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## ABSTRACT

This report presents data on Missouri's public system of higher education and, in some cases, for the combined public and independent colleges and universities. Missouri has 31 public two- and four-year college campuses, 25 independent institutions, 1 state-designated technical college, and more than 120 proprietary schools. The report is divided into five sections: (1) Preparation Measures; (2) Resource/Affordability Measures; (3) Participation/Completion Measures; (4) Learning Enhancement Measures; and (5) Quality/Performance Outcomes Measures. In almost all cases data from the 1996-1997 school year are used as the baseline to track progress. Missouri higher education has a rich tradition of using a single database with standardized definitions to make it possible to describe the system and monitor its progress in achieving state priorities. Three appendixes describe admissions selectivity guidelines, institutional missions, and access to postsecondary education and training opportunities in geographic regions. (Contains 50 graphs, 6 maps, and 7 endnotes.) (SLD)

## 2002 Progress Report

# Striving for Excellence

## A Report on Missouri's System of Higher Education

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March 2002

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**Striving for Excellence:  
A Report on Missouri's System of Higher Education**

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## **Striving for Excellence: A Report on Missouri's System of Higher Education**

The Missouri Coordinating Board for Higher Education (CBHE) is committed to fostering a thriving system of quality higher education. Statewide initiatives emphasize the importance of student participation and successful performance, institutional strength, and public engagement. Missouri's public policies for higher education entail systemic planning, the use of data to inform decision making, the coordination of services to avoid unnecessary duplication, fiscal responsibility to ensure responsible stewardship of public funds, and accountability to monitor the system's success in striving toward excellence.

Missouri higher education has a rich tradition of using a single database with standardized definitions so that we can describe the system and monitor its progress in achieving state priorities. A focus on results is integrated into state-level programs and policies for Missouri's colleges and universities. The Coordinating Board uses performance data to drive improvement in the system and to demonstrate accountability for the use of public funds.

This report is divided into five sections: Preparation Measures, Resource/Affordability Measures, Participation/Completion Measures, Learning Enhancement Measures, and Quality/Performance Outcomes Measures. It presents data for Missouri's public system of higher education and, in some cases, for the combined public and independent colleges and universities. State and national goals are identified when available. In almost all cases, data from 1996-97 are used as the baseline to track progress. Data sources are noted at the bottom of the graphs. In some graphs, data are reported separately based on institutional admissions selectivity categories, i.e., open enrollment, moderately selective, selective, and highly selective. In addition, footnotes to the graphs indicate if the data represent items included in the Coordinating Board's performance budgeting or

performance funding recommendations. A separate report on the performance of Missouri's proprietary school sector is issued annually. Separate statistical documents profiling each public college and university are generated as well.

### **Focused Institutional Missions**

As part of its statutory responsibility, the Coordinating Board conducts five-year mission reviews for each public college and university (Section 173.030(7) RSMo). The mission review process is designed to ensure mission differentiation, to improve quality, and to strengthen Missouri's public higher education system through planning. By June 2002, each of the state's public colleges and universities will have completed at least one cycle of mission review. Missouri's independent and proprietary institutions also are committed to focused missions which further provide Missouri with a rich, diverse higher education system.

Missouri's system of higher education has 31 public two- and four-year campuses, 25 independent institutions, one state-designated technical college, and more than 120 proprietary schools. Collectively, Missouri's higher education system enrolls more than 360,000 students, graduates more than 50,000 each year, and represents a multi-billion dollar enterprise.

Missouri's institutions differ along several dimensions, including programmatic emphasis, degree-level authorization, and admissions selectivity guidelines. Admissions guidelines are described in Appendix 1. A description of the institutional missions of Missouri's colleges and universities can be found in Appendix 2.

By reinforcing the establishment of focused institutional missions, Missouri is minimizing the duplication of programs and services. An

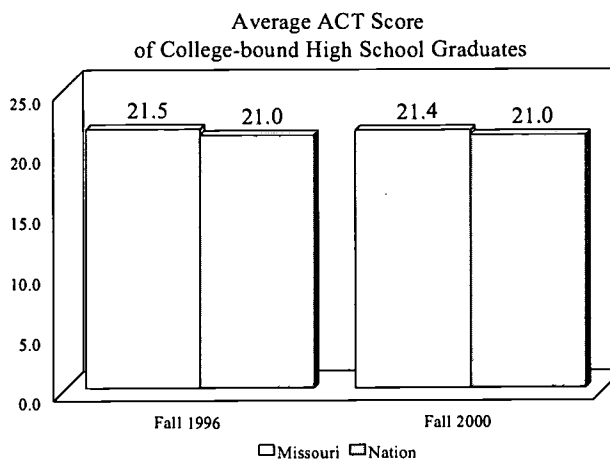
emphasis on distinctive missions also promotes programmatic excellence and helps meet the specific workforce development needs of the state's employers. Working collaboratively, the Coordinating Board and Missouri's colleges and universities are evolving a streamlined, effective, quality higher education system.

Adlai Stevenson said, "We can chart our future clearly and wisely only when we know the path which has led to the present." **Striving Toward Excellence: A Report on Missouri's System of Higher Education** will inform future public policy decisions about Missouri higher education.

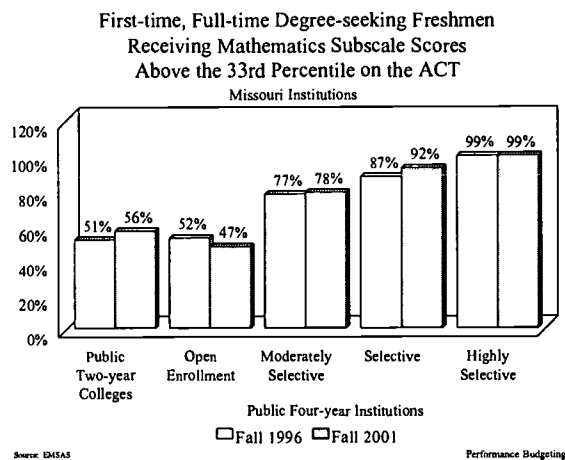
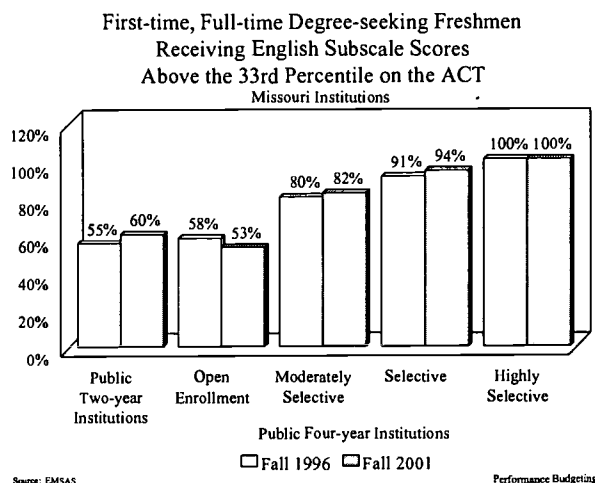
## Preparation Measures

### ACT Scores

Research shows a significant link between high school students' ACT scores and college success.<sup>1</sup> Over the past five years, Missouri's average ACT scores have been slightly above the national average of 21.



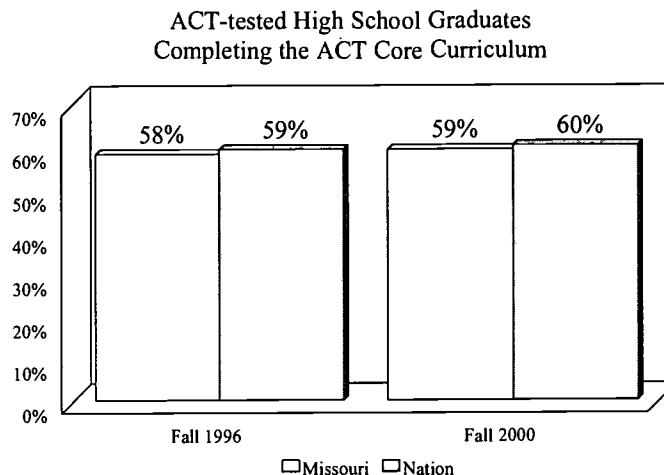
ACT subscale test scores in English and mathematics are additional measures of student preparation. More than half of all first-time, full-time degree-seeking freshmen tested received an English subscale score above the 33<sup>rd</sup> percentile in both fall 1996 and fall 2001. The same is true in mathematics for first-time, full-time degree-seeking freshmen at nearly all of Missouri's public four-year colleges and universities.



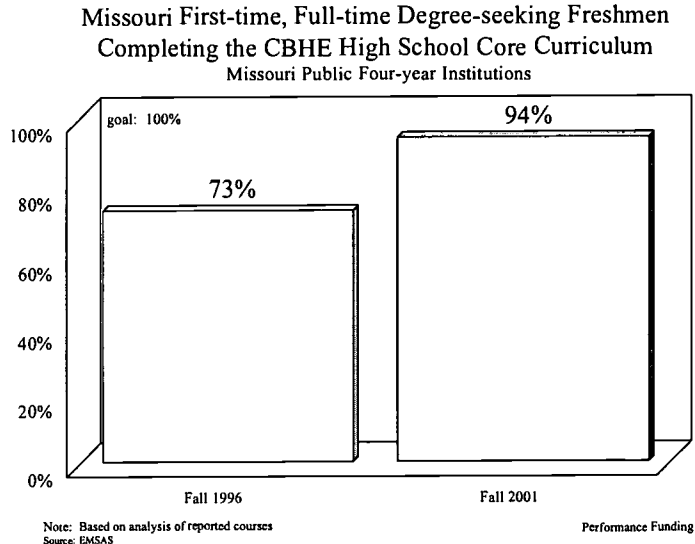
## Preparation Measures

### High School Core Curriculum

College success also is directly related to students' high school courses.<sup>2</sup> Fifty-nine percent of Missouri's fall 2000 ACT-tested high school graduates completed the ACT-defined college preparatory core curriculum, approaching the national average of 60 percent.



In 1992, the Missouri Coordinating Board for Higher Education established a 16-unit high school core curriculum as a standard for admission to all public four-year institutions. The board's goal is to have all first-time, full-time degree-seeking freshmen at Missouri's public four-year colleges and universities complete the CBHE high school core curriculum. The number meeting this college entrance standard increased from 73 percent in 1996 to 94 percent in 2001.





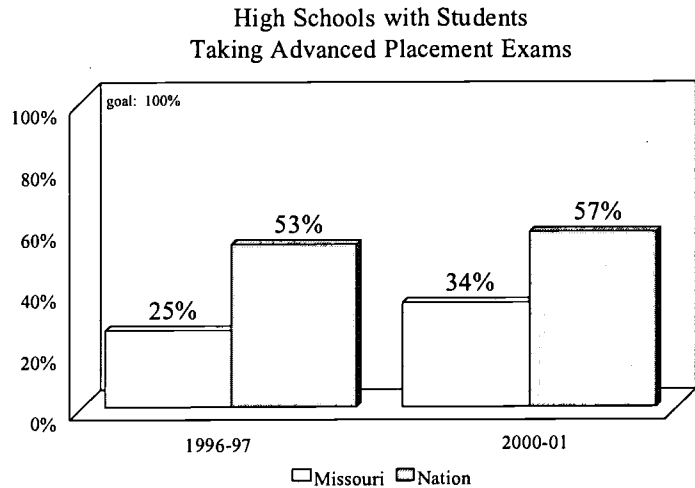
## Preparation Measures

### Advanced Placement

Advanced Placement (AP) programs allow high-achieving students to take college-level courses in high school. The Coordinating Board's policy calls for all Missouri high schools to offer nationally recognized AP courses.

Between 1996-97 and 2000-01, the percentage of Missouri public and private high schools with students who sat for AP exams increased from 25 percent to 34 percent.

While Missouri continues to make progress toward the Coordinating Board's goal, the 2001 College Board report shows that the percentage of Missouri high schools offering AP programs still lags significantly behind the national average of 57 percent.



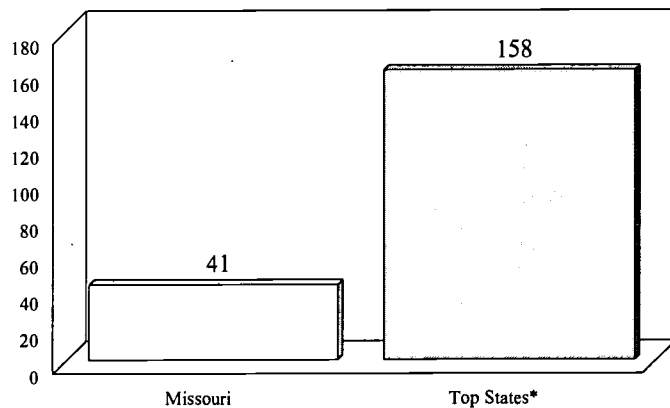
Sources: The College Board

Performance Budgeting

Advanced Placement exams are graded on a 5-point scale. In 2001, 69 percent of Missouri students taking AP exams earned scores of 3 or higher, compared to the national rate of 64.7 percent. In that year, Missouri ranked sixth nationally in performance on AP exams.

