Coordinating Board for Higher Education

Agenda of Meeting

9:00 AM
Thursday
September 11, 2008

Dealy Room, 4th Floor
Jacobs Conference Center
Central Methodist University
Fayette, MO

COORDINATING BOARD FOR HIGHER EDUCATION

Kathryn F. Swan, Chair, Cape Girardeau

Gregory Upchurch, Vice Chair, St. Louis

Doris J. Carter, Florissant

David Cole, Cassville

Lowell C. Kruse, St. Joseph

Mary Beth Luna Wolf, St. Louis

Jeanne Patterson, Kansas City

Duane Schreimann, Jefferson City

Helen Washburn, Columbia

TIME:	9:00 AM Thursday September 11, 2008
PLACE:	Dealy Room, 4th Floor Jacobs Conference Center Central Methodist University Fayette, MO

Schedule of Events September 10 - 11, 2008
CBHE Work Session and Meeting

Wednesday, September 10, 2008

11:30 am – 5:00 pm	**CBHE Work Session / Executive Session** Parliament I Holiday Inn Select Executive Center 2200 I-70 Drive Southwest Columbia, MO 65203
6:00 pm - ??	**Dinner** Holiday Inn Select Executive Center 2200 I-70 Drive Southwest Columbia, MO 65203

Thursday, September 11, 2008

9:00 am – 12:00 pm	**CBHE / PAC Meeting / CBHE Executive Session** Dealy Room, 4th Floor Jacobs Conference Center Central Methodist University 411 Central Methodist Square Fayette, MO 65248
12:00 – 1:00 pm	**Lunch**
1:00 pm - ??	**Continue CBHE Meeting if necessary**

Executive Session

RSMo 610.021(1) relating to "legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys."

RSMo 610.021(3) relating to "hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded."

Other matters that may be discussed in closed meetings, as set forth in RSMo 610.021.

Individuals needing special accommodations relating to a disability should contact Laura Vedenhaupt, at the Missouri Department of Higher Education, 3515 Amazonas Drive, Jefferson City, MO 65109 or at (573) 751-2361, at least three working days prior to the meeting.

COORDINATING BOARD FOR HIGHER EDUCATION
PRESIDENTIAL ADVISORY COMMITTEE

Representatives by Statute

Public Four-Year Universities

Dr. Henry Givens, Jr.
President
Harris-Stowe State University
3026 Laclede Avenue
St. Louis 63103

Dr. Carolyn Mahoney
President
Lincoln University
820 Chestnut
Jefferson City 65101

Dr. Bruce Speck
President
Missouri Southern State University
3950 East Newman Road
Joplin 64801

Dr. Michael Nietzel (COPHE President)
President
Missouri State University
901 South National Avenue
Springfield 65802

Dr. John Carney III
Chancellor
Missouri University of Science and Technology
206 Parker Hall
Rolla 65401-0249

Dr. Robert Vartabedian
President
Missouri Western State University
4525 Downs Drive
St. Joseph 64507

Dr. Dean Hubbard
President
Northwest Missouri State University
800 University Drive
Maryville 64468

Dr. Ken Dobbins
President
Southeast Missouri State University
One University Plaza
Cape Girardeau 63701

Dr. Barbara Dixon
President
Truman State University
100 East Normal
Kirksville 63501

Dr. Aaron Podolefsky
President
University of Central Missouri
Administration 202
Warrensburg 64093

Mr. Gary Forsee
President
University of Missouri
321 University Hall
Columbia 65211

Dr. Brady Deaton
Chancellor
University of Missouri-Columbia
105 Jesse Hall
Columbia 65211

Dr. Leo Morton
Interim Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. Thomas George
Chancellor
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis 63121

Public Two-year Colleges

Dr. Alan Marble
President
Crowder College
601 Laclede Avenue
Neosho 64850

Dr. Edward Jackson
President
East Central College
1964 Prairie Dell Road
Union 63084

Dr. Wayne Watts
President
Jefferson College
1000 Viking Drive
Hillsboro 63050-1000

Dr. Jackie Snyder
Chancellor
Metropolitan Community Colleges
3200 Broadway
Kansas City 64111

Dr. Steven Kurtz
President
Mineral Area College
5270 Flat River Road
Park Hills 63601

Dr. Evelyn Jorgenson
President
Moberly Area Community College
101 College Avenue
Moberly 65270

Dr. Neil Nuttall
President
North Central Missouri College
1301 Main Street
Trenton 64683

Dr. Hal Higdon
President
Ozarks Technical Community College
1417 North Jefferson
Springfield 65801

Dr. John McGuire
President
St. Charles Community College
4601 Mid Rivers Mall Drive
St. Peters 63376

Dr. Zelema Harris
Chancellor
St. Louis Community College
300 South Broadway
St. Louis 63110

Dr. Marsha Drennon (MCCA President)
President
State Fair Community College
3201 West 16th Street
Sedalia 65301-2199

Mr. Joe Rozman
Interim President
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff 63901

Public Two-year Technical College

Dr. Donald Claycomb
President
Linn State Technical College
One Technology Drive
Linn 65051

Independent Four-year Colleges and Universities

Dr. Mark Lombardi
President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

Dr. Marianne Inman
President
Central Methodist University
Church Street
Fayette 65248

Dr. William L. Fox
President
Culver-Stockton College
One College Hill
Canton 63435-9989

Dr. Mark S. Wrighton
Chancellor
Washington University
One Brookings Drive
St. Louis 63130

Independent Two-year Colleges

Dr. Judy Robinson Rogers
President
Cottey College
1000 West Austin
Nevada 64772-1000

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 AM
Thursday
September 11, 2008

PLACE: Dealy Room, Jacobs Conference Center
Central Methodist University
Fayette, MO

AGENDA

		Tab	Presentation by:
I.	**Introduction**		
A.	Call to Order		Kathryn Swan, Chair
B.	Confirm Quorum		Board Secretary
C.	Moment of Silence for 9/11 Remembrance		
D.	Welcome from CMU President		Marianne Inman
E.	Committee Reports		
	1. Audit Committee		Duane Schreimann
	2. Student Loan/Financial Aid Committee		David Cole
	3. Strategic Planning Committee		Jeanne Patterson
F.	Appointment of Nominating Committee		Kathryn Swan
II.	**Presidential Advisory Committee**		
A.	Legislation Implementation Update	A	Zora AuBuchon General Counsel and Legislative Liaison
B.	Proposed Legislation for Next Session	B	Zora AuBuchon
C.	LCDI Update	C	Paul Wagner Deputy Commissioner
D.	Institutional Performance Measures	D	Paul Wagner
III.	**Action Items**		
A.	Minutes of the June 11, 2008 CBHE Meeting Minutes of the July 27, 2008 CBHE Conference Call		Kathryn Swan
B.	Imperatives for Change Update	E	Paul Wagner
C.	Recommendations for Public Institutions' Base Operating Appropriations	F	Paul Wagner

		Tab	Presentation by:
D.	Recommendations for "Caring for Missourians" Appropriations	G	Paul Wagner
E.	Recommendations for Performance Funding Appropriations	H	Paul Wagner
F.	Recommendations for MDHE Operating Appropriations	I	Paul Wagner
G.	Recommendations for Capital Improvements Appropriations	J	Paul Wagner
H.	State Student Financial Assistance Administrative Rules		Leroy Wade Assistant Commissioner
	War Veterans Survivors Grant Program	K	
	Revisions to Institutional Eligibility Rule	L	

IV. Consent Calendar

A.	Distribution of Community College Funds	M	Paul Wagner
B.	Academic Program Actions	N	Paul Wagner
C.	COTA Update	O	Paul Wagner
D.	ITQG Update	P	Paul Wagner
E.	Proprietary School Certification Actions and Reviews	Q	Leroy Wade
F.	Student Loan Program Update	R	Leanne Cardwell Assistant Commissioner

V. Items for Discussion, Consideration, and Possible Vote

A.	College Access Challenge Grant Update	S	Leroy Wade
B.	Update on Educational Needs Analysis	T	Robert Stein Commissioner
C.	P-20 Council Update		Kathryn Swan
D.	Report of the Commissioner		Robert Stein

Executive Session

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COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
June 12, 2008

The Coordinating Board for Higher Education (CBHE) met at 9:00 am on Thursday, June 12, 2008, at Southeast Missouri State University.

Chair Kathryn Swan called the meeting to order. A list of guests is included as an attachment. The presence of a quorum was established with the following roll call vote:

	Present	**Absent**
Doris Carter	X	
David Cole		X
Lowell C. Kruse	X	
Jeanne Lillig-Patterson	X	
Mary Beth Luna-Wolf	X	
Duane Schreimann	X	
Kathryn Swan	X	
Gregory Upchurch		X
Helen Washburn	X	

Dr. Kenneth Dobbins, President of Southeast Missouri State University (SEMO), welcomed the CBHE, MDHE staff, and visitors and provided a brief history of the university. Chair Swan thanked Dr. Dobbins and the SEMO Board of Regents for their hospitality.

Chair Swan introduced the two new CBHE members – Ms. Mary Beth Luna-Wolf and Dr. Helen Washburn representing the 3rd and 9th Congressional Districts, respectively.

Committee Reports

Audit Committee

Mr. Duane Schreimann reported that the MDHE is developing a Request for Proposals to secure a new contract with an external firm to provide audits for the Missouri Student Loan Program.

The State Auditor requested the MDHE provide an update on implementing recommendations from the audit on non-resident tuition. The MDHE reiterated in its response that while a statewide policy could be beneficial, the amount of staff time required to develop and monitor such a policy was not currently feasible.

The State Auditor's office previously requested information on institutions' separation and retirement contracts. The MDHE does not expect additional inquiries on this issue.

The State Auditor's office was asking questions about transfer policies between institutions. The MDHE is collecting information on transfer and articulation agreements throughout the state; however, the department does not anticipate a formal audit on these practices.

Student Loan / Financial Aid Committee

Mr. Leroy Wade stated that the committee had no business to report but that summary information regarding the state financial aid program was available in the board meeting materials for review. A more in-depth report from the Committee would be presented at a future CBHE meeting.

Strategic Planning Committee

Ms. Jeanne Patterson stated that Mr. Paul Wagner will provide an update on the Coordinated Plan during the Presidential Advisory Committee meeting.

Presidential Advisory Committee

Final Summary of Legislation

Ms. Zora AuBuchon provided an update on legislation passed by the General Assembly that may have an impact on higher education. Perhaps the most significant legislation for institutions is HB 1549, which addresses illegal immigrants' access to public benefits. The bill requires proof of citizenship at the time of application and may affect some processes for employment.

The Missouri Returning Heroes' Education Act, SB 830, requires public institutions to charge eligible veterans no more than $50 per credit hour. Institutions may report the amount of tuition waived in their annual budget requests, and the CBHE is permitted to include that information in its budget recommendations to the Governor and the legislature. There are various interpretations regarding the effective start date of this act, and questions remain regarding veteran eligibility. The MDHE will work with institutions to develop a Q&A document that will clarify criteria and implementation.

Ms. AuBuchon also briefed members on the scholarship program for children and spouses of certain veterans (HB 1678) and the Kids' Chance Scholarship Program (HB 2191). The CBHE will administer these programs as funding allows.

SB 783 designates the student member of the Curators of the University of Missouri as a voting member provided that Missouri loses a Congressional District after the 2010 census. While no legislation is pending requiring similar status for other public institution boards, there is a momentum across institutions for students to become more of a lobbying force and to have an increased presence at the capital. For the 2008 session, two bills of priority to students (SB 783 and HB 2048) were passed by the General Assembly. The Textbook Transparency Act (HB

2048) requires publishers to provide detailed information on costs and revisions requires bookstores to offer bundled course materials for separate purchase when possible.

Finally, HB 1869 changes all statutory references from "junior college" to "community college".

The MDHE will maintain a list of duties imposed by legislation on the MDHE website. This list will be updated periodically as to the status of implementation and after each legislative session.

MDHE staff has begun to identify potential suggestions for legislative proposals for 2009.

FY 2009 Budget Update

Supplemental budgets that were passed by the General Assembly included funding for the Bright Flight and Public Service Survivor Grant (PSSG) programs, the MSU / MS&T cooperative engineering program, and the UMC and UMKC Lewis and Clark Discovery Initiative funds.

The MDHE budget as passed by the General Assembly includes increased FTE and funding for outsourcing and contracting services. State employees will also receive a three percent pay increase. The student financial assistance programs - Access Missouri and PSSG – both received funding increases.

The General Assembly also passed institution operating budgets that included the second year of the three-year plan to increase core funding and more than $21 million for capital improvement projects.

Omnibus Bill Update

Ms. AuBuchon provided a status report on the implementation of elements of SB 389. The Curriculum Alignment Initiative will be discussed later in the agenda.

Performance Measures

Measures from the Coordinated Plan will be used for the three statewide measures. Institutional measures may be the same as measures used in the Coordinated Plan as there may be overlap, but the institutional performance measures need to reflect the institution's general mission. Colleges and universities are providing the MDHE with a list of their institutional-specific measures as required by SB 389.

Tuition Stabilization

Institutions must give specific notice to the MDHE on tuition increases for the fall 2008 semester no later than July 1, 2008.

Action Items

Minutes

Mr. Schreimann made a motion to **approve the minutes of the April 10, 2008 meeting**. Mrs. Doris Carter seconded the motion, and the motion passed unanimously.

Coordinated Plan

Mr. Wagner outlined the process used to develop the Coordinated Plan and the changes to the Plan based on feedback since the April 2008 meeting. Mr. Wagner also outlined areas that continued to pose challenges to agreement. Ms. Brenda Albright commented on national trends in state strategic planning and links to the budget process. Chair Swan thanked Ms. Albright for her input on this initiative.

President Carolyn Mahoney expressed appreciation on behalf of COPHE for the CBHE's willingness to work with institutions. The latest document shows excellent progress; some differences remain but none are insurmountable.

Mr. Brian Long stated that COPHE had detailed discussions as they worked through each goal and objective. A few more weeks of effort would likely yield more concrete suggestions. Institutions expressed interest in being given additional time to work on the plan prior to its adoption by the CBHE.

Ms. Jeanne Patterson thanked all institutions for participating in this lengthy process. The intent behind the Plan is to bring about a coordinated effort undertaken by all. While the CBHE appreciates institutional perspectives, the board will make a recommendation to adopt the Plan in a provisional status and to move the Plan to the next step.

Legislators know almost nothing about what we do. It is not because they don't care – it is because they depend on other data, comments, and anecdotes. This time next year we will have reliable data to develop their understanding of higher education.

President Gary Forsee encouraged institutions to stay focused on the importance of a solid baseline document that sets a foundation. President Neil Nuttall advised that the community colleges are also excited about the prospects for the Plan and its importance for the state.

Mr. Schreimann reminded institutions to remember the audience for the Plan – the public and policymakers – and if additional time is provided for feedback that COPHE, Linn State, and MCCA provide sector recommendations for changes to the provisional plan rather than individuals or single institutions providing comments.

Mrs. Carter commended presidents and chancellors on coming together in the development of this plan.

Ms. Patterson made a motion to **recommend that the Coordinating Board adopt the Coordinated Plan as written in the June 12, 2008 board book in a provisional status.**

It is further recommended that the Coordinating Board acknowledge that presidents and chancellors believe that further work on segments of this plan would be beneficial and therefore direct presidents and chancellors to work through and across their sector organizations and submit in a coordinated fashion any revisions for the CBHE's consideration to the Commissioner of Higher Education on later than July 11, 2008.

It is further recommended that the Coordinating Board clarify that it will call an additional meeting soon after July 11, 2008 for the sole purpose of making any revisions to the provisional plan it deems appropriate and it will then remove the provisional status of the Board's Coordinated Plan.

Finally, it is recommended that the Coordinating Board direct the Commissioner and MDHE staff to begin the important work of collecting contextual information, establishing baseline data, clarifying data definitions, and setting target goals for the Coordinated Plan and that this phase of completing the Plan move forward expeditiously with an understanding that it will be presented to the CBHE for review and action at its September 2008 meeting.

Mrs. Carter seconded the motion, and the motion carried unanimously.

Mr. Wagner asked presidents and chancellors to have their staff review the Plan's Appendix in order to prepare for discussions regarding data – what we have, what we are missing, and where and how to obtain the missing data.

Higher Education Funding (HEF) Task Force

Mr. Wagner stated that the HEF Task Force considered what funding policies might more effectively communicate the needs of higher education to the public and to policymakers. HEF supports the use of a business plan that communicates the value higher education adds to the state and how, when properly funded, higher education may address major societal needs facing Missouri.

HEF established the triangle model as discussed at the April 2008 CBHE meeting in Linn. The model has as its base core mission funding that addresses the basic financial needs of institutions in order to complete their missions. Each sector has developed its own distributional model for funding over a certain threshold to address enrollment/equity issues.

The second level of the model encompasses statewide strategic initiatives, both current (e.g., increasing production of METS graduates) and new (e.g., Preparing to Care).

The top of the triangle model provides for performance funding. HEF did not spend as much time on this area, though they are supportive of the idea. After completion of the Coordinated Plan, there will need to be consensus on what areas are most appropriate for performance funding.

Ms. Albright commented that Missouri has developed a strong framework. The recommendations have taken into account the various missions of institutions, the differences in course offerings, and the level of support based on the wealth of the community. The recommendations also have built-in flexibility to address future strategic needs. Ms. Albright also emphasized the importance of moving forward on all levels of the model with the realization that it will take several years to close Missouri's funding gap.

Ms. AuBuchon advised that the HEF Communication subgroup's most important work after adoption of the recommendations will be to garner support for strategic initiatives. The group, as well as institutions, the CBHE, and the MDHE, should work with other strong lobbying entities (hospital associations / health profession organizations) to build support from the ground up. With money so tight in Missouri, only a systemic effort will yield the most favorable results.

Mr. Wagner thanked everyone for their hard work and collegiality in the development of the HEF recommendations. Commissioner Stein expressed appreciation to Ms. Albright, presidents and chancellors, and staff who worked on this initiative.

Except for the sole-purpose meeting in late July to address changes to the Coordinated Plan, this is the final meeting before September 2008 when the CBHE will review and make recommendations on institutional budget requests. Presidents and chancellors were asked to review several questions in the HEF board item and to provide feedback to MDHE staff.

Dr. McGuire stated that the core funding should be the largest segment of the recommendation, perhaps as much as 96 percent, with strategic initiatives comprising three percent and performance funding at one percent. Dr. McGuire also advised that institutions and the CBHE should not be limited to the 4.5 percent expected as part of Governor Blunt's three-year plan. Finally, due to the short time-frame, a performance funding project may not be feasible in FY 2010. The higher education system may benefit from an additional year to gather data and set goals for implementation in FY 2011.

Ms. Mary Beth Luna-Wolf said that it would be important for higher education to have a budget request by September and to begin communicating with gubernatorial candidates. During this last legislative session, higher education would not have been as successful in its budget requests if institutions and the MDHE had not worked to create a single voice for the entire system.

Chancellor Brady Deaton stated that higher education is at a turning point in this state. We are all shocked at the huge gap in comparing funding in Missouri with the state average, much less with the top states. However, new initiatives can make significant differences in Missouri, but we have been forced to make hard incentive-based funding decisions within the core mission due to limited resources.

Mr. Lowell Kruse commented that state support for higher education has still not reached the level of six years ago. Health care continues to consume larger portions of budgets; the two key determinants of the physical health of a community are education and job quality. Missouri citizens do not value higher education enough, and we have a lot of work to do make our case to the public.

It will be important to get together with other sector lobbies – health, banking, insurance - to encourage a broader initiative in working with K-12. A comprehensive strategy is essential to the future of the state.

Chair Swan also brought forward a suggestion for higher education to approach trade associations with like education and workforce development skill needs rather than a scattered approach to Chamber organizations.

Commissioner Stein thanked the attendees for their engaged conversation and encouraged everyone to consider the issues discussed and to provide feedback to the MDHE.

President Gary Forsee asked if capital funding requests would be considered by the CBHE. Commissioner Stein advised that higher education was asked not to submit a capital budget last year due to LCDI. The department understood that LCDI was one-time funding and did not address ongoing capital needs. Therefore, lists of small and large capital projects were submitted in conjunction with the operating budget recommendations. The MDHE would again seek a strategy to make the ongoing capital needs of higher education known.

Mr. Kruse asked if MOHELA would be able to support ongoing capital needs. Commissioner Stein stated that due to disarray in the secondary market, MOHELA has delayed its last LSDI payment. We should continue to explore other avenues beyond state appropriations for capital projects.

Chair Swan agreed that the August CBHE retreat agenda would include time for brainstorming on these issues (communications/marketing, funding capital needs, and identification of lobbying group partners).

Ms. Patterson made a motion to **recommend that the Coordinating Board for Higher Education accept the report of the Higher Education Funding Task Force and adopt the comprehensive funding policies for Missouri public higher education as outlined in the report.**

It is further recommended that the Coordinating Board for Higher Education direct the Commissioner to work with presidents and chancellors in identifying and collecting relevant information for developing a FY 2010 budget request for CBHE review and action at its September 2008 meeting.

Mrs. Carter seconded the motion, and the motion carried unanimously.

Mr. Schreimann commented that the funding challenges in Missouri may not be met without raising revenue. Would the development of a consortium to investigate revenue options be something higher education should consider?

Ms. Luna-Wolf advised that this would not be the best year to try to raise revenue through taxes due to rising gas and food prices and mortgage issues. Missouri families will not like the added

pressure, especially from institutions that seem to be growing. This may be something to pursue at a later date.

Curriculum Alignment Initiative

Ms. Hillary Fuhrman briefed the board on the status of the Curriculum Alignment Initiative (CAI). CAI was driven primarily by SB 389, but it is also part of a larger strategic approach to send clear and consistent messages to students in the pipeline on what is necessary for preparation for entry into collegiate-level coursework and to facilitate transfer for students who do not completed the 42-hour block of general education credit.

A CAI Steering Committee provided oversight of more than 400 faculty and staff members involved in the various discipline workgroups. In addition to those directly involved, input from legislators, other government agencies, and public comment periods also provided additional perspectives on the competencies being considered.

Ms. Fuhrman highlighted some progress completed over the last year. CAI has developed entry-level competencies for entry into collegiate-level coursework in six areas: Arts & Humanities; English & Communication; Science; Social Sciences; Foreign Languages; and Mathematics. Cross-disciplinary competencies are being developed, such as reading, habits of mind, and technology and information literacy skills. Work has also begun on optimal competencies for METS fields. These will be up for public comment on July 18, 2008. Progress was also made in exit-level competencies for beginning general education coursework.

The full CAI report provides greater detail on the processes used to develop the competencies presented. CAI will have an impact on higher education policy in the state, including general education, assessment, placement, transfer, and dual credit. Details on these policy considerations are identified in the full report.

CAI will continue to work to develop appropriate assessments for entry and exit-level competencies, complete the math gap analysis with the METS/DESE group, develop course-level exit-competencies for additional beginning general education courses, finalize the cross-discipline and optimal competencies currently in development, disseminate competencies in a public release format both the web and in print to constituents across the state, and begin impact review of existing policies and development or revision of policies impacted as outlined in the report.

After further discussion, Dr. Helen Washburn made a motion to **recommend that the Coordinating Board for Higher Education approve the Curriculum Alignment Initiative report, with recognition of the dynamic nature of competencies.**

It is further recommended that the board direct the Commissioner of Higher Education to make the CAI Report available online to interested government agencies and constituents as evidence of MDHE's significant progress in fulfilling its statutory requirements.

It is also recommended that the Coordinating Board for Higher Education commend the arduous efforts undertaken by the participants and educational institutions involved in the CAI process.

Mrs. Carter seconded the motion, and the motion carried unanimously.

Consent Calendar

Mr. Kruse moved to **approve the items on the Consent Calendar**. Ms. Patterson seconded the motion, and the motion carried unanimously.

Items for Discussion, Consideration, and Possible Vote

Update on Education Needs Analysis

The Cape Girardeau Coalition has received two proposals for conducting an education needs analysis of the Cape Girardeau area and surrounding region. The Coalition will meet at 3:00 this afternoon to begin discussion of the proposals and to determine how best to move the process forward.

P-20 Council Update

Chair Swan stated that five of seven regional business/education summits have been completed. The remaining two summits in the Kansas City and northeast Missouri areas are being designed. The P-20 Council is meeting at 1:00 this afternoon to discuss outcomes from the regional workgroups and to discuss next steps. Chair Swan recognized Mr. Rod Nunn, the Executive Director of Missouri's P-20 Council.

Report of the Commissioner

Commissioner Stein reported that the Coordinating Board for Early Childhood has convened a PreK Panel, of which the Commissioner is a member. The Panel is addressing many of the same questions facing higher education (accountability, state funding). One issue under discussion is that the state requires more hours for a cosmetology license than is required to become an early care provider.

Dr. Etilvia Arjona from Panama visited Missouri recently and met with representatives from many institutions. Panama has an historical relationship with Missouri; it is an official partner with the Missouri National Guard, and numerous graduates from Missouri end up in Panama and vice versa. We can expect to hear more on this potential partnership in the future.

Community colleges met with the State Board of Education regarding the Carl Perkins funding for Missouri but still have not received a formal response. This is still a major issue in Missouri, and the colleges are committed to exploring options for next steps. This will remain on higher education's agenda until an appropriate resolution is reached.

The MDHE and the CBHE are working in collaboration with the University of Missouri to put together a trustee summit during FY 2009.

The Commissioner expressed appreciation to Dr. McGuire for his work as Chair of the Presidential Advisory Committee. President Marianne Inman, Central Methodist University, will take on the chair responsibilities beginning with the September 2008 meeting in Fayette. With Dr. Inman as PAC Chair, and Dr. Washburn as a CBHE member, the board and the department are questioning the best methods to engage the independent sector in an agenda for higher education.

There has been some turnover at the MDHE, and the department is currently advertising for an Assistant Commissioner for Academic Affairs. If you know of any competitive candidates, please let us know.

Commissioner Stein expressed deep gratitude to MDHE staff and recognized Hillary Fuhrman by stating that CAI could not have been done without her leadership and organization. Ms. Fuhrman will be moving to California at the end of July and will work in a telecommuting capacity. The newest member of the MDHE is Ms. Angelette Prichett, research associate, who will be the day-to-day contact on CAI in the future.

Chair Swan recognized Mr. Joe Rozman, the Interim President of Three Rivers Community College and thanked Dr. McGuire for his work as PAC Chair.

Chair Swan and the board thanked Dr. Dobbins, his staff, and his student assistants for their professionalism and generosity in hosting this meeting.

Adjournment

Ms. Patterson made a motion to **adjourn the meeting**. Mrs. Carter seconded the motion, and the motion carried unanimously.

COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF CONFERENCE CALL
July 30, 2008

The Coordinating Board for Higher Education (CBHE) met at 2:05 p.m. on Wednesday, July 30, 2008 via conference call. The call originated at the MDHE offices in Jefferson City.

Chair Kathryn Swan called the meeting to order. The presence of a quorum was established with the following roll call vote:

	Present	**Absent**
Doris Carter	X	
David Cole	X	
Lowell Kruse	X	
Jeanne Patterson	X	
Mary Beth Luna Wolf	X	
Duane Schreimann	X	
Kathryn Swan	X	
Gregory Upchurch *(joined at 2:10 p.m.)*	X	
Helen Washburn	X	

Representatives from the two- and four-year institutions and sector organizations were present on the call.

Coordinated Plan – Recommendations for Changes

Chair Swan advised that, after board and staff discussion of the recommendations for the Coordinated Plan ("the Plan"), there would be a ten minute public comment period prior to a vote by the CBHE.

Commissioner Robert Stein commended the institutions for rising to the challenge of submitting a single, coordinated set of recommendations by the deadline established at the June 2008 CBHE meeting. Some changes were editorial to improve the flow of the document while others, such as the addition and deletion of certain indicators, were more substantial in nature. MDHE staff reviewed the document and made strategic decisions regarding which changes to recommend to the Coordinating Board.

The biggest issue in Goal 1 pertained to the pipeline – data elements relating to the 9th grade cohort of students. While the MDHE acknowledges that institutions have little influence over the preparation of this cohort, including the issue in this important public document would send a message that the higher education community understands the importance of this contributing factor. Commissioner Stein has discussed this issue with Commissioner Kent King of the

Department of Elementary and Secondary Education (DESE) and has received DESE's commitment to work collaboratively in establishing consistent definitions for pipeline data.

Regarding this goal's financial aid indicators and contributing factors, the department believes it is important to include information on aid from all sources. The MDHE will disaggregate data to identify institutional aid but believes that there is value in including an aggregate number for total student financial aid from all sources.

Goal 2 changes included minor wording adjustments and several deletions of indicators. Commissioner Stein noted that, in most cases, indicators were recommended for deletion due primarily to lack of solid data or if the data would be particularly difficult to obtain.

In Goal 3, the main issue dealt with including independent institutions in the various indicators. MDHE staff believes that the Coordinated Plan is a public agenda for higher education and not solely an agenda for public higher education. In addition, of the data elements to be tracked, only one directly relates to independent institutions.

Commissioner Stein stated that the input of the institutions has made the document stronger, and that it was important to maintain momentum and to move forward in the next phase of the Plan.

Chair Swan invited comment from other CBHE members regarding the staff recommendations for changes to the provisional Coordinated Plan.

Ms. Jeanne Patterson stated that while the Plan was in tremendous shape, there remained issues with some of the data elements. Ms. Patterson was concerned that failing to include adequate indicators on items such as graduation rates and time to degree completion would lose the transparency desired by stakeholders. Commissioner Stein responded that data on some indicators was readily available while others would require additional or new data collection. He further commented that these issues may become more contextualized as data is collected and enrollment patterns may be clarified.

Mr. Lowell Kruse expressed his appreciation for the hard work of institutions and staff and asked the Commissioner if the document adequately conveyed the strategies for higher education. Commissioner Stein responded that, based on the extensive work by institutional sectors and the MDHE staff, the foundation is in place and strategies would coalesce as work continued on the next phase of the Plan. Mr. Kruse believes that before additional resources would be provided, higher education must first capture the interest and enthusiasm of the public and legislators.

Ms. Mary Beth Luna-Wolf stated that the Plan was good but that implementation would be the key to its success. Some of the changes and deletions may have watered down the Plan's impact but those issues would be addressed by the data that will be gathered.

Commissioner Stein advised that two editorial issues remain:

1.) Areas that use the phrase "community college" will be changed to read "two-year college"; and

2.) Areas that use the phrase “contiguous states” will be changed to read “surrounding states”.

Chair Swan opened the discussion and invited representatives from COPHE and MCCA to provide comments.

Mr. Brian Long, Executive Director of the Council on Public Higher Education (COPHE), stated that the Plan as revised was better than acceptable to COPHE and that the public four-year sector was prepared to endorse the document. Dr. Neil Nuttall, representing the Missouri Community College Association (MCCA), agreed and commended the institutions on their collegiality during the development process.

Dr. Henry Givens, Jr., Harris-Stowe State University, and his staff also gave support to the Plan and applauded those involved for their collaboration.

Dr. Steve Graham, University of Missouri, stated that the University supported the Plan but that some concerns remained. In particular, caution should be used on the collection, analysis, and reporting of student learning outcomes. These results are often related to student background, major, and motivation. An institution should be measured against itself on this objective rather than compared to progress at other institutions. Caution should also be used in consideration of portfolio reviews of student work, which would require an exorbitant evaluative process. Dr. Graham expressed understanding for the department’s statewide view on Goal 3, which includes public and independent institutions. However, he cautioned that it is important to show how public dollars are used to fund public institutions.

Commissioner Stein stated that future work in the Coordinated Plan would involve developing data and establishing stretch goals. Analysis of the data will help higher education to understand why goals are not met and to determine the strategies necessary to reach those goals. In regards to the inclusion of independent institutions, he reiterated that shared responsibility is important. Legislators, education leaders, and the public need to understand how everyone contributes and benefits from total state involvement.

Dr. Hal Higdon, Ozarks Technical Community College, commented that he was supportive of the Plan but that caution should be used in reporting data so that community colleges are not grouped with universities and that each institution’s unique mission be considered.

Commissioner Stein thanked institutional and sector representatives for their comments and assured everyone that the MDHE takes each comment seriously.

Ms. Patterson moved **to recommend that the Coordinating Board adopt the revisions to the Coordinated Plan as documented in Attachment C, including two additional editorial changes - “community colleges” and “contiguous states” to “two-year colleges” and “surrounding states” - and to remove the provisional status of the Coordinated Plan. It is further recommended that institutional representatives continue to work with MDHE staff on the development of clear operational measures, baselines, benchmarks, and targets.**

Finally, it is recommended that the Coordinating Board direct the Commissioner of Higher Education and MDHE staff to continue the important work of collecting contextual information, establishing baseline data, clarifying data definitions, and setting target goals for the Coordinated Plan and that this phase of the Plan will be presented to the CBHE for review and action at its September 2008 meeting.

Ms. Carter seconded the motion, and the motion carried with the following votes: Doris Carter – aye; David Cole – aye; Lowell Kruse – aye; Jeanne Patterson – aye; Mary Beth Luna Wolf – aye; Duane Schreimann – aye; Kathy Swan – aye; Greg Upchurch – aye; and Helen Washburn – aye.

Mr. Schreimann asked that the CBHE and institutions be provided with a final version of The Coordinated Plan with all changes incorporated.

Chair Swan again commended all institutions and staff for their hundreds of hours of challenging work and their commitment to this project.

Ms. Carter moved **to adjourn the conference call.** Dr. Washburn seconded the motion, and the motion carried with the following votes: Doris Carter – aye; David Cole – aye; Lowell Kruse – aye; Jeanne Patterson – aye; Mary Beth Luna Wolf – aye; Duane Schreimann – aye; Kathy Swan – aye; Greg Upchurch – aye; and Helen Washburn – aye.

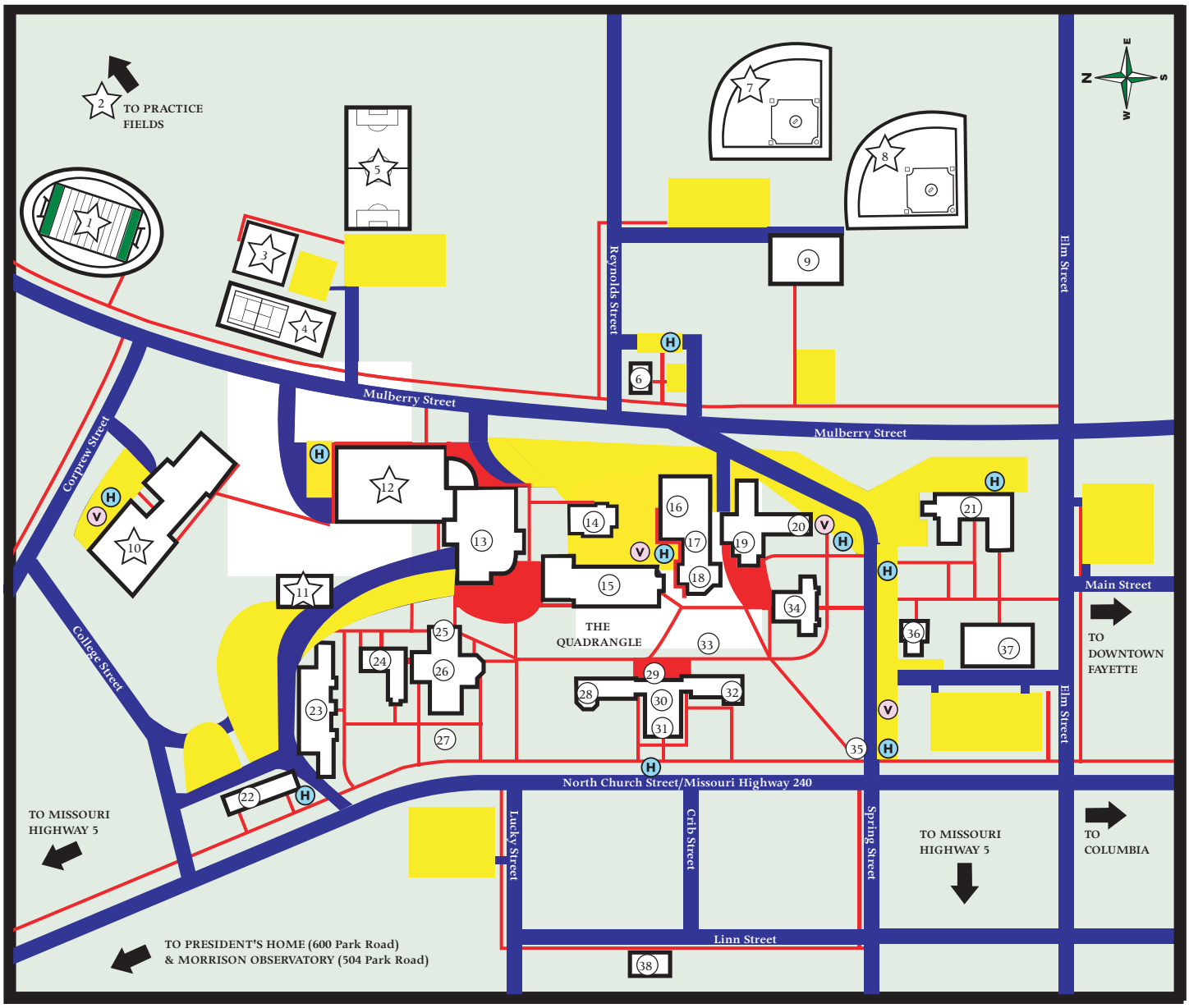
The meeting adjourned at 2:53 p.m.

Roster of Guests
Coordinating Board for Higher Education
June 12, 2008

Name	Affiliation
Zahir Ahmed	Southeast Missouri State University
Brenda Albright	Consultant
Zora AuBuchon	Missouri Department of Higher Education
Wendy Baker	Missouri Department of Higher Education
Lindy Bavolek	Southeast Missourian
Debbie Below	Southeast Missouri State University
Ann Brand	St. Louis Community College
Leanne Cardwell	Missouri Department of Higher Education
Donna Dare	St. Louis Community College
Kenneth Dean	University of Missouri – Columbia
Ron Given	UM Alumni Alliance
Charles Gooden	Harris-Stowe State University
Constance Gully	Harris-Stowe State University
Paul Kincaid	Missouri State University
Nikki Krawitz	University of Missouri System
Jeff Lashley	Moberly Area Community College
Brian Long	Council on Public Higher Education
Gerald McDougall	Southeast Missouri State University
Jim McGill	Southeast Missouri State University
Chris McGowan	Southeast Missouri State University
Pam McIntyre	St. Louis Community College
Michael McManis	Truman State University
Scott Northway	Missouri Department of Higher Education
Rod Nunn	Missouri P-20 Council
Marcia Pfeiffer	St. Louis Community College
David Russell	University of Missouri System
Randy Shaw	Southeast Missouri State University
William Shoehigh	Apollo Group / University of Phoenix
Dwayne Smith	Harris-Stowe State University
Rochelle Tilghman	Harris-Stowe State University
Laura Vedenhaupt	Missouri Department of Higher Education
Leroy Wade	Missouri Department of Higher Education
Paul Wagner	Missouri Department of Higher Education

Central Methodist UNIVERSITY

CAMPUS MAP



CMU Building · Walkway · Street · CMU Athletic Facility · Parking · Handicap Parking · Visitor Parking

1. Davis Football Field/Hairston Track
2. Practice Fields
3. Outdoor Athletic Facility
4. Tennis Courts
5. Alumni Soccer Field
6. Mulberry Street Apartments
7. Estes Baseball Field
8. Cox Softball Complex
9. Grounds Facility
10. Philips Recreation Center/ E.E. Rich Swimming Pool
11. Clingenpeel Physical Education Building
12. Puckett Field House
13. Student and Community Center
14. Plant Operations
15. Stedman Hall of Science
16. The Little Theatre (entrance off Mulberry Street)
17. The Ashby-Hodge Gallery of American Art (located in Smiley Library)
18. Cupples Hall/Smiley Library
19. Holt Hall/Missouri Room/ Eagles Nest Coffee House
20. Office of Admission
21. Howard-Payne Hall
22. Woodward Hall
23. McMurry Hall
24. Burford Hall
25. Stephens Museum (located in T. Berry Smith Hall)
26. T. Berry Smith Hall
27. Epple Memorial Garden
28. Swinney Conservatory of Music/ Kountz Recital Hall
29. Cross Memorial Tower
30. Assembly Hall
31. Linn Memorial United Methodist Church
32. Cooper Parish House/Fellowship Hall
33. C Bench
34. Brannock Hall/Information (M-F 8-5)
35. Campus Map and CMU Sign
36. Givens Hall
37. Classic Hall
38. Coleman Hall (502 North Linn Street)

Directions to Central Methodist University

From Kansas City:

Take I-70 East to the first Boonville exit (Exit 101) to Highway 5.
At the stoplight, turn left and continue on Hwy 5 through downtown.
Approximately 1 mile after crossing the Missouri River, veer left toward New Franklin.
Turn left at the stop sign toward Fayette (Fayette is approximately 10 miles from New Franklin).
Once in Fayette, turn right onto Spring Street.
Spring Street becomes Central Methodist Square and veers left onto Mulberry Street.
The Jacobs Conference Center will be on the left.

