



Tab 11

Mission Review Status Update

Coordinating Board for Higher Education
June 7, 2018

BACKGROUND

The Coordinating Board for Higher Education is statutorily required (§ 173.030, RSMo) to conduct a review of the missions for all Missouri public institutions of higher education every five years. Mission review is critical to achieving several goals of the [Blueprint for Higher Education](#) related to attainment, affordability, and quality. ()

The CBHE delegates its responsibility for mission review to the Department of Higher Education. 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

As reported at the CBHE meeting in March, MDHE staff is moving ahead with mission review, using mission role and scope descriptions proposed by the National Center for Higher Education Management Systems (NCHEMS) in 2016 and 2017 as a starting point. MDHE staff and the Council of Chief Academic Officers (CCAO) discussed mission review at the April meeting of the CCAO. The focus of that discussion was a draft document created by MDHE staff that sought to identify and describe the "essential elements" of mission in order to reach broad agreement on what should be included to define an institution's mission and how well it fulfills that mission. The "essential elements" draft document is included as Attachment A. MDHE staff also shared with the CCAO examples of mission descriptions used in other states. MDHE staff agreed to use the feedback from the CCAO to develop a template for determining CBHE-approved missions. That document is currently under review by members of the CCAO before being shared with all public institutions for review in June.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Draft Template for CBHE – Approved Mission Descriptions

Tab 11 Attachment
Draft Template For CBHE – Approved Mission Descriptions

TEMPLATE FOR CBHE-APPROVED MISSION DESCRIPTIONS

CBHE-APPROVED MISSION DESCRIPTION	
<p>[name of institution] is responsible for identifying and meeting the educational needs of the residents of its [CBHE-approved service region] by delivering high-quality academic programs directly or through collaboration with other institutions.</p> <p>[name of institution] is a [moderately-selective institution].</p> <p>[name of institution] has a statewide mission in [description of statewide mission]. IF APPLICABLE</p> <p>[name of institution] serves its [CBHE-approved service region] region by offering [level and array of programs] degrees in [general description of fields], with particular strengths in [examples of degree programs].</p> <p>[name of institution] collaborates with other institutions on [description of programs] outside its CBHE-approved mission.</p> <p>[name of institution] also fulfills its mission by offering services to [description: e.g. promote and sustain economic, small business, and workforce development, in addition to a broad range of academic and cultural activities and events]</p> <p>Every five years, [name of institution] will provide to the Coordinating Board, in a manner determined by the Coordinating Board, [evidence of fulfilling its CBHE-approved mission and, if applicable, its statewide mission].</p>	

MISSION ELEMENT	EXPLANATION and ISSUES TO RESOLVE
Name of institution	Self-explanatory
CBHE-approved service region	<p>The geographical area an IHE is primarily <i>responsible for serving, not necessarily through direct delivery of educational programs but through collaboration with other programs</i>. Service regions will have to be determined, with historical/traditional districts/regions a consideration.</p> <ol style="list-style-type: none"> 1. Community colleges have had voluntary service areas for many years. Should they be reviewed and modified? How, if at all, do other two-year institutions fit within this structure? 2. Several universities have historical service districts. To what extent, if any, should those historical districts shape an institution's CBHE-approved service region?
Institutional selectivity	<p>The basis on which institutions admit students. Presently there are four categories (highly selective; selective; moderately selective, open enrollment) with ACT composite score and high school rank (using percentiles) defining each category; at least 90 percent of all first-time, full-time students expected to meet the criteria. For example, highly selective institutions require a score of 140 (the sum of the ACT composite score percentile and high school rank percentile) for admission, with an ACT score of 28 providing automatic admission. The total score is 120 for selective and 100 for moderately selective.</p>

	<p>High school rank is an outdated metric. MDHE staff recommends, as a starting point for discussion, using ACT composite score but replacing high school rank with high school GPA.</p> <ol style="list-style-type: none"> 1. Are the “scores” reasonable and appropriate? Can high school GPA be easily translated to a percentile score? 2. Could there be a matrix that uses ACT composite and high school GPA to determine admissions? 3. Should institutions be held to account for meeting the “90 percent” threshold for all of its FTFT students? Should there be a sliding scale depending on selectivity level?
Student profile	<p>Related to selectivity, but also accounts for focus on particular groups: military; adult students; first-generation; Pell-eligible, etc. From where do IHE’s students reside?</p> <ol style="list-style-type: none"> 1. What
Statewide mission	<p>This is a straight-forward question that demands a clear and precise definition:</p> <ol style="list-style-type: none"> 1. What exactly does it mean to have a statewide mission? 2. Are other institutions prohibited from offering programs in that area?

MISSION ELEMENT	EXPLANATION
	These mission elements are specific to each institution. MDHE staff welcome comments and feedback, but believe these elements will be determined through discussions between staff and institutional representatives.
Level and array of programs	Associate; baccalaureate; masters; doctoral; first professional; etc.
Areas of strength/distinction	This description should not be given lightly, but reflect genuine strength or distinction in a particular discipline or field. For example, if an institution has a licensure pass rate of 95 percent, which is also the average for the state, that should not warrant designation as a program of strength or distinction.
Programs outside CBHE-approved mission	Baccalaureate degrees for community colleges; doctoral degrees for universities outside UM System.
Description of services, activities, etc.	e.g., economic development; adult education; cultural activities; business development; etc.

