Coordinating Board for Higher Education

March 7-8, 2018

Governor Office Building
200 Madison Street
Jefferson City, MO 65101

Jefferson City

Schedule of Events

Coordinating Board for Higher Education
March 7-8, 2018

Wednesday, March 7, 2018

1:30 – 3:00 p.m.	**CBHE Strategic Planning & External Relations Committee Meeting** Governor Office Building 200 Madison Street, Room 460 Jefferson City, MO 65101
3:00 – 4:00 p.m.	**CBHE Academic Affairs & Workforce Development Committee Meeting** Governor Office Building 200 Madison Street, Room 460 Jefferson City, MO 65101
3:00 – 4:00 p.m.	**CBHE Budget & Financial Aid Committee Meeting** Governor Office Building 200 Madison Street, Room 316 Jefferson City, MO 65101
4:00 – 5:00 p.m.	**CBHE Work Session** Governor Office Building 200 Madison Street, Room 316 Jefferson City, MO 65101
6:15 – 8:00pm	**Dinner (Board Members and MDHE Senior Staff Only)** Madison's Cafe 216 Madison Street Jefferson City, MO 65101

Thursday, March 8, 2018

9:00 a.m. – 12:00 p.m.	**CBHE Meeting** Governor Office Building 200 Madison Street, Room 450 Jefferson City, MO 65101

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, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109, by emailing Alyssa.McLeod@dhe.mo.gov, or by calling (573) 751-1876 at least three working days prior to the meeting.

COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE

Representatives by Statute

Public Universities

Dr. Dwaun Warmack, President
Harris-Stowe State University

Mr. Michael Middleton, Interim President
Lincoln University

Dr. Alan Marble, President
Missouri Southern State University

Mr. Clif Smart, President
Missouri State University

Dr. Christopher Maples, Interim Chancellor
Missouri University of Science & Technology

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President
Northwest Missouri State University

Dr. Carlos Vargas-Aburto, President
Southeast Missouri State University

Dr. Sue Thomas, President
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Dr. Mun Choi, President
University of Missouri System

Dr. Alexander Cartwright, Chancellor
University of Missouri-Columbia

Dr. Barbara Bichelmeyer, Interim Chancellor
University of Missouri-Kansas City

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

Public Community Colleges

Dr. Jennifer Methvin, President
Crowder College

Dr. Jon Bauer, President
East Central College

Dr. Raymond Cummiskey, President
Jefferson College (***PAC Chair***)

Dr. Kimberly Beatty, Chancellor
Metropolitan Community College

Dr. Steven Kurtz, President
Mineral Area College

Dr. Jeffrey Lashley, President
Moberly Area Community College

Dr. Lenny Klaver, President
North Central Missouri College

Dr. Hal Higdon, Chancellor
Ozarks Technical Community College

Dr. Barbara Kavalier, President
St. Charles Community College

Dr. Jeff Pittman, Chancellor
St. Louis Community College

Dr. Joanna Anderson, President
State Fair Community College

Dr. Wesley Payne, President
Three Rivers College

Public Two-Year Technical College

Dr. Shawn Strong, President
State Technical College of Missouri

Independent Four-Year Colleges and Universities

Dr. Michael Shonrock, President
Lindenwood University

Dr. Roger Drake, President
Central Methodist University

Dr. Greg Gunderson, President
Park University

Ms. Rose Windmiller, Associate Vice Chancellor
Washington University (***PAC Vice-Chair***)

Four-Year Alternate:

Dr. Ron Slepitza, President
Avila University

Independent Two-Year Colleges

VACANT

Two-Year Alternate:

Dr. Jann Weitzel, President
Cottey College

Association Chairs

COPHE – Dr. Charles Ambrose, President, University of Central Missouri
MCCA – Dr. Jeff Pittman, Chancellor, St. Louis Community College
ICUM – Dr. Roger Drake, President, Central Methodist University

COORDINATING BOARD FOR HIGHER EDUCATION
March 7, 2018
Governor Office Building, Rooms 316 & 460
200 Madison Street, Jefferson City, MO 65101

WORK SESSION AND COMMITTEE MEETINGS AGENDA

1. Strategic Planning & External Relations Committee (1:30-3:00 p.m.)

a. Blueprint Implementation Plan
b. Review of individual initiatives

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

a. Review minutes of December 13, 2017, Budget & Financial Aid Committee meeting
b. Identify chair
c. 2017 Institutional Performance on Performance Funding Measures
d. Revised Approach to Budget Requests
e. Financial Aid Review
f. Suspension of Certain Provisions of the A+ Scholarship Program Administrative Rule
g. Review Other Budget & Financial Aid Items on March 8, 2018, CBHE Meeting Agenda

3. Academic Affairs & Workforce Development Committee (3:00-4:00 p.m.)

a. Review minutes of December 13, 2017, Academic Affairs & Workforce Development Committee meeting
b. Identify chair
c. Request to change admission selectivity for Missouri University of Science & Technology (Dr. Christopher Maples, Interim Chancellor)
d. Mission review
e. Review other Academic Affairs & Workforce Development items on March 8, 2018, CBHE meeting agenda

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

a. Introduce new MHDE staff
b. Report of committees
c. Possible delegation of some tasks to Executive Committee in the event quorum cannot be established
d. June meeting location
e. 2018-2019 meeting date change?
f. Retreat agenda and dates

COORDINATING BOARD FOR HIGHER EDUCATION
March 8, 2018 | 9:00 a.m. to 12:00 p.m.
Governor Office Building, Room 450
200 Madison Street, Jefferson City, MO 65101

Call-in options: (573) 526-5402 or toll-free (866) 630-9346

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 (Tab A)
    1. Minutes of the December 13, 2017, Work Session Meeting*
    2. Minutes of the December 14, 2017, Board Meeting*
    3. Minutes of the January 2, 2018, Board Meeting*
    4. Distribution of Community College Funds*
    5. Missouri Advisory Board for Educator Preparation Appointments*
v. June 2018 Meeting Location and Revised 2018-2019 Meeting Dates (Tab B)

b. Information

i. Revised Committees (Tab C)
ii. Committee Chairs (Tab C)

2. Report of the Commissioner

a. Action

i. None

b. Information

i. 2018 Blueprint for Higher Education Implementation Plan (Tab D)

3. Presidential Advisory Committee

a. Action

i. None

b. Information

i. Report on 2018 Legislative Session (Tab E)
ii. FY 2019 Higher Education Budget (Tab F)
iii. Report on Non-Credit Reporting and the Missouri Scorecard (Tab G)

4. Budget and Financial Aid Committee

a. Action

i. 2017 Institutional Performance on Performance Funding Measures (Tab H)
ii. Revised Approach to Budget Requests (Tab I)
iii. Financial Aid Review (Tab J)
iv. Suspension of Certain Provisions of the A+ Scholarship Program Administrative Rule (Tab K)

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

b. Information

i. Minutes of the December 13, 2018, Budget and Financial Aid Committee Meeting* (Tab L)

ii. Report on the Impact of Legislation Allowing Certain Graduates from Private High Schools to Participate in the A+ Scholarship Program (Tab M)

iii. Report on Higher Education Student Funding Act (Tab N)

5. Academic Affairs and Workforce Needs Committee

a. Action

i. Core 42 Transfer Curriculum (Tab O)

ii. Statewide Review of Existing Academic Programs (Tab P)

iii. Academic Program Actions on Previously Provisionally Approved Programs (Tab Q)*

b. Information

i. Minutes of the December 13, 2017, Academic Affairs and Workforce Needs Committee Meeting* (Tab R)

ii. Mission Review (Tab S)

iii. Academic Program Actions Approved by Commissioner through Routine Review (Tab T)*

iv. Proprietary School Certification Actions and Reviews (Tab U)*

v. Report on the Condition of College and Career Readiness (Tab V)

vi. Report on High School Graduates Performance (Tab W)

6. Audit Committee

a. Action

i. None

b. Information

i. Minutes of the December Audit Committee Meeting* (Tab X)

ii. Update on recent audits* (Tab Y)

iii. Overview of Annual MDHE Audits* (Tab Z)

7. Strategic Planning and External Affairs Committee

a. Action

i. Adoption of 2018 Blueprint Implementation Plan

b. Information

i. Report on Development of Student Information Portal (Tab AA)

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. CBHE Members by Congressional District (Tab AB)*

iii. CBHE Statutory Functions (Tab AC)*

iv. CBHE Bylaws (Tab AD)*

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

Meeting Minutes

Coordinating Board for Higher Education Work Session

Coordinating Board for Higher Education
December 13, 2017

The Coordinating Board for Higher Education was called to order at 3:05 p.m. on Wednesday, December 13, 2017, in Room 490 of the Harry S Truman State Office Building in Jefferson City, Missouri. Committee members Doug Kennedy, Mike Thomson, Bobby Robertson, Joe Cornelison, Carl Bolm, and Shawn Saale were present. Sam Murphey was absent.

New employees were introduced to the CBHE. The CBHE Bylaws, the new committee process, the review of the CBHE Performance Funding model, institutions' FY 2019 core budget appropriations, FY 2019 capital improvements priorities, the University of Central Missouri program proposal, the new slate of officers and committee assignments, and meeting logistics were discussed with no action taken.

The meeting was adjourned at 4:11 p.m.

Meeting Minutes

Coordinating Board for Higher Education Public Meeting

Coordinating Board for Higher Education
December 14, 2017

The Coordinating Board for Higher Education held a public meeting at 9:00 a.m. on Thursday, December 14, 2017, in room 490 of the Harry S Truman State Office Building in Jefferson City, Missouri. Board members Doug Kennedy, Mike Thomson, Sam Murphey, Bobby Robertson, Joe Cornelison, Carl Bolm, and Shawn Saale were present. No members were absent.

General Business

1. Mr. Kennedy welcomed new board member Joe Cornelison.
2. Mr. Murphey moved to approve the consent agenda in its entirety. Mr. Saale seconded. Motion carried unanimously.
3. The proposed 2019 meeting dates were announced, and invitations to host the June 2018 meeting were requested.

Report of the Commissioner

1. Joan Masters, Senior Coordinator of Partners in Prevention, presented on the work of her organization.
2. Joel Walters, Director of the Missouri Department of Revenue, gave a presentation on the Missouri budget in 2018 and beyond.

Presidential Advisory Committee

1. Leroy Wade provided a 2018 legislative preview.

Budget and Financial Aid Committee

1. Mr. Thomson moved to recommend that the CBHE thank the members of the Performance Funding Task Force and accept the final report of the task force and direct MDHE staff to implement the recommended changes for incorporation as part of the FY 2019 budget process. Mr. Cornelison seconded. Motion carried unanimously.
2. The FY 2019 public institutions' budget appropriations Journey to College were discussed with no action taken.

Academic Affairs and Workforce Needs Committee

1. Mr. Thomson moved to approve the actions listed in the five-year provisional review summary of recommendations table. Mr. Saale seconded. Motion carried unanimously.
2. Mr. Bolm moved to recommend that the CBHE provisionally approve for five years the University of Central Missouri's proposal to offer a baccalaureate degree in software engineering and moved to recommend that MDHE staff review the program annually, beginning two years after implementation, for evidence of the program's viability, that it is serving a distinct student population, is not adversely affecting existing programs, and has obtained (or is in the process of obtaining) ABET accreditation. Mr. Saale seconded. Motion carried unanimously.
3. Mr. Saale moved to approve the revisions to 6 CSR 10-4.010, as presented, and direct the Commissioner of Higher Education to take all actions necessary to ensure the changes become effective as an administrative rule as soon as possible. Mr. Thomson seconded. Motion carried unanimously.
4. Statewide review of existing academic programs was discussed with no action taken.

Audit Committee

1. The RubinBrown audit of the Missouri Student Loan program was discussed with no action taken.

Adjournment

1. Mr. Kennedy announced the nominating committee's recommended slate of officers with no action taken.
2. Mr. Thomson moved to adjourn the meeting. Mr. Murphey seconded. Motion carried unanimously.

Meeting Minutes

Coordinating Board for Higher Education Public Meeting

Coordinating Board for Higher Education
January 2, 2018

The Coordinating Board for Higher Education (CBHE) held a public meeting at 3:45 p.m. on Tuesday, January 2, 2018, via conference call. Board members Doug Kennedy, Mike Thomson, Sam Murphey, Carl Bolm, Joe Cornelison, Bobby Robertson, and Shawn Saale were present. No members were absent.

General Business

1. Mr. Thomson moved to approve the staff recommendation for the public institutions' core appropriations in FY 2019:

    a. To begin appropriations at the level appropriated for FY 2018, after the withholdings announced in July 2017 were applied, with a reappropriation of ten percent of the base using the new performance funding model adopted by the CBHE at its December 14, 2017, meeting.

    b. To begin the process of re-evaluating the current higher education funding approach with the intent of (1) establishing guidelines for institutions' appropriation requests and (2) bringing a new model for core appropriations to the September 2018 CBHE meeting. The new model should include the statutorily required elements of consultation with the heads of the institutions of higher education and carefully collected data on enrollment, physical facilities, manpower needs, and institutional missions.

    Mr. Murphey seconded. Motion carried unanimously.

2. Mr. Murphey moved to submit the list of capital funding requests for FY 2019 found in the board book to the Governor and General Assembly and to include consideration of the process by which capital funding projects are reviewed and prioritized as part of the longer-term conversation about higher education funding that will take place in advance of the FY 2020 budget process. Mr. Thomson seconded. Motion carried unanimously.

3. Mr. Cornelison moved to elect the slate of officers identified at the December 14, 2017, board meeting. Mr. Thomson seconded. Motion carried unanimously.

4. Mr. Kennedy announced the appointment of Mr. Bolm, Mr. Murphey, and Mr. Saale to the Academic Affairs and Workforce Needs Committee; Mr. Cornelison, Mr. Robertson, and Mr. Thomson to the Budget and Financial Aid Committee; Mr. Cornelison, Mr. Murphey, and Mr. Robertson to the Audit Committee; and all CBHE members to the Strategic Planning and External Affairs Committee, with the expectation that as members meet, they will identify their own committee chairs.

Adjournment

Mr. Robertson moved to adjourn the meeting at 4:25 p.m. Mr. Cornelison seconded. Motion carried unanimously.

Tab A, Attachment 4

Distribution of Community College Funds

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Section 163.191, RSMo, provides that state aid payments to community colleges will be made on a monthly basis. All FY 2018 state aid appropriations are subject to a three percent statutory reserve. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors. An additional component included in state aid for FY 2018 is an appropriation of $10,044,016 for the purpose of equity adjustments. There was no appropriation for performance funding this fiscal year.

CURRENT STATUS

Expenditure restrictions made by the governor in June 2017 for FY 2018 currently include a reduction of $3,821,231 from the general revenue core appropriation for community colleges.

The total TAFP state aid appropriation for community colleges in House Bill 3 for FY 2018 is $147,391,746. The amount available to be distributed (TAFP appropriation less the three percent statutory reserve less expenditure restrictions) is $139,263,400.

The total payment of state aid distributions to community colleges for November and December 2017 and January 2018 is summarized below.

State Aid (excluding Maintenance & Repair) – General Revenue	$28,770,150
State Aid – Lottery portion	$2,543,818
Equity Distribution	$2,435,673
Maintenance and Repair	$563,633
TOTAL	$34,313,274

The total distribution of state higher education funds to community colleges from July 2017 through January 2018 is $79,777,148.

RECOMMENDED ACTION

Assigned to Consent Calendar

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Tab A, Attachment 5

Appointments to the Missouri Advisory Board for Educator Preparation (MABEP)

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

The Department of Elementary and Secondary Education and the Department of Higher Education established the Missouri Advisory Board for Educator Preparation (per Section 161.097 RSMo) to foster meaningful and substantial collaboration among all stakeholders in the interest of improving the quality of educator preparation in Missouri.. MABEP is composed of 14 members appointed by the Commissioners and Boards of both departments. MABEP meets at least twice annually

CURRENT STATUS

There are several positions vacant on the Missouri Advisory Board for Educator Preparation.

1. Dean or director of a college or program of educator preparation for a public four-year university (position formerly held by David Hough, Dean of Education, Missouri State University)

2. Faculty member or administrator within an approved educator preparation program (position formerly held by Dr. Alexander Cuenca, St. Louis University)

After soliciting nominations, MDHE staff recommends the following individuals to fill the vacant positions:

1. Dr. Diana Rogers-Atkinson, Dean of the College of Education, Southeast Missouri State University.
2. Dr. Victoria Seeger, Assistant Professor of Education, Northwest Missouri State University

RECOMMENDATION

Staff recommends the Coordinating Board for Higher Education appoint Dr. Diana Rogers-Atkinson and Dr. Victoria Seeger to the Missouri Advisory Board for Educator Preparation.

NO ATTACHMENTS

Tab B

June 2018 Meeting Location and Proposed Revised 2018-2019 Meeting Dates

Coordinating Board for Higher Education
March 8, 2018

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.

Although the CBHE work session has typically been held on a Wednesday and the board has met with the Presidential Advisory Council (PAC) on a Thursday, the Commissioner's Advisory Council recently recommended that the board consider holding its work session and committee meetings on a Tuesday and its regular meeting with the PAC on a Wednesday. This change would reduce conflicts with institutions' governing board meetings.

RECOMMENDED ACTION

Staff recommend that the board select a meeting location for June 2018 and consider whether to adopt the proposed revised 2018-2019 board meeting dates.

ATTACHMENTS

1. Coordinating Board On-Campus Meeting Location
2. Proposed Revised 2018-2019 Board Meeting Dates

Tab B Attachment 1

Coordinating Board On-Campus Meeting Location

HISTORY OF HOST INSTITUTIONS

Year	Month	Hosting Campus
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	Ozark Technical 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

2018 VOLUNTEER HOST INSTITUTIONS

4yr Institutions	Missouri State University
	Southeast Missouri State University
2yr Institutions	Ozarks Technical Community College
	St. Louis Community College

Travel Time	Kansas City	St. Louis	Springfield	Cape Girardeau	Jefferson City
Missouri State University	2h 46 min	3h 24 min	n/a	4h 25 min	2h 22 min
Ozarks Technical Community College	2h 39 min	3h 18 min	n/a	4h 22 min	2h 1 min
Southeast Missouri State University	5h 11 min	1hr 49min	4h 19 min	n/a	2h 33 min
St. Louis Community College	3h 51 min	n/a	3h 18 min	2h 1 min	2h 14 min

Tab B Attachment 2

Proposed Revised 2018-2019 Board Meeting Dates

Current		Potential Revised	
Work Session and Committee Meetings	**Coordinating Board and Presidential Advisory Council Meeting**	**Work Session and Committee Meetings**	**Coordinating Board and Presidential Advisory Council Meeting**
September 12, 2018	September 13, 2018	September 11, 2018	September 12, 2018
December 12, 2018	December 13, 2018	December 11, 2018	December 12, 2018
March 6, 2019	March 7, 2019	March 5, 2019	March 6, 2019
June 5, 2019	June 6, 2019	June 4, 2019	June 5, 2019
September 11, 2019	September 12, 2019	September 10, 2019	September 11, 2019
December 11, 2019	December 12, 2019	December 10, 2019	December 11, 2019

Tab C

Revised Committees and Committee Chairs

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Coordinating Board for Higher Education (CBHE) bylaws establish an Audit Committee, a Budget and Financial Aid Committee, and an Academic Affairs and Workforce Needs Committee. The bylaws also allow the chair or executive committee to establish other committees as deemed necessary to carry on the work of the board. The Strategic Planning and External Affairs Committee was established pursuant to that provision. The chair of the board appoints the members of each committee.

Chair Doug Kennedy appointed members to committees for 2018 on January 2, 2018. Since that time, one member's nomination to serve on the board has been withdrawn, and the chair will need to revisit committee appointments.

The bylaws also provide that the board chair shall appoint the chair of each committee.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- Coordinating Board for Higher Education Committee Roster

Tab C Attachment

Coordinating Board for Higher Education Committee Roster

2018 Committees Approved January 2, 2018

Executive Committee
Doug Kennedy, Acting Chair
Mike Thomson, Vice Chair
Sam Murphey, Secretary

Budget & Financial Aid Committee
1. Joe Cornelison
2. Mike Thomson
3. ~~Bobby Robertson~~

Academic Affairs & Workforce Needs Committee
1. Carl Bolm
2. Sam Murphey
3. Shawn Saale

Audit Committee
1. Joe Cornelison
2. Sam Murphey
3. ~~Bobby Robertson~~

Strategic Planning & External Affairs Committee
Committee of the Whole

Revised 2018 Committees

Executive Committee
Doug Kennedy, Acting Chair
Mike Thomson, Vice Chair
Sam Murphey, Secretary

Budget & Financial Aid Committee
1. Joe Cornelison
2. Mike Thomson
3.

Academic Affairs & Workforce Needs Committee
1. Carl Bolm
2. Sam Murphey
3. Shawn Saale

Audit Committee
1. Joe Cornelison
2. Sam Murphey
3.

Strategic Planning & External Affairs Committee
Committee of the Whole

Tab D

2018 Blueprint for Higher Education Implementation Plan

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Section 173.020, RSMo, requires the Coordinating Board to conduct studies of population and enrollment trends affecting higher education institutions in the state, identify higher education needs, develop arrangements for specialization among institutions, and develop a coordinated plan for higher education based on the studies described above and such others as may be deemed relevant by the board.

The most recent coordinated plan was adopted in December 2015. That document, *Preparing to Succeed: A Blueprint for Higher Education*, is based on feedback gathered during nine public hearings around the state and through online comments. It describes five themes, including expanding opportunities for degree attainment, keeping college affordable, delivering on the promise of excellence, advancing research and innovation, and increasing the public's investment in higher education. The plan also identifies tactics to advance each of those themes.

CURRENT STATUS

MDHE staff have developed plans to implement several provisions of the Blueprint during 2018, including initiatives linked to the board's and department's core statutory responsibilities. Staff will focus on improved coordination, maintaining affordability, and continuing to promote access and success, as well as on communicating effectively and making work meaningful for all department employees. Each of the initiatives identified on the attached Draft Blueprint Implementation Plan 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

Staff have already taken preliminary steps toward implementation of the 2018 plan, and will increase their activity after adoption of the plan.

RECOMMENDATION

Staff recommend that the board approve the 2018 Blueprint Implementation Plan, direct staff to proceed, and request regular updates on progress.

ATTACHMENT

- Draft 2018 Blueprint Implementation Plan

Draft Blueprint Implementation Plan
2018

Aspiration

The Missouri Department of Higher Education will develop innovative approaches to improving student outcomes and increasing public institutions' performance.

Themes

Coordination

Initiative

Partner with Departments of Economic Development and Elementary & Secondary Education and other stakeholders to launch a statewide workforce assessment
Blueprint Goal 3.3
Commissioner

Develop a common data set about all institutions
Blueprint Goal 3.3
Data & Research, Academic Affairs, Communications

Implement performance funding model
Blueprint Goals 1.1, 1.5, 3.5
Fiscal Affairs, Data & Research

Develop a new model for seeking institutions' funding requests for FY 2020, including special appropriations to meet workforce needs and capital funding requests
Blueprint Goal 3.3
Commissioner, Fiscal Affairs, Data & Research

Develop a long-term plan for rational allocation of resources among public colleges and universities
Blueprint Goal 3.3
Commissioner, Academic Affairs, Fiscal Affairs, Data & Research

Affordability

Initiative

Increase FAFSA filing
Blueprint Goal 2
Outreach, Grants & Scholarships, Communications

Review financial aid programs and make outcomes-based, goal-driven recommendations
Blueprint Goal 2.1
Grants & Scholarships, Data & Research

Rigorously evaluate requests for waivers from penalty provisions of the Higher Education Student Funding Act
Blueprint Goal 2
Commissioner

Make affordability a component of the performance funding model
Blueprint Goal 2
Fiscal Affairs, Data & Research

Keep student loan borrowers eligible for federal financial aid
Blueprint Goal 2
Borrower Services

Access & Success

Initiative

Reduce the number of remedial courses students must take before beginning credit-bearing courses
Blueprint Goal 1.1
Academic Affairs, Data & Research

Decrease number of credits that do not transfer for the course for which they were taken
Blueprint Goal 3.3
Academic Affairs

Provide targeted support to institutions that consistently struggle to meet performance targets
Blueprint Goal 3.3
Commissioner

Establish a system for identifying high-performing schools certified to operate by the department
Blueprint Goal 3
Proprietary

Create an online resource that provides complete information about college-going
Blueprint Goal 1
Communications

Communication

Initiative

Advocate with legislators to ensure that initiatives that require their support are well-understood, modified to address their concerns, and ultimately adopted
Commissioner, Fiscal Affairs, General Counsel/Legislative Liaison

Convene public college and university leaders to gather feedback on and promote understanding of initiatives
Commissioner

Step up engagement with local, state, and national media to highlight Missouri's successes
Communications

Speak with state and local organizations; present at meaningful conferences
Communications, Senior Staff

Communicate regularly with MDHE staff about each employee's and unit's role in advancing initiatives, achieving successes, and serving Missourians
Communications, Program Specialist in Commissioner's Office

Increase social media reach
Communications

Meaningful Work

Initiative

Ask each unit to establish goals and an approach to measuring progress toward those goals
Commissioner, Senior Staff, and All Managers

Bring employees from each unit together to tackle an important problem that spans units and to produce a clearly defined, concrete deliverable
Program Specialist in Commissioner's Office

Identify opportunities to give promotions to, increase compensation of, or otherwise recognize top-performing employees
Commissioner, Senior Staff, and All Managers

Notes: This is a discussion draft that will be continually revised and updated based on ongoing conversations with the MDHE's senior staff, the members of the Coordinating Board for Higher Education, and other stakeholders.

Initiatives in gold boxes are activities that have the potential to make Missouri a national leader if successfully executed.

Tab E

Report on the 2018 Legislative Session

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

The 2018 Legislative Session began on January 3, 2018, and concludes on May 18, 2018. The last day to file new bills is March 1, 2018.

CURRENT STATUS

The attached Bill Tracking Report includes all bills filed as of February 28, 2018, that MDHE is following. Staff will present updates on some of the primary bills affecting higher education institutions, MDHE, and CBHE at the March 8, 2018, board meeting.

NEXT STEPS

MDHE staff will continue to track relevant bills throughout the end of the legislative session and will conduct bill reviews as assigned by the Governor's office. MDHE staff will inform the board of any bills that become laws that have an impact on the board, the department, and/or higher education institutions.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Bill Tracking Report

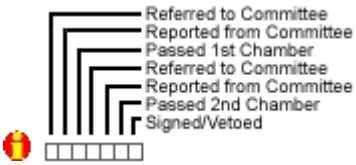
Coordinating Board for Higher Education
March 8, 2018

Tab E Attachment

Bill Tracking Report

Current as of 02-27-2018 - 09:59:39

- Action in the date range *- Link to Related Information* ( ) - Priority



HB 1267 Lichtenegger, Donna(R)

Changes the laws by adding virtual institutions to the "Access Missouri Financial Assistance Program"

General Remarks : Jan 10, 2018 - 16:51
This bill would allow students attending certain virtual higher education institutions to receive Access Missouri awards.

Bill History: 02-21-18 S Referred to Senate Committee on Senate-Education

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HB 1268 Lichtenegger, Donna(R)

Allows the Missouri Dental Board to issue dental faculty permits to individuals who are employed by accredited dental schools, colleges, or programs in Missouri

General Remarks : Feb 20, 2018 - 12:50
This bill allows the Missouri Dental Board to issue a dental faculty permit to individuals employed by an accredited dental school, college, or program in Missouri. The permit would allow individuals to practice dentistry without a Missouri license, but only in the course of teaching and supervising student care as part of an accredited dental school program.

Bill History: 02-26-18 S Reported to the Senate and first read

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HB 1270 Lant, Bill(R)

Allows any county to vote to exempt political subdivisions and public institutions of higher education engaged in the construction of public works wholly within the county from the prevailing wage law

General Remarks : Feb 26, 2018 - 11:39
This bill allows residents of a county to vote to exempt public subdivisions and public institutions of higher education from the prevailing wage law for the construction of public works constructed wholly within the county.

Bill History: 01-30-18 H Public hearing completed

HB 1272 Lant, Bill(R)

Allows public bodies to opt out of prevailing wage laws for the construction of public works projects that are $750,000 or less

Bill History: 01-23-18 H Not heard in committee House-Economic Development

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HB 1273	Kendrick, Kip(D)	Grants authority to the Missouri Higher Education Loan Authority to issue loans to refinance certain public or private student loans, education grants, and certain bonds, notes, or other obligations.
	General Remarks :	Feb 3, 2018 - 17:31 This bill allows MOHELA to: (1) issue tax-exempt bonds and taxable revenue bonds, including bonds that are eligible for federal tax credits, exemptions, or payments; (2) issue loans to eligible borrowers to refinance certain public or private student loans; and (3) issue bonds, notes, or other obligations.
	Bill History:	02-26-18 H Voted do pass from committee on House-Rules-Administrative Oversight
HB 1274	Kendrick, Kip(D)	Establishes the "Student Loan Bill of Rights"
	General Remarks :	Jan 11, 2018 - 09:47 This bill would create a student loan ombudsman at the MDHE to help student loan borrowers and develop a student loan borrower education course. It would also require certain student loan servicers to be approved by the MDHE to operate in Missouri.
	Bill History:	01-04-18 H Read second time
HB 1275	Kendrick, Kip(D)	Establishes a work-study program within the department of higher education
	General Remarks :	Feb 3, 2018 - 17:39 This bill creates the "Allan Purdy Work-Study Program" for state residents enrolled as an undergraduate in a two-year or four-year institution of higher education. The program will be administered by the CBHE.
	Bill History:	02-13-18 H Reported do pass House-Rules-Administrative Oversight
HB 1358	Davis, Charlie(R)	Establishes the Password Privacy Protection Act.
	General Remarks :	Jan 10, 2018 - 16:59 This bill would prohibit public and private colleges and universities as well as vo-tech schools from requiring students to disclose login information for social media sites.
	Bill History:	02-27-18 H Set on the House Calendar
HB 1368	Basye, Chuck(R)	Changes the law regarding the Missouri Returning Heroes Education Act.
	General Remarks :	Jan 10, 2018 - 16:29 This bill would require public colleges and universities to charge no more than 30% of the cost of tuition and fees to combat veterans who are pursuing graduate degrees.
	Bill History:	02-26-18 H Voted do pass from committee on House-Rules-Legislative Oversight

HB 1408	Spencer, Bryan(R)	Modifies provisions relating to virtual education
	Bill History:	02-19-18 S Referred to Senate Committee on Senate-Education
HB 1434	Berry, T.J.(R)	Modifies provisions relating to marriage and replaces marriage licenses with contracts of domestic union
	General Remarks :	Jan 10, 2018 - 16:23 This bill changes statutory references from "marriage" to "contract of domestic union" in sections including 173.310, which prohibits the hiring of relatives of higher education board members.
	Bill History:	01-04-18 H Read second time
HB 1450	May, Karla(D)	Requires the state to match federal funding for land grant institutions in this state and prohibits the state from seeking a waiver or requiring an institution to seek a waiver of the match obligation.
	Bill History:	01-24-18 H Referred to House Committee on House-Budget
HB 1455	Lauer, Jeanie(R)	Requires high schools and public institutions of higher education to provide information related to careers and salaries to students.
	General Remarks :	Feb 5, 2018 - 13:15 This bill would require the CBHE and DED to provide information for each credential offered by a public college or university, including common areas of employment for people who hold the degree, the number and type of jobs available, percent of graduates with the degree who are employed within a year of graduation, average salary for each of the first five years after graduation, length of time required to earn the credential, and the estimated cost of the credential.
	Bill History:	02-19-18 S Reported to the Senate and first read
HB 1457	Lauer, Jeanie(R)	Requires school districts to offer a course on computer programming to high school students.
	Bill History:	02-27-18 H Set on the House Calendar
HB 1458	Lauer, Jeanie(R)	Requires public institutions of higher education to make instructor evaluations available to enrolled students of such institutions.
	General Remarks :	Jan 11, 2018 - 09:53 This bill would require public colleges and universities to make student evaluations of instructors available to enrolled students.
	Bill History:	01-17-18 H Referred to House Committee on House-Higher Education
HB 1465	Cookson, Steve(R)	Modifies various provisions relating to degree offerings at public institutions of higher education.

General Remarks :	Jan 10, 2018 - 16:21 This bill would allow the Coordinating Board for Higher Education to consider proposals from public colleges and universities seeking to offer academic programs outside of their historical mission in order to meet a demonstrated workforce need.
Bill History:	02-27-18 S Meeting set for 12:00 PM, SCR 1 - Senate-Education

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HB 1474	Brattin, Rick(R)	Eliminates tenure for new employees at public institutions of higher education and specifies information that public institutions of higher education must make available to the public.
General Remarks :		Jan 10, 2018 - 16:36 This bill would prohibit public colleges and universities from awarding tenure to any person hired after January 1, 2019. It would also require public colleges and universities to post information about each degree program offered on a publicly accessible website, including total cost, employment opportunities, and earnings.
Bill History:		02-28-18 H Meeting set for 12:00 PM, HR 5 - House-Higher Education

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HB 1477	Brattin, Rick(R)	Requires each state department to report expenditures to the appropriations committee that oversees the department
Bill History:		01-17-18 H Public hearing completed

HB 1517	McCann Beatty, Gail(D)	Requires the attorney general and the commissioner of administration to submit to the general assembly a monthly report of all settlements and judgments paid from the state legal expense fund.
General Remarks :		Feb 11, 2018 - 20:34 This bill requires a report to be submitted to the general assembly detailing all settlements and judgments paid in the previous month from the state legal expense fund.
Bill History:		02-27-18 H Voted do pass from committee on House-Consent and House Procedure

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HB 1528	Dohrman, Dean(R)	Requires students at public and private institutions of higher education to pass an examination on the provisions and principals of American civics as a condition of graduation.
General Remarks :		Feb 3, 2018 - 16:51 This bill requires any student pursuing an associate's or bachelor's degree from a public or private institution of higher education (except those attending private trade schools) to pass an examination on the provisions/principles of American civics with a score of at least 70%.
Bill History:		02-07-18 H Referred to House Committee on House-Rules-Administrative Oversight

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HB 1532	Butler, Michael(D)	Modifies the Science, Technology, Engineering and Mathematics Fund.
General Remarks :		Jan 10, 2018 - 16:28 Current state law creates a fund the MDHE can use to

match institutions' investments in STEM programs. This bill would create a tax incentive for employers to hire interns in STEM fields of study.

Bill History: 01-04-18 H Read second time

HB 1560 Morris, Lynn(R)

Prohibits discrimination against children who are not immunized.

General Remarks : Jan 11, 2018 - 10:41
The bill prohibits discrimination against students because they have not been immunized as required due to an exemption under existing law.

Bill History: 01-04-18 H Read second time

HB 1576 Wiemann, John D.(R)

Modifies provisions relating to administrative proceedings.

General Remarks : Feb 12, 2018 - 10:49
This bill prohibits any state agency from implementing or enforcing any standard, requirement, or threshold unless it is explicitly required or permitted by statute or a rule that has been promulgated in accordance with Chapter 536. It also requires a report to be submitted to the general assembly if a fiscal note for a proposed rule requires an expenditure of moneys or a reduction in income to be more than $500,000.

Bill History: 02-21-18 H Referred to House Committee on House-Rules-Legislative Oversight

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HB 1623 Fitzwater-49, Travis(R)

Establishes a statewide STEM career awareness program and enacts new provisions of law related to computer science.

Bill History: 02-27-18 H Set on the House Calendar

HB 1629 Evans, Jean(R)

Provides that a doctoral degree from programs accredited or provisionally accredited by the Psychological Clinical Science Accreditation System are acceptable for licensure as a psychologist if the program meets certain requirements.

General Remarks : Feb 6, 2018 - 11:22
This bill allows for a doctoral degree in psychology from a program accredited by the Psychological Clinical Science Accreditation System to be acceptable to meet various requirements for psychologist licensure so long as the program meets certain requirements.

Bill History: 02-21-18 H Reported do pass House-Rules-Administrative Oversight

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HB 1644 Sommer, Chrissy(R)

Changes the laws regarding state agencies and departments by requiring the posting of information online that is published physically and making available the online submission of applications, forms, and payments.

Bill History: 02-20-18 H Public hearing completed

HB 1678 Chipman, Jason(R)

Establishes the "Curriculum Transparency Act".

General Remarks :	Jan 10, 2018 - 16:33 This bill would require public colleges and universities to post course syllabi, reading lists, attendance requirements, extra credit opportunities, and descriptions of required assignments and projects on a publicly accessible website.
Bill History:	01-09-18 H Committee hearing cancelled House-Higher Education

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HB 1679	Chipman, Jason(R)	Prohibits public institutions of higher education from requiring students to purchase a meal plan when a student presents medical documentation of a food allergy or sensitivity, or a medical dietary issue.
General Remarks :		Feb 5, 2018 - 13:25 This bill prevents any public institution of higher education from requiring a student to purchase meal plan(s) or to dine at on-campus facilities if the student has presented medical documentation of a food allergy or sensitivity, or a medical dietary issue, to the institution.
Bill History:		02-27-18 H Set on the House Calendar

HB 1680	Chipman, Jason(R)	Prohibits public institutions of higher education from requiring students to live on campus, except for first-year freshmen who may be required to live in campus housing for their first year.
General Remarks :		Feb 6, 2018 - 19:44 This bill prohibits public institutions of higher education from requiring students to live in campus housing, excluding first-time freshman who are in their first year of attendance, beginning July 1, 2019.
Bill History:		01-31-18 H Voted do not pass from committee House-Higher Education

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HB 1688	Eggleston, J.(R)	Modifies provisions relating to institutional performance measures for institutions of higher education.
General Remarks :		Jan 10, 2018 - 16:49 This bill would replace the existing statutory language about "the sixth measure" in the performance funding model with "institutional performance measure relating to job placement in a field or position associated with the student's degree level and pursuit of a graduate degree." That measure would be weighted as 1/3 of the performance funding allocation, with the remaining measures weighted equally for the remaining 2/3. The bill also provides that "unearned" money in the model would revert to general revenue rather than being distributed through the model.
Bill History:		01-04-18 H Read second time

HB 1697	Washington, Barbara Anne(D)	Designates the third week of September as Historically Black College and University Week
Bill History:		02-28-18 H Meeting set for 5:00 PM or Upon Adj., whichever is later, HR - House-Special Committee/Tourism

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HB 1716	White, William(R)	Prohibits non-Missouri medical schools from entering into exclusive contracts with Missouri health care providers for the placement of medical students.
		Bill History: 01-24-18 H Referred to House Committee on House-Health and Mental Health Policy
HB 1723	Grier, Derek(R)	Allows veterans to attend state higher education institutions tuition free.
		General Remarks : Jan 10, 2018 - 16:32 This bill would delete the entire existing Missouri Returning Heroes Act and replace it with a requirement that all public colleges and universities exempt certain veterans from the payment of tuition, dues, fees, and other required charges.
		Bill History: 01-04-18 H Read second time
HB 1744	Hansen, Jim(R)	Modifies the A+ Schools Program by removing the requirement that the student's attendance of public high school occur in the three years immediately prior to graduation.
		General Remarks : Feb 5, 2018 - 13:06 This bill removes the requirement that a student's attendance occur in the three years immediately prior to graduation to qualify for the A+ Schools Program.
		Bill History: 02-21-18 S Referred to Senate Committee on Senate-Education
HB 1771	Morgan, Judy(D)	Establishes the Missouri Tuition Equity Act.
		Bill History: 01-04-18 H Read second time
HB 1791	Ellington, Brandon(D)	Establishes the Missouri DREAM Trust Fund and the Missouri Dream Trust Fund Commission.
		General Remarks : Jan 11, 2018 - 09:52 This bill would create a scholarship for the children of immigrants.
		Bill History: 01-04-18 H Read second time
HB 1792	Ellington, Brandon(D)	Repeals provisions that prohibit students who are unlawfully present in the United States from receiving postsecondary education public benefits.
		Bill History: 01-04-18 H Read second time
HB 1811	Smith-85, Clem(D)	Establishes the College Credit Disclosure Act that requires a higher education institution to disclose its unaccredited status to students before enrollment.
		Bill History: 02-28-18 H Meeting set for 12:00 PM, HR 5 - House-Higher Education
HB 1817	Mitten, Gina(D)	Prohibits members and employees of public governmental bodies from using software designed to send encrypted

messages that automatically self-destruct to conduct public business.

Bill History: 01-04-18 H Read second time

HB 1876 — Lichtenegger, Donna(R)

Modifies various provisions relating to degree offerings at public institutions of higher education.

General Remarks : Jan 10, 2018 - 16:21
This bill would allow the Coordinating Board for Higher Education to consider proposals from public colleges and universities seeking to offer academic programs outside of their historical mission in order to meet a demonstrated workforce need.

Bill History: 02-13-18 H Reported do pass House-Rules-Administrative Oversight

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HB 1904 — Walker, Nate(R)

Allows the Missouri Dental Board to issue dental faculty permits to individuals who are employed by accredited dental schools, colleges, or programs in Missouri.

Bill History: 01-17-18 H Referred to House Committee on House-Professional Registration and Licensing

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HB 1936 — Taylor, Jered(R)

Modifies provisions relating to the concealed carrying of firearms

General Remarks : Feb 26, 2018 - 08:58
This bill changes the list of locations an individual can carry a concealed weapon, including any public institution of higher education without the consent of the governing body of the higher education institution. The bill also prohibits public institutions of higher education from imposing any policies or contractual requirements that would have the effect of prohibiting employees or students from the carrying of concealed firearms into locations not otherwise prohibited by law.

Bill History: 02-26-18 H Public hearing completed

HB 1940 — Corlew, Kevin(R)

Establishes the Cronkite New Voices Act.

General Remarks : Feb 5, 2018 - 13:50
This bill establishes the "Cronkite New Voices Act," which provides student journalists in both public high schools and public institutions of higher education the right to exercise freedom of speech and of the press in school-sponsored media.

Bill History: 02-19-18 S Reported to the Senate and first read

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HB 1942 — Dohrman, Dean(R)

Allows institutions of higher education to designate one or more faculty or staff members as campus protection officers.

General Remarks : Jan 11, 2018 - 09:54
The designated staff person would be authorized to carry a concealed firearm or pepper spray on campus.

Bill History: 02-15-18 H Referred to House Committee on House-Rules-Administrative Oversight

HB 2002	Fitzpatrick, Scott(R)	To appropriate money for State Board of Education and the Department of Elementary and Secondary Education
	Bill History:	02-15-18 H Referred to House Committee on House-Budget
HB 2003	Fitzpatrick, Scott(R)	To appropriate money for Department of Higher Education, institutions of higher education, and several divisions
	Bill History:	02-15-18 H Referred to House Committee on House-Budget
HB 2005	Fitzpatrick, Scott(R)	To appropriate money for Office of Administration, Department of Transportation, Department of Conservation, Department of Public Safety, Chief Executive's Office, and several divisions and programs.
	Bill History:	02-15-18 H Referred to House Committee on House-Budget
HB 2007	Fitzpatrick, Scott(R)	To appropriate money for Department of Economic Development, Department of Insurance, Financial Institutions and Professional Registration, and Department of Labor and Industrial Relations
	Bill History:	02-15-18 H Referred to House Committee on House-Budget
HB 2013	Fitzpatrick, Scott(R)	Appropriations Bill
	Bill History:	02-15-18 H Referred to House Committee on House-Budget
HB 2014	Fitzpatrick, Scott(R)	Supplemental appropriations for several departments and offices of state government.
	Bill History:	02-19-18 H Read second time
HB 2017	Fitzpatrick, Scott(R)	Capital improvements
	Bill History:	02-19-18 H Read second time
HB 2074	Kelly, Hannah(R)	Prohibits public institutions of higher learning from discriminating against a religious student organization or denying a religious student association any benefit available to any other student association.
	Bill History:	01-17-18 H Referred to House Committee on House-General Laws
HB 2076	Chipman, Jason(R)	Specifies that public institutions of higher education shall not require their students to pay fees related to health care if they show proof of health insurance coverage.
	Bill History:	01-24-18 H Public hearing completed

HB 2115	Bernskoetter, Mike(R)	Modifies provisions of the Missouri Higher Education Savings Program
	Bill History:	02-26-18 H Meeting set for 1:00 PM, HR 1 - House-Ways and Means
HB 2128	Cookson, Steve(R)	Creates certain provisions relating to computer science.
	Bill History:	01-31-18 H Public hearing completed
HB 2138	Fitzwater-49, Travis(R)	Establishes a statewide STEM career awareness program.
	Bill History:	01-31-18 H Not heard in committee House-Workforce Development
HB 2146	Bangert, Gretchen(D)	Authorizes a tax deduction for teachers who receive income as student loan forgiveness.
	Bill History:	02-13-18 H Referred to House Committee on House-Ways and Means
HB 2200	Rhoads, Shawn(R)	Modifies provisions relating to elementary and secondary education.
	Bill History:	02-26-18 H Voted do pass from committee on House-Rules-Administrative Oversight
HB 2211	Kidd, Bill E.(R)	Requires the Office of Administration to post all public meeting times for state boards, commissions, committees, and councils on the accountability portal.
	Bill History:	02-20-18 H Public hearing completed
HB 2229	Ross, Robert(R)	Prohibits the use of public funds for lobbying purposes.
	Bill History:	01-24-18 H Read second time
HB 2255	Korman, Bart(R)	Modifies provisions relating to the Science, Technology, Engineering, and Mathematics Initiative.
	Bill History:	02-22-18 H Referred to House Committee on House-Rules-Administrative Oversight
HB 2264	Stacy, Dan(R)	Changes the laws regarding the safekeeping of personal information.
	Bill History:	01-31-18 H Referred to House Committee on House-Special Committee/Innovation/Technology
HB 2282	Fitzwater-49, Travis(R)	Creates new provisions of law related to computer science.

	Bill History:	01-29-18 H Read second time

HB 2284	Dohrman, Dean(R)	Modifies the Campus Free Expression Act.
	Bill History:	01-31-18 H Referred to House Committee on House-General Laws

HB 2292	Gregory, David(R)	Allows high school students to fulfill one unit of academic credit with a computer science course for any required math or science unit
	Bill History:	01-29-18 H Read second time

HB 2305	Carpenter, Jon(D)	Authorizes a tax deduction for certain veterans who receive income through student loan forgiveness.
	Bill History:	02-26-18 H Public hearing completed

HB 2348	Davis, Charlie(R)	Changes the cap on tuition charged at public institutions of higher education.
	General Remarks :	Feb 6, 2018 - 19:36 This bill states that if a public institution of higher education's tuition is greater than the average tuition, the percentage change in tuition shall not exceed CPI + 10%. If a public institution of higher education's tuition is less than the average tuition, the dollar increase in tuition shall not exceed CPI + 10%. The bill also removes the waiver process for institutions wishing to exceed these limitations.
	Bill History:	02-28-18 H Meeting set for 12:00 PM, HR 5 - House-Higher Education

HB 2354	Frederick, Keith(R)	Requires the department of higher education to promulgate rules establishing the Coordinating Board for Mental Health Issues in Higher Education.
	Bill History:	02-05-18 H Read second time

HB 2360	Redmon, Craig(R)	Changes the laws regarding public safety officers who are eligible for a survivor's and disabled employee's educational grant.
	Bill History:	02-28-18 H Meeting set for 12:00 PM, HR 5 - House-Higher Education

HB 2372	Brown, Richard(D)	Designates January 5th as Kappa Alpha Psi Day.
	Bill History:	02-06-18 H Read second time

HB 2375	Ellington, Brandon(D)	Establishes the "Make America Great Again Act" and repeals provisions that prohibit persons who are unlawfully present in the United States from receiving certain benefits.
	Bill History:	02-06-18 H Read second time

HB 2378	Walker, Cora Faith(D)	Requires teacher-training institutions in this state receiving state aid to require students to demonstrate proficiency on the concepts of trauma-informed approach and trauma-specific interventions.
	Bill History:	02-07-18 H Read second time
HB 2399	Trent, Curtis(R)	Creates new provisions of law related to student data privacy.
	Bill History:	02-07-18 H Read second time
HB 2408	Fitzpatrick, Scott(R)	Establishes the "Bright Flight Promise Program" and phases out the Missouri Higher Education Academic Scholarship Program
	Bill History:	02-26-18 H Committee hearing cancelled House-Higher Education
HB 2412	Corlew, Kevin(R)	Modifies provisions relating to the A+ schools program.
	Bill History:	02-08-18 H Read second time
HB 2423	Moon, Mike(R)	Expands the Campus Free Expression Act.
	General Remarks :	Feb 9, 2018 - 08:13 This bill expands the Campus Free Expression Act by requiring the governing board of public institutions of higher education to develop and adopt a policy on free expression prior to January 1, 2019; add to their freshman orientation program a section describing the policies regarding free expression; and submit an annual report to the public, department of higher education, and general assembly on the administrative handling of free-speech issues.
	Bill History:	02-12-18 H Read second time
HB 2458	Christofanelli, Phil(R)	Modifies provisions relating to virtual public schools and career and technical education.
	Bill History:	02-15-18 H Read second time
HB 2464	Curtis, Courtney Allen(D)	Establishes the "Equity in Higher Education Funding Program".
	Bill History:	02-15-18 H Read second time
HB 2471	Mitten, Gina(D)	Requires legislative lobbyists and legislative liaisons to complete sexual harassment training offered by the Missouri Ethics Commission.
	General Remarks :	Feb 20, 2018 - 09:41 This bill requires legislative liaisons to complete a sexual harassment training course within 90 days of registration or appointment. The bill also requires all complaints against legislative liaisons to be made in writing to the Missouri ethics commission.

	Bill History:	02-19-18 H Read second time

HB 2474	Curtis, Courtney Allen(D)	Establishes the Urban Education Institute.
	General Remarks :	Feb 20, 2018 - 09:57 This bill establishes the "Urban Education Institution," a collaboration between students and faculty at Harris-Stowe State University and Lincoln University, subject to appropriation. The institute shall implement a plan to address the urban education crisis in the state. The department of higher education is responsible for promulgating all necessary rules and regulations for administration.
	Bill History:	02-19-18 H Read second time

HB 2476	Curtis, Courtney Allen(D)	Modifies provisions relating to the sunshine law.
	Bill History:	02-19-18 H Read second time

HB 2495	Justus, Jeff(R)	Establishes the "Private College Campus Protection Act" which allows private institutions of higher education to appoint persons to be members of a campus police department.
	Bill History:	02-20-18 H Read second time

HB 2508	Green, Alan(D)	Establishes the Missouri office of equal opportunity in statute.
	Bill History:	02-21-18 H Read second time

HB 2512	Butler, Michael(D)	Requires student organizations at public institutions of higher education to appoint one or more members to serve as mandated reporters for purposes of reporting campus domestic violence and sexual assault.
	Bill History:	02-21-18 H Read second time

HB 2515	Curtis, Courtney Allen(D)	Prohibits public institutions of higher education from subjecting video game competitors to institutional or athletic organizational rules regarding student athletes.
	Bill History:	02-21-18 H Read second time

HB 2523	Gregory, David(R)	Modifies provisions for the sunshine law and creates the transparency division within the attorney general to monitor sunshine law violations by state agencies.
	Bill History:	02-22-18 H Read second time

HB 2524	Evans, Jean(R)	Modifies provisions for the sunshine law and creates the transparency division within the attorney general to monitor sunshine law violations by state agencies.
	Bill History:	02-22-18 H Read second time

HCR 66	Carpenter, Jon(D)	Instructs state agencies and departments to remove the terms "Oriental" and "Indian" from all literature by 2020.

General Remarks : Feb 6, 2018 - 19:33
This concurrent resolution requires state agencies/departments to remove the terms "Oriental" and "Indian" from their applications, forms, rules, or other literature as it refers to persons of Asian descent and Native American descent by January 1, 2020.

Bill History: 02-27-18 H Set on the House Calendar

HCR 73 Justus, Jeff(R)

Recognizes the Gold Star Families Memorial Monument at College of the Ozarks as the official Gold Star Families Memorial Monument of Missouri.

General Remarks : Feb 6, 2018 - 08:07
This concurrent resolution recognizes the Gold Star Families Memorial Monument at College of the Ozarks as the official Gold Star Families Memorial Monument of Missouri.

Bill History: 02-13-18 H Referred to House Committee on House-Rules-Legislative Oversight

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HJR 55 Shumake, Lindell(R)

Proposes a constitutional amendment eliminating the prohibition on the use of public funds for the benefit of any religious or sectarian educational purpose.

Bill History: 01-04-18 H Read second time

HR 5357 Curtis, Courtney Allen(D)

Urges a commitment by the General Assembly to ensure that the historically black institutions of higher education in this state are comparable to and competitive with the Columbia campus of the University of Missouri in all facets of their operations and p

Bill History: 02-14-18 H Introduced and read first time

HR 5358 Curtis, Courtney Allen(D)

Urges a commitment to ensuring adequate and equitable funding of public schools.

Bill History: 02-14-18 H Introduced and read first time

HRB 1 Shaul, Dan(R)

Repeals obsolete, expired, sunset, and terminated statutory sections and portions of sections.

