

MISSOURI DEPARTMENT OF HIGHER EDUCATION



■ 2013 ■

Annual Report

MOHETM

Missouri Department of Higher Education

*Building Missouri's future...
by degrees[®]*

Missouri Department of Higher Education

Annual Report
Fiscal Year 2013



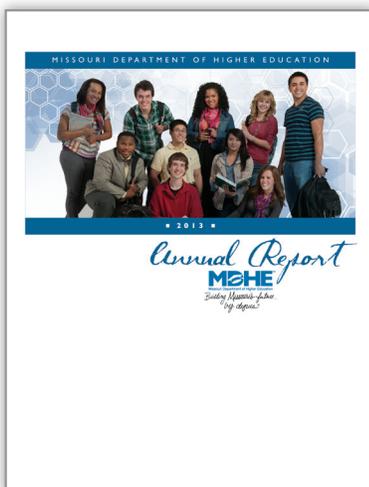
Vision: Missouri will be a recognized national leader in higher education quality and performance excellence.

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

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On the cover:

A group of college and high school students from across Missouri is featured in several publications produced each year by the Department of Higher Education. The publications provide information about planning and paying for college to thousands of students and their families throughout the state.

The featured students share some of their thoughts about higher education throughout the 2013 Annual Report.

Coordinating Board for Higher Education

Dalton Wright, Chair
Conway

Betty Sims, Vice Chair
St. Louis

Brian Fogle
Springfield

Lowell Kruse
St. Joseph

Douglas Kennedy
Poplar Bluff

Carolyn Mahoney, Ph.D.
Jefferson City

Commissioner of Higher Education
David R. Russell, Ph.D.

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

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

Message from the Chair

The Coordinating Board for Higher Education and the Missouri Department of Higher Education are pleased to present the 2013 Annual Report. This report provides an overview of the actions and activities of the board and the department during Fiscal Year 2013 and is submitted to the Governor and General Assembly in accordance with Missouri state law.

While a slowly recovering economy continued to present challenges in our state, Missouri has gained some ground in higher education. According to a 2013 report from the Lumina Foundation, the state ranked sixth in the nation in degree growth. The percentage of the state's adults with an associate or bachelor's degree totaled 36.4 percent, an increase of 1.5 percent since 2008.

Missouri was also recognized for keeping higher education costs under control. The College Board reported that tuition and fee increases at Missouri's colleges and universities have been among the lowest in the nation for the past several years. While we are proud of the progress our state has made, we know there is more work to be done to help Missouri's students gain the knowledge and skills they need to contribute to a strong economy and live productive and satisfying lives.



Dalton Wright

During 2013, the coordinating board and the department focused on a number of important issues to help students succeed in postsecondary education. We completed a plan to improve developmental education and prepare more students for college-level coursework; created the framework for a transfer course library to assist students in transferring credit from one college to another; and laid the groundwork for a statewide reverse transfer program to help students receive the degrees they have earned.

Our second annual Governing Board Forum brought together college and university board members, institution presidents and chancellors, and representatives from the state departments of Elementary and Secondary Education and Economic Development to discuss the future of higher education in our state.

The Council of Chief Academic Officers was created to promote increased communication and collaboration between the coordinating board and the department and colleges and universities across the state as we work toward achieving our common goals.

We awarded scholarships and grants to nearly 75,000 Missouri students and provided information about planning and paying for college to thousands of families throughout the state.

We look forward to continuing our efforts to help make a postsecondary education a reality for even more Missourians in the coming year.

Dalton Wright
Chair
Coordinating Board for Higher Education



Brooke Bernhardt

Macon

Macon High School

Plans to study nursing at
University of Missouri –
Kansas City or Missouri
Western State University

“The two biggest influences on my decision to attend college are my family and my community. They both expect me to accomplish great things in life and push me toward becoming the best person I can be.”

Imperatives for Change

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

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

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

The plan is based on 10 core values:

- Higher education in Missouri serves many purposes and constituencies, but first and foremost the system is focused on students, learning and each individual’s realization of his or her full educational potential.
- Qualified students should be able to attend the higher education institution that best fits their educational goals and needs regardless of cost.
- Access without success is an empty promise. Missouri’s higher education institutions are dedicated to providing nationally and internationally competitive educational programs, research, and extension services to ensure their students have the knowledge and skills necessary for success in the 21st century, including the ability to think critically, to communicate effectively, and to be life-long learners.
- Diversity of institutional missions is a strength of the system that must be preserved.
- Higher education is a public good as well as a private benefit, contributing both to economic development and civic engagement.

- Basic and applied research, the creation of knowledge, and the application of information to solve problems are basic functions of the higher education system that must be recognized and supported.
- The higher education community is dedicated to making decisions based on reliable and transparent data.
- The higher education community values the appropriate use of technology to enhance programs, services, research, and administration.
- Public accountability for learning outcomes and stewardship of public funds are priorities for Missouri's higher education institutions.
- Ensuring the continued affordability and effectiveness of Missouri's higher education system requires a partnership among the institutions, the state, and other stakeholders.

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

Higher education in Missouri serves many purposes and clientele, but first and foremost, the system is focused on students, learning and each individual's realization of his or her full educational potential.



Taylor Buster
Columbia

University of Missouri-
Columbia

Major: mechanical engineering
Minor: aerospace

“[College] is a lot of work...but during the first semester, you get a handle on things, and it starts to feel more manageable.”

Enrollment and Programs

The MDHE collects information annually about student enrollment in Missouri’s public and independent colleges and universities.

As of fall 2012, the state’s public postsecondary education institutions enrolled about 257,000 students, representing a full-time equivalent enrollment of more than 186,000 students. The state’s independent institutions enrolled about 133,500 students, representing a full-time equivalent enrollment of nearly 91,000 students.

Total head-count enrollment decreased by nearly 3,200 students or 0.8 percent from fall 2011 to fall 2012, and full-time equivalent enrollment decreased by about 8,000 students, or 2.8 percent.

Full-time equivalent enrollment at Missouri’s public postsecondary institutions increased by 2.2 percent since 2009. Head-count enrollment increased by 4.2 percent during the past three years.

Head-count enrollment

	2009	2010	2011	2012	Percent change 2009-2012	Percent change 2011-2012
Independent institutions	131,554	135,079	135,159	133,552	1.5%	-1.2%
Independent (not-for-profit) four-year	130,363	133,863	133,946	134,744	3.4%	0.6%
Independent (not-for-profit) two-year	1,191	1,216	1,213	808	-32.2%	-33.4%
Public institutions	245,170	256,525	260,524	256,941	4.8%	-1.4%
Public four-year	141,158	144,555	147,073	148,439	5.2%	0.9%
Public two-year	104,012	111,970	113,451	108,502	4.3%	-4.4%
Statewide public and independent institutions	376,724	391,604	395,683	392,493	4.2%	-0.8%

Full-time equivalent enrollment

	2009	2010	2011	2012	Percent change 2009-2012	Percent change 2011-2012
Independent institutions	93,146	93,438	96,112	90,980	-2.3%	-5.3%
Independent (not-for-profit) four-year	92,415	92,681	95,288	90,519	-2.1%	-5.0%
Independent (not-for-profit) two-year	731	757	824	461	-36.9%	-44.1%
Public institutions	178,690	187,460	189,731	186,331	4.3%	-1.8%
Public four-year	110,952	114,456	116,144	116,634	5.1%	0.4%
Public two-year	67,738	73,004	73,587	70,197	3.6%	-4.6%
Statewide public and independent institutions	271,836	280,898	285,843	277,811	2.2%	-2.8%

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

	2009	2010	2011	2012	Percent change 2009-2012	Percent change 2011-2012
Independent institutions	10,397	10,850	11,084	11,053	6.3%	-0.3%
Independent (not-for-profit) four-year	10,171	10,606	10,787	10,904	7.2%	1.1%
Independent (not-for-profit) two-year	226	244	297	149	-34.1%	-49.8%
Public institutions	37,596	37,980	39,167	36,407	-3.2%	-7.0%
Public four-year	19,631	20,386	20,167	20,047	2.1%	-0.6%
Public two-year	17,965	17,594	19,000	16,360	-8.9%	-13.9%
Statewide public and independent institutions	47,993	48,830	50,251	47,460	-1.1%	-5.6%



Dean Wilson

St. Louis

St. Francis Borgia

Regional High School

Plans to study accounting
and business administration
at St. Louis University, Drury
University or Truman State
University

*“I feel like college
is the best option for
my future. I want to
succeed, and college
is the best road
for me.”*

Proprietary School Certification and Enrollment

The MDHE oversees operating standards for proprietary schools to ensure students are treated fairly and receive education and training consistent with the published objectives of the schools. Certified schools provide education and training in more than 2,000 degree and certificate programs.

During Fiscal Year 2013, department staff renewed the certification of 141 existing institutions, received 116 application requests, certified 18 schools to operate, granted exemption from certification standards to seven schools, denied recertification to one school and monitored the closing of five certified schools.

Overall, enrollment at proprietary schools certified by the department declined by less than 2 percent in Fiscal Year 2012. The number of students enrolled in Missouri private career schools increased from 58,519 to 67,782, continuing the enrollment growth trend from the previous two years.

While the number of students enrolled in non-Missouri degree-granting schools (regionally accredited schools offering instruction in Missouri) decreased slightly from 12,042 to 11,927, the proprietary distance education institutions experienced a steep decline in the number of students enrolled from 22,090 in 2011 to 11,483 in 2012. The decline is, in part, the result of the relocation or termination of operations of some institutions in this category rather than a reflection of the enrollment trends in distance education. Details regarding enrollment in proprietary schools can be found in Appendix B.

House Bill 1042, enacted during the 2012 legislative session, contained several statutory revisions to the Proprietary School Certification Program, including an authorization for the CBHE to establish additional fees in order to generate sufficient funding to meet the costs of program operation. The revised regulations that codify the legislative changes to the program became effective Feb. 28, 2013.

Higher Education Program Actions

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

Detailed information about program actions during Fiscal Year 2013 is located in Appendix D. The following charts summarize the number of programs added, deleted, inactivated, withdrawn and conducted off-site by Missouri public and independent institutions:

Public institutions

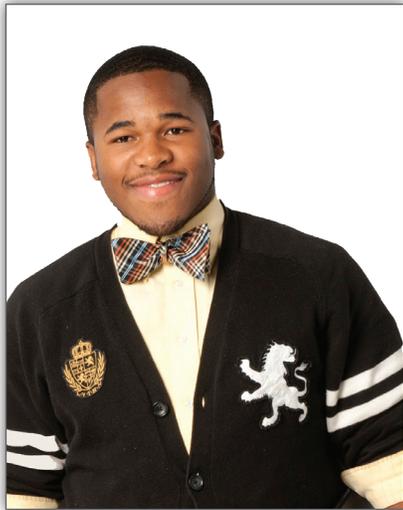
Action	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	11	7	11	1	30
Inactivated	2	1	3	4	10
Program changes*	66	15	17	33	131
New	8	15	19	15	57
Off-site	5	6	4	6	21
Programs withdrawn	0	0	1**	0	1

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

**Proposal to inactivate program rescinded April 2013.

Independent institutions

Action	Certificate	Associate	Baccalaureate	Graduate	Total
New	1	1	16	7	25
Off-site	0	0	6	5	11



Jacob Rowell
Wichita, Kan.

Lincoln University
Major: environmental science
Minor: geographic information
systems

“Because I am a first-generation college student, college will give me the opportunity to make my future better. I have an opportunity to succeed...and be a leader in my field and community.”

Requests, Recommendations and Institutional Compliance

Strategic Initiatives

During Fiscal Year 2013, the CBHE and the MDHE continued to focus on four higher-education goals highlighted during the Governor’s Summits on Higher Education in 2010 and 2011.

The four areas of focus are:

- Degree attainment
- Academic program review
- Increased cooperation and collaboration in administrative and academic areas
- Performance funding for higher education

Degree attainment

Missouri’s Big Goal: Meeting the State’s Higher Education Needs

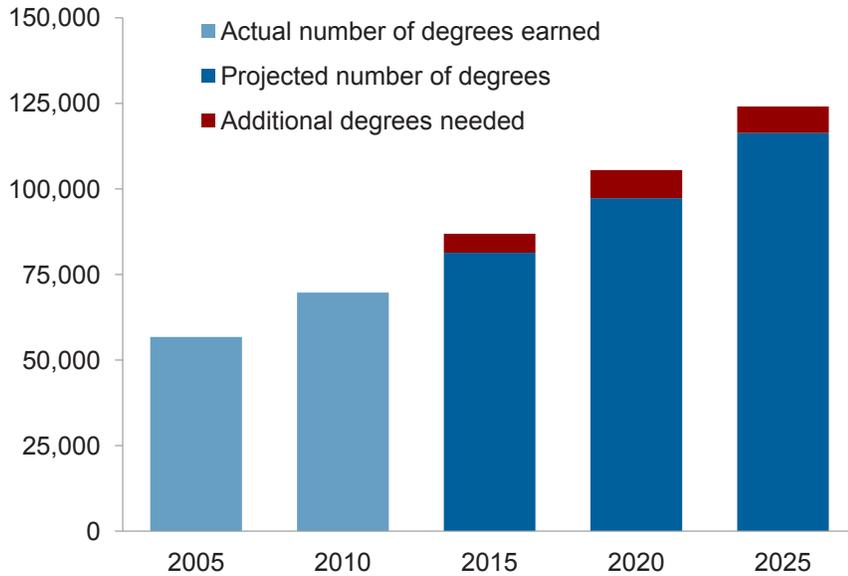
By 2018, approximately 60 percent of all jobs in Missouri will require some form of postsecondary education – a professional certificate or a two-year, four-year or advanced degree. The state has set a goal – Missouri’s Big Goal – for 60 percent of adults to have a certificate or degree by 2025.