MISSION FULFILLMENT	This work will be completed later in the process. Evidence of mission fulfillment
evidence of fulfilling CBHE-approved mission	See additional details below. These metrics should be identified using existing statutes, policies, and practices. A primary goal here is to use existing metrics/processes to help assess mission fulfillment.
evidence of fulfilling statewide mission	Same as above.

EVIDENCE OF MISSION FULFILLMENT: GENERAL	REFERENCE/NOTES on suggested elements and metrics
<p>[name of institution] delivers programs designed to meet the needs of the citizens of the state as well as the requirements of business, industry, the professions and government.</p> <p>[name of institution] offers programs that are responsive to the state's needs and are focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes.</p> <p>[name of institution] has submitted a mission fulfillment plan to the CBHE.</p>	<p>This language is directly from RSMo 173.030 describing mission review generally.</p> <p>The expectation is all public institutions have a responsibility—at different levels of service—to the state. It also is expected that all IHEs will deliver high-quality programs, and be able to demonstrate that quality.</p>
EVIDENCE OF MISSION FULFILLMENT (RSMo 173.030)	
<ol style="list-style-type: none"> 1. Indicators of student achievement <ol style="list-style-type: none"> a. Student retention rate b. Student graduation rate (<i>also performance funding measure</i>) c. Objective measure of student, alumni, and employer satisfaction d. Objective measure of student learning in general education 2. Placement <ol style="list-style-type: none"> a. Percentage of students attending graduate or professional schools (<i>also performance funding measure</i>) b. Placement, licensure, & professional registration appropriate to a program's objectives. (<i>also performance funding measure</i>) 3. Objective measures of attaining statewide goals. 4. Objective measures of faculty teaching effectiveness. 	<p>Suggested/recommended indicators directly from RSMo 173.030. <i>These are only suggestions at this point.</i></p> <p>Several of these are the same as or closely related to Performance Funding measures.</p> <p>If included as part of mission fulfillment, benchmarks may be established for each institution individually, or perhaps by sector or selectivity category.</p>
EVIDENCE OF STATEWIDE MISSION FULFILLMENT (if applicable)	RSMo 173.030
<ol style="list-style-type: none"> 1. Offers one or more programs of unusual strength which respond to a specific statewide need. <ol style="list-style-type: none"> a. receipt of national, discipline-specific accreditation when available, or; b. if not available, receipt of independent certification for meeting national or state standards or requirements; c. for occupationally specific programs, placement rates significantly higher than average; d. for programs for which state/national licensure is required or for which state/national licensure/registration is available on a voluntary basis, licensure/registration rates for graduates significantly higher than average; or e. quality of program faculty as measured by the percentage holding terminal degrees, the percentage writing publications in professional journals or other appropriate media, and the percentage securing competitively awarded research grants which are higher than average. 2. Enrolls a representative cross-section of Missouri students. <ol style="list-style-type: none"> a. enrolling at least 40% of its Missouri resident, first-time, full-time students from outside its historic statutory service region. b. enrolling its Missouri undergraduate students from at least eighty percent of all Missouri counties; or c. enrolling one or more groups of special population students such as minorities, economically disadvantaged, or physically disadvantaged from outside its historic statutory service region at rates exceeding state averages of such populations enrolled in the higher educational institutions of this state. 3. Has a clearly articulated admission standard consistent with the provisions of section 173.005 or section 174.130. 	<p>This language is directly from RSMo 173.030. These criteria are for institutions seeking a statewide mission. It seems reasonable to assert that the threshold for obtaining a statewide mission should also apply for sustaining the statewide mission.</p>

<p>4. Has a focused academic environment which identifies specific but limited areas of academic emphasis at the undergraduate, and if appropriate, at the graduate and professional school levels, including the identification of programs to be continued, reduced, terminated or targeted for excellence.</p> <p>5. Has, consistent with its focused academic environment, the demonstrable capacity to provide significant public service or research support that address statewide needs for constituencies beyond its historic service region.</p>	
<p>EVIDENCE OF MISSION FULFILLMENT (from CBHE Public Policies)</p>	<p>BENCHMARKS</p>
<p>1. Percent of students meeting institution’s admissions guidelines. 2. Number of students below thirty-third percentile. 3. Percentage of students making Satisfactory Academic Progress 4. Graduation and Time-to-Completion Rates 5. Transfer students 6. Produces Highly-Qualified Teachers 7. Minority Participation 8. Critical Skills and Disciplines 9. Other? 10. Other?</p>	<p>90%? Tiered by selectivity? Related to selectivity Tiered by selectivity? Tiered by selectivity Primarily for community colleges Primarily for universities TBD TBD TBD TBD</p>
<p>PERFORMANCE FUNDING MEASURES (current)</p>	<p>MET?</p>
<p>1. Completions per student FTE 2. Assessment or Professional Licensure 3. Core expenditures as percent of total expenditures 4. Operating salary expenditures to median household income 5. Net tuition and fee revenue compared to median household income 6. Student Success After Graduation</p>	<p>Y/N Y/N Y/N Y/N Y/N Y/N</p>