From St. Louis:

Take I-70 West to the Midway exit (#121) to Highway 40.
Take Highway 40 North approximately 8 miles to Route 240.
Turn right onto Hwy 240. Fayette is 13 miles.
Once in Fayette, turn right onto Spring Street.
Spring Street becomes Central Methodist Square and veers left onto Mulberry Street.
The Jacobs Conference Center will be on the left.

From Springfield:

Take US 65 North and merge onto I-70 East toward St. Louis.
Take I-70 East to the first Boonville exit (Exit 101) to Highway 5.
At the stoplight, turn left and continue on Highway 5 through downtown.
Approximately 1 mile after crossing the Missouri River, veer left toward New Franklin.
Turn left at the stop sign toward Fayette (Fayette is approximately 10 miles from New Franklin).
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AGENDA ITEM SUMMARY

AGENDA ITEM

Legislative Implementation Update
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

The MDHE has made significant progress implementing higher education-related legislation passed in the last two legislative sessions. This item provides an update on that progress. Information about progress made on all higher education-related legislation passed in the last two years is available in Attachment A.

Discussion

HB 1549 – Immigration omnibus bill

HB 1549 contains a variety of provisions intended to close loopholes legislators believe have allowed illegal immigrants to receive public benefits and to work illegally in the U.S. Among its many provisions is one that requires the recipients of state grants and scholarships to provide proof of citizenship before they receive their awards. The MDHE has required financial aid officers to pledge that they will not provide state grants or scholarships to persons who are ineligible because of citizenship status or because they are not permanent residents. Furthermore, if any institution provides an award to such a student, the institution must return the student's award to the MDHE. The MDHE has communicated to institutions that they must be prepared to begin requiring students to provide the kinds of proof specified in the statute in advance of the spring 2009 financial aid certification cycle.

The MDHE plans to work with institutions' lobbyists during the 2009 session to help legislators understand the hardships imposed by this bill, the kinds of protections already in place before this legislation was passed, and ways that legislators' concerns about illegal immigrants could be addressed in a manner that is less burdensome for institutions and prospective students.

HB 1678/SB 830 – Missouri Returning Heroes' Act

This bill establishes a tuition cap for certain veterans. The majority of Missouri's public colleges and universities are implementing this program in the fall; a few will wait until the spring semester. The MDHE has worked with financial aid officers to provide information regarding the implementation of this bill. This information is available on the MDHE's website at http://www.dhe.mo.gov/files/moretheroesact.pdf.

SB 1181 – Studies in Energy Conservation Program

SB 1181 is an energy conservation omnibus bill. It contains a provision that that creates the Studies in Energy Conservation Fund and provides that if money is appropriated to the fund, the MDHE may establish a full professorship of energy efficiency and conservation. The MDHE plans to include a request for funds for this program in its FY 2010 budget request and sought information from public colleges and universities that might be interested in housing the professorship. Information based on those responses is included in the proposed budget being presented at the September 2008 CBHE meeting.

SB 389 – Consumer information

The regulations developed by the MDHE, in collaboration with the state's public colleges and universities, require institutions to post general course information by August 1, 2008. Faculty evaluations must be posted to inform students registering for fall 2009 classes. The MDHE has received questions about the evaluations requirement from several institutions since the regulations were finalized; a summary of the department's responses to those questions is provided in Attachment B.

SB 389 – Higher Education Student Funding Act

The CPI increase for 2007 was 4.1%. No institution raised its tuition for the 2008-09 academic year in excess of the maximum permitted by state law. The inflation rate for this year is expected to be significantly higher than last year. The CPI increase for the first six months of 2008 was 4.7%.

SB 389 – Access Missouri

The MDHE continues to make progress implementing the Access Missouri program. A full update about Access Missouri and other state grants and scholarships is provided in Tab I.

STATUTORY REFERENCE

Section 208.009, RSMo, Provision of public benefits
Section 173.900, RSMo, Missouri Returning Heroes' Education Act
Section 640.216, RSMo, Studies in Energy Conservation Fund
Section 173.1004, RSMo, Consumer information
Sections 173.1000-1003, Higher Education Student Funding Act
Sections 173.1101-1108, Access Missouri

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A: Legislative Implementation Matrix
Attachment B: Additional information about the posting of consumer information

NEW CBHE DUTIES IMPOSED BY LEGISLATION

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
Bills Passed in 2008						
HB 1549	Immigration	This omnibus immigration bill requires applicants for state grants and scholarships to provide proof of citizenship before the applicants receive grants or scholarships.	In advance of spring semester 2009	Implement procedures to ensure that all eligible potential grant and scholarship recipients provide documentary proof of citizenship before receiving awards	Grants & Scholarships, General Counsel	MDHE staff has required all institutions that provide state grants and scholarships to sign a pledge indicating that they will not provide state grants or scholarships to persons who are ineligible for those awards because of citizenship status or lack of permanent resident status. Schools that deliver aid to such students will be required to return the aid to the MDHE. In addition, the MDHE has informed institutions that, beginning with the spring semester of 2009, institutions must obtain the kinds of proof required by the statute in order to ensure that all potential state grant and scholarship recipients provide proof of citizenship before students' eligibility for spring 2009 awards is certified. Currently the ISIR form generated by the federal government based on citizenship information provided on students' FAFSAs and on a match of federal databases with the student-provided information may not be used to prove citizenship for purposes of complying with this bill. The MDHE's general counsel is working with the U.S. Department of Education to explore the possibility of permitting such a use. Staff also plan to update the regulations that govern the grants and scholarships programs and the user agreements institutions sign off on to clarify that schools must receive documentary proof before students receive state grants and scholarships. In addition, several institutions have asked the MDHE if HB 1549 applies more broadly to admissions and/or to institutional aid. The MDHE is only responsible for administering the portions of this bill that impact state grants and scholarships. Each institution must work with its own legal counsel to assess the extent to which this bill impacts other areas. Finally, the MDHE plans to work with representatives of institutions during the 2009 legislative session to promote language that will address legislators' concerns about illegal immigrants, but in a less burdensome manner than is required by the current law.

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		This bill also requires employers to comply with certain requirements to verify prospective employees' legal citizenship status.	January 1, 2009	Verify that current employment procedures meet requirements of the new law	Administrative Operations, General Counsel	The MDHE already takes steps to confirm that its employees are legally eligible to work in the U.S. The department's administrative operations staff and general counsel will verify that current procedures meet the requirements of the new law.
HB 1678 / SB 830	War Veterans' Survivors Grant	The CBHE is responsible for administering up to 25 war veterans' survivor grants per year, promulgating rules to implement the program, and providing forms necessary to apply for the grant.	August 2008	Develop budget request that includes funds to provide grants	Grants & Scholarships, Fiscal Affairs	This item will be included in the budget request the CBHE puts forth in September 2008.
			August 2008	Promulgate rules, provide forms	Grants & Scholarships	Staff has held meetings with the Missouri Veterans Commission for assistance in definition of statutory terms and addressing needs of the target population. Discussion with ITSD-DHE regarding integration of this program into FAMOUS have begun. Draft regulations are under development for presentation to the CBHE at the September 2008 meeting.
	Missouri Returning Heroes' Education Act	The CBHE is also responsible for ensuring that public institutions of higher education charge certain veterans no more than $50 per credit hour.	August 2008	Provide guidance about implementation	Grants & Scholarships, General Counsel	The MDHE sent out a detailed Q/A document to presidents, chancellors, and financial aid officers on July 11, 2008. This document, which provides definitions and other information necessary for the implementation of the bill, has been updated and is available on the MDHE website at http://www.dhe.mo.gov/files/moretheroesact.pdf.
			August 2010	Develop budget request that includes funds to reimburse institutions for monies lost through waiver	Grants & Scholarships, Fiscal Affairs	Work in this area has not yet begun.
HB 2191	A+ Scholarship, Kids' Chance Scholarship	This bill permits the MDHE to distribute interest accrued in the Kids' Chance Scholarship Fund. The bill also changes certain provisions related to the A+ program, which is administered by the Missouri Department of Elementary and Secondary Education.	August 2008	Develop budget request that allows distribution of accrued interest	Grants & Scholarships	A budget request to permit scholarship awards will be included in the FY 2010 CBHE budget request. MDHE staff has been appointed to the Kids Chance of Missouri, Inc., board of directors to facilitate communication between the two organizations. Several meetings have been held with that board concerning the operation of the program and opportunities for cooperation. Draft regulations are under development for presentation to the CBHE at the December 2008 meeting.

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
SB 768	Missouri Commission on Autism Spectrum Disorders	The Commissioner of Higher Education or his/her designee will be a member of this commission. The commission will enlist higher education institutions to ensure support and collaboration in developing certification or degree programs for students specializing in autism spectrum disorder intervention.	TBD	Participate in committee, promote role of higher education in this area	Commissioner	The Missouri Department of Mental Health, within which the commission is established, has not yet called the first meeting of the commission. Commissioner Stein is the designated member from MDHE; Heather Fabian has been assigned as backup.
SB 967	MOHELA	MOHELA may now originate Stafford loans.	May 2, 2008	Work with MOHELA to ensure that the MDHE can guarantee loans originated by MOHELA	Student Loan Program, General Counsel	Although the law does not specifically require action by the MDHE, the MDHE executed an agreement with MOHELA whereby it agreed to guarantee student loans originated by MOHELA.
SB 1181	Studies in Energy Conservation	This bill creates the Studies in Energy Conservation Fund, which is to be administered by the MDHE in coordination with the Department of Natural Resources. The MDHE is permitted to use any money appropriated to the fund to establish a full professorship of energy and conservation.	August 2008	Develop a FY 10 appropriations request that includes money for the Studies in Energy Conservation Fund.	Fiscal Affairs	A budget request for this program is included in the FY 2010 budget request to be discussed at the September 12, 2008, CBHE meeting.
Bills Passed in 2007						
SB 389	Joint Committee on Education ("JCE")	The JCE's scope is expanded to include several components associated with higher education.	Immediate	MDHE will begin reporting to JCE on higher education issues	Legislative Liaison	There are no current requests for information from the JCE.
			August 28, 2010	MDHE report on the impact of tuition stabilization to the JCE	Legislative Liaison	
SB 389	Missouri Teaching Fellows Program	Creates the Missouri Teaching Fellows Program, which will offer loan forgiveness and stipends to individuals who teach in unaccredited school districts. The program will be administered by the MDHE.	2007-08	First participants must be recruited		The FY 2009 budget request included funds to address this new position and additional outreach activities. The Department received some additional funding that will allow for limited outreach. The legislative sponsor of this measure has provided some publicity, and the MDHE has posted a program description and an information request form on its website. Application forms and related information are currently under development. The MDHE is currently interviewing candidates for a financial aid outreach position, the duties of which will
			2013-2014	First loan forgiveness payments/stipends must be paid	Student Loan	
			September 1, 2014	Program sunsets (unless reauthorized)		

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						include promoting this program. LINK: *Information about program*: http://www.dhe.mo.gov/moteachingfellows.shtml
SB 389	Curriculum alignment initiative	Public institutions must work with the MDHE to establish agreed-upon competencies for all entry-level collegiate courses in key disciplines. The CBHE must establish policies to ensure transferability of core course credits.	2008-09 academic year	Competencies and guidelines must be implemented	Academic Affairs	Entry- and exit-level competencies from the discipline workgroups were approved by the CBHE at the June 2008 board meeting. Tasks for FY2009 include: completion of math gap analysis review and appropriate math entry competencies revision; finalization of cross-disciplinary and optimal competencies; development of exit-level course competencies beyond the initial 13; review of existing competencies assessments and related policy; and, as appropriate, revision or development of new assessments and policies. Finalized cross-disciplinary and optimal competencies will be presented to the CBHE for action at the December 2008 meeting. LINK: *Curriculum Alignment Initiative website*: http://www.dhe.mo.gov/casinitiative.shtml
SB 389	Fines for non-compliance with CBHE rules and policies	Public institutions that willfully disregard CBHE policy can be fined up to 1% of their state appropriation.	August 28, 2007	Develop policy to implement this provision	General Counsel	The policy on fining institutions that willfully disregard CBHE policy was approved at the February 2008 board meeting. That policy is now in effect. LINKS *Policy on fines*: http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc *All CBHE public policies*: http://www.dhe.mo.gov/files/cbhepublicpolicies_0208.doc
SB 389	Out-of-state public institution standards	Out-of-state public institutions must be held to the same standards as Missouri institutions for program approval, data collection, cooperation, and resolution of disputes.	July 1, 2008	Rules must be promulgated	Academic Affairs	Out-of-state public institutions became exempt from proprietary school certification on July 1, 2008. All out-of-state public institutions were notified of their change in status and the requirement to submit all degree programs through the program approval process used for Missouri public institutions. In addition, a rule on this subject is now in effect. LINKS *CBHE-approved rule:* *http://www.dhe.mo.gov/files/outofstate_publicinst.doc*

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						Final regulation in the Code of State Regulations: http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-10.pdf
SB 389	"No better than free"	No student shall receive need-based assistance that exceeds the student's cost of attendance. This does not include loans or merit-based aid.	August 28, 2007	The statute does not specify what is required of MDHE		Staff has provided ongoing guidance and technical assistance to institutional staff concerning the impact of this provision on Access Missouri awards. This has been accomplished through responses to individual inquiries, periodic electronic and regular mail contact, fall workshops, and presentations at financial assistance meetings.
SB 389	Binding dispute resolution	In order to receive state funds, public institutions must agree to submit to binding dispute resolution to address grievances about jurisdictional boundaries or the use or expenditure of state resources. The Commissioner of Higher Education will preside over the dispute resolution.	August 28, 2007	Statute becomes effective		The board adopted a policy on this subject at its December 2007 meeting. That policy is now in effect. LINK: *Policy*: http://www.dhe.mo.gov/files/disputeresolution.doc
SB 389	Higher Education Academic Scholarship Program ("Bright Flight")	The existing Bright Flight scholarship is revised to include students whose ACT/SAT scores are in the top 3% to 5% of all Missouri test-takers. Scholarships awards are increased to $3,000 for those in the top 3 % and established at $1,000 for the 3% to 5% range.	January 1, 2010	FAMOUS system changes must be completed	Financial Assistance Outreach and Proprietary	Public materials (website and publications, etc.) have been revised to provide early notification of this change to the Bright Flight program to students. Financial assistance staff is developing a model to estimate the fiscal impact of this change in preparation for an appropriation request for FY 2011. Initial planning has begun and a preliminary timeline for implementation has been established for the changes necessary in the administrative rule and the automated payment system (FAMOUS). LINK: *Information about Bright Flight program*: http://www.dhe.mo.gov/brightflight.shtml
			June/July 2009	Appropriation request for FY 2011 must be developed to include updated scholarship amounts	Fiscal Affairs	
			July 2010	Rule changes must be complete	Grants and Scholarships	
			August 2010	New scholarship award amounts become effective		
SB 389	Lewis & Clark Discovery Initiative ("LCDI")	Creates a fund into which MOHELA distributions will be deposited. LCDI may only be used for capital projects at public institutions or to support the Missouri Technology Corporation. Institutions that knowingly employ professors or instructors found guilty of certain crimes are ineligible to	August 28, 2007	Track expenditure of funds		MOHELA has made transfers totaling $240 million out of a total of $245 million that was scheduled to have been transferred to this point. Institutions may request reimbursement for expenses incurred on approved projects on a monthly basis. According to the cash flow management schedule developed

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		receive money through the LCDI.				by the MDHE and the division of budget and planning, all projects under $5 million may receive up to 100% reimbursement for FY 2008. For all other projects, reimbursements may total up to 80% of total appropriations between FY 2008 and FY 2009 combined, with an additional 10% available in FY 2011. Reimbursement payments totaling $75.8 million have been made as of August 15.
SB 389	Higher Education Student Funding Act (also known as tuition stabilization)	Establishes limits on tuition increases based on each public institution's tuition in relation to the statewide average and CPI. Institutions exceeding the limits can be fined up to 5% of their state appropriation unless a waiver is sought and approved by the Commissioner of Higher Education. Community colleges are not subject to these limits unless their average tuition for out-of-district students exceeds the state average.	2008-09 academic year and each academic year in the future	CBHE must review data submitted by institutions about tuition changes and make determinations about any waivers sought	Commissioner, Academic Affairs	The board approved a policy to implement this portion of the law during a December 2007 meeting. That policy is now in effect. MDHE staff notified institutions that the percent change in the CPI during 2007 was 4.1%. No institution's 2008-09 tuition exceeded its statutory limit on tuition and fee increases. The increase in the CPI during the first six months of 2008 is 4.7%. LINK: *Policy*: http://www.dhe.mo.gov/files/studentfundingact.doc
SB 389	Consumer information	The CBHE must promulgate rules and regulations to ensure that public institutions post on their websites academic credentials of all faculty (adjunct, part-time, and full-time); course schedules; faculty assignments; and, where feasible, instructor ratings by students; as well as which instructors are teaching assistants.	August 28, 2007	Statute becomes effective	General Counsel	The board approved the filing of an administrative rule to implement these provisions of the new law at its October 11, 2007, meeting. The rule has been filed and is now in effect. The rule requires that institutions post general course information by August 1, 2008, and that institutions post faculty evaluations to inform students registering for fall 2009 classes. Additional information regarding privacy issues, team-taught classes, and small classes was provided to institutions on August 27, 2008. LINKS: *CBHE-approved rule*: http://www.dhe.mo.gov/files/consumerinformation.doc *Final regulation in the Code of State Regulations*: http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-9.pdf
SB 389	Performance measures	Institutions and the MDHE must develop institutional and statewide performance	July 1, 2008	Performance measures must be	Commissioner & Deputy	The coordinated plan includes numerous measures on key state goals. This plan was adopted at a special meeting of the

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
		measures. The MDHE must report on progress developing statewide measures to the Joint Committee on Education at least twice a year. The MDHE must develop a procedure for reporting the effects of performance measures to the Joint Committee on Education in an appropriate timeframe for consideration in the appropriation process.		established	Commissioner	CBHE on July 30, 2008. Items in the plan will serve to fulfill the statutory obligation to identify three state-level performance measures. Each public institution has submitted at least two institution-specific performance measures for inclusion in the report on performance measures that will be sent to the joint committee on education. MDHE will continue work with presidents and chancellors on the collection of data for institution-specific measures and on a procedure for reporting the effects of performance in adequate time for consideration in the appropriations process.
SB 389	Access Missouri Financial Assistance Program	Establishes Access Missouri as the state's single need-based financial assistance program, to be administered by CBHE. Award ranges vary by institutional sector and expected family contribution ("EFC"). No student who is found or pleads guilty to certain criminal offenses while receiving financial aid is eligible for renewed assistance. In the event of budget shortfalls, the maximum award will be reduced across sectors; for surplus, the maximum EFC allowed will be raised. Assistance provided to all applicants from any other student aid program, public or private, must be reported to the CBHE by the institution and the recipient.	September 2007	Program must be administered and students will receive Access Missouri financial assistance	Grants & Scholarships	During FY 2008, award levels for the program were established at 85% of the statutory maximum, a level sufficient to expend all appropriated funds ($72 million) and assist more than 39,000 students. Staff has used projection models for the 2008-09 award year, which began in late August, to determine appropriate award and EFC cutoff levels. Based on the appropriation available for the program ($95 million), the award levels have been set at the statutory maximum and the EFC cutoff has been raised to $14,000. Staff has begun the process of developing benchmark and performance measures intended to inform the periodic adjustment of award amounts and sunset processes. LINK: *Final regulation in the Code of State Regulations*: http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf
			August 2009 and every 3 years thereafter.	Award amounts may be adjusted to reflect inflation indicated by the CPI	Grants & Scholarships	
			Program will sunset at the end of FY 2013, unless reauthorized.			

Date of most recent revision: 8.27.08

Additional Information about the Posting of "Consumer Information"

Section 173.1004, RSMo, which was part of SB 389 and became law in 2007, requires public institutions of higher education to post certain "consumer information" on their websites. The MDHE worked with institutions to develop regulations to implement the statute. Those regulations are now in effect and may be found at 6 CSR 10-9.010.

In the months following the development of the regulations, the MDHE has received several requests for clarification or consideration of particular issues relating to the posting of consumer information. A summary of the questions received and responses provided is set forth below:

1. **Privacy concerns related to students teaching classes**. The regulations require institutions to post certain information unless doing so would constitute a violation of state or federal law. The law most likely to impact institutions' ability to post information is FERPA, a federal privacy law that covers topics including the release of information about students who teach classes. The MDHE has received two specific questions relating to FERPA and students teaching classes, which are summarized in a and b, below. Please note that both a and b are subject to the caveats that students may consent to the release of information and that institutions may have their own policies pertaining to the release of directory information, so long as those policies are not inconsistent with FERPA.

    a. *Regarding the requirement that the "credentials" of students teaching classes be posted*: FERPA permits the release of "directory information" about students. Because "directory information" as defined in FERPA does not include job title or rank, the posting of that information would constitute a violation of FERPA. In addition, even though FERPA's definition of "directory information" does include the "most recent previous educational agency or institution attended by a student," the posting of that information would constitute a violation of FERPA for students who had requested that their directory information be restricted.

    b. *Regarding the requirement that the instructor ratings of students teaching classes be posted*: FERPA prohibits the disclosure of educational records. Although students' employment records (which would include ratings) are often not considered educational records, they are considered educational records if they pertain to students who are employed as a result of their status as students. To the extent that students teaching classes are given the opportunity to teach classes as a result of their status as students, their instructor ratings need not be posted.

2. **Team-taught courses**. The regulations require institutions to post "instructor ratings by students" regarding the "performance of the faculty member(s)

responsible for delivery of all or part of a course." This requirement clearly contemplates that instructor ratings will be posted for classes taught by more than one faculty member. Institutions have asked that courses that are team-taught by three or more faculty members who each share equal teaching responsibility be exempted from this requirement. The MDHE agrees that the difficulties associated with obtaining meaningful feedback about teaching in this kind of setting warrant an exemption to the policy, so long as students seeking to enroll in the course in future semesters have access to evaluative information about the course as a whole.

3. **Small classes**. Some classes may have such a small number of students that maintaining students' confidentiality is difficult. When five or fewer students provide ratings about an instructor teaching a particular course, those ratings need not be posted.

Additional questions and feedback are welcome and may be directed to Zora AuBuchon at zora.aubuchon@dhe.mo.gov or (573) 526-1577. Any additional significant conversations about this regulation will be summarized and provided to all public institutions of higher education.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed Legislation for Next Session
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

The MDHE currently plans to advance five legislative proposals during the 2009 legislative session. The areas these proposals cover are immigration, Bright Flight, Access Missouri, and collection of defaulted student loans. In addition, the MDHE will collaborate with the P-20 Council to support legislation strengthening the Council. The MDHE also plans to promote improved communication between institutions' legislative staff and the department. This item provides information about each proposal and about steps the MDHE plans to take to improve communication, as well as information about House of Representatives and Senate seats decided before the November 2008 elections.

Legislative Proposals

Immigration

As indicated in Tab A, the immigration omnibus bill passed during the most recent legislative session will have a significant impact on higher education. The MDHE plans to work with institutions' lobbyists during the 2009 session to help legislators understand the hardships imposed by this bill, the kinds of protections already in place before this legislation was passed, and ways that legislators' concerns about illegal immigrants could be addressed in a manner that is less burdensome for institutions. The language the MDHE plans to propose is provided as Attachment A.

Proprietary school certification

The current proprietary school certification statute contains only limited authorization for the Coordinating Board to address the issue of substandard degree programs. Recent challenges presented by several applications for certification to operate have again highlighted issues faced by the MDHE in this area.

The primary concern is that the statute does not include specific authority for the department to approve new or revised programs of instruction. In instances where an institution desires to offer a degree-level program, the absence of this authority makes the establishment of uniform and meaningful standards difficult. Such authority is critical in the department's efforts to prevent diploma mills from establishing or maintaining operations in the state.

This revision would provide the department clear and complete authority to establish standards for such degrees. Included within that authorization is the explicit linking of the approval process with recognized accreditation. The proposed language would give the department the flexibility to require accreditation when appropriate and to impose other standards when it is not.

A contributing factor to the potential growth of degree mills and the use of the degrees they sell in our state is the fact that there are virtually no legal consequences in Missouri for the use of such degrees. From a national perspective, in an attempt to dampen the demand for questionable degrees, a number of states have also begun to address this problem by prohibiting the use of substandard, diploma-mill degrees for employment or professional purposes. This legislative proposal would establish that such degrees cannot be used for employment or promotional purposes in the state, thereby deflating their value to prospective purchasers.

Finally, the proposal includes authorization to implement a limited system of late fees to assist the staff with the timely processing of applications and requests for action. In many instances, schools' failure to submit materials (recertification applications in particular) by established deadlines results in delays in reviews that impact all schools in the renewal process. At present the options for encouraging schools to submit materials in a timely manner are extremely limited.

The full text of the language the MDHE plans to propose is provided as Attachment B.

Bright Flight

Several issues with the current language of the statute that creates the Bright Flight award make the program difficult for MDHE grants and scholarships staff to implement. Specifically, the way the ACT/SAT cut-score is determined and the fact that homeschooled students are eligible must be made clear. In addition, the current language of the statute permits students who enter the military to defer their awards, but for no more than twenty-seven months. Many students serve continually for more than twenty-seven months. The language the MDHE plans to propose is provided as Attachment C.

Access Missouri

The Access Missouri statute does not prohibit currently incarcerated students from receiving Access Missouri awards. MDHE staff believe that the intent of this program did not include making awards to incarcerated students and are therefore hoping to engage legislators in a dialogue about the issue. The language in Attachment D would make incarcerated students ineligible for this award.

Collection of defaulted student loans

The MDHE's student loan guaranty program currently has the ability to intercept defaulted borrowers' state and federal tax refunds. Similar agencies in other states are also authorized to intercept defaulted borrowers' lottery winnings. The MDHE plans to seek legislation that would

permit the department to do the same. The language the MDHE will promote is provided as Attachment E.

Better Communication

The MDHE plans to promote improved two-way communication with institutions' legislative staff and others working in institutions. Some steps MDHE staff will take in support of this effort include:

- Carefully compare institutions' fiscal notes with the MDHE's fiscal notes to determine whether significant differences exist between the MDHE's and institutions' interpretation of legislation. Where there are differences, MDHE staff will follow up with institutions.

- Meet with all institutions' legislative staff when necessary to discuss ways to address issues that could impact the entire system.

- Improve the MDHE's legislative update. Updates will be presented each week in two formats: a newsletter that will provide information about issues that have arisen during the previous week and a table that lists all higher education-related bills (the format used in the 2008 legislative session).

- Consult institutions' legal staff for opinions about possible interpretations of legislation.

- Develop a current e-distribution list of each institution's legislative contact person.

House of Representatives and Senate Seats Determined Before November 2008 Elections

Much is known about the composition of the next legislature, despite the fact that general elections will not take place until November.

In the House of Representatives, each seat is elected every two years. This year only one major party candidate is running in 47% of those races. For the 2009 and 2010 legislative sessions, there will be at least 50 Democrats and 26 Republicans in the House. A full list of all House seats determined before the November 2008 election is provided as Attachment F.

In the Senate, odd-numbered seats will be elected in 2008; even-numbered seats will be elected in 2010. In addition, five senators are unopposed or are not opposed by a major party candidate. For the 2009 and 2010 legislative sessions, there will be at least 11 Democrats and 10 Republicans in the Senate. A full list of Senate seats determined before the November 2008 election is provided as Attachment G.

STATUTORY REFERENCE

Section 208.009, RSMo, Provision of public benefits
Sections 173.608-618, RSMo, Proprietary school certification
Section 173.612, RSMo, Powers and duties of the Coordinating Board

Section 173.250, RSMo, Bright Flight
Sections 173.1101-1108, RSMo, Access Missouri
Section 173.115, RSMo, Defaulted student loans

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A:	Proposed language for immigration bill
Attachment B:	Proposed language for proprietary school certification bill
Attachment C:	Proposed language for Bright Flight
Attachment D:	Proposed language for Access Missouri
Attachment E:	Proposed language for collection of defaulted student loans
Attachment F:	Missouri House of Representatives Seats Determined Before November 2008 Election
Attachment G:	Missouri Senate Seats Determined Before November 2008 Election

Legislative Proposal:
Illegal Immigration

Note: Proposed new language is indicated by **bold** text. Proposed language for deletion is indicated by ~~strike through~~ text enclosed in [brackets].

172.360. **1.** All youths, resident of the state of Missouri, shall be admitted to all the privileges and advantages of the various classes of all the departments of the University of the State of Missouri; provided, that each applicant for admission therein shall possess such scholastic attainments and mental and moral qualifications as shall be prescribed in rules adopted and established by the board of curators; **provided that aliens unlawfully present in the United States shall not be eligible for enrollment in the university;** and provided further, that the board of curators may charge and collect reasonable tuition and other fees necessary for the maintenance and operation of all departments of the university, as they may deem necessary.

2. Prior to approval of any appropriations by the general assembly for the University of Missouri, the registrar for each campus of the University of Missouri shall annually certify to the coordinating board for higher education that its campus has not knowingly enrolled any aliens unlawfully present in the United States in the preceding year. Within thirty days of receipt of the certification, the coordinating board for higher education shall forward the certification to the governor, the pro tem of the senate, the speaker of the house of representatives, and the chair of the committee for appropriation of state funds in the house of representatives and the senate.

173.030. The coordinating board, in addition, shall have responsibility, within the provisions of the constitution and the statutes of the state of Missouri, for:

(1) Requesting the governing boards of all state-supported institutions of higher education, and of major private institutions to submit to the coordinating board any proposed policy changes which would create additional institutions of higher education, additional residence centers, or major additions in degree and certificate programs, and make pertinent recommendations relating thereto;

(2) Recommending to the governing board of any institution of higher education in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed by the coordinating board as in the best

interests of the institutions themselves and/or the general requirements of the state. Recommendations shall be submitted to governing boards by twelve months preceding the term in which the action may take effect;

(3) Recommending to the governing boards of state-supported institutions of higher education, including public community colleges receiving state support, formulas to be employed in specifying plans for general operations, for development and expansion, and for requests for appropriations from the general assembly. Such recommendations will be submitted to the governing boards by April first of each year preceding a regular session of the general assembly of the state of Missouri;

(4) Promulgating rules to include selected off-campus instruction in public college and university appropriation recommendations where prior need has been established in areas designated by the coordinating board for higher education. Funding for such off-campus instruction shall be included in the appropriation recommendations, shall be determined by the general assembly and shall continue, within the amounts appropriated therefor, unless the general assembly disapproves the action by concurrent resolution;

(5) Coordinating reciprocal agreements between or among Missouri state institutions of higher education at the request of one or more of the institutions party to the agreement, and between or among Missouri state institutions of higher education and publicly supported higher education institutions located outside the state of Missouri at the request of any Missouri institution party to the agreement;

(6) Administering the nurse training incentive fund;

(7) Conducting, in consultation with each public four-year institution's governing board and the governing board of technical colleges and community colleges, a review every five years of the mission statements of the institutions comprising Missouri's system of public higher education. This review shall be based upon the needs of the citizens of the state as well as the requirements of business, industry, the professions and government. The purpose of this review shall be to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes. As a component of this review,

each institution shall prepare, in a manner prescribed by the coordinating board, a mission implementation plan for the coordinating board's consideration and approval. If the coordinating board determines that an institution has qualified for a mission change or additional targeted resources pursuant to review conducted under this subdivision and subdivision (8) of this subsection, the coordinating board shall submit a report to the general assembly that outlines the proposed mission change or targeted state resources. No change of mission for an institution under this subdivision establishing a statewide mission shall become effective until the general assembly approves the proposed mission change by concurrent resolution, except for the institution defined pursuant to subdivision (1) of section 174.010, RSMo, and has been approved by the coordinating board and the institutions for which the coordinating board has recommended a statewide mission prior to August 28, 1995. The effective date of any mission change under this subdivision shall be the first day of July immediately following the approval of the concurrent resolution by the general assembly as required under this subdivision, and shall be August 28, 1995, for any institution for which the coordinating board has recommended a statewide mission which has not yet been implemented on such date. Nothing in this subdivision shall preclude an institution from initiating a request to the coordinating board for a revision of its mission; **[**and**]**

(8) Reviewing applications from institutions seeking a statewide mission. Such institutions shall provide evidence to the coordinating board that they have the capacity to discharge successfully such a mission. Such evidence shall consist of the following:

(a) That the institution enrolls a representative cross-section of Missouri students. Examples of evidence for meeting this requirement which the institution may present include, but are not limited to, the following: enrolling at least forty percent of its Missouri resident, first-time degree-seeking freshmen from outside its historic statutory service region; enrolling its Missouri undergraduate students from at least eighty percent of all Missouri counties; or enrolling one or more groups of special population students such as minorities, economically disadvantaged, or physically disadvantaged from outside its historic statutory service region at rates exceeding state averages of such populations enrolled in the higher educational institutions of this state;

(b) That the institution offers one or more programs of unusual strength which respond to a specific statewide need. Examples of evidence of meeting this requirement which the institution may present include, but are not limited to, the following: receipt of national, discipline-specific accreditation when available; receipt of independent certification for meeting national or state standards or requirements when discipline-specific accreditation is not available; for occupationally specific programs, placement rates significantly higher than average; for programs for which state or national licensure is required or for which state or national licensure or registration is available on a voluntary basis, licensure or registration rates for graduates seeking such recognition significantly higher than average; or quality of program faculty as measured by the percentage holding terminal degrees, the percentage writing publications in professional journals or other appropriate media, and the percentage securing competitively awarded research grants which are higher than average;

(c) That the institution has a clearly articulated admission standard consistent with the provisions of subdivision (4) of subsection 2 of section 173.005 or section 174.130, RSMo;

(d) That the institution is characterized by a focused academic environment which identifies specific but limited areas of academic emphasis at the undergraduate, and if appropriate, at the graduate and professional school levels, including the identification of programs to be continued, reduced, terminated or targeted for excellence. The institution shall, consistent with its focused academic environment, also have the demonstrable capacity to provide significant public service or research support that address statewide needs for constituencies beyond its historic statutory service region; and

(e) That the institution has adopted and maintains a program of continuous quality improvement, or the equivalent of such a program, and reports annually appropriate and verifiable measures of institutional accountability related to such program. Such measures shall include, but not be limited to, indicators of student achievement and institutional mission attainment such as percentage of students meeting institutional admission standards; success of remediation programs, if offered; student retention rate; student graduation rate; objective measures of student, alumni, and employer satisfaction; objective measures of student learning in general education and the major, including written and oral communication skills and critical

thinking skills; percentage of students attending graduate or professional schools; student placement, licensure and professional registration rates when appropriate to a program's objectives; objective measures of successful attainment of statewide goals as may be expressed from time to time by the coordinating board or by the general assembly; and objective measures of faculty teaching effectiveness. In the development and evaluation of these institutional accountability reports, the coordinating board and institutions are expected to use multiple measures of success, including nationally developed and verified as well as locally developed and independently verified assessment instruments; however, preference shall be given to nationally developed instruments when they are available and if they are appropriate. Institutions which serve or seek to serve a statewide mission shall be judged to have met the prerequisites for such a mission when they demonstrate to the coordinating board that they have met the criteria described in this subdivision. As a component of this process, each institution shall prepare, in a manner prescribed by the coordinating board, a mission implementation plan for the coordinating board's consideration and approval**; and**

(9) Receiving and forwarding certification relating to the enrollment of unlawfully present aliens in universities, colleges, and community colleges under section 172.360, RSMo, section 174.130, RSMo, section 175.025, RSMo, and sections 178.635, 178.780, and 178.785, RSMo.

174.130. **1.** Each board may make such rules and regulations for the admission of students as may be deemed proper**; provided that aliens unlawfully present in the United States shall not be eligible for enrollment in the university or college**.

2. Prior to approval of any appropriations by the general assembly for the university or college, the registrar for each university or college shall annually certify to the coordinating board for higher education that its university or college has not knowingly enrolled any aliens unlawfully present in the United States in the preceding year. Within thirty days of receipt of the certification, the coordinating board for higher education shall forward the certification to the governor, the pro tem of the senate, the speaker of the house of representatives, and the chair of the committee for appropriation of state funds in the house of representatives and the senate.

175.025. 1. The board of curators of Lincoln University may make such rules and regulations for the admission of students as it may be deemed proper; provided that aliens unlawfully present in the United States shall not be eligible for enrollment in the university.

2. Prior to approval of any appropriations by the general assembly for the university, the registrar shall annually certify to the coordinating board for higher education that the university has not knowingly enrolled any aliens unlawfully present in the United States in the preceding year. Within thirty days of receipt of the certification, the coordinating board for higher education shall forward the certification to the governor, the pro tem of the senate, the speaker of the house of representatives, and the chair of the committee for appropriation of state funds in the house of representatives and the senate.

178.635. 1. The board of regents of Linn State Technical College shall organize in the manner provided by law for the board of curators of the University of Missouri. The powers, duties, authority, responsibilities, privileges, immunities, liabilities and compensation of the board of Linn State Technical College in regard to Linn State Technical College shall be the same as those prescribed by statute for the board of curators of the University of Missouri in regard to the University of Missouri, except that Linn State Technical College shall be operated only as a state technical college. Nothing in this section shall be construed to authorize Linn State Technical College to become a community college or a university offering four-year or graduate degrees.

2. All lawful bonded indebtedness incurred by the issuance of revenue bonds, as defined in section 176.010, RSMo, by Linn Technical College, shall be deemed to be an indebtedness of the board of regents of Linn State Technical College after the date upon which the conditions of section 178.631 are met. Such indebtedness shall be retired through tuition revenues.

3. The board of regents may make such rules and regulations for the admission of students as it may be deemed proper; provided that aliens unlawfully present in the United States shall not be eligible for enrollment in Linn State Technical College.

4. Prior to approval of any appropriations by the general assembly for Linn State Technical College, the registrar shall annually certify to the coordinating board for higher education that the college has not knowingly enrolled any aliens unlawfully present in the United States in the preceding year. Within thirty days of receipt of the certification, the coordinating board for higher education shall forward the certification to the governor, the

pro tem of the senate, the speaker of the house of representatives, and the chair of the committee for appropriation of state funds in the house of representatives and the senate.

