disparity in this metric is by income levels.

NEXT STEPS

Eliminating educational disparities represents more than a completion agenda—it is both a moral and civic imperative requiring commitment and collaboration to a shared vision among institutions, community organizations, and government to ensure that every Missourian has the opportunity to learn and succeed. While the 2019 report focused on postsecondary access and progress, the 2020 report will focus on success and the 2021 report on affordability.

Office of Postsecondary Policy staff will identify four to five recommendations from the pre-summit workshop to serve as areas of focus, and coordinate with regional teams to work on implementing these recommendations to reduce equity gaps around the state. Additionally, staff have met with representatives from DESE to identify areas in which the two departments can work collaboratively to increase equity in education around the state. This work is ongoing, and a report of these efforts will be presented at the 2020 Equity Summit.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- 2019 Equity in Missouri Higher Education Report

MISSOURI
HIGHER EDUCATION
EQUITY
PROJECT

2019 EQUITY IN MISSOURI HIGHER EDUCATION REPORT

DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

CONTENTS

LETTER FROM THE COMMISSIONER
ZORA MULLIGAN

One of the greatest pleasures of being Commissioner of Higher Education is attending commencement ceremonies on campuses around the state. The moment a student crosses the stage and becomes a college graduate is the moment their life changes: they will have more choices, more economic security, and more social capital to share with their children.

And the students crossing that stage are diverse. Each individual has their own style, story, and skin color. They wear boots, or kente cloth, or hijabs, or burqas, or the highest heels I've ever seen. They use wheelchairs or walk with therapy dogs or breathe deeply to manage anxiety. As each fortunate student crosses the stage, their support system glows in the audience. Less lucky students cross the stage with no one cheering them on, but their heads held high and the same diploma folder in their hands.

As joyful as these events are, I sometimes imagine another gymnasium — this one filled with the students who started school with this class but haven't finished. Data indicate that at many institutions this gym would be bigger than the one students are graduating in, and that it would be much more diverse. The choices these individuals face will be harder than those of their graduating peers: fewer opportunities, lower wages, less job security, and (for many) more debt.

As higher education leaders, we must focus on both of these sets of experiences. Each graduating student tells an important story of individual initiative and a system that, one way or the other, ultimately worked for them. Understanding their successes provides valuable information. But we also have to see the students in that other gym, the ones who aren't graduating.

This report aims to do both of those things: to see differences in access and progress based on race, age, economic background, geography, and gender, and also to gain insight from individual stories that have shown promise in reducing those differences in access and progress.

We hope that this report will provide valuable information, but will also be a tool to inform and inspire action. We are grateful for the many partners who helped us gather and publish this information. The next steps are the most difficult ones, and your partnership will continue to be essential and appreciated.

Zora Mulligan

Commissioner of Higher Education

ACKNOWLEDGMENTS

THANK YOU TO OUR GENEROUS SPONSOR:

THANK YOU TO OUR PARTNERS:

DEMOGRAPHICS OF
MISSOURI

2013-2017 ACS 5-YEAR ESTIMATES

GENDER

MALE 49.1%
FEMALE 50.9%

2,981,016   3,094,284

AGE

22.9%
>18   1,388,554

9.7%
18-24   586,651

51.7%
25-64   3,142,727

15.8%
65+   957,368

RACE & ETHNICITY

NATIVE AMERICAN
0.6%   34,154

OTHER
1.2%   72,856

ASIAN
1.9%   113,858

TWO OR MORE RACES
2.5%   153,335

HISPANIC
4.0%   244,037

AFRICAN AMERICAN
11.6%   702,016

CAUCASIAN
82.3%   4,999,081
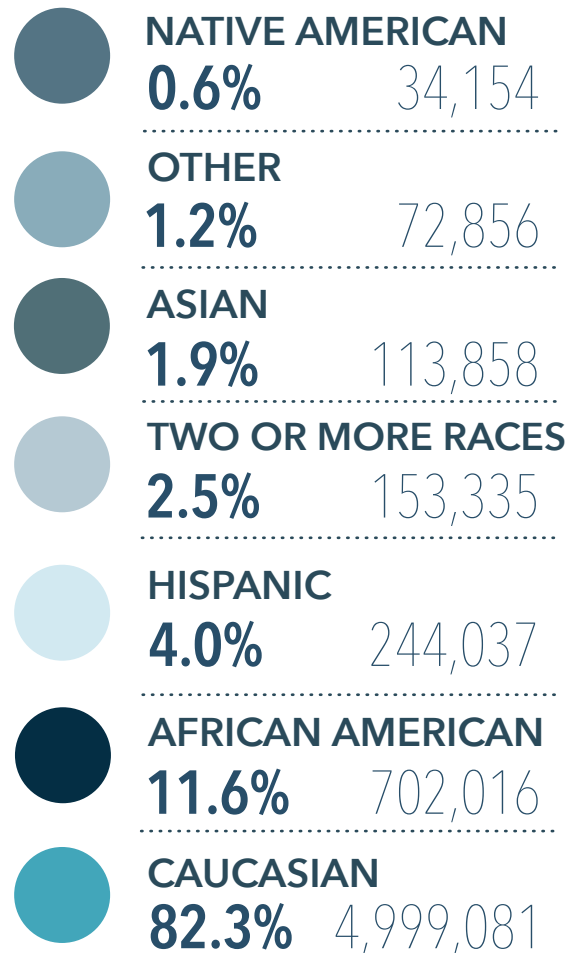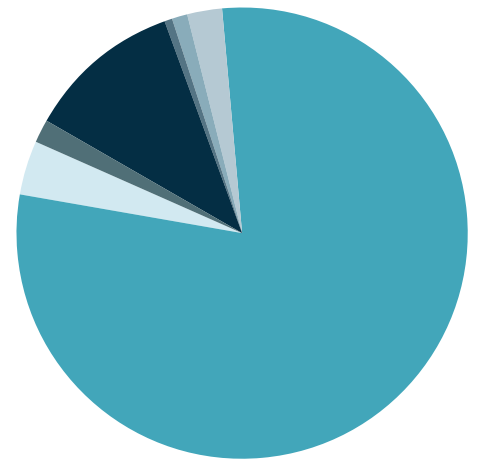
RESIDENTIAL LOCATION

RURAL
36.6%
2,225,450
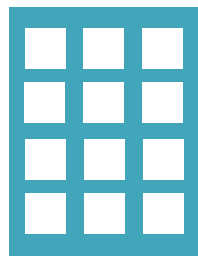
URBAN
63.4%
3,849,850

NEARLY **1 IN 3** MISSOURIANS LIVES AT OR BELOW **200%** OF POVERTY LEVEL

The Missouri Department of Higher Education & Workforce Development (MDHEWD) works to make postsecondary opportunity more readily available for all Missouri residents, regardless of race, age, income level, parental education, and geographic location. Postsecondary education contributes not only to Missouri Governor Mike Parson's goal of workforce development, but it also leads to increased economic activity, increased wages, better overall conditions in the state, and improved quality of life for our residents.

Missouri must eliminate educational disparities for underserved and underrepresented populations if it is to achieve its Big Goal — 60 percent of working-age adults holding a high-quality postsecondary credential by 2025. *Helping Missourians to Succeed: A Blueprint for Higher Education* commits the state to reduce inequities in higher education by raising completion rates by race, ethnicity, socioeconomic status, gender, and disability by 50 percent by 2025. It also aims to increase efforts to recruit and retain faculty that reflect the diversity of the state.

Focus

The disparities outlined in this report are a result of systemic barriers to postsecondary access, progress, and attainment and will require significant structural changes. To serve Missouri residents more equitably, a paradigm shift is needed to rethink the way postsecondary education is delivered and bolster the supports individuals need to successfully progress towards completion of a quality postsecondary credential or degree. The department works to coordinate efforts around the state to reduce barriers, disparities, and gaps across all phases of postsecondary education, and to develop policies that reach all Missouri residents, revisiting current policies and practices as needed.

This report outlines inequities and disparities among subpopulations of the state — race/ethnicity, gender, age, income, and geographic location — in terms of postsecondary access, preparation, and progress, regardless of impact, rather positive, negative, or neutral. Additionally, it identifies a set of guiding questions to lead the work going forward, which will include areas for further research and action. It also includes vignettes and case studies which provide context through individual lived experiences, and highlights of best practices from around the state. This report is the first in a series which examines disparities across the continuum of postsecondary education; future reports will focus on success and affordability.

Why this work is important

Eliminating educational disparities represents more than a completion agenda — it is both a moral and civic imperative requiring commitment and collaboration to a shared vision among institutions, community organizations, and government to ensure that every Missourian has the opportunity to learn and succeed.

This is captured in Article I, Section 2 of the Constitution of Missouri, which states:

"That all constitutional government is intended to promote the general welfare of the people; that all persons have a natural right to life, liberty, the pursuit of happiness and the enjoyment of the gains of their own industry; that all persons are created equal and are entitled to equal rights and opportunities under the law; that to give security to these things is the principal office of government, and that when government does not confer this security, it fails in its chief design."

Research indicates that increased educational attainment correlates with increased private benefits. The personal benefits of education have long been documented, with the most commonly associated benefit being an increase in earned wages. Economic research indicates that each additional year of education correlates with a 10 percent increase in wages,[1] and that, on average, a higher postsecondary credential results in higher wages; for example, the earning power of an associate degree is higher than that of a high school diploma, and a bachelor's degree results in higher earnings than an associate degree. In addition to these private market returns, there are private nonmarket benefits that directly impact the individual, such as health, longevity, and quality of life, as well as nonmarket benefits to the individual's family, which include lower infant mortality, increased child health, increased child education and cognitive development, and increased happiness or well-being.[2]

Economists have come to recognize that while education is, in part, a private good, as it generates private benefits, it is also partly a public good, as it generates external social benefits that "spillover to benefit others in the society, including others in future generations."[3] These external civic benefits include reduced poverty and lower violent crime rates. Further, economists estimate that welfare costs to state governments may be reduced by 91 percent if all high school graduates complete a bachelor's degree.[4] It is exactly these externalities of education that should be of particular interest to policymakers and stakeholders, especially for those operating within the public sector, and for those in local, state, and federal government.

According to economic research, higher levels of education also increase worker productivity, which contributes to overall economic growth.[5] In addition to increased productivity, education increases the innovative capacities of economies (through technology and other means) which fosters growth and facilitates the dissemination of knowledge needed to implement new technologies.[6]

Because of this moral imperative–that the state government of Missouri must ensure that all people are entitled to equal opportunities under the law, and public civic benefits of higher education–stakeholders, leaders, and policymakers must work to secure an equitable future for all Missourians.

1. E. R. Eide & M. H. Showalter (2010) "Human Capital", In D. Brewer & P. McEwan, eds., Economics of Education, pp. 27-32.
2. W. W. McMahon (2010) "The External Benefits of Education", In D. Brewer & P. McEwan, eds., Economics of Education, pp. 68-80.
3. Ibid, p. 68.
4. Ibid, p. 75
5. Robert Hall (2002). "The value of education: evidence from around the globe." In Education in the Twenty-first Century, ed. by Edward Lazear, pp. 25-40. Hoover Institution Press.
6 E. Hanushek & L. Wöβmann (2010) "Education and Economic Growth," In D. Brewer & P. McEwan, eds., Economics of Education, pp. 60-67.

" THE MISSOURI EQUITY PROJECT IS VERY PERSONAL FOR ME. I UNDERSTAND THE URGENCY BEHIND THIS WORK AFTER WATCHING MY COMMUNITY REMAIN TRAPPED IN INTERGENERATIONAL POVERTY WITH NO HOPE FOR A BETTER FUTURE. I GREW UP ON THE NORTH SIDE OF ST. LOUIS CITY WHERE DRUG DEALERS WERE THE NEIGHBORHOOD HEROES, AND THE SCHOOLS WERE DETENTION CENTERS AT BEST. MOST OF MY CHILDHOOD FRIENDS ARE DEAD OR IN JAIL (INCLUDING MY BEST FRIEND AND MY LITTLE BROTHER) AND MOST OF THE YOUNG PEOPLE STILL DON'T EXPECT TO ESCAPE A LIFE OF POVERTY AND CRIME UNLESS THEY EARN AN ATHLETIC SCHOLARSHIP OR SCORE A RECORD DEAL.

I HAVE HAD SURVIVOR'S GUILT BECAUSE OF THE PEOPLE WHO I LEFT BEHIND, SIMPLY BECAUSE THEY DID NOT HAVE THE SAME OPPORTUNITIES I HAD. I HAVE DEDICATED MY CAREER TO USING EDUCATION AS A TOOL TO EMPOWER YOUNG PEOPLE AND HELP THEM TRANSFORM THEIR LIVES. **"**

— Alan Byrd, Vice Provost of Enrollment Management, University of Missouri-St. Louis

Equity in higher education is the idea that a student's life circumstances should not dictate chances of success. It is often measured by observing areas where it does not exist: the gaps among learners from varying geographies; between genders; races or ethnicities; and by income level. **These differences in outcomes are known as achievement gaps.**

Identifying achievement gaps is the first step to enacting **Missouri's Equity Lens** – to create a culture of equity across all postsecondary education providers – to ensure every learner is treated with dignity and adequately prepared to make meaningful contributions to society.

MDHEWD staff recognize this report is limited in scope due the availability of data. Future research will be conducted to identify inequities among additional marginalized populations including LGBTQ+, foster and homeless youth, persons with disabilities, and veterans. Because of limitations, only data on undergraduates at public institutions are included in this report.

The data for the equity report come from a variety of sources including publicly available databases, such as the American Community Survey (ACS) and the Integrated Postsecondary Education Data Statistics (IPEDS), as well as internal MDHEWD collections, and aggregate information on high school graduates from the Missouri Department of Elementary and Secondary Education (DESE).

Information on Missouri's population profile primarily comes from the ACS from the U.S. Census Bureau which collects vital information about population and housing.

The state data include the Enhanced Missouri Student Achievement Study (EMSAS) records and the Missouri Financial Aid database (FAMOUS). EMSAS data, collected on an annual basis includes student record level data for all of Missouri's public universities and colleges for fall enrollments, term completions, and credential completions. DESE supplied information regarding high school graduates across the state.

KEY DEFINITIONS

Staff used IPEDS to determine the demographics of the institutions' faculties. IPEDS consists of 12 surveys that are collected each year from postsecondary institutions that distribute federal financial aid. The survey components consist of institutional characteristics, completions, enrollment, financial aid, graduation rates, outcome measures, admissions, finance, human resources and libraries.

Where possible, MDHEWD staff used methodologies and definitions similar to the ACS data, including race/ethnicity and sex in order to have standardized and comparable data. While staff recognize that no data source will ever be 100 percent perfect, staff are confident that the data presented in this report are accurate and factual.

For the purpose of this report:

ACCESS refers to the intersection between opportunity and means; attaining a postsecondary credential appears to be reasonable in terms of cost and preparedness. Access also includes the first semester of enrollment.

PROGRESS encompasses student persistence, fall to fall retention in traditional academic programs, and the continuation of postsecondary program to degree completion.

Other important definitions to note include:

RACE/ETHNICITY

EMSAS records, like census data and other government data sources like IPEDS, use multi-race fields for students. For example, a student may be both Black/African American and Hispanic. Census data further reports Hispanic individuals in a separate category, aside from race, and MDHEWD staff have followed their example for data pulled from EMSAS.

INCOME LEVEL

Using FAMOUS data, MDHEWD staff were able to identify income levels for students from Free Application for Federal Student Aid (FAFSA) records. MDHEWD staff operated under the assumption that students who needed financial aid were likely to complete a FAFSA, while students who did not require financial aid would not submit a FAFSA. Records indicate that nearly 80 percent of all first-time degree-seeking undergraduate students filed a FAFSA, while only around 65 percent of all undergraduates did. Therefore, it is likely that this report slightly under counts students in lower-income levels—which has been defined at 200 percent of the poverty level—but most likely does not over count them.

Data for poverty threshold came from the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services (***https://aspe.hhs.gov/prior-hhs-poverty-guidelines-and-federal-register-references***).

RURAL/URBAN

Because of limitations in the data, department staff were able to determine geographic location for Missouri residents only; urban/rural designation was then determined by county. The Missouri Economic Research and Information Center (MERIC) and the Missouri Department of Health and Senior Services have identified 14 counties considered to be urban, which is based upon population density. These counties are: Boone, Buchanan, Cass, Clay, Cole, Greene, Jackson, Jasper, Jefferson, Newton, Platte, St. Charles, St. Louis, and St. Louis City. MDHEWD have used these designations in this report.

"**I THINK THERE ARE STILL A LOT OF PEOPLE IN THE UNDERREPRESENTED CATEGORIES WHO THINK COLLEGE IS NOT AVAILABLE TO THEM. IF THEY [STUDENTS] CAN BE ENCOURAGED TO TRY SOMETHING AT THEIR LOCAL COMMUNITY COLLEGE FIRST, THEY MAY BE WILLING TO GO ON FROM THERE AND TRANSFER TO A FOUR YEAR UNIVERSITY.**"

– Dr. Tristan Londre, Vice President of Academic Affairs, North Central Missouri College

The American Community Survey (ACS) estimates from the U.S. Census Bureau provided a demographic baseline against which postsecondary data could be compared, in order to understand equity gaps for postsecondary education in Missouri, and the subpopulations effected.

According to the ACS estimates, the Missouri population changed very little from 2008 to 2017, the most recent year available, though slight shifts indicate an aging population. Over that same time period, the number of residents of color has slightly but steadily increased. Even with these statewide shifts, the enrollments of first-time degree-seeking students in public postsecondary institutions, pulled from the EMSAS data files, roughly match the demographic profile of the 18-24 age population in the state of Missouri.

Disparities appear to be minimal at the point of enrollment when looking at the overall demographic profile of college going Missourians. However, inequities become readily apparent when analyzing the student body in further detail. Some of the areas where differences arise include but are not limited to sector, admissions selectivity, and fields of study. These inequities affect all Missourians, but they predominately affect Missourians of color, low-income Missourians, and Missourians who are adult learners.

OVERALL ENROLLMENT

The overall population of Missouri has increased by 3 percent between 2008 and 2017, but there have only been slight demographic changes over the past few years. Missouri, similar to most of the country, is becoming older and more diverse. However, there has been a slight overall decrease in the traditional college-going population in Missouri (between the ages of 18 and 24).

The number of Missouri residents who are enrolled in college rose steadily from 2008 to 2012. According to data from ACS 1-Year-Estimates from 2008-2017, this number decreased after 2012. This is true for both males and females, as well as traditional and non-traditional students. College enrollment figures are self-reported in the dataset and include in-person, online, private, public, in-state, and out-of-state enrollments.

Teenagers and young adults between the ages of 16 and 24 who are neither working nor in school (see Figure 1) are referred to as disconnected youth. Roughly one in five Black/African American young adults between 16-24 years old is neither in school nor working. Asians and Native Americans have the lowest percentages of those considered disconnected youth.

Figure 1: Percent of Missourians Age 16-24 Who Are Not in School or Working, 2017

Race	Percent
Hispanic	9.1%
Native American	5.3%
Other Race	8.7%
Asian	6.2%
Two or More Races	8.4%
African American	18.5%
White	9.9%
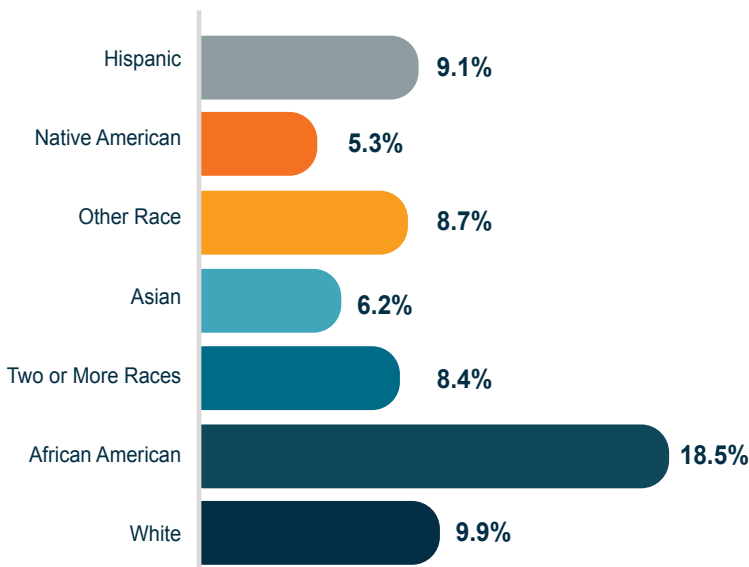
Source: ACS, 2017 1-Year Estimates

OVERALL ENROLLMENT

On average, 42 percent of all females age 18-24 are enrolled in college compared to an average of 33 percent for males. For the state as a whole, 37 percent of 18-24 year olds were enrolled in college between 2008 and 2017.

Figure 2: Percent of Missouri Population, Age 18-24, Enrolled in College by Sex

33%
Male

37%
Statewide

42%
Female
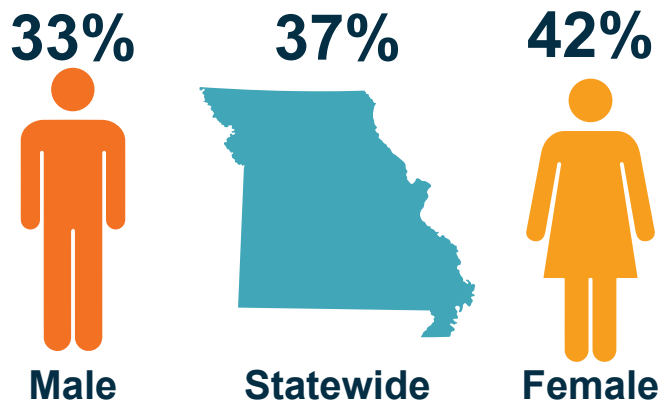
Source: ACS, 1-Year Estimates, 2008-2017

The immediate college enrollment rate is the annual percentage of high school graduates who enroll in two-year and four-year institutions in the fall immediately following high school graduation. College enrollment rates immediately following high school graduation measure the size of the high school to college pipeline. The higher the rate, the more successful a state is in funneling students into higher education.

Figure 3: Missouri Population: Sub-Population, Age 18-24, by Race, 2017

Race	Percent
White	76.3%
African American	14.3%
Two or More Races	4.2%
Asian	2.9%
Other Race	1.7%
Native American	0.6%
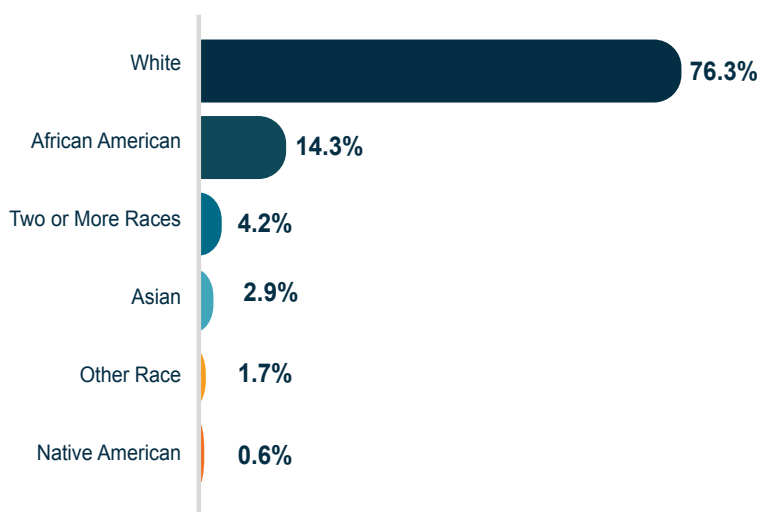
Source: ACS 1-Year Estimates, 2017

The percentage of Missouri students enrolled full time in public institutions in the fall following high school graduation, regardless of course load, declined from 45 percent in 2008 to 37 percent in 2017. Full-time enrollment for all students fell from nearly 50 percent in 2010 to 39.7 percent in 2017. There was a slight increase in full-time Missouri public sector enrollment by Missouri high school graduates during the 2013 and 2014 fall semesters, but that percentage has hovered around 37 percent since 2014, far from the 45 percent enrollment rate seen at the beginning of the last decade.

Figure 4: First-Time, Degree-Seeking Undergraduates at Missouri Public Postsecondary Institutions, 2017

Race	Percent
White	73.0%
African American	11.8%
Two or More Races	4.8%
Asian	2.0%
Other Race	7.7%
Native American	0.7%
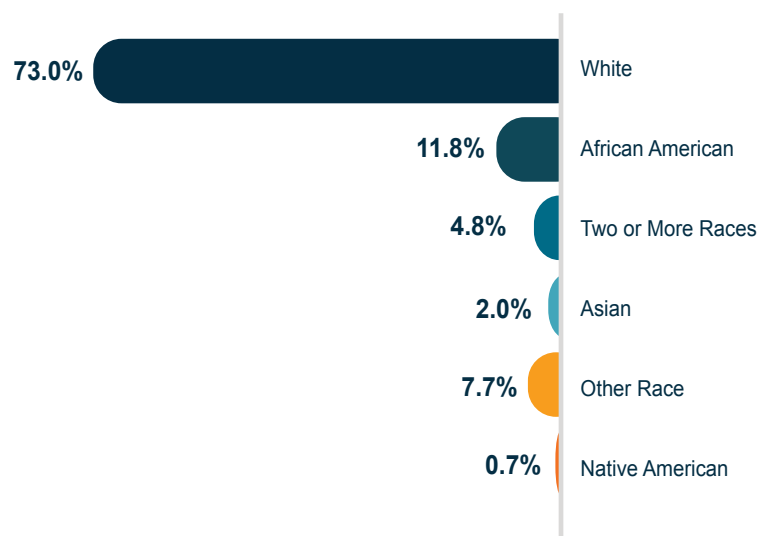
Source: EMSAS Fall Enrollment Files, 2017

From 2008 to 2017, Missouri saw an increase of residents of color within the state, both in terms of population and as a percentage of the population (Figure 3). These trends are reflected, to an extent, in the enrollment demographics for first-time degree-seeking undergraduate students (Figure 4). While MDHEWD staff are comparing two different data sources, some discrepancies do occur but are well within the margin of error, while others may be due to sample size, data definitions, or data gathering techniques. For example, there is discrepancy between percentages within the classification of "two or more races" and "some other race only" between ACS and the EMSAS files. However, these differences are most likely due to data definitions and not necessarily a disparity in enrollments.

OVERALL ENROLLMENT

Even when comparing two different data sources, some similarities and patterns appear. Enrollments for white students have decreased by 6.3 percent (matching trends found in the ACS data), while enrollments of Black/African American students have also declined by 8.3 percent, a reverse of the ACS trends. At the same time, however, enrollments of Asian and Hispanic students have increased, by 12 percent and 77.2 percent, respectively. The overall trend for enrollments and population growth of the Hispanic population demonstrate steady increases, though a spike in 2012 enrollments seem to correspond to the release of Deferred Action for Childhood Arrivals (DACA), and the gap between population and enrollment patterns appears to be narrowing (Figure 5).

Figure 6: Enrollments and Population by Student Geographic Location: Urban and Rural (2012 and 2017)

2012

	Rural	Urban
First-Time Degree Seeking Undergraduates	65.7%	34.3%
Total Undergraduate Students	69.1%	30.9%
Total Missouri Population	62.8 %	37.2%

2017

	Rural	Urban
First-Time Degree Seeking Undergraduates	64.9%	35.1%
Total Undergraduate Students	68.2%	31.8%
Total Missouri Population	63.4%	36.6%

● Rural ● Urban
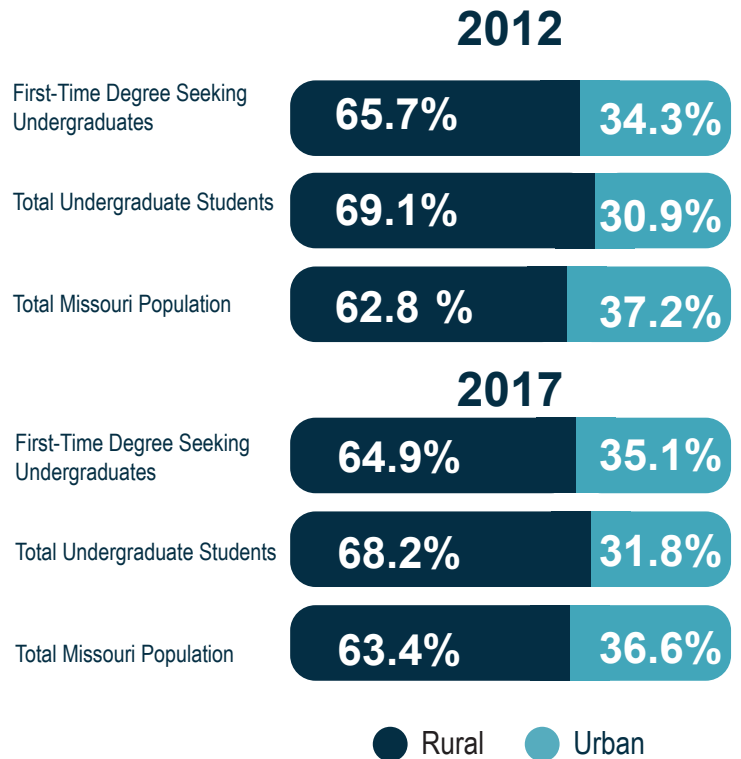
Source: EMSAS Fall Enrollment Files and ACS Five-year Estimates

**Figure 5: Hispanic Population:
ACS estimates and Enrollment Patterns**

Missouri Population: Age 18-24
First-Time, Degree Seeking Undergraduates
Total Undergraduate Headcount (excluding Dual Credit)

Source: EMSAS Fall Enrollment Files and ACS estimates

Even though the state population has continued to increase, this growth has been uneven in terms of geography. While the number of Missouri residents living in rural counties has remained relatively flat, there has been a 2.4 percent increase in urban counties. For the 2012 five-year average, 37.2 percent of the population lived in rural counties, compared to 34.3 percent of first-time, degree-seeking students and 30.9 percent of all undergraduates, indicating a slight underrepresentation of rural students in public postsecondary enrollments. For 2017 this trend narrows slightly, as the total rural population for Missouri was 36.6 percent, with first-time, degree-seeking enrollments at 35.1 and total undergraduate enrollments was 31.7 percent (Figure 6). In addition, first-time, degree-seeking undergraduate rural students tend to be overall slightly poorer than their more urban peers, and slightly more likely to be first-generation students.

OVERALL ENROLLMENT

In addition to the slight demographic changes in Missouri, enrollments among certain populations have fluctuated over that same 2008-2017 time period. This is most prevalent among students falling outside the traditional college-age (18-24). While each year a majority of the state's undergraduate students are in this traditional age range, there was a relative surge in enrollments for returning and non-traditional students in the years following 2008 and the Great Recession. At its peak in 2009, 12 percent of all first-time, degree-seeking students were between the ages of 25-64, but in 2010, all undergraduate enrollments fell 28 percent in this age range (Figure 7). For the most recent enrollment data available, fall 2017, these numbers have declined to 4.8 percent for first-time students, and 20 percent for all undergraduate enrollments. This enrollment pattern also holds true for low-income students. During the years following the Great Recession, the percentage of low-income students enrolled in postsecondary institutions steadily declined as the economic recovery took hold.

While there are several disparities, whether by full-time or part-time enrollment, race/ethnicity, income levels, and geographic location, the widest disparity is between adult learners and their traditional college-age peers. For students age 18-24, full-time enrollments for all undergraduates never dropped below 80 percent from 2008 to 2017, while part-time enrollment for first-time, degree-seeking students hovered around 10 percent to 12 percent over that same period. For adult learners between the ages of 25-64, less than 50 percent of first-time students enroll full-time, and in total undergraduates only around a third of these students attend full-time. While adult students currently make up around 4 percent of first-time enrollments, they make up just over 20 percent of all undergraduate enrollments.

Figure 7: Adult Students, Age 25-64, as a Percentage of Undergraduate Enrollments

Total Undergraduate Headcount (excluding Dual Credit/Enrollment)
First-Time, Degree Seeking Undergraduates
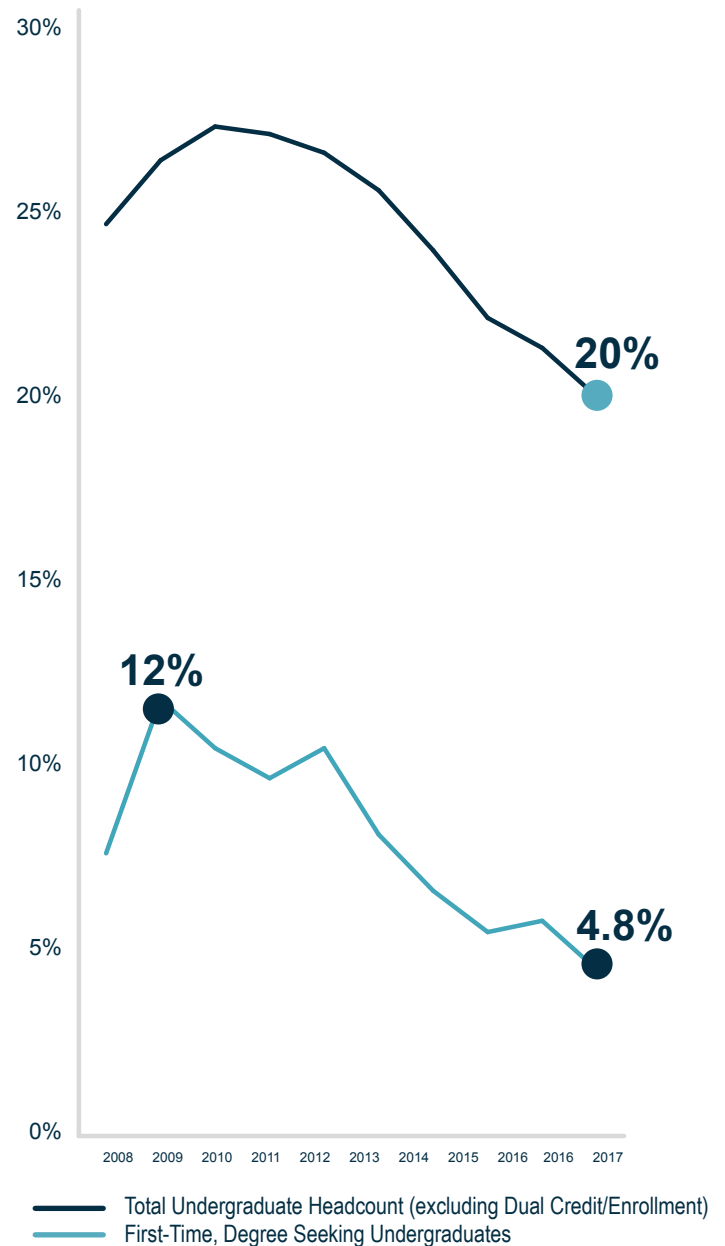
Source: EMSAS Fall Enrollment Files

ENROLLMENT BY SECTOR

Undergraduate enrollments aggregated at the statewide level generally match the demographic profile of Missouri; however this trend begins to break down when disaggregated by sector, selectivity, and fields of study. The most immediately apparent differences between the two-year and four-year sectors are the representation of low-income students; the proportion of low-income students, or students below the 200 percent poverty line as of 2017, is 45.4 percent in the two-year sector, and 22.9 percent in the four-year sector (Figure 8).

