Integrated Strategic Plan

Missouri Department of Higher Education

Coordinating Board for Higher Education

July 1, 1998

Missouri Coordinating Board for Higher Education

Ray Henry, Chairman, Hillsboro

Connie J. Campbell, Vice Chairman, Kansas City

John F. Bass, Secretary, St. Louis

Marie Carmichael, Springfield

Bryan Cook, Clayton

Lynn M. Ewing, Jr., Nevada

Mary K. Findley, Poplar Bluff

Jim F. Summers, Jr., St. Joseph

Mary Joan Wood, Cairo

Kala M. Stroup
Commissioner of Higher Education

July 1, 1998

The Honorable Mel Carnahan
Governor
State Capitol Building, Room 216
Jefferson City, Missouri 65101

Dear Governor Carnahan:

On behalf of the Missouri Coordinating Board for Higher Education, I am delighted to present this draft of the *Integrated Strategic Plan* for the Missouri Department of Higher Education and the state's system of higher education. This plan incorporates the strategic initiatives included in the Coordinating Board's *Blueprint for Missouri Higher Education* and describes the strategies that will achieve the desired outcomes associated with higher education's values of access, quality, and efficiency.

The major strategic initiatives of developing a statewide technical education system and a telecommunication-based delivery system while continuing to assist institutions in differentiating their missions and enhancing their areas of excellence continue to be at the center of our plan. The use of performance funding, called Funding for Results, and strategic initiatives to assist students in completing the 13th and 14th years of education are included in our plan in an effort to meet the statewide needs and quality goals associated with your "Show Me Results" initiative. In addition, the Coordinating Board established the Missouri Student Assistance Resource Services (MOSTARS), combining the federal and state student assistance programs. The MOSTARS division serves students, parents, lenders, and institutions.

This plan was developed by the staff at the Department of Higher Education in consultation with the Coordinating Board as well as the leadership of the colleges and universities. The draft of this plan will be reviewed and discussed by the members of the Coordinating Board during its 1998 summer retreat. I anticipate this document will continue to be revised based on the board's continuing efforts to achieve its goals for the state's system of higher education.

I commend your leadership in advancing strategic planning within state government as it will, indeed, result in more effective state services for Missouri citizens.

Sincerely,

Kala M. Stroup
Commissioner of Higher Education

c: Coordinating Board for Higher Education

Table of Contents

Overview **1**

Five Strategic Initiatives **3**

Planning Assumptions **5**

The Context for the Integrated Strategic Plan **6**

Access
- Financial **10**
- Geographic **14**
- Programmatic **17**
- Success in Learning **20**

Quality
- Teaching and Learning **25**
- Research **29**
- Service **32**

Efficiency
- Efficiency that is Performance-based **34**
- Efficiency that maximizes the Impact of Funding **37**
- Efficiency that Minimizes Unnecessary Duplication and maximizes the Sharing of Resources **41**

Appendices: 1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education

Accountability Measures for Institutional Mission Review and Enhancement
- Southwest Missouri State University
- Missouri Western State College
- Missouri Southern State College
- Central Missouri State University
- Northwest Missouri State University
- Southeast Missouri State University
- University of Missouri System
- Lincoln University
- Harris-Stowe State College
- Truman State University

Integrated Strategic Plan
Missouri Department of Higher Education
Coordinating Board for Higher Education
July 1, 1998

Overview

Strategic planning for higher education has been essential to Missouri's progress since 1839, when the first publicly supported higher education institution in the Louisiana Territory was established in Columbia, Missouri. During the last 30 years, strategic planning has provided direction for the prudent expenditure of billions of dollars in operating and capital funding that has allowed our system of higher education to provide quality teaching, research, and public services for millions of Missourians. Highlights of this dynamic planning process include:

First Coordinated Plan for Missouri Higher Education (Master Plan I), 1966, developed by the Missouri Commission on Higher Education. Elements of that plan, including emphasis on differentiated admissions policies among Missouri's public four-year institutions and an enhanced research mission with limits on undergraduate enrollment at the University of Missouri campuses, have been retained in succeeding planning efforts.

The Tucker Report: Report of the Governor's Task Force on the Role of Private Higher Education in Missouri, December 1970. This report, commissioned by Governor Warren E. Hearnes, recognized the vast educational resources Missouri's private institutions offer our citizens. The distinguished Missourians who authored the report recommended numerous innovative measures, including an assistance program for students enrolled in any accredited, not-for-profit institution in the state.

The Second Plan for the Coordination of Higher Education in Missouri (Master Plan II) was prepared by the Missouri Commission on Higher Education in 1972.

In 1979, *Master Plan III for Postsecondary Education in Missouri* was completed by the Coordinating Board for Higher Education.

In 1989, the governor appointed the Business and Education Partnership Commission, composed of Missouri business leaders, state representatives and state senators, that met throughout 1990 and issued its report in January 1991. The work of the Partnership Commission, its assessment of the condition of Missouri higher education issues that need to be addressed, and its recommendations continue to shape the Coordinating Board's policy agenda and decisions relating to access, quality, and efficiency.

In December 1991, the Coordinating Board for Higher Education authorized the establishment of the Task Force on Critical Choices for Higher Education. The task force was composed of the governing board chairs, or their designates, from public and

independent colleges and universities throughout Missouri. The task force reviewed and discussed numerous critical issues facing higher education in Missouri and advanced the work of the Business and Education Partnership Commission. Its recommendations for a typology of institutions based on different admissions standards and quality goals for higher education provided an important vehicle for Missouri's public two- and four-year colleges and universities to develop more focused missions with respect to meeting the state's needs for higher education and the needs of the clientele they serve. The statutory Presidential Advisory Committee and the Coordinating Board reaffirmed the concepts and goals in the Critical Choices report in June of 1996 as part of the *Blueprint for Missouri Higher Education*.

In 1992, the Coordinating Board launched its performance-based funding initiative (Funding for Results) and the FY 1993 budget recommendation included its initial request for performance-based (FFR) funding. However, it was not until FY 1994 that institutions received their first appropriation based on the performance funding program (FFR).

To build on Missouri's strengths and address the new challenges and opportunities facing higher education, the Coordinating Board for Higher Education adopted its *Blueprint for the Future of Missouri Higher Education* in October 1995. This *Blueprint* integrated the goals recommended to the board by the Task Force on Critical Choices in 1992 and the recommendations of previous reports, and launched five new initiatives, including:

- Designing a comprehensive plan for postsecondary technical education (SB 101, 1995);

- Designing and coordinating an effective telecommunications-based delivery system for all of postsecondary education;

- Reviewing institutional missions on a five-year cycle (adopted by the CBHE on June 15, 1995) within the context of the public policy framework adopted by the CBHE in 1992 and the recommended quality goals suggested by the Task Force on Critical Choices for Higher Education (SB 340, 1995); and

- Funding of public institutions' progress toward meeting selected public policy initiatives and goals of state interest through its Funding for Results (FFR) budget recommendations.

- Organizing the board's federal and state student financial aid programs under one administrative unit—MOSTARS.

Together, these initiatives promote the values of access, quality, and efficiency for the state's system of higher education. The strategic initiatives included in the *Blueprint* were officially approved by the board on June 13, 1996.

Five Strategic Initiatives Related to the Blueprint for the Future

Postsecondary Technical Education

In 1996, the Coordinating Board adopted a statewide plan for postsecondary technical education to meet the demands for skilled technicians in Missouri as called for in section 178.637 RSMo (SB 101, 1995). The plan is built around regional partnerships among the community colleges, area vocational technical schools, Linn State Technical College, the state's private career and proprietary schools offering technical programs, as well as public and independent four-year institutions and the state's interdepartmental workforce development system. Regional planning done by the Regional Technical Education Councils (RTEC) seeks to utilize available resources and expertise to address the need for a highly skilled workforce, particularly in programmatic and geographic areas not currently served by community colleges. In addition, the plan addresses the important role the community colleges have in providing access to education and training that relate to the federal welfare reform legislation.

Telecommunications-based Delivery System

The 1996 report from the Coordinating Board's Telecommunications-based Delivery System Resource Group and the implementation plan recommended by the board's Telecommunications Advisory Group in 1997 have laid the groundwork for providing financial, geographic, and programmatic access to higher education through a telecommunications-based delivery system. In 1996, the Pew Higher Education Roundtables focused discussion in Missouri around the use of technology in higher education. The Northwest Missouri Educational Consortium and the Southeast Regional Education Consortium were also established to foster cooperative regional planning for the delivery of courses and programs through both traditional classroom settings and telecommunications-based delivery. In addition, new programs are being developed and offered cooperatively through the developing telecommunications system, such as the Ed.D. in Educational Leadership offered by the University of Missouri-Columbia in cooperation with Central Missouri State University; Northwest Missouri State University; Southeast Missouri State University; Southwest Missouri State University; and the University of Missouri-Rolla.