178.780. 1. Tax supported community colleges formed prior to October 13, 1961, and those formed under the provisions of sections 178.770 to 178.890 shall be under the supervision of the coordinating board for higher education.

2. The coordinating board for higher education shall:

(1) Establish the role of the two-year college in the state;

(2) Set up a survey form to be used for local surveys of need and potential for two-year colleges; provide supervision in the conducting of surveys; require that the results of the studies be used in reviewing applications for approval; and establish and use the survey results to set up priorities;

(3) Require that the initiative to establish two-year colleges come from the area to be served;

(4) Administer the state financial support program;

(5) Supervise the community college districts formed under the provisions of sections 178.770 to 178.890 and the community colleges now in existence and formed prior to October 13, 1961;

(6) Formulate and put into effect uniform policies as to budgeting, record keeping, and student accounting;

(7) Establish uniform minimum entrance requirements and uniform curricular offerings for all community colleges **and ensure that aliens unlawfully present in the United States are not eligible for enrollment in any community college**;

(8) Make a continuing study of community college education in the state; and

(9) Be responsible for the accreditation of each community college under its supervision. Accreditation shall be conducted annually or as often as deemed advisable and made in a manner consistent with rules and regulations established and applied uniformly to all community colleges in the state. Standards for accreditation of community colleges shall be formulated with due consideration given to curriculum offerings and entrance requirements of the University of Missouri.

178.785. Prior to approval of any appropriations by the general assembly for a community college, the registrar for the college shall annually certify to the coordinating board for higher education that its community college has not knowingly enrolled any aliens unlawfully present in the United States in the preceding year. Within thirty days of receipt of the certification, the coordinating board for higher education shall forward the certification to the governor, the pro tem of the senate, the speaker of the house of representatives, and the chair of the committee for appropriation of state funds in the house of representatives and the senate.

208.009. 1. No alien unlawfully present in the United States shall receive any state or local public benefit, except for state or local public benefits that may be offered under 8 U.S.C. 1621(b). Nothing in this section shall be construed to prohibit the rendering of emergency medical care, prenatal care, services offering alternatives to abortion, emergency assistance, or legal assistance to any person.

2. As used in this section, "public benefit" means any grant, contract, or loan provided by an agency of state or local government; or any retirement, welfare, health, **[**postsecondary education,**]** state grants and scholarships, disability, housing, or food assistance benefit under which payments, assistance, credits, or reduced rates or fees are provided. The term "public benefit" shall not include unemployment benefits payable under chapter 288, RSMo. The unemployment compensation program shall verify the lawful presence of an alien for the purpose of determining eligibility for benefits in accordance with its own procedures.

3. In addition to providing proof of other eligibility requirements, at the time of application for any state or local public benefit, an applicant who is eighteen years of age or older shall provide affirmative proof that the applicant is a citizen or a permanent resident of the United States or is lawfully present in the United States, provided, however, that in the case of state grants and scholarships, such proof shall be provided before the applicant receives any state grant or scholarship. Such affirmative proof shall include documentary evidence recognized by the department of revenue when processing an application for a driver's license, a Missouri driver's license, **[**as well as**]** **or** any document issued by the federal government that confirms an **[**alien's**]** **applicant's** lawful presence in the United States. In processing applications for public benefits, an employee of an agency of state or local government shall not inquire about the legal status of a custodial parent or guardian applying for a public benefit on behalf of his or her dependent child who is a citizen or permanent resident of the United States.

4. An applicant who cannot provide the proof required under this section at the time of application may alternatively sign an affidavit under oath, attesting to either United States citizenship or classification by the United States as an alien lawfully admitted for permanent

residence, in order to receive temporary benefits or a temporary identification document as provided in this section. The affidavit shall be on or consistent with forms prepared by the state or local government agency administering the state or local public benefits and shall include the applicant's Social Security number or any applicable federal identification number and an explanation of the penalties under state law for obtaining public assistance benefits fraudulently.

5. An applicant who has provided the sworn affidavit required under subsection 4 of this section is eligible to receive temporary public benefits as follows:

(1) For ninety days or until such time that it is determined that the applicant is not lawfully present in the United States, whichever is earlier; or

(2) Indefinitely if the applicant provides a copy of a completed application for a birth certificate that is pending in Missouri or some other state. An extension granted under this subsection shall terminate upon the applicant's receipt of a birth certificate or a determination that a birth certificate does not exist because the applicant is not a United States citizen.

6. An applicant who is an alien shall not receive any state or local public benefit unless the alien's lawful presence in the United States is first verified by the federal government. State and local agencies administering public benefits in this state shall cooperate with the United States Department of Homeland Security in achieving verification of an alien's lawful presence in the United States in furtherance of this section. The system utilized may include the Systematic Alien Verification for Entitlements Program operated by the United States Department of Homeland Security.

7. The provisions of this section shall not be construed to require any nonprofit organization organized under the Internal Revenue Code to enforce the provisions of this section, nor does it prohibit such an organization from providing aid.

8. Any agency that administers public benefits shall provide assistance in obtaining appropriate documentation to persons applying for public benefits who sign the affidavit required by subsection 4 of this section stating they are eligible for such benefits but lack the documents required under subsection 3 of this section.

Legislative Proposal:
Proprietary School Certification

Note: Proposed new language is indicated by **bold** text. Proposed language for deletion is indicated by ~~strike through~~ text enclosed in [brackets].

173.608 1. The annual fee for a proprietary school certificate of approval shall be $.001 per one dollar of net tuition and fees income (excluding refunds, books, tools and supplies), with a maximum of two thousand five hundred dollars and a minimum of two hundred fifty dollars per school. For a school having a certificate of approval for the sole purpose of recruiting students in Missouri, the net tuition used for this computation shall be only that paid to the school by students recruited from Missouri and the fee shall be two hundred fifty dollars plus the amount produced by the foundation calculation.

2. Any school failing to submit renewal application materials within the timeframe established for such submissions may be assessed a reasonable late fee, as established by the coordinating board.

[~~2.~~] **3.** Any school which operates at two or more locations, or has franchised schools as provided in section 173.606, may combine tuition and fees for all locations for the purpose of determining the annual fee payable under sections 173.600 to 173.618. All fees received shall be deposited in the state treasury to the credit of general revenue.

173.611 1. It is unlawful for a person to knowingly use or attempt to use, in connection with admission to any institution of higher education or in connection with any business, employment, occupation, profession, trade, or public office:

(a) A false or misleading degree from any institution of higher education, regardless of whether that institution is located in Missouri and regardless of whether the institution has been issued a certificate of approval or temporary certificate of approval by the Board; or

(b) A degree from any institution of higher education in a false or misleading manner, regardless of whether that institution is located in Missouri and regardless of whether the institution has been issued a certificate of approval or temporary certificate of approval by the Board.

2. For the purposes of this section, a degree is false or misleading or is used in a false or misleading manner if it:

(a) States or suggests that the person named in the degree has completed the requirements of an academic or professional program of study in a particular field of endeavor beyond the secondary school level and the person has not, in fact, completed the requirements of the program of study;

(b) Is offered as his or her own by a person other than the person who completed the requirements of the program of study;

(c) Is awarded, bestowed, conferred, given, granted, conveyed, or sold in violation of this chapter.

173.618 1. Any act, method, or practice which violates the provisions of sections 173.600 to 173.618 shall be an unlawful practice within the meaning of section 407.020, RSMo, **and any action authorized in that section may be taken. In addition, [**~~and~~**]** the board may seek an injunction in the manner provided in chapter 407, RSMo. The board may exercise the authority granted in subdivision (2) of subsection 2 of section 173.612 without seeking injunction.

2. Any person convicted of operating a proprietary school without certificate of approval or a temporary certificate of approval, or of failure to file bond or security as required by sections 173.600 to 173.618 or of violating any other provision of sections 173.600 to 173.618 is guilty of a class A misdemeanor and upon conviction shall be punished in the manner provided by law.

173.612. 1. The board shall, through the department of higher education, administer, supervise, and enforce the provisions and policies of sections 173.600 to 173.618 and shall assign the personnel that are necessary to exercise its powers and duties.

2. The rules and regulations adopted by the board under sections 173.600 to 173.618, together with any amendments thereto, shall be filed with the office of the secretary of state. The board may:

(1) Issue proprietary school certificates of approval or temporary certificates of approval to applicants meeting the requirements of sections 173.600 to 173.618;

(2) Suspend or revoke certificates or temporary certificates of approval, or place certified schools on probation;

(3) Approve new or revised programs of instruction offered by a school holding a certificate of approval. Such approval shall be based on standards established for this purpose by the coordinating board and may require accreditation by a USDE recognized accrediting agency as deemed appropriate by the board.

[~~(3)~~] **(4)** Require each proprietary school to file a security bond covering the school and its agents to indemnify any student, enrollee or parent, guardian, or sponsor of a student or enrollee who suffers loss or damage because of a violation of sections 173.600 to 173.618 by the school, or because a student is unable to complete the course due to the school's ceasing operation or because a student does not receive a refund to which he is entitled. The bond or other security shall cover all the facilities and locations of a proprietary school and shall not be less than five thousand dollars or ten percent of the preceding year's gross tuition, whichever is greater, but in no case shall it exceed twenty-five thousand dollars. The bond shall clearly state that the school and the agents of the school are covered by it. The board may authorize the use of certificates of deposit,

letters of credit, or other assets to be posted as security in lieu of this surety bond requirement;

~~(4)~~] **(5)** Collect data from certified proprietary schools appropriate to establish records and statistics necessary to provide evaluation and planning by the department of higher education;

[~~(5)~~] **(6)** Administer sections 173.600 to 173.618 and initiate action to enforce it.

3. Any school which closes or whose certificate of approval is suspended, revoked, or not renewed shall, on the approval of the coordinating board, make partial or full refund of tuition and fees to the students enrolled, continue operation under a temporary certificate until students enrolled have completed the program for which they were enrolled, make arrangements for another school or schools to complete the instruction for which the students are enrolled, employ a combination of these methods in order to fulfill its obligations to the students, or implement other plans approved by the coordinating board.

4. Any rule or portion of a rule promulgated pursuant to sections 173.600 to 173.618 may be suspended by the joint house-senate committee on administrative rules until such time as the general assembly may by concurrent resolution signed by the governor reinstate such rule.

Legislative Proposal:
Bright Flight

Note: Proposed new language is indicated by **bold** text. Proposed language for deletion is indicated by ~~strike through~~ text enclosed in [brackets].

173.250. 1. There is hereby established a "Higher Education Academic Scholarship Program" and any moneys appropriated by the general assembly for this program shall be used to provide scholarships for Missouri citizens to attend a Missouri college or university of their choice pursuant to the provisions of this section.

2. The definitions of terms set forth in section **[**173.205*] **173.1102** shall be applicable to such terms as used in this section. The term "academic scholarship" means an amount of money paid by the state of Missouri to a qualified college or university student who has demonstrated superior academic achievement pursuant to the provisions of this section.

3. The coordinating board for higher education shall be the administrative agency for the implementation of the program established by this section, and shall:

(1) Promulgate reasonable rules and regulations for the exercise of its functions and the effectuation of the purposes of this section, including regulations for granting scholarship deferments;

(2) Prescribe the form and the time and method of awarding academic scholarships, and shall supervise the processing thereof; and

(3) Select qualified recipients to receive academic scholarships, make such awards of academic scholarships to qualified recipients and determine the manner and method of payment to the recipient.

4. A student shall be eligible for initial or renewed academic scholarship if he or she is in compliance with the eligibility requirements set forth in section **[**173.215*] **173.1104** excluding the requirement of financial need and undergraduate status, and in addition meets the following requirements:

(1) Initial academic scholarships shall be offered **to Missouri residents** in the academic year immediately following **completion of secondary coursework through receipt of a General Education Diploma (GED), completion of a program of study through homeschooling, or** graduation from high school to **[**Missouri high school

seniors**]** **students** whose composite scores on the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Board are in the top five percent of all Missouri **high school sophomores, juniors, and seniors [**students**]** taking those tests during the school year **[**in which**] prior to** the **last year of the** scholarship recipients**' secondary coursework** [graduate from high school**]**. In the freshman year of college, scholarship recipients are required to maintain status as a full-time student;

(2) Academic scholarships are renewable if the recipient remains in compliance with the applicable provisions of section **[**173.215*****] 173.1104** and the recipient makes satisfactory academic degree progress as a full-time student.

5. A student who is enrolled or has been accepted for enrollment as a postsecondary student at an approved private or public institution beginning with the fall 1987, term and who meets the other eligibility requirements for an academic scholarship shall, within the limits of the funds appropriated and made available, be offered an academic scholarship in the amount of two thousand dollars for each eligible student whose composite scores on the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Board are in the top three percent of all Missouri **high school sophomores, juniors, and seniors [**students**]** taking those tests during the school year **[**in which**] prior to** the **last year of the** scholarship recipients**' secondary coursework** [graduate from high school**]**, and, subject to appropriations, three thousand dollars for fiscal year 2011 and every fiscal year thereafter, and one thousand dollars for fiscal year 2011 and every fiscal year thereafter for each eligible student whose composite scores on the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Board are between the top five and three percent of all Missouri **high school sophomores, juniors, and seniors [**students**]** taking those tests during the school year **[**in which**] prior to** the **last year of the** scholarship recipients**' secondary coursework** [graduate from high school**]**, for the first academic year of study, which scholarship shall be renewable in the amount of two thousand dollars for each eligible student whose composite scores on the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Board are in the top three percent of all Missouri **high school sophomores, juniors, and seniors [**students**]** taking those tests during the school year **[**in which**] prior to** the **last year of the** scholarship recipients**' secondary coursework** [graduate from high school**]** for each fiscal year prior to fiscal year 2011, and, subject to appropriations, three thousand dollars for fiscal year

2011 and every fiscal year thereafter, and one thousand dollars for fiscal year 2011 and every fiscal year thereafter for each eligible student whose composite scores on the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Board are between the top five and three percent of all Missouri **high school sophomores, juniors, and seniors [**students**]** taking those tests during the school year **[**in which**] prior to** the **last year of the** recipients**' secondary coursework** [graduate from high school**]**, annually for the second, third and fourth academic years or as long as the recipient is in compliance with the applicable eligibility requirements set forth in section **[**173.215*****] 173.1104**, provided those years of study are continuous and the student continues to meet eligibility requirements for the scholarship; provided, however, if a recipient ceases all attendance at an approved public or private institution for the purpose of providing service to a nonprofit organization, a state or federal government agency or any branch of the armed forces of the United States, the recipient shall be eligible for a renewal scholarship upon return to any approved public or private institution, provided the recipient:

(1) **For a recipient who ceases attendance in order to provide service to a nonprofit organization or a state or federal government agency, [R]r**eturns to full-time status within twenty-seven months;

(2) **For a recipient who ceases attendance in order to provide service to any branch of the armed forces of the United States, returns to full-time status within six months after the recipient first ceases service to the armed forces;**

[(2)**] (3)** Provides verification in compliance with coordinating board for higher education rules that the service to the nonprofit organization was satisfactorily completed and was not compensated other than for expenses or that the service to the state or federal governmental agency or branch of the armed forces of the United States was satisfactorily completed; and

[(3)**] (4)** Meets all other requirements established for eligibility to receive a renewal scholarship.

6. A recipient of academic scholarship awarded under this section may transfer from one approved Missouri public or private institution to another without losing eligibility for the scholarship. If a recipient of the scholarship at any time withdraws from an approved private or public institution so that under the rules and regulations of that institution he or she is entitled to

a refund of any tuition, fees or other charges, the institution shall pay the portion of the refund attributable to the scholarship for that term to the coordinating board for higher education.

7. Other provisions of this section to the contrary notwithstanding, if a recipient has been awarded an initial academic scholarship pursuant to the provisions of this section but is unable to use the scholarship during the first academic year because of illness, disability, pregnancy or other medical need or if a recipient ceases all attendance at an approved public or private institution because of illness, disability, pregnancy or other medical need, the recipient shall be eligible for an initial or renewal scholarship upon enrollment in or return to any approved public or private institution, provided the recipient:

(1) Enrolls in or returns to full-time status within twenty-seven months;

(2) Provides verification in compliance with coordinating board for higher education rules of sufficient medical evidence documenting an illness, disability, pregnancy or other medical need of such person to require that that person will not be able to use the initial or renewal scholarship during the time period for which it was originally offered; and

(3) Meets all other requirements established for eligibility to receive an initial or a renewal scholarship.

Legislative Proposal:
Access Missouri

Note: Proposed new language is indicated by **bold** text. Proposed language for deletion is indicated by ~~strike through~~ text enclosed in [brackets].

173.1104. 1. An applicant shall be eligible for initial or renewed financial assistance only if, at the time of application and throughout the period during which the applicant is receiving such assistance, the applicant:

(1) Is a citizen or a permanent resident of the United States;

(2) Is a resident of the state of Missouri, as determined by reference to standards promulgated by the coordinating board;

(3) Is enrolled, or has been accepted for enrollment, as a full-time undergraduate student in an approved private or public institution; **[**and**]**

(4) Is not enrolled or does not intend to use the award to enroll in a course of study leading to a degree in theology or divinity[.**]; and**

(5) Will not be incarcerated at the time he or she receives financial assistance.

2. If an applicant is found guilty of or pleads guilty to any criminal offense during the period of time in which the applicant is receiving financial assistance, such applicant shall not be eligible for renewal of such assistance, provided such offense would disqualify the applicant from receiving federal student aid under Title IV of the Higher Education Act of 1965, as amended.

3. Financial assistance shall be allotted for one academic year, but a recipient shall be eligible for renewed assistance until he or she has obtained a baccalaureate degree, provided such financial assistance shall not exceed a total of ten semesters or fifteen quarters or their equivalent. Standards of eligibility for renewed assistance shall be the same as for an initial award of financial assistance, except that for renewal, an applicant shall demonstrate a grade-point average of two and five-tenths on a four-point scale, or the equivalent on another scale. This subsection shall be construed as the successor to section 173.215* for purposes of eligibility requirements of other financial assistance programs that refer to section 173.215*.

Legislative Proposal:
Lottery Offset

Note: Proposed new language is indicated by **bold** text. Proposed language for deletion is indicated by ~~strike through~~ text enclosed in [brackets].

173.115. 1. After the department has paid a loss on a defaulted loan and has entered a statement of claim in which it determines and sets forth the existence, nature and amount of the money due it by the defaulting borrower and a proposed payment schedule, the department may issue an order directing any employer of the borrower to withhold or pay over to the department money due or to become due to the department.

2. Before issuing the order as provided in subsection 1 of this section, the department shall serve on the borrower the statement of claim and shall inform the borrower that the department intends to initiate proceedings to collect the debt through deductions from earnings. The department shall also provide a copy of this section or an explanation of the borrower's rights under this section.

3. The department shall provide the borrower with an opportunity to inspect and copy records related to the defaulted loans.

4. The department shall provide the borrower with the opportunity to enter into a written agreement with the department under terms agreeable to the department to establish a schedule for the repayment of the debt.

5. The department shall provide the borrower with the opportunity to have a hearing before an impartial hearing officer appointed by the department but who is not under the control or supervision of the board or department. The procedures for the hearing shall be the same as those for contested cases under chapter 536, RSMo. Upon the borrower's filing of a request for a hearing in compliance with the rules of the board, the department shall stay the commencement of collection proceedings for the debt described in the statement of claim until the department issues an order provided for in subsection 6, 7, or 8, of this section.

6. At the earliest practicable date but not later than sixty days after the filing of the request for the hearing, the hearing officer shall file with the department his written decision which states specifically his findings in regard to those matters set forth in the department's statement of claim. The hearing officer shall also determine and include in his decision the terms of the repayment schedule which shall be the same as that set forth by the department in its

statement of claim unless he finds no good cause to enter that schedule. Upon receipt of the hearing officer's decision, the department shall issue an order to pay debt which adopts the findings in the decision as to the existence, nature and amount of the debt and as to the repayment schedule.

7. When a borrower properly requests a hearing under the board's rules and when the hearing officer does not issue a decision within sixty days of the department's having received the request for the hearing, the department shall issue an order withdrawing the statement of claim and serve it upon the borrower with a copy of this subsection. After such an order is entered, the department shall not use the provisions of this section in regard to the loans set forth in the statement of claim, but may use any other remedy provided by law to recover the moneys owed the department. The order issued by the department shall not have the effect of precluding any other administrative or judicial tribunal from deciding any claim brought by the department or other party against the borrower or from deciding any factual or legal issue relevant to such claim.

8. When a borrower does not make a proper timely request for a hearing, the department may issue and serve on the borrower an order to pay debt which contains as its provisions the content of the statement of claim including the proposed repayment schedule.

9. The borrower may seek judicial review of any order to pay debt under sections 536.100 to 536.140, RSMo.

10. Upon issuing an order to pay debt, but not less than thirty days after the statement of claim was served on the borrower, the department may issue an order to withhold earnings which directs any employer of the borrower to withhold and pay over to the department money due or to become due the borrower. The employer shall withhold from the earnings the amount specified in the order, except that the total amount withheld shall not exceed ten percent of the borrower's earnings after deduction from those earnings of any amount required by law to be withheld. When the borrower voluntarily makes a written request that money due or to become due him be withheld or applied to the debt or that more than the ten percent maximum be withheld from his earnings, the employer shall comply with that request as if so ordered by the department.

11. Subject to the provisions of section 454.505, RSMo, an order to withhold earnings shall have the same force and effect in regard to the employer as any other garnishment.

12. No employer or other payor who complies with an order to withhold earnings shall be liable to the borrower, or to any other person claiming rights derived from the borrower, for wrongful withholding. An employer who fails or refuses to withhold or pay the amounts as ordered under this section shall be liable to the department in an amount equal to the amount which became due the department during the relevant period and which, under the order, should have been withheld and paid over.

13. An employer shall not discharge, refuse to hire or otherwise discipline an employee as a result of an order to withhold and pay over certain money authorized by this section. Any employer who does so is guilty of an infraction.

14. Service on the borrower or on the employer pursuant to this section or pursuant to rules promulgated under this section may be made on the borrower or employer, respectively or on other party in the manner provided for service of process in a civil action by a duly authorized process server appointed by the department, or by certified mail, return receipt requested, to the borrower's last known address or to the employer's address. The department may appoint any disinterested party, including, but not necessarily limited to, employees of the department, to serve such process. For purposes of this section, a borrower or an employer who does not accept receipt of service by certified mail or a borrower who has not provided the department his new or correct address is deemed to have been served as of the date on which the certified mail is mailed.

15. After the department has paid a loss on a defaulted loan and has entered a statement of claim in which it determines and sets forth the existence, nature, and amount of the money due it by the defaulting borrower, any lottery prize payouts made under section 313.321, RSMo, otherwise owing to the defaulted borrower shall be subject to the setoff according to procedures established by the department.

[15.**] 16.** The board may promulgate rules to carry out the provisions of this section, including, but not limited to, rules pertaining to proceedings before the hearing officer and before the department and rules pertaining to procedures to be followed by employers to comply with the order to withhold and pay over earnings.

313.321. 1. The money received by the Missouri state lottery commission from the sale of Missouri lottery tickets and from all other sources shall be deposited in the "State Lottery Fund", which is hereby created in the state treasury. At least forty-five percent, in the aggregate,

of the money received from the sale of Missouri lottery tickets shall be appropriated to the Missouri state lottery commission and shall be used to fund prizes to lottery players. Amounts in the state lottery fund may be appropriated to the Missouri state lottery commission for administration, advertising, promotion, and retailer compensation. The general assembly shall appropriate remaining moneys not previously allocated from the state lottery fund by transferring such moneys to the general revenue fund. The lottery commission shall make monthly transfers of moneys not previously allocated from the state lottery fund to the general revenue fund as provided by appropriation.

2. The commission may also purchase and hold title to any securities issued by the United States government or its agencies and instrumentalities thereof that mature within the term of the prize for funding multi-year payout prizes.

3. The "Missouri State Lottery Imprest Prize Fund" is hereby created. This fund is to be established by the state treasurer and funded by warrants drawn by the office of administration from the state lottery fund in amounts specified by the commission. The commission may write checks and disburse moneys from this fund for the payment of lottery prizes only and for no other purpose. All expenditures shall be made in accordance with rules and regulations established by the office of administration. Prize payments may also be made from the state lottery fund. Prize payouts made pursuant to this section shall be subject to the provisions of section 143.781, RSMo; and prize payouts made pursuant to this section shall be subject to set off for delinquent child support payments as assessed by a court of competent jurisdiction or pursuant to section 454.410, RSMo. Prize payouts made under this section shall be subject to set off for unpaid health care services provided by hospitals and health care providers under the procedure established in section 143.790, RSMo.

4. Funds of the state lottery commission not currently needed for prize money, administration costs, commissions and promotion costs shall be invested by the state treasurer in interest-bearing investments in accordance with the investment powers of the state treasurer contained in chapter 30, RSMo. All interest earned by funds in the state lottery fund shall accrue to the credit of that fund.

5. No state or local sales tax shall be imposed upon the sale of lottery tickets or shares of the state lottery or on any prize awarded by the state lottery. No state income tax or local earnings tax shall be imposed upon any lottery game prizes which accumulate to an amount of

less than six hundred dollars during a prize winner's tax year. The state of Missouri shall withhold for state income tax purposes from a lottery game prize or periodic payment of six hundred dollars or more an amount equal to four percent of the prize.

6. The director of revenue is authorized to enter into agreements with the lottery commission, in conjunction with the various state agencies pursuant to sections 143.782 to 143.788, RSMo, in an effort to satisfy outstanding debts to the state from the lottery winning of any person entitled to receive lottery payments which are subject to federal withholding. The director of revenue is also authorized to enter into agreements with the lottery commission in conjunction with the department of health and senior services pursuant to section 143.790, RSMo, in an effort to satisfy outstanding debts owed to hospitals and health care providers for unpaid health care services of any person entitled to receive lottery payments which are subject to federal withholding**, and with the lottery commission in conjunction with the department of higher education pursuant to section 173.115.15, RSMo, in an effort to satisfy outstanding debts owed to the department for student loans**.

7. In addition to the restrictions provided in section 313.260, no person, firm, or corporation whose primary source of income is derived from the sale or rental of sexually oriented publications or sexually oriented materials or property shall be licensed as a lottery game retailer and any lottery game retailer license held by any such person, firm, or corporation shall be revoked.

Missouri House of Representatives Seats Determined Before November 2008 Election

The following representatives will be in office during the 2009 legislative session regardless of the outcomes of the November elections. One asterisk indicates an incumbent; two asterisks indicate the only opponent is a Libertarian.

District	Candidate	Party
6	Rachel Bringer*	(D)
9	Paul Quinn*	(D)
23	Stephen Webber	(D)
26	Joe Aull*	(D)
27	Ed Wildberger*	(D)
29	Martin Rucker*	(D)
31	Trent Skaggs*	(D)
37	Mike Talboy*	(D)
39	Beth Low*,**	(D)
40	John Patrick Burnett*	(D)
41	Shalonn "Kiki" Curls*	(D)
42	Leonard "Jonas" Hughes*	(D)
43	Roman Lee LeBlanc	(D)
44	Jason Kander	(D)
46	Kate Meiners*	(D)
49	Tom McDonald	(D)
50	Michael Brown*	(D)
51	Ray Salva*	(D)
57	Talibdin "TD" El-Amin*	(D)
58	James Morris	(D)
59	Jeanette Mott Oxford*,**	(D)
60	Jamilah Nasheed*	(D)
61	Chris Carter	(D)
63	Tishaura Jones	(D)
64	Rachel Storch*	(D)
65	Michele Kratky*	(D)
67	Mike Colona	(D)
68	David Sater*	(R)
69	Gina Walsh*,**	(D)
70	Sharon Pace	(D)
71	Don Calloway	(D)
72	Maria Chappelle-Nadal*	(D)
74	Steve Webb	(D)
75	Bert Atkins	(D)
76	Michael Spreng*	(D)
77	Michael Corcoran*	(D)
79	Albert Liese*	(D)
80	Ted Hoskins*	(D)

District	Candidate	Party
81	Rochelle Walton Gray	(D)
83	Jake Zimmerman*	(D)
84	Allen Icet*	(R)
88	Andrew Koenig	(R)
90	Sam Komo*	(D)
101	Tim Meadows*	(D)
102	Jeff Roorda*	(D)
103	Ron Casey*	(D)
104	Joseph Fallert*	(D)
105	Michael Frame*	(D)
106	Steven Tilley*	(R)
108	Jacob Hummel	(D)
110	Belinda Harris*	(D)
115	Rodney Schad*	(R)
116	Tom Self*	(R)
117	Kenny Jones*	(R)
119	Larry Wilson*	(R)
127	Tom Flanigan	(R)
128	Bryan Stevenson*	(R)
129	Ron Richard*	(R)
130	Kevin Wilson*	(R)
131	Marilyn Ruestman*	(R)
133	Mike Parson*	(R)
134	Jim Viebrock*	(R)
140	Bob Dixon*	(R)
142	Ray Weter*	(R)
145	Mike Cunningham*	(R)
146	Darrell Pollock*	(R)
147	Don Wells*	(R)
148	David Day*	(R)
151	Ward Franz*	(R)
153	Mike Dethrow*	(R)
154	Gayle Kingery*,**	(R)
157	Scott Lipke*	(R)
158	Clint Tracy**	(R)
160	Ellen Brandom*	(R)
161	Steve Hodges*	(D)
162	Terry Swinger*	(D)
163	Tom Todd*	(D)

Missouri Senate Seats Determined Before November 2008 Election

The following senators will be in office during the 2009 legislative session regardless of the outcomes of the November elections. The majority of these senators are not up for re-election in 2008; these are indicated by a ϕ symbol. Three are running unopposed (indicated by an asterisk) and two are opposed by a Libertarian and no member of a major party (indicated by two asterisks).

District	Current Senator	Party
2	Scott T. Rupp ϕ	R
4	Jeff Smith ϕ	D
5	Robin Wright-Jones**	D
6	Carl Vogel ϕ	R
8	Matt Bartle ϕ	R
9	Yvonne Wilson*	D
10	Jolie Justus ϕ	D
11	Victor Callahan*	D
13	Tim Green**	D
14	Rita Days ϕ	D
16	Frank Barnitz ϕ	D
18	Wes Shoemyer ϕ	D
20	Dan Clemens ϕ	R
22	Ryan McKenna ϕ	D
24	Joan Bray ϕ	D
26	John Griesheimer ϕ	R
28	Delbert Scott ϕ	R
29	Jack Goodman*	R
30	Norma Champion ϕ	R
32	Gary Nodler ϕ	R
34	Charlie Shields ϕ	R

AGENDA ITEM SUMMARY

AGENDA ITEM

Lewis and Clark Discovery Initiative Fund Update
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

This item is an update with regard to the management and distribution, in cooperation with the Office of Administration, Division of Budget and Planning (OA-B&P), of the Lewis and Clark Discovery Initiative (LCDI) Fund.

Through August 2008, reimbursements totaling $75,855,656 have been made for expenditures on LCDI projects. With total transfers into the fund of approximately $240.7 million, there is a balance of approximately $164.8 million in the fund.

During the first quarter of 2008, MOHELA did not make the scheduled quarterly transfer into the fund. For the first and second quarters of 2008, MOHELA received credit for the interest earned on the fund balance worth about $4.3 million and transferred an additional $700,000 into the fund. This $5 million covered the first quarter payment. No transfers against the $5 million scheduled for the second quarter of 2008 have taken place. The third quarter transfer of $5 million is scheduled to be made in September. MOHELA is scheduled to meet on September 12, 2008. As part of its agenda, members will determine whether any payment will be made for the 2nd and 3rd quarters of 2008.

Missouri Department of Higher Education staff has collected updated information from institutions on construction and reimbursement request plans and shared this information with OA-B&P. An analysis of these plans show that the current funds will be sufficient to cover anticipated reimbursement requests through sometime in the middle of calendar year 2009. If MOHELA makes additional transfers in excess of interest credits this timeframe would be extended.

STATUTORY REFERENCE

Section 173.360.2, RSMo, Lewis and Clark Discovery Fund

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Institutional Performance Measures
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

Senate Bill 389 (2007) included a provision that mandated the development of performance measures for higher education. The legislation further mandated that the Missouri Department of Higher Education (MDHE) shall report, at least bi-annually, its progress in developing performance measures and shall develop a procedure for reporting the effects of performance measures to the legislative Joint Committee on Education at an appropriate time for consideration during the appropriations process. The intent of this agenda item is to provide the board with an update on the status of this process and a timetable for reporting to the Joint Committee.

Background

The statute requiring identification and reporting of a minimum of five performance measures related to public higher education in Missouri became law on August 28, 2007. The law states that three performance measures should be statewide and determined by the MDHE, that two should be institution-specific negotiated by institutions through the MDHE, and that one of the five may be a sector-specific measure making use of the 2005 Carnegie categories, if deemed appropriate by the MDHE.

Identification of Indicators

The law mandated that all measures be established by July 1, 2008. Indicators contained in the coordinated plan, *Imperatives for Change: Building a Higher Education System for the 21st Century*, fulfill the statutory requirements for statewide or sector-based measures. At the campus level, all public colleges and universities have submitted institution-specific indicators for review by MDHE staff. The attachment contains a list of all indicators submitted.

As part of its review, staff evaluated the relationship of each submitted indicator to each institution's mission and to the approved Coordinated Plan. All submitted institution-specific measures have been deemed to be central to each institution's mission and to have a logical connection to at least one goal and one objective in the Coordinated Plan. While some of the indicators are the same as or very similar to indicators in the Coordinated Plan, others represent additional measures at the institutional level. Institutions also varied in the extent of information provided, e.g., data source, data definition, benchmark information.

Institutional Performance Measures

(Submitted by institutions prior to July 30, 2008 Coordinating Plan approval)

2 Year Public Institutions

Crowder College
- Student Success Rate
- Development Enrollee Success Rate

East Central College
- Student Success Rate
- Career/Technical Program Completions

Jefferson College
- Educational Attainment
- Student Learning Gains

Metropolitan Community Colleges
- Student Success Rate
- Career and Technical Student Success Rate

Mineral Area College
- Overall Student Satisfaction
- Licensure and Certification Pass Rate

Missouri State University-West Plains
- Retention Rate
- Preparation of Graduates (Student Learning Outcomes)

Moberly Area Community College
- Persistence Rate
- Licensure and Certification Pass Rate

North Central Missouri College
- Student Success Rate
- Developmental Enrollee Success Rate

Ozarks Technical Community College
- Student Success Rate
- Missouri Workforce Needs

St. Charles Community College
- Student Success Rate
- Development Enrollee Success Rate

St. Louis Community College
- Student Success Rate
- Developmental Enrollee Success Rate

State Fair Community College
- Persistence Rate
- Developmental Enrollee Success Rate

Three Rivers Community College
- Licensure and Certification Pass Rate
- Career and Technical Program Completions

2 Year Public Technical College

Linn State Technical College

Job Placement Rate
Graduation Rate

4 Year Public Institutions

Harris-Stowe State University

Student Success Rate
High-Impact Learning Experiences

Lincoln University

Enrollment Increase
Degrees Conferred

Missouri Southern State University

High-Impact Learning Experiences or Direct Outreach Programs
Student Success Rate

Missouri State University

Persistence Rate from Fall to Fall
High-Impact Learning Experiences

Missouri Western State University

High-Impact Learning Experiences
Direct Educational Partnerships

Northwest Missouri State University

Student Learning Outcomes
Graduation Rate

Southeast Missouri State University

High-Impact Learning Experiences
Implement Career Planning

Truman State University

Graduation Rate
Graduate and Professional Placement Rate

University of Central Missouri

High-Impact Learning Experience
Student Debt Rate

University of Missouri

Student Success Rate
Graduation Rate

Revision and Reporting

Since institution-specific measures were submitted prior to formal adoption of the Coordinated Plan, each institution has been asked to review its recommended measures to determine any revisions and where, if it is not already in the Coordinated Plan, the institution-specific measure should be placed.

It is also important to note that while several of the institution-specific measures submitted utilize data already collected and reported to the MDHE, others identify new measures that will require additional data collection. MDHE staff has identified all indicators that represent new data collection and has asked institutions to formally identify and describe data sources and reporting mechanisms for these measures by Friday, October 31, 2008.

A data reporting schedule will be established with institutions for all new measures identified at the institutional level. A status report will be prepared for review by CBHE at its December 2008 meeting and forwarded to the Joint Committee on Education prior to the beginning of the 2009 legislative session. Initial reporting on all indicators (statewide, and sector and institution-specific) will be included in the baseline report and the annual performance report prepared in conjunction with the board's Coordinated Plan. Following initial annual reporting in late spring or early summer 2009, a formal process for regular review and potential revision of indicators will be established.

Conclusion

MDHE staff looks forward to continuing its work with public institutions across the state in developing and reporting on mandated performance measures. This work will support compliance with the requirements of Senate Bill 389, but more importantly, will result in additional valuable information available to all stakeholders with an interest in the continuous improvement of public higher education in Missouri.

STATUTORY REFERENCE

Section 173.1006.1 (1), RSMo. The coordinating board's responsibilities include work with public institutions in the identification and reporting of institutional performance measures.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

List of Institution-Specific Measures

AGENDA ITEM SUMMARY

AGENDA ITEM

”Imperatives for Change” Update
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) and the Missouri Department of Higher Education (MDHE) have worked with institutional representatives and other interested stakeholders to fulfill the statutory responsibility for development of a coordinated plan for higher education in Missouri. The intent of this item is to provide an update on the process and a timetable for development of a reporting framework to accompany the coordinated plan.

Background

The new coordinated plan, *Imperatives for Change: Building a Higher Education System for the 21st Century* (“Imperatives for Change”), was approved by the CBHE during a conference call on July 30, 2008. This action followed a final round of collaborative input through COPHE and MCCA on behalf of Missouri’s public institutions and also incorporated the perspective of several independent sector institutions over many months of focused work.

The second phase of this critical work involves developing a framework for public reporting with focused attention on data definitions and sources, baselines, benchmarks and ultimately target goals. The development of “Phase II” began immediately following the June 2008 CBHE meeting. Key in this process was a brainstorming/work session held at the MDHE offices on July 16, 2008. Approximately 60 public and independent institutional representatives engaged MDHE staff in spirited discussions surrounding potential data sources, limitations, and contextual information associated with each of the proposed indicators. The perspectives provided at the work session have proven invaluable to MDHE staff as it develops a technical manual and a proposed template for reporting on each indictor.

Definitional Clarification and Formal Reporting

Public reporting on institutional, sector, and system performance requires careful attention to data definitions and sources to ensure accuracy, reliability, and comparability. Based upon discussion at the institutional brainstorming/work session and other available input, MDHE staff has developed a draft “technical manual” that identifies data sources, describes a basic reporting methodology, and details or cross-references relevant definitions, as well as summarizes any known limitations, issues, and lingering decision points. The technical manual (Attachment A) demonstrates the complexity surrounding public reporting on Imperatives for Change. For some indicators, definitions and data sources are complete. In other cases, a decision is required concerning alternative data sources that have been identified, while in still other situations, additional detail is required to ensure data reliability and uniformity across institutions.

In addition to the technical manual, work has also begun on a proposed template for presentation of relevant information associated with particular indicators. This template is intended to evolve into the foundation of a formal annual report on Imperatives for Change. While the formal annual report will be a public document, it will also provide a framework for more focused products tailored to specific audiences and/or topics. Several examples of this presentation template are provided in Attachment B for discussion and comment.