In 2011, about 36.4 percent of adults in Missouri had an associate or bachelor’s degree. When individuals with a professional certificate are included, the number increases to 46 percent. That leaves the state about 14 percent away from achieving its goal.

Without concerted action to enroll, graduate and certify more citizens, the state will fall short of its goal by nearly 10 percent. In order to achieve the 60-percent goal, Missouri must increase its annual production of degrees and certificates by about 3,000 (more than 3 percent) each year.

Missouri is making progress toward reaching its goal. Between 2008 and 2011, the percentage of adults in the state holding a two-year or four-year degree increased by 1.5 percent, ranking the state sixth in the nation in degree growth. Maintaining that momentum will require innovative ideas and continuous collaboration by individuals and organizations throughout the state.

Reaching Missouri's Big Goal



The MDHE is focusing its efforts in several areas to assist the state in meeting its education and workforce goals.

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

Missouri's
BIG GOAL
 FOR HIGHER EDUCATION



Hilari Holt

Independence

Metropolitan Community
College-Penn Valley

Major: apparel and textiles –
product development

*“Do your research
on your school and
program of interests.*

*If you’re not sure
what you want to do,
attend a community
college. You can
get your general
education classes,
and you may end
up taking a class
that will spark some
inspiration and give
you more of an idea
of what you really
want to do.”*

Academic Program Review

The MDHE completed a statewide review of academic programs at Missouri’s two- and four-year public colleges and universities in 2011. The review was conducted in consultation with chief academic officers at the state’s higher education institutions.

A major purpose of the academic program review was to improve higher education efficiency. The report recommended eight steps to improve the productivity of academic programs at public colleges and universities:

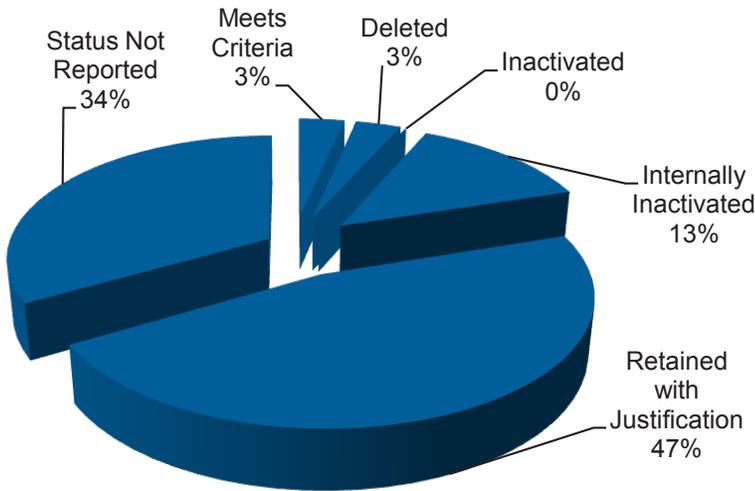
- Improve the productivity of high-priority programs.
- Strengthen policies for the review of new program proposals.
- Develop appropriate reforms in teacher education in collaboration with the Department of Elementary and Secondary Education.
- Revise and update the policy for the regular review of existing academic programs.
- Develop a policy for the review of programs in the two-year sector.
- Encourage collaboration for program delivery among institutions, especially in foreign languages.
- Continue analysis of program duplication.
- Conduct follow-up reviews in three years.

The follow-up review of selected programs identified in the 2011 report to assess institutional efforts to improve productivity is underway. The findings of the review will be presented to the CBHE in February 2014. The following table and charts show preliminary results of the analysis.

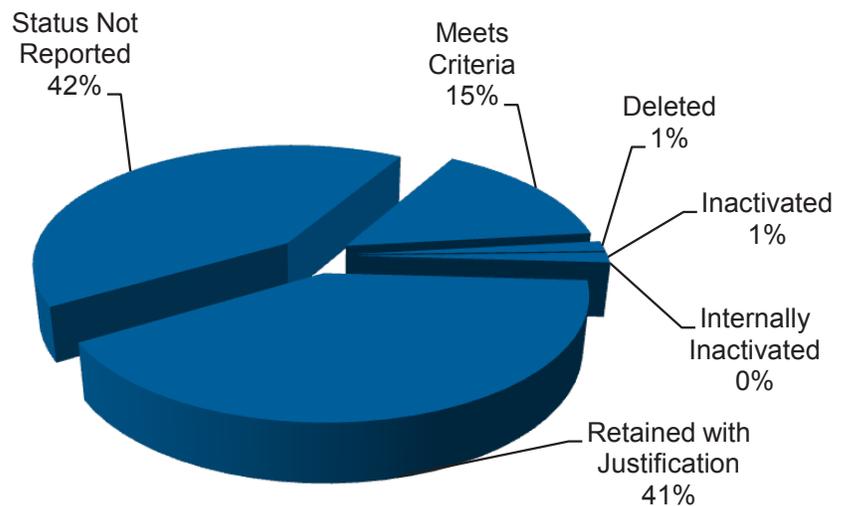
Programs' three-year outcomes

Sector	Follow-up programs reviewed	Meets productivity criteria	Programs deleted since initial review	Programs inactivated	Internally inactivated programs	Programs retained	Status not reported
Four-year	74	11	1	1	0	30	31
Two-year	30	1	1	0	4	14	10
Total	104	12	2	1	4	44	41

Two-year sector program outcomes



Four-year sector program outcomes





Morgan Carnes
Kirkville

Truman State University
Major: communication
disorders

“My first-grade teacher inspired me to be an elementary school teacher. She was a fabulous teacher and really made an impact on my life at a young age. I want to be able to make this same impact on young children’s lives.”

Performance Funding

Fiscal Year 2013 was the baseline year for data collection to establish performance funding for Missouri’s colleges and universities.

In 2011, Gov. Jay Nixon directed the MDHE to develop a formula to allocate future funding increases to higher education institutions according to their performance. The performance funding would apply only to a portion of new state appropriations.

A task force, appointed by the commissioner of higher education, developed a performance funding model in 2012 based on five performance indicators. Each higher education institution can earn one-fifth of its available performance funding by demonstrating success for each one of its five performance measures. If an institution demonstrates success on two measures, it earns two-fifths of available performance funding, while an institution succeeding on all five measures would receive 100 percent of available funding.

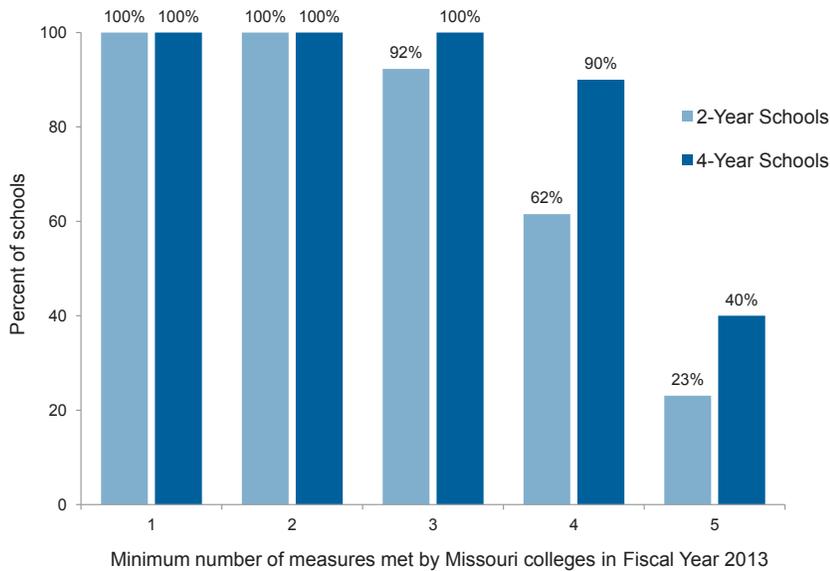
Performance funding indicators established for Missouri’s public four-year colleges are:

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

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

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

Schools Meeting Performance Measures



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

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

During Fiscal Year 2013, all of Missouri’s four-year public universities met at least three performance measures; 90 percent met at least four measures; and 40 percent met all five measures. All of Missouri’s two-year public colleges met at least two performance measures; 92 percent met three measures; 62 percent met four measures; and 23 percent met all five measures.

Performance funding was included in the Fiscal Year 2014 budget for higher education. Institutions have the same flexibility regarding spending decisions with the money provided through performance funding as they do with current state appropriations.



Karen Ragsdale
Seymour
Ozarks Technical College

“Plan ahead! Figure out where you want to go and what you’re interested in so that you don’t waste money on classes that are not going to do you any good.”

Initiatives, Policies and Reports

Legislation (House Bill 1042) approved during the 2012 legislative session established policy to help remove barriers to postsecondary graduation and improve college degree completion rates. The legislation calls on the CBHE to:

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

Developmental Education

House Bill 1042 directed the coordinating board to require all public institutions of higher education to “replicate best practices in remedial education.”

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

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

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

Core Transfer Library

House Bill 1042 called for the establishment of a core transfer library of at least 25 lower-division courses to provide Missouri students with information about one-to-one equivalent courses between higher education institutions in the state. The transfer library will help equip students with the knowledge they need to make informed choices about their education, as well as aid in facilitating course transfer between all public and select independent institutions.

In fall 2012, department staff worked with representatives from colleges and universities from across the state to develop an initial list of 40 lower-division courses from which to collect data on transferability. The data collection revealed that most of the 40 courses transferred between public institutions either as direct equivalents, courses within the discipline or electives.

Four courses – microeconomics, macroeconomics, college algebra, and sociology – served as the inaugural submission to the transfer library. Twelve more courses are awaiting review and approval by the coordinating board. Department staff continues to work with college and university representatives to resolve transfer questions for additional courses for the transfer library. Additional work focuses on the development of policies and procedures for the submission and review of more courses for the transfer library. An electronic database is being developed to house the library and make it easily accessible to Missouri students.

Reverse Transfer Program

Higher education stakeholders in Missouri have been actively promoting collaboration among colleges and universities and the development of a system for the transfer of college credit for more than a decade.

A reverse transfer system allows college students or former college students who have completed credits for an associate degree to receive that degree even if they have transferred to a different college or university, or are no longer enrolled at a postsecondary institution.

House Bill 1042 provided a framework to connect and build on existing reverse transfer agreements between higher education institutions to create a uniform statewide reverse transfer system.



MISSOURI REVERSE TRANSFER
seamless associate degree completion



Brett Tanaka
St. Louis

Missouri State University
Major: business – operations
and supply chain management

*“I hope to find
a career that
challenges me
and leverages my
potential, benefiting
both myself and the
organization.”*

The Missouri Reverse Transfer Program will involve all of Missouri’s public institutions and participating independent institutions and create a statewide technology and communication infrastructure for reverse transfer that effectively covers most early transfer students.

The department was awarded a \$500,000 grant in 2012 by the Lumina and Kresge foundations to support the state’s work on a reverse transfer program. Prior to submitting its proposal, the department conducted a preliminary needs assessment for all Missouri public two-year and public four-year institutions regarding reverse transfer.

Since fall 2012, the Missouri Reverse Transfer Steering Committee has focused on plans to expand the reverse transfer program statewide. Five work groups were established to address policy, IT/operations, data, implementation and communications.

During the first year of the initiative, the policy work group developed a reverse transfer plan that would meet the needs of students and institutions. The work group considered several significant issues, including residency requirements for accreditation, student eligibility and responsibility, and student privacy regulations. Working with the steering committee and chief academic officers at higher education institutions in the state, the work group finalized a reverse transfer policy to present to the CBHE. (The CBHE approved the policy in September 2013.)

Following extensive research during the first year, the IT work group recommended using the National Student Clearinghouse Electronic Transcript Exchange service for the reverse transfer program. Institutions will be required to register with the NSC at no cost to participate in the reverse transfer program. Institutions have identified reverse transfer coordinators for their campuses to ensure the clear communication of guidelines and processes for expanding the program statewide.

Beginning in fall 2013, two- and four-year partnering institutions will begin piloting recommended strategies for implementing the reverse transfer program.