Adult learners are more likely to enroll in two-year institutions, and make up a greater percentage of their first-time, degree-seeking students (Figure 9). This trend holds over time, regardless of the effects the Great Recession had on the percentage of adult learners enrolled in all kinds of institutions. Data from 2009 is used as the point of comparison for this particular metric because adult enrollment peaked that year, likely due to the effects of the Great Recession.

Figure 8. Representation of Total Student Headcount Below 200 Percent Poverty Line by Sector

Four-Year: 18.9% (2008), 22.9% (2017)
Two-Year: 38.6% (2008), 45.4% (2017)

2008 | 2017
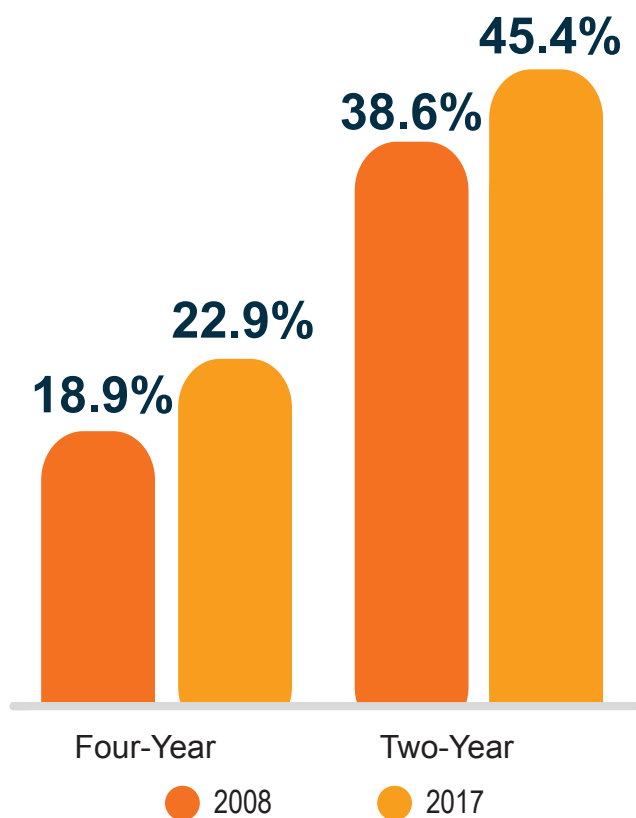
Source: EMSAS Fall Enrollment Files

Figure 9. Percentage of Adult Learners, Age 25-64, by Sector

Four-Year: 2.4% (2009), 0.9% (2017)
Two-Year: 20.0% (2009), 8.7% (2017)

2009 | 2017
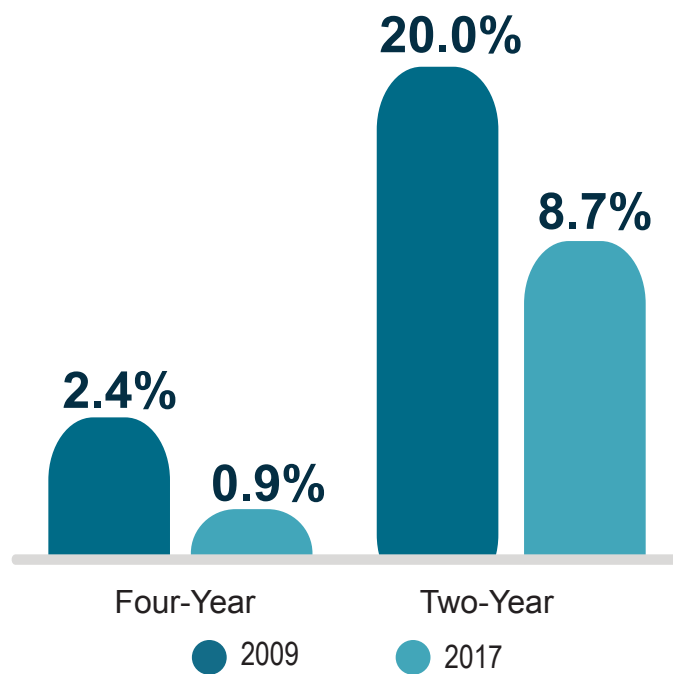
Source: EMSAS Fall Enrollment Files

ENROLLMENT BY SECTOR

The racial makeup of both the two-year and four-year sector appear to be slightly under representative of the broader Missouri population. However, it is worth noting that two of Missouri's four-year institutions are designated as Historically Black Colleges and Universities (HBCUs). When excluding these two institutions from the four-year sector, the enrollment of Black first-time degree-seeking students hovers below eight percent (Figure 10). This falls far below the statewide percentage of Black college-aged Missourians in 2017 (14.3 percent).

Figure 10: Black Enrollment Rate by Sector, 2017

11.9%

11.7%

7.7%

14.3%

● Two-year Institutions

● Four-year Institutions with HBCUs

● Four-year Institutions without HBCUs

● Black College-aged Missourians
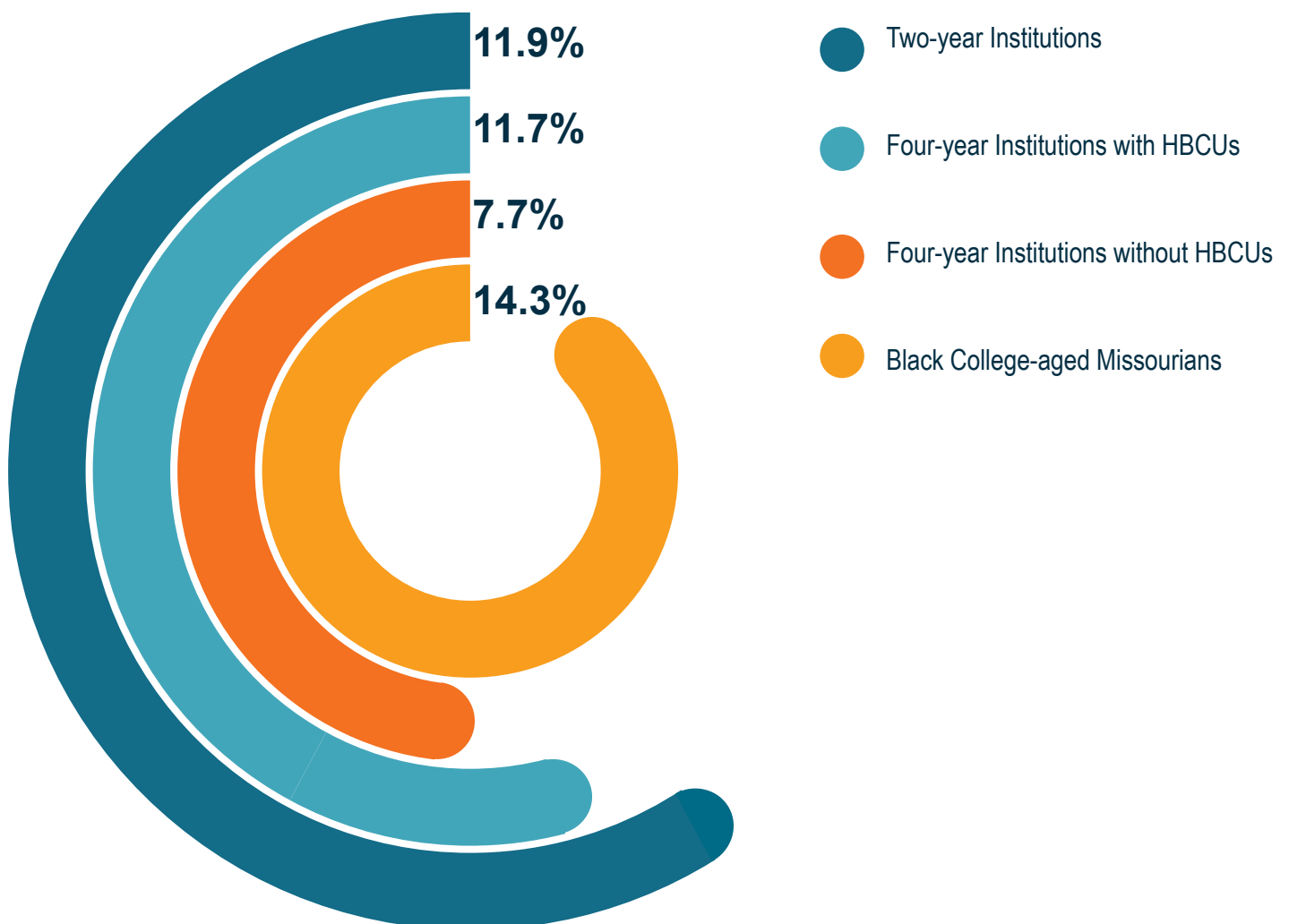
Source: ACS 1-Year Estimates and EMSAS Fall Enrollment Files

ENROLLMENT BY SELECTIVITY

There are four classifications of selectivity for Missouri's public colleges and universities – highly selective, selective, moderately selective and open enrollment. The broad cross-section of students that fall into these categories, as well as the somewhat linear relationship selectivity has with income, parental education, and race (Figure 11) makes this a worthwhile metric to analyze.

It is clear, when looking at the difference between Missourians above the 200 percent poverty line and Missourians below the 200 percent poverty line that there is a pretty linear relationship between selectivity and income. The fact that students below the 200 percent of poverty level are overrepresented at open enrollment institutions merits further research. While it makes sense that lower-income students would heavily gravitate towards community colleges, which are generally more affordable, their relative underrepresentation particularly at the highly selective and selective levels should prompt a line of research to determine what those institutions could be doing to make themselves more feasible options for Missouri's low-income students.

When examining the gap between the percentage of first generation students and students with at least one parent that have completed college, some clear inequities emerge. More than 33 percent of first-time degree-seeking students at open enrollment institutions in 2017 were first-generation, while only 15.5 percent of students at highly selective institutions were first generation.

Analysis on racial lines show that there are some serious inequities present as well. According to the 5-year ACS estimates for 2013-2017, 14 percent of all enrolled college students were Black students. This is not substantively different from the estimate of Black Missourians who were college age – the 2013-2017 estimates show that 14.5 percent of college-aged Missourians are Black. However, the only selectivity bracket that reflects those figures are the open enrollment institutions. Black students are underrepresented at moderately selective, selective and highly selective institutions.

Figure 11: Percentage of Students by Selectivity, 2017

- Low-Income Students
- First Generation
- Black Students

	Open Enrollment	Moderately Selective	Selective	Highly Selective
Low-Income Students	41.9%	27.4%	19.9%	16.1%
First Generation	32.7%	26.9%	18.7%	14.6%
Black Students	15.2%	9.3%	7.8%	3.5%
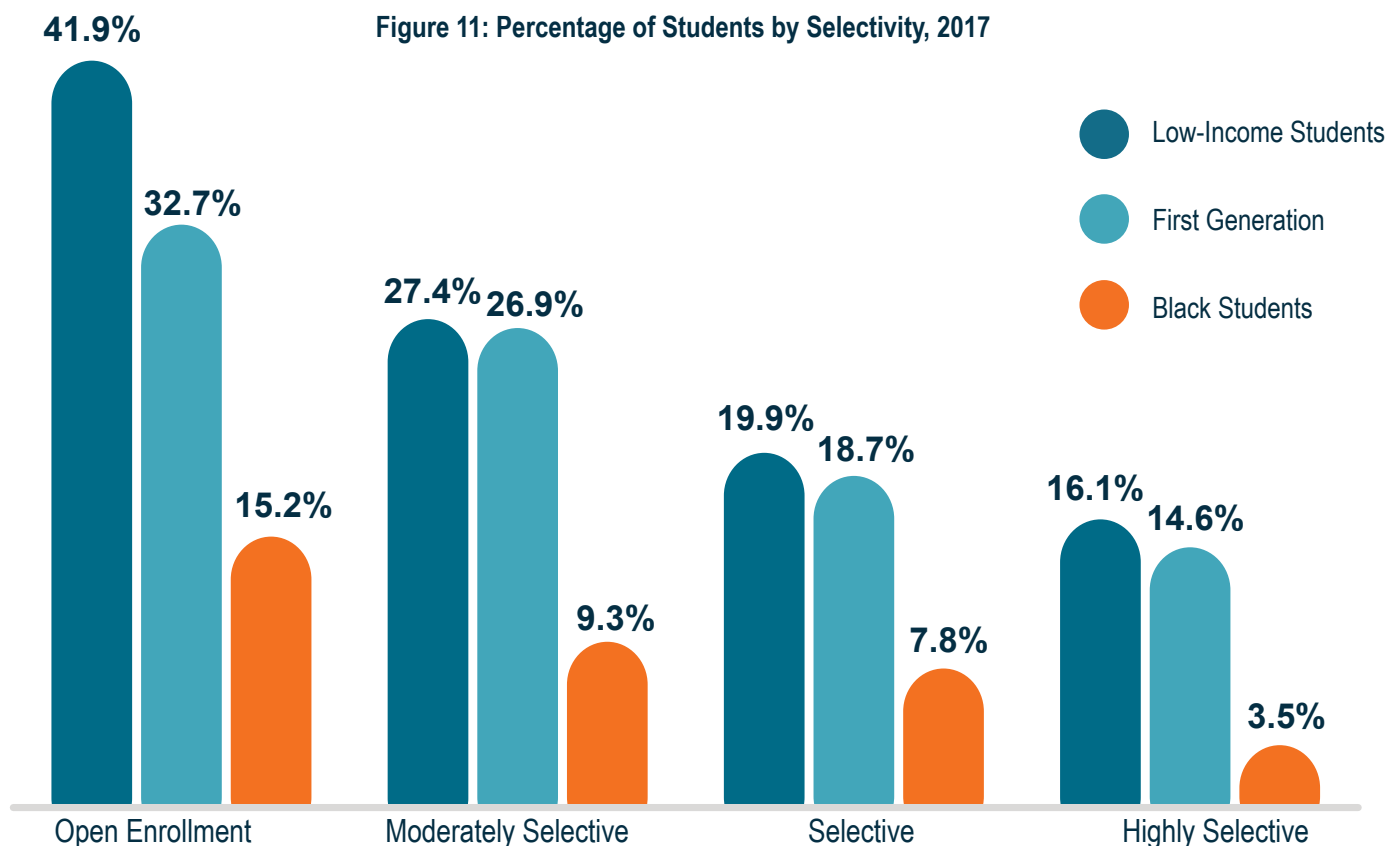
Source: EMSAS Fall Enrollment Files, 2017

ENROLLMENT BY FIELDS OF STUDY

The department uses seven discipline areas to broadly capture the demographic makeup of fields of study in Missouri:

- Arts and Humanities
- Business and Communication
- Education
- Health Professions
- Human Services and Social Sciences
- STEM
- Trades

In examining the population of first-time degree-seeking students enrolled in these majors, it was found that distinct populations are more likely to enroll in one field over another. There are several key takeaways from analyzing Missouri's student body, broken out by fields of study.

When analyzing fields of study by income, one trend every field shares is that the percentage of students below the 200 percent poverty line level jumps roughly seven to 10 percentage points from 2008 to 2009, which is attributed to the impact of the Great Recession. However, the enrollments of students in this demographic have not decreased over time, even with the post-Recession strides the economy has made. It is worth celebrating that more low-income students are enrolling than they were 10 years ago, but the inequities between fields of study remain problematic. The clearest example of this is the stark underrepresentation of low-income students in STEM and business and communications programs, both in relation to the state demographic profile and in relation to the demographic compositions of the other fields of study. Conversely, low-income students appear to be overrepresented in the arts and humanities and trades fields.

Although female students account for more than half of enrollments at most institutions, males outnumber females at schools catering to traditionally male-dominated fields such as STEM. Enrollment in STEM programs for females increased from 30.2 percent in 2008 to 34.6 percent in 2017, but the overall ratio among trades programs has stayed roughly 75 percent male to 25 percent female. When taking into consideration the majority of Missouri's colleges and universities have an overrepresentation of females, the fact that they are so underrepresented in these fields may suggest the need for STEM programs that target women in both K-12 education as well as higher education. It is also of note

that one of the state's two highly selective institutions is science- and technology-focused.

The gender breakdown of students in business and communications programs is slightly more complicated. In 2008, the gender ratio in these programs was roughly representative of the gender ratio for the state as a whole, with females only slightly outnumbering males. However, by 2017 males were overrepresented in business and communications programs with 57 percent of enrollments compared to 43 percent of females enrolled (Figure 12). In contrast, education and health professions are both overwhelmingly female, and predominantly White.

Figure 12: Gender Disparities in Program Enrollments, 2017

	Female	Male
Arts & Humanities	57.2%	42.7%
Business & Communication	43.0%	57.0%
Education	77.1%	22.9%
Health Professions	81.1%	18.9%
Human Services/Social Sciences	70.7%	29.3%
STEM	34.6%	65.3%
Trades	25.4%	74.5%
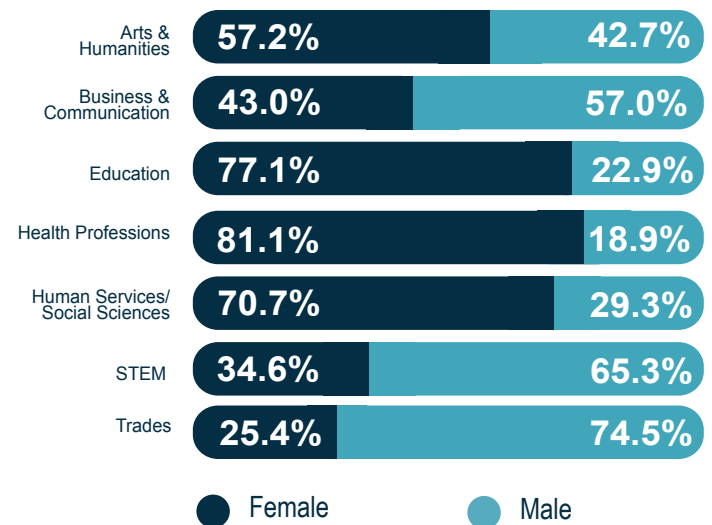
Source: EMSAS Fall Enrollment Files, 2017

Health professions programs have steadily increased their representation of Black students, but the percentage of Black students in 2017 (10.6 percent) still falls short of the percentage of Black Missourians enrolled in college that year (14.3 percent). In education programs, the proportional representation of Black Missourians has decreased from 7.9 percent in 2008 to 5.8 percent in 2017. Since these fields are largely female-dominated, this may speak to the underrepresentation of Black women in these fields. The human services/social sciences field is also overwhelmingly female, but the racial composition of this major is representative of Missouri's college-age population. No other noticeable equity gaps were apparent when analyzing other races and ethnicities.

INEQUALITIES IN
COLLEGE PREPARATION

No systemic inequities happen without ouside events or influences. While the focus of this report is on the equity gaps in higher education, in order to properly understand the source of these gaps, factors outside of higher education must be analyzed as well. To determine whether there are any disparities along the lines of academic preparedness, this section analyzes data on incoming college credits upon enrollment, ACT scores, and placement in remedial education. Unless otherwise noted, this section deals with students who enrolled in public postsecondary institutions within the same year as graduating from a Missouri public high school.

Academic preparedness can impact access to and progress through higher education as well as completions and success measures, which will be covered in future reports. Students coming in with college credit are often at an advantage as they require fewer additional credits, and therefore, less time to graduate. Disparities in ACT scores can be reflected in disparities in merit-based financial aid decisions, as well as course placement and admissions decisions.

ENROLLMENTS BY INCOMING CREDITS

Early college programs provide high school students an opportunity to experience rigorous college-level coursework and to receive both high school and college-level course credit. To uncover any further disparities in terms of college preparation, it is important to compare students who entered college with some college credits (e.g., AP coursework, dual credit/dual enrollment, credit by examination) to those who did not. Students who come into college with some college credit generally have fewer credits to take and a shorter time to graduation. Disparities in access to early college programs can lead to, or further exacerbate, inequities in progress and retention, and ultimately completion and success.

There are several noteworthy gaps between these two subsets of the student population, and there were also some noteworthy gaps within the group of students with credits as first-semester freshmen. The data finds that although the number of students taking dual credit courses has gone up (see Figure 13), the disparities remain fairly steady over time. Students of color, especially Black students, are generally underrepresented (Figure 14) in dual credit and dual enrollment, while female students are overrepresented.

Figure 13: Total number of Students Enrolled in Dual Credit/Dual Enrollment
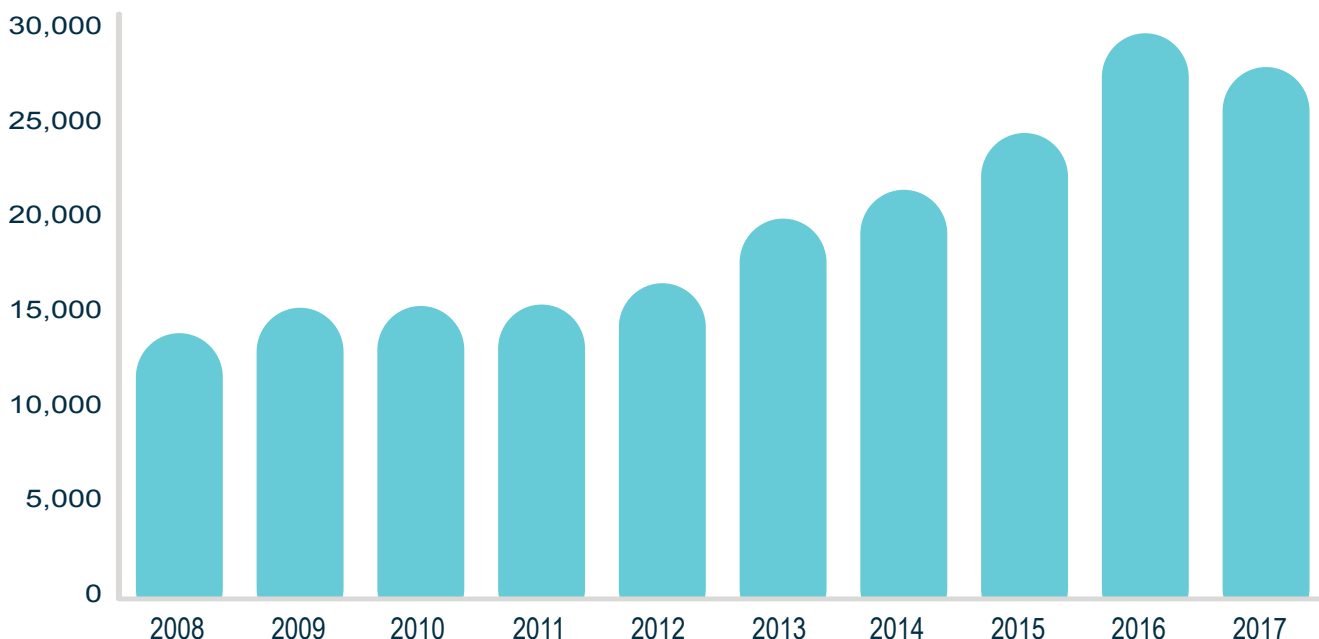
Source: EMSAS Fall Enrollment Files

EARLY COLLEGE PROGRAMS

The body of students who begin their freshmen year **with no incoming credits** are representative of Missouri's general population breakdown. However:

- Females slightly outnumber males in every year measured.
- Black students are slightly overrepresented compared to the overall population of Black college students (16.2 percent compared to 14.5 percent).
- Students below 200 percent of the poverty line are slightly overrepresented in the group of students with no incoming credits, with a 10-year average of 35.9 percent compared to a statewide average of 35.1 percent for all first-time degree-seeking students.

However, the demographic breakdown for **students that have college credits** when they begin their freshman year is quite different.

- The gap between women and men expands, with 58.4 percent female compared to 42.6 percent male.
- Black students are heavily underrepresented among students with incoming college credits, with a 10-year average of 4.9 percent.
- Low-income students are also heavily underrepresented, with a 10-year average of 21.3 percent, which is substantially lower than the 10-year average for low-income students who enter college with no credits.

When analyzing the students who start college with credits by **how many credits** they come in with, the disparities become even starker.

- The gap between women and men grows wider as the amount of incoming credits increases.
- The 10-year average percentage of low-income students that enter college having 15 to 30 credit hours is 16.7 percent.
- The gap between Black students and their peers widens even further, with a 10-year average of 1.9 percent.

By separating the population of students that enter college by the amount of credit hours attained it becomes clear that some progress has indeed been made. For students that enter college with between one and three credits, both Black students and low-income students have increased in proportion by roughly 8 percent in each group.

Figure 14: Dual Credit/Dual Enrollment by Race

Source: EMSAS Fall Enrollment Files

Legend: Native American, Other Race, Asian, Two or More Races, African American, White
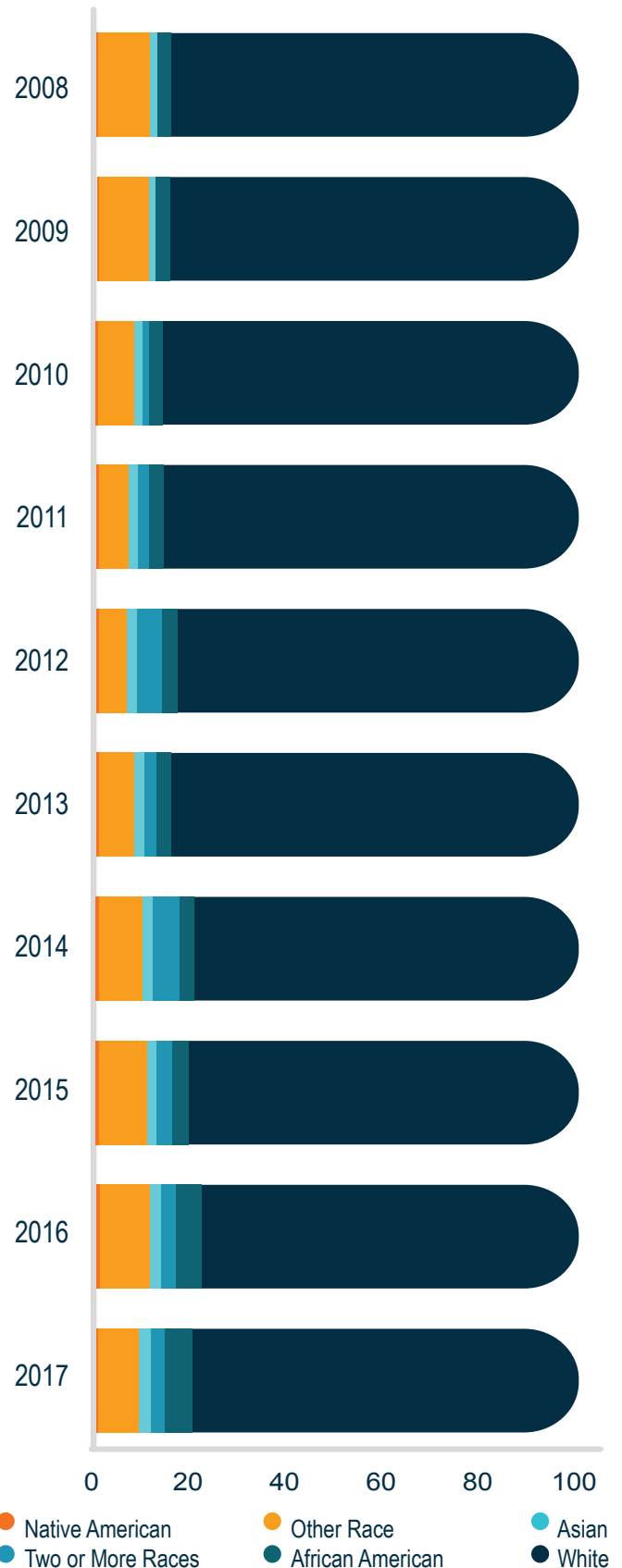
ACT SCORES

The ACT is a standardized entrance exam used by colleges and universities to make admissions and course placement decisions. It has been used for decades as a proxy measure for college readiness and has long been a component of Missouri's institutional selectivity criteria. In 2016 and 2017, Missouri was an ACT census test state, meaning the state appropriated funds for every junior-year high school student to take the ACT once, though any additional attempts required the student to pay the exam fee. While the median composite ACT score for all students has remained fairly steady over time, the disaggregated data reveals disparities among certain groups, not only for overall composite scores but in terms of who is and is not taking the ACT before enrolling in college. This is important for admissions and course placement. Lower ACT scores or a lack of an ACT score could result in placement in remedial coursework, resulting in higher costs for the student as they pay for courses that don't count toward their program of study.

In 2016 and 2017, the state appropriated funds for every junior to take the ACT, and the data reflect this policy change, as there are slight dips in median composite scores as the pool of test takers increased. There is also a significant decrease in the number of students enrolling in public postsecondary institutions without a valid ACT score. Many non-open enrollment institutions require an ACT score for admissions and course-placement.

Disaggregating by income levels, the data indicate that students at the poverty level and within 200 percent of the poverty level have a median composite score three points lower than their wealthier peers. Low-income students are twice as likely to enroll in college without an ACT score (Figure 15). This means they are more likely to be enrolled in remedial education, thereby slowing their educational progress and adding additional student cost.

Figure 15: Percent of Recent High School Graduates Without an ACT score, By Income Level

Legend:
- Poverty Level
- Below 200 percent of Poverty Level
- Above 200 percent of Poverty Level
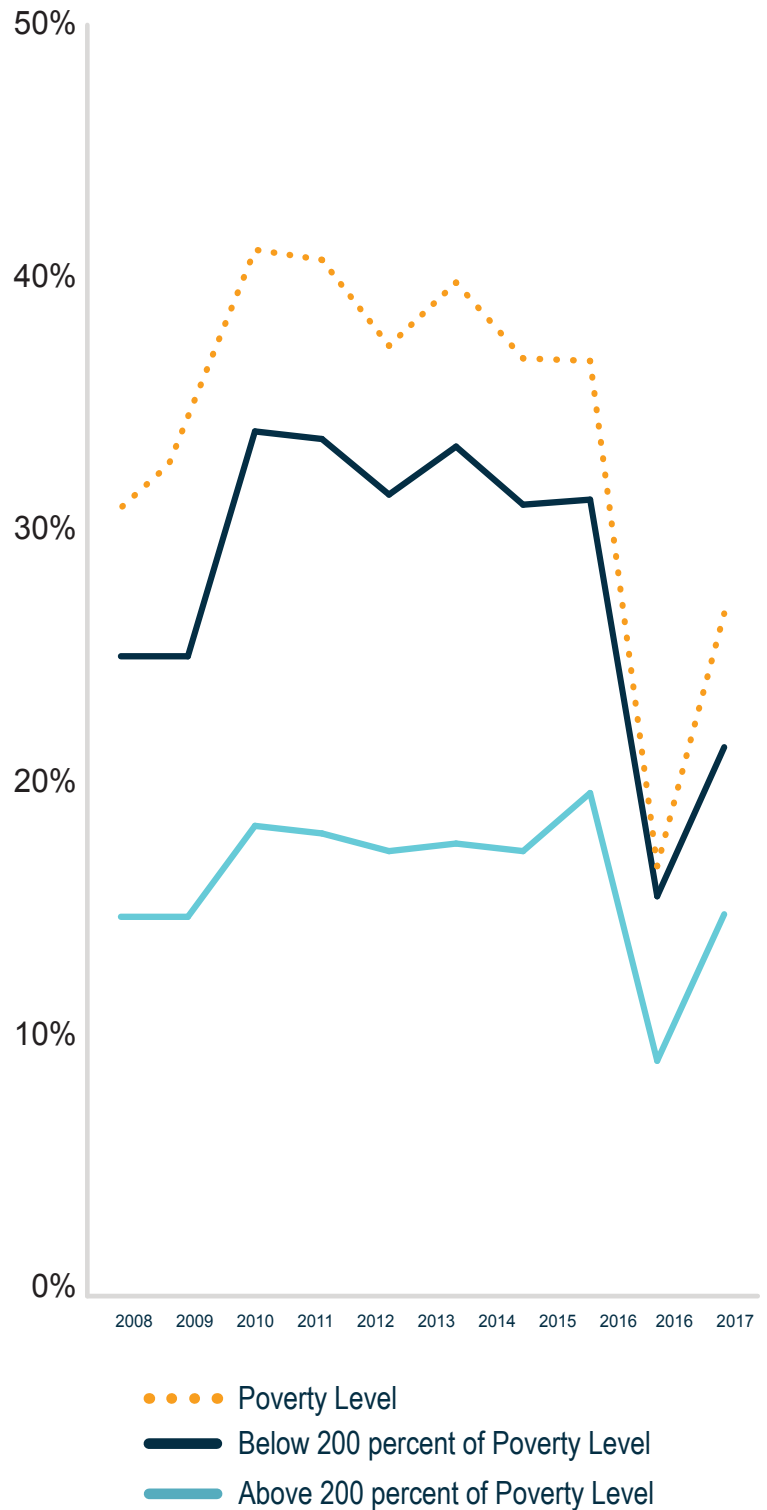
Source: EMSAS Fall Enrollment Files

ACT SCORES

The largest disparity in composite scores comes in terms of disaggregating the data by race (Figure 16):

- There is roughly a five-point difference in ACT composite scores between Black students and their White peers, which remains fairly consistent over time.
- There is a two-point difference in scores between Hispanic students and their White peers, on average.

The gap between those enrolling at a postsecondary institution without a valid ACT score by race has grown over time.

- Black and Hispanic students are now more than twice as likely to enroll in higher education without an ACT score as their White peers, a reversal of the trend for low-income students.

Parental education levels also appear to have an influence on ACT outcomes. Much like the analysis of income levels, first-generation students and students with only one parent who completed college were twice as likely to enroll in higher education without taking the ACT, though this gap has narrowed in recent years. Additionally, first-generation students scored three to four points lower than their peers whose parents both completed college, and students with only one parent completing college scored two to three points lower.

Figure 16: Median ACT Composite Score, by Race, 2017

Source: EMSAS Fall Enrollment Files, 2017

> **IF WE CAN EQUIP THE STUDENTS BETTER WHILE THEY'RE IN HIGH SCHOOL, JUST IMAGINE HOW MUCH BETTER THEY'RE GOING TO PERFORM ONCE THEY GET TO COLLEGE.**
>
> – DONELL YOUNG, JD, DIRECTOR OF THE CENTER FOR ACADEMIC SUCCESS & EXCELLENCE, UNIVERSITY OF MISSOURI-COLUMBIA

REMEDIAL EDUCATION

Like ACT scores, enrollment in remedial education has been used as a proxy to measure college readiness, and the math ACT subscore is widely used to place students in either college-level or remedial coursework. Remedial education is seen as a barrier to progress because students must take extra courses before enrolling in courses that count toward earning their degree. Strides have been made on the policy level to help ensure students are given every opportunity to be placed in a gateway course, including the use of multiple measures for placement. The participation rate of first-time, degree-seeking undergraduates in remedial education has declined by 35.6 percent since 2008, and there has been a 44 percent decline for all undergraduate students. While this downward trend extends across all populations, there continues to

be disparities in terms of race/ethnicity, age, gender, parental education, and income levels, and the gaps between White students and students of color are increasing in some cases (Figure 17).