There exist a myriad of decision points regarding definitions and presentation that will require agreement as an annual report evolves. Beyond evaluating the advantages and disadvantages of alternative data sources available for reporting of some indicators, other specific decision points include:

- Selection of programs to include in any reporting related to mathematics, engineering, technology, and science (METS)
- Logic governing the development of benchmarks and target goals
- Levels of aggregation, e.g. appropriate presentation of state- and sector-level data and inclusion of institution-level data, especially for those institution-specific measures identified by campuses in response to the requirements of SB 389.
- Any additional contextual factors

Public Comment Process and Timeline

MDHE staff proposes a public comment process similar to the process used for the Curriculum Alignment Initiative. MDHE staff will use the department's website (www.dhe.mo.gov) and dedicate a page to Imperatives for Change through which email comment on reported indicators and definitional information will be solicited.

MDHE staff proposes two comment periods: one in late fall 2008 to seek formal comment on the technical manual, sources, and definitional issues, as well as the structure and content of reporting templates associated with any indicators for which a draft template has been completed, and a second comment period in mid to late spring 2009 to solicit formal comment on the content of a complete or near-complete set of reporting templates that reflect all indicators for which data is currently available. MDHE staff will consider all received comments and will provide a formal response after the close of each comment period.

While general public comment would be welcome, staff anticipates that most comments would be provided by postsecondary institutional representatives.

After comments received during the second comment period have been reviewed by MDHE staff, a baseline report on indicators in Imperatives for Change would be presented at the June 2009 Coordinating Board meeting for review and adoption. Staff will use the baseline report in its work with institutional representatives in identifying agreed-upon targets for goals and objectives included in Imperatives for Change that will also be presented to the CBHE for review and action at its June 2009 meeting.

Between June and December 2009, MDHE staff will prepare the first annual performance report on Imperatives for Change. The publication of this report will also serve to meet the statutory

responsibility of the CBHE to provide a written report to the governor or governor-elect at least forty-five days prior to opening of each regular session of the general assembly, and to submit the same report to the general assembly within five days after the opening of each regular session.

MDHE staff believes the proposed process will maintain institutional commitment to Imperatives for Change and represents a realistic timetable to allow management of thorough and accurate reporting in addition to other ongoing responsibilities. The timetable is structured so the first annual report on the coordinated plan will be available in sufficient time to impact the 2010 legislative session.

Conclusion

Following formal approval of *Imperatives for Change: Building a Higher Education System for the 21st Century* as Missouri's coordinated plan for higher education, work has proceeded on the research, analysis, and formal reporting that will assist all stakeholders in fairly evaluating progress associated with goals, objectives, and indicators, as well as further prioritizing and identifying action steps to be pursued by institutions, state policymakers, and others. MDHE staff is confident that valid and reliable reporting associated with the coordinated plan can be completed in a meaningful way and on a realistic timetable.

STATUTORY REFERENCE

Section 173.020 (4), RSMo. The coordinating board's responsibilities include identifying higher education need in the state and designing a coordinated plan for higher education.
Section 173.040, RSMo. Reports to the governor and general assembly, contents.

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct MDHE staff to continue with research and development of formal reporting associated with Imperatives for Change according to the proposed timeline, with targeted public comment to be solicited in late fall 2008 and mid to late spring 2009, with a baseline report presented at the June 2009 meeting of the Coordinating Board, and the first annual performance report presented at the December 2009 meeting.

It is further recommended that MDHE staff report on the progress of preparing the first annual report at each scheduled CBHE meeting.

ATTACHMENTS

Attachment A: Technical Manual
Attachment B: Sample indicator templates

Final Ref # 1A1

Objective: **1A Increase the percent of Missouri residents who possess a postsecondary credential**

Indicator: 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

Methodology and Definitions:

Methodology

The U.S. Census Bureau American Community Survey publishes tables which report degree attainment of Missouri residents age 25 and older.

Definitions

Educational categories:

- Less than Associate's-
  - No Schooling thru Some college, no degree
- Associate's degree
- Bachelor's degree
- Graduate/Professional
  - Master's degree
  - Professional school degree
  - Doctorate degree

Gender reflects Male and Female categories.

Race and Ethnicity categories include 1) White, Not-Hispanic 2) Black Alone, 3) Hispanic 4) Asian Alone 5) Other (includes American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander, indicated more than one race, and "some other race"). Due to ACS methodology Hispanic is not mutually exclusive from racial categories except White, Not-Hispanic. Further information available here (ACS).

Geographic categories reflect Missouri 109th Congressional Districts. Population size of districts range from 411,793 to 459,150 except St. Louis district at 380,497.

Sources: American Community Survey

Limitations and Issues:

- Regional data corresponding to P20 reporting is not published by ACS at this time, only select counties with population over 65,000, starting in 2007 with counties over 20,000.
- Published tables do not limit to age 64, but custom tables allow age breaks only up through bachelor's degree and higher. Additional analysis may be possible using microdata.
- ACS does not ask information about post-secondary certificates. These awards are included in the "Less than Associate's" category.

Final Ref # 1A2	
Objective:	**1A Increase the percent of Missouri residents who possess a postsecondary credential**
Indicator:	Number of transfer students who graduate from any institution with a baccalaureate degree
Methodology and Definitions:	*Methodology* The denominator of the transfer student success baccalaureate attainment rate includes all degree seeking, first-time transfer students in a EMSAS fall enrollment file cohort. The numerator includes the number of these students completing a baccalaureate within the next four years of the EMSAS completions file. This information is then disaggregated by the institutional sector from which students transferred. *Definitions* Transfer Student: A first-time degree-seeking undergraduate student at a postsecondary institution whom had previously (and non-concurrently) been enrolled as a first-time degree-seeking student at another postsecondary institution. This definition would exclude dual credit students, whom should not be considered first-time students as they are not yet "postsecondary", and should exclude "summer students" whom should be degree-seeking only at their primary institution. Federal financial aid eligibility may create some incentive for students to declare themselves as degree-seeking at concurrent institutions, but this would not likely create meaningful error in statewide or sector-based data. All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Bachelor's Degree Degree/certificate-seeking students First-time student (undergraduate) Undergraduate Postsecondary Education
Sources:	EMSAS Completions and Term Registration (National Student Clearinghouse may provide additional data)
Limitations and Issues:	Currently available data would provide data only on transfer among Missouri public institutions. Some further discussion required regarding the reporting of transfer from two- to four-year institutions, as well as among four-year institutions. Minimum hours to be completed at sending institution (e.g. 12) and maximum time-to-degree for completion at receiving institution would be yet to be determined. Alternate approach would provide some additional information on transfer from independent and other institutions, although transfer student designation in STUSTAT is potentially less consistent across institutions. Minimum hours completed at sending institution (using CRTRAN1/2 fields) is *definitely* less consistent.

Final Ref # 1A3	
Objective:	**1A Increase the percent of Missouri residents who possess a postsecondary credential**
Indicator:	Increases in personal income from degree attainment
Methodology and Definitions:	*Methodology* 1) U.S. Census Bureau American Community Survey The U.S. Census Bureau American Community Survey has pre-created tables which report median annual earnings by degree attainment for the population 25 and over. Data is reported at a statewide level. Data will be reported annually, and percentage growth can be reported for each included level of educational attainment, as well as any changes in the ratio among included levels. 2) EMSAS / DOLIR (alternate) The MDHE has an agreement for research access to quarterly state wage records maintained by the Missouri Department of Labor and Industrial Relations (DOLIR). These data may be matched by valid SSN with EMSAS completions records to determine median income for completers at public Missouri institutions at all award levels. Reported data could include median earnings for new completers, as well as longitudinal studies the impact of varying levels of educational attainment. *Definitions* Educational categories (ACS): Less than High School Graduate High School Graduate (Includes Equivalency) Some College or Associate's Degree Bachelor's degree Graduate or Professional Degree Educational categories (EMSAS) See DEGREEC, pgs. 38-39 Median: This measure represents the middle value (if n is odd) or the average of the two middle values (if n is even) in an ordered list of data values. The median divides the total frequency distribution into two equal parts: one-half of the cases fall below the median and one-half of the cases exceed the median. Earnings: Earnings is defined as the algebraic sum of wage or salary income and net income from self-employment. Earnings represent the amount of income received regularly before deductions for personal income taxes, Social Security, bond purchases, union dues, Medicare deductions, etc. (ACS)
Sources:	American Community Survey, EMSAS, DOLIR wage records as needed. Other potential sources include institutional alumni surveys.

Limitations and Issues:	- Primary method would not currently account for differences in program of study, although the Census Bureau is planning to add questions addressing this to the ACS in future years. - Primary method would not facilitate longitudinal study of the impact of degree attainment on specific students or groups of students. - Alternate method would permit exclusion of completers who re-entered a Missouri public institution. - Alternate method would not currently include study of students who studied at independent or out-of-state institutions, or Missouri students who re-located out-of-state for work. - Alternate method would not provide comparable cross-state and/or national benchmarks. - Questions have been raised by MDHE staff about the potential impact of other factors on this measure (particularly in relation to cross-state benchmarks which might be developed using ACS data). These might include differences in relative cost of living, in-and-out migration and relative degree mix of baccalaureate completers in each state.

Final Ref # 1Aa	
Objective:	**1A Increase the percent of Missouri residents who possess a postsecondary credential**
Indicator:	Number of postsecondary credit hours delivered
Methodology and Definitions:	*Methodology* 1) EMSAS/DHE-02 Public institutions report the total number of hours creditable toward a formal award enrolled for credit by the student as of the institution's reporting fall census date for the reported academic term or semester (Fall Enrollment File). Comprehensive independent institutions report similar data in the annual DHE-02 survey. 2) IPEDS (alternate) IPEDS data includes total credit hour activity "offered" (regardless of student completion) for undergraduate and graduate students during the previous 12 months. These variables are reported in the fall 12-Month Enrollment survey; institutions may choose to report data either for the prior fiscal year, or for the period of the prior September 1 through August 31 of the current year. Reporting excludes first-professional students. *Definitions* Total Term Enrolled / Earned Degree Credit Hours (EMSAS) See TOTRMHRE, pgs. 38-39 Other definitions are available as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Credit hour
Sources:	- EMSAS/DHE-02, IPEDS
Limitations and Issues:	- Both methods would depend on credit hours offered at fall census enrollment date, regardless of course / credit completion. - IPEDS 12-month credit hour activity explicitly excludes first-professional students - Annual surveys to independent institutions (e.g. the DHE-02) direct institutions to apply IPEDS definitions unless otherwise directed, but do not explicitly direct institutions to report only Total Credit Hours creditable toward a formal award.

Final Ref # 1Ab	
Objective:	**1A Increase the percent of Missouri residents who possess a postsecondary credential**
Indicator:	Number of degrees and certificates awarded, disaggregated by demographic groups
Methodology and Definitions:	*Methodology* IPEDS (Integrated Postsecondary Education Data System) IPEDS data includes degrees and certificates awarded, disaggregated by gender and race / ethnicity, over an academic year. All institutions disbursing Title IV federal financial aid must report IPEDS data annually. Survey instructions direct reporting of completions awarded July 1st thru June 30th of the previous year. *Definitions* Award Levels (IPEDS) Certificates Postsecondary award, certificate, or diploma of less than one academic year Postsecondary award, certificate, or diploma of at least one but less than two academic years Postsecondary award, certificate, or diploma of at least two but less than four academic years Associate's degree Bachelor's degree Graduate degree Postbaccalaureate certificate Master's degree Post-master's certificate Doctor's degree First-professional degree First-professional certificate (Post-degree) Institutional Sectors do not include for-profit or less-than-2-year institutions. Race and Ethnicity categories include 1) White, Not-Hispanic 2) Black Alone, 3) Hispanic 4) Other (includes Asian, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander, indicated more than one race, and "some other race"). Gender reflects female and male categories For more information see the IPEDS GLOSSARY
Sources:	IPEDS (Integrated Postsecondary Education Data System)
Limitations and Issues:	- Both first and second major included. Thus the count of degrees and certificates reflect a matriculation relative to a particular field of study. Hence a Bachelor's degree conferred with a double major in Physics and Music counts twice.

Final Ref # 1Ac	
Objective:	**1A Increase the percent of Missouri residents who possess a postsecondary credential**
Indicator:	Cohort analysis of persistence from fall semester to fall semester
Methodology and Definitions:	*Methodology* 1) EMSAS Fall enrollment file would be used to identify first-time degree-seeking undergraduate students. Analysis would determine whether students had either completed a formal award during the following year, or had re-enrolled at any public Missouri institution the following fall. Analysis can disaggregate full- and part-time students. 2) IPEDS IPEDS reporting includes the percentage of first-time degree-seeking students enrolled in the fall who re-enrolled the following fall, minus a few limited exclusions. Retention rates at four-year institutions are limited to bachelor's degree-seeking students. Data can disaggregate full- and part-time students. Data for four-year institutions does not account for completers, although this is presumably a very small number in any given year. *Definitions* All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ First-time student (undergraduate) Degree/certificate-seeking students Full-time student Undergraduate
Sources:	EMSAS, IPEDS
Limitations and Issues:	- IPEDS data would enable inclusion of independent sector, and enable benchmarks to include cross-state comparisons. EMSAS data would be limited to public Missouri institutions, but could account for transfer within that sector. Both methods could potentially be reported as available for comparison.

Final Ref # 1B1	
Objective:	**1B Missouri's system of higher education will become more affordable to more Missourians**
Indicator:	Percentage of family income required to pay for college after grant and scholarship aid by income quintiles
Methodology and Definitions:	*Methodology* Measuring Up Calculates percentage of family income required to pay "net college costs" by income quintile and sector (community colleges, public four-year, and independent four-year). *Definitions* Net College Cost in Each Sector: Average net cost of attendance in each sector of higher education is calculated by subtracting total average financial aid received (federal + state + institutional) from average expenses (tuition + fees + room + board). While students and their families incur the same expenses in a given sector regardless of income, they receive different amounts of financial aid depending on their income level. Therefore, the net college costs differ for each family income quintile in the state (Measuring Up).
Sources:	Measuring Up. Other potential sources: FAFSA, IPEDS, National Association of Colleges and University Business Offices, University financial aid offices (new collection), University and College Accountability Network
Limitations and Issues:	- Biannual data - Some subcomponents in Measuring Up may be based on somewhat dated data, but would provide benchmark comparisons across states and sectors.

Final Ref # 1B2	
Objective:	**1B Missouri's system of higher education will become more affordable to more Missourians**
Indicator:	Total student financial aid awarded to Missouri students from all sources including both restricted and unrestricted institutional funds
Methodology and Definitions:	*Methodology* The DHE-14 survey is collected annually from all public and comprehensive independent institutions, and tracks total aid disbursed to undergraduate and graduate students from federal, state, institutional and other sources over the prior fiscal year. This survey reflects all loan and grant aid distributed to students, so long as that aid is visible to the institution (e.g. no private loans). The survey should include aid funded by restricted and unrestricted sources, although it does not currently disaggregate by that measure. *Definitions* The DHE-14 requests information on all aid distributed, by source, program, and student level, for the prior fiscal year (July 1 – June 30). Instructions are provided and are available upon request. The survey was revised for FY2009 with the assistance of institutional research and financial aid staff.
Sources:	DHE Survey 14-1
Limitations and Issues:	- Current DHE-14 reflects aid distributed to all students attending Missouri public and comprehensive independent institutions (not currently disaggregated for Missouri residents). IPEDS Financial Aid Survey is being revised for FY2008, and will potentially provide additional information.

Final Ref # 1Ba	
Objective:	**1B Missouri's system of higher education will become more affordable to more Missourians**
Indicator:	Missouri resident on-time FAFSAs filed by income and EFC level
Methodology and Definitions:	*Methodology* The MDHE receives FAFSA data for all Missouri resident applicants, and all non-resident applicants who request that the application be provided to a Missouri institution. These records enable MDHE staff to report the number and/or percentage of applications filed on or before April 1, the annual dead line for consideration for state grants and scholarships. These applications could be further disaggregated by Expected Family Contribution (EFC). *Definitions* Expected Family Contribution (EFC): The Expected Family Contribution (EFC) is a measure of your family's financial strength and is calculated according to a formula established by law. Your family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are your family size and the number of family members who will attend college or career school during the year. The information you report on your Free Application for Federal Student Aid (FAFSA) is used to calculate your EFC. Schools use the EFC to determine your federal student aid eligibility and financial aid award (FAFSA / USDE). Free Application for Federal Student Aid (FAFSA): The standard form students must complete to apply for federal and state need-based assistance/aid programs and, in some circumstances, campus-based assistance/aid (MDHE). On-Time: FAFSA applications completed between January 1 and April 1 of the calendar year prior to expected fall enrollment (e.g. the FAFSA for the 2007-08 academic year must be filed on or before April 1, 2007 for consideration for state grants and scholarships).
Sources:	FAMOUS
Limitations and Issues:	N/A

Final Ref # 1Bb	
Objective:	**1B Missouri's system of higher education will become more affordable to more Missourians**
Indicator:	Percent change in state appropriations for higher education
Methodology and Definitions:	*Methodology* This measure will detail all General Revenue and Lottery Proceeds Funds appropriated to public Missouri institutions for operating expenditures, as provided for annually in House Bill 3. Reported totals for this measure will not include appropriations to the MDHE or for distribution of state grants and scholarships. *Definitions* Further detail required.
Sources:	House Bill 3, MDHE records
Limitations and Issues:	- There has been some discussion as to whether The Plan should report funds appropriated or funds received (e.g. minus any withholdings). Revisions to indicators under Objective 3B would appear to detail this distinction.

Final Ref # 1C1

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

Indicator: 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.

Methodology and Definitions:

Methodology

1) Performance Indicators survey

The Performance Indicators survey, collected annually from all Missouri public institutions, details the number of completers who were assessed using "a nationally recognized test of general education where nationally normed percentiles are available". The survey also requests the number of the above who received a composite score at or above the 50th percentile. These data are disaggregated by award level for reported completers.

2) Assessment study / project

Details remain to be determined.

Definitions

Further detail required.

Sources: Performance Indicators survey, Assessment study / project

Limitations and Issues: The Performance Indicators survey does not currently collect information detailing the specific assessment instrument(s) employed by each public institution. Although limited information from this survey has been publicly reported in the past (Table 10, *Statistical Summary of Missouri Higher Education*), concerns have been expressed regarding the utility of aggregating this information without further detail. Finally, less than one-year certificates are currently not included in the Performance Indicators survey.

Final Ref # 1C2	
Objective:	**1C Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes**
Indicator:	Results of assessments of student learning of major fields
Methodology and Definitions:	*Methodology* The Performance Indicators survey, collected annually from all Missouri public institutions, details the number of completers who were assessed using "a nationally recognized exit, licensure, or certification exam in a major field" . . . "in which nationally normed percentiles are available". The survey also requests the number of the above who scored at or above the 50th percentile and/or 80th percentiles. *Definitions* Further detail required.
Sources:	Performance Indicators survey
Limitations and Issues:	The Performance Indicators survey does not currently collect information disaggregating data by specific program of study, with the exception of teacher education. Although limited information from this survey has been publicly reported in the past (Table 11, *Statistical Summary of Missouri Higher Education*), concerns have been expressed regarding the utility of aggregating this information without further detail. In addition, institutions have expressed concerns that these data are not comprehensive; certain disciplines incorporate certification exams which are not required for graduation, and these exams may either not be completed by students, or be taken elsewhere after completion and employment. Finally, less than one-year certificates are currently not included in the Performance Indicators survey.

Final Ref # 1C3	
Objective:	**1C Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes**
Indicator:	Pass rates on licensure and certification examinations
Methodology and Definitions:	*Methodology* The Performance Indicators survey, collected annually from all Missouri public institutions, details the number of completers who were assessed using "licensure and/or certification exam that is scored pass/fail". The survey also requests the number of the above who passed. These data are disaggregated by award level for reported completers. *Definitions* Further detail required.
Sources:	Performance indicators Survey
Limitations and Issues:	The Performance Indicators survey does not currently collect information disaggregating data by specific program of study, with the exception of teacher education. Although limited information from this survey has been publicly reported in the past (Table 12, *Statistical Summary of Missouri Higher Education*), concerns have been expressed regarding the utility of aggregating this information without further detail. In addition, institutions have expressed concerns that these data are not comprehensive; certain disciplines incorporate certification exams which are not required for graduation, and these exams may either not be completed by students, or be taken elsewhere after completion and employment. Finally, less than one-year certificates are currently not included in the Performance Indicators survey.

Final Ref # 1C4	
Objective:	**1C Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes**
Indicator:	Developmental student success rate in collegiate-level courses
Methodology and Definitions:	*Methodology* 1) NCCBP or TBD Measure would be based on procedures established by the National Community College Benchmarking Project. Measure would analyze fall enrollment of first-time degree-seeking students in developmental mathematics, writing, or reading coursework. Measure would further analyze the number / percentage of those students who received a 'C' or better in the first credit-bearing course in the corresponding discipline within a set period of time (e.g. three years). Additional data would be required, as no course-level data is currently collected by the MDHE. 2) EMSAS (alternate) Measure would analyze fall enrollment of first-time students in developmental mathematics, writing, or reading coursework. Measure would further analyze the number / percentage of those students who completed a certain number of credit-bearing courses in any discipline within a set period of time (e.g. 12 credits). *Definitions* All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Credit Course Degree/certificate-seeking students First-time student (undergraduate) Undergraduate Remedial Courses
Sources:	NCCBP or TBD, EMSAS
Limitations and Issues:	- Measure as currently defined (primary or alternate) would not resolve comparability issues inherent in differences in local remedial / developmental placement policies. Differences also exist in the structure of remedial / developmental course hierarchies across institutions that would potentially impact this measure.

Final Ref # 1Ca	
Objective:	**1C Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes**
Indicator:	Results of student engagement and/or satisfaction surveys
Methodology and Definitions:	*Methodology* The MDHE does not currently collect any information similar to, or drawn from, the administration of commonly used standardized surveys of student engagement and/or satisfaction, e.g. the National Survey of Student Engagement (NSSE) or the Community College Survey of Student Engagement (CCSSE). Further work would be required with institutions to either develop or agree upon existing instruments for the collection of this information. At present, all public four-year institutions participating in the Voluntary System of Accountability (VSA) have agreed to administer and report selected data from either the NSSE, the College Student Experiences Questionnaire (CSEQ), the College Senior Survey (CSS), or the University of California Undergraduate Experience Survey (UCUES). The chosen survey must be administered within two years of becoming a VSA participant, and at least once every three years thereafter. While VSA participation is currently open only to public four-year institutions, the College Portrait template may contribute to the development of a future model for state-level reporting of student engagement and/or satisfaction information by other institutions *Definitions* To be determined.
Sources:	TBD
Limitations and Issues:	N/A

Final Ref # 1D1	
Objective:	**1D Increase college attendance rate of high school students**
Indicator:	Same year fall college attendance rates of spring Missouri high school graduates
Methodology and Definitions:	*Methodology* 1) NCHEMS The National Center for Higher Education Management Systems (NCHEMS) publishes biannual data on the "Percentage of High School Graduates Going Directly to College". This information is reprinted from Postsecondary Education Opportunity, and reports the number and percentage of first-time freshmen who graduated with regular diplomas from high school in the past year from Missouri (or other state) enrolled anywhere in the U.S. Data are drawn from NCES Common Core data (public schools), and additional surveys of private high schools. Data would provide national / cross-state benchmarks, although it does lag (latest data published for the high school graduating class of 2004). 2) DESE DESE publishes postsecondary enrollment / graduate follow-up from all Missouri public high schools. Data are currently based on aggregate surveys of follow-up of spring graduates: ▪ Entering a 4yr. College/University ▪ Entering a 2yr. College/University ▪ Entering a Post-Secondary (Non-college) Institution ▪ Entering the Work Force ▪ Entering the Military ▪ Entering Some Other Field ▪ Status Unknown Data reflect enrollment in any institution (including independent and/or out-of-state), but do not currently reflect unit-record data match, or links to other variables (e.g. demographics) 3) DESE/EMSAS DESE has begun collecting unit-record high school graduation data from public schools that should eventually enable graduate follow-up analysis of public high school graduates into public Missouri colleges and universities. While the MDHE currently reports similar data, this information is based solely on enrollment data reported at the postsecondary level, and is not based on any linkage or cross-analysis of P-20 data. 4) NCCBP The National Community College Benchmarking Project requires schools to contact "area" High Schools and match recent graduates with enrollments at their institution. This could also potentially be done with DESE/EMSAS linkage, as could mapping of school "migration" or preference patterns across Missouri institutions. Different methods of pathway analysis and spatial modeling could allow for modeling from the High School to collegiate grad patterns. i.e. are there differences among students who move from local high schools to local two-year institutions, local four-year institutions, or more distant postsecondary institutions.

	5) Current Population Survey (CPS) The CPS includes data detailing current enrollment in two-year and four-year institutions, if and when the respondent graduated from High School, and if that graduation was a diploma or an equivalency degree. This information would not necessarily allow reporting to isolate current / immediate past-year graduates. *Definitions* To be determined / dependent on source
Sources:	NCHEMS / DESE / EMSAS / NCCBP / CPS
Limitations and Issues:	- NCHEMS would provide national benchmarks, but questions remain regarding methodology, and data lags other sources. - Current DESE survey data would address this indicator, but would not result from a direct match of student unit-records - DESE/EMSAS linkage, as high school graduates' unit-record data becomes available, would provide Missouri public-to-public follow-up data; additional data (e.g. NSC) would be required to extend analysis into independent and/or out-of-state institutions. - NCCBP would require additional reporting from institutions, and would not result in complete graduate follow-up data from any single high school (only into the reporting community college). - CPS data would not necessarily allow reporting to isolate current / immediate past-year graduates.

Final Ref # 1D2

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

Indicator: Percentage of the population and number of students aged 18 to 24 enrolled in postsecondary education, disaggregated by demographic group

Methodology and Definitions:

Methodology

1) Current Population Survey (CPS)

The CPS includes data detailing current enrollment in two-year and four-year institutions, if and when the respondent graduated from high school, and if that graduation was a diploma or an equivalency degree.

- Missouri, State, and Federal data available
- The CPS in October each year asks about current enrollment in two-year and four-year institutions. There is also a question measuring "any business, vocational, technical, trade, or correspondence courses"

2) American Community Survey (ACS)

The ACS also tracks current enrollment. It disaggregates by private/public institution and by graduate/undergraduate/professional. It does not disaggregate two-year and four-year enrollment.

Definitions

Enrolled Student: (CPS) is attending/enrolled in a two-year or four-year college or university part or full-time.

Gender: male or female responses

Race / Ethnicity categories include 1) White, Not-Hispanic 2) Black Alone, 3) Hispanic 4) Asian Alone 5) Other (includes American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander, indicated more than one race, and "some other race").

Age: 18-24 at week of survey.

Other definitions available here:
http://www.census.gov/acs/www/Downloads/2006/usedata/Subject_Definitions.pdf
(American Community Survey)

Sources: Current Population Study (CPS), American Community Survey
Measuring UP (uses CPS) but is only biannual.

Limitations and Issues: TBD

Final Ref # 1Da	
Objective:	**1D Increase college attendance rate of high school students**
Indicator:	Percent of Missouri 9th graders who take the ACT within four years
Methodology and Definitions:	*Methodology* ACT publishes annual data detailing the percentage of graduating high school seniors who had taken the ACT as a sophomore, junior, or senior. *Definitions* Graduating Seniors: Totals for graduating seniors are obtained from *Knocking at the College Door*, a report projecting high school graduates by state by the Western Interstate Commission for Higher Education. The report was published most recently in March 2008.
Sources:	ACT
Limitations and Issues:	Current data does not begin with the 9th grade cohort. Further analysis may be possible to include high school freshmen using unit-record ACT test data and enrollment data now being collected by DESE from public Missouri high schools.

Final Ref # 1Db	
Objective:	**1D Increase college attendance rate of high school students**
Indicator:	Percent of Missouri high school graduates enrolling in postsecondary education that were placed in remedial coursework
Methodology and Definitions:	*Methodology* The *Missouri High School Graduates Performance Report*, presented to the Coordinating Board and the State Board of Education, annually reports the percent of Missouri public high school graduates enrolling as first-time students in public Missouri postsecondary education that were placed in remedial math, English/writing, and reading. Institutional, sector, and state level data are available. Data would also permit reporting of remedial / developmental enrollment of private high school graduates enrolling in public Missouri postsecondary education, although they have not been included in the formal report. *Definitions* All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ First-time student (undergraduate) Remedial Courses
Sources:	EMSAS
Limitations and Issues:	- Public postsecondary only

Final Ref # 1Dc	
Objective:	**1D Increase college attendance rate of high school students**
Indicator:	College attendance rates of the 9th grade cohort of Missouri students, disaggregated by demographic group
Methodology and Definitions:	*Methodology* Currently available data does not enable reliable measurement of this indicator. Further P-20 policy work, in addition to unit-record enrollment data now being collected by DESE, may enable linkages to EMSAS data which will facilitate measurement of this indicator. *Definitions* Further detail required.
Sources:	MOSIS, EMSAS
Limitations and Issues:	TBD

Final Ref # 1E1	
Objective:	**1E Increase college attendance rate of non-traditional students**
Indicator:	Percentage of the population and number of students aged over the age of 24 enrolled in postsecondary education, disaggregated by demographic group
Methodology and Definitions:	*Methodology* 1) Current Population Survey (CPS) The CPS includes data detailing current enrollment in two-year and four-year institutions, if and when the respondent graduated from high school, and if that graduation was a diploma or an equivalency degree. - Missouri, State, and Federal data available - The CPS in October each year asks about current enrollment in two-year and four-year institutions. There is also a question measuring "any business, vocational, technical, trade, or correspondence courses" 2) American Community Survey (ACS) The ACS also tracks current enrollment. It disaggregates by private/public institution and by graduate/undergraduate/professional. It does not disaggregate two-year and four-year enrollment. *Definitions* Enrolled Student: (CPS) is attending/enrolled in a two-year or four-year college or university part or full-time. Gender: male or female responses Race / Ethnicity categories include 1) White, Not-Hispanic 2) Black Alone, 3) Hispanic 4) Asian Alone 5) Other (includes American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander, indicated more than one race, and "some other race"). Age: 25 or over at week of survey. Other definitions available here: http://www.census.gov/acs/www/Downloads/2006/usedata/Subject_Definitions.pdf (American Community Survey)
Sources:	Current Population Study (CPS), American Community Survey Measuring UP (uses CPS) but is only biannual.
Limitations and Issues:	TBD

Final Ref # 1Ea	
Objective:	**1E Increase college attendance rate of non-traditional students**
Indicator:	Enrollment in New Jobs Training, Customized Training and related training programs.
Methodology and Definitions:	*Methodology* Annual enrollment in Missouri Community College New Jobs Training Program, Customized, and Contract training programs is currently collected via the Regional Technical Education Council (RTEC) survey. This survey is collected each fall from community colleges and Linn State Technical College. New collection would be required to capture similar enrollments at four-year institutions and Missouri State University – West Plains. Data include the participating / partner employer, as well as duplicated and unduplicated counts of students / employees who participated in training programs through each listed employer during the prior fiscal year. *Definitions* Further information is available: Missouri Community College New Jobs Training Program Missouri Customized Training Program
Sources:	RTEC, DED, New Collection
Limitations and Issues:	Data is currently collected only from community colleges and Linn State Technical College. The Department of Economic Development (DED), or additional survey data may provide information on training conducted by public four-year institutions and Missouri State University – West Plains.

Final Ref # 2A1	
Objective:	**2A Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri**
Indicator:	Number of direct educational partnerships with Missouri employers, including MBEs
Methodology and Definitions:	*Methodology* Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "direct educational partnerships." One potential example, depending upon further definition, might be a nursing program that is housed within the physical location of a hospital, and available only to the employees of the hospital. The Regional Technical Education Council (RTEC) survey currently collects information from Missouri community colleges and Linn State Technical College detailing annual enrollment in Missouri Community College New Jobs Training Program, Customized, and Contract training programs, although this information would presumably be utilized for reporting associated with indicator 1Ea. *Definitions* Further detail required.
Sources:	RTEC, New Collection
Limitations and Issues:	Data is currently collected only from community colleges and Linn State Technical College. The Department of Economic Development (DED), or additional survey data may provide information on training conducted by public four-year institutions and Missouri State University – West Plains. Depending upon definitions, additional data would be required to capture other "direct educational partnerships", e.g. internships, clinicals, practicums, field experiences, cooperatives, service learning, research relationships, or special projects with employers. No current data specifically captures partnerships with MBEs.

Final Ref # 2A2

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

Indicator: Number of degrees and certificates awarded in key non-METS fields (fields to be determined)

Methodology and Definitions:

Methodology

IPEDS data includes degrees and certificates awarded over an academic year. All institutions disbursing Title IV federal financial aid must report IPEDS data annually. Survey instructions direct reporting of completions awarded July 1st thru June 30th of the previous year.

Definitions

All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/

Award Levels (IPEDS)

- Postsecondary award, certificate, or diploma of less than one academic year
- Postsecondary award, certificate, or diploma of at least one but less than two academic years
- Associate's degree
- Postsecondary award, certificate, or diploma of at least two but less than four academic years
- Bachelor's degree
- Postbaccalaureate certificate
- Master's degree
- Post-master's certificate
- Doctor's degree
- First-professional degree
- First-professional certificate (Post-degree)

"Key non-METS fields" will require additional definition. Potential resources include *Workforce 2025*, MERIC occupational projections, strategic initiatives identified in annual appropriations request, Carl Perkins / Workforce Investment Act data.

Sources: IPEDS

Limitations and Issues: "Key non-METS fields" will require additional definition.

Final Ref # 2A3	
Objective:	**2A Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri**
Indicator:	Number of students passing certification and licensure examinations in high demand fields (fields to be determined)
Methodology and Definitions:	*Methodology* The Performance Indicators survey, collected annually from all Missouri public institutions, details the number of completers who were assessed using "a nationally recognized exit, licensure, or certification exam in a major field" . . . "in which nationally normed percentiles are available". The survey also requests the number of the above who scored at or above the 50th percentile and/or 80th percentiles. In addition, the survey details the number of completers who were assessed using "licensure and/or certification exam that is scored pass/fail". The survey also requests the number of the above who passed. These data are disaggregated by award level for reported completers. *Definitions* Further detail required.; "High-demand fields" would require additional definition.
Sources:	Performance Indicators survey, DESE, Missouri Division of Professional Registration or national program accreditors, MERIC
Limitations and Issues:	The Performance Indicators survey does not currently collect information disaggregating data by specific program of study, with the exception of teacher education. Although limited information from this survey has been publicly reported in the past (Tables 11-12, *Statistical Summary of Missouri Higher Education*), concerns have been expressed regarding the utility of aggregating this information without further detail. In addition, institutions have expressed concerns that these data are not comprehensive; certain disciplines incorporate certification exams which are not required for graduation, and these exams may either not be completed by students, or be taken elsewhere after completion and employment. Finally, less than one-year certificates are currently not included in the Performance Indicators survey.

Final Ref # 2Aa	
Objective:	**2A Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri**
Indicator:	Employer follow-up surveys of appropriate categories of degree and/or certificate completers
Methodology and Definitions:	Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "appropriate categories of degree and/or certificate completers." *Definitions* Further detail required.; "Appropriate categories of degree and/or certificate completers" would require additional definition.
Sources:	Only known employer surveys in widespread use are collected by DESE for newly certified educators entering the teaching field.
Limitations and Issues:	TBD

Final Ref # 2B1a

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)**

Indicator: Number of degrees and certificates awarded in METS-related fields, including METS-related teacher education

Methodology and Definitions:

Methodology

IPEDS data includes degrees and certificates awarded over an academic year. All institutions disbursing Title IV federal financial aid must report IPEDS data annually. Survey instructions direct reporting of completions awarded July 1st thru June 30th of the previous year.

Definitions

All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/

Award Levels (IPEDS)

- Certificates
  - Postsecondary award, certificate, or diploma of less than one academic year
  - Postsecondary award, certificate, or diploma of at least one but less than two academic years
  - Postsecondary award, certificate, or diploma of at least two but less than four academic years
- Associate's degree
- Bachelor's degree
- Graduate degree
  - Postbaccalaureate certificate
  - Master's degree
  - Post-master's certificate
  - Doctor's degree
  - First-professional degree
  - First-professional certificate (Post-degree)

METS- Math, Engineering, Technology, and Science and METS-related teacher education is a broad designation without a universal definition of included fields of study. Missouri measures related to METS are based on larger "2 digit" Classification of Instructional Programs (CIP codes). These include

01 (formerly 02) Agriculture, Agriculture Operations and Related Sciences
03 Natural Resources and Conservation
10 Communications Technologies/Technicians and Support Services
11 Computer and Information Sciences and Support Services
14 Engineering
15 Engineering Technologies
26 Biological and Biomedical Sciences
27 Mathematics and Statistics
29 Military Technologies
40 Physical Sciences
41 Science Technologies/Technicians

Also included are relevant teacher education subfields at the "6 digit" level including
13.1309 Technology Teacher Education/Industrial Arts Teacher Education
13.1311 Mathematics Teacher Education
13.1316 Science Teacher Education/General Science Teacher Education
13.1319 Technical Teacher Education
13.1320 Trade and Industrial Teacher Education
13.1321 Computer Teacher Education
13.1322 Biology Teacher Education
13.1323 Chemistry Teacher Education
13.1327 Health Occupations Teacher Education
13.1329 Physics Teacher Education

42 Psychology	13.1335 Psychology Teacher Education
51 Health Professions and Related Clinical Sciences	

For a comprehensive breakdown of CIP codes and related fields and programs see Classification of Instructional Programs published by NCES.

"METS-related fields, including METS-related teacher education" will require additional definition. Potential resources include *Workforce 2025*, MERIC occupational projections, strategic initiatives identified in annual appropriations request, Carl Perkins / Workforce Investment Act.

Theological, Arts, and some other special use public institutions are excluded from analysis.

Sources:	IPEDS
Limitations and Issues:	Both first and second major included. Thus the count of degrees and certificates reflect a matriculation relative to a particular field of study. Hence a Bachelor's degree conferred with a double major in Physics and Mathematics counts twice.

Final Ref # 2B1b

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)**
Indicator:	Number of METS-related degree and certificate recipients who transferred from a community college
Methodology and Definitions:	*Methodology* EMSAS Completions file would be used to determine how many students graduated in an academic year with a METS-related degree or certificate. These students would then be matched to term registration data by valid Social Security Number (SSN) *or* last name and date-of-birth, as available, to determine how many had been degree-seeking students at a Missouri public community college during a pre-determined timeframe (e.g. the prior six years). *Definitions* Transfer Student: Various definitions exist. A transfer student might be defined as a degree-seeking undergraduate student at a postsecondary institution whom had previously (and non-concurrently) been enrolled as a first-time degree-seeking student at another postsecondary institution. This definition would exclude dual credit students, whom should be considered first-time students as they are not yet "postsecondary", and should exclude "summer students" whom should be degree-seeking only at their primary institution. Federal financial aid eligibility may create some incentive for students to declare themselves as degree-seeking at concurrent institutions, but this would not likely create meaningful error in statewide or sector-based data. All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Bachelor's Degree Degree/certificate-seeking students First-time student (undergraduate) Undergraduate "METS-related degree and certificate recipients" will require additional definition. Potential resources include *Workforce 2025*, MERIC occupational projections, strategic initiatives identified in annual appropriations request, Carl Perkins / Workforce Investment Act.
Sources:	EMSAS Completions and Term Registration (National Student Clearinghouse may provide additional data)
Limitations and Issues:	- Currently available data would provide data only on transfer among Missouri public institutions. - Some further discussion required regarding the reporting of transfer from two- to four-year institutions, as well as among four-year institutions - Minimum hours to be completed at sending institution (e.g. 12) and maximum time-to-degree for completion at receiving institution would be yet to be determined.

Final Ref # 2B2a

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)**

Indicator: Number of degrees and certificates awarded in health practitioner fields

Methodology and Definitions:

Methodology

IPEDS data includes degrees and certificates awarded over an academic year. All institutions disbursing Title IV federal financial aid must report IPEDS data annually. Survey instructions direct reporting of completions awarded July 1st thru June 30th of the previous year.