General Remarks : Feb 1, 2018 - 15:37
Repeals Sections 168.700-168.702 (MO Teaching Fellows Program)

Repeals Section 173.197 (Higher Education Scholarship Program)

Bill History: 02-13-18 H Referred to House Committee on House-Special Committee/Government Oversight

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SB 577 Romine, Gary(R)

Modifies provisions relating to degree offerings at public institutions of higher education

General Remarks : Jan 10, 2018 - 16:21
This bill would allow the Coordinating Board for Higher Education to consider proposals from public colleges and

		universities seeking to offer academic programs outside of their historical mission in order to meet a demonstrated workforce need.
	Bill History:	01-23-18 S Superseded by - see SB 807
SB 603	Onder, Bob(R)	Modifies provisions relating to course access in virtual education.
	Bill History:	02-27-18 S Set on the Senate Calendar
SB 682	Munzlinger, Brian(R)	Allows students enrolled in virtual institutions to participate in the Access Missouri Financial Assistance Program
	General Remarks :	Jan 10, 2018 - 16:51 This bill would allow students attending certain virtual higher education institutions to receive Access Missouri awards.
	Bill History:	02-27-18 S Meeting set for 12:00 PM, SCR 1 - Senate-Education
SB 725	Emery, Ed(R)	Creates the "Academic Freedom and Whistleblower Protection Act".
	General Remarks :	Feb 14, 2018 - 07:55 This bill creates the "Academic Freedom and Whistleblower Protection Act," which prohibits public institutions of higher education from creating or maintaining a policy that allows them to take adverse personnel action against a faculty member in retaliation for various expressions or disclosures as described in the bill. Any wronged faculty member may bring an action in court, but it is subject to a one year limitation.
	Bill History:	02-14-18 S Hearing conducted
SB 759	Schatz, Dave(R)	Prohibits public higher education institutions from raising the tuition rate charged to Missouri resident undergraduate and graduate students for four years from the date the student enrolls at the institution
	General Remarks :	Jan 10, 2018 - 16:40 The provisions would take effect beginning with the 2016-2017 school year. Institutions that fail to comply would be required to remit 5% of their current year state operating appropriation for deposit in the general revenue fund. Those funds would be returned if an institution came into compliance with the law.
	Bill History:	02-27-18 S Meeting set for 12:00 PM, SCR 1 - Senate-Education
SB 764	Schatz, Dave(R)	Prohibits public higher education institutions from requiring students or potential students complete the free application for federal student aid
	Bill History:	01-16-18 S Referred to Senate Committee on Senate-Education
SB 767	Hoskins, Denny(R)	Creates the Missouri Video Lottery Control Act

Bill History: 02-27-18 S Set on the Senate Calendar

SB 783 Nasheed, Jamilah(D) Establishes the Missouri Promise Scholarship Act

General Remarks : Jan 10, 2018 - 16:57
This bill would create a scholarship for students attending any public college or university. The award amount would not exceed average tuition and fees at a community college. Students would have to meet eligibility criteria to receive the award.

Bill History: 01-17-18 S Referred to Senate Committee on Senate-Education

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SB 785 Nasheed, Jamilah(D) Creates provisions relating to student mental health at public institutions of higher education

General Remarks : Jan 11, 2018 - 09:50
This bill would establish a coordinating board for mental health issues in the MDHE. The board would include representatives from each public college and university in the state. The bill would also require the MDHE to promulgate regulations setting forth standards for student counseling facilities, including average wait time, average number of sessions available, and prevention services.

Bill History: 01-17-18 S Referred to Senate Committee on Senate-Education

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SB 794 Romine, Gary(R) Modifies provisions relating to gubernatorial appointments

General Remarks : Feb 6, 2018 - 11:12
This bill requires the governor to inform the Senate in writing of any appointments to state boards or commissions when not in session. No appointee shall be sworn in or serve in his/her official duties until the senate has been notified. Once the appointment has been made and the senate is notified, the governor is prohibited from withdrawing or rescinding the appointment, except in the case of charges of malfeasance, misfeasance, and nonfeasance in office.

Bill History: 02-14-18 S Voted do pass as substitute from committee on Senate-Government Reform

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SB 796 Koenig, Andrew(R) Modifies provisions relating to the education requirements for the licensure of psychologists

Bill History: 02-27-18 S Set on the Senate Calendar

SB 807 Wasson, Jay(R) Modifies provisions relating to degree offerings at public institutions of higher education

General Remarks : Jan 10, 2018 - 16:21
This bill would allow the Coordinating Board for Higher Education to consider proposals from public colleges and universities seeking to offer academic programs outside of

their historical mission in order to meet a demonstrated workforce need.

Bill History: 02-20-18 H Read second time

SB 873 Schupp, Jill(D)

Requires the State Board of Education of convene a work group about a ninth grade course on career readiness

General Remarks : Feb 26, 2018 - 11:30
This bill requires the State Board of Education to convene a work group to explore a course offering that would cover topics related to various career and educational opportunities as outlined.

Bill History: 02-13-18 S Hearing conducted

SB 882 Hoskins, Denny(R)

Modifies provisions of the Missouri Higher Education Savings Program

Bill History: 02-27-18 S Set on the Senate Calendar

SB 894 Libla, Doug(R)

Establishes a statewide STEM career awareness program and enacts new provisions of law related to computer science.

General Remarks : Feb 26, 2018 - 11:27
This bill establishes a STEM Career Awareness program, creates a computer science fund for teacher development programs relating to computer science, and requires DESE to develop a high school graduation policy that allows a student to fulfill one unit of academic credit with a computer science course for any math, science, or practical arts unit required for high school graduation, subject to certain limitations. This bill also requires DESE and CBHE to cooperate in developing and implementing academic standards relating to computer science, with ultimate responsibility remaining with the State Board of Education.

Bill History: 02-27-18 S Set on the Senate Calendar

SB 896 Wieland, Paul(R)

Allows any taxpayer of the state of Missouri to initiate an action pursuant to grievance procedures at any state college or university in the state of Missouri

Bill History: 01-22-18 S Referred to Senate Committee on Senate-Education

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SB 898 Hoskins, Denny(R)

Modifies provisions relating to course access in education

Bill History: 02-06-18 S Superseded by - see SB 603

SB 899 Rowden, Caleb(R)

Creates new provisions relating to password protection.

Bill History: 02-14-18 S Meeting set for 12:00 PM, SCR 1 - Senate-General Laws

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SB 912	Rowden, Caleb(R)	Changes the cap on tuition and fees charged at public higher education institutions

General Remarks : Feb 6, 2018 - 19:17
This bill states that if a public institution of higher education's tuition is greater than the average tuition, the percentage change in tuition shall not exceed CPI + 10%. If a public institution of higher education's tuition is less than the average tuition, the dollar increase in tuition shall not exceed CPI + 10%. The bill also removes the waiver process for institutions wishing to exceed these limitations.

Bill History: 02-27-18 S Set on the Senate Calendar

SB 921	Rizzo, John(D)	Creates certain provisions relating to elementary and secondary education

General Remarks : Feb 26, 2018 - 11:21
This bill has been combined with SB 894 under the SB 894 title.

Bill History: 02-20-18 S Superseded by - see SB 894

SB 950	Munzlinger, Brian(R)	Allows the Missouri Dental Board to create and issue dental faculty permits

General Remarks : Feb 22, 2018 - 10:20
This bill would allow the Missouri Dental Board to issue a dental faculty permit, which authorizes the holder of the permit to practice dentistry without a Missouri license, but only in the course of teaching as part of an accredited Missouri dental school program.

Bill History: 02-19-18 S Hearing conducted

SB 990	Hegeman, Dan(R)	Modifies provisions relating to the attachment of school districts to community college districts

General Remarks : Feb 20, 2018 - 11:05
This bill allows a community college district to propose a plan to the voters of the school district to attach the school district to the community college district and call an election, the costs of which would be the responsibility of the community college district.

Bill History: 02-20-18 S Hearing conducted

SB 1007	Kehoe, Mike(R)	Modifies the merit system

Bill History: 02-28-18 S Meeting set for 8:00 AM, SCR 1 - Senate-Government Reform

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SCR 38	Sater, David(R)	Recognizes the Gold Star Families Memorial Monument on the College of the Ozarks campus as the official Gold Star Families Memorial Monument of Missouri

General Remarks : Feb 6, 2018 - 19:09
This concurrent resolution recognizes the Gold Star Families Memorial Monument at College of the Ozarks as

	the official Gold Star Families Memorial Monument of Missouri.
Bill History:	01-30-18 S Referred to Senate Committee on Senate-Rules/Joint Rules/Resolutions/Ethics

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SRB 975	Dixon, Bob(R)	Repeals expired, ineffective, and obsolete statutory provisions

General Remarks :	Feb 1, 2018 - 15:38 Repeals Sections 168.700-168.702 (MO Teaching Fellows Program) Repeals Section 173.197 (Higher Education Scholarship Program)
Bill History:	02-19-18 S Hearing conducted

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Tab F

FY 2019 Higher Education Budget Update

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

This item provides an update on the FY 2018 budget and FY19 budget development efforts, including the potential impact on student financial aid programs, and the timeline for the FY 2019 budget.

CURRENT STATUS

The Governor's recommendations for FY 2019 include:

Student Assistance Programs

$1,000,000 increase to support the Academic Scholarship (Bright Flight) Program
$2,000,000 increase to support the Access Missouri Financial Assistance Program
$3,500,000 increase to support the A+ Schools Scholarship Program, including $1,500,000 general revenue
$60,000 increase to support the Veteran's Survivors Grant Program

Higher Education Initiatives:

($10,750,000) core reduction from the Fiscal Year 2018 appropriation level:
($5,000,000) from the University of Missouri Cooperative Medicine Program
($3,000,000) from the Cooperative Dental Program
($1,000,000) from the Cooperative Engineering Expansion Program
($1,000,000) from the Pharmacy Doctorate Program
($400,000) from the Missouri University of Science and Technology Project Lead the Way
($250,000) from the Harris-Stowe State University Graduate and STEM Education Programs
($100,000) from the College Preparation Program

Community Colleges:

Core reallocations between community colleges, as recommended by the Missouri Community College Association:
$121,679 reallocated to Crowder College
($14,468) reallocated from East Central College
($13,204) reallocated from Jefferson College
($305,377) reallocated from Metropolitan Community College
$63,712 reallocated to Mineral Area College
$109,301 reallocated to Moberly Area Community College
$436,373 reallocated to Ozarks Technical Community College
$107,342 reallocated to St. Charles Community College
($659,139) reallocated from St. Louis Community College
$73,036 reallocated to State Fair Community College
$80,745 reallocated to Three Rivers College

($14,921,653) core reduction from the Fiscal Year 2018 appropriation level:
- ($572,918) from Crowder College
- ($566,007) from East Central College
- ($819,969) from Jefferson College
- ($3,334,776) from Metropolitan Community College
- ($576,974) from Mineral Area College
- ($631,474) from Moberly Area Community College
- ($277,885) from North Central Missouri College
- ($1,410,998) from Ozarks Technical Community College
- ($921,910) from St. Charles Community College

- ($4,645,825) from St. Louis Community College
- ($628,535) from State Fair Community College
- ($534,382) from Three Rivers College

The Governor recommends $13,247,010 of core funding be set aside and made available to the institutions upon the Coordinating Board for Higher Education's certification of successful achievement of each institution's performance goals. The following dollar amounts are available for each institution:

- $508,620 for Crowder College
- $502,484 for East Central College
- $727,945 for Jefferson College
- $2,960,518 for Metropolitan Community College
- $512,221 for Mineral Area College
- $560,604 for Moberly Area Community College
- $246,698 for North Central Missouri College
- $1,252,643 for Ozarks Technical Community College
- $818,445 for St. Charles Community College
- $4,124,429 for St. Louis Community College
- $557,995 for State Fair Community College
- $474,408 for Three Rivers College

State Technical College of Missouri:

($574,786) core reduction from the Fiscal Year 2018 appropriation level.

The Governor recommends $510,278 of core funding be set aside and made available to the State Technical College of Missouri upon the Coordinating Board for Higher Education's certification of successful achievement of the institution's performance goals.

Public Four-Year Institutions of Higher Education:

($76,417,220) core reduction from the Fiscal Year 2018 appropriation level:
- ($5,647,525) from the University of Central Missouri
- ($4,664,439) from Southeast Missouri State University
- ($8,668,086) from Missouri State University
- ($1,805,329) from Lincoln University
- ($4,225,933) from Truman State University
- ($3,137,321) from Northwest Missouri State University
- ($2,393,696) from Missouri Southern State University
- ($2,208,230) from Missouri Western State University
- ($983,333) from Harris-Stowe State University
- ($42,683,328) from the University of Missouri

The Governor recommends $67,596,841 of core funding be set aside and made available to the institutions upon the Coordinating Board for Higher Education's certification of successful achievement of each institution's performance goals. The following dollar amounts are available for each institution:

- $5,013,709 for the University of Central Missouri
- $4,140,953 for Southeast Missouri State University
- $7,695,275 for Missouri State University
- $1,602,718 for Lincoln University
- $3,751,659 for Truman State University
- $2,785,222 for Northwest Missouri State University
- $2,125,054 for Missouri Southern State University
- $1,960,402 for Missouri Western State University
- $872,975 for Harris-Stowe State University
- $37,648,874 for the University of Missouri

University of Missouri-Related Programs:

($400,000) core reduction from the Fiscal Year 2018 appropriation level for the University of Missouri-Kansas City Neighborhoods Initiative
($75,000) core reduction from the Fiscal Year 2018 appropriation level for the University of Missouri Press for printing of the Official Manual of the State of Missouri (Blue Book).
($500,000) Spinal Cord Injury Fund core reduction for one-time expenditures.

NEXT STEPS

MDHE will continue to monitor budget developments in both chambers. Staff will be present to answer questions during public hearings and meet with members of both chambers to provide ongoing information and support during the decision-making process.

RECOMMENDATION

This is an information item only

ATTACHMENT

- Summary of appropriation recommendations

Higher Education Institutions FY18 Budget Core				FY19 Budget Recommendations		
Institution	TAFP Total Funding (w/ CC Adjustments)	FY 18 Restrictions (JULY)	TAFP Total Funding (w/ Restrictions)	Governor's Proposed Core Cut	New FY19 Core	Performance Set Aside (*10% of New Core*)
Crowder College	$ 5,659,115	$ (143,562)	$ 5,515,553	$ (429,356)	$ 5,086,197	$ 508,620
East Central College	$ 5,590,851	$ (145,322)	$ 5,445,529	$ (420,685)	$ 5,024,844	$ 502,484
Jefferson College	$ 8,099,414	$ (210,325)	$ 7,889,089	$ (609,644)	$ 7,279,445	$ 727,945
Metropolitan Community College	$ 32,939,957	$ (861,907)	$ 32,078,050	$ (2,472,869)	$ 29,605,181	$ 2,960,518
Mineral Area College	$ 5,699,182	$ (146,103)	$ 5,553,079	$ (430,871)	$ 5,122,208	$ 512,221
Moberly Area Community College	$ 6,237,513	$ (158,878)	$ 6,078,635	$ (472,596)	$ 5,606,039	$ 560,604
North Central Missouri College	$ 2,744,866	$ (71,162)	$ 2,673,704	$ (206,723)	$ 2,466,981	$ 246,698
Ozarks Technical Community College	$ 13,937,423	$ (350,024)	$ 13,587,399	$ (1,060,974)	$ 12,526,425	$ 1,252,643
St. Charles Community College	$ 9,106,362	$ (233,306)	$ 8,873,056	$ (688,604)	$ 8,184,452	$ 818,445
St. Louis Community College	$ 45,890,110	$ (1,206,821)	$ 44,683,289	$ (3,439,004)	$ 41,244,285	$ 4,124,429
State Fair Community College	$ 6,208,488	$ (159,066)	$ 6,049,422	$ (469,469)	$ 5,579,953	$ 557,995
Three Rivers College	$ 5,278,465	$ (134,755)	$ 5,143,710	$ (399,627)	$ 4,744,083	$ 474,408
Community College Subtotal	**147,391,746**	**(3,821,231)**	**143,570,515**	**$ (11,100,422)**	**$ 132,470,093**	**$ 13,247,010**
						$ -
State Technical College of Missouri	$ 5,677,566	$ (147,195)	$ 5,530,371	$ (427,591)	$ 5,102,780	$ 510,278
University of Central Missouri	$ 55,784,610	$ (1,446,253)	$ 54,338,357	$ (4,201,272)	$ 50,137,085	$ 5,013,709
Southeast Missouri State University	$ 46,073,968	$ (1,194,499)	$ 44,879,469	$ (3,469,940)	$ 41,409,529	$ 4,140,953
Missouri State University	$ 85,620,837	$ (2,219,777)	$ 83,401,060	$ (6,448,309)	$ 76,952,751	$ 7,695,275
Lincoln University	$ 17,832,513	$ (462,320)	$ 17,370,193	$ (1,343,009)	$ 16,027,184	$ 1,602,718
Truman State University	$ 41,742,526	$ (1,082,204)	$ 40,660,322	$ (3,143,729)	$ 37,516,593	$ 3,751,659
Northwest Missouri State University	$ 30,989,542	$ (803,425)	$ 30,186,117	$ (2,333,896)	$ 27,852,221	$ 2,785,222
Missouri Southern State University	$ 23,644,235	$ (612,993)	$ 23,031,242	$ (1,780,703)	$ 21,250,539	$ 2,125,054
Missouri Western State University	$ 21,812,252	$ (565,497)	$ 21,246,755	$ (1,642,733)	$ 19,604,022	$ 1,960,402
Harris-Stowe State University	$ 9,713,078	$ (251,818)	$ 9,461,260	$ (731,515)	$ 8,729,745	$ 872,975
University of Missouri	$ 419,172,068	$ (11,135,192)	$ 408,036,876	$ (31,548,136)	$ 376,488,740	$ 37,648,874
Four-Year Institution Subtotal	**$ 758,063,195**	**$ (19,921,173)**	**$ 738,142,022**	**$ (57,070,833)**	**$ 681,071,189**	**$ 68,107,119**
Two- and Four-Year Institutions Total	**$ 905,454,941**	**$ (23,742,404)**	**$ 881,712,537**	**$ (68,171,255)**	**$ 813,541,282**	**$ 81,354,129**

Tab G

Non-Credit Reporting and the Missouri Scorecard

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

The Missouri Community College Association (MCCA) was awarded a grant in late 2014 through the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. While most of the $19.7 million MoSTEMWINs grant was earmarked to expand job training in STEM-related occupations (e.g. transportation, manufacturing, information technology, health services/health sciences, and science support), $5 million were earmarked for expanded data collection and reporting.

MCCA enlisted the Department of Economic Development's Missouri Economic Research and Information Center (MERIC) as a sub-grantee to provide day-to-day support with project planning, vendor management, and stakeholder communications. MERIC, along with staff from MCCA, the MDHE, the Division of Workforce Development (DWD), the State Information Technology Services Division (ITSD), vendors, and a Data Advisory Committee comprised of institutional workforce and data staff have worked closely on major grant deliverables.

CURRENT STATUS

A major grant deliverable has been the development of a "Missouri Scorecard", which would be a publicly available website that will combine a searchable program inventory with additional information on program costs, program student demographics, graduate outcomes (earnings and employment), and a program comparison function. The site will also allow users to search non-credit programs listed in the state's Eligible Training Provider System (ETPS), and assist the Division of Workforce Development with outcomes reporting mandated by the federal Workforce Innovation and Opportunity Act (WIOA).

Two build phases are complete, and the public-facing Scorecard website itself is largely functional and available to a limited number of users. A public release is targeted to late spring 2018, and the MoSTEMWINs grant concludes on September 30, 2018. Examples of search functionality and outcomes output will be shared at the March 8 CBHE meeting. A third build phase is currently focused on additional reporting capability for internal/institutional users, and agency and ITSD staff continue to verify calculations for completion rates, earnings/employment, and program costs.

The MoSTEMWINs grant also funded collection of non-credit student-level data for the first time. While the MDHE has collected enrollment and completion data regarding credit-bearing programs from public institutions for decades, no data were collected on short-term non-credit programs, many of which are heavily workforce-focused. Grant funds were used to build a secure collection system for these additional data, and the community colleges and State Technical College are now reporting non-credit activity in programs listed in ETPS. Collection began with the third quarter of 2016, and employment outcomes on the earliest completers should be available when the site is public. However, as this is a new collection system and wage information is looks one-to-three years out, it may be 2019 or later before many of the non-credit programs have enough data to present employment outcomes. Information on students in credit-bearing programs comes from existing data, so no additional student-level data were required. All student data are de-identified in the database behind the Scorecard, which also links student data to state wage records provided by the Missouri Department of Labor and Industrial Relations.

NEXT STEPS

While the Scorecard might appear largely structurally complete and functional, much work remains prior to its public release. Refinements to wording and labels continue to ensure that users understand the data periods presented and its limitations. Wage record and continuing education data are currently available only within

Missouri, but work is underway to incorporate enrollment data from the National Student Clearinghouse, and the system is built to accommodate wage data from other states providing agreements can be reached.

MoSTEMWINs grant funds are also earmarked for work with the Department of Elementary and Secondary Education (DESE) for enhancements to the Missouri Connections website, which provides career exploration tools to students and adult learners.

MDHE and other agency staff are working with ESP Solutions Group, the vendor that built and maintains the department's portal for the secure collection of student-level data, to build a collection for a program listing from postsecondary institutions. This upload would complement but not supersede MDHE's existing program approval and proprietary certification processes, and will provide additional data on program-level costs and availability. These data will populate both the Scorecard and the MDHE's re-designed College and Degree Search website.

In addition, MDHE staff continue to look toward greater engagement with four-year and independent institutions. The community colleges were awarded the MoSTEMWINs grant and have been the primary influencers of the Scorecard along with State Technical College, but MERIC and MDHE staff have also invited feedback over the past year from the four-year institutions and have incorporated suggested clarifications into outcomes reporting. A webinar is scheduled for March 13 for research staff at public and independent four-year institutions to re-engage and discuss next steps. MDHE staff envision approaching the independent institutions more systematically in the future regarding participation in the Scorecard. A user manual will also be developed toward the end of the grant to assist schools in navigating the steps to add and edit new programs and student information.

Finally, MDHE and other agency staff are beginning conversations about branding and messaging as the site is introduced to the public, and are also monitoring related legislation. Graduate outcomes are a continuing focus of legislators, and MDHE staff have reached out to ensure that proposed legislation intersects with work already done on the Scorecard, although additional modifications might be necessary if legislation passes and is signed by the Governor.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS

Tab H

Report on 2017 Institutional Performance Funding Measures

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Following adoption of a revised performance funding framework at the December Coordinating Board for Higher Education (CBHE) meeting, Missouri Department of Higher Education (MDHE) staff worked with the institutions to collect and summarize data for the included measures.

As was the case prior to adoption of the new framework, performance funding measures can be categorized under key questions of great interest to policymakers and other stakeholders:

- Are students completing certificates and degrees?
- Are students mastering what they study?
- Are graduates getting jobs or continuing their education?
- Are college costs affordable?
- Are Missouri's colleges and universities spending funds judiciously?

Across these five questions, sectors, through a performance funding task force that worked through much of 2017, each identified six measures that would illustrate institutional progress. There are some holdover measures from the prior framework, and some differentiation across sectors, although "menus" as they were present prior to the fall 2017 / budget FY 2019 budget cycle have been eliminated. The final measures were carefully selected to respond to feedback and criticism from the Governor's office, legislators, the State Auditor, and others. A formal summary and revised technical manual were also published and are available at https://dhe.mo.gov/PerformanceFunding.php.

CURRENT STATUS

MDHE and institutional staff worked together to collect and summarize data for the new framework. Results are summarized in Attachment A, which has previously been shared with the institutions and key legislators. 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 MDHE staff using preset criteria. Measures that were not made did tend to be clustered – three two-year instutions did not make the three-year graduate/transfer measure, and three did not make the course completion measure. Three four-year institutions did not make a new measure of change in salary expenditures compared to median household income.

The Coordinating Board's FY 2019 budget request had also included a mechanism for distributing 10 percent of institutions' core appropriations according to success on performance measures, rather than only applying performance funding to new money, which had been the case in the past. A percentage of this 10 percent of core appropriations equal to the percent of measures not made would be withheld and placed in a "performance improvement fund," which the MDHE would administer and target to institutions that might struggle chronically with certain measures.

Attachment A also summarizes the portion of each institution's FY 2019 budget request which would be placed in this fund, according to the institution's relative success in meeting its performance funding measures. The improvement fund was part of the Governor's budget request, but to date, key legislators have shown little interest in it, especially in the context of other core cuts.

Follow-up conversations with legislators and some institution representatives have suggested that some elements of the model approved in December be postponed or exceptions made. Specifically, some legislators have suggested postponing the salary measure and the non-core expenditures as a percent of total expenditures measure, and an institution has asked that year-over-year improvement be considered a success rather than improvement in the three-year rolling average for the completions per FTE measure.

NEXT STEPS

MDHE staff will continue to respond to questions and information requests regarding the performance funding framework, particularly as institutional budgets progress through the 2017 General Assembly. The legislature of course has the authority to use the performance funding measures as they see fit to inform the FY 2019 budget, but MDHE staff believe the measures are an important demonstration of accountability, and that performance funding should continue to be an important element of higher education budget requests.

Looking beyond the legislative session, MDHE staff and the institutions are committed to strengthening data verification, and will work together in the coming year to implement additional processes to increase confidence in the data. There is also agreement that programs identified as STEM for weighting purposes should be re-evaluated, and that weighting could potentially also include programs that connect to other workforce needs and programs addressing non-STEM teacher certification shortages.

RECOMMENDATION

Staff will continue discussions with institutions and board members. A final recommendation regarding any measures to be postponed will be presented after the March 7, 2018, work session.

ATTACHMENT

- 2017 Performance Measure Results

Tab I

New Approach to Budget Requests

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Section 173.1540, RSMo, requires public universities to prepare annual budget requests and submit them to the Missouri Department of Higher Education (MDHE). The department is required to review those requests and prepare appropriation recommendations. Section 163.191.2, RSMo, contains a similar provision pertaining to community colleges' budgets: "The department of higher education shall review all institutional budget requests and prepare appropriation recommendations annually for the community colleges under the supervision of the department." Section 178.638, RSMo, indicates that "all funds designated for [State Technical College] shall be included in the coordinating board's budget request." Although the law assigns responsibility to the department – at least for the public universities and community colleges – the department's practice has been to seek the Coordinating Board's approval of those recommendations.

The law also provides, "In consultation with the heads of the institutions of higher education affected and against a background of carefully collected data on enrollment, physical facilities, manpower needs, [and] institutional missions, the coordinating board for higher education shall establish guidelines for appropriation requests by those institutions of higher education" (§ 173.005.2(3), RSMo).

Finally, the Blueprint for Higher Education includes tactics related to funding, including "support[ing] initiatives to fund public higher education sufficiently to move 'per full-time equivalent student' funding to the national average" and "review[ing] Missouri's postsecondary education system – including governance and regulator structures, efficiency, missions, adequacy of funding, and selectivity policy – to asses how effectively the state is meeting the needs of stakeholders and make recommendations as appropriate."

CURRENT STATUS

Several projects that are in the planning stages will provide information that will be useful in developing budget recommendations for future budgets. In the relatively short term, those projects include the MDHE's facility review and the workforce needs assessment on which the MDHE is partnering with the Department of Economic Development. In the longer term, the MDHE's mission review will provide information needed to develop a more sophisticated approach to funding.

In addition, conversations that have already occurred around funding may provide a good starting point for a funding discussion. Both the Council on Public Higher Education and the Missouri Community College Association have funding models designed to address internal equity issues, and Senator David Pearce's SB 437 (2013), although unsuccessful in the legislative process, represents an attempt to address higher education funding in a relatively comprehensive way.

NEXT STEPS

Funding Formula

1. ***Identify a group to provide policy guidance about funding requests***. The commissioner has already identified a Commissioner's Advisory Group to provide advice about long-term strategic issues. That group represents presidents and chancellors from a diverse group of institutions and is well-positioned to advise and make recommendations on funding issues.

2. ***Identify a smaller group of technicians to develop options that fit within policy parameters set by the Commissioner's Advisory Group***. This small group will be deeply involved in developing mathematical formulas that fit within the policy parameters identified by the Commissioner's Advisory Group.

3. ***Report out at June CBHE meeting***. The Commissioner's Advisory Group will make recommendations at the June CBHE meeting. Those recommendations could include a final recommendation or a recommendation that the group continue its work and present recommendations to the board later in the summer.

Capital Funding Requests

MDHE staff are currently in the process of visiting each public college and university in the state and will present a final report to the board in September. That report will inform recommendations about capital funding requests and may be used to identify statewide funding needs. Campus visits will focus on the factors identified in the CBHE's Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities, and Community Colleges, including:

1. The campus master plan, including enrollment trends and projection;

2. Facilities in need of corrective construction and renovation/rehabilitation, modernization, or accessibility improvements;

3. Significant capital improvements in the last 10 years, including maintenance and repair projects and new construction.

In addition, campuses should provide copies of any recent space utilization studies or other information that will provide important context.

Funding to Meet Workforce Needs

The MDHE is partnering with the Department of Economic Development to conduct a statewide workforce needs assessment. That assessment will identify areas that require increased degree and certificate production and may support the development of a funding request to meet needs in a particular region or occupation cluster. That report is expected to be finalized in September, so detailed recommendations based on the report will likely have to be made after the September board meeting.

RECOMMENDATION

Staff recommend that the board charge members of the Commissioner's Advisory Group with developing recommendations for a funding formula for the board's consideration at its June 2018 meeting and direct staff to proceed with the facility review and workforce needs assessment.

ATTACHMENTS

1. Commissioner's Advisory Group Membership
2. Facility Review Schedule

Tab I Attachment 1

Commissioner's Advisory Group

When the System Review Task Force made its final recommendation in December 2016, members of the task force suggested that it would be beneficial to continue to meet to discuss the significant issues public higher education institutions face. The commissioner has reconstituted the group and called the first meeting on January 31, 2018. The group includes representatives of the institutions that participated in the System Review Task Force and the Presidential Advisory Council chair. Members will rotate off the group so that in time all institutions can participate. The group currently plans to meet on a quarterly basis.

Institution Type	Representative
Presidents/Chancellors	
Community Colleges	
10,000+ FTE enrollment	Kim Beatty, Metropolitan Community College Jeff Pittman, St. Louis Community College
5,000-10,000 FTE enrollment	Hal Higdon, Ozarks Technical Community College
1,000-5,000 FTE enrollment	Joanna Anderson, State Fair Community College Jon Bauer, East Central College Ray Cummiskey, Jefferson College Steve Kurtz, Mineral Area College Jennifer Methvin, Crowder College
Public Universities	
Research I university	Mun Choi, University of Missouri
Comprehensive university	Chuck Ambrose, University of Central Missouri Clif Smart, Missouri State University Carlos Vargas, Southeast Missouri State University
Open enrollment university	Bob Vartabedian, Missouri Western State University
Historically black college or university	Dwaun Warmack, Harris-Stowe State Technical College
State Technical College of Missouri	Shawn Strong, State Technical College of Missouri
Ex Officio	
COPHE executive director	Paul Wagner
MCCA president/CEO	Brian Millner

Tab I Attachment 2

Facility Review Schedule

Institution	Date
St. Louis Community College	March 9, 2018
Harris-Stowe State University	March 16, 2018
University of Missouri-St. Louis	March 16, 2018
Jefferson College	March 23, 2018
Mineral Area College	March 23, 2018
Northwest Missouri State University	March 30, 2018
Missouri Western State University	March 30, 2018
University of Central Missouri	April 6, 2018
State Fair Community College	April 6, 2018
Crowder College	April 13, 2018
Missouri Southern State University	April 13, 2018
Lincoln University	April 20, 2018
Metropolitan Community College	April 27, 2018
University of Missouri-Kansas City	April 27, 2018
Missouri University of Science & Technology	May 4, 2018
Moberly Area Community College	May 11, 2018
University of Missouri-Columbia	May 25, 2018
North Central Missouri College	June 1, 2018
Truman State University	June 1, 2018
Ozarks Technical Community College	June 8, 2018
Missouri State University	June 8, 2018
St. Charles Community College	June 15, 2018
East Central College	June 15, 2018
State Technical College of Missouri	June 22, 2018
Southeast Missouri State University	June 29, 2018
Three Rivers College	June 29, 2018
Missouri State University-West Plains	June 29, 2018

Tab J

Financial Aid Review

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

In an era of limited financial resources and growing demands for high performance and accountability, it is essential that states consider the role funds invested in state student financial assistance programs can play in achieving its broad postsecondary attainment and workforce readiness goals. In concert with a performance funding framework and a coherent and logical model for core appropriation recommendations, state student financial aid should serve as a third leg supporting the state's goals for postsecondary education.

The state student assistance programs that make up Missouri's current "system" were each developed to address a specific issue or problem at that time. Bright Flight was developed in the mid-1980s to address the concern that highly talented students were leaving the state to enter postsecondary education. The A+ program, developed in the early 1990s, was primarily a high school improvement program that included a scholarship component largely as an incentive for participation both by school districts and students. Access Missouri, enacted in 2007, was developed to replace the multi-program approach that existed previously by creating a single need-based aid program. Each program functions well within its established parameters and performance data indicates positive impacts for those who participate in the programs. However, much has changed within the postsecondary education landscape since the 1980s and it is unclear if this current mix of programs and program requirements are appropriate for the students engaged in postsecondary education decades later. It is also unclear how well these programs work as a system to support student success or to what extent the programs are effective in achieving state-level goals.

To address these issues, the Blueprint for Higher Education includes strategies aimed at advancing affordability, including the convening of a new state student financial aid task force to make recommendations for creating a more balanced, responsive and efficient state student financial aid system. The Blueprint calls for the task force to evaluate the effectiveness of current programs, the balance between need-based and merit-based support for students, and the alignment of financial aid programs with identified state goals. The strategy also calls for the task force to study the need for new or substantially revised existing programs designed to cover the cost for up to the first two years of postsecondary education at public community colleges and significantly reduce the tuition cost for students at all institutions. Sufficient flexibility and inclusiveness should be included to respond to a variety of enrollment options such as online programs and early college courses for high school students.

CURRENT STATUS

The department has begun to lay the groundwork for the financial aid review by researching similar initiatives in other states and identifying the data and its sources needed to provide context for the task force. In addition, staff has applied to the Education Commission of the States (ECS) to receive technical assistance through their Financial Aid Redesign project and ECS has accepted the application pending board approval. ECS is the operating arm of an interstate compact on education policy that provides resources and expertise to help states with policy development.

Staff has also developed a proposed plan to undertake and complete the project. The plan begins with the establishment the state student financial aid policy task force, as highlighted in the Blueprint, in spring 2018. This policy-focused workgroup should include representation from the Governor's office, the General Assembly, all postsecondary education sectors, and MDHE staff. The plan envisions the development of a set of guiding principles or policies that establish the framework for the review of the current state student aid system. Attached to this agenda item is the charge to the task force, which establishes the scope and nature of its work. Based on the framework developed by the task force, stage two of the plan would engage student financial aid professionals and other experts in the field to determine what changes or additions are needed to align the

state aid system with the policy framework developed by the policy taskforce. The plan also includes department support of any legislative initiatives resulting from the review, staff involvement in any required database redesign, and a public information campaign designed for an effective transition. Full implementation of all of these steps is targeted for fall 2020. A detailed copy of the current draft plan is attached to this agenda item, along with proposed structures for each of the working groups.

NEXT STEPS

Upon board approval of the proposed plan, including the proposed composition of the state student financial aid policy task force and the State Student Financial Aid Committee, staff will establish the task force and committee, beginning with invitations to department-selected representatives for each. Staff will then schedule and finalize preparations for four meetings of the policy task force.

RECOMMENDATION

Staff recommends the Coordinating Board for Higher Education approve the proposed financial aid review plan, including the proposed composition of the policy task force and State Student Financial Aid Committee. Staff also recommends the board direct the department to implement the plan immediately upon approval.

ATTACHMENTS

1. Proposed Financial Aid Review Plan
2. Proposed State Student Financial Aid Policy Task Force Composition
3. State Student Financial Aid Policy Task Force Charge
4. Proposed State Student Financial Aid Committee Composition

Tab J Attachment 1: Proposed Financial Aid Review Plan

Mission: Make outcomes-based, goal-driven recommendations for a state student aid system that is balanced in its approach and responsive to student needs while ensuring the efficient and effective use of state funds.

Objective: Develop a comprehensive statewide financial aid policy platform that reflects the consensus of policymakers regarding the goals and objectives of the state student assistance programs.

April 2018	May 2018	June 2018
Task Force Meeting 1: Establish purpose and context, and review data	Task Force Meetings 2 & 3 Set policy goals with ECS assistance and draft report	Distribute draft report for stakeholder comment
		Task Force Meeting 4: Review stakeholder comments and finalize report
		CBHE action on final task force report

Step 1

Set Policy Goals

April-June 2018

Policy Task Force

(see attached)

Objective: Develop a system of financial aid programs consistent with identified policies and goals.

July 2018	August 2018	September 2018	October 2018	November 2018	December 2018
SSFAC Meeting 1: Identify strengths and weaknesses in existing programs based on the policy framework	SSFAC Meetings 2, 3 & 4: Identify needed revisions to existing student aid programs or develop new program proposals to address task force recommendations and the new policy framework, and draft report		Distribute draft report for stakeholder comment	SSFAC Meeting 5: Review stakeholder comments and finalize report	CBHE action on final SSFAC report

Step 2

Design Programs

July-December 2018

SSFAC

(see attached)

Objective: Implement the proposed changes adopted by the CBHE

January-May 2019	June 2019 – July 2020	August 2020
Seek legislative action to implement needed statutory changes	Promulgate and/or amend administrative rules	
	Incorporate necessary changes into FAMOUS	
	Conduct a public information campaign about the changes	
		Full implementation for the 2020-2021 academic year

Step 3

Implementation

January 2019 – August 2020

MDHE and General Assembly

Tab J Attachment 2

Proposed State Student Financial Aid Policy Task Force Composition

This task force will establish broad policy goals for consideration by the Coordinating Board for Higher Education as the policy framework for the development and operation of the state's student financial assistance programs. In addition to providing guidance to the State Student Financial Aid Committee to consider as part of its review of existing programs, this policy framework should be ongoing in its direction of program operations and future proposals for change.

Constituency	Number of Representatives
Governor's Office	1
Legislative Leadership	
House	1
Senate	1
MHDE Staff	1
Presidents/Chancellors	
Public 2-Year	2
Public 4-Year	2
Independent	2
Financial Aid Officers	
Public 2-Year	1
Public 4-Year	1
Independent	1
External Constituencies	
Chambers of Commerce	2
Department of Economic Development's Division of Workforce Development	1
Department of Elementary & Secondary Education's Division of College & Career Readiness	1
MOHELA	1
MDHE Student Ambassadors	1
SGA Presidents	1
Underrepresented Groups/Advocates	1
Other TBD	2
TOTAL	23

Tab J Attachment 3

State Student Financial Aid Policy Task Force Charge

The Coordinating Board for Higher Education Blueprint for Higher Education begins with the following statements:

"Missouri's future depends on an educated citizenry. The private and public benefits of higher education are the building blocks of a vibrant society, a thriving economy, and a good quality of life for all Missourians."

To achieve the benefits referenced in that quote, the Coordinating Board recognized the crucial role that affordability must play by highlighting that issue as one of the five goals established as part of the Blueprint. Within that goal, the first strategy is the convening of a new state student financial aid task force. In implementing that strategy, the Coordinating Board charges the task force with the following responsibilities.

1. Recommend a broad policy framework that will result in a more balanced, responsive, and efficient state aid system.

2. Recommend policies that address the following issues:

    a. The balance between need-based and merit-based support for students.

    b. The alignment of the policy framework with the state goals identified in the Blueprint and other relevant documents.

    c. The need to reduce or fully cover the cost for up to two years of postsecondary education for all eligible students.

    d. The need for flexibility and inclusiveness in order for the resulting programs to respond to a variety of enrollment options.

    e. The options for providing real-world job experience and skill development as part of the student aid system.

    f. The need to provide new types of aid or revised aid approaches that promote persistence and completion, particularly for at-risk students.

    g. Other issues identified by the task force.

3. Review and evaluate the policy foundation for the current portfolio of state student assistance programs and incorporate the evaluation into the policy framework.

Tab J Attachment 4

Proposed State Student Financial Aid Committee Composition

This task force will receive broad policy goals from the State Student Financial Aid Task Force to guide the development of recommendations for revision/replacement of existing state-funded student assistance programs.

Constituency	Number of Representatives
Council on Public Higher Education (COPHE)	4
Missouri Community College Association (MCCA)	4
Independent Colleges and Universities of Missouri (ICUM)	4
Other Independent Colleges and Universities (non-ICUM)	1
Public Professional/Technical Schools	1
Private Professional/Technical Schools	1
Missouri Association of Private Career Colleges and Schools (MAPCCS)	1
MDHE Staff	1
TOTAL	17

Tab K

Suspension of Certain Provisions of the A+ Scholarship Administrative Rule

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Subsection 8 of Section 160.545, RSMo, provides the Missouri Department of Higher Education (MDHE) with the authority to administer the scholarship component of the A+ Schools program. Paragraph 3 of that subsection grants rulemaking authority to the department in order to establish high school grade point and other requirements for A+ scholarship eligibility. Based on this authority, the Coordinating Board has outlined the high school eligibility criteria for the A+ Scholarship Program in administrative rule 6 CSR 10-2.190. Section 3 of the administrative rule includes the following eligibility criteria.

"(A) To qualify for A+ tuition reimbursement, an initial recipient must meet the following criteria:

8. Beginning with the high school senior class of 2015, meet one (1) of the following indicators of college preparedness…:

A. Have achieved a score of proficient or advanced on the official Algebra I end-of-course exam, or a higher level DESE approved end-of-course exam in the field of mathematics; or

B. Meet other criteria established by the CBHE."

For the graduating class of 2018, students who do not score proficient or advanced on one of the indicated EOC exams must achieve a MDHE-prescribed combination of ACT math subscore and high school grade point average.

CURRENT STATUS

In November 2017, the Department of Elementary and Secondary Education (DESE) announced the administration of new mathematics EOC assessments in the 2017-18 school year. As a result of the new exams, DESE's standard-setting process will not occur until summer 2018. Once the standard-setting process is complete, DESE will ask the Board of Education to approve performance-level cut scores identifying the scores that correspond to proficient and advanced designations. Based on this timeline, DESE expects to release the Algebra I EOC exam results in fall 2018. The delayed score release will impact A+ Scholarship eligibility for some 2018 seniors who have not yet achieved a qualifying combination of ACT math subscore and high school grade point average, and who will not know if they have achieved a qualifying Algebra I EOC score until after summer or fall 2018 enrollment has begun.

To ensure postsecondary education remains readily accessible for all eligible students, the department proposes the CBHE temporarily suspend the Algebra I EOC requirement for 2018 high school seniors impacted by the delayed score release. This would allow 2018 high school seniors who took a mathematics EOC during their senior year and are otherwise eligible for the A+ Scholarship to receive reimbursement pending release of the Algebra I EOC scores. Under the suspension, A+ designated high schools would continue to verify a student has met the A+ eligibility criteria, but would delay affixing the A+ stamp to the transcript for the affected students until DESE releases the Algebra I EOC scores. Although staff is still working on the logistical details, we anticipate requiring the high school to provide a letter to accompany the unstamped transcript that would verify the student is part of the waiver population. Those students who had already achieved a qualifying Algebra I EOC score or met the alternative would receive the A+ stamp on the transcript as usual. Until MDHE sends notification of the score release in fall 2018, A+ participating postsecondary institutions would be able to request reimbursement for 2018 seniors without an A+ stamped transcript if the student's file includes the verification letter. After the notification, institutions would be required to collect an A+ stamped transcript for all students prior to requesting reimbursement. Because A+ is a reimbursement program, we expect the greatest

impact will be to summer 2018 reimbursement. However, spring 2018 reimbursement could be affected for mid-year high school graduates and fall 2018 reimbursement could be affected, depending on the timing of the score release.

While this proposal risks paying some students who are later determined to be ineligible, the benefits to students outweighs that risk. Spring 2018 is the optimum time for students to make enrollment decisions for the summer and fall 2018 terms. However, the delayed release of the 2017-18 Algebra I EOC scores has created uncertainty for the affected 2018 seniors, which may create an access barrier for eligible students and discourage future enrollment. In addition, the proposal will ensure that all eligible students receive timely reimbursement, eliminating the need for unnecessary out-of-pocket expenses. Furthermore, although the department recommends the affected students continue to try meet the ACT math subscore/high school grade point average alternative prior to graduation, students who believe they have achieved a qualifying Algebra I EOC score will not be required to pay out-of-pocket for one or two ACT assessments that may be unnecessary.

NEXT STEPS

Upon the board's decision, MDHE will notify the A+ community of the action taken. We will then work with the A+ designated high schools and participating postsecondary institutions to ensure student eligibility is handled appropriately for the spring, summer, and fall 2018 terms.

RECOMMENDATION

Staff recommends the Coordinating Board for Higher Education approve the temporary suspension of the A+ Scholarship Program's Algebra I end-of-course exam requirement for the spring 2018 term, the summer 2018 term, and the fall 2018 term as described above.

NO ATTACHMENTS

Meeting Minutes

Budget & Financial Aid Committee

Coordinating Board for Higher Education
December 13, 2017

The Budget and Financial Aid Committee of the Coordinating Board for Higher Education was called to order at 1:00 p.m. on Wednesday, December 13, 2017, in Room 490 of the Harry S Truman State Office Building in Jefferson City, Missouri. Committee members Mike Thomson, Bobby Robertson, and Joe Cornelison were present. Committee member Carl Bolm was absent.

Leroy Wade, Assistant Commissioner for Financial Aid and Proprietary Certification, provided an overview of the work of the committee and its purpose.

General Discussion

The revision of the CBHE Performance Funding Model, institutions' FY 2019 core budget appropriations, institutions' FY 2019 new decision items, FY 2019 capital improvements priorities, and a background of the Missouri Student Loan Program were discussed with no action taken.

The meeting was adjourned at 2:39 p.m.

Tab M

Report on the Impact of Legislation Allowing Certain Graduates from Private High Schools to Participate in the A+ Scholarship Program

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

With the passage of Senate Bill 638 during the 2016 legislative session, the State Board of Education was authorized to designate non-public Missouri high schools as A+ high schools. This designation would then allow graduates of those high schools that meet the eligibility requirements, including attending an A+ participating postsecondary institution, to receive reimbursement for their postsecondary tuition and fees through the scholarship component of the A+ program.

As has been the case for the life of the A+ program, students that graduate from a high school after the date of designation are immediately eligible for the scholarship component, assuming they have met the program's eligibility requirements. One of the primary changes that has occurred since the program was originally established is the length of time to complete the designation process. Initially, that process required three years from the time of application for the high school to become designated.

Beginning with the transfer of the scholarship component of the program to the Missouri Department of Higher Education (MDHE) in 2010, the Governor's office launched an initiative to encourage the remaining undesignated public high schools to seek and achieve A+ designation. To accomplish that goal, the application timeline was shortened, allowing a high school to apply for A+ designating and achieve that designation within the same academic year. Even under this shortened designation time frame, students that graduated after the formal designation by the state board of education were eligible for the scholarship component, assuming they met all of the other eligibility requirements. The major impact on the program of this change is that, because there was no longer a three year preparation period, usage of the program at newly designated schools ramped up more slowly than when the full three year period was in place. MDHE staff believe this phenomenon will continue with the designation of private high schools.

CURRENT STATUS

In March of 2017, the State Board of Education designated 58 private high schools as meeting the A+ designation criteria. With that action, 2017 and later graduates of those schools were potentially eligible to participate in the scholarship component of the program. Once those designations were confirmed, MDHE staff contacted the designated high schools to provide additional information about the program and to request information about the number of their 2017 seniors they expected to use the A+ scholarship benefit. Based on the response to the request, MDHE staff estimated that 450 private high school graduates would attend an A+ participating postsecondary institution and use the tuition and fee reimbursement.

Our first opportunity to assess actual usage of the program by private high school graduates came at the end of the fall 2017 payment cycle. Because most institutions wait until after the semester has ended to request reimbursement, accurate numbers for that cycle were not available until after the payment cycle closed on February 15. Based on the data available, MDHE staff confirmed payments to 152 graduates of private high schools during the fall cycle. In addition, there were 144 individuals for which staff was unable verify the high school from which the student graduated. Although there are always some unknowns, because of the limited data about private high school graduation, staff assume the majority of the individuals without a confirmed high school were graduates of a private high school. Based on that assumption, staff estimate fall 2017 payments totaling $538,913 were made to 296 private high school graduates. That constitutes approximately 2.5 percent of the students served and payments disbursed.

NEXT STEPS

Based on the experience during the fall semester, we would assume A+ will provide reimbursement to more than 300 private high school graduates during the 2017-18 award year and the total payments will likely exceed $1.1 million dollars. It is important to keep in mind that additional schools may be designated by the Department of Elementary and Secondary Education later this spring and that we expect usage at previously designated schools will increase faster than the overall program growth rate during the next couple of award years.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS

Tab N

Report on the Higher Education Student Funding Act

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

The Higher Education Student Funding Act (HESFA) sets the amounts by which public institutions may increase tuition without incurring a financial penalty. For all practical purposes, HESFA exempts community colleges from its requirements. Pursuant to HESFA, those institutions with tuition above the state average may only increase tuition by the same percentage as the rise in the consumer price index (CPI) for the preceding year. Institutions at which tuition is below the average may increase their tuition by an amount equal to the percentage change in the CPI times the average tuition. Institutions that increase tuition at a rate that exceeds the statutorily permitted amount must pay a fine of 5% of their state operating appropriation. They may ask the commissioner of higher education for a determination that the increase is sufficiently warranted. If the commissioner determines the increase is not sufficiently warranted, she recommends to the full Coordinating Board that the institution shall remit an amount of up to 5 percent of its current year state operating appropriation to the board. The Coordinating Board makes a binding and final decision, by means of a majority vote, regarding the matter.

Although HESFA has been in effect since 2007, the only year for which institutions have only sought waivers is 2011-2012. In that year, Harris-Stowe State University, Lincoln University, Missouri Southern State University, Missouri Western State University, Northwest Missouri State University, Truman State University, and the University of Missouri sought waivers.

- The commissioner determined that the increases proposed by Harris-Stowe State University, Lincoln University, Northwest Missouri State University, Truman State University, and the University of Missouri were sufficiently warranted and that no penalty should be imposed. Then-Governor Nixon withheld funds from the University of Missouri at a higher rate than for other institutions.

- The commissioner determined that the increase initially proposed by Missouri Southern State University was not sufficiently warranted. The institution reduced the proposed increase. The commissioner concluded that the revised increase was not sufficiently warranted, but still recommended that the institution not be fined.

- Dialog between the commissioner and Missouri Western State University was ongoing when then-Governor Nixon withheld funds from MWSU and the University of Missouri at a higher rate than for other institutions. At the request of the commissioner, MWSU's board of governors reduced the proposed increase and the commissioner found the new increase to be sufficiently warranted. No penalty was imposed by the commissioner or the Coordinating Board.

CURRENT STATUS

MDHE has distributed calculations to inform decisions about tuition for the 2018-19 academic year. The rate of change in the CPI on which those calculations are based is 2.1%. The commissioner has also distributed a link to the HESFA waiver request process and a reminder that waiver requests must be submitted on March 1, May 1, or July 1.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

1. Summary of 2018-2019 Increases Permitted without Penalty or Waiver
2. HESFA Penalty Waiver Request Form

Tab N Attachment 1

Summary of 2018-2019 Increases Permitted without Penalty or Waiver

CALCULATION OF AVERAGE TUITION AND FEES
2017-2018 Academic Year

	2016-2017 Actuals	2017-18				2018-2019
	Tuition	Total Tuition and Fees	Student Approved Fees	Net Tuition and Fees (HESFA)	% Increase	Permitted Increase for
UM System Average*	$9,417.84	$9,913.98	$298.37	$9,615.61	2.10%	$201.93
Northwest Missouri State University	$7,450.20	$9,571.50	$1,965.00	$7,606.50	2.10%	$159.74
Truman State University	$7,256.00	$7,656.00	$250.00	$7,406.00	2.07%	$155.53
University of Central Missouri	$7,067.40	$7,519.50	$304.80	$7,214.70	2.08%	$151.51
Southeast Missouri State University	$6,919.80	$7,455.00	$390.00	$7,065.00	2.10%	$148.37
Lincoln University	$6,887.56	$7,632.20	$600.00	$7,032.20	2.10%	$147.68
Applies to all Instituions below:	AVERAGE $6,858.37		AVERAGE	$7,006.71	2.16%	$147.14
Below Average						
Missouri State University	$6,832.00	$7,306.00	$332.00	$6,974.00	2.08%	$147.14
Missouri Western State University	$6,549.50	$6,842.60	$150.00	$6,692.60	2.18%	$147.14
Missouri Southern State University	$5,924.30	$6,067.20	$0.00	$6,067.20	2.41%	$147.14
State Technical College of Missouri	$5,917.50	$6,060.00	$0.00	$6,060.00	2.41%	$147.14
Harris-Stowe State University	$5,220.00	$6,090.00	$750.00	$5,340.00	2.30%	$147.14
						$147.14
*University of Missouri - St. Louis	$9,499.50	$10,275.00	$576.37	$9,698.63	2.10%	$147.14
Missouri U. of Science & Technology	$9,553.56	$9,830.88	$76.12	$9,754.76	2.11%	$147.14
University of Missouri - Columbia	$9,446.22	$9,786.70	$142.00	$9,644.70	2.10%	$147.14
University of Missouri - Kansas City	$9,172.06	$9,763.34	$399.00	$9,364.34	2.10%	$147.14

Notes:
Tuition and fees exclude student approved fees since 2008-2009.

Tab N Attachment 2

HESFA Penalty Waiver Request Form

HIGHER EDUCATION STUDENT FUNDING ACT
APPLICATION FOR PENALTY WAIVER

I. Instructions

According to MDHE's *Policy on Higher Education Student Funding Act Implementation*,* an application for penalty waiver must set forth each factor supporting a waiver of HESFA penalty on account of the institution's increase in tuition exceeding the rate of increase in consumer price index.

In the following space, therefore, please provide a **brief** summary of your institution's points in support of a penalty waiver, with citations to documents substantiating key claims. Please attach documentation substantiating your written points.

The Commissioner will arrange to meet with institutional representatives as quickly as possible, but no more than 45 days, after receiving a complete application. Any written or oral clarifications may be delivered at that time.

II. Primary Contact

Institution:

Name: Title:

Email: Phone:

III. Factors Supporting Waiver

1. What percentage increase is proposed in your base in-state undergraduate tuition, as defined in the HESFA, section 173.1003.7 RSMo?

* *Available at* http://dhe.mo.gov/policies/hesfaimp.php.

2. Please submit spreadsheet(s) that provide(s) the following:

    a. An estimate of the total net revenue generated by that increase. Explain the assumptions on which the estimate is based, including enrollment mix, discounting, and other relevant factors

    b. An estimated percent of "common negative factors" the proposed increase will offset. For purposes of this application, common negative factors are reduced core general revenue appropriations, costs of implementing new mandates or legal requirements, increased required MOSERS contributions, and employer contributions to health insurance costs.

    c. Reductions in ongoing operating costs during the last 10 years, and a short description of each cost-saving measure.

    d. Increases in ongoing operating costs during the last 10 years, and a short description of each.

    e. Planned reductions in ongoing operating costs for the 2018-2019 academic year, including cooperative arrangements with other institutions to eliminate or combine programs or services. Please indicate whether those reductions are one-time or ongoing, and total for both on-time and ongoing reductions. Include a short description of the impact of each reduction.