The partnering colleges and universities for the pilot program are:

- Missouri State University and Ozark Technical College
- Northwest Missouri State University and Metropolitan Community College

- University of Missouri-St. Louis and St. Louis Community College
- University of Missouri-Columbia and Moberly Area Community College
- Columbia College and Moberly Area Community College

Grants will be awarded to qualifying institutions to assist with reverse transfer technology development to implement reserve transfer. Grant recipients will be announced in February 2014.

In addition to these efforts, training workshops for data and reverse transfer coordinators will provide insight from pilot institutions on testing implementation and data collection strategies.

The Missouri Reverse Transfer Program is set to be implemented statewide in fall 2014.

Student Persistence Data

House Bill 1042 also called for the department to include institutional-level data on student persistence in its annual report. The student persistence data will be published as a supplement to the Fiscal Year 2013 Annual Report when the data becomes available.

Task Force on College and Career Readiness

The MDHE continued its work with the statewide Task Force on College and Career Readiness during Fiscal Year 2013. The task force was established to address the following issues:

- Adoption and implementation of the Common Core State Standards for grades K-12 by the state of Missouri.
- The Department of Elementary and Secondary Education's implementation of assessments developed by the Smarter Balanced Assessment Consortium to measure student proficiency with the Common Core State Standards and the consortium's definition of "college ready."
- Legislation approved in 2012 requiring Missouri's higher education institutions to implement best practices in remedial education.

Implementation of the Common Core State Standards and the Smarter Balanced assessments to measure student proficiency with the new standards is underway and will be fully implemented in 2014.



Shristika Tandukar
Kirksville

Truman State University
Major: business administration

“The job market is very competitive. Be sure to give your best in college and come out as an outstanding student.”

Committee on Curriculum and Assessment

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

The committee also serves as the steering committee for the Missouri Learning Assessment Project, which addresses the goal of establishing assessment methods to evaluate student proficiency in the exit-level competencies for specified general education courses, as well as exit from general education. The English Composition Pilot Project is a single-subject feasibility study aimed at developing a methodology that can be adapted to assess learning outcomes in other disciplines at institutions across the state. This study seeks to measure student-learning outcomes in college-level general education courses using a common statewide assessment tool.

The pilot project involved English faculty members from 18 higher education institutions in Missouri who worked to develop a common rubric to assess student proficiency in meeting the learning outcomes embedded in the exit-level competencies. The results of this pilot project will give institutions an opportunity to compare their students’ performance to the performance of students at other Missouri colleges and universities. This approach can guide improvement efforts on individual campuses based on uniform assessments.

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

Council of Chief Academic Officers

The CBHE approved the establishment of the Council of Chief Academic Officers during Fiscal Year 2013 to facilitate communication between the department and Missouri’s postsecondary institutions and help shape the state’s agenda for higher education.

The council functions as an advisory body to the commissioner of higher education and the department's assistant commissioner for academic affairs. It is comprised of chief academic officers appointed by the commissioner of higher education in consultation with the Presidential Advisory Council.

The council has 13 members: four representatives from the four-year public institutions, four representatives from the community colleges, one representative from the technical college, two representatives from the independent colleges and universities, and one representative from the proprietary institutions. The assistant commissioner for academic affairs is an ex officio voting member of the council, chairs its meetings and sets its agenda in consultation with the commissioner of higher education and the council.

The council will recommend revisions to coordinating board policies as necessary and appropriate; provide counsel to the department regarding policy interpretation and application; and provide a direct line of communication to all institutions of higher education through the Presidential Advisory Council, the Council on Public Higher Education, the Missouri Community College Association and the Independent Colleges and Universities of Missouri.

The department believes the Council of Chief Academic Officers will improve communication among the department, the state's postsecondary institutions and other higher-education stakeholders. It provides a venue in which all sectors of higher education are represented to discuss issues of common interest and concern, and help move the state's agenda for higher education forward.

The Council of Chief Academic Officers will improve communication among the department, the state's postsecondary institutions and other higher-education stakeholders ... and help move the state's agenda for higher education forward.



Justin Morrison
Springfield

Missouri State University
Major: administrative
management

“I went to college because in today’s world, a college degree is needed to excel in any profession. There is also a vast number of people you meet, life-long friends that will never be forgotten.”

State Authorization for Distance Education Report

State authorization for non-Missouri institutions is approved by the MDHE. The Academic Affairs unit authorizes out-of-state public institutions, while the Financial Aid, Outreach and Proprietary Certification unit authorizes out-of-state independent and proprietary institutions.

Out-of-State Public Institutions

State law requires that out-of-state public institutions be evaluated in the same manner as Missouri public institutions. For distance education, the department requires out-of-state public institutions to affirm in writing that they are accredited by a recognized regional accrediting agency and that they will abide by the CBHE’s Principles of Good Practice for Distance Learning and Web-Based Courses.

Out-of-State Independent and Proprietary Institutions

Non-Missouri, non-public institutions wanting to deliver instruction in Missouri must seek approval to operate through the Proprietary School Certification Program. The concept of physical presence, which is defined in the rules and regulations that govern this program, is used to establish the jurisdiction of the program. For most distance education providers, approval is not required because their methods of delivery do not establish such a presence; however, the state authorization requirements established by the U.S. Department of Education mandate that institutions offering distance education possess documentation that they are operating legally in states where their students reside. This requirement has resulted in the submission of applications for certification.

In most instances, a physical presence is not established and the department provides the institution with formal notice that it is not subject to the oversight requirements. In Fiscal Year 2013, the department responded to 109 inquiries of which 101 were not subject to department oversight. The remaining eight are either under review for certification or were certified to operate.

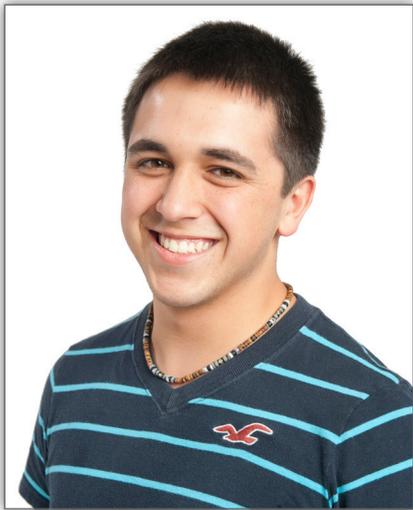
English Language Proficiency Report

State law requires all graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language be tested for their ability to communicate orally in English in a classroom setting prior to receiving a teaching appointment at a Missouri public institution of higher education. The statute also requires the institutions to provide the MDHE with the results of this testing.

The institutions are required to provide data every two years on the total number of graduate teaching assistants, as well as their native language, the procedures used in selecting the graduate teaching assistants, and the orientation programs provided for all graduate teaching assistants.

Graduate teaching assistant English language proficiency survey results

	Academic year 2011	Academic year 2012
Number of teaching assistant applicants taking an English language proficiency test.	533	604
Number of teaching assistant applicants in question #1 who have utilized any remedial language services that may be available.	117	130
Number of teaching assistant applicants in question #1 taking an English language proficiency test who did not pass.	103	147
Number of teaching assistant applicants in question #2 who received a graduate teaching assistantship.	37	34
Total number of teaching assistantships awarded.	2,381	2,480
Number of teaching assistantships awarded to students who did not receive both primary and secondary education in a nation or territory in which English is the primary language.	505	535
Number of exceptions granted to teaching assistantships in question #6 to receive a teaching assignment during their first semester of enrollment.	10	17
Number of teaching assistantships in question #6 who received a cultural orientation.	299	321



Taylor Buster

“In five years, I hope to still be in Columbia or maybe St. Louis, helping to design jets, planes, helicopters, etc., for a major aerospace company.”

Dual Credit Summary Report

The Dual Credit Summary Report assesses how well Missouri’s colleges and universities are complying with the dual-credit policy. The report includes six recommendations for improvement:

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

In 2013, the MDHE began a comprehensive review of its dual-credit policy in light of the changing public education landscape since the last revisions were made. Within the scope of this review, the department also will pursue the development of an instrument to conduct an annual review and address recurring concerns.

Once the policy review is finalized, the department will have addressed four of the six recommendations from the 2012 report.

Higher Education Subcommittee of the Homeland Security Advisory Council

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

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

The subcommittee has identified the following initiatives as priorities:

- Suicide prevention call-to-action
- Collaboration with community agencies
- Safety conference preparation

MDHE staff continues to expand and update the Campus Security link at [http://www.dhe.mo.gov/campus security](http://www.dhe.mo.gov/campus%20security) as a resource to share vital information about best practices in emergency management for postsecondary institutions. The subcommittee will continue to serve as a catalyst for the collaboration of multiple stakeholders to foster a culture of preparedness and safety on Missouri college and university campuses.

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



Brooke Bernhardt

“I think college is the place where personal success is found. By attending college, I will be prepared for the future and will be able to support myself with the skills I have acquired.”

Governing Board Forum

The CBHE hosted its second Governing Board Forum June 11, 2013, for local governing boards of higher education institutions, college and university presidents and chancellors, and representatives from the state departments of Elementary and Secondary Education and Economic Development.

More than 90 participants heard from state and national education leaders gathered to discuss issues of mutual importance with other governing board members.

Opening remarks from Missouri Governor Jay Nixon highlighted the significant progress the state is making toward achieving the agenda for higher education he introduced at two summits on higher education in 2010 and 2011.

Nixon noted that Missouri has had the lowest average tuition increases in the nation for the past three years, making college more affordable for all Missouri families. He said the implementation of performance funding will help keep each institution’s focus on student success, increased productivity and high-quality academic programs.

Table-top discussions during the forum addressed several topics:

- Financing higher education: how to meet the funding needs of institutions
- Role of the board in advocacy and “friend-raising”
- Cost savings and efficiencies: sharing effective solutions

Keynote speaker Dewayne Matthews, vice president for policy and strategy for the Lumina Foundation, applauded the work being done in Missouri to increase the percentage of the adult population with a college degree. The percentage of Missouri adults with a postsecondary credential rose from 34.9 percent in 2008 to 36.4 percent in 2011.

Matthews said legislation in 2012 to help decrease the time it takes to obtain a degree – by making the transfer of college credits more efficient and implementing best practices in remediation – will have a positive impact on Missouri’s work to increase college completion.

Matthews discussed a number of strategies to increase college attainment in Missouri:

- Align K-12 and postsecondary education
- Define college ready and institute high standards at the secondary level to eliminate the need for remediation at the postsecondary level
- Use available technology
- Keep college affordable
- Use performance funding to reward institutions for efficient degree production
- Collaborate across higher education institutions
- Include student perspectives when setting policy
- Keep learning outcomes clear to ensure high-quality skills and knowledge

Dewayne Matthews, vice president for policy and strategy for the Lumina Foundation, applauded the work being done in Missouri to increase the percentage of the adult population with a college degree.



Hilari Holt

“I chose my school because I was introduced to its apparel and textiles program my junior year of high school.”

Missouri Student Loan Program

Transfer of Guaranty Agency Funds

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

To help fill continued funding gaps in state student financial aid, the department transferred \$3 million from the guaranty agency operating fund to the A+ program during Fiscal Year 2013, after receiving authorization from the CBHE.

Student Loan Program

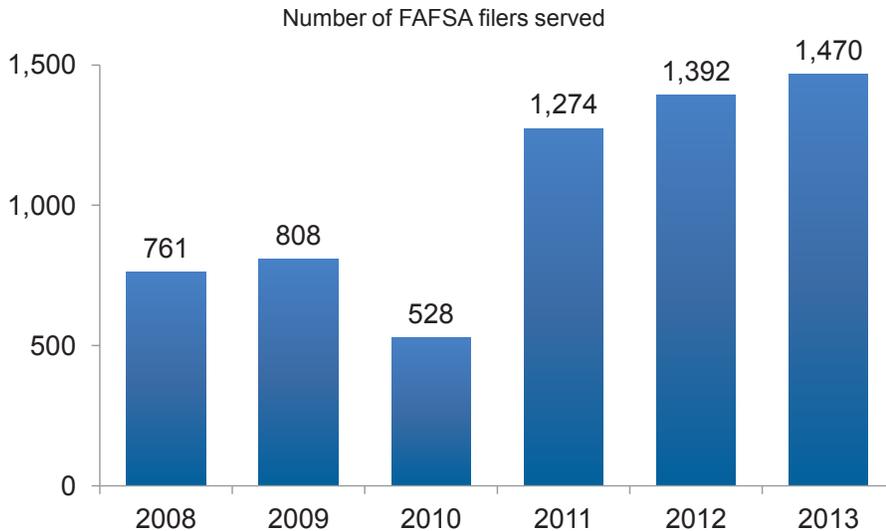
As one of 30 FFELP guarantors across the nation, the department assures the repayment of FFELP loans to the lenders if borrowers fail to repay the debt.