First-time undergraduate Black students in 2008 were twice as likely to enroll in remediation as their White peers, but were 2.4 times more likely to be enrolled in remediation as of 2017, even though remedial enrollments have decreased over that same period for both groups. In terms of the total undergraduate population, the likelihood of Black students being enrolled in remedial coursework increases to nearly three times the rate of their White peers. First-time undergraduate Hispanic students were 1.4 times more likely in 2017 to be in remedial coursework.

Figure 17: Enrollments, by Race/Ethnicity, in Remedial Education
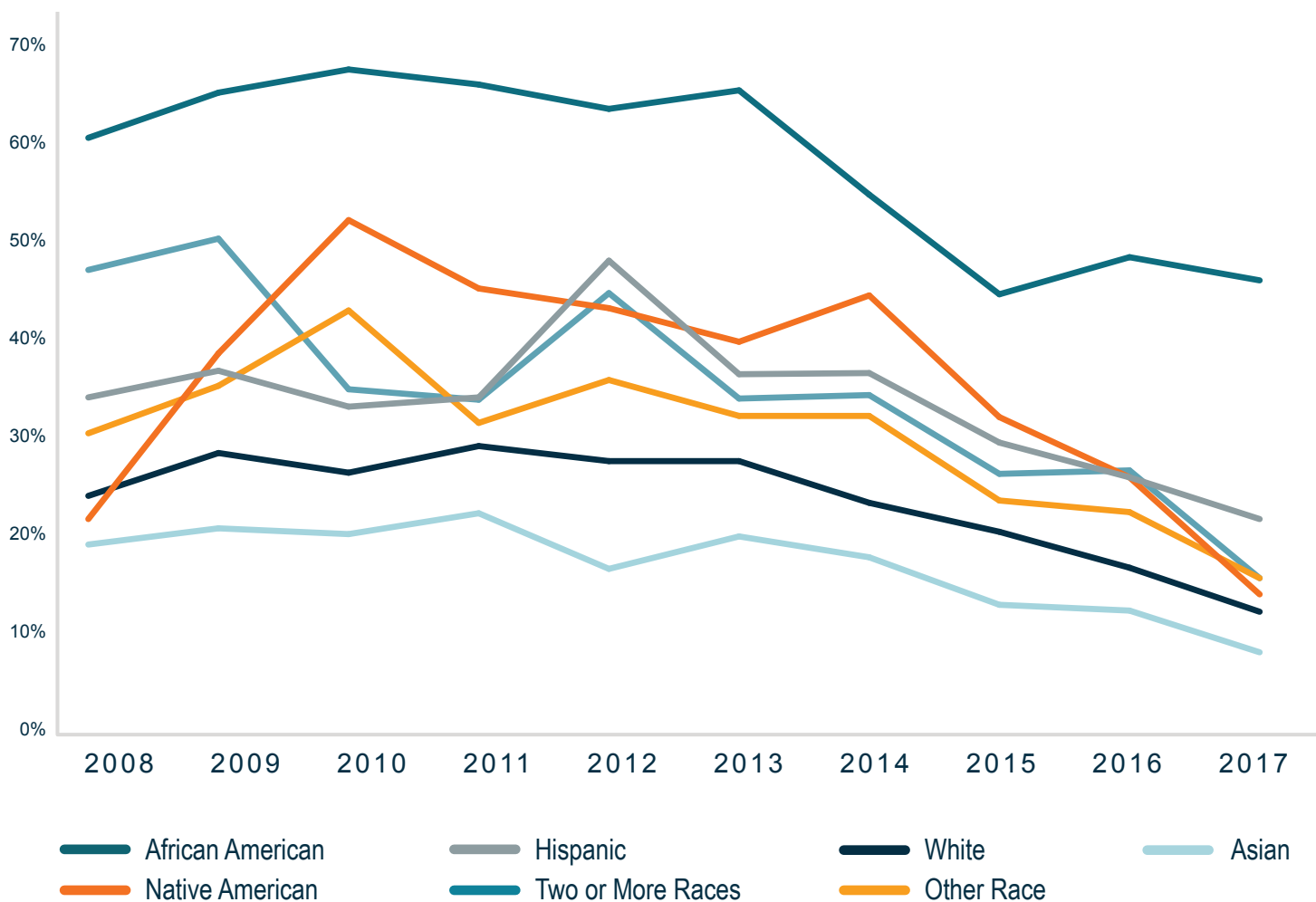
Source: EMSAS Fall Enrollment

REMEDIAL EDUCATION

Figure 18: Enrollment of First-Time, Degree-Seeking Undergraduates in Remediation, by Age Category, 2017

37.7%

24.2%

● 18-24
● 25-64
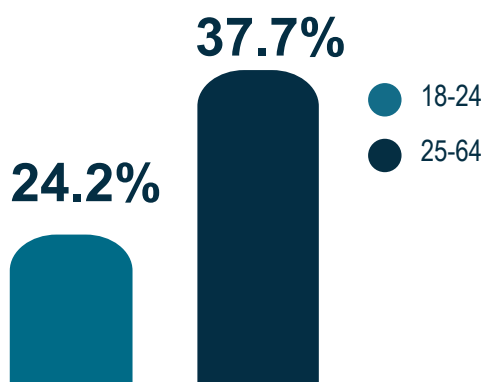
Source: EMSAS Fall Enrollment Files, 2017

When compared to their younger peers who have more recently completed high school, older students between the ages of 25 and 64 have been, perhaps unsurprisingly, more likely to be enrolled in remedial education (Figure 18). Nearly 60 percent of all first-time adult undergraduate students were enrolled in remedial coursework in 2011. Although there have been overall declines in remediation rates for these two populations, the gap between the two has only slightly narrowed since 2008.

Figure 19: Enrollment in Remediation, by Parent Education

— Neither Parent Completed College
— One Parent Completed College
— Both Parents Completed College
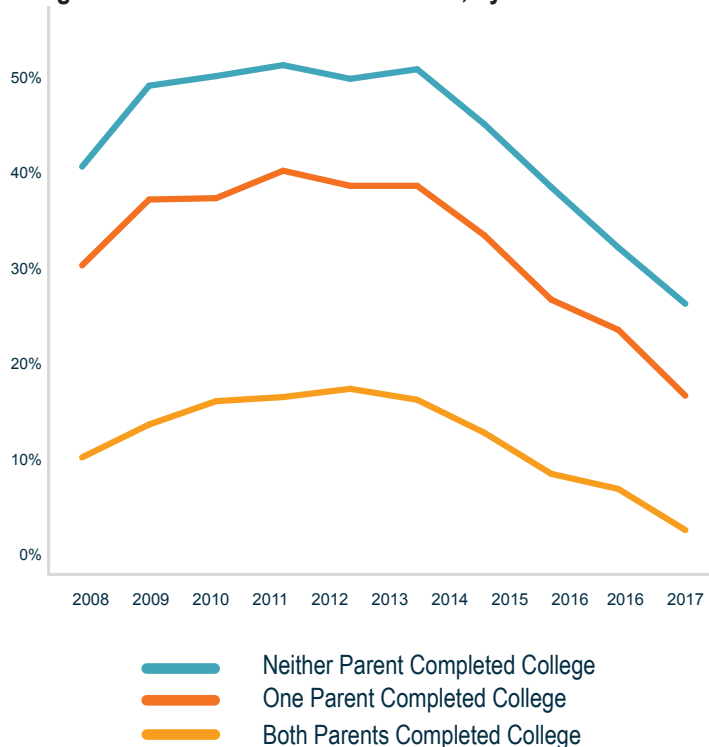
Source: EMSAS Fall Enrollment Files

Figure 20: Enrollment in Remediation, by Income Level

····· Poverty Level
— Below 200 percent of Poverty Level
— Above 200 percent of Poverty Level
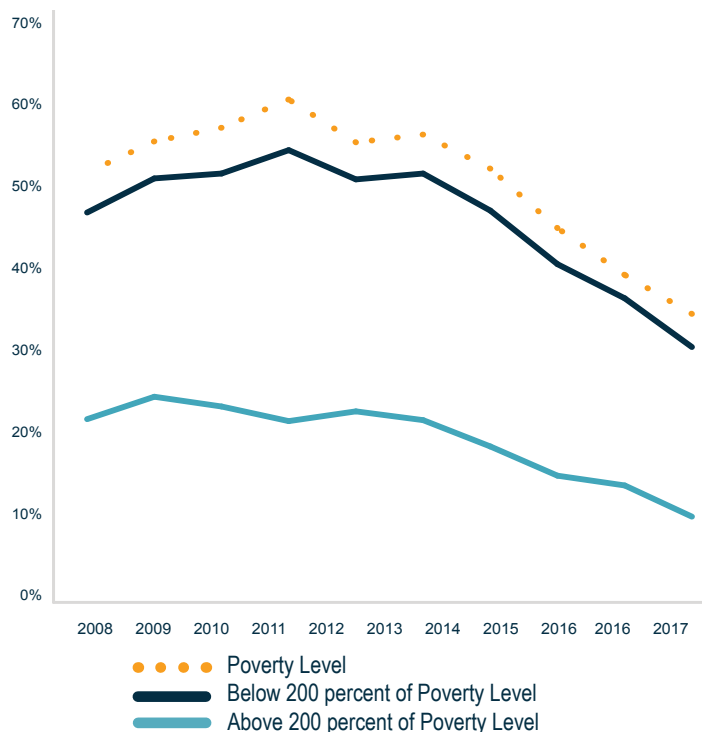
Source: EMSAS Fall Enrollment Files

First-generation students and students with only one parent holding a postsecondary degree are also more likely to be enrolled in remediation than students whose parents both completed a college degree (Figure 19). While the gap between these different groups of students is narrowly decreasing over time, first-generation students are still nearly twice as likely to be enrolled in remediation as their peers.

These disparities may be a result of differences in awareness, preparation, or even social capital. Students for whom both parents completed college may find it easier to navigate the secondary and postsecondary landscape, but regardless of reason, disparities still exist, and policymakers and stakeholders should continue to work to close these gaps.

There is a continuing gap between first-time students who are within 200 percent below the poverty level and their peers from a higher economic background (Figure 20). As with remediation rates overall, rates between the two groups continue to decline significantly. The same is true for students below the poverty line. However, the gap between these students has persisted over time and has, in fact, slightly widened. Students below the poverty threshold are now twice as likely as their peers to be enrolled in remedial courses. This gap is even wider taken in context of total undergraduate enrollment.

PROGRESS & RETENTION

The data have illustrated that students are enrolling in higher education at levels reflecting the state demographic profile—in terms of race/ethnicity, income levels, and geographic location—indicating general parity; however, large inequities and disparities manifest themselves after this initial entry point. Further, the data illustrate that academic preparations advantage certain groups of Missouri students at much higher rates than others, reflecting, or even magnifying, these disparities.

These trends continue as students progress through higher education. Historical statewide annual reporting from MDHEWD has long reported data on the number of credit hours students take, satisfactory academic

progress through programs of study, and fall to fall retention. However, disparities are again present when disaggregating progress data by demographic categories. More must be done to improve progress and retention rates among all Missouri students, especially those who are traditionally underserved or underrepresented, to ensure equitable and higher completion rates and better opportunities for Missouri students. Additionally, studies have shown that increasing racial diversity in higher education faculty contributes to increases in student access and retention at colleges and universities, particularly for students from minority backgrounds.

Figure 21: 15 to Finish: Percent of Total Undergraduates, by Race/Ethnicity
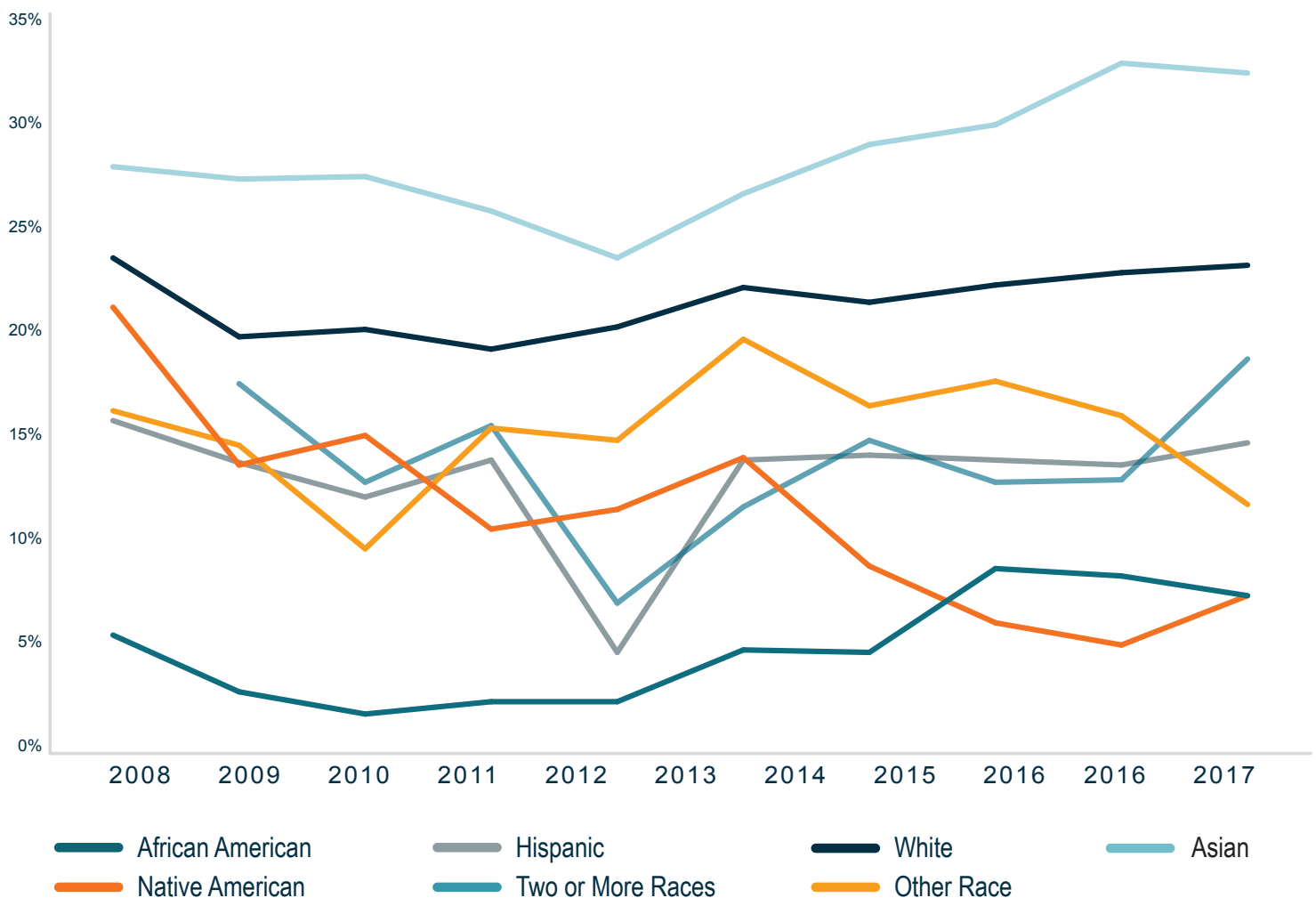
Source: EMSAS Fall Enrollment Files

15 TO FINISH

Patterns in enrollment trends indicate that over the past 10 years a vast majority of first-time, degree-seeking undergraduates enroll in 12 or more credits during their first semester. The number of students enrolling part-time, or in fewer than 12 credits, has fluctuated between 13 percent and 17 percent. However, those percentages change drastically when considering total undergraduate headcount. The percentage of part-time students more than doubles when considering total undergraduates, with nearly one third of all undergraduate students enrolled part time.

Although 70 percent of all undergraduates take 12 or more credits a semester, less than half of them are on track to complete their degree on time. For many years, the definition of full-time students has been the completion of 12 credit hours a semester, based on federal guidelines for financial aid, and has been extended to include 24 credits over the course of the academic year. However, due to the number of credit hours required to complete a degree, if students only take 12 credits a semester, they cannot complete their degrees in a timely manner.

In recent years, students and institutions have been encouraged to rethink the way full-time status is regarded. The 15 to Finish initiative encourages students to complete at least 15 credits a semester or 30 credits an academic year. Because the initiative aims to increase the percentage of students across all categories that successfully complete 15 and 30 credit hours, it is important to analyze student success by this measure. When considered in this light, only about a quarter of all Missouri undergraduates are considered full time, and on track to graduate on time. While there is progress to be made for all students, different subgroups of the student population appear to be at a higher disadvantage than others.

The percentage of students who successfully complete 30 credit hours of classwork per academic year fluctuated between 19 percent and 23 percent over the 10-year period analyzed. Among this group of students, when analyzed by race (Figure 21), Black students are heavily underrepresented, and Hispanic students

are slightly underrepresented. While Native American students are also underrepresented in this category, the smaller sample size makes it more difficult to accurately determine the degree of underrepresentation as the percentage fluctuates significantly by year. The data indicate, however, that Native American students experience similar roadblocks as their Black and Hispanic peers, and their White and Asian peers do not experience these roadblocks to the same degree.

Low-income students are also underrepresented among students who successfully complete 30 credit hours per year. The 10-year average percentage for students at 200 percent of the poverty line or below is 19.8 percent, well below the proportional representation for low-income students across the state. First-generation students are also less likely to successfully complete 30 credit hours per academic year than students who have one or both parents that completed college (Figure 22). This gap has increased over time.

Figure 22: 15 to Finish by Level of Parental Education
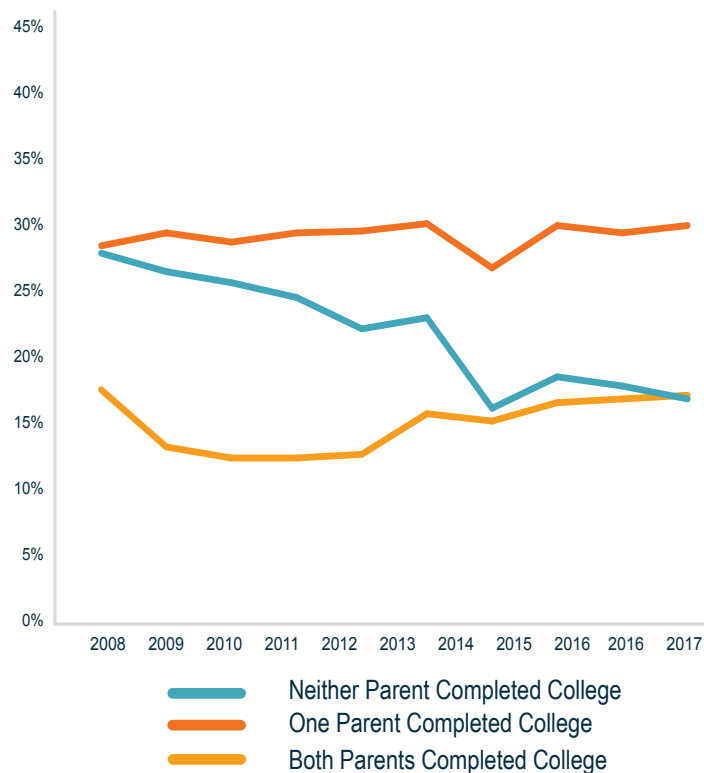
Source: EMSAS Fall Enrollment Files

FALL TO FALL RETENTION

The retention rates of Missouri students at public postsecondary institutions have long been reported by the department and, historically, rates have been around 70 percent, including transfer students, and 60 percent for those who stay at the same institution in which they initially enrolled. While disparities exist in regards to retention, the equity gaps are not as wide nor as extreme as in other areas.

When comparing men and women in terms of general enrollment, there is a 10 percentage point difference between the sexes, with women outnumbering men (Figure 23). However, there is, on average, a five percent gap between the fall to fall retention rates of women and men. Women consistently achieve fall to fall retention at rates roughly two percent higher than the overall average while men fall roughly three percent below the overall average.

Figure 23: Fall to Fall Retention by Gender, 2017

61.5% **64.2%** **66.4%**

Male **Statewide** **Female**
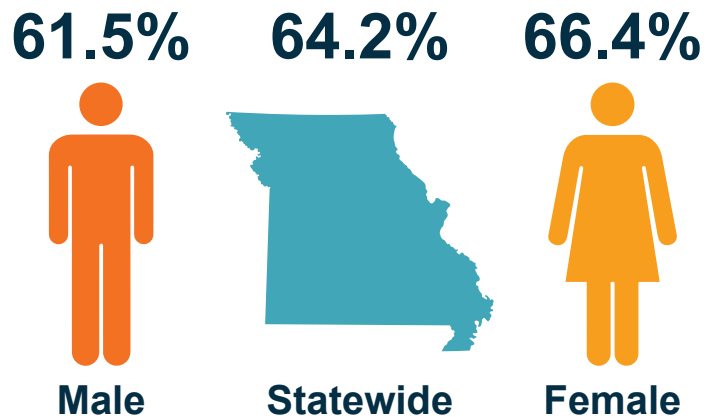
Source: EMSAS Fall Enrollment Files, 2017

Figure 24: Fall to Fall Retention by Race
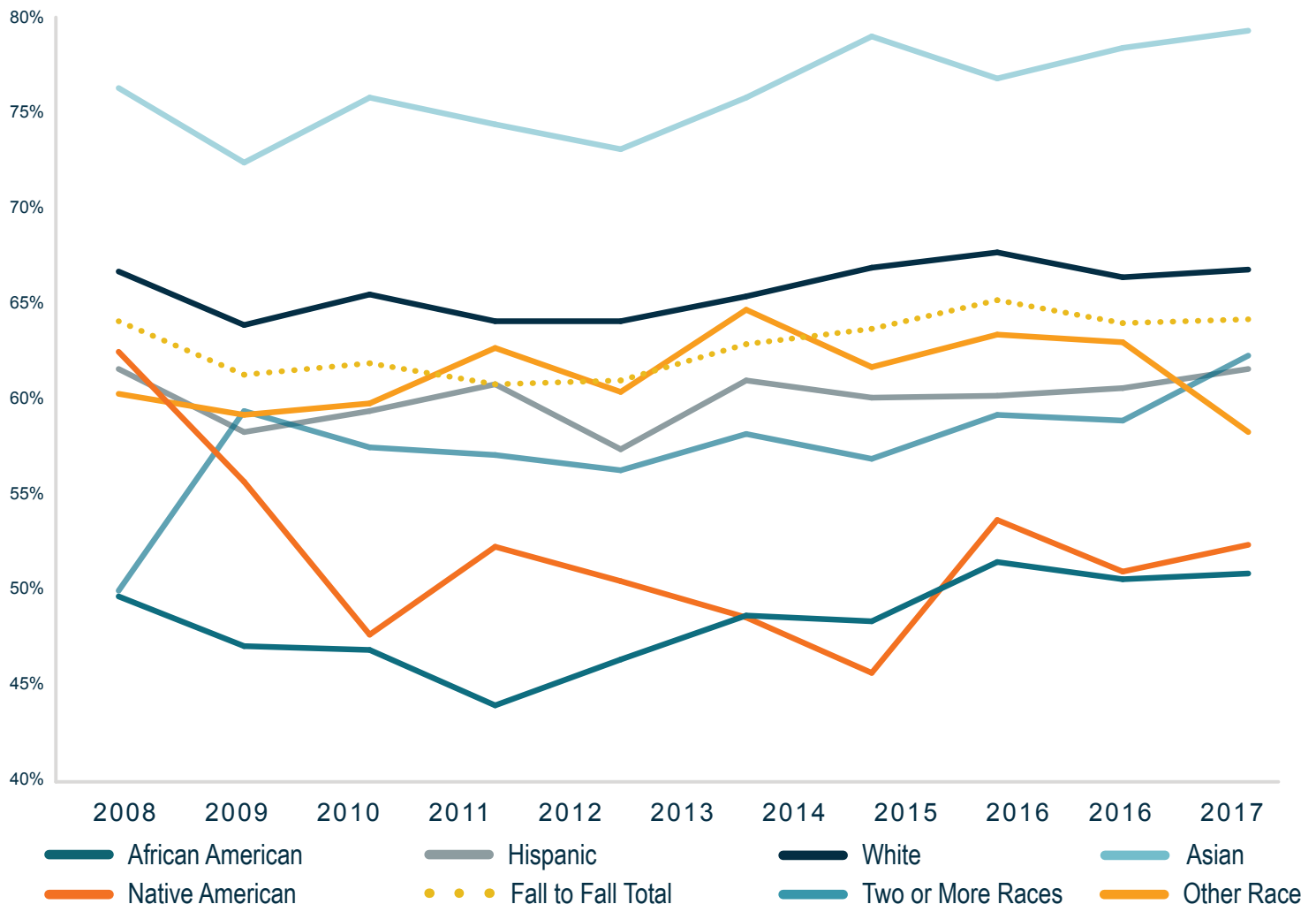
Source: EMSAS Fall Enrollment Files

FALL TO FALL RETENTION

Wider disparities become clear when analyzing along the lines of race (Figure 24). The dotted line in figure 24 represents the average fall to fall retention rates across all races. Asian and White students consistently achieve fall to fall retention at rates higher than the average, and other races typically fall below the average, particularly Black, Native American, and Hispanic students, though Hispanic students are much closer to the average.

Much like in other areas, gaps exist between students in different income levels and parental education levels. The largest gap in terms of persistence occurs when looking at income levels. Students at or below the poverty line are 1.5 times less likely to persist than students above the 200 percent poverty line, which has remained fairly constant over time. The data also indicate that a student's chance of persisting increases with parental education levels, and that first-generation students persist at a rate of 10 percentage points below the average.

CASE STUDY 1: STRATEGIES
TO IMPROVE RETENTION RATES

SOUTHEAST MISSOURI STATE UNIVERSITY'S FALL-TO-FALL RETENTION RATES AMONG AFRICAN AMERICAN STUDENTS HAS INCREASED NEARLY 15% SINCE 2015. THE UNIVERSITY ANTICIPATES A THIRD CONSECUTIVE YEAR OF IMPROVEMENT, AS THE RATE STOOD AT 74.4% AT THE BEGINNING OF THE FALL 2019 SEMESTER.

Southeast Missouri State University created Academic Support Centers with targeted services for underrepresented populations like students with disabilities, first generation, low-income, and U.S. ethnic minority students, as well as academically at-risk students across all populations. These services aim to help students navigate higher education and prepare for success in their chosen careers. "The challenge is to meet them where they are and help them navigate the system," said Trent Ball, Assistant Vice President for Academic Diversity and Outreach.

"Students have to see the whole picture to see they can be part of that picture," said Tameka Randle, Assistant Director for Educational Access and Outreach Programs.

Students have to know they belong in college, Randle said. "They have the opportunity to feel they can be successful at this level. When students understand how the process works, then they can be successful."

SATISFACTORY ACADEMIC PROGRESS

In order to graduate on time and to stay eligible for financial aid, students must meet certain academic standards, known as satisfactory academic progress (SAP). These standards included maintaining a certain grade point average, completing a percentage of attempted credits (usually enrolling full-time), and making timely progress toward their degree. Maintaining SAP is often required to remain in good academic standing at an institution and within an academic program, while a failure to maintain SAP can result in academic probation, suspension, and loss of financial aid. For this section, SAP is defined as full-time enrollment, using the federal standard of 24 credit hours an academic year, and a 2.0 cumulative GPA. Wide gaps in satisfactory academic progress persist among all races, despite progress made by Black and Hispanic students. When analyzing the data in terms of

race/ethnicity, every group except for Native American students has seen some increase in the percentage of students maintaining satisfactory academic progress (Figure 25). Even though some progress has been made in this area, the gaps between racial groups have persisted, and in some cases widened, over this 10-year period.

The percentages of students achieving satisfactory academic progress in 2017 from 2008 have increased:

- Asian and White students have experienced an 8.8 percent increase and a 6.8 percent increase, respectively
- Black students have experienced a 4.6 percent increase
- Hispanic students have experienced a 2.4 percent increase

Figure 25: Satisfactory Academic Progress by Race/Ethnicity
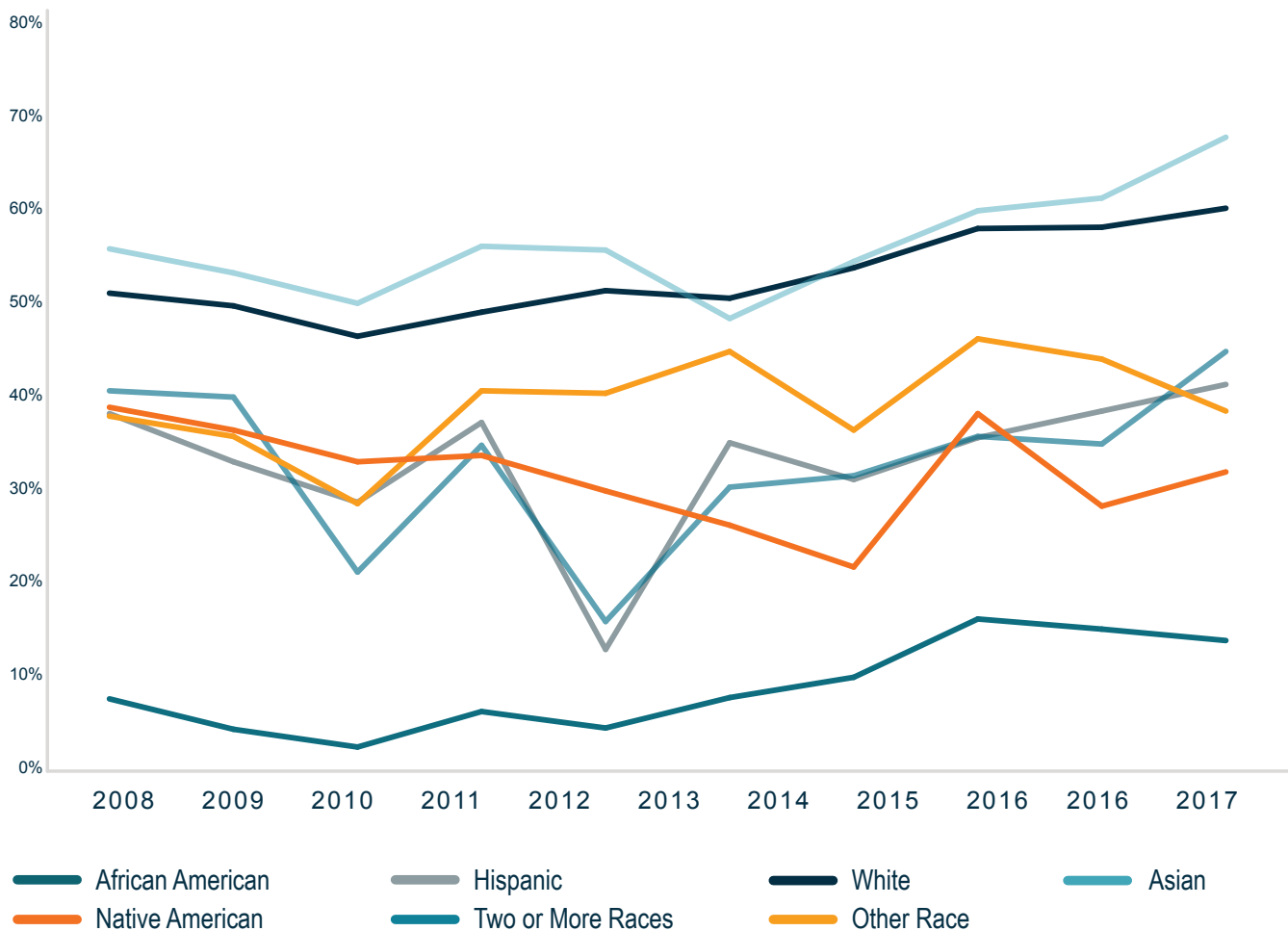
Source: EMSAS Fall Enrollment Files

SATISFACTORY ACADEMIC PROGRESS

Although progress has been made for all groups, the starting points for each racial group is quite different. In 2008, the fall to fall retention rate for Asian and White Students was 61.1 percent and 57.7 percent, respectively. However, 48.2 percent of Hispanic students were retained from fall to fall, while 25.7 percent of Black students were retained. This stark gap has continued over the ten year period analyzed for this report.

Traditional college-age students are much more likely to maintain SAP per year than adult learners (see Figure 26). Over a 10-year period, there has been a steady and stable increase over time for college-age students, but not for adult learners.

> " WE'RE IDENTIFYING ROOT CAUSES THAT EITHER RESTRICT PROGRESSION OR PERSISTENCE. WE'VE LOOKED REALLY HARD AT OUR INTERNAL PROCESSES AND WHAT UNINTENTIONAL ROADBLOCKS WE MAY HAVE BEEN PUTTING IN THE WAY. "

– DR. JAMIE HOOYMAN, PROVOST,
 NORTHWEST MISSOURI STATE UNIVERSITY

Figure 26: Satisfactory Academic Progress by Age

Year	18-24	25-64
2008	55.5%	22.8%
2009	53.8%	33.2%
2010	51.5%	17.5%
2011	53.8%	22.6%
2012	53.3%	31.0%
2013	54.8%	22.3%
2014	55.9%	24.9%
2015	59.6%	27.0%
2016	59.2%	29.7%
2017	60.5%	23.0%
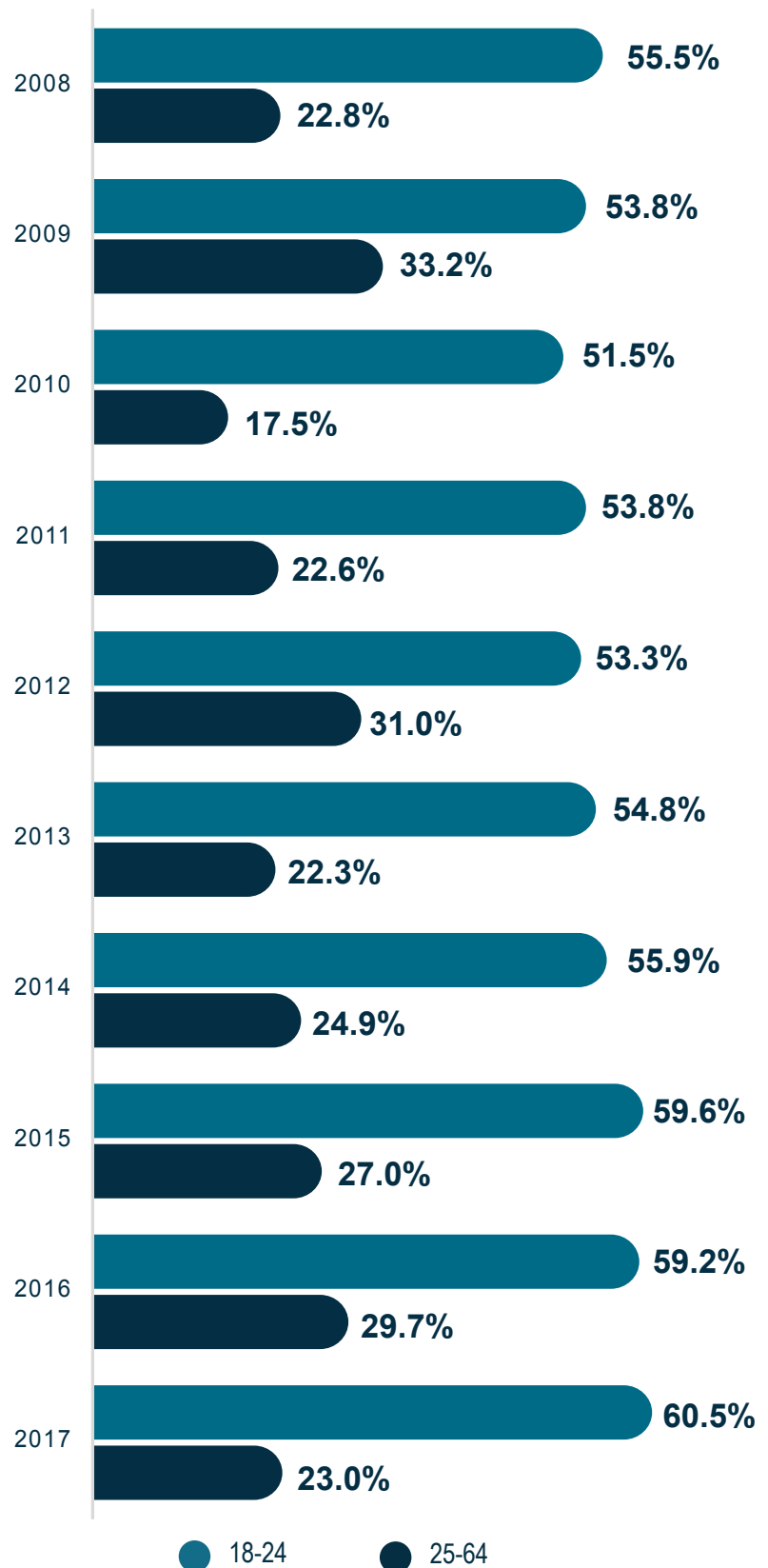
Source: EMSAS Fall Enrollment Files

SATISFACTORY ACADEMIC PROGRESS

The same gaps in satisfactory academic progress by parental education that existed in 2008 also existed in 2017 (Figure 27). While there have been some slight improvements across the board, first-generation students are much less likely to achieve satisfactory academic progress than their peers who have one or two parents that have a college education.