3. Describe the steps your institution has already or will take to reduce students' overall cost, including efforts to reduce total credit hours taken. Examples include reducing, where program-appropriate, the number of hours required to earn a degree; block scheduling; guided pathways, etc.

4. Describe any other extraordinary circumstances, specific to your institution, that significantly bear on your waiver request.

The contents of this Application for HESFA Penalty Waiver are true and complete to the best of my understanding.

_____

President

Tab O

CORE 42: The Higher Education Core Transfer Curriculum

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Senate Bill 997 established the Higher Education Core Transfer Curriculum Act (§§ 178.785-789, RSMo), which directs the Coordinating Board for Higher Education (CBHE) to develop a standard core transfer curriculum and a common course numbering equivalency matrix for lower-division general education courses. The core transfer curriculum, known as CORE 42, is a framework for general education that all Missouri public two- and four-year institutions of higher education will adopt effective for the 2018-19 academic year. The goal of the CORE 42 is to facilitate the seamless transfer of academic credits. The completion of the CORE 42 at any public institution of higher education will transfer to every other public institution of higher education in the state and substitute for the receiving institution's general education requirement. Individual courses that comprise the CORE 42 are guaranteed to transfer one-to-one among all public colleges and universities.

CURRENT STATUS

CORE 42 is a statewide general education course of study intended to ensure that all graduates possess a common core of college-level skills and knowledge. CORE 42 specifies the basic competencies and knowledge areas that all students completing degrees at a Missouri public institution of higher education must complete. CORE 42 is comprised of courses distributed across five knowledge areas. These courses are designated with a Missouri Transfer (MOTR) course number, which guarantees the one-to-one transfer of these courses among all Missouri public institutions of higher education. All public institutions will list these courses and the MOTR transfer number in their catalogs. MOTR courses will further be distinguished by this logo:

The framework for Missouri's CORE 42, as seen in the attachment, is designed for students to obtain the basic competencies of Valuing, Managing Information, Communicating, and Higher-Order Thinking through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences. Students obtain the competencies through completion of the CORE 42 in its entirety.

The following principles underlie the development of the CORE 42:

- Transfer should operate in the best interest of the student.
- Institutional autonomy should be preserved to the greatest possible extent.
- Completion of the CORE 42 meets all lower-division general education requirements at all institutions.
- Specific courses shall transfer one-to-one, and fulfill major and graduation requirements.
- Curriculum is the purview of faculty.

MDHE staff, per SB 997, developed the CORE 42 with the assistance of the Core Curriculum Advisory Committee (CCAC), comprised primarily of faculty from each public college and university (see Attachment B). The CCAC and MDHE staff developed the framework for the CORE 42, and identified MOTR courses and course descriptions for possible inclusion in the core curriculum. MDHE staff and the CCAC also engaged other faculty, chief academic officers, registrars, and transfer coordinators at every stage of crafting the CORE 42. This included faculty discipline groups, comprised of faculty from specific academic fields, who have and are reviewing course descriptions from each institution against the MOTR course description to determine which courses meet the objectives for inclusion as a MOTR course.

NEXT STEPS

Moving forward, MDHE staff will complete the following in 2018:

- Faculty discipline groups will continue reviewing institutional course submissions through March 31, 2018, for inclusion in the list of approved MOTR courses.
- The CCAC and MDHE staff will establish a process for adding new MOTR courses and reviewing institutional individual course submissions. Faculty discipline groups will continue to evaluate courses to ensure they meet certain competencies and outcomes; institutional courses that meet these requirements will be approved and added to the CORE 42.
- MDHE staff will also be presenting on the CORE 42 at a number of conferences, in addition to hosting training webinars. The first training webinar is scheduled for February 28, 2018, 1:00pm-4:00pm.
- MDHE staff is also working with the Office of Administrations ITSD staff to develop a web portal which will allow students to see exactly how courses transfer between institutions.
- The CCAC and the Committee on Transfer and Articulation (COTA) will revise the administrative rules on general education and student transfer. COTA has already developed procedures for resolving disputes concerning the transfer of course credit.

RECOMMENDATION

Staff recommends the Coordinating Board for Higher Education approve the CORE 42 and the course equivalence matrix, as presented in Attachment A, for implementation at Missouri's public two-year and four-year institutions beginning in the 2018-2019 academic year.

ATTACHMENTS

1. CORE 42 General Education Framework, Competencies, and Objectives
2. Core Curriculum Advisory Committee Roster

Tab O Attachment 1

Core 42 General Education Framework, Competencies, and Objectives

The framework for Missouri's Core 42 is designed for students to obtain the basic competencies of *Valuing*, *Managing Information*, *Communicating*, and *Higher-Order Thinking* through the completion of at least 42-semester hours distributed across the broad Knowledge Areas of Communications, Humanities & Fine Arts, Natural & Mathematical Sciences, and Social & Behavioral Sciences.

Valuing

Valuing is the ability to understand the moral and ethical values of a diverse society, and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should recognize how values develop, how value judgments influence actions, and how informed decision-making can be improved through the consideration of personal values as well as the values of others. They should be able to make informed decisions through the identification of personal values and the values of others and through an understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

After completing the CORE 42, students shall demonstrate the ability to

- develop an understand the moral and ethical values of a diverse society;
- develop the ability to analyze the ethical implications of actions and decisions;
- compare and contrast historical and cultural ethical perspectives and belief systems.
- utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- recognize the ramifications of one's value decisions on self and others.
- recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

Managing Information

Managing Information is ability to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions. Through the effective management of information, students should be able to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.

After completing the CORE 42, students shall demonstrate the ability to

- locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.
- access and generate information from a variety of sources, including the most contemporary technological information services.
- evaluate information for its currency, usefulness, truthfulness, and accuracy.
- organize, store, and retrieve information efficiently.
- reorganize information for an intended purpose, such as research projects.
- present information clearly and concisely, using traditional and contemporary technologies.

Communicating

Communicating is the development of students' ability to communicate effectively through oral, written, and digital channels using the English language, quantitative, and other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and

mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Oral communication takes many forms.

After completing the CORE 42, students shall demonstrate the ability to

- analyze and evaluate their own and others' speaking and writing.
- conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- communicate effectively in groups by listening, reflecting, and responding appropriately and in context.
- use mathematical and statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.

Higher Order Thinking

Higher Order Thinking is the development of students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and demonstrate the ability to reflect upon and refine those problem-solving skills. This involves creative thinking, critical thinking, and quantitative literacy.

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child’s drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Critical thinking is transdisciplinary, and success in all disciplines requires habits of inquiry and analysis that share common attributes. Successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

Quantitative Literacy (QL) is a "habit of mind" competency and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

After completing the CORE 42, students shall demonstrate the ability to

- recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.

- use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.
- defend conclusions using relevant evidence and reasoned argument.
- reflect on and evaluate their critical-thinking processes.

CORE 42 Knowledge Area
Goals and Objectives

Social & Behavioral Sciences Knowledge Area

State-level Goal:

To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students acquire an understanding of the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. As a part of this goal, institutions of higher education include a course of instruction in the Constitution of the United States and of the state of Missouri and in American history and institutions (Missouri Revised Statute 170.011.1).

Students will demonstrate the ability to

- explain social institutions, structures, and processes across a range of historical periods and cultures.
- develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.
- draw on history and the social sciences to evaluate contemporary problems.
- describe and analytically compare social, cultural, and historical settings and processes other than one's own.
- articulate the interconnectedness of people and places around the globe.
- describe and explain the constitutions of the United States and Missouri.

Communications Knowledge Area

Written Communications State-level Goal:

To prepare students to communicate effectively with writing that exhibits solid construction resulting from satisfactory planning, discourse, and review. Students will understand the importance of proficient writing for success in the classroom and the workforce.

Students will demonstrate the ability to

- Demonstrate critical and analytical thinking for reading, writing, and speaking.
- Compose sound and effective sentences.
- Compose unified, coherent and developed paragraphs.
- Understand and use a recursive writing process to develop strategies for generating, revising, editing and proofreading texts.
- Produce rhetorically effective discourse for subject, audience, and purpose.
- Demonstrate effective research and information literacy skills

Oral Communications State-level Goal:

To prepare students to communicate effectively with oral presentations that demonstrate appropriate planning and expressive skills. Students will understand the role of public speaking for success in the classroom and society.

Students will demonstrate the ability to

- Use productive imagination for the discovery and evaluation of appropriate arguments relating to a chosen topic through effective research.
- Understand the basic process of audience analysis.
- Use, identify, and create speeches for different types of speaking purposes.
- Demonstrate effective preparation skills in the organization of speeches into three appropriate sections and preparing each section using the appropriate information and transitions between information and sections.
- Utilize and understand the patterns of organization to structure information for each specific type of speech. Students will use parallel ideas and information on different levels of abstraction in these patterns.
- Demonstrate effective skill at composing and developing arguments with appropriate support that is unified, coherent and fully developed utilizing the tenets of good writing and research.
- Understand the complex issue of good delivery and show improved personal confidence and the ability to manage communication apprehension.
- Demonstrate effective listening skills as it relates to critical understanding of speech topics and critique of that speaking.
- Demonstrate that they understand and take part in ethical speaking and listening during presentations.
- Understand communication ethics for both speech preparation and critiquing of peer speeches by utilizing responsible research and citing sources, preparing speeches with integrity when dealing with information and sources, and using emotional and logical appeals responsibly.
- Understand the role of public speaking in citizenry and how public speaking can contribute to success in the classroom and society.

Natural Sciences Knowledge Area

State-level Goal:

To develop students' understanding of the principles and laboratory procedures of the natural sciences (Life and Physical) and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

Students will demonstrate the ability to

- Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
- Evaluate scientific evidence and argument.
- Describe the basic principles of the natural world.
- Describe concepts of the nature, organization, and evolution of living systems.
- Explain how human interaction(s) affect living systems and the environment.

Mathematical Sciences Knowledge Area

State-level Goal:

To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning.

Students will demonstrate the ability to

- Describe contributions to society from the discipline of mathematics.
- Recognize and use connections within mathematics and between mathematics and other disciplines.

- Read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, survey data) and make reasoned estimates.
- Formulate and use generalizations based upon pattern recognition.
- Apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.

Humanities and Fine Arts

State-level Goal:

To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

Students will demonstrate the ability to

- Describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, speculative thought).
- Explain the historical, cultural, and social contexts of the humanities and fine arts.
- Identify the aesthetic standards used to make critical judgments in various artistic fields.
- Develop a plausible understanding of the differences and relationships between formal and popular culture.
- Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.

Core 42 General Education Framework and Course Matrix

Complete at least 42 credit hours, distributed among the Knowledge Areas listed below

Social & Behavioral Sciences

9 credits minimum, including at least one Civics course

MOTR Anthropology
- ✓ General Anthropology
- ✓ Cultural Anthropology

MOTR Economics
- ✓ Introduction to Economics
- ✓ Introduction to Macroeconomics
- ✓ Introduction to Microeconomics

MOTR Geography
- ✓ World Regional Geography

MOTR Political Science
- ✓ International Relations
- ✓ Introduction to Comparative Politics

MOTR Sociology
- ✓ General Sociology

MOTR Psychology
- ✓ General Psychology
- ✓ Lifespan Human Development

MOTR History
- ✓ World History I
- ✓ World History II

MOTR Civics courses
- ✓ American Government
- ✓ American History I
- ✓ American History II

Communications

Written Communications
6 credit hours minimum

MOTR English
- ✓ Composition I
- ✓ Composition II
- ✓ Technical Writing

Oral Communications
3 credit hours minimum

MOTR Communications
- ✓ Introduction to Communications
- ✓ Fundamentals of Public Speaking
- ✓ Interpersonal Communication
- ✓ Small Group Communication
- ✓ Argumentation & Debate

Natural Sciences

7 credit hours minimum from at least 2 disciplines, including one course with a lab component

MOTR Astronomy
- ✓ Astronomy
- ✓ Astronomy with Lab

MOTR Biology
- ✓ Essentials in Biology
- ✓ Essentials in Biology Lab
- ✓ Biology
- ✓ Biology with Lab

MOTR Chemistry
- ✓ Essentials in Chemistry
- ✓ Essentials in Chemistry with Lab
- ✓ Chemistry I
- ✓ Chemistry I with Lab

MOTR Geography
- ✓ Physical Geography
- ✓ Physical Geography with Lab

MOTR Geology
- ✓ Geology
- ✓ Geology with Lab

MOTR Life Sciences
- ✓ Essentials in Human Biology
- ✓ Essentials in Human Biology with Lab
- ✓ Human Biology
- ✓ Human Biology with Lab

MOTR Physical Sciences
- ✓ Essentials in Physical Sciences
- ✓ Essentials in Physical Sciences with Lab

MOTR Physics
- ✓ Essentials in Physics
- ✓ Essentials in Physics with Lab
- ✓ Physics I
- ✓ Physics I with Lab
- ✓ Advanced Physics I with Lab

Mathematical Sciences

3 credit hours minimum

MOTR Mathematics
- ✓ **Statistical Reasoning**
- ✓ **Mathematical Reasoning & Modeling**
- ✓ **Pre-Calculus Algebra**
- ✓ **Pre-Calculus**

**Courses that use one of the pathway courses as a prerequisite will meet the general education credit for math. For example, Calculus meets the General Education math requirement since Pre-Calculus Algebra is a prerequisite.*

Humanities and Fine Arts

9 credit hours minimum, from at least 2 disciplines

MOTR Art
- ✓ Art Appreciation
- ✓ Art History I
- ✓ Art History II

MOTR Civilization
- ✓ Western Civilization I
- ✓ Western Civilization II

MOTR Creative Writing
- ✓ Creative Writing (F-Fiction; P-Poetry; NF-Nonfiction; D-Dramatic script)

MOTR Film
- ✓ Introduction to Film Studies

MOTR Foreign Language
- ✓ French I
- ✓ French II
- ✓ Spanish I
- ✓ Spanish II
- ✓ Foreign Language I
- ✓ Foreign Language II

MOTR Literature
- ✓ Introduction to Literature (F-Fiction; P-Poetry; D-Drama)
- ✓ American Literature I
- ✓ American Literature II
- ✓ British Literature I
- ✓ British Literature II
- ✓ Multicultural Literature (AA-African-American; NA-Native American; L-Latino/Latina)
- ✓ Women's Literature
- ✓ World Literature I
- ✓ World Literature II

MOTR Music
- ✓ Music Appreciation (G-General; RP-Rock/Pop; J-Jazz)
- ✓ Music Fundamentals
- ✓ World Music
- ✓ Music History I
- ✓ Music History II

MOTR Philosophy
- ✓ Introduction to Philosophy
- ✓ Introduction to Logic
- ✓ Introduction to Ethics

MOTR Religion
- ✓ World Religion

MOTR Theatre
- ✓ Theatre Appreciation
- ✓ Children's Theatre
- ✓ History of the Musical
- ✓ Theatre History I
- ✓ Theatre History II
- ✓ World Drama

MOTR Performance (Students may choose only one course from this group)
- ✓ Acting I (A-Acting I; VD-Voice/Diction; TT-Theatre Techniques; SM-Stage Movement; SC-Stage Combat
- ✓ Directing I (D-Directing I; S-Stage Management)
- ✓ Music Performance (C-Choir; B-Band; O-Orchestra)
- ✓ Script Analysis (SA-Script Analysis; P-Playwriting)
- ✓ Stagecraft (S-Stagecraft; SD-Scenic Design; C-Costuming; D-Theatre Drafting; M-Stage Makeup)
- ✓ Studio Art (D-Drawing; P-Painting; GA-Graphic Arts; S Sculpture; C-Ceramics; M-Multimedia)

Sample MOTR Course Institutional Equivalency Matrix

CORE 42 MOTRANSFER GUARANTEED	***Missouri Higher Education Core Transfer Curriculum***
MOTR COURSE NAME	**GENERAL PSYCHOLOGY**
MOTR COURSE NUMBER	**MOTR PSYC 100**
KNOWLEDGE AREA	**SOCIAL & BEHAVIORAL SCIENCES**
TRANSFER CREDITS	**3**
MOTR COURSE DESCRIPTION	Introductory survey of the scientific study of individual behavior and the application of psychological science. Students develop: • the foundational knowledge base of psychology to include the major concepts, theoretical perspectives, historical trends, and empirical findings within the domains of psychology: cognitive (e.g., cognition, memory, perception, intelligence), developmental (e.g., learning, life span development, language), biological (e.g., neuroscience, sensation, consciousness), social and personality (e.g., social, personality, emotion, multicultural, gender, motivation), and mental and physical wellness (e.g., abnormal, health, psychotherapy); • basic skills and concepts in critically interpreting behavior, studying psychological scientific research, and applying psychological scientific research methodology and design principles to draw conclusions about behavior; • develop ethical and social responsibility in a diverse world through study of formal regulations that govern professional ethics in psychology and exploration of values that contribute to positive outcomes in a diverse multicultural and global society develop competence in communication through writing cogent scientific arguments, presenting information using a scientific approach, discussion of psychological concepts, explanation of the ideas of others, and expression of own ideas; • apply psychological science to self to develop work habits and ethics for academic, professional, and personal success.

INSTITUTION	COURSE NAME	COURSE NUMBER	TRANSFER CREDITS	COURSE DESCRIPTION
Harris-Stowe State University	General Psychology	PSY 0100	3	This is an introductory survey of the basic concepts, principles and methods in the scientific study of behavior. Some appropriate application to one's personal growth and development will be provided.
Lincoln University	General Psychology	PSY 101	3	An introduction to psychology as the science of affect, behavior, and cognition focusing on the methods, concepts, and terminology of the field.
Missouri Southern State University	General Psychology	PSY 0100	3	Introductory course on the scientific study of behavior and mental processes. Covers research and theories in areas of psychology such as abnormal, social, learning and memory, neuroscience, and development.
Missouri State University	Introductory Psychology	PSY 121	3	An examination of how psychology enhances our understanding of human behavior; a survey of basic biological, experiential, cognitive, emotional, and sociocultural influences on behavior and self-understanding. Students must choose either to be research participants or fulfill an alternative library assignment as part of the course requirements. Honors sections are taught in a lecture/lab format.

Missouri University of Science & Technology	General Psychology	PSYCH 1101	3	An introduction to the science of the human mind and behavior. Topics include brain structure and function, human development, learning and memory, motivation, emotion, personality and psychological health, psychological disorders and their treatment, and social cognition and human relationships.
Missouri Western State University	General Psychology	PSY 101	3	General information about psychology in everyday life, designed to correct misconceptions and to give the student a better understanding of self and others.
Northwest Missouri State University	General Psychology	PSYC 08103	3	A survey course designed to introduce students to the foundation of human and animal behavior. Students will study the content and the processes used by behavioral scientists to discover, describe, explain and predict human behavior. The course provides an environment in which students learn how to critically evaluate the biological, social/cultural and psychological variables that contribute to behavior and to reflect on those to develop an informed sense of self and others.
Southeast Missouri State University	Psychological Perspective on Human Behavior	PY 101	3	Examination of human behavior and experience from a psychological perspective. Application of psychological principles to understanding of human behavior.
Truman State University	General Psychology	PSYC 166	3	A survey of behavioral principles. Topics include human development, personality, learning and thinking, psychological testing, mental health, therapy, and social behavior.
University of Central Missouri	General Psychology	PSY 1100	3	A general introduction to the science of behavior, surveying the broad field of psychology and the methods of investigation
University of Missouri-Columbia	General Psychology	PSYCH 1000	3	Survey of theories, principles, and methods in the study of human behavior.
University of Missouri-Kansas City	General Psychology	PSYCH 210	3	A survey of the fundamental principles, theories, and methods of psychological science.
University of Missouri-St. Louis	General Psychology	PSYCH 1003	3	A survey of the basic concepts, theories, and pivotal findings over the past 100 years in the science of Psychology, with special emphasis on contemporary concepts and findings that focus on the relation of the brain to normal and pathological behaviors. All Psychology majors must complete this course with a grade of C- or higher.
Crowder College	General Psychology	PSYC 101	3	An introduction to the scientific study of human behavior including motivation, perception, learning, emotions, intelligence and the physiological basis of behavior is presented. Successful completion of this course partially fulfills Social & Behavioral Science general education requirements.
East Central College	General Psychology	PY 1103	3	A course designed to provide the student with a broad, general introduction to the field of psychology. It is a study of behavior designed to present an account of the significant concepts and findings of contemporary psychology. The course should provide a clear description of the bodies of knowledge in the core areas of psychology.

Jefferson College	General Psychology	PSY 101	3	General Psychology reviews the scientific study of behavior and mental processes found in humans and animals. This course includes a survey of the fundamental concepts, principles, historical trends, figures, theories, overarching themes, research design, pivotal empirical findings, and applications in psychology. Students will develop knowledge of psychology's major content domains of neuroscience, consciousness, cognition, memory, learning, social, personality, emotion, multicultural, abnormal, health, and psychotherapies.
Jefferson College	Honors General Psychology	PSY 101H	3	General Psychology reviews the scientific study of behavior and mental processes found in humans and animals. This course includes a survey of the fundamental concepts, principles, historical trends, figures, theories, overarching themes, research design, pivotal empirical findings, and applications in psychology. Students will develop knowledge of psychology's major content domains of neuroscience, consciousness, cognition, memory, learning, social, personality, emotion, multicultural, abnormal, health, and psychotherapies.
Metropolitan Community College	General Psychology	PSYC 140	3	Introduction to the scientific study of behavior and mental processes through the exploration of major theories, concepts, methods, and research findings in the field of psychology. Using the foundation of the scientific method, topics cover various subdisciplines in psychology: biological, cognitive, developmental, social and personality, and mental/physical health. Emphasis on biopsychosocial influences and integration across sub-discipline topics.
Mineral Area College	General Psychology I	PSY 1130	3	A broad overview of the general field of psychology and fundamental principles of human behavior. Includes the biology of behavior, learning and memory, emotion and motivation, growth and development, individual personality, psychopathology and treatment of mental illness. Prerequisite: Must have met one of the following: a minimum score of 18 on the ACT reading or eligible placement test score, or a minimum grade of C in RDG0900, ENG0990, or ENG0090, or have earned 24 college-level semester credit hours.
Missouri State University - West Plains	Introductory Psychology	PSY 121	3	An examination of how psychology enhances our understanding of human behavior; a survey of basic biological, experiential, cognitive, emotional, and sociocultural influences on behavior and self-understanding. Students must choose either to be research participants or fulfill an alternative library assignment as part of the course requirements. Honors sections are taught in a lecture/lab format.
Moberly Area Community College	General Psychology	PSY 101	3	This course is an introduction to the nature and scope of the field of psychology as a scientific and human endeavor. Focus is on the historic development of the field; biological and developmental processes; consciousness and perceptions; learning, remembering, and thinking; motivation and emotion; personality and individuality; social behavior; stress and coping; and psychopathology and psychotherapy.
North Central Missouri College	General Psychology	PY 121	3	A survey course dealing with the basic facts and principles of human behavior, providing an understanding of why and how

				people think and act as they do, emphasizing the manner in which the environment influences people.
Ozarks Technical Community College	Introduction to Psychology	PSY 110	3	This course provides an introduction to psychology including history and systems, physiology, human growth and development, sensation and perception, learning, memory, emotion, motivation, personality, adjustment, psychopathology, industrial and social psychology.
St. Charles Community College	Introduction to Psychology	PSY 101	3	Examination of behavioral, cognitive, psychoanalytic, humanistic, and biological viewpoints in psychology. Includes learning principles and applications, perception, motivation, emotions, stress, psychobiology, personality, abnormal behavior, and approaches to therapy.
St. Louis Community College	General Psychology	PSY 200	3	This course is an introduction to the scientific study of human behavior. It attempts to help students gain insights into their own and others' behavior. A variety of topics (such as personality, learning, emotion, motivation, human growth and development, abnormal behavior and psychotherapy) relating to psychological development will be covered.
State Fair Community College	General Psychology	PSY 101	3	Introduction to the scientific study of behavior and mental processes. Includes a survey of historical and current theories, theorists and perspectives in psychology. Goals include increasing critical thinking and intellectual curiosity about psychological phenomenon and provides a basis for further study in the field. Topics include neurology, sensation and perception, consciousness, learning, psychometrics, personality development, and mental illness and wellness. Writing papers in APA format is required.
State Technical College of Missouri	No equivalent course			Students transferring to this institution will receive three (3) credits in the Social & Behavioral Sciences knowledge area.
Three Rivers College	General Psychology	PSYC 111	3	General psychology addresses the basics of human development. The course will analyze psychological concepts and the various types of learning. Students will assess the relationship between the brain development and behavior as it relates to psychological concepts.

MOTR COURSE DESCRIPTIONS (by knowledge area)

Social and Behavioral Sciences

General Anthropology
Introductory survey of anthropology to include the subfields of physical/biological, ethnology/cultural, linguistic and archaeological/material.

Cultural Anthropology
Introductory survey of cultural anthropology with a focus on the diversity and complexity of human cultures through the study of marriages and family, economics, politics, religion and language systems.

Introduction to Economics
Introductory survey of economics that introduces non-business and non-economics majors to the basic concepts of economics. Concepts covered include incentives, scarcity, opportunity cost, marginalism, gains from trade, demand, supply, the pricing mechanism, and secondary effects. Potential sources of growth, including property rights, the competitive process, and allocation of capital, monetary stability, low taxes, and international trade are examined. Both market failure and government failure are explained and analyzed. Applying the tools of economics to topics in personal finance such as choosing a career, entrepreneurship, budgeting, saving, investing, credit, insurance, and tax considerations are also examined.

Introduction to Macroeconomics
Introductory survey of economic principles relating to the economy as a whole. Major topics include: supply and demand, national income determination, inflation, unemployment, fiscal and monetary policy; public affairs issues relating to the role of government in a market economy are considered within a framework of economic theory. Role of international trade and finance in national macroeconomic policy is also introduced.

Introduction to Microeconomics
Introductory survey of economic principles relating to individuals, firms and markets. Major topics include: supply and demand, the price system, consumer behavior, production and cost, and market structures; market failure, and the role of government are examined as well as issue in International Trade and Finance.

World Regional Geography
Introductory survey of the study of the interacting relationship between human populations and their environment to include physical features of the Earth and cultural characteristics, key issues, and problems in regions of the world. Includes discussion of natural systems, globalization, economic development, ethnic diversity and geopolitical conflicts and human impacts upon the environment. Upon completion of the course, the student should be able to:

- Define the basic geographic theories, research, and terminology.
- Use maps and spatial data to interpret geographic phenomena and information from a variety of geographic maps and graphs.
- Define and evaluate the realms and regions of the world and describe the process of regionalization. This includes the realms of Europe, Russia, North America, Middle America, South America, North Africa and Southwest Asia, South Asia, East Asia, Southeast Asia, Australia and New Zealand, and the Pacific.
- Explain and evaluate the human-environment interaction.
- Describe and explain global interconnectedness.

World History I
Introductory survey of World Civilization from ancient times to the Renaissance/Reformation era examines the social, political, religious, and economic institutions and traditions of pre-industrial civilizations. The emphasis of this course is the development of civilizations prior to the Industrial Revolution.

World History II
Introductory survey of World Civilization since the Renaissance/Reformation era examines the social, political, religious, and economic institutions and traditions of industrial civilizations. The emphasis of this course is post-Industrial Revolution and its byproducts: industrialization, democratization, imperialism, global wars, and modernization of civilized life.

International Relations

Introductory survey of contemporary international relations between nation-states and non-state actors including international organizations, corporations, terrorists, and other non-governmental actors with analysis of factors that influence cooperation and conflict, including politics, power, economics, trade, resources, military/arms, human rights, and environmental issues.

Introduction to Comparative Politics
Introductory survey and comparison of different systems of governance, political structures, and institutions, and political cultures.

General Psychology
Introductory survey of the scientific study of individual behavior and the application of psychological science. Students develop:

- The foundational knowledge base of psychology to include the major concepts, theoretical perspectives, historical trends, and empirical findings within the domains of psychology: cognitive (e.g., cognition, memory, perception, intelligence), developmental (e.g., learning, life span development, language), biological (e.g., neuroscience, sensation, consciousness), social and personality (e.g., social, personality, emotion, multicultural, gender, motivation), and mental and physical wellness (e.g., abnormal, health, psychotherapy).
- Basic skills and concepts in critically interpreting behavior, studying psychological scientific research, and applying psychological scientific research methodology and design principles to draw conclusions about behavior.
- Ethical and social responsibility in a diverse world through study of formal regulations that govern professional ethics in psychology and exploration of values that contribute to positive outcomes in a diverse multicultural and global society.
- Competence in communication through writing cogent scientific arguments, presenting information using a scientific approach, discussion of psychological concepts, explanation of the ideas of others, and expression of own ideas.
- Psychological science to self to develop work habits and ethics for academic, professional, and personal success.

Lifespan Human Development
Survey course that introduces the scientific study of the interacting biological, psychological, and social/environmental factors that influence physical, cognitive, and socioemotional human development across the life span. Students develop:

- The foundational knowledge base of developmental psychology to include major theories and scientific research supported principles of how biological factors (e.g., genetics/heredity, anatomy, physiology, sex, maturation, aging, physical wellness), psychological factors (e.g., behavioral, cognitive, emotional, personality, gender identity, psychological wellness), and social/environmental factors (e.g., relationships, socio-historical and sociohistorical contexts, material environment) interact and influence human physical, cognitive, socioemotional development across the life span (prior to conception through birth and childhood to adulthood and end of life).
- Basic skills and concepts in critically interpreting human development, studying developmental psychological scientific research, and applying developmental psychological scientific research methodology and design principles to draw conclusions about human development.
- Ethical social responsibility in a diverse world through study of formal regulations that govern professional ethics in developmental psychology and exploration of values that contribute to positive outcomes in a diverse multicultural and global society.
- Competence in communication through writing cogent scientific arguments, presenting information using a scientific approach, discussion of developmental psychological concepts, explanation of the ideas of others, and expression of own ideas.
- Psychological science to self to develop work habits and ethics for academic, professional, and personal success.

General Sociology
Introductory survey of the scientific study of human society to include critical and empirical analysis of human interactions and cultures within groups and social organizations.

American Government (Civics)

Introductory survey of American and Missouri government constitutions, institutions, politics, and processes. Students develop an understanding of the foundations and environment of the American political system by examining the principles of democracy and political ideology and thought upon which the US and State of Missouri is based, outline the government's institutions, describe and evaluate the key concepts about voting, political parties, campaigns, and other forms of political participation, understand the interactions between the branches of government, the citizens, and how those interactions create domestic and foreign policy. Students develop:

- An understanding of the foundations and environment of the American political system by examining the principles of democracy and political ideology and thought upon which the US and State of Missouri is based.
- Ability to outline the government's institutions.
- Ability to describe and evaluate the key concepts about voting, political parties, campaigns, and other forms of political participation.
- An understanding of the interactions between the branches of government, the citizens, and how those interactions create domestic and foreign policy.

This course meets instruction (Missouri Revised Statute 170.011.1) in the Constitution of the United States and of the state of Missouri and in American history and institutions.

American History I (Civics)
Introductory survey of the early history of the United States from the period of discovery of America by Europe to 1877. Students should be able to:

- Understand significant trends, movements, and events in American history.
- Identify and interpret primary and secondary sources, placing them in the context of their time and place and assessing them for reliability and point of view.
- Formulate historical arguments based on specific evidence from the sources
- Demonstrate an understanding of historical chronology and respect the distinctive integrity of the past.
- Appreciate the multiple political, social, economic, and cultural dimensions of the human experience.
- Use historical analysis to evaluate cause and effect, comparisons and contrasts, and patterns of continuity and change over time.

This course meets instruction (Missouri Revised Statute 170.011.1) in the Constitution of the United States and of the state of Missouri and in American history and institutions.

American History II (Civics)
Introductory survey of United States history from 1877 to the present. Students should be able to:

- Understand significant trends, movements, and events in American history.
- Identify and interpret primary and secondary sources, placing them in the context of their time and place and assessing them for reliability and point of view.
- Formulate historical arguments based on specific evidence from the sources
- Demonstrate an understanding of historical chronology and respect the distinctive integrity of the past.
- Appreciate the multiple political, social, economic, and cultural dimensions of the human experience.
- Use historical analysis to evaluate cause and effect, comparisons and contrasts, and patterns of continuity and change over time.

This course meets instruction (Missouri Revised Statute 170.011.1) in the Constitution of the United States and of the state of Missouri and in American history and institutions.

Communications

Composition I
In Composition I, students develop critical reading and writing processes through a series of essays that culminate in a research-supported assignment. Additionally, students learn to integrate expert and academic source material and consider a variety of specific audiences as they practice developing and supporting claims. Rhetorical sensitivity and argumentation are refined as tools essential to convincing a modern, educated audience.

Composition II
Composition II continues the development of the writing skills established in Composition I. Typically, this course has an increased emphasis on writing to expert and academic audiences and introduces the ideas and patterns of discipline-specific knowledge, research, and writing techniques.

Technical Writing
Technical Writing focuses on approaches to writing for specific audiences. The content involves critical analysis, information assessment, rhetorical expression, design, and discipline, subject, or task related styles. Specific applications such as business reports and proposals, science abstracts and reports, instruction manuals, brochures, and web sites are addressed.

Introduction to Communications
Introduces students to the study and practice of communication. This broad-based course addresses application, research, and theory in areas such as interpersonal, intercultural, intrapersonal, mass, mediated, organizational, public address, etc. Students must demonstrate conceptual understanding of the spectrum of content and application in one or more topic areas.

Fundamentals of Public Speaking
Introduces students to the basic elements of public speaking with an emphasis on the construction, delivery, and evaluation of speeches. Students will learn to research and outline speeches; improve verbal and nonverbal delivery; and to listen critically. Students must present using a range of speech forms and types.

Interpersonal Communication
Introduces students to theory, research, and practice in the principles of interpersonal communication within a variety of contexts. Representative topics include: perception; self-concept development; verbal & nonverbal communication; effective listening techniques; conflict resolution; and sensitivity to cultural and gender differences. Students must demonstrate conceptual understanding of the content spectrum and application in one or more topic areas.

Small Group Communication
Focuses on the processes and skills required to effectively engage in small group communication. Topics include group development, group roles, decision- making, leadership, power, and conflict management. The course promotes effectiveness at leading and contributing to small group discussions through skill development and refinement. Skills applicable to small group communication are assessed.

Argumentation & Debate
This course focuses on the discovery, support, and critical evaluation of intelligent arguments and decisions as well as the exchange and debate of positions taken. Studies include argument, evidence, reasoning, and oral advocacy as well as investigation, research, and critical analysis of claims and establishment of truth through proof. Students develop and refine skills in the construction, delivery, and evaluation of arguments.

Arts and Humanities

Art Appreciation
An introduction to the appreciation of the visual arts. This course engages students in critical and creative thinking about broad topics including aesthetics, art history, and art criticism. The course provides an opportunity for students to acquire knowledge, cognition, and perception of the universal qualities of art through the study of the elements and principles of art and design and participation in media, techniques, and processes in art.

Art History I
A survey of art, architecture, and decorative arts of various world cultures dating from prehistory to around the 1400s CE. This comprehensive course may include and emphasize any or all topics in early art of Africa, the Americas, the Ancient near East, Asia, Europe, and Oceania.

Art History II
A survey of art, architecture, and decorative arts of various world cultures dating from around the 1400s CE to present day. This course may feature artists and art styles from around the globe.

Western Civilization I
Survey of the development of western civilization from its origins through the Reformation. Topics may include changes in political organization, religion, artistic expression, and daily life in the ancient Near East and Europe.

Western Civilization II
Survey of the continued development of western civilization from approximately 1660 to the present day. Topics may include industrialization, imperialism, political revolutions, immigration, and global wars.

Creative Writing (F-Fiction; P-Poetry; NF-Nonfiction; D-Dramatic script)
Various types of imaginative writing such as fiction, poetry, play and/or scripts, creative non-fiction.
Subcategories to include:

- Fiction writing
- Poetry writing
- Creative non-fiction writing
- Dramatic (script) writing

Introduction to Film Studies
This course provides an introduction to film as a medium and art form. Students study film from the late 19th century to the present by examining the technical, artistic, sociological, historic and economic influences on the filmmaker and the film. Students will also learn theory and criticism techniques used in the field through an examination of production values including imagery, sound editing and other technical elements as well as theme, story, pacing and direction. In-class screenings provide a framework for analysis as well as give the students the opportunity to view the work in context as a communal art form. Class format includes lecture, discussion, writing, and in-class screenings.

French I
An introduction to the French language, this course teaches the four communication skills—listening, speaking, reading, and writing—through materials featuring Francophone cultures.

French II
Continued study of French language and culture.

Spanish I
An introduction to the Spanish language, this course teaches the four communication skills -- listening, speaking, reading, and writing – through materials featuring Hispanic cultures.

Spanish II
Continued study of Spanish language and culture.

Foreign Language I
An introduction to a foreign language, this course teaches the four communication skills -- listening, speaking, reading, and writing – through materials featuring local culture. This umbrella course includes less commonly taught foreign languages, such as Italian, German, Latin, and Chinese. It also can be used to transfer in French and Spanish courses that are 4 or 5 credit hours. Foreign language professionals at individual schools to wrestle with placement issues as they personally test student language ability, which will be important for any student who is taking additional courses in that same language.

Foreign Language II
Continued study of foreign language and culture. This umbrella course includes less commonly taught foreign languages, such as Italian, German, Latin, and Chinese. It also can be used to transfer in French and Spanish courses that are 4 or 5 credit hours. Foreign language professionals at individual schools to wrestle with placement issues as they personally test student language ability, which will be important for any student who is taking additional courses in that same language ability, which will be important for any student who is taking additional courses in that same language.

Introduction to Literature (F-Fiction; P-Poetry; D-Drama)
This course is an introductory survey of the major works in literature. Special attention is given to literary terminology and critical analysis.
Subcategories to Include:

- Introduction to Fiction
- Introduction to Poetry

- Introduction to Drama

American Literature I
A survey of American Literature from its pre-colonial beginnings through the end of the Civil War. This course includes literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

American Literature II
A survey of American literature from the Civil War to the present. This course includes the topics of literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

British Literature I
A survey of British Literature and culture from its beginnings to the 18th century. This course includes the topics of literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

British Literature II
A survey of British Literature and culture from the late 18th century to the present. This course includes the topics of literary criticism, textual reception, as well as historical and cultural context. Various authors and genres will be included.

Multicultural Literature (AA-African-American; NA-Native American; L-Latino/Latina)
This is a study of literary works by minority authors.
Subcategories to include:
- African-American Literature
- Native American Literature
- Latino/Latina Literature

Women's Literature
This course is a study of individual women writers, genres, periods or approaches significant in the development of female literary traditions.

World Literature I
A survey of literature from around the world, emphasizing translated works from Asia, Africa, the Middle East, Europe, and the Americas. Begins with antiquity and ends around 1660. (Literature from Great Britain and the United States are usually excluded from this course.)

World Literature II
A survey of literature from around the world, emphasizing translated works from Asia, Africa, the Middle East, Europe, and the Americas. Begins around 1660 and extends to the present day. (Literature from Great Britain and the United States are usually excluded from this course.)
Subcategories to include: Asian Literature and Middle-Eastern Literature

Music Appreciation (G-General; RP-Rock/Pop; J-Jazz)
This course is a study of how music creatively expresses self-understanding, cultural environment, and aesthetic values from ancient to modern times. An emphasis on the basic elements of music and the historical and stylistic periods, illustrated by examples from different genres, instrumental and vocal ensembles, and solo literature for voice and instruments.

Music Fundamentals
Rudiments of music (scales, key signatures, rhythms, intervals, notation) with their application within the context of music.

World Music
An introduction to the music of the world's cultures, emphasizing diversity and the uniqueness of each culture.

Music History I

A study of art music, its styles and forms with emphasis on representative works from the standard repertoire including the Medieval, Renaissance, Baroque, and Classic eras.

Music History II
A survey of the history of western music of the Romantic era through the twentieth century.

Acting I (A-Acting I; VD-Voice/Diction; TT-Theatre Techniques; SM-Stage Movement; SC-Stage Combat)
This course will provide an introduction to the fundamental training a beginning actor will need to develop their voice, body, creativity and characterization for the stage. Exercises and script analysis will be used as well as scene work.

Directing I (D-Directing I; S-Stage Management)
This course explores the fundamental principles of a director in a stage production through lecture, discussion, and hands-on experience. Student emphasis will be in selecting and analyzing the script, casting, composition, and character interpretation.

Music Performance (C-Choir; B-Band; O-Orchestra)
In process

Script Analysis (SA-Script Analysis; P-Playwriting)
Methodologies of script analysis from page to performance. Extensive writing will be required.

Stagecraft (S-Stagecraft; SD-Scenic Design; C-Costuming; D-Theatre Drafting; M-Stage Makeup)
Students will explore the technical aspects of a theatre production and the theory and processes of the designers.

Studio Art (D-Drawing; P-Painting; GA-Graphic Arts; S-Sculpture; C-Ceramics; M-Multimedia)
In process

Introduction to Philosophy
An introduction to historical and topical themes in philosophy, such as free will, God, personal identity, the limits of scientific knowledge, the nature of inferential reasoning, social justice, among others. Emphasis is placed on the rational examination of unquestioned presuppositions commonly made about human nature, the self's relation to others, and the interface of society and the individual brought to light by philosophical inquiry.

Introduction to Logic
This course introduces the student to basic principles of sound reasoning, including both deductive and inductive logic. Topics may include formal and informal fallacies, categorical logic, propositional logic, and other introductory topics in critical thinking.

Introduction to Ethics
An introduction to the philosophical study of morality, including broadly historical, topical, theoretical, and/or applied areas of ethical inquiry. Topics may include challenges to morality (relativism, egoism), moral theoretical foundations (virtue ethics, care ethics, deontological ethics, utilitarianism, pragmatism, particularism, pluralism, and others), social ethics (including race, sexuality, gender, and/or other issues in social justice), and applied areas (e.g., abortion, capital punishment, environmental ethics, healthcare, and so forth). Emphasis may be placed on conceptions of human nature presupposed by various theoretical and applied moral frameworks.

World Religion
An introduction to a wide variety of world religious belief systems and practices, as well as the historical-cultural value systems underpinning their various divergent and/or overlapping value systems. Topics include major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism, among others), as well as various intradenominational religious expressions (e.g., Sunni, Shiite, Jainism, Lutheran, Methodist, Catholic, and so forth). Emphasis is placed on the development of a philosophical outlook that appreciates the religious pluralism of globalized societies.

Theatre Appreciation
An introduction to various aspects of theatre including theatre history, its role in society, and the collaborative roles and contributions of theatre artists including actors, directors, designers and critics.

Children's Theatre
This course will study various techniques and methods used in children's theatre and how those techniques are used in the development and production of a show for young people.

History of the Musical
A survey course covering the origin of the modern musical from its beginnings to present day.

Theatre History I
This course is a study of the history of theatre from ancient Greece to the Restoration Period. The course will explore the evolution of theatre with respect to its cultural, social and aesthetic contexts.

Theatre History II
This course is a study of the history of theatre from the Restoration Period to contemporary theatre. The course will explore the evolution of theatre with respect to its cultural, social and aesthetic contexts.

World Drama
A survey of world drama with emphasis on Greeks to present. Students will focus on development of each culture's theatre and its' global perspective.

Mathematics

Statistical Reasoning
Statistical Reasoning is a first course in statistics for students whose college and career paths require knowledge of the fundamentals of the collection, analysis and interpretation of data.
Topics include the presentation of interpretation of univariate and bivariate data using graphical and numerical methods, probability, discrete and continuous probability distributions, linear regression, an understanding of good practice in study design, statistical inference, confidence intervals and hypothesis testing. Emphasis is placed on the development of statistical thinking, simulation and the use of technology. Students should develop an appreciation of the need for data to make good decisions and an understanding of the dangers inherent in basing decisions on anecdotal evidence rather than data. To that end, students will use appropriate data-collection methods and statistical techniques to support reasonable conclusion through the following student learning outcomes.

Mathematical Reasoning & Modeling
Mathematical Reasoning and Modeling is a terminal course in mathematics for students in the humanities. Given the variety of college and career paths falling within the humanities, this course may be customized to fit the student needs for a particular postsecondary institution. The proposed student learning outcomes/objectives form a basic course framework that will be enhanced by including additional outcomes/objectives, as needed. The purpose of this course is to provide a comprehensive overview of the skills required to navigate the mathematical demands of modern life and prepare students for a deeper understanding of information presented in mathematical terms. Emphasis is placed on improving students' ability to draw conclusions, make decisions, and communicate effectively in mathematical situations that depend upon multiple factors. To that end, students will develop critical thinking and problem solving skills through the following student learning outcomes.

Pre-Calculus Algebra
Pre-Calculus Algebra is intended to prepare students for fields of study that would require a high level of algebraic reasoning or Calculus. Topics include the foundational principles of functions, the analysis of functions and algebraic reasoning.

Pre-Calculus
Precalculus is intended to prepare students for fields of study that would require a high level of algebraic and trigonometric reasoning or Calculus. Topics include the foundational principles of functions, the analysis of functions, algebraic reasoning, geometric reasoning, and trigonometry.

Natural Sciences

Astronomy
A lecture course in introductory astronomy that studies the Earth, Solar System, stars, galaxies and other selected topics.

Astronomy with Lab

A lecture and laboratory course in introductory astronomy that studies the Earth, Solar System, stars, galaxies and other selected topics.

Essentials in Biology
Lecture course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes biology fundamental concepts and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Essentials in Biology Lab
Lecture and laboratory course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes the fundamental concepts of biology and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Biology
Biology lecture course for majors that will take other biology courses. This course emphasizes the unifying principles of biology, including chemistry of biomolecules, cell theory, genetics, evolutionary theory, ecology, organismal biology and scientific inquiry. This course may be comprehensive or provide in-depth study within a subset of the unifying principles of biology.

Biology with Lab
Biology lecture and laboratory course for majors that will take other biology courses. This course emphasizes the unifying principles of biology, including chemistry of biomolecules, cell theory, genetics, evolutionary theory, ecology, organismal biology and scientific inquiry. This course may be comprehensive or provide in-depth study within a subset of the unifying principles of biology.

Essentials in Chemistry
Lecture course for non-science majors that will not take another chemistry course but would like a survey of the concepts in the discipline. Content emphasizes chemistry fundamental concepts and applications including scientific measurements and problem-solving.

Essentials in Chemistry with Lab
Lecture and laboratory course for non-science majors that will not take another chemistry course but would like a survey of the concepts in the discipline. Content emphasizes chemistry fundamental concepts and applications including scientific measurements and problem-solving.

Chemistry I
Chemistry lecture course for majors that will take other chemistry courses. This course is generally the first course in a two-course sequence. This course emphasizes modern atomic theory, structure and behavior of atoms and molecules, physical properties of matter, chemical reactions and energy relations, periodicity, the mole concept and its applications, and scientific measurements.

Chemistry I with Lab
Chemistry lecture course for majors that will take other chemistry courses. This course is generally the first course in a two-course sequence. This course emphasizes modern atomic theory, structure and behavior of atoms and molecules, physical properties of matter, chemical reactions and energy relations, periodicity, the mole concept and its applications, and scientific measurements.

Physical Geography
A study of the earth's natural systems including weather and climate, rocks and minerals, landforms and processes of landform development, biogeography, water resources and soils. Map fundamentals and the interrelationships of the geographic factors of the natural environment are emphasized.

Physical Geography with Lab
An introductory lecture and laboratory course of the earth's natural systems including weather and climate, rocks and minerals, landforms and processes of landform development, biogeography, water resources and soils. Map fundamentals and the interrelationships of the geographic factors of the natural environment are emphasized.

Geology
An introductory lecture course in physical geology that studies the materials, structure, and surface features of the Earth and the processes which have shaped it.

Geology with Lab
An introductory lecture and laboratory course in physical geology that studies the materials, structure, and surface features of the Earth and the processes which have shaped it.

Essentials in Human Biology
Lecture course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes biology fundamental concepts and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Essentials in Human Biology with Lab
Lecture and laboratory course for non-science majors that will not take another biology course but would like a survey of the concepts in the discipline. Content emphasizes the fundamental concepts of biology and topics including the relevance of biology to contemporary issues in human society and problem-solving.

Human Biology
Lecture course for majors that will take further courses in the Life Sciences. The course contains basic concepts related to human biology including homeostatic mechanisms of the chemicals, cellular reproduction, genetics, anatomy and physiology of the human.

Human Biology with Lab
Lecture and laboratory course for majors that will take further courses in the Life Sciences. The course contains basic concepts related to human biology including homeostatic mechanisms of the chemicals, cellular reproduction, genetics, anatomy and physiology of the human.

Essentials in Physical Sciences
Lecture course for non-science majors that will not take another physical science course but would like a survey of the concepts in the discipline. Content emphasizes classical physics, energy, matter and heat, wave behavior, electricity and magnetism, modern physics (the atom and nucleus), geology, and astronomy.

Essentials in Physical Sciences with Lab
Lecture and laboratory course for non-science majors that will not take another physical science course but would like a survey of the concepts in the discipline. The laboratory portion reinforces topics discussed in lecture by utilizing hands-on experimentation. Content emphasizes classical physics, energy, matter and heat, wave behavior, electricity and magnetism, modern physics (the atom and nucleus), geology, and astronomy.

Essentials in Physics
Lecture course for non-science majors that will not take another physics course but would like a survey of the concepts in the discipline. Content emphasizes fundamental concepts and symbolism of physics with applications to everyday life. Topics include mechanics, heat, light, sound, electricity, magnetism, and some modern developments.

Essentials in Physics with Lab
Lecture and laboratory course for non-science majors that will not take another physics course but would like a survey of the concepts in the discipline. The laboratory portion reinforces topics discussed in lecture by utilizing hands-on experimentation. Content emphasizes fundamental concepts and symbolism of physics with applications to everyday life. Topics include mechanics, heat, light, sound, electricity, magnetism, and some modern developments.

Physics I
An algebra-based physics lecture course designed for students majoring in science fields other than physics or engineering. This course is generally the first course in a two-course sequence. This course emphasizes motion, mechanics, energy, heat and waves.

Physics I with Lab
An algebra-based physics lecture and lab course designed for students majoring in science fields other than physics or engineering. This course is generally the first course in a two-course sequence. This course emphasizes motion, mechanics, energy, heat and waves.

Advanced Physics I with Lab
A calculus-based physics lecture and lab course designed for physics and engineering majors. This course is generally the first course in a two-course sequence. The course emphasizes kinematics, mechanics, energy, momentum, waves, heat and thermodynamics.

Coordinating Board for Higher Education
March 8, 2018

Tab O Attachment 2

Core Curriculum Advisory Committee

Institution	Name	Title and Discipline
State Fair Community College	James Cunningham	Dean of Academic Affairs
University of Missouri-Kansas City	Kim McNeley	Associate. Vice Provost, University College & Undergraduate Advising
St. Louis Community College	Zita Casey	Professor of English
University of Missouri -St. Louis	Alan Heisel	Professor of Communications
East Central College	Aaron Bounds	Professor of Music
Harris-Stowe State University	Kenneth Noe	Professor of Humanities
Lincoln University	David Nyaberi	Professor of Art
Mineral Area College	Chuck Gallaher	Professor of Theater
Ozarks Technical Community College	Lyndsey Strahan	Professor of English
Truman State University	Bridget Thomas	Professor of Classics and Director of Interdisciplinary Studies
Crowder College	Ryan Combs	Professor of Biological Sciences
Missouri University of Science &Technology	Klaus Woelk	Professor of Chemistry
Missouri State University	Josh Smith	Associate Professor of Biomedical Sciences
Moberly Area Community College	Becky Treu	Associate Professor of Physical Science
Missouri State University-West Plains	Rajiv Thakur	Professor of Geosciences
University Central Missouri	Rhonda McKee	Professor of Mathematics
State Tech College	Dawn Yerian	Professor of Mathematics
Northwest Missouri State University	Roger Von Holzen	Professor of Computer Science
Jefferson College	Leslie Buck	Professor of Psychology
Missouri Southern State University	Nii Abrhams	Professor of Economics
Missouri Western State University	Ali Kamali	Professor of Sociology
University of Missouri-Columbia	Cooper Drury	Professor Political Science and Associate Dean, Arts &Sciences
Southeast Missouri State University	Wayne Bowen Susan Kendrick	Professor of History and Director of University Studies Chair of English Department and Interim Director of University Studies
St. Charles Community College	William Griffin	Professor of Anthropology
Three Rivers College	Justin Hoggard	Dean of Instruction
Metropolitan Community College	Monte Helm Rich Higgason	Professor of Chemistry Professor of English

Tab P

Statewide Review of Existing Academic Program Review

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Pursuant to Sections 173.005(1), 173.005(8), 173.030(1), and 173.030(2), RSMo, the Missouri Department of Higher Education (MDHE) in February 2017 began a statewide review of all academic programs – with the exception of those currently approved provisionally – offered by Missouri's public two- and four-year institutions. This item summarizes select findings of the Existing Academic Program Review Final Report and offers some general observations for consideration.

While the Coordinating Board for Higher Education (CBHE) has statutory responsibility for the approval of new academic programs, it is also charged with reviewing existing programs and making recommendations to consolidate or eliminate programs if the CBHE determines such action is in the best interest of the institutions and the state. In 2010, the MDHE undertook a statewide review of all academic programs at each of the two- and four-year public institutions that review resulted in the termination of more than 100 programs. In February 2017, the MDHE begin a similar process to review all academic programs not currently under provisional review.

As in 2010, this review was informed and guided by the CBHE policies on academic programs, which identify the following criteria:

1. ***Contribution of Program to Institutional Mission.*** The program is central to the institution's mission.

2. ***Statewide Needs.*** The institution shall provide objective evidence of success in addressing statewide needs and/or contributing toward the attainment of statewide goals.

3. ***Access.*** Students of varying abilities, interests, and career goals should have access to instructional programs within the state. Articulation between programs and institutions is a particularly important access issue at the state level.

4. ***Program Expenditures.*** The efficient use of state resources requires an analysis of instructional programs in the context of their congruence with institutional mission and productivity.