The 2010 Healthcare and Education Affordability Reconciliation Act, eliminated FFELP and mandated that new federal student loans would be disbursed through the Federal Direct Loan Program. As a result, the department will not guarantee new loans issued from the federal government, but it will maintain its \$2.4 billion loan guarantee portfolio.

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

- **Free publications, online tools and other resources.** The department distributed more than 457,000 publications to encourage and assist degree attainment and financial literacy.
- **Outreach and training.** The department offered free presentations to nearly 20,500 people across Missouri about planning and preparing for college and conducted workshops for financial aid officers, high school counselors and others concerning federal and state regulations regarding financial aid administration.

Missouri's FAFSA Frenzy



- **Webcasts and webinars.** The department offered free online training to financial aid officers, students and families, reaching approximately 325,000 viewers.
- **FAFSA Frenzy** (a program of College Goal SundaysSM). The department promoted, coordinated and helped deliver statewide events that assisted nearly 1,500 students and their families with filling out the federal application necessary to obtain financial aid for college.
- **Default prevention grants.** The department granted more than \$840,000 to postsecondary institutions in Missouri to assist with student loan default prevention efforts, helping to keep the state's student loan default rate significantly lower than the national average.

Nearly 450,000 publications about planning and paying for college, including *The Source*, were distributed to Missouri students and their families during Fiscal Year 2013.





Shristika Tandukar

“I plan to work in the marketing field for a year or so and then go to grad school.”

International Education

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

Economic Impact

According to the Institute of International Education’s *Open Doors Report*, the number of international students studying in Missouri in 2012 totaled 16,061, a 6.3 percent increase over the previous year. Missouri ranked 13th in the nation in the number of international students studying in the state in 2012. Data show that during the 2011-2012 academic year, the net economic contribution of international students in Missouri increased to \$417.8 million, up from \$383 million in 2010-2011.

The number of Missouri students studying abroad was 4,650, down from a total of 5,070 the previous year.

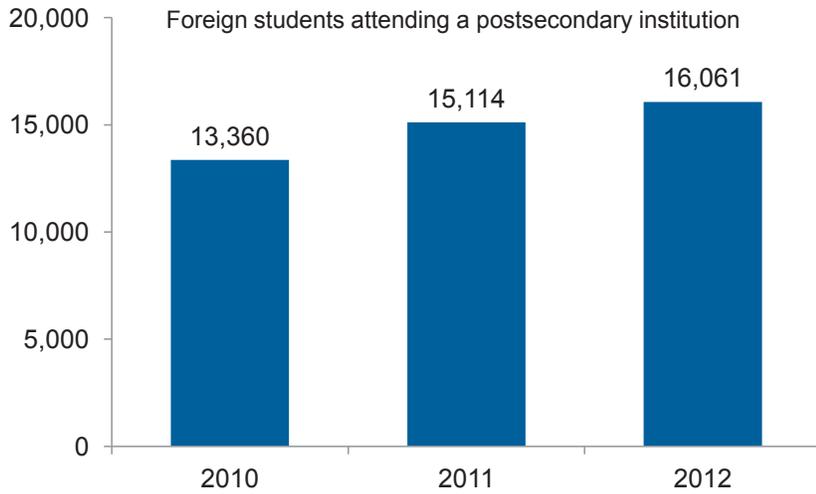
Study Missouri

The Study Missouri Consortium was established in 2009 by international programming professionals and faculty in global education representing all sectors of higher education. Other stakeholders, including the U.S. Department of Commerce and the Missouri Department of Economic Development, are active in this initiative.

The mission of the Study Missouri Consortium is to support and enhance the capacity of member institutions, individually and collectively, to foster international experiences and cross-cultural competence among students, faculty and citizens in Missouri and to facilitate communication, cooperation and expansion of international educational activities and exchanges in the state of Missouri.

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

International Education in Missouri



The consortium has sponsored joint recruitment tours of Asia and South America to benefit the member institutions and to promote Missouri as a top higher education destination. Since 2010, Study Missouri has collaborated with Missouri legislators in the observance of International Education Day at the Capitol. This annual event attracts several hundred international students from around the state.

National Association for Foreign Student Advisors

Each year, more than 7,000 international educators attend the annual National Association for Foreign Student Advisors international conference. Study Missouri members maintain a recruiting booth at the conference, provide tours for EducationUSA Advisors, and host receptions to promote Missouri higher education opportunities to international recruiters. This outreach has resulted in hundreds of contacts for Missouri institutions, increasing recruiting capabilities, potential faculty partnerships and business partnerships.

Study Missouri was instrumental in bringing the NAFSA Conference to St. Louis in 2013.





Justin Morrison

“Right after I graduate from college, I hope to find a good internship or a well-paying job that will give me the basics I need to open my own business.”

Development and Coordination

Grants Distributed

Improving Teacher Quality Grant

Each year the MDHE receives approximately \$1.2 million in federal funds through Title II, Part A, of the No Child Left Behind Act. Missouri uses these funds to administer a competitive grant program for partnerships between high-need K-12 school districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals and pre-service teachers in core academic subjects.

During the past 11 cycles, more than 80 projects have been offered in over 200 districts across Missouri. More than 2,000 Missouri teachers and administrators have participated in at least one of these projects, and these teachers have impacted almost 140,000 students. Through the grant program, participating teachers and administrators have received high-quality professional development opportunities that have increased their knowledge and skills in the areas of math, science, standards alignment, data system competencies and environmental education.

Highlights of the current Cycle-11 programs include four projects focusing on:

- Mathematics and science for grades K-12
- External and internal evaluations utilizing both qualitative and quantitative data collection to gauge the effectiveness of the professional development activities
- Alignment of professional development project content with state and national standards (e.g. Common Core State Standards, Next Generation Science Standards)
- Competitive priorities such as the development of data systems competencies and the incorporation of environmental education into the content of the project
- Technical assistance workshops to prepare prospective project directors for proposal writing and external evaluation compliance

Nursing Incentive Grant

In 2011 the General Assembly passed House Bill 223 and 231, which established the Nursing Incentive Grant program. The State Board of Nursing made \$1 million available in order to award grants to eligible institutions of higher education for the purpose of financing investments to expand faculty resources and student capacity in postsecondary nursing education programs. The legislation specifies that the grants may not exceed \$150,000 per campus. In cooperation with the State Board of Nursing, a request for proposals was issued in early summer and the deadline for applications to be submitted was July 31. A total of 16 applications were received from community colleges, public universities and independent institutions.

Grants were awarded to: Avila University, Maryville University, St. Charles Community College, Truman State University, University of Missouri-Columbia, University of Missouri-St. Louis and William Jewell College.

Grants Received

Lumina Foundation: Credit When It's Due

The MDHE was awarded a \$500,000 grant in September 2012 by the Lumina and Kresge foundations to support the state's work on reverse transfer. (See page 21 for more information about the Reverse Transfer Program.)

Broadband Technology Opportunity Program

The Pathways to Broadband Access and Technology Education at Missouri's Community Colleges is a partnership between the MDHE and six community colleges to develop public computer centers that facilitate access to broadband technology for vulnerable populations. Department staff provides fiscal and programmatic oversight for the following community college partners: Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, St. Louis Community College and Three Rivers Community College. The primary goal of this project is to prepare participants, particularly vulnerable populations, to become competent users of broadband technology, giving them the basis to learn new skills for personal enrichment and/or career enhancement.



Karen Ragsdale

“ I want to do everything I can to better my life. I believe that going to college will help me be successful in the future. ”

Since 2011, 23 public computing centers have provided assistance to thousands of Missouri residents.

- More than 284,000 people have utilized the free open computer lab.
- More than 580 people have received over 1,500 hours of training on various computer-based multimedia devices (e.g. scanners, printers, digital cameras).
- More than 4,100 people received over 10,000 hours of training in office skills utilizing Microsoft Office products.
- Over 5,700 people received more than 14,000 hours of training on basic Internet and computer use.
- 625 people received over 11,000 hours of certified training in courses such as CompTIA, A+, and Net+.
- 760 people received more than 1,800 hours of training in job skills, resume writing, and career planning.

The grant was awarded in 2011 and was completed in 2013.

Project Win-Win

Project Win-Win is an effort led by the Institute for Higher Education Policy and the Lumina Foundation for Education, working with community colleges and four-year institutions in Missouri and other select states, to find formerly enrolled college students whose academic records qualify them to be awarded an associate degree retroactively.

Participating institutions spent significant time auditing student records for degree eligibility and locating the potential degree completers. This was a two-year, multipart process involving a detailed examination of institutional data that included identifying students, matching student records with state system records and other available data, conducting degree audits to determine student eligibility, determining administrative barriers to degree award for those who are eligible and contacting potential degree earners to help them finish their degrees.

The grant was awarded in 2010 and was completed in 2013.

Assessment of Higher Education Learning Outcomes

The United States is one of several nations and Missouri is one of three states (along with Connecticut and Pennsylvania) that participated in the Assessment of Higher Education Learning Outcomes (AHELO)

feasibility study. The study was sponsored by the Organisation for Economic Co-operation and Development (OECD), funded by the U.S. Department of Education and administered by the State Higher Education Executive Officers. The project assessed the general and applied baccalaureate-level learning outcomes of students attending Missouri State University, Truman State University, the University of Central Missouri, Central Methodist University, and Webster University.

The U.S. participated in the Generic Skills Strand of AHELO, a major component of the college-level assessment framework under development by OECD since 2007. In this strand, research and testing protocols provided by OECD are being used by the nine American colleges and universities along with a roughly comparable number of institutions in each of six or seven other nations.

Institutions are receiving data and analysis of their students' performance levels relative to other institutions. The three U.S. states and all participating nations will gain valuable assessment experience and access to relevant data and analysis.

The grant was awarded in 2011 and completed in 2013.

College Access Challenge Grant

The College Access Challenge Grant was established by Congress as part of the College Cost Reduction and Access Act of 2007 (CFDA 84.378A). The purpose of the grant is to foster partnerships among federal, state and local governments to help low-income middle and high school students enroll and succeed in postsecondary education. In Missouri the funds are used for:

- Financial literacy outreach – The MDHE distributes materials on topics such as: paying for college, sources and types of financial aid, planning academically for postsecondary education, as well as FAFSA completion.
- CACG competitive sub-grants – For Fiscal Year 2013, 23 sub-grantees were awarded approximately \$1.6 million to help increase the numbers of low-income Missourians who are prepared to enter and succeed in postsecondary education.

Budget Recommendations

The chart below provides the CBHE's budget recommendation for each state-supported college or university for the forthcoming biennium.

Fiscal Year 2015 institutional core budget request

Institution	Core TAFP	Performance funding	FY 14 available	FY 14 core reduction	FY 15 core request
Community colleges	\$129,507,142	\$3,853,450	\$133,360,592	\$5,180,285	\$133,360,592
Linn State Technical College	4,570,639	144,699	4,715,538	182,826	4,715,538
University of Central Missouri	52,607,262	1,334,217	53,941,479	2,104,290	53,941,479
Southeast Missouri State University	43,254,606	1,097,017	44,351,623	1,730,184	44,351,623
Missouri State University	78,549,463	2,457,827	81,007,290	3,141,979	81,007,290
Lincoln University	17,308,982	329,240	17,638,222	692,359	17,638,222
Truman State University	39,510,924	1,002,070	40,512,994	1,580,437	40,512,994
Northwest Missouri State University	29,351,986	930,526	30,282,512	1,174,079	30,282,512
Missouri Southern State University	22,652,541	574,510	23,227,051	906,102	23,227,051
Missouri Western State University	21,052,327	533,925	21,586,252	842,093	21,586,252
Harris-Stowe State University	9,492,814	300,943	9,793,757	379,713	9,793,757
University of Missouri	395,020,620	12,491,376	407,511,996	15,760,825	407,511,996
Subtotal	\$842,879,306	\$25,050,000	\$867,929,306	\$33,675,172	\$867,929,306



Appendix A

Imperatives for Change



Imperatives for Change:
Building a Higher Education System for the 21st Century
A Coordinated Plan
for the Missouri Higher Education System

Adopted by the Coordinating Board for Higher Education

July 30, 2008

Introduction

The rapidly changing social and economic environment presents profound challenges to all states and nations. More than ever, in the knowledge-based economy of the 21st century, higher education is the gateway to an improved standard of living for Missouri's residents. The imperative for change is clear: those educational systems that adapt to the new environment will be positioned to lead their states to succeed in a globally competitive world.

The collective challenge to the higher education system is to understand the key components of the environment and to devise effective strategies that will capitalize on strengths while addressing weaknesses in challenging financial times. Providing the vision, the stable and sufficient resources, and the collective action to support a higher education system that ensures the future prosperity of Missouri residents, the state of Missouri, and the nation is necessary to address the most important challenges of the day.

Imperatives for Change provides a vision that has been developed collaboratively by Missouri's higher education institutions and the Coordinating Board for Higher Education. This plan will serve for the next three to five years as a foundation for prioritizing goals, justifying an increased resource base, allocating resources, and implementing dynamic strategies to provide Missouri residents with the educational opportunities they need to be competitive on a global scale.