Institutional Mission Review and Enhancement

Colleges and universities in Missouri are focusing their missions and enhancing the quality of higher education through the five-year mission review cycle established by the Coordinating Board in June 1995 in response to the provisions of 173.030.(7) and (8), RSMo (SB 340, 1995). Each of Missouri's colleges and universities is establishing a unique role that enhances the quality and furthers the differentiation of the state's system of higher education. As institutions enhance their areas of distinctiveness and focus their missions, they continue to work on program-to-program articulation, so Missourians have

access to a wide variety of distinctive, high-quality programs that provide a seamless system of educational opportunities from the 10th grade in high school through the 14th year and beyond.

Funding for Results

The Funding for Results program holds institutions accountable for quality results in the missions they choose and for continuous improvement. Funding for Results is based on the achievement of state and institutional goals that are related to access, quality, and efficiency. In addition, incentives are provided for institutions to acknowledge and reward teaching and learning improvements.

Missouri Student Assistance Resource Services (MOSTARS)

In October 1997, the Coordinating Board approved a new organizational structure within the Department of Higher Education called Missouri Student Assistance Resource Services (MOSTARS). As a division of the Missouri Department of Higher Education, MOSTARS provides resources and information to ensure that Missouri citizens have an opportunity to finance postsecondary education. MOSTARS was created to advance Governor Mel Carnahan's and the Coordinating Board's goals of promoting public awareness of education beyond high school and providing universal access to the 13th and 14th years of education.

Focusing on the Blueprint with the External Environment and Customers Served by Missouri Higher Education

During the fall of 1996, eleven higher education forums were held throughout the state with legislators, print and broadcast media, and community leaders. Two forums were also held in Jefferson City for new legislators. The forums were sponsored by the Coordinating Board, the Council on Public Higher Education, and the Missouri Community College Association. In addition, publications relating to the Blueprint, *2020 Vision, Technical Education Now***,** *Mission Review and Enhancement* Brochure, *Funding for Results* Brochure, and the Coordinating Board's 1997 annual report—*Show-Me Higher Education: Results of the Blueprint,* continue to be distributed. Videos entitled *A Blueprint for Higher Education* and *Technical Education Now* continue to be requested.

In summary, the authority of the CBHE to devise and implement strategic plans for the public institutions is based on specific coordination and budget recommendation authority granted by law. This *Integrated Strategic Plan* includes goals and outcomes related to the board's values of access, quality, and efficiency. The strategic initiatives included in the board's *Blueprint* have guided the development of this integrated plan. Those portions of the strategic plan that rely on funding and implementation of programs directly operated by the CBHE are the direct responsibility of the commissioner of higher education and department staff.

Vision Statement

Missouri citizens shall be encouraged to pursue postsecondary educational opportunities that will maximize their intellectual, cultural, professional, occupational, and physical capacities. Toward that end, the state of Missouri shall provide a system of postsecondary public and independent colleges and universities and private vocational and career schools that is distinguished by the following characteristics:

- higher education and vocational training services of the highest quality that are truly competitive on a national and international level;
- a coordinated, balanced, and cost-effective delivery system;
- a range of vocational, academic, and professional programs that are affordable and accessible to all citizens with the preparation and ability to benefit from the programs;
- differentiated institutional missions and implementation plans, both among and within sectors, designed to meet state needs and goals with a minimum of program duplication; and
- systematic demonstration of institutional performance and accountability through appropriate assessment efforts.

Mission Statement

The mission of the Coordinating Board for Higher Education and its staff at the Department of Higher Education is be an advocate for the citizens' interest in higher education as well as to empower and encourage the state's system of higher education to meet Missourians' needs for beyond high school instruction and training, basic and applied research, and public service.

To accomplish its mission, the Coordinating Board exercises leadership and fosters a public policy framework that achieves a seamless, integrated, and articulated system of public, independent, and private higher education.

The board's values and strategic initiatives combine to ensure that all Missourians have access to appropriate, affordable, and high-quality training, teaching, research, and public services through the state's system of higher education.

Value Statements

The Coordinating Board values **access** (financial, geographic, programmatic, and access to academic success), **quality** (of teaching, learning, research, and service), and **efficiency** (that is performance based, maximizes the impact of funding, minimizes unnecessary duplication, and maximizes the sharing of resources) which guide the board's public policy framework and the strategic initiatives, strategies, and outcomes included in this *Integrated Strategic Plan* for the Department of Higher Education and the state's system of higher education.

Every Missourian should have the opportunity to reach his or her full potential through education and training opportunities beyond high school that are student-centered and focused on learning needs through a seamless system of educational opportunity from the 10th grade in high school through the 14th year of education and beyond.

The Coordinating Board for Higher Education values a diverse system of public and private schools, colleges, and universities that provides access to affordable, quality, and cost-effective postsecondary education and job training for all the state's citizens.

The board values a public policy framework for Missouri higher education that promotes institutional goals and aspirations while fostering the sharing of resources and building of partnerships within the context of the state's needs and responds to its statutory powers, duties, and responsibilities.

Finally, the Coordinating Board values the lay leadership of the Missouri citizens who serve on the governing boards of the state's schools, colleges, and universities as well as the institutional leaders who assist the board through cooperation, collaboration, and support as the entire system of higher education works together to achieve the goals in this strategic plan.

The Context for the Integrated Strategic Plan: Strengths - Weaknesses - Opportunities - Threats (SWOT)

Strengths

Missouri can be proud of the resources in its system of higher education. Missourians have a variety of colleges and universities from which to choose to enroll. It is this diversity that adds strength to the state's system of higher education.

The system is composed of:

- 13 public college and university campuses;
- 17 public community college campuses;
- 1 public two-year technical college;
- 26 independent colleges and universities;
- 120 private career, or proprietary, schools certified to operate by the CBHE; and
- 58 area vocational technical schools offering courses and programs at the postsecondary level in conjunction with the state's public two-year community colleges.

There are 49 appointed and elected lay citizen governing boards responsible for 56 public and independent college and university campuses.

Nearly 300,000 students are enrolled full- or part-time in courses and programs leading to a variety of certificates; diplomas; and associate, baccalaureate, master's, professional, and doctoral degrees. In addition, thousands of Missourians advanced their condition and

status in life through continuing education and customized training offered by the state's schools, colleges, and universities. In FY 1997, nearly 50,000 degrees were conferred on the graduates from the state's public and independent colleges and universities. More than 7,500 full-time faculty provide the instruction necessary to serve the learners enrolled in the state's system of higher education, which employs more than 35,600 Missourians. The college and university libraries include more than 21 million books and other resource materials that support instruction, research, and public service. Each year, nearly four billion dollars are spent by the state's public and independent colleges and universities to provide Missourians with access to quality instruction that is efficiently delivered. The state's share of this investment is one-fourth of this amount, or nearly one billion dollars in FY 1999.

The results of these strengths are impressive. For example:

- Nearly 1 million Missourians age 25 and over have an associate or higher degree—and increase of more than 220,000 (29 percent) since March 1992
- 189,000 students are pursuing higher education at the state's public colleges and universities; another 86,000 at Missouri's independent institutions, and more than 40,000 at private career schools in Missouri
- More than 49,000 students graduated from Missouri's colleges and universities last year—2,500 more than in 1992

Weaknesses

Notwithstanding these strengths, there is room for improvement. For example, only 57 percent of the state's high school graduates continue their education beyond high school, compared to 62 percent nationally. Missouri ranks 38th in the nation in the proportion of 19 year olds enrolled in postsecondary education. In addition, Missouri ranks 25th nationally in the proportion of its citizens age 25 or older who have graduated from high school and 20th in the proportion of the states population with a baccalaureate degree (estimates of the U.S. census, March 1996). If Missouri is to compete in an international economy, the state must do better.

Missouri is fortunate to enjoy a strong economy and low unemployment that demands the highest level of productivity possible from each employee. The state's high performance and technologically advanced businesses and industries contribute much to the state, national, and international economies. As these companies approach the challenges of the next century, it is vital that they have access to a strengthened research faculty as well as new employees educated and trained in the math and science-based technical fields. Unfortunately, the University of Missouri does not rank high among the Association of American Universities (AAU) research institutions on quality measures of research and, in FY 1994, the state's community colleges graduated only 328 students with associate degrees in the technical fields that are in high demand by Missouri's employers. The state's colleges and universities only conferred 230 baccalaureate degrees in mathematics, 1,200 in engineering, and 1,600 in the life and physical sciences compared to nearly 7,000 in business, 3,000 in the arts and humanities, and a comparable number in

education. In addition, of those Missouri high school students who take the ACT college admissions test, mathematics is the lowest of the four subscores.