Although Missouri students taking AP exams perform well, Missouri falls far behind when compared to the national percentage of high schools with students taking the exams. As a result, in fall 1998, when compared with the five top-performing states, Missouri fell short in the number of exams with scores of 3 or higher per 1,000 high school juniors and seniors, with 41 for Missouri compared to 158 for the top-performing states. This again reinforces the lag in the number of Missouri high schools offering Advanced Placement courses.

Scores of 3 or Higher on Advanced Placement Subject Tests per 1,000 High School Juniors and Seniors, Fall 1998



\*Connecticut, Maryland, New York, Utah, and Virginia  
Source: Measuring Up 2000, State-by-State Profiles

Performance Budgeting

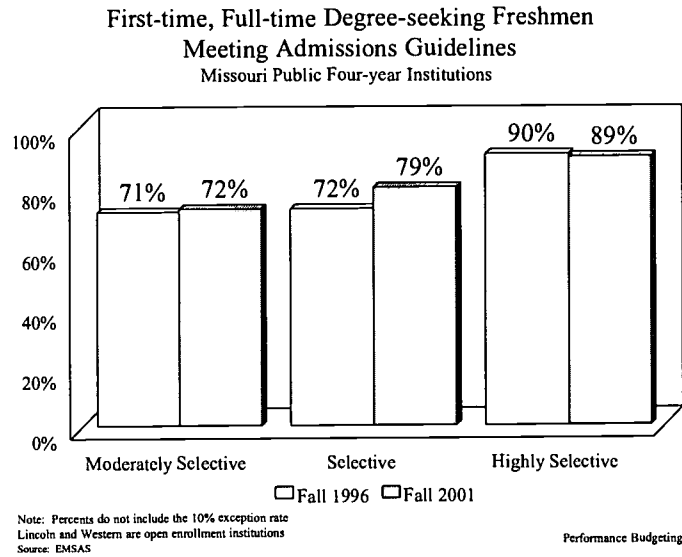
## Preparation Measures

### Admissions Selectivity

Missouri higher education institutions differentiate their missions by implementing admissions guidelines that focus their efforts on helping students with different levels of preparation succeed in the state's system of public higher education.

Following the Coordinating Board's recommendation, Missouri's public four-year institutions identified which admissions guidelines they would pursue: open enrollment, moderately selective, selective, or highly selective. The guidelines are based on the high school percentile rank and the percentile derived from the ACT or SAT score. (See Appendix 1 for the admission selectivity guidelines and a list of the institutions contained in each category.)

From fall 1996 to fall 2001, the percentages of students meeting the admissions guidelines at Missouri's moderately selective and selective public institutions have remained stable. Missouri's highly selective public institution has met its goal.



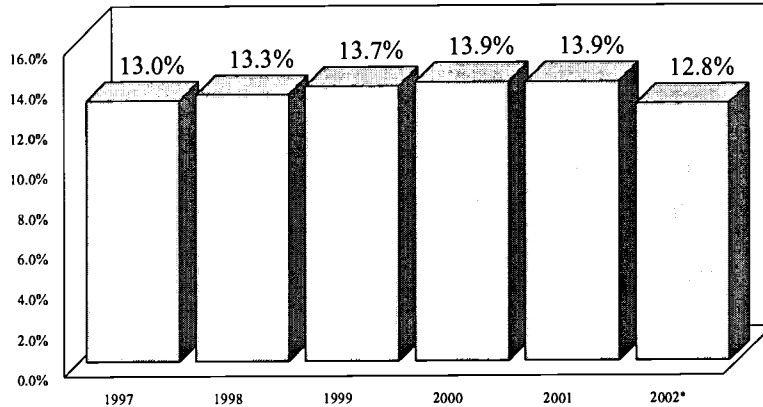
## Resource/Affordability Measures

### State Funding

The level of state funding impacts quality, access, and affordability of Missouri's system of higher education.

Higher education's proportion of the state budget is one measure of state support. After gradual increases in Missouri higher education's share of state general revenue and lottery appropriations, 2002 was marked by nearly level appropriations, resulting in a substantial drop in the proportion of general revenue funding for higher education.

Total Missouri Higher Education Appropriations  
as a Percentage of State General Revenue  
and Lottery Appropriations

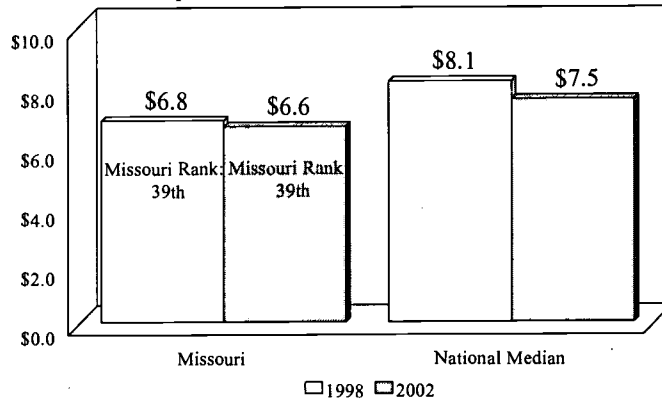


\*In 2002, Missouri higher education received less than the appropriated budget as a result of withholdings to make up for a shortage in state revenues.

Note: Fiscal years  
Source: CBHE Fiscal Data

The comparison of state appropriations to disposable personal income takes into account the relative wealth of Missouri. By this measure, Missouri lags behind the nation, with only \$6.6 in appropriations for higher education per \$1,000 in disposable personal income in 2002, compared to \$7.5 for the nation.

State Higher Education Funding Effort  
Operating Appropriations  
per \$1,000 in Disposable Personal Income



Note: Fiscal years  
Source: Grapevine Survey, Illinois State University

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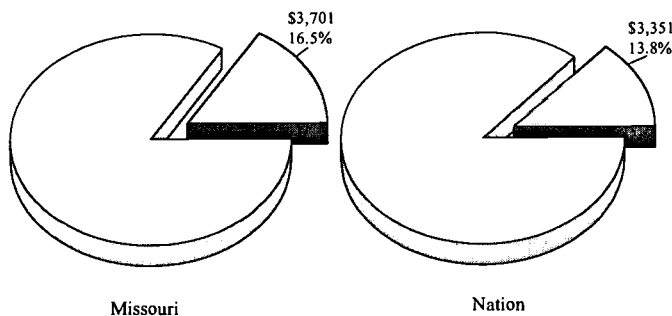
## Resource/Affordability Measures

### Tuition and Fees

In December 1999, the Missouri Commission on the Affordability of Higher Education issued its report<sup>3</sup> to Governor Mel Carnahan and the Coordinating Board. In their report, the commission members noted that the price of attending a Missouri public college or university was one of the major factors students considered as they chose which college or university to attend.

Average tuition and fees as a percentage of per capita disposable income is becoming an increasingly common measure in determining affordability. In 1999-2000, the average in-state undergraduate tuition and fees at Missouri public four-year institutions was \$350 higher than the national average for public four-year institutions. For Missouri residents, the average amount of tuition and fees (\$3,701) accounted for 16.5 percent of per capita disposable personal income, approximately 3 percentage points higher than the national average.

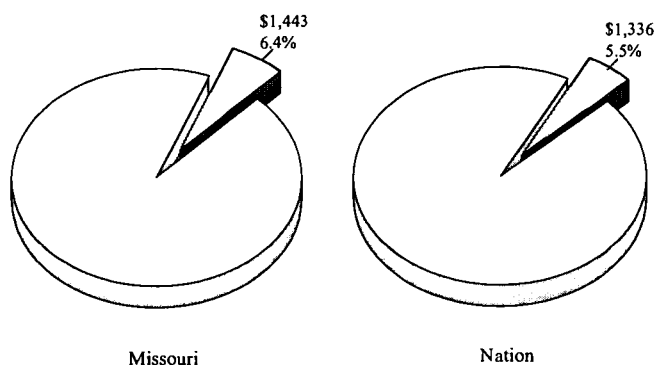
Average In-state Undergraduate Tuition and Fees  
as a Percentage of Per Capita Disposable Income, 1999-2000  
Missouri Public Four-year Institutions



Sources: Digest of Education Statistics, 2001; Statistical Abstract of the United States, 2000; U.S. Census Bureau

In 1999-2000, the average in-state undergraduate tuition (\$1,443) at Missouri's public two-year institutions was just over \$100 more than the national average for public two-year institutions. The average in-state undergraduate tuition in Missouri's public two-year sector accounted for 6.4 percent of per capita disposable income, compared to 5.5 percent at the national level.

Average In-state Undergraduate Tuition  
as a Percentage of Per Capita Disposable Income, 1999-2000  
Missouri Public Two-year Institutions



Sources: Digest of Education Statistics, 2001; Statistical Abstract of the United States, 2000; U.S. Census Bureau

## Resource/Affordability Measures

### Student Financial Assistance

Between 1996-97 and 2000-01, the state increased its funding for the need-based Charles Gallagher program from \$13,370,709 to \$16,450,408. This increase in funding provided grants to 12,863 students, 2,437 more students than in 1996-97.

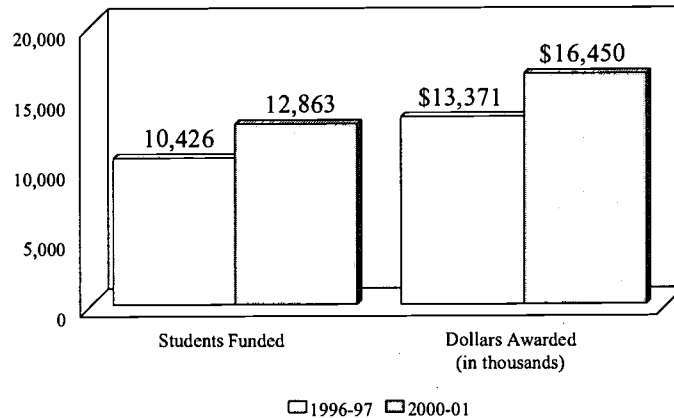
With the additional funding, the number of eligible but unfunded students was reduced from 30,337 students in 1996-97 to approximately 24,000 students in 2000-01. More than \$31 million would have been required to fund the 1996-97 eligible but unfunded students. With the increased funding for the Charles Gallagher program, the number of eligible but unfunded students declined, however, it would require another \$28 million in 2000-01 to make awards to all eligible students.

In 2001-2002, there were 9,000 eligible students who qualified for the state's newest need-based financial aid program, the Missouri College Guarantee Program, but who were not funded. Funding these students would require an additional \$26.4 million in state funding and spending authority.

While progress is being made in helping more students through state appropriations for the Charles Gallagher and Missouri College Guarantee programs, more state need-based financial aid is necessary.

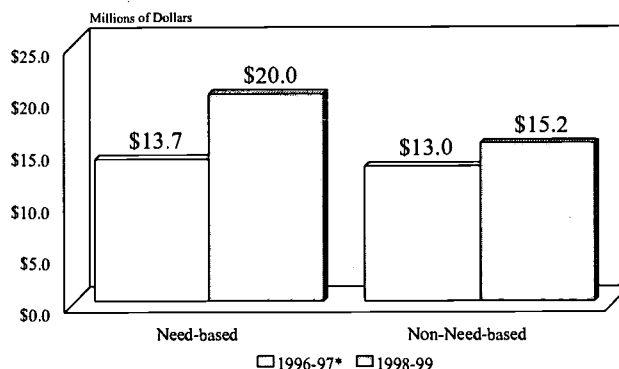
According to the 1998-99 annual report of the National Association of State Student Grant and Aid Programs, in 1998-99, \$20 million, or 57 percent, of Missouri's total state-sponsored aid awarded to undergraduate students was need-based. This represents a 46 percent increase since 1996-97.

Charles Gallagher Student Financial Assistance Program  
Missouri Institutions



Source: MOSTARS

Total Grant Assistance Awarded to Undergraduate Students from Missouri Grant Programs



\*Includes State Student Incentive Grant monies

Source: National Association of State Student Grant and Aid Programs, 30th Annual Survey Report

## Resources/Affordability

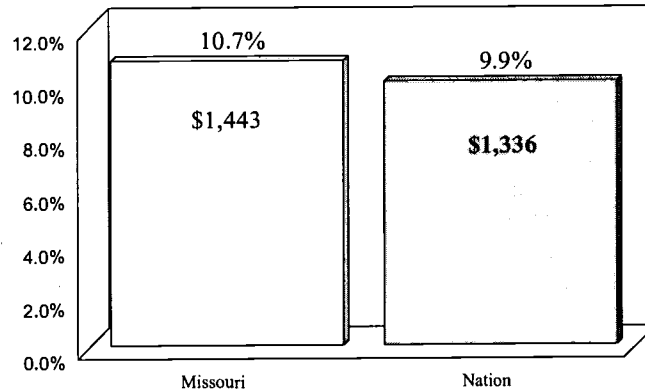
### Students from Low-Income Families

For students enrolling in a Missouri public community college, price was the major factor considered in their decision to attend college.

Average tuition as a percentage of the poverty threshold is a measure increasingly being used by other states and nationally to assess the affordability of the states' community colleges.

In academic year 1999-2000, the average in-state tuition paid by full-time equivalent students at Missouri's public two-year community colleges was about \$110 higher than the national average. Using the national poverty line of \$13,470, Missouri's average in-state community college tuition is the equivalent of 10.7 percent of that level of poverty, compared to 9.9 percent for the community college average nationwide.