When analyzing the differences in satisfactory academic progress between students above and below 200 percent of the poverty level, low-income students consistently achieved satisfactory academic progress at rates 20-30 percent less than their higher income peers (Figure 28). These findings suggest that low-income students are heavily disadvantaged when it comes to achieving satisfactory academic progress.

Figure 27: Satisfactory Academic Progress by Level of Parental Education

Neither Parent Completed College
One Parent Completed College
Both Parents Completed College

Source: EMSAS Fall Enrollment Files

Figure 28: Satisfactory Academic Progress by Income Level
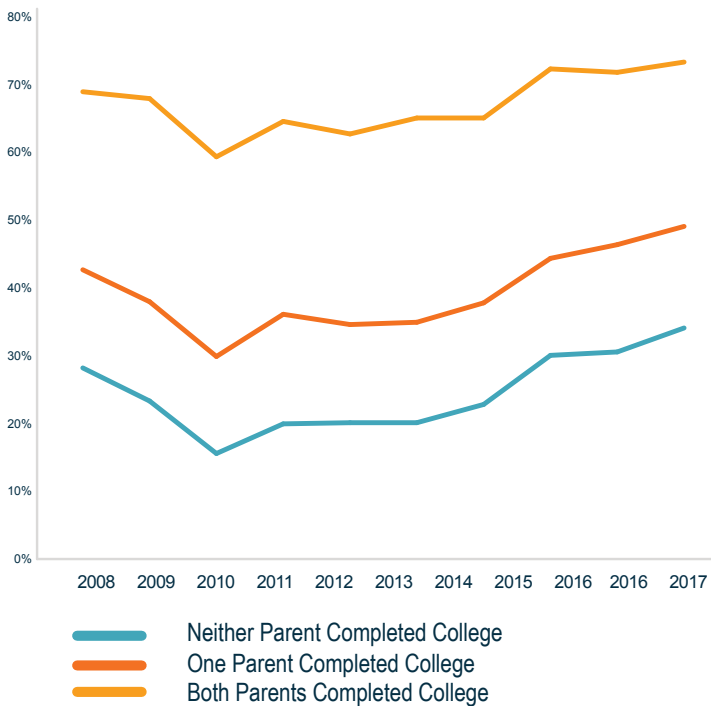
A similar story emerges when analyzing the trends in satisfactory academic progress along the urban/rural divide. Both groups have experienced slight growth in the percentages of students achieving satisfactory academic progress, but gaps that existed between urban and rural students in 2008 still existed in 2017, with rural students achieving satisfactory academic progress at roughly 6 percent higher rates than urban students over the 2008 to 2017 time period. It is worth noting that the pool of urban students is considerably larger than the pool of rural students, and that the overall achievement gap is not large.

Below 200 percent of Poverty Level
Above 200 percent of Poverty Level

Source: EMSAS Fall Enrollment Files

FACULTY REPRESENTATION

Increasing racial diversity in higher education faculty contributes to increases in student access and retention at colleges and universities, particularly for students from minority backgrounds. A *Blueprint for Higher Education* makes the case that by increasing efforts to recruit and retain a diverse faculty, the health and diversity of the student body increases as well.

The available data from IPEDS show the disparities along gender and race lines, but there were limitations. There was no available information regarding tenured Asian and Black faculty in 2012, and there was not any available information regarding faculty of Native American descent. The data indicate that nationally, university professors are overwhelmingly White, which can lead to a lack of diversity in curriculum or in mentoring opportunities for students of color, and can create feelings of disconnect for students of color.[7] In order to retain students from marginalized or underrepresented groups, researchers have indicated that institutions need to increase both cultural competencies and diversity of faculty. [8]

Figure 29: Tenured Faculty in 4 Year Missouri Public institutions by Gender, 2018

65.4%   34.6%

Male   Female

Source: IPEDS, 2018

Figure 30: Faculty in Missouri 2 Year Institutions by Gender, 2018

46.1%   53.9%

Male   Female
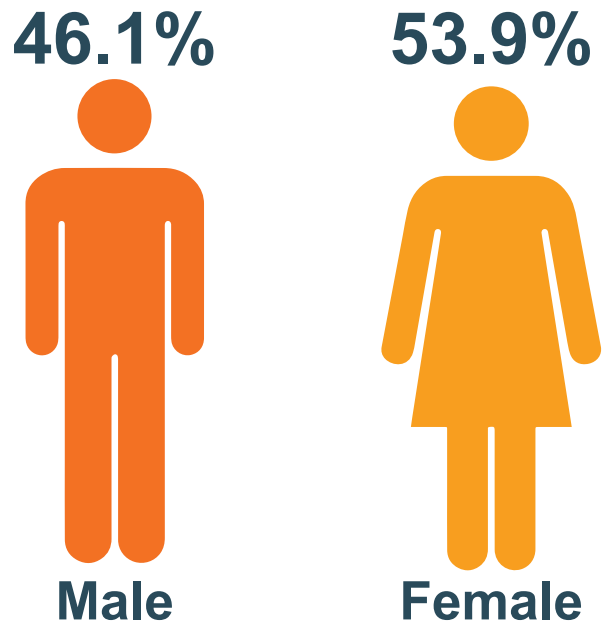
Source: IPEDS, 2018

When analyzing faculty along gender lines, males are overrepresented in the four-year sector (Figure 29), even though females consistently and significantly outnumber males in terms of undergraduate enrollment, and females are overrepresented in the two-year sector (Figure 30).

When disaggregating by race/ethnicity, Asian faculty are overrepresented and Black and Hispanic faculty are underrepresented. In the four-year sector, 12.1 percent of tenured faculty are of Asian descent, and roughly nine percent of faculty overall are of Asian descent. In comparison, Blacks and Hispanics are only 3.9 percent and 2.1 percent of the tenured faculty population, respectively (Figure 31); these trends hold true even when considering all instructional staff at four-year institutions. For the two-year sector, faculty are overwhelmingly White and predominantly female. Faculty of Asian descent are also overrepresented in the two-year sector, while Black and Hispanic faculty are underrepresented.

While this section illustrates disparities in faculty representation, the correlation to student access and success has not been fully examined in Missouri. The department recognizes the importance of this as an avenue of future research.

7 Tachelle Banks & Jennifer Dohy (2019). Mitigating Barriers to Persistence: A Review of Efforts to Improve Retention and Graduation Rates for Students of Color in Higher Education. Higher Education Studies, v9 n1 p118-131.

8 Ibid, p. 125-126.

FACULTY REPRESENTATION

Figure 31: Faculty in Missouri Institutions By Race

Legend:
- African American
- Native American
- Hispanic
- Two or More Races
- White
- Other Race
- Asian
- Non U.S. Resident
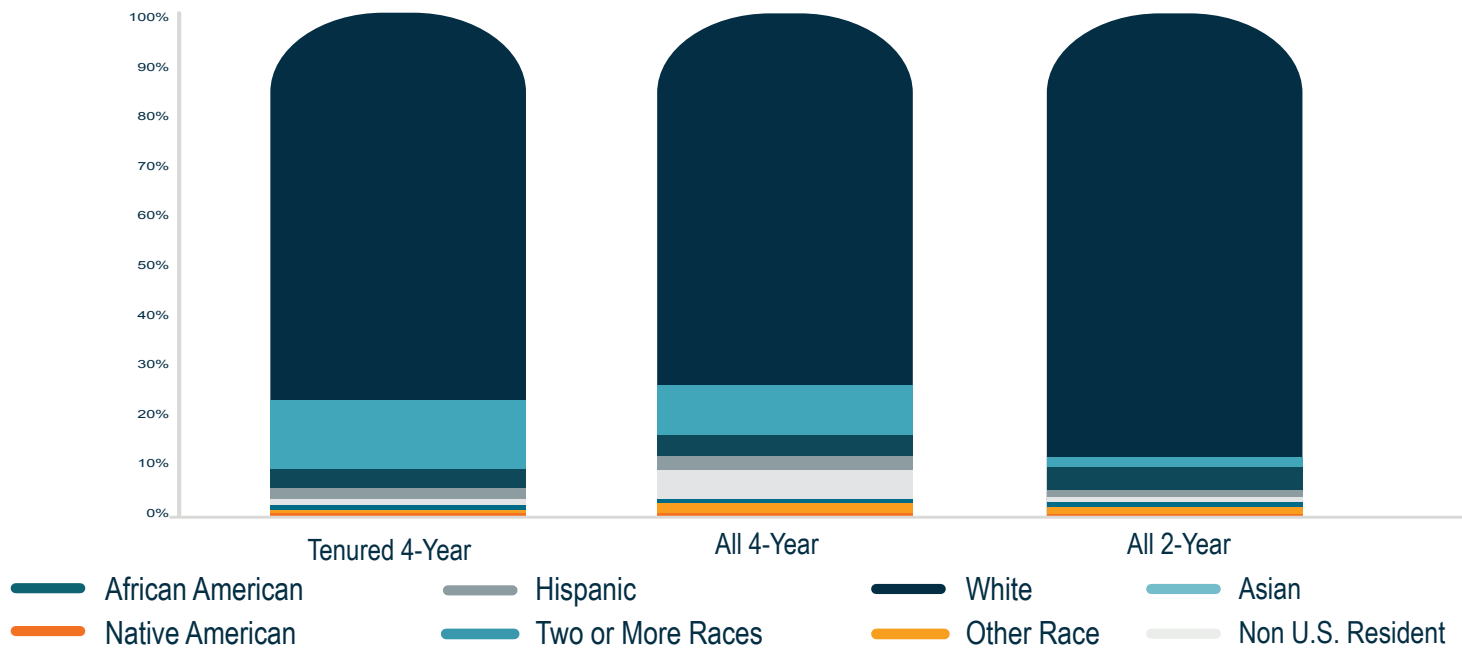
Source: IPEDS

CASE STUDY 2:
ECONOMIC BENEFITS OF EQUITY

"TIME AND TIME AGAIN, WE HEAR FROM BUSINESS AND INDUSTRY THAT A DIVERSE LEADERSHIP TEAM AND A DIVERSE WORKFORCE PROVIDES A BETTER PERFORMING CORPORATE CULTURE."

— BRIAN CROUSE, VICE PRESIDENT OF EDUCATION PROGRAMS AT THE MISSOURI CHAMBER OF COMMERCE

Bridging the gaps between education and business is Brian Crouse's main role. In the Chamber's plan, *Missouri 2030: An Agenda to Lead*, the focus is to bring more nontraditional populations into the workforce, including exiting veterans and the 19,000 people exiting Missouri's correctional facilities each year. Crouse advocates for policymakers to work to create and support financial aid policies that help students seeking short-term certificates as well as traditional four-year degrees, and to encourage employers to take on internships and work-based learning opportunities through tax incentives.

According to a study by The Education Trust, in the next 25 years, people of color will account for half of the U.S. population and over half of the working-age population. "Beyond being necessary for meeting attainment goals, addressing racial equity is necessary for fulfilling workforce needs, and according to the W.K. Kellogg Foundation, closing educational achievement gaps would result in an estimated $2.3 trillion dollar benefit to the U.S. economy by 2050." [1]

1. Jones, Tiffany, and Katie Berger. "Aiming for Equity: A Guide to Statewide Attainment Goals for Racial Equity Advocates." The Education Trust. January 2019.[1]

CASE STUDY 3: INNOVATIVE
WAYS TO TRAIN INCARCERATED MISSOURIANS

MORE THAN 19,000 MISSOURIANS ARE RELEASED FROM PRISON EACH YEAR, ACCORDING TO A REPORT FROM THE MISSOURI DEPARTMENT OF CORRECTIONS. FOR MANY, THE DIFFERENCE BETWEEN STAYING OUT OF TROUBLE AND SUCCESSFULLY RETURNING TO THE WORKFORCE IS OBTAINING JOB TRAINING WHILE INCARCERATED.

State Technical College of Missouri has trained more than 1,500 Missourians through a number of grant programs aimed at training underserved and at-risk populations with high-demand skills. Included in that number are justice-involved individuals from Algoa Correctional Center, Boonville Correctional Center, Tipton Correctional Center, and Women's Eastern Reception, Diagnostic & Correctional Center in Vandalia.

Nancy Wiley, Federal Grant Manager for State Tech, said the challenges faced when an individual is released from prison can be insurmountable, including not having a job, a place to live, or a support system. For example, Brenna Humphries, 41, a single mother of four, has a good paying job, and is the sole provider for her family.

Humphries earned an Advanced Maintenance Technician Certificate of Completion from State Tech's MoSTART Program while she was incarcerated. When she was released from prison, she got a full-time maintenance worker job at Gateway Extrusions, Ltd., in Union, making $16.85 an hour. She earned an NCRC keyboarding certificate, Safety & Accident Prevention certificate, CPR/First Aid/AED Card EPA Section 608, OSHA 10 Card, and Advanced Maintenance Technician Certificate of Completion.

"Just having those (certificates) gave me a foot in the door where they were willing to teach me and help me learn my job," Humphries said.

Wiley said one of the major issues of re-entry is that people coming out of prison don't know what services are available to them or what to ask for.

"I'd like to see the supportive services etch-a-sketch shaken and redesigned so that it is connected to higher education and marketed to people who need it," she said.

GUIDING QUESTIONS AND NEXT STEPS

Higher education institutions must rethink how higher education is delivered to bolster the support individuals need to successfully progress towards completion of a quality postsecondary credential or degree. Unless drastic changes are implemented, Missouri will not meet its Big Goal for higher education. The Missouri Department of Higher Education & Workforce Development will continue its work to coordinate efforts around the state to reduce barriers, disparities, and gaps across all aspects in higher education. Further, the department will examine how departmental policies may benefit or hinder certain populations, and work to develop policies to reach all Missouri residents.

In pursuit of this endeavor, and to increase equity in higher education, the following questions will guide the department's approach:

- What approaches are needed to help high school students and families navigate postsecondary opportunities?

- What would it look like if admission standards did not impede equitable postsecondary outcomes in higher education?

- What does it mean to prioritize postsecondary success and progress over postsecondary access, and what student and structural supports are needed?

- What would it look like if employers and institutions of higher education collaborated to improve college success outcomes for underrepresented students?

The department recognizes that resolving equity gaps in higher education is a vast undertaking, and these equity gaps cannot be fixed overnight. For this reason, a two-pronged approach is necessary to effect change. First, there must be a focus on the policies and practices in which postsecondary institutions and the Department of Higher Education & Workforce Development have influence and jurisdiction, working to meet students where they are by making student-ready colleges instead of expecting college-ready students. Second, partnerships and collaboration with outside agencies and entities is critical to take a more holistic approach to enacting lasting change.

Additionally, further research is needed. As with all research, many more questions were raised than were answered. The scope of this report has been focused on traditional associate and bachelor's degree programs at Missouri's public postsecondary institutions in relation to access and progress, and is the first in a series of reports; subsequent reports will focus on success and affordability. Future avenues of inquiry can include populations not covered in this report, postsecondary degrees and programs outside of traditional two- and four-year degrees, and other postsecondary institutions, such as private colleges and universities and proprietary schools.

By working to make higher education more equitable, together, Missouri can strive toward building a stronger and more equitable state for students today and in the future.
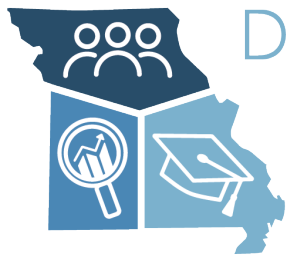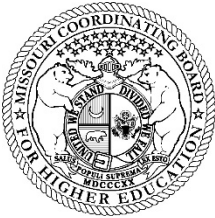
BACKGROUND

The intent of this item is to present information regarding enrollment trends at Missouri's public and comprehensive independent colleges and universities. The attachment includes several tables displaying enrollment figures reported by sector and institution.

There are separate tables for full-time equivalent (FTE) enrollment and enrollment based on headcount. Full-time equivalent enrollment is generally based on 15 credit hours for undergraduate students, 12 credit hours for graduate students, and varies by institution and program for professional students. Headcount enrollment counts the total unduplicated number of students enrolled at each institution at fall census date.

CURRENT STATUS

Fall 2019 enrollment figures generally indicate a continuing decrease across all sectors from fall 2018. Public two-year FTE declined 3.2 percent in the past year, and 18.2 percent since fall 2014. Public two-year headcount declined 3.6 percent in the past year, and 17.1 percent since fall 2014. Overall FTE at public two-year institutions has declined every year since increasing from fall 2010 to 2011.

Public four-year FTE declined 3.0 percent in the past year, and 9.4 percent since fall 2014. Public four-year headcount declined 2.0 percent in the past year, and 6.6 percent since fall 2014. Overall FTE at public four-year institutions has declined every year since increasing from fall 2014 to 2015. Headcount at independent institutions declined 4.9 percent from fall 2018, and 14.6 percent since fall 2014. Independent FTE declined 3.5 percent in the past year, and 11.0 percent since 2014. Overall, headcount at public and comprehensive independent institutions is down 3.4 percent from fall 2018 and 12.1 percent since fall 2014. Statewide FTE decreased 3.2 percent in the past year and 12.0 percent since fall 2014.

Colleges and universities in Missouri will continue to face demographic headwinds, but some opportunities exist. According to the U.S. Census Bureau's American Community Survey (ACS) (1-Year Estimates), the total Missouri population age 18-24 has been at best flat for a decade, decreasing 1.4 percent since 2008. Missouri's total working age population (age 25-64) has increased 1.1 percent in that time. However, the total population age 25-34 has increased 6.8 percent in that time, and Missourians in that age group with some college but no degree have increased 5.5 percent since 2008. Many with some college may hold a certificate, industry certification or professional license, which aren't tracked in ACS data, and they may be difficult to attract back to higher education given persistent low unemployment. There is at least some population growth among potential younger non-traditional students, however, if the institutions are willing and able to structure programs to effectively serve them. These students could also be eligible for Fast Track, depending on income and program choice.

Finally, Department of Higher Education and Workforce Development (DHEWD) staff have received recent inquiries about student in- and out-migration. The U.S. Department of Education collects biannual data on the state origins of first-time degree-seeking undergraduates. From 2010 to 2018, an average of 12.8 percent of first-time students at Missouri public institutions came from out of state. This rate ranked 35th among the states and D.C. Missouri institutions had a net gain of only 442 students from out-of-state in fall 2018, which was down from 2,679 in 2014 and 1,630 in 2016. From 2010 to 2018, Missouri averaged a net gain of 2,685 students per year from Illinois, which far exceeded the 406 students from Texas and other states. In the same time period, Missouri had a net average loss of 627 students to Kansas, 380 to Arkansas, and 240 to Arizona (which does include the University of Phoenix' online campus, so a meaningful percentage of these students likely still reside in Missouri).

CONCLUSION

Enrollment continues to decline in the context of challenging demographics among traditional students and a record economic expansion. In-migration will likely remain lower as institutions in neighboring states face similar challenges, but some opportunities may exist in catering especially to younger non-traditional students with some college but no degree. The DHEWD will continue to monitor and report on enrollment trends.

RECOMMENDATION

This is an information item only

ATTACHMENT

- Fall 2014-2019 Enrollment Tables

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2014 - 2019
PUBLIC INSTITUTIONS

		2014	2015	2016	2017	2018	2019	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	5,710	5,584	5,434	4,959	4,521	4,398	-2.7%	-19.1%	-23.0%
	East Central College	3,606	3,222	2,966	2,897	2,629	2,649	0.8%	-10.7%	-26.5%
	Jefferson College	4,883	4,705	4,692	4,439	4,431	4,196	-5.3%	-10.6%	-14.1%
	Metropolitan Community College	18,202	17,680	18,138	16,788	16,351	15,770	-3.6%	-13.1%	-13.4%
	Mineral Area College	4,632	4,387	4,173	3,700	2,885	2,640	-8.5%	-36.7%	-43.0%
	Missouri State University - West Plains	2,161	1,970	1,941	1,918	1,869	1,951	4.4%	0.5%	-9.7%
	Moberly Area Community College	5,444	4,823	5,004	4,865	5,174	4,834	-6.6%	-3.4%	-11.2%
	North Central Missouri College	1,720	1,679	1,722	1,841	1,855	1,746	-5.9%	1.4%	1.5%
	Ozarks Technical Community College	14,393	13,611	13,255	12,688	12,217	11,758	-3.8%	-11.3%	-18.3%
	St. Charles Community College	7,153	6,865	6,755	6,563	6,269	6,363	1.5%	-5.8%	-11.0%
	St. Louis Community College	21,218	18,902	19,052	18,835	18,157	17,294	-4.8%	-9.2%	-18.5%
	State Fair Community College	4,981	4,926	5,138	4,786	4,728	4,284	-9.4%	-16.6%	-14.0%
	State Technical College	1,259	1,274	1,227	1,256	1,471	1,724	17.2%	40.5%	36.9%
	Three Rivers College	4,201	3,856	3,505	3,226	3,076	2,965	-3.6%	-15.4%	-29.4%
	Sector Subtotal	**99,563**	**93,484**	**93,002**	**88,761**	**85,633**	**82,572**	**-3.6%**	**-11.2%**	**-17.1%**
Public Four-Year	Harris Stowe State University	1,280	1,390	1,470	1,442	1,716	1,630	-5.0%	10.9%	27.3%
	Lincoln University	3,117	2,945	2,738	2,619	2,478	2,436	-1.7%	-11.0%	-21.8%
	Missouri Southern State University	5,613	5,783	6,205	6,170	5,989	5,586	-6.7%	-10.0%	-0.5%
	Missouri State University	21,813	22,268	23,537	23,696	23,697	23,450	-1.0%	-0.4%	7.5%
	Missouri University of Science & Technology	8,640	8,884	8,833	8,883	8,601	8,088	-6.0%	-8.4%	-6.4%
	Missouri Western State University	5,863	5,530	5,377	5,551	5,684	5,432	-4.4%	1.0%	-7.4%
	Northwest Missouri State University	6,718	6,592	6,530	6,337	6,855	7,102	3.6%	8.8%	5.7%
	Southeast Missouri State University	12,039	11,786	11,791	11,437	11,038	10,603	-3.9%	-10.1%	-11.9%
	Truman State University	6,241	6,196	6,364	6,260	5,842	5,222	-10.6%	-17.9%	-16.3%
	University of Central Missouri	13,379	14,395	13,988	12,333	11,487	11,229	-2.2%	-19.7%	-16.1%
	University of Missouri-Columbia	35,425	35,424	33,239	30,844	29,843	30,014	0.6%	-9.7%	-15.3%
	University of Missouri-Kansas City	16,146	16,685	16,936	16,372	16,375	16,388	0.1%	-3.2%	1.5%
	University of Missouri-St. Louis	17,072	16,738	16,989	16,715	16,441	15,988	-2.8%	-5.9%	-6.3%
	Sector Subtotal	**153,346**	**154,616**	**153,997**	**148,659**	**146,046**	**143,168**	**-2.0%**	**-7.0%**	**-6.6%**
	Statewide Totals - Publics	**252,909**	**248,100**	**246,999**	**237,420**	**231,679**	**225,740**	**-2.6%**	**-8.6%**	**-10.7%**

TRENDS IN FTE ENROLLMENT, FALL 2014 - 2019
PUBLIC INSTITUTIONS

		2014	2015	2016	2017	2018	2019	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	3,642	3,473	3,175	3,024	2,838	2,743	-3.3%	-13.6%	-24.7%
	East Central College	2,342	2,065	1,896	1,854	1,738	1,677	-3.5%	-11.6%	-28.4%
	Jefferson College	3,319	3,060	3,042	2,934	2,879	2,734	-5.0%	-10.1%	-17.6%
	Metropolitan Community College	11,050	10,483	10,669	10,274	10,045	9,786	-2.6%	-8.3%	-11.4%
	Mineral Area College	3,670	3,419	3,386	2,911	2,158	1,921	-11.0%	-43.3%	-47.7%
	Missouri State University - West Plains	1,434	1,086	1,243	1,197	1,127	1,124	-0.3%	-9.6%	-21.6%
	Moberly Area Community College	3,510	3,136	3,242	3,161	3,264	3,083	-5.5%	-4.9%	-12.2%
	North Central Missouri College	1,125	1,072	1,060	1,113	1,131	1,081	-4.4%	2.0%	-3.9%
	Ozarks Technical Community College	9,237	8,622	8,440	8,167	7,889	7,674	-2.7%	-9.1%	-16.9%
	St. Charles Community College	4,738	4,605	4,491	4,408	4,216	4,312	2.3%	-4.0%	-9.0%
	St. Louis Community College	12,847	11,487	11,223	11,152	10,614	10,056	-5.3%	-10.4%	-21.7%
	State Fair Community College	3,200	3,058	3,241	2,978	2,932	2,715	-7.4%	-16.2%	-15.2%
	State Technical College	1,276	1,273	1,226	1,242	1,467	1,710	16.6%	39.5%	34.0%
	Three Rivers College	2,991	2,767	2,460	2,245	2,096	2,022	-3.5%	-17.8%	-32.4%
	Sector Subtotal	**64,381**	**59,606**	**58,794**	**56,660**	**54,394**	**52,638**	**-3.2%**	**-10.5%**	**-18.2%**
Public Four-Year	Harris Stowe State University	1,052	1,136	1,251	1,254	1,523	1,453	-4.6%	16.1%	38.1%
	Lincoln University	2,284	2,301	2,160	2,035	1,899	1,848	-2.7%	-14.4%	-19.1%
	Missouri Southern State University	4,415	4,561	4,869	4,859	4,682	4,295	-8.3%	-11.8%	-2.7%
	Missouri State University	17,136	17,528	18,375	18,544	18,195	17,464	-4.0%	-5.0%	1.9%
	Missouri University of Science & Technology	7,277	7,487	7,456	7,448	7,235	6,724	-7.1%	-9.8%	-7.6%
	Missouri Western State University	4,413	4,152	3,991	4,074	4,155	3,911	-5.9%	-2.0%	-11.4%
	Northwest Missouri State University	5,641	5,550	5,495	5,316	5,594	5,740	2.6%	4.5%	1.8%
	Southeast Missouri State University	9,478	9,233	9,174	9,000	8,519	8,350	-2.0%	-9.0%	-11.9%
	Truman State University	5,535	5,488	5,505	5,482	5,098	4,507	-11.6%	-18.1%	-18.6%
	University of Central Missouri	10,413	10,985	10,532	9,468	8,852	8,437	-4.7%	-19.9%	-19.0%
	University of Missouri-Columbia	30,526	30,661	28,720	26,632	25,357	25,344	-0.1%	-11.8%	-17.0%
	University of Missouri-Kansas City	11,552	11,742	11,814	11,579	11,424	11,335	-0.8%	-4.1%	-1.9%
	University of Missouri-St. Louis	10,203	9,917	9,788	9,683	9,487	9,199	-3.0%	-6.0%	-9.8%
	Sector Subtotal	**119,925**	**120,741**	**119,130**	**115,374**	**112,020**	**108,607**	**-3.0%**	**-8.8%**	**-9.4%**
	Statewide Totals - Publics	**184,306**	**180,347**	**177,924**	**172,034**	**166,414**	**161,245**	**-3.1%**	**-9.4%**	**-12.5%**

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2014 - 2019
INDEPENDENT INSTITUTIONS

		2014	2015	2016	2017	2018	2019	1-year Change	3-year Change	5-year Change
Indp Two-Year	**Wentworth Military Academy**[a]	838	776	908	**	**	**	**	**	**
	Sector Subtotal	**838**	**776**	**908**	**	**	**	**	**	**
Independent Four-Year	**Avila University**	1,907	1,842	1,710	1,676	1,626	1,527	-6.1%	-10.7%	-19.9%
	Central Methodist University - CGES	4,517	4,665	4,483	4,199	3,433	3,821	11.3%	-14.8%	-15.4%
	Central Methodist University - CLAS	1,185	1,094	1,093	1,060	1,148	1,145	-0.3%	4.8%	-3.4%
	College of the Ozarks	1,455	1,452	1,522	1,508	1,565	1,546	-1.2%	1.6%	6.3%
	Columbia College[b]	16,587	14,771	16,430	13,504	12,097	9,920	-18.0%	-39.6%	-40.2%
	Cottey College	275	324	288	270	277	256	-7.6%	-11.1%	-6.9%
	Culver-Stockton College	971	1,066	1,095	1,134	1,068	1,010	-5.4%	-7.8%	4.0%
	Drury University[c]	4,215	3,688	3,569	3,359	1,729	1,741	-5.9%	-15.4%	-28.4%
	Drury University - CCPS					1,481	1,279			
	Evangel University	2,006	1,958	1,821	2,112	2,111	2,300	9.0%	26.3%	14.7%
	Fontbonne University	1,819	1,713	1,526	1,390	1,290	1,199	-7.1%	-21.4%	-34.1%
	Hannibal-LaGrange University	1,169	1,167	1,103	972	874	805	-7.9%	-27.0%	-31.1%
	Lindenwood University[d]	12,151	11,584	10,749	10,010	9,473	8,389	-11.4%	-22.0%	-31.0%
	Maryville University	5,931	6,414	6,828	7,689	9,139	10,013	9.6%	46.6%	68.8%
	Missouri Baptist University	5,321	5,275	5,732	5,488	5,313	5,309	-0.1%	-7.4%	-0.2%
	Missouri Valley College	1,550	1,728	1,808	1,820	1,869	1,769	-5.4%	-2.2%	14.1%
	Park University	10,263	11,762	10,866	10,795	11,243	11,319	0.7%	4.2%	10.3%
	Rockhurst University	3,002	2,930	2,845	3,039	3,134	2,980	-4.9%	4.7%	-0.7%
	Saint Louis University[e]	17,052	17,595	16,485	14,458	14,438	12,799	-11.4%	-22.4%	-24.9%
	Southwest Baptist University	3,696	3,684	3,656	3,551	3,325	3,280	-1.4%	-10.3%	-11.3%
	Stephens College	862	893	949	862	756	661	-12.6%	-30.3%	-23.3%
	Washington University	14,348	14,688	15,047	15,303	15,852	16,191	2.1%	7.6%	12.8%
	Webster University	16,893	15,302	14,224	12,883	11,638	9,966	-14.4%	-29.9%	-41.0%
	Westminster College	944	930	856	767	717	658	-8.2%	-23.1%	-30.3%
	William Jewell College	1,060	1,063	997	933	808	739	-8.5%	-25.9%	-30.3%
	William Woods University	2,042	2,172	2,076	2,212	2,240	2,153	-3.9%	3.7%	5.4%
	Sector Subtotal	**131,221**	**129,760**	**127,758**	**120,994**	**118,644**	**112,775**	**-4.9%**	**-11.7%**	**-14.1%**
	Statewide Totals - Independents	**132,059**	**130,536**	**128,666**	**120,994**	**118,644**	**112,775**	**-4.9%**	**-12.4%**	**-14.6%**
	Statewide Totals - ALL INSTITUTIONS	**384,968**	**378,636**	**375,665**	**358,414**	**350,323**	**338,515**	**-3.4%**	**-9.9%**	**-12.1%**

a) Wentworth Military Academy closed following the 2016-17 academic year.

b) Columbia College switched term structures in 2016 to allow year round classes.

c) Drury University split its institutioanl reporting in 2018. Percentage change figures for Drury University include the College of Continuing Professional Studies (CCPS).

d) Lindenwood University changed from continuous / program enrollment reporting to academic year / census date reporting in fall 2015

e) In Fall 2017, Saint Louis University moved its census date up therefore capturing significantly fewer dual credit students. Also, the students from Spain campus were excluded in accordance with IPEDS guidelines.