5. ***Highly qualified graduates.*** Programs shall regularly produce highly qualified graduates as demonstrated by:
    - Performance on assessments of general education, including measures of oral and written communication skills and critical thinking;
    - Performance on nationally normed tests, licensure or certification examinations, and/or other measures of achievement in the major;
    - Average placement rates of those seeking employment which take into account general economic conditions; and
    - Alumni and employer satisfaction rates.

6. ***Productivity.*** Unless there is sufficient justification for exceptions, particularly in the arts and sciences, programs shall maintain a critical mass of majors and graduate annually an average, calculated over the prior three years, of at least 10 graduates at the associate or baccalaureate degree level, five graduates at the master's degree level, and three graduates at the doctoral degree level.

It is within this framework, and using a similar methodology as the 2010 review, that the MDHE undertook the current statewide review of existing programs.

Methodology

In the initial phase of the statewide review of existing programs, MDHE staff compiled a list of each institution's academic programs, at all degree levels, through the MDHE Program Inventory and the number of completions for all programs from the Enhanced Missouri Student Achievement Study (EMSAS). The 6-digit Classification of

Instructional Program (CIP) code assigned to each program as listed in the Program Inventory, along with its degree level code, are the identifying data for each program.

Once MDHE staff compiled a list of each institution's programs and completions, the department sent the data to each public institution to review and verify the accuracy of the data. MDHE staff worked with the institutions to reconcile the data to obtain an accurate list of programs and completions. After the program list was reconciled and the accuracy of the data was affirmed, MDHE staff sent each institution a list of programs which were not, at the time, under the five-year provisional review process and fell below the CBHE-recommended completions threshold and that required further review by the institution.

Following CBHE policy for program productivity, the completion thresholds, based on three-year averages, were designated as follows:

Degree	Productivity threshold triggering additional review:
Associate degrees	Fewer than an average of 10 graduates over the three previous years. • Certificates tied to a parent degree shall be counted with the parent degree.
Stand-alone certificates	Fewer than an average of 10 graduates over the three previous years.
Baccalaureate	Fewer than an average of 10 graduates over the three previous years. • Programs that offer both the Bachelor of Arts and Bachelor of Science in the same discipline will be considered as a single program.
Master	Fewer than an average of 5 graduates over the three previous years.
Graduate certificate	Fewer than an average of 5 graduates over the three previous years.
Post-baccalaureate certificates	Fewer than an average of 5 graduates over the three previous years.
Post-master's certificates	Fewer than an average of 5 graduates over the three previous years.
Education Specialist	Fewer than an average of 5 graduates over the three previous years.
Doctoral	Fewer than an average of 3 graduates over the three previous years.

Along with the low-producing program list, the institutions received a Program Review Feedback Instrument (*see attachment A*) on which the institution could state next steps or justifications for retaining each identified program. For each justification provided, the institution was asked to provide documentation to support the retention of the program and to verify any claims made regarding the future viability of the program.

Several institutions were conducting or preparing to conduct comprehensive reviews of their academic programs. The MDHE staff agreed to consider institution-specific reviews as a substitute for the MDHE review, provided the campus review methodology was no less rigorous, identified at a minimum the same number of programs, and generally followed the same timeline as the MDHE review. The University of Missouri—Columbia, Missouri University of Science & Technology, Southeast Missouri State University, and the University of Central Missouri all requested to undertake their own, more in-depth comprehensive review of all programs regardless of approval status or productivity. MDHE staff reviewed each institution's methodology and approved the requests. These institutions have reported their findings to the department, but MDHE staff has not yet had a chance to review. The department will include them in the final report.

In the next phase of the review, MDHE staff, using the Program Review Feedback Instrument, reviewed the justifications and next steps for each program and evaluated the relevancy of the documentation provided to justify the claims. Some of the documentation was inadequate or missing; in these cases, institutions received a follow-up report outlining suggested documentation needed to justify the retention of a program. The outcome of each staff review fell into one of four broad categories:

1. The institution voluntarily terminated the program;
2. MDHE staff accepted the justification for retaining the program;
3. MDHE accepted the institution's decision to retain the program, but required a follow-up review in three years; or
4. The institution did not provide sufficient documentation to support its justifications, and MDHE staff asked the institution to submit additional information.

This last instance warranted another review by MDHE staff, who asked institutions to submit the additional documentation. Once those documents were received, MDHE staff undertook this follow-up review. If the justification and documentation were adequate, MDHE gave full approval. If there were some questions regarding a program, provisional approval was granted, with full approval contingent upon a reassessment of the program's increased productivity and viability in three years. In some cases, due to what MDHE staff felt were inadequate justifications and/or documentation, justifications were rejected; in this case, the MDHE asked institutions to seriously consider the viability of such programs.

CURRENT STATUS

In the final stage of the existing academic program review process, MDHE staff compiled the information from the reviews—including outcomes, justifications, and next steps—into institutional reports; MDHE sent these reports to each institution and asked representatives to review them and provide comments and feedback. Once MDHE received the feedback, and any possible corrections, an updated database was finalized and is used for all the analysis in this report. A summary of the findings, technical issues, value, and limits of the study are provided below. For more information, please see the full report.

FINDINGS

In December's interim report, MDHE reported preliminary numbers which did not account for reporting errors or duplication. Since that time, MDHE staff have worked to clean the data in order to create an accurate dataset; the figures presented in this report reflect the updated data.

MDHE staff have identified 1,666 programs not currently under five-year provisional review, which is an important distinction to note. As a result of the previous review, all new programs are provisionally approved and monitored for a five-year period; if the program appears viable, it receives full approval. Because these programs are already regularly monitored, they were excluded from this review. Of the programs not under provisional review, MDHE staff identified 888 as falling below the productivity thresholds. After removing reporting errors, there were 775 remaining program, or around 46 percent of non-provisionally approved program falling below the completions threshold. The results of the review are listed below in Table 1. As a note, one institution, due to extensive reporting errors, is still working to complete the review.

Table 1: Review Results

Program Status	Number	Percentage
Voluntarily Terminated	215	27.7%
Inactivated	20	2.6%
Retained	320	41.3%
Provisionally Retained	126	16.3%
Justifications Rejected	19	2.5%
Still in Review	75	9.7%
Total	**775**	**100.0%**

Across all sectors and degree levels, the field of education had the largest number of overall programs and the most falling below the completions threshold; of the 257 education programs, 115 or roughly 45 percent did not meet the completions threshold (*see Table 2*). Health professions had both the second largest number of overall programs (223), with roughly 40 percent of programs (90) falling below the threshold.

Table 2: Top 10 low-producing broad program categories (2-digit) CIP, all degree levels

Broad Program Category	Total number of non-provisional programs	Programs below threshold	Percent below threshold
Education	257	115	44.7%
Health Professions	223	90	40.4%
Business Management & Administration	152	60	39.5%
Engineering Tech	109	71	65.1%
Engineering	93	21	22.6%
Visual & Performing Arts	85	35	41.2%
Social Sciences	74	28	37.8%
Computer Sciences	65	35	53.8%
Mechanic & Repair Tech	55	35	63.6%
Physical Sciences	52	20	38.5%

Institutions opted to delete over a quarter of all non-provisional programs that did not meet the completions threshold, as can be seen in Table 3. Additionally, MDHE staff expect to see evidence of improvement for programs which have been provisionally retained, and strongly urge institutions to monitor and evaluate the viability of programs for which MDHE staff rejected justifications. This includes another 145, or nearly 20 percent of programs not meeting completions threshold, which MDHE staff and institutions will monitor in the coming years.

Table 3: Non-provisional, low producing programs which were deleted

Degree Level	Programs below threshold	Programs deleted
Certificate, less than 1 Semester	3	3
Certificate, less than 1 Year	63	31
Certificate, 1-2 Years	82	37
Certificate, 2 Years	8	5
Associate	231	63
Baccalaureate	197	32
Graduate Certificate	80	34
Masters	84	9
First Prof	3	.
Doctoral	24	1
All	775	215

While this board item is largely concerned with trends across the state, the Existing Academic Program Review Final report had more detailed analysis by sector and by institution.

Technical issues

Throughout the review process, MDHE staff encountered many technical issues. These issues, while unexpected and often perplexing, allowed staff to gain a better understanding of the program inventory and program approval process, and influenced some of the recommendations included in this report. Staff discovered that many institutions were using Department of Elementary and Secondary Education (DESE) CIP codes for programs receiving Perkins funding in their EMSAS reporting. Similarly, many institutions were reporting CIP codes for programs options instead of reporting the CIP code of the parent/umbrella program. Both of these issues resulted in reporting errors, which MDHE staff corrected prior to the final report.

Value

While taking the better part of year, and several months longer than initially anticipated, the process of the Existing Academic Program Review has proved valuable for institutions, MDHE, and to students and the public. Many institutions discovered that students were completing the coursework and taking professional examinations without registering for graduation. This becomes very significant when considering performance funding, especially in an era of decreased state appropriations and tuition caps; students completing a program but not graduating can lead to the potential of lost dollars. As a result, many campuses have revised their graduation process to accurately capture theses students.

For the MDHE, the existing academic program review process was a valuable undertaking. MDHE staff uncovered many issues during the process, which allowed MDHE staff to identify weaknesses and shortcoming with the program inventory software, suggest corrections to ITSD staff, and clean the data in the Program Inventory. Having a clean and accurate database holds value for students and to the public. There are many website and applications, include the College and Degree Search, which use data from the Program Inventory. Accurate data can allow students to make the best possible decision about which programs of study to pursue and which institution to attend.

Limits

While the Existing Academic Program Review has been a valuable undertaking, it is limited as a policy instrument because data available to the MDHE is itself limited. Productivity should not be the only, or even the primary, consideration of the strength of a program, but other measures are difficult to quantify. As well, the limitations in the data did not allow MDHE staff to break out all programs by specific degree level or by MDHE approved institutional sites. Instead, programs were aggregated by general degree types and to the institution's main campus. MDHE staff will look for other ways of assessing academic program viability to address these limitations. (See recommendation 2 below).

NEXT STEPS

MDHE staff has several recommendations resulting from the Existing Academic Program Review.

1. ***Begin a study of duplicated programs across public postsecondary institutions in Missouri***. During the course of this review, MDHE staff noticed the duplication of number of programs across multiple institutions, with varying missions, throughout the state. Now that the data from the program inventory is reliably clean and accurate, MDHE staff plan to carry out such a study. This will allow MDHE staff to evaluate the number and types of programs duplicated around the state, and may be done in conjunction with a review of institutional missions.
2. ***Explore options for conducting similar reviews on a regular basis and developing better criteria and methodology***. There were a number of limitations to this study, one of which being reliance on productivity thresholds as the sole indicator of program strength. To date, two studies of this kind have occurred, the prior one concluding in 2011. MDHE staff will explore the feasibility of conducting similar reviews a regular basis. Additionally, MDHE will explore other metrics to consider in addition to the completions threshold; these could include enrollment, student retention, cost of program delivery, mission fulfillment, and employment outcomes, among others. MDHE staff will work in consultation with institutions to receive feedback on appropriate and fair metrics to measure the strength of programs.
3. ***Create a unique identifier for each program.*** Another limitation to this study was the inability to break out programs by site, or by difference in degree type; many institutions, for example, offer both a bachelor's of science and a bachelor's of arts with the same CIP code. MDHE staff is in the process of working with ITSD to create a unique identifier which will distinguish between differences in site and degree level even if the CIP code is the same. Institutions will receive this unique ID once a program has been approved, along with programs which have already been approved, and it will be used in the EMSAS reporting. This will give MDHE staff the ability to delve deeper into site and degree level and significantly decrease reporting errors with problematic database matching.

4. ***Conduct an annual audit of programs using the Program Inventory and EMSAS completions files.*** The previous Existing Academic Program Review occurred in 2011. In the time since the last review, many reporting issues arose in the Program Inventory, which in part delayed the completion of the current review. In order to decrease the number of errors, MDHE staff propose an annual audit of degree programs, using data from EMSAS and the Program Inventory. MDHE staff will send a list, similar to the one sent out in the reconciliation phase of the review, for institutions to review. Any corrections will occur through the proper channels, utilizing the proper forms of the academic program review process. MDHE staff believe this will be beneficial both in the short-term – maintaining an accurate database of programs which feeds into tools such as Journey to College and Missouri College Scorecard—as well as in the long-term—reducing the number of reporting errors for the next iteration of the Existing Academic Program Review.

RECOMMENDATION

Staff recommends that the Coordinating Board accept the Statewide Academic Program Report, and direct MDHE staff to enact the recommendations contained in the Report as quickly as possible.

ATTACHMENTS

- Statewide Academic Program Review Report

Coordinating Board for Higher Education
March 8, 2018

Tab P Attachment
Statewide Academic Program Review Report

Statewide Academic Program Review

Report to the Coordinating Board for Higher Education

Missouri Department of Higher Education

• March 2018 •

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Statewide Academic Program Review

Executive Summary

Pursuant to Missouri Revised Statutes, the Missouri Department of Higher Education (MDHE) in February 2017 began a statewide review of all academic programs – with the exception of those currently approved provisionally – offered by Missouri's public two- and four-year institutions.

MDHE staff compiled a list of each institution's academic programs, at all degree levels, through the MDHE Program Inventory and the number of completions for all programs. The department then sent the data to each public institution to review and verify the accuracy of the data. Once reconciled, staff sent each institution a list of programs which were not, at the time, under the five-year provisional review process and fell below the CBHE-recommended completions threshold and which required further review by the institution.

The completion thresholds, based on three-year averages, were designated as follows:

- Fewer than 10 graduates for Undergraduate Degrees and Certificates
- Fewer than 5 graduates for Graduate Degrees and Certificates
- Fewer than 3 graduates for Doctoral and First-Professional Degrees and Certificates

Along with the low-producing program list, the institutions received a Program Review Feedback Instrument in which the institution could state next steps or justifications for retaining each identified program, and provide documentation to support justifications for retaining programs. MDHE staff identified 1,666 programs not currently under five-year provisional review, of which 775 (46 percent) fell below the productivity thresholds. The results of the review are in the table below:

Table 1: Review Results

Program Status	Number	Percentage
Voluntarily Terminated	215	27.7%
Inactivated	20	2.6%
Retained	320	41.3%
Provisionally Retained	126	16.3%
Justifications Rejected	19	2.5%
Still in Review	75	9.7%
Total	**775**	**100.0%**

Recommendations

1. Begin a study of duplicated programs across all public institutions in Missouri.
2. Review academic programs in context of mission fulfillment.
3. Regularly conduct program reviews; develop better criteria and methodology.
4. Create a unique identifier for each program.
5. Conduct an annual audit of programs to ensure accuracy of Program Inventory.

Background

While the Coordinating Board for Higher Education (CBHE) has statutory responsibility for the approval of new academic programs, it also is charged with reviewing existing programs and making recommendations to consolidate or eliminate programs if the CBHE determines such action is in the best interest of the institutions and the state. In September of 2010, at the request of the governor and with the approval of the Coordinating Board of Higher Education, the MDHE undertook a statewide review of all academic programs at each of the two-year and four-year public institutions; that review resulted in the termination of more than 100 programs. In February 2017, the commissioner of higher education requested that MDHE begin a similar process to review all academic programs not currently under provisional review.

As in 2010, this review was informed and guided by the CBHE's policies on academic program—as delineated in 6 CSR 10-4.4.010 and in the CBHE public policies—which state that degree programs offered by public institutions in Missouri must, at a minimum, meet the following criteria:

1. ***Contribution of Program to Institutional Mission.*** The program is central to the institution's mission.
2. ***Statewide Needs.*** The institution shall provide objective evidence of success in addressing statewide needs and/or contributing toward the attainment of statewide goals.
3. ***Access.*** Students of varying abilities, interests, and career goals should have access to instructional programs within the state. Articulation between programs and institutions is a particularly important access issue at the state level.
4. ***Program Expenditures.*** The efficient use of state resources requires an analysis of instructional programs in the context of their congruence with institutional mission and productivity.
5. ***Productivity.*** Unless there is sufficient justification for exceptions, particularly in the arts and sciences, programs shall maintain a critical mass of majors and graduate annually an average, calculated over the prior three years, of at least 10 graduates at the associate or baccalaureate degree level, five graduates at the master's degree level, and three graduates at the doctoral degree level.
6. ***Highly-qualified graduates.*** Programs shall regularly produce highly qualified graduates as demonstrated by:
    - Performance on assessments of general education, including measures of oral and written communication skills and critical thinking;
    - Performance on nationally normed tests, licensure or certification examinations, and/or other measures of achievement in the major;
    - Average placement rates of those seeking employment which take into account general economic conditions; and
    - Alumni and employer satisfaction rates.

It is within this framework, and using a similar methodology as the 2010 review, that the MDHE undertook the current statewide review of existing programs.

Methodology

MDHE staff determined, as was the case in the 2011 review, to use program productivity as the first indicator of programs requiring further scrutiny. Productivity is not the only criterion, of course,

but it is important. Given the limitations of time and resources staff believe it is an objective and reasonable metric, and thus an effective first measure to use in the review.

In the initial phase of the statewide review of existing programs, MDHE compiled a list of each institution's academic programs, at all degree levels, through the MDHE Program Inventory and the number of completions for all programs from the Enhanced Missouri Student Achievement Study (EMSAS). The six-digit Classification of Instructional Program (CIP) code assigned to each program as listed in the Program Inventory, along with its degree level code, are the identifying data for each program.

Once MDHE compiled a list of each institution's programs and completions, the department sent the data to each public institution to review and verify the accuracy of the data. MDHE staff worked with the institutions to reconcile the data to obtain an accurate list of programs and completions. After the program list was reconciled and the accuracy of the data was affirmed, MDHE staff sent each institution a list of programs which were not, at the time, under the five-year provisional review process and fell below the CBHE-recommended completions threshold and that required further review by the institution.

Following CBHE policy for program productivity, the completion thresholds, based on three-year averages, were designated as follows:

Table 1: CBHE Policy on Academic Program Productivity

Degree	Productivity threshold triggering additional review:
Associate degrees	Fewer than an average of **10 graduates** over the three previous years. • Certificates tied to a parent degree shall be counted with the parent degree.
Stand-alone certificates	Fewer than an average of **10 graduates** over the three previous years.
Baccalaureate	Fewer than an average of 10 graduates over the three previous years. • Programs that offer both the Bachelor of Arts and Bachelor of Science in the same discipline will be considered as a single program.
Master	Fewer than an average of **5 graduates** over the three previous years.
Graduate certificate	Fewer than an average of **5 graduates** over the three previous years.
Post-baccalaureate certificates	Fewer than an average of **5 graduates** over the three previous years.
Post-master's certificates	Fewer than an average of **5 graduates** over the three previous years.
Education Specialist	Fewer than an average of **5 graduates** over the three previous years.
Doctoral	Fewer than an average of **3 graduates** over the three previous years.

Along with its list of low-producing programs, each institution received a Program Review Feedback Instrument (*see attachment A*) in which the institution could state what action it intended to take regarding the program and, if it intended to retain the program, justify and document its decision to keep the program. Acceptable justifications were derived from CBHE rules and policies, such as critical to mission or meeting statewide needs. Staff also asked institutions to verify any claims made regarding the future viability of the program.

Several institutions were conducting or preparing to conduct comprehensive reviews of their entire academic program inventory. The MDHE agreed to consider institution-specific reviews as a substitute for the MDHE review, provided the campus review methodology was no less rigorous, identified at a minimum the same number of programs, and generally followed the same timeline as the MDHE review. The University of Missouri—Columbia, Missouri University of Science & Technology, Southeast Missouri State University, and the University of Central

Missouri all asked to substitute their own review for the MDHE review, which staff reviewed and approved.

In the next phase of the review, MDHE staff, using the Program Review Feedback Instrument, reviewed the justifications and next steps for each program and evaluated the relevancy of the documentation provided to justify the claims. Some of the documentation was inadequate or, in many cases, missing; in these cases, institutions received a follow-up report outlining suggested documentation needed to justify the retention of a program. The outcome of each staff review fell into one of four broad categories:

1. The institution voluntarily terminated the program;
2. MDHE staff accepted the justification for retaining the program;
3. MDHE accepted the institution's decision to retain the program, but required a follow-up review in three years; or
4. The institution did not provide sufficient documentation to support its justifications, and MDHE staff asked the institution to submit additional information.

This last instance warranted another review by MDHE staff, who asked institutions to submit the additional documentation. Once those documents were received, MDHE staff undertook this follow-up review. If the justification and documentation were adequate, MDHE gave full approval. If there were some questions regarding a program, provisional approval was granted, with full approval contingent upon a reassessment of the program's increased productivity and viability in three years. In some cases, due to what MDHE staff felt were inadequate justifications and/or documentation, justifications were rejected; in this case, the MDHE asked institutions to seriously consider the viability of such programs.
In the final stage of the existing academic program review process, MDHE staff compiled the information from the reviews —including outcomes, justifications, and next steps —into institutional reports (attached at the end of this report); MDHE sent these reports to each institution and asked representatives to review them and provide comments and feedback. Once MDHE received the feedback, and any possible corrections, an updated database was finalized and is used for all the analysis in this report.

Findings and Considerations

In the December interim report, MDHE reported on preliminary statistics that did not account for reporting errors or duplication. Since that time, MDHE staff have worked to clean the data in order to create an accurate dataset; the figures presented in this report reflect the updated data.

MDHE staff identified 1,666 programs not currently under five-year provisional review, which is an important distinction to note. As a result of the 2011 review, all new programs are now approved provisionally and subject to monitoring for five years; at the end of that period, if the program appears viable, it receives full approval. Because these programs are already regularly monitored, they were excluded from this review.

Of the programs not under provisional review, MDHE staff identified 888 as falling below the productivity thresholds. After removing reporting errors, there were 775 remaining program, or around 46 percent of non-provisionally approved program falling below the completions threshold. The results of the review are listed below in Table 2. As a note, one institution, due to extensive reporting errors, is still working to complete the review.

Table 2: Review Results

Program Status	Number	Percentage
Voluntarily Terminated	215	27.7%
Inactivated	20	2.6%
Retained	320	41.3%
Provisionally Retained	126	16.3%
Justifications Rejected	19	2.5%
Still in Review	75	9.7%
Total	**775**	**100.0%**

All Programs

The highest number and percent of program not meeting the completions threshold fell at the Associate degree level with 231 programs, or nearly 67 percent, falling below the completions threshold (*see table 3*). At the baccalaureate level, 197 programs, or 35 percent, failed to meet the completions threshold. Graduate level degrees were by far the most effective, with 72 percent of Masters and Doctoral degrees meeting completions threshold, and 85 percent of Professional Degrees such as Law, Dentistry, and Medicine.

Table 3: Non-Provisionally-approved Programs, by degree level

Degree Level	Total number of non-provisional programs	Programs below threshold	Percent below threshold
Certificate, less than 1 Semester	8	3	37.5%
Certificate, less than 1 Year	85	62	72.9%
Certificate, 1-2 Year	124	83	66.9%
Certificate, 2 Year	11	8	72.7%
Associate	364	231	63.5%
Baccalaureate	561	197	35.1%
Graduate Certificate	119	80	67.2%
Masters	298	84	28.2%
First Professional	19	3	15.8%
Doctoral	77	24	31.2%
All	**1666**	**775**	**46.5%**

Across all sectors and degree levels, the field of education had the largest number of overall programs and the most falling below the completions threshold; of the 231 education programs, 115 or roughly 50 percent did not meet the completions threshold (*see Table 4*). Health professions had both the second largest number of overall programs (211), with roughly 43 percent of programs (90) falling below the threshold.

Table 4: Top 10 low-producing broad program categories (2-digit) CIP, all degree levels

2-digit CIP	Broad Program Category	Total number of non-provisional programs	Programs below threshold	Percent below threshold
52	Business Management & Administration	144	60	41.7%
11	Computer Sciences	63	35	55.6%
13	Education	231	115	49.8%
15	Engineering Tech	102	71	69.6%
16	Foreign Languages	34	25	73.5%
51	Health Professions	211	90	42.7%
47	Mechanic & Repair Tech	55	35	63.6%
48	Precision Production	33	24	72.7%
45	Social Sciences	73	28	38.4%
50	Visual & Performing Arts	79	35	44.3%

Broken out by degree level, education and health professionals are still the top two broad program categories with the largest number of overall programs and largest number of low-completing programs. Baccalaureate degrees, Masters degrees, and graduate certificates in Education are all in the top 10 low-performing programs.

Table 5: Low-Producing Broad Program Categories (2-digit CIP), by degree levels

2-digit CIP	Broad Program Category	Degree Level	Total number of non-provisional programs	Programs below threshold	Percent below threshold
52	Business Management & Administration	Associate	33	23	69.7%
13	Education	Baccalaureate	93	53	57.0%
13	Education	Masters	75	27	36.0%
13	Education	Graduate Certificate	35	20	57.1%
15	Engineering Tech	Associate	40	35	87.5%
16	Foreign Languages	Baccalaureate	26	20	76.9%
51	Health Professions	Associate	81	37	45.7%
47	Mechanic & Repair Tech	Associate	34	21	61.8%
43	Protective Services	Associate	23	16	69.6%
50	Visual & Performing Arts	Baccalaureate	46	19	41.3%

Institutions opted to delete over a quarter of all non-provisional programs that did not meet the completions threshold, as can be seen in Table 6. There were 236 certificate programs that fell below the completions threshold, and 110 (nearly 47 percent) were voluntarily deleted, making up 14 percent of all deleted programs. Likewise, 105 of the 539 degree programs (19 percent) were voluntarily deleted or nearly 14 percent of all deleted programs. Additionally, MDHE staff expect to see evidence of improvement for programs which have been provisionally retained, and strongly urge institutions to monitor and evaluate the viability of programs for which MDHE staff rejected justifications. This includes another 145, or nearly 20 percent of programs not meeting completions threshold, which MDHE staff and institutions will monitor in the coming years.

Table 6: Non-provisional, low producing programs which were deleted

Degree Level	Programs below threshold	Programs deleted	Percent deleted
Certificate, less than 1 Semester	3	3	100%
Certificate, less than 1 Year	63	31	49.2%
Certificate, 1-2 Years	82	37	45.1%
Certificate, 2 Years	8	5	62.5%
Associate	231	63	27.3%
Baccalaureate	197	32	16.2%
Graduate Certificate	80	34	42.5%
Masters	84	9	10.7%
First Professional	3	0	0%
Doctoral	24	1	4.2%
All	775	215	27.7%

Two-Year Sector: Community Colleges and the State Technical College

Across the two-year sector, 65 percent of all programs, regardless of degree level—certificate or Associate degree—did not meet the completions threshold. Some of the programs not meeting the completions threshold include Heath Professions, Engineering Technology, Mechanic & Repair Technology, and Construction Trades (see tables 7 and 8).

Table 7: Low-Producing Programs, two-year sector, all degree levels

2-digit CIP	Broad Program Category	Total number of non-provisional programs	Programs below threshold	Percent below threshold
01	Business Management & Administration	62	45	72.6%
46	Computer Sciences	31	26	83.9%
43	Construction Trades	18	16	88.9%
40	Education	20	10	50.0%
19	Engineering Tech	71	61	85.9%
50	Family & Consumer Sciences	23	17	73.9%
44	Health Professions	118	60	50.8%
14	Mechanic & Repair Tech	55	35	63.6%
10	Precision Production	33	24	72.7%
30	Protective Services	31	17	54.8%

MDHE discovered, as a result of this review, that many individuals begin a program at the two-year sector—be it in Computer Science or Construction Trades—and leave once they've gained the necessary skills employers desire, without finishing the credential. For an outline of the total number of non-provisional programs and those falling below the completions threshold by institution at the two-year sector, see table 8. Please note that the review process for Metropolitan Community College is still on-going, and may be updated.

Table 8: Low-Producing programs, two-year sector, by degree level

2-digit CIP	Broad Program Category	Degree Level	Total number of non-provisional programs	Programs below threshold	Percent below threshold
52	Business Management & Administration	Certificate, less than1 Year	16	11	68.8%
52	Business Management & Administration	Certificate, 1-2 Year	13	11	84.6%
52	Business Management & Administration	Associate	33	23	69.7%
11	Computer Sciences	Associate	17	13	76.5%
46	Construction Trades	Associate	13	12	92.3%
15	Engineering Tech	Certificate, less than1 Year	15	13	86.7%
15	Engineering Tech	Certificate, 1-2 Year	19	16	84.2%
15	Engineering Tech	Associate	36	31	86.1%
19	Family & Consumer Sciences	Associate	16	12	75.0%
51	Health Professions	Certificate, less than1 Year	13	11	84.6%
47	Mechanic & Repair Tech	Certificate, 1-2 Year	14	9	64.3%
47	Mechanic & Repair Tech	Associate	34	21	61.8%
48	Precision Production	Associate	17	16	94.1%
43	Protective Services	Associate	20	14	70.0%

Table 8: Non-Provisional Programs, two-year sector, by institution

Institution	Total number of non-provisional programs	Programs below threshold	Percent below threshold
Crowder College	64	57	89.1%
East Central College	25	17	68.0%
Jefferson College	28	12	42.9%
Metropolitan Community College	104	75	72.1%
Mineral Area College	51	42	82.4%
Missouri State University - West Plains	14	10	71.4%
Moberly Area Community College	16	10	62.5%
North Central Missouri College	22	18	81.8%
Ozarks Technical Community College	58	15	25.9%
St. Charles Community College	27	22	81.5%
St. Louis Community College	68	41	60.3%
State Fair Community College	24	16	66.7%
State Technical College of Missouri	21	5	23.8%
Three Rivers Community College	36	26	72.2%
Total for two-year sector	**558**	**366**	**65.6%**

Four-year sector: State and Regional Universities

At the four-year sector, there are currently 1,108 programs—from Undergraduate degrees, including Baccalaureate Degrees and a handful of Associate Degrees, to Graduate programs, ranging from Graduate Certificates to First Professional and Doctoral degrees. Of these programs, 409 or 37 percent fell below the completions threshold, including programs in Education, Health Professions, and Visual & Performing Arts (see tables 9 and 10).

Table 9: Low-Producing Programs, four-year sector, all degree levels

2-digit CIP	Broad Program Category	Total number of non-provisional programs	Programs below threshold	Percent below threshold
26	Biological Sciences	46	20	43.5%
13	Education	211	105	49.8%
14	Engineering	83	18	21.7%
16	Foreign Languages	33	25	75.8%
51	Health Professions	93	30	32.3%
27	Mathematics	24	11	45.8%
30	Multi/Interdisciplinary Studies	26	12	46.2%
40	Physical Sciences	50	18	36.0%
45	Social Sciences	71	26	36.6%
50	Visual & Performing Arts	67	28	41.8%

Table 10: Low-Producing programs by degree level at four-year institutions

2-digit CIP	Broad Program Category	Degree Level	Total number of non-provisional programs	Programs below threshold	Percent below threshold
26	Biological Sciences	Masters	20	11	55.0%
13	Education	Baccalaureate	93	53	57.0%
13	Education	Graduate Certificate	35	20	57.1%
14	Engineering	Graduate Certificate	12	8	66.7%
16	Foreign Languages	Baccalaureate	26	20	76.9%
51	Health Professions	Baccalaureate	40	15	37.5%
40	Physical Sciences	Baccalaureate	25	10	40.0%
45	Social Sciences	Baccalaureate	41	15	36.6%
45	Social Sciences	Masters	17	7	41.2%
50	Visual & Performing Arts	Baccalaureate	46	19	41.3%

For an outline of the total number of non-provisional programs and those falling below the completions threshold by institution at the four-year sector, see table 11.

Table 11: Non-Provisional Programs, four-year sector

Institution	Total number of non-provisional programs	Programs below threshold	Percent below threshold
Harris-Stowe State University	11	8	72.7%
Lincoln University	58	46	79.3%
Missouri Southern State University	40	19	47.5%
Missouri State University	122	25	20.5%
Missouri University of Science and Technology	90	29	32.2%
Missouri Western State University	48	28	58.3%
Northwest Missouri State University	105	60	57.1%
Southeast Missouri State University	96	33	34.4%
Truman State University	60	27	45.0%
University of Central Missouri	91	13	14.3%
University of Missouri - Columbia	196	61	31.1%
University of Missouri - Kansas City	111	46	41.4%
University of Missouri - Saint Louis	80	14	17.5%
Total	**1108**	**409**	**36.9%**

Findings from the review

There are several results that bear further consideration. Of the 320 programs institutions chose to retain, 119 (37 percent) were indicated as being critical to the institution's mission. Of those "mission-critical" programs, 17 percent of undergraduate programs averaged one or fewer graduates annually and nearly 45 percent averaged 5 or fewer. For Masters degrees and graduate certificates, nearly 25 percent averaged one or fewer graduates annually. MDHE asks institutions to consider on their mission and, if a program is indeed critical to that mission, ways to bolster and improve these mission-critical programs

Table 12: Retained programs identified as critical to institution's mission

Degree Level	Total number of non-provisional programs	Identified as "mission-critical"	Percent of mission-critical programs	Average of mission critical programs
Certificate, less than1 Year	17	6	35.3%	2.85
Certificate, 1-2 Year	21	4	19.0%	1.89
Certificate, 2 Year	3	1	33.3%	2.33
Associate	84	15	17.9%	4.7
Baccalaureate	116	68	58.6%	5.26
Graduate Certificate	21	2	9.5%	1.63
Masters	42	15	35.7%	2.67
First Prof	1	.	0.0%	6
Doctoral	15	8	53.3%	1.99
All	**320**	**119**	**37.2%**	**4.01**

MDHE found that in undergraduate programs, regardless of degree level or type of credential, institutions chose to retain a large number of very low-producing programs. For all retained undergraduate programs, nearly 24 percent averaged one or fewer graduates annually, while 53 percent averaged fewer than five annually (see table 13). While MDHE approved the justifications for these programs, this does not preclude the institution from evaluating the viability of programs averaging less than one graduate annually.

Table 13: Institutionally Retained Undergraduate Programs

Graduates	Undergraduate Programs	
	Number	Percentage
Less than 1 annually	57	23.7%
Less than 2 annually	71	29.5%
Less than 3 annually	91	37.8%
Less than 4 annually	102	42.3%
Less than 5 annually	128	53.1%

The results of each institutions' review is available below, in tables 14 and 15.

Table 14: Status of review, two-year sector

Institution Name	Programs below threshold	Voluntarily Terminated	Inactivated	Retained	Provisionally Retained	Rejected
Crowder College	57	38		8	11	
East Central College	17	7		10		
Jefferson College	12	6		6		
Missouri State University-West Plains	10	6		2	2	
Metropolitan Community College	75					
Mineral Area College	42	10	3	23	6	
Moberly Area Community College	10	6	1	3		
North Central Missouri College	18		1	9	8	
Ozarks Technical Community College	15	7		8		
St. Charles Community College	22	4		16	2	
St. Louis Community College	41	27		11	2	1
State Fair Community College	16	10	1	5		
State Technical College of Missouri	5	2		2		1
Three Rivers College	26	8		11	4	3
Two-year sector total	**366**	**131**	**6**	**114**	**35**	**5**

Table 15: Status of review, four-year sector

Institution Name	Programs below threshold	Voluntarily terminated	Inactivated	Retained	Provisionally retained	Rejected
Harris-Stowe State University	8			3	5	
Lincoln University	46	5		13	19	9
Missouri Southern State University	19	7		10	2	
Missouri State University	25	2	1	20	2	
Missouri University of Science & Technology	29	11		18		

Missouri Western State University	28	3		23	2	
Northwest Missouri State University	60	15		30	15	
Southeast Missouri State University	33	14		16	3	
Truman State University	27	6	6	14	1	
University of Central Missouri	13		7	5	1	
University of Missouri - Columbia	61	10		21	30	
University of Missouri - Kansas City	46	6		24	11	5
University of Missouri - Saint Louis	14	5		9		
Four-year sector total	**409**	**84**	**14**	**206**	**91**	**14**

Additionally, MDHE identified many programs which are duplicated across the 2-Year and four-year sectors. A more in-depth analysis is forthcoming in a separate report MDHE will produce in 2018.

Technical Issues

Throughout the review, many technical issues were discovered. These issues, while unexpected and often perplexing, allowed MDHE staff to gain a better understanding of the program inventory and program approval process, and influenced some of the recommendations included in this report. While these technical issues will be addressed in greater detail below, a few bear mentioning at this point.

As mentioned in the methodology section, the six-digit CIP code and degree level were the primary keys used to match data from EMSAS and the program inventory. One of the greatest challenges MDHE staff encountered during the reconciliation phase of the review process was that often programs, identified by CIP code and degree level, were found in EMSAS but not in the Program Inventory. This was problematic and puzzling, as all program offered need to undergo the approval process outlines by MDHE and the CBHE. While MDHE staff discovered several reasons for this discrepancy, two in particular stand out.

Especially prevalent among the community colleges, MDHE staff discovered that many institutions were using Department of Elementary and Secondary Education (DESE) CIP codes in their EMSAS reporting. These institutions would submit programs for approval to MDHE using one CIP which, following approval, would be used in the Program Inventory. For program eligible, institutions would then submit the approved program to DESE to receive Perkins funding. Many times, DESE indicated that in order for a program to receive Perkins, they needed to have prescribed CIP codes. Institutions would then change the CIP code without notifying MDHE. Some institutions used two parallel reporting systems: one would be for Perkins reporting using the DESE CIP codes, while the other system would include for MDHE reporting, using the initial approved CIP code. Other institutions, however, would simply use the DESE approved CIP code in all of their reporting, resulting in discrepancies between the EMSAS files and the Program Inventory.

Similarly, program options sometimes presented reporting problems. Many programs include options, or areas of emphasis, and are included under the umbrella program. While MDHE rules and regulations define options as “a component of an umbrella degree program” which “will consist of a core area of study in the major plus selected topical courses in the specialty. Typically, the core area of study will constitute a majority of the requirements in the major area of study as measured in the number of required courses or credit hours.” It is therefore

assumed that most options will have the same CIP code, or at least very similar, to the parent program; this is in fact stated in the code of state regulations. MDHE recognize that there is considerable overlap between some program areas CIP code taxonomy—for example programs in school counseling (falling under two-digit CIP code 13) overlap with program in Psychology (CIP code 42). However, many institutions would submit an option for a program with different CIP codes, and then breakout option CIP codes when reporting to EMSAS. This resulted in the appearance that many institutions were offering more programs than those for which they had received approval, when in fact options were intended to be used to indicate areas of emphasis and not separate programs.

Value of this Study

Some have suggested that this review has little or no value. We believe the Existing Academic Program Review has proved valuable for institutions, MDHE, and to students and the public.

Value to the Institution

Without question, this review has limitations. It is unclear, for example, how much savings will result from this review. The purpose of the review, however, is not solely about saving money, nor is productivity the only measure of programmatic success. The review forces a reconciliation of each institution's program inventory with the official state inventory. At the very least institutions will scrub their program inventory and remove programs no longer offered or otherwise inactive. It also should instigate a campus-wide discussion about academic priorities and mission fulfillment. How can a program be vibrant and engage students if it graduates only one or two students annually?

Additionally, many institutions discovered shortcomings and gaps in their graduation process, especially in certificate programs which lead to professional credentials. During the reconciliation phase of the review, many institutions felt that the number of completions recorded for various programs were lower than they should have been. After reviewing their records, they noticed that students completed the coursework for their programs, and took the professional assessment without applying for graduation. Two institutions in particular serve to illustrate this situation.

After investigating, representatives of Crowder College discovered that one of the reasons many students were completing their course work, taking their professional assessment, but not applying for graduation was the fee required for graduation. Crowder decided to waive the fee for students who did not plan to attend the graduation ceremony and award credentials to the student. Likewise, Missouri Southern State University noticed this was occurring with students in its Paramedic program. This becomes very significant when considering performance funding, especially in an era of decreased state appropriations and tuition caps; students completing a program but not graduating can lead to the potential of lost dollars

Value to MDHE

For the MDHE, the existing academic program review process was a valuable undertaking. MDHE uncovered many issues during the process, which allowed MDHE staff to identify weaknesses and shortcoming with the program inventory software, suggest corrections to ITSD staff, and clean the data in the Program Inventory.

As mentioned above, during the process MDHE discovered discrepancies between data reported to EMSAS and data in the Program Inventory. Some of those issues arose around

incorrect reporting from the institution, either reporting options as separate programs, instead of under the umbrella program, or with using DESE CIP codes. However, some of the issues arose from Program Inventory software itself. When an institution submits a program deletion form, MDHE staff delete this program from the inventory, which removes it entirely without retaining any historical data; the same in not true with the EMSAS reporting data. Therefore, when MDHE staff attempt to match EMSAS data with the Program Inventory after a program has been deleted, a match does not occur and it appears as if they institution is offering a program for which it did not receive approval. This resulted in many reporting errors in the interim report.

Furthermore, in addition to the main campus, programs are also listed individually by site, for which institutions must receive approval, in the Program Inventory. If an institution wishes to delete a program entirely, including from all of its offsite locations, MDHE staff must manually remove them from each site, which did not always occur. Additionally, EMSAS does not record reliable site information; as a result, MDHE staff aggregated all completions under the main campus. Institutional representatives and MDHE staff were able to identify numerous programs still listed as active in the Program Inventory at off-site locations that should have been removed years ago—some as far back as 15 or 20 years. As a way around this software weakness, MDHE staff created a solution by creating a "soft" delete for programs institutions wished to terminate by inactivating programs and noting the data in which the program was deleted, instead of a "hard" delete which would remove the program completely from the inventory. In the future, this will allow MDHE to match historical data from EMSAS to the Program Inventory with significantly fewer errors.

This process helped MDHE staff clean the Program Inventory data in other ways. During the review process, it became clear that there discrepancies in degree level coding between annual reporting process—including EMSAS at the state level and the Integrate Post-secondary Education Data Systems (IPEDS) at the federal level—and the Program Inventory. While this issue will be addressed in greater detail below, it is worth noting that MDHE recognized the coding errors and were able to update the degree level codes in the Program Inventory to mirror those used in EMSAS and IPEDS reporting. This will make matching data across the two databases easier and cleaner in the future.

In addition to the issues listed above, many programs listed in the Program Inventory had outdated names and CIP codes. This process allowed institutions to inform MDHE of the required changes to create an updated list of program names, with accompanying CIP codes and degree levels. Resolving and addressing all of these issues results in a clean, accurate database, which will allow MDHE to analyze and evaluate programs being offered —including a future study on program duplication across the state —in addition to this report.

Value to Students and Public

The EMSAS and Program Inventory databases feed into several programs and applications geared for public knowledge and consumption, which is why having accurate and updated data is of great importance. One of the programs which relies on the data from the Inventory is the College and Degree Search, which is currently in the process of being updated which, among other things, will make the website more user friendly, allow students and parents to search for programs using new and enhanced search filters, and allows users to compare various programs across multiple institutions.

Additionally, the Missouri Scorecard, forthcoming from the Missouri Department of Economic Development (DED) and MERIC, utilizes data from EMSAS, the Program Inventory, along with

data from the Missouri Department of Labor and Industrial Relations (DOLIR), allows users to compare the estimated price of post-secondary attendance, but gives user the chance to compare the outcomes of each program. For example, users have access to retention, graduation, and employment rates of various programs across the state, in addition to the median wages of those who complete a given program and the top industries and profession into which program completers go. By addressing many of the issues which arose through the Existing Academic Program Review process, students and other constituents have access to accurate and reliable information with which they are able to make informed decision about post-secondary institution.

Limits of the Current Study

While the Existing Academic Program Review has indeed been a valuable undertaking, it is not without limitations and shortcomings. Admittedly, one of the greatest shortcomings is the availability of data to MDHE. Productivity should not be the only, or even the primary, consideration of the strength of a program. Indeed, given the varying sizes of public post-secondary institutions across the state, the productivity thresholds outlined in CBHE policy considered by themselves hardly seem an adequate or even fair measure; there are other metrics which could be considered as well. This, then, begs the question about what other metrics, given the data available, could be used. Student retention is certainly a possibility, and one in which MDHE has available in the EMSAS data files. Employment outcomes and student satisfaction are other possibilities, but the availability are limited or unavailable to MDHE. However, given time constraints and the limited resources available to institutions and the MDHE, other options and consideration were not readily available or feasible.

As outlined in greater detail earlier, the primary keys available to join the data from the Program Inventory and EMSAS completions files are Institution, CIP code, and degree level. Many programs as the same institution share a CIP code, and there are varying levels of distinction between degrees in the Program Inventory and EMSAS. For example, EMSAS includes distinctions between various forms of Associate degrees (Associate of Arts, Associate of Sciences, etc.) while the Program Inventory does not. Furthermore, the Program Inventory distinguishes between a BA and BS, or even an MA and MS, while EMSAS does not. Therefore, one of the limits of this study is the MDHE staff could not break out programs by specific degree level, but rather had to aggregate them to general degree types, such as Associate, Baccalaureate, and Master's degree.

Further, because EMSAS data do not contain reliable site codes, MDHE staff were unable to break out productivity levels by site; instead, programs had to be aggregated to the institutions main site. Breaking out programs by site would have been a valuable data point, especially for multi-campus institutions. MDHE staff hope to solve this difficulty by creating a unique numeric identifier for each program which will allow MDHE disaggregate by site and degree level.

Recommendations

MDHE staff makes the follow recommendations as a result of the Existing Academic Program Review:

1. ***Begin a study of duplicated programs across public post-secondary institutions in Missouri***. During the course of this review, MDHE noticed the duplication of number of programs across multiple institutions, with varying missions, throughout the state; one particular concern is the number of education programs. Now that the data from the program inventory is reliably clean and accurate, MDHE staff plan to carry out such a study. This will allow MDHE staff to evaluate the number and types of programs

duplicated around the state, and may be done in conjunction with a review of Institutional Mission.

2. ***Review academic programs in context of mission fulfillment***.
   Institutions used the justification of "mission critical" for 163 degree and certificate programs (22 percent of all programs reviewed), which collectively averaged 4.2 graduates annually. The 121 associate and baccalaureate degrees considered "mission critical" averaged 4.9 graduates annually, well below the 10 graduate threshold. Thirty-five masters programs averaged 2.5 graduates and eight doctoral programs averaged 2.2 graduates. That nearly one-fourth of all low-producing programs are considered "mission critical" suggests that some institution's missions are misaligned with programming, or perhaps institutional priorities have been misidentified. MDHE staff recommends looking closely at academic programs and mission alignment as part of the upcoming review of institutional missions.

3. ***Explore options for conducting similar reviews on a regular basis and developing better criteria and methodology***. There were a number of limitations to this study, one of which being reliance on productivity thresholds as the sole indicator of program strength. MDHE staff will explore the feasibility of conducting similar reviews on a more regular basis. Additionally, MDHE will explore a list of possible other metrics to take into consideration in addition to the completions threshold; these could include enrollment, student retention, cost of program delivery, and employment outcomes, among others. MDHE staff hope to work in collaboration and consult with institutions to receive feedback on appropriate and fair metrics to measure the strength of programs.

4. ***Create a unique identifier for each program.*** Another limitation to this study was the inability to break out programs by site, or by difference in degree type—many institutions offer both a bachelor's of science and a bachelor's of arts with the same CIP code. MDHE is working with ITSD to create a unique identifier which will indicate differences in site and degree level even if the CIP code is the same. Institutions will receive this unique ID once a program has been approved, along with programs which have already been approved, and will include this unique identifier in the EMSAS reporting. This will give MDHE staff the ability to delve deeper into site and degree level and significantly decrease reporting errors with problematic database matching.

5. ***Conduct an annual audit of programs using the Program Inventory and EMSAS completions files.*** The previous Existing Academic Program Review occurred in 2011. In the time since the last review, many reporting issues arose in the Program Inventory, which in part delayed the completion of the current review. In order to decrease the number of errors which occur, MDHE proposed an annual audit of degree programs, using data from EMSAS and the Program Inventory. MDHE will send a list, similar to the one sent out in the reconciliation phase of the review, for institutions to review. Any corrections will occur through the proper channels, utilizing the proper forms of the academic program review process. MDHE staff believe this will be beneficial both in the short-term—maintaining an accurate database of programs which feeds into tools such as Journey to College and Missouri College Scorecard—as well as in the long-term—reducing the number of reporting errors for the next iteration of the Existing Academic Program Review.

Institutional Reports

Two-Year Institutions

CROWDER COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 57 programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at Crowder College to justify retaining these programs.

Crowder College identified 38 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Administrative Assistant	520408	Associate	1.3
Agri-Equipment/Diesel Technology	010204	Certificate, <1 Semester	0.0
Automotive Technology	150803	Associate	0.0
Bank Teller	520803	Certificate, <1 Year	0.0
Behavioral Sciences	301701	Certificate, <1 Year	2.0
Behavioral Sciences	301701	Certificate, 1-2 Year	0.7
Biofuels Technician	410101	Certificate, 1-2 Year	0.3
Biology Technician	410101	Associate	0.3
Biology Technician	410101	Associate	0.0
Business Management	520299	Certificate, <1 Year	0.0
Business Management	520299	Certificate, 1-2 Year	0.0
Business Operations Support and Secretarial Services, Other	520499	Certificate, <1 Year	0.0
Business Operations Support and Secretarial Services, Other	520499	Certificate, 1-2 Year	0.0
Business Operations Support and Secretarial Services, Other	520499	Associate	0.0
Business Operations Support and Secretarial Services, Other	520499	Associate	2.7
Collision Repair Technician I	470603	Certificate, <1 Year	1.0
Collision Repair Technician II	470603	Certificate, 1-2 Year	0.3
Computer Graphics	110803	Associate	4.3
Computer Systems Analysis	110501	Certificate, 1-2 Year	0.0
Computer Systems Analysis/Analyst	110501	Associate	0.0
Digital Communications Specialist	110901	Associate	0.0
Electronics Technology	150303	Associate	0.0
Emergency Medical Technician	510904	Certificate, 1-2 Year	0.3
Environmental Health	512202	Certificate, <1 Year	0.7
Environmental Health	512202	Certificate, 1-2 Year	1.3
Environmental Health Technology	512202	Associate	1.7
Graphic and Printing Equipment Operator, General Production	100305	Associate	2.0
Health Care Specialist	510711	Associate	2.0
Health Information	510707	Certificate, <1 Year	1.0
Health Information Technology	510707	Associate	6.7
Industrial Technology	150612	Associate	0.0
Mathematics and Computer Science	300801	Associate	0.3
Medical coding	510707	Certificate, 1-2 Year	1.3
Occupational Education	131319	Associate	0.0
Office Administration - Office Asst.	520408	Certificate, <1 Year	0.0
Office Administration - Office Asst.	520408	Certificate, 1-2 Year	0.0
Pharmacy Technician /Assistant	510805	Certificate, 1-2 Year	1.0
Transport Training	490205	Certificate, 1-2 Year	0.0

MDHE staff accepted the justifications provided by Crowder College for 8 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Auto Technology	470604	Associate	8.0	• Unique Need • Stackable/affiliated with other program
Certified Nurse's Assistant	513902	Certificate <1 Year	6.7	• Stackable/affiliated with other program
Cisco Networking	110901	Certificate 1-2 Year	0.3	• Stackable/affiliated with other program
Construction Technology	151001	Certificate 1-2 Year	0.0	• Stackable/affiliated with other program
Drafting and Design Technology	151301	Associate	2.0	• Underserved Access
PC Repair	150303	Certificate <1 Year	0.3	• Stackable/affiliated with other program
Pharmacy Technician	510805	Certificate <1 Year	9.0	• Stackable/affiliated with other program
Veterinary Technology	510808	Associate	9.7	• Unique Need

Crowder College wants to retain the 11 programs listed below, although the low number of completers—especially the associate degrees—raises concerns about program viability. Less troubling are the certificates, which costs little for the institution to offer. Nonetheless, it is difficult to justify offering any program for which there are few or no completers. MDHE staff also question Crowder's justification that these programs fill a "unique need" in its taxing district or service area.

Because of these concerns, MDHE staff accepts the institution's request to retain the 11 programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years to reassess their viability. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Active Solar Technician	150505	Certificate <1 Year	0.7	• Unique Need
Accounting	520301	Associate	7.7	• Supports General Education • Unique Need
Alternative Energy - Solar	150505	Associate	2.3	• Unique Need
Alternative Energy - Wind	150503	Associate	1.7	• Unique Need
Certificate Medical Assistant	510801	Certificate 1-2 Year	0.0	• Stackable/affiliated with other program
Criminal Justice	430107	Associate	4.0	• Unique Need
Diesel Technology	470605	Certificate <1 Year	0.3	• Stackable/affiliated with other program
Diesel Technology	470605	Associate	6.7	• Unique Need
Electric ARC Welding	480508	Certificate 1-2 Year	0.7	• Stackable/affiliated with other program
Fire Science	430203	Associate	2.7	• Unique Need
Industrial Maintenance Technician	150612	Certificate 1-2 Year	3.3	• Stackable/affiliated with other program

EAST CENTRAL COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 23 programs that fell below the degree-appropriate productivity threshold, of which six were reporting errors. MDHE staff asked officials at East Central College to justify retaining these programs.