Mission Statement

The Coordinating Board for Higher Education, the Missouri Department of Higher Education, and the state's institutions of higher education will work collaboratively to support a diverse system of affordable, accessible, high-quality educational institutions that demonstrate student learning and development, encourage and support innovation, foster civic engagement, enhance the cultural life of Missourians, and contribute to economic growth.

Vision Statement

Missouri's higher education will be an innovative and coordinated system of diverse postsecondary institutions that benefits Missouri and the nation by equipping all Missouri residents for personal and professional success in the 21st century and that is moving towards becoming one of the best in the nation.

Basic Values

Missouri's higher education community is united in its commitment to the following core values.

- Higher education in Missouri serves many purposes and constituencies, but first and foremost the system is focused on students, learning, and each individual's realization of his or her full educational potential.
- Qualified students should be able to attend the higher education institution that best fits their educational goals and needs regardless of cost.
- Access without success is an empty promise. Missouri's higher education institutions are dedicated to providing nationally and internationally competitive educational programs, research, and extension services to ensure their students have the knowledge and skills necessary for success in the 21st century, including the ability to think critically, to communicate effectively, and to be life-long learners.
- Diversity of institutional missions is a strength of the system that must be preserved.
- Higher education is a public good as well as a private benefit, contributing both to economic development and civic engagement.
- Basic and applied research, the creation of knowledge, and the application of information to solve problems are basic functions of the higher education system that must be recognized and supported.
- The higher education community is dedicated to making decisions based on reliable and transparent data.
- The higher education community values the appropriate use of technology to enhance programs, services, research, and administration.
- Public accountability for learning outcomes and stewardship of public funds are priorities for Missouri's higher education institutions.
- Ensuring the continued affordability and effectiveness of Missouri's higher education system requires a partnership among the institutions, the state, and other stakeholders.

Strategic Issues, Goals and Action Steps

Strategic Issue: Increase Educational Attainment

GOAL 1: Missouri's higher education system will improve educational attainment, including certificate and degree production at all levels, to enhance the quality of Missouri's workforce and the quality of life of its residents.

Objective 1A: Increase the percent of Missouri residents who possesses a postsecondary credential.

Indicators

- 1) Percentage of the population aged 25 to 64 who hold a degree or certificate, for the state as a whole and disaggregated by demographic groups and regions
- 2) Number of transfer students who graduate from any institution with a baccalaureate degree
- 3) Increases in personal income from degree attainment

Contributing Factors

- a) Number of postsecondary credit hours delivered
- b) Number of degrees and certificates awarded, disaggregated by demographic groups
- c) Cohort analysis of persistence from fall semester to fall semester

These action steps may be taken as appropriate:

- Raise the aspirations of those who do not see postsecondary education within their reach;
- Increase postsecondary access for, and success of, historically under-represented groups;
- Develop incentives that reward institutions that increase degree production and retention rates while demonstrably sustaining quality within programs;
- Expand opportunities for non-traditional learners through course redesign, alternative methods of program delivery, and better coordination of distance education; and
- Create incentives and standards for seamless student transitions between educational institutions.

Objective 1B: Missouri's system of higher education will become more affordable to more Missourians.

Indicators

- 1) Percentage of family income required to pay for college after grant and scholarship aid by income quintiles
- 2) Total student financial aid awarded to Missouri students from all sources including both restricted and unrestricted institutional funds

Contributing Factors

- a) Missouri resident on-time FAFSAs files by income and EFC level
- b) Percent change in state appropriations for higher education

These action steps may be taken as appropriate:

- Implement the Higher Education Student Funding Act;
- Support the growth of the Access Missouri Student Financial Assistance Program;
- Carry out a sustained statewide public information campaign on the value of higher education and the steps prospective students must take to prepare academically and financially; and
- Increase state funding and external funding sufficient to enable institutions to minimize tuition increases and maintain quality undergraduate and graduate programs and services.

Objective 1C: Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes.

Indicators

- 1) Results of assessments of student learning in general education (Institutions will be provided the option of using national normed tests and/or participation in an MDHE administered project involving samples of student work evaluated by a statewide committee of faculty). Data generated should serve dual purposes of accountability, i.e., demonstration of learning gains, and improvement, i.e., use by faculty to make changes in curriculum content and delivery.
- 2) Results of assessments of student learning of major fields
- 3) Pass rates on licensure and certification examinations
- 4) Developmental student success rate in collegiate-level courses

Contributing Factor

a) Results of student engagement and/or satisfaction surveys

These action steps may be taken as appropriate:

- Continue to experiment with VSA and/or similar template for reporting of assessment of student learning gains;
- Evaluate need for and potential structure of policy in student assessment and placement, especially as a natural outgrowth of Curriculum Alignment Initiative
- Evaluate potential revisions to statewide data collection to better illustrate the scope and magnitude of postsecondary assessment
- Inventory instruments currently used to assess general education, major field, and professional certification/licensure

NOTE: Prior to implementation of this section, there should be exploration with DESE, the State Board of Education, and P-12 organizations to obtain joint agreement.

Objective 1D: Increase college attendance rate of high school students.

Indicators

- 1) Same year fall college attendance rates of spring Missouri high school graduates
- 2) Percentage of the population and number of students aged 18 to 24 enrolled in postsecondary education, disaggregated by demographic group

Contributing Factors

- a) Percent of Missouri 9th graders who take the ACT within four years
- b) Percent of Missouri high school graduates enrolled in postsecondary education that were placed in remedial coursework
- c) College attendance rates of the 9th grade cohort of Missouri students, disaggregated by demographic group

Objective 1E: Increase college attendance rate of non-traditional students.

Indicator

- 1) Percentage of the population, and number of students over the age of 24 enrolled in postsecondary education, disaggregated by demographic group

Contributing Factor

- a) Enrollment in New Jobs Training, Customized Training, and related training programs

These action steps may be taken as appropriate:

- Implement appropriate early intervention strategies at the school district level;
- Implement the Curriculum Alignment Project;
- Support the activities of the P-20 Coalition;
- Provide incentives for attracting adult students, particularly in underserved regions;
- Provide incentives for the delivery of degrees (especially graduate degrees) in underserved geographic areas;
- Provide institutional support for the additional costs associated with non-traditional course delivery methods;
- Review and, if necessary, strengthen CBHE oversight to assure the effectiveness of non-traditional programming and;
- Work with DESE to explore requiring collegiate level placement testing such as the ACT, Work Keys, Accuplacer, Compass, etc. in the 11th grade.

Strategic Issues, Goals and Action Steps

Strategic Issue: Develop a 21st Century Society and Global Economy

GOAL 2: Missouri's higher education system will contribute to a dynamic, information-based, globally competitive society and economy by collaborating with government and business.

Objective 2A: Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri.

Indicators

- 1) Number of direct educational partnerships with Missouri employers, including MBEs
- 2) Number of degrees and certificates awarded in key non-METS fields (*fields to be determined*)
- 3) Number of students passing certification and licensure examinations in high demand fields (*fields to be determined*)

Contributing Factor

- a) Employer follow-up surveys of appropriate categories of degree and/or certificate completers

These action steps may be taken as appropriate:

- Develop corporate links to access training and learning opportunities;
- Expand customized education and training opportunities where the business community and higher education institutions work together;
- Offer more access for place-bound or time-bound learners;
- Establish employer-based feedback mechanisms to evaluate the quality and preparedness of the graduates of postsecondary programs; and
- Support programs to recruit well-prepared, new and experienced teachers in high need areas.

Objective 2B: Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields. (*specific fields to be determined*)

Indicators

- 1) a. Number of degrees and certificates awarded in METS-related fields, including METS-related teacher education
b. Number of METS-related degree and certificate recipients who transferred from a two-year college
- 2) a. Number of degrees and certificates awarded in health practitioner fields
b. Number of health practitioner degree and certificate recipients who transferred from a two-year college

Contributing Factor

- a) Number of credit hours delivered in METS-related fields

These action steps may be taken as appropriate:

- Work with elementary and secondary schools to increase student interest in mathematics and science while improving overall educational preparation in mathematics and science;
- Invest in increased institutional capacity in health practitioner programs;
- Increase the number of postsecondary students completing courses in METS-related fields; and
- Offer funding incentives to institutions for increasing graduates in METS and health practitioner fields while demonstrating sustained quality programs.

Objective 2C: Missouri's higher education system will increase the number of graduate degrees awarded in critical fields. (specific fields to be determined)

Indicator

- 1) Number of graduate and professional degrees awarded in critical fields, disaggregated by demographic group and geographic location

These action steps may be taken as appropriate:

- Foster increased access to graduate and professional programs for historically underserved populations;
- Increase the number of graduate and professional programs newly offered in underserved locations
- Provide incentives to expand access to graduate and professional programs in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible; and
- Expand access to high-quality continuing professional development opportunities in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible.

Objective 2D: Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions.

Indicators

- 1) Total expenditures on research and development at Missouri higher education institutions as a percentage of gross state product
- 2) Total number and value of external grants awarded to researchers connected to Missouri higher education
- 3) Number of invention disclosures and patents awarded in connection with a Missouri higher education institution
- 4) Number of new business start-ups linked to research or development incubators associated with Missouri higher education institutions

Contributing Factor

- a) Missouri's New Economy Index

These action steps may be taken as appropriate:

- Develop public relations efforts to inform the public about the benefits of research activities;
- Establish competitive grant programs to expand research capacity in higher education institutions;
- Establish competitive grant programs for collaborative research projects;
- Improve cooperation between the Department of Economic Development and higher education institutions;
- Establish and utilize a state-supported data inventory for identifying expertise and opportunities that result from research and development activities on campuses;
- Provide extension programs and innovation centers with technical guidance to encourage the development of new companies, economy clusters, and partnerships;
- Provide incentives to institutions that transfer new technologies to the marketplace.

Objective 2E: Missouri institutions will increase learning experiences beyond the classroom and service activities beyond the campus in support of promoting civic engagement, understanding international and cultural issues, and improving critical thinking.

Indicator

- 1) Percentage of students participating in “high-impact” learning activities such as internships, study abroad, student-faculty research, and service learning
- 2) Number of direct education outreach programs and program participants (e.g., ESL, TRIO, ABE)

These action steps may be taken as appropriate:

- Encourage and reward institutions to emphasize and assess student gains in critical thinking, creative problem solving, and effective communication in all academic programs;
- Provide incentives to institutions to provide their students increased access to “high-impact” learning opportunities;
- Use technology and alternative delivery mechanisms to increase opportunities for lifelong learning by all Missouri citizens;
- Foster increased cultural literacy, international understanding, and appreciation for diversity in all students through appropriate learning opportunities; and
- Establish learning communities within institutions that encourage the development of engaged citizens among students, faculty, staff, and the surrounding community.

Strategic Issues, Goals and Action Steps

Strategic Issue: Enhance Resources through Increased Investment, Stewardship, and Shared Resources

GOAL 2: Missouri's higher education system will increase external financial support for higher education by demonstrating its value to key stakeholders and public policy-makers while understanding that shared responsibility is necessary for providing a globally competitive workforce, creating valuable new knowledge and products, and enriching the quality of life of all Missourians.

Objective 3A: Missouri's higher education system will increase the efficiency with which students move to graduation.

Indicator

1) Three-year and six-year graduation rates of college-ready students

These action steps may be taken as appropriate:

- Use appropriate technology to improve the delivery of instruction, the sharing of knowledge, and the accomplishment of managerial tasks;
- Incorporate considerations of institutional efficiency in the implementation of the Higher Education Student Funding Act;
- Establish current agreed-upon missions (between each institution and the CBHE) and reinstitute five-year mission reviews;
- Provide incentives to and recognize institutions for maintaining distinctive missions;
- Provide consistent, comparable, and transparent information on the student experience to key higher education stakeholders, including prospective students and their families, public policy makers, and campus faculty and staff;
- Provide consistent, illustrative, and transparent information on research activities and accomplishments to key higher education stakeholders, public policy makers, and the general public;
- Pursue continuous improvement and demonstrate accountability for student learning and development; and
- Facilitate inter-institutional partnerships that increase revenues and decrease expenses.

Objective 3B: Missouri's higher education system will annually attract additional resources.

Indicators

- 1) Total state appropriations received for higher education operations
 - i. State appropriations for strategic investments in higher education
 - ii. State appropriations for performance funding in higher education
 - iii. State higher education operating appropriations received per FTE compared to surrounding states and the national average

- 2) Total state appropriations received for capital improvements
 - i. State higher education capital appropriations received per FTE compared to surrounding states and the national average
- 3) Total federal non-student aid dollars received by Missouri higher education institutions
- 4) Total state appropriations received for higher education as a percentage of total state general revenue appropriations
- 5) State public higher education appropriations per \$1,000 of personal income compared to surrounding states and the national average
- 6) Per capita state appropriations for public higher education compared to surrounding states and the national average

These action steps may be taken as appropriate:

- Develop new coherent, complementary and coordinated policy-driven funding strategies for increased public support that will help ensure national competitiveness;
- Measure progress in achieving strategic initiatives;
- Maximize non-state resource development through increased external grants, additional contracts for services, expanded development activities, and additional entrepreneurial activities; and
- Reward institutions for innovations in efficiency and demonstrated improvement in delivering quality educational programs and services.