TRENDS IN FTE ENROLLMENT, FALL 2014 - 2019
INDEPENDENT INSTITUTIONS

		2014	2015	2016	2017	2018	2019	1-year Change	3-year Change	5-year Change
Indp Two-Year	Wentworth Military Academy[a]	489	442	480	**	**	**	**	**	**
	Sector Subtotal	489	442	480	**	**	**	**	**	**
Independent Four-Year	Avila University	1,511	1,485	1,390	1,366	1,330	1,267	-4.7%	-8.8%	-16.1%
	Central Methodist University - CGES	1,806	2,184	2,062	2,493	1,814	2,002	10.4%	-2.9%	10.9%
	Central Methodist University - CLAS	1,212	1,147	1,113	1,084	1,172	1,124	-4.1%	1.0%	-7.3%
	College of the Ozarks	1,610	1,595	1,716	1,660	1,718	1,655	-3.7%	-3.6%	2.8%
	Columbia College[b]	11,768	10,483	9,288	7,690	6,855	5,600	-18.3%[b]	-39.7%	-52.4%
	Cottey College	277	337	295	276	282	259	-8.2%	-12.2%	-6.5%
	Culver-Stockton College	946	1,027	1,055	1,095	1,035	984	-4.9%	-6.7%	4.0%
	Drury University[c]	3,274	2,837	2,811	2,812	1,599	1,593	-6.8%[c]	-12.8%	-25.1%
	Drury University - CCPS					1,031	859			
	Evangel University	1,872	1,830	1,723	1,792	1,788	1,907	6.7%	10.7%	1.9%
	Fontbonne University	1,383	1,373	1,217	1,125	1,049	1,006	-4.1%	-17.3%	-27.3%
	Hannibal-LaGrange University	945	944	895	834	730	692	-5.2%	-22.7%	-26.8%
	Lindenwood University[d]	10,407	8,952	8,372	7,797	7,465	6,467	-13.4%	-22.8%	-37.9%
	Maryville University	3,942	4,201	4,605	5,245	6,150	6,695	8.9%	45.4%	69.8%
	Missouri Baptist University	2,846	2,784	2,978	2,839	2,872	2,875	0.1%	-3.5%	1.0%
	Missouri Valley College	1,417	1,490	1,481	1,495	1,544	1,514	-1.9%	2.2%	6.8%
	Park University	4,065	6,383	5,715	5,823	6,338	6,526	3.0%	14.2%	60.5%
	Rockhurst University	2,377	2,391	2,311	2,415	2,439	2,273	-6.8%	-1.6%	-4.4%
	Saint Louis University[e]	11,623	12,666	11,824	11,208	11,174	10,809	-3.3%	-8.6%	-7.0%
	Southwest Baptist University	2,998	2,927	2,876	2,797	2,702	2,635	-2.5%	-8.4%	-12.1%
	Stephens College	686	780	864	798	714	640	-10.4%	-25.9%	-6.7%
	Washington University	13,320	13,795	13,966	14,296	14,825	15,184	2.4%	8.7%	14.0%
	Webster University	9,837	9,133	8,519	7,848	7,158	6,407	-10.5%	-24.8%	-34.9%
	Westminster College	962	939	864	757	714	657	-8.0%	-24.0%	-31.7%
	William Jewell College	1,074	1,072	1,021	950	816	746	-8.6%	-26.9%	-30.5%
	William Woods University	1,423	1,465	1,416	1,459	1,445	1,331	-7.9%	-6.0%	-6.5%
	Sector Subtotal	93,581	94,220	90,377	87,954	86,759	83,707	-3.5%	-7.4%	-10.6%
	Statewide Totals - Independents	94,070	94,662	90,857	87,954	86,759	83,707	-3.5%	-7.9%	-11.0%
	Statewide Totals - ALL INSTITUTIONS	278,376	275,009	268,781	259,988	253,173	244,952	-3.2%	-8.9%	-12.0%

a) Wentworth Military Academy closed following the 2016-17 academic year.

b) Columbia College switched term structures in 2016 to allow year round classes.

c) Drury University split its institutioanl reporting in 2018. Percentage change figures for Drury University include the College of Continuing Professional Studies (CCPS).

d) Lindenwood University changed from continuous / program enrollment reporting to academic year / census date reporting in fall 2015

e) In Fall 2017, Saint Louis University moved its census date up therefore capturing significantly fewer dual credit students. Also, the students from Spain campus were excluded in accordance with IPEDS guidelines.

Tab 25
English Language Proficiency Report

Coordinating Board for Higher Education
December 11, 2019

DESCRIPTION

Missouri universities with graduate programs regularly assign teaching assistantships to international students. Section 170.012, RSMo, requires all graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language to be tested for their ability to communicate orally in English in a classroom setting. This board item presents the biennial report on the English language proficiency of graduate teaching assistants (GTAs) at Missouri's public institutions of higher education.

BACKGROUND

Per 170.012, RSMo, all graduate teaching assistants at Missouri public universities who did not receive both their primary and secondary education in a nation or territory in which English is the primary language must pass an English Language Proficiency Exam to demonstrate their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment at a Missouri public institution of higher education. Institutions also offer remedial language services to graduate teaching assistants if they are needed. The statute also requires that the institutions provide the Missouri Department of Higher Education and Workforce Development (DHEWD) through a biennial survey department staff administer.

The institutions are required to provide data every two years on the total number of GTAs, as well as their native language, the procedures used in selecting the GTAs, and the orientation programs provided for all GTAs. In addition to being tested for their proficiency in English, graduate students who have not previously lived in the United States and who are assigned to teaching positions are expected to receive a cultural orientation prior to assuming teaching responsibilities. Data for this year's report are for AY 2017 and AY 2018.

CURRENT STATUS

The DHEWD sent a survey to all public universities asking for the information outlined in 170.012, RSMo. In addition to that information, the survey asked for information regarding applicable institutional policies as well as possible exceptions granted as allowed by statute (see Attachment A for the survey and statute). All institutions responded with the requested data.

Highlights for the 2017 and 2018 reporting period include:

- Ten public universities reported that they awarded teaching assignments to graduate students in AY17 and AY18.
- Each campus that uses GTAs has provided evidence to the DHEWD that all entering international students who are given teaching assignments have their language competency evaluated. All institutions are in compliance with the intent of 170.012, RSMo, by administering appropriate tests, measurements, and cultural orientation programs to ensure English language proficiency.
- In addition to providing remedial language classes to international students, campuses that employ a large number of international students also offer supplemental courses to perfect language proficiency, such as the University of Missouri-Columbia's English Language Support Program (ELSP).

- The total number of GTAs at public universities in 2017 decreased to 2,639 from an all-time high of 2,706 in 2014. That number decreased even further to 2,402 in 2018.
- Among the 10 universities that awarded GTAs, 25.7 percent of awardees were nonnative English speakers in AY 2017, and 27 percent were nonnative English speakers in AY 2018.
- A majority of the nonnative English-speaking graduate students with teaching assignments are at the University of Missouri's four campuses, which were responsible for 46.4 percent and 46.9 percent of nonnative GTAs at public institutions in AY 2017 and AY 2018, respectively.

	GTA English Language Proficiency Survey Results	AY 2017	AY 2018
1.	Number of GTA applicants taking an English language proficiency test	805	596
2.	Number of GTA applicants in Question #1 who have utilized any remedial language services that may be available	94	93
3.	Number of GTA applicants in Question #1 taking an English language proficiency test who did not pass	153	62
4.	Number of GTA applicants in Question #2 who received a graduate teaching assistantship	126	94
5.	Total number of Teaching Assistantships awarded	2,639	2,402
6.	Number of GTAs awarded to students who did not receive both primary and secondary education in a nation or territory in which English is the primary language	678	653
7.	Number of GTAs in Question #6 who speak certain native languages	See Attachment B	See Attachment B
8.	Number of exceptions granted to GTAs in Question #6 to receive a teaching assignment during their first semester of enrollment	25	36
9	Number of GTAs in Question #6 who received a cultural orientation	430	416

CONCLUSION

Section 170.012, RSMo, does not establish minimum proficiency standards. While all institutions are required to submit biennial reports to the board, the effectiveness of programs for nonnative English speakers with graduate teaching assistantships is monitored at the institutional level. Missouri's public four-year institutions that assign teaching assistantships to nonnative English speakers have met all the statutory requirements.

STATUTORY REFERENCE

Section 170.012, RSMo – Graduate Teaching Assistants Communication in English Language Requirements – Testing and Reports

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

A. Institution Survey 2017
B. Institution Survey 2018
C. Reported Number of Teaching Assistants by Native Language

GRADUATE TEACHING ASSISTANT/ENGLISH LANGUAGE PROFICIENCY-2019 REPORT									
2017	# of TA applicants taking an EL proficiency test	Number of TA applicants in Question #1 who have utilized any remedial language services that may be available. If no remedial language services are available at your institution, enter N/A.	Number of TA applicants in Question #1 taking an English language proficiency test who did not pass	Number of TA applicants in Question #2 who received a graduate teaching assistantship	2017	Total number of Teaching Assistantships awarded	Number of TAs awarded to students who did not receive both primary and secondary education in a nation or territory in which English is the primary language	Number of exceptions granted to TAs in Question #6 to receive a teaching assignment during their first semester of enrollment	Number of TAs in Question #6 who received a cultural orientation
Harris-Stowe State University	0	0	0	0	HSSU	0	0	0	N/A
Lincoln University	0	0	0	0	Lincoln	0	0	0	N/A
Missouri Southern State University	0	0	0	0	MSSU	0	0	0	N/A
Missouri State University	32	0	0	N/A	MSU	265	32	0	32
Missouri University of Science & Technology	195	26	7	90	Missouri	176	101	1	101
Missouri Western State University	2	0	0	0	MWSU	4	1	1	N/A
Northwest Missouri State University	0	0	0	0	NWMS	86	32	0	32
Southeast Missouri State University	185	9	0	0	SEMO	111	24	3	24
Truman State University	11	N/A	0	0	Truman	45	6	1	6
University of Central Missouri	1	0	0	0	UCM	48	2	2	0
University of Missouri	298	48	139	30	MU	1297	315	12	104
University of Missouri-Kansas City	70	N/A	7	N/A	UMKC	418	110	5	76
University of Missouri-St. Louis	11	11	0	6	UMSL	189	55	0	55
	805	94	153	126		2639	678	25	430

GRADUATE TEACHING ASSISTANT/ENGLISH LANGUAGE PROFICIENCY-2019 REPORT									
Institution	Question 1	Question 2	Question 3	Question 4	Institution	Question 5	Question 6	Question 7	Question 8
2018	# of TA applicants taking an EL proficiency test	Number of TA applicants in Question #1 who have utilized any remedial language services that may be available. If no remedial language services are available at your institution, enter N/A.	Number of TA applicants in Question #1 taking an English language proficiency test who did not pass	Number of TA applicants in Question #2 who received a graduate teaching assistantship	2018	Total number of Teaching Assistantships awarded	Number of TAs awarded to students who did not receive both primary and secondary education in a nation or territory in which English is the primary language	Number of exceptions granted to TAs in Question #6 to receive a teaching assignment during their first semester of enrollment	Number of TAs in Question #6 who received a cultural orientation
Harris-Stowe State University	0	0	0	0	MWSU	0	0	0	0
Lincoln University	0	0	0	0	Lincoln	0	0	0	N/A
Missouri Southern State University	0	0	0	0	MSSU	0	0	0	N/A
Missouri State University	12	0	0	N/A	MSU	252	16	4	16
Missouri University of Science & Technology	125	26	2	60	MS & T	152	101	6	101
Missouri Western State University	1	0	0	0	MWSU	2	0	N/A	N/A
Northwest Missouri State University	0	0	0	0	NWMSU	75	23	0	23
Southeast Missouri State University	172	6	0	0	SEMO	104	33	5	33
Truman State University	8	N/A	0	0	TRUMAN	48	3	2	3
University of Central Missouri	2	0	0	0	UCM	42	2	0	2
University of Missouri-Columbia	232	49	58	29	MU	1174	306	16	99
University of Missouri-Kansas City	37	N/A	2	N/A	UMKC	378	108	3	78
University of Missouri-St. Louis	7	12	0	5	UMSL	175	61	0	61
	596	93	62	94		2402	653	36	416

GRADUATE TEACHING ASSISTANT/ENGLISH LANGUAGE PROFICIENCY-2019 REPORT		
INSTITUTION	**QUESTION 6-2017**	**QUESTION 6-2018**
	# of TAs in Question 6 who have x native language: (#/language)	# of TAs in Question 6 who have x native language: (#/language)
Harris-Stowe State University	N/A	N/A
Lincoln University	N/A	N/A
Missouri State University	Bengali-9, Brazil-1, Chile-2, Mandarin-8, France-1, Germany-1, Hindi-3, Indonesia-1, Iran-1, Kazakhstan-0, Nepali-1, Palestinian Territories-1, Poland-1, Turkey-1, Spanish-1, Vietnamese-0 **(TOTAL 32)**	Bengali-3, Brazil-0, Chile-0, Mandarin-7, France-0, Germany-0, Hindi-4, Indonesia-0, Iran-0, Kazakhstan-1, Nepali-0, Palestinian Territories-0, Poland-0, Turkey-0, Spanish-1, Vietnamese-1 **(TOTAL 17)**
Missouri Southern State University	N/A	N/A
Missouri University of Science & Technology	Arabic-44, Bengali-6, Chinese-68, Danish-0, English (not U.S.)-44, Farsi/Persian-8, French- 0, German-1, Gujarati-4, Hausa- 0, Hebrew-1, Hindi-18, Kannada-4, Korean-0, Kurdish-3, Maithali- 1, Malayala-0, Mongolia-1, Nepali-3, Setswana-0, Sinhala-4, Spanish-1, Swahili- 1, Tamil-4, Telugu-31, Turkish-2, Urdu-3, **(TOTAL 252)**	Arabic-21, Bengali-10, Chinese-44, Danish-1, English (not U.S.)-53, Farsi/Persian-5, French- 1, German-2, Gujarati-2, Hausa- 1, Hebrew-0, Hindi-17, Kannada-1, Korean-1, Kurdish-0, Maithali- 0, Malayala-2, Mongolia-0, Nepali-4, Setswana-1, Sinhala-1, Spanish-8, Swahili- 0, Tamil-2, Telugu-8, Turkish-0, Urdu-1, **(TOTAL 186)**
Missouri Western State University	Kannada (India) **(TOTAL 1)**	N/A
Northwest Missouri State University	Indian Languages-30, Spanish-1, German-1 **(TOTAL 32)**	Indian Languages-21, Spanish-2 **(TOTAL 23)**
Southeast Missouri State University	Ukrainian-0, Spanish-0, Nepali-5, Hindi-9, German-1, Chinese-1, Bengali-4, French-1, Sinhalese/Tamil-1, Arabic-1, Croatian-0, Korean-0, Portuguese-0, Vietnamese-1.	Ukrainian-3, Spanish-1, Nepali-7, Hindi-8, German-0, Chinese-5, Bengali-0, French-1, Sinhalese/Tamil-1, Arabic-3, Croatian-1, Korean-1, Portuguese-1, Vietnamese-1. **(TOTAL 33)**
Truman State University	English-38, Chinese-2, Italian-1, Spanish- 3, Vietnamese-1 **(TOTAL 45)**	English-42, Chinese-1, Japanese-1, Spanish- 3, Vietnamese-1 **(TOTAL 48)**
University of Central Missouri	Russian - 1, Swahili - 1 **(TOTAL 2)**	Swahili - 1, Urdu - 1 **(TOTAL 2)**
University of Missouri	Arabic-14, Bahasa-2, Bengali-10, Chinese-121, Creole-0, Danish-1, English-11, Europa-0, Farsi (Persian)-14, French-4, German-3, Greek-1, Gujarati-2, Hebrew-1, Hindi-10, Igbo-0, Indonesian-1, Kannada-2, Korean-28, Maithili-1, Malay-1, Malayalam-2, Manipuri-0, Marathi-2, Montegegrin-0, Nepalese-9, Odia-1, Oriya-1, Polish-0, Portuguese-6, Russian-4, Serbian-2, Sinhalese-3, Spanish-19, Swahili-2, Tajik-1, Tamil-1, Telugu-10, Thai-3, Turkish-4, Twi-1, Ukrainian-1, Unknown-5, Urdu-2, Vietnamese-8, Yoruba-1 **(TOTAL 315)**	Arabic-13, Bahasa-2, Bengali-10, Chinese-96, Creole-1, Danish-0, English-10, Europa-1, Farsi (Persian)-18, French-7, German-5, Greek-1, Gujarati-2, Hebrew-0, Hindi-11, Igbo-1, Indonesian-2, Kannada-2, Korean-28, Maithili-1, Malay-1, Malayalam-2, Manipuri-1, Marathi-3, Montegegrin-1, Nepalese-9, Odia-1, Oriya-3, Polish-1, Portuguese-6, Russian-5, Serbian-0, Sinhalese-3, Spanish-24, Swahili-0, Tajik-0, Tamil-2, Telugu-10, Thai-3, Turkish-6, Twi-0, Ukrainian-0, Unknown-7, Urdu-1, Vietnamese-6, Yoruba-0 **(TOTAL 306)**
University of Missouri-Kansas City	Arabic-1, Bangla-1, Belarusian-1, Bengali-5, Chinese-5, English-1, French-4, Gujarati-1, Hindi-9, Korean-4, Marathi-2, Nepali-1, Pashto-0, Persian-1, Spanish-2, Swahili-1, Tamil-1, Telugu-4,Unknown-65, Urdu-0, Yoruba-1 **(TOTAL 110)**	Arabic-1, Bangla-1, Belarusian-0, Bengali-3, Chinese-5, English-2, French-2, Gujarati-0, Hindi-9, Korean-3, Marathi-1, Nepali-2, Pashto-2, Persian-3, Spanish-2, Swahili-1, Tamil-1, Telugu-4,Unknown-68, Urdu-1, Yoruba-1 **(TOTAL-112)**
University of Missouri-St. Louis	Amharic-1, Arabic-1, Bengali-1, Bosnian-1, Chinese-6, Farsi-1, Italian-1, Korean-2, Nepali-2, Portuguese-2, Sinhala-3, Spanish-9, Swahili-1, Ukrainian-1, Vietnamese-2 **(TOTAL 34)**	Albanian-2, Amharic-1, Arabic-3, Bengali-1, Chinese-10, Farsi-1, Filipino-1, Korean-2, Malagasy-1, Nepali-4, Portuguese-2, Russian-1, Serbian-1, Spanish-4, Swahili-1, Thai-1, Ukrainian-1, Vietnamese-3 **(TOTAL 40)**
	Total: 802	TOTAL: 767

Tab 26

Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

Section 173.005.2(1), RSMo, authorizes the Coordinating Board for Higher Education to approve new degree programs to be offered by the state institutions of higher education. The Coordinating Board in June 2017 delegated to the commissioner of higher education the authority to approve proposals for new academic programs that meet the criteria for Routine review. Routine review applies to the proposals that are clearly within an institution's CBHE-approved mission and service region, do not unnecessarily duplicate an existing program in the geographically applicable area, will be offered at the institution's main campus or at a CBHE-approved off-site location, will build on existing programs and faculty expertise, and can be launched with minimal expense and within an institution's current operating budget. Staff review applies to minor program changes to existing academic programs such as deletion, inactivation, change of title or CIP code, or change of address notification.

This agenda item reports all Routine and Staff reviews by the Missouri Department of Higher Education staff from August – October 2019, and are submitted to the Coordinating Board for Higher Education for information.

CURRENT STATUS

Table 1 summarizes proposed program actions submitted to the CBHE by public institutions, and Table 2 summarizes proposed program actions submitted by independent institutions. Table 3 lists off-site location actions. An itemized list of program actions is included in the attachment to this agenda item.

Academic Program Changes Approved Routine Review

Public Institutions

Summary

Table 1: Public Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	11	9	0	0	20
Inactivated	4	1	3	0	8
Other Program Changes*	15	14	21	14	64
New Main Campus/Online**	14	1	5	3	23
New Off-Site	1	2	5	2	10
Programs Withdrawn	0	0	0	0	0

*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised. **Includes certificates added through the program change process.

Comments: St. Charles Community College provided comments on the University of Missouri-Columbia's new program proposal for a Bachelor of Health Science in Occupational Therapy Assistant. The comments addressed the program's structure, cost, number of graduates, timeline for accreditation, and ability to meet the needs of the state. The University of Missouri provided information that addressed the concerns, and the program was approved.

Independent Institutions

Table 2: Independent Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	4	0	5	2	11
Inactivated	0	0	2	0	2
Other Program Changes*	2	1	35	4	42
New	10	0	14	5	29
Off-Site	0	1	2	1	4

Programs Withdrawn	0	0	0	0	0

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

Comments: None received.

Off-Site Location Actions

Institution	Site	Action Taken
Public Institutions		
East Central College	Four Rivers Career Center, 1978 Image Dr., Washington, MO 63090	Address change
Southeast Missouri State University	Southeast @ Sikeston, 2401 N. Main, Sikeston, MO 63801	Address change

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- Academic Program Actions Approved through Routine and Staff Review

Routine Programs Recommended for Provisional Approval August - October 2019

Public Four-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Missouri State University	BS	Conflict and Interpersonal Communication	main campus	302801	Aug-19
Missouri State University	BSED	Elementary Education	OTC-Waynesville Center, 600 GW Lane, Waynesville, MO 65583	131202	Aug-19
Missouri State University	MA	Teaching & Learning	West Plains Middle School, 730 E. Olden St., West Plains, MO 65775	131299	Aug-19
Missouri State University	EDSP	Teacher Leadership	West Plains Middle School, 730 E. Olden St., West Plains, MO 65775	131299	Sep-19
Missouri University of Science and Technology	BS	Mechanical Engineering, with options in General, Control Systems, Energy Conversion, Environmental Systems, Instrumentation, Manufacturing Processes, Materials Science, Mech Design & Analysis, and Thermal Science	Missouri State University, 901 S. National Ave., Springfield, MO 65897	141901	Sep-19
Missouri Western State University	BSE	Elementary Education, with options in Early Childhood Special Education, Mild-Moderate Cross Categorical Disabilities, Early Childhood Education, Special Reading, English Language Learners, General Concentration, and Non-Teaching Certification	Kansas City Northland, Building 18, 6364 North Cosby Avenue, Kansas City, MO 64151	131202	Sep-19
Northwest Missouri State University	MSED	Curriculum and Instruction: Teaching Technology	online	130501	Aug-19
Southeast Missouri State University	BSBA	Business Administration, with options in Human Resource Management and Management	Southeast @ Kennett, 1230 First Street, Kennett, MO 63857 and Southeast @ Sikeston, 2401 N. Main, Kathleen, Sikeston, MO 63801	520201	Sep-19

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
University of Missouri-Columbia	BA	Constitutional Democracy	main campus	451002	Aug-19
University of Missouri-Columbia	MA	Atlantic History and Politics	main campus	540101	Aug-19
University of Missouri-Columbia	BHS	Occupational Therapy Assistant	main campus	510803	Oct-19
University of Missouri-Columbia	MS	Business	main campus	520304	Oct-19
University of Missouri-St. Louis	BA	Organizational Leadership	main campus-online	450101	Oct-19
University of Missouri-St. Louis	BS	Sport Management	main campus	310504	Oct-19

Public Two-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Mineral Area College	AA	General Studies	Piney River Technical Center, 304 W. Spruce St., Houston, MO 65483	240102	Sep-19
Missouri State University-West Plains	AA	Criminology	main campus	450401	Sep-19
Moberly Area Community College	AAS	Veterinary Nursing	MU College of Veterinary Medicine, 1600 East Rollins, Columbia, MO 65211	510808	Sep-19
St. Louis Community College	C0	Emergency Medical Technology	Logan University, 1851 Schoettler Road, Chesterfield, MO 63017	510904	Sep-19

Independent Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	REVIEW DATE
College of the Ozarks	BA	Accounting	main campus	520301	Oct-19
College of the Ozarks	BS	Accounting	main campus	520301	Oct-19
College of the Ozarks	BA	Accounting-CPA Pathway	main campus	520301	Oct-19
College of the Ozarks	BS	Accounting-CPA Pathway	main campus	520301	Oct-19
College of the Ozarks	BS	Engineering	main campus	140101	Oct-19
College of the Ozarks	BS	Engineering/Secondary Education	main campus	131319	Oct-19
College of the Ozarks	BA	Family Studies and Social Services-Marriage & Family	main campus	451101	Oct-19

College	Degree	Program	Campus	Code	Date
College of the Ozarks	BS	Family Studies and Social Services-Marriage & Family	main campus	451101	Oct-19
Columbia College	MBA	Business Administration, General	Columbia College-Springfield, 3271 East Battlefield Road, Suite 250, Springfield, MO 65804	520101	Aug-19
Columbia College	AS	Pre-Nursing Science	Columbia College-Jefferson City, 3314 Emerald Lane, Jefferson City, MO 65109	511105	Sep-19
Columbia College	BSN	Bachelor of Science in Nursing	main campus-online	513818	Oct-19
Lindenwood University	BS	Health Management	main campus	510701	Oct-19
Lindenwood University	MHA	Healthcare Administration	main campus	510701	Oct-19
Maryville University	BA	Human Development and Family Studies	main campus-online	190701	Sep-19
Maryville University	BS	Human Resource Management	main campus-online	521001	Oct-19
Maryville University	BS	Sustainability, with options in Environmental Science, Business, and Policy	main campus-online	333301	Oct-19
Maryville University	BS	Computer Science, with options in Data Science, Artificial Intelligence, Software Development, Cybersecurity, User Experience, and Blockchain	main campus-online	110701	Oct-19
Park University	BA	Business Administration, with options in Finance, Human Resources, Management, Marketing, and International Business	Metropolitan Kansas City, 911 Main St., Ste 300, Kansas City, MO 64105	520101	Oct-19
Park University	BA	Business Administration, with options in Finance, Human Resources, Management, Marketing, and International Business	Independence Campus, 20101 East Jackson Drive, Independence, MO 64057	520101	Oct-19
Rockhurst University	MED	Elementary Education	main campus	131202	Aug-19
Rockhurst University	MED	Education Studies, with options in Curriculum, Teaching & Assessment, Special Education, STEM Grades K-8, and Teacher Leadership	main campus	130101	Oct-19
Rockhurst University	MED	Secondary Education	main campus	131205	Oct-19

Rockhurst University	MED	Special Education		Main Campus	131001	Oct-19	

Public Four-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
Harris-Stowe State University	BS	Professional Interdisciplinary Studies	309999	Degree type change, Title change, CIP change	BA	General Studies	240101	Oct-19
Lincoln University	BS	Business Administration	520201	Add mode of delivery	BS	Business Administration (delivered classroom and online)	520201	Aug-19
Lincoln University	BS	Marketing	521899	Add mode of delivery	BS	Marketing (delivered classroom and online)	521899	Aug-19
Missouri State University	MS	Counseling	131101	Add certificate from approved existing parent degree	GRCT	School Counseling	131101	Aug-19
Missouri Western State University	BS	Business Administration	520203	Degree type change, Title change, Delete option	BSBA	Supply Chain Management	520203	Sep-19
Missouri Western State University	BS	History	540101	Add option	BS	History, with option in Education	540101	Sep-19
Missouri Western State University	BA	History	540101	Add option	BA	History, with option in Education	540101	Sep-19
Missouri Western State University	BA	Music, with options in Piano Pedagogy and Jazz	500901	Degree type change, Add options, delete options	BM	Music, with options in Performance and Industry and Music Technology and Industry	500901	Sep-19
Missouri Western State University	BS	Natural Science-Biology	260101	Add option	BS	Natural Science-Biology, with option in Education	260101	Sep-19
Missouri Western State University	BS	Physical Education, with options in Health and Exercise Science, General, and Personal and Commercial Fitness	310501	Add option	BS	Physical Education, with options in Health and Exercise Science, General, Personal and Commercial Fitness, and Education	310501	Sep-19

Missouri Western State University	BS	Mathematics	270101	Add option	BS	Mathematics, with option in Education	270101	Sep-19
Missouri Western State University	BS	Early Childhood Education	131210	Inactivate program at Kansas City Northland and Metro Community College-Penn Valley	BS	Early Childhood Education (inactive)	131210	Sep-19
Missouri Western State University	BSN	Nursing	513801	Inactivate program at Metro Community College-Penn Valley	BSN	Nursing (inactive)	513801	Sep-19
Northwest Missouri State University	MBA	Business Administration, with options in Agricultural Economics, Business Decisions and Analytics, General Management, Human Resource Management, and Marketing	520201	Add option at main campus and Kansas City Center		Business Administration, with options in Agricultural Economics, Business Decisions and Analytics, General Management, Human Resource Management, Marketing, and General	520201	Aug-19
Northwest Missouri State University	BSN	RN to BSN Completion Program	513801	Add mode of delivery	BSN	RN to BSN Completion Program (delivered classroom and online)	513801	Sep-19
Northwest Missouri State University	EDS	Elementary School Principal	130411	Title change, CIP change	EDS	Educational Leadership K-12	130401	Sep-19
Northwest Missouri State University	EDS	Secondary School Principal	130411	Title change, CIP change	EDS	Education Specialist, Generalist	130401	Sep-19
Northwest Missouri State University	EDS	Superintendent	130411	Add mode of delivery	EDS	Superintendent (delivered classroom and online)	130411	Sep-19
Southeast Missouri State University	BSBA	Marketing, with options in Integrated Marketing Communication, Marketing Management, Sales Management, Professional Selling	521401	Delete option (correct MDHE error)	BSBA	Marketing, with options in Integrated Marketing Communication, Marketing Management, ~~Sales Management,~~ Professional Selling	521401	Sep-19
Southeast Missouri State University	BA	Communication Studies, with options in Interpersonal/Small Group Communication, Organization Communication & Social Influence, Public Communication, Relational Communication, Rhetoric & Public Communication	090101	Deletion options (correct MDHE error)	BA	Communication Studies, with options in ~~Interpersonal/Small Group Communication, Organization Communication & Social Influence, Public Communication,~~ Relational Communication, Rhetoric & Public Communication	090101	Sep-19

University of Missouri-Columbia	MED	Learning, Teaching and Curriculum, with options in Art Education, Art Education Certification, Early Childhood Education, Early Childhood Education Certification, Elementary Education, Elementary Education Teaching Fellow, English Education, English Education Teaching Fellow, Literacy Education, Mathematics Education, Mathematics Education Teaching Fellow, Science Education, Science Education Certification, Science Education Teaching Fellow Social Studies Education, Social Studies Education Teaching Fellow, Teaching English to Speakers of Other Languages	130301	Delete options	MED	Learning, Teaching and Curriculum, with options in Art Education, Art Education Certification, Early Childhood Education, Early Childhood Education Certification, Elementary Education, ~~Elementary Education Teaching Fellow~~, English Education, ~~English Education Teaching Fellow~~, Literacy Education, Mathematics Education, ~~Mathematics Education Teaching Fellow~~, Science Education, Science Education Certification, ~~Science Education Teaching Fellow~~, Social Studies Education, ~~Social Studies Education Teaching Fellow~~, Teaching English to Speakers of Other Languages	130301	Aug-19
University of Missouri-Columbia	PhD	Learning, Teaching and Curriculum, with options in Art Education, Early Childhood Education, Elementary Education, English Education, Mathematics Education, Reading Education, Science Education, Social Studies Education, Music Education	130301	Option title change	PhD	Learning, Teaching and Curriculum, with options in Art Education, Early Childhood Education, Elementary Education, Language and Literacies for Social Transformation, Mathematics Education, Reading Education, Science Education, Social Studies Education, Music Education	130301	Aug-19
University of Missouri-Columbia	MA	Art History and Archaeology	450301	Title change	MA	Visual Studies	450301	Aug-19
University of Missouri-Columbia	PhD	Art History and Archaeology	450301	Title change	PhD	Visual Studies	450301	Aug-19

Institution	Degree	Program (old)	CIP (old)	Change	Degree	Program (new)	CIP (new)	Date
University of Missouri-Columbia	DNP	Nursing (coop. w/UMC/UMSL/UMKC), with options in Adult-Gerontology Clinical Nurse Specialist, Family Nurse Practitioner, Family Psychiatric & Mental Health Nurse Practitioner, Nurse Leadership & Innovations in Health Care, Pediatric Clinical Nurse Specialist, Pediatric Nurse Practitioner	513801	Option title changes	DNP	Nursing (coop. w/UMC/UMSL/UMKC), with options in Adult-Gerontology Clinical Nurse Specialist, Family Nurse Practitioner, Family Psychiatric - Mental Health Nurse Practitioner (Across the Lifespan), Nurse Leadership & Innovations in Health Care, Pediatric Clinical Nurse Specialist, Pediatric Nurse Practitioner-Primary Care	513801	Aug-19
University of Missouri-Columbia	BSME	Mechanical Engineering, with option in Aerospace Engineering	141901	Delete option	BSME	Mechanical Engineering	141901	Aug-19
University of Missouri-Columbia	BS	Biological Sciences	260101	Add option	BS	Biological Sciences, with option in Medical Science and Human Biology	260101	Aug-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	C0	Biomaterials Engineering	144501	Aug-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	C0	Biomedical Sciences	512501	Aug-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	C0	Equine Science and Management	010507	Aug-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	C0	Sports Analytics	270501	Aug-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Healthcare Project Management	520211	Aug-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Global Education and Leadership	130401	Aug-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	C0	Veterinary Science	512501	Sep-19
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	C0	Cyber Security	140901	Sep-19
University of Missouri-Kansas City	MA	Economics	450601	CIP change	MA	Economics	450603	Aug-19

				Public Two-Year Institutions				
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
East Central College	C1, C2, AAS	Industrial Engineering Technology	470399	CIP change (at main campus, Business and Industry Center, and Aerofil sites)	C1, C2, AAS	Industrial Engineering Technology	150612	Aug-19
East Central College	C1	Industrial Maintenance	470399	Title change, CIP change (at main campus, Business and Industry Center, and Aerofil sites)	C1	Industrial Engineering Technology	150612	Aug-19
East Central College	AAS	Industrial Maintenance Technology	470399	Add certificate from approved existing parent degree (at Aerofil site)	C1	Industrial Maintenance Technology	150612	Aug-19
East Central College	C0	Fire Technology	430203	Delete program (at St. Charles Community College and Rolla Technical Institute sites)	C0	~~Fire Technology~~	430203	Aug-19
East Central College	AAS	Fire Technology	430203	Delete program (at St. Charles Community College site)	AAS	~~Fire Technology~~	430203	Aug-19
East Central College	C1	Precision Machining Technology	480501	Inactivate program (at Rolla Technical Institute site)	C1	Precision Machining Technology (inactive)	480501	Aug-19
East Central College	C1	Precision Machining Technology	480501	Delete program (at Business and Industry Center site)	C1	~~Precision Machining Technology~~	480501	Aug-19
East Central College	C2	Precision Machining Technology	480501	Inactivate program (at Rolla Technical Institute site)	C2	Precision Machining Technology (inactive)	480501	Aug-19
East Central College	AAS	Precision Machining Technology	480501	Inactivate program (at Rolla Technical Institute site)	AAS	Precision Machining Technology (inactive)	480501	Aug-19
East Central College	A.D.N.	Nursing, LPN Bridge	513801	Delete program (at Rolla Technical Institute)	A.D.N.	~~Nursing, LPN Bridge~~	513801	Aug-19
East Central College	AA	General Studies	240102	Delete program (at Rolla Technical Institute)	AA	~~General Studies~~	240102	Aug-19
East Central College	AAS	Respiratory Therapy	510908	Delete program (at Rolla Technical Center site)	AAS	~~Respiratory Therapy~~	510908	Aug-19
East Central College	AFA	Associate of Fine Arts	500702	Delete program (at Rolla Technical Institute site)	AFA	~~Associate of Fine Arts~~	500702	Aug-19
East Central College	AFA	Associate of Fine Arts, Music	500901	Delete program	AFA	~~Associate of Fine Arts, Music~~	500901	Aug-19
East Central College	C1, AAS	Health Information Technology	510707	Title change (at Rolla Technical Center site)	C1, AAS	Health Information Management	510707	Aug-19
East Central College	C0	Energy Management & Auditing	470201	Delete program (at Rolla Technical Center site)	C0	~~Energy Management & Auditing~~	470201	Aug-19