Average In-state Tuition\* Paid by Full-time Equivalent Students  
at Public Community Colleges as a Percentage of the Poverty Threshold  
1999-2000



\*Preliminary data based on fall 1998 enrollments  
Sources: Poverty in the United States: 2000, U.S. Census Bureau; Digest of Education Statistics, 2000

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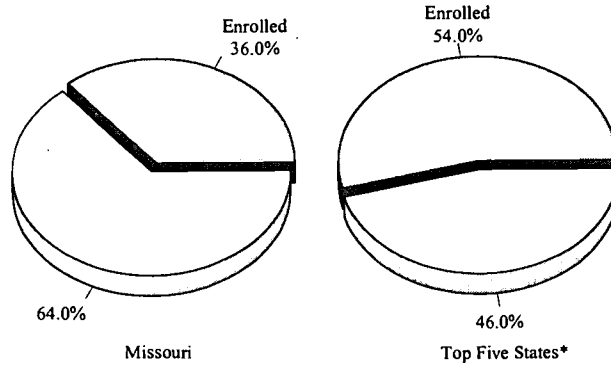
## Participation/Completion Measures

### College Enrollment Rate

Broadening access to higher education remains a high priority of the Coordinating Board. Missouri falls behind the national average in college enrollment of both traditional and nontraditional students.

In 1998, 36 percent of Missouri high school freshmen enrolled in college in any state within four years, compared to 54 percent for the five states rated highest in participation nationally.

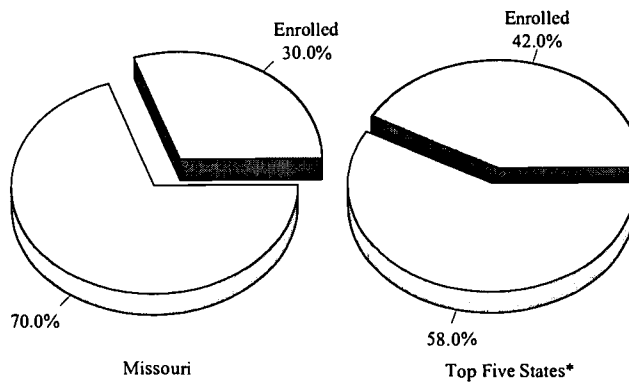
High School Students Enrolling in College  
in Any State Within Four Years, 1998



\*Top 5 states: Iowa, Massachusetts, Nebraska, New Jersey, and North Dakota  
Source: Measuring Up 2000

That same year, 30 percent of Missouri's population aged 18- to 24-years enrolled in college, as compared to an average of 42 percent for the top five states.

Population Aged 18- to 24-Years Enrolled in College, 1998

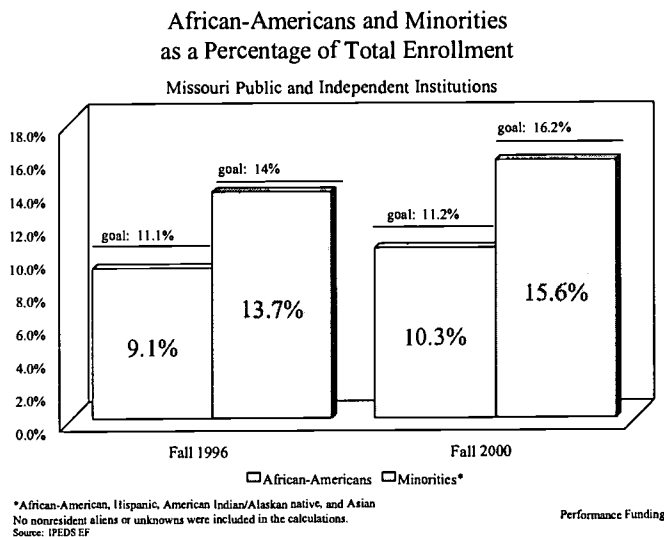


\*Top 5 states: Iowa, Massachusetts, Nebraska, New Jersey, and North Dakota  
Source: Measuring Up 2000

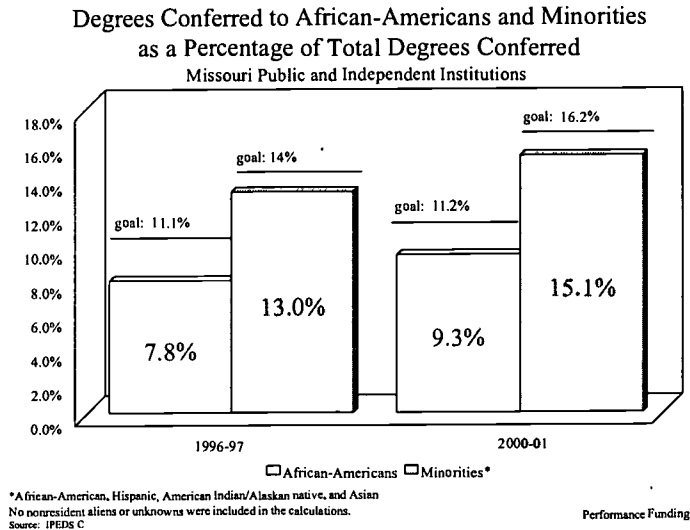
## Participation/Completion Measures

### Underrepresented Groups

Related to the issue of access to higher education is the participation of underrepresented groups. The Coordinating Board's goal is that minorities will participate in Missouri's system of higher education in a proportion at least equal to their representation in the state's population aged 18 years or over. By fall 2000, the percentage of all minorities enrolled in Missouri higher education was under the goal of 16.2 percent, as was the percentage of African-Americans enrolled which was under the goal of 11.2 percent for that group.



As with minority participation, Missouri's goal for minority degree completion also is set to at least reflect minority representation in the state's population aged 18 years or over. The number of degrees conferred in Missouri to African-Americans and other minorities has increased steadily every year; however, the proportion of degrees conferred to all minorities and African-Americans still falls short of the goals established for each group. In 2000-01, the goal for all minorities was set at 16.2 percent - the percentage of degrees conferred to all minorities was 15.1 percent. For African-Americans, the goal was 11.2 percent, but the actual percentage was only 9.3 percent.



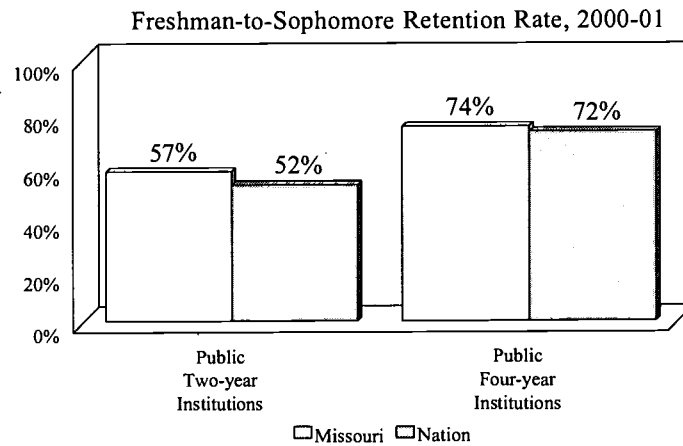
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## Participation/Completion Measures

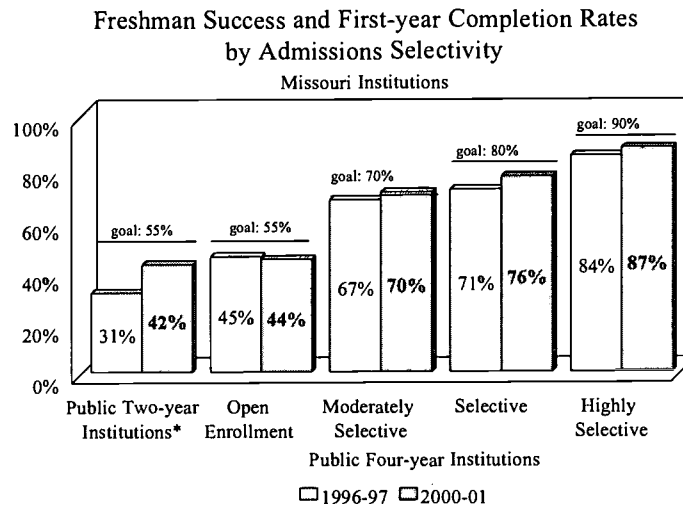
### Freshman Success

High school core curricula, parents' education, socioeconomic status, family income, interaction with college faculty, and school choice have been identified as factors important to student success.<sup>4</sup> For 2000-01, Missouri's overall freshman-to-sophomore persistence rates for public two- and four-year institutions were 57 percent and 74 percent, respectively, both slightly above the national averages reported by ACT.



Sources: EMSAS, ACT 2002 News Release

In monitoring mission-differentiated institutional performance, the Coordinating Board's goals are based on the freshman success rate, defined as the percentage of first-time, full-time, degree-seeking freshmen who complete the first academic year with at least 24 credit hours and a cumulative grade point average of 2.0 or better. Most of Missouri's public institutions have made progress toward their mission-differentiated goals for freshman success.



\*No data for Crowder; incomplete data for Moberly and Three Rivers in 1997  
Source: EMSAS

Performance Funding

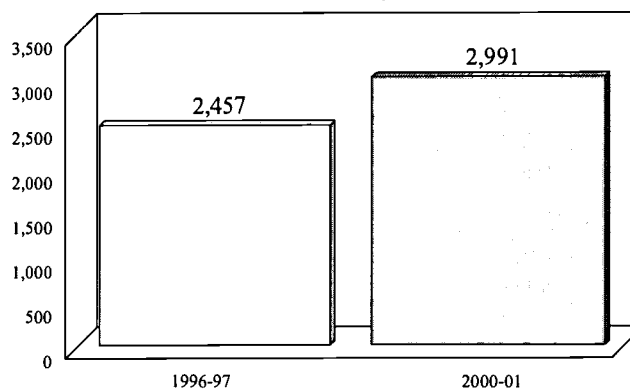
## Participation/Completion Measures

### Transfer Student Completions

The number of students who transferred from Missouri's public two-year institutions to Missouri's public four-year institutions and completed baccalaureate degrees increased from 2,457 in 1996-97 to 2,991 in 2000-2001, an increase of 21.7 percent.

The proportion of all baccalaureate degree recipients at the state's public colleges and universities who transferred from a public community college increased from 16.1 percent in 1996-97 to 18.6 percent of those receiving baccalaureate degrees in 2000-01.

Baccalaureate Degree Recipients from Missouri Public Four-year Institutions Who Took 12 or More Credit Hours at a Missouri Public Two-year Institution

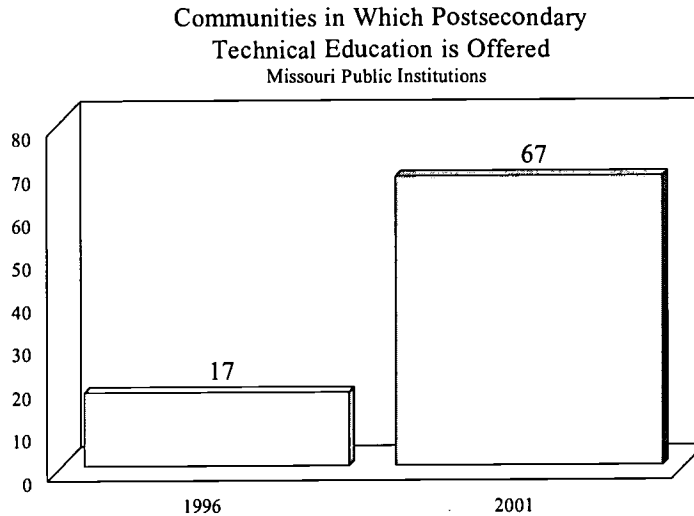


Source: EMSAS

## Participation/Completion Measures

### Geographic Access to Technical Programs

As part of the state's workforce investment efforts, increasing Missouri residents' geographic access to postsecondary technical education and training remains a major goal as set forth in the Coordinating Board's 1996 *Missouri State Plan for Postsecondary Technical Education*. The capacity of Missouri's postsecondary technical education delivery system has been greatly enhanced since 1996. By 2001, Missouri's public two-year colleges and one public four-year college were providing targeted technical education in 67 communities throughout the state, nearly a four-fold increase. (See Appendix 3 for maps showing access to Missouri's postsecondary education and training opportunities.)