East Central College identified seven programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Biotechnology	410101	Associate	0.3
Business Management & Technology	521201	Associate	1.7
Business Technology Specialist	520401	Associate	2.3
Drafting & Design Technology	480101	Certificate, 1-2 Year	0.0
Drafting &Design Technology	480101	Associate	0.0
Occupational Education	131319	Associate	0.0
Physical Therapy Assistant	510806	Associate	0.0

MDHE staff accepted the justifications provided by East Central College for 10 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justification
Accounting	520302	Associate	5.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Articulation agreement with Central Methodist University
Apprenticeship Training	489999	Associate	0.3	• Demand • Articulation agreement with Missouri Department of Labor; supported by federal dollars. • Underserved Access • Consortium with Four Rivers Career Center
Associate of Fine Arts	500702	Associate	4.7	• Critical to Mission • Shared Courses/Faculty • Underserved Access • Unique Need • Articulation agreement with the University of Missouri-St. Louis
Automotive Technology	470604	Associate	7.0	• Critical to Mission • Underserved Access • Consortium with Four Rivers Career Center
Building Construction Technology	460000	Associate	0.0	• Critical to Mission • Underserved Access • Consortium with Four Rivers Career Center

Certified Occupational Therapy Assist	510803	Associate	5.7	• Consortium (Missouri Health Professions Consortium)
Fire Technology	430203	Associate	4.3	• Underserved Access
Heating, Ventilation, Air Conditioning, Refrigeration	470201	Associate	8.0	• Critical to Mission • Demand
Welding	480508	Certificate, 1-2 Year	3.7	• Critical to Mission • Underserved Access • Unique Need • Cost-Recovery • Consortium with Four Rivers Career Center • Stackable/affiliated with other program
Welding	480508	Associate	1.3	• Critical to Mission • Underserved Access • Unique Need • Cost-Recovery • Consortium with Four Rivers Career Center • Stackable/affiliated with other program

JEFFERSON COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 13 programs that fell below the degree-appropriate productivity threshold, of which one was a reporting error. MDHE staff asked officials at Jefferson College to justify retaining these programs. Jefferson College identified six programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Business Information Technology	520401	Associate	6.0
Legal Administrative Assistant/Secretary	220301	Associate	1.3
Manufacturing Engineering Technology/Technician	150613	Associate	5.0
Medical Administrative/Executive Assistant and Medical Secretary	510716	Associate	2.7
Medication Technician	512601	Certificate, <1 Semester	0.0
Nurse Assistant	513902	Certificate, <1 Semester	0.0

MDHE staff accepted the justifications provided by Jefferson College for the six programs listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Child Care/Early Childhood Education	190708	Associate	7.0	• Critical to Mission • Shared Courses/Faculty
Computer Integrated Manufacturing	480501	Associate	5.7	• Demand
Culinary Arts	120503	Associate	6.3	• Supports General Education • Newly embedded certifications support industry credentials
Emergency Medical Technology-Paramedic	510904	Certificate, 2 Year	0.0	• Stackable/affiliated with other program
Marketing/Marketing Management, General	521401	Associate	0.7	• Shared Courses/Faculty
Welding Technology	480508	Associate	9.0	• Stackable/affiliated with other program

METROPOLITAN COMMUNITY COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 75 programs that fell below the degree-appropriate productivity threshold at Metropolitan Community College. Because the Metropolitan Community College System had switched their student data system software several years ago, MDHE was informed that many of the programs on the initial list had been miscoded in the transfer and the data were incorrect.

To date, Metropolitan Community College has corrected the data for one of the academic years used for the Statewide Review of Academic Programs – Academic Year 2016 (2015-2016) – and is working on correcting the data for Academic Years 2014 and 2015; the MDHE cannot complete the review until this data are available.

While Metropolitan Community College is working to correct reporting errors (of which there appear to be at least 13), they have identified four programs which do not meet the completions threshold, two of which they plan to inactivate.

Program Title	CIP	Degree Level	Three-Year Average	Comments
International Studies	240101	Certificate, 1-2 Year	1.0	Plan to inactivate
Occupational Education	131319	Associate	0.3	Plan to inactivate

Two more programs are undergoing a curricular change process, and MDHE anticipates the Metropolitan Community College wishes to retain these programs, at least provisionally for the time being.

Program Title	CIP	Degree Level	Three-Year Average	Comments
Chemistry	400501	Associate	2.7	• Curricular review process
Geographic Information Science and Cartography	131319	Certificate, 1-2 Year	4.7	• Curricular review process

At this time, the review for Metropolitan Community College is incomplete.

MINERAL AREA COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 43 programs that fell below the degree-appropriate productivity threshold, of which one were reporting errors. MDHE staff asked officials at Mineral Area College to justify retaining these programs. Mineral Area College identified ten programs for deletion and three for inactivation.

Program Title	CIP	Degree Level	Three-Year Average	Status
Applied Horticulture/Horticulture Operations, General	010601	Certificate, 1-2 Year	0.7	Deleted
Applied Horticulture/Horticulture Operations, General	010601	Associate	2.3	Deleted
Civil/Construction Technology	150201	Certificate, 1-2 Year	0.0	Deleted
Civil/Construction Technology	150201	Associate	0.3	Pending
Culinary Arts	120503	Certificate, 1-2 Year	0.0	Pending
Culinary Arts/Chef Training	120503	Associate	0.0	Pending
Design and Drafting	151301	Associate	3.7	Pending
Liberal Arts & Sciences/Pre-Engineering	240199	Associate	0.0	Pending
Manufacturing Supervision	520205	Associate	0.0	Pending
Manufacturing Technology	150699	Certificate, 1-2 Year	0.0	Pending

Program Title	CIP	Degree Level	Three-Year Average	Comments
Occupational Safety, Health & Environment	150701	Associate	0.0	Inactivated
Renewable Energy Technology	150503	Certificate, 1-2 Year	0.0	Inactivated
Renewable Energy Technology	150503	Associate	1.3	Inactivated

MDHE staff accepted the justifications provided by Mineral Area College for 23 programs listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Accounting Technology/ Technician and Bookkeeping	520302	Associate	0.0	• Shared Courses/Faculty • Added as option under CIP 520101
Automotive Collision Technology	470604	Associate	0.7	• Unique Need
Automotive Technology	470604	Associate	0.0	• Unique Need
Automotive Technology	470604	Certificate, 1-2 Year	2.0	• Unique Need
Business Administration and Management, General	520201	Associate	0.0	• Shared Courses/Faculty
Business and Commercial General	520101	Certificate, 1-2 Year	0.7	• Shared Courses/Faculty
Child Development	190708	Associate	6.7	• Shared Courses/Faculty
Child Development	190709	Certificate, 1-2 Year	0.0	• Shared Courses/Faculty • Unique Need
Computer Networking Technology	110901	Associate	5.0	• Shared Courses/Faculty
Construction/Building Technology	460201	Associate	2.0	• Unique Need
Electrical Technology	460302	Associate	9.0	• Unique Need • Other
Fire Science Technology	430203	Associate	1.0	• Cost-Recovery

Heating, Air Conditioning & Refrigeration	470201	Certificate, 1-2 Year	0.3	• Unique Need
Heating, Air Conditioning & Refrigeration	470201	Associate	4.0	• Unique Need
Industrial Maintenance	470303	Associate	1.3	• Shared Courses/Faculty
Machine Tool Technology	480501	Associate	1.0	• Unique Need
Manufacturing Technology	150613	Associate	0.0	• Assigned new name/CIP
Nursing Assistant	513902	Certificate, <1 Year	0.0	• Other
Occupational Therapy Assistant	510803	Associate	0.0	• Other
Paramedic Technology	510904	Certificate, 1-2 Year	7.0	• Other
Paramedic Technology	510904	Associate	1.0	• Critical to Mission
Radio TV Broadcasting Technology	100202	Associate	2.0	• Underserved Access
Welding Technology	480508	Associate	2.7	• Unique Need

Mineral Area College wants to retain the six programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Business Computer Programming	110201	Associate	1.0	• Shared Courses/Faculty
Cabinet making	480703	Associate	0.0	• Assigned new name/CIP
Electrical/Electronics Technology	150303	Associate	1.3	• Shared Courses/Faculty
Graphic Arts/Printing Technology	100305	Associate	4.0	• Unique Need
Respiratory Therapy	510908	Associate	0.0	• Other
Skilled Trades Technology	489999	Associate	0.0	• Shared Courses/Faculty

MISSOURI STATE UNIVERSITY–WEST PLAINS
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 10 programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at Missouri State University–West Plains to justify retaining these programs. Missouri State University–West Plains identified 6 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Agriculture, General (via ITV methods)	010000	Associate	5.7
Entrepreneurship	520701	Certificate, 1-2 Year	0.0
Fire Science/Fire-fighting	430203	Associate	0.0
Food Science	011001	Certificate, 2 Year	0.0
Information Technology	110103	Associate	0.3
Technology Management	150613	Certificate, 2 Year	0.0

MDHE staff accepted the justifications provided by Missouri State University–West Plains for 2 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Elementary Education and Teaching	131202	Associate	5.3	• Shared Courses/Faculty
Human Development and Family Studies, General	190701	Associate	5.7	• Critical to Mission

Missouri State University-West Plains wants to retain the 2 programs listed below, although the low number of completers raises concerns about program viability, and some questions remain about justification and adequate documentation. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Law Enforcement	430107	Associate	4.0	• Unique Need
Respiratory Care	510908	Associate	7.0	• Unique Need • Will terminate program after last enrolled student completes the program

MOBERLY AREA COMMUNITY COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 14 programs that fell below the degree-appropriate productivity threshold, four of which were reporting errors – two were options under other programs and one did meet the productivity threshold. MDHE staff asked officials at Moberly Area Community College to justify retaining these programs. Moberly Area Community College identified four programs for deletion, and one to be placed on inactive status.

Program Title	CIP	Degree Level	Three-Year Average
Emergency Medical Technician, Basic	510810	Certificate, <1 Year	0.0
Graphic Arts Technology	100301	Associate	8.0
Machine Tool Technology/Machinist	480501	Associate	0.7
Phlebotomy	511009	Certificate, <1 Year	0.3

Program Title	CIP	Degree Level	Three-Year Average	Status
Welding & Metals Technology	480508	Associate	0.3	Inactive

Moberly Area Community College deleted the certificate listed below from the Program Inventory and proposed the creation of two new certificates – Networking and Programming – both with a CIP of 110101.

Program Title	CIP	Degree Level	Three-Year Average
Computer Information Technology	110101	Certificate, 1-2 Year	1.3

Additionally, Moberly deleted the program listed below and proposed the creation of two new programs, Information Technology – Networking (CIP 110901) and Information Technology – Programming (CIP 110201).

Program Title	CIP	Degree Level	Three-Year Average
Computer Information Technology	110101	Associate	8.3

MDHE staff accepted the justifications provided by Moberly Area Community College for three programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Business Office Administration	520401	Certificate, 1-2 Year	0.7	• Assigned new name/CIP • Stackable/affiliated with other program

Business Office Administration	520401	Associate	8.7	• Supports General Education • Assigned new name/CIP • Stackable/affiliated with other program • Other
Engineering Systems	150499	Associate	5.7	• Critical to Mission • Shared Courses/Faculty • Unique Need • Assigned new name/CIP

NORTH CENTRAL MISSOURI COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 22 programs that fell below the degree-appropriate productivity threshold, of which four were reporting errors. MDHE staff asked officials at North Central Missouri College to justify retaining these programs. North Central Missouri College identified one program to be placed on inactive status.

Program Title	CIP	Degree Level	Three-Year Average	Status
Paraprofessional & Substitute Teaching	131501	Associate	0.3	Inactivated

MDHE staff accepted the justifications provided by North Central Missouri College for nine programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Certified Occupational Therapy Assistant	510803	Associate	3.7	• Supports General Education • Shared Courses/Faculty • Consortium (Missouri Health Professions Consortium)
Dental Hygiene	510602	Associate	9.3	• Supports General Education • Shared Courses/Faculty • Other
Emergency Medical Technology- Paramedic	510904	Associate	3.0	• Supports General Education • Shared Courses/Faculty • Underserved Access • Unique Need
Medical Administrative/ Executive Assistant and Medical	510716	Associate	5.0	• Supports General Education • Shared Courses/Faculty • Underserved Access • Unique Need
Medical Transcription/ Transcriptionist	510707	Certificate, 1-2 Year	0.0	• Stackable/affiliated with other program • Other
Pharmacy Technician/Assistant	510805	Certificate, <1 Year	8.3	• Stackable/affiliated with other program • Other
Physical Therapy Assistant	510806	Associate	0.0	• Supports General Education • Shared Courses/Faculty • Unique Need • Consortium
Radiology Technician	510911	Associate	8.3	• Supports General Education • Shared Courses/Faculty • Underserved Access • Unique Need
Surgical Technology	510909	Associate	0.7	• Supports General Education • Shared Courses/Faculty • Underserved Access

				• Unique Need

North Central Missouri College wants to retain the eight programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Business Management	520201	Certificate, <1 Year	0.7	• Stackable/affiliated with other program
Early Childhood Development	190708	Associate	7.0	• Other
Health Information Technology	510707	Associate	7.3	• Other
Health/Health Care Administration/ Management	510701	Associate	1.0	• Other
Medical Laboratory Technology	511004	Associate	0.0	• Other
Pharmacy Technician	510805	Associate	3.3	• Supports General Education • Shared Courses/Faculty • Underserved Access
Industrial & Energy Systems Technology	150503	Associate	1.0	• Shared Courses/Faculty
Marketing Management	521401	Certificate, <1 Year	0.0	• Stackable/affiliated with other program • IHE states that this certificate is tied to a parent degree, but MDHE has no record of an associate degree with this CIP number.

OZARKS TECHNICAL COMMUNITY COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 15 programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at Ozarks Technical Community College to justify retaining these programs. Ozarks Technical Community College identified 7 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Certified Nurse Aide	513902	Certificate, <1 Year	0.0
Heavy/Industrial Equipment Maintenance Technologies, Other	470399	Associate	1.3
Machine Tool Technology	480501	Certificate, 1-2 Year	4.3
Occupational Education (collaborative with University of Central Missouri, Southeast Missouri State University)	131319	Associate	0.0
Printing/Graphics Technology	100305	Certificate, 1-2 Year	0.0
Printing/Graphics Technology	100305	Associate	0.0
Business and Marketing	520201	Certificate, 1-2 Year	0.0

MDHE staff accepted the justifications provided by Ozarks Technical College for 8 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Agriculture	010000	Associate	5.3	• Demand • Unique Need • Other
Apprenticeship Industrial Technology	489999	Associate	0.3	• Cost-Recovery
Auto Collision Repair Technology	470603	Associate	6.7	• Demand • Stackable/affiliated with other program
Business Technology	520401	Associate	8.3	• Demand • Stackable/affiliated with other program
Chemistry	400501	Associate	5.7	• Supports General Education • Other
Construction Technology	460000	Associate	5.0	• Demand • Stackable/affiliated with other program • Other
Fire Science Technology	430203	Associate	9.0	• Demand • Stackable/affiliated with other program • Other
Electrical Certificate Program	150399	Certificate, 1-2 Year	2.0	• Demand • Stackable/affiliated with other program

ST. CHARLES COMMUNITY COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 25 programs that fell below the degree-appropriate productivity threshold, three of which were reporting errors. MDHE staff asked officials at St. Charles Community College to justify retaining these programs. St. Charles Community College identified 4 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Administrative Office Management	520204	Certificate, 1-2 Year	0.7
Computer Applications	119999	Certificate, 1-2 Year	0.0
Computer Science (cooperative with Missouri University of Science & Technology)	110701	Associate	0.0
Telecommunications	110901	Certificate, 1-2 Year	0.0

MDHE staff accepted the justifications provided by St. Charles Community College for 16 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Business Administration	521401	Certificate, 1-2 Year	1.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Stackable/affiliated with other program
Business Administration	521401	Associate	6.7	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Other
Child Care	190708	Certificate, 1-2 Year	0.7	• Critical to Mission • Stackable/affiliated with other program • Other
Child Care	190708	Associate	3.0	• Other
Computer Aided Drafting & Mfg.	151301	Associate	6.3	• Critical to Mission • Unique Need • Other
Criminal Justice	430107	Associate	5.7	• Critical to Mission • Supports General Education • Unique Need • Other
Data Management	110201	Certificate, 1-2 Year	5.0	• Critical to Mission • Shared Courses/Faculty • Stackable/affiliated with other program
Desktop Publishing	520204	Certificate, <1 Year	0.0	• Critical to Mission • Shared Courses/Faculty • Stackable/affiliated with other program
English as a Second Language (Cert. of Specialization)	320109	Certificate, <1 Year	0.7	• Critical to Mission • Underserved Access • Other
Finance	521401	Certificate, <1 Year	0.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty

				• Stackable/affiliated with other program
Human Services Assistant	440000	Associate	6.7	• Critical to Mission • Supports General Education • Underserved Access • Other
Management	521401	Certificate, <1 Year	0.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Stackable/affiliated with other program
Multimedia	110201	Certificate, <1 Year	0.0	• Critical to Mission • Shared Courses/Faculty • Stackable/affiliated with other program
Networking	521299	Certificate, 1-2 Year	0.0	• Critical to Mission • Shared Courses/Faculty • Stackable/affiliated with other program
Skilled Trades Industrial Apprenticeship	489999	Associate	4.0	• Critical to Mission • Underserved Access • Unique Need
Web Development	110201	Certificate, <1 Year	0.0	• Critical to Mission • Shared Courses/Faculty • Stackable/affiliated with other program

St. Charles Community College wants to retain the 2 programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Emergency Medical Science (1+1 w/ Respond Right EMS Acad.)	510904	Associate	3.7	• Critical to Mission • Underserved Access • Unique Need
Graphic Design	500402	Associate	3.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty

ST. LOUIS COMMUNITY COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 41 programs that fell below the degree-appropriate productivity threshold, of which one was a reporting error. MDHE staff asked officials at St. Louis Community College to justify retaining these programs. St. Louis Community College identified 27 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Art Education	240101	Associate	2.3
Aviation Maintenance - Airframe	470607	Certificate, 1-2 Year	1.7
Aviation Maintenance-Power Plant	470607	Certificate, 1-2 Year	3.0
Building Inspection & Code Enforcement	460403	Certificate, 1-2 Year	2.3
Building Inspection & Code Enforcement.	460403	Associate	1.3
Building Inspection: Housing	460403	Certificate, 1-2 Year	0.7
Chemical Technology	410301	Certificate, 1-2 Year	0.7
Civil Engineering Technology	150201	Associate	1.3
Computer Science	240101	Associate	4.0
Construction Management Technology	151001	Associate	3.3
Construction Office Management	522001	Certificate, <1 Year	2.3
Corrections	430102	Associate	5.7
Corrections	430102	Certificate, 1-2 Year	0.7
Digital Media: Animation	500102	Certificate, <1 Year	3.7
Digital Media: Interactive Design	500102	Certificate, <1 Year	1.7
Digital Media: Page Layout/Graphic Design	500102	Certificate, <1 Year	6.7
Digital Media: Video Art	500102	Certificate, <1 Year	2.0
Early Care & Education: Developmental Disabilities	190709	Associate	4.0
Human Services: Disability	440000	Associate	2.7
Information Reporting: Judicial	220303	Associate	1.0
Information Reporting: Judicial	220303	Certificate, 1-2 Year	0.0
Maintenance Mechanic	460401	Certificate, <1 Year	3.0
Mass Communications	090102	Associate	6.3
Mechanical Engineering Technology	150805	Associate	3.0
Sustainable Construction	151001	Certificate, <1 Year	0.7
Telecommunications Engineering	150305	Certificate, <1 Year	0.0
Web Developer	110801	Certificate, <1 Year	3.0

MDHE staff accepted the justifications provided by St. Louis Community College for 11 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Clinical Laboratory Technology	511004	Associate	8.7	• Other
Computer Aided Design	151302	Certificate, <1 Year	7.7	• Stackable/affiliated with other program
Dental Assisting	510601	Certificate, 1-2 Year	9.0	• Other
Diesel Technology	470605	Associate	8.3	• Other
Diesel Technology	470605	Certificate, 1-2 Year	1.7	• Other

Diesel Technology	470605	Certificate, <1 Year	4.0	• Other
Fire Protection Technology	430203	Associate	6.3	• Other
Fire Protection Technology	430203	Certificate, 1-2 Year	2.3	• Other
Funeral Service Education	120301	Associate	9.3	• Other
Paramedic Technology	510904	Associate	6.7	• Other
Skilled Trades Indust. Occ. Tech.	460000	Associate	0.0	• Unique Need • Assigned new name/CIP

St. Louis Community College wants to retain the 2 programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Hospitality & Tourism	520903	Associate	5.0	• Other
Skilled Trades Ind. Occ. Technology	460000	Certificate, <1 Year	0.0	• Unique Need

MDHE staff has particular concerns about the program listed below. At this time the MDHE does not recommend the outright elimination of these programs but strongly urges representatives from St. Louis Community College to monitor these programs closely, evaluate their viability annually, and report that information to the MDHE.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Dietetic Technology	190505	Associate	4.0	• Other

STATE FAIR COMMUNITY COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 23 programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at State Fair Community College to justify retaining these programs. State Fair Community College identified ten programs for deletion, and one to be placed on inactive status.

Program Title	CIP	Degree Level	Three-Year Average
Fire Science/Fire-Fighting	430203	Associate	0.0
General Career Studies	479999	Associate	0.0
General Education	240102	Certificate, <1 Year	0.0
Machine Tool Technology/Machinist	480501	Certificate, <1 Year	0.0
Machine Tool Technology/Machinist	480501	Associate	0.0
Medical Administrative/Executive Assistant and Medical Secretary	510706	Certificate, <1 Year	0.0
Physical Therapy Assistant	510806	Associate	0.0
Real Estate	521501	Certificate, 1-2 Year	0.3
Web Page, Digital/Multimedia and Information Resources Design	110801	Associate	0.0
Welding Technology	480508	Certificate, <1 Year	0.0

Program Title	CIP	Degree Level	Three-Year Average	Status
Paraprofessional Educator	131501	Associate	1.7	Inactivated

The programs listed below were reported to MDHE by State Fair Community College using an incorrect CIP number. State Fair has corrected the mistake.

Program Title	CIP	Degree Level	Three-Year Average
Accounting and Computer Science	301601	Associate	0.0
Electrical and Power Transmission Installation/ Installer, General	460301	Associate	5.7
Nurse Aide	513902	Certificate, <1 Year	0.0
Nurse Aide	513902	Certificate, 1-2 Year	0.0
Office Support Services	520401	Certificate, 1-2 Year	1.0
Pharmacy Technician	510805	Certificate, <1 Year	9.0
Pharmacy Technician	510805	Certificate, 1-2 Year	2.3

MDHE staff accepted the justifications provided by State Fair Community College for 5 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Accounting	520301	Associate	5.0	• Supports General Education • Shared Courses/Faculty
Automotive Technology	470604	Associate	6.0	• Critical to Mission • Demand
Criminal Justice	430107	Associate	7.7	• Critical to Mission

				• Demand • Other
Engineering	140101	Associate	5.3	• Shared Courses/Faculty
Marine Technology	470616	Associate	0.3	• Other

STATE TECHNICAL COLLEGE OF MISSOURI
Statewide Review of Academic Programs

Summary Report

MDHE staff identified five programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at State Technical College of Missouri to justify retaining these programs. State Technical College identified 2 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Electrical Specialist	150613	Certificate, <1 Year	0.0
Machining Specialist	150613	Certificate, <1 Year	0.7

MDHE staff accepted the justifications provided by State Technical College for 2 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Aviation Maintenance Airframe	470607	Certificate, 1-2 Year	2.0	• Stackable/affiliated with other program
Electric Power Generation Technology	470101	Associate	7.3	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty

MDHE staff has particular concerns about the program listed below. Although it shares some (but not all) courses and faculty with other programs, it has not produced any graduates in the past five years. It is difficult to justify a program that does not have any completers as being critical to the institution's mission. At this time, the MDHE does not recommend the outright elimination of the program but strongly urges representatives from State Technical College to monitor this program closely and evaluate its viability annually.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Industrial Maintenance Technology	470399	Associate	0.0	• Critical to Mission • Shared Courses/Faculty

THREE RIVERS COLLEGE
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 27 programs that fell below the degree-appropriate productivity threshold, of which one was a reporting error. MDHE staff asked officials at Three Rivers College to justify retaining these programs. Three Rivers College identified eight programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Applied Technology	150612	Associate	0.3
Applied Technology	479999	Certificate, <1 Year	0.3
Certified Medication Technician (non-cred)	510801	Certificate, <1 Year	0.0
Fire Science	430203	Certificate, <1 Year	1.7
Geographic Information Systems	450702	Certificate, <1 Year	0.0
Machine Shop	480503	Certificate, <1 Year	0.0
Occupational Education (Collaboration with University of Central Missouri and Southeast Missouri State University)	131319	Associate	0.0
Surgical Technology	510909	Certificate, 1-2 Year	0.0

MDHE staff accepted the justifications provided by Three Rivers College for 11 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Certified Occupational Therapy Assistant (collaboration with Missouri Health Professions Consortium)	510803	Associate	9.0	• Consortium
Diversified Technology	479999	Associate	6.7	• Assigned new name/CIP
Early Childhood Development	190708	Certificate, <1 Year	1.7	• Stackable/affiliated with other program
Early Childhood Development	190708	Associate	9.3	• Stackable/affiliated with other program
Fire Science	430203	Associate	2.7	• Shared Courses/Faculty
Forestry Technology	030511	Associate	3.3	• Shared Courses/Faculty
General Academic Studies	240102	Certificate, 2 Year	5.3	• Shared Courses/Faculty
Physical Therapy Assistant (collaboration with Missouri Health Professions Consortium)	510806	Associate	0.0	• Consortium
Pre-Engineering	140102	Associate	1.0	• Shared Courses/Faculty
Quality Control Technician	150702	Certificate, <1 Year	2.7	• Assigned new name/CIP
Surveying	151102	Certificate, <1 Year	1.7	• Shared Courses/Faculty

Three Rivers College wants to retain the four programs listed below, although the low number of completers raises concerns about program viability. Two programs are undergoing a transition to collaborative model with other institutions, and the department is interested in knowing the results of

these changes. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Accounting Technology	520302	Associate	6.3	• Shared Courses/Faculty
Emergency Medical Service-Paramedic	510904	Associate	3.7	• Shared Courses/Faculty
Environmental Health	512202	Associate	0.0	• Shared Courses/Faculty • MOU in development with Southeast Missouri State
Medical Laboratory Technology	511004	Associate	4.7	• Consortium • Program is moving to consortium agreement

MDHE staff has particular concerns about the three programs listed below. At this time, the MDHE does not recommend the outright elimination of the programs but strongly urges representatives from Three Rivers College to monitor this program closely and evaluate its viability annually.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Electrical Technician	150303	Certificate, <1 Year	2.7	• Assigned new name/CIP
Industrial Technology	150612	Certificate, <1 Year	0.3	• Assigned new name/CIP
Paraprofessional Educator	131206	Associate	1.3	• Shared Courses/Faculty • Underserved Access

Institutional Reports

Four-Year Institutions

HARRIS-STOWE STATE UNIVERSITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified eight programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at Harris-Stowe State University to justify retaining these programs.

MDHE staff accepted the justifications provided by Harris-Stowe State University for three programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Elementary Education	131202	Baccalaureate	8.0	• Critical to Mission • Underserved Access • Unique Need
Health Care Management Program	510701	Baccalaureate	8.3	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access
Information Sciences and Computer Technology Program	110401	Baccalaureate	5.3	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access • Unique Need

Harris-Stowe State University wants to retain the programs listed below, although the low number of completers raises concerns about program viability. Two programs are undergoing a transition to collaborative model with other institutions, and the department is interested in knowing the results of these changes. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Early Childhood Education	131210	Baccalaureate	3.0	• Critical to Mission • Demand • Underserved Access • Unique Need
Mathematics	270101	Baccalaureate	3.0	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access

				• Unique Need
Middle/Jr Education	131203	Baccalaureate	3.3	• Critical to Mission • Underserved Access • Unique Need
Professional Interdisciplinary Studies	309999	Baccalaureate	2.3	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Unique Need • Cost-Recovery
Secondary Education	131205	Baccalaureate	1.3	• Critical to Mission • Underserved Access

LINCOLN UNIVERSITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 46programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at Lincoln University to justify retaining these programs. Lincoln University identified five programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Early Childhood Education	131210	Associate	4.3
Music Education	131312	Baccalaureate	0.7
Sacred Music	390501	Baccalaureate	3.3
Spanish	160905	Baccalaureate	0.3
Surgical Technology	510909	Associate	7.0

MDHE staff accepted the justifications for 13 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Biology	260101	Baccalaureate	8.7	• Supports General Education Shared Courses/Faculty • Demand
Civil Engineering Technology	150201	Baccalaureate	5.0	• Shared Courses/Faculty • Underserved Access • Unique Need
Computer Science	110101	Associate	1.0	• Shared Courses/Faculty • Demand • Unique Need
Criminal Justice	430103	Associate	5.3	• Shared Courses/Faculty
Drafting Technology	151301	Associate	5.0	• Shared Courses/Faculty
Environmental Science	030104	Masters	3.7	• Underserved Access
Journalism	090401	Baccalaureate	7.3	• Demand
Marketing	521899	Baccalaureate	7.7	• Other
Mathematics	270101	Baccalaureate	5.7	• Supports General Education
Physical Education	131314	Baccalaureate	6.3	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access • Unique Need
Social Work	440701	Baccalaureate	9.3	• Underserved Access • Unique Need
Sociology	451101	Baccalaureate	4.3	• Supports General Education • Underserved Access

Special Education	131099	Baccalaureate	5.0	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access • Unique Need

Lincoln University wants to retain the programs listed below, although the low number of completers raises concerns about program viability. Eleven of the 19 programs are Education programs, which perhaps speaks to larger issues and concerns statewide. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Art Education	131302	Baccalaureate	1.7	• Critical to Mission • Supports General Education • Demand • Underserved Access
Biology Education	131322	Baccalaureate	0.7	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access
Business Education	131303	Baccalaureate	0.7	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access
Chemistry	400501	Baccalaureate	1.7	• Supports General Education • Demand
English	230101	Baccalaureate	4.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty
English Education	131305	Baccalaureate	2.3	• Supports General Education • Shared Courses/Faculty • Demand
History	540101	Baccalaureate	3.3	• Critical to Mission • Supports General Education
History	540101	Masters	2.0	• Shared Courses/Faculty
Instructional Technology	139999	Graduate Certificate	0.0	• Interdisciplinary
Mathematics Education	131311	Baccalaureate	3.3	• Supports General Education, • Demand
Middle School Education	131203	Baccalaureate	0.3	• Critical to Mission • Interdisciplinary

				• Shared Courses/Faculty • Demand • Underserved Access • Unique Need
Physics	400801	Baccalaureate	2.7	• Supports General Education • Shared Courses/Faculty • Demand
Physics Education	131329	Baccalaureate	0.0	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access • Unique Need
Political Science	451001	Baccalaureate	3.3	• Supports General Education • Unique Need
Pre-Engineering	150000	Associate	1.7	• Interdisciplinary • Demand
School Teaching Elementary	131202	Masters	0.7	• Critical to Mission • Shared Courses/Faculty
School Teaching Secondary	131205	Masters	1.7	• Critical to Mission • Shared Courses/Faculty
Social Science Education	131317	Baccalaureate	1.7	• Shared Courses/Faculty • Underserved Access
Sociology	451101	Masters	0.3	• Shared Courses/Faculty • Underserved Access

MDHE staff has particular concerns about the nine programs listed below. At this time, the MDHE does not recommend the outright elimination of these programs, but strongly urges representatives from Lincoln University to monitor these programs closely and evaluate their viability annually.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Agribusiness	010101	Baccalaureate	4.0	• Underserved Access
Chemistry	131323	Baccalaureate	0.0	• Supports General Education • Shared Courses/Faculty • Demand
CIS/Accounting	301601	Associate	0.0	• Other
Clinical Laboratory Science	511005	Baccalaureate	0.0	• Shared Courses/Faculty • Unique Need
Educational Leadership	130499	Education Specialist	1.0	• Demand • Underserved Access • Unique Need
Environmental Science	030104	Baccalaureate	3.3	• Underserved Access
Fine/Studio Arts	500702	Baccalaureate	1.3	• Supports General Education
Public Administration	440401	Baccalaureate	0.0	• Other
School Administration and Supervision	130499	Masters	1.0	• Demand • Underserved Access • Unique Need

MISSOURI SOUTHERN STATE UNIVERSITY

Statewide Review of Academic Programs
Summary Report

MDHE staff identified 27 programs that fell below the degree-appropriate productivity threshold, with eight being reporting errors. MDHE staff asked officials at Missouri Southern State University to justify retaining these programs. Missouri Southern State University identified two programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Paralegal	220302	Certificate, 1-2 Year	0.7
Teaching (Delivered collaboratively with Missouri State University)	131206	Masters	1.3

Missouri Southern deleted Biochemistry from the MDHE Program Inventory, and will become an option under the Chemistry Program (CIP 400501).

Program Title	CIP	Degree Level	Three-Year Average
Biochemistry	260202	Baccalaureate	6

Missouri Southern deleted the three programs listed below from the Program Inventory, and consolidated them into a new program, entitled Global and Public Affairs. The Geography program was a newer program, under the five-year provisional review process, and was not included in our initial list of programs falling below the degree-appropriate productivity threshold.

Program Title	CIP	Degree Level	Three-Year Average
Geography	450701	Baccalaureate	0.0
International Studies	450901	Baccalaureate	5.0
Political Science	451001	Baccalaureate	7.0

Additionally, Missouri Southern deleted the two programs listed below from the Program Inventory, and consolidated them into a new program, entitled Modern Languages.

Program Title	CIP	Degree Level	Three-Year Average
French	160901	Baccalaureate	1.7
Spanish	160905	Baccalaureate	9.0

MDHE staff accepted the justifications provided by Missouri Southern State University for 10 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Art	500701	Baccalaureate	5.7	• Supports General Education • Shared Courses/Faculty
Chemistry	400501	Baccalaureate	4.7	• Supports General Education • Shared Courses/Faculty
Curriculum & Instruction	130301	Masters	3.3	• Underserved Access

				• Other
History	540101	Baccalaureate	3.7	• Critical to Mission • Supports General Education
Mathematics	270101	Baccalaureate	7.0	• Critical to Mission • Supports General Education • Interdisciplinary
Medical Technology	511005	Baccalaureate	1.0	• Shared Courses/Faculty • Underserved Access • Other
Middle School Education	130101	Baccalaureate	8.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Demand • Underserved Access • Unique Need • Other
Music	500903	Baccalaureate	3.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need
Physics	400801	Baccalaureate	4.7	• Supports General Education • Other
Radiologic Technology	510907	Associate	9.7	• Critical to Mission • Supports General Education • Underserved Access • Unique Need • Consortium • Other

Missouri Southern State University wants to retain the two programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Dental Hygiene Education (collaboration with UMKC)	510602	Masters	0.0	• Shared Courses/Faculty • Consortium • Cost-Recovery • Other
Theatre	500501	Baccalaureate	3.3	• Critical to Mission • Supports General Education • Unique Need

MISSOURI STATE UNIVERSITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 42 programs that fell below the degree-appropriate productivity threshold, of which 17 were reporting errors. MDHE staff asked officials at Missouri State University to justify retaining these programs. Missouri State University identified two programs for deletion and one for inactivation.

Program Title	CIP	Degree Level	Comments	Three-Year Average
Ozark Studies	050122	Graduate Certificate	Deleted	0.0
Technology Management	150699	Baccalaureate	Deleted	5.7

Program Title	CIP	Degree Level	Comments	Three-Year Average
Computer Information Systems	521299	Masters	inactivated	0.0

MDHE staff accepted the justifications provided by Missouri State University for 20 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Agricultural Education	131301	Baccalaureate	7.0	• Assigned new name/CIP
Art & Design	131302	Baccalaureate	0.0	• Assigned new name/CIP
Art History	500703	Baccalaureate	4.7	• Supports General Education • Shared Courses/Faculty
Autism Spectrum Disorders	131013	Graduate Certificate	0.0	• Demand • Stackable/affiliated with other program
Clinical Laboratory Sciences-Medical Technology	511005	Baccalaureate	3.3	• Shared Courses/Faculty • Unique Need • Other
Earth Science Education	131316	Baccalaureate	0.0	• Assigned new name/CIP
Family & Consumer Sciences	131308	Baccalaureate	0.0	• Assigned new name/CIP
History	131328	Baccalaureate	0.0	• Assigned new name/CIP
History for Teachers	131205	Graduate Certificate	0.0	• Shared Courses/Faculty • Stackable/affiliated with other program
International Relations and Affairs	450901	Masters	0.0	• Assigned new name/CIP
Mathematics	131311	Baccalaureate	0.0	• Assigned new name/CIP
Orientation & Mobility	131009	Graduate Certificate	3.0	• Demand • Stackable/affiliated with other program
Physical Education	131314	Baccalaureate	0.0	• Assigned new name/CIP
Planning	040301	Baccalaureate	5.7	• Supports General Education • Shared Courses/Faculty
Respiratory Therapy	510908	Baccalaureate	3.0	• Shared Courses/Faculty • Unique Need • Other
Screen Writing for Television & Film	090701	Graduate Certificate	2.7	• Stackable/affiliated with other program
Spanish Education	131205	Baccalaureate	3.7	• Voluntarily Terminate

				• Assigned new name/CIP • Other
Speech & Theatre Education	131399	Baccalaureate	0.0	• Assigned new name/CIP
Sports Management	310504	Graduate Certificate	2.0	• Stackable/affiliated with other program
Writing for Television & Film	090701	Certificate, <1 Year	5.7	• Supports General Education • Shared Courses/Faculty • Other

Missouri State University wants to retain the programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Music	500901	Baccalaureate	3.0	• Supports General Education • Shared Courses/Faculty • Other
Nursing Practice	513801	Doctoral	0.0	• Other

MISSOURI UNIVERSITY OF SCIENCE & TECHNOLOGY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 33 programs that fell below the degree-appropriate productivity threshold, of which four were reporting errors. MDHE staff asked officials at Missouri University of Science and Technology to justify retaining these programs. Missouri University of Science and Technology identified 11 programs (all graduate certificates) for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Actuarial Science	270301	Graduate Certificate	0.7
Computer Engineering, General	140901	Graduate Certificate	0.0
Computer Software and Media Applications	110899	Graduate Certificate	0.3
Financial Mathematics	270399	Graduate Certificate	0.3
Industrial Engineering	143501	Graduate Certificate	0.0
Infrastructure Renewal	140801	Graduate Certificate	0.0
Management for Sustainable Business	520201	Graduate Certificate	2.3
Mining and Mineral Engineering	142101	Graduate Certificate	8.7
Psychology of Leadership	420101	Graduate Certificate	0.3
Safety Engineering (Interdivisional)	150701	Graduate Certificate	1.7
Sustainability Studies	303301	Graduate Certificate	0.0

MDHE staff accepted the justifications provided by Missouri University of Science and Technology for 18 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Applied & Environmental Biology	260101	Masters	4.3	• Critical to Mission
Ceramic Engineering	140601	Masters	1.0	• Unique Need
Ceramic Engineering	140601	Doctoral	1.7	• Unique Need
Chemistry	400501	Masters	3.0	• Supports General Education
Engineering Management	151501	Doctoral	2.3	• Critical to Mission
English	230101	Baccalaureate	6.0	• Supports General Education
Geoenvironmental Engineering	141401	Graduate Certificate	2.0	• Other
Manufacturing Automation	141901	Graduate Certificate	4.3	• Other
Materials Science & Engineering	141801	Masters	3.3	• Supports General Education
Mathematics	270101	Masters	0.0	• Critical to Mission
Metallurgical Engineering	142001	Masters	1.7	• Consortium
Metallurgical Engineering	142001	Doctoral	1.0	• Unique Need
Network Centric Systems	140999	Graduate Certificate	1.3	• Other
Software Design & Development	110501	Graduate Certificate	2.0	• Other
Systems Engineering	142701	Doctoral	2.0	• Other
Technical Communication	231303	Baccalaureate	4.0	• Critical to Mission
Technical Communications	231303	Masters	4.3	• Critical to Mission
Wireless Networks & Mobile Systems	110901	Graduate Certificate	0.0	• Other

MISSOURI WESTERN STATE UNIVERSITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 39 programs that fell below the degree-appropriate productivity threshold, of which 11 were reporting errors. MDHE staff asked officials at Missouri Western State University to justify retaining these programs.

Missouri Western State University identified three programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Autism Spectrum Disorders	131013	Graduate Certificate	1.7
Biotechnology	261201	Baccalaureate	1.0
Electronics & Computer Engineering Tech	151201	Baccalaureate	4.3

MDHE staff accepted the justifications provided by Missouri Western State University for 23 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Art	131302	Baccalaureate	3.0	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty • Other
Biochemistry and Molecular Biology	260202	Baccalaureate	7.7	• Critical to Mission • Interdisciplinary • Unique Need • Other
Criminal Justice	430107	Associate	7.0	• Critical to Mission • Shared Courses/Faculty • Other
Digital Animation	100304	Baccalaureate	6.3	• Critical to Mission • Underserved Access • Unique Need
Economics	450601	Baccalaureate	9.0	• Supports General Education • Other
Electronics Engineering Technology	150303	Baccalaureate	6.0	• Critical to Mission • Underserved Access • Other
English	131305	Baccalaureate	6.7	• Supports General Education • Interdisciplinary • Shared Courses/Faculty • Other
English	230101	Baccalaureate	9.0	• Supports General Education • Shared Courses/Faculty • Other
French	131325	Baccalaureate	0.3	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty • Other

Health Information Technology	510707	Certificate, 1-2 Year	0.7	• Shared Courses/Faculty • Demand • Stackable/affiliated with other program • Other
History	540101	Baccalaureate	9.0	• Critical to Mission • Supports General Education • Other
Manufacturing Engineering Technology	150613	Associate	3.0	• Critical to Mission • Unique Need • Other
Mathematics	270101	Baccalaureate	7.7	• Critical to Mission • Supports General Education • Other
Medical Technology	511005	Baccalaureate	2.3	• Interdisciplinary • Shared Courses/Faculty • Underserved Access • Unique Need • Cost-Recovery
Music	131312	Baccalaureate	7.7	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty • Other
Natural Science - Chemistry	400501	Baccalaureate	9.0	• Critical to Mission • Shared Courses/Faculty • Unique Need
Philosophy	380101	Baccalaureate	3.0	• Supports General Education • Interdisciplinary • Unique Need • Other
Political Science	451001	Baccalaureate	5.7	• Supports General Education • Other
Sociology	451101	Baccalaureate	8.7	• Supports General Education • Other
Spanish	131330	Baccalaureate	0.3	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty • Other
Speech and Theatre	131399	Baccalaureate	0.3	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty • Other
Studio Art	500702	Baccalaureate	9.7	• Critical to Mission • Other
Written Communication	231304	Masters	4.7	• Other

Missouri Western State University wants to retain the programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Forensic Investigations	430106	Masters	4.3	• Other
Music	500901	Baccalaureate	6.3	• Other

NORTHWEST MISSOURI STATE UNIVERSITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 63 programs that fell below the degree-appropriate productivity threshold, of which two were reporting errors. MDHE staff asked officials at Northwest Missouri State University to justify retaining these programs. Northwest Missouri State University identified 16 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Biotechnology	261201	Masters	0.0
Education	130404	Graduate Certificate	0.0
Elementary School Principal	130408	Graduate Certificate	0.0
ELL/ESOL Certificate	130201	Graduate Certificate	0.0
eTeaching	131299	Graduate Certificate	0.0
Industrial Psychology	422804	Baccalaureate	9.0
Journalism	090401	Baccalaureate	2.0
Medical Administrative Assistant	510716	Certificate, 2 Year	0.0
Merchandising Textiles Apparel Furnish	190905	Baccalaureate	3.7
Organizational Communication	090901	Baccalaureate	4.0
Radio and Television	090701	Baccalaureate	3.7
Recreation & Park Management (2+2 program w/Metropolitan Community College)	310101	Baccalaureate	0.0
Secondary School Principal	130409	Graduate Certificate	0.0
Sociology	451101	Baccalaureate	0.7
Superintendent	130411	Graduate Certificate	0.0
Teaching Elementary	131202	Masters	2.0

MDHE staff accepted the justifications provided by Northwest Missouri State University for 30 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Advertising	090903	Baccalaureate	4.7	• Critical to Mission • Shared Courses/Faculty
Agricultural Education (9-12)	131301	Baccalaureate	8.3	• Critical to Mission • Shared Courses/Faculty • Demand
Agriculture	010000	Masters	4.3	• Critical to Mission • Shared Courses/Faculty • Other
Agriculture	131301	Masters	1.0	• Critical to Mission • Shared Courses/Faculty
Biology	131322	Baccalaureate	0.7	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Unique Need
Biology	260101	Masters	3.0	• Critical to Mission • Shared Courses/Faculty
Business Economics	520601	Baccalaureate	2.3	• Supports General Education

				• Shared Courses/Faculty • Consortium
Business Education (9-12)	131303	Baccalaureate	2.3	• Critical to Mission • Shared Courses/Faculty • Unique Need
Business Technology Certificate	520499	Certificate, 2 Year	1.7	• Critical to Mission • Shared Courses/Faculty • Underserved Access • Unique Need
Economics	450601	Baccalaureate	3.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Consortium
Educational Leadership: Elementary	130408	Masters	4.0	• Critical to Mission • Shared Courses/Faculty
English	230101	Masters	4.0	• Critical to Mission • Shared Courses/Faculty
English (9-12)	131305	Baccalaureate	7.0	• Critical to Mission • Shared Courses/Faculty • Unique Need
English/Language Arts Teacher Education	131305	Masters	1.0	• Critical to Mission • Shared Courses/Faculty
Geographic Information Science	450702	Baccalaureate	5.7	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty
Geography	450701	Baccalaureate	5.3	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty
Horticulture	011103	Baccalaureate	4.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Underserved Access • Other
International Business	521101	Baccalaureate	7.3	• Critical to Mission • Shared Courses/Faculty
Management Information Systems	521201	Baccalaureate	9.0	• Critical to Mission • Shared Courses/Faculty • Unique Need
Mathematics	131311	Masters	2.7	• Critical to Mission • Shared Courses/Faculty • Unique Need
Mathematics (9-12)	131311	Baccalaureate	4.7	• Critical to Mission • Supports General Education • Shared Courses/Faculty
Middle School	131203	Baccalaureate	8.7	• Critical to Mission • Unique Need • Other
Music	500901	Baccalaureate	4.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty
Music Instrumental (K-12)	131312	Baccalaureate	7.3	• Critical to Mission • Shared Courses/Faculty • Other
Music Vocal (K-12)	131312	Baccalaureate	0.0	• Critical to Mission

				• Shared Courses/Faculty • Other
Nanoscale Science	300101	Baccalaureate	2.3	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty • Unique Need
Radiologic Sciences	510911	Baccalaureate	2.0	• Critical to Mission • Shared Courses/Faculty • Unique Need • Other
Spanish	160905	Baccalaureate	3.0	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty
Teaching Secondary	131205	Masters	2.3	• Critical to Mission • Shared Courses/Faculty
Unified Science - Chemistry	131316	Baccalaureate	2.3	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Unique Need

Northwest Missouri State University wants to retain the programs listed below, although the low number of completers raises concerns about program viability. Nine of the 15 programs are Education programs, which perhaps speaks to larger issues and concerns statewide. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Animal Science (Pre-Veterinary)	511104	Baccalaureate	4.3	• Critical to Mission • Shared Courses/Faculty • Demand
Art (K-12)	131302	Baccalaureate	4.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need
Business Technology	520401	Baccalaureate	5.7	• Critical to Mission • Shared Courses/Faculty • Underserved Access • Unique Need
Chemistry (9-12)	131323	Baccalaureate	0.0	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Unique Need

Clinical Laboratory Science	511005	Baccalaureate	1.7	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Unique Need • Other
Foreign Language-Spanish (K-12)	131330	Baccalaureate	0.7	• Critical to Mission • Shared Courses/Faculty • Unique Need
Health & Physical Education	131314	Masters	4.0	• Critical to Mission • Other
Higher Education Leadership	130406	Masters	4.3	• Critical to Mission • Unique Need • Other
History	131328	Masters	1.0	• Critical to Mission • Shared Courses/Faculty • Unique Need
Philosophy	380101	Baccalaureate	1.0	• Supports General Education • Shared Courses/Faculty
RN To BSN Completion Program	513801	Baccalaureate	6.7	• Critical to Mission • Unique Need • Other
Science Education	131316	Masters	1.7	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty • Unique Need
Speech & Theatre (9-12)	131399	Baccalaureate	2.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty
Teacher Leader	130404	Masters	0.0	• Critical to Mission • Shared Courses/Faculty
Theatre	500501	Baccalaureate	7.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need

SOUTHEAST MISSOURI STATE UNIVERSITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 36 programs that fell below the degree-appropriate productivity threshold, of which three were reporting errors. MDHE staff asked officials at Southeast Missouri State University to justify retaining these programs. Southeast Missouri State University identified 14 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Anthropology	450201	Baccalaureate	5.0
Career Counseling	131100	Masters	0.0
Facilities Management	190604	Graduate Certificate	0.3
Family Nurse Practitioner	513805	Graduate Certificate	0.0
French Language and Literature	160901	Baccalaureate	0.0
German Language and Literature	160501	Baccalaureate	0.7
Healthcare Facilities Operations	510702	Certificate, 2 Year	1.0
Historic Preservation	301201	Graduate Certificate	0.0
Science Teacher Education/General Science Teacher Education	131316	Masters	2.7
Secondary Education/French	131306	Baccalaureate	3.7
Spanish Language and Literature	160905	Baccalaureate	2.3
Teaching Asst./Substitute Teacher (Middle & Sec. Ed.)	131205	Certificate, 2 Year	0.0
Teaching English as a Second/Foreign Language/ESL Language Instructor	131401	Certificate, 1-2 Year	3.3
Technology and Engineering Education	131309	Baccalaureate	1.7

MDHE staff accepted the justifications provided by Southeast Missouri State University for 16 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Art Education	131302	Baccalaureate	8.3	• Demand • Unique Need
Chemistry, General	400504	Masters	4.0	• Critical to Mission • Shared Courses/Faculty
Communication Studies	231304	Baccalaureate	0.0	• Assigned new name/CIP
Computer Science	110201	Baccalaureate	0.0	• Critical to Mission • Demand • Assigned new name/CIP • Other
Computer Technology	151202	Associate	8.3	• Shared Courses/Faculty • Demand • Stackable/affiliated with other program
Cybersecurity	111003	Baccalaureate	9.0	• Critical to Mission • Demand • Unique Need
Economics	450601	Baccalaureate	8.7	• Critical to Mission • Supports General Education • Consortium
Engineering Physics	141201	Baccalaureate	6.3	• Critical to Mission

				• Supports General Education • Shared Courses/Faculty • Demand • Unique Need
Environmental Science	030104	Baccalaureate	8.3	• Critical to Mission • Shared Courses/Faculty • Unique Need
Facilities Planning and Management	190604	Baccalaureate	1.3	• Assigned new name/CIP
Family and Consumer Sciences Education	131308	Baccalaureate	2.0	• Demand • Unique Need
Horticulture Science	011103	Baccalaureate	6.0	• Assigned new name/CIP
Interdisciplinary Studies	309999	Baccalaureate	7.0	• Interdisciplinary • Shared Courses/Faculty
International Business/Trade/Commerce	521101	Masters	4.0	• Assigned new name/CIP
Mathematics	270101	Baccalaureate	8.7	• Critical to Mission • Supports General Education
Physics	400801	Baccalaureate	2.7	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need

Southeast Missouri State University wants to retain the programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
History	540101	Masters	3.3	• Critical to Mission • Shared Courses/Faculty • Unique Need
Mathematics, General	270101	Masters	2.0	• Critical to Mission • Unique Need
Philosophy	380101	Baccalaureate	3.3	• Critical to Mission • Supports General Education • Unique Need

TRUMAN STATE UNIVERSITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 27 programs that fell below the degree-appropriate productivity threshold. MDHE staff asked officials at Truman State University to justify retaining these programs. Truman State University identified six programs for deletion and six to be marked as inactive.

Program Title	CIP	Degree Level	Three-Year Average	Status
ADA Programming	110899	Graduate Certificate	0.0	Deleted
Bioscience Informatics	261199	Masters	0.0	Deleted
Computer Security	111003	Graduate Certificate	0.0	Deleted
Education	131299	Masters	0.0	Deleted
Managerial Foundations	520299	Graduate Certificate	0.0	Deleted
Visual Arts Education	131302	Masters	3.3	Deleted
Art History	500703	Baccalaureate	5.0	Inactivated
Athletic Training	510913	Baccalaureate	6.3	Inactivated
Biology Master of Science	260101	Masters	0.7	Inactivated
Counseling	131101	Masters	1.3	Inactivated
Russian	160402	Baccalaureate	1.3	Inactivated
Sustainability & Environmental Studies	030103	Graduate Certificate	0.0	Inactivated

MDHE staff accepted the justifications provided by Truman State University for 14 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Art	500701	Baccalaureate	9.7	• Critical to Mission • Supports General Education • Shared Courses/Faculty
Classics	161200	Baccalaureate	2.3	• Critical to Mission • Supports General Education • Interdisciplinary • Unique Need
Exercise Science Education	131314	Masters	4.7	• Shared Courses/Faculty • Demand • Unique Need
French	160901	Baccalaureate	6.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Underserved Access
German	160501	Baccalaureate	4.7	• Critical to Mission • Supports General Education • Demand • Unique Need
Interdisciplinary Studies	309999	Baccalaureate	7.3	• Supports General Education • Interdisciplinary • Shared Courses/Faculty
Linguistics	160102	Baccalaureate	9.7	• Supports General Education • Shared Courses/Faculty

				• Demand • Unique Need
Math Education	131311	Masters	4.0	• Shared Courses/Faculty • Demand
Music Performance	500903	Baccalaureate	4.7	• Shared Courses/Faculty • Underserved Access
Philosophy and Religion	389999	Baccalaureate	6.7	• Critical to Mission • Supports General Education • Demand
Physics	400801	Baccalaureate	8.3	• Critical to Mission • Supports General Education
Romance Languages	160900	Baccalaureate	6.3	• Critical to Mission • Interdisciplinary • Demand • Unique Need
Science Education	131316	Masters	3.3	• Shared Courses/Faculty • Demand
Spanish	160905	Baccalaureate	7.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty Demand • Underserved Access

Truman State University wants to retain the program listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the program listed below on the condition that this program undergoes a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Foreign Language Education	131306	Masters	0.7	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need

UNIVERSITY OF CENTRAL MISSOURI
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 42 programs that fell below the degree-appropriate productivity threshold, of which 29 were reporting errors. MDHE staff asked officials at University of Central Missouri to justify retaining these programs. University of Central Missouri identified seven programs for to be marked as inactive.