East Central College	AS	Pre-Engineering	140101	Title change	AS	Transfer Engineering	140101	Aug-19
East Central College	AS	Pre-Engineering	140101	Delete program (at Rolla Technical Institute site)	AS	~~Pre-Engineering~~	140101	Aug-19
East Central College	C1	Paramedic Technology	510904	Delete program	C1	~~Paramedic Technology~~	510904	Aug-19
East Central College	AA	General Studies	240102	Title change (at main campus and Rolla Technical Center sites)	AA	Liberal Studies	240102	Aug-19
East Central College	C0	Early Childhood	190708	Delete program	C0	~~Early Childhood~~	190708	Aug-19
East Central College	AAS	Design	100301	Delete program	AAS	~~Design~~	100301	Aug-19
East Central College	AA	Computer Information Systems	110901	Delete program	AA	~~Computer Information Systems~~	110901	Aug-19
East Central College	C1, AAS	Business	521801	CIP change	C1, AAS	Business	520101	Aug-19
Mineral Area College	AGS	General Studies	240102	Degree type change	AA	General Studies	240102	Sep-19
Missouri State University-West Plains	N/A	N/A	N/A	Add free-standing certificate program	C0	Advanced Child and Family Development	190706	Aug-19
Missouri State University-West Plains	N/A	N/A	N/A	Add free-standing certificate program	C0	Basic Child and Family Development	190706	Aug-19
Missouri State University-West Plains	C0	Small Business Management	520101	Delete program	C0	~~Small Business Management~~	520101	Aug-19
Missouri State University-West Plains	C1	Applied Entrepreneurship	520701	Delete program	C1	~~Applied Entrepreneurship~~	520701	Aug-19
Missouri State University-West Plains	C1	Wildlife Management	030601	Delete program	C1	~~Wildlife Management~~	030601	Aug-19
Missouri State University-West Plains	AS	Business	520101	Add certificate from approved existing parent degree	C0	Foundations of Business	520100	Sep-19
Missouri State University-West Plains	AAS	Law Enforcement	430107	Add certificate from approved existing parent degree	C1	Law Enforcement	430107	Sep-19
Missouri State University-West Plains	C1	Natural Resources	011012	Title change, Add mode of delivery	C1	Natural Resources/Wildfire Management	011102	Sep-19

Institution		Program	CIP	Action		Program	CIP	Date
Missouri State University-West Plains	C1	Plant Science	011103	Title change, Add mode of delivery	C1	Plant Science/Horticulture	011103	Sep-19
Moberly Area Community College	C0	Phlebotomy	511009	Reactivate program at MACC-Mexico	C0	Phlebotomy	511009	Sep-19
Ozarks Technical Community College	C1	Accounting and Business Management	520302	Add mode of delivery	C1	Accounting and Business Management (delivered classroom and online)	520302	Aug-19
Ozarks Technical Community College	AAS	Accounting and Business Management	520302	Add mode of delivery	AAS	Accounting and Business Management (delivered classroom and online)	520302	Aug-19
Ozarks Technical Community College	C1	Administrative Assistant	520401	Add mode of delivery	C1	Administrative Assistant (delivered classroom and online)	520401	Aug-19
Ozarks Technical Community College	AAS	Health Information Technology	510707	Change mode of delivery	AAS	Health Information Technology (delivered online)	510707	Aug-19
Ozarks Technical Community College	C1	Business and Marketing	521401	Add mode of delivery	C1	Business and Marketing (delivered classroom and online)	521401	Aug-19
Ozarks Technical Community College	AAS	Business and Marketing	521401	Add mode of delivery	AAS	Business and Marketing (delivered classroom and online)	521401	Aug-19
Ozarks Technical Community College	AIS	Interdepartmental Studies	240102	Add mode of delivery	AIS	Interdepartmental Studies (delivered classroom and online)	240102	Aug-19
Ozarks Technical Community College	AA	Associate of Arts	240199	Add mode of delivery	AA	Associate of Arts (delivered classroom and online)	240199	Aug-19
Ozarks Technical Community College	AAS	Graphic Design Technology, with option in Digital Photography	100301	Delete option	AAS	Graphic Design Technology	100301	Aug-19

Institution	Degree Type	Program Title	CIP Code	Proposed Change	Degree Type After Change	Program Title After Change	CIP Code After Change	Approval Date
Ozarks Technical Community College	C1	Graphic Design Technology	100301	Inactivate program	C1	Graphic Design Technology (inactive)	100301	Aug-19
Ozarks Technical Community College	C0	Commercial Driving	490205	Inactivate program	C0	Commercial Driving (inactive)	490205	Aug-19
St. Charles Community College	AFA	Music	500901	Add certificate from approved existing parent degree	C1	Musical Theatre	500901	Sep-19
St. Louis Community College	C1	Fire Protection Technology	430203	Delete program	C1	~~Fire Protection Technology~~	430203	Sep-19
St. Louis Community College	AAS	Fire Protection Technology	430203	Delete program	AAS	~~Fire Protection Technology~~	430203	Sep-19

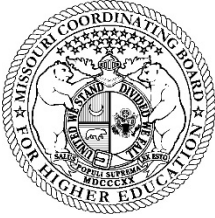## Independent Institutions Program Changes

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
College of the Ozarks	BA	Business Administration, with options in Business Administration, General and Management	520201	Add option	BA	Business Administration, with options in Business Administration, General, Management, and Marketing	520201	Oct-19
College of the Ozarks	BS	Business Administration, with options in Business Administration, General and Management	520201	Add option	BS	Business Administration, with options in Business Administration, General, Management, and Marketing	520201	Oct-19
College of the Ozarks	BA	Chemistry/Secondary Education	131316	Title change	BA	Chemistry Education/Secondary Education	131316	Oct-19
College of the Ozarks	BS	Chemistry/Secondary Education	131316	Title change	BS	Chemistry Education/Secondary Education	131316	Oct-19
College of the Ozarks	BA	Instrumental Music Ed./Secondary Education	131312	Title change	BA	Instrumental Music Education/Secondary Education	131312	Oct-19
College of the Ozarks	BA	English/Secondary Education	131305	Title change	BA	English Education/Secondary Education	131305	Oct-19
College of the Ozarks	BS	English/Secondary Education	131305	Title change	BS	English Education/Secondary Education	131305	Oct-19
College of the Ozarks	BA	Family Studies and Social Services: Social Work, with option in Social Work	440701	Delete option	BA	Family Studies and Social Services-Social Work	440701	Oct-19

College of the Ozarks	BS	Family Studies and Social Services: Social Work, with option in Social Work	440701	Delete option	BS	Family Studies and Social Services-Social Work	440701	Oct-19
College of the Ozarks	BA	Vocal Music Ed/Secondary Education	131312	Title change	BA	Vocal Music Education/Secondary Education	131312	Oct-19
College of the Ozarks	BS	Instrumental Music Ed/Secondary Education	131312	Title change	BS	Instrumental Music Education/Secondary Education	131312	Oct-19
College of the Ozarks	BA	Spanish/K-12 Secondary Education	131330	Title change	BA	Spanish Education (World Languages) K-12 Secondary Education	131330	Oct-19
College of the Ozarks	BS	Spanish/K-12 Secondary Education	131330	Title change	BS	Spanish Education (World Languages) K-12 Secondary Education	131330	Oct-19
College of the Ozarks	BA	Speech & Theatre Education	131324	Title change	BA	Speech & Theatre Education/Secondary Education	131324	Oct-19
College of the Ozarks	BS	Speech & Theatre Education	131324	Title change	BS	Speech & Theatre Education/Secondary Education	131324	Oct-19
College of the Ozarks	BA	Studio Art	500701	Title change	BA	Art-Studio Art	500701	Oct-19
College of the Ozarks	BS	Studio Art	500701	Title change	BS	Art-Studio Art	500701	Oct-19
College of the Ozarks	BA	Biology Education	131322	Title change	BA	Biology Education/Secondary Education	131322	Oct-19
College of the Ozarks	BS	Biology Education	131322	Title change	BS	Biology Education/Secondary Education	131322	Oct-19
College of the Ozarks	BS	Spanish	160905	Inactivate program	BS	Spanish (inactive)	160905	Oct-19
College of the Ozarks	BS	Medical Technology	511005	Inactivate program	BS	Medical Technology (inactive)	511005	Oct-19
College of the Ozarks	BA	Agriculture	010101	Delete program	BA	~~Agriculture~~	010101	Oct-19
College of the Ozarks	BS	Agriculture	010101	Delete program	BS	~~Agriculture~~	010101	Oct-19
Columbia College	AS	Criminal Justice Administration	430103	Add mode of delivery	AS	Criminal Justice Administration (delivered classroom and online)	430103	Aug-19
Columbia College	BA	Criminal Justice Administration	430103	Add mode of delivery	BA	Criminal Justice Administration (delivered classroom and online)	430103	Aug-19
Columbia College	BS	Criminal Justice Administration	430103	Add mode of delivery	BS	Criminal Justice Administration (delivered classroom and online)	430103	Aug-19
Columbia College	MS	Criminal Justice	430103	Add mode of delivery	MS	Criminal Justice (delivered classroom and online)	430103	Aug-19
Columbia College	BS	Art, Graphic Design	500409	Change degree type	BA	Art, Graphic Design	500409	Sep-19
Columbia College	BSN	Nursing	513801	Title change, CIP change	BSN	Nursing Practice	513818	Sep-19

Columbia College	N/A	N/A	N/A	Add free-standing certificate	C0	Certified Medical Assistant	510801	Oct-19
Drury University	MBA	Business Administration	520201	Add certificate to existing parent degree	GRCT	Cybersecurity Leadership	430116	Sep-19
Evangel University	BS	Management	520201	Title change, Change mode of delivery	BS	Business Management (delivered online)	520201	Aug-19
Lindenwood University	MA	Education, with options in Character Education, Content Specialty, Special Education Certification, Autism Spectrum Disorders, Curriculum & Instruction, Designing Curriculum for Students with Dyslexia, Education and Business Leadership	139999	Delete options	MA	Education, with options in ~~Character Education~~, ~~Content Specialty~~, ~~Special Education Certification~~, ~~Autism Spectrum Disorders~~, Curriculum & Instruction, Designing Curriculum for Students with Dyslexia, Education and Business Leadership	139999	Sep-19
Lindenwood University	BA/BS	Business Administration, with options in Accounting, Business Economics, Finance, Human Service Agency Management, Management Information Systems, Marketing, Pre-Law, Retail Marketing	520101	Add option	BA/BS	Business Administration, with options in Accounting, Business Economics, Finance, Human Service Agency Management, Management Information Systems, Marketing, Pre-Law, Retail Marketing, Health Management	520101	Oct-19
Lindenwood University	MS	Information Security Management	111099	Delete program	MS	~~Information Security Management~~	111009	Oct-19
Lindenwood University	MS	Administration	520101	Delete program	MS	~~Administration~~	520101	Oct-19
Lindenwood University	BA	Health Management	510799	Delete program	BA	~~Health Management~~	510799	Oct-19
Lindenwood University	MHA	Healthcare Administration	510701	Add certificate to existing parent degree	GRCT	Healthcare Administration	510701	Oct-19
Lindenwood University	N/A	N/A	N/A	Add free-standing certificate	GRCT	Project Management	520211	Oct-19
Lindenwood University	BS	Information Technology, with options in Business Systems Development Emphasis, Multimedia-Web Emphasis, and Networking-Cybersecurity Emphasis	110103	Add option, Add mode of delivery	BS	Information Technology, with options in Business Systems Development Emphasis, Multimedia-Web Emphasis, Networking-Cybersecurity Emphasis, Applications Development (delivered classroom and online)	110103	Oct-19

University	Degree	Program	Code	Action	Degree	Program	Code	Date
Lindenwood University	MBA	Business Administration, with options in Accounting, Entrepreneurial Studies, Finance, Human Resource Management, International Business, Management, Marketing, Sport Management, and Supply Chain Management	520201	Add option, Add mode of delivery	MBA	Business Administration, with options in Accounting, Entrepreneurial Studies, Finance, Human Resource Management, International Business, Management, Marketing, Sport Management, Supply Chain Management, and Healthcare Administration	520201	Oct-19
Lindenwood University	BS	Health Management, with option in Gerontology Certificate	510701	Delete option	BS	Health Management, ~~with option in Gerontology Certificate~~	510701	Oct-19
Maryville University	BS	Exercise Science	310505	Add mode of delivery	BS	Exercise Science (delivered classroom and online)	310505	Sep-19
Park University	N/A	N/A	N/A	Add free-standing certificate	GRCT	Global Governance	440504	Oct-19
Park University	N/A	N/A	N/A	Add free-standing certificate	GRCT	Business Analytics	110103	Oct-19
Park University	N/A	N/A	N/A	Add free-standing certificate	GRCT	Marketing	521401	Oct-19
Park University	N/A	N/A	N/A	Add free-standing certificate	GRCT	Quality and Innovation Management	520205	Oct-19
Rockhurst University	BS	Clinical Laboratory Sciences	511005	Title change	BS	Medical Laboratory Sciences	511005	Aug-19
Rockhurst University	BA	English, with options in Education, Literature, Writing	230101	Add option	BA	English, with options in Education, Literature, Writing, Film	230101	Aug-19
Rockhurst University	BS	Physics, with options in Physics of Medicine Pre Professional, Physics, Medical, and Physics, Pure and Applied	400801	Delete options	BS	Physics	400801	Aug-19
Rockhurst University	BA	Criminal Justice	430103	Add option	BA	Criminal Justice, with option in Forensic	430103	Aug-19
Rockhurst University	BSBA	Business Administration, with options in Accounting, Corporate Accounting and Finance, Financial Markets and Economic Analysis, International Business, Management, Marketing	520201	Add option	BSBA	Business Administration, with options in Accounting, Corporate Accounting and Finance, Financial Markets and Economic Analysis, International Business, Management, Marketing, Accounting MBA option CPA	520201	Aug-19
Rockhurst University	BA	Economics, with options in Policy: Global, National, Industrial, Social Justice, and Law and Economics	450601	Delete options	BA	Economics	450601	Aug-19
Rockhurst University	GRCT	Healthcare Management	520101	Add option, Add mode of delivery	GRCT	Healthcare Management, with option in Administrative Specialty (delivered classroom and online)	520101	Aug-19
Rockhurst University	MBA	Master of Business Administration	520201	Add certificate to existing parent degree	GRCT	Advanced Leadership	520201	Aug-19

Rockhurst University	MS	Master of Science in Business Intelligence and Analytics	521301	Add certificate to existing parent degree	GRCT	Analytics and Insight	521301	Aug-19
Rockhurst University	GRCT	Data Science/Business Intelligence	521301	Delete program	GRCT	~~Data Science/Business Intelligence~~	521301	Aug-19
Rockhurst University	GRCT	Data Science/Business Analytics	521301	Delete program	GRCT	~~Data Science/Business Analytics~~	521301	Aug-19
Rockhurst University	C0	Business Administration Certificate	520101	Delete program	C0	~~Business Administration Certificate~~	520101	Aug-19
Rockhurst University	C0	Writing Certificate	230101	Delete program	C0	~~Writing Certificate~~	230101	Aug-19
Rockhurst University	BA	Global Studies	302001	Delete program	BA	~~Global Studies~~	302001	Aug-19
Rockhurst University	BS	Exercise & Sport Sciences	310505	Delete program	BS	~~Exercise & Sport Sciences~~	310505	Aug-19

Tab 27
Proprietary School Certification Actions and Reviews

Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

The Missouri Department of Higher Education and Workforce Development's Proprietary School Certification Program (§§ 173.600-618, RSMo) provides oversight of certain types of Missouri-based and out-of-state private, postsecondary education providers. This board item provides an update on current issues regarding the Proprietary School Certification Program as well as a summary of recent program actions.

CURRENT STATUS

All program actions that have occurred since the September 11, 2019, Coordinating Board for Higher Education 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.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Proprietary School Certification Program Actions and Reviews

Tab 27 Attachment
Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

Heartland Helicopters
Lebanon, Missouri

> This for-profit institution offers non-degree programs in rotor aircraft piloting and instruction. The school is not accredited.

School of True Massage Therapy
St. Louis, Missouri

> This for-profit institution offers a non-degree program in massage therapy. The school is not accredited.

Tarkio Technology Institute
Tarkio, Missouri

> This non-profit institution offers non-degree programs in the wind energy and plumbing fields. The school is not accredited.

University of St. Augustine for Health Sciences
Oakville, Missouri

> This for-profit institution offers graduate degree programs in the health sciences. The school has contracted contract with a Missouri-based physical therapy site to offer local clinical opportunities to students. The school is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission.

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

Ohio Technical College
Cleveland, Ohio

> This non-profit institution offers certificates and associate degrees in welding, automotive, and diesel fields. The school is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Exemptions Granted

> None

Applications Pending Approval (Authorization for Instructional Delivery)

Accelerated Dental Assisting Academy - Belton
Belton, Missouri

> This for-profit institution offers a non-degree program in dental assisting. The mission of the school is to provide the most up to date information while training hands-on with the most innovative equipment and technology. The school is not accredited.

Accelerated Dental Assisting Academy - Washington
Washington, Missouri

This for-profit institution offers a non-degree program in dental assisting. The mission of the school is to provide the most up to date information while training hands-on with the most innovative equipment and technology. The school is not accredited.

Allen College
TBD

This not-for-profit institution seeks to offer coursework in Missouri in support of its Doctor of Physical Therapy program. The mission of the school is to prepare exceptional healthcare professionals through educational programs of excellence. The school is accredited by the Higher Learning Commission (HLC).

Main Street Computer Academy
New London, Missouri

This for-profit institution seeks to offer non-degree programs in computer repair and technology. The mission of the school is to prepare students for success in entry level computer service positions. The school is not accredited.

Perpetual Health Development Career Center
Bridgeton, Missouri

This for-profit institution seeks to offer a non-degree program in nurse assisting. The mission of the school is to develop, enable and promote career longevity in areas such as CNA. The school is not accredited.

Skilled KC Technical Institute
Kansas City, Missouri

This non-profit institution seeks to offer non-degree programs in manufacturing and software development. The mission of the school is to equip and empower people to work, live, and earn. The school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)
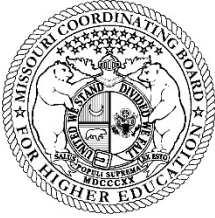
None

Schools Closed

The Ahsbahs Academy of Dog Training
Farmington, Missouri

The Ahsbahs Academy was approved to offer certificate programs in dog training. The school's owner made the decision to cease enrollment and permanently closed June 30, 2019. Department staff are monitoring the appropriate storage of all student-related records, as required by Missouri statutes.

Certifications Denied

On-Line Training Center
St. Louis, Missouri

On-Line Training Center was denied initial certification on October 11, 2019, due to failure to demonstrate compliance with certification statutes and program regulations as determined by a review of the application and supplemental materials submitted by school officials. The school has the option of appealing the denial to the Administrative Hearing Commission.

The Audit Committee of the Coordinating Board for Higher Education was called to order at 9:02 a.m. on Tuesday, September 10, 2019, in room 4C at the Plexpod Westport Commons in Kansas City, MO. Board members Joe Cornelison, Doug Kennedy, Mike Thomson, Gwen Grant, Gary Nodler, Robin Wenneker, and Shawn Saale were present. No members were absent.

Mr. Thomson moved to approve the minutes of the June 4, 2019, Audit Committee Meeting. Mr. Kennedy seconded. Motion carried unanimously.

Kristin Stokely, General Counsel, provided updates on the Ascendium program review. There were no findings.

Ms. Stokely provided updates on the comprehensive annual fiscal review.

No action was taken, and the meeting was adjourned at 9:13 a.m.

Tab 29
Overview of Recent Audit Reports
Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

MDHEWD undergoes routine annual audits by the following entities:

1) State Auditor's Office (SAO) – The SAO determines which funds have the most significant amount of activity and tests transactions from those funds during its annual Statewide Financial Statements Audit (SEFA). Within DHEWD, the loan program, the state financial aid funds, and federal funds administered by the Office of Workforce Development typically have activity at a level that the SAO considers significant. The SAO conducts the SEFA of these funds and includes the findings in its comprehensive annual financial report (CAFR).

2) United States Department of Education (USDE) – The USDE performs on-site reviews of the Missouri Student Loan Program (MSLP) information security controls, as well as requires the department to submit self-assessments of information security controls each year.

3) RubinBrown – Through a contract awarded by the Office of Administration, RubinBrown audits the MSLP's annual comparative financial statements. An independent audit is required by the USDE of all guaranty agencies; the department must submit a copy of its audited financial statements to the USDE each year.

CURRENT STATUS

DHEWD received the final report from the current-year USDE Information Security Controls audit. There are 23 findings. DWEWD staff are now working with OA-ITSD staff on resolving the findings.

USDE conducted its Program Review of DHEWD's Student Loan Program loan servicer, Ascendium Education, on-site at Ascendium, July 16-19, 2019. During the exit conference there were no findings identified. DHEWD is still waiting on the final audit report.

At the September board meeting, DHEWD staff had started working with the SAO on the fiscal year 2019 SEFA. The SAO uses this audit as part of the CAFR. DHEWD staff are still working with the SAO to provide all needed information.

RubinBrown conducted its interim field work and is presenting to the board today.

NEXT STEPS

MDHEWD will continue to provide the CBHE with an update on the status of the 23 remaining findings related to the USDE's Information Security Audit at future public meetings. A copy of the USDE's Final Information Security Audit is attached.

MDHEWD will provide the CBHE with a copy of the Student Loan Program audit of Ascendium when available.

MDHEWD will continue to work with the State Auditor's Office while they conduct their audit and provide an update at the next public meeting.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- USDE Final Information Security Audit

Federal Student Aid

An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of the AMERICAN MIND®

Missouri Department of Higher Education (GA-MDHE)
Guaranty Agency Review 2019
Security Review Report (SRR)

2019-09-13

Version 1.0 FINAL

Delivered by Blue Canopy Group, LLC | Powered by JACOBS

Document Version Control

This page summarizes the change history for the document.

VERSION	DATE	AUTHOR	DESCRIPTION
0.1	2019-07-12	Blue Canopy Team	Initial document preparation.
0.2	2019-07-18	Blue Canopy Team	Released for FSA / GA-MDHE review.
0.3	2019-08-26	Blue Canopy Team	Released for QA.
0.4	2019-08-28	Blue Canopy Team	Released to GA-MDHE for updates to Appendix A.
0.5	2019-09-06	MDHE Team	Updated Appendix A.
1.0 FINAL	2019-09-13	Blue Canopy Team	Final SRR delivered to FSA and GA-MDHE.

Table of Contents

Section 1. Introduction

In support of the Federal Student Aid (FSA) Security and Privacy (S&P) Program, the Blue Canopy Group, LLC ("Blue Canopy") Security Assessment (SA) Team ("SA Team") conducted an independent Security Control Review on the Missouri Department of Higher Education (GA-MDHE) information system.

1.1. Security Control Review

The SA Team performed control testing using National Institute of Standards (NIST) Special Publication 800-53A Revision 4 test cases, using the FSA critical (NIST) control baseline, to evaluate the information system for compliance with NIST. The SA Team performed an onsite review at 205 Jefferson Street, Jefferson City, MO 65201 from Tuesday, May 21, 2019 to Wednesday, May 22, 2019. Follow-up interviews were conducted on Wednesday, May 29, 2019. The findings associated with the controls evaluated are listed below. The SA Team can provide the Security Requirements Traceability Matrix (SRTM) upon request, which provides more detail into how the control compliance was determined. This report also provides recommendations for how to remediate these findings.

1.2. Scanning Activities

During the security control review, the SA Team observed vulnerability scanning activities conducted by GA-MDHE personnel Tuesday, May 21, 2019 - Wednesday, May 22, 2019 against the information system at the operating system, database, web, and network device layers. In addition, the GA-MDHE personnel provided vulnerability scan results while onsite at FSA on August 21, 2019 – August 22, 2019. This report documents the findings of the vulnerability scanning and other security assessment activities. The raw results were analyzed to reduce false positives as well as aggregate and group vulnerabilities by similar risk categorizations. This provides the stakeholders with actionable recommendations in order to remediate vulnerabilities and reduce risk.

1.3. FSA Points of Contact

Table 1: FSA Points of Contact lists the members of the FSA GA Program Management Team for the 2019 GA Onsite Review.

Table 1: FSA Points of Contact

NAME	ROLE/RESPONSIBILITY	CONTACT INFORMATION
Andy Newton	GASA Program Manager	Andy.Newton@ed.gov Phone: (202) 377-4426
Theon Dam	GASA Project Manager	Theon.Dam@ed.gov Cell: (703) 864-2274

1.4. SA Team Points of Contact

Table 2: SA Team Points of Contact lists the members of the SA Team for the 2019 Onsite Review.

Table 2: SA Team Points of Contact

NAME	ROLE/RESPONSIBILITY	CONTACT INFORMATION
Jonathan Edwards	Program Manager	JEdwards@bluecanopy.com Cell: (202) 368-7177
Aaron Shortridge	GASA Team Lead	AShortridge@bluecanopy.com Cell: (206) 724-7992
Sarah Fletcher	GASA Deputy Team Lead	SFletcher@bluecanopy.com Cell: (703) 431-6109
Thomas Perry	Security Control Assessor – Lead	TPerry@bluecanopy.com Cell: (703) 439-4812
Donald Chinnis	Security Control Assessor – Support	DChinnis@bluecanopy.com Cell: (843) 647-8318
Mannal Bakhsh	Security Control Assessor – Support	MBakhsh@bluecanopy.com Cell: (202) 510-7249
David Petersen	Vulnerability Scanning Analysis (VSA) Team Lead	DPetersen2@bluecanopy.com Cell: (571) 332-5105

1.5. GA-MDHE Points of Contact

Table 3: GA Points of Contact lists the GA-MDHE points of contact for the 2019 Onsite Review.

Table 3: GA Points of Contact

NAME	ROLE/RESPONSIBILITY	CONTACT INFORMATION
Marla Robertson	MDHE Assistant Commissioner, Missouri Student Loan Group	Marla.Robertson@dhe.mo.gov
Robert Powell	MDHE Senior Associate for Information Security	Robert.Powell@dhe.mo.gov Phone: (573) 526-0173
Jeff Ferguson	Office of Administration – Information Technology Services Division (ITSD), Office of Cyber Security	Jeff.Ferguson@oa.mo.gov
Pamela Keep	OA-ITSD, Client Service Manager (CSM)	Pamela.Keep@oa.mo.gov

Section 2. Executive Summary

The purpose of this Security Review Report (SRR) is to provide FSA and GA-MDHE with an analysis of the general security and internal controls implemented in the security environment of GA-MDHE. The emphasis of this SRR is on the adequacy of the management, operational, and technical security controls implemented to protect the confidentiality, integrity, and availability for information entered, processed, and stored by and within the system. The SRR captures the results of the security control review, including recommendations for correcting any weaknesses or deficiencies in the controls. All applicable documentation is included in the Security Review package.

The overall business impact on FSA and the recommendations of Blue Canopy are presented in the SRR. Vulnerabilities are arranged in order of business impact, with the highest impact issues appearing first.

Section 4.3: Remediation Recommendations details remediation recommendations, aggregated by finding ID. Each entry contains a finding ID listing all affected assets. Additional analysis is performed to identify:

- Findings released during the current patching cycle
- Hosts with a disproportionate share of vulnerabilities (outliers and anomalies)
- Any previously reported findings

This review ensures that the report accurately reflects the actual risk to FSA data.

2.1. Scan Statistics

GA-MDHE personnel conducted the vulnerability scans (no compliance scans were performed) on Thursday, May 2, 2019, and provided results to the SA Team on Tuesday, May 21, 2019.

- **Scans Completed:** Operating Systems
- **Targets Scanned:** 28
- **Individual Findings Discovered:** 288
- **Total Aggregated Findings:** 2

The GA-MDHE personnel validated the scanner configuration before scanning and compared the scanned targets to the boundary documentation to ensure comprehensive scanning of the information system.

While GA-MDHE came onsite to FSA on Wednesday, August 21, 2019 – Thursday, August 22, 2019, the SA Team did not receive updated vulnerability scans that met FSA's scanning requirements documented in the "Guaranty Agency Security Assessment (GASA) scanning and security control review requirements" document. Therefore, only the May 2019 scans could be leveraged for purposes of the assessment. Although there is evidence GA-MDHE is performing vulnerability scanning, there is no evidence that they are creating reports from these vulnerability scans and acting to remediate identified findings.

2.2. Scan Finding Analysis

Although GA-MDHE provided vulnerability scans for viewing while Blue Canopy was onsite in May 2019, GA-MDHE did not permit Blue Canopy to map unique asset ID's (e.g. IP addresses, hostnames) to discovered vulnerabilities. As a work-around, Blue Canopy proposed a method to track the remediation of these vulnerabilities to assets to allow GA-MDHE the opportunity to provide off-site re-scans during the remediation window, without revealing sensitive data.

Alternatively, GA-MDHE and FSA agreed to participate in a second on-site visit, at the FSA offices in Washington, DC, on Wednesday, August 21, 2019 – Thursday, August 22, 2019. During this onsite visit, remediation evidence was analyzed and one-on-one interviews were conducted. During the SA Team's analysis, it was determined that the remediation scans submitted by GA-MDHE did not meet GASA Scanning and Security Control Review Requirements. As a result, the original finding counts, noted while onsite and listed in Section 2.1 (Scan Statistics), remain the same for the final report.

Section 3. Third Party / External Vendor Security Summary

The SA Team analyzed Evidence Request List (ERL) response evidence and conducted on-site interviews related to implementation of NIST security controls (AC-20, PS-7 and SA-9). The analysis has resulted in a determination that GA-MDHE is fully satisfying these NIST security control requirements of overseeing third party and external entities as they pertain to "Use of External Information Systems", "Third-Party Personnel Security" and "External Information System Services." Please see the GA-MDHE SRTM for the complete testing results of these controls.

Ascendium is the only known third party servicer used by GA-MDHE at this time.

Section 4. Findings Summary

4.1. Analysis Criteria

The Guaranty Agencies (GAs) were first provided a draft Preliminary Findings Report (PFR) with an initial rating that was solely established on a rating methodology. This rating was normalized so that each question, security control, or security control family were assessed equitably. FSA then conducted in-person and follow-up phone interviews with each GA. Upon the conclusion of the interviews, FSA subject matter experts (SMEs) made a subjective determination of the GA's rating, taking into consideration the interview feedback.

Rating criteria are based on the following two metrics:

1. Assessed Security Control Effectiveness
2. Feedback from Onsite Visits

EFFECTIVENESS OF RESPONSE IN MEETING THE SECURITY OBJECTIVE	STRENGTH OF EVIDENCE IDENTIFIED IN MEETING THE SECURITY COMPLIANCE REQUIREMENT
Good	➢ **>= 80%** of the security controls within the control family are Satisfied o Good = Assessment evidence satisfactory and/or interview notes indicate security controls are implemented and operating as intended.

Medium	➢ **>=60% to < 80%** of the security controls within the control family are Satisfied or Partially-Satisfied
	
	   o Medium = Assessment evidence and/or interview notes indicate security controls are mostly implemented and operating as intended.
	
	➢ **Rating Override:** If deficiencies were discovered for controls within the control family with a High User Defined Criticality, the rating is determined using the criteria below:
	
	   o High = 1 to 14 Findings

Poor	➢ **>=30% to < 60%** of the security controls within the control family are Satisfied or Partially-Satisfied
	
	   o Poor = Assessment evidence and/or interview notes indicate security controls are somewhat implemented and operating as intended.
	
	➢ **Rating Override:** If deficiencies were discovered for controls within the control family with a High User Defined Criticality, the rating is determined using the criteria below:
	
	   o High = 15 to 19 Findings

EFFECTIVENESS OF RESPONSE IN MEETING THE SECURITY OBJECTIVE	STRENGTH OF EVIDENCE IDENTIFIED IN MEETING THE SECURITY COMPLIANCE REQUIREMENT

Critical	➢ **>=0% to < 30%** of the security controls within the control family are Satisfied or Partially-Satisfied
	
	  o Critical = Assessment evidence is not provided and/or interview notes indicate a majority of the security controls are not implemented and operating as intended.
	
	➢ **Rating Override:** If deficiencies were discovered for controls within the control family with a High User Defined Criticality, the rating is determined using the criteria below:
	
	  o High = 20 Findings

Based on the GA's responses to the ERL that was submitted, the rating methodology, and results of the onsite visits, a rating was provided for each security control and then an overall rating of Good, Medium, Poor, or Critical was calculated for each security control family.

4.2. Control Family Scores (2018 vs 2019)

Control Family Name	2018 Rating Per Security Control Family
Access Control (AC)	Good
Security Awareness and Training (AT)	Good
Auditing and Logging (AU)	Good
Security Assessments (CA)	Good
Configuration Management (CM)	Good
Contingency Planning (CP)	Good
Identification and Authentication (IA)	Good
Incident Response (IR)	Good
Maintenance (MA)	Good
Media Protection (MP)	Good
Physical and Environmental (PE)	Good
Security Planning (PL)	Good
Personnel Security (PS)	Good
Risk Assessment (RA)	Good
Systems Acquisition (SA)	Good
System and Communications Protection (SC)	Good
System and Information Integrity (SI)	Good
Privacy (AP, AR, DI, DM, IP, SE, TR, UL)	Good
Overall Rating	**Good**

Control Family Name	2019 Rating Per Security Control Family
Access Control (AC)	Medium
Security Awareness and Training (AT)	Good
Auditing and Logging (AU)	Medium
Security Assessments (CA)	Good
Configuration Management (CM)	Medium
Contingency Planning (CP)	Medium
Identification and Authentication (IA)	Good
Incident Response (IR)	Good
Maintenance (MA)	Good
Media Protection (MP)	Good
Physical and Environmental (PE)	Good
Security Planning (PL)	Good
Personnel Security (PS)	Good
Risk Assessment (RA)	Medium
Systems Acquisition (SA)	Good
System and Communications Protection (SC)	Good
System and Information Integrity (SI)	Medium
Privacy (AP, AR, DI, DM, IP, SE, TR, UL)	Good
Overall Rating	**Medium**

4.3. Remediation Recommendations

To ensure that all control families achieve a compliance rating of "Good", this section provides high-level recommendations for those control families that received a rating lower than "Good".

- **Access Control (AC)** – Develop and implement an access control strategy ensuring only authorized devices/persons have appropriate access in accordance with business needs. The access control strategy should cover physical and logical access.
- **Audit and Accountability (AU)** - Create, protect, review, and retain information system audit records to the extent needed to enable the monitoring, analysis, investigation and reporting of unlawful, unauthorized, or inappropriate information system activity.
- **Configuration Management (CM)** – Document, review and update, and test established configuration settings, with approved deviations at organizationally-defined frequency. Documented baselines, settings and deviations should be protected from unauthorized disclosure.
- **Contingency Planning (CP)** – Document, review, update and implement a contingency plan which includes daily user, system, and documentation level backup at frequency consistent with recovery time and recovery point objectives. Ensure that all backups are protected utilizing technical and/or physical mechanisms.
- **Risk Assessment (RA)** - Remediate all vulnerabilities within defined frequencies that are commensurate with the level of risk the vulnerabilities present, establish, and implement a Vulnerability Management Plan that outlines policy to conduct and review not only Vulnerability, but also Compliance scans at the organizationally-defined frequency with all organizationally-defined personnel or roles.
- **System and Communications Protection (SC)** – Develop, review, update, and implement a system and communications protection strategy which monitors and controls communications at all boundaries (internal and external) at the organizationally-defined frequency. Ensure subnetworks are implemented for publicly accessible system components separated, physically and logically, from internal organizational networks, and protects GA-MDHE information both in-transit and at-rest.
- **System and Information Integrity (SI)** – Develop, review, update, and implement policies and procedures to include hardware and software process isolation within system at the organizationally-defined frequency. Conduct vulnerability scans, development remediation plans and track remediation until closed at documented organizationally-defined risk level priority. Document and implement malicious code protection mechanisms. Ensure that anti-virus agents are implemented on all components and remain up-to-date with latest software updates and signatures.