Definitions

All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/

Award Levels (IPEDS)

- Postsecondary award, certificate, or diploma of less than one academic year
- Postsecondary award, certificate, or diploma of at least one but less than two academic years
- Associate's degree
- Postsecondary award, certificate, or diploma of at least two but less than four academic years
- Bachelor's degree
- Postbaccalaureate certificate
- Master's degree
- Post-master's certificate
- Doctor's degree
- First-professional degree
- First-professional certificate (Post-degree)

"Health practitioner fields" will require additional definition. Potential resources include *Workforce 2025*, MERIC occupational projections, strategic initiatives identified in annual appropriations request, Carl Perkins / Workforce Investment Act.

Sources: IPEDS

Limitations and Issues: Both first and second major included. Thus the count of degrees and certificates reflect a matriculation relative to a particular field of study. Hence a Bachelor's degree conferred with a double major in Physics and Music counts twice.

Final Ref # 2B2b

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)**

Indicator: Number of health practitioner degree and certificate recipients who transferred from a community college

Methodology and Definitions:

Methodology

EMSAS Completions file would be used to determine how many students graduated in an academic year with a health-practitioner-related degree or certificate. These students would then be matched to term registration data by valid Social Security Number (SSN) *or* last name and date-of-birth, as available, to determine how many had been degree-seeking students at a Missouri public community college during a pre-determined timeframe (e.g. the prior six years).

Definitions

Transfer Student: Various definitions exist. A transfer student might be defined as a degree-seeking undergraduate student at a postsecondary institution whom had previously (and non-concurrently) been enrolled as a first-time degree-seeking student at another postsecondary institution. This definition would exclude dual credit students, whom should be considered first-time students as they are not yet "postsecondary", and should exclude "summer students" whom should be degree-seeking only at their primary institution. Federal financial aid eligibility may create some incentive for students to declare themselves as degree-seeking at concurrent institutions, but this would not likely create meaningful error in statewide or sector-based data.

All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/

Bachelor's Degree
Degree/certificate-seeking students
First-time student (undergraduate)
Undergraduate

"Health practitioner degree and certificate recipients" will require additional definition. Potential resources include *Workforce 2025*, MERIC occupational projections, strategic initiatives identified in annual appropriations request, Carl Perkins / Workforce Investment Act.

Sources: EMSAS Completions and Term Registration (National Student Clearinghouse may provide additional data)

Limitations and Issues:

- Currently available data would provide data only on transfer among Missouri public institutions.
- Some further discussion required regarding the reporting of transfer from two- to four-year institutions, as well as among four-year institutions
- Minimum hours to be completed at sending institution (e.g. 12) and maximum time-to-degree for completion at receiving institution would be yet to be determined.

Final Ref # 2Ba	
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)**
Indicator:	Number of credit hours delivered in METS-related fields
Methodology and Definitions:	*Methodology* Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "METS-related fields." The DHE-15 survey, which has been discontinued, collected information on credit hour enrollment by CIP category. This survey could potentially be re-issued. *Definitions* Further detail required.; "METS-related fields" would require additional definition.
Sources:	DHE-15, New Collection
Limitations and Issues:	TBD

Final Ref # 2C1

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

Indicator: Number of graduate and professional degrees awarded in critical fields, disaggregated by demographic group and geographic location

Methodology and Definitions:

Methodology

1) IPEDS

IPEDS data includes degrees and certificates awarded, disaggregated by gender and race / ethnicity, over an academic year. All institutions disbursing Title IV federal financial aid must report IPEDS data annually. Survey instructions direct reporting of completions awarded July 1st thru June 30th of the previous year.

Definitions

Award Levels (IPEDS)

- Postsecondary award, certificate, or diploma of less than one academic year
- Postsecondary award, certificate, or diploma of at least one but less than two academic years
- Associate's degree
- Postsecondary award, certificate, or diploma of at least two but less than four academic years
- Bachelor's degree
- Postbaccalaureate certificate
- Master's degree
- Post-master's certificate
- Doctor's degree
- First-professional degree
- First-professional certificate (Post-degree)

Race and Ethnicity Categories currently include: 1) White non-Hispanic, 2)Black non-Hispanic, 3)Hispanic, 4) Other (includes IPEDS categories- Asian or Pacific Islander, American Indian or Alaska Native, race/ethnicity unknown, and non-resident alien). Starting in 2008-09, demographic categories will transition to classifications used by other federal agencies (including the U.S. Census Bureau) Further information available here.

Gender reflects female/male categories

"Critical fields" will require additional definition.

"Geographic location" will require additional definition.

Sources: IPEDS

Limitations and Issues: Both first and second major included. Thus the count of degrees and certificates reflect a matriculation relative to a particular field of study. Hence a Bachelor's degree conferred with a double major in Physics and Music counts twice.

Final Ref # 2D1	
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**
Indicator:	Total expenditures on research and development at Missouri higher education institutions as a percentage of gross state product
Methodology and Definitions:	*Methodology* IPEDS finance reporting includes several sub-categories of research expenditures for both public and independent institutions. This information is reported annually. It is unclear, however, what additional expenditure information might be provided which might constitute annual spending on "development" activities. Missouri's annual estimated gross domestic product is reported by MERIC, which would provide a denominator for this measure. *Definitions* All definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Expenses Research (Expense)
Sources:	IPEDS, New Collection
Limitations and Issues:	Research expenditures are collected via federal IPEDS reporting, but further definition / collection may be required detailing " development" expenditures. Some institutions have a central point of data collection for this (development offices) others do not have any central point of collection and it is only collected by the individual faculty that are securing funding.

Final Ref # 2D2	
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**
Indicator:	Total number and value of external grants awarded to researchers connected to Missouri higher education
Methodology and Definitions:	*Methodology* IPEDS finance reporting requires that federal, state, local, and private grants and contracts be reported by independent institutions, and that federal, state, local, and private *operating* grants and contracts be reported by public institutions. There is no directive that grants and contracts to be reported should be limited to those connected with research. For independent institutions, this reporting may also include Pell grants, dependent upon institutional reporting. *Definitions* All definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Grants and contracts (revenues)
Sources:	IPEDS, New Collection
Limitations and Issues:	Some information is collected via federal IPEDS reporting, but further definition / collection may be required in order to limit to research awards. Some institutions have a central point of data collection for this (development offices) others do not have any central point of collection and it is only collected by the individual faculty that are securing funding.

Final Ref # 2D3	
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**
Indicator:	Number of invention disclosures and patents awarded in connection with a Missouri higher education institution
Methodology and Definitions:	*Methodology* Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "disclosures and patents awarded in connection with a Missouri higher education institution." *Definitions* Further detail required; "disclosures and patents awarded in connection with a Missouri higher education institution" would require additional definition.
Sources:	New Collection, possibly obtainable from the U.S. Patent Office
Limitations and Issues:	TBD

Final Ref # 2D4	
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**
Indicator:	Number of new business start-ups linked to research or development incubators associated with Missouri higher education institutions
Methodology and Definitions:	*Methodology* Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "research or development incubators associated with Missouri higher education institutions." *Definitions* Further detail required.; "research or development incubators associated with Missouri higher education institutions" would require additional definition.
Sources:	New Collection
Limitations and Issues:	TBD

Final Ref # 2Da	
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**
Indicator:	Missouri's New Economy Index
Methodology and Definitions:	*Methodology* The *New Economy Index* report is published periodically by the Kauffman Foundation. Composite scores are compiled which rank the states according to criteria defined by the Kauffman Foundation. *Definitions* All definitions should be applied as defined by the Kauffman Foundation.
Sources:	Kauffman Foundation
Limitations and Issues:	N/A

Final Ref # 2E1	
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:	Percentage of students participating in "high impact" learning activities such as internships, study abroad, student faculty research, and service learning.
Methodology and Definitions:	*Methodology* Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "'high impact' learning activities." Service learning, for example, might include a community service component tied to the learning process of the class or a particular item within the course. For example, a computer class that is learning about database design takes on a project in the community designing a database for a 4H club. *Definitions* Further detail required.; "'high impact' learning activities" would require additional definition.
Sources:	New Collection
Limitations and Issues:	TBD

Final Ref # 2E2	
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:	Number of direct education outreach programs and program participants (e.g. ESL Trio, ABE, etc)
Methodology and Definitions:	*Methodology* Currently available data does not enable reliable measurement of this indicator. New data collection would be required, as well as further definition of "direct education outreach programs and program participants." *Definitions* Further detail required.; "direct education outreach programs and program participants" would require additional definition.
Sources:	New Collection, existing federal reporting?
Limitations and Issues:	TBD

Final Ref # 3A1	
Objective:	**3A Missouri's higher education system will increase the efficiency with which students move to graduation**
Indicator:	Three-year and six-year graduation rates of college-ready students
Methodology and Definitions:	*Methodology* 1) EMSAS Fall enrollment file would be used to identify first-time full-time degree-seeking undergraduate students. Analysis would determine whether students had completed a formal award during the following three or six years, for students beginning at two- or four-year institutions, respectively. Match by valid Social Security Number (SSN) *or* last name and date-of-birth, as available. "College-ready" could be interpreted to include only students who did not enroll in remedial / developmental coursework during their first term at the institution. EMSAS data would also enable inclusion of students who graduated from a different public Missouri institution from their institution of initial enrollment. 2) IPEDS IPEDS reporting includes the percentage of first-time full-time degree-seeking students enrolled in the fall who re-enrolled the following fall, minus a few limited exclusions. Retention rates at four-year institutions can be limited to bachelor's degree-seeking students. Data do not exclude students who are partially (but not exclusively) enrolled in remedial / developmental coursework during their first term at the institution. Information on time-to-degree at four-year institutions (4-, 5-, and 6-year baccalaureate completion) is also available. *Definitions* "College-ready" will require additional definition. There is some discussion that this characteristic would be fulfilled by the inclusion of only students who did not enroll in remedial / developmental coursework during their first term at the institution. This would be possible through the use of EMSAS data, but would also exclude independent institutions and some transfer students from graduation rate calculations. All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ First-time student (undergraduate) Degree/certificate-seeking students Full-time student Undergraduate
Sources:	EMSAS, IPEDS
Limitations and Issues:	EMSAS data would include only public institutions. IPEDS data would include other sectors, but would not facilitate one potential method for isolating "college-ready students". IPEDS data would also not enable inclusion of students who graduated from a different public Missouri institution from their institution of initial enrollment. Both methods would exclude students who entered in the spring term, although EMSAS term registration data could be employed to identify a full-year entering cohort.

Final Ref # 3B1	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	Total state appropriations received for higher education operations
Methodology and Definitions:	*Methodology* Provided data would reflect total state appropriations received, after accounting for any withholdings. This measure will detail all General Revenue and Lottery Proceeds Funds appropriated to public Missouri institutions for operating expenditures, as provided for annually in House Bill 3. Reported totals for this measure will not include appropriations to the MDHE or for distribution of state grants and scholarships, or for capital improvements funded through the Lewis and Clark Discovery Initiative. *Definitions* Further detail required.
Sources:	MDHE Fiscal Affairs
Limitations and Issues:	TBD

Final Ref # 3B1i	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	State appropriations for strategic investments in higher education
Methodology and Definitions:	*Methodology* Reporting will detail any subset of funds reported under Indicator 3B1 which are targeted to strategic investments / initiatives in higher education as defined within frameworks developed by the Higher Education Funding Task Force, and adopted by the Coordinating Board at its June 12, 2008 meeting. Initially proposed Strategic Initiatives include: • Access to Success, designed to improve the participation and academic success of "at risk students" • Teachers for the Future, designed to improve K-12 student learning outcomes • Research and Service, designed to support and incent basic and applied research activities and community service activities • METS, designed to develop the critical mass of human talent needed to support strategic industries key to Missouri's future regional and global competitiveness • Protecting Investments, designed to retain the value of the physical assets in public higher education and improve teaching and learning environments *Definitions* Further detail required.
Sources:	MDHE Fiscal Affairs
Limitations and Issues:	New collection will be required, and will be dependent on proposed / funded Strategic Initiatives

Final Ref # 3B1ii	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	State appropriations for performance funding in higher education
Methodology and Definitions:	*Methodology* Reporting will detail any subset of funds reported under Indicator 3B1 which are targeted to performance funding in higher education as defined within frameworks developed by the Higher Education Funding Task Force, and adopted by the Coordinating Board at its June 12, 2008 meeting. *Definitions* Further detail required.
Sources:	MDHE Fiscal Affairs
Limitations and Issues:	New collection will be required, and will be dependent on proposed performance funding initiatives.

Final Ref # 3B1iii

Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	State higher education operating appropriations received per FTE compared to surrounding states and the national average
Methodology and Definitions:	*Methodology* Provided data would reflect total state appropriations received, after accounting for any withholdings. This measure will detail all General Revenue and Lottery Proceeds Funds appropriated to public Missouri institutions for operating expenditures, as provided for annually in House Bill 3. Reported totals for this measure will not include appropriations to the MDHE or for distribution of state grants and scholarships, or for capital improvements funded through the Lewis and Clark Discovery Initiative. FTE will be as reported annually by the MDHE for fall enrollment in Table 29 of the *Statistical Summary of Missouri Higher Education*. *Definitions* Further detail required. Full-Time Equivalent: Calculated based on Total Term Enrolled / Earned Degree Credit Hours (TOTRMHRE) as reported by public institutions in EMSAS Fall Enrollment data. FTE is based on 15 credit hours enrolled for undergraduate students or 12 hours for graduate students. Additional information available regarding FTE calculation for first-professional students. "Surrounding states" would require additional definition, but might include Illinois, Kansas, Iowa, Arkansas, Tennessee, Kentucky, Oklahoma, Nebraska, Indiana, and Ohio (additions of Indiana and Ohio are based upon the similar economic characteristics as reported by the New Economies Index and the Bureau of Economic Analysis.
Sources:	MDHE Fiscal Affairs, SHEF, Grapevine (potential usage for benchmark data)
Limitations and Issues:	TBD

Final Ref # 3B2	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	Total state appropriations received for capital improvements
Methodology and Definitions:	*Methodology* Provided data would reflect total state appropriations received, after accounting for any withholdings. This measure will detail all General Revenue, Lottery Proceeds, and any other state funds appropriated to public Missouri institutions for capital improvements. Reported totals for this measure will include capital improvements funded through the Lewis and Clark Discovery Initiative, as well as any other state appropriations. *Definitions* State appropriations: Money set aside by formal legislative action specific for use. (SHEEO) All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Capital Improvements Capital Appropriations State Appropriations
Sources:	MDHE Fiscal Affairs
Limitations and Issues:	TBD

Final Ref # 3B2i	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	State higher education capital appropriations received per FTE compared to surrounding states and national averages
Methodology and Definitions:	*Methodology* Provided data would reflect total state appropriations received, after accounting for any withholdings. This measure will detail all General Revenue, Lottery Proceeds, and any other state funds appropriated to public Missouri institutions for capital improvements. Reported totals for this measure will include capital improvements funded through the Lewis and Clark Discovery Initiative, as well as any other state appropriations. FTE will be as reported annually by the MDHE for fall enrollment in Table 29 of the *Statistical Summary of Missouri Higher Education*. Benchmark data could be based on Nominal Dollars, Constant Dollars, or HECA Only. All three methods are available through SHEEO and SHEF Tables. o Nominal (Current) Dollars • Dollar amounts are not adjusted for inflation and remain static. o Constant Dollars • Dollar amounts account for inflation and utilize HECA (Higher Education Cost Adjustment), EMI(Enrollment Mix Index) and COLA (Cost of Living Adjustment) o HECE Adjusted Dollars • Dollar amounts account for HECE adjusted dollars for inflation over time. *Definitions* State appropriations: Money set aside by formal legislative action specific for use. (SHEEO) Full-Time Equivalent: Calculated based on Total Term Enrolled / Earned Degree Credit Hours (TOTRMHRE) as reported by public institutions in EMSAS Fall Enrollment data. FTE is based on 15 credit hours enrolled for undergraduate students or 12 hours for graduate students. Additional information available regarding FTE calculation for first-professional students. "Surrounding states" would require additional definition, but might include Illinois, Kansas, Iowa, Arkansas, Tennessee, Kentucky, Oklahoma, Nebraska, Indiana, and Ohio (additions of Indiana and Ohio are based upon the similar economic characteristics as reported by the New Economies Index and the Bureau of Economic Analysis. All other definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Capital Improvements Capital Appropriations State Appropriations
Sources:	MDHE Fiscal Affairs, SHEF, Grapevine (potential usage for benchmark data)
Limitations and Issues:	- Data reported in some available resources as appropriated as opposed to delivered. Data should be tracked by both appropriated and delivered if possible.

- In reports and for historical context it should be reported primarily as delivered and secondary, if needed, as appropriated

Final Ref # 3B3	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	Total federal non-student aid dollars received by Missouri higher education institutions
Methodology and Definitions:	*Methodology* IPEDS finance reporting requires that federal, state, local, and private grants and contracts be reported by independent institutions, and that federal, state, local, and private *operating* grants and contracts be reported by public institutions. For independent institutions, this reporting may also include Pell grants, dependent upon institutional reporting. Data detailing federal appropriations are also available. *Definitions* All definitions should be applied as defined by the National Center for Education Statistics: http://nces.ed.gov/ipeds/Glossary/ Grants and contracts (revenues) Federal government grants and contracts (revenues) Federal grants
Sources:	IPEDS
Limitations and Issues:	For independent institutions, this reporting may also include Pell grants, dependent upon institutional reporting.

Final Ref # 3B4	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	Total state appropriations received for higher education as a percentage of total state general revenue appropriations
Methodology and Definitions:	*Methodology* Provided data would reflect total state appropriations received, after accounting for any withholdings. This measure will detail all General Revenue and Lottery Proceeds Funds appropriated to public Missouri institutions for operating expenditures, as provided for annually in House Bill 3, and in comparison to all relevant appropriations. Reported totals for this measure will not include appropriations to the MDHE or for distribution of state grants and scholarships, or for capital improvements funded through the Lewis and Clark Discovery Initiative. *Definitions* Further detail required.
Sources:	MDHE Fiscal Affairs, SHEF, Grapevine (potential usage for benchmark data)
Limitations and Issues:	TBD

Final Ref # 3B5	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	State public higher education appropriations per $1000 of Missouri personal income compared to surrounding states and the national average.
Methodology and Definitions:	*Methodology* SHEEO annual State Higher Education Finance (SHEF) report includes a measure of state higher education support per $1000 of Missouri personal income. Data is reported by state. Further detail is required regarding SHEEO methodology. *Definitions* Higher Education Support: State and local tax and non-tax support for public and independent higher education. Includes special purpose appropriations for research-agricultural-medical. Source: SHEEO SHEF Population and personal income data from U.S. Census Bureau and Bureau of Economic Analysis. "Surrounding states" would require additional definition, but might include Illinois, Kansas, Iowa, Arkansas, Tennessee, Kentucky, Oklahoma, Nebraska, Indiana, and Ohio (additions of Indiana and Ohio are based upon the similar economic characteristics as reported by the New Economies Index and the Bureau of Economic Analysis.
Sources:	SHEEO
Limitations and Issues:	SHEEO reporting would provide the most consistently available baseline and interstate comparative data, but does not appear to restrict the denominator in this indicator to state appropriations (local support included). This indicator also includes support for independent institutions; further exploration is required to determine whether state grants and scholarships are included in this measure.

Final Ref # 3B6	
Objective:	**3B Missouri's higher education system will annually attract additional resources**
Indicator:	Per capita state appropriations for public higher education compared to contiguous states and the national average
Methodology and Definitions:	*Methodology* SHEEO annual State Higher Education Finance (SHEF) report includes a measure of state higher education support per capita. Data is reported by state. Further detail is required regarding SHEEO methodology. *Definitions* Higher Education Support: State and local tax and non-tax support for public and independent higher education. Includes special purpose appropriations for research-agricultural-medical. Source: SHEEO SHEF Population and personal income data from U.S. Census Bureau and Bureau of Economic Analysis. "Surrounding states" would require additional definition, but might include Illinois, Kansas, Iowa, Arkansas, Tennessee, Kentucky, Oklahoma, Nebraska, Indiana, and Ohio (additions of Indiana and Ohio are based upon the similar economic characteristics as reported by the New Economies Index and the Bureau of Economic Analysis.
Sources:	SHEEO
Limitations and Issues:	SHEEO reporting would provide the most consistently available baseline and interstate comparative data, but does not appear to restrict the denominator in this indicator to state appropriations (local support included). This indicator also includes support for independent institutions; further exploration is required to determine whether state grants and scholarships are included in this measure.

INCREASE EDUCATIONAL ATTAINMENT

Degree Attainment

GOAL 1

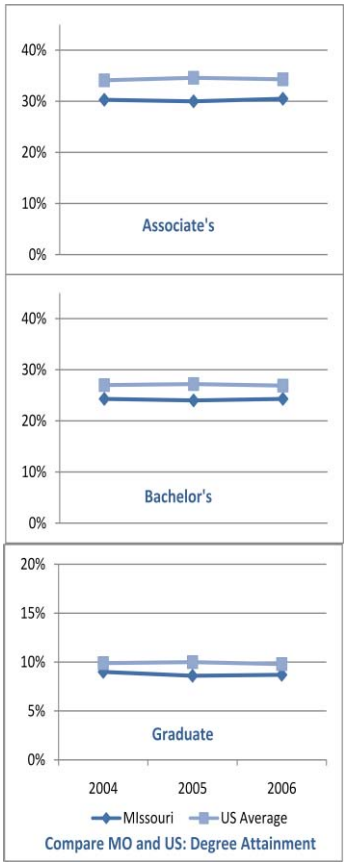
1A1: MISSOURI POPULATION AGE 25 OR OLDER WITH A DEGREE OR CERTIFICATE

Baseline 2006

Comparing Missouri: Percent of Population 25 or older with Post secondary degree

	Associate's or Higher			Bachelor's or Higher			Graduate		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Missouri	30.3%	30.0%	30.5%	24.3%	24.0%	24.3%	9.0%	8.6%	8.7%
US Average	34.1%	34.6%	34.3%	27.0%	27.2%	26.9%	9.9%	10.0%	9.8%
Surrounding States			31.8%			24.9%			9.0%
Best State			MA 44.7%			MA 37.0%			MD 15.7%

Source: American Community Survey



2006 Missouri's National Ranks

40	Associate's Level or Higher
30	Bachelor's Level or Higher
29	Graduate Level or Higher

Degree attainment reflects the overall educational capital of the state. The number of residents holding post-secondary degrees has remained stable in Missouri and nationally over the past few years. The state consistently performs in the bottom half of national rankings, but similarly to surrounding states.

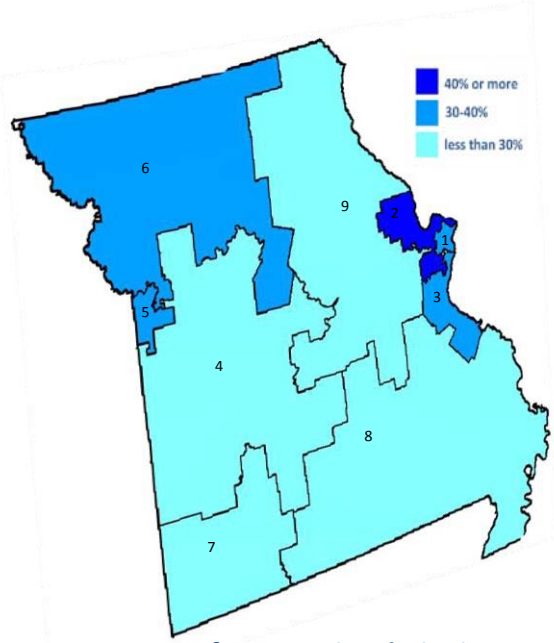
Missouri Contexts

Educational capital is unevenly distributed among geographic and minority groups. Missouri lags slightly behind the national average in degree attainment in total and among female, white non-Hispanic, and Black populations, while Missouri Hispanics and Other minorities are more likely to have a post secondary degree.

Percentage of Missouri Population over age 25 with Post secondary degrees, by demographic group (2006)

		Total	Female	White	Black	Hispanic	Asian	Other
Less than Associates	MO	69%	70%	69%	78%	76%	44%	75%
	US	66%	66%	62%	76%	83%	44%	82%
Associate's or Higher	MO	31%	30%	31%	22%	24%	56%	25%
	US	34%	34%	38%	24%	17%	56%	18%
Associate's	MO	6%	7%	6%	7%	5%	4%	7%
	US	7%	8%	8%	7%	5%	7%	6%
Bachelor's	MO	16%	15%	16%	10%	13%	25%	12%
	US	17%	17%	19%	11%	8%	30%	9%
Graduate	MO	9%	8%	9%	6%	6%	27%	6%
	US	9%	9%	11%	6%	4%	20%	4%

Source: American Community Survey (2006)



Percent of Congressional District with Associate's Degree or higher

Percentage of Missouri Population over age 25 with Post secondary degree by Congressional District (109th)				
	Less than Associate's	Associate's	Bachelor's	Graduate
1 St. Louis	70%	6%	14%	10%
2 North St. Louis	52%	7%	26%	15%
3 South St. Louis	66%	7%	17%	10%
4 West Central	77%	6%	11%	6%
5 Kansas City	68%	7%	16%	9%
6 North West	69%	7%	17%	7%
7 South West	72%	6%	15%	7%
8 South East	81%	6%	9%	5%
9 North East	71%	6%	14%	9%
Source: American Community Survey				

- Four of the nine Missouri congressional districts have less than 30 percent of their population holding an Associate Degree or higher.
- Degree attainment is higher among metropolitan and North West Missouri districts.
- 35% urban residents hold a degree compared to only 22% of rural residents.

Moving Forward

Critical Factors

- **High School Attendance and Retention**- The process of increasing educational capital begins by increasing the number of Missouri high school Students who attend Missouri institutions.
- **Degree Completions-** Post-secondary institutions can increase the rate of degree completion.
- **Migration-** Missouri must not only continue to import degrees but also retain graduates from its institutions. Cooperation between Missouri academic and business communities are a vital component in increasing economic opportunity.
-

Target 2015

- Targets yet to be decided

Discussion Points

- Are presented disaggregation choices appropriate (minority, geographical, degree level)
- Are "surrounding states" satisfactory benchmark in addition to US Average and Best State
- Target Options
  - Consistently increase degree attainment for all Missourians and minority groups
  - Improve MO national rank to top 25 by 2015 and top 10 by 2025. In 2006 terms this would reflect an increase from 30.5% to 34% then to 39.5%
  - Increase degree attainment among all demographic groups by three percent

Degree Attainment

1A2: Transfer Student Graduation Rate

GOAL 1

Baseline 2007

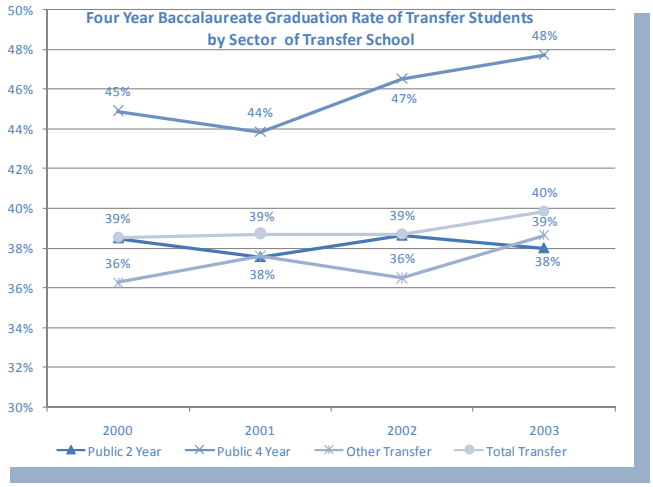
Four Year Baccalaureate Graduation Rate of Transfer Students by Sector of Transfer School, Race, and Gender												
	2000 2001		2001 2002		2002 2003		2003 2004		Rate of Baccalaureate Attainment of cohort			
	4Y	Total	4Y	Total	4Y	Total	4Y	Total	2000	2001	2002	2003
ALL TRANSFERS	3546	9202	3582	9253	3696	9553	3824	9599	39%	39%	39%	40%
Transferred From												
Independent 2 Year	36	75	22	39	13	39	16	32	48%	56%	33%	50%
Independent 4 Year	235	674	268	696	244	708	280	674	35%	39%	34%	42%
Public 2 Year	1492	3874	1473	3922	1621	4194	1686	4436	39%	38%	39%	38%
Public 4 year	636	1416	632	1441	625	1343	628	1316	45%	44%	47%	48%
Other Transfer	1147	3163	1187	3155	1193	3269	1214	3141	36%	38%	36%	39%
Demographics												
Black	212	777	238	939	203	926	260	937	27%	25%	22%	28%
White	3005	7440	2971	7283	3123	7539	3144	7427	40%	41%	41%	42%
Hispanic	56	155	54	173	67	187	79	199	36%	31%	36%	40%
Other	273	830	319	858	303	901	341	1036	33%	37%	34%	33%
Female	1999	5064	2089	5132	2097	5273	2190	5293	39%	41%	40%	41%
Male	1547	4138	1494	4120	1599	4280	1634	4306	37%	36%	37%	38%
Enhanced Missouri Student Achievement Survey (EMSAS)												

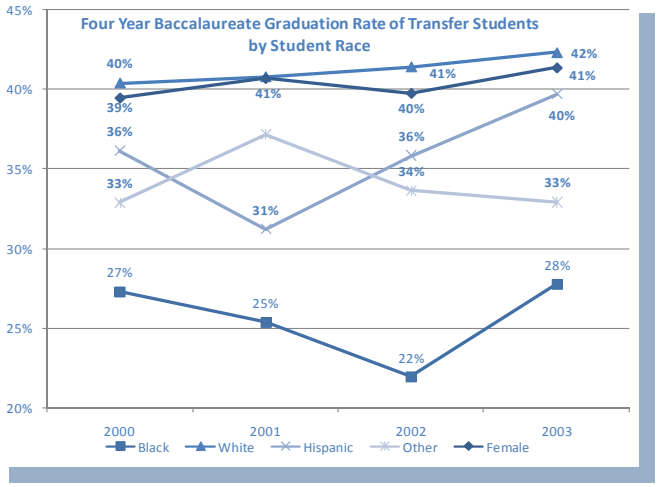
About This Measure

An evolving reality of modern education is the transience of student enrollment and the need for institutions to facilitate transfer of student credit and enable efficient completion of degrees.

The baccalaureate attainment rate of transfer students indicates how many degree-seeking, first time transfer students at Public four year institutions complete a baccalaureate degree within four years of arrival.

- Graduation rates of transfer students have remained stable across all institutional sectors and demographic groups.
- Transfer students from public two year institutions and out-of-state or unknown origins lag behind peers from the independent and public four year sector.
- African-American transfer students have less success attaining a baccalaureate degree within four years of transfer than Caucasians and Hispanics.
- By comparison, the 6-year graduation rate of first-time, full-time, degree seeking freshmen at public four year institutions in 2000 was 53%. While transfer student attainment lags, this comparison does not account for differing levels of transfer credits from incoming students.





Moving Forward

Critical Factors

- This transfer student attainment rate does not account for varying levels of credits transferred, or general education, and associate's degree completed.

Target 2015

- Targets yet to be decided.

Discussion Points

- The range of four years to attainment was picked because both the mean and median for completers is four years, also because of the perception of transfer students from two-year institutions coming in as Juniors. Should there be two different ranges for two-year transfers and four-year transfers?
- Comparisons to US and surrounding states not currently possible
- Potential Targets
  - Increase transfer baccalaureate attainment to 45% by 2015

- Graduation rate for transfers from two-year Independents should be removed from chart since N is so small?
- No data currently reported from Independent institutions

Degree Attainment

1Ab: Degrees and Certificates Awarded by Missouri Post-secondary Institutions

GOAL 1

Baseline 2007

Comparing Missouri: Number of Degrees and Certificates Conferred By Award Level and as percentage of all degrees (2007)						
	Certificate's	Associate's	Bachelor's	Graduate	TOTAL	5 Year Change
Missouri	2848	11190	36951	22645	73634	+7198
MO%	4%	15%	50%	31%		+11%
US State Average	7716	12698	31090	15078	66582	+8411
US State %	11%	29%	55%%	22%		+15%
US %	12%	19%	47%	23%		
Surrounding States	9802	10333	25483	12843	58460	+7648
SS mean %	16%	18%%	46%	20%		+15%

Missouri has steadily increased the number of degrees conferred over the past five years but continues to lag other states in both the absolute increase and rate of growth in degree completions.

- Graduate degrees account for a higher percentage of all completions in Missouri than the average US state, national average and surrounding states.
- Consequently, the state awards far fewer Certificates and Associate's degrees than other surrounding states and throughout the nation.
- The demographic breakdown of recent graduates closely mirrors the national and surrounding state averages.

Demographic Composition of Graduating Classes (2007)						
	MO RANK	MO%	US %	High State	High State %	Surrounding States %
Female	26	58%	58%	MS	64%	58%
White, NH	20	75%	66%	WV	88%	78%
Black	14	10%	10%	MS	33%	8%
Hispanic	17	3%	8%	NM	34%	3%
Other				HI/CA	69%/34%	

Source: The Integrated Postsecondary Education Data System (IPEDS)

Looking More Closely

Number of Degrees and Certificates by Award level and sector and as percentage of all degrees						
MO Sector		Certificate	Associate's	Bachelor's	Graduate	TOTAL
Independent 2Year	MO	171	268	0%	7	446
	MO%	38%	60%	0%	2%	
	US%	57%	43%	0%	0%	
Independent 4 Year	MO	417	2085	18362	15864	36728
	MO%	1%	6%	50%	43%	
	US%	2%	4%	55%	39%	
Public, 2 Year	MO	2241	8513	0%	0	10754
	MO%	21%	79%	0%	0%	
	US%	40%	60%	0%	0%	
Public, 4 Year	MO	19	324	18589	6774	25706
	MO%	0%	1%	72%	26%	
	US%	1%	5%	68%	26%	

Source: The Integrated Postsecondary Education Data System (IPEDS)

- The independent sector graduates twice as many Graduate students as the public sector
- Missouri Public 2 Year institutions are far more likely to award Associate's degrees than Certificates compared to similar institutions in the nation.
- Missouri Completers are equally split between Public and Private institutions
- A far greater percentage of Missouri completers graduate from an Independent institution relative to the national average.
- Minority graduates are far more likely to graduate from the Independent sector than

Demographic Composition of Completers, Sector Percentage of Total (2007)												
	Female		White		Black		Hispanic		Other		TOTA	
	MO	US	MO	US	MO	US	MO	US	MO	US	MO	US
Independent 2Year	1%	1%	1%	0%	0%	1%	1%	0%	0%	0%	1%	0%
Independent 4 Year	49%	28%	46%	28%	66%	25%	73%	20%	55%	36%	50%	28%
Public, 2 Year	16%	26%	16%	26%	12%	34%	7%	36%	8%	18%	15%	26%
Public, 4 Year	34%	45%	37%	46%	22%	40%	20%	43%	37%	46%	35%	45%

- While recipients of Missouri degrees and certificates in 2007 were primarily White, non-Hispanics, Black and Hispanic minority groups comprised a comparative percentage of graduates than their representation in the state's population.
- Women and other minority groups completed degrees at an even higher percentage.

Demographic Composition of Completers by Institutional Sector (2007)

		Female	White	Black	Hispanic	Other	TOTAL
MISSOURI	%	44%	82%	11%	3%	5%	
UNITED STATES	%	44%	66%	12%	15%	14%	
Independent 2Year	MO	366	396	15	12	12	446
	MO%	82%	89%	3%	3%	3%	
	US%	67%	66%	15%	5%	13%	
Independent 4 Year	MO	21070	25359	4647	1551	3964	36728
	US%	59%	64%	9%	5%	22%	
	US%	59%	65%	13%	11%	12%	
	US%	58%	67%	8%	7%	17%	
	US%	58%	66%	10%	8%	17%	

Source: The Integrated Postsecondary Education Data System (IPEDS); American Community Survey (ACS)

Moving Forward

Critical Factors

- **High School Retention-** Completion rates are partially affected by the number of students channeled into Missouri institutions.
- **Student Preparedness-** Successful completion begins with a student body capable of collegiate level work
- **Affordability-** Financial affordability is a primary obstacle to student persistence and completion
-

Target 2015

- Targets yet to be decided

Discussion Points

- Possible Targets
  - Maintain Missouri's educational rate of minority completion

- Does there need to be additional information about different award levels by demographic group
- Is there a comparison of completions that should be included i.e. completions relative to overall student body (i.e. a kind of effectiveness measure)?

State Appropriations for Higher Education

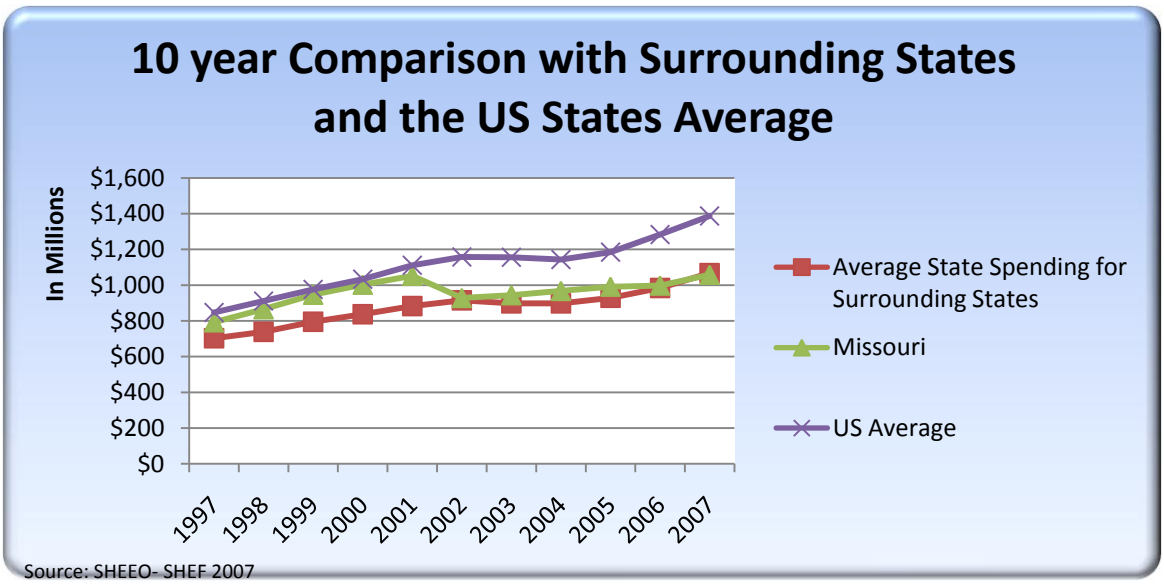
1Bb Percent change in state appropriations for higher education

GOAL 1

Baseline 2007

Missouri has increased higher education appropriations from the cuts of FY2002 to be on par and surpass slightly the funding level achieved in FY2001 of $ 1,052,465,926 in current dollars to that of $1,058,317,439 in FY2007.