Tuition and fees at the state's public two-year community colleges has increased to the point that the cost of attendance is rapidly approaching the average cost of community college attendance nationally. The cost of attending a Missouri public four-year college or university is now at the national average, and the University of Missouri costs exceed the national average. Well over half of the students in Missouri borrow money to assist with the cost of attending college, where only one-third did as recently as 1991. In FY 1991, 65,184 Missouri students (34 percent of all students) borrowed money to attend college. In FY 1995, the number of students borrowing had increased to 108,024 (57 percent of all students), and the average yearly debt increased from $2,912 in FY 1991 to $3,605 in FY 1995. On a student loan of $15,000, the monthly repayment amount is normally $184; on a loan of $18,000, the monthly payment is normally $221. A $184 monthly loan repayment represents 11 percent of the monthly income of a preschool/kindergarten teacher; 8 percent of the monthly income of a social worker with a master's degree; and nearly 10 percent of the monthly income of a licensed practical nurse.

Opportunities and Threats

Further context for the strategic plan is provided by Dr. James Appleberry, president of the American Association of State Colleges and Universities, who has written that "it is estimated that by the year 2020, information will double every 73 days." Michael Dolance and Donald Norris wrote in **Transforming Higher Education** in 1995 that "looking to the year 2000, futurists estimate that just to keep even each individual in the work force will need to accumulate learning equivalent to that currently associated with 30 credit hours of instruction every seven years." Nortel Industries now advertises nationally for the kind of technicians it needs to serve and expand its customer base. In the August 23, 1996 advertisement section of **USA Today**, Nortel announced that it needed field installation technicians who have an "AA/AS degree in Electronics, Telecommunications or a related field; one year of experience in switching wireless or fiber optics; good mechanical aptitude and test and installation experience; the ability to read and interpret job specs, drawings, floor plans, schematics and installation manuals ...." The type and level of education and training beyond high school now required is different than in the past. Indeed, Randy Schrieber, manager of the ABB Power T&D Company Inc. located in Jefferson City, Missouri, has said that, "We can beat competitors worldwide if we can get the skilled employees needed to operate and maintain new, high-tech equipment."

This strategic plan responds to the challenges of the future described by the Pew Charitable Trust in a recent **Policy Perspectives** in which colleges and universities were charged to "simultaneously become more nearly interchangeable nodes on an expanding educational network, and, as individual institutions, to become more distinctive and discernible from one another." The system of higher education envisioned by the Coordinating Board is focused on an integrated learning process achieved by seamless

transitions between levels of education as well as among and between institutions. The board described this vision in its publication, **2020 Vision: A Blueprint for Missouri Higher Education**. The system of higher education resulting from the board's *Blueprint* and this *Integrated Strategic Plan* concentrates on the learner and learning. Meeting the challenges and opportunities of Missouri's future demands learning that is student-centered with expert instruction; occurring any place and at any time with flexibility and life-long opportunities; and is needs based and outcomes oriented.

The framework for this strategic plan is, therefore, provided by the three values that guide the Coordinating Board's public policy initiatives and decisions. Those values are access, quality, and efficiency. The results of the Coordinating Board's strategic initiatives are included in the attached 1998 Progress Report, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*, and the Department of Higher Education's 1997 Annual Report, *Show-Me Higher Education: Results of the Blueprint*, distributed under separate cover.

Strategic Issue - Access

The need and demand for education and training beyond high school are increasing. All Missourians need financial, geographic, and programmatic access to the learning resources available to them through the state's system of higher education. Likewise, Missourians need to know what is expected of them to succeed academically in the degree, non-degree, and training-related instruction in which they enroll. In recent years, higher education has become less accessible to some and unaffordable to many. For Missouri to advance in a multinational social system and economy, the state's residents need increased access to the educational opportunities beyond high school that are available from the state's public, independent, and private career schools, colleges, and universities.

Financial Access

Goal: To ensure financial access to an affordable state system of higher education with universal access to the 13th and 14th years of education.

Desired Outcomes

Higher education is considered affordable by Missouri citizens.

Every Missourian has complete understanding of the out-of-pocket or true costs and opportunities for financial assistance for education beyond high school.

Missourians have a single point of contact for obtaining information about methods and opportunities for financing study beyond high school.

Students have alternatives to borrowing to finance study beyond high school.

Outcome Measures

The financial need of all eligible Missouri students is met through financial aid programs administered by MOSTARS.

Minorities will participate and succeed in Missouri's system of higher education in proportions at least equal to their representation in the state of Missouri.

Missouri's public and independent doctoral degree-granting universities should strive to have graduate programs recognized nationally as being among the best in the United States by:

- increasing the number and proportion of doctoral degrees awarded in each program to citizens of the United States; and
- improving computer-based linkages among all college and university libraries, enhancing access and exchange opportunities as well as expanding interactions via national and international networks.

The Charles Gallagher Student Financial Assistance Program will be strengthened by:

- being fully funded to provide for all eligible applicants;
- increasing the maximum award to $3,000 or one-half of an institution's tuition and required fees, whichever is less, conditional on the program being fully funded;
- requiring the completion of the CBHE's recommended high school core curriculum of grant recipients graduating from high school; and
- requiring the CBHE recommended standards for admission to teacher education programs of grant recipients admitted to state-approved teacher education programs.

While state funding must address the core operating budget needs of public institutions, the Coordinating Board for Higher Education shall utilize its funding recommendations, financial incentives, and rewards for performance as well as targeted funds to achieve focused institutional missions and improvements in institutional performance; such programs may include but are not limited to the following performance measures:

- increasing participation and graduation of historically underserved populations, particularly minorities, as well as increasing the proportion of faculty and staff from historically underrepresented populations;
- encouraging students to continue their formal education through transfer or post-baccalaureate study; and
- developing distinctive programs and more focused missions.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 3, page 7; Goal 16, page 37; Goal 19, page 44; Goal 20, page 45)

Objectives

A. Increase the college attendance rate of Missouri high school graduates.

B. Increase enrollments of historically underrepresented groups.

C. Increase the proportion of the total enrollment made up of historically underrepresented groups.

D. Increase graduation rates at the state’s colleges and universities.

E. Increase the proportion of the total number of graduates made up of historically underrepresented groups.

F. Increase the average amount awarded to Missouri high school graduates for need and merit based grants and scholarships.

G. Reduce the rate of increase in tuition and fee charges.

H. Increase availability of non-loan financial aid for those with greatest financial need.

I. Increase the number of families contacted directly about strategies and methods for financing education and training beyond high school.

J. Increase awareness of Missourians about the out-of-pocket or true cost to attend the college or university of their choice and access to information about federal, state, and institutional financial assistance programs.

Strategies

1. Identify, through research and analysis on how students' finance their higher education, student populations that do not have adequate financial access to Missouri's system of higher education and suggest alternative student financial assistance programs that address identified needs.

2. Increase Missouri's participation in the Midwest Higher Education Compact student exchange program.

3. Recognize public institutions in the Funding for Results budget recommendations for increasing the proportion of historically underrepresented groups enrolled in their respective institutions and explore potential recognition for increasing the proportion of historically underrepresented groups that graduate.

4. Increase direct mailings to students and families and the extent of information on the CBHE world wide web site about the out-of-pocket costs of attendance and available financial assistance programs.

5. Promote and provide information about the delivery of student financial aid through a telecommunications-based delivery system.

6. Recommend the establishment of financial aid programs that will make the 13th and 14th years of education universally accessible and that target the most financially needy students.

7. Expand availability of Missouri's student assistance programs:

   Legislation Passed and Signed in 1998
   - Bridge Scholarship Program (effective Fall 1998)
   - MOSTARS Higher Education Savings Program (effective Jan. 1, 1999)

- Advantage Missouri Program (effective Fall 1999)
- Missouri College Guarantee Program (effective Fall 2000)

Programs Currently Offered

- Charles Gallagher Student Financial Assistance Program
- Public Service Survivor Grant Program
- Vietnam Veteran Survivor Grant Program
- Midwest Student Exchange Program
- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan
- Federal Parent Loans for Undergraduate Students (PLUS)
- Federal Consolidated Loan Program

8. Work to ensure that all maximum Pell grant eligible students receive a need-based grant from either a state or institutional financial aid program.

9. Engage the presidents and chancellors of the state's public and independent colleges and universities and departmental staff in a thorough study of the cost and financing of Missouri higher education with a focus on reducing the rate of increase in tuition and fee charges.

10. Consolidate the administration of the state grant and scholarship programs and the federal and state loan programs into one administrative unit within the Department of Higher Education.

11. Coordinate and promote early awareness activities related to financing education beyond high school with other state agencies, state associations, corporations, and organizations, such as Parents as Teachers and Parent Teacher Organizations.

12. Meet regularly with the CBHE student financial assistance advisory council to discuss issues related to increasing financial access.

13. Collect data, undertake research, perform analyses, and report on the progress being made toward the achievement of this goal.

14. Provide public information and respond to inquiries from the public about the extent to which Missouri higher education is financially accessible.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Academic Affairs, Budget and Finance, Student Financial Assistance, Public Information

Results

Ensuring financial access to education and training beyond high school will:

1. Increase the productivity of Missouri firms and farms through qualified employees.

2. Decrease unemployment and the percent of Missourians obtaining public income support at any time during the year through higher earnings by those participating in and completing programs of study and training after high school.