Appendix B

Enrollment at Public, Independent
and Proprietary Institutions

Public Institution Enrollment

Total headcount enrollment at public four-year institutions

	2008	2009	2010	2011	2012
Harris-Stowe State	1,854	1,886	1,716	1,584	1,484
Lincoln	3,109	3,309	3,349	3,388	3,205
Missouri Southern	5,264	5,702	5,802	5,591	5,417
Missouri State	19,490	20,348	20,411	20,274	20,628
Missouri University of S&T	6,367	6,811	7,205	7,520	7,644
Missouri Western	5,508	5,704	6,099	6,259	6,056
Northwest	6,897	7,073	7,138	7,222	6,830
Southeast	10,766	10,809	11,067	11,456	11,672
Truman State	5,862	5,762	6,032	6,098	6,226
Central Missouri	11,062	11,187	11,345	11,637	11,878
UM-Columbia	30,130	31,237	32,341	33,762	34,704
UM-Kansas City	14,481	14,799	15,259	15,473	15,990
UM-St Louis	15,741	16,531	16,791	16,809	16,705
Public four-year total	136,531	141,158	144,555	147,073	148,439

Total headcount enrollment at public two-year institutions

	2008	2009	2010	2011	2012
Crowder College	3,701	4,495	5,228	5,408	5,575
East Central CC	3,591	4,203	4,471	4,127	4,043
Jefferson College	5,145	5,788	6,192	6,007	5,494
Linn State Technical College	973	1,142	1,176	1,168	1,212
Metropolitan CC	18,254	19,487	21,095	21,247	20,093
Mineral Area College	3,245	3,671	3,958	4,035	3,775
Missouri State University-West Plains	1,825	2,150	2,219	2,129	2,082
Moberly Area CC	3,971	4,945	5,440	5,659	5,857
North Central Missouri College	1,520	1,638	1,832	1,783	1,769
Ozarks Technical CC	11,109	12,880	13,901	15,177	15,123
St. Charles CC	7,334	7,814	8,202	8,174	7,642
St. Louis CC	25,106	27,939	29,707	29,230	26,613
State Fair CC	3,504	4,263	4,819	5,073	5,114
Three Rivers CC	3,113	3,527	3,730	4,234	4,651
Public two-year total	92,391	103,942	111,970	113,451	109,043

Independent Institution Enrollment

Total headcount enrollment at not-for-profit independent institutions

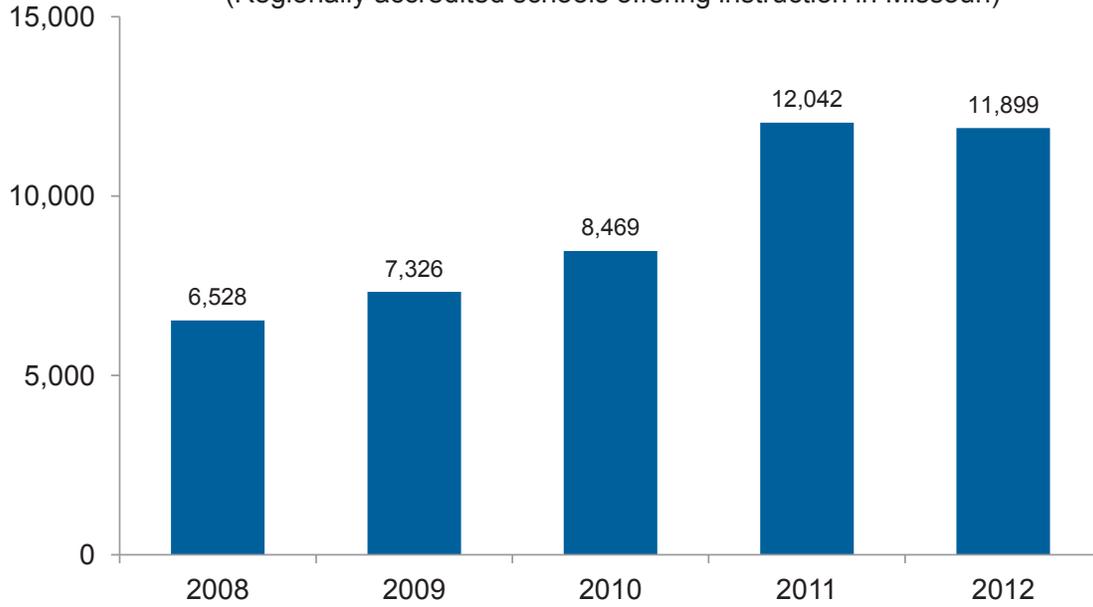
	2008	2009	2010	2011	2012
Avila University	1,939	1,893	1,876	1,818	1,908
Central Methodist University-CLAS	1,055	1,097	1,176	1,172	1,173
Central Methodist University-GRES	2,767	3,134	3,480	4,011	4,237
College of the Ozarks	1,346	1,353	1,380	1,388	1,388
Columbia College	14,081	15,570	17,008	18,137	17,852
Cottey College*	331	309	307	323	292
Culver-Stockton	810	754	771	752	769
Drury University	5,124	5,489	5,573	5,324	5,228
Evangel University	1,911	1,955	2,072	2,168	2,079
Fontbonne University	2,967	2,863	2,532	2,293	2,075
Hannibal-LaGrange	1,127	1,042	1,191	1,127	1,214
Lindenwood	10,085	10,413	11,345	11,142	11,903
Maryville	2,922	3,534	3,676	3,846	4,203
Missouri Baptist	4,547	4,765	4,949	5,186	5,212
Missouri Valley	1,727	1,789	1,793	1,766	1,734
Park University	12,457	12,775	12,022	11,759	11,787
Rockhurst University	3,086	3,029	2,895	2,801	2,808
Saint Louis University	16,086	16,317	17,709	17,859	17,646
Southwest Baptist	3,648	3,788	3,653	3,614	3,856
Stephens College	1,147	1,231	1,125	1,032	899
Washington University	13,339	13,575	13,820	13,908	13,952
Webster University	19,154	19,372	19,342	18,901	18,563
Westminster College	1,000	1,087	1,151	1,116	1,084
William Jewell College	1,210	1,083	1,060	1,060	1,052
William Woods University	2,324	2,455	2,264	2,054	1,830
Independent (not-for-profit) four-year total*	125,859	130,363	133,863	134,234	134,744
Wentworth	1,588	882	909	890	808
Independent (not-for-profit) two-year total*	1,919	1,191	1,216	1,213	808
Total independent	127,778	131,508	135,079	137,213	135,552

*Cottey College became a four-year institution in 2012. Total enrollment for two-year institutions includes Cottey College for 2008-2011; total enrollment for four-year institutions includes Cottey College for 2012.

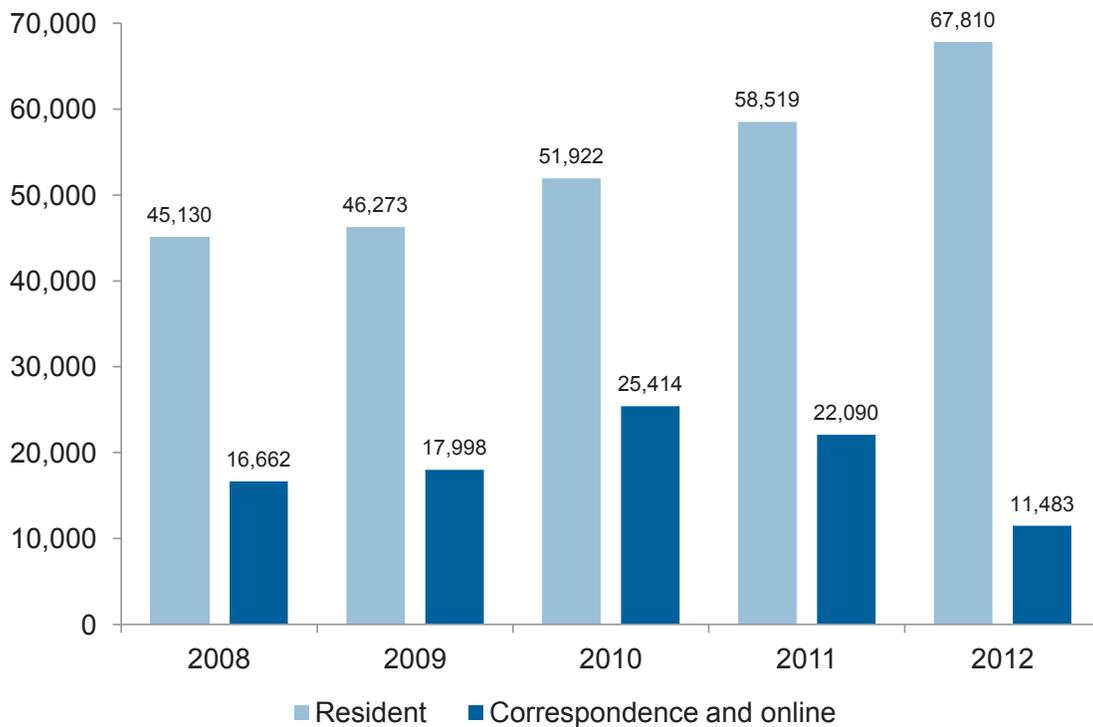
Proprietary School Enrollment

Non-Missouri Degree-Granting Schools

(Regionally accredited schools offering instruction in Missouri)



Missouri Private Career Schools





Appendix C

State Student Financial Aid Programs



State Student Financial Aid Programs

State student financial aid disbursed Fiscal Year 2013

Program	Number of Students	Dollar Amounts
A+ Scholarship	12,090	\$28,579,570
Access Missouri Grant	55,858	\$63,034,367
Advanced Placement Incentive Grant	33	\$16,500
Bright Flight Scholarship	6,192	\$11,815,877
GEAR UP	1	\$2,950
Kids' Chance Scholarship	6	\$15,000
Marguerite Ross Barnett Memorial Scholarship	274	\$549,825
Minority Teaching Scholarship	12	\$21,000
Minority and Underrepresented Environmental Literacy	13	\$29,508
Public Safety Officer Survivor Grants	20	\$102,426
Vietnam Veteran's Survivor Grants	4	\$23,159
Wartime Veteran's Survivors Grant	9	\$74,925
Totals	74,512	\$104,265,107

A+ Scholarship Program (Section 160.545 RSMo)

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

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

This program provides need-based grants to students with an Expected Family Contribution (EFC) of \$12,000 or less, based on the Free Application for Federal Student Aid (FAFSA). Award amounts vary depending on a student's EFC as well as the type of school attended. Access Missouri's statutory minimum and maximum award amounts are \$300 to \$1,000 for attendance at a public two-year institution; \$1,000 to \$2,150 for attendance at a public four-year institution or Linn State Technical College; and \$2,000 to \$4,600 for attendance at an independent postsecondary institution. In Fiscal Year 2013, actual minimum and maximum award amounts were \$300 to \$510 for public two-year institutions, \$1,000 to \$1,100 for public four-year institutions and Linn State Technical College and \$2,000 to \$2,350 for independent institutions.

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

Advanced Placement Incentive Grant (Section 173.1350, RSMo)

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

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

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

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

To be eligible in the top 3 percent in Fiscal Year 2013, high school seniors had to achieve:

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

To be eligible in the top 4th and 5th percentiles in Fiscal Year 2013, high school seniors had to achieve:

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

These students were not funded in Fiscal Year 2013 as the annual award level for the top 3 percent was less than \$3,000. Those that maintain their eligibility may receive an award in the future if funding becomes available.

GEAR UP Scholarships (Statutory reference not applicable)

This scholarship is a component of the state GEAR UP grant. Although the early awareness and outreach component administered by the MDHE ended in September 2007, scholarship funds for students who participated in GEAR UP activities continued to be administered by MDHE through 2013 when the last eligible student was awarded.

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

This program, created in 1998, provides scholarships for the children of workers who were seriously injured or died in a work-related accident or occupational disease covered by workers’ compensation and compensable under chapter 287, RSMo. The scholarships are funded from the interest generated from the Kids’ Chance Scholarship Fund. The legislation requires the Division of Worker’s Compensation to deposit \$50,000 per year into the fund, with the last deposit scheduled for October 2018 resulting in a principal total of \$1 million.

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

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

Beginning in 2013, the Marguerite Ross Barnett Memorial Scholarship appropriation was amended to allow awards for this program to be made with unspent funds from the Minority Teaching Scholarship, Public Safety Officer Survivor Grant, Vietnam Veteran Survivor Grant, and Wartime Veterans Survivors Grant programs. As a result, approximately 100 additional students were served.