Program Title	CIP	Degree Level	Three-Year Average
Athletic Training	510913	Baccalaureate	7.0
Environmental Studies	030103	Masters	2.3
Geographic Information Sciences	450702	Graduate Certificate	2.0
Philosophy	380101	Baccalaureate	2.7
Sociology	451101	Masters	3.7
Theatre	500501	Masters	2.3
Women, Gender, and Sexuality	050207	Graduate Certificate	2.7

MDHE staff accepted the justifications provided by University of Central Missouri for five programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Art	131302	Baccalaureate	8.3	• Critical to Mission • Shared Courses/Faculty • Unique Need
International Studies	302001	Baccalaureate	7.7	• Critical to Mission • Interdisciplinary
Mathematics	270101	Baccalaureate	5.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need • Other
Medical Laboratory Sciences	511005	Baccalaureate	2.3	• Other
Professional Pilot	490102	Baccalaureate	7.7	• Critical to Mission • Unique Need

MDHE staff recommends that one program listed in the table below be retained and undergo a follow-up review in three years to ensure improvement.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Occupational Education	131320	Baccalaureate	3.0	• Critical to Mission • Shared Courses/Faculty • Unique Need

UNIVERSITY OF MISSOURI - COLUMBIA

Statewide Review of Academic Programs

Summary Report

MDHE staff identified 63 programs that fell below the degree-appropriate productivity threshold, of which two were reporting errors. The MDHE asked officials at University of Missouri – Columbia to provide justifications for these programs.

The University of Missouri – Columbia identified 10 programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Analysis of Institutions and Organizations	451101	Graduate Certificate	0.0
Autism and Neurodevelopmental Disorders Interdisciplinary	511201	Graduate Certificate	0.0
Career and Technical Education	131301	Graduate Certificate	0.0
Clinical & Translational Science	260102	Masters	0.0
Education/Teaching of Individuals with Autism	131013	Graduate Certificate	2.0
European Union Studies Interisciplinary	050106	Graduate Certificate	3.7
Nuclear Engineering	142301	Graduate Certificate	0.0
Nuclear Safeguards Science and Technology	142301	Graduate Certificate	1.0
Soil, Environmental, & Atmospheric Sciences	400401	Doctoral	2.0
Special Education	131001	Graduate Certificate	0.0

MDHE staff accepted the justifications provided by the University of Missouri – Columbia for 21 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Accountancy	520301	Doctoral	2.3	• Critical to Mission
Biochemistry	260202	Masters	1.0	• Other
Biological Sciences	260101	Masters	2.0	• Other
Chemistry	400501	Masters	3.7	• Other
Communication	090101	Masters	1.3	• Other
Food Safety & Defense	190501	Graduate Certificate	1.0	• Other
Geology	400601	Doctoral	2.7	• Critical to Mission
Global Public Health	512201	Graduate Certificate	2.3	• Other
Industrial Engineering	143501	Doctoral	2.3	• Other
Microbiology (Medicine)	260503	Masters	1.0	• Other
Pathology	260901	Masters	0.7	• Shared Courses/Faculty • Other
Philosophy	380101	Masters	4.3	• Shared Courses/Faculty • Other
Preprofessional Physical Therapy	512308	Baccalaureate	2.3	• Critical to Mission • Shared Courses/Faculty • Other

Psychology	420101	Doctoral	2.7	• Assigned new name/CIP
Romance Languages	160101	Doctoral	2.7	• Other
Russian	160402	Baccalaureate	7.7	• Unique Need • Other
Social Work	440701	Doctoral	2.7	• Critical to Mission • Other
Sociology	451101	Masters	2.3	• Other
Special Education	131001	Doctoral	1.7	• Critical to Mission • Other
Textile & Apparel Management	190901	Masters	3.0	• Other
Theatre	500501	Masters	2.0	• Other

MDHE staff recommends that 30 programs, listed in the table below, be retained and undergo a follow-up review in three years to ensure improvement. For a many of these programs, a final decision will be reached once the campus Academic Program Review discussions are complete. At that time, the University of Missouri – Columbia will notify MDHE of the decisions. For programs the University of Missouri – Columbia wish to retain, MDHE will accept those requests on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Agricultural Education	131301	Doctoral	2.3	• Other
Agroforestry	30510	Graduate Certificate	0.3	• Other
Applied Mathematics	270301	Masters	2.7	• Other
Architectural Studies	190601	Masters	3.0	• Other
Center for the Digital Globe	520208	Graduate Certificate	1.0	• Other
Chemical Engineering	140701	Doctoral	2.7	• Other
Classical Languages	161200	Masters	2.7	• Other
Classical Studies	161200	Doctoral	2.0	• Other
Educational Leadership	130401	Graduate Certificate	4.3	• Shared Courses/Faculty • Other
Educational Studies	130101	Baccalaureate	9.7	• Other
Genetics Area Program	260801	Doctoral	1.7	• Other
German	160501	Masters	4.3	• Other
Gerontological Social Work	440701	Graduate Certificate	3.3	• Other
Gerontology	301101	Graduate Certificate	0.7	• Other
Global Public Affairs	440401	Graduate Certificate	0.7	• Other
Jazz Studies	500901	Graduate Certificate	1.0	• Critical to Mission • Other
Lifespan Development	420101	Graduate Certificate	0.7	• Other
Neuroscience	261501	Doctoral	2.0	• Other
Nonprofit Management	520206	Graduate Certificate	4.3	• Other

Nutrition Area Program	301901	Doctoral	0.0	• Other
Organizational Change	440401	Graduate Certificate	4.0	• Other
Personal Financial Planning	190401	Graduate Certificate	1.0	• Other
Positive Psychology	420101	Graduate Certificate	1.3	• Other
Public Management	440401	Graduate Certificate	3.0	• Other
Religious Studies	380201	Masters	3.3	• Other
Rural Sociology	451101	Masters	2.3	• Other
Rural Sociology	451101	Doctoral	1.3	• Other
Russian & Slavonic Studies	160402	Masters	2.7	• Other
Science Outreach	260101	Graduate Certificate	1.7	• Other
Youth Services/ Administration	440702	Graduate Certificate	3.7	• Other

UNIVERSITY OF MISSOURI-KANSAS CITY
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 54 programs that fell below the degree-appropriate productivity threshold, of which eight were reporting errors[1]. MDHE staff asked officials at University of Missouri-Kansas City to justify retaining these programs. University of Missouri-Kansas City identified six programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
American/United States Studies/Civilization	050102	Baccalaureate	0.0
French Language and Literature	160901	Baccalaureate	3.0
German Language and Literature	160501	Baccalaureate	0.3
Oral and Maxillofacial Surgery	510507	Graduate Certificate	3.3
Pharmacy, Pharmaceutical Sciences, and Administration, Other	512099	Baccalaureate	1.3
Waste Management	030201	Graduate Certificate	0.3

MDHE staff accepted the justifications provided by University of Missouri-Kansas City for 24 programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Art/Art Studies, General	500701	Baccalaureate	0.0	• Other
Bioethics	513201	Graduate Certificate	0.0	• Supports General Education
Bioinformatics	261103	Masters	0.0	• Other
Chemistry	400501	Masters	4.7	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Other
College Teaching & Career Preparation	131399	Graduate Certificate	0.0	• Other
Conducting	500906	Masters	1.7	• Critical to Mission • Shared Courses/Faculty
Conducting	500906	Doctoral	2.7	• Critical to Mission • Shared Courses/Faculty
Counselor Education/School Counseling and Guidance Services	131101	Education Specialist	3.7	• Other
Dental Hygiene Education	510602	Masters	1.7	• Shared Courses/Faculty • Unique Need
Entrepreneurship & Innovation	520799	Doctoral	1.0	• Critical to Mission • Unique Need
Geographic Information Science and Cartography	450702	Certificate, 1-2 Year	4.3	• Stackable/affiliated with other program
Language and Literacy	131315	Ed Spec	0.3	• Other
Music	500901	Baccalaureate	9.7	• Critical to Mission • Supports General Education • Shared Courses/Faculty
Music Composition	500904	First Prof	6.0	• Other
Music Education	131312	Masters	2.3	• Critical to Mission

[1] An update was made after this report was finalized, and there are actually nine reporting errors.

				• Supports General Education • Shared Courses/Faculty • Other
Music Theory	500904	Baccalaureate	4.7	• Critical to Mission • Shared Courses/Faculty • Unique Need
Musicology	500902	Masters	2.0	• Critical to Mission • Shared Courses/Faculty • Unique Need
Nursing (coop w/UMKC & UMS	513801	Doctoral	0.0	• Other
Periodontics/Periodontology	510510	Graduate Certificate	2.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need
Physics	400801	Baccalaureate	8.3	• Supports General Education • Demand • Other
Psychology	420101	Masters	3.7	• Supports General Education • Shared Courses/Faculty • Other
Studio Art	500702	Masters	3.3	• Shared Courses/Faculty • Unique Need
Urban Planning and Design	040301	Baccalaureate	8.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Demand • Underserved Access • Unique Need
Urban Studies	451201	Baccalaureate	4.7	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty • Demand • Underserved Access • Unique Need • Stackable/affiliated with other program

The University of Missouri-Kansas City wants to retain the eleven programs listed below, although the low number of completers raises concerns about program viability. Because of these concerns, MDHE staff accepts the institution's request to retain the programs listed below on the condition that these programs undergo a follow-up review—similar to the current review—in three years. At that time, MDHE staff would expect to see evidence the program is viable and contributes significantly to the institution's mission.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Clinical Research	261102	Graduate Certificate	0.0	• Critical to Mission • Supports General Education • Unique Need • Stackable/affiliated with other program
Counseling and Guidance	131101	Education Specialist	0.0	• Other
Curriculum and Instruction	130301	Education Specialist	2.3	• Other

Environmental & Urban Geosciences	400699	Masters	3.3	• Unique Need • Other
Geography	450701	Baccalaureate	6.3	• Other
Geology	400601	Baccalaureate	7.0	• Other
Jazz/Jazz Studies	500910	Baccalaureate	4.7	• Critical to Mission • Underserved Access • Unique Need • Other
Political Science	451001	Masters	3.7	• Shared Courses/Faculty • Consortium • Other
Sociology	451101	Masters	1.7	• Critical to Mission • Shared Courses/Faculty • Unique Need • Other
Teaching	131205	Masters	0.0	• Other
Urban Affairs	220299	First Prof	0.0	• Supports General Education • Underserved Access • Unique Need • Other

MDHE staff has particular concerns about the four[2] programs listed below. At this time the MDHE does not recommend the outright elimination of these programs but strongly urges representatives from University of Missouri-Kansas City to monitor these programs closely and evaluate their viability annually.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
African-American/Black Studies	050201	Graduate Certificate	0.7	• Critical to Mission • Interdisciplinary • Underserved Access
Art History	500703	Baccalaureate	4.3	• Critical to Mission • Supports General Education • Shared Courses/Faculty • Unique Need
Artist's Certificate	500904	Graduate Certificate	0.0	• Stackable/affiliated with other program • Other
Liberal Studies	240101	Masters	2.3	• Interdisciplinary • Underserved Access

[2] Elsewhere in this report, there are five programs whose justifications MDHE did not accept for UMKC. An update after this report was finalized changes this from five to four.

UNIVERSITY OF MISSOURI – ST. LOUIS
Statewide Review of Academic Programs

Summary Report

MDHE staff identified 15 programs that fell below the degree-appropriate productivity threshold, one of which was a reporting error. MDHE staff asked officials at University of Missouri-St. Louis to justify retaining these programs.

University of Missouri-St. Louis identified five programs for deletion.

Program Title	CIP	Degree Level	Three-Year Average
Art History	500703	Baccalaureate	7.3
Biology/Biological Sciences, General	260101	Graduate Certificate	0.0
French Language and Literature	160901	Baccalaureate	0.7
German Language and Literature	160501	Baccalaureate	0.3
Spanish Language and Literature	160905	Baccalaureate	0.3

MDHE staff accepted the justifications provided by University of Missouri-St. Louis for nine programs, listed in the table below.

Program Title	CIP	Degree Level	Three-Year Average	Justifications
Human Resource Management	521001	Graduate Certificate	2.7	• Shared Courses/Faculty • Demand • Stackable/affiliated with other program
International Studies	050199	Graduate Certificate	0.3	• Critical to Mission • Interdisciplinary • Shared Courses/Faculty
Marketing Management	531401	Graduate Certificate	0.0	• Stackable/affiliated with other program
Museum Studies	301401	Graduate Certificate	4.7	• Interdisciplinary • Other
Music Teacher Education	131312	Baccalaureate	5.0	• Critical to Mission • Supports General Education • Shared Courses/Faculty
Philosophy	380101	Baccalaureate	9.7	• Supports General Education • Interdisciplinary
Physics	400801	Baccalaureate	7.7	• Critical to Mission • Supports General Education
Physics (cooperative with Missouri University of Science & Technology)	400801	Doctoral	2.0	• Critical to Mission
Public Policy and Administration	440401	Baccalaureate	7.0	• Critical to Mission • Supports General Education • Interdisciplinary • Shared Courses/Faculty

Appendix B: Program Feedback Instrument

Missouri Department of Higher Education
EXISTING ACADEMIC PROGRAM REVIEW
REQUEST FOR PRODUCTIVITY INFORMATION AND JUSTIFICATIONS

Form 1

Program Inventory Name(s) | **CIP Code** (######, no decimal) | **Degree Level** (Please Select from:)

CHECK ANY OF THE FOLLOWING TO DESCRIBE ACTION(S) THE INSTITUTION WILL TAKE CONCERNING THIS PROGRAM AND ATTACH REQUIRED DOCUMENTATION (X all that apply)

- ☐ **Program has been or will be voluntarily terminated** (submit copy of MDHE program deletion form or other official documentation that program elimination is in process)
- ☐ **Program is critical to mission and will be retained** (provide supporting documentation)
- ☐ **Program contains courses that support general education and/or other programs** (provide documentation to show how this program supports other programs)
- ☐ **Interdisciplinary program** (provide evidence of percentage of the required courses in the curriculum that are unique to program)
- ☐ **Program shares a substantial number of courses and faculty with other similar programs** (provide CIP codes for other programs and evidence of shared resources)
- ☐ **Student or employer demand, or demand for intellectual property is high and external funding will be jeopardized by program closure** (provide evidence and cite sources of demand or funding)
- ☐ **Program provides unique access to an underserved population or geographical area** (provide justification)
- ☐ **Program meets a unique need in the region, state, or nation** (provide justification)
- ☐ **Joint/consortium program in which combined number of graduates meets productivity threshold** (provide copy of consortium agreement and enrollments in other programs)
- ☐ **Cost-recovery based program for workforce development and/or specialized population** (provide justification)
- ☐ **Program has been renamed or assigned a different 6-digit CIP code** (provide documentation)
- ☐ **Certificate is stackable or affiliated with another program**

Identify Program: 6-digit CIP: Degree Level: (Please Select from:)

IF 6-digit CIP codes between affiliated programs do not match, please justify below (more space available at the bottom:

- ☐ **Other** (e.g., development plan to increase completion rate with specific date for results; revenue-producing program; potential for collaborative program: placement on inactive status; master's program in same discipline as a PhD with sufficient graduates, inaccurate data, under provisional approval, etc.)
- ☐ # of additional documents attached: (Use convention: initials_cipcode_deglevcode_doc#; e.g. UMC__PI_1)

Provide sufficient context and describe pertinent factors and other special considerations as needed to justify the proposed action. Use separate attachment if necessary.

Tab Q

Academic Program Actions on Provisionally Approved Programs

Coordinating Board for Higher Education
March 8, 2018

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 Department of Higher Education staff reassess the programs and make recommendations to the CBHE for full approval, not approve, or review again in two years.

CURRENT STATUS

The CBHE gave provisional approval to the programs listed below in December 2012. MDHE have 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 University of Science & Technology	Bachelor of Arts Multidisciplinary Studies Main Campus	240101	Review in two years
Northwest Missouri State University	Master of Education Educational Leadership K-12 North Mercer School District, Cameron School District	130404	Full Approval
Northwest Missouri State University	Master of Science in Education Teacher Leadership Blue Jay Tower, St. Joseph Center, Cameron School Distric)	130401	Full Approval
St. Louis Community College	Associate of Applied Science Nursing (BJC Learning Institute, St. Louis)	513801	Full Approval
State Fair Community College	Associate of Arts General Studies Library/Learning Resource Center, Boonville, MO)	240101	Full Approval
State Technical College of Missouri	Associate of Applied Science Radiologic Technology Nichols Career Center	510907	Deleted by IHE
State Technical College of Missouri	Two-year Certificate Practical Nursing Nichols Career Center	513901	Full Approval
State Technical College of Missouri	One-Year Certificate Dental Assisting Technology Nichols Career Center)	510601	Full Approval
University of Central Missouri	Bachelor of Science/Master of Science Accelerated Dual Degree in Criminal Justice Main Campus	430104	Full Approval
University of Missouri-Kansas City	Bachelor of Arts Languages and Literatures Main Campus	160101	Full Approval
University of Missouri-Kansas City	Master of Science Global Entrepreneurship and Innovation Main Campus	520701	Inactivated by IHE

University of Missouri-St. Louis	Master of Education Educational Psychology Main Campus	421801	Full Approval

RECOMMENDATION

Staff recommends the Coordinating Board for Higher Education approve the recommendations actions listed above in Table 1.

NO ATTACHMENTS

Meeting Minutes

Academic Affairs and Workforce Needs Committee

Coordinating Board for Higher Education
December 13, 2017

The Academic Affairs and Workforce Needs Committee of the Coordinating Board for Higher Education met in the Harry S Truman Building, Room 492, at 1:00 p.m. on Wednesday, December 13, 2017. Committee members Carl Bolm, Doug Kennedy, and Shawn Saale were present. Sam Murphey was absent.

Rusty Monhollon, Assistant Commissioner for Academic Affairs, provided an overview of the work of the committee and its purpose.

University of Central Missouri, Bachelor of Science in Software Engineering Proposal

The University of Central Missouri was represented by the following representatives to present information about their student profile, workforce demand for software engineers, the discipline of Software Engineering, plans for accreditation, and the differences between their institution and the University of Missouri—Kansas City:

- Dr. Michael Godard, Interim Provost
- Dr. Doug Koch, Vice Provost of Academic Programs and Services
- Dr. Alice Griefe, Dean of the College of Applied Science and Technology
- Dr. Xiaodong Yue, Professor and Chair of Computer Science

Dr. Steve Graham, Senior Associate Vice President for Academic Affairs for the University of Missouri System, expressed concerns with the proposed program, including the size of the applicant pool.

The committee suggested that MDHE staff revise the CBHE recommendation to include a more frequent review, but no action was taken.

General Discussion

Revision of the rule for academic program approval, core transfer curriculum, the statewide review of existing academic programs, the five-year provisional program review, and academic program actions were discussed with no action taken.

Ozarks Technical Community College, AAS in Electrical Distribution Systems

Ozarks Technical Community College was represented by the following representatives to present information about the proposed program, workforce need, student profile, and funding:

- Dr. Tracy McGrady, Provost and Vice Chancellor for Academic Affairs
- Dr. Dusty Childress, Director of the Lebanon Center

Dr. Shawn Strong, President of State Technical College of Missouri, and Vicki Schwenke, Chief Academic Officer and Dean of Student Affairs, expressed concerns with the proposed program, including how it could duplicate their efforts.

No action was taken, and the meeting was adjourned at 3:00 p.m.

Tab S

Mission Review

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

The Coordinating Board for Higher Education is required by statute (RSMo 173.030) to conduct every five years a review of the missions for all Missouri public institutions of higher education. The CBHE delegates this responsibility to the Missouri Department of Higher Education (MDHE). The review, per statute, is based on the needs of the state's citizens, the requirements of business, industry, the professions, and government, and is intended to ensure higher education is responsive to state needs, is focused, balanced, and cost-effective, and provides high quality programs.

CURRENT STATUS

MDHE staff last conducted a complete review of institutional missions in 2010. The department prepared to review missions in 2015, but agreed to delay the work to devote resources to the development of the new coordinated plan. As part of the Higher Education System Review, the National Center for Higher Education Management Systems (NCHEMS) in 2016 and 2017 recommended revised missions for each institution. Those recommendations were the starting point for discussions between MDHE staff and institutional representatives to define each institution's role and scope within the state's system of higher education. Those conversations were, for several reasons, put on hold, but the time now has come to complete them.

NEXT STEPS

Completing mission review is one piece of addressing the strategic goal of developing a long-term plan for rational allocation of resources among public colleges and universities. (*Blueprint Goal 3.3)* With that in mind, MDHE staff propose using the following principles and guidelines to complete the review in 2018:

1. The review and its outcomes will meet the statutory expectations noted above.
2. The review will seek to identify and establish connections between mission fulfillment and state appropriations. Such elements could include selectivity, service areas, collaboration, and meeting specific needs identified by the state, to name a few.
3. The review will take into account not only the missions of individual institutions but also how each of those institutions comprises the state's system of public higher education as a whole
4. Essential to this process is identifying and prioritizing state needs, as well assessing the resources necessary to achieve those objectives.

We have an opportunity to forge a true system of higher education in Missouri, despite the lack of formal structure. In so doing, we can build a greater appreciation of higher education's value and economic impact, and increase awareness that Missouri's competiveness in the global economy depends on a strong system of education. We can connect academic programs to workforce needs and demands, but also connect the workforce to academic programs. Higher education must understand the needs of industry, but industry must come to see the real value of education. Finally, we can demonstrate that we are accountable to the state for support, and the state in turn is accountable to provide resources to fulfill the educational mission.

MDHE staff will consult with the CBHE, legislators, and institutional representatives to prepare a formal plan of action, which will be completed no later than the end of March.

RECOMMENDATION

This is an information item only

NO ATTACHMENTS

Tab T

Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Sections 173.005.2(1), RSMo, authorizes the CBHE to approve new degree programs to be offered by the state institutions of higher education. This agenda item reports all proposals reviewed at the routine and staff levels by the Missouri Department of Higher Education since the December 14, 2017, board meeting and are submitted to the Coordinating Board for Higher Education (CBHE) information.

Tables 1 and 2 summarize proposed program actions submitted to the CBHE. An itemized list of proposed program actions is included in the attachment to this agenda item.

CURRENT STATUS

Table 1: Public Institution Summary

Type of Action	CERTIFICATES	ASSOCIATE	BACCALAUREATE	GRADUATE	TOTAL
DELETED	34	24	5	4	67
INACTIVATED	5	5	2	4	16
OTHER PROGRAM CHANGES*	34	14	16	5	69
NEW	1	4	1	4	10
OFF-SITE	0	0	0	0	0
PROGRAMS WITHDRAWN	0	0	0	0	0

*includes programs and options inactivated/deleted, options added, titles changed, CIP changes, combined programs, and coursework revised.

Comments for Public Institutions. None received

Table 2: Independent Institution Summary

	CERTIFICATES	ASSOCIATE	BACCALAUREATE	GRADUATE	TOTAL
DELETED	0	0	0	0	0
INACTIVATED	0	0	0	0	0
OTHER PROGRAM CHANGES*	0	2	2	1	5
NEW	2	0	0	0	2
OFF-SITE	0	0	0	0	0
PROGRAMS WITHDRAWN	0	0	0	0	0

*includes options includes programs and options inactivated/deleted, options added, titles changed, CIP changes, combined programs, and coursework revised.

Table 3: Off-Site Location Status Updates

Institutions	Site	Action Taken
Northwest Missouri State University	Cameron School District	Closed Location
Northwest Missouri State University	Kirksville Area Tech Center	Closed Location
Northwest Missouri State University	NWMS Missouri Southern State University site	Closed Location
Northwest Missouri State University	Kirksville TCRC	Closed Location
Southeast Missouri State University	Southeast @ Kennett	Update address to: 1230 First Street Kennett, MO 63857

Southeast Missouri State University	Bootheel Education Center	Closed Location
Southeast Missouri State University	Doniphan High School	Closed Location
Southeast Missouri State University	Festus R-VI High School	Closed Location
Southeast Missouri State University	Kennett Area Higher Education Center	Closed Location BS, Social Work, CIP 440701 moved to Southeast @ Kennett
Southeast Missouri State University	Park Hill Education Center	Closed Location
Southeast Missouri State University	Perryville County Higher Education Center	Closed Location
Southeast Missouri State University	St. Genevieve County R-II High School	Closed Location

RECOMMENDED ACTION

This is an information item only

ATTACHMENT

- Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education
March 8, 2018

Tab T Attachment

Academic Program Actions Approved through Routine and Staff Review

Routine Programs Recommended for Provisional Approval December 2017-January 2018 *Review period for February 2018 New Program Proposals for Routine Review was still active at time of publication					
Public Four-Year Institutions					
INSTITUTION	**DEGREE TYPE**	**PROGRAM TITLE**	**DELIVERY LOCATION**	**CIP**	**APPROVAL DATE**
University of Central Missouri	Bachelor of Science	Software Engineering	Main Campus and Central Summit Campus in Lee's Summit, MO	140903	December 2017
Missouri Southern State University	Bachelor of Science	Healthcare Administration	Main Campus	510701	January 2018
University of Missouri-Columbia	Bachelor of Science	Biomedical Engineering	Main Campus	140501	January 2018
	Master of Science	Care Management	Online	513803	January 2018
University of Missouri-St. Louis	Bachelor of Arts	International Relations	Main Campus	450901	January 2018
Public Two-Year Institutions					
INSTITUTION	**DEGREE TYPE**	**PROGRAM TITLE**	**DELIVERY LOCATION**	**CIP**	**APPROVAL DATE**
Ozarks Technical Community College	Associate of Applied Science	Electrical Distribution Systems	OTC Lebanon, OTC Waynesville	460303	December 2017
Moberly Area Community College	One-Year Certificate	Practical Nursing	Columbia Area Career Center	513901	December 2017
St. Charles Community College	One-Year Certificate	Practical Nursing	1125 E. Cherry St., Troy, MO	513901	December 2017
Independent Institutions-Review and Comment					
INSTITUTION	**DEGREE TYPE**	**PROGRAM TITLE**	**DELIVERY LOCATION**	**CIP**	**REVIEW DATE**
Columbia College	One-Year Certificate	Certified Medical Assistant	Main Campus	510801	December 2017
	One-Year Certificate	Community Health Worker	Main Campus	510801	December 2017

Routine Programs Recommended for Provisional Approval December 2017-January 2018 *Review period for February 2018 New Program Proposals for Routine Review was still active at time of publication							
LINCOLN UNIVERSITY							
PROGRAM CHANGE REQUESTS							
DEGREE TYPE	**PROGRAM TITLE**	**CIP CODE**	**PROPOSED CHANGE**	**DEGREE TYPE AFTER CHANGE**	**PROGRAM TITLE AFTER CHANGE**	**CIP CODE AFTER CHANGE**	**APPROVAL DATE**

MED	Counseling, with options in Community/Agency Counseling; Elementary School Counseling; Secondary School Counseling	131101	Add option to existing program	MED	Counseling, with options in Community/Agency Counseling; Elementary School Counseling; Secondary School Counseling; K-12 School Counseling	131101	January 2018

MISSOURI SOUTHERN STATE UNIVERSITY

New Academic Program Proposals

DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	TYPE OF APPROVAL	APPROVAL DATE
Bachelor of Science	**Healthcare Administration**	**Main Campus**	**510701**	**Provisional**	**January 2018**

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
BA	French Spanish	160901 160905	Combination program out of closely allied existing programs	BA	Modern Languages	160900	December 2017
BA, BS	International Studies Geography Political Science	450901 450701 451001	Combination program out of closely allied existing programs	BA/BS	Global and Public Affairs	440504	December 2017
BA	Music	500903	Add options to an existing program	BA	Music, with options in Instrumental Music, Keyboard Music, Vocal Music, Music Industry	500903	December 2017
BA	Music	500903	Add certificate program from approved existing parent degree	C1	Jazz Studies	500910	January 2018
BS	Health Promotion & Wellness	310599	Add certificate program from approved existing parent degree	C1	Population Health	512207	January 2018
BS	Health Promotion & Wellness	310599	Add certificate program from approved existing parent degree	C1	Coaching	131314	January 2018
BS	Industrial Engineering Technology	150612	Add certificate program from approved existing parent degree	C0	Six Sigma Green Belt	520101	January 2018

BS	Industrial Engineering Technology	150612	Add certificate program from approved existing parent degree	C0	Six Sigma Black Belt	520101	January 2018
BS	Industrial Engineering Technology	150612	Add certificate program from approved existing parent degree	C1	Automation	150613	January 2018
N/A	N/A	N/A	Addition of freestanding certificate program	C0	Teaching English as a Foreign Language	131401	January 2018
C1	Paralegal	220302	Delete program	C1	Paralegal	220302	January 2018
MAT	Teaching	131206	Delete program	MAT	Teaching	131206	January 2018
BS	Biochemistry	260202	Delete program; Add option to existing program	BS	Chemistry, with option in Biochemistry	400501	February 2018

MISSOURI STATE UNIVERSITY
PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DAT
MS	Computer Information Systems	521299	Place program on inactive status	MS	Inactive: Computer Information Systems	521299	December 20
BAS	Technology Management	150699	Delete program	BAS	Technology Management	150699	December 20
GRCT	Ozark Studies	050122	Delete program	GRCT	Ozark Studies	050122	December 20

MISSOURI UNIVERSITY OF SCIENCE & TECHNOLOGY
PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
MS	Information Science and Technology	110103	Addition of certificate program from approved existing parent degree	GRCT	AI. Machine Learning and Automation in Business	110102	December 2017

MISSOURI WESTERN STATE UNIVERSITY
PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE

BST	Two Plus Two	309999	Title change	BST	Custom Major	309999	February 2018
BS, BA	Management	520201	Add options to existing program	BSBA	Management with options in General, Human Resource Management, Entrepreneurship	520201	February 2018
BS	Electronics Engineering Technology	150303	Add options to existing program	BS	Electronics Engineering Technology with options in General, Computer Engineering Technology	150303	February 2018
BS	Electronics and Computer Engineering Technology	151201	Delete program	BS	Electronics and Computer Engineering Technology	151201	February 2018
BS	Biotechnology	261201	Delete program	BS	Biotechnology	261201	February 2018

SOUTHEAST MISSOURI STATE UNIVERSITY

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
BS	Technology Management with option in Facilities Management and Sustainability	190604	CIP change	BS	Technology Management with option in Facilities Management and Sustainability	150612	December 2017
BS	Agribusiness with options in Animal Science, Horticulture, Plant and Soil Science,	101901	CIP change (align option CIPs)	BS	Agribusiness with options in Animal Science, Horticulture, Plant and Soil Science,	010102	December 2017
MS	Management	521301	CIP change	MS	Management	520213	December 2017
MBA	Business Administration with options in International Business, Accounting	521101, 520301	CIP change (align option CIPs)	MBA	Business Administration with option in International Business, Accounting	520201	December 2017
BS	Computer Science	110201	CIP change	BS	Computer Science	110101	December 2017
GRCT	School Psychological Examiner	422708	CIP change	GRCT	School Psychological Examiner	131101	December 2017
BA	Communication Studies with option in Public Communication	231304	CIP change (align option CIP)	BA	Communication Studies with option in Public Communication	090101	December 2017
BS	Agribusiness, with options in Agriculture Industry, Animal Science, Horticulture, Plant & Soil Science	010102	Add options to existing program	BS	Agribusiness, with options in Agriculture Communications, Agriculture Industry, Agriculture Systems Management, Animal Science, Horticulture, Plant & Soil Science	010102	February 2018

TRUMAN STATE UNIVERSITY

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
BM	Music, with options in Composition, Performance	500903	CIP change	BM	Music, with options in Composition, Performance	500901	January 2018
GRCT	Sustainability and Environmental Studies	030103	Place program on inactive status	GRCT	Inactive: Sustainability and Environmental Studies	030103	February 2018
MAE	Education	131299	Delete program	MAE	Education	131299	February 2018
GRCT	Managerial Foundations	520299	Delete program	GRCT	Managerial Foundations	520299	February 2018
GRCT	ADA Programming	110899	Delete program	GRCT	ADA Programming	110899	February 2018
PSM	Bioscience Informatics	261199	Delete program	PSM	Bioscience Informatics	261199	February 2018
GRCT	Computer Security	111003	Delete program	GRCT	Computer Security	111003	February 2018
BA	Russian	160402	Place program on inactive status	BA	Inactive: Russian	160402	December 2017
BA	Art History	500703	Place program on inactive status	BA	Inactive: Art History	500703	December 2017
MS	Biology	260101	Place program on inactive status	MS	Inactive: Biology	260101	December 2017
MA	Counseling	131101	Place program on inactive status	MA	Inactive: Counseling	131101	December 2017
BM	Music, with options in Composition, Performance	500903	CIP change	BM	Music, with options in Composition, Performance	500901	December 2017

UNIVERSITY OF CENTRAL MISSOURI

New Academic Program Proposals

DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	TYPE OF APPROVAL	APPROVAL DATE
Bachelor of Science	Software Engineering	Main Campus and Central Summit Campus in Lee's Summit, MO	140903	Provisional	December 2017

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
BM	Music, with options in Instrumental Music, Jazz-Commercial Music, Music Technology, Piano, Piano Pedagogy, Voice	500999	CIP change	BM	Music, with options in Instrumental Music, Jazz-Commercial Music, Music Technology, Piano, Piano Pedagogy, Voice	500901	January 2018

BS	Criminal Justice	430103	Add certificate program from approved existing parent degree	C0	Terrorism and Homeland Security	430103	January 2018
MBS	Aviation Technology & Operations Management	490101	Place program on inactive status	MBS	Inactive: Aviation Technology & Operations Management	490101	January 2018
MSED	Secondary School Administration	130409	Delete program	MSED	Secondary School Administration	130409	January 2018
MS	Criminal Justice	430103	Add certificate program from approved existing parent degree	GRCT	Terrorism and Homeland Security	430103	February 2018
BSE	Elementary Education with options in Early Childhood, Elementary Education-Grades 1-6	131202	Add certificate program from approved existing parent degree	C0	Program and Community Partnerships in Early Childhood Education	131202	February 2018
BSE	Elementary Education with options in Early Childhood, Elementary Education-Grades 1-6	131202	Add certificate program from approved existing parent degree	C0	Understanding the Child in Early Childhood Education	131202	February 2018

UNIVERSITY OF MISSOURI-COLUMBIA

New Academic Program Proposals

DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	TYPE OF APPROVAL	APPROVAL DATE
Bachelor of Science	Biomedical Engineering	Main Campus	510701	Provisional	January 2018
Master of Science	Care Management	Online	513803	Provisional	January 2018

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
BSHES	Nutrition & Fitness	190501	Title change	BSHES	Physical Activity, Nutrition & Human Performance	190501	January 2018
BS	Agriculture Systems Management	010201	Add certificate program from approved existing parent degree	GRCT	Precision Agriculture Technology	010201	January 2018
N/A	N/A	N/A	Addition of freestanding certificate program	GRCT	Interactive Media	090401	January 2018
GRCT	Data Science & Analytics	119999	CIP change	GRCT	Data Science & Analytics	110199	February 2018
GRCT	Geriatric Care Management	190702	CIP change	GRCT	Geriatric Care Management	301101	February 2018
GRCT	Health Informatics	519999	CIP change	GRCT	Health Informatics	512706	February 2018
GRCT	Life Science Innovation & Entrepreneurship	309999	CIP change	GRCT	Life Science Innovation & Entrepreneurship	300101	February 2018

GRCT	Participatory Health Research	512299	CIP change	GRCT	Participatory Health Research	512201	February 2018

UNIVERSITY OF MISSOURI-KANSAS CITY

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
BA	French, German	160901 160501	Combination program created out of closely allied existing programs	BA	Foreign Languages	160101	December 2017

UNIVERSITY OF MISSOURI-ST. LOUIS

New Academic Program Proposals

DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	TYPE OF APPROVAL	APPROVAL DATE
Bachelor of Arts	International Relations	Main Campus	450901	Provisional	January 2018

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
MED	Educational Administration with emphasis in Community Education with options in Elementary Administration, Secondary Administration, Community Education	130401	Title change; delete option Community Education	MED	Community Education with options in Elementary Administration, Secondary Administration	130401	December 2017
GRCT	Public History and Cultural Heritage	540105	Delete program	GRCT	Public History and Cultural Heritage	540105	December 2017
GRCT	Museum Studies	301401	Delete program	GRCT	Museum Studies	301401	December 2017
BSED	Special Education	131001	Delete program	BSED	Special Education	131001	December 2017
MA	Museums, Heritage, and Public History with option in Museum Studies	540101	Title change	MA	History, with option in Museum Studies	540101	February 2018

CROWDER COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE

AAS	Advanced Manufacturing Technology-Welding	150613	Add certificate program from approved existing parent degree (at Neosho and Joplin Advanced Training and Technology Center)	C0	Advanced Manufacturing Technology-Welding Option Plate Certificate	150613	February 2018

EAST CENTRAL COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
AS	Biotechnology	410101	Delete program	AS	Biotechnology	410101	February 2018
AS	Business Management & Technology	521201	Delete program	AS	Business Management & Technology	521201	February 2018
AS	Business Technology Specialist	520401	Delete program	AS	Business Technology Specialist	520401	February 2018
C1	Drafting & Design Technology	480101	Delete program	C1	Drafting & Design Technology	480101	February 2018
AS	Drafting & Design Technology	480101	Delete program	AS	Drafting & Design Technology	480101	February 2018
AS	Occupational Education	131319	Delete program	AS	Occupational Education	131319	February 2018
C1	Welding	150699	Delete program	AS	Welding	150699	February 2018
AS	Welding	150699	Delete program	AS	Welding	150699	February 2018

JEFFERSON COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
AAS	Manufacturing Engineering Technology/Technician	150613	Place program on inactive status	AAS	Inactive: Manufacturing Engineering Technology/Technician	150613	December 2017
AAS	Criminal Justice	430107	Title change	AAS	Law Enforcement	430107	February 2018
C1	Criminal Justice	430107	Delete program	~~C1~~	~~Criminal Justice~~	~~430107~~	February 2018

MINERAL AREA COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
AAS	Accounting Technology, with options in Technician, Bookkeeping	520302	Title change; CIP change	AAS	Business and Commercial, General, with options in Business Management, Accounting, Microcomputers, Retail Pharmacy Technician	520101	December 2017
C1	Business and Commercial, General	520201	CIP change	C1	Business and Commercial, General	520101	December 2017
C0	Nurse Assistant	513902	Place program on inactive status	C0	Inactive: Nurse Assistant	513902	December 2017
AS	Nursing, Other	511699	Place program on inactive status (correct CIP)	AS	Inactive: Nursing, Other	511699	December 2017
AAS	Occupational Therapy Assistant	510803	Place program on inactive status (all locations)	AAS	Inactive: Occupational Therapy Assistant	510803	December 2017
AAS	Automotive Collision Technology	470604	CIP change (all locations)	AAS	Automotive Collision Technology	470603	December 2017
C1	Child Development	190709	CIP change (all locations)	C1	Child Development	190708	December 2017

MOBERLY AREA COMMUNITY COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
C1	Welding and Metals Technology	480508	Place program on inactive status	C1	Inactive: Welding Metals and Technology	480508	December 2017
AAS	Welding and Metals Technology	480508	Place program on inactive status	AAS	Inactive: Welding Metals and Technology	480508	December 2017
C1	Business Accounting Technology	520499	Title change; CIP change	C1	Accounting	520302	December 2017
AS	Pre-Engineering	140000	CIP change	AS	Pre-Engineering	140101	December 2017
C1	Maintenance	150499	Title change	C1	Advanced Manufacturing Technology	150499	December 2017
C1	Graphic Arts Technology	100301	Delete program	C1	Graphic Arts Technology	100301	December 2017
AAS	Graphic Arts Technology	100301	Delete program	AAS	Graphic Arts Technology	100301	December 2017
AAS	Engineering Design & Development, with option in Machine Tool	151399	Delete option -Machine Tool	AAS	Engineering Design & Development	151399	December 2017

AAS	Engineering Systems, with option in Maintenance	150499	Option title change	AAS	Engineering Systems, with option in Advanced Manufacturing Technology	150499	December 2017
C1	Mechatronics	150499	CIP change	C1	Mechatronics	150403	February 2018
AAS	Computer Information Technology with options in Networking, Programming	110101	Delete program *options are becoming degree programs through New Program Proposal process	AAS	Computer Information Technology with options in Networking, Programming	110101	February 2018
AAS	Engineering Systems, with options in Advanced Manufacturing Technology, Mechatronics	150499	Delete program *options are becoming degree programs through New Program Proposal process	AAS	Engineering Systems, with options in Advanced Manufacturing Technology, Mechatronics	150499	February 2018
C1	Computer Information Technology-Programming	110101	Title change; CIP change	C1	Programming	110201	February 2018
C1	Computer Information Technology-Networking	110101	Title change: CIP change	C1	Networking	110901	February 2018
C1	Advanced Manufacturing Technology-Welding	150499	CIP change	C1	Advanced Manufacturing Technology	150613	February 2018

NORTH CENTRAL MISSOURI COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
AAS	Paraprofessional & Substitute Teaching	131501	Place program on inactive status	AAS	Inactive: Paraprofessional & Substitute Teaching	131501	December 2017

OZARKS TECHNICAL COMMUNITY COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
C1	Business and Marketing	520201	Place program on inactive status at OTC Springfield, OTC Lebanon, and OTC Waynesville	C1	Inactive: Business and Marketing (OTC Springfield, OTC Lebanon, OTC Waynesville)	520201	December 2017
C1	Printing/Graphics Technology	100305	Delete program	C1	Printing/Graphics Technology	100305	February 2018

ST. CHARLES COMMUNITY COLLEGE

PROGRAM CHANGE REQUESTS							
DEGREE TYPE	**PROGRAM TITLE**	**CIP CODE**	**PROPOSED CHANGE**	**DEGREE TYPE AFTER CHANGE**	**PROGRAM TITLE AFTER CHANGE**	**CIP CODE AFTER CHANGE**	**APPROVAL DATE**
C1	Web Design	521299	CIP change	C1	Web Design	110201	December 2017
C0	Web Development	111004	CIP change	C0	Web Development	110201	December 2017
C0	Systems Administration	111001	CIP change	C0	Systems Administration	110201	December 2017
C0	Networking (Routing & Switching)	110901	CIP change	C0	Networking (Routing & Switching)	110201	December 2017
C1	Programming Languages	110101	CIP change	C1	Programming Languages	110201	December 2017
C0	Multimedia	110899	CIP change	C0	Multimedia	110201	December 2017
C1	Multimedia	119999	CIP change	C1	Multimedia	110201	December 2017
AAS	Management Information Systems	521201	CIP change	AAS	Management Information Systems	110201	December 2017
C0	Desktop Publishing	111006	CIP change	C0	Desktop Publishing	110201	December 2017
AAS	Cybersecurity	111003	CIP change	AAS	Cybersecurity	110201	December 2017
C0	Cybersecurity	111003	CIP change; Certificate length change	C1	Cybersecurity	110201	December 2017
AAS	Computer Science, with options in Cybersecurity, Database Management, Multimedia Authoring, Network Security, Networking, Programming	521299	CIP change; Add option	AAS	Computer Science, with options in Cybersecurity, Database Management, Multimedia Authoring, Network Security, Information Technology, Networking, Programming	110201	December 2017
C1	Compute Applications	119999	CIP change	C1	Computer Applications	520204	December 2017
C1	Desktop Publishing	520407	CIP change	C1	Desktop Publishing	520204	December 2017
C1	Customer Service	520406	CIP change	C1	Customer Service	520204	December 2017
C0	Finance	520801	CIP change	C0	Finance	521401	December 2017
C0	Management	529999	CIP change	C0	Management	521401	December 2017

AAS	Child Care	190709	CIP change	AAS	Child Care	190708	December 2017
C1	Child Care	190709	CIP change	C1	Child Care	190708	December 2017
C1	Telecommunications	110901	Delete program	C1	Telecommunications	110901	December 2017
C1	General Education	240101	Place program on inactive status	C1	Inactive: General Education	240101	December 2017
C1	Computer Presentations	119999	Delete program	C1	Computer Presentations	119999	December 2017
AAS	Human Services Assistant, with options in Gerontology, Substance Abuse Counseling, Victimology, Youth Services	440000	Delete options	AAS	Human Services Assistant	440000	December 2017
C1	Administrative Office Management	520204	Delete program	AAS	Administrative Office Management	520204	December 2017
AAS	Computer Science (coop with UMR)	110701	Delete program	AAS	Computer Science (coop with UMR)	110701	December 2017
C1	Network Design	110901	Delete program	C1	Network Design	110901	December 2017

ST. LOUIS COMMUNITY COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
AAS	Early Care and Education	190709	Title change; CIP change	AAS	Child and Family Development	190706	December 2017
AAS	Paramedic Technology	510904	Addition of certificate program from approved existing parent degree	C1	Paramedic Technology	510904	December 2017
C0	Travel and Tourism	520903	Delete program	C0	Travel and Tourism	520903	January 2018
AAS	Building Inspection and Code Enforcement Technology	460403	Delete program	AAS	Building Inspection and Code Enforcement Technology	460403	January 2018
AAS	Mechanical Engineering Technology	150805	Delete program	AAS	Mechanical Engineering Technology	150805	January 2018
AAS	Mass Communications	090102	Delete program	AAS	Mass Communications	090102	January 2018
C0	Maintenance Mechanic	460401	Delete program	C0	Maintenance Mechanic	460401	January 2018

C0	Hotel Management	520904	Delete program	C0	Hotel Management	520904	January 2018
C0	Food and Beverage Management	520905	Delete program	C0	Food and Beverage Management	520905	January 2018
C0	Event Planning	520907	Delete program	C0	Event Planning	520907	January 2018
AAS	Early Care and Education: Developmental Disabilities Option	190709	Delete program	AAS	Early Care and Education: Developmental Disabilities Option	190709	January 2018
AAS	Dietetic Technology: Nutrition Care	190505	Delete program	AAS	Dietetic Technology: Nutrition Care	190505	January 2018
C1	Criminal Justice-Corrections	430107	Delete program	C1	Criminal Justice-Corrections	430107	January 2018
AAS	Criminal Justice-Corrections	420107	Delete program	AAS	Criminal Justice-Corrections	430107	January 2018
C0	Construction Office Management	522001	Delete program	C0	Construction Office Management	522001	January 2018
AAS	Construction Management Technology	151001	Delete program	AAS	Construction Management Technology	151001	January 2018
AS	Computer Science	240101	Delete program	AS	Computer Science	240101	January 2018
AAS	Civil Engineering Technology	150201	Delete program	AAS	Civil Engineering Technology	150201	January 2018
C1	Chemical Technology	410301	Delete program	C1	Chemical Technology	410301	January 2018
C1	Building Inspection and Code Enforcement Technology	460403	Delete program	C1	Building Inspection and Code Enforcement Technology	460403	January 2018
C1	Aviation Maintenance Powerplant	470607	Delete program	C1	Aviation Maintenance Powerplant	470607	January 2018
C1	Aviation Maintenance Airframe	470607	Delete program	C1	Aviation Maintenance Airframe	470607	January 2018
AFA	Art Education	240101	Delete program	AFA	Art Education	240101	January 2018
AAS	Graphic Communications	240101	CIP change	AAS	Graphic Communications	500409	February 2018
C0	Digital Media: Video Art	500102	Delete program	C0	Digital Media: Video Art	500102	February 2018
C0	Digital Media: Interactive Design	500102	Delete program	C0	Digital Media: Interactive Design	500102	February 2018
C0	Digital Media: Page Layout/Graphic Design	500402	Delete program	C0	Digital Media: Page Layout/Graphic Design	500402	February 2018

STATE FAIR COMMUNITY COLLEGE
PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
C1	Office Support Services	520401	CIP change	C1	Office Support Services	520201	December 2017
AAS	Agriculture, with option in Sustainable Agriculture	010101	Delete option	AAS	Agriculture	010101	December 2017
C1	Pharmacy Technician	510805	CIP change	C1	Pharmacy Technician	510000	December 2017
C0	Sustainable Agriculture	010101	Delete program	C0	Sustainable Agriculture	010101	December 2017
C0	Pharmacy Technician	510805	CIP change	C0	Pharmacy Technician	510000	December 2017
C0	Nurse Aide	513902	CIP change	C0	Nurse Aide	510000	December 2017
C1	Nurse Aide	513902	CIP change	C1	Nurse Aide	510000	December 2017
AAS	Agriculture, with options in Agronomy, Animal Science, Horticulture	010102	Add option	AAS	Agriculture, with options in Agronomy, Animal Science, Horticulture, Agribusiness	010102	January 2018
C0	General Education (Booneville Correctional Center)	240102	Delete program	C0	General Education (Booneville Correctional Center)	240102	January 2018
AAS	General Career Studies (all locations)	479999	Delete program	AAS	General Career Studies (all locations)	479999	January 2018
C1	Skills Certificate in Maintenance Management (all locations)	150613	Delete program	C1	Skills Certificate in Maintenance Management (all locations)	150613	January 2018
AAS	Radiography Imaging	510911	Delete program	AAS	Radiography Imaging	510911	January 2018
AAS	Physical Therapy Assistant	510806	Delete program	AAS	Physical Therapy Assistant	510806	January 2018
AAS	Networking, with option in PC Technician	110901	Delete program	AAS	Networking, with option in PC Technician	110901	January 2018

STATE TECHNICAL COLLEGE OF MISSOURI
PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
C1	Electrical Specialist	150613	Delete program	C1	Electrical Specialist	150613	February 2018
C1	Machining Specialist	150613	Delete program	C1	Machining Specialist	150613	February 2018

THREE RIVERS COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
C1	Electrical Process Technician	150000	CIP change	C1	Electrical Process Technician	150613	December 2017

Independent Institutions Program Changes

COLLEGE OF THE OZARKS

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
BA	Agriculture	010101	Title Change; CIP change	BA	Horticulture	011103	December 2017
BS	Agriculture	010101	Title Change; CIP change	BS	Horticulture	011103	December 2017

STEPHENS COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
MED	Counseling, with options in Dual Licenses Professional Counseling/Marriage and Family Therapy, Dual School and Licensed Professional Counseling	131101	Delete options; add options	MED	Counseling, with options in Clinical Mental Health Counseling, Addictions Counseling	131101	January 2018

RANKEN TECHNICAL COLLEGE

PROGRAM CHANGE REQUESTS

DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
AAS	Precision Machining Technology	480501	Addition of certificate program from approved existing parent degree (Perryville location)	C1	Fabrication and Welding Technology	480508	December 2017
AT	Major Appliance Technology	470106	Addition of certificate program from approved existing parent degree	C1	Major Appliance Technology	470106	December 2017

Tab U

Proprietary School Certification Actions and Reviews

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

The Missouri Department of Higher Education's Proprietary School Certification Program (§§ 173.600618, 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 December 14, 2017, 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.

The Proprietary School Certification Program held a workshop on February 9, 2018, to provide training to proprietary schools on the certification renewal process and access to program staff to assist with any school-specific questions or problems. Staff from approximately 40 certified schools attended the workshop, which also served as a primer on the new web-based administrative system for proprietary school certification titled EDvera. The purpose of Missouri's EDvera system is to meet the department's statutory requirement, enacted in 2012, to provide a system allowing institutions to electronically submit all data. This new system will also provide a more efficient document management system for schools and for the Proprietary School Certification program. The EDvera system will streamline the administrative processes within the program allowing better use of staff resources as well as saving time and money for certified schools.

NEXT STEPS

The Proprietary School Certification Program will finalize development of Missouri-based school recertification documents in EDvera and work with schools to complete the recertification process by June 30, 2018. Program staff are also developing application and recertification documents in the EDvera system for schools certified to operate or seeking certification in Missouri for the purposes of student recruitment.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education
March 8, 2018

Tab U Attachment

Proprietary School Certification Program Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

Grand River Welding Institute
Brookfield, Missouri

This for-profit institution offers a non-degree program in welding technology. The mission of the school is "to provide the industries with top skilled welders to maintain safe and secure facilities." The school is not accredited.

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

None

Exemptions Granted

Agape Baptist College
Stockton, Missouri

This institution was granted exemption as "a non-profit school, owned, controlled, and operated by a bona fide religious or denominational organization that offers no programs or degrees and grants no degrees or certificates other than those specifically designated as religious degrees or programs. The school offers undergraduate degrees in Pastoral Theology, Ministry, Missions, etc. The school is not accredited.

National Technology Transfer
Centennial, Colorado

This institution was granted exemption as "a course of instruction, study, or training program sponsored by an employer for the training and preparation of its own employees." The school offers non-degree programs through seminars in industrial electrical and mechanical safety. The school is not accredited.

Applications Pending Approval (Authorization for Instructional Delivery)

Accelerated Dental Assisting Academy
Kennett, Missouri

This for-profit institution seeks to offer a non-degree program in dental assisting. The mission of the school is to prepare students to use his/her expertise to obtain a dental assisting job. The school is not accredited.

University of St. Augustine for Health Sciences
San Marcos, California

This for-profit institution seeks to offer graduate degree programs in the health sciences including Education, Health Administration, Occupational Therapy, Physical Therapy, and Nursing. The school intends to contract with Missouri-based healthcare sites to offer local clinical opportunities to students. The mission of the school is to develop professional health care practitioners through innovative, individualized, and quality classroom, clinical, and distance education. The school is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission.

Applications Pending Approval (Authorization Only to Recruit Students)

Spartan College of Aeronautics and Technology - Colorado
Broomfield, Colorado

This for-profit institution proposes to recruit Missouri students for certificate and degree programs in airframe and power plant, aviation electronics, and heating/ventilation/air conditioning. The school's mission is to provide a supportive educational environment for students to actively participate in learning and to provide quality career-oriented higher education programs to a diverse student population. The school is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Schools Closed

The Art Institute of St. Louis
St. Charles, Missouri

The Art Institute located in St. Charles, Missouri, was accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). The school was approved to offer undergraduate programs in fashion, culinary arts, photography, interior design, and web design. The school's owners made the decision to cease new enrollment and submitted an approved teach out plan to allow currently enrolled students to complete their programs of instruction. The school permanently closed December 22, 2017. Department staff monitored the closure process and verified the appropriate storage of all student-related records, as required by Missouri statutes.

Vatterott College – St. Joseph
St. Joseph, Missouri

Vatterott College – St. Joseph was accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The school was approved to offer certificate programs and associate degrees in allied health and technology programs. The school's owners made the decision to cease new enrollment and submitted an approved teach out plan to allow currently enrolled students to complete their programs of instruction. The school permanently closed December 31, 2017. Department staff monitored the closure process and verified the appropriate storage of all student-related records, as required by Missouri statutes.

Certifications Denied

None

Tab V

Report on the Condition of College and Career Readiness

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

One of the tactics included in the Blueprint for Higher Education's attainment goal is "eliminate remedial education in favor of co-requisite models and similar proven methods." In addition, § 173.005.2(6), RSMo, directs the Coordinating Board for Higher Education to identify and require public institutions of higher education to replicate best practices in remediation. To meet this mandate, the board approved *Principles of Best Practice in Remedial Education* in September 2013. This guiding document—developed collaboratively between representatives from Missouri's public institutions of higher education and MDHE staff—is based on research from regional educational laboratories, higher education research organizations, and other organizations with subject matter expertise.