3. Increase the percent of 25 year olds completing 14 years of education.

4. Increase the percent of pregnancies which result in healthy birth-weight babies because well-educated and highly-trained Missourians more often have healthy birth-weight babies.

5. Decrease the number of crimes of domestic violence per 100,000 Missourians because well-educated and highly-trained Missourians more often have lower rates of domestic violence.

6. Decrease the number of children under the age of 18 abused per 1,000 because well-educated and highly-trained Missourians more often have lower rates of child abuse.

7. Increase the percent of minorities and women participating in state of Missouri procurement and employment because well-educated and well-trained Missourians typically are better able to compete for contracts and more qualified for employment.

Geographic Access

Goal: To ensure geographic access to the instructional, research, and public service resources of the state's system of higher education.

Desired Outcomes

All Missourians have reasonable geographic access to education and training courses and programs beyond high school.

Instruction is available via telecommunications-based technologies at the undergraduate, graduate, and professional levels.

Professionals in need of continuing graduate and professional education who practice in areas distant from a campus or related program are provided opportunities at sites in close proximity to their practice to advance in their respective professions and meet their respective continuing education, certification, and recertification requirements.

Outcome Measures

All citizens will have geographic access to basic general education and vocational instruction at the lower division level through a statewide network of area vocational technical schools and expanded community college service regions.

Missouri's public and independent doctoral degree-granting universities should strive to have graduate programs recognized nationally as being among the best in the United States by:

- increasing the number and proportion of doctoral degrees awarded in each program to citizens of the United States; and
- improving computer-based linkages among all college and university libraries, enhancing access and exchange opportunities as well as expanding interactions via national and international networks.

Missouri will have a system of governance for postsecondary education that will provide a coordinated, balanced, and cost-effective delivery system of the highest quality while recognizing the relative merits of institutional autonomy and the necessity of achieving statewide goals by encouraging, supporting, and rewarding its institutions of higher education for increasing their involvement in resource sharing and cooperative ventures with other Missouri schools, colleges, universities, businesses, and industries as well as with other institutions, nationally and internationally.

See appendix, *1998 Report of Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 9, page 18; Goal 16, page 37; Goal 24, page 60)

Objectives

A. Increase the college enrollment and attendance rate of Missourians of all ages.

B. Increase the delivery of instruction at external sites.

C. Increase the availability of instruction and technical training offered by the state's public community colleges, particularly in underserved areas of the state.

D. Increase the number of CBHE approved associate of applied science degree programs in technical fields where program faculty are prepared to offer distant and customized technical education and training.

E. Expand the statewide infrastructure necessary for the delivery of instruction and training via telecommunications-based delivery systems for courses and programs across all degree levels, especially for universal geographic access to the 13th and 14th grades.

F. Increase the number of degree programs offered statewide through partnerships of the state's public universities and via telecommunications-based technologies.

Strategies

1. Promote and advance the implementation of the State Plan for Postsecondary Technical Education.

2. Meet regularly with representatives of regional planning organizations (Regional Technical Education Councils, Regional Planning Commissions, consortiums, etc.) to discuss issues related to increasing geographic access to postsecondary education.

3. Promote and assist this state's community colleges in annexing eligible areas of the state currently not included in a community college taxing district.

4. Promote and advance the CBHE Telecommunications Advisory Group report "From Here to Transformation: Phase II in the Implementation of Missouri's Telecommunications-based Delivery System for Higher Education."

5. Develop and implement a collaborative plan for the delivery of workforce development initiatives in partnership with the Departments of Elementary and Secondary Education, Economic Development, Labor and Industrial Relations, and Social Services.

6. Collect data, undertake research, perform analyses, and report on the progress being made toward the achievement of this goal.

7. Provide public information and respond to inquiries from the public about the extent to which Missouri higher education is geographically accessible.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Academic Affairs, Budget and Finance, Public Information

Results

Ensuring geographic access to education and training beyond high school will:

1. Increase the productivity of Missouri firms and farms by employers having local or regional access to appropriate education and training opportunities for their employees.

2. Decrease the percent of Missourians obtaining public income support at any time during a year through the higher earning power that comes from completing education and training beyond high school that is available locally or regionally.

3. Increase the percent of 25 year olds with a high school diploma.

4. Increase the percent of 25 year olds completing 14 years of education by increasing the delivery of instruction and training available statewide.

Programmatic Access

Goal: To ensure access to the courses and programs Missourians need to participate in and sustain a high performance workforce required by today's worldwide economy.

Desired Outcomes

Programs are offered by institutional consortia and collaborative partnerships of different institutions.

Students successfully transfer coursework within the system of higher education.

Practicing professionals complete continuing professional education requirements without the necessity of leaving their areas of practice.

Area vocational schools, in partnership with the state's public two-year community colleges, are initial points of access to remedial, basic skill development, and postsecondary technical education.

Full degree programs are available via telecommunications-based technologies.

Needs for education and training-related courses and degree programs beyond high school are met.

Outcome Measures

Every Missouri high school will provide opportunities for Advanced Placement (AP) offerings.

The number of students successfully transferring from Missouri's two-year institutions and completing a baccalaureate degree at one of the state's public or independent four-year institutions will increase each year.

All citizens will have reasonable geographic access to basic general education and vocational instruction at the lower division level through a statewide network of area vocational technical schools and expanded community college service regions.

Missouri's public and independent doctoral degree-granting universities should strive to have graduate programs recognized nationally as being among the best in the United States by:

- increasing the number and proportion of doctoral degrees awarded in each program to citizens of the United States; and
- improving computer-based linkages among all college and university libraries, enhancing access and exchange opportunities as well as expanding interactions via national and international networks.

While state funding must address the core operating budget needs of public institutions, the Coordinating Board for Higher Education shall utilize its funding recommendations, financial incentives, and rewards for performance as well as targeted funds to achieve focused institutional missions and improvements in institutional performance; such programs may include but are not limited to the following performance measures:

- encouraging students to continue their formal education through transfer or post-baccalaureate study; and
- developing distinctive programs and more focused missions.

Missouri will have a system of governance for postsecondary education that will provide a coordinated, balanced, and cost-effective delivery system of the highest quality while recognizing the relative merits of institutional autonomy and the necessity of achieving statewide goals by:

- benefiting from the strength of its independent colleges and universities through contracts for specific programs and services consistent with statewide needs; and
- encouraging, supporting, and rewarding its institutions of higher education for increasing their involvement in resource sharing and cooperative ventures with other Missouri schools, colleges, universities, businesses, and industries as well as with other institutions, nationally and internationally.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 2, page 5; Goal 9, page 18; Goal 10, page 25; Goal 16, page 37; Goal 20, page 45; Goal 24, page 60)

Objectives

A. Increase the number of students completing certificates, diplomas, and degrees at all levels.

B. Increase the opportunity for learners to complete certificate, diploma, and degree requirements off campus and/or at CBHE approved higher education centers (HEC).

C. Increase the opportunity for learners to engage in academic enrichment programs and experiences through partnerships with other higher education institutions, governmental agencies and business and industry.

D. Increase the number of transfer students within the system of higher education who successfully complete a degree program in a timely fashion.

E. Increase the number of certification and recertification requirements that can be met by practicing professionals through telecommunications-based delivery systems.

F. Increase the number of CBHE approved master's and doctoral degree programs that are delivered statewide through institutional consortia and collaborative arrangements among faculty from different institutions.

G. Expand enrollments in and completion of technical associate of applied science degree programs through the promotion of and public information about the role of area vocational technical schools, in partnership with the state's community colleges, in implementing the State Plan for Postsecondary Technical Education.

Strategies

1. Develop and distribute in convenient and accessible ways a comprehensive inventory (smart catalog) of the learning opportunities, from professional development certification and recertification courses to full degree programs, offered through various forms of distance education.

2. Identify through regional needs assessments what learning opportunities are not available that need to be made available on a regional or local level.

3. Meet regularly with regional planning organizations (Regional Technical Education Councils, Regional Planning Commissions, consortiums, etc.) to discuss issues related to increasing programmatic access to postsecondary education.

4. Collaborate with the Departments of Elementary and Secondary Education, Economic Development, Labor and Industrial Relations, and Social Services in developing and integrated and articulated plan for the delivery of customized postsecondary education and training opportunities from area vocational technical schools, public and private postsecondary schools, colleges and universities, one-stop shops, and private industry councils.

5. Promote the opportunity for learners to engage in academic enrichment programs and exercises through partnerships with other higher education institutions, governmental agencies and business and industry.

6. Sponsor an annual conference on facilitating and promoting the transfer of credit and seamless transitions within the state's system of higher education.

7. Encourage and support institutions within identified regions and institutions with approved statewide missions to offer courses and programs that are needed but not available.

8. Through mission review, approve and recommend funding for new degree programs,

as appropriate to institutional missions.

9. Collect data, undertake research, perform analyses, and report on the progress being made toward the achievement of this goal.