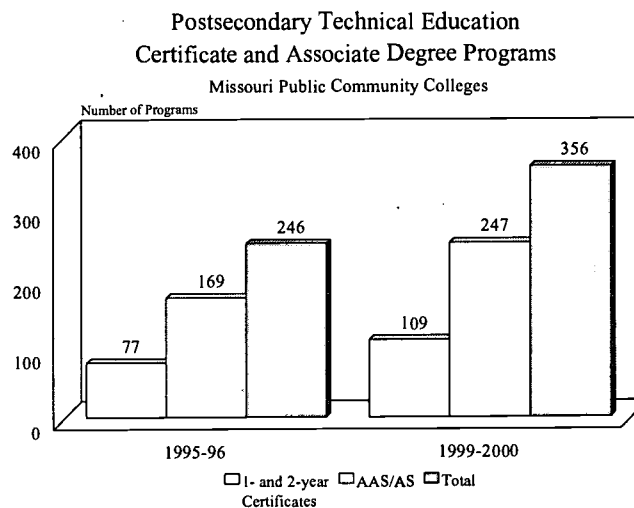


Source: CBHE Survey

## Participation/Completion Measures

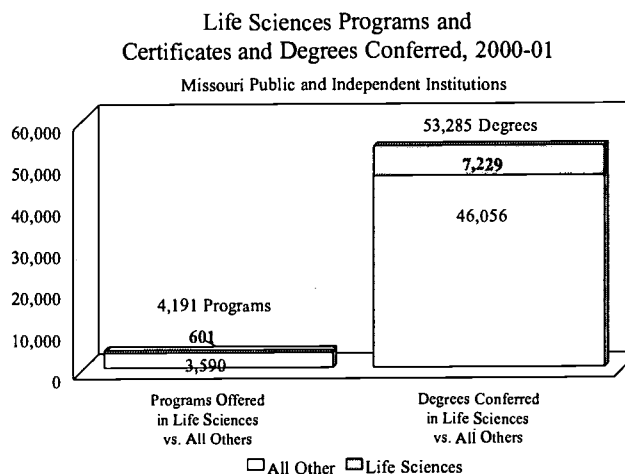
### Programmatic Access to Technical Programs

The number of degree programs in targeted technical fields also has increased. Between 1995-96 and 1999-2000, the number of technical certificate and associate degree programs increased by 45 percent in Missouri, mostly in industrial electronics, manufacturing technology, industrial engineering, and computer-related areas.



In 1998, Missouri identified three high-demand occupational areas in the state: life sciences (biomedicine/biotechnology fields), computer-related fields, and advanced manufacturing. These targeted areas have been characterized as pivotal for the future of the state.

During the 2000-01 academic year, Missouri's public and independent institutions offered more than 600 certificate, associate, bachelor's, master's, doctoral, and first professional programs in the life sciences. This represents 14 percent of the total number of programs offered. During 2000-01, these life sciences programs produced more than 7,000 certificates and degrees, accounting for 13.6 percent of the total degrees conferred that year.



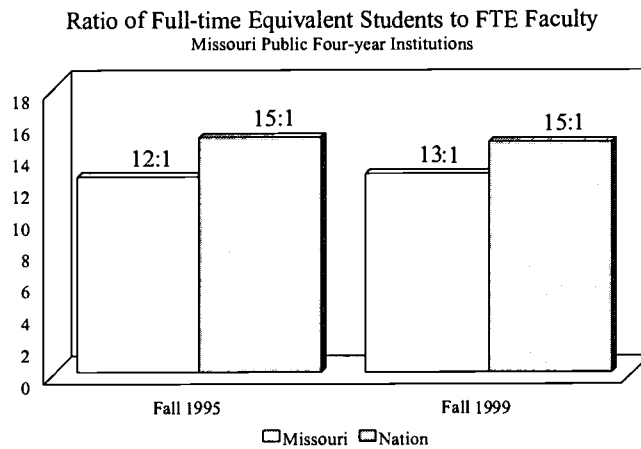
Source: IPEDS C

## Learning Enhancement Measures

### Faculty

“Teaching is the business of the business – the activity that is central to all colleges and universities.”<sup>5</sup>

In fall 1999, the ratio of full-time equivalent students to FTE faculty at Missouri’s public four-year institutions was 13:1, compared to the national ratio, 15:1.

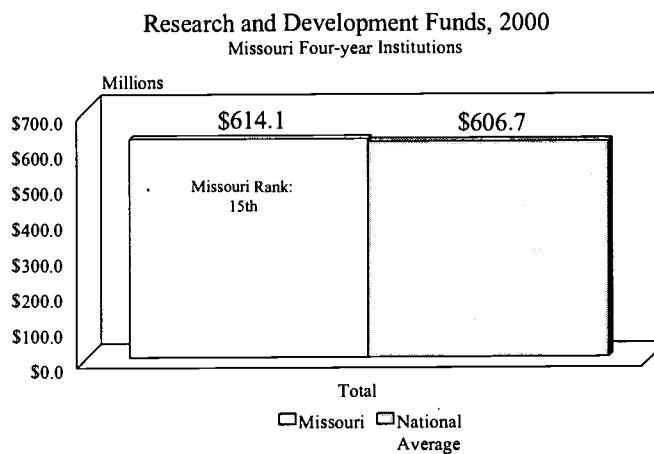


Sources: Digest of Education Statistics, 1998 and 2001

## Learning Enhancement Measures

### Research Funding

In addition to state appropriations, the Coordinating Board encourages Missouri research institutions to obtain federal and other external funds for research. As Missouri institutions have become increasingly competitive in obtaining external research funds, dollar amounts received for that purpose have continued to grow. By 2000, funds for research and development at Missouri's four-year institutions totaled \$614.1 million, slightly above the national average of \$606.7 million. Missouri ranked 15<sup>th</sup> among all states in funds for research and development (R&D) at colleges and universities.

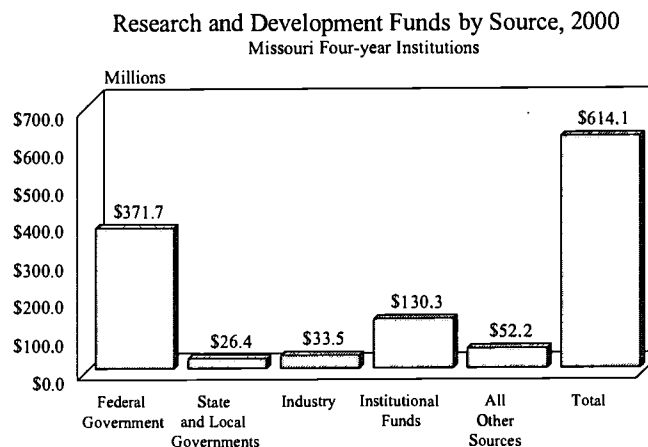


Note: Fiscal year  
Source: Academic Research and Development Expenditures Report, FY 2000, National Science Foundation

Of the \$614.1 million in R&D funds obtained by Missouri higher education institutions, \$371.7 million, or 60.5 percent, came from federal sources.

R&D funds obtained by Missouri's doctoral degree-granting institutions totaled \$609.2 million in 2000, accounting for 99 percent of the state total. These funds represented an increase of more than 50 percent since 1996. Of the doctoral institutions' R&D funds in the science and engineering fields, \$485.7 million, or almost 80 percent of the total, was for life sciences.

In a recent article in *The Chronicle of Higher Education*,<sup>6</sup> Washington University, one of Missouri's independent research universities, was ranked 14<sup>th</sup> in the nation in obtaining competitively secured research funds.



Note: Fiscal year  
Source: Academic Research and Development Expenditures Report, FY 2000, National Science Foundation

## Learning Enhancement Measures

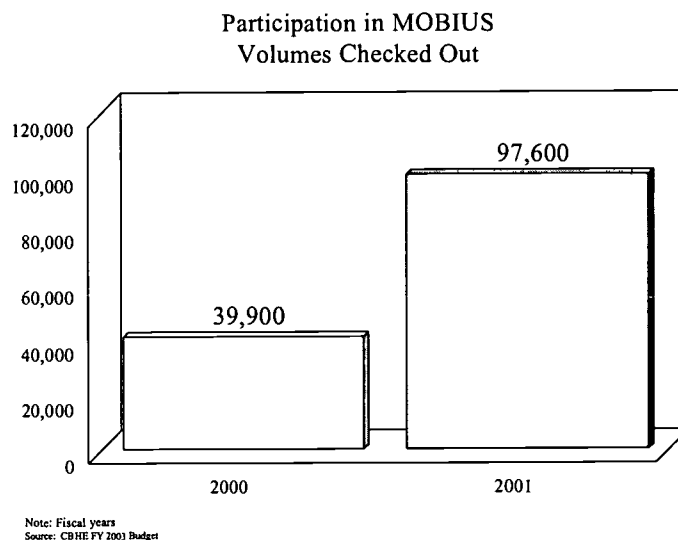
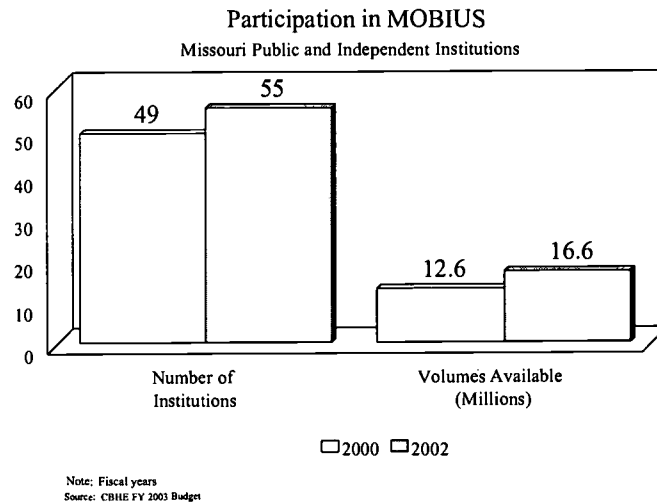
### MOBIUS

Missouri appropriated \$10.2 million to build the Missouri Bibliographic Information User System (MOBIUS), a consortium of Missouri's academic libraries. Through MOBIUS, public and independent institutions throughout Missouri use a common library platform that facilitates the sharing of print, electronic, and multimedia resources among the students, faculty, and staff of member institutions.

Beginning in 2002, MOBIUS received \$649,000 in core funds to sustain its operations. Between 2000 and 2002, the number of member institutions increased 12.2 percent, from 49 to 55. During the same time period, the number of volumes available through MOBIUS increased by 31.7 percent, to 16.6 million volumes.

Statistics showing that only 38 percent of those volumes are held by more than one institution evidences the efficiency of resource sharing through MOBIUS.

The utilization of MOBIUS has been significantly above projections, from 39,900 volumes checked out during 2000 to 97,600 during 2001.



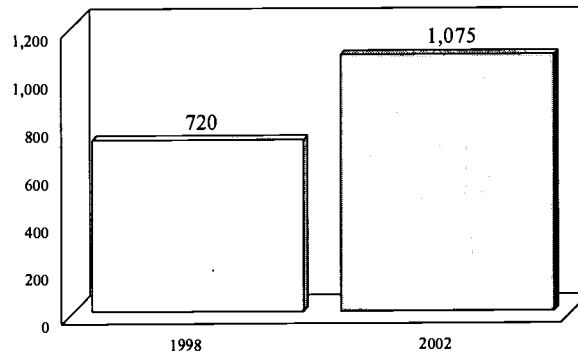
## Learning Enhancement Measures

### MOREnet

The Missouri Research and Education Network (MOREnet) provides high-speed Internet connections for Missouri higher education, elementary and secondary education, state agencies, public libraries, communities, and other organizations. State funding for MOREnet continues to rise with the demand for MOREnet services. The higher education share of state appropriations for MOREnet increased from \$5 million in 1998 to \$13 million in 2002. Additional state resources of \$9.8 million are provided by the state through the Department of Elementary and Secondary Education and the Secretary of State, bringing the 2002 total state support for MOREnet to \$22.8 million.

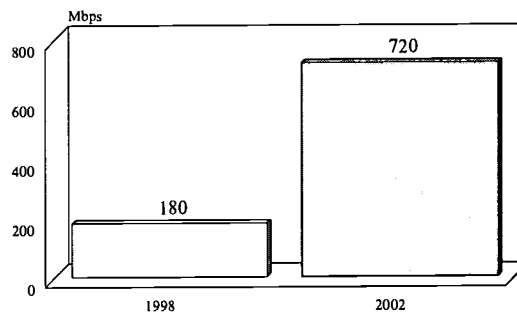
Since its inception, the number of sites connected to the MOREnet backbone has increased 49 percent, from 720 to 1,075. Between 1998 and 2002, MOREnet's Internet capacity quadrupled, from 180 megabits per second (Mbps) to 720 Mbps. In the same time period, the Internet usage from connected sites increased by more than 260 percent.

MOREnet Sites



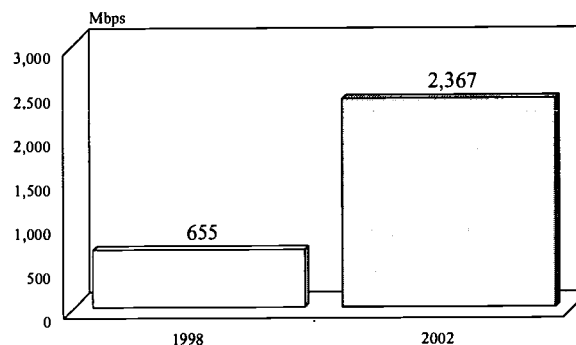
Note: Fiscal years

MOREnet Internet Capacity



Note: Fiscal years

MOREnet Access to Missouri Backbone from Local Connections



Note: Fiscal years



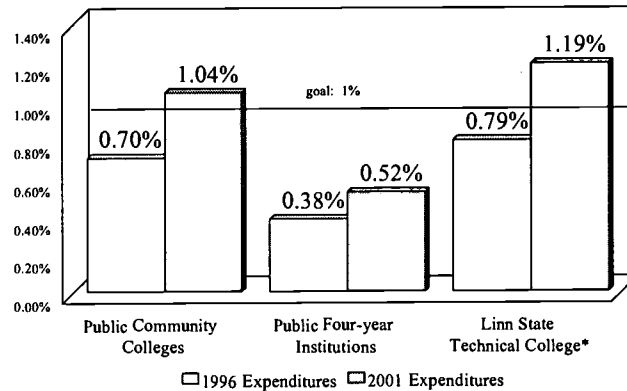
## Learning Enhancement Measures

### Teaching and Learning Improvement Projects

Missouri higher education institutions are encouraged to produce innovative teaching strategies aimed at enhancing student performance. The Coordinating Board's goal calls for at least 1 percent of the total planned expenditures on instruction to be dedicated to campus teaching and learning improvement projects.