Section 5. Signature Page

CISO Recommendations:

- Concur with Assessment team's GA Review.

- The GA needs to ensure that:

    o Monthly CAP updates are obtained from GA-MDHE.

    o Ensure that all documentation is updated to reflect changes in the environment and that the environment is properly described.

_____   _____

Daniel Commons   Date
Director, IT Risk Management
Chief Information Security Officer (CISO)
Federal Student Aid (FSA)
U.S. Department of Education

Section 6. Preliminary Findings

6.1. Known Findings

The purpose of section 6.1 is to identify Open Corrective Action Plan (CAP) items resulting from the 2018 Onsite Security Review. All Open CAP findings are to be submitted for review/closure to the FSA Plan of Actions & Milestones (POA&M) Team.

6.1.1. Multiple Vulnerabilities Found (RA-5)		
NIST SP 800-53 Control: RA-5	**Type:** Corrective Action	**Risk: High**
Affected Asset(s): 1604 Vulnerabilities Discovered		
Status: Pre-Existing CAP **Estimated Completion Date (ECD):** 9/4/2019		
Finding Description: SCA Finding: 'Multiple vulnerabilities found (RA-5)' Affected Asset(s): RA-5: Vulnerability Scanning Instance Detail: Nexpose results show the following vulnerabilities for GA-MDHE: Critical – 1104 Severe – 448 Moderate – 54 Total – 1604		
Threat Description: Vulnerabilities could be exploited by unskilled attackers.		
Recommendation: Remediate all vulnerabilities within defined frequencies that commensurate with the level of risk the vulnerabilities present.		
Stakeholder Discussion: Discussed this open CAP during the Program Overview and Recommendations Presentation on May 21, 2019. GA-MDHE to send update to FSA GA Management and the FSA POA&M Team for closure.		

6.2. Findings Requiring Discussion

The purpose of this section is to identify findings discovered from the security control review. The following is a list of discovered findings, ordered with the highest impact issues appearing first.

6.2.1. Multiple Vulnerabilities Found (RA-5)		
NIST SP 800-53 Control: RA-5	**Type:** Corrective Action	**Risk: High**
Affected Asset(s): RA-5: Vulnerability Scanning		
Status: Additional Analysis Required		
Finding Description: Security Control Assessment (SCA) Finding: 'Multiple Vulnerabilities Found (RA-5)' Affected Asset(s): RA-5: Vulnerability Scanning Instance Detail: 288 Total vulnerabilities were detected for GA-MDHE. Please see breakdown below: • High: 36 • Medium: 200 • Low: 52		
Threat Description: Numerous technical vulnerabilities exist, including lack of evidence provided for patches, misconfigured parameters and unhardened hosts.		
Recommendation: Remediate all vulnerabilities within defined frequencies that commensurate with the level of risk the vulnerabilities present.		

6.2.2. No Evidence provided for FLAW REMEDIATION (SI-2)

NIST SP 800-53 Control: SI-2	Type: Corrective Action	Risk: High

Affected Asset(s):
SI-2: FLAW REMEDIATION

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for FLAW REMEDIATION (SI-2)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE SI-2.a, b, c, d)
Provide evidence which demonstrates GA-MDHE conducts vulnerability scanning, creates reports based on findings discovered during vulnerability scanning, and corrects vulnerabilities. For example, change tickets and scan reports.

SA Team Comments: Although GA-MDHE is conducting monthly vulnerability scanning, there is no evidence provided to demonstrate GA-MDHE creates reports based on findings discovered during vulnerability scanning, and corrects vulnerabilities.

6.2.3. No Security Configuration Checklists Used to Determine Configuration Settings (CM-6)

NIST SP 800-53 Control: CM-6	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
CM-6: CONFIGURATION SETTINGS

Status: Additional Analysis Required

Finding Description: Security Control Assessment (SCA) Finding: 'No Security Configuration Checklists Used to Determine Configuration Settings (CM-6)'

Threat Description: Without using secure configurations, the organization may be overlooking best practices or critical security flaws that could leave the organization susceptible to malicious attacks.

Recommendation: Use an established security configuration checklist to ensure that products employed within the information system reflect the most restrictive mode consistent with operational requirements (e.g. DISA STIGS, CIS).

6.2.4. Insufficient Evidence provided for ACCESS CONTROL POLICY AND PROCEDURES (AC-1)

NIST SP 800-53 Control: AC-1	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AC-1: ACCESS CONTROL POLICY AND PROCEDURES

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'Insufficient Evidence provided for ACCESS CONTROL POLICY AND PROCEDURES (AC-1)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AC-1.a, b)
1) Document the GA-MDHE Access Control Policy document. Provide evidence demonstrating the GA-MDHE Access Control Policy has been provided to the organization-defined roles. Provide evidence which confirms that the procedures have been reviewed and updated by GA-MDHE with the organization-defined frequency.

SA Team Comments: Evidence provided does not demonstrate policy addresses all control requirements, and dissemination of policy and procedures to organization-defined personnel or roles. The policy shall include the process for creating, enabling, modifying, disabling, and removing GA-MDHE accounts. The policy shall include the approval process for an GA-MDHE system account (e.g. background investigation, access request submitted by Office Manager, process of requesting new user account from ITSD, and assigning individual access permissions depending on individual's role and responsibility, security group requirements, etc.). Also include policy for conducting GA-MDHE system account monitoring and how often it is conducted. Policy should address separation of duties, least privilege, unsuccessful logon attempts, session termination, etc.

6.2.5. Insufficient Evidence provided for ACCOUNT MANAGEMENT (AC-2)

NIST SP 800-53 Control: AC-2	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AC-2: ACCOUNT MANAGEMENT

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'Insufficient Evidence provided for ACCOUNT MANAGEMENT (AC-2)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AC-2.a, b, c, d, e, f, g, h, I, j, k)
Provide evidence which documents the types of accounts used within the GA-MDHE information system (standard user, privileged user, system accounts, service accounts, shared accounts, temporary or emergency accounts), including the business function met by each type of account. Provide evidence which documents the individual or role responsible for managing each type of account used within the system.

SA Team Comments: Evidence does not demonstrate the types of accounts used within the GA-MDHE information system, including business function for each. Create a roles and responsibilities matrix table listing the different types of GA-MDHE system accounts (standard user, privileged users, Onbase scanner user, System Administrator, Manager, etc.). Include the assignment of GA-MDHE account managers for information system accounts. Document the established membership conditions for each group and/or role used within the system. If shared or group accounts are used, then provide documentation which defines the process for reissuing shared/group credentials when the membership of the group or users of the shared account changes.

6.2.6. Insufficient Evidence provided for ACCESS ENFORCEMENT (AC-3)

NIST SP 800-53 Control: AC-3	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AC-3: ACCESS ENFORCEMENT

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'Insufficient Evidence provided for Evidence for ACCESS ENFORCEMENT (AC-3)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AC-3)
1) Provide documentation which defines the roles and permissions associated with each role used within the system. Provide screenshots which show the effective permissions of standard user accounts, privileged user accounts, and other application accounts which are used within the system.

SA Team Comments: No evidence provided demonstrating the effective permissions of standard user accounts, privileged user accounts, and other application accounts which are used within the system. Provide evidence documented for GA-MDHE AC-2.a. Create a roles and responsibilities matrix table listing the different types of GA-MDHE system accounts (standard user, privileged users, Onbase scanner user, System Administrator, Manager, etc.). Document the conditions for group and role membership.

6.2.7. Insufficient Evidence provided for INFORMATION FLOW ENFORCEMENT (AC-4)

NIST SP 800-53 Control: AC-4	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AC-4: INFORMATION FLOW ENFORCEMENT

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'Insufficient Evidence provided for INFORMATION FLOW ENFORCEMENT (AC-4)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AC-4)
1) Provide configuration files for network devices used within the system which control the flow of information within the system (firewalls, web filtering, VPN, IDS, routers, switches, etc.). Provide screenshots of dashboards, configuration settings, access control lists, and logs which demonstrate how the system controls the flow of information traffic.

SA Team Comments: Evidence provided for the Palo Alto firewall was not for the GA-MDHE servers IP addresses. Provide screen shot for Palo Alto content filtering for GA-MDHE, .129 subnet.

6.2.8. Insufficient Evidence provided for SEPARATION OF DUTIES (AC-5)

NIST SP 800-53 Control: AC-5	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AC-5: SEPARATION OF DUTIES

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'Insufficient Evidence provided for SEPARATION OF DUTIES (AC-5)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AC-5.a)
1) Provide evidence which demonstrates how the system separates privileges and responsibilities within the system (ex. Roles and Responsibilities Matrix). Provide screenshots of permissions used within the system to demonstrate the separation of duties implemented within the system.

SA Team Comments: Evidence does not demonstrate how the system separates privileges and responsibilities (ex. Roles and Responsibilities Matrix). Provide evidence documented for GA-MDHE AC-2.a. Create a roles and responsibilities matrix table listing the different types of GA-MDHE system accounts (standard user, privileged users, Onbase scanner user, System Administrator, Manager, etc.). Document the conditions for group and role membership.

6.2.9. Insufficient Evidence provided for LEAST PRIVILEGE (AC-6)

NIST SP 800-53 Control: AC-6	Type: Corrective Action	Risk: Medium

Affected Asset(s):
AC-6: LEAST PRIVILEGE

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'Insufficient Evidence provided for LEAST PRIVILEGE (AC-6)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AC-6)
Provide a copy of the Roles and Responsibilities Matrix (or equivalent documentation) to demonstrate that permissions for users and processes acting on behalf of users are only provided with permissions and access necessary to perform their job function.

SA Team Comments: No evidence was provided demonstrating the Roles and Responsibilities that permissions for users and processes acting on behalf of users are only provided with permissions and access necessary to perform job function. Create a roles and responsibilities matrix table listing the different types of GA-MDHE system accounts (standard user, privileged users, Onbase scanner user, System Administrator, Manager, etc.). Document the conditions for group and role membership.

6.2.10. No Evidence provided for SECURITY AWARENESS AND TRAINING POLICY AND PROCEDURES (AT-1)

NIST SP 800-53 Control: AT-1	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AT-1: SECURITY AWARENESS AND TRAINING POLICY AND PROCEDURES

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for SECURITY AWARENESS AND TRAINING POLICY AND PROCEDURES (AT-1)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AT-1.a, b)
Document a GA-MDHE Security Awareness and Training Policy and procedures, then provide evidence which confirms that the policy has been reviewed and updated by GA-MDHE with the organization-defined frequency.

SA Team Comments: No evidence provided to demonstrate reviewing and updating of Security Awareness and Training Policy and Procedures. Security Awareness training policy should document how often the training is provided to GA-MDHE employees; if role-based security training is provided to users who have a security/sensitive role, and that security training records are documented and maintained.

6.2.11. No Evidence provided for AUDIT AND ACCOUNTABILITY POLICY AND PROCEDURES (AU-1)

NIST SP 800-53 Control: AU-1	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AU-1: AUDIT AND ACCOUNTABILITY POLICY AND PROCEDURES

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for AUDIT AND ACCOUNTABILITY POLICY AND PROCEDURES (AU-1)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AU-1.a, b)
Document a GA-MDHE Audit and Accountability Policy and Procedures, then provide evidence which confirms that the policy has been reviewed and updated by GA-MDHE with the organization-defined frequency.

SA Team Comments: No evidence provided to demonstrate reviewing and updating of Audit and Accountability Policy and Procedures. Document and draft an audit and accountability policy that addresses GA-MDHE auditing and logging requirements expected from ITSD; what type of events should be audited and logged; the personnel or roles allowed to select these auditable events; how often audit logs should be received from ITSD (weekly, monthly, quarterly), and how ITSD should alert GA-MDHE to certain security incidents/ suspicious activity.

6.2.12. No Evidence provided for AUDIT EVENTS (AU-2)

NIST SP 800-53 Control: AU-2	Type: Corrective Action	Risk: Medium

Affected Asset(s):
AU-2: AUDIT EVENTS

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for AUDIT EVENTS (AU-2)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AU-2.a, b, c)
Provide a list of the selected events to be audited within the system, provide sample audit logs (or screenshots of audit logs) and any applicable configuration settings exports for each type of device and application used within the system (Operating System, Database, Active Directory, Exchange, Onbase database, etc.).

SA Team Comments: Evidence provided was lacking to demonstrate list of auditable events and sampling of audit logs (or screenshots of audit logs) from the servers and applications used within the system (Operating System, Database, Active Directory, Exchange, Onbase scanner, etc.). GA-MDHE needs to document and instruct ITSD on the type of events from users which will alert GA-MDHE of suspicious activity.

6.2.13. No Evidence provided for CONTENT OF AUDIT RECORDS (AU-3)

NIST SP 800-53 Control: AU-3	Type: Corrective Action	Risk: Medium

Affected Asset(s):
AU-3: CONTENT OF AUDIT RECORDS

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for CONTENT OF AUDIT RECORDS (AU-3)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AU-3)
Please see the artifacts requested for AU-2.a for details.

SA Team Comments: No evidence provided to demonstrate the content of audit records including: the type of event; when the event occurred; where the event occurred; the source of the event; the outcome of the event, and the identity of any individuals or subjects associated with the event.

6.2.14. No Evidence provided for AUDIT REVIEW, ANALYSIS, AND REPORTING (AU-6)

NIST SP 800-53 Control: AU-6	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
AU-6: AUDIT REVIEW, ANALYSIS, AND REPORTING

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for AUDIT REVIEW, ANALYSIS, AND REPORTING (AU-6)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE AU-6.a)
1) Provide evidence which demonstrates that audit records are reviewed and analyzed to determine if indications of compromise (or other organization-defined inappropriate or unusual activities) have occurred.

SA Team Comments: No evidence provided to demonstrate that audit records are reviewed and analyzed to determine if indications of compromise (or other organization-defined inappropriate or unusual activities) have occurred, and the frequency of the reviews. Provide evidence from ITSD showing configuration settings that a suspicious event will send out an alert to GA-MDHE as a result of audit logs to determine if indications of compromise (or other organization-defined inappropriate or unusual activities) have occurred.

6.2.15. No Evidence provided for CONFIGURATION MANAGEMENT POLICY AND PROCEDURES (CM-1)

NIST SP 800-53 Control: CM-1	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
CM-1: CONFIGURATION MANAGEMENT POLICY AND PROCEDURES

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for CONFIGURATION MANAGEMENT POLICY AND PROCEDURES (CM-1)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE CM-1.a, b)
1) Provide copies of the GA-MDHE Configuration Management Policy document.

2) Provide evidence demonstrating the GA-MDHE Configuration Management Policy has been provided to the organization-defined roles.

3) Provide evidence which confirms that the policy has been reviewed and updated by GA-MDHE with the organization-defined frequency.

SA Team Comments: No evidence provided to demonstrate documentation of a configuration management policy and procedures, and how often the policy is reviewed and updated (according to organization-defined frequency). GA-MDHE needs to document its configuration management and change management policy and process. Identify who is responsible for communicating its requirements for baseline configuration and configuration settings to ITSD. GA-MDHE needs to document what configuration settings are, and are not, allowed for its environment (e.g. allowed ports, protocols, services).

6.2.16. No Evidence provided for BASELINE CONFIGURATION (CM-2)

NIST SP 800-53 Control: CM-2	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
CM-2: BASELINE CONFIGURATION

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for BASELINE CONFIGURATION (CM-2)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE CM-2)
Provide baseline configurations which are currently used within the system (Windows, Linux, Virtual Machine (VM), Network Appliances/Devices, etc.).

SA Team Comments: No evidence provided to demonstrate baseline configurations are currently reviewed by GA-MDHE for the system (Windows, Linux, VM, Network Applications/Devices, etc.). GA-MDHE needs to document permitted, and not permitted, configuration settings for ports, protocols, and services for its environment. If GA-MDHE wants any deviance from ITSD's baseline configurations, GA-MDHE needs to document deviances and provide to ITSD.

6.2.17. No Evidence provided for CONFIGURATION SETTINGS (CM-6)

NIST SP 800-53 Control: CM-6	Type: Corrective Action	Risk: Medium

Affected Asset(s):
CM-6: CONFIGURATION SETTINGS

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for CONFIGURATION SETTINGS (CM-6)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE CM-6.a, b, c, d)
Provide secure configuration guide samples and Department of Defense (DOD) System Technical Implementation Guides (STIG) used to ensure systems align with baselines.

SA Team Comments: No evidence provided to demonstrate the use of secure configuration guide samples and Internal Revenue Service (IRS) Safeguard Computer Security Evaluation Matrix (SCSEM) to ensure systems align with baselines. GA-MDHE and ITSD have accepted this finding. Nessus has been procured and both vulnerability and configuration scanning will begin on 9/20/2019. GA-MDHE must direct ITSD to perform both vulnerability and configuration scanning of GA-MDHE system boundary on a monthly basis and share scan results with both the GA-MDHE Information Security Officer (ISO) and Client Services Manager (CSM) Liaison.

6.2.18. No Evidence provided for LEAST FUNCTIONALITY (CM-7)

NIST SP 800-53 Control: CM-7	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
CM-7: LEAST FUNCTIONALITY

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for LEAST FUNCTIONALITY (CM-7)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE CM-7.a)
Provide configurations and/or policy showing that services/ports that are not needed are disabled. This can be hardening guide policies, system configuration checklists, etc.

SA Team Comments: No evidence provided to demonstrate configurations and/or policy showing services/ports that are not needed are disabled. Provide evidence for CM-2. GA-MDHE to document permitted, and not permitted, configuration settings for ports, protocols, and services for its environment. If GA-MDHE wants any deviance from ITSD's baseline configurations, GA-MDHE needs to document deviances and provide to ITSD.

6.2.19. No Evidence provided for CONTINGENCY PLANNING POLICY AND PROCEDURES (CP-1)

NIST SP 800-53 Control: CP-1	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
CP-1: CONTINGENCY PLANNING POLICY AND PROCEDURES

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for CONTINGENCY PLANNING POLICY AND PROCUEDURES (CP-1)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE CP-1.a, b)
Provide a copy of the most recent contingency planning policy and procedures for GA-MDHE.

SA Team Comments: No evidence provided to demonstrate the most recent Contingency Planning policy and procedures for GA-MDHE. GA-MDHE shall document a Contingency Planning Policy and Procedure which includes identifying ITSD's role in the event of a disaster, and if any of the GA-MDHE information system components are not up and running. Identify the individuals from GA-MDHE who shall work with ITSD in the event of a disaster to bring the system back up and operational. Document contingency plan testing, which shall be conducted at least annually with ITSD, as well as contingency plan training.

6.2.20. No Evidence provided for CONTINGENCY PLAN TESTING (CP-4)

NIST SP 800-53 Control: CP-4	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
• CP-4: CONTINGENCY PLAN TESTING

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for CONTINGENCY PLAN TESTING (CP-4)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE CP-4.a)
Provide evidence the system undergoes contingency plan testing at least annually.

SA Team Comments: No evidence provided to demonstrate GA-MDHE participates in contingency plan testing/ Disaster Recovery (DR) exercises with ITSD for its critical components. GA-MDHE shall participate in the ITSD Contingency Plan test/ DR exercise on an annual basis. GA-MDHE is to identify which of its information system components needs to be tested (e.g. Onbase scanner, File share system storing personally identifiable information (PII)). GA-MDHE is to confirm its data stored on these devices is restored successfully from system backup.

6.2.21. No Evidence provided for MEDIA MARKING (MP-3)

NIST SP 800-53 Control: MP-3	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
MP-3: MEDIA MARKING

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for MEDIA MARKING (MP-3)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE MP-3)
1) Provide the GA-MDHE policy for media marking. Documents containing PII information should be marked as 'Sensitive but Unclassified'.

SA Team Comments: During the onsite security assessment review, GA-MDHE stated they send out letters to borrowers and respond to letters containing PII information.

6.2.22. No Evidence provided for PROTECTION OF INFORMATION AT REST (SC-28)

NIST SP 800-53 Control: SC-28	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
SC-28: PROTECTION OF INFORMATION AT REST

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for PROTECTION OF INFORMATION AT REST (SC-28)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE SC-28)
Provide evidence which demonstrates the protection of GA-MDHE information while the information is at rest. For example, full-disk encryption.

SA Team Comments: No evidence provided to demonstrate protection of GA-MDHE information while the information is at rest.

6.2.23. No Evidence provided for SOFTWARE, FIRMWARE, AND INFORMATION INTEGRITY (SI-7)

NIST SP 800-53 Control: SI-7	**Type:** Corrective Action	**Risk: Medium**

Affected Asset(s):
SI-7: SOFTWARE, FIRMWARE, AND INFORMATION INTEGRITY

Status: Additional Analysis Required

Finding Description: Evidence Request List (ERL) Review: 'No Evidence provided for SOFTWARE, FIRMWARE, AND INFORMATION INTEGRITY (SI-7)'

Threat Description: Without evidence artifacts or comments to review, the SA Team cannot comprehensively assess the security control implementation and therefore the security of the system.

Recommendation: Provide the requested documentation, technical evidence, other artifacts, or comments for the SA Team's review:

(GA-MDHE SI-7)
Provide evidence which demonstrates the capability to monitor and detect unauthorized changes to software, firmware, and information stored within the information system.

SA Team Comments: No evidence provided to demonstrate the capacity to monitor and detect unauthorized changes to software, firmware, and information stored within the information system.

Appendix A: GA-MDHE Security Onsite Review Analysis CAP

Due to FSA: Monday, September 14, 2020

Purpose: This Corrective Action Plan (CAP) describes the Security Onsite Review findings based upon the responses of partially or not satisfied security control implementation and describes progress towards addressing the findings. Provide enough information in your planned corrective actions to enable the analyst to understand the planned remedy, including specific actions to close the finding, compensating controls either in place or planned, or reason for acceptance of the risk of not remediating the finding.

- ➢ *Threat Level Assigned By The Analyst*: Based on the possible risk to the Agency if the failed security control is not remediated
  - o Very High
  - o High
  - o Moderate
  - o Low
- ➢ *Agency Concurs With Recommended Remediation*: Concur or does not concur
  - o *If The Agency Does Not Concur*: The compensating/mitigating controls or risk acceptance approach must be stated in planned corrective action
- ➢ *Status*: Status of the finding remediation/mitigation effort
  - o *NS* = Not Started
  - o *U* = Underway
  - o *C* = Completed
- ➢ *Expected Completion Date*: Expected date the finding will be remediated; include any planned milestones

A.1. Access Control (AC)

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
AC-1	Insufficient Evidence provided for Access Control Policy and Procedures (AC-1) SA Team Comments: Evidence provided does not demonstrate policy addresses all control requirements, and dissemination of policy and procedures to organization-defined personnel or roles. The policy shall include the process for creating, enabling, modifying, disabling, and removing GA-MDHE accounts. The policy shall include the approval process for an GA-MDHE system account (e.g. background investigation, access request submitted by Office Manager, process of requesting new user account from ITSD, and assigning individuals' access permissions depending on individual's role and responsibility, security group requirements, etc.). Also include policy for conducting	(GA-MDHE AC-1.a, b) Document the GA-MDHE Access Control Policy document. Provide evidence demonstrating the GA-MDHE Access Control Policy has been provided to the organization-defined roles. Provide evidence which confirms that the procedures have been reviewed and updated by GA-MDHE with the organization-defined frequency.	Medium	Concur	DHEWD will create a comprehensive Access Control policy document that will address the AC-1, AC-2, AC-3, AC-5, AC-6 control weaknesses in addition to the rest of the AC control family.	NS	12/7/2019

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
	GA-MDHE system account monitoring and how often it is conducted. Policy should address separation of duties, least privilege, unsuccessful logon attempts, session termination, etc.						
AC-2	Insufficient Evidence provided for ACCOUNT MANAGEMENT (AC-2)	(GA-MDHE-AC-2.a, b, c, d, e, f, g, h, I, j, k) Provide evidence which documents the types of accounts used within the GA-MDHE information system (standard user, privileged user, system accounts, service accounts, shared accounts, temporary or emergency accounts), including the business function met by each type of account. Provide evidence which documents the individual or role responsible for managing each type of account used within the system.	Medium	Concur	DHEWD will create a comprehensive Access Control policy document that will address the AC-1, AC-2, AC-3, AC-5, AC-6 control weaknesses in addition to the rest of the AC control family.	NS	12/7/2019
AC-3	Insufficient Evidence provided for ACCESS ENFORCEMENT (AC-3)	Provide documentation which defines the roles and permissions associated with each role used within the system. Provide screenshots which show the effective permissions of standard user accounts, privileged user accounts, and other application accounts which are used within the system.	Medium	Concur	DHEWD will create a comprehensive Access Control policy document that will address the AC-1, AC-2, AC-3, AC-5, AC-6 control weaknesses in addition to the rest of the AC control family.	NS	12/7/2019

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
		SA Team Comments: No evidence demonstrating the effective permissions of standard user accounts, privileged user accounts, and other application accounts which are used within the system. Provide evidence documented for GA-MDHE AC-2.a. Create a roles and responsibilities matrix table listing the different types of GA-MDHE system accounts (standard user, privileged users, Onbase scanner user, System Administrator, Manager, etc.). Document the conditions for group and role membership.					
AC-4	Insufficient Evidence provided for INFORMATION FLOW ENFORCEMENT (AC-4) SA Team Comments: Evidence provided for the Palo Alto firewall was not for the GA-MDHE servers IP addresses. Provide screen shot for Palo Alto content filtering for GA-MDHE, .129 subnet.	(GA-MDHE AC-4) Provide configuration files for network devices used within the system which control the flow of information within the system (firewalls, web filtering, VPN, IDS, routers, switches, etc.). Provide screenshots of dashboards, configuration settings, access control lists, and logs which demonstrate how the system controls the flow of information traffic.	Medium	Concur	DHEWD and OA ITSD will provide evidence of firewall protection for the DHEWD servers	U	10/7/2019

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
AC-5	Insufficient Evidence provided for SEPARATION OF DUTIES (AC-5) SA Team Comments: Evidence does not demonstrate how the system separates privileges and responsibilities (ex. Roles and Responsibilities Matrix). Provide evidence documented for GA-MDHE AC-2.a. Create a roles and responsibilities matrix table listing the different types of GA-MDHE system accounts (standard user, privileged users, Onbase scanner user, System Administrator, Manager, etc.). Document the conditions for group and role membership.	(GA-MDHE AC-5.a) Provide evidence which demonstrates how the system separates privileges and responsibilities within the system (ex. Roles and Responsibilities Matrix). Provide screenshots of permissions used within the system to demonstrate the separation of duties implemented within the system.	Medium	Concur	DHEWD will create a comprehensive Access Control policy document that will address the AC-1, AC-2, AC-3, AC-5, AC-6 control weaknesses in addition to the rest of the AC control family.	NS	12/7/2019

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
AC-6	Insufficient Evidence provided for LEAST PRIVILEGE (AC-6) SA Team Comments: No evidence was provided demonstrating the Roles and Responsibilities that permissions for users and processes acting on behalf of users are only provided with permissions and access necessary to perform job function. Create a roles and responsibilities matrix table listing the different types of GA-MDHE system accounts (standard user, privileged users, Onbase scanner user, System Administrator, Manager, etc.). Document the conditions for group and role membership.	(GA-MDHE AC-6) Provide a copy of the Roles and Responsibilities Matrix (or equivalent documentation) to demonstrate that permissions for users and processes acting on behalf of users are only provided with permissions and access necessary to perform their job function.	Medium	Concur	DHEWD will create a comprehensive Access Control policy document that will address the AC-1, AC-2, AC-3, AC-5, AC-6 control weaknesses in addition to the rest of the AC control family.	NS	12/7/2019

A.2. Awareness and Training (AT)

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
AT-1	No Evidence provided for SECURITY AWARENESS AND TRAINING POLICY AND PROCEDURES (AT-1) SA Team Comments: No evidence provided to demonstrate reviewing and updating of Security Awareness and Training Policy and Procedures. Security Awareness training policy should document how often the training is provided to GA-MDHE employees; if role-based security training is provided to users who have a security/sensitive role, and that security training records are documented and maintained.	(GA-MDHE AT-1.a, b) Document a GA-MDHE Security Awareness and Training Policy and procedures, then provide evidence which confirms that the policy has been reviewed and updated by GA-MDHE with the organization-defined frequency.	Medium	Concur	DHEWD will update their security awareness and training policies and procedures and review and update them on an annual basis.	NS	10/7/2019

A.3. Audit and Accountability (AU)

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
AU-1	No Evidence provided for AUDIT AND ACCOUNTABILITY POLICY AND PROCEDURES (AU-1) SA Team Comments: No evidence provided to demonstrate reviewing and updating of Audit and Accountability Policy and Procedures. Document and draft an audit and accountability policy that addresses GA-MDHE auditing and logging requirements expected from ITSD; what type of events should be audited and logged; the personnel or roles allowed to select these auditable events; how often audit logs should be received from ITSD (weekly, monthly, quarterly), and how ITSD should alert GA-MDHE to certain security incidents/ suspicious activity.	(GA-MDHE AU-1.a, b) Document a GA-MDHE Audit and Accountability Policy and Procedures, then provide evidence which confirms that the policy has been reviewed and updated by GA-MDHE with the organization-defined frequency.	Medium	Concur	DHEWD will work with OA ITSD to create a new policy and procedure for reviewing auditing logs that will be provided by ITSD based on DHEWD's criteria.	NS	1/7/2020

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
AU-2	No Evidence provided for AUDIT EVENTS (AU-2) SA Team Comments: Evidence provided did not illustrate a list of auditable events and sampling of audit logs (or screenshots of audit logs) from all applicable components; servers and applications used within the system (Operating System, Database, Active Directory, Exchange, Onbase scanner, etc.). GA-MDHE needs to document and instruct ITSD on the type of events from users which will alert GA-MDHE of suspicious activity.	(GA-MDHE AU-2.a, b, c) Provide a list of the selected events to be audited within the system, provide sample audit logs (or screenshots of audit logs) and any applicable configuration settings exports for each type of device and application used within the system (Operating System, Database, Active Directory, Exchange, Onbase database, etc.).	Medium	Concur	DHEWD will work with OA ITSD to create a new policy and procedure for reviewing auditing logs that will be provided by ITSD based on DHEWD's criteria.	NS	1/7/2020
AU-3	No Evidence provided for CONTENT OF AUDIT RECORDS (AU-3) SA Team Comments: No evidence provided to demonstrate the content of audit records including: the type of event; when the event occurred; where the event occurred; the source of the event; the outcome of the	(GA-MDHE AU-3) Please see the artifacts requested for AU-2.a for details.	Medium	Concur	DHEWD will work with OA ITSD to create a new policy and procedure for reviewing auditing logs that will be provided by ITSD based on DHEWD's criteria.	NS	1/7/2020

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
	event, and the identity of any individuals or subjects associated with the event.						
AU-6	No Evidence provided for AUDIT REVIEW, ANALYSIS, AND REPORTING (AU-6) SA Team Comments: No evidence provided to demonstrate that audit records are reviewed and analyzed to determine if indications of compromise (or other organization-defined inappropriate or unusual activities) have occurred, and the frequency of the reviews. Provide evidence from ITSD showing configuration settings that a suspicious event will send out an alert to GA-MDHE as a result of audit logs to determine if indications of compromise (or other organization-defined inappropriate or unusual activities) have occurred.	(GA-MDHE AU-6.a) Provide evidence which demonstrates that audit records are reviewed and analyzed to determine if indications of compromise (or other organization-defined inappropriate or unusual activities) have occurred.	Medium	Concur	DHEWD will work with OA ITSD to create a new policy and procedure for reviewing auditing logs that will be provided by ITSD based on DHEWD's criteria.	NS	1/7/2020

A.4. Configuration Management (CM)

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
CM-1	No Evidence provided for CONFIGURATION MANAGEMENT POLICY AND PROCEDURES (CM-1) SA Team Comments: No evidence provided to demonstrate documentation of a configuration management policy and procedures, and how often the policy is reviewed and updated (according to organization-defined frequency). GA-MDHE needs to document its configuration management and change management policy and process. Identify who is responsible for communicating its requirements for baseline configuration and configuration settings to ITSD. GA-MDHE needs to document what configuration settings are, and are not, allowed for its environment (e.g. allowed ports, protocols, services).	(GA-MDHE CM-1.a, b) 1) Provide copies of the GA-MDHE Configuration Management Policy document. 2) Provide evidence demonstrating the GA-MDHE Configuration Management Policy has been provided to the organization-defined roles. 3) Provide evidence which confirms that the policy has been reviewed and updated by GA-MDHE with the organization-defined frequency.	Medium	Concur	DHEWD will create a Configuration Management Policy and procedures document that outlines the baseline configuration requirements for DHEWD equipment and any deviations from OA ITSD configurations.	NS	12/7/2019

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
CM-2	No Evidence provided for BASELINE CONFIGURATION (CM-2) SA Team Comments: No evidence provided to demonstrate baseline configurations are currently reviewed by GA-MDHE for the system (Windows, Linux, VM, Network Applications/Devices, etc.). GA-MDHE needs to document permitted, and not permitted, configuration settings for ports, protocols, and services for its environment. If GA-MDHE wants any deviance from ITSD's baseline configurations, GA-MDHE needs to document deviances and provide to ITSD.	Provide baseline configurations which are currently used within the system (Windows, Linux, Virtual Machine (VM), network appliances/devices, etc.).	Medium	Concur	DHEWD will create a Configuration Management Policy and procedures document that outlines the baseline configuration requirements for DHEWD equipment and any deviations from OA ITSD configurations.	NS	12/7/2019

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
CM-6	No Evidence provided for CONFIGURATION SETTINGS (CM-6) SA Team Comments: No evidence provided to demonstrate the use of secure configuration guide samples and Internal Revenue Service - Safeguard Computer Security Evaluation Matrix to ensure systems align with baselines. GA-MDHE and ITSD have accepted this finding. Nessus has been procured and both vulnerability and configuration scanning will begin on 9/20/2019. GA-MDHE must direct ITSD to perform both vulnerability and configuration scanning of GA-MDHE system boundary on a monthly basis and share scan results with both the GA-MDHE Information Security Officer (ISO) and Client Services Manager (CSM) Liaison.	(GA-MDHE CM-6.a, b, c, d) Provide secure configuration guide samples and DOD System Technical Implementation Guides (STIG) used to ensure systems align with baselines.	Medium	Concur	OA ITSD is in the process of moving to a new scanning product that will be capable of both vulnerability and compliance scanning. DHEWD will develop new procedures to address compliance scanning once the system is in place.	U	2/7/2020

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
CM-7	No Evidence provided for LEAST FUNCTIONALITY (CM-7) SA Team Comments: No evidence provided to demonstrate configurations and/or policy showing services/ports that are not needed are disabled. Provide evidence for CM-2. GA-MDHE to document permitted, and not permitted, configuration settings for ports, protocols, and services for its environment. If GA-MDHE wants any deviance from ITSD's baseline configurations, GA-MDHE needs to document deviances and provide to ITSD.	(GA-MDHE CM-7.a) Provide configurations and/or policy showing that services/ports that are not needed are disabled. This can be hardening guide policies, system configuration checklists, etc.	Medium	Concur	DHEWD will create a Configuration Management Policy and procedures document that outlines the baseline configuration requirements for DHEWD equipment and any deviations from OA ITSD configurations.	NS	12/7/2019