10. Provide public information and respond to inquiries from the public about the extent to which programs and instructional services and related resources are accessible to Missourians.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Academic Affairs, Student Financial Assistance, Public Information

Results

Ensuring reasonable access to the breadth and depth of instruction, training, and certificate, diploma, and degree programs Missourians need will:

1. Increase the productivity of Missouri firms and farms by increasing the pool of potential qualified employees with completed certificate, diploma, and degree program requirements.

2. Decrease the percent of Missourians obtaining public income support at any time during a year by increasing the number of qualified employees who are working in jobs where earnings are at least 150 percent of the poverty level.

3. Increase the percent of 25 year olds with a high school diploma.

4. Increase the percent of 25 year olds completing 14 years of education by making lower division instruction and training programs available through partnerships of area vocational technical schools, community colleges, Linn State Technical College, and selected public baccalaureate degree granting colleges and universities.

5. Decrease the number of crimes against persons and crimes of domestic violence per 100,000 population by providing access to the instruction and programs individuals need to assist them in earning at least 150 percent of the poverty level.

6. Increase the ratio of minorities and women participating in State of Missouri procurement and employment because well-educated and highly-trained Missourians typically are better able to compete for contracts and more qualified for employment.

Access to Success in Learning

Goal: To ensure every Missourian will succeed in learning to his/her full potential.

Desired Outcomes

The outcomes of learners education and training experiences will improve their status and condition of life.

All Missouri high school graduates complete the CBHE recommended high school core curriculum.

All Missouri high school students have access to College Board Advanced Placement courses.

All Missouri high school graduates enter the state's system of higher education adequately prepared for collegiate-level work.

Missouri public colleges and universities meet the admission goals, success rates, and graduation rates associated with their respective and agreed upon missions, i.e., open enrollment, moderately selective, selective, or highly selective.

Every learner receives the advice, counseling, support and experiences necessary to succeed in learning.

Every institution within the state's system of higher education focuses its resources on meeting its goals for enrollment management and fulfilling its designated mission.

Outcome Measures

All first-time, full-time degree-seeking freshmen will complete the Coordinating Board's recommended 16-unit high school core curriculum.

Every Missouri high school will provide opportunities for Advanced Placement (AP) offerings.

While all Missouri colleges and universities will provide appropriate instructional and student support services, no public four-year institution which is highly selective or selective will offer formal remedial course work.

No first-time, full-time degree-seeking freshmen (or transfer students who have completed 23 or fewer credit hours) who attain a score on the ACT at or below the 33rd percentile, or its SAT equivalent, or have a high school class rank at or below the 33rd percentile, will be admitted to a public four-year college or university which is highly selective, selective, or moderately selective if they reside in a Missouri public community college district or out of state.

Admissions decisions at all public institutions will reflect the statewide admissions guidelines for standards appropriate to highly selective, selective, moderately selective, and open enrollment institutions.

Success rates for all first-time, full-time degree-seeking freshmen, defined as the proportion of first-time, full-time degree-seeking freshmen completing 24 or more credit hours by the end of the first academic year and achieving a cumulative college grade point average of 2.0 or better, shall equal or exceed the following:

- 90 percent at highly selective institutions;
- 85 percent at selective institutions;
- 75 percent at moderately selective institutions, and
- 70 percent at open enrollment institutions.

While state funding must address the core operating budget needs of public institutions, the Coordinating Board for Higher Education shall utilize its funding recommendations, financial incentives, and rewards for performance as well as targeted funds to achieve focused institutional missions and improvements in institutional performance; such programs may include but are not limited to the following performance measures:

- implementing admission decisions appropriate to institutional missions;
- increasing student performance in general education and the major field of study;
- improving institutional graduation and time-to-completion rates, particularly in critical high skill trades and disciplines; and
- encouraging students to continue their formal education through transfer or post-baccalaureate study.

Agencies of Missouri state government provide masters, doctoral and professional students relevant and appropriate learning experiences and opportunities.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 1, page 4; Goal 2, page 5; Goal 5, page 14; Goal 6, page 15; Goal 7, page 16; Goal 8, page 17; Goal 20, page 45)

Objectives

A. Increase the number of students who succeed in learning by fully completing a program of instruction or achieving their learning goals.

B. Ensure all Missouri high school graduates who enroll as first-time, full-time degree-seeking freshmen in a Missouri public four-year college or university complete the CBHE recommended 16-unit high school core curriculum.

C. Increase the number of Missouri high schools that offer Advanced Placement courses.

D. Ensure high school students taking college credit courses while in high school are

adequately prepared for continuing their education at the next collegiate level.

E. Ensure all Missouri public colleges and universities meet the admissions goals, success rates, and graduation rates associated with their agreed upon missions.

F. Increase the number of pre-college and university students who receive advice, counseling, and support necessary for learning success.

Strategies

1. Promote to elementary and secondary students, parents, and high school counselors, the CBHE recommended 16-unit high school core curriculum and the relationship between a solid course of study in elementary and secondary school and success in further education or work following high school.

2. Recognize public institutions in the Funding for Results budget recommendations for the proportion of first-time, full-time degree-seeking freshmen who complete the CBHE recommended high school core curriculum.

3. Recognize public institutions in the Funding for Results budget recommendations for making progress toward meeting the admissions goals established for their respective missions, i.e., open enrollment, moderately selective, selective, or highly selective, and explore expansion of the program to include goals related to student success and graduation rates.

4. Increase graduate student internship and faculty fellowship programs offered by agencies of Missouri state government.

5. Promote the advantages of Advanced Placement courses and recommend continuous funding of the Advanced Placement Institutes for high school teachers at Southeast Missouri State and Truman State universities.

6. Review the CBHE policy for the delivery of dual credit courses to ensure comparability with campus-based courses.

6. Recommend rewards for institutions that advance the state's interest in developing a seamless transition from the 10th grade in high school through the 14th year of education and beyond through financial and other incentives.

7. Recommend continued support for the instruction, student services, libraries, and academic and administrative support needed for success in learning.

8. Collect data, undertake research, perform analyses, and report on the progress being made toward the achievement of this goal.

9. Provide public information and respond to inquiries from the public about the extent

to which Missourians are succeeding in learning.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Proprietary School Certification, Academic Affairs, Budget and Finance, Student Financial Assistance, Public Information

Results

Ensuring access to success in learning will:

1. Increase the productivity of Missouri firms and farms through employees who have achieved higher levels of learning and have the ability to learn continuously.

2. Decrease the percent of Missourians obtaining public income support at any time during the year by increasing the earning power of Missouri workers and future workers who possess a higher level of learning and ability to learn continuously.

3. Increase the percent of 25 year olds with a high school diploma and completing 14 years of education by promoting and distributing information that is easily accessible to all Missourians about the advantages of completing the high school diploma and education beyond high school, such as the higher earnings potential associated with the high school diploma and an additional two-years of study beyond the 12th grade.

4. Increase the percent of minorities and women participating in State of Missouri procurement and employment by promoting and distributing information that indicates persons with higher levels of demonstrated learning are better able to compete for contracts and more qualified for employment.

5. Increase the quality and diversity of the system of higher education that results from institutional partnerships and stronger relationships among institutions with different missions with increased attention to and focus on learners, learning, and outcomes.

Strategic Issue - Quality

The need and demand for teaching, research, and service of the highest quality possible is increasing. There is evidence that Missourians need a stronger foundation in the disciplines, particularly in mathematics and science, important to the high performance, technologically advanced employment of the future. The MRI study of targeted industries completed under contract for the Department of Economic Development identifies several areas that require access to high quality basic and applied research if those companies are to grow, be competitive, and advance in a global economy. Expert instruction by qualified faculty and research resources available on Missouri college and university campuses and distinguished by their depth and breadth are essential to a stable and strong economy. These resources need to be utilized more fully through service activities that are not limited to what the public expects from cooperative extension and divisions of continuing education. Service to individuals; employers; and local, regional, and state government needs to be integrated into the culture of every Missouri college and university. To advance, Missouri must raise its expectations regarding the quality of teaching, research, and public service offered by the state's colleges and universities. Providers of postsecondary education must demonstrate, in ways meaningful to the public, the results associated with that quality.

Quality Teaching and Learning

Goal: To ensure Missouri citizens have the opportunity to learn with expert instructors and instructional and learning resources of the highest quality possible.

Desired Outcomes

Quality teaching and learning occur at all Missouri education institutions.

Nationally accredited degree programs are available within the state.

Faculty share their respective expertise through interdisciplinary and intercampus instruction and share responsibility for program delivery and quality.

Test scores in mathematics and science for prospective and currently enrolled students rank Missouri among the 10 highest states.

Prospective teachers meet the CBHE standards for admission to and initial certification from teacher preparation programs.

College and university faculty participate in professional development related to improvement in teaching.

Currently enrolled students and alumni report that teaching and instructional and learning resources at their respective campus are of high quality, state of the art and easily accessible.