On-campus credit instruction expenditures as a percentage of campus-level performance-based funding increased most significantly at Missouri's public community colleges and Linn State Technical College, both surpassing the goal in 2001. The percentage of campus-level performance-based funding spent for on-campus credit instruction at Missouri's public four-year institutions continues to increase but, by 2001, was still just over halfway to the 1 percent goal. Linn State Technical College first received performance funding in 1998. Linn State's percentage of campus-level performance-based funding used for on-campus credit instruction has increased from .79 percent at that time to 1.19 percent in 2001, surpassing the 1 percent goal.

Expenditures for On-campus Credit Instruction as a Percentage of Campus-Level Performance-Based Funding



\*Expenditures for Linn State Technical College are for FY 1998 and FY 2001.

Note: Fiscal years

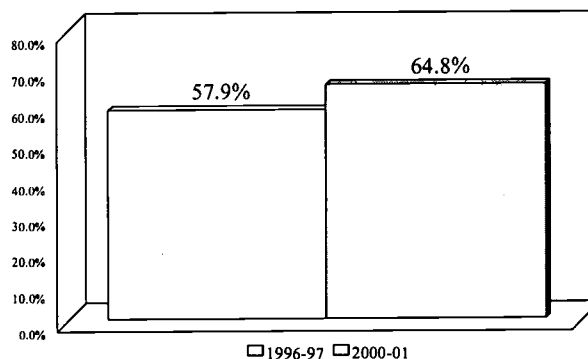
Source: Budget Reporting and Request Forms

## Quality/Performance Outcomes Measures

### Performance in General Education – Associate of Arts Degree Level

In 2000-01, 64.8 percent of the associate of arts degree recipients from Missouri's public two-year institutions were assessed in general education using a nationally normed assessment.

Percentage of Associate of Arts Degree Recipients Assessed Using a Nationally Normed General Education Assessment  
Missouri Public Two-year Institutions

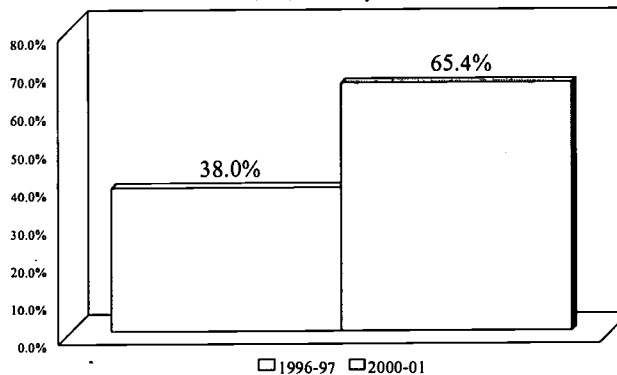


Source: Performance Indicators survey

Performance Funding

The proportion of associate of arts degree recipients being assessed in general education and scoring at or above the 50<sup>th</sup> percentile increased from 38 percent to over 65 percent between 1996-97 and 2000-01. Absent the assessment of all graduates however, these data cannot be generalized to address issues of student performance about all graduates.

Of Associate of Arts Degree Recipients Assessed Using a Nationally Normed Assessment of General Education, the Percentage Scoring at or Above the 50th Percentile  
Missouri Public Two-year Institutions



Source: Performance Indicators survey

Performance Funding

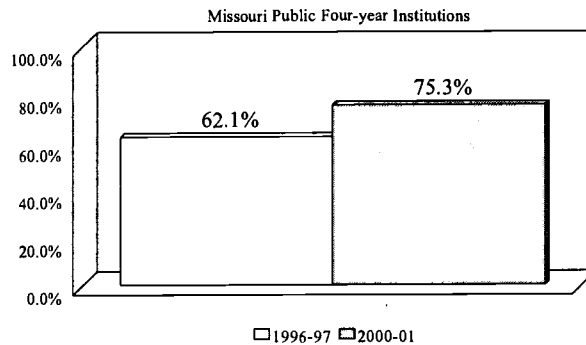
## Quality/Performance Outcomes Measures

### Performance In General Education – Baccalaureate Degree Level

In addition to degree completion, the Coordinating Board encourages institutions to measure graduates' performance on nationally normed tests of general education.

In 2000-01, 75.3 percent of the baccalaureate degree recipients from Missouri's public four-year institutions were assessed using a nationally normed instrument.

Percentage of Baccalaureate Degree Recipients Assessed Using a Nationally Normed General Education Assessment

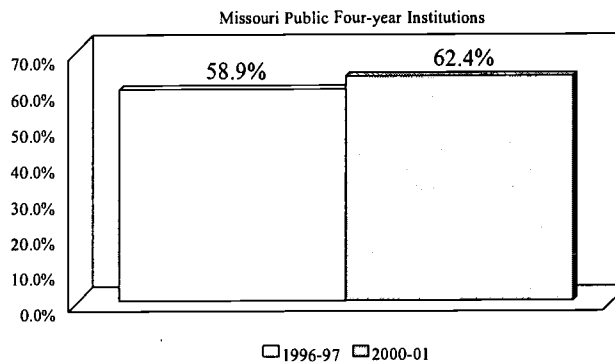


Source: Performance Indicators survey

Performance Funding

The proportion baccalaureate degree recipients being assessed in general education and scoring at or above the 50th percentile increased from nearly 59 percent in 1996-97 to more than 62 percent in 2000-01. Absent the assessment of all graduates however, these data cannot be generalized to address issues of student performance about all graduates.

Of Baccalaureate Degree Recipients Assessed Using a Nationally Normed Assessment of General Education, the Percentage Scoring at or Above the 50th Percentile



Source: Performance Indicators survey

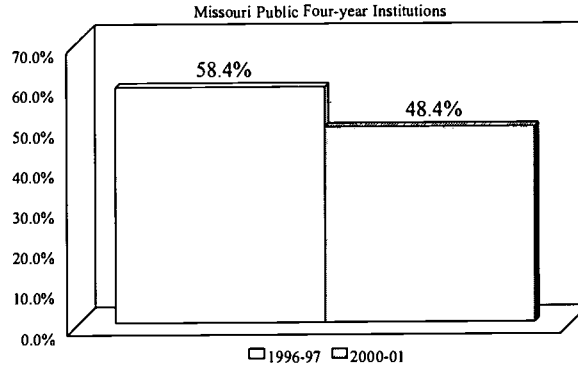
Performance Funding

## Quality/Performance Outcomes Measures

### Performance In the Major Field of Study

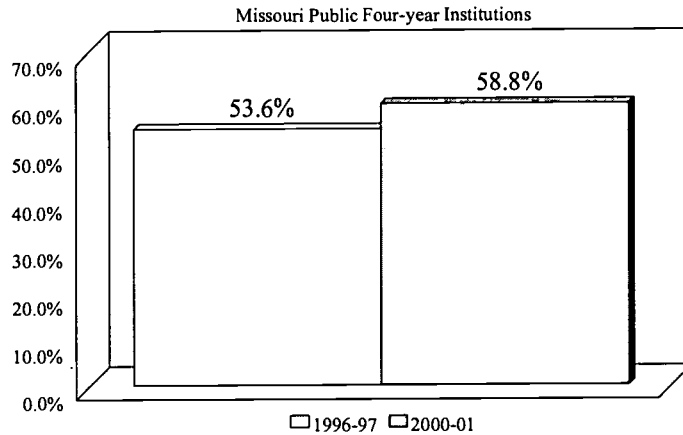
Between 1996-97 and 2000-01, the proportion of baccalaureate degree recipients from Missouri's public four-year institutions assessed in their major field of study declined between 1996-97 and 2000-01. However, the proportion of those assessed and scoring at or above the 50th percentile has increased from nearly 54 percent in 1996-97 to about 59 percent in 2000-01. Absent, the assessment of all graduates however, these data cannot be generalized to address issues of student performance about all graduates.

Percentage of Baccalaureate Degree Recipients Assessed Using a Nationally Normed Major Field of Study Test



Source: Performance Indicators survey

Of Baccalaureate Degree Recipients Assessed Using a Nationally Normed Assessment of the Major Field, the Percentage Scoring at or Above the 50th Percentile



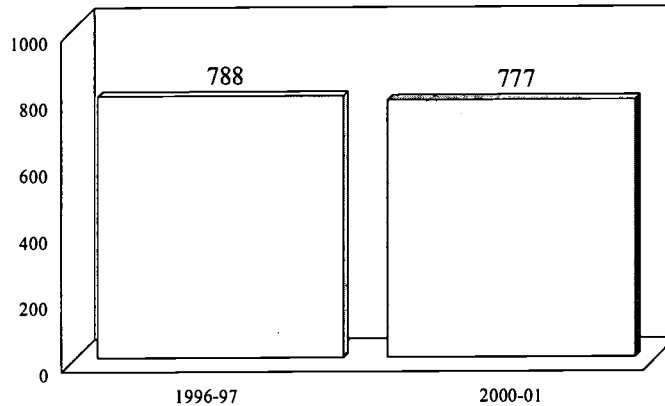
Source: Performance Indicators survey

## Quality/Performance Outcomes Measures

### Performance on Licensure, Certification, or Registration Exams – Associate Degree Level

At the associate degree level, many graduates take licensure, certification, or registration exams that are scored pass/fail. The number of associate degree recipients taking such exams essentially remained unchanged between 1996-97 and 2000-01, 788 and 777, respectively.

Associate Degree Recipients Taking a Licensure, Certification, or Registration Exam Scored Pass/Fail

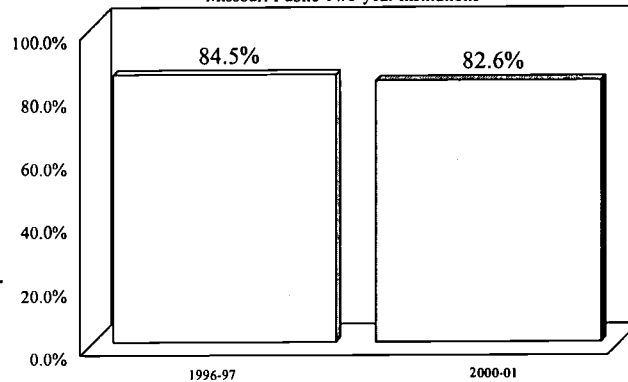


Source: Performance Indicators survey

The percentage of all associate degree recipients from Missouri's public two-year institutions passing a licensure, certification, or registration exam scored pass/fail also has remained about the same, with 84.5 percent in 1996-97 and 82.6 percent in 2000-01.

Proportion of Associate Degree Recipients Receiving Pass Scores on a Licensure, Certification, or Registration Exam that is Scored Pass/Fail

Missouri Public Two-year Institutions



Note: Percentage is calculated on the basis of the number of associate degree recipients who took a licensure, certification, or registration exam that is scored pass/fail.

Source: Performance Indicators survey

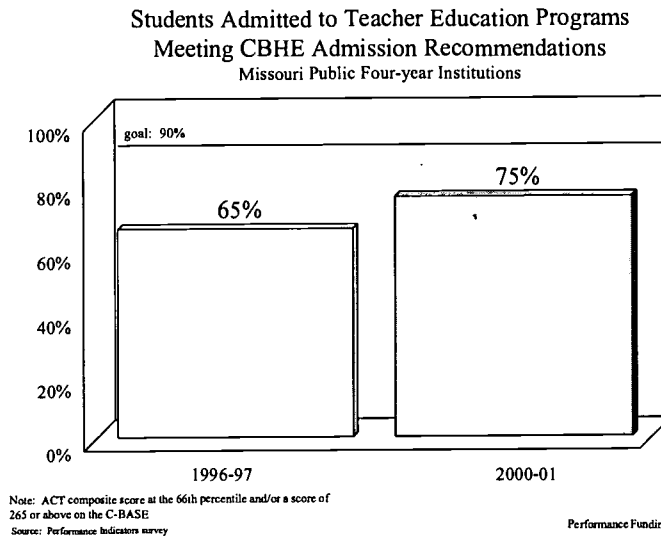
Performance Funding

## Quality/Performance Outcomes Measures

### Quality of Prospective Teachers

The Coordinating Board's goal for entry into teacher education programs is that 90 percent of students admitted to teacher education programs at Missouri's public four-year institutions score at or above 265 on all subtests of the College Basic Academic Subject Examination (C-BASE), which is equivalent to achieving an ACT composite score at the 66<sup>th</sup> percentile.

Between 1996-97 and 2000-01, the percentage of students admitted to teacher education programs at Missouri's public four-year institutions meeting the above criteria rose from 65 percent to 75 percent.