Missouri Appropriations over 10 years



Looking More Closely

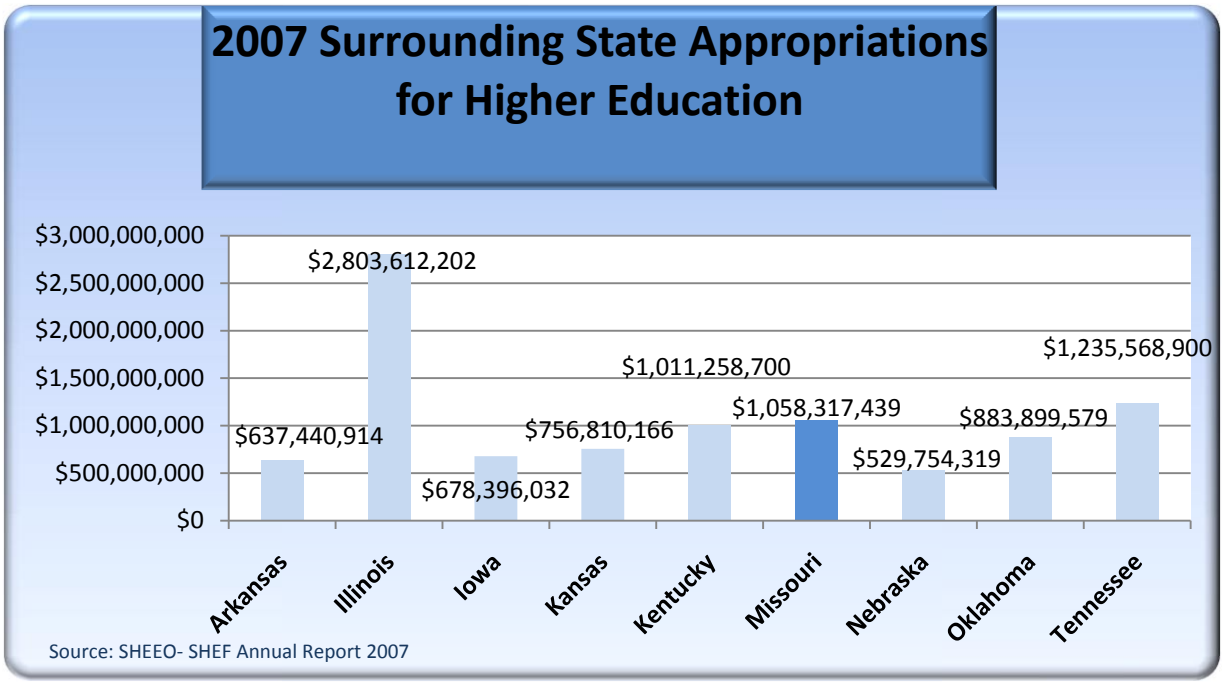
Missouri higher education appropriations have not kept up with the national average and with that of surrounding states. As depicted in the above chart (and detailed below) Missouri was once ahead of the surrounding state average for higher education appropriations. However, this gap has disappeared even in the midst of increases made to Missouri's higher education appropriations since FY2002.

Missouri Appropriations Comparison to Surrounding States and the National Average

Year	Missouri Appropriations	Average Appropriations Spending for Surrounding States	Missouri Percentage Difference to Surrounding States	National Average	Missouri Percentage Difference to the National Average
1997	792,300,000	702,800,000	13%	846,729,898	**-6%**
1998	865,400,000	738,960,949	17%	910,887,560	**-5%**
1999	946,400,000	794,806,344	19%	975,633,878	**-3%**
2000	1,002,689,270	836,870,284	20%	1,033,161,935	**-3%**
2001	1,052,465,926	882,634,871	19%	1,111,250,438	**-5%**
2002	928,402,986	915,071,051	1%	1,157,728,966	**-20%**
2003	943,946,518	897,749,094	5%	1,156,046,929	**-18%**
2004	967,730,455	897,634,086	8%	1,143,011,502	**-15%**
2005	991,538,020	928,776,026	7%	1,184,249,049	**-16%**
2006	997,826,662	983,543,879	1%	1,282,796,672	**-22%**
2007	1,058,317,439	1,067,092,602	-1%	1,386,925,585	**-24%**

Source: SHEEO-SHEF 2007

Despite the changes in Missouri's comparison to other states based upon a percentage of change with regard to higher education appropriations over the past 6 years, Missouri ranks 3rd among its surrounding states for FY2007 in total dollars appropriated.



Moving Forward

Critical Factors

- Develop new coherent, complementary and coordinated policy-driven funding strategies for increased public support that will help ensure national competitiveness.
- HEF will be the structure to support a logical and determined funding plan for Missouri's higher education institutes.

Target 2015

- Targets yet to be determined

Discussion Points

- Which would be a better cross-state comparison, to either use "surrounding states" or to define a select group of states that are more alike in social, economic and educational structure as that of Missouri to track against.
- Missouri has continued to improve appropriations to higher education over the past six years, but has not necessarily kept pace with peer states and the national average.

Increase METS and Health Completions

2B1a: Number of Completions in Health, Math, Engineering, Technology, and Science Fields

GOAL 2

Baseline 2007

Comparing Missouri: Number of METS, Health, and related Education Degrees and Percentage of All Degrees Conferred (2007)

		Certificate	Associate's	Bachelor's	Graduate	TOTAL	5 Year Change
US	# of Degrees	166933	181877	459523	233934	1042267	32%
	% of all degrees	40%	29%	30%	31%	31%	2%
MO	# of Degrees	1448	2875	10831	6573	21727	21%
	% of all degrees	40%	26%	29%	29%	29%	0%
Surrounding States	# of Degrees	4540	2901	7440	3785	18666	41%
	% of all degrees	48%	31%	29%	32%	33%	3%
Best State	% of all degrees	(VA) 83%	(SD) 51%	(SD) 42%	(IA) 47%	(SD) 46%	(SD) 7%
MO RANK	% of all degrees	31	39	28	35	41	-12

Source: The Integrated Postsecondary Education Data System (IPEDS)

The evolving workforce needs of Missouri employers requires highly trained and competent graduates in the areas of health, engineering, technology, science, and related teacher education.

Missouri's steady growth in the number of METS awards has failed to match the accelerated increase in the number and proportion of METS degrees awarded across the nation and in surrounding states. The state has slipped from 29th to 41st in rankings of the proportion of all degrees awarded in METS fields.

Looking More Closely

Number of METS, Health, and related Education Degrees and Percentage of All Degrees Conferred, By Institutional Sector (2007)

		Certificate	Associate's	Bachelor's	Graduate	TOTAL	% of METS
Public 4Y	# of Degrees	2	195	5877	2370	8444	39%
	% of all degrees	11%	60%	32%	35%	33%	
Public 2Y	# of Degrees	904	1927	0	0	2831	13%
	% of all degrees	47%	23%	0%	0%	27%	
Public Health/Tech	# of Degrees	262	0	0	13	275	1%
	% of all degrees	86%	0%	0%	100%	87%	
Independent 4Y	# of Degrees	2	336	4574	2570	7482	34%
	% of all degrees	2%	23%	26%	19%	23%	
Independent 2Y	# of Degrees	0	0	0	0	0	0%
	% of all degrees	0%	0%	0%	0%	0%	
Independent Health	# of Degrees	266	417	374	1610	2667	12%
	% of all degrees	55%	64%	100%	99%	85%	
TOTAL	# of Degrees	1448	2875	10831	6573	21727	100%
	% of all degrees	51%	26%	29%	29%	29%	

Source: The Integrated Postsecondary Education Data System (IPEDS)

- 29 percent of all degrees at Missouri not-for-profit post-secondary institutions and a third of all public four year institutions are related to METS fields.
- Although total degree completions are equally distributed among the public and independent sectors, public institutions maintain a slightly higher METS composition (32%) than their independent counterparts (28%).
- Independent not-for-profit technology and health training institutions (i.e. pharmacy, hospital-based nursing, and health technical) contribute significantly to the number of METS graduates (12%), especially at the graduate level (25%).

What's Ahead

Critical Factors

- **METS Student Pipeline**- Increasing the number of METS graduates relies upon incoming students being both interested and prepared for collegiate level work in these fields. Post-secondary institutions can cooperate with elementary and secondary schools to increase student interest and preparation in mathematics and science
- **Program Capacity-** Availability and incentive for METS enrollment can be enhance by increasing the capacity of established programs and founding specialized centers for training and study of applied health, METS, and relevant educational programs through funding incentives.

Target 2015

- Targets yet to be decided

Discussion Points

- Is the proportion of METS to all degrees the only comparison of interest? Or should it be degrees per 100000 residents.
- Should there be some comparison to MERIC METS occupations here?
- Target Options
  - Outpace absolute and relative percentage of METS awards of US and surrounding states
  - Increase Missouri rank by 2015 related to US % of awards going to METS
- METS fields (see definitions in technical file)

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Institutions' Base Operating Appropriations
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

FY 2010 is the first year that the new funding policies developed by the Higher Education Funding (HEF) Task Force and adopted by the Coordinating Board will shape the board's budget recommendations. These policies revolve around a framework represented by the following illustration:

Staff recommendations for the FY 2010 base operating appropriations for public institutions represent the bottom level of the triangle and include two separate requests for "Maintaining Quality and Opportunity" through funding the core missions. In addition the staff recommends a request for "Expanding Service and Opportunity" through the Caring for Missourians strategic initiative (Tab G) and a separate request for "Rewarding Quality & Results" through a performance funding pilot (Tab H). Making funding core mission increases the top priority for new funding is consistent the HEF policy.

Maintaining Quality and Opportunity

The base of the triangle, "Maintaining Quality and Opportunity," involves the support of institutions' core missions through continued and increased state appropriations to fund established programs and services and to meet fixed cost increases.

The first component of the staff recommendation for FY 2010 represents the third year of a three-year commitment made by Governor Blunt, and supported by the General Assembly, to implement over time the FY 2008 base operating budget recommendations submitted by the Coordinating Board in October 2006. The FY 2010 request is derived from the Board's FY 2008 recommendations, honors the Governor's and legislature's commitment, follows the same principles as were implemented in FY 2008 and 2009, and has equivalent total percent increases between the community colleges and the universities.

The FY 2010 recommendation for this third year commitment is $42 million, which represents a 4.4% increase over the FY 2009 base budget. These investments are necessary to assist in maintaining college and university programs and services at existing levels. This request will provide minimum cost-of-living increases for employees; address increases in benefit costs; and assist in meeting increased costs in library acquisitions, utilities, scholarships, and general equipment. This request also incorporates, from the original FY 2008 recommendation, a distribution model that addresses distributive disparities between institutions.

The second component of the core mission recommendation is a separate request for an additional 3% increase to maintain quality and opportunity for all institutions that totals $28.8 million. The original three-year phase-in was designed to bring the funding of public higher education institutions generally back to the FY 2001 or 2002 level. However, these targets from the past have not been adjusted for inflation and/or enrollment growth and therefore do not represent adequate funding levels for institutions today. The staff is recommending an additional 3% in order to make progress in moving funding towards a level that allows institutions to provide quality programs and services, up-to-date instructional equipment, and more competitive compensation and benefits.

Attachment A illustrates the distribution of the third year funding and the additional 3% among community colleges. The community college distribution of the 4.4% third year increase and the additional 3% is guided by the Missouri Community College Association's (MCCA) newly approved distribution model.

Attachment B illustrates the distribution of funding for the universities and Linn State Technical College. For Linn State and the universities, the distribution of the third year increase is guided by the distribution model established for this three-year commitment. The additional 3% is calculated off of the FY 2009 core and distributed proportionally to all institutions. A new distribution model approved by The Council on Missouri Public Higher Education (COPHE) will guide the allocation of future increases beyond inflation in state funding beginning in FY 2011.

Additional Items

The total request for all new decision items submitted by the universities and Linn State equals approximately $160.7 million. The total request being forwarded by MDHE staff for increases to institutional operating budgets equals $110.6 million (including 4.4% for third installment, 3% additional increase, and 4.1% for the Caring for Missourians initiative), resulting in a difference greater than $50 million.

In addition, community colleges have significant funding needs above and beyond those that can be met at the level of the staff recommendation. Specifically, with additional resources community colleges could improve and expand their support of at-risk students, workforce development initiatives and could begin to close what they perceive as a funding gap between the community colleges and the universities.

All Linn State and university requests are listed in Attachment C. Included in the list are the agreed-upon statewide strategic initiative, Caring for Missourians, and several other noteworthy budgetary items covering a broad array of issues, e.g., support for faculty compensation packages, maintenance and repair, technology, programmatic initiatives for additional health-related programs, and programs in other areas. While several of the items listed identify categories of investments used to justify the third installment (4.4%) and the additional increase (3%) recommended by staff, in all cases the amount requested is greater than the recommendation being forwarded to the CBHE for review and action.

MDHE staff believes that the requests submitted by institutions, including the perspective of the community colleges described above, should be acknowledged as the budget is sent forward to the governor and the General Assembly so that if additional funds become available beyond the CBHE's priorities and recommended increases, it is clear that public higher education institutions have additional needs worthy of consideration.

Also included in Attachment D are the requests from the University of Missouri for UM-related items.

Conclusion

With the establishment of the Higher Education Student Funding Act within SB 389 (2007), which constrains institutions' ability to increase tuition, annual state funding increases are critical to maintaining current levels of quality and service in Missouri public postsecondary education. Undoubtedly greater investment is needed in order to expand services to larger numbers of students, improve the quality of programs and services, and meet the strategic challenges of preparing a competitive workforce and an informed and engaged citizenry for the new global economy.

To these ends, the Board has adopted the Higher Education Funding (HEF) Task Force's policy-driven framework to inform appropriation requests. This FY 2010 request reflects the HEF framework by addressing the basic core needs of Missouri's public higher education institutions in maintaining quality programs and services; requesting strategic funding to leverage the

expertise in higher education to address the state's critical shortage of workers in health related fields; and requests initial funding of a performance funding program.

STATUTORY REFERENCE

Section 163.191, RSMo, CBHE statutory responsibility to develop an appropriations request for community colleges

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university

Section 173.005.2(7), RSMo, CBHE statutory responsibility for gathering data from state-supported institutions

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the FY 2010 core mission appropriation request, totaling $1,029,566,936, which includes a $59,456,199 increase for the universities, a $10,979,542 increase for the community colleges, and a $487,006 increase for Linn State Technical College, for submission to the Governor and General Assembly.

It is further recommended that the board direct the Commissioner of Higher Education to acknowledge the additional budget requests submitted by institutions in the cover transmittal with the budget to ensure the Governor and the General Assembly are aware of the magnitude of need faced by higher education institutions for maintaining quality and opportunity should additional funding become available.

ATTACHMENTS

Attachment A:	FY 2010 Core Distribution for Community Colleges
Attachment B:	FY 2010 Core Distribution for Linn State and Four-year Universities
Attachment C:	New Decision Items
Attachment D:	UM-Related Requests

FY 2010 Community Colleges - Core Mission Funding
MDHE Staff Recommendation

Distribution of Recommended Increases for FY 2010

	Distribution of 4.4% Increase	Distribution of Additional 3%	Distribution of Total 7.4% Increase
Crowder	$277,178	$149,739	$426,917
East Central	$222,082	$170,943	$393,025
Jefferson	$362,896	$251,883	$614,780
Metropolitan	$1,353,759	$1,042,025	$2,395,784
Mineral Area	$249,280	$165,360	$414,640
Moberly	$319,035	$167,840	$486,875
North Central	$162,897	$82,775	$245,672
Ozarks Tech.	$661,139	$342,550	$1,003,689
St. Charles	$416,605	$257,067	$673,672
St. Louis	$1,946,586	$1,498,339	$3,444,926
State Fair	$297,640	$176,285	$473,924
Three Rivers	$259,508	$146,518	$406,026
Total	$6,528,606	$4,451,322	$10,979,929

FY 2010 Community College Equity Adjustments

	FY 2009 Total State Aid	FY 2010 7.4% Increase	FY 2010 Total Core Request	0.5% Equity Adjustment Pool	FY 2010 State Aid before Equity Adj	Equity Adjustment	Total FY 2010 State Aid
Crowder	$4,933,729	$365,096	$5,298,825		$5,298,825	$61,821	$5,360,646
East Central	5,726,726	$423,778	6,150,504	(30,753)	6,119,751	0	6,119,751
Jefferson	8,402,646	$621,796	9,024,442	(45,122)	8,979,319	38,106	9,017,425
Metropolitan	34,908,693	$2,583,243	37,491,936	(187,460)	37,304,477	0	37,304,477
Mineral Area	5,505,253	$407,389	5,912,642	(29,563)	5,883,079	36,814	5,919,893
Moberly	5,521,617	$408,600	5,930,217		5,930,217	78,275	6,008,492
North Central	2,717,665	$201,107	2,918,772		2,918,772	44,565	2,963,337
Ozarks Tech.	11,259,691	$833,217	12,092,908		12,092,908	170,472	12,263,380
St. Charles	8,529,388	$631,175	9,160,563	(45,803)	9,114,760	88,300	9,203,060
St. Louis	50,195,627	$3,714,476	53,910,104	(269,551)	53,640,553	0	53,640,553
State Fair	5,837,071	$431,943	6,269,014		6,269,014	41,981	6,310,995
Three Rivers	4,839,311	$358,109	5,197,420	(25,987)	5,171,433	73,904	5,245,337
Total	$148,377,417	$10,979,929	$159,357,346	($634,238)	$158,723,108	$634,238	$159,357,346

FY 2010 Linn State Technical College and the Universities - Core Mission Funding
MDHE Staff Recommendation

Institution	FY 2009 TOTAL CORE	FY 2010 "3rd Year" $ Increase	"3rd Year" % Increase	FY 2010 Addl 3%	Total FY 2010 Core Increase	Total FY 2010 % Increase	TOTAL FY 10 CORE
Linn State Technical College	5,236,620	329,907	6.3%	157,099	**487,006**	9.3%	5,723,625
University of Central Missouri	59,677,078	2,506,437	4.2%	1,790,312	**4,296,750**	7.2%	63,973,828
Southeast Missouri State University	48,646,011	2,091,778	4.3%	1,459,380	**3,551,159**	7.3%	52,197,170
Missouri State University	89,999,222	3,779,967	4.2%	2,699,977	**6,479,944**	7.2%	96,479,166
Lincoln University	19,780,813	969,260	4.9%	593,424	**1,562,684**	7.9%	21,343,497
Truman State University	45,161,510	1,896,783	4.2%	1,354,845	**3,251,629**	7.2%	48,413,138
Northwest Missouri State University	33,098,924	1,390,155	4.2%	992,968	**2,383,123**	7.2%	35,482,046
Missouri Southern State University	25,597,158	1,868,593	7.3%	767,915	**2,636,507**	10.3%	28,233,666
Missouri Western State University	23,588,351	1,297,359	5.5%	707,651	**2,005,010**	8.5%	25,593,361
Harris-Stowe State University	10,876,534	456,814	4.2%	326,296	**783,110**	7.2%	11,659,644
University of Missouri	451,476,165	18,961,999	4.2%	13,544,285	**32,506,284**	7.2%	483,982,449
Linn State and Universities Total	**805,011,766**	**35,219,146**	**4.4%**	**24,237,053**	**59,456,199**	**7.4%**	**864,467,965**

Attachment C

FY 2010 Four-Year Institutions New Decision Item Requests

Harris-Stowe State University

1	COLA and Other Needed Salary Adjustments	$	783,110
2	Upgrade Institutional Research & Enhance Student Development	$	314,835
3	Replacement and Necessary Support of Information Technology Infrastructure	$	425,900
4	Improved Provision for Building maintenance and Repair	$	660,000
5	Equipment Replacement and E&E Inflation Increases	$	269,622
6	Improving Health Literacy	$	532,500
	TOTAL REQUEST	$	2,985,967

Lincoln University

1	Increase in Core for Third Year	$	969,260
2	USDA Farm Bill Match Requirement	$	1,532,170
3	Technology Upgrades	$	1,838,511
	Strategic Initiative - Caring for Missourians	$	803,440
	TOTAL REQUEST	$	5,143,381

Missouri Southern State University

1	Core Mission Funding	$	2,636,593
2	Caring for Missourians	$	1,095,796
3	Continuous Improvement Initiatives	$	6,355,000
4	Repair and Maintenance	$	4,060,613
5	Distance Dental Hygiene Education Programs Initiative	$	921,404
	TOTAL REQUEST	$	15,069,406

Missouri State University

1	Core Mission Funding	$	6,479,944
2	Strategic Initiative - Caring for Missourians	$	2,184,000
3	Closing the Gap	$	2,410,056
	TOTAL REQUEST	$	11,074,000

Missouri Western State University

1	Caring for Missourians	$	843,816
2	Animal Health & Nutrition Product Development & Technology Research Center	$	1,440,000
3	Equitable Per Student Funding	$	2,108,528
4	On-Going Maintenance and Repair	$	1,377,892
5	Increase in Health Care Faculty	$	454,400
	TOTAL REQUEST	$	6,224,636

Northwest Missouri State University

1	Culture of Quality: Increase to Core Budget	$	2,700,000
2	Nanotechnology Workforce Development	$	1,264,000
3	Renewable Energy Infrastructure	$	1,100,000
4	RN-to-BSN Program (Preparing to Care for Missouri's Citizens)	$	524,888
5	Protecting the University's Physical Infrastructure	$	3,000,000
	TOTAL REQUEST	$	8,588,888

FY 2010 Four-Year Institutions New Decision Item Requests

Southeast Missouri State University

1	Core Mission Funding	$	2,091,778
2	Underfunded Mandatory Increases	$	7,890,000
3	Caring for Missourians	$	1,166,806
4	Funding For Results	$	250,000
	TOTAL REQUEST	$	11,398,584

Truman State University

1	Quality and Affordability: Cost to Continue	$	4,490,221
2	Caring for Missourians	$	753,000
3	Performance Excellence Funding	$	1,522,000
4	Maintenance and Repair of Facilities	$	1,561,000
5	Alternative MAT Program	$	355,000
6	Multi-Media Center/Planetarium	$	600,000
	TOTAL REQUEST	$	9,281,221

University of Central Missouri

1	Caring for Missourians	$	1,210,753
2	Missouri METS Initiative	$	1,500,000
3	Economic Development and Technology Transfer	$	1,750,000
4	Bio-Technology Education Initiative	$	1,672,000
	Core Mission - Cost	$	2,506,437
	Additional Core Mission - Cost	$	1,790,312
	TOTAL REQUEST	$	10,429,502

University of Missouri

	Core Mission 1: 1 of 1 - Increase to Core	$	18,962,000
	Core Mission 2: 1 of 4 - Competitive Ranked Faculty Compensation	$	7,200,000
	Core Mission 2: 2 of 4 - St. Louis Equity Adjustment	$	1,863,729
	Core Mission 2: 3 of 4 - Support for FY 2001 - FY 2008 Enrollment Growth	$	6,800,000
	Core Mission 2: 4 of 4 - Protecting the University Infrastructure Through M&R	$	14,500,000
	Strategic Initiative: 1 of 2 - Preparing to Care for Missouri's Citizens	$	24,187,266
	Strategic Initiative: 2 of 2 - Growth Engine for Economic Development	$	1,500,000
	TOTAL REQUEST	$	75,012,995

Linn State Technical College

1	Core Mission Increase (year 3)	$	329,907
2	Core Mission - Fixed Costs, Maintaining Quality	$	157,099
3	Caring for Missourians	$	153,443
4	Faculty Salary Parity/New Program Offerings	$	1,733,000
5	Outreach/Increased Participation	$	1,329,980
6	Market Demand and Increased Operating Costs	$	1,027,106
7	Preparation in Using Distance Learning Technologies	$	792,080
	TOTAL REQUEST	$	5,522,615

GRAND TOTAL OF ALL DECISION ITEMS	**$**	**160,731,195**

UM- Related Programs	FY 2010 Core	FY 2010 Requested Increase	FY 2010 Total Request	Explanation of Requested Increase
Missouri Telehealth Network	$857,640	$36,021	$893,661	4.2% increase for sustaining quality and service
MOREnet	$12,754,612	$6,514,694	$19,269,306	$3,287,000 one-time network, video and public K-12 equipment replacements; 4.2% increaase to sustain quality and service - $535,694 $2,692,000 for increased capacity for public higher education and K-12 connections and shared network
MOBIUS	$0	$2,500,000	$2,500,000	Software purchase and on-going maintenance; $500,000 recurring and $2,000,000 one-time funds
Missouri Hospital and Clinics	$13,185,079	$553,773	$13,738,852	4.2% increase for sustaining quality and service
Missouri Rehabilitation Center	$11,651,691	$489,371	$12,141,062	4.2% increase for sustaining quality and service
Alzheimer's Program	$0	$460,900	$460,900	SB 200 (1987) requires an annual minimum request of $200,000 adjusted for inflation; this request is based on a projected CPI of 209.5; request includes $419,000 for research and $41,900 for administrative funds
Missouri Institute of Mental Health	$1,839,880	$77,275	$1,917,155	4.2% increase for sustaining quality and service
Missouri Kidney Program	$4,016,774	$168,705	$4,185,479	4.2% increase for sustaining quality and service
State Historical Society	$1,619,561	$542,622	$2,162,183	4.2% increase for sustaining quality and service - $68,022; $269,600 for new staff and collection needs; $205,000 to address historical underfunding of the State Historical Society
Spinal Cord Program	$400,000	$0	$400,000	
State Seminary Fund	$3,250,000	$0	$3,250,000	
UM Related Subtotal	**$49,575,237**	**$11,343,361**	**$60,918,598**	

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for "Caring for Missourians" Strategic Initiative Request
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

FY 2010 is the first year that the new funding policies developed by the Higher Education Funding (HEF) Task Force and adopted by the Coordinating Board will shape the board's budget requests. Accordingly, the staff is recommending two separate requests for "Maintaining Quality and Opportunity" through funding the core missions (Tab F); a separate request for a performance funding pilot within the department's internal request (Tab H); and this request for "Expanding Service and Opportunity" through the Caring for Missourians strategic initiative.

Background

An integral component of the HEF framework is the concept of the strategic initiative. These initiatives are characterized by a focus on specific state and community needs and how public higher education institutions may respond to these needs within each institution's mission. Several examples of pressing state and community issues were identified by the HEF task force as potential strategic initiatives including the shortage of health care professionals, METS graduates, the need for more high quality teachers, and the need for additional support for at-risk students. This year, the staff is recommending the approval of a strategic initiative, "Caring for Missourians," to address the acute shortage of health care professionals in Missouri.

For the FY 2009 budget, a strategic initiative was put forth with the label "Preparing to Care." Under the leadership of the University of Missouri, public institutions identified the need for additional graduates in health care fields as a major priority for additional funds. While the strategic initiative was recommended in part by Governor Blunt and had significant legislative support, it was ultimately not funded by the legislature.

The pressing need for additional health care professionals in Missouri remains, as does the need for increased instructional capacity in the higher education system. In Missouri, 106 of 114 counties are considered dental shortage areas, 25 of which are considered Geographic Health Professional Shortage Areas by the federal Health Resources and Services Administration (HRSA). An additional 79 counties are considered Low-Income Health Professional Shortage Areas, and 4 urban counties have multiple service areas that are considered Low-Income Health Professional Shortage Areas. Missouri also suffers vacancy rates of 8 percent in pharmacy and nearly 10 percent in nursing. These shortages most severely impact access to health care for rural and low-income urban Missourians.

All of Missouri's public institutions serve as training facilities for the production of health professionals. As state-supported institutions, public colleges and universities have a

responsibility to provide access to quality education for Missouri's future health care providers. They serve as a major provider to Missouri's workforce of physicians, nurses, dentists, optometrists, pharmacists, and an array of allied health professionals. Under the current funding structure, however, Missouri's higher education institutions are unable to keep pace with the increasing demand for health care professionals, contributing to the considerable shortages of health care workers. The outlook worsens when considering significant retirements among active practitioners, changes in technology and practice, and the fact that the number of Missourians aged 65 and older is predicted to increase 44 percent by 2020.

The Caring for Missourians initiative is designed to address the challenge of shortages in health care fields in the most straightforward manner possible – by committing to increase graduates in existing professional health fields from Missouri public institutions of higher education.

As part of this coordinated effort, institutions shared information about employer needs and opportunities at each public campus for addressing the significant shortages of healthcare professionals including physicians, nurses, dentists, pharmacists, and therapists. Institutions with existing practitioner programs identified opportunities to serve more students in health-related fields. Three institutions currently without practitioner programs in health care fields are included in this request. Two of these institutions identified the promotion of health literacy as their contribution while the third plans expansion of a proposed RN-to-BSN completion program (contingent on CBHE program approval) for their involvement in this coordinated effort.

Institutions stand ready to produce more health care professionals to address the current and future health care worker shortage. The goal is to increase graduating class sizes by an average of 20 percent. The state's investment is necessary to make this goal a reality. This request is for a total of $39,815,433 to increase production of these professionals. This amount reflects 4.1% inflation compared to the FY 2009 amount. The details of each institution's commitment in terms of additional graduates and the associated state funding request are provided in the attachments.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750

RECOMMENDED ACTION

It is recommended the Coordinating Board approve the FY 2010 "Caring for Missourians" strategic initiative appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENTS

Attachment A: "Caring for Missourians" Initiative – Four-Year Universities
Attachment B: "Caring for Missourians" Initiative – Linn State and Community Colleges

"Caring for Missourians" Strategic Initiative
Four-Year Universities

Total New Health Professions Graduates: **478**
Total State Contribution: **$33,264,227**

TARGETED FIELDS	State Contribution Per Year, Per Student	Time to Complete	State Contribution for Each Graduate	Total New Graduates
RN-to-BSN	$10,094	2	**$20,188**	26
Comm Disorders	$8,903	4	**$35,611**	13
Dental Hygiene (Bach)	$9,794	4	**$39,175**	6
Dentistry (D.D.S., D.M.D.)	$31,230	4	**$124,920**	17
Health, Diag	$9,890	4	**$39,558**	11
Health, Other	$8,875	4	**$35,498**	26
Medical Technology (Bach)	$9,890	4	**$39,558**	22
Medicine (M.D.)	$93,690	4	**$374,760**	31
Nursing (Bach Generic)	$10,094	4	**$40,374**	70
Nursing (BSN)	$10,094	2	**$20,187**	106
Nursing (Accelerated)	$10,094	2	**$20,187**	25
Nursing (Mast)	$20,187	3	**$60,561**	56
Nursing (Doct)	$50,468	3	**$151,403**	15
Optometry (O.D.)	$31,230	4	**$124,920**	6
Pharmacy	$12,492	6	**$74,952**	30
Physicians Ast (MSPAS)	$12,492	2	**$24,984**	6
Therapists/Rehab	$11,451	4	**$45,804**	38
				478

INSTITUTION	TARGETED FIELD	State Contribution for Each Graduate	Additional New Graduates	Total
Harris-Stowe State University	Health Literacy * not new seats	$35,498	**0**	$511,500
Lincoln University	Medical Technology (Bach)	$39,558	**5**	$197,790
	Nursing (BSN)	$20,187	**30**	$605,612
	Lincoln University Total		**35**	$803,402
Missouri Southern State University	Dental Hygiene (Bach)	$39,175	**6**	$235,049
	Health, Diag	$39,558	**2**	$79,116
	Medical Technology (Bach)	$39,558	**2**	$79,116
	Nursing (Bach Generic)	$40,374	**10**	$403,741
	Nursing (BSN)	$20,187	**5**	$100,935
	Resp Therapy	$39,558	**5**	$197,790
	Missouri Southern State University Total		**30**	$1,095,748

INSTITUTION	TARGETED FIELD	State Contribution for Each Graduate	Additional New Graduates	Total
Missouri State University	Comm Disorders	$35,611	**3**	$106,832
	Physician Ast (MSPAS)	$24,984	**6**	$149,904
	Nursing (Bach Generic)	$40,374	**10**	$403,741
	Nursing (BSN)	$20,187	**20**	$403,741
	Nursing (Mast)	$60,561	**11**	$666,173
	Physical Therapy	$45,804	**10**	$458,040
	Missouri State University with WP Total		**60**	$2,188,432
Missouri Western State University	Medical Technology (Bach)	$39,558	**5**	$197,790
	Nursing (BSN)	$20,187	**2**	$40,374
	Nursing (Bach Generic)	$40,374	**15**	$605,612
	Missouri Western State University Total		**22**	$843,776
Northwest Missouri State University	RN-to-BSN	$20,188	**26**	$524,888
Southeast Missouri State University	Medical Technology (Bach)	$39,558	**5**	$197,790
	Nursing (BSN)	$20,187	**20**	$403,741
	Nursing (Accelerated)	$20,187	**10**	$201,871
	Nursing (Mast)	$60,561	**6**	$363,367
	Southeast Missouri State University Total		**41**	$1,166,769
Truman State University	Comm Disorders	$35,611	**3**	$106,832
	Nursing (Bach)	$40,374	**15**	$605,612
	Nursing (BSN)	$20,187	**1**	$20,187
	Nursing (Accelerated)	$20,187	**1**	$20,187
	Truman State University Total		**20**	$752,818
University of Central Missouri	Comm Disorders	$35,611	**4**	$142,442
	Medical Technology (Bach)	$39,558	**2**	$79,116
	Nursing (Bach Generic)	$40,374	**2**	$80,748
	Nursing (BSN)	$20,187	**18**	$363,367
	Nursing (Mast)	$60,561	**9**	$545,051
	University of Central Missouri Total		**35**	$1,210,725
	University of Missouri Subotal		**209**	$24,166,168
University of Missouri-Columbia	Comm Disorders	$35,611	**3**	$106,832
	Health, Diag (Bach - Ultra, Nuc, Rad)	$39,558	**9**	$356,022
	Medical Technology (Bach)	$39,558	**3**	$118,674
	Medicine (M.D.)	$374,760	**16**	$5,996,160
	Nursing (Bach Generic)	$40,374	**8**	$322,993
	Nursing (BSN)	$20,187	**2**	$40,374
	Nursing (Accelerated)	$20,187	**2**	$40,374
	Nursing (Doct)	$151,403	**5**	$757,015
	Nursing (Mast)	$60,561	**10**	$605,612
	Respitory Therapy (Bach)	$39,558	**3**	$118,674
	Occupational Therapy (Bach)	$45,804	**10**	$458,040
	Physical Therapy (DPT)	$45,804	**10**	$458,040

INSTITUTION	TARGETED FIELD	State Contribution for Each Graduate	Additional New Graduates	Total
	University of Missouri-Columbia Total		**81**	$9,378,810
University of Missouri-Kansas City	Dentistry (D.D.S., D.M.D.)	$124,920	**17**	$2,123,640
	Medicine (M.D.)	$374,760	**15**	$5,621,400
	Nursing (Bach Generic)	$40,374	**6**	$242,245
	Nursing (BSN)	$20,187	**4**	$80,748
	Nursing (Accelerated)	$20,187	**4**	$80,748
	Nursing (Doct)	$151,403	**5**	$757,015
	Nursing (Mast)	$60,561	**10**	$605,612
	Pharmacy	$74,952	**30**	$2,248,560
	University of Missouri-Kansas City Total		**91**	$11,759,969
Missouri University of Science & Technology	Health Literacy * not new seats	$35,498	**0**	$511,500
University of Missouri-St Louis	Nursing (Bach Generic)	$40,374	**4**	$161,497
	Nursing (BSN)	$20,187	**4**	$80,748
	Nursing (Accelerated)	$20,187	**8**	$161,497
	Nursing (Doct)	$151,403	**5**	$757,015
	Nursing (Mast)	$60,561	**10**	$605,612
	Optometry (O.D.)	$124,920	**6**	$749,520
	University of Missouri-St Louis Total		**37**	$2,515,889
	Four-Year University Grand Total		**478**	**$33,264,227**

"Caring for Missourians" Strategic Initiative
Linn State and Community Colleges

Total New Health Professions Graduates: **438**
Total State Contribution: **$6,551,207**

TARGETED FIELDS	State Contribution Per Year, Per Student	Time to Complete	State Contribution for Each Graduate	Total New Graduates
Dental Hygiene	**$6,561**	2.0	**$13,123**	13
Nursing (ADN / RN)	**$6,762**	2.5	**$16,906**	217
Radiologic Technology	**$6,626**	2.2	**$14,577**	51
Medical Technology	**$6,626**	2.0	**$13,252**	48
Respiratory Therapy	**$6,626**	2.0	**$13,252**	25
Surgical Tech	**$6,626**	1.0	**$6,626**	33
Occupational/Physical Therapy Asst	**$7,672**	2.0	**$15,344**	51
				438

INSTITUTION	TARGETED FIELD	State Contribution for Each Graduate	Additional New Graduates	Total
Linn State Technical College	Physical Therapy Asst	$15,344	**10**	$153,443
Crowder College	Nursing (RN)	$16,906	**8**	$135,247
East Central College	Nursing (RN)	$16,906	**6**	$101,435
	Physical Therapy Asst	$15,344	**5**	$76,722
	Radiologic Technology	$14,577	**5**	$72,886
	Respiratory Care	$13,252	**5**	$66,260
	East Central College Total		**21**	$317,302
Jefferson College	Medical Technology	$13,252	**20**	$265,039
	Nursing (RN)	$16,906	**10**	$169,058
	Jefferson College Total		**30**	$434,097
Metropolitan Community Colleges	Nursing (RN)	$16,906	**32**	$540,987
	Occupational Therapy Asst	$15,344	**5**	$76,722
	Physical Therapy Asst	$15,344	**5**	$76,722
	Radiologic Technology	$14,577	**15**	$218,657
	Surgical Technology	$6,626	**15**	$99,389
	Metropolitan Community Colleges Total		**72**	$1,012,477

Mineral Area College	Nursing (ADN / RN)	$16,906	**20**	$338,117
Moberly Area Community College	Nursing (RN)	$16,906	**18**	$304,305
	Medical Technology	$13,252	**5**	$66,260
	Moberly Area Community College Total		**23**	$370,565
North Central Missouri College	Nursing (RN)	$16,906	**14**	$236,682
	Medical Technology	$13,252	**5**	$66,260
	North Central Missouri College Total		**19**	$302,941
Ozarks Technical Community College	Dental Hygiene	$13,123	**3**	$39,369
	Nursing (ADN / RN)	$16,906	**15**	$253,588
	Occupational Therapy Asst	$15,344	**2**	$30,689
	Physical Therapy Asst	$15,344	**3**	$46,033
	Respiratory Therapy	$13,252	**5**	$66,260
	Surgical Technology	$6,626	**5**	$33,130
	Ozarks Technical Community College Total		**33**	$469,067
Saint Louis Community Colleges	Nursing (RN)	$16,906	**36**	$608,610
	Dental Hygiene	$13,123	**10**	$131,228
	Occupational Therapy Asst	$15,344	**8**	$122,755
	Physical Therapy Asst	$15,344	**8**	$122,755
	Surgical Technology	$6,626	**10**	$66,260
	Radiologic Technology	$14,577	**16**	$233,234
	Respiratory Ther & Poly	$13,252	**15**	$198,779
	Saint Louis Community Colleges Total		**103**	$1,483,621
St Charles Community College	Nursing (RN)	$16,906	**16**	$270,493
	Medical Technology	$13,252	**15**	$198,779
	Radiologic Technology	$14,577	**15**	$218,657
	Occupational Therapy Asst	$15,344	**5**	$76,722
	St Charles Community Colleges Total		**51**	$764,651
State Fair Community College	Nursing (RN)	$16,906	**24**	$405,740
Three Rivers Community College	Nursing (RN)	$16,906	**18**	$304,305
	Medical Technology	$13,252	**3**	$39,756
	Surgical Technology	$6,626	**3**	$19,878
	Three Rivers Community College Total		**24**	$363,939
	Linn and Community College Grand Total		**438**	**6,551,207**

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Performance Funding
Coordinating Board for Higher Education
September 11, 2008

Description

FY 2010 is the first year that the new funding policies developed by the Higher Education Funding (HEF) Task Force and adopted by the Coordinating Board will shape the board's budget requests. Accordingly, MDHE staff is recommending two separate requests for "Maintaining Quality and Opportunity" through funding the core missions (Tab F); a separate request for "Expanding Service and Opportunity" through the Caring for Missourians strategic initiative (Tab G); and this request for "Rewarding Quality and Results," a performance funding pilot. The intent of this agenda item is to set a context and rationale for a performance funding pilot project. The funding request for this pilot ($500,000) is included in the MDHE Operating Appropriations (Tab I).