Outcome Measures

All newly certified public school teachers entering the profession will meet the CBHE standards for admission to and graduation from state approved teacher education programs.

The aggregate number of minorities employed statewide in all public and independent institutions collectively as faculty and administrative staff will at least equal their representation in the state of Missouri.

Degree programs (i.e., majors) offered by Missouri's public institutions shall, at a minimum, satisfy the following criteria:

- demonstrate centrality to the sponsoring institution's mission;
- provide objective evidence of success in addressing statewide needs and/or contributing toward the attainment of statewide goals;
- maintain a critical mass of majors and graduate annually an average, calculated over the prior three years, of least 10 majors at the associate or baccalaureate degree level, 5 majors at the master's degree level, and 3 majors at the doctoral degree level unless there is sufficient justification for exceptions, particularly in the arts and sciences; and
- regularly produce highly qualified graduates as demonstrated in the following areas:
    a. performance on assessments of general education, including measures of oral and written communication skills and critical thinking;
    b. performance on nationally normed tests, licensure or certification examinations, and or other measures of achievement in the major;
    c. average placement rates of those seeking employment which take into account general economic conditions; and
    d. alumni and employer satisfaction rates.

The percentage of Missouri's baccalaureate graduates scoring above the 50th percentile on nationally normed exit assessments in their major field of study will rank among the 10 highest recorded for all states; furthermore, the number of baccalaureate graduates scoring above the 80th percentile on appropriate nationally normed assessments will increase each year.

See appendix, *1998 Report of Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 4, page 12; Goal 11, page 26; Goal 12, page 27; Goal 15, page 37)

Objectives

A. Increase the proportion of Missouri college students scoring above the 50th percentile on nationally normed examinations of general education and respective fields of study.

B. Increase the proportion of prospective teachers admitted to state approved teacher education programs and graduates recommended for initial teacher certification who meet the Coordinating Board's established admission and certification standards.

C. Increase average mathematics and science test scores to be among the top third nationally.

D. Increase the quality of teaching and learning by different institutions' faculty collaborating in providing expert instruction for both on-campus and off-campus learners via telecommunications-based delivery systems and other related technologies (e.g., the Internet, common library platform).

E. Increase the number of Missouri college and university faculty participating in professional development activities related to improved teaching.

F. Increase the focus of each college and university campus on quality teaching and learning.

G. Increase the proportion of currently enrolled students and college and university alumni reporting that the quality of teaching on their campuses is excellent.

Strategies

1. Recognize public institutions in the Funding for Results budget recommendations for increasing assessment of student learning in general education and the major field of study through nationally normed and/or externally validated, locally developed examinations.

2. Recognize public institutions in the Funding for Results budget recommendations for following the Coordinating Board's established standards for admission and initial certification of prospective teachers.

3. Implement a statewide discussion and review of mathematics and science education in Missouri and make recommendations for its improvement.

4. Increase the professional development of college and university faculty as it relates to improved teaching as part of mission review and consider it in recommendations for funding mission enhancement.

5. Meet regularly with chief academic officers, and at least annually with education

deans, to discuss issues related to increasing the quality of teaching.

6. Meet regularly with campus assessment coordinators to discuss issues related to the demonstration of quality learning.

7. Support the development and implementation of a system that provides accessibility of learning resources across the state system of public and private higher education.

8. Meet regularly with campus librarians to discuss issues related to the accessibility of learning resources across the system of higher education that promote quality in learning.

9. Recognize public institutions in the Coordinating Board's Funding for Results budget recommendations for teaching and learning improvement projects.

10. Recognize the best teaching and learning improvement projects at public institutions at the annual Governor's Conference on Higher Education.

11. Recognize outstanding teachers with the Governor's Award for Excellence in Teaching at the annual Governor's Conference on Higher Education.

12. Meet annually, through a joint board meeting, with the State Board of Education to discuss issues of mutual interest related to increasing the quality of teaching and learning.

13. Provide professional development opportunities in science and mathematics for K-12 teachers through the Eisenhower Professional Development Program.

14. Host an annual informational meeting on the Eisenhower Professional Development Program grant competition for representatives of the state's public and independent colleges and universities.

15. Review the qualifications of instructors as part of the proprietary school certification process.

16. Meet regularly with the Proprietary School Advisory Committee to discuss issues related to increasing the quality of learning in the private career school sector.

17. Compare and report on the status of teaching and learning in Missouri with respect to national measures of quality.

18. Collect data, undertake research, perform analyses, and report on the progress being made toward the achievement of this goal.

19. Provide public information and respond to inquiries from the public about the quality of teaching on the state's college and university campuses.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Proprietary School Certification, Academic Affairs, Budget and Finance, Public Information

Results

Enhanced teaching and learning in the state's schools, colleges, and universities will:

1. Increase the percent of 25 year olds with a high school diploma and completing 14 years of education because teachers who are well-qualified keep students in school and promote the advantages of completing further education.

2. Increase the percent of students annually that persist to high school graduation because good teaching and solid learning help students succeed.

3. Increase the percent of individuals who achieve targeted skill levels at 3 years old, 5 years old, 3rd grade, 8th grade, and 10th grade because well-qualified early childhood, elementary, and secondary school teachers graduating from the state's approved teacher education programs are integral to achieving this result.

4. Improve and strengthen the state's economy by firms, businesses, and industries wanting to locate in Missouri because of the quality of its seamless system of postsecondary education and access to quality employees.

Quality Research

Goal: To ensure Missouri faculty are recognized nationally for the quality, depth, and breadth of basic research done on Missouri campuses.

Desired Outcomes

Graduate programs are recognized nationally.

Research grants and contracts and funding for basic and applied research are obtained on a competitive basis.

The nation's best scholars in their respective fields are attracted to Missouri colleges and universities, particularly the University of Missouri.

The condition of research faculty, facilities, and equipment is state-of-the-art.

The University of Missouri and other universities' faculty are involved in research projects with Missouri state agencies.

Outcome Measures

Missouri's public and independent doctoral degree-granting universities should strive to have graduate programs recognized nationally as being among the best in the United States by:

- having all students who are admitted to graduate programs for which there is a nationally normed admissions test (e.g., GRE, MAT, LSAT, etc.) submitting such scores prior to admission to Missouri's graduate programs with 66 percent of all first-time graduate students scoring above the 50th percentile on the respective examinations;
- increasing the number and proportion of doctoral degrees awarded in each program to citizens of the United States;
- having all academic divisions/departments of Missouri's public and independent colleges and universities provide their faculty with electronic access to state, national, and international education/research communication networks;
- improving computer-based linkages among all college and university libraries, enhancing access and exchange opportunities as well as expanding interactions via national and international networks; and
- increasing the amount of money awarded on a competitive basis to Missouri's public research universities from both federal and other external sources for basic and applied research grants and contracts.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 16, page 37)

Objectives

A. Increase the number of graduate programs recognized by the National Research Council and other national surveys of graduate degree program quality.

B. Increase the standing of the University of Missouri among American Association of Universities (AAU) on rankings related to research.

C. Increase Missouri's research investment in faculty, facilities, and equipment for programs, schools, and colleges that are recognized nationally, and those that are near national eminence at the University of Missouri.

Strategies

1. Recognize in the public four-year college and university budget recommendations the role of research on campuses with graduate degree programs.

2. Consider the role of research on each public four-year college and university campus as part of institutional mission review.

3. Identify the University of Missouri as the state's lead public research university.

4. Assist, through the CBHE budget recommendations, and support the University of Missouri in increasing the number of endowed chairs on each campus.

5. Collect data, undertake research, perform analyses, and report on progress being made toward the achievement of this goal.

6. Provide public information and respond to inquiries from the public about the quality of research on the state's college and university campuses.

Areas of Responsibility

Policy and Planning, Academic Affairs, Budget and Finance, Public Information

Results

Enhanced research at the state's public four-year colleges and universities, particularly at the University of Missouri, will:

1. Increase the number of dollars of new investment in Missouri firms and farms resulting from new product and production developments through research undertaken by Missouri colleges and universities.

2. Increase the productivity and economic competitiveness of those industries identified in the Department of Economic Development's study of targeted industries where basic and applied research are integral to new product and service development.

3. Increase the percent of Missourians living where air meets government air quality standards by employing air quality improvement strategies and processes resulting from research done by Missouri colleges and universities.

4. Decrease the ratio of state operating expenditures to Missouri personal income by establishing the research infrastructure and expertise among the state's college and university faculty to undertake research on behalf of the state's businesses, industries, and government rather than buying the research from out-of-state consultants and commercial firms.

Quality Service

Goal: To ensure individuals, firms, businesses and industries, and local and state governments receive the quality and scope of services from the faculty of the state's colleges and universities that enable all Missourians to derive benefits and receive return on the state's investment in education beyond high school.

Desired Outcomes

Faculty engage in public service to individuals; firms; businesses; and local, regional, and state government, from corrections to social services.

Service projects are performed for individuals, firms, businesses and industries, and local and state governments.