A.5. Contingency Planning (CP)

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
CP-1	No Evidence provided for CONTINGENCY PLANNING POLICY AND PROCUEDURES (CP-1) SA Team Comments: No evidence provided to demonstrate the most recent Contingency Planning policy and procedures for GA-MDHE. GA-MDHE shall document a Contingency Planning Policy and Procedure which includes identifying ITSD's role in the event of a disaster, and if any of the GA-MDHE information system components are not up and running. Identify the individuals from GA-MDHE who shall work with ITSD in the event of a disaster to bring the system back up and operational. Document contingency plan testing, which shall be conducted at least annually with ITSD, as well as contingency plan training.	(GA-MDHE CP-1.a, b) Provide a copy of the most recent contingency planning policy and procedures for GA-MDHE.	Medium	Concur	DHEWD will update their contingency planning policies and procedures which will include ensuring annual testing and training.	NS	1/7/2020

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
CP-4	No Evidence provided for CONTINGENCY PLAN TESTING (CP-4) SA Team Comments: No evidence provided to demonstrate GA-MDHE participates in contingency plan testing/ DR exercises with ITSD for its critical components. GA-MDHE shall participate in the ITSD contingency plan test/ DR exercise on an annual basis. GA-MDHE is to identify which of its information system components needs to be tested (e.g. Onbase scanner, File share system storing PII). GA-MDHE is to confirm its data stored on these devices is restored successfully from system backup.	(GA-MDHE CP-4.a) Provide evidence the system undergoes contingency plan testing at least annually.	Medium	Concur	The DHEWD will participate in the annual DR exercise conducted by OA ITSD. Update DHEWD procedures & begin planning with ITSD for annual DR exercise. Conduct annual DR exercise in May, 2020 and review report of results	NS	1/7/2020 7/7/2020

A.6. Media Protection (MP)

| FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
MP-3	No Evidence provided for MEDIA MARKING (MP-3) SA Team Comments: During the onsite security assessment review GA-MDHE stated they send out letters to borrowers and respond to letters containing PII information.	Provide the GA-MDHE policy for media marking. Documents containing PII information should be marked as 'Sensitive but Unclassified'.	Medium	Concur	DHEWD will update policies and procedures for Media Protection including marking of letters that are sent with PII information.	U	10/7/2019

A.7. Risk Assessment (RA)

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
RA-5	No Evidence provided for VULNERABILITY SCANNING (RA-5) SA Team Comments: Nexpose vulnerability scans that were run in May 2019 identified 288 vulnerabilities.	(GA-MDHE RA-5.a) Remediate all vulnerabilities within defined frequencies that commensurate with the level of risk the vulnerabilities present. Provide results from, and/or reports based on, vulnerability scans which have been conducted since the last security controls assessment.	High	Concur	OA ITSD is in the process of moving to a new scanning product that will be capable of both vulnerability and compliance scanning. DHEWD will develop new procedures to address vulnerability scanning and remediation once the system is in place. Once system is in place and producing reports, DHEWD will work with ITSD to remediate vulnerabilities	U	1/7/2020 9/7/2020

A.8. System and Communications Protection (SC)

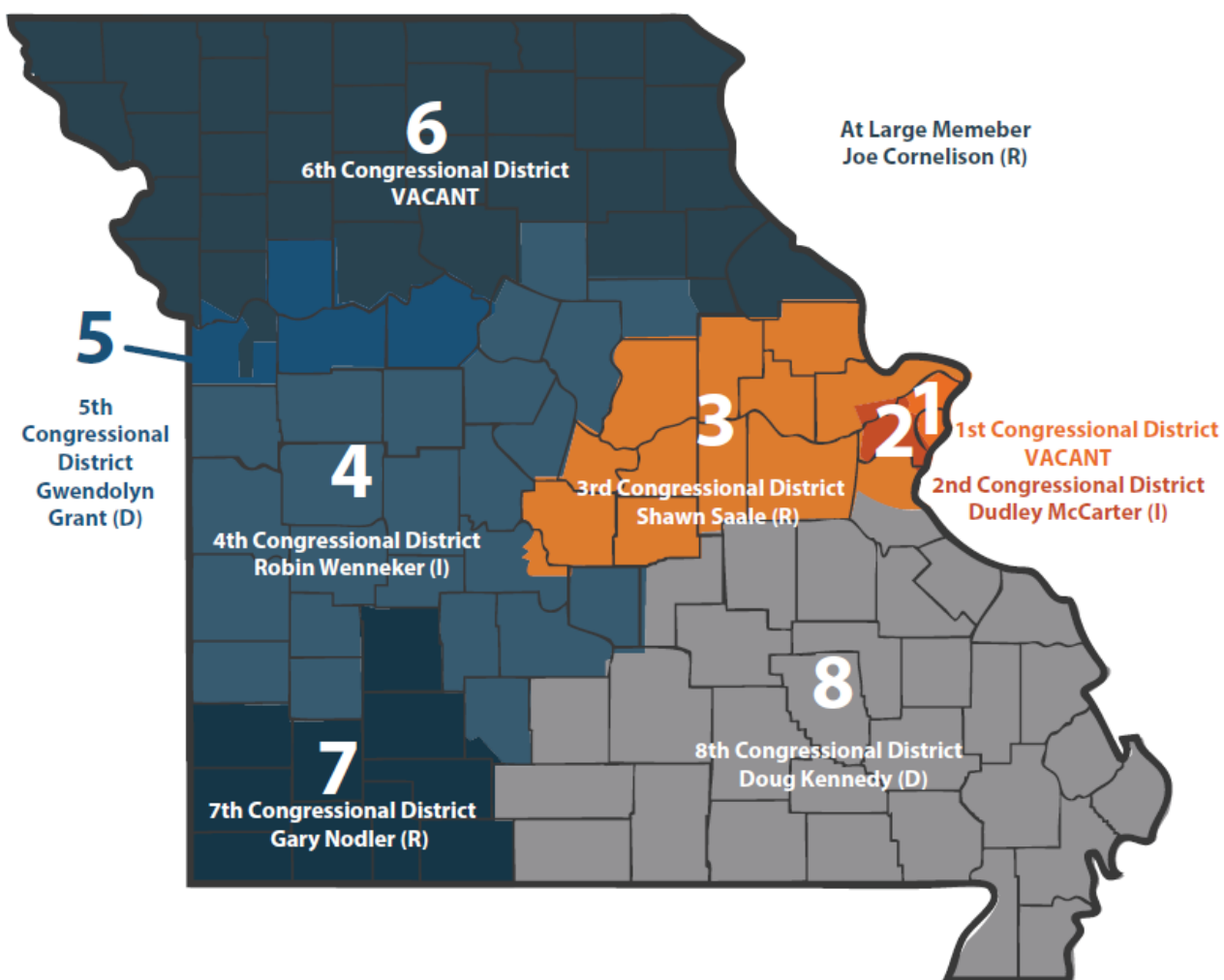| FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
SC-28	No Evidence provided for PROTECTION OF INFORMATION AT REST (SC-28)	Provide evidence which demonstrates the protection of GA-MDHE information while the information is at rest. For example, full-disk encryption.	Medium	Concur	DHEWD will work with OA ITSD to ensure that DHEWD servers are protected while at rest by use of encryption or other means.	NS	3/7/2020

A.9. System and Information Integrity (SI)

FAILED CONTROL	WEAKNESS(ES)	RECOMMENDATION(S)	THREAT LEVEL	AGENCY CONCURS	CORRECTIVE ACTION(S)	STATUS	ECD
SI-2	No Evidence provided for FLAW REMEDIATION (SI-2) SA Team Comments: Although GA-MDHE is conducting monthly vulnerability scanning, there is no evidence provided to demonstrate GA-MDHE creates reports based on findings discovered during vulnerability scanning and corrects vulnerabilities.	(GA-MDHE SI-2.a, b, c, d) Provide evidence which demonstrates GA-MDHE conducts vulnerability scanning, creates reports based on findings discovered during vulnerability scanning, and corrects vulnerabilities. For example, change tickets and scan reports.	High	Concur	OA ITSD is in the process of moving to a new scanning product that will be capable of both vulnerability and compliance scanning. DHEWD will develop new procedures to address vulnerability scanning and remediation once the system is in place. Once system is in place and producing reports, DHEWD will work with ITSD to remediate vulnerabilities	U	1/7/2020 9/7/2020
SI-7	No Evidence provided for SOFTWARE, FIRMWARE, AND INFORMATION INTEGRITY (SI-7)	Provide evidence which demonstrates the capability to monitor and detect unauthorized changes to software, firmware, and information stored within the information system.	Medium	Concur	OA ITSD will work to ensure that their policies and procedures demonstrate the capability to monitor and detect unauthorized changes to software, firmware, and information stored within DHEWD information system.	NS	1/7/2020
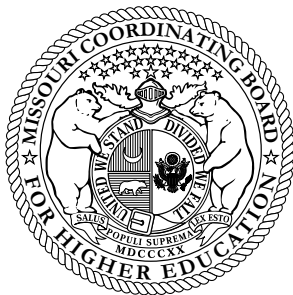
Coordinating Board for Higher Education
Members by Congressional District

6
6th Congressional District
VACANT

At Large Memeber
Joe Cornelison (R)

5
5th Congressional District
Gwendolyn Grant (D)

4
4th Congressional District
Robin Wenneker (I)

3
3rd Congressional District
Shawn Saale (R)

2 1
1st Congressional District
VACANT
2nd Congressional District
Dudley McCarter (I)

8
8th Congressional District
Doug Kennedy (D)

7
7th Congressional District
Gary Nodler (R)

Updated December 2, 2019

Coordinating Board for Higher Education Members by Congressional District

Term expirations for Coordinating Board for Higher Education Members:

1st District: VACANT
2nd District: Mr. Dudley McCarter-9/18/2019 to 6/27/2022
3rd District: Mr. Shawn Saale - 8/23/2017 to 6/27/2018
4th District: Ms. Robin Wenneker - 8/12/2019 to 6/27/2020
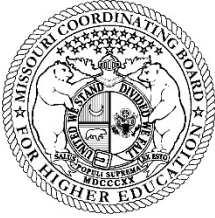
5th District: Ms. Gwendolyn Grant - 8/29/2018 to
6th District: Mr. Michael Thomson - 5/5/2016 to 6/27/2016
7th District: Mr. Gary Nodler - 8/29/2018 to
8th District: Mr. Douglas Kennedy - 11/5/2015 to 6/27/2020

At Large Member: Mr. Joe Cornelison - 12/13/2017 to 6/27/2020

| District	Description of boundary	Population
1	St. Louis County (part of), St. Louis City	736,055
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	767,531
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles (part of), Miller, Camden (part of)	774,899
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)	762,763
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	757,920
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	765,667
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	770,073
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	748,764

Tab 31
CBHE Committee Roster
Coordinating Board for Higher Education
December 11, 2019

BACKGROUND

Article V of the CBHE bylaws provides that the chair of the board shall appoint the members of each committee and shall name the chair of each committee promptly after the regular meeting immediately prior to December 31 of each year. The chair of the committee shall serve for a period of one year and until his/her successor is appointed and qualified.

CURRENT STATUS

	Previous	Current
Audit	Joe Cornelison (**chair**) Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Mike Thomson	Joe Cornelison (**chair**) Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Mike Thomson Robin Wenneker Dudley McCarter
Budget & Financial Aid	Mike Thompson (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale	Mike Thomson (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Robin Wenneker Dudley McCarter
Academic Affairs & Workforce Needs	Gwen Grant (**chair**) Joe Cornelison Doug Kennedy Gary Nodler Shawn Saale Mike Thomson	Gwen Grant (**chair**) Joe Cornelison Doug Kennedy Gary Nodler Shawn Saale Mike Thomson Robin Wenneker Dudley McCarter
Strategic Planning & External Affairs	Shawn Saale (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Mike Thomson	Shawn Saale (**chair**) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Mike Thomson Robin Wenneker Dudley McCarter
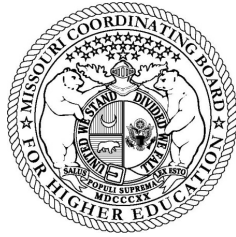
ORGANIZATIONAL INFORMATION: DEPARTMENT DUTIES

The Coordinating Board for Higher Education (CBHE) and its administrative arm, the Missouri Department of Higher Education (MDHE), have a varied portfolio of duties. The following provides a high-level summary of those duties.

Planning is one of the MDHE's core functions. The department is responsible for developing and overseeing implementation of a coordinated plan for higher education for the state and its subregions (§ 173.020(4)), identifying the state's higher education and workforce needs (§ 173.020(2)), and delineating each institution's areas of competence (§ 173.005.2(10)). The department reviews each public college's and university's mission periodically (§ 173.030(8)) and has authority to approve applications from institutions seeking to establish a statewide mission (§ 173.030(9)). The department collects data to use in its decision-making processes and makes those data available in the Statistical Summary of Missouri Higher Education published on the MDHE website.

Academic program approval and review are closely linked to the department's planning function. The department reviews new degree program proposals offered by public colleges and universities (§ 173.005.2(1)) and has authority to make recommendations to institutions' governing boards regarding the development, consolidation, or elimination of programs, degree offerings, and facilities (§ 173.030(2)).

The department is also tasked with fostering **institutional relationships** that serve the state's higher education needs. Specific responsibilities in this area include encouraging the development of cooperative agreements for the offering of graduate degrees, as well as developing arrangements for more effective and economical specialization among institutions, and for more effective coordination and mutual support among institutions in the use of facilities, faculty, and other resources (§ 173.020(3)).

The department coordinates public colleges' and universities' core operating and capital projects **budget requests** by establishing guidelines for public universities' requests (§ 173.005.2(4)), approving a community college funding model (§ 163.191.3), and submitting a unified budget request for community colleges (§ 163.191.2). Requests for operating appropriations are made based on the performance funding model the department adopted in 2008 (§ 173.1006.1).

The department also develops budget requests for and oversees the state's **student financial aid** programs, the largest of which are Access Missouri (§ 173.1103.1); the Higher Education Academic Scholarship Program, commonly referred to as "Bright Flight" (§ 173.250.3); and the A+ Scholarship Program (assigned to the department by Executive Order 10-16).

Also in the affordability category, the department administers the Higher Education Student Funding Act, commonly referred to as SB 389, which provides that a public university that increases tuition and some fees more than the rate of inflation plus an amount (no more than 5%) that would produce an increase in net tuition revenue no greater than the amount by which state operating support was reduced in the previous fiscal year will be subject to a fine of up to 5% of the institution's state operating support (§ 173.1003.5). The law also includes a provision that allow institutions ask the commissioner of higher education for a waiver of all or part of the fine (§ 173.1003.5).

Proprietary school certification is another of the department's important responsibilities. The department licenses and oversees *for-profit* proprietary schools like the University of Phoenix and some *not-for-profit* proprietary schools like Victory Trade School, a religiously affiliated institution in Springfield with a mission of preparing homeless individuals for work in the culinary arts (§§ 173.612.2 & 173.616.1).

Finally, the department offers resources that help students **plan for** and **complete** postsecondary programs. The MDHE's Journey to College programs support high school students as they apply for college admission and financial aid, and celebrate students' choices about attending college and participating in military service.

The department has a long history of working with colleges and universities to develop guidelines that promote **transfer** between institutions; a statewide library of core courses that transfer from one institution to another; and a policy fostering "reverse transfer," which allows a student who transfers from a community college before earning enough credits to receive an associate degree to be awarded an associate degree when he or she earns the remaining needed credits at the university to which they have transferred (§ 173.005.2(9)).

Senate Bill 997, a higher education omnibus bill that became law on August 28, 2016, gives the department significant additional responsibilities, many of which strengthen the department's role in promoting transfer. The department is tasked with working with an advisory committee – the majority of which must be faculty members – to develop a core curriculum that is guaranteed to transfer to another institution and a common course numbering equivalency matrix (§ 178.780.2(10)). These provisions essentially make mandatory practices that have been voluntary in the past. The new law also requires the department to evaluate and maintain data on each institution's transfer practices (§ 178.788.1) and to resolve disputes about transfer (§ 178.788.2).

Senate Bill 997 requires the department to develop programs designed to promote **on-time completion**, including "15 to Finish" (§ 173.2510) and guided pathways (§ 173.2515); to establish a pilot program for "concurrent enrollment," which allows community college students to enroll in a public university, take select university classes, and use the university's facilities (§ 173.2520); and to create a website that provides information about academic programs available at each institution, financial aid, and transfer of course credit (§ 173.035).

In addition, the new law establishes a dual credit scholarship for high school students who meet certain academic standards and demonstrate financial need. The MDHE has indicated that it will cost approximately $4.5 million to launch the scholarship program. That information is included in the department's high-priority budget recommendation, which accompanies the department's actual budget request and is intended to provide information about important funding needs that do not fit within the parameters of the Office of Administration's budget instructions.

The department has served as the **state-designated student loan guaranty agency** in the Federal Family Education Loan Program (FFELP) since 1979, making it possible for generations of students, regardless of personal resources, to receive loans because of protection against defaults.

As a FFELP guaranty agency, the MDHE receives servicing fees from the U.S. Department of Education (USDE) and retains a portion of defaulted student loan collections. These revenues are used to fund loan administration functions and other financial aid-related activities. In addition, the MDHE purchases defaulted student loans from lending institutions and is reimbursed for loan purchases by USDE (20 U.S.C. §1072a).

As Missouri's guaranty agency, the MDHE helps students and families pay for a college education by:

- Providing information on postsecondary opportunities and financial aid directly to students and families (20 U.S.C. § 1072b);
- Creating financial literacy materials and programs for students, families, and schools to help them better manage finances (§ 165.275); and
- Helping borrowers resolve problems repaying their loans and restore their credit if they default (20 U.S.C. § 1072b).

CURRENT STATUTORY FUNCTIONS

The previous summary does not include all of the department's current statutory functions. Those functions are listed below. Many of the items listed here are referred to in the summary above.

Fiscal

- Establish guidelines for appropriation requests by public four-year institutions (§173.005.2(4))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.3)
- Submit an aggregated community college budget request (§ 163.191.2)
- Oversee implementation of the Higher Education Student Funding Act (commonly referred to as Senate Bill 389), 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 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 universities' appropriation requests where prior need has been established in areas designated by the CBHE (§ 173.030(4))

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 labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and 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))
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(10))
- Establish state- and institution-specific performance measures (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(8))
- Review and approve applications from institutions for statewide missions (§ 173.030(9))
- Issue annual report to the governor and general assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.3)

Academic Programs

- Approve proposed new degree programs to be offered by the state institutions of higher education (§ 173.005.2(1))
- Approve degree programs offered by out-of-state institutions, in a manner similar to Missouri public higher education institutions (§ 173.005.2(14)(b))
- 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 (§ 163.191.8)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(9))
- Approve dual credit programs offered by postsecondary institutions to high school students (§ 173.2500).
- Develop policies that promote on-time completion of degree programs (§ 173.2510)
- Develop a "guided pathways to success" pilot program designed to provide students with clear pathways to degree completion (§ 173.2515)
- Establish a concurrent enrollment pilot program to coordinate students' simultaneous enrollment at four- and two-year institutions (§ 173.2520)
- 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)
- 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 (§ 173.1004.1)
- Coordinate with Department of Economic Development to jointly provide specified career and salary information for each credential offered by a public institution of higher education (§ 173.1004.2)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355.3)
- Establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state (§ 173.005.2(9))
- Develop a recommended lower division core curriculum of 42 credit hours, which shall be transferable among all public institutions; develop criteria to evaluate public institutions' transfer practices; and administer a transfer dispute resolution process (§§ 178.780(10) & 178.785-789)

- Require all public two- and four-year higher education institutions to create a statewide core transfer library of at least 25 lower division courses across all institutions that are transferable among all public higher education institutions (§ 173.005.2(9))
- 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(9))
- Require all public two- and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2(7))
- Require all public institutions to award educational credit for courses that are equivalent in content and experience to a student's prior military training or service (§ 173.1158)

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 (§ 173.005.2(3))
- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Enter and administer interstate reciprocal agreements for delivery of postsecondary distance education, including approval of applications to participate and development of consumer protection and complaint policies (§ 173.030(6))
- Approve new state-supported senior colleges or residence centers (§ 173.005.2(5))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(6))
- Establish guidelines to help institutions with decisions relating to residence status of students (§ 173.005.2(8))
- Conduct binding dispute resolution for disputes between public institutions that involve jurisdictional boundaries, or the use or expenditure or any state resources (§ 173.125)
- 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 (§ 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 students' initial year in the public colleges and universities of the state (§ 173.750.1)
- Prepare and circulate instructions and recommendations for implementing eye safety in college and university laboratories (§ 170.009)
- Exercise oversight of State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770.1)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise community colleges (§ 178.780), including:
  o Establishing their role in the state
  o Setting up surveys to be used for local jurisdictions when determining need and potential for a community college
  o Administering the state financial support program
  o Formulating and putting into effect uniform policies as to budgeting, record keeping and student accounting
  o Establishing uniform minimum entrance requirements and uniform curricular offerings
  o Make a continuing study of community college education in the state
  o Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules
  o Establishing a core curriculum that is guaranteed to transfer to another institution and a common course numbering equivalency matrix

Note: Section 173.005.7 transfers to the CBHE 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 Aid[1]

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship Program (Executive Order 10-16, January 29, 2010)
- Administer the 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 & 173.260.4)

---

[1] 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 Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (§ 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 Dual Credit Scholarship for students from low-income families enrolling dual credit courses (§ 173.2505)
- Administer the Advantage Missouri Trust Fund, which provided loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state (§§ 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)
- Develop, maintain, and operate a website with, at minimum, information on Missouri postsecondary institutions' academic programs, financial aid, and course transferability (§ 173.035)
- 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)
- Promulgate rules to ensure individuals serving in the Missouri National Guard, Armed Forces Reserves, and those in the process of separating from the U.S. military may readily obtain in-state residency status for purposes of tuition and admission (§§ 173.1150 & 173.1153)

State Guaranty Agency under the Federal Family Education Loan Program[2]

- 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 1087-4), 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
  - 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 (§ 173.612.2)
- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.612.2 & 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(14)(b))
- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)
- Require annual recertification, or recertification every two years if certain conditions are met (§ 173.606.1 & 173.606.2)
- Establish appropriate administrative fees to operate the certification program (§ 173.608.2)

Grants for Institutions/Faculty
- Cooperate with the state board of nursing in evaluating grant proposals for 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))

Enforcement
- Compliance with requests from the coordinating board is a prerequisite to the receipt of any funds which the coordinating board is responsible for administering (§ 173.005.2(11))
- Institutions that willfully disregard CBHE policy may be subject to penalties including inability to receive students who participate in student financial aid programs and the withholding of any funds the CBHE is charged with disbursing (§ 173.005.2(12))

[2] As a result of provisions in the Healthcare and Education Affordability Reconciliation Act, no new FFELP loans were 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.

Boards and Commissions

- Missouri State Anatomical Board (§§ 194.120 to 194.180)
- Presidential Advisory Committee (§ 173.005.3)
- Minority Environmental Literacy Advisory Committee (§§ 173.240.7 & 173.240.8)
- Proprietary School Advisory Committee (§ 173.614)

Article I: Enabling Authority

These bylaws govern the conduct of the business and affairs of the Missouri Coordinating Board for Higher Education ("Board") pursuant to the responsibilities vested in it by the Missouri Constitution and Revised Statutes.

Article II: Members

The membership of this Board and the terms of office of each member are prescribed in Section 173.005 of the Missouri Revised Statutes. Any member desiring to resign from the Board shall submit such resignation in writing to the Secretary of the Board, who shall provide it to the Executive Committee for action. The Executive Committee shall immediately notify the Director of Boards and Commissions in the Governor's Office of such member's resignation.

Article III: Officers

Section 1. Officers. The officers of the Board shall be: Chair, Vice Chair and Secretary. They shall be elected by the Board from its own membership. These officers shall perform the duties prescribed by the Missouri Revised Statutes, these bylaws and as may be prescribed by the Board.

Section 2. Election - Tenure of Officers. At the regular meeting of the board immediately prior to October 30, a Nominating Committee of three members shall be appointed by the Chair. It shall be the duty of this Committee to nominate candidates for the offices to be filled by election at the regular meeting immediately prior to December 31. Before the election at the regular meeting in December, following the report of the Nominating Committee, additional nominations from the floor shall be permitted. Officers' terms shall begin at the close of the regular December meeting, and officers shall serve for a period of one year and until their successors are elected and qualified.

No member shall hold more than one office at a time. No member shall be eligible to serve more than two consecutive terms in the same office, unless a member makes a motion that another member be permitted to serve more than two consecutive terms in the same office and the motion is approved by at least a two-thirds vote. No member shall be permitted to serve more than four consecutive terms in the same office under any circumstances.

Section 3. Duties of Officers.

Chair. The Chair of the Board shall preside at all meetings of the Board and shall be the spokesperson for the Board and shall perform such duties as may be prescribed by the Missouri Revised Statutes and by the Board. The Chair shall appoint the members of any committee established pursuant to these bylaws and shall name the Chair of each such committee.

Vice Chair. In the event of the absence of the Chair, the Vice Chair shall serve as Chair of the Board and perform all the duties of the Chair. The Vice Chair shall perform such other duties as prescribed by the Missouri Revised Statutes and by the Board.

Secretary. The Secretary of the Board shall take minutes of any executive session of the board and shall perform other duties as prescribed the Missouri Revised Statutes and by the Board.

Article IV: Meetings

Section 1. Meetings of the Board may be held at any place or places within the State of Missouri. The Board shall hold no less than four (4) regular meetings during each calendar year. Special or additional meetings may be called

by the Chair or upon call of at least five (5) members of the Board. The purpose of the meeting shall be stated in the call.

Section 2. Meeting Agenda. The agenda and order of items on the agenda for all meetings of the Board shall be established by the commissioner of higher education as the Board's chief administrative officer with the concurrence of the Board Chair. The committees of the Board, with the assistance and advice of the department employee supporting the respective committee, may recommend items for the agenda. Any Board member also may recommend items for the agenda. The agenda shall be developed and notice thereof made public in compliance with the applicable laws of the State of Missouri and any current or future policy or procedures adopted by the Board.

Section 3. Notice of Meeting. The notice of meeting and agenda shall be in accordance with the Missouri Revised Statutes.

Section 4. Absence at Meetings. If any member of the Board fails to attend any two consecutive regularly called meetings of the Board, or any three regularly called meetings in any calendar year, of which meetings the member shall have had due notice, unless such absences shall be caused by sickness or some accident preventing the member's presence (as defined in Article IV, Section 4.A) at the meetings, the Chair shall bring the matter to the attention of the Director of Boards and Commissions in the Governor's Office. For purposes of this Section, "regularly called meetings" shall include the February, April, June, October, and December Board meetings, as well as the Board's summer retreat.

Section 5. Conduct of Meetings. A majority of the members of the Board shall constitute a quorum. Any act of the majority of the members present at any Board meeting at which a quorum is present shall be the act of the Board. Board members may participate in a meeting by means of conference telephone or similar communication equipment whereby all persons participating in or attending the meeting can communicate with each other, and participation in a meeting in this manner shall constitute presence in person at the meeting for all purposes.

All meetings of the Board and any Committee thereof must comply with the Missouri Revised Statutes on meetings of governmental bodies and maintenance of records by such bodies.

At all Board and Committee meetings, a staff member shall act as Recording Secretary. In the absence of a staff member, the Board or Committee shall designate a member to serve as Recording Secretary. Full and complete minutes shall be kept of each meeting and shall be submitted to Board members for review prior to the succeeding meeting.

Voting on all matters coming before the Board shall be voice vote. Except on those matters for which roll call votes are required by law, in all cases where the vote of the members present is unanimous, it shall be sufficient to indicate unanimity in the minutes of the proceedings. In all cases where the vote of the members present is not unanimous, the "ayes" and "nays" shall be separately entered upon the minutes. In the absence of such expression of dissent or an expression of abstention, a member of the Board who is present at any meeting in which action is taken on any matter shall be presumed to have assented to such actions unless, before the adjournment of the meeting, the member shall affirmatively request that the member's vote of "nay" be separately entered upon the minutes, or the member be recorded as not having voted.

The Board may meet for appropriate purposes in executive session. Any vote taken in executive session shall be deemed and retained confidential, subject to the closed meeting provisions the Missouri Revised Statutes.

Article V: Committees

Section 1. Executive Committee. An Executive Committee shall be established and composed of four Board members: Chair, Vice Chair, and Secretary of the Board and another member of the Board designated by the Chair. Such Executive Committee members shall hold office until their successors have been duly appointed.

The Executive Committee, when the Board is not in session, shall have the powers of the Board to take such action as the Executive Committee may deem to be in the best interests of the Board and the Department of Higher Education; provided, however, that such action shall be in accord with the provisions of these bylaws, and not in conflict with existing policies of the Board. A complete record of all actions of the Executive Committee shall be kept by the Secretary of the Board, and a copy of such record shall be provided to all members of the Board within seven days of any action by the Executive Committee. Actions of the Executive Committee may be ratified, approved, or modified at the next regular meeting of the Board, but any modification thereof shall be prospective only. If, at its next regular meeting, the Board takes no action on an Executive Committee action, the record of which was provided to the members of the Board prior to that regular meeting, such action shall be deemed ratified by the Board. The vote of any members on any question coming before the Executive Committee may be taken in person, by telephone, facsimile transmission, email or letter. Concurrence of three members shall constitute action of the Executive Committee.

The Board Chair shall serve as the Chair of the Executive Committee. Meetings of the Executive Committee may be called by the Chair of the Executive Committee or upon call of at least three members of the Committee. The Commissioner of Higher Education may also request that the Chair call a meeting of the Executive Committee. The purpose of the meeting shall be stated in the call.

Section 2. Audit Committee. An Audit Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Audit Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Audit Committee shall receive and review all audit reports pertaining to the Board and the Department of Higher Education and such other audit reports as may be referred to the Committee. The Committee shall report to the Board on the contents of the reports and shall follow up with the Commissioner and department staff regarding resolution of any findings in the reports. The Committee shall report to the Board on the status of any such findings. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 3. Budget and Financial Aid Committee. A Student Loan/Financial Aid Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Student Loan/Financial Aid Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Committee shall work with the Commissioner of Higher Education and Department staff on budget and financial aid issues as they arise and shall, as necessary, make reports to the Board on such activities. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 4. Academic Affairs and Workforce Needs Committee. The Committee shall work with the Commissioner of Higher Education and Department staff on issues relating to academic programs and workforce needs and shall, as necessary, make reports to the Board on such activities. This should include collaboration with and support of the goals and objectives of the P-20 Council. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 5. Other Committees. Such other committees, standing or special, shall be appointed by the Chair of the Board or the Executive Committee shall from time to time deem necessary to carry on the work of the Board. The Chair shall appoint the membership of such committees, which may, but need not, include members of the Board, and shall designate the matters to be considered by said committees. The Chair shall be an ex officio member of all committees except the Nominating Committee.

Article VI: Advisory Committees

Section 1. Presidential Advisory Committee. Four times each year the Board shall meet with the Presidential Advisory Committee as established by the Missouri Revised Statutes. Such meetings shall enable the Presidential Advisory Committee to advise the Board of the views of the institutions on matters within the purview of the Board.

Section 2. Proprietary School Advisory Committee. The Board delegates responsibility to the Commissioner of Higher Education to meet with and receive reports from the Proprietary School Advisory Committee as established by the Missouri Revised Statutes.

Article VII: Conduct of Business and Affairs

Section 1. Staff. The Board shall employ a Commissioner of Higher Education ("Commissioner") to serve at the pleasure of the Board. The Commissioner shall employ and determine the compensation of all such professional, clerical, and research personnel, including, where justified, specialists and/or consultants, as may be necessary to assist the Board in performing those duties outlined in the Missouri Revised Statutes. Except as otherwise expressly provided, all department staff shall be subject to the supervision and direction of the Commissioner.

The Commissioner shall have such duties and responsibilities as prescribed by the Board, including:

- Assume general direction of the staff to help meet the objectives set forth by the Board.
- Serve as liaison with the presidents, chancellors, and chief executive officers of institutions in carrying out policy objectives promulgated by the Board.
- Follow and keep the Board advised of all federal and state legislation affecting the Board and its purposes and objectives.
- Issue reports of Board action.
- Prepare, review, analyze, and implement all budgets which are approved by the Board.
- Make recommendations to the Board concerning the purposes, objectives, and responsibilities of the Board.
- Assist the Chair in the release of all information concerning the Board.
- Perform such other duties as prescribed by the Board and/or bylaw.

Section 2. Commissioner Search. The Board shall act as a committee of the whole as a search committee, unless the Chair, as directed by the Board, establishes a special committee for the purpose of searching for and screening candidates. The Board may include outside consultants and other persons in the search and screening process provided, however, that only Board members shall vote on the selection of a Commissioner.

Section 3. Evaluation of Commissioner. The Board shall annually evaluate the performance of the Commissioner. The purpose of the evaluation shall be to establish a record of performance over a period of time, to identify strengths, and to determine areas where more attention may be needed.

Section 4. Emeritus Designation. The procedure for granting the title of "CBHE Member/Commissioner Emeritus/Emerita" shall originate with nomination by another member of the Coordinating Board for Higher Education or by the commissioner of higher education. The title may be granted to any candidate who (1) holds the position of CBHE member for at least six years or commissioner of higher education for at least five years; (2) has indicated the willingness or desire to receive emeritus status; and (3) whose contributions to Missouri higher education are recognized as exceptionally meritorious as determined by a majority of the other members of the CBHE (candidate abstaining).

Names and terms of Emeritus/Emerita designees may be displayed in public places. Emeritus designees are a valuable resource for the CBHE and MDHE, and as such may receive nonprivileged reports, studies and communications from the department and serve as advisors upon invitation of the CBHE or commissioner.

Article VIII: Records

Full and complete records of Board actions and activities shall be kept available in accordance with Missouri Revised Statutes on governmental bodies and records.

Article IX: Diversity

The Coordinating Board for Higher Education and its staff should use selection processes and criteria designed to ensure diverse representations when making appointments to various committees, councils, or commissions. In as much as reasonably possible, criteria for representation should include the following:

Individuals who have demonstrated appropriate expertise and experience through their vocation, employment, affiliation or interests in connection with the membership being assembled;

Individuals who reflect the various geographic regions of the state as a whole or other appropriate sub-unit directly in connection to the membership being assembled; and

Individuals who reflect the race, ethnicity, age, gender, and disability characteristics of the population of the state as a whole, or other appropriate sub-unit in connection with the membership being assembled.

In as much as reasonably possible, the campus presidents and chancellors, and their respective local boards should use a similar selection process and criteria in making appointments to various committees, councils, or commissions.

Article X: Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

Article XI: Amendment of Bylaws

These bylaws may be amended at any regular meeting of the Board by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

Adopted by the board October 1987. Revised October 12, 2006; December 6, 2007; December 4, 2008; February 10, 2011; and June 9, 2016.