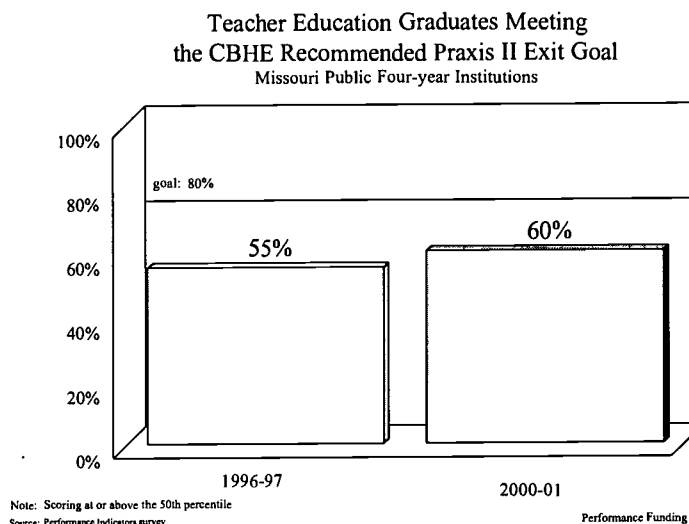


## Quality/Performance Outcomes Measures

### Performance of Prospective Teachers

In recent years, the Missouri K-16 Coalition has emphasized that quality K-12 teachers are needed to improve overall K-12 student performance.<sup>7</sup> To encourage Missouri higher education institutions to meet higher standards, the Coordinating Board recommends that 80 percent of all teacher education graduates score at or above the 50<sup>th</sup> percentile on state-mandated national exit examinations.

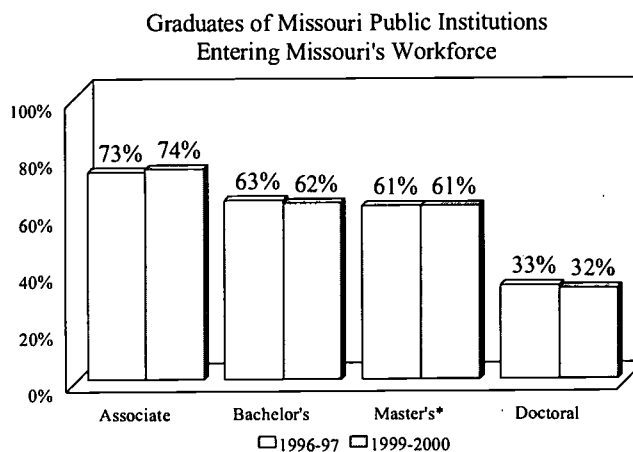
Overall, the percentage of teacher education graduates from Missouri's public four-year institutions meeting the Coordinating Board's recommended exit goal has increased from 55 percent in 1996-97 to 60 percent in 2000-01.



## Quality/Performance Outcomes Measures

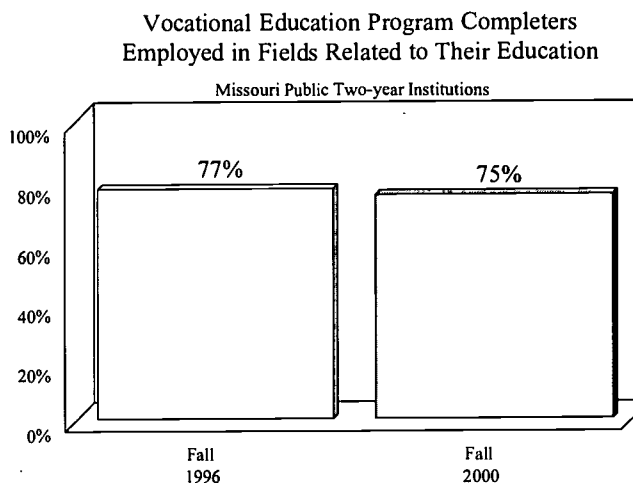
### Job Placement

Job placement data is one indicator of the preparedness of Missouri graduates entering the workforce. Between 1996-97 and 1999-2000, the percentage of graduates of Missouri public institutions employed in the state remained largely unchanged at all degree levels. During the 1999-2000 academic year, 74 percent of students who graduated from a Missouri public institution with an associate degree entered Missouri's workforce. More than 60 percent of students who received a bachelor's or master's degree from a Missouri public institution also bolstered Missouri's workforce. Finally, nearly one-third of students who received their doctoral degrees from a Missouri public institution entered Missouri's workforce.



\*Does not include education specialists  
Source: Coordinating Board for Higher Education

In addition to monitoring these degree-related employment rates, the Coordinating Board places particular emphasis on the successful job placement of graduates from Missouri's public two-year institutions' vocational and technical education programs. In fall 2000, 75 percent of vocational program completers found jobs in areas related to their educational preparation.



Source: Missouri Department of Elementary and Secondary Education

Performance Funding

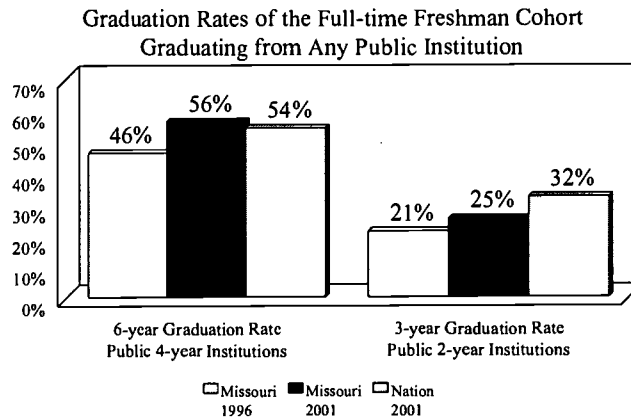


## Quality/Performance Outcomes Measures

### Graduation Rates

The Coordinating Board's mission differentiation goals also include the expectation that as the admissions selectivity increases, so should the institutions' graduation rates. Between 1996 and 2001, Missouri's public four-year institutions' six-year graduation rate improved from 46 percent to 56 percent, above the national average of 54 percent.

Between 1996 and 2001, the three-year graduation rate for Missouri's public two-year institutions increased from 21 to 25 percent, still below the national average of 32 percent.



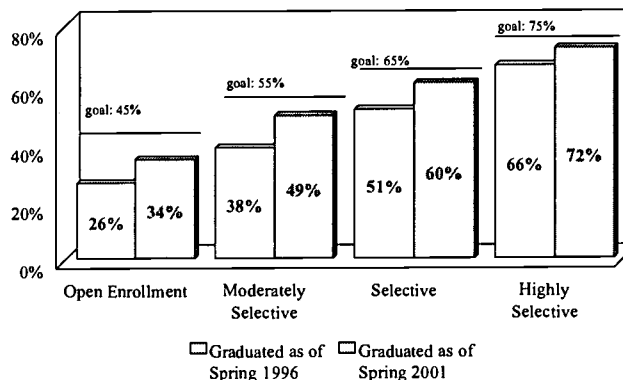
Note: 1996: 6-year graduation rate based on 1990 freshman cohort  
 2001: 6-year graduation rate based on 1995 freshman cohort  
 1996: 3-year graduation rate based on 1993 freshman cohort  
 2001: 3-year graduation rate based on 1998 freshman cohort

Sources: EMSAS; Consortium for Student Retention Data Exchange; University of Oklahoma; ACT 2002 News Release

Performance Funding

An examination of graduation rates from Missouri's public four-year institutions, categorized by the institutions' selectivity, shows similar progress toward mission-differentiated goals during the same period.

**Six-year Graduation Rates of the Full-time Freshman Cohort  
at Missouri Public Four-year Institutions Graduating  
from Any Missouri Public Institution**



Source: EMSAS

Performance Funding

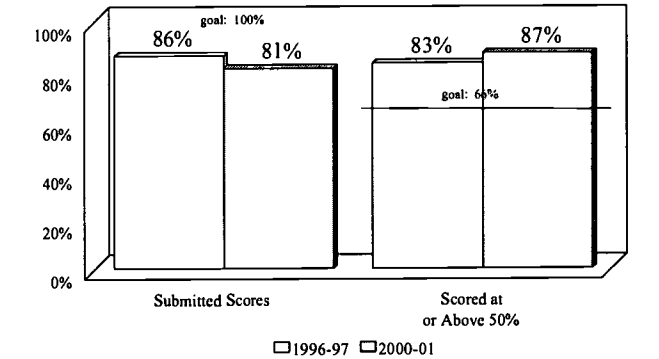
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## Quality/Performance Outcomes Measures

### Quality of Graduate Students

To enhance the quality of graduate education in Missouri, the Coordinating Board recommends that 66 percent of all entering graduate students score at or above the 50<sup>th</sup> percentile on nationally normed entrance exams. At the University of Missouri, the percentage of students submitting national entrance exam scores and scoring at or above the 50<sup>th</sup> percentile has remained well above the goal of 66 percent since 1996-97.

First-time, Full-time Graduate and First Professional Students  
Submitting National Entrance Exam Scores and Their Performance  
University of Missouri

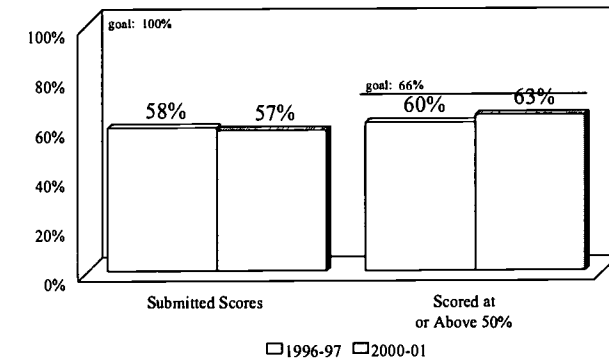


Performance Funding

When considering only those students submitting scores, the state's remaining public master's degree-granting institutions also are within reach of the goal. In 2000-01, 63 percent of the students submitting scores on national entrance exams scored at or above the 50<sup>th</sup> percentile.

Absent all new graduate and first professional students submitting scores, these data cannot be generalized to address quality issues about all new graduate and first professional students.

First-time, Full-time Graduate Students Submitting National  
Entrance Exam Scores and Their Performance  
Missouri Public Master's Degree-granting Institutions



Performance Funding

## Notes

1. The High School Profile Report, ACT, Inc.; ACT Research Information Brief, 2001-3
2. Ibid.
3. Toward an Affordable Future, Report of the Missouri Commission on the Affordability of Higher Education," December 9, 1999
4. "Organizational Issues in Enrollment Management," The College Board  
  
"Persistence and Attainment of First-year College Stopouts," The Condition of Education, Section V, Educational Participation and Progress, U.S. Department of Education  
  
"High School Academic Curriculum and the Persistence Path Through College: Persistence and Transfer Behavior of Undergraduates 3 Years After Entering 4-year Institutions," Laura Horn and Lawrence K. Kojaku. Education Statistics Quarterly, 2001  
  
"Individual Predictors of Student Persistence," Karna Walter, Randall S. Bergen, and Laurie Schreiner. Towards Excellence Report, Council for Christian Colleges and Universities, January 2001
5. "The Business of the Business." Policy Perspectives 1: 1-7, Pew Higher Education Research Program, May 1989.
6. "Income From University Licenses on Patents Exceeded \$1-Billion." *The Chronicle of Higher Education*, March 22, 2002
7. "Achievement Gap Elimination: Report of the Missouri K-16 Task Force," March 2002

## **Appendix 1. Admissions Selectivity Guidelines**

It is recommended that all students enrolling in Missouri's public four-year institutions take the CBHE-recommended 16-unit high school core curriculum. In addition, the following admissions selectivity guidelines have been established as part of the Coordinating Board's public policy initiative to differentiate the missions of the state's public system of higher education.

**Open Enrollment** (Lincoln University, Missouri Western State College, the state's public two-year community colleges, and Linn State Technical College): Students may be admitted based on a high school diploma or its equivalent, but admission to selected programs is based on each program's admissions standards. While these institutions are open enrollment, special admissions requirements apply to selected programs.

**Moderately Selective** (Central Missouri State University, Harris-Stowe State College, Missouri Southern State College, Northwest Missouri State University, and Southeast Missouri State University): combined ACT percentile score and high school percentile rank total points which equal or exceed 100, automatic admission with an ACT test score of 21

**Selective** (Southwest Missouri State University and University of Missouri System): combined ACT percentile score and high school percentile rank total points which equal or exceed 120, automatic admission with an ACT test score of 24

**Highly Selective** (Truman State University): combined ACT percentile score and high school percentile rank total points which equal or exceed 140, automatic admission with an ACT test score of 27

**Note:** High school percentile rank is calculated from the high school class rank and high school class size reported for each student through the Enhanced Missouri Student Achievement Study. The ACT percentile rank is derived from the ACT composite score that the school provides for each student using a conversion table included in the Enhanced Missouri Student Achievement Study instruction manual.