In 2015, MDHE staff collected data using a comprehensive survey and available data on remedial education for the first annual *Report on the Condition of College and Career Readiness*. In 2017, MDHE staff followed a similar process, disseminating a 13-question qualitative survey related to the best practices identified in the *Principles*. Additionally, MDHE staff utilized data from the annual High School Graduates Report and data collected for Complete College America around remedial education for this year's report.

FINDINGS

Remediation rate continues to decline

The overall rate of remediation has declined dramatically, by nearly 36 percent since 2013 (see Table 1). While overall rates have dropped, the sharpest decline has been in the 42 percent drop in mathematics.

TABLE 1: Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	35.60%	30.80%	28.20%	26.80%	22.80%
Mathematics	30.10%	26.20%	23.80%	21.50%	17.60%
English	15.50%	12.30%	10.00%	11.40%	10.10%
Reading	9.70%	7.60%	6.10%	6.60%	6.00%

While it is difficult to determine causation with absolute precision, MDHE staff believe this is the direct result of three best practices:

1. Consistency in expressing expectations of college readiness to high school students.
2. The use of multiple measures to place students in credit-bearing courses.
3. The implementation of the Missouri Math Pathways and Corequisite-at-Scale initiatives.

Institutions making good faith efforts to replicate best practices

Currently, all but two of Missouri's public postsecondary institutions (Missouri University of Science & Technology and Truman State University) offer remedial education. Missouri's public institutions of higher education appear to be making good faith efforts and great strides to improve remedial education and to replicate best practices.

Of the 25 institutions offering remedial education, 24 offer additional academic support to students enrolled in remedial courses, including tutoring and mentoring, advising, labs and workshops, and student success courses; 23 institutions offer at least three of the above mentioned additional supports. In 2015, 18 institutions offered labs or workshops and 19 offered student success courses. In 2017, 20 institutions offered labs or workshops and 21 offered student success courses. Additionally, only a handful of institutions utilized early alert systems in 2015; in 2017, 21 institutions do.

One of the recommendations of *Principles* was that institutions should offer alternative models of remedial education — which include corequisite models, fast-track courses, and modularize courses, among other—and provide early interventions strategies—such as early assessment, summer bridge programs, and dual enrollment. Here, Missouri has also seen improvement. In 2015, 21 institutions offered at least one form of alternative remedial education model. In 2017, 23 institutions offered alternative remedial education models, 22 institutions in math and 19 in English. Additionally, 19 institutions offered at least one early intervention strategy in 2015. By 2017, 22 offer early intervention strategies, with 20 institutions offering them for math and 20 offering them for English.

Most institutions are using multiple measures for placement

Another best practice identified in the *Principles* was the use of multiple measures to place students in the proper courses. High-stakes standardized assessments can offer a "snapshot" of a student's readiness at a particular point in time but are inadequate in assessing students' readiness for a particular course. Increasingly, national and institutional data have shown that a more holistic approach, or using multiple measures, is more effective in placing students in either remedial education or credit-bearing courses. This recommendation is of particular importance in regards to remedial education, and public institutions in Missouri have improved greatly since 2015. In the initial round of data, 11 institutions reporting using multiple measures. In 2017, however, 22 institutions are using multiple measures for placement in either reading, English, and/or mathematics, with 11 institutions using multiple measures for all three. However, Three Rivers College, Lincoln University, and the University of Missouri–Columbia still do not use multiple measures for placement.

The results from the 2017 survey demonstrate that the greatest improvements to remedial education have come in the area of mathematics. A greater number of institutions are using multiple measures in mathematics than for reading or English, and more institutions are offering alternative remedial education models in mathematics than reading or English. The data bear this out as well; fewer students are being placed in remedial mathematics courses, in contrast to reading or English.

NEXT STEPS

While remediation rates continue to decline and the efforts of institutions to replicate best practices in remedial education continue to improve, more work remains. MDHE staff recommend that all institutions utilize multiple measures for placement in mathematics, reading, and English, and all institutions offer multiple early intervention strategies to give students the support they need.

A more complete analysis of the state of remedial education in Missouri will be in the *2017 Report on the Condition of College and Career Readiness*, including further recommendations. The report will be available on the MDHE's website.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- 2017 Report on the Condition of College and Career Readiness

Coordinating Board for Higher Education
March 8, 2018

Tab V Attachment
Report on the Condition of College and Career Readiness

Annual Report on The Condition of College and Career Readiness

Report to the Coordinating Board for Higher Education

Missouri Department of Higher Education

March 2018

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

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Annual Report on The Condition of College and Career Readiness

Executive Summary

The *Annual Report on The Condition of College and Career Readiness* summarizes institutional efforts to replicate best practices in remedial education, as required by 173.005.2(6) RSMo.

Missouri Department of Higher Education staff disseminated a 13-question qualitative survey to all public institutions related to the best practices identified in the *Principles of Best Practices in Remedial Education*. Additionally, MDHE staff utilized data from the annual High School Graduates Report and data collected for Complete College America around remedial education for this year's report.

Missouri's public institutions of higher education are making good faith efforts to replicate best practices in remedial education, which has resulted in lowered remediation rates and improved student success.

- Since Fall 2013, the overall participation rate of recent Missouri public high school graduates enrolled in remedial education has *decreased by 36 percent*.
    - The sharpest decline has been in mathematics, which has declined by 42 percent over the same period.
    - The overall remediation rate for African-American students is down nearly 30 percent from 2013. Likewise, African-American student enrollment in remedial math courses is down nearly 39 percent from 2013.

- Since 2015, more Missouri institutions are offering alternative remedial education models, in both mathematics and English.
    - While still in its early stages of implementation, the data show over 53 percent of students enrolled in a corequisite math course completed a college-level math course within their first academic year, compared to 24.7 percent of students who enrolled in a traditional remedial math course.

- Of the 25 institutions offering remedial education, 24 offer additional academic support to students enrolled in remedial courses, such as tutoring and mentoring, advising, labs and workshops, and student success courses.
    - Since 2015, the number of institutions offering multiple supports has increased, and 21 offer early alert systems to identify at-risk students.
    - More institutions are offering early intervention strategies, too.

- The number of institutions using multiple measures in either reading, mathematics, or English has doubled since 2015 (11 to 22), and eleven institutions use multiple measures for all three subjects.
    - Lincoln University, Three Rivers College, and the University of Missouri-Columbia still do not use multiple measures to place students in credit-bearing courses.

- The Missouri Math Pathways initiative and the Co-Requisite at Scale initiative, both best practices identified in the *Principles*, are progressing according to plan.

Annual Report on The Condition of College and Career Readiness

Background
Passed into law in 2012, HB 1042 directed all public institutions of higher education in Missouri to "replicate best practices in remediation" in order to improve student retention and degree completion. To meet this mandate, the Coordinating Board for Higher Education approved *Principles of Best Practice in Remedial Education* in September 2013. This guiding document—developed as a collaborate effort between representatives from Missouri's public institutions of higher education and the Missouri Department of Higher Education—is based on research from regional educational laboratories, higher education research organizations, and other organizations with subject matter expertise.

In 2015, MDHE staff collected data using a comprehensive survey and available data on remedial education for the first annual *Report on the Condition of College and Career Readiness*. In 2017, MDHE staff followed a similar process, disseminating a 13-question qualitative survey related to the best practices identified in *Principles*. Additionally, MDHE staff utilized data from the annual High School Graduates Report and data collected for Complete College America around remedial education for this year's report.

Survey Methodology
MDHE staff distributed a 13 question qualitative survey, revised and updated from the original survey which had been developed in conjunction with members of the Committee on College and Career Readiness (CCCR). The survey included questions related to the best practices identified in *Principles of Best Practice in Remedial Education*, collecting information on supports and supplemental services provided to students enrolled in remedial education, alternative remedial education models, early intervention strategies, and institutional placement process.

Quantitative data for the report were collected as part of Missouri's participation in statewide initiatives developed in collaboration with Complete College America, a national non-profit focused on improving completion and shortening students' time and credits to graduation.

Each spring, the MDHE and the institutions report to CCA on a range of core metrics. These include measures of enrollment and completion of remedial coursework and related entry-level college (gateway) courses. The data are reported by sector (public two-year, four-year, and four-year research), and broken into various subgroups, including race/ethnicity, age, gender, and Pell recipients. Overall, the core CCA metrics combine data reported by the institutions and data reported by the MDHE, although these particular metrics are dependent on course-level data with the MDHE does not collect.

In addition, CCA also occasionally requests special collections to supplement its core metrics. In fall 2017, CCA also requested data on student success before and following the introduction of co-requisite coursework at the institutions. The 'pre' data requested the number of first-time students in fall 2013, as well as those assessed with a remedial need in math and English, the number assessed with remedial need in either who completed gateway coursework, reached various benchmarks of credit completion their first year (e.g. 12, 15, 24, or 30 credits), retained in fall 2014, transferred out, and/or completed a degree or certificate. 'Post' data were collected for the 2016-17 academic year, and requested the number of first-time students, those assessed with a remedial need in math and English, credit completion benchmarks, retention, or transfer/graduation by the following fall. Statewide data are available, and are broken out into similar subgroups.

Summary
Since Fall 2013, the participation rate of recent Missouri public high school graduates enrolled in remedial education—which *Principles* defines as "coursework and programs designed . . . to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses"—has steadily decreased (see Table 1). While overall rates have declined by nearly 36 percent, the sharpest decline has been in mathematics. While it is difficult to determine causation, MDHE staff believe this has to do, in large part, with the development and implementation of

the Missouri Math Pathways and Co-requisite-at-scale initiatives, both of which arose as result of HB 1042.

TABLE 1: Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions						
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**% change, 2013-2017**
Total	35.6%	30.8%	28.2%	26.8%	22.8%	-35.9%
Mathematics	30.1%	26.2%	23.8%	21.5%	17.6%	-41.5%
English	15.5%	12.3%	10.0%	11.4%	10.1%	-34.8%
Reading	9.7%	7.6%	6.1%	6.6%	6.0%	-38.1%

Data from the High School Graduates Report, which looks at the enrollment of recent graduates from Missouri public high schools, indicates the radiation rates among African-American students are on a downward trend. In fact, the overall remediation rate for African-American students is at its lowest, going back beyond 2012, and down nearly 30 percent from its highest point in 2013. Likewise, enrollment in remedial math courses is down nearly 39 percent from 2013.

TABLE 2: Recent Missouri Public High School Graduate Enrollment in Remediation: African-American Students						
	2013	**2014**	**2015**	**2016**	**2017**	**% change, 2013-2017**
Mathematics	57.8%	44.0%	40.4%	43.1%	35.4%	-38.8%
English	37.6%	32.1%	23.8%	32.6%	28.1%	-25.3%
Reading	27.1%	23.9%	18.3%	23.6%	19.3%	-28.8%
Total	**65.5%**	**52.5%**	**47.0%**	**52.6%**	**46.0%**	-29.87%

Currently, all but two of Missouri's public post-secondary institutions offer remedial education; Missouri University of Science & Technology and Truman State University do not offer remedial education. Missouri's public institutions of higher education appear to be making good faith efforts and great strides to improve remedial education and to replicate best practices.

Of the 25 institutions offering remedial education, 24 offer additional academic support to students enrolled in remedial courses, including tutoring and mentoring, advising, labs and workshops, and student success courses; 23 institutions offer at least three of the above mentioned additional supports. In 2015, 18 institutions offered labs or workshops and 19 offered student success courses. In 2017, 20 institutions offered labs or workshops and 21 offered student success courses. Additionally, only a handful of institutions utilized early alert systems in 2015; in 2017, 21 institutions do.

One of the recommendations of *Principles* was that institutions should offer alternative models of remedial education –which include corequisite models, fast-track courses, and modularize courses, among other – and provide early interventions strategies—such as early assessment, summer bridge programs, and dual enrollment. Here, Missouri has also seen improvement. In 2015, 21 institutions offered at least one form of alternative remedial education model. In 2017, 23 institutions offered alternative remedial education models, 22 institutions in math and 19 in English. Additionally, 19 institutions offered at least one early intervention strategy in 2015. By 2017, 22 offer early intervention strategies, with 20 institutions offering them for math and 20 offering them for English.

Another recommendation of *Principles* was that institutions should use multiple measures to place students in the proper courses. High-stakes standardized assessment can offer a "snapshot" of a student's readiness at a particular point in time, but are ineffective in assessing students' readiness for a

particular course. Increasingly, national and institutional data have shown that a more holistic approach, or using multiple measures, is more efficient and effective in placing students in either remedial education or credit-bearing courses. This recommendation is of particular importance in regards to remedial education, and public institutions in Missouri have improved greatly since 2015. In the initial round of data, 11 institutions reporting using multiple measures. In 2017, however, 22 institutions are using multiple measures for placement in either reading, English, and/or mathematics, with 11 institutions using multiple measures for all three. Lincoln University, Three Rivers College, and the University of Missouri-Columbia still do not use multiple measures to place students in credit-bearing courses.

The results from the 2017 survey demonstrates that the greatest improvements to remedial education has come in the area of Mathematics. A greater number of institutions are using multiple measures in mathematics than for reading or English, and more institutions are offering alternative remedial education models in mathematics than reading or English. The data bear this out as well; fewer students are being placed in remedial mathematics courses compared to course in reading or English.

Summary of Qualitative Survey Results

Response
All twenty-seven of Missouri's public institutions of higher education responded to the 2017-2018 Remedial Education Survey; all of the institutions, expect Missouri University of Science & Technology and Truman State University, offer remedial education. Additionally, the University of Missouri—St. Louis only offers remedial education in math.

Institutions Providing Additional Support or Supplemental Services
Of the 25 institutions offering remedial education, all but one, the University of Missouri – St. Louis, reported providing additional supports for students taking remedial education courses. The kinds of supports and services vary, and include the following:

- Twenty-four institutions (96 percent) offer additional tutoring/mentoring, and 23 (92 percent) offer additional advising
- Nineteen institutions (76 percent) provide labs and/or workshops
- Twenty institutions (80 percent) offer student success courses
- Twenty institutions (80 percent) offer early alert systems, a drastic increase from 2015

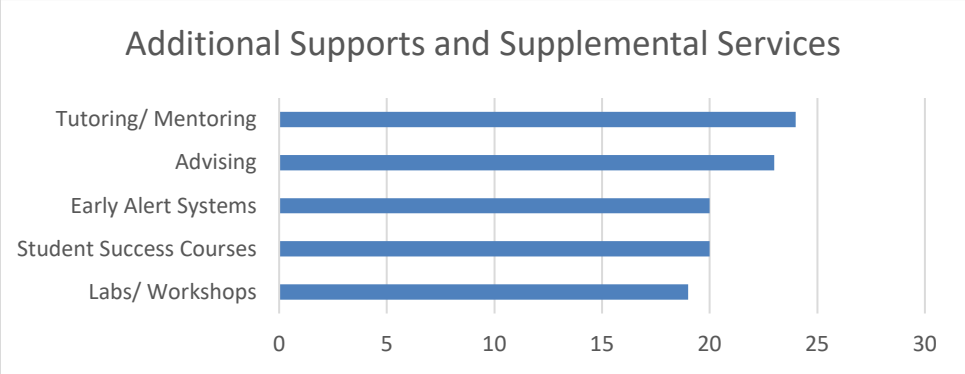


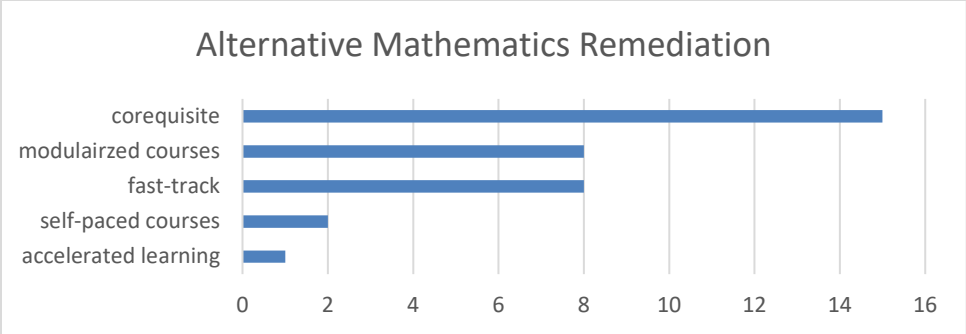
TABLE 3: Institutions Providing Additional Support or Supplemental Services					
Institution Name	**Tutoring/ Mentoring**	**Advising**	**Labs/ Workshops**	**Student Success Courses**	**Early Alert Systems**
Crowder College	Yes	Yes	Yes	Yes	Yes
East Central College	Yes	Yes	Yes	Yes	Yes
Harris-Stowe State University	Yes	Yes	Yes	Yes	Yes
Jefferson College	Yes	Yes	Yes	Yes	Yes
Lincoln University	Yes	Yes	Yes	Yes	Yes
Metropolitan Community College	Yes	Yes	Yes	Yes	Yes
Mineral Area College	Yes	Yes	Yes	Yes	n/a
Missouri Southern State University	Yes	Yes	Yes	Yes	Yes
Missouri State University	Yes	Yes	Yes	Yes	n/a
Missouri State University - West Plains	Yes	n/a	n/a	n/a	n/a
Missouri Western State University	Yes	Yes	Yes	Yes	Yes
Moberly Area Community College	Yes	Yes	Yes	Yes	Yes
North Central Missouri College	Yes	Yes	Yes	Yes	Yes
Northwest Missouri State University	Yes	Yes	Yes	Yes	Yes
Ozarks Technical Community College	Yes	Yes	Yes	Yes	n/a
Saint Charles Community College	Yes	Yes	Yes	n/a	Yes
Southeast Missouri State	Yes	Yes	Yes	Yes	Yes
St. Louis Community College	Yes	Yes	Yes	Yes	Yes
State Fair Community College	Yes	Yes	n/a	Yes	Yes
State Technical College of Missouri	Yes	Yes	n/a	n/a	Yes
Three Rivers College	Yes	Yes	n/a	Yes	Yes
University of Central Missouri	Yes	Yes	Yes	Yes	Yes
University of Missouri - Columbia	Yes	Yes	n/a	Yes	Yes
University of Missouri - Kansas City	Yes	Yes	Yes	n/a	Yes
University of Missouri-Saint Louis	n/a	n/a	n/a	n/a	n/a
Total	**24**	**23**	**19**	**20**	**20**

Alternative Remedial Education Models

Twenty-three institutions (92 percent) offer some sort of alternative remediation model, the exceptions being State Technical College of Missouri and the University of Missouri -- Columbia. However, institutions vary on the alternative models offered depending on the type of course.

For Math, 22 institutions (88 percent) offer at least one type of alternative remediation model, with nine institutions offering more than one model. These models include the following:

- Fifteen intuitions (60 percent) offer corequesite math remediation
- Eight institutions offer modularized courses. Additionally, eight institutions offer fast track courses
- Other models include self-paces courses (offered by two institutions) and accelerated learning (offered by one institution)



For English, 19 institutions (76 percent) offer at least one type of alternative remediation model, with six institutions offering more than one model, and include:

- Fourteen institutions (56 percent) offer corequisite English courses
- Six institutions offer Fast-track courses, and five offer modularized courses
- Other models include accelerated learning, integrated courses, and specialized composition sections ESL students

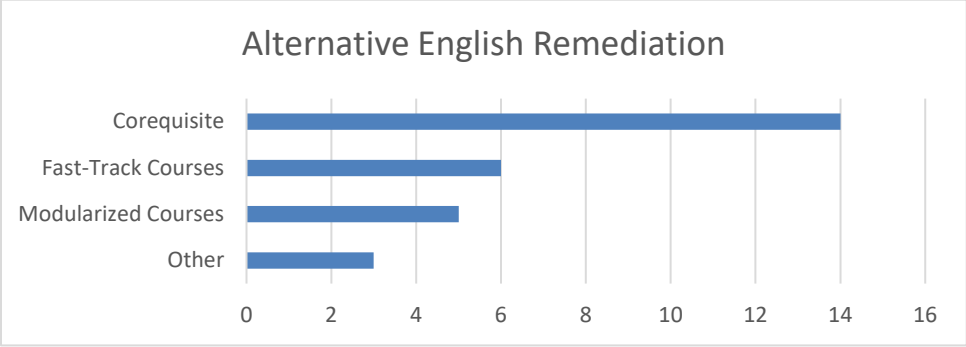


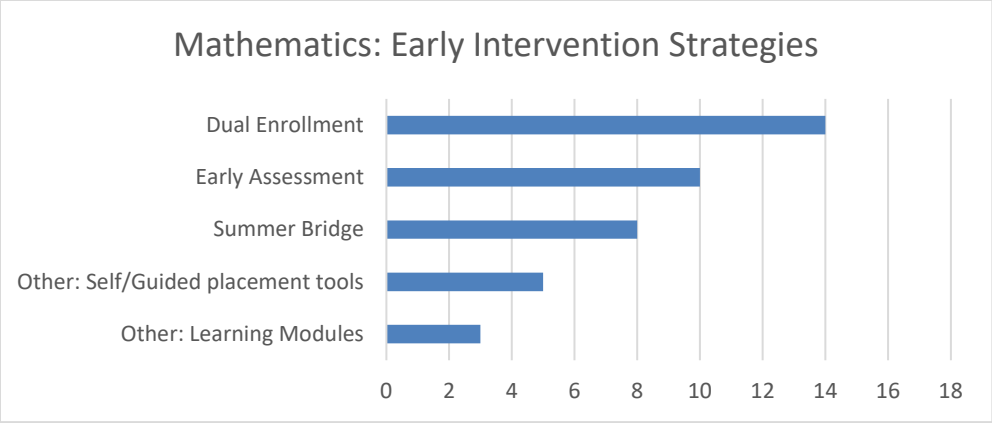
TABLE 4: Alternative Remediation Models		
Institution Name	**Mathematics**	**English**
Crowder College	Yes	Yes
East Central College	Yes	Yes
Harris-Stowe State University	Yes	Yes
Jefferson College	Yes	Yes
Lincoln University	Yes	n/a
Metropolitan Community College	Yes	Yes
Mineral Area College	Yes	Yes
Missouri Southern State University	Yes	Yes
Missouri State University	Yes	Yes
Missouri State University - West Plains	Yes	Yes
Missouri Western State University	Yes	n/a
Moberly Area Community College	Yes	Yes
North Central Missouri College	Yes	Yes
Northwest Missouri State University	Yes	n/a
Ozarks Technical Community College	Yes	Yes
Saint Charles Community College	Yes	Yes
Southeast Missouri State	Yes	Yes
St. Louis Community College	Yes	Yes
State Fair Community College	n/a	Yes
State Technical College of Missouri	n/a	n/a
Three Rivers College	Yes	Yes
University of Central Missouri	Yes	Yes
University of Missouri - Columbia	n/a	n/a
University of Missouri - Kansas City	Yes	Yes
University of Missouri-Saint Louis	Yes	n/a
Total	**22**	**19**

Early Intervention Strategies

Twenty-two institutions (88 percent) offer at least some type of early intervention strategies to help students avoid remediation. As with the alternative models of remedial education, these strategies vary on the type of course, either Mathematics or English. Eighteen institutions, however, provide utilize early intervention strategies for both English and Mathematics; Lincoln University, Northwest Missouri State University, and the University of Missouri – St. Louis did not report providing early intervention strategies.

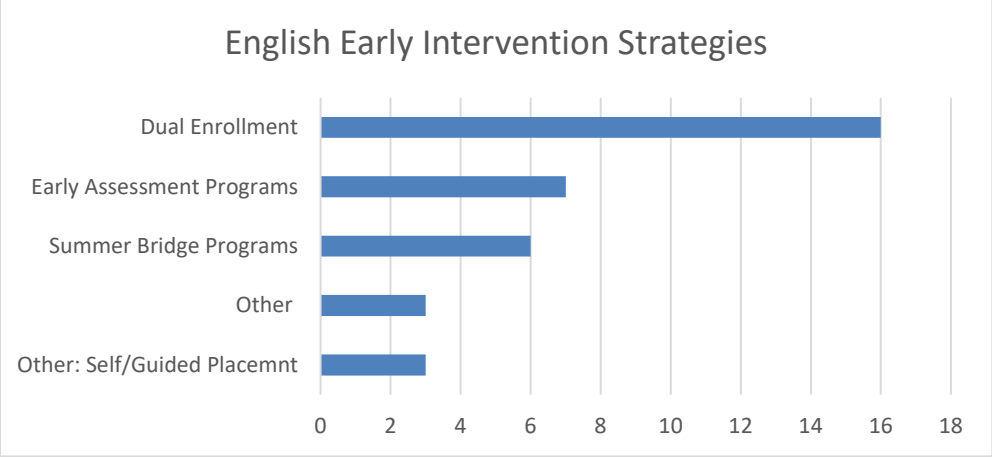
For Mathematics, 20 institutions (80 percent) provide at least one early intervention strategy, with 10 institutions offering more than one. These strategies include:

- Fourteen institutions offer dual enrollment
- Ten institutions offer Early Assessment
- Eight institutions offer Summer Bridge Programs
- Eight institutions reported using other early intervention strategies, which include self/guided placement tools (five institutions), learning modules (3 institutions), and a Senior Summer Start program



For English, 20 institutions (80 percent) provide at least one early intervention strategy, while eight intuitions offer more than one. These strategies include:

- Sixteen institutions (64 percent) offer dual enrollment programs
- Eight institutions offer Early Assessment Programs
- Six institutions offer Summer Bridge Programs
- Additionally, six institutions reported using other early intervention strategies, which include self/guided placement tools, Senior Summer Start, and accelerated learning labs



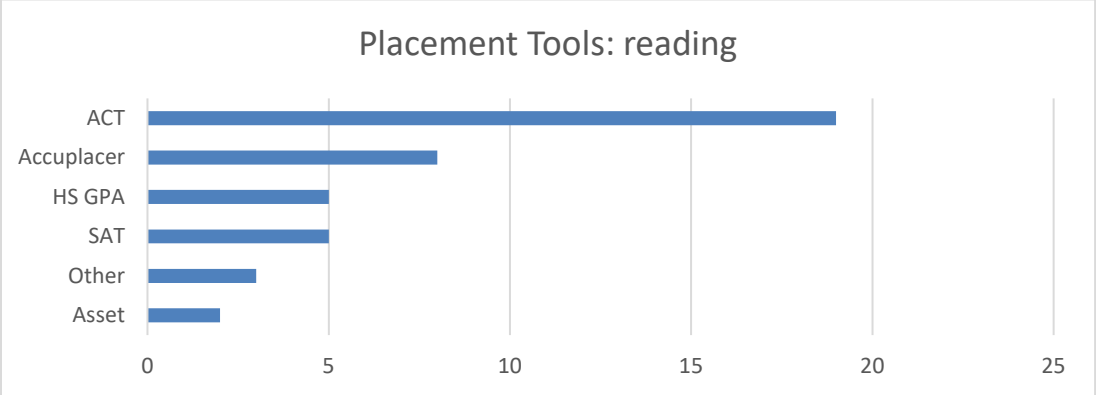
Assessment and Placement Practices

The best practice for placing students into appropriate college-level courses must be based on at least two measures so as to provide a more accurate and holistic assessment of a student's ability to succeed in college-level coursework. Institutions may use an assortment of assessment instruments to place students in college-level courses, including—but not limited to— SAT or ACT scores, high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument. Institutions using an assessment identified in the *Principles of Best Practice in Remedial Education* must also use the statewide placement score listed in the document. All institution using, for example, the ACT subscore in mathematics, must use 22 as the cut score for determining the appropriate mathematics placement for students. (see Section 9.2 in *Principles of Best Practice in Remedial Education*)

Placement Exams and tools
All 25 institutions report using standardized assessments to place students in remedial or credit-bearing courses, for either Reading, English, or Mathematics. Eighteen institutions (72 percent) use assessments for all three types of courses. Additionally, 11 institutions reported using High School GPA and/or coursework for placement purposes.

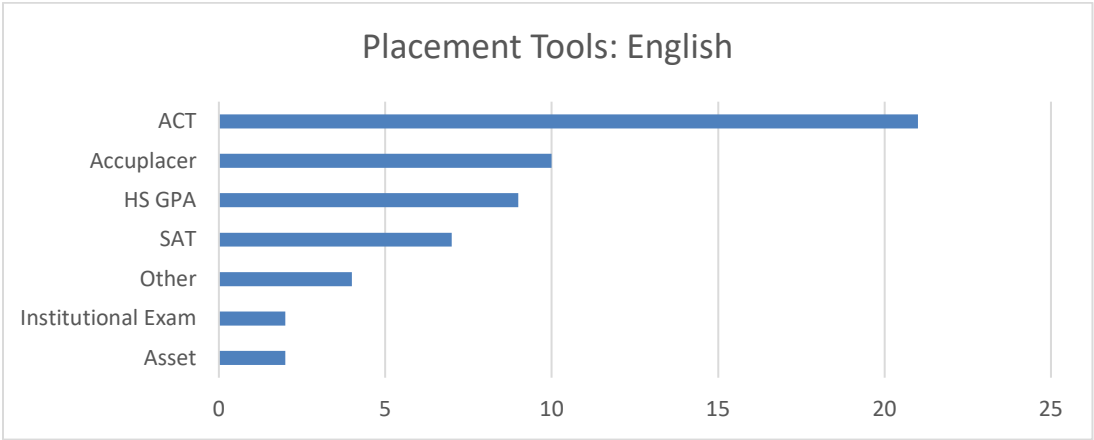
For Reading, placement tools include:

- Twenty institutions (80 percent) utilize either the ACT or SAT for placement, with 19 using the ACT and 5 using the SAT
- Eight institutions use Accuplacer
- Five institutions reported using High School GPA
- Two Institutions utilize ASSET scores, while other institutions still honor Compass scores and use other assessment like Wonderlic or institutional specific assessments



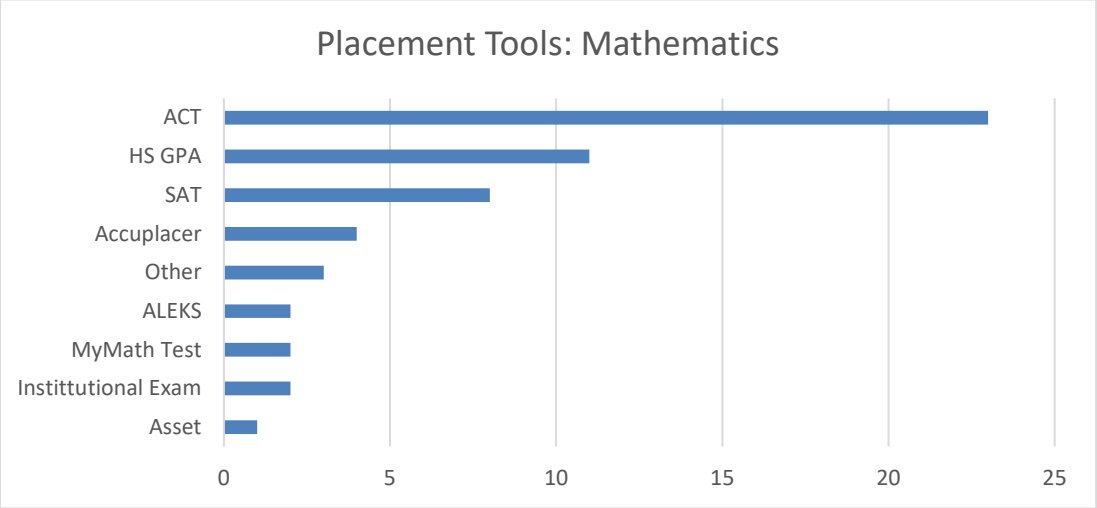
For English, placement tools include:

- Twenty-one institutions (84 percent) utilize either the ACT or SAT for placement; 21 institutions use ACT and seven use the SAT
- Ten institutions use Accuplacer
- Nine institution report using High School GPA and coursework for placement
- Two institutions use ASSET
- Additionally, other placement tools are used; three institutions report using either an institutional exam or and institutional specific metric, while one institutions uses Wonderlic and another still honors Compass scores.



For mathematics, placement tools include:

- Twenty-three institutions (92 percent) use either the ACT or the SAT for placement; 23 institutions use the ACT and eight use the SAT
- Eleven institutions report using High School GPA and coursework
- Four institutions use Accuplacer scores
- Eight institutions reported using other assessment; two use ALEKS, two use MyMath Test, two use institutional exams, and one uses the Missouri Math Test.

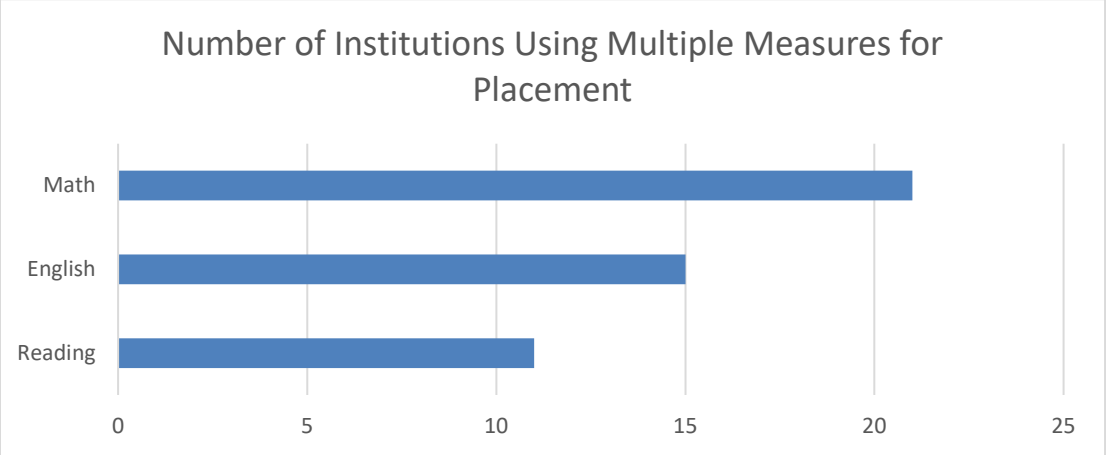


Multiple Measures

Twenty-two institutions (88 percent) report using or planning to implement multiple measures for either Reading, English, or Mathematics in order to place students in either remedial or credit-bearing coursework. Of those institutions, 11 institutions uses multiple measures for all three types of courses. However, it appears that neither Lincoln University nor Three Rivers College use multiple measures for placement.

TABLE 5: Use of multiple measures for placement

Institution Name	Reading	English	Mathematics
Crowder College	Yes	Yes	Yes
East Central College	Yes	Yes	Yes
Harris-Stowe State University	Yes	Yes	Yes
Jefferson College	Yes	Yes	Yes
Lincoln University	n/a	n/a	n/a
Metropolitan Community College	Yes	Yes	Yes
Mineral Area College	Yes	Yes	Yes
Missouri Southern State University	n/a	Yes	Yes
Missouri State University	n/a	n/a	Yes
Missouri State University - West Plains	Yes	Yes	Yes
Missouri Western State University	Yes	Yes	Yes
Moberly Area Community College	Yes	Yes	Yes
North Central Missouri College	n/a	Yes	n/a
Northwest Missouri State University	n/a	n/a	Yes
Ozarks Technical Community College	n/a	Yes	Yes
Saint Charles Community College	n/a	Yes	Yes
Southeast Missouri State	n/a	n/a	Yes
St. Louis Community College	n/a	n/a	Yes
State Fair Community College	Yes	Yes	Yes
State Technical College of Missouri	Yes	Yes	Yes
Three Rivers College	n/a	n/a	n/a
University of Central Missouri	n/a	n/a	Yes
University of Missouri - Columbia	n/a	n/a	n/a
University of Missouri - Kansas City	n/a	n/a	Yes
University of Missouri-Saint Louis	n/a	n/a	Yes
Total	**11**	**15**	**22**



Remediation Rates

While MDHE have just started collecting data on the benefits of corequisite models of education, the initial results continue to show great promise. While only 24.7 percent of students who enrolled in a remedial math course completed a college-level math course within their first academic year, just over 53 percent of students enrolled in a corequisite math course completed a college-level math course.

Table 6: Students assessed as needing math remediation, remedial course and gateway course completion within one academic year, 2016-17

Remediation Type	First-Time Students	Students Needing Remediation who Enrolled in a remedial Math Course within their First Academic Year		Remedial Students Completing a College Level Course in Math within their First Academic Year	
		#	%	#	%
Corequisite	Full-Time	937	10.4%	448	47.8%
	Part-Time	584	11.2%	361	61.8%
	Total	**1,521**	**10.7%**	**809**	**53.2%**
All other types of remediation	Full-Time	6,340	70.1%	1488	23.5%
	Part-Time	2,209	42.5%	189	8.6%
	Total	**8,549**	**60.1%**	**1677**	**19.6%**

The same appears to hold true for English; forty-three percent of students enrolled in English remediation completed a college-level English course with one academic year. When broken out by type of remedial course, over 65 percent of students enrolled in an English corequisite course completed a college-level gateway course within one academic year.

TABLE 7: Students assessed as needing English remediation, remedial course and gateway course completion within one academic year, 2016-17

Remediation Type	First-Time Students	Students Needing Remediation who Enrolled in a remedial English Course within their First Academic Year		Remedial Students Completing a College Level Course in English within their First Academic Year	
		#	%	#	%
Corequisite	Full-Time	1,279	19.0%	952	74.4%
	Part-Time	442	10.0%	175	39.6%
	Total	**1,721**	**15.5%**	**1,127**	**65.5%**
All other types of remediaton	Full-Time	2,999	44.6%	1,355	45.2%
	Part-Time	1,785	40.5%	354	19.8%
	Total	**4,784**	**43.0%**	**1,709**	**35.7%**

While decreasing the number of students taking remedial education is part of this work, the goal is to increase the number of students completing gateway college-level courses, and ultimately the completion of a post-secondary credential. MDHE staff are establishing baseline data on college-level course completion for students enrolled in remedial education and hope, moving forward, to improve this rate.

Recommendations

1. Improve the use of multiple measures for placement in all subjects at all institutions. The use of multiple measures has increased since 2015, but not every institution is using multiple measures in every subject for placement. Because multiple measures offers a more holistic and complete evaluation of a student's ability – and recognizing that once students start down the path of remediation, it is difficult for them to move on to credit-bearing coursework – MDHE strongly recommends that develop and utilize multiple measures of placement

2. Offer multiple models of remedial education. Statewide, more institutions are offering alternative models of remediation instead of the traditional remedial coursework sequence. While multiple measures takes a more holistic approach, there are students who may still be in need of, or may benefit from, remedial education. The early results from the corequisite model seem to indicate that students enrolled in corequisite models complete a college-level gateway course at a higher rate than students enrolled in other forms of remediation.

3. Ensure that institutions offer multiple early intervention strategies to give students the support they need. While 80 percent of institutions offer at least one early intervention strategy for English and 88 percent offer at least one strategy for math, MDHE staff encourage institutions to offer multiple strategies. Dual Enrollment is by far the most popular strategy, but MDHE reaffirms the 2015 recommendation that improve intensive summer programs and engage in partnerships with local high schools to do so.

Cumulative Survey Results

1. Does your institution offer remedial education courses to students, as defined in Principles of Best Practices in Remedial Education; defined as "coursework and programs designed. . . to teach students what they should have already learned;" namely "to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses"? (n=27)

	Four-Year Institutions (n=13)		Two-Year Institutions (n=14)		Total (n=27)	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Yes	11	84.6%	14	100%	25	92.6%
No	2	15.4%	0	0.0%	2	7.4%

2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses? (n=25)

Institution Name	Tutoring/ Mentoring	Advising	Labs/ Workshops	Student Success Courses	Early Alert Systems
Crowder College	Yes	Yes	Yes	Yes	Yes
East Central College	Yes	Yes	Yes	Yes	Yes
Jefferson College	Yes	Yes	Yes	Yes	Yes
Metropolitan Community College-Kansas City	Yes	Yes	Yes	Yes	Yes
Mineral Area College	Yes	Yes	Yes	Yes	
Missouri State University - West Plains	Yes				
Moberly Area Community College	Yes	Yes	Yes	Yes	Yes
North Central Missouri College	Yes	Yes	Yes	Yes	Yes
Ozarks Technical Community College	Yes	Yes	Yes	Yes	
Saint Charles Community College	Yes	Yes	Yes		Yes
St. Louis Community College	Yes	Yes	Yes	Yes	Yes
State Fair Community College	Yes	Yes		Yes	Yes
State Technical College of Missouri	Yes	Yes			Yes
Three Rivers College	Yes	Yes		Yes	Yes
Harris-Stowe State University	Yes	Yes	Yes	Yes	Yes
Lincoln University	Yes	Yes	Yes	Yes	Yes
Missouri Southern State University	Yes	Yes	Yes	Yes	Yes
Missouri State University	Yes	Yes	Yes	Yes	
Missouri Western State University	Yes	Yes	Yes	Yes	Yes
Northwest Missouri State University	Yes	Yes	Yes	Yes	Yes
Southeast Missouri State	Yes	Yes	Yes	Yes	Yes
University of Central Missouri	Yes	Yes	Yes	Yes	Yes
University of Missouri - Columbia	Yes	Yes		Yes	Yes
University of Missouri - Kansas City	Yes	Yes	Yes		Yes
University of Missouri-Saint Louis					
Total	24	23	19	20	20

3. MATHEMATICS

a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?

Institution Name	Corequisite	Fast-Track	Modularized Courses	Other
Crowder College	Yes		Yes	
East Central College	Yes		Yes	
Jefferson College	Yes	Yes		Yes
Metropolitan Community College-Kansas City		Yes	Yes	
Mineral Area College		Yes		
Missouri State University - West Plains			Yes	
Moberly Area Community College	Yes			
North Central Missouri College	Yes			
Ozarks Technical Community College		Yes		
Saint Charles Community College	Yes	Yes		
St. Louis Community College		Yes		Yes
State Fair Community College				
State Technical College of Missouri				
Three Rivers College		Yes	Yes	
Harris-Stowe State University		Yes	Yes	
Lincoln University	Yes			
Missouri Southern State University	Yes			
Missouri State University	Yes			
Missouri University of Science and Technology				
Missouri Western State University	Yes			
Northwest Missouri State University	Yes			
Southeast Missouri State	Yes			
Truman State University				
University of Central Missouri	Yes		Yes	
University of Missouri - Columbia				
University of Missouri - Kansas City	Yes		Yes	Yes
University of Missouri-Saint Louis	Yes			
Total	**15**	**8**	**8**	**3**

b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?

Institution Name	Early Assessment Programs	Summer Bridge Programs	Dual Enrollment	Other
Crowder College		Yes		
East Central College		Yes	Yes	
Jefferson College	Yes	Yes	Yes	
Metropolitan Community College-Kansas City			Yes	
Mineral Area College	Yes	Yes	Yes	
Missouri State University - West Plains		Yes		
Moberly Area Community College	Yes		Yes	Yes
North Central Missouri College			Yes	
Ozarks Technical Community College			Yes	Yes
Saint Charles Community College	Yes		Yes	
St. Louis Community College	Yes		Yes	
State Fair Community College				
State Technical College of Missouri	Yes			
Three Rivers College			Yes	
Harris-Stowe State University		Yes	Yes	
Lincoln University				
Missouri Southern State University				Yes
Missouri State University		Yes		
Missouri University of Science and Technology				
Missouri Western State University	Yes		Yes	Yes
Northwest Missouri State University				
Southeast Missouri State			Yes	Yes
Truman State University				
University of Central Missouri	Yes			
University of Missouri - Columbia	Yes		Yes	Yes
University of Missouri - Kansas City	Yes	Yes		Yes
University of Missouri-Saint Louis				Yes
Total	10	8	14	8

4. ENGLISH

a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?

Institution Name	Corequisite	Fast-Track	Modularized Courses	Other
Crowder College	Yes			
East Central College	Yes	Yes	Yes	
Jefferson College	Yes	Yes		Yes
Metropolitan Community College-Kansas City	Yes	Yes		
Mineral Area College		Yes		
Missouri State University - West Plains	Yes			
Moberly Area Community College	Yes		Yes	Yes
North Central Missouri College	Yes			
Ozarks Technical Community College	Yes			
Saint Charles Community College	Yes			
St. Louis Community College		Yes		
State Fair Community College	Yes			
State Technical College of Missouri				
Three Rivers College	Yes		Yes	
Harris-Stowe State University		Yes	Yes	
Lincoln University				
Missouri Southern State University			Yes	
Missouri State University	Yes			
Missouri University of Science and Technology				
Missouri Western State University				
Northwest Missouri State University				
Southeast Missouri State	Yes			
Truman State University				
University of Central Missouri	Yes			
University of Missouri - Columbia				
University of Missouri - Kansas City				Yes
University of Missouri-Saint Louis				
Total	**14**	**6**	**5**	**3**

b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?

Institution Name	Early Assessment Programs	Summer Bridge Programs	Dual Enrollment	Other
Crowder College		Yes		
East Central College		Yes	Yes	
Jefferson College	Yes	Yes	Yes	Yes
Metropolitan Community College-Kansas City			Yes	
Mineral Area College	Yes	Yes	Yes	
Missouri State University - West Plains				
Moberly Area Community College	Yes		Yes	Yes
North Central Missouri College			Yes	
Ozarks Technical Community College			Yes	Yes
Saint Charles Community College			Yes	
St. Louis Community College	Yes		Yes	
State Fair Community College			Yes	
State Technical College of Missouri	Yes		Yes	
Three Rivers College				Yes
Harris-Stowe State University		Yes	Yes	
Lincoln University				
Missouri Southern State University	Yes		Yes	
Missouri State University		Yes		
Missouri University of Science and Technology				
Missouri Western State University			Yes	
Northwest Missouri State University				
Southeast Missouri State			Yes	Yes
Truman State University				
University of Central Missouri	Yes			
University of Missouri - Columbia			Yes	Yes
University of Missouri - Kansas City				
University of Missouri-Saint Louis				
Total	**7**	**6**	**16**	**6**

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

- Please see individual survey responses for results

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills?

Institution Name	placement tests	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri	Yes	
Three Rivers College	Yes	
Harris-Stowe State University	Yes	
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology		No
Missouri Western State University	Yes	
Northwest Missouri State University	Yes	
Southeast Missouri State	Yes	
Truman State University	Yes	
University of Central Missouri	Yes	
University of Missouri - Columbia	Yes	
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis	Yes	
Total	**25**	**2**

7. If your institution uses placement tests in order to place students into credit-bearing or remedial education courses, do you follow the statewide placement scores below:

a. Reading

Institution Name	Accuplacer	ACT	Asset	SAT
Crowder College		Yes		Yes
East Central College		Yes		
Jefferson College		Yes		
Metropolitan Community College-Kansas City	Yes	Yes	Yes	
Mineral Area College	Yes	Yes		
Missouri State University - West Plains	Yes	Yes		
Moberly Area Community College	Yes	Yes		
North Central Missouri College		Yes		
Ozarks Technical Community College		Yes		
Saint Charles Community College		Yes		
St. Louis Community College		Yes		
State Fair Community College	Yes	Yes	Yes	Yes
State Technical College of Missouri	Yes	Yes		
Three Rivers College		Yes		
Harris-Stowe State University	Yes	Yes		Yes
Lincoln University		Yes		
Missouri Southern State University				Yes
Missouri State University				
Missouri University of Science and Technology				
Missouri Western State University	Yes	Yes		
Northwest Missouri State University				
Southeast Missouri State		Yes		
Truman State University				
University of Central Missouri		Yes		Yes
University of Missouri - Columbia				
University of Missouri - Kansas City				
University of Missouri-Saint Louis				
Total	**8**	**19**	**2**	**5**

b. English

Institution Name	Accuplacer	ACT	Asset	SAT
Crowder College	Yes	Yes		Yes
East Central College		Yes		
Jefferson College		Yes		
Metropolitan Community College-Kansas City	Yes	Yes	Yes	
Mineral Area College	Yes	Yes		
Missouri State University - West Plains	Yes	Yes		
Moberly Area Community College	Yes	Yes		
North Central Missouri College	Yes	Yes		
Ozarks Technical Community College		Yes		
Saint Charles Community College				
St. Louis Community College		Yes		
State Fair Community College	Yes	Yes	Yes	Yes
State Technical College of Missouri	Yes	Yes		
Three Rivers College		Yes		
Harris-Stowe State University	Yes	Yes		Yes
Lincoln University		Yes		
Missouri Southern State University	Yes	Yes		
Missouri State University		Yes		Yes
Missouri University of Science and Technology				
Missouri Western State University		Yes		
Northwest Missouri State University		Yes		Yes
Southeast Missouri State		Yes		Yes
Truman State University				
University of Central Missouri		Yes		Yes
University of Missouri - Columbia				
University of Missouri - Kansas City				
University of Missouri-Saint Louis				
Total	**10**	**21**	**2**	**7**

c. Mathematics

Institution Name	Accuplacer	ACT	Asset	SAT
Crowder College		Yes		Yes
East Central College		Yes		Yes
Jefferson College		Yes		
Metropolitan Community College-Kansas City		Yes	Yes	
Mineral Area College	Yes	Yes		
Missouri State University - West Plains	Yes	Yes		
Moberly Area Community College	Yes	Yes		
North Central Missouri College				
Ozarks Technical Community College		Yes		
Saint Charles Community College		Yes		
St. Louis Community College		Yes		
State Fair Community College		Yes		Yes
State Technical College of Missouri	Yes	Yes		
Three Rivers College		Yes		
Harris-Stowe State University	Yes	Yes		Yes
Lincoln University		Yes		
Missouri Southern State University		Yes		
Missouri State University		Yes		Yes
Missouri University of Science and Technology				
Missouri Western State University		Yes		
Northwest Missouri State University		Yes		Yes
Southeast Missouri State		Yes		Yes
Truman State University				
University of Central Missouri		Yes		Yes
University of Missouri - Columbia				
University of Missouri - Kansas City		Yes		
University of Missouri-Saint Louis		Yes		
Total	**5**	**23**	**1**	**8**

d. If you do not follow the statewide placements scores, please provide the placement scores for each academic area in which you use them below:

Institution Name	Alternative Placement Tests
Jefferson College	See attached
Metropolitan Community College-Kansas City	In mathematics, we use an Accuplacer of 91 for students to enter credit bearing coursework.
North Central Missouri College	Accuplacer Reading score of 80 is required for courses that use the reading score as a prerequisite. For College Algebra or Math Concepts, ACT 22, Accuplacer College-Level Math 41; for Statistics or Contemporary Math, ACT 17, Accuplacer College-Level Math 20.
Saint Charles Community College	Reading, ACT, 18
St. Louis Community College	Reading: Accuplacer Reading Comprehension, 77; English: Accuplacer Sentence Skills, 83; Math: Accuplacer College-level Math, 46
State Technical College of Missouri	Reading - Accuplacer Reading Comprehension 81 English - Accuplacer Sentence Skills 81 Math - Accuplacer Elementary Algebra 116
Three Rivers College	Reading Accuplacer 250 English Accuplacer/writeplacer 5 Mathematics Accuplacer, Adanced Algebra 238
Harris-Stowe State University	We follow the statewide placement scores.
Missouri State University	MSU Math Placement Exam (In-house) 14/25
University of Missouri - Columbia	There is full information about MMT at http://mathplacement.missouri.edu/about.html. It is important to note that this test is directly linked to the textbooks used in the various freshman-level math courses.
University of Missouri-Saint Louis	While we use the national ACT math subscore cutoff of 22 for placement into College Algebra, for Contemporary Math (our QR course) the ACT subscore cutoff is 15. For enrollment in the co-req Contemporary Math course there is no placement pre-requisite. For enrollment in the co-req College Algebra course the minimum placement score is 25 as opposed to the minimum score of 45 for non-co-requisite classes.

8. Does your institution use High School GPA and coursework for placement into gateway courses?

Institution Name	High School GPA & Coursework	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College		No
North Central Missouri College	Yes	
Ozarks Technical Community College		No
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri		No
Three Rivers College		No
Harris-Stowe State University		No
Lincoln University		No
Missouri Southern State University		No
Missouri State University		No
Missouri University of Science and Technology		No
Missouri Western State University		No
Northwest Missouri State University	Yes	
Southeast Missouri State		No
Truman State University		No
University of Central Missouri		No
University of Missouri - Columbia		No
University of Missouri - Kansas City		No
University of Missouri-Saint Louis		No
Total	**11**	**16**

If so, please indicate base **High School GPA and coursework** for the following:
a. Reading

Institution Name	Reading GPA
Crowder College	3.00 Cummulative GPA
East Central College	3.0 or above
Jefferson College	3.0; no coursework requirement
Metropolitan Community College-Kansas City	not yet
Mineral Area College	3.5 cumulative GPA on a 4.0 scale with seven semesters of high school work considered
North Central Missouri College	NONE for Reading â€“ must score 18 on ACT or 80 on Accuplacer to get into gateway course
Ozarks Technical Community College	GPA is combined with ENG GPA for guidance recommendation - HS coursework must be within last 5 years

b. English

Institution Name	English GPA
Crowder College	3.00 Cummulative GPA
East Central College	3.0 or above
Jefferson College	3.0; no coursework requirement
Metropolitan Community College-Kansas City	2.5
Mineral Area College	3.5 cumulative GPA on a 4.0 scale with seven semesters of high school work considered
North Central Missouri College	Student can have a 0.1 or above to get into English in conjunction with the appropriate ACT or Accuplacer score: 0.1-2.599 â€“ ACT 18 and up or Accuplacer WritePlacer 5 or above 2.6-2.999 â€“ ACT 17 or Accuplacer WritePlacer 4 3.0-3.599 â€“ ACT 16 (no WritePlacer score set) 3.6-4.0+ -- ACT 15 or Accuplacer WritePlacer 3
Ozarks Technical Community College	3.0, and coursework must be within last 5 years
Saint Charles Community College	3.0 ENG-101
State Fair Community College	unweighterd GPA of 3.5

c. Math

Institution Name	Math GPA
Crowder College	3.00 GPA
East Central College	3.0 or above
Jefferson College	3.0; no coursework requirement
Metropolitan Community College-Kansas City	not yet
Mineral Area College	3.5 cumulative GPA on a 4.0 scale with seven semesters of high school work considered
Missouri State University - West Plains	3.0 in upper level high school math courses
North Central Missouri College	Student must have a 2.6 or above in conjunction with the appropriate ACT/Accuplacer score to place into any of the gateway math courses.
Ozarks Technical Community College	GPA used in combination with ACT scores, coursework must be within last 5 years
Saint Charles Community College	integrated with ACT score as part of multiple measures
St. Louis Community College	We have created a task force that is working to create full-scale co-requisite remediation, professional development for faculty to ensure greater student success, a revision of stand-alone developmental education courses, and a review of all current practices to align with best practices. We have implemented additional grant-funded accelerated coursework through our Adult Learning Academy, and the task force is also working on developing this model for full-scale implementation. Finally, the task force is working with the math pathways and multiple measures task forces to provide a more robust and complete implementation and placement process. The group is especially working to ensure that students who follow a math pathway outside of pre-calculus algebra have an opportunity to take remedial course work that will more fully prepare them for the work they will complete in statistics, quantitative reasoning, etc., as opposed to a one-size-fits-all model that is often used in math remediation.
State Fair Community College	unweighterd GPA of 3.5
Northwest Missouri State University	3.0 and Algebra

9. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement mentioned above) to determine the placement of students in remedial education courses?