Minority Teaching Scholarship (Section 161.415, RSMo)

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

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

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

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

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

Vietnam Veterans Survivor Grant Program (Section 173.236, RSMo)

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

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

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



Appendix D

Academic Program Actions



Academic Program Actions

Summary organized by type of program action

I. Programs Discontinued (Total Category Count – 30)

Certificates (Count – 11)

1. C0, Computer Integrated Manufacturing (09-12) East Central College
2. C0, Phlebotomy (09-12) St. Louis Community College
3. C0, Sales (09-12) St. Louis Community College
4. C1, Accounting (09-12) East Central College
5. C1, Floral Design/Floral Shop Management (09-12) East Central College
6. C1, Information Technology Network Administration (09-12) St. Louis Community College
7. C1, Legal Secretary (09-12) East Central College
8. C1, Management and Supervisory Development (09-12) St. Louis Community College
9. C1, Medical Transcription (09-12) St. Louis Community College
10. C2, Business Technology Specialist (09-12) East Central College
11. C2, Legal Secretary (09-12) East Central College

Associate (Count – 7)

1. AAS, Accounting Clerk (09-12) East Central College
2. AAS, Information Systems (06-13) St. Louis Community College
3. AAS, Information Systems Microcomputer Support Specialist (04-13) St. Louis Community College
4. AAS, Legal Secretary (09-12) East Central College
5. AAS, Management and Supervisory Development (09-12) St. Louis Community College
6. AAS, Sales (09-12) St. Louis Community College
7. AAS, Travel and Tourism (09-12) St. Louis Community College

Baccalaureate (Count – 11)

1. BA, Organizational Communication (09-12) Northwest Missouri State University
2. BA, Public Relations (09-12) Northwest Missouri State University
3. BA, Speech Communication (09-12) Northwest Missouri State University
4. BS, Airport Management (06-13) University of Central Missouri
5. BS, Child and Family Studies (04-13) Northwest Missouri State University
6. BS, Flight Operations Management (06-13) University of Central Missouri
7. BS, Interdisciplinary Engineering (06-13) Missouri University of Science and Technology
8. BS, Organizational Communication (09-12) Northwest Missouri State University
9. BS, Public Relations (09-12) Northwest Missouri State University
10. BS, Speech Communication (09-12) Northwest Missouri State University
11. BSEd, Family and Consumer Science Education (04-13) Northwest Missouri State University

Graduate (Count – 1)

1. MEd, Teaching Middle School (09-12) St. Louis Community College

II. Programs Placed on Inactive Status (Total Category Count – 10)

Certificate (Count – 2)

1. C1, Agriculture and Natural Resources (06-13) North Central Missouri College
2. C1, Emergency Medical Technology (09-12) East Central College

Associate (Count – 1)

1. AAS, Agriculture and Natural Resources (06-13) North Central Missouri College

Baccalaureate (Count – 3)

1. BA, Environmental Geology (12-12) University of Missouri-Columbia. Proposal to inactivate program rescinded April 2013.
2. BA, French (04-13) University of Missouri-Kansas City
3. BA, German (04-13) University of Missouri-Kansas City
4. BA, Spanish (04-13) University of Missouri-Kansas City

Graduate (Count – 4)

1. MNR, Natural Resources (12-12) University of Missouri-Columbia
2. MS, Vision Science (04-13) University of Missouri-St. Louis
3. PhD, Communication Science and Disorders (12-12) University of Missouri-Columbia
4. PhD, Vision Science (04-13) University of Missouri-St. Louis

III. Approved Changes in Academic Programs (Total Count – 131)

Certificate (Count – 65)

1. C0, Actuarial Studies (09-12) University of Missouri-St. Louis
2. C0, Applied Lean Six Sigma Quality (04-13) University of Central Missouri
3. C0, Commercial Driving (04-13) Ozarks Technical Community College
4. C0, Crop Production (06-13) North Central Missouri College
5. C0, Digital Global Studies (09-12) University of Missouri-Columbia
6. C0, Evolutionary Studies (09-12) University of Missouri-St. Louis
7. C0, Explosives Technology (09-12) Missouri University of Science and Technology
8. C0, Industrial Maintenance Skills Certificate (06-13) North Central Missouri College
9. C0, Manufacturing Skills Certificate (06-13) North Central Missouri College
10. C0, Pharmacy Technician (06-13) North Central Missouri College

11. C0, Sales and Customer Development (09-12) University of Missouri-Columbia
12. C0, Student Affairs and Leadership (04-13) University of Missouri-St. Louis
13. C0, Women, Political Leadership and Public Policy Certificate (04-13) University of Missouri-St. Louis
14. C0, Women's Leadership (09-12) University of Missouri-St. Louis
15. C1, Advanced Manufacturing Production Technician (06-13) State Fair Community College
16. C1, Advanced Powersports Technology (04-13) Linn State Technical College
17. C1, Basic Business Competencies (06-13) State Fair Community College
18. C1, Basic Powersports Technology (04-13) Linn State Technical College
19. C1, Business Technology Administrative Assistant (09-12) East Central College
20. C1, Business Technology Legal Assistant (09-12) East Central College
21. C1, Early Care and Education (06-13) St. Louis Community College
22. C1, Electronic Media Production (04-13) Ozarks Technical Community College
23. C1, Environmental Services Housekeeping Tech I (12-12) Metropolitan Community College
24. C1, Equine Management (06-13) North Central Missouri College
25. C1, Graphic Design (09-12) East Central College
26. C1, Healthcare IT Technician (06-13) Metropolitan Community College
27. C1, Industrial Electrical Technical (06-13) Moberly Area Community College
28. C1, Industrial Electrical Technician (09-12) Moberly Area Community College
29. C1, Industrial Maintenance (06-13) Moberly Area Community College
30. C1, Industrial Technology (06-13) Moberly Area Community College
31. C1, Machine Tool (06-13) Moberly Area Community College
32. C1, Machinist Level I (06-13) State Fair Community College
33. C1, Machinist Level II (06-13) State Fair Community College
34. C1, Maintenance Management (06-13) State Fair Community College
35. C1, Mechatronics (06-13) Moberly Area Community College
36. C1, Networking Technology (04-13) Ozarks Technical Community College
37. C1, Pipe Welding (06-13) State Fair Community College
38. C1, Power Plant Operations (06-13) Moberly Area Community College
39. C1, Precision Machining with options in Lathe and Mill (04-13) Metropolitan Community College
40. C1, Precision Machining Technology (09-12) East Central College
41. C1, Total Productive Maintenance (06-13) State Fair Community College
42. C2, Computer Information Systems (09-12) East Central College
43. C2, Computer Information Systems-Network Technician (09-12) East Central College
44. C2, Graphic Design (09-12) East Central College
45. C2, Industrial Engineering Technology (09-12) East Central College
46. C2, Johnson Controls Line Technician (06-13) State Fair Community College
47. C2, Paramedic Technology (09-12) East Central College
48. C2, Precision Machining Technology (09-12) East Central College
49. C2, Welding (09-12) East Central College
50. GRCT, Adult-Gerontology Clinical Nurse Specialist (06-13) University of Missouri-Columbia
51. GRCT, Black Studies (12-12) University of Missouri-Kansas City
52. GRCT, Business Intelligence (09-12) University of Missouri-St. Louis
53. GRCT, Explosives Technology (12-12) Missouri University of Science and Technology
54. GRCT, Gender Studies (04-13) University of Missouri-St. Louis

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55. GRCT, Gerontology (09-12) University of Missouri-Kansas City
 56. GRCT, Health Professions Education (06-13) University of Missouri-Kansas City
 57. GRCT, Life Science Innovation and Entrepreneurship (06-13) University of Missouri-Columbia
 58. GRCT, Medieval and Early Modern Studies (12-12) University of Missouri-Kansas City
 59. GRCT, Model Based Systems Engineering (04-13) Missouri University of Science and Technology
 60. GRCT, Nonprofit Management and Innovation (09-12) University of Missouri-Kansas City
 61. GRCT, Post-MSN Adult-Geriatric Nurse Practitioner (04-13) University of Missouri-St. Louis
 62. GRCT, Professional Skills (12-12) Missouri Western State University
 63. GRCT, Special Education Administrator (04-13) (for delivery on the main campus, Kansas City Center and St. Joseph Center, Kansas City, Missouri) Northwest Missouri State University
 64. GRCT, Statistics (12-12) Missouri University of Science and Technology
 65. GRCT, Superintendent Certification (04-13) (for delivery on the main campus and off-site at the Kansas City Center and St. Joseph Center) Northwest Missouri State University
 66. GRCT, Urban Policy Administration (09-12) University of Missouri-Kansas City

Associate (Count – 15)

1. AAS, Accounting inactivate option in Clerk Accounting (06-13) North Central Missouri College
2. AAS, Advanced Manufacturing Technology with options in Manufacturing Automation/Robotics Technician, Manufacturing Maintenance Technician, Welding (04-13) Crowder College
3. AAS, Agriculture Systems add option in Agriculture Science (09-12) Three Rivers Community College
4. AAS, Business and Technology with options in Accounting, Business Management, Business Technology (06-13) North Central Missouri College
5. AAS, Business Systems Specialist options in Accounting, General, Technical Specialty (04-13) Linn State Technical College
6. AAS, Civil Engineering Technology (04-13) Linn State Technical College
7. AAS, Computer Information Systems (09-12) East Central College
8. AAS, Computer Programming delete option in Accounting (04-13) Linn State Technical College
9. AAS, Criminal Justice change option to Judicial Administration (06-13) Mineral Area Community College
10. AAS, Engineering Technology (06-13) Mineral Area Community College
11. AAS, Industrial Technology add options in Industrial Technology, Construction and Logistics Driver, Warehouse Worker (09-12) Metropolitan Community College
12. AAS, Industrial Technology add option in Military Technology (12-12) Metropolitan Community College
13. AAS, Industrial Technology add option in Mechatronics (06-13) Moberly Area Community College
14. AAS, Medical Radiologic Technology (04-13) Linn State Technical College
15. AAS, Radiologic Technology (06-13) Mineral Area Community College

Baccalaureate (Count – 17)

1. BA, Romance Languages with options in French and Spanish (04-13) University of Missouri-Columbia
2. BA, Communication Studies with options in Film and Media Arts, Interpersonal and Public Communications, Journalism and Mass Communications (04-13) University of Missouri-Kansas City
3. BA, Geological Sciences (04-13) University of Missouri-Columbia

4. BBA, add option in Real Estate (06-13) University of Missouri-Kansas City
5. BFA, Studio Art with option in Art Therapy (04-13) Missouri Western State University
6. BLA, Black Studies (09-12) University of Missouri-Kansas City
7. BM, add option in Theory/Composition (04-13) University of Missouri-St. Louis
8. BS, Biology add option in Clinical Laboratory Sciences (04-13) University of Missouri-Kansas City
9. BS, Biology add option in Biomedical Sciences (06-13) University of Missouri-Kansas City
10. BS, Computer Science add options in Applied Computer Science, Computer Science, Computer Networking and Security-Applications Development, Game Development (06-13) University of Central Missouri
11. BS, Graphic Technologies with options in Print Media Technology Management, Graphic Design Technology, Web Media Technology, Packaging Technology, Photography (09-12) University of Central Missouri
12. BS, Manufacturing Engineering Technology with options in Bio-Manufacturing and Design and Technical Graphics (04-13) Missouri Western State University
13. BS, Physics add options Astronomy and Astrophysics, Engineering and Applied Physics, Graduate Prep Physics, Materials Physics; delete options in Computer Engineering, Material Science, Personalized (12-12) Missouri State University
14. BS, Physics, add option of Astronomy (04-13) University of Missouri-Columbia
15. BSAT (06-13) Southeast Missouri State University
16. BSBA, divide options into Finance and Economics (separate) (04-13) Missouri Southern State University
17. BSED, Engineering Technology Education (04-13) Southeast Missouri State University

Graduate (Count – 33)

1. DNP, change title of option to Adult-Gerontology Clinical Nurse Specialist (06-13) University of Missouri-Columbia
2. DNP, add option in Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, Women's Health Nurse Practitioner, Nurse Anesthesia (06-13) (in collaboration with University of Missouri-Columbia, University of Missouri-St. Louis) University of Missouri-Kansas City
3. EdSp, Language and Literacy (04-13) University of Missouri-Kansas City
4. MA, Journalism add options in Health Communication, Interactive Media, Media Management, Strategic Communication (06-13) University of Missouri-Columbia
5. MA, Language and Literacy (04-13) University of Missouri-Kansas City
6. MA, Romance Languages with options in French, Spanish and Language Teaching (04-13) University of Missouri-Columbia
7. MAA, delete option in Digital Media (04-13) Missouri Western State University
8. MAS, Applied Science add option in Sport and Fitness Management (09-12) Missouri Western State University
9. MBA, add option in Real Estate (06-13) University of Missouri-Kansas City
10. MBA, Business Administration add options in Management Information Systems (09-12) Lincoln University
11. MBA, options in Entrepreneurship, Finance, General Management, International Business, Leading and Managing People, Management, Marketing, Supply Chain and Operations Management (04-13) University of Missouri-Kansas City