## **Appendix 2. Institutional Missions**

### **Public Colleges and Universities**

#### **Open Enrollment Institutions**

Community Colleges: Associate degree-granting institutions with open enrollment admissions specializing in workforce development; Missouri's lead institutions in delivering postsecondary technical education in partnership with the state's area vocational technical schools

Linn State Technical College: Associate of applied science degree-granting institution with open/selective enrollment and a mission focusing on programmatic access to highly specialized technical education

Missouri Western State College: Baccalaureate-level, open enrollment institution serving the greater St. Joseph area and focusing on access to learner success with a special retention program, Access Plus

Lincoln University: 1890 land-grant, master's-level institution with open enrollment admissions serving mid-Missouri and focusing on access to learning success

#### **Moderately Selective Institutions**

Harris-Stowe State College: Baccalaureate-level, moderately selective admissions institution with selected applied professional programs serving the city of St. Louis

Missouri Southern State College: Baccalaureate-level, moderately selective admissions institution with an international emphasis serving the greater Joplin area

Central Missouri State University: Master's-level, moderately selective admissions institution with a statewide mission focusing on programmatic access to professional applied science and technology programs at the baccalaureate and master's degree levels

Northwest Missouri State University: Master's-level, moderately selective admissions regional institution serving northwest Missouri through the extended electronic campus

Southeast Missouri State University: Master's-level, moderately selective admissions, regional institution serving southeast Missouri through extended partnerships, with special emphasis on experiential learning

#### **Selective Institutions**

Southwest Missouri State University: Master's-level, selective admissions institution with a statewide mission in public affairs, providing programmatic access for southwest Missouri, with a two-year branch campus in West Plains and a research station in Mountain Grove

University of Missouri System: Selective admissions, statewide land-grant university with four campuses (Columbia, Kansas City, Rolla, and St. Louis) focusing on quality graduate, doctoral, and professional programs and research through endowed chairs, distinguished professorships, and enriched funding for selected programs, and enhancing the national stature and recognition of selected graduate programs and areas of research

### **Highly Selective Institution**

Truman State University: Highly selective admissions, master's-level liberal arts and sciences university, focusing its statewide mission on the special quality of the liberal arts teaching and learning environment

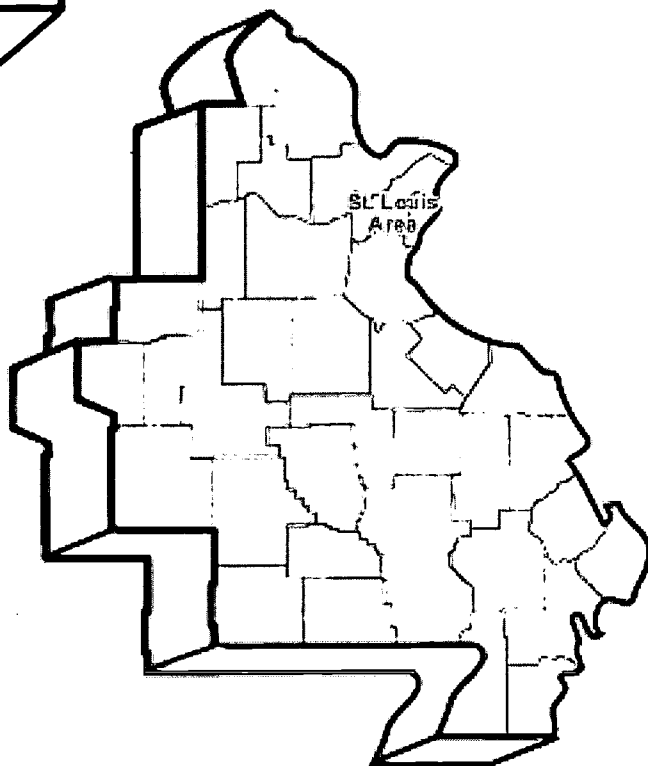
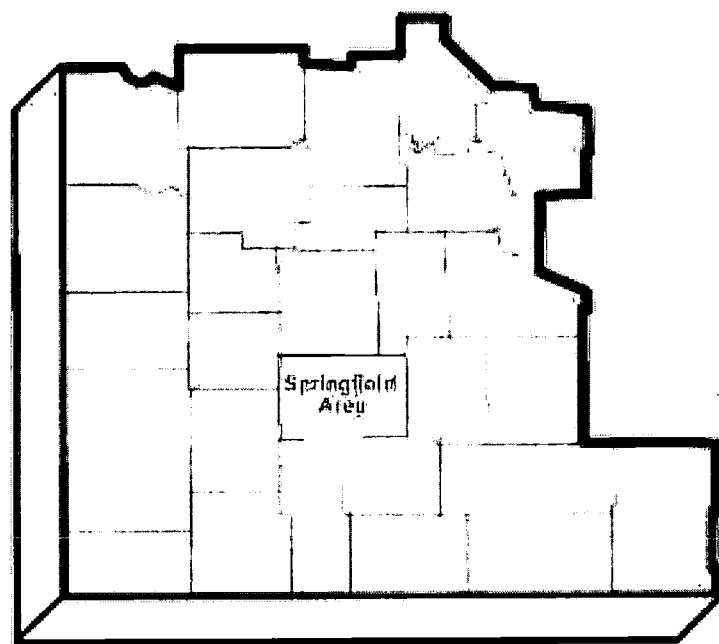
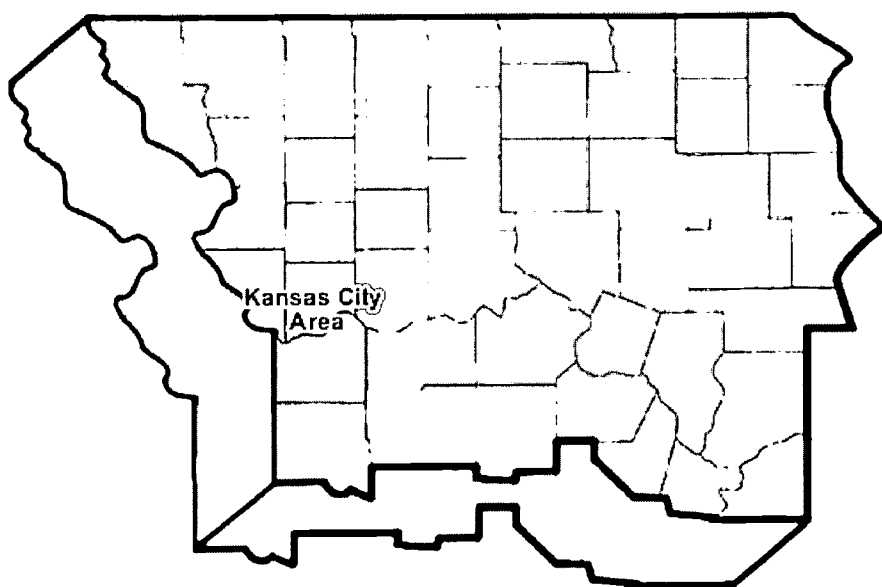
### **Independent Colleges and Universities**

Missouri's 25 independent colleges and universities add diversity and strength to the state's system of higher education through focused missions differentiated by both tradition and selectivity. Their missions range from highly selective, doctoral degree-granting research universities to comprehensive associate, baccalaureate, and master's degree-granting colleges and universities. Missouri's independent liberal arts colleges and universities educate many of the classroom teachers and business leaders for Missouri and the nation and prepare students for graduate and advanced professional study. Missouri also has a number of theological, osteopathic, and chiropractic colleges and specialized art schools that further increase the diversity of opportunities that exist within the state's system of higher education.

### **Private Career Schools**

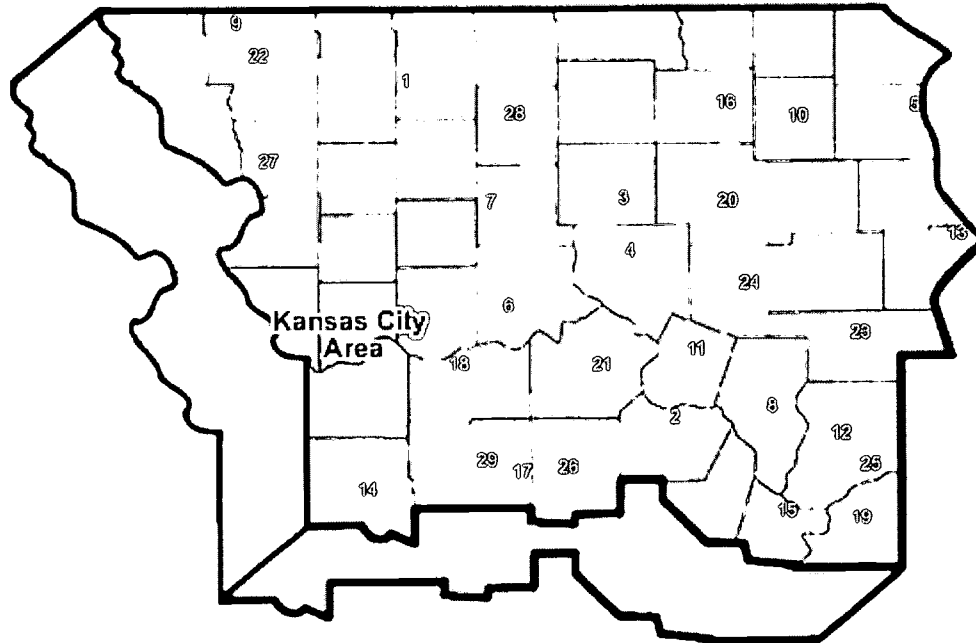
More than 120 private career and proprietary schools are certified by the Coordinating Board to offer courses and programs in Missouri. Short-term training, certificate programs, and two- and four-year degrees offered by the proprietary sector contribute to the diversity of learning opportunities within the state's system of higher education.

### Appendix 3. Access to Missouri's Postsecondary Education and Training Opportunities



# Missouri Postsecondary Education and Training\*

## North Region



### **1 - Bethany (TE)**

North Central Area Vo-Tech (AVTS)

### **2 - Boonville (TE)**

Booneslick Area Vocational Technical School (AVTS)

### **3 - Brookfield (TE)**

Brookfield Area Career Center (AVTS)  
Brookfield Area Technical Center (AVTS)

### **4 - Brunswick**

Brunswick School of Auctioneering

### **5 - Canton (TE)**

Cuiver-Stockton College

### **6 - Carrollton (TE)**

Carrollton Area Vocational Technical School (AVTS)

### **7 - Chillicothe (TE)**

Grand River Tech School (AVTS)

### **8 - Columbia (TE)**

Columbia Career Center (AVTS)  
**Columbia College**  
Cuiver Stockton College  
H & R Block Eastern Tax Service  
Lesley University  
Massage Therapy Institute of Missouri  
**Stephens College**  
**University of Missouri-Columbia**

### **9 - Conception**

Conception Seminary College

### **10 - Edina**

Jim Sears Northeast Technical Center (MACC)

### **11 - Fayette**

Central Methodist College

### **12 - Fulton**

Westminster College  
William Woods University

### **13 - Hannibal (TE)**

Hannibal Area Vocational Technical School (AVTS)  
**Hannibal-LaGrange College**  
Hannibal Regional Office Center (MACC)

### **14 - Harrisonville (TE)**

Cass Career Center (AVTS)

### **15 - Jefferson City (TE)**

**Lincoln University**  
Metro Business College  
Nichols Career Center (AVTS)  
State Fair Community College Site

### **16 - Kirksville (TE)**

Kirksville Area Technical Center (AVTS)  
Kirksville College of Osteopathic Medicine  
Moberly Area Community College (1456 site)  
**Truman State University**

### **17 - Knob Noster (TE)**

### **18 - Lexington (TE)**

Lex La-Ray Technical Center (AVTS)  
**Wentworth Military Academy and Junior College**

### **19 - Linn (TE)**

**Linn State Technical College**

### **20 - Macon (TE)**

Macon Area Vocational Technical School (AVTS)

### **21 - Marshall (TE)**

**Missouri Valley College**  
Saline County Career Center (AVTS)

### **22 - Maryville (TE)**

**Northwest Missouri State University**  
Northwest Technical School (AVTS)

### **23 - Mexico (TE)**

Davis-Hart Area Vocational Technical School (AVTS)  
Mexico Advanced Technical Center (1456 site)

### **24 - Moberly (TE)**

H & R Block Eastern Tax Service  
**Moberly Area Community College**  
Moberly Area Technical Center (AVTS)

### **25 - Mokane (TE)**

South Callaway R-II High School (AVTS)

### **26 - Sedalia (TE)**

State Fair Area Vocational Technical School (AVTS)  
**State Fair Community College**

### **27 - St. Joseph (TE)**

H & R Block Eastern Tax Service  
H.S. Hillyard Technical School (AVTS)  
**Missouri Western State College**  
Vatterott College

### **28 - Trenton (TE)**

Graceland University  
**North Central Missouri College**

### **29 - Warrensburg (TE)**

**Central Missouri State University**  
Warrensburg Area Vocational Technical School (AVTS)

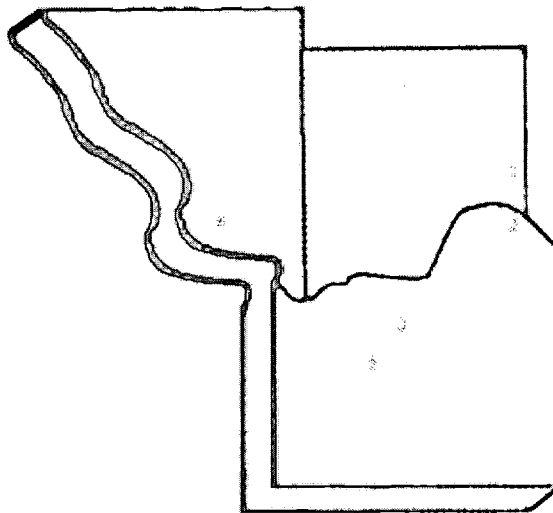
\* This map includes public and independent two- and four-year colleges' and universities' and proprietary schools' main campuses, satellite campuses, and technical education sites as well as area vocational technical schools offering courses or programs for credit. Interactive Television (ITV) delivery sites and off-campus, in-district community college sites are not included.