Background

An integral component of the HEF framework is the concept of performance funding. The purpose of performance funding is to reward institutions based on improvement as measured against past performance or for maintenance of a high degree of performance relative to external benchmarks. The indicators used for performance funding arise out of Imperatives for Change, the CBHE's coordinated plan for Missouri higher education.

Goals of the Pilot Program

Due to the difficulties in timing related to re-establishing performance funding in Missouri, the goals for this pilot program are narrower -- and necessarily less comprehensive -- than the goals that will be associated with a fully developed performance funding system.

There are two primary goals of this initial request for performance funding. The first goal is to demonstrate to policymakers that performance funding has integrity and works in a logical fashion. Specifically, the proposal introduces the concept that a certain amount of money should be available for participating institutions to earn through performance. If a performance target is not met, money would not be awarded. This concept demonstrates the internal integrity that policymakers and taxpayers expect.

The second goal is to demonstrate that performance funding will address issues that have relevance to the concerns of everyday Missourians and their elected representatives. Establishing this external relevance is crucial to garnering support for the concept.

Proposal

This request is for $500,000 to provide a nominal reward to participating institutions based on their certificate, associate degree, and baccalaureate degree recipients' performance on licensure and certification exams. These tests represent a direct connection to employment in a given field that an average citizen can understand without further explanation. Success on these exams means that graduates are ready for jobs and supports the objective identified in the second goal listed above.

One of the fundamental challenges of developing a performance funding model that links the appropriations cycle and the academic cycle in a meaningful way is timing. The timeline for this pilot project and the development of a larger performance funding model is as follows:

Date	Performance funding pilot project timeline	Fully developed performance funding model timeline
September 2008	CBHE approves FY 2010 budget recommendations, including $500,000 to support a performance funding pilot project.	
January – May 2009	Institutional representatives work with MDHE staff in developing distribution model for pilot project.	Institutional representatives work with MDHE staff in developing fully developed performance funding model.
May 2009	Legislature approves funding for pilot project.	
July 1, 2009	New fiscal year begins. Money appropriated for performance funding is held pending review of exam results.	
September 2009		CBHE approves FY 2011 budget, including funding for fully developed performance funding model.
November 2009	Data about licensure and certification exam pass rates is available. Funding is released to institutions based on performance.	

Future of Performance Funding

Ultimately, the goals of a fully developed system of performance funding are broader than the two basic goals addressed with this proposal. However, establishing a fully developed performance funding program requires more time for planning and processing than is available ahead of the submission of the FY 2010 budget request. Nevertheless, there is ample opportunity to demonstrate the seriousness, relevance, and usefulness of the general concept of performance funding immediately while simultaneously working on a more fully developed performance funding model for the future.

Conclusion

The intent of executing a pilot project is to serve a crucial role in establishing a baseline of understanding and support for performance funding that can be used to launch a more robust program for the FY 2011 budget request. The specific dollar amount is included in Tab I under the MDHE Internal Operations Budget.

STATUTORY REFERENCE

Chapter 173 RSMo and Chapter 33.210 – 33.290 RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for MDHE Operating Appropriations
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

Staff recommendations for the FY 2010 internal operating appropriation request for the Department of Higher Education and the state student financial assistance programs are included in this section.

A. Coordination

1. Administration

FY09 Core Appropriation	$1,488,746	(22.58 FTE)
FY10 Core Appropriation	$1,488,746	(22.58 FTE)

The Department of Higher Education serves the state system of higher education through the public institutions, the independent colleges and universities, proprietary schools and more than 406,000 students. Primary responsibilities include statewide planning for postsecondary education, submission of a unified annual budget request, approval of new degree programs, administration of state and federal student financial assistance programs, working collaboratively with K-12 and the Department of Economic Development on P-20 initiatives, and administration of the proprietary school certification program.

2. Program Distribution

a. Performance Funding

FY10 New Decision Item Request $500,000

The purpose of this performance funding request is to reward institutions based on improvement as measured against past performance or for maintenance of a high degree of performance relative to external benchmarks. This appropriation will provide a nominal reward to participating institutions based on their certificate, associate degree, and baccalaureate degree recipients' performance on licensure and certification exams. These tests represent a direct connection to employment in a given field and success demonstrates that graduates are ready for jobs. Funding will be made available to institutions later in FY 2010 once exam results are reported and analyzed. This request will also be used to demonstrate to legislators that performance funding has integrity, works in a logical fashion, and addresses issues of relevance to everyday Missourians and their elected officials.

b. Midwest Higher Education Commission

FY09 Core Appropriation $95,000

FY10 Core Appropriation $95,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Compact (MHEC), naming the CBHE as the administrative agent. All of Missouri's public two- and four-year institutions and numerous independent institutions use the services of MHEC. As a member, Missouri participates in the Midwest Student Exchange Program. This program allows Missouri residents to enroll at participating out-of-state institutions at 150 percent of the resident student tuition rates. Other programs include joint purchasing of natural gas and property insurance through pooled arrangements involving member institutions.

c. Improving Teacher Quality Grant (formerly known as the Eisenhower Program)

FY09 Core Appropriation	$1,782,422	(1 FTE)
FY10 Core Appropriation	$1,782,422	(1 FTE)

The core appropriation of $1,782,422 in federal funds comes from a U.S. Department of Education grant to enhance teacher education in mathematics and science, as authorized by Title II of the Elementary and Secondary Education Act. These funds are allocated to projects designed by higher education institutions and qualifying nonprofit organizations to improve mathematics and science education in grades K-12. In FY 2010, the CBHE will utilize 1.0 FTE for this program.

d. Proprietary School Bond Fund

FY09 Core Appropriation	$100,000
FY10 Core Appropriation	$100,000

Section 173.612, RSMo, requires each proprietary school to file a security deposit with the CBHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student records in an acceptable manner upon school closure. The CBHE holds a security deposit from each proprietary school ranging from a minimum of $5,000 to a maximum of $25,000. This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

e. Federal and Donated Funds

FY09 Core Appropriation	$2,000,000
FY10 Core Appropriation	$2,000,000

This appropriation provides MDHE with spending authority for any private or federal grants received by the agency.

f. Quality Improvement Revolving Fund

FY10 New Decision Item Request $200,000E

This appropriation will allow for the collection of revenue on a cost-recovery basis from workshops and conferences provided by the MDHE to be used to support future workshops and conferences. The fund could also be used for distribution of certain federal money to institutions and more efficient use of proprietary certification funds.

g. Professorship of Energy Efficiency and Conservation

FY10 New Decision Item Request $150,000

Senate Bill 1181 (2008) contains a provision that creates a Studies in Energy Conservation Fund and provides that if money is appropriated to the fund, the MDHE may establish a full professorship of energy efficiency and conservation. The MDHE invited institutions to submit information about necessary funding levels to establish a professorship. Several different institutions responded with estimated costs at or near the $150,000 level that would cover a faculty salary, start-up expenses, and operating costs. Thus there is evidence that if $150,000 were made available there would be several institutions interested in responding to a call for proposals to establish one professorship in Missouri.

h. College Access Challenge Grant

FY10 Core Request $1,148,535E

The MDHE has been awarded a federal College Access Challenge Grant (CACG) of approximately $1.1 million in federal grant funds for FY 2009 and 2010. The CACG program, enacted in the fall of 2007 by Congress as part of the College Cost Reduction and Access Act, will be used to increase the number of Missouri students who view postsecondary education as a viable option for their futures. The award amount is $1,148,535 for FY 2009. For FY 2010, the same award level is anticipated. However, depending on funding of other states and territories and expenditures by those states, it is possible the award amount may increase in FY 2010.

The MDHE will use the grant to implement a three-pronged approach aimed at increasing the rates of Missourians who attend and succeed in higher education. The activities are focused on increasing financial literacy, establishing user-friendly web-based financial information, and awarding competitive grants to build and strengthen outreach activities.

B. Financial Assistance and Outreach

1. Program Distribution

a. Academic Scholarship Program (Bright Flight)

FY09 Core Appropriation	$16,359,000
FY10 Requested Core	$16,359,000

The Missouri Higher Education Academic Scholarship Program (Bright Flight) provides scholarship benefits to students who have a composite score in the top 3 percent of all Missouri students taking either the American College Testing (ACT)

Program Assessment or the Scholastic Aptitude Test (SAT) during their senior year of high school. The scholarship award is $2,000 per academic year ($1,000 for each semester of enrollment) until the first bachelor's degree is received, or ten semesters, whichever occurs first. This program has proved very successful in persuading many of Missouri's best and brightest high school scholars to remain in Missouri for their higher education experience.

b. Access Missouri Financial Assistance Program

FY09 Core Appropriation	$91,458,137
FY10 Requested Core	$96,558,000

The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's expected family contribution (EFC) and also meet the other statutory eligibility requirements for this scholarship. In FY 2009 funding for the Missouri College Guarantee grant program and the Charles Gallagher Student Financial Assistance program were moved to the Access Missouri Financial Assistance program in accordance with SB 389 passed during the 2007 legislative session.

For FY 2010, the authorizing statute allows for an inflationary increase in the maximum awards. The requested increase of $5.1 million is the current best estimate for the funding needed to implement the increased award amounts in FY 2010 while maintaining the same EFC cut-off used in FY 2009. In preparing this request, 5.6% inflation was used based on the increase in the consumer price index between July of 2007 and July of 2008. In accordance with the statute, the award amounts will not increase unless the required funds are appropriated by the General Assembly.

c. Marguerite Ross Barnett Memorial Scholarship Program

FY09 Core Appropriation	$425,000
FY10 Requested Core	$425,000

The Marguerite Ross Barnett Memorial Scholarship Program is the only state-funded scholarship available for part-time students. The scholarship is especially important for individuals already in the workplace seeking to upgrade skills. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula.

d. Public Service Officer's Survivor Grant Program

FY09 Core Appropriation	$68,710
FY10 Requested Core	$68,710

This grant provides educational assistance to the spouses and children of certain public employees who were killed or permanently and totally disabled in the line of duty. Dependents are eligible up to the age of 24 to receive a grant to enroll in any program leading to a certificate, associate degree or baccalaureate degree at an approved Missouri postsecondary institution. The maximum annual grant is the least of the tuition paid by a full-time undergraduate Missouri resident at the University of Missouri-Columbia, or the tuition paid at the institution which the student attends.

e. The Vietnam Veteran Survivor Grant Program

FY09 Core Appropriation	$50,000
FY10 Requested Core	$50,000

This program provides educational grants to eligible survivors of certain Vietnam veterans. To be eligible, an applicant must be a child or spouse of a deceased veteran who served in the military in Vietnam or the war zone in Southeast Asia and who was a Missouri resident when first entering military service and at the time of death. Grant recipients must enroll full-time in programs leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. The maximum grant award is the lower of the actual tuition charged a full-time student at the approved institution where the eligible survivor is enrolled or the average amount of tuition charged for a full-time Missouri resident at the four regional institutions.

f. Advantage Missouri Program

FY09 Core Appropriation	$15,000E
FY10 Requested Core	$15,000E

This appropriation is required to occasionally make refunds to students who had participated in the Advantage Missouri Loan and Loan Forgiveness Program, entered into repayment of the Advantage award, and eventually overpaid their obligation.

g. The War Veterans Survivor Grant Program

FY10 New Decision Item Request	$281,250

HB 1678 (2008) established this new program to provide scholarships to the spouses or children of veterans who were Missouri residents when first entering the military and at the time of their death/injury, and who (1) died as a result of combat action or of an illness contracted while serving in combat or (2) became at least 80% disabled as a result of injuries or accidents sustained in combat action. The law allows for a maximum of 25 awards of full tuition (the University of Missouri-Columbia rate is the maximum allowed), provides for up to a $2,000 room and board allowance, and a $500 book allowance, per semester. Although this program also allows part time attendance, this estimate is based on 12 hours of attendance. Based on these amounts, the maximum annual award would be $11,250, requiring an appropriation of $281,250 to fund 25 awards.

h. The Kids Chance Scholarship Program

FY10 New Decision Item Request	$27,750

The Kids' Chance Scholarship Program, established by section 173.254, RSMo, authorizes the Coordinating Board for Higher Education to provide 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 pursuant

to chapter 287, RSMo, to attend a college university or accredited vocational institution of their choice. In accordance with statute, the director of the division of workers' compensation deposits fifty thousand dollars each year beginning in 1999 until 2018 into the Kids' Chance Scholarship Fund. Awards can only be made using the interest earnings in the fund. The requested amount is set based on the size of the fund (currently $534,449) and projected interest as the fund continues to grow. Based on the award level offered by the Kids Chance of Missouri board (the private organization that prompted this scholarship and with which the MDHE will cooperate in operating this program), funding will be available in FY 2010 for approximately 9 scholarships for eligible students.

C. Missouri DHE Student Loan Program (Federal Funds)

1. Administration

FY09 Core Appropriation	$12,001,848	(52.09 FTE)
FY10 Requested Core	$12,001,848	(52.09 FTE)

The DHE Student Loan Program is a guaranty agency for the Federal Family Education Loan (FFEL) program. The program's primary function is to provide a guarantee to lenders on behalf of student borrowers. The program also has major activities in the areas of collections on defaulted loans, contracts and compliance, early awareness and outreach, and marketing and customer service. Annual loan guarantees are approximately $1 billion and the total outstanding guaranteed loan balances exceed $4 billion. The core request is from the Guaranty Agency Operating Fund. No general revenue funds are requested.

2. Guaranty Functions

a. Student Loan Revolving Fund

FY10 Core Appropriation $125,000,000E

Section 173.120, RSMo, establishes a revolving fund used solely to pay claims and administer the loan program. An appropriation granting authority to spend is required so that Guaranty Student Loan Program funds may be accessed. Disbursements include the purchase of defaulted loans, repurchases of defaulted loans by lenders, payments of accrued interest on defaulted loans, and federal reinsurance payments.

b. Collection Agency Invoicing

FY10 Core Appropriation $4,000,000

The department requires that all collection agencies transmit all collections to DHE and then submit invoices for their fees. Continued authority in the amount of $4,000,000 is needed for this purpose.

c. Federal 48-hour Rule Reimbursement

FY10 Core Appropriation $500,000

A U.S. Department of Education regulation requires state guaranty agencies to deposit all revenues collected from defaulted borrowers into the state's federal fund within 48 hours of receipt. Authority in the amount of $500,000 is needed to meet these requirements.

d. Transfer Appropriations

FY10 Core Appropriation $8,000,000

Federal law requires certain transfers between the guaranty agency operating fund and the federal student loan reserve fund. These appropriations provide the necessary authority to meet these requirements.

e. Tax Refund Offsets

FY10 Core Appropriation $250,000

Section 143.781, RSMo, gives state agencies the authority to make state tax refund offsets against debts owed to the state agency, including defaulted guaranteed student loans.

f. Lender of Last Resort

FY10 New Decision Item $1E

Chapter 173.110, RSMo, authorizes the MDHE to administer the Lender of Last Resort (LLR) program in Missouri. The program exists to ensure that all Missouri students have access to student loans. The program assists individual students who are unable to find a lender through the standard loan application process. Individual students may submit an application to the Missouri Student Loan Program (MSLP) and a lender will be provided for them. The program also assists students who attend institutions of higher education at which some or all of the students are unable to find lenders. The institution can seek a special designation that will enable its students to receive loans.

In the event that the MSLP cannot find a lender, the United States Department of Education will advance funds to be loaned through the MSLP. An estimated $1 appropriation will allow the MSLP to take in such funds to be loaned through the LLR program. Chapter 173.187, RSMo, creates the Lender of Last Resort Revolving Fund for the purpose of assisting students in financing their educations. The MSLP is authorized to administer the fund. This appropriation involves federal funds only.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750

RECOMMENDED ACTION

It is recommended the Board approve the CBHE FY 2010 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENTS

None

Tab J – Recommendations for Capital Improvements Appropriations

The MDHE staff is currently analyzing institutional requests for capital improvement funding. The staff is developing several alternatives concerning capital recommendations for FY 2010. These will be discussed with each sector during their separate meetings on September 10, 2008. Staff and institutional recommendations will be presented to the CBHE during its meeting on Thursday, September 11, 2008 at Central Methodist University in Fayette, MO.

AGENDA ITEM SUMMARY

AGENDA ITEM

War Veteran's Survivors Grant Program
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

During the 2008 legislative session, the General Assembly passed and the Governor signed House Bill 1678, which, in part, created the War Veteran's Survivors Grant Program. In order to be prepared to offer grant awards during the 2009-2010 academic year, an administrative rule codifying the operational requirements of the program is required. The intent of this agenda item is to provide background information concerning this program and to seek approval of a draft administrative rule for filing with the Missouri Secretary of State.

Background

The War Veteran's Survivors Grant Program provides for the spouse and children of a Missouri soldier who was killed while serving in action, or became 80 percent disabled from an injury sustained in action, to receive a grant to attend a public college or university in Missouri. Children are eligible to receive scholarships until age 25. There is no age limit for an eligible spouse.

The grant will cover the actual tuition paid by an eligible student, not to exceed what a Missouri resident student is charged by the University of Missouri-Columbia. In addition to tuition assistance, the grant includes an allowance of up to $2,000 per semester for room and board and the actual cost of books up to $500 per semester.

The statute authorizes the awarding of up to 25 grants annually. Any applications beyond the limit are to be placed on a waiting list. If the waiting list exceeds 50, the CBHE may request the General Assembly to increase the number of grants the department is authorized to award.

Rule Summary

The proposed rule follows the general format used by other specialized programs administered by the department. One change from previous administrative rules relates to institutional eligibility. Staff is proposing that the state financial assistance programs move toward a single rule to prescribe the institutional eligibility criteria and approval process. This rule is the first to follow that format. The revised institutional eligibility rule is included behind Tab L for your review.

The proposed rule provided in the attachment addresses several unique aspects of the operation of the program:

- Because statute does not require students to attend full-time, the rule is designed to calculate awards and determine eligibility for students regardless of the number of credit hours in which they enroll.
- It is anticipated the number of eligible applicants will exceed the statutory limit of 25. As a result, it is necessary to establish a priority system to determine which students will be funded and which will be placed on a waiting list. Since this is not a need-based program, the student's relative need was not viewed as an appropriate way to establish this priority. Because the application filing date is an item over which the student exercises some control, it is proposed that the priority ranking will be based on when the student submits a complete application, with the earliest submission date taking the highest priority.
- Since the statute requires the grant include a room and board allowance (up to $2,000) and reimbursement for actual book costs (up to $500 per semester), the rule provides basic guidance concerning the calculation and documentation of these items. This process has been left flexible in order to provide the department with options for addressing different student situations (such as, dependent student on campus, dependent student off-campus, or independent student) and for addressing potential shortfalls in appropriations.
- In the current environment, a number of students are enrolled simultaneously at more than one college or university. Because the authorizing statute is less prescriptive regarding what constitutes enrollment, staff is proposing that this program recognize enrollment at multiple institutions as long as that enrollment is within the context of a United States Department of Education recognized consortium agreement between two eligible public institutions. This is the first state assistance program to include this provision.

Conclusion

During the past legislative session, considerable attention was focused on the needs and sacrifices of Missouri veterans and their families. This program was designed to help address some of those needs and ensure families of our fallen veterans have resources available to ensure postsecondary education is attainable.

STATUTORY REFERENCE

Section 173.234, RSMo. War Veterans Survivor Grant Program

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.

ATTACHMENT

Proposed Rulemaking 6 CSR 10-2160

Coordinating Board for Higher Education
September 11, 2008

Title 6--DEPARTMENT OF HIGHER EDUCATION
Division 10—Commissioner of Higher Education
Chapter 2--Student Financial Assistance Program

6 CSR 10-2.160 War Veteran's Survivors Grant Program

PURPOSE: The War Veteran's Survivors Grant, established by section 173.234, RSMo, authorizes the Coordinating Board for Higher Education to provide grants for tuition assistance, room and board, and books for eligible undergraduate students who are survivors of war veterans whose death was a result of combat action or was attributable to an illness that was contracted while serving in combat, or who became at least eighty percent (80%) disabled as a result of injuries or accidents sustained in combat action, to attend an approved Missouri postsecondary institution. This administrative rule sets forth eligibility requirements for War Veteran's Survivors Grant award recipients and the responsibilities that approved postsecondary institutions must fulfill for the administration of the program.

(1) Definitions.

(A) Academic year shall be from July 1 of any year through June 30 of the following year.

(B) Applicant means a survivor who has filed an accurate and complete application to receive a War Veteran's Survivors Grant award, who has been certified as eligible by the Missouri Veteran's Commission, and who otherwise qualifies to receive such award under section 173.254, RSMo.

(C) Award shall be an amount of money paid by Missouri for a qualified applicant for tuition assistance, room and board, and books pursuant to the provisions of this rule and section 173.234, RSMo.

(D) Award year shall be from July 1 of any year through June 30 of the following year, excluding summer terms.

(E) Books are any books or related supplementary materials required for any course for which tuition was paid in whole or in part by an award under this section.

(F) Consortium agreement means a written agreement between two (2) or more approved institutions that allows students to take courses at a school other than the home school and have those courses count toward the degree or certificate at the home school and that complies with United States Department of Education requirements for federal student financial assistance.

(G) Coordinating board, CBHE, or board is the Coordinating Board for Higher Education created by section 173.005, RSMo.

(H) Department means the Department of Higher Education created by section 173.005, RSMo.

(I) Grant shall be the War Veteran's Survivors Grant established in section 173.234, RSMo.

(J) His, him, or he shall apply equally to the female as well as the male sex.

(K) Initial recipient means any applicant who meets the criteria set forth in section 173.234, RSMo, and in this regulation; has filed an accurate and complete application by the deadline established by the CBHE for the War Veteran's Survivors Grant program; and has not received a War Veteran's Survivors Grant award in any prior academic year.

(L) Institution of postsecondary education or approved institution shall be any Missouri public institution of postsecondary education as defined in subsection 173.1102(3), RSMo.

(M) Renewal recipient means any applicant who has received a War Veteran's Survivors Grant award; who meets the requirements set forth in section 173.234, RSMo, and in this regulation; and who has filed an accurate and complete application by the deadline established by the department for the War Veteran's Survivors Grant program.

(N) Satisfactory academic progress means meeting the requirements established by the approved institution in which the student is enrolled for students at the approved institution to receive assistance under Title IV financial aid programs included in the Higher Education Act of 1965, with the exception of grade point average.

(O) Survivor shall be any child up to twenty-five (25) years of age or spouse of a war veteran as defined in section 173.234.1(5), RSMo.

(P) Tuition is any tuition or incidental fee, or both, charged by an institution of postsecondary education for attendance at the institution by a student as a resident of this state.

(Q) Tuition assistance is the component of the award related to the actual tuition paid by the student up to the amount charged to a Missouri resident at the University of Missouri-Columbia.

(2) Responsibilities of Institutions of Postsecondary Education.

(A) Institutions participating in the War Veteran's Survivors Grant program must meet the requirements set forth in 6 CSR 10-2.140, Institutional Eligibility for Student Participation.

(B) Institutions must retain highlighted book receipts documenting each eligible student's book costs and provide a copy of the receipts to the department upon request.

(3) Eligibility Policy. To qualify for an award, an initial or renewal recipient, at the time of his application and throughout the period during which he receives the award, must:

(A) Meet the requirements set forth in section 173.234, RSMo, and this regulation; and

(B) Be a U.S. citizen, permanent resident, or otherwise lawfully present in the United States, in accordance with section 208.009, RSMo.

(4) Application and Evaluation.

(A) The department shall annually prescribe the time and method for filing applications for an award under the War Veteran's Survivors Grant program. It shall make announcement of its action in these respects.

(B) Students shall apply annually for an award under the War Veteran's Survivors Grant program by completing and submitting the application form as prescribed by the department.

(C) The department will evaluate each application for a War Veteran's Survivors Grant award according to the certification provided by the Missouri Veteran's Commission and according to the extent to which each applicant meets the requirements set forth in this regulation and section 173.234, RSMo.

(5) Award Policy.

(A) War Veteran's Survivors Grant awards shall be allotted for one (1) award year. Award amounts will be calculated and issued for each semester of that award year.

(B) Within the limits of amounts appropriated therefore, a renewal recipient may continue to receive an award so long as he:

1. Maintains a cumulative grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or its equivalent;

2. Maintains satisfactory academic progress; and

3. Otherwise meets the criteria of the War Veteran's Survivors Grant program.

(C) Provided that sufficient funds are appropriated, initial and renewal recipients who meet the eligibility requirements set forth in section 173.234, RSMo, and this rule shall be eligible for a War Veteran's Survivors Grant award amounting to the sum of the following:

1. The actual tuition charged for the number of hours in which the initial or renewal recipient is enrolled or accepted for enrollment at the approved institution. The amount of the tuition assistance shall not exceed the amount of tuition charged a Missouri resident enrolled in the same number of hours at the University of Missouri-Columbia. For programs measured in clock hours rather than credit hours, the institution shall use the conversion formula of fifteen (15) classroom hours equal one (1) credit hour;

2. An allowance of up to two thousand dollars ($2,000) per semester for room and board, as determined by the department; and

3. The actual cost of the survivor's books at the approved institution where the initial or renewal recipient is enrolled or accepted for enrollment as documented

with actual receipts for books purchased, not to exceed five hundred dollars ($500) per semester.

(D) Within the amounts appropriated for awards, the coordinating board shall provide awards for up to twenty-five (25) applicants annually to attend approved institutions.

(E) Eligible renewal recipients shall have award priority. If funds are not available to make awards to all applicants who would otherwise meet the requirements to be renewal recipients, the department will make awards according to priority based on the earliest complete and accurate applications received by the department.

(F) Applicants who qualify as initial recipients under the provisions of this rule shall receive awards if sufficient funds are appropriated and subject to the priorities described above.

(G) If funds are not available to make awards to all applicants who would otherwise meet the requirements to be initial recipients, the department will make awards according to priority based on the earliest complete and accurate applications received by the department.

(H) Eligible applicants who do not receive an award due to insufficient grant funds shall be put on a waiting list. If the waiting list of eligible applicants exceeds fifty (50), the CBHE may petition the general assembly to expand the quota. If the quota is not expanded, then the eligibility status of these eligible applicants will be extended to the following academic year and the applicant will be considered for an award in accordance with the criteria in subsections (5)(D)-(G) of this rule.

(I) Award notifications will be sent to the eligible applicants by the department once the applications have been approved and the award amounts have been determined. Notification of award eligibility will also be sent to the student financial aid office at the approved institution where the student plans to enroll or has enrolled.

(J) An applicant who has been denied a War Veteran's Survivors Grant award for lack of satisfactory academic progress or failure to maintain the grade point average requirement in subsection (5)(B)1-2 of this rule may not receive another War Veteran's Survivors Grant award until the enrollment period after the applicable standard has once again been met.

(K) No War Veteran's Survivors Grant award will be granted to an applicant after completion of the first baccalaureate degree, regardless of age.

(L) War Veteran's Survivors Grant awards will be made for use during the academic year, but no funds for War Veteran's Survivors Grant awards will be granted for use for summer school.

(M) No War Veteran's Survivors Grant award will be made retroactive to a previous academic year. A War Veteran's Survivors Grant award will be made retroactive to a previous semester only upon the sole discretion of the department.

(N) War Veteran's Survivors Grant awards will be issued only after certification of attendance of the student by the institution.

(O) In order to receive an award for attendance at more than one institution during a single semester, applicants must be enrolled in a consortium agreement. Awards based on consortium agreements will be issued to the home school.

(P) An applicant's failure to provide an accurate and complete application or any additional information by any deadline may result in loss of the War Veteran's Survivors Grant award.

(Q) The CBHE may withhold payment of any War Veteran's Survivors Grant award after initiating an inquiry into the initial or continued eligibility of a student or into the approved status of an institution.

(R) A student may transfer the War Veteran's Survivors Grant award from one approved public institution of postsecondary education to another without losing eligibility for assistance, but the CBHE shall make any necessary adjustments in the amount of the award.

(6) Information Sharing Policy. All information on an individual's War Veteran's Survivors Grant application will be shared with the financial aid office of the institution to which the individual has applied or that the individual is attending to permit verification of data submitted. Information may be shared with federal financial aid officers if necessary to verify data furnished by the state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

AUTHORITY: Section 173.234, RSMo 2008.

AGENDA ITEM SUMMARY

AGENDA ITEM

Revisions to the Institutional Eligibility Rule
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

An identified goal of the Coordinating Board for Higher Education (CBHE) and the Missouri Department of Higher Education (MDHE) staff has been to simplify and streamline the operation of the financial assistance programs administered by the department. One strategy to accomplish that goal is to consolidate, to the extent feasible, the definitions and processes used by financial assistance programs in order to make their administration as consistent and uniform as possible. This board item seeks CBHE approval for a new administrative rule that establishes the criteria and processes for institutions to become eligible for participation in state financial aid programs administered by the MDHE.

Background

Although the creation of Access Missouri in 2007 reduced the number of state student assistance programs administered by the MDHE, new programs continue to be established. At present, the MDHE administers seven state student assistance programs. While there are some minor differences, all seven programs ascertain institutional eligibility based on the criteria established for the Access Missouri program either directly or by reference. Each of the administrative rules for the programs contains provisions relating to institutional eligibility. Department staff is proposing a general reassessment of this approach designed to move the institutional eligibility criteria into a single rule. Once the revised institutional eligibility rule is in place, program-specific rules will be revised to reflect this new approach.

Summary of Revisions

A number of the changes in the proposed rule were necessary to convert it from a program-specific document to one that is intended to work with multiple programs. Consequently, many references to the Access Missouri program have been totally removed or revised to allow the related provisions to accommodate other programs.

To reap the greatest benefit from this change, the proposed rule contains a number of revisions designed to clarify and simplify the institutional certification process. Those include the following:

- The previous rule did not include guidance concerning the retention of student records for students who receive state financial assistance. The proposal would establish a record

retention period consistent with federal Title IV requirements, which is three years after student enrollment ends.

- The previous rule was unnecessarily complex relating to when institutions must verify a student's eligibility relative to when funds were actually delivered to the student's account. The proposed rule would establish a 10 day window for the verification of eligibility and the delivery of the funds. This period should be long enough to permit institutions to process eligibility information without requiring multiple verifications but short enough to ensure a student's eligibility status does not change before the funds are delivered.
- With the passage of House Bill 1549, institutions that participate in state student financial assistance programs are required to verify the citizenship status of every student receiving funds from those programs. The proposed rule clarifies the requirements institutions must meet in order to comply with those statutory provisions.
- Although the MDHE has required institutions to sign participation agreements that describe their obligations relating to participation in financial assistance programs administered by the MDHE, that requirement has not been included in administrative rules. The proposed rule includes this additional requirement for program participation.

Conclusion

The intent of the revisions to this administrative rule is to further streamline and simplify state financial assistance program processes. A single rule for institutional eligibility should reduce confusion of institutional and department staff regarding the requirements for participation. Once the revisions have been adopted, MDHE staff will review the administrative rules for all existing programs and recommend related revisions to the CBHE for adoption.

STATUTORY REFERENCE

Section 173.234, RSMo War Veterans Survivor Grant Program
Section 173.236, RSMo Vietnam Veterans Survivor Scholarship Program
Section 173.250, RSMo Higher Education Academic Scholarship Program (Bright Flight)
Section 173.254, RSMo Kid's Chance Scholarship Program
Section 173.260, RSMo Public Service Officer's Survivor Grant Program
Section 173.262, RSMo Marguerite Ross Barnett Competitiveness Scholarship Program
Section 173.1103, RSMo Access Missouri Financial Assistance Program

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.

ATTACHMENT

Proposed Rulemaking 6 CSR 10-2.140

Coordinating Board for Higher Education
September 11, 2008

6 CSR 10-2.140 Institutional Eligibility for Student Participation

PURPOSE: This amendment revises the institutional eligibility rule in order to consolidate the criteria for public and private institutions of higher education to participate in state student assistance programs.

PURPOSE: This rule sets forth policies and procedures of the Coordinating Board for Higher Education regarding the certification of public and private institutions of higher education so their full-time students may qualify for participation in ~~the Access Missouri Financial Assistance~~any state student assistance programs.

(1) Definitions.

~~(A) Access Missouri shall mean the Access Missouri Financial Assistance Program set forth in sections 173.1101–173.1107, RSMo.~~

(~~B~~A) Approved institution means any institution located in the state of Missouri that meets the requirements set forth in section 173.1102(2) or (3), RSMo~~,~~; that has been approved under 6 CSR 10-2.140~~,~~; and that has been approved to participate in the federal student financial assistance programs created in Title IV of the Higher Education Act of 1965, as amended.

(~~C)~~B Approved private institution means an educational institution as defined in section 173.1102(2), RSMo.

(~~D~~C) Approved public institution means an educational institution as defined in section 173.1102(3), RSMo.

(~~E~~D) CBHE means the Coordinating Board for Higher Education created by section 173.005, RSMo.

(~~F~~E) Department means the Department of Higher Education created by section 173.005, RSMo.

(~~G~~F) His, him, or he shall apply equally to the female as well as the male sex~~ where applicable in this rule~~.

(~~H~~G) Standard admission policies shall mean policies approved and published by the approved institution to admit ~~special students and students with a certificate of graduation from high school or the equivalent of that certificate~~students to the institution.

(H) State student assistance program shall be any financial aid program created by Missouri statute that charges the CBHE with program administration and that establishes institutional eligibility through criteria consistent with section 173.1102, as determined by the CBHE.

(2) Policy.

(A) ~~The CBHE is charged by statute to promulgate reasonable rules and regulations to affect the purposes of the Access Missouri program.~~ In establishing this rule of institutional eligibility, the CBHE is guided principally by the *Constitution of Missouri*; the provisions of sections 173.~~1101–173.1107~~1102, RSMo; and the decisions of the Missouri Supreme Court construing the laws of the state.

~~(B) The CBHE will administer the Access Missouri program as a need-based student financial assistance program to assist financially qualified full-time students enrolled in approved institutions of higher education.~~

(3) Institutional Eligibility.

(A) Only institutions certified by the CBHE as approved public or private institutions may participate in ~~the Access Missouri~~any state student assistance program.

(B) Public and private institutions are eligible to participate in ~~the Access Missouri~~state student assistance programs only if they permit faculty members to select textbooks without influence or pressure from any source in order to be approved institutions. This requirement is in addition to requirements set forth in sections 173.1102(2) and (3), RSMo, and elsewhere in this rule. Selection of textbooks within individual departments or schools by faculty curriculum committees shall not be considered inconsistent with this requirement.

(C) To be an approved private institution, an institution must be a nonprofit educational institution operating privately under the control of an independent board and not directly controlled or administered by any public agency or political subdivision. This requirement is in addition to requirements set forth in section 173.1102(2), RSMo, and elsewhere in this rule. For the purposes of this rule, an independent board is one that meets the following minimum criteria:

1. The governing instrument of the institution gives the governing board final decision making authority for the institution;

2. The governing board is composed of a number of members as fixed or provided for in the governing instrument of the institution, who serve for terms of definite duration;

3. Each member of the governing board is free to exercise judgment independently in the interest of the institution without being controlled by any person or authority; and

4. The members of the governing board may not be removed by any authority during their respective terms, except for cause. For purposes of this criterion, "cause" shall not include any reason based upon religious affiliation, including failure to follow the directives of any purported superior authority, religious or otherwise.

(D) No institution offering a course of study leading only to a degree in theology or divinity shall be eligible for certification as an approved institution under this rule.

(4) The CBHE shall assign institutions to appropriate institutional groups based on length of program, institutional ~~organization~~structure, and other criteria it considers applicable to such assignment.

(5) Institutional Responsibilities.

(A) Approved institutions shall—

1. Admit students based on the institution's standard admission policies;

2. Submit a copy of the institution's policy on satisfactory academic progress for the records of the CBHE;

3. Establish fair and equitable refund policies covering tuition, fees, and, where applicable, room and board charges. The refund policy shall be the same policy used by the institution for refunding all federal Title IV financial aid included in the Higher Education Act of 1965;

4. Systematically organize all student records (student financial aid, registrar, business office) pertaining to students who receive ~~Access Missouri~~state student assistance program awards to be made readily available for review upon request by the CBHE. The retention period for these records shall be the same period used by the institution to comply with federal Title IV program requirements included in the Higher Education act of 1965; and

5. Verify each ~~Access Missouri~~state student assistance program award recipient's eligibility by transmitting the student's record to the ~~CBHE~~ MDHE by the annual deadline published by the CBHE for the current academic year. Funds must be delivered not more than 10 business days after this verification or eligibility must be reconfirmed by the institution before delivery.

(B) Before the approved institution delivers the state student assistance program funds to an applicant, the approved institution must require the applicant to provide affirmative proof that the applicant is a U.S. citizen, permanent resident of the U.S., or lawfully present in the U.S., in accordance with the rules of the state student assistance program. Students who are U.S. citizens or permanent residents of the U.S. need only provide this proof before the first time they receive an award and shall not be required to provide it before they receive subsequent awards. Students who are not U.S. citizens or permanent residents of the U.S. must present affirmative proof annually.

(~~B~~C) When the approved institution receives the ~~Access Missouri~~state student assistance program funds for the awards made by the CBHE, the approved institution must—

~~1. Determine if the applicant is enrolled full-time and is making satisfactory progress in his course of study according to standards determined by the approved institution and 6 CSR 10-2.140;~~

~~2~~1. Deliver the ~~Access Missouri~~state student assistance program funds to the ~~Access Missouri~~ award recipient in the amount determined by the CBHE using the institution's standard award delivery procedures, retaining the portion of the Access Missouri award that the applicant owes for education-related expenses (tuition, fees, room and board, and/or other education-related expenses) to that institution and promptly give the applicant any remaining funds;

~~3~~2. Return the applicant's ~~Access Missouri~~ award to the CBHE within thirty (30) days of learning he is no longer eligible to receive an award, if this is determined prior to the delivery of funds to the applicant;

~~4~~3. Be responsible for the repayment of any funds sent to it by the CBHE within thirty (30) days of learning either of the following:

A. The institution delivered ~~Access Missouri~~ funds to an ineligible applicant ~~not eligible under the Access Missouri program~~ if the award was based on erroneous, improper, or misleading information provided by the institution to the CBHE; or

B. The institution delivered the ~~Access Missouri award~~ funds to a person other than the one to whom the CBHE has directed the funds be delivered; and

~~5~~4. Determine and calculate the amount of refunds to the CBHE based on the institution's refund formula for applicants who withdraw. The funds must be returned to the CBHE within thirty (30) days of the determination a withdrawal has occurred.

(~~C~~D) The CBHE may refuse to make ~~Access Missouri~~state student assistance awards to applicants who attend institutions that fail to make timely refunds to the CBHE as provided above.

(6) Procedures.

(A) All institutions currently holding an approved institution status shall retain said status for a period of three (3) years from the effective date of this rule, unless that status is terminated in accordance with 6 CSR 10-2.140(3) or 6 CSR 10-2.140(6)(C).

(B) Any institution not designated an approved institution on the effective date of this rule shall make application to the CBHE to be certified as an approved institution and shall sign participation agreements for all state student assistance programs in which the institution will participate in order for students attending the institution to be eligible ~~to participate in the Access Missouri program~~to receive state student assistance awards. Applications for approved institution status shall be made on forms provided therefore by the CBHE. Upon certification of an institution as an approved institution by the CBHE, the status of an approved institution shall continue for a period of no more than three (3) years from the date of certification unless earlier terminated for changes in operation specified in 6 CSR 10-2.140(3) or 6 CSR 10-2.140(6)(C).(C) During a period in which an institution is certified as an approved institution, if a substantial change occurs in the institution's governing structure; in the institution's hiring policies pertaining to administration, faculty, and staff; in the institution's admissions policies; in the institution's textbook selection procedures; in the level of programs or degrees offered by the institution; in the institution's qualification for accreditation by the Higher Learning Commission or other United States Department of Education-recognized accrediting agency; in the institution's record of compliance with lawfully promulgated CBHE policies and procedures; or in any other matter affecting the criteria set forth in sections 173.~~205~~1102-(2) or (3), RSMo, the CBHE may consider whether to terminate the institution's approved status because of such change. Institutions shall notify the CBHE in writing within thirty (30) days after any such change occurs. Before the CBHE makes a decision regarding the status of an approved institution, the CBHE may, at its own discretion, hold one (1) or more public hearing(s) under the procedures set forth in subsection (6)(G) of this rule.