The public is aware of higher education services (programs, financial aid, opportunities, etc.).

Service is integrated into the culture of each institution.

Outcome Measures

The number of service projects performed at the request of Missouri citizens by college and university faculty will increase.

The number of community sponsored events held on college and university campuses will increase.

Every public two- and four-year college and university will identify public service projects as part of their mission refinement.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*.

Objectives

A. Increase the number of problems and issues Missourians face individually and collectively that are addressed by the faculty of universities and colleges in Missouri.

B. Increase Missourians' knowledge of the resources available on college and university campuses that can be applied to solving problems and addressing issues.

C. Increase the connections faculty have with the taxpayers and businesses of Missouri.

Strategies

1. Recognize in the public four-year college and university budget recommendations the role of public service on each campus.

2. Include the role of public service to individuals; businesses; and local, regional, and state government on each public four-year college and university campus as part of institutional mission review.

3. Promote and distribute information in easily accessible forms about the services faculty have provided and can offer individuals, businesses and industries, and local and state government.

4. Collect data, undertake research, perform analyses, and report on progress being made toward the achievement of this goal.

5. Provide public information and respond to inquiries from the public about services provided by the faculty of the state's system of higher education.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Budget and Finance, Public Information, Student Financial Assistance

Results

Ensuring business, industry, and government receive the quality and scope of services needed from the state's colleges and universities will:

1. Increase the productivity of Missouri firms and farms as a result of receiving expert assistance and service from college and university faculty.

2. Decrease the ratio of state operating expenditures to Missouri personal income resulting from Missouri faculty providing expert service related to local, regional, and state government needs and operations.

Strategic Issue - Efficiency

While it is essential that the state's system of postsecondary education be accessible to all citizens of the state and responsive to the needs of students and employers while maintaining the highest possible level of quality, this must be accomplished within the context of the need for increased accountability and efficiency across the system of higher education. Maximizing the impact of the public funds appropriated for higher education will build public confidence in the value of the system. Streamlining the processes within the system, developing new and innovative approaches to educational delivery, fostering seamless transitions by students, and sharing resources and expertise while recognizing the need for meaningful and appropriate distinctions between institutions are all crucial parts of improving the efficiency and effectiveness of the system. The result will be a coordinated, balanced, and cost-effective system of higher education that is prepared to make the transition into and address the challenges and opportunities of the next century.

Efficiency that is Performance Based

Goal: To ensure a differentiated system of higher education that demonstrates institutional performance and accountability.

Desired Outcomes

Students succeed and complete their programs of study at public institutions.

Students successfully transfer between institutions.

Student complete degree programs in a timely manner at public institutions.

Students completing programs of study at Missouri's public colleges and universities remain in Missouri to work.

Missouri's public and independent doctoral degree-granting universities have graduate programs recognized nationally as being among the best in the United States.

The public system of higher education is recognized and rewarded for its performance.

The public system of higher education is more differentiated through focused and enhanced institutional missions.

Outcome Measures

Admissions decisions at all public institutions will reflect the statewide admissions guidelines for standards appropriate to highly selective, selective, moderately selective, and open enrollment institutions.

Success rates for all first-time, full-time degree-seeking freshmen, defined as the proportion of first-time, full-time degree-seeking freshmen completing 24 or more credit hours by the end of the first academic year and achieving a cumulative college grade point average of 2.0 or better, shall equal or exceed the following:

- 90 percent at highly selective institutions;
- 85 percent at selective institutions;
- 75 percent at moderately selective institutions, and
- 70 percent at open enrollment institutions.

The number of students successfully transferring from Missouri's two-year institutions and completing a baccalaureate degree at one of the state's public or independent four-year institutions will increase each year.

Graduation and time-to-completion rates for first-time, full-time degree-seeking freshmen shall equal or exceed the following, and graduation rates for minority students will be comparable to those attained for all students.

- 75 percent after 6 years at highly selective institutions;
- 65 percent after 6 years at selective institutions;
- 55 percent after 6 years at moderately selective institutions;
- 45 percent after 6 years at open enrollment four-year institutions; and
- 25 percent after 3 years at public two-year community colleges.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 7, page 16; Goal 8, page 17; Goal 10, page 25; Goal 13, page 32)

Objectives

A. Equal or exceed the goals established by the Coordinating Board for success rates for all first-time, full-time degree-seeking freshmen within each institutional mission category.

B. Increase the number of students successfully transferring from Missouri’s two-year institutions and completing a baccalaureate degree at one of the state’s public or independent four-year institutions.

C. Equal or exceed the goals established by the Coordinating Board for graduation rates for first-time, full-time degree-seeking freshmen within each institutional mission

category.

D. Equal or exceed the goals established by the Coordinating Board for time-to-completion rates for first-time, full-time degree-seeking freshmen within each institutional mission category.

E. Attain graduation rates for historically underrepresented groups comparable to those for all students.

F. Increase the number of college and university graduates who find jobs in Missouri.

G. Submit admissions test scores for all students before admission to Missouri's graduate programs for which there is a nationally normed admissions test.

H. Establish centers of excellence and innovation within the higher education system.

I. Increase the percent of first-time, full-time degree-seeking students admitted to graduate programs scoring above the 50th percentile on the respective admissions test.

J. Missouri Public Colleges and Universities meet or exceed the Operational Outcome Measures associated with their respective mission enhancement implementation plans. See appendix, *Accountability Measures for Institutional Mission Review and Enhancement.*

Strategies

1. Integrate performance review into the institutional mission enhancement process.

2. Recognize performance in the Funding for Results budget recommendations.

3. Meet regularly with college and university presidents and chancellors to discuss issues related to the performance of the state's system of higher education particularly as they relate to improving access, quality, and efficiency.

4. Integrate performance assessment into the Proprietary School Certification process.

5. Develop funding policies that recognize and reward institutional performance in cooperation with the public institutions, state executive and legislative leadership.

6. Recognize more institutions for their areas of focus through established centers of excellence and innovation appropriate to their agreed upon missions.

7. Collect data, undertake research, perform analyses, and report on the progress being made toward the achievement of this goal.

8. Provide public information and respond to inquiries from the public about the performance of Missouri's colleges and universities.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Proprietary School Certification, Academic Affairs, Budget and Finance, Public Information

Results

Demonstrate performance and accountability of the state's system of higher education.

Efficiency that Maximizes the Impact of Funding

Goal: To ensure a coordinated, balanced and cost-effective system of higher education.

Desired Outcomes

Identified state needs for education, training, research, and public service are met through the targeted investment of state funds in the state's system of higher education.

Public institutions develop and implement more focused institutional missions.

Public institutions are recognized and rewarded for their performance in meeting statewide goals and objectives.

The public investment in institutional infrastructure at public institutions is protected through prompt and appropriate maintenance and repair.

Public institutions have the new and/or renovated facilities necessary to fulfill their institutional missions.

All state-owned higher education facilities are adequately maintained and modern equipment widely used by businesses and industry is available to Missouri's students and faculty.

Outcome Measures

Graduation and time-to-completion rates for first-time, full-time degree-seeking freshmen shall equal or exceed the following, and graduation rates for minority students will be comparable to those attained for all students.

- 75 percent after 6 years at highly selective institutions;
- 65 percent after 6 years at selective institutions;
- 55 percent after 6 years at moderately selective institutions;
- 45 percent after 6 years at open enrollment four-year institutions; and

- 25 percent after 3 years at public two-year community colleges.

The number of students completing programs of study in those high skill trades and disciplines determined to be critical to Missouri's future and/or in short supply (e. g., machinists, maintenance mechanics, tool and die makers, manufacturing technologies, the physical and life sciences, mathematics, foreign languages, allied health, and nursing) will increase each year.

Missouri's public four-year institutions will adopt workload policies that result in average teaching assignments for all tenured and tenure-track faculty by institutional type consistent with the following:

- 9 hours at highly selective, selective, and research institutions
- 12 hours at all other public four-year institutions

While state funding must address the core operating budget needs of public institutions, the Coordinating Board for Higher Education shall utilize its funding recommendations, financial incentives, and rewards for performance as well as targeted funds to achieve focused institutional missions and improvements in institutional performance; such programs may include but are not limited to the following performance measures:

- implementing admission decisions appropriate to institutional missions;
- increasing student performance in general education and the major field of study;
- increasing participation and graduation of historically underserved populations, particularly minorities, as well as increasing the proportion of faculty and staff from historically underrepresented populations;
- improving institutional graduation and time-to-completion rates, particularly in critical high skill trades and disciplines;
- encouraging students to continue their formal education through transfer or post-baccalaureate study;
- developing distinctive programs and more focused missions; and
- achieving administrative efficiency goals.

All state-owned higher educational facilities and instructional and research equipment will receive regular maintenance and repair and replaced with modern equipment widely used by business and industry based on a regular cycle.