- Please see individual survey responses for results

10. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?

Institution Name	formal guidance	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City		No
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College		No
State Technical College of Missouri	Yes	
Three Rivers College		No
Harris-Stowe State University		No
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology		No
Missouri Western State University	Yes	
Northwest Missouri State University	Yes	
Southeast Missouri State	Yes	
Truman State University	Yes	
University of Central Missouri	Yes	
University of Missouri - Columbia	Yes	
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis	Yes	
Total	**21**	**6**

11. Does your institution currently have any policies or practices regarding assessing students' minimum level of literacy and academic competence for admissions (e.g. floor scores)?

Institution Name	floor scores	
Crowder College		No
East Central College		No
Jefferson College	Yes	
Metropolitan Community College-Kansas City		No
Mineral Area College		No
Missouri State University - West Plains		No
Moberly Area Community College		No
North Central Missouri College		No
Ozarks Technical Community College		No
Saint Charles Community College		No
St. Louis Community College		No
State Fair Community College		No
State Technical College of Missouri	Yes	
Three Rivers College		No
Harris-Stowe State University	Yes	
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology		No
Missouri Western State University		No
Northwest Missouri State University	Yes	
Southeast Missouri State		No
Truman State University		No
University of Central Missouri		No
University of Missouri - Columbia		No
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis		No
Total	**7**	**20**

If so, please describe the process and measures used to assess students below.

- Please see individual survey responses for results

12. Does your institution offer Adult Education Literacy Programs?

Institution Name	Adult literacy programs	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College		No
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri		No
Three Rivers College		No
Harris-Stowe State University		No
Lincoln University		No
Missouri Southern State University		No
Missouri State University		No
Missouri University of Science and Technology		No
Missouri Western State University		No
Northwest Missouri State University		No
Southeast Missouri State		No
Truman State University		No
University of Central Missouri	Yes	
University of Missouri - Columbia		No
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis		No
Total	**13**	**14**

Briefly explain your response below

- Please see individual survey responses for results

13. Do you feel that the best practices in remedial education have resulted in increased student success, in gateway courses and beyond?

Institution Name	Increased Success	
Crowder College	Yes	
East Central College	Yes	
Jefferson College	Yes	
Metropolitan Community College-Kansas City	Yes	
Mineral Area College	Yes	
Missouri State University - West Plains	Yes	
Moberly Area Community College	Yes	
North Central Missouri College	Yes	
Ozarks Technical Community College	Yes	
Saint Charles Community College	Yes	
St. Louis Community College	Yes	
State Fair Community College	Yes	
State Technical College of Missouri	Yes	
Three Rivers College	Yes	
Harris-Stowe State University	Yes	
Lincoln University		No
Missouri Southern State University	Yes	
Missouri State University	Yes	
Missouri University of Science and Technology	N/A	N/A
Missouri Western State University	Yes	
Northwest Missouri State University	Yes	
Southeast Missouri State	Yes	
Truman State University	Yes	
University of Central Missouri	Yes	
University of Missouri - Columbia	Yes	
University of Missouri - Kansas City	Yes	
University of Missouri-Saint Louis	Yes	
Total	**25**	**1**

Briefly explain your response below

- Please see individual survey responses for results

Appendix A:

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

1.0 Introduction

1.1 HB 1042, signed into law in 2012, requires all Missouri public institutions, under the direction of the Coordinating Board for Higher Education, to replicate best practices in remedial education. The law's primary objective is to improve student retention and increase educational attainment.

1.2 Earning a college degree requires students to possess certain skills, knowledge, and abilities in order to succeed in the postsecondary environment. While educating students is the primary mission of colleges and universities, implicit in that mission is helping students complete programs of study. Not completing a two-year or four-year college degree has dramatic financial implications to both the individual and the state. The lifetime earning potential of a person without a college degree is typically significantly less than an individual with a degree.

1.3 Not all students who enroll in college have the requisite skills and knowledge to attain a postsecondary credential (See section 7.0). In response, colleges and universities provide remedial or developmental education to prepare these students for academic success. Studies show that Missouri spends millions of dollars each year on remedial education and that students requiring remedial education are less likely than non-remedial students to persist from semester to semester or complete a course of study and earn a postsecondary credential. These same students use state and federal aid, or take out student loans. To provide remedial education institutions divert institutional resources from other programs and credit-bearing coursework.

1.4 The terms "developmental education" and "remedial education" are often used interchangeably. Remedial education typically refers to a student's academic preparedness for postsecondary education, seeking to remedy the lack of skills that students need for college entry, while developmental education addresses a more expansive set of learning challenges. According to the National Association for Developmental Education, developmental education is:

> *a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.*

1.5 Developmental courses are defined as education review courses aimed at strengthening the diverse talents of students, both academic and non-academic. Such courses also are designed to review previous curricular areas of students who have not been involved in education for some time. In contrast, remedial education is defined as a duplication of secondary courses in basic academic skills, usually involving recent high school graduates or those students who did not complete their secondary curriculum.

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

2.0 Policy purpose and objectives

2.1 The purpose of this policy is to identify and implement best practices in the delivery of remedial education to enhance student learning, increase student persistence, decrease the time it takes for students to complete academic programs, make more efficient use of state resources, and hold institutions accountable for policy compliance.

2.2 The policy applies to all public two-year and four-year institutions of higher education, which are obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.005 (6). Independent institutions are also encouraged to adhere to these guidelines.

3.0 Statutory Authority

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

4.0 Guiding Principles

4.1 The primary goal of this policy is student retention and increased educational attainment through degree completion.

4.2 The goal of developmental or remedial education is to prepare students for success in postsecondary education.

4.3 Ideally, all students would be prepared for the demands of postsecondary education upon graduation from high school, and that is an objective to which the P-20 education community aspires. At present, however, many high school graduates enter postsecondary education unprepared for entry-level coursework. To that end, Missouri institutions of higher education are committed to providing opportunities for underprepared students to attain the skills they need to succeed in college.

4.4 These efforts include, but are not limited to, outreach to the Department of Elementary and Secondary Education (DESE) to align standards, and to school districts to align curriculum. For these efforts to be successful, DESE and K-12 districts must become collaborative partners in the process.

4.5 Some states have prohibited four-year institutions from offering remedial education. CBHE will no longer prohibit selective and highly-selective public institutions from offering remedial coursework. This policy does not seek to limit remediation to a single sector but to work collaboratively to improve student learning outcomes and increase educational attainment.

4.6 Institutions of higher education have a responsibility to continually evaluate and improve their delivery of developmental education. Institutions must research and engage in instructional best practices within developmental coursework.

5.0 Guidelines for Best Practices in Remediation

5.1 The following have been identified by the CBHE and two-year and four-year institutions as "best practices in remediation," based on research conducted and published by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject.

5.2 It is incumbent on both higher education institutions and DESE to work collaboratively to make sure that high school programs of study line up to college-entrance expectations. More specifically, course-taking requirements for high school diplomas should be aligned with requirements for entry-level college courses. High schools should assess students' basic skills prior to the 10th grade so that students who require remediation can receive instruction before entering public postsecondary education.

5.3 Secondary school curriculum and postsecondary curriculum must be aligned so that the completion of the high school curriculum transitions seamlessly to the beginning of the college curriculum. Specifically, high school exit outcomes need to be equivalent to college-level entry skills. Once in place, the high school and postsecondary curriculum must be reviewed periodically by an appropriate body (to be determined) to ensure the fidelity of the alignment.

5.3a At each institution, higher education faculty teaching remedial or developmental courses and those teaching gateway courses by content area should work collaboratively to create a seamless transition from developmental coursework to college-level coursework. Exit outcomes should be aligned with entry-level expectations. Discussion should include topics such as skill attainment and student success behaviors.

5.4 Institutions of higher education must assess the basic skills of all certificate- or degree seeking students, based on statewide minimum assessment standards for access to the college-level curriculum.

5.4a Accurate placement in appropriate coursework is key to student success. To improve accuracy, institutions must use multiple measures to assess student readiness for gateway courses and programs of study.

5.5 The completion of a set of gateway courses (see glossary for definition) for a course of study is a critical measure of success toward college completion. Remedial education should be designed to help students complete gateway courses in their course of study as quickly as possible.

5.6 The content in required gateway courses should align with a student's academic course of study — particularly in math. College algebra may be an appropriate gateway course for many academic programs, but it should not be the only mathematics pathway for students to earn a postsecondary certificate or degree. Students seeking degrees in non-STEM fields may be served better by other gateway courses such as statistics or geometry.

5.7 Institutions should explore alternate delivery methods (a.k.a course redesign) to move students into credit bearing courses as quickly as possible, to save students time and money. These methods should provide appropriate instruction to accommodate the diversity of their developmental and remedial students.

5.8 Students who are significantly underprepared for college-level academic work need self-paced, mastery-based routes into programs of study. Students who are marginally underprepared may benefit from alternate routes (e.g. co-requisite, bridge program, competency-based sequence) into a course of study.

6.0 CBHE Recommended College Preparatory High School Curriculum

6.1 The CBHE, the Missouri Department of Higher Education (MDHE), Missouri postsecondary institutions, the Department of Elementary and Secondary Education (DESE), and the Missouri K-12 community share a common interest in promoting student preparation as a foundation of enrollment, retention, and success in Missouri

postsecondary institutions.

6.2 Accordingly, with collaboration across educational sectors, the CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at additional time and expense to the student.

6.3 The CBHE encourages governing boards at Missouri's postsecondary institutions to incorporate the 24-unit high school core curriculum into admissions processes for all first-time freshmen; however, admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling. The CBHE Recommended College Preparatory High School Curriculum is recommended for full implementation beginning with the Missouri college graduation class of 2018 (entering as college freshman in the Fall of 2014).

6.4 CBHE Recommended College Preparatory High School Curriculum
English/Language Arts - 4 units
Social Studies - 3 units
Mathematics - 4 units*
Science - 3 units
Fine Arts - 1 unit
Additional Coursework - 3 units **
Electives - 6 units ***

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

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

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

<u>English/Language Arts</u>

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

<u>Social Studies</u>

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

Mathematics

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

Science

- Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course.

- Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

Fine Arts

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

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

7.0 College Readiness and College-Content Readiness

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

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

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

8.0 Career Readiness

8.1 Career readiness is the level of preparation a high school graduate needs to proceed to the

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

9.0 Assessment and Placement

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

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

Assessment Instrument	Subject Area	Statewide College-Level Placement Score
Accuplacer	Reading	85
	English	92 (Sentence Skills)
	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
ACT	Reading	18
	English	18
	Mathematics	22
Asset	Reading	42
	English	43
	Mathematics	47 (Numerical Skills)
	Mathematics	46 Elementary Algebra)
	Mathematics	43 (Intermediate Algebra)
	Mathematics	39 (College Algebra)
Compass	Reading	80
	English/Writing	70
	Mathematics	74 (Pre-Algebra)
	Mathematics	50 (Algebra)
	Mathematics	54 (College Algebra)
SAT	Reading	360
	English	430 (Writing)
	Mathematics	1030 (CR+M)
Smarter Balanced	English/Language Arts	3
	Mathematics	3

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

9.3 Institutions of higher education should work closely with secondary schools to administer college-ready anchor assessments in high school. These tests give students, teachers and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college. Educators can use these on-track assessments to develop targeted interventions. K–12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.

9.4 It is important that the content in required gateway courses align with a student's academic course of study. This is especially true for mathematics. More often than not students are

placed in algebra pathways when in fact a statistics course or quantitative math course would be more appropriate to prepare them for their chosen programs of study and careers.

10.0 Minimum Standards of Academic Competence

10.1 The needs of students requiring remedial or developmental education is broad, ranging from deficiency in a single subject area to a lack of basic literacy skills. With proper academic support, students needing remediation in a single subject have a good chance of earning a postsecondary credential. Students who are severely underprepared have little, if any, chance of earning a postsecondary credential in a timely manner. Therefore, students wishing to take credit-bearing college-level courses at a Missouri public institution of higher education must demonstrate a minimal level of literacy and academic competence, as determined through appropriate and multiple assessments of learning.

10.2 The intent of this section is to require students to demonstrate a minimal level of literacy and academic competence before they can enroll at a Missouri public institution of higher education as a degree-seeking student. Remedial education is essential to Missouri achieving its goal of increased educational attainment. Too often, however, open enrollment institutions are expected to enroll students who lack even the most basic of literacy and academic skills. It is unreasonable to expect a student who has limited academic preparation to have success in college even with cutting-edge remedial coursework. It is equally unreasonable to expect an institution to close the gap in a student's academic preparation through a one- or two-semester remediation sequence.

10.3 Until students demonstrate a minimum level of literacy and academic competence, they may enroll only in non-credit-bearing classes.

10.4 As with placement into credit-bearing college-level coursework, the assessment of minimum level of literacy and academic competence must be determined through the use of multiple measures. The MDHE, in collaboration with the public institutions of higher education, will jointly work to determine appropriate measures. This threshold will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

10.5 Students who score just above the Statewide Degree-Seeking Placement Threshold scores need concentrated routes into programs of study with multiple-levels of support.

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

11.0 Accountability and Data Reporting

11.1 Any institution that provides basic skills courses shall collect data regarding student performance, including but not limited to data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.

11.2 All institutions providing basic skills courses shall submit the required files to the Missouri Department of Higher Education, following its prescribed data definitions and reporting dates. Precise reporting instruments will be developed in collaboration with institutions.

11.3 The CBHE shall transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions. Following are some examples of possible data to be collected:

- The number of students who take basic skills courses,

- The costs of providing basic skills courses, and
- The students who successfully complete said basic skill courses:
  - Successfully complete the associated, entry, college-level course.
  - Complete the requirements for graduation.

12.0 Implementation and Evaluation of Program Innovation

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

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

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

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

13.0 Process and Procedures

13.1 In order to comply with sections [to be determined with final draft] and [to be determined, if necessary, with final draft] of this policy, each institution shall develop procedures that:

a. Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
b. Specify its practices for informing students regarding the availability of remedial courses, including any online courses.
c. Specify the practices for determining how the students who are identified as needing remedial courses have satisfied the remedial requirements.
d. Provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.
e. Establish appropriate processes for implementing the policy, including the collection of data for evaluative purposes.

13.2 Pursuant to RSMo, 173.750, MDHE must provide a high school feedback report to Missouri school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree-seeking undergraduates who

- have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year; or
- are 17, 18, or 19 years of age if year of high school graduation is not provided by the higher education institution. Age will be calculated as of September 15 of the specified fiscal year.

13.3 The high school feedback report also will:

- Utilize a wide range of performance indicators to assess each step in the remedial student's pathway in order to gain a better understanding of students and their needs.
- Support the public reporting of student progress and success from high school and noncredit into developmental education and through postsecondary education.

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

14.0 Funding

14.1 The state of Missouri has committed to increasing the educational attainment of its citizens. Specifically, the state seeks to have at least 60 percent of the adult population holding a high-quality postsecondary credential. To reach that goal, Missouri must make appropriate investments in education, including those students who are underprepared for postsecondary work.

14.2 To that end, the state should consider the following:

14.3 Provide financial incentives to stimulate increased collaboration between secondary and postsecondary educational sectors to increase the college readiness of students.

14.4 Provide financial incentives to colleges for experimenting with innovative programs—flexible structure, delivery—to accelerate the path through and success in developmental education for students.

14.5 Reward colleges for making measurable improvements with academically underprepared students.

14.6 Support the success of academically underprepared students by providing funding specifically for tutoring, counseling and advising, and other learning assistance and support services that demonstrate success in retaining academically underprepared students.

14.7 Provide funding to secondary teacher education programs to explicitly focus on the development of skills needed to work with and support academically underprepared middle and high school students.

14.8 Support initial training and ongoing professional development of educators (both full-time and adjunct faculty) who work with and support the success of academically underprepared college students.

15.0 Definitions

15.1 *Developmental education*
Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline- specific learning strategies.

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

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

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

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

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

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

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

15.7 *College level courses*
Courses that apply to the graduation requirements of an academic degree.

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

MDHE Qualitative Remediation Survey

Contact Information

Name: _____

Title: _____

Institution _____

Email: _____

Remedial Education Programs

1. Does your institution offer remedial education courses to students, as defined in Principles of Best Practices in Remedial Education; defined as "coursework and programs designed. . . to teach students what they should have already learned;" namely "to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses"?

   ○ Yes ○ No

2. Does your institution provide any of the following additional supports or supplemental services to students enrolled in these courses?

   ☐ Tutoring/Mentoring
   ☐ Advising
   ☐ Labs/Workshops
   ☐ Student Success Courses
   ☐ Early Alert Systems
   ☐ Other _____

3. MATHEMATICS
   a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?

      ☐ Corequisite
      ☐ Fast-track courses
      ☐ Modularized courses
      ☐ Other _____

   b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?

      ☐ Early Assessment Programs
      ☐ Summer Bridge Programs
      ☐ Dual Enrollment
      ☐ Other _____

4. ENGLISH
    a. Does your institution offer any of the alternative remedial education models listed below to accelerate or facilitate students' progress through remedial education?
        - ☐ Corequisite
        - ☐ Fast-track courses
        - ☐ Modularized courses
        - ☐ Other

    b. Does your institution offer any of the early intervention strategies listed below in order to help students avoid remedial education?
        - ☐ Early Assessment Programs
        - ☐ Summer Bridge Programs
        - ☐ Dual Enrollment
        - ☐ Other

5. Please describe in detail below any changes your institution has made to its remedial education programs since the Principles of Best Practice in Remedial Education policy was passed in 2013.

Remedial Education Placement Process

6. Does your institution utilize placement tests to evaluate entering students on their mathematics and reading skills?

    ○ Yes ○ No

7. If your institution uses placement tests in order to place students into credit-bearing or remedial education courses, do you follow the statewide placement scores below (check all that apply):
    a. Reading
        - ☐ Accuplacer, 78
        - ☐ ACT, 18
        - ☐ Asset, 40
        - ☐ SAT, 360
        - ☐ Other, Test name and score

    b. English
        - ☐ Accuplacer, 87 (sentence skills)
        - ☐ ACT, 18
        - ☐ Asset, 42
        - ☐ SAT, 430 (writing)
        - ☐ Other, Test name and score

    c. Math
        - ☐ Accuplacer, 86 (College-level math)
        - ☐ ACT, 22
        - ☐ Asset, 41 (College Algebra)
        - ☐ SAT, 520 (Math only)
        - ☐ SAT, 1030 (Critical Reading + Math)

☐ Other, Test name and score

d. If you do not follow the statewide placements scores, please provide the placement scores for each academic area in which you use them below:

Subject		Test		Score
Reading				
English				
Mathematics				

8. Does your institution use High School GPA and coursework for placement into gateway courses?

○ Yes ○ No

If so, please indicate base **High School GPA and coursework** for the following:

Subject		GPA		Coursework
Reading				
English				
Mathematics				

9. What other tools or multiple measures does your institution utilize (possibly in conjunction with placement mentioned above) to determine the placement of students in remedial education courses?

10. Has your institution developed any formal guidance, decision tree, or flowchart to help staff place students using multiple measures?

○ Yes ○ No

If so, please provide any supporting documentation with this survey.

Threshold Policies and Practices

11. Does your institution currently have any policies or practices regarding assessing students' minimum level of literacy and academic competence for admissions (e.g. floor scores)?

○ Yes ○ No

If so, please describe the process and measures used to assess students below.

12.

○ ○

If yes, please describe these programs below.

13. Do you feel that the best practices in remedial education have resulted in increased student success, in gateway courses and beyond?

○ Yes ○ No

Briefly explain your response below

Tab W

Missouri High School Graduates Performance Report

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

The Coordinating Board for Higher Education's Missouri High School Graduates Performance Report tracks Missouri's public high school graduates entering the state's public two- and four-year degree-granting postsecondary institutions as first-time, full-time, undergraduate, degree-seeking students in the fall semester following their high school graduation. The annual report, which was first issued in 1996, provides information to secondary and postsecondary stakeholders regarding student preparation, persistence, and completion. The law that authorizes the CBHE to prepare the annual report, § 173.750, RSMo, describes the report's contents, which must include "grade point averages after the initial college year…; the percentage of students returning to college after the first and second half of the initial college year, or after each trimester of the initial college year; the percentage of students taking noncollege level classes in basic academic courses during the first college year, or remedial courses in basic academic subjects of English, mathematics, or reading; and other such data as determined by rule and regulation of the coordinating board for higher education."

HIGHLIGHTS OF THIS YEAR'S REPORT

Enrollment and Preparation

This year's report provides data about postsecondary enrollment and preparation of the public high school graduating class of 2017.

Total enrollment of same-year Missouri public high school graduates in Missouri public institutions increased by 1.5 percent from 21,833 first-time, full-time, degree-seeking undergraduates in 2016 to 22,160 in 2017. 10,423 students (47 percent) attended two-year institutions, and 11,737 students (53 percent) attended four-year institutions. Enrollment of first-time, full-time, degree-seeking students increased by 6.7 percent at public two-year institutions from the previous year and decreased at public four-year institutions by 2.7 percent. Detailed summary tables are included in the attachment to this item.

This report provides the state's benchmark measurement of enrollment in remedial coursework, which continues to decline. The MDHE continues to work with the institutions to encourage the wider implementation of co-requisite coursework, which places more entering students in credit-bearing courses and shortens their paths to a credential. These and other policy changes and major statewide initiatives continue to impact the benchmark remediation rate.

Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	35.6%	30.8%	28.2%	26.8%	22.8%
Math	30.1%	26.2%	23.8%	21.5%	17.6%
English	15.5%	12.3%	10.0%	11.4%	10.1%
Reading	9.7%	7.6%	6.1%	6.6%	6.0%

Other Trends in Enrollment and Preparation

- Overall enrollment in remedial coursework declined for the fourth consecutive year, and enrollment in remedial math declined for the fifth year in a row. Enrollments in remedial English/writing and reading declined from fall 2016.

- Overall enrollment in remediation at open admissions institutions has declined from 54.2 percent in fall 2013 to 33.5 percent in fall 2017. Enrollment in remedial math at moderately selective institutions has declined from 25.2 percent in fall 2013 to 12.1 percent in fall 2017.

- Overall remedial enrollment and enrollment in all content areas (math, English, and reading) decreased among African-American students compared to fall 2016. Enrollment levels are now very similar to the fall 2015 entering cohort after a marked one-year increase.

- Overall enrollment in remediation has decreased dramatically among Hispanic students since 2013 (43.8 percent to 27.2 percent) even as their numbers have increased dramatically (470 to 1,019).

Performance and Retention in College

The High School Graduates Performance Report also tracks several measures of student success and persistence in Missouri's public postsecondary sector. This year's report provides data about performance and retention in college for the public high school graduating class of 2016. Detailed summary tables are included in in the attachment to this item. Among the more significant findings for this cohort are:

- Fall-to-fall retention decreased slightly over 2017 from 77.7 percent to 76.9 percent. Retention for all racial/ethnic groups decreased except Asian/Pacific Islanders, and are roughly comparable to the class of 2014. Female retention was 78.8 percent, a .2 percent decrease from fall 2016, compared to male retention at 74.7 percent, a 1.4 percent decrease from fall 2016.

- On average, this cohort completed 32.8 credits by the end of the spring 2017 term with a 2.86 grade point average. Asian/Pacific Islanders completed 35.8 credits with a 3.05 GPA, African-Americans completed 20.8 credits with a 2.31 GPA, and Caucasians completed 34.6 credits with a 2.94 GPA. Females completed 33.7 credits with a 2.95 GPA, compared to males, who completed 31.7 credits with a 2.75 GPA.

- Average first-term GPAs remained largely unchanged for all ethnic groups except African-Americans compared to the fall 2015 entering cohort. Average first-term GPA has decreased from 2.61 in fall 2015 to 2.28 in fall 2016 for African-Americans, although spring GPAs for returning students were comparable to the class of 2015.

- Overall, 86.9 percent of fall 2016 entering students completed their first spring semester and 76.9 percent returned for the fall. For African-American students, however, 83.4 percent completed the first spring semester, but only 65.1 percent returned for the fall.

Degree Completion

The timely completion of a certificate or degree is an additional indication of how well prepared Missouri's high school graduates are for college-level work. Detailed tables in the attachment to this item show the six-year graduation rate of students beginning college in the fall of 2011. The findings include:

- Slightly less than half (48.9 percent) of incoming public Missouri high school students who entered as a first-time, full-time degree-seeking student in fall 2011 had earned a two- or four-year degree from a public Missouri college or university by spring 2017. This is a small increase over the 2010 cohort (48.2 percent). This rate does not account for transfer or completion from an independent or out-of-state institution.

- 35.8 percent had earned a bachelor's degree, 16.8 percent earned an associate's degree, and 2.2 percent earned a graduate or professional degree within six years. The percentage earning an associate's degree was an increase over the 2010 entering cohort (15.8 percent). Some students earned more than one degree, and are counted here more than once.

- As part of a continuing trend, females were more likely than males (51.5 percent compared to 45.8 percent) to have earned a degree within six years, as were students enrolled at highly selective (79.5 percent) and selective (67.0 percent) institutions.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- Enrollment and Preparation, Performance and Retention in College, and Degree Completion Tables

Coordinating Board for Higher Education
March 8, 2018

Tab W Attachment

Enrollment and Preparation, Performance and Retention in College, and Degree Completion Tables

Enrollment and Preparation

Table 1: Recent Public Missouri High School Graduate Enrollment by Sector, Gender, and Race/Ethnicity, 2007 to 2017

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	10-Year % Change	1-Year % Change
Overall Enrollment	20,839	21,598	22,228	23,948	23,742	21,018	22,034	22,443	21,453	21,833	22,160	6.3%	1.5%
Two-Year	9,188	9,227	10,504	11,225	11,279	9,132	10,393	10,610	9,303	9,769	10,423	13.4%	6.7%
	44.1%	42.7%	47.3%	46.9%	47.5%	43.4%	47.2%	47.3%	43.4%	44.7%	47.0%		
Four Year	11,651	12,371	11,724	12,723	12,463	11,861	11,641	11,833	12,150	12,064	11,737	0.7%	-2.7%
	55.9%	57.3%	52.7%	53.1%	52.5%	56.4%	52.8%	52.7%	56.6%	55.3%	53.0%		
Women	11,421	11,755	12,013	13,067	12,997	11,596	12,175	12,342	11,816	11,983	12,275	7.5%	2.4%
	54.8%	54.4%	54.0%	54.6%	54.7%	55.2%	55.3%	55.0%	55.1%	54.9%	55.4%		
Men	9,411	9,838	10,211	10,863	10,733	9,397	9,844	10,092	9,628	9,840	9,872	4.9%	0.3%
	45.2%	45.6%	45.9%	45.4%	45.2%	44.7%	44.7%	45.0%	44.9%	45.1%	44.5%		
African American	1,895	2,055	0	2,433	2,553	1,525	2,209	2,065	2,010	2,138	1,870	-1.3%	-12.5%
	9.1%	9.5%	10.2%	10.2%	10.8%	7.3%	10.0%	9.2%	9.4%	9.8%	8.4%		
Caucasian	16,567	17,723	17,758	18,381	18,011	14,289	17,215	17,071	16,792	17,007	16,097	-2.8%	-5.4%
	79.5%	82.1%	79.9%	76.8%	75.9%	68.0%	78.1%	76.1%	78.3%	77.9%	72.6%		
Hispanic	359	481	486	374	343	275	470	620	846	885	1019	183.8%	15.1%
	1.7%	2.2%	2.2%	1.6%	1.4%	1.3%	2.1%	2.8%	3.9%	4.1%	4.6%		
Asian / Pacific Islander	345	372	347	408	395	333	486	537	497	489	449	30.1%	-8.2%
	1.7%	1.7%	1.6%	1.7%	1.7%	1.6%	2.2%	2.4%	2.3%	2.2%	2.0%		
Other	1,673	967	1,368	2,352	2,440	4,596	1,654	2,150	1,308	1,314	2,725	62.9%	107.4%
	8.0%	4.5%	6.2%	9.8%	10.3%	21.9%	7.5%	9.6%	6.1%	6.0%	12.3%		

Data Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 2: Recent Missouri Public High School Graduate Enrollment in Remediation by Institutional Admissions Selectivity; 2013 to 2017					
	2013	2014	2015	2016	2017
Selective	**10.9%**	**10.5%**	**9.6%**	**9.4%**	**8.8%**
Math	10.1%	9.5%	8.7%	8.8%	8.3%
English	1.4%	1.6%	1.4%	1.1%	1.1%
Reading	-	-	-	-	-
Mod Selective	**31.7%**	**21.4%**	**22.5%**	**19.7%**	**19.4%**
Math	25.2%	13.0%	15.5%	11.7%	12.1%
English	12.5%	11.1%	10.3%	10.2%	10.3%
Reading	3.8%	3.4%	0.5%	0.5%	0.2%
Open	**54.2%**	**47.8%**	**45.2%**	**42.2%**	**33.5%**
Math	45.7%	41.7%	38.9%	34.5%	25.8%
English	25.8%	20.0%	16.7%	19.2%	15.8%
Reading	18.0%	13.8%	12.8%	13.4%	11.6%

Table 3: Recent Missouri Public High School Graduate Enrollment in Remediation by Gender; 2013 to 2017					
	2013	2014	2015	2016	2017
Women	**38.6%**	**32.4%**	**29.9%**	**28.3%**	**24.5%**
Math	33.7%	28.2%	25.9%	23.5%	19.5%
English	15.4%	12.2%	9.9%	11.6%	10.3%
Reading	10.8%	8.4%	6.4%	7.0%	6.4%
Men	**31.9%**	**28.7%**	**26.1%**	**24.9%**	**20.7%**
Math	25.7%	23.6%	21.2%	19.0%	15.1%
English	15.6%	12.4%	10.2%	11.2%	9.8%
Reading	8.4%	6.6%	5.8%	6.1%	5.4%

Source: Enhanced Missouri Achievement Study (EMSAS)

Table 4: Recent Missouri Public High School Graduate Enrollment in Remediation by Race; 2013 to 2017	2013	2014	2015	2016	2017
African-American	**65.5%**	**52.5%**	**47.0%**	**52.6%**	**46.0%**
Math	57.8%	44.0%	40.4%	43.1%	35.4%
English	37.6%	32.1%	23.8%	32.6%	28.1%
Reading	27.1%	23.9%	18.3%	23.6%	19.3%
Caucasian	**31.7%**	**27.0%**	**25.8%**	**23.3%**	**18.8%**
Math	26.8%	23.0%	21.7%	18.7%	14.8%
English	12.3%	10.0%	8.3%	8.5%	6.7%
Reading	7.4%	5.6%	4.8%	4.6%	3.2%
Hispanic	**43.8%**	**42.4%**	**32.4%**	**28.5%**	**27.2%**
Math	35.1%	31.6%	26.1%	22.4%	20.6%
English	19.4%	19.7%	13.2%	11.8%	13.1%
Reading	12.3%	13.4%	5.7%	6.0%	8.9%
Asian / Pacific Islander	**26.1%**	**25.0%**	**20.3%**	**20.7%**	**14.3%**
Math	19.3%	18.3%	16.5%	14.3%	10.5%
English	12.8%	12.5%	7.4%	11.5%	6.0%
Reading	8.6%	8.4%	5.6%	6.5%	4.0%
Other / Unknown	**37.7%**	**38.0%**	**30.5%**	**31.0%**	**30.1%**
Math	29.3%	34.6%	26.2%	25.0%	21.2%
English	18.0%	9.1%	9.7%	13.9%	16.9%
Reading	9.6%	5.4%	5.4%	6.7%	11.8%

Source: Enhanced Missouri Achievement Study (EMSAS)

Performance and Retention in College

Table 5: Recent Missouri Public High School Graduate Retention by Gender and Race/Ethnicity; Fall 2016 - Fall 2017

	Students	Completed Fall 2016	Avg. Fall 2016 GPA	Avg. Credits Completed (Fall 2016)	Completed Spring 2017	Avg. Spring 2017 GPA	Avg. Credits Completed (Spring 2017)	Enrolled Fall 2017
Female	**11,985**	**98.2%**	**2.91**	**21.3**	**87.8%**	**2.95**	**33.7**	**78.8%**
African American	1,266	98.0%	2.40	11.9	84.9%	2.38	21.6	67.4%
Caucasian	9,265	98.3%	3.00	22.9	88.6%	3.04	35.6	80.7%
Hispanic	483	97.7%	2.72	19.6	84.8%	2.79	31.0	76.8%
Asian / Pacific Islander	252	99.2%	3.18	23.8	88.4%	3.16	37.6	83.7%
Other/Unknown	719	98.0%	2.75	17.9	85.1%	2.77	29.8	74.5%
Male	**9,840**	**98.0%**	**2.68**	**19.6**	**85.7%**	**2.75**	**31.7**	**74.7%**
African American	867	98.2%	2.11	10.2	81.1%	2.19	19.8	62.1%
Caucasian	7,741	97.9%	2.76	20.9	86.3%	2.83	33.3	76.5%
Hispanic	402	98.7%	2.51	17.3	85.8%	2.62	28.8	70.3%
Asian / Pacific Islander	237	98.3%	2.89	21.8	93.6%	2.93	33.9	86.9%
Other/Unknown	593	97.9%	2.49	17.3	81.6%	2.61	28.5	67.7%
Total	**21,835**	98.1%	**2.81**	**20.5**	**86.9%**	**2.86**	**32.8**	**76.9%**
African American	2,139	97.8%	2.28	11.2	83.4%	2.31	20.8	65.1%
Caucasian	17,008	98.1%	2.89	22.0	87.5%	2.94	34.6	78.8%
Hispanic	885	98.1%	2.62	18.6	85.3%	2.71	30.0	73.8%
Asian / Pacific Islander	487	98.7%	3.04	22.8	91.0%	3.05	35.8	85.2%
Other/Unknown	1,314	98.0%	2.63	17.6	83.5%	2.70	29.2	71.4%

Source: Enhanced Missouri Achievement Study (EMSAS)

Table 6: Recent Missouri Public High School Graduate Retention by Sector and Race/Ethnicity; Fall 2016- Fall 2017								
	Students	Completed Fall 2016	Avg. Fall 2016 GPA	Avg. Credits Completed (Fall 2016)	Completed Spring 2017	Avg. Spring 2017 GPA	Avg. Credits Completed (Spring 2017)	Enrolled Fall 2017
Public 2Y	**9,770**	**97.2%**	**2.55**	**17.2**	**80.3%**	**2.66**	**27.0**	**66.2%**
African American	981	96.8%	2.06	7.0	76.3%	2.17	14.5	55.2%
Caucasian	7,550	97.2%	2.64	18.9	80.9%	2.74	29.0	67.9%
Hispanic	433	97.6%	2.41	16.1	80.3%	2.53	25.0	64.2%
Asian / Pacific Islander	171	98.2%	2.60	15.7	84.7%	2.61	24.1	74.8%
Other/Unknown	635	97.4%	2.40	14.7	78.1%	2.49	23.3	62.3%
Public 4Y	**12,065**	**98.8%**	**3.01**	**23.2**	**92.2%**	**3.01**	**36.9**	**85.6%**
African American	1158	98.6%	2.47	14.6	89.4%	2.41	25.4	73.5%
Caucasian	9,458	98.9%	3.09	24.4	92.8%	3.09	38.5	87.4%
Hispanic	452	98.6%	2.83	20.9	90.0%	2.87	34.3	83.1%
Asian / Pacific Islander	318	99.0%	3.28	26.6	94.3%	3.26	41.4	90.8%
Other/Unknown	679	98.5%	2.85	20.3	88.6%	2.88	34.1	79.9%

Source: Enhanced Missouri Achievement Study (EMSAS)

Degree Completion

Degree Completion Table 7: Recent Missouri Public High School Graduate Six-Year Completion Rate by Gender and Race/Ethnicity; Fall 2011 through Spring 2017

	Students	% Completed Associate's	% Completed at Least Bachelor's	% Completed Graduate/Professional	Total Completions
Female	**12,801**	**17.7%**	**37.5%**	**2.5%**	**51.5%**
African American	1,521	5.9%	23.5%	0.7%	29.1%
Caucasian	9,553	20.9%	37.6%	2.3%	53.8%
Hispanic	189	22.2%	29.1%	0.0%	46.5%
Asian / Pacific Islander	176	10.8%	46.5%	2.8%	54.5%
Other/Unknown	1,362	9.1%	52.7%	6.3%	60.5%
Male	**10,616**	**15.6%**	**33.7%**	**1.8%**	**45.8%**
African American	909	6.8%	19.1%	0.4%	24.5%
Caucasian	8,275	17.5%	34.3%	1.7%	47.8%
Hispanic	152	17.1%	25.6%	1.9%	36.8%
Asian / Pacific Islander	214	11.2%	44.8%	6.0%	53.2%
Other/Unknown	1,066	9.3%	41.0%	3.2%	48.7%
Total	**23,429**	**16.8%**	**35.8%**	**2.2%**	**48.9%**
African American	2,431	6.3%	21.8%	0.6%	27.4%
Caucasian	17,834	19.3%	36.0%	2.0%	51.0%
Hispanic	341	19.9%	27.5%	0.8%	42.2%
Asian / Pacific Islander	391	11.0%	45.5%	4.6%	53.7%
Other/Unknown	2,432	9.2%	47.7%	4.9%	55.3%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table 8: Recent Missouri Public High School Graduate Six-Year Completion Rate by Institutional Admissions Selectivity; Fall 2011 through Spring 2017					
	Students	% Completed Associate's	% Completed at Least Bachelor's	% Completed Graduate/Professional	Total Completions
Highly Selective	849	2.9%	77.0%	11.3%	79.5%
Selective	6,750	3.5%	63.6%	4.5%	67.0%
Moderately Selective	3,778	5.2%	51.9%	1.7%	55.4%
Open	12,052	28.8%	12.3%	0.4%	34.7%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Meeting Minutes

Audit Committee

Coordinating Board for Higher Education
December 13, 2017

The Audit Committee of the Coordinating Board for Higher Education was called to order at 4:30 p.m. on Wednesday, December 13, 2017, in Room 490 of the Harry S Truman State Office Building in Jefferson City, Missouri. Committee members Doug Kennedy and Bobby Robertson were present. Committee member Sam Murphey was absent. Board member Joe Cornelison also participated.

Auditors from RubinBrown called in to the meeting and reported a clean opinion on the financial statements. No action was taken, and the meeting was adjourned at 4:45 p.m.

Tab Y

Update on Recent Audits

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Coordinating Board bylaws provide that the Audit Committee receives and reviews all audit reports pertaining to the board and MDHE, as well as any other audit reports as necessary. The Audit Committee is responsible for reporting to the board on the contents of the reports and for following up with the commissioner and department staff regarding resolution of any findings in the reports. The Audit Committee is responsible for reporting to the board on the status of any such findings.

The following summarizes recent audit reports and steps MDHE staff have taken to address findings identified in those reports.

CURRENT STATUS

Reports from the State Auditor

August 2016: Higher Education

1. Financial Aid Awards

   MDHE staff have developed processes to address and prevent issues with financial aid awarding errors, including an audit plan to conduct compliance reviews on information pertaining to student eligibility and awards provided by institutions.

   The compliance reviews include desk audits of selected institutions and programs to verify student eligibility and correct award amounts. If necessary, staff will perform on-site reviews to verify information and institutional processes.

   Due to budget constraints, MDHE is still exploring the feasibility of modifying its student aid software platform to program additional automatic checks to identify potential errors in institutions' data entries.

2. Advantage Missouri

   MDHE collaborated with MOHELA to address the issue of outstanding loan balances under the Advantage Missouri Program. MOHELA reviewed the files and provided updated outstanding loan balances for each of the roughly 1,300 borrowers, which MDHE then verified. The loan amounts were cancelled on June 8, 2017, and the affected parties were notified of the cancellation via a letter sent by MOHELA on behalf of MDHE.

3. Agreements for Student Aid Database Access

   MDHE revised its access agreement to require a signature of the high school or college CEO, or CEO's documented designee for signature purposes. This process ensures the institution and its representative users are bound by confidentiality obligations contained in the agreements.

August 2016: Public Higher Education Funding and Affordability

MDHE plans to promulgate an administrative rule that would guide the HESFA compliance process. The rulemaking process would take approximately six months and would include comment opportunities for all institutions of higher education in Missouri.

MDHE continues to explore additional verification measures for tuition and fee data provided by institutions. Beginning this year, MDHE will check tuition and fee information published on the institutions' websites to ensure it is consistent with the data provided by the institutions.

Future Initiatives

MDHE is committed to continually evaluating its policies and processes to identify and mitigate audit risks and for better overall compliance with statutory requirements. Several initiatives are forthcoming, such as repetitive error identification in financial aid data input, developing guidance documents for institutions, and providing additional educational opportunities for interested parties.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS

Tab Z

Overview of Annual MDHE Audits

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

Over the course of the year, MDHE undergoes three main types of audits:

I. State Auditor's Office audits
II. U.S. Department of Education audits
III. Financial statement audits

Although the above are the mains audits of MDHE, it is important to note that the State Auditor's Office, the U.S. Department of Education, and other oversight bodies such as the Office of Inspector General can conduct ad hoc audits at any time on particular issues.

Each of the three main audits are described in more detail below.

I. State Auditor's Office Audits

Statewide Financial Statements

- Each year, the State Auditor's Office (SAO) determines which state funds have the most significant amount of activity and tests transactions from those funds during its audit of the statewide financial statements (CAFR). Both the loan program and the state financial aid funds typically have activity at a level that the SAO considers significant and those funds are included in test work for the audit of the CAFR.
- State auditors typically perform test work onsite from approximately July to December.
- The Comprehensive Annual Financial Report (CAFR), including the Department's financial data,is usually issued in January by the Office of Administration.

A-133 Single Audit

- The A-133 Single Audit is an audit of federal programs; MDHE is included in the Single Audit because we receive federal money to administer the Missouri Student Loan Program (MSLP).
- Single Audit work includes testing financial information, compliance, and internal controls.
- Single Audit work occurs on a regular basis. Until recently, guaranty agency audits occurred annually; but due to changes in federal funds management requirements, the audits will now be every two or three years.
- Onsite Single Audit work usually occurs from approximately July through January.
- The SAO issues the Single Audit report in February or early March; the report includes all federal funds expended by the State of Missouri.

The SAO charges MDHE for the audits; the 2017 engagement letter estimates a maximum cost of $136,000 for the combined audits; in years including only statewide financial statement audit work, the cost is closer to $13,000.

Periodic audits of MDHE

- The State Auditor may perform department-wide and ad hoc audits of MDHE.
- Department-wide audits of MDHE have been infrequent; depending on SAO priorities, these audits may be a decade or more apart.
- The SAO issued its most recent department-wide audit report in 2016.
- The SAO also periodically performs ad hoc audits of specific programs administered by MDHE and various elements of the public higher education system.
- A list of higher education audit reports issued by the SAO can be found at https://app.auditor.mo.gov/AuditReports/AudRpt2.aspx?id=13

II. United States Department of Education Reviews

Periodic guaranty agency reviews

- United States Department of Education (USDE) performs both desk reviews and onsite reviews of the guaranty agency.
- Onsite reviews usually include four or five staff from the Federal Student Aid division of USDE; the in-charge auditor is usually from the Southern Region's Dallas, TX office.
- Desk reviews typically occur during a one-week period and primarily consist of document requests and conference calls.

Information Security Self-Assessment

- USDE requires guaranty agencies to submit annual self-assessments of information security controls.
- A federal contractor (currently "Blue Canopy") issues a report on the assessment with a rating and areas for improvement.
- MDHE is required to respond to the report with a corrective action plan and to periodically report progress toward the plan.

On-site information security review

- Periodically, USDE performs on-site reviews of the MSLP information security controls.
- Past reviews have involved three or more staff during a one-week period.

The federal government does not charge MDHE for any of its reviews.

III. Financial Statement Audit

Audit of financial statements of the Missouri Student Loan Program

- Annually, MSLP compiles comparative financial statements that are audited by an external CPA firm.
- RubinBrown currently performs the audits through a contract awarded by the Missouri Office of Administration.
- Financial statement audit onsite work usually begins with one or two staff onsite for a week in August to perform planning and concludes with two or three staff onsite for a week in October to perform audit fieldwork.
- The final product of the financial statement audit is a set of comparative financial statements that includes auditor's reports on the financial statement presentation and internal controls.
- The audit firm issues the financial statement audit report in early December in order to present the audit to the CBHE audit committee prior to the December board meeting.
- USDE requires MDHE to submit a copy of its audited financial statements each year.

Currently, the financial statement audit costs MDHE approximately $43,000 annually.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- Onsite portions of MDHE Audits, State Fiscal Year 2018

Coordinating Board for Higher Education
March 8, 2018

Tab Z Attachment

Onsite Portions of MDHE Audits, State Fiscal Year 2018

Tab AA

Student Information Portal

Coordinating Board for Higher Education
March 8, 2018

BACKGROUND

One of the tactics included in the Blueprint for Higher Education's affordability goal is "implement a web-based student portal that will serve as a one-stop shop for information about higher education, including applications, FAFSA rules, state student aid eligibility, transfer policies, reverse transfer, transfer course library, and other information to help students plan for higher education and complete a degree in less time and at less cost."

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 2017, but expenditure of those funds was restricted before work began. The $500,000 appropriation was included in the FY 2018 budget, and those funds are supporting the work currently underway.

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.

Phase 1: College and Degree Search

MDHE's existing College and Degree Search will be redesigned using responsive design so it is easily accessible from any electronic device. The new search tool will provide more information to help students make an informed choice when selecting a higher education institution. It also will allow students to compare up to four schools side by side at one time.

Students will be able to search for Missouri colleges and degree programs based on:

- Career interests
- Location
- Certificate and degree programs offered
- School type (two year, four year, public, private, specialized/technical, theological, or proprietary)

- Program delivery (classroom, online, hybrid, or competency based)
- Admissions requirements for each certificate or degree program
- Cost (tuition, fees, books, and supplies for each certificate or degree program)

Phase 2: Course Transfer Tracker

A search function will allow students to see how general education courses they have completed at a Missouri public college or university will transfer to another public college or university in Missouri. The Course Transfer Tracker is based on the Core 42 Curriculum. The tool will provide specific information about course transfer that can help students avoid having to "retake" courses, saving time and money as they work toward a degree.

Phase 3: State Financial Aid Portal

Enhancements to the department's current financial aid portal would enable the department to provide more detailed, personalized information about state financial individual students might be eligible to receive.

Phase 4: Student Workspace

A new student workspace feature would allow students to create a secure account where they could 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.

NEXT STEPS

Work on Phases 1 and 2 is currently underway and is on track to be completed by June 30, 2018. Phases 3 and 4 will require additional resources. The Governor's recommended budget includes a $500,000 appropriation out of the department's guaranty agency operating fund to support this additional work.

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.

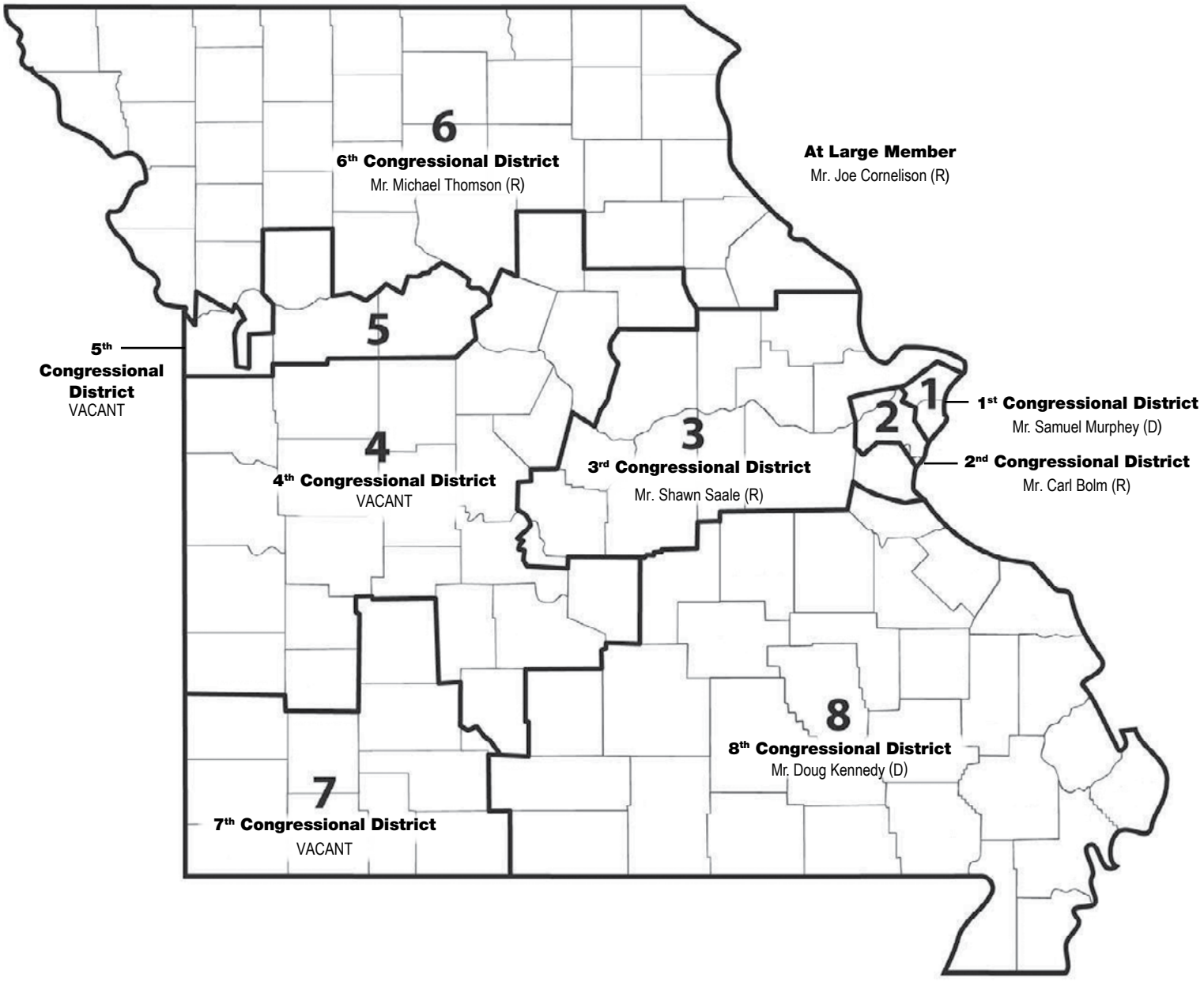
RECOMMENED ACTION

This is an information item.

NO ATTACHMENTS

Coordinating Board for Higher Education

Members by Congressional District



Coordinating Board for Higher Education Members by Congressional District

Term expirations for Coordinating Board for Higher Education Members:

1st District: Mr. Samuel Murphey - 5/5/2016 to 6/27/2020
2nd District: Mr. Carl Bolm - 8/23/2017 to 6/27/2022
3rd District: Mr. Shawn Saale - 8/23/2017 to 6/27/2018
4th District: VACANT
5th District: VACANT
6th District: Mr. Michael Thomson - 5/5/2016 to 6/27/2016
7th District: VACANT
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

02/26/2018

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(9)). The department reviews each public college's and university's mission periodically (§ 173.030(7)) and has authority to approve applications from institutions seeking to establish a statewide mission (§ 173.030(8)). 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(3)), approving a community college funding model (§ 163.191.1), and submitting a unified budget request for community colleges (§ 163.191.1). 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 will be subject to a fine of 5% of the institution's state appropriation (§ 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 (§§ 173.604.1 & 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(8)).

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(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Oversee implementation of the Higher Education Student Funding Act (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(9))
- Establish state- and institution-specific performance measures (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to the governor and general assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

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(13)(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 (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- 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)
- Establish guidelines to facilitate transfer (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with the Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)
- Establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state (§ 173.005.2(8))
- 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 twenty-five lower division courses across all

institutions that are transferable among all public higher education institutions (§ 173.005.2(8))

- Develop a policy to foster reverse transfer for any student who has accumulated enough hours by meeting specific statutory requirements to be awarded an associate degree (§ 173.005.2(8))
- Require all public two- and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2(6))
- 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))
- 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(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions with decisions relating to residence status of students (§ 173.005.2(7))
- Conduct binding dispute 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)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise community colleges (§ 178.780), including:
    - Establishing their role in the state
    - Setting up surveys to be used for local jurisdictions when determining need and potential for a community college
    - Administering the state financial support program
    - Formulating and putting into effect uniform policies as to budgeting, record keeping and student accounting
    - Establishing uniform minimum entrance requirements and uniform curricular offerings
    - Make a continuing study of community college education in the state
    - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

Note: Section 173.005.7 transfers to the 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 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (§ 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)*

[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 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 & 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 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682). Responsibilities include:
    - Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
    - Processing applications
    - Loan disbursement
    - Enrollment and repayment status management
    - Default awareness activities
    - Collecting on defaulted borrowers
    - School and lender training
    - Financial literacy activities
    - Providing information to students and families on college planning, career preparation, and paying for college
    - Administering claims
    - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

Proprietary Schools

- License and oversee all for-profit Missouri certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in Missouri (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)
- Require annual recertification, 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

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

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(10))
- 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(11))

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 & .8)
- Proprietary School Advisory Committee (§ 173.614)

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

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.

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.