(D) If any institution's approved institution status is terminated before the expiration of the three (3)-year term, the institution may thereafter apply to the CBHE for recertification on forms provided by the CBHE.

(E) If an approved institution desires to continue its status as an approved institution, it may apply for renewal of its approved institution status by filing an application for recertification as an approved institution and signing participation agreements for all state student assistance programs in which the institution will participate at least sixty (60) days before the date its certification would normally expire. An application for recertification as an approved institution shall be made to the CBHE on forms provided by the CBHE.

(F) Upon receipt of a completed institutional application form, the CBHE may certify or recertify the institution as an approved institution or deny certification as an approved institution. The CBHE may base its decision on the information submitted by the institution, on the institution's record of compliance with CBHE policies and procedures, and on any other information that the CBHE deems reliable. The CBHE, at its own discretion, may hold one (1) or more public hearing(s) regarding the merits of the application.

(G) In the event the CBHE requires a hearing, the CBHE shall so advise the institution within a reasonable amount of time. The advice to the institution shall state the time and place of the hearing and the issues of concern to the CBHE. The institution shall publish conspicuous notices of such hearing in its buildings and on its grounds, in areas accessible to staff, faculty, and students, and the notices shall set forth the fact that the hearing is to be held; its date, time, location, and purpose; the telephone number and mailing address of the commissioner of higher education at the department, and advice that comments concerning the issues identified by the CBHE may be communicated to the commissioner of higher education.

(H) The decision to certify, recertify, decertify, or reject initial certification of an institution as an approved institution shall rest solely within the discretion of the CBHE.

AUTHORITY: section 173.1103, ~~RSMo Supp. 2007.~~ RSMo 2007; section 173.234, RSMo 2008; section 173.236, RSMo 1991; section 173.250, RSMo 1986; section 173.254, RSMo 1998; section 173.260, RSMo 1987; section 173.262, RSMo 1988. Emergency rule filed Aug. 28, 2007, effective Sept. 7, 2007, expired March 4, 2008. Original rule filed Oct. 12, 2007, effective March 30, 2008.*

~~*Original authority: 173.1103, RSMo 2007.~~

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

The process for making state aid payments to community colleges in FY 2009 will be monthly. All FY 2009 state aid appropriations are subject to a three percent governor's reserve.

The total FY 2009 state aid appropriation for community colleges is $148,377,417. The amount available to be distributed (appropriation less the three percent governor's reserve) is $143,926,093.

The payment schedule of state aid distributions for July and August 2008 is summarized below.

State Aid (excluding M&R) – GR portion	$ 21,967,982
State Aid – lottery portion	1,204,822
Maintenance and Repair	0
TOTAL	$ 23,172,804

The total distribution of state higher education funds to community colleges during the period July through August, 2008 is $23,172,804.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

All program actions that have occurred since the June 12, 2008, Coordinating Board meeting are reported in this consent calendar item.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Academic Program Actions

Attachment

ACADEMIC PROGRAM ACTIONS

Per RSMo. 173.005.11 and 6 CSR 10-10.010, out-of-state public institutions offering programs in the state are now subject to an approval process similar to that of Missouri public institutions of higher education. This includes approval by the CBHE of all courses offered within the State of Missouri.

I. Programs Discontinued

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

II. Programs and Options Placed on Inactive Status

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

III. Approved Changes in Academic Programs

Jefferson College

Current Program:

AAS, Office Systems and Technologies
- Executive
- Legal
- Medical Transcriptionist
- Word Processing

Approved Changes:

Change program title to Business Information Technology.
Change title of option in Executive to Administrative Professional.
Change title of option in Legal to Legal Professional.
Change title of option in Medical Transcriptionist to Medical Professional.
Delete Word Processing option.
Add option in Voice Technologist.
Add one-year (C1) certificates in Administrative Professional, Administrative Support Specialist, Legal Professional, Medical Professional, and Voice Technologist.
Add single semester (C0) certificate in Microcomputer Specialist.

Program as Changed:

AAS, Business Information Technology
- Administrative Professional
- Legal Professional
- Medical Professional
- Voice Technologist

C1, Administrative Professional
C1, Administrative Support Specialist

C1, Legal Professional
C1, Medical Professional
C1, Voice Technologist
C0, Microcomputer Specialist

Linn State Technical College

Current Program:
AAS, Nuclear Technology
Radiation Protection
Instrumentation and Control
Reactor Operations

Approved Changes:
Add option in Quality Control.

Program as Changed:
AAS, Nuclear Technology
Radiation Protection
Instrumentation and Control
Reactor Operations
Quality Control

Metropolitan Community College (Blue River, Longview, Maple Woods, and Penn Valley Campuses)

Current Program:
AAS, Associate of Applied Science in Business

Approved Changes:
Add certificate (C0) in Entrepreneurship.

Program as Changed:
AAS, Associate of Applied Science in Business
C0, Entrepreneurship

Missouri University of Science and Technology

Current Program:
MS, Mathematics

Approved Change:
Add a graduate certificate (GRCT) in Actuarial Science (interdivisional).

Program as Changed:
MS, Mathematics
GRCT, Actuarial Science

St. Charles Community College

Current Program:
AA, Arts and Sciences
C1, Global Studies

Approved Change:
Add General Education certificate (C1).

Program as Changed:
AA, Arts and Sciences
C1, Global Studies
C1, General Education

University of Central Missouri

Current Program:
BSE, Secondary Education
- Biology
- Business Teacher Education
- Chemistry
- Earth Science
- English (functional major)
- English (major)
- Mathematics
- Physics
- Social Studies
- Speech Communication and Theater
- Technology Education
- Vocational Agricultural Education
- Vocational Family and Consumer Science

Approved Change:
Delete option "English (functional major)."
Change title of option "English (major)" to "English."

Program as Changed:
BSE, Secondary Education
- Biology
- Business Teacher Education
- Chemistry
- Earth Science
- English (functional major) (deleted)
- English
- Mathematics
- Physics

Social Studies
Speech Communication and Theater
Technology Education
Vocational Agricultural Education
Vocational Family and Consumer Science

University of Missouri – Columbia

1. Current Program:
   BJ, Journalism
   - Strategic Communication
   - Radio Television
   - Magazine Journalism
   - Convergence Journalism
   - Newspaper Journalism
   - Photojournalism

   Approved Change:
   Change title of option in "Newspaper Journalism" to "Print and Digital News."

   Program as Changed:
   BJ, Journalism
   - Strategic Communication
   - Radio Television
   - Magazine Journalism
   - Convergence Journalism
   - Print and Digital News
   - Photojournalism

2. Current Program:
   MA, Psychological Sciences
   - Child Development and Developmental Psychology
   - Clinical Psychology
   - Counseling Psychology
   - Cognition and Neuroscience
   - Developmental Psychology
   - Quantitative Psychology
   - Social/Personality Psychology

   Approved Change:
   Delete option in Counseling Psychology.

   Program as Changed:
   MA, Psychological Sciences
   - Child Development and Developmental Psychology
   - Clinical Psychology

Counseling Psychology (deleted)
Cognition and Neuroscience
Developmental Psychology
Quantitative Psychology
Social/Personality Psychology

3. Current Program:

EdD, Curriculum and Instruction
General
Elementary Education
Reading Education

Approved Change:

Change title of EdD from "Curriculum and Instruction" to "Learning, Teaching and Curriculum."

Program as Changed:

EdD, Learning, Teaching and Curriculum
General
Elementary Education
Reading Education

4. Current Program:

PhD, Curriculum and Instruction
General
Art Education
Early Childhood Education
Elementary Education
English Language
Foreign Language Education
Mathematics Education
Music Education
Reading Education
Science Education
Social Studies Education

Approved Change:

Change title of PhD from "Curriculum and Instruction" to "Learning, Teaching and Curriculum."

Program as Changed:

PhD, Learning, Teaching and Curriculum
General
Art Education
Early Childhood Education
Elementary Education
English Language

Foreign Language Education
Mathematics Education
Music Education
Reading Education
Science Education
Social Studies Education

5. Current Program:

EdSP, Curriculum and Instruction
General
Mathematics Education
Music Education
Reading Education
Science Education

Approved Change:

Change title of EdSP from "Curriculum and Instruction" to "Learning, Teaching and Curriculum."

Program as Changed:

EdSP, Learning, Teaching and Curriculum
General
Mathematics Education
Music Education
Reading Education
Science Education

6. Current Program:

MEd, Curriculum and Instruction
General
Art Education
Early Childhood Education
Elementary Education
English Language
Foreign Language Education
Learning and Instruction
Mathematics Education
Music Education
Reading Education
Science Education
Social Studies Education

Approved Change:

Change title of MEd from "Curriculum and Instruction" to "Learning, Teaching and Curriculum."

Program as Changed:
MEd, Learning, Teaching and Curriculum
General
Art Education
Early Childhood Education
Elementary Education
English Language
Foreign Language Education
Learning and Instruction
Mathematics Education
Music Education
Reading Education
Science Education
Social Studies Education

7. Current Program:
MA, Curriculum and Instruction
General
Music Education

Approved Change:
Change title of MA from "Curriculum and Instruction" to "Learning, Teaching and Curriculum."

Program as Changed:
MA, Learning, Teaching and Curriculum
General
Music Education

8. Current Program:
MPA, Public Affairs

Approved Change:
Add graduate certificate (GRCT) in Public Health.
Add graduate certificate (GRCT) in Science and Public Policy.

Program as Changed:
MPA, Public Affairs
GRCT, Public Health
GRCT, Science and Public Policy

University of Missouri – Kansas City

Current Program:
MA, Counseling and Guidance
Couples & Family Counseling

Elementary School Counseling & Guidance
General
Mental Health Counseling
Secondary School Counseling & Guidance
Substance Abuse Counseling

Approved Change:
Add option in Gerontological Counseling.

Program as Changed:
MA, Counseling and Guidance
Couples & Family Counseling
Elementary School Counseling & Guidance
General
Gerontological Counseling
Mental Health Counseling
Secondary School Counseling & Guidance
Substance Abuse Counseling

IV. Received and Reviewed Changes in Programs (Independent Colleges and Universities)

Lindenwood University

1. Current Program:
MBA, Masters of Business Administration (Off-site at Kemper Military Junior College)
Accounting
Finance
International Business
Management
Management Information Systems (emphasis)
Marketing

Approved Changes:
Delete program and all options.

Program as Changed:
MBA, Masters of Business Administration (Off-site at Kemper Military Junior College) (Deleted)
Accounting (Deleted)
Finance (Deleted)
International Business (Deleted)
Management (Deleted)
Management Information Systems (emphasis) (Deleted)
Marketing (Deleted)

2. Current Programs:
   MA, Education (Off-site at Kemper Military Junior College)
      Library Media Certification

   Approved Changes:
   Delete program and option.

   Programs as Changed:
   MA, Education (Off-site at Kemper Military Junior College) (Deleted)
      Library Media Certification (Deleted)

3. Current Program:
   MA, Education Administration Secondary (Off-site at Kemper Military Junior College)

   Approved Changes:
   Delete program.

   Program as Changed:
   MA, Education Administration Secondary (Off-site at Kemper Military Junior College) (Deleted)

4. Current Program:
   MA, Administration of Education (Off-site at Kemper Military Junior College)

   Approved Changes:
   Delete program.

   Program as Changed:
   MA, Administration of Education (Off-site at Kemper Military Junior College) (Deleted)

5. Current Program:
   BA, Business Administration (Off-site at Kemper Military Junior College)
      Accounting
      Economics
      Finance
      Human Service Agency Management
      Management
      Management Information Systems (emphasis)
      Marketing
      Pre-Law
      Retail Marketing and Fashion Merchandising

Approved Changes:
Delete program and all options.

Program as Changed:
BA, Business Administration (Off-site at Kemper Military Junior College)
(Deleted)
Accounting (Deleted)
Economics (Deleted)
Finance (Deleted)
Human Service Agency Management (Deleted)
Management (Deleted)
Management Information Systems (emphasis) (Deleted)
Marketing (Deleted)
Pre-Law (Deleted)
Retail Marketing and Fashion Merchandising (Deleted)

6. Current Program:
MA, Administration of Education (Off-site at St. Louis Christian College)

Approved Changes:
Inactivate program.

Program as Changed:
MA, Administration of Education (Off-site at St. Louis Christian College)
(Inactive)

7. Current Program:
BA, Business Administration (Off-site at St. Louis Christian College)
Accounting
Economics
Finance
Human Service Agency Management
Management
Management Information Systems (emphasis)
Marketing
Pre-Law
Retail Marketing and Fashion Merchandising

Approved Changes:
Inactivate program and all options.

Program as Changed:
BA, Business Administration (Off-site at St. Louis Christian College)
(Inactive)
Accounting (Inactive)
Economics (Inactive)

Finance (Inactive)
Human Service Agency Management (Inactive)
Management (Inactive)
Management Information Systems (emphasis) (Inactive)
Marketing (Inactive)
Pre-Law (Inactive)
Retail Marketing and Fashion Merchandising (Inactive)

8. Current Program:
MA, Education Administration Secondary (Off-site at St. Louis Christian College)

Approved Changes:
Inactivate program.

Program as Changed:
MA, Education Administration Secondary (Off-site at St. Louis Christian College) (Inactive)

9. Current Program:
MA, Education (Off-site at St. Louis Christian College)
Library Media Certification

Approved Changes:
Inactivate program and option.

Program as Changed:
MA, Education (Off-site at St. Louis Christian College) (Inactive)
Library Media Certification (Inactive)

10. Current Program:
BA, Business Administration (Off-site at GTE Telecommunication Operations)
Accounting
Economics
Finance
Human Service Agency Management
Management
Management Information Systems (emphasis)
Marketing
Pre-Law
Retail Marketing and Fashion Merchandising

Approved Changes:
Inactivate program and all options.

Program as Changed:

BA, Business Administration (Off-site at GTE Telecommunication Operations) (Inactive)
- Accounting (Inactive)
- Economics (Inactive)
- Finance (Inactive)
- Human Service Agency Management (Inactive)
- Management (Inactive)
- Management Information Systems (emphasis) (Inactive)
- Marketing (Inactive)
- Pre-Law (Inactive)
- Retail Marketing and Fashion Merchandising (Inactive)

11. Current Program:

BA, Communications (Off-site at GTE Telecommunication Operations)
- Corporate and Industrial Communications

Approved Changes:

Inactivate program and option.

Program as Changed:

BA, Communications (Off-site at GTE Telecommunication Operations) (Inactive)
- Corporate and Industrial Communications (Inactive)

12. Current Program:

BA, Human Resource Management (Off-site at GTE Telecommunication Operations)

Approved Changes:

Inactivate program.

Program as Changed:

BA, Human Resource Management (Off-site at GTE Telecommunication Operations) (Inactive)

13. Current Program:

BA, Business Administration (Off-site at Synergy Center)
- Accounting
- Economics
- Finance
- Human Service Agency Management
- Management
- Management Information Systems (emphasis)
- Marketing
- Pre-Law
- Retail Marketing and Fashion Merchandising

Approved Changes:
Inactivate program and all options.

Program as Changed:
BA, Business Administration (Off-site at Synergy Center) (Inactive)
Accounting (Inactive)
Economics (Inactive)
Finance (Inactive)
Human Service Agency Management (Inactive)
Management (Inactive)
Management Information Systems (emphasis) (Inactive)
Marketing (Inactive)
Pre-Law (Inactive)
Retail Marketing and Fashion Merchandising (Inactive)

14. Current Program:
BA, Communications (Off-site at Synergy Center)
Corporate and Industrial Communications
Mass Communications
Pre-Law

Approved Changes:
Inactivate program and all options.

Program as Changed:
BA, Communications (Off-site at Synergy Center) (Inactive)
Corporate and Industrial Communications (Inactive)
Mass Communications (Inactive)
Pre-Law (Inactive)

15. Current Program:
BA, Gerontology (Off-site at Synergy Center)

Approved Changes:
Inactivate program.

Program as Changed:
BA, Gerontology (Off-site at Synergy Center) (Inactive)

16. Current Program:
BA, Health Management (Off-site at Synergy Center)
Human Service Agency Management

Approved Changes:
Inactivate program and option.

Program as Changed:
BA, Health Management (Off-site at Synergy Center) (Inactive)
Human Service Agency Management (Inactive)

17. Current Program:
BA, Human Resource Management (Off-site at Synergy Center)

Approved Changes:
Inactivate program.

Program as Changed:
BA, Human Resource Management (Off-site at Synergy Center) (Inactive)

18. Current Program:
BA, Business Administration (Off-site at Bi-State Development Agency)
Accounting
Economics
Finance
Human Service Agency Management
Management
Management Information Systems (emphasis)
Marketing
Pre-Law
Retail Marketing and Fashion Merchandising

Approved Changes:
Inactivate program and all options.

Program as Changed:
BA, Business Administration (Off-site at Bi-State Development Agency) (Inactive)
Accounting (Inactive)
Economics (Inactive)
Finance (Inactive)
Human Service Agency Management (Inactive)
Management (Inactive)
Management Information Systems (emphasis) (Inactive)
Marketing (Inactive)
Pre-Law (Inactive)
Retail Marketing and Fashion Merchandising (Inactive)

19. Current Program:
BA, Communications (Off-site at Bi-State Development Agency)
Corporate and Industrial Communications

Approved Changes:
Inactivate program and option.

Program as Changed:
BA, Communications (Off-site at Bi-State Development Agency) (Inactive)
Corporate and Industrial Communications (Inactive)

20. Current Program:
BA, Human Resource Management (Off-site at Bi-State Development Agency)

Approved Changes:
Inactivate program.

Program as Changed:
BA, Human Resource Management (Off-site at Bi-State Development Agency) (Inactive)

V. Program Changes Requested and Not Approved

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

VI. New Programs Approved

East Central College

Associate in Applied Science (AAS), Biotechnology

Lincoln University

Bachelor of Science Social Work (BSSW)

Mineral Area College

1) Associate of Applied Science (AAS),Cabinetmaking *(Main campus and off-site at the Cape Girardeau Career and Technology Center in Cape Girardeau, MO, and at the UniTec Career Center in Bonne Terre, MO.)*

2) Associate of Applied Science (AAS), Electrical Technology *(Main campus and off-site at the Cape Girardeau Career and Technology Center in Cape Girardeau, MO, and at the UniTec Career Center in Bonne Terre, MO.)*

Ozarks Technical Community College

1) Certificate (C1) in Practical Nursing *(Off-site at the Reeds Spring Education Center in Reeds Spring, MO.)*

2) Associate of Arts (AA) *(Off-site at the Richwood Valley Campus in Ozark, MO.)*

3) Associate of Applied Science (AAS), Business and Marketing *(Off-site at the Richwood Valley Campus in Ozark, MO.)*

Southern Illinois University – Carbondale

Post-Baccalaureate Certificate (C1), Medical Dosimetry *(Off-site at the Siteman Cancer Center (Barnes Jewish Hospital) and SSM De Paul Health Center in St. Louis, MO; the Siteman Cancer Center in St. Peters, MO; and St. Luke's Hospital in Chesterfield, MO.)*

University of Missouri – Columbia

Bachelor of Health Science (BHS)

VII. New Programs Received and Reviewed (Independent Colleges and Universities)

Webster University

Master of Science in Nursing (MSN*) (Off-site at the Kansas City Metropolitan Campus in Kansas City, MO.)*

Wentworth Military Academy and College

Associate of Applied Science (AAS) in Business Management *(Main campus and off-site in Lexington, Cameron, Hermitage, and Lamar, MO.)*

Associate of Applied Science (AAS) Paralegal Studies *(Main campus and off-site in Lexington, Cameron, Hermitage, and Lamar, MO.)*

VIII. Programs Withdrawn

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

IX. New Programs Not Approved

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

X. New Courses Offered by Out-of-State Public Institutions Approved

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

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Transfer and Articulation Update
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

The CBHE's standing advisory committee, the Committee on Transfer and Articulation (COTA), works within the board's statutory authority to establish guidelines and to promote and facilitate the transfer of students between institutions of higher education within the state. The following summarizes COTA's activities since the June 12, 2008 CBHE meeting.

Summary

Dual Credit Survey

In April 2008, COTA sent a survey on dual credit faculty policies and practices to each public and independent institution in Missouri. Data from the survey show that while most dual credit courses are taught by qualified instructors, it is becoming increasingly more difficult to replace qualified instructors who retire or leave a school district.

A full report on the survey results was presented to COTA at the August 21, 2008 meeting. COTA reviewed and endorsed the report and will send the report to public and independent Chief Academic Officers for review and comment. The report examines Missouri's Dual Credit Policy with specific regard to faculty qualifications and support, institutional reporting, identifying significant challenges to institutional compliance, and also makes recommendations for action based upon institutional responses to the 2008 survey. COTA will use these comments and the results of the dual credit survey to strengthen Missouri's dual credit program and help institutions create a culture of continual improvement around their dual credit programs.

2009 Transfer Conference

The 2009 Transfer Conference will be held on January 30, 2009 in Columbia, Missouri. Planning for the conference has begun with the assistance of the COTA Advisory Committee (COTA-AC). The 2009 Conference will include concurrent breakout sessions divided into three major themes: (1) Statewide Initiatives Relating to Transfer, (2) Best Practices in Transfer and Articulation, and (3) Transfer Student Data and Research. A call for proposals will go out in September to solicit presenters from Missouri's institutions. Selection of the presenters will be made by mid-November.

Beginning in 2010, in an effort to make the transfer conference more accessible to participants and less susceptible to weather cancellations, COTA will move the annual conference to late

September or early October. As this plan will create an almost two year break between conferences, COTA will host a one day follow-up conference in fall 2009 to bridge the gap.

Conclusion

COTA's work over the next months will focus on providing needed policy updates surrounding Dual Credit and working with COTA-AC to plan the 2009 Transfer Conference.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

List of Current COTA Members

CBHE Committee on Transfer and Articulation
September 11, 2008

Dr. Evelyn Jorgenson, President (Chair)
Moberly Area Community College

Dr. Steven Graham, Interim Senior Vice President for Academic Affairs
University of Missouri System

Dr. Steven Kurtz, President
Mineral Area College

Dr. R. Alton Lacey, President
Missouri Baptist University

Ms. Julia Leeman, President
Sanford-Brown College

Ms. Pam McIntyre, President
St. Louis Community College - Wildwood

Dr. Aaron Podolefsky, President
University of Central Missouri

Dr. Bruce Speck, President
Missouri Southern State University

Dr. Robert Stein, Commissioner of Higher Education (ex-officio voting member)
Missouri Department of Higher Education

AGENDA ITEM SUMMARY

AGENDA ITEM

Improving Teacher Quality Grant Program Update
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

Each year the MDHE receives approximately $1.2 million in federal funds through Title II, Part A of the No Child Left Behind Act. These funds are to administer a competitive grants program for high need K-12 district/higher education partnerships dedicated to professional development for teachers, administrators, paraprofessionals, and pre-service teachers in core academic subjects. The intent of this board item is to provide information about recent Improving Teacher Quality Grant (ITQG) program activities.

ITQG Cycle-7

- The Cycle-7 RFP was posted to the MDHE website (www.dhe.mo.gov/files/cycle7rfp.pdf) in September.
- Approximately $630,000 will be available to fund new projects during Cycle-7.
- Missouri objectives for Cycle-7 professional development projects are to:
    1. Improve student achievement in targeted math and/or science content areas
    2. Increase teachers' content knowledge
    3. Improve teachers' instructional practices in inquiry-based instruction
    4. Improve teachers' knowledge and skills in design and implementation of assessment tools and use of data to monitor the effectiveness of their instruction
    5. Improve preparation of pre-service teachers at partner institutions of higher education
- Major changes to the Cycle-7 RFP from previous cycles include:
    - Applicants are required to submit a letter of intent by November 7, 2008.
    - Objective 4 was changed to ensure that teacher participants have the skills and knowledge necessary to design valid assessments.
    - Issues such as stipends, substitute reimbursement, and private school teacher participation were highlighted and explained in greater detail to ensure projects are in compliance with federal regulations and guidance.
- Technical assistance workshops (TAW)
    - TAWs provide an opportunity for applicants to learn about the ITQG program, to work with MDHE staff on strengthening proposals, and to network with other potential applicants.
    - Workshops will be held in Warrensburg (September 29), Springfield (October 8), St. Charles (October 14), and Jefferson City (October 16).

ITQG Evaluation

Projects funded by the ITQG program are evaluated by a team at the MU Science Education Center led by Dr. Sandra Abell. Dr. Abell's team provides formative and summative evaluations to project staff and the MDHE. The most recent evaluation report (December 2007) stated that "ITQG PD [professional development] projects deliver good quality PD to participants. Evaluation data show that teachers do not have many opportunities for subject-specific PD in their districts. Clearly, ITQG is fulfilling a need for subject-specific and prolonged PD in the state and has the potential for continuing impact on science and mathematics education in Missouri."

For further ITQG evaluation information see the evaluation website at http://www.pdeval.missouri.edu. Dr. Abell's team will continue to serve as the evaluator for ITQG in Cycle-7.

Conclusion

Over the past six cycles, the ITQG program has provided Missouri teachers and administrators with high quality professional development opportunities that have increased knowledge and skills in the areas of math and science. The ITQG program will continue this important work in Cycle 7, and Missouri's colleges and universities are encouraged to continue fostering strong partnerships with K-12 schools to assist and support improvement in the quality and effectiveness of elementary and secondary teaching and learning.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive and dispense federal funds for educational programs.

Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

All program actions that have occurred since the June 12, 2008 Coordinating Board meeting are reported in this consent item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education

Proprietary School Certification Program Actions and Reviews
Certificates of Approval Issued (Authorization for Instructional Delivery)

Chamberlain College
St. Louis, Missouri

Formerly known as Deaconess College of Nursing, this institution was previously exempt from the law governing proprietary schools. The institution, which is accredited by the Higher Learning Commission, was purchased by DeVry Inc. and changed its name in 2006 to reflect its "expanding vision for the future." The for-profit school offers associate and baccalaureate programs in nursing, which include options for on-line or on-site instruction as well as bridge programs for licensed practical nurses (LPNs) and registered nurses (RNs).

Enhancement for U School and Salon
Springfield, Missouri

This for-profit school offers seven nondegree programs in various aspects of permanent makeup and intradermal cosmetics. Permanent makeup and intradermal cosmetics are specialized tattooing applications involving the micro insertion of pigment into the dermal layer of the skin for cosmetic or restorative purposes. The school's objective is "to provide high quality education and hands-on training to those students interested in learning about the techniques of intradermal cosmetics." This school is not accredited.

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

None

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

Circus Day Foundation
St. Louis, Missouri

This not-for-profit school teaches circus arts and provides opportunities for performance at the City Museum in St. Louis. Exemption was granted as "a school or person whose clientele are primarily students aged sixteen or under." This school is not accredited.

The Language Company
Edmonds, OK

This not-for-profit school, which is accredited by the Accrediting Council for Continuing Education and Training, provides programs to serve people for whom English is a second language. The school previously served as an agent of William Jewell College and delivered instruction under the jurisdiction and control of William Jewell College. However, the school recently moved to an independent location and was granted exemption as "a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees."

Missouri Enterprise
Rolla, Missouri

This not-for-profit organization provides professional and personal development programs on behalf of employers to improve job performance. Exemption was granted as "a course of instruction, study or training program sponsored by an employer for the training and preparation of its own employees." This school is not accredited.

Schools Closed

Show Me the Road Truck Driving School
Matthews, Missouri

This unaccredited, for-profit school offered a two-week truck driving certificate program. The school was damaged by floods earlier this year and did not qualify for disaster relief. Due to the financial loss created by this situation, the owners decided to close the school. They have complied with all related requirements.

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

The 42 year old Federal Family Student Loan Program (FFELP) has faced an unprecedented number of challenges over the past year. This item provides an update on the status of student loans on both a national and a state level.

National Update

Over the summer months, the U.S. Department of Education (USDE) has been working closely with FFELP lenders and guaranty agencies to implement a short term liquidity program authorized by H.R. 5715, Ensuring Continued Access to Student Loan Act of 2008 (ECASLA), which was enacted on May 7, 2008. This two-pronged program will be available only during the 2008-2009 academic year and allows lenders to request short term capital from USDE by selling "participation interests" in loans disbursed between May 1, 2008 and July 1, 2009. The second element of the program allows lenders to sell 2008-2009 loans to USDE. USDE's participation interests must either be redeemed through refinancing or through sale of the loans to USDE prior to September 30, 2009.

USDE has also focused renewed attention on the longstanding, but rarely used, Lender of Last Resort (LLR) program. The LLR program is administered by state-designated guaranty agencies such as the MDHE and can be invoked if a borrower is unable to find a lender to make FFELP loans for attendance at an eligible school. If invoked, the guarantor either designates lenders to make LLR loans or directly provides the loans. USDE recently reviewed the LLR policies of each of the 35 guaranty agencies in order to ensure the program will be available if needed during the 2008-2009 year. However, the above-mentioned liquidity program is expected to virtually eliminate the need for the LLR program this year.

Finally, after 15 extensions and ten years without reauthorization, Congress passed the Higher Education Opportunity Act of 2008 (HEAO), which was enacted on August 14, 2008. The HEAO reauthorizes the Higher Education Act until 2014 and contains several welcome provisions clarifying Congressional intent for statutory mandates that USDE had interpreted very narrowly when promulgating regulations. Because most provisions of the HEAO became effective upon the date of enactment, FFELP participants, including the MDHE, are quickly taking steps to analyze and implement the various program changes.

State Update

Despite the perceived uncertainty relating to the availability of loans, the MDHE is not aware of any Missouri schools or students who have been unable to secure a FFELP loan this year. In fact MDHE guarantee volume for July 2008 showed a 15 percent increase over the prior year.

While the accessibility of loans is good news for Missouri families, the recent events described above will make this a challenging year financially for the Missouri Student Loan Program (MSLP). If lenders exercise the option to sell loans to USDE, those loans become a direct federal receivable and will be immediately transferred out of the MSLP's guaranty portfolio. Because the majority of the MSLP's revenue for loan guarantees is realized over the life of a loan, every loan sold to USDE represents a loss of revenue to the MSLP.

In addition, in July 2008 the MSLP began subsidizing the federal default fee (FDF) on behalf of Missouri borrowers. The first month's subsidy provided more than $54,000 in aid to Missouri students. However, the cost of the subsidy to the MSLP is greater than the amount of revenue most loans will generate. Compounding this problem, if lenders sell loans to USDE, the MSLP will incur a significant upfront expense for loans that will be transferred out of its portfolio before even a fraction of that expenditure has been recouped. As the academic year progresses, the MSLP will closely monitor the financial impacts of the FDF subsidy and the USDE liquidity program.

STATUTORY REFERENCE

Section 173.105 through 173.187, RSMo, Missouri Student Loan Program
H.R. 5715, Ensuring Continued Access to Student Loan Act of 2008 (ECASLA)

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Letter from Secretary of Education Margaret Spellings

THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

June 18, 2008

Dear President:

With increased attention on our economy and clear implications for students and families, I am writing to provide you with an update on recent student lending activity and the actions that the Department has taken to ensure access to federal student loans for all eligible students and their parents.

For the upcoming academic year, an estimated 8.5 million borrowers at colleges, universities, and other postsecondary educational institutions will receive approximately $72 billion in federal student loans. In response to concerns regarding the availability of student loans for the upcoming school year, Congress passed and the President signed the "Ensuring Continued Access to Student Loans Act of 2008" (Pub.L. No. 110-227) (ECASLA). The legislation provides the Department of Education with new authority to address concerns about student loan liquidity. As a result, and since my last letter to you in late February, we have seen a number of lenders announce plans regarding their participation in the Federal Family Education Loan (FFEL) Program. Of the nearly 2,000 participating lenders, 64 have indicated they will not originate loans for the coming year. This trend appears to be slowing, and, in fact, two lenders that had announced their nonparticipation have now indicated that they will continue to make loans. In addition, other lenders have announced their intention to continue broad and open participation in the FFEL Program.

Based on this legislation, the Department has designed programs that support the current FFEL Program as a successful public/private partnership. Since enactment of the Higher Education Act of 1965, non-federal lenders have provided the majority of the capital necessary to make student loans.

On May 21, 2008, I provided FFEL Program lenders with information about our comprehensive plan that ensures borrowers have access to federal student loans and encourages private lenders to continue to participate in the FFEL Program for the upcoming academic year. That plan includes four key components:

1. An offer to purchase FFEL Program loans from lenders for the 2008-09 academic year and to offer lenders access to short-term liquidity;
2. A pledge to work with the student lending community on forward-looking solutions to ensure the FFEL Program and other student lending programs serve the best interests of students and taxpayers for years to come;
3. An enhanced lender-of-last-resort program designed to provide access to FFEL Program loans for those students who face difficulty obtaining conventional loans; and
4. A more efficient Direct Loan Program with increased capacity.

Shortly, we will provide more detailed information about this plan and the other provisions of ECASLA to financial aid officers at postsecondary educational institutions.

We continue to refine the details of our plan, but the general response by the lending community has been positive. Schools may still face some hurdles in securing loans for their borrowers, but I am confident that federal loans will be available for this coming academic year to all eligible borrowers. Should you have concerns about your students' ability to obtain student loans or have questions concerning our plans to ensure access to student loans, please contact Robert Moran of my staff by e-mail at robert.moran@ed.gov or by phone at (202) 260-1103.

Sincerely,

/s/

Margaret Spellings

AGENDA ITEM SUMMARY

AGENDA ITEM

College Access Challenge Grant Update
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

As part of the federal College Cost Reduction and Access Act passed by Congress and signed by the President in the fall of 2007, the College Access Challenge Grant (CACG) program is intended to foster partnerships among federal, state, and local governments and philanthropic organizations through matching challenge grants that are aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. This agenda item provides an update concerning the MDHE application to participate in this national effort.

Background

The College Access Challenge Grant program is a federal formula grant program designed to support states in assisting low-income students and families learn about, prepare for, and finance postsecondary education. Governors were notified in February of this year of the establishment of the program and were directed to designate the state agency that would apply for and administer the program. In May, Governor Blunt designated the MDHE as the agency responsible for this program and in June a completed application was forward to the United States Department of Education.

Nationally, $66 million has been appropriated to the program for the current fiscal year. A similar appropriation is anticipated for the following year. Funds are allocated to states based on a formula specified in the authorizing statute. That formula projected Missouri would receive approximately $1.1 million dollars each year. On August 18, the MDHE was notified its application had been reviewed and that the funds had been awarded.

Planned Activities

The department will use the grant to implement a three-pronged approach aimed at increasing the rates at which Missourians attend and succeed in higher education:

- Financial Literacy: Based on other federal requirements, the Missouri Student Loan Program had begun the initial development and planning for a program to increase the financial literacy of high school and college students. The grant funds will be used to expand the development and distribution of financial literacy information to Missouri high school students. These additional funds will allow this effort to be more comprehensive both in its approach to the subject matter and in its geographic scope within the state.

- Web-based Financial Information: Considerable interest has been expressed by policy makers in making additional higher education information available to Missouri's students and families through the Internet. A recent citation in an audit conducted by the Missouri State Auditor directed the MDHE to develop additional resources to help students and families gather information about the cost of and admission to college and to make that information available through the Internet. Grant funds will be used to develop an online destination for students and families to learn about academic preparation, application and entrance requirements, online tools and calculators depicting costs, and likely sources for financial assistance.
- Competitive Grant: While direct outreach and early awareness activities have proven to be one of the best approaches to increasing the preparation and success of students, the MDHE's limited staff and financial resources create a sizeable barrier to expansion into these types of activities. In response, the remainder of the grant funds will be allocated to an MDHE-developed grant program to build and strengthen outreach activities offered by non-profit organizations that assist Missouri students and families in preparing for higher education. The proposal anticipates between eight and ten grants will be awarded of approximately $100,000 each. General eligibility criteria for an organization to participate include having been in existence prior to the enactment of the federal statute, being organized as a not-for-profit, having demonstrated successful experience in postsecondary education outreach and awareness activities, and the capacity for adequate recordkeeping and performance reporting.

Responsibilities

As with any program of this type, there are responsibilities attached to the acceptance of the funds. First, there is a financial matching requirement, mandating that the state provide one dollar of non-federal funds for listed activities for every two dollars of federal funds expended. Because of the type of activities and the approach contained in the proposal, it is not anticipated this requirement will create a substantial burden on the department's limited financial resources.

For example, in the area of financial literacy, the MDHE had already begun the process of planning for work in this area, including the budgeting of loan operating funds to this purpose. Those existing funds will provide a substantial match for this effort. With regard to the competitive grant program, one of the primary grant requirements will be for the applicant to verify its ability to provide matching funds that meet the federal program requirements. While the match for the website revisions are expected to come from existing department resources, the relatively small cost of this effort coupled with the existing level of activity by the department should make the match easily achievable within existing resources.

There are also substantial reporting responsibilities related to this program. In addition to the usual budgetary and financial reports, the department is required to provide an annual progress report on activities conducted and the impact of those activities. While the reach of the program will be limited by its relatively short time frame, it is anticipated data already collected by the department as well as new data items that will be an integral component of the competitive grant will be more than sufficient to satisfy this requirement.

Conclusions

Numerous reports have highlighted the need for Missouri to increase the proportion of its population that possesses a postsecondary credential and to increase the rate at which high school graduates enter and complete postsecondary education. While this grant program provides limited funds and a short time frame to address this difficult issue, it does provide an opportunity to strengthen the efforts that are already underway across the state. It is anticipated that many non-profit organizations will view this additional assistance as a needed boost to allow already successful programs to reach additional students and/or to expand the scope of those programs to other areas of the state.

STATUTORY REFERENCE

Section 173.050 RSMo, Powers of coordinating board

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Educational Needs Analysis
Coordinating Board for Higher Education
September 11, 2008

DESCRIPTION

The Cape Girardeau Coalition Task Force is dedicated to identifying postsecondary educational needs in Cape Girardeau County and determining the best delivery system to use in meeting those needs. The intent of this board item is to provide an update on the selection of a vendor by the Coalition and the proposed timeline for completion of a postsecondary needs analysis.

Background

In fall 2007, Three Rivers Community College (TRCC) expressed interest in establishing a residence center in Cape Girardeau County. TRCC was advised that an educational needs analysis of the region would be necessary prior to the Coordinating Board's consideration of a residence center. Several other groups also expressed interest in expanding delivery systems in Cape Girardeau. The Cape Girardeau Coalition was formed, composed of education providers and community leaders representing key business interests in the region. Members pooled resources and developed guidelines for a needs analysis and a process to use in the selection of a vendor capable of providing an objective, data-driven report of the postsecondary needs of the region.

MGT America, Inc. was selected through a competitive process to provide the analysis. Negotiations are underway finalizing the contract between MGT America, Inc. and the Cape Girardeau Coalition. In addition to analyzing secondary data, interviews and focus groups will be scheduled for groups interested in the structure and content of postsecondary delivery systems in Cape Girardeau. It is anticipated that a final report will be available by February 2009. Upon receipt of the final report, the Coalition will convene to discuss the report findings and to determine next steps.

STATUTORY REFERENCE

Sections 173.005, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None