Missouri will have a system of governance for postsecondary education that will provide a coordinated, balanced, and cost-effective delivery system of the highest quality while recognizing the relative merits of institutional autonomy and the necessity of achieving statewide goals by:

- differentiating institutional missions on the basis of differing admission policies, providing incentive funds to assist both public and independent institutions in meeting statewide needs, and rewarding institutional successes;

- benefiting from the strength of its independent colleges and universities through contracts for specific programs and services consistent with statewide needs; and
- encouraging, supporting, and rewarding its institutions of higher education for increasing their involvement in resource sharing and cooperative ventures with other Missouri schools, colleges, universities, businesses, and industries as well as with other institutions, nationally and internationally.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 13, page 32; Goal 14, page 34; Goal 18, page 44; Goal 20, page 45; Goal 21, page 57; Goal 24, page 60)

Objectives

A. Increase institutional recognition related to areas of specialty associated with their agreed upon mission.

B. Maximize the impact of funding on the operations of the state's public colleges and universities.

C. Increase higher education's responsiveness to identified state needs.

D. Increase mission differentiation among the state's public colleges and universities.

E. Achieve focused institutional missions and increase reallocation of funds to high priority initiatives related to enhanced missions.

F. Establish a system of educational opportunities and transitions from the 10th grade through the 14th year of education and beyond.

Strategies

1. Support the full implementation of the State Plan for Postsecondary Technical Education.

2. Support the implementation of the Coordinating Board's recommendations for a telecommunications-based delivery system.

3. Support the continuing development and enhancement of the Missouri Research and Education Network (MOREnet) in meeting the Coordinating Board's recommendations for a telecommunications-based delivery system.

4. Support the establishment of regional postsecondary education consortiums offering accredited programs.

5. Support the development and implementation of a common platform for remote access to library materials in meeting the Coordinating Board's recommendations for

a telecommunications-based delivery system.

6. Support interdepartmental and institutional efforts to address the state's workforce development needs.

7. Support strengthening of selected state student financial aid programs designed to meet the needs of targeted clientele (for example, Bright Flight-merit; Missouri Student Grant-financial need; Marguerite Ross Barnett-part-time).

8. Utilize the Funding for Results initiative to promote the achievement of identified state goals for higher education.

9. Conduct, in cooperation with the public colleges and universities, five-year reviews of the twenty-three public institutions' missions.

10. Recognize mission-related maintenance and repair, equipment replacement, and capital investment needs in CBHE budget recommendations supported by the college and university presidents and chancellors, state executive, and legislative leadership.

11. Target CBHE two- and four-year budget recommendations to achieve focused institutional missions and reward institutional performance improvements.

12. Meet regularly with the chief financial officers to discuss issues related to maximizing the impact of state funding.

13. Support operation of University of Missouri related programs, such as the Alzheimer's program, Missouri Kidney Program, and Missouri Institute of Mental Health.

14. Collect data, undertake research, perform analyses, and report on progress being made toward maximizing the impact of higher education funding.

15. Provide public information and respond to inquiries from the public about how Missouri colleges and universities use their funding to achieve the state's interest in higher education and meet their institutional missions.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Academic Affairs, Budget and Finance, Student Financial Assistance, Public Information

Results

Achieve efficiency, coordination, and balance throughout the state's system of higher education.

Efficiency that Minimizes Unnecessary Duplication and Maximizes the Sharing of Resources

Goal: To ensure minimal unnecessary duplication and maximum sharing of resources.

Desired Outcomes

The system of postsecondary education is more efficient through a seamless system of institutional partnerships and educational transitions that eliminates unnecessary duplication in the course taking patterns of students.

Learning is qualitatively better through effective learning strategies developed from the sharing of institutional resources.

Public policy decision making and statewide planning for higher education are informed through comprehensive research and analysis of student and institutional performance.

Decisions by Missouri state government concerning workforce development are informed by relevant research and analysis.

Research is qualitatively better through the sharing of institutional resources.

Public service is qualitatively better through the sharing of institutional resources.

Coordinated program information that assists students enrolling in the state's system of higher education with increased programmatic and institutional choices is readily available.

The Coordinating Board's customer and public information services; particularly with students, institutions, and commercial lenders participating in the Board's student financial assistance programs, are enhanced.

Missourians have increased access to a diverse system of higher education.

Missourians have increased access to information about institutions and programs.

Outcome Measures

The objectives related to the CBHE policies and procedures for the review of academic program proposals of efficiency, peer involvement and qualitative improvement will be achieved.

Surveys of the Coordinating Board's customers demonstrate high levels of satisfaction with the timeliness, quality, and efficiency of the Board's customer and public information services.

The number of participants in the CBHE sponsored transfer and articulation conference will increase.

The number of attendees at the annual Governor's Conference on Higher Education and the CBHE sponsored workshops for governing board members will increase.

Missouri citizens attending schools certified to operate by the CBHE and the certified schools expressing satisfaction with services provided by the department will increase.

Every Missouri high school will provide opportunities for Advanced Placement (AP) offerings.

Missouri will have a system of governance for postsecondary education that will provide a coordinated, balanced, and cost-effective delivery system of the highest quality while recognizing the relative merits of institutional autonomy and the necessity of achieving statewide goals by:

- differentiating institutional missions on the basis of differing admission policies, providing incentive funds to assist both public and independent institutions in meeting statewide needs, and rewarding institutional successes;
- benefiting from the strength of its independent colleges and universities through contracts for specific programs and services consistent with statewide needs; and
- encouraging, supporting, and rewarding its institutions of higher education for increasing their involvement in resource sharing and cooperative ventures with other Missouri schools, colleges, universities, businesses, and industries as well as with other institutions, nationally and internationally.

See appendix, *1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education*. (Goal 2, page 5; Goal 24, page 60)

Objectives

A. Increase the strength and quality of the system of higher education through focused missions and institutional cooperation and partnerships.

B. Increase the number of Missourians whose needs for higher education are met.

C. Establish a consistent framework for the development and implementation of degree programs within the state's system of higher education.

D. Enhance the coordination of degree programs within the state's system of higher education.

E. Establish more efficient processes for ongoing mission review and approval for each public two- and four-year institution.

Strategies

1. Establish guidelines, in cooperation with institutional representatives and other interested parties, for the designation used for specific degree types.

2. Meet regularly with campus data coordinators to discuss issues related to informing public policy development and decisions through coordinated and integrated student-based and institution-based data collection systems.

3. Measure the achievement of education and training related goals included in Missouri's Show Me Results through research and analysis of a shared interdepartmental database.

4. Measure the achievement of the Coordinating Board's goals, objectives and strategic initiatives through research and analysis of the Board's financial assistance, student enrollment and performance, statewide surveys and institutional databases.

5. Meet regularly with the presidents and chancellors of the state's independent colleges and universities to discuss issues related to improving access, quality, and efficiency in the state's independent college and university sector and its effective coordination with the state's public system of higher education.

6. Meet with the Presidential Advisory Committee in conjunction with regularly scheduled Coordinating Board meetings to discuss issues related to increasing access, quality, and efficiency of the state's system of higher education.

7. Meet annually with the Missouri State Board of Education to discuss issues of access, quality, and efficiency through the elimination of unnecessary duplication of courses and the sharing of resources between the secondary and postsecondary levels.

8. Meet with and provide forums for institutional governing boards to discuss issues related to increasing access, quality, and efficiency of the state's system of higher education.

9. Consolidate the administration of the state grant and scholarship programs and the federal and state loan programs into one administrative unit within the Department of Higher Education.

10. Enhance data processing support for and increase electronic data exchanges with Coordinating Board customers, particularly those participating in student financial assistance programs (students, institutions, commercial lenders).

11. Seek statutory authority for the approval of degree programs offered at institutions certified to operate by the Coordinating Board.

12. Recommend appropriate inflationary adjustments to the budgets of two- and four-year institutions.

13. Enhance the operations of the Coordinating Board for Higher Education through the use of electronic, computer, and telecommunications technologies.

14. Compile an annual *Statistical Summary of Higher Education*, *Performance Indicator Report*, and *CBHE Annual Report*.

15. Enhance the Department of Higher Education's service to the public through strengthening its functions related to public information .

16. Enhance the Department of Higher Education's service to the public through strengthening its functions related to research on the state's system of higher education.

17. Enhance the Department of Higher Education's operations by providing learning opportunities for undergraduate interns and doctoral and faculty fellows relating to the functions of the Coordinating Board for Higher Education and the operations of state government.

18. Conduct educational programs for newly elected and appointed trustees of the state's colleges and universities for the purpose of strengthening the understanding of the policy setting role of lay boards in the governance of higher education institutions.

19. Collect data, undertake research, perform analyses, and report on progress being made toward the achievement of this goal.

20. Provide public information and respond to inquiries from the public about the state's system of higher education.

Areas of Responsibility

Policy and Planning, Community College and Technical Education, Proprietary School Certification, Academic Affairs, Budget and Finance, Student Financial Assistance, Public Information

Results

Achieve access, quality, and efficiency within the system of higher education.