12. MEd, Counseling with option in Clinical Mental Health Counseling (09-12) University of Missouri-St. Louis
13. MEd, Information Science and Learning Technology delete option in Learning and Instruction (06-13) University of Missouri-Columbia
14. MS, Computer Information Systems and Information Technology (06-13) University of Central Missouri
15. MS, Counseling add option in Mental Health (12-12) Missouri State University
16. MS, Criminal Justice with options in Community Policing Administration, Criminal Justice Administration (09-12) Southeast Missouri State University
17. MS, Defense and Strategic Studies with options in General and WMD (12-12) Missouri State University
18. MS, Mathematics (04-13) University of Missouri-Kansas City
19. MS, Medical Pharmacology and Physiology (04-13) University of Missouri-Columbia
20. MS, Natural Resources with options in Agroforestry, Fisheries and Wildlife Sciences, Forestry, Human Dimensions of Natural Resources, Parks Recreation and Tourism, Soil Environmental and Atmospheric Sciences, Water Resources (04-13) University of Missouri-Columbia
21. MS, Nutrition and Exercise Physiology with options in Nutritional Sciences and Exercise Physiology (04-13) University of Missouri-Columbia
22. MS, Oral and Craniofacial Sciences (06-13) University of Missouri-Kansas City
23. MS, Speech Language Pathology (06-13) University of Central Missouri
24. MS, Statistics (04-13) University of Missouri-Kansas City
25. MS, Technology Management add options in 3D Animation and Gaming, Cybersecurity (06-13) Southeast Missouri State University
26. MEd, Secondary Education delete option in Music (12-12) Missouri State University
27. MEd, Special Education with option in Blindness and Low Vision (12-12) Missouri State University
28. MEd, Teacher Leader (04-13) Northwest Missouri State University
29. MSN, inactivate options in Adult Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner, Women's Health Nurse Practitioner (04-13) University of Missouri-Kansas City
30. MSN, collaboration with Missouri Southern State University inactivate all options (04-13) University of Missouri-Kansas City
31. PhD, Business Administration inactivate option in Information Systems (12-12) University of Missouri-St. Louis
32. PhD, Medical Pharmacology and Physiology (04-13) University of Missouri-Columbia
33. PhD, Natural Resources with options in Fisheries and Wildlife Sciences, Forestry, Human Dimensions of Natural Resources, Soil Environmental and Atmospheric Sciences, Water Resources (04-13) University of Missouri-Columbia

IV. New Programs Approved Public Institutions (Total Category Count – 57)

Certificates (Count – 8)

1. C1, Dental Assisting Technology (12-12) (for delivery off-site at Nichols Career Center, Jefferson City) Linn State Technical College
2. C2, Alternative Graduate Certification in Secondary, Middle School, Special Education (Multi) Cross Categorical K-12 (12-12) (for delivery at the main campus and off-site at Blue Jay Tower Plaza, Liberty, and Northwest St. Joseph Center) Northwest Missouri State University

3. C2, Criminal Justice Cyber Security (06-13) Jefferson College
4. C2, Medical Assistant (09-12) East Central College
5. C2, Practical Nursing (12-12) (for delivery off-site at Nichols Career Center, Jefferson City) Linn State Technical College
6. C2, Professional Certificate, LPN (06-13) (for delivery off-site at Boonslick Technical Education Center) State Fair Community College
7. C2, Radiologic Technology (04-13) (collaboration with St. Charles Community College) Jefferson College
8. General Education Certificate (06-13) (for delivery on main campus and off-site at Malden, Sikeston, Kennett and Dexter) Three Rivers Community College

Associate (Count – 15)

1. AA, Business (06-13) Ozarks Technical Community College
2. AA, General Studies (09-12) (for delivery off-site at Library/Learning Resource Center, Boonville, Missouri) State Fair Community College
3. AAS, Chemical Technology (09-12) East Central College
4. AAS, Computer Information Systems (06-13) Jefferson College
5. AAS, Diagnostic Medical Sonography (04-13) (in collaboration with Hillyard Technical Center) North Central Missouri College
6. AAS, Engineering Technology (06-13) (for delivery on the main campus and off-site in Cassville, Nevada, Webb City, and online) Crowder College
7. AAS, Industrial Technology options in Machine Tool, Power Plant Operations, Industrial Maintenance, Industrial Electrical Technician (06-13) (for delivery at the Columbia Higher Education Center) Moberly Area Community College
8. AAS, Nursing (09-12) St. Louis Community College
9. AAS, Radiologic Technology (09-12) Jefferson College
10. AAS, Radiologic Technology (09-12) Linn State Technical College
11. AAS, Radiologic Technology (12-12) (for delivery off-site at Nichols Career Center, Jefferson City) Linn State Technical College
12. AS, Business (04-13) Missouri State University-West Plains
13. AS, Occupational Therapy Assistant (06-13) (for delivery at the Webb City Campus) Crowder College
14. AS, Pre-Optometry (06-13) (for delivery on main campus and off-site at Malden, Sikeston, Kennett and Dexter) Three Rivers Community College
15. Associate of Interdepartmental Studies (06-13) Ozarks Technical Community College

Baccalaureate (Count – 19)

1. BA, Communication (09-12) Northwest Missouri State University
2. BA, International Studies (04-13) Missouri Western State University
3. BA, Languages and Literatures options in French Language and Literature, German Language and Literature, Spanish Language and Literature, Classical Languages and Cultures (12-12) University of Missouri-Kansas City
4. BA, Multidisciplinary Studies (12-12) Missouri University of Science and Technology

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5. BA, Social Science (06-13) (for delivery on main campus and off-site at Kennett, Malden and Sikeston) Southeast Missouri State University
 6. BAS, Hospitality and Restaurant Administration (06-13) Missouri State University
 7. BM, Jazz Studies (09-12) University of Missouri-Kansas City
 8. BS, Communication (09-12) Northwest Missouri State University
 9. BS, Educational Studies (04-13) Harris-Stowe State University
 10. BS, Health Services (09-12) Missouri State University
 11. BS, Philosophy (04-13) Missouri Western State University
 12. BS, Philosophy (06-13) University of Missouri-Columbia
 13. BS, Psychology (06-13) University of Missouri-Columbia
 14. BS, Sports Management (04-13) University of Central Missouri
 15. BS, Systems Engineering (04-13) (collaboration with Metropolitan Community College and Lee's Summit R-7 School District) (for delivery off-site and face-to-face at Central Summit Center, Kansas City) University of Central Missouri
 16. BSBA, Economics (09-12) University of Central Missouri
 17. BSBA, Hospitality Management (06-13) (for delivery on main campus and off-site at Summit Center) University of Central Missouri
 18. BS/MS, Accelerated Dual Degree, Criminal Justice (09-12) University of Central Missouri
 19. BSN-Completion, Nursing (06-13) (for delivery off-site at St. Louis Community College, SSM Healthcare System [Clinical Learning Institute], St. John's Mercy Hospital) University of Missouri-St. Louis

Graduate (Count – 15)

1. Master of Accountancy (MAcc) Traditional and Accelerated (04-13) Missouri Southern State University
2. Master of Health Professions Education (04-13) University of Missouri-Kansas City
3. Master of Occupational Therapy (MOT) (06-13) Missouri State University
4. ME, Educational Leadership (12-12) (for delivery off-site at North Mercer School District, Mercer, and Cameron School District, Mercer) Northwest Missouri State University
5. MEd, Educational Psychology options in Character and Citizenship Education and Educational Research and Program Evaluation (12-12) University of Missouri-St. Louis
6. MMS, Physician Assistant (09-12) University of Missouri-Kansas City
7. MS, Computer Science (04-13) University of Central Missouri
8. MS, Computer Science (04-13) (for delivery off-site at the Central Summit Campus, Lee's Summit, Missouri) University of Central Missouri
9. MS, Global Entrepreneurship and Innovation (12-12) University of Missouri-Kansas City
10. MS, Natural Sciences (06-13) Lincoln University
11. MEd, Educational Leadership: K-12 (06-13) (for delivery off-site at Chillicothe School District) Northwest Missouri State University
12. MEd, Elementary Mathematics (04-13) (in collaboration with University of Central Missouri, Missouri State University, University of Missouri-Columbia, Southeast Missouri State University) Northwest Missouri State University
13. MEd, Reading (04-13) (for delivery off-site at Northwest St. Joseph Center) Northwest Missouri State University

14. MEd, Teacher Leadership (12-12) (for delivery off-site at Blue Jay Tower Plaza, Liberty, Missouri; Northwest St. Joseph Center, St. Joseph, Missouri; Cameron School District, Cameron, Missouri) Northwest Missouri State University
15. MEd, Teaching: Early Childhood Education (04-13) (for delivery off-site at Northwest Kansas City Center, and St. Joseph Center)

V. New Programs Approved Independent Institutions (Total Count – 25)

Certificate (Count – 1)

1. C2, Practical Nursing (09-12) Hannibal-LaGrange University

Associate (Count – 1)

1. AS, Pre-Engineering (09-12) Columbia College

Bachelor (Count – 16)

1. BA, Applied Behavioral Sciences (12-12) Fontbonne University
2. BA, Communication (09-12) (for delivery off-site at St. Louis City Center) Lindenwood University
3. BA, Leadership Studies (12-12) Fontbonne University
4. BA, Public Administration (06-13) Columbia College
5. BABA, Healthcare Management (04-13) Columbia College
6. BS, Accounting (12-12) Fontbonne University
7. BS, Criminal Justice (09-12) (for delivery off-site at North County Center, O’Fallon South Center, South County Center and St. Louis City Center, St. Louis) Lindenwood University
8. BS, Criminal Justice Administration (09-12) (for delivery off-site at O’Fallon South Center and South County Center, St. Louis) Lindenwood University
9. BS, Health Management (09-12) (for delivery off-site at North County Center, O’Fallon South Center, South County Center and St. Louis City Center, St. Louis) Lindenwood University
10. BS, Human Resource Management (09-12) (for delivery off-site at North County Center, O’Fallon South Center, and St. Louis City Center, St. Louis) Lindenwood University
11. BS, Management (12-12) Fontbonne University
12. BS, Managerial Analytics (12-12) Fontbonne University
13. BS, Marketing (12-12) Fontbonne University
14. BS, Public Administration (06-13) Columbia College
15. BSBA, (09-12) (for delivery off-site at North County Center, O’Fallon South Center, South County Center and St. Louis City Center St. Louis, and Wildwood Town Center) Lindenwood University
16. BSBA, Healthcare Management (04-13) Columbia College

Graduate (Count – 7)

1. MA, Communications (09-12) (for delivery off-site at St. Louis City Center) Lindenwood University
2. MA, Community Counseling (06-13) Missouri Valley College
3. Master of Accountancy (12-12) Fontbonne University
4. MBA, (09-12) (for delivery off-site at North County Center, O’Fallon South Center, South County Center and St. Louis City Center, St. Louis, and Wildwood Town Center) Lindenwood University
5. MS, Criminal Justice Administration (09-12) (for delivery off-site at North County Center, O’Fallon South Center, South County Center and St. Louis City Center, St. Louis) Lindenwood University
6. MS, Health Care Administration (09-12) (for delivery off-site at South County Center, St. Louis) Lindenwood University
7. MS, Human Resource Management (09-12) (for delivery off-site at O’Fallon South Center, South Center, and St. Louis City Center, St. Louis) Lindenwood University

VI. Change of Address or Location (Total Count – 4)

1. Columbia College (09-12) address change for campus operations in Rolla to 550 Blue’s Lake Parkway, Rolla, MO 65401.
2. Missouri Western State University (4-13) address change for campus operations at Northland Campus Building to Building 18, 6364 North Cosby Avenue, Kansas City, MO 64151.
3. State Fair Community College (09-12) address change for campus operations at Stone Crest Mall-Lower Level location to 3797 Osage Beach Highway, Box B-2, Osage Beach, MO 65065.
4. State Fair Community College (12-12) address change for campus operations to Truman Regional Education Center, 1701 North Second Street, Clinton, MO 64735.

VII. New Off-Site Locations (Total Count – 1)

1. Whiteman Air Force Base, Education Services Building (04-13) University of Central Missouri

VIII. New Residency Centers (Total Count – 5)

1. Boonslick Technical Educational Center (06-13) State Fair Community College
2. Carthage Technical Center (06-13) Crowder College
3. Lamar Career and Technical Center (06-13) Crowder College
4. Mt. Vernon Art and Recreation Center (06-13) Crowder College
5. Scott Regional Technology Center (06-13) Crowder College



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