**TE = Technical Education Site**



# Missouri Postsecondary Education and Training\*

## Kansas City Region



### **Kansas City**

Academy of Bartending

### **Avila College**

Aviation Institute of Maintenance

Baker University

Calvary Bible College

Central Michigan University

Cleveland Chiropractic College

CommSkill

Concorde Career Institute

DeVry Institute of Technology

Electronics Institute

Foley-Belsaw Institute

H & R Block Eastern Tax Service (5 locations)

Kansas City Art Institute

Kansas City Center/Montessori Education

Kansas City College of Legal Studies

Keller Graduate School of Management (2 locations)

Lesley University (3 locations)

Massage Therapy Training Institute

**Metropolitan Community College-Blue River**

**Metropolitan Community College-Longview**

**Metropolitan Community College-Maple Woods**

**Metropolitan Community College-Penn Valley**

Mid-American School of Railway Technology

Midwestern Baptist Theological

Midwestern Institute of Bodywork & Somatic Therapy

National American University

Nazarene Theological Seminary

New R.T. Coles Vocational Institute, The

NOVA Southeastern University

Nutrition Institute of America

### **Park University**

Review of Systems School of Medical Transcription

### **Rockhurst University**

Saint Paul School of Theology

Sanford-Brown College

Stuppy Mid America School of Floral Design

University of Health Sciences College of Osteopathic Medicine, The

### **University of Missouri-Kansas City**

University of Phoenix

Urban League Training Academy

Vatterott College

**William Jewell College**

### **1 - Excelsior Springs (TE)**

Excelsior Springs Career Center (AVTS)

### **2 - Fort Osage (TE)**

Career and Technology Center at Fort Osage (AVTS)

### **3 - Independence**

Adlard School of Dental Assisting

Friends University

Graceland University

### **4 - Platte City (TE)**

Northland Career Center (AVTS)

### **5 - Raytown (TE)**

Hemdon Career Center (AVTS)

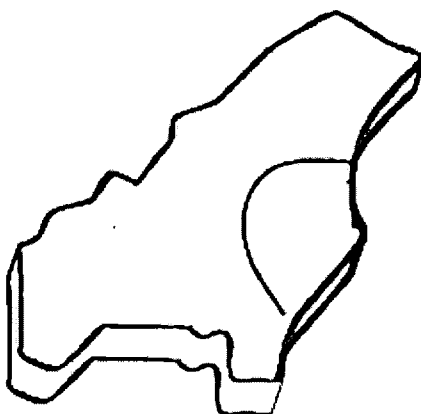
Missouri Auction School

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A map of Missouri divided into 26 numbered regions. Region 11 is labeled 'St. Louis Area'. The regions are numbered as follows: 1 (top center), 2 (center right), 3 (far right), 4 (bottom right), 5 (bottom center), 6 (bottom right), 7 (center right), 8 (center left), 9 (center), 10 (bottom center), 11 (St. Louis Area), 12 (top left), 13 (bottom right), 14 (center right), 15 (center right), 16 (bottom center), 17 (center left), 18 (far right), 19 (top right), 20 (top right), 21 (top center), 22 (center left), 23 (center left), 24 (center left), 25 (top center), 26 (center left).

# Missouri Postsecondary Education and Training\*

## St. Louis Region



### **St. Louis**

A Gathering Place-Wellness Education Center  
 A Technological Advantage  
 Academy of Bartending  
 Advanced Dental Careers  
 Allied Medical College (2 locations)  
 American Woodworking Academy  
 Aquinas Institute of Theology  
 Barbizon School of Modeling  
 Bartending Institute, The  
 Beaumont High School (AVTS)  
 Berkeley High School (AVTS)  
 Brentwood High School (AVTS)  
 Broadcast Center  
 Career Alternatives Learning Center  
 Career Works, Inc.  
 Central/Visual Performing Arts High School (AVTS)  
 City House Learning Centers  
 Concordia Seminary  
 Covenant Theological Seminary  
 Daruby School  
 Eden Theological Seminary  
 Eureka High School (AVTS)  
**Fontbonne University**  
 Gateway High School (AVTS)  
 Gateway Truck Driving Academy  
 H & R Block Eastern Tax Service (4 locations)  
 Hancock Senior High School (AVTS)  
**Harris-Stowe State College**  
 Hazelwood Central High School (AVTS)  
 Hazelwood East High School (AVTS)  
 Hazelwood West High School (AVTS)  
 Healing Arts Center, The  
 Hickey School  
 ICON Computer & Business Training Center  
 IHM Health Studies Center  
 ITT Technical Institute  
 Jewish Hospital College of Nursing and Allied Health  
 John Robert Powers International  
 Kaleidoscope School of Massage  
 Keller Graduate School of Management (2 locations)  
 Kenrick-Glennon Seminary  
 Ladue Horton Watkins High School (AVTS)  
 Lafayette Senior High School (AVTS)  
 Lindbergh Senior High School (AVTS)  
 Logan University  
 Maplewood-Richmond Heights High School (AVTS)  
 Marquette Senior High School (AVTS)  
**Maryville University of Saint Louis**  
 McCluer High School (AVTS)  
 McCluer North High School (AVTS)  
 Mehlville High School (AVTS)  
 Metro High School (AVTS)  
 Midwest Institute for Medical Assistants (2 locations)  
 Midwestern Training Center

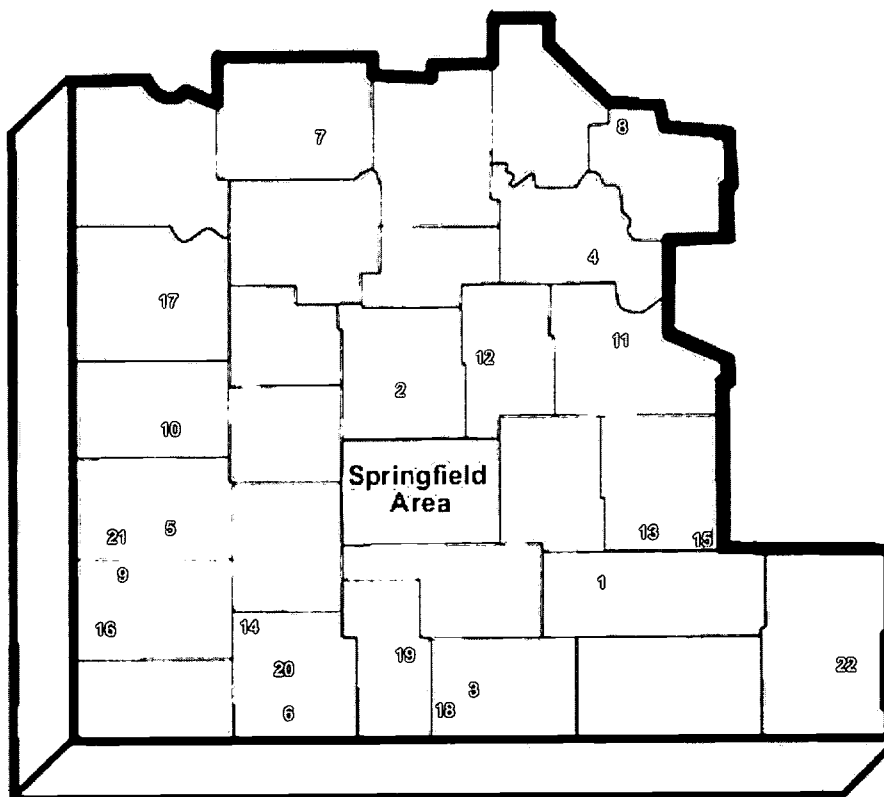
### **Missouri Baptist College**

Missouri College  
 Missouri Tech  
 MVC Computer & Business Institute  
 National-Louis University  
 New Horizons Computer Learning Center-St. Louis  
 Normandy High School (AVTS)  
 North County Technical High School (AVTS)  
 Northwest High School (AVTS)  
 NOVA Southeastern University  
 Oakville High School (AVTS)  
 On-Line Train  
 Parkway Central High School (AVTS)  
 Parkway North High School (AVTS)  
 Parkway South High School (AVTS)  
 Parkway West High School (AVTS)  
 Patricia Stevens College  
 Pattonville High School (AVTS)  
 Petropolis Academy of Pet Grooming  
 Riverview Gardens Senior High School (AVTS)  
 Rockwood Summit High School (AVTS)  
 Roosevelt High School (AVTS)  
 Saint Louis Christian College  
**Saint Louis University**  
 Sanford-Brown College (3 locations)  
 Security Training Center  
 Soldan International Studies (AVTS)  
 South County Technical High School (AVTS)  
 Southern Illinois University-NIMA  
 St. Louis Career Academy (AVTS)  
 St. Louis College of Health Careers (2 locations)  
 St. Louis College of Pharmacy  
**St. Louis Community College at Florissant Valley**  
**St. Louis Community College at Forest Park**  
**St. Louis Community College at Meramec**  
 St. Louis Institute of Electrology  
 St. Louis Institute of Technology  
 Sumner High School (AVTS)  
 TechSkills  
 TelTemps Training Resources  
 Tom Rose School of Dog Training & Grooming  
 Trans World Travel Academy  
**University of Missouri-St. Louis**  
 University of Phoenix  
 University of St. Francis  
 Urban League Business Training Center  
 Valley Park Senior High School (AVTS)  
 Vashon High School (AVTS)  
 Vatterott College (2 locations)  
**Washington University**  
 Webster Groves High School (AVTS)  
**Webster University**  
 West County Technical High School (AVTS)  
 Westco Tech

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# Missouri Postsecondary Education and Training\*

## South Region



### **1 - Ava (TE)**

**2 - Bollivar (TE)**  
Southwest Baptist University

### **3 - Branson (TE)**

**4 - Camdenton (TE)**  
Camdenton State Fair Community College and  
Central Missouri State University (1456 site)  
Lake Area Vocational Technical School (AVTS)

**5 - Carthage (TE)**  
Carthage Technical Center (AVTS)

**6 - Cassville (TE)**  
Crowder College (1456 site)

**7 - Clinton (TE)**  
Clinton Area Vocational Technical School (AVTS)

**8 - Eldon (TE)**  
Tri-County Technical School (AVTS)

**9 - Joplin (TE)**  
Franklin Technology Center (AVTS)  
H & R Block Eastern Tax Service  
Hook Up Drivers  
Missouri Southern State College  
Vatterott College

**10 - Lamar (TE)**  
Heartland Horseshoeing School  
Lamar Area Vocational Technical School (AVTS)

**11 - Lebanon (TE)**  
Lebanon Technology and Career Center (AVTS)  
Ozarks Technical Community College (1456 site)

**12 - Louisburg (TE)**  
Dallas County Area Vocational Technical School (AVTS)

### **13 - Mansfield (TE)**

**14 - Monett (TE)**  
Southwest Area Career Center (AVTS)

**15 - Mountain Grove (TE)**  
Ozark Mountain Technical Center (AVTS)  
Southwest Missouri State University-Mountain Grove

**16 - Neosho (TE)**  
Crowder College  
Crowder College Technical Center (AVTS)

**17 - Nevada (TE)**  
Cottey College  
Missouri Welding Institute, Inc.  
Nevada Area Higher Education Center (1456 site)  
Nevada Regional Technical Center (AVTS)

**18 - Point Lookout**  
College of the Ozarks

**19 - Reeds Spring (TE)**  
Gibson Technical Center (AVTS)

**20 - Washburn**  
Wholistic Life Center School of Massage

### **21 - Webb City (TE)**

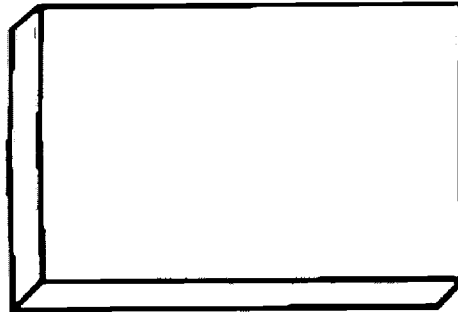
**22 - West Plains (TE)**  
South Central Career Center (AVTS)  
Southwest Missouri State University-West Plains

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**TE = Technical Education Site**

# Missouri Postsecondary Education and Training\*

## Springfield Region



### **Springfield**

Admiral Travel Academy  
Assemblies of God Theological Seminary  
Baptist Bible College  
Bryan Career College  
C-1 Truck Driver Training  
Central Bible College

### **Drury University**

### **Evangel University**

Global University  
H & R Block Eastern Tax Service (2 locations)  
Lester L. Cox College of Nursing and Health Sciences  
Midwestern Training Center  
New Horizons Computer Learning Center  
NOVA Southeastern University  
OTC/Graff Career center (AVTS)

### **Ozarks Technical Community College**

Professional Massage Training Center  
Rhodes College  
School of Massage Arts

### **Southwest Missouri State University**

The Travel Career Academy  
Vatterott College

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Missouri Department  
of Higher Education



Missouri Coordinating  
Board for Higher  
Education



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