

EXPLORING THE ATTITUDES AND PERCEPTIONS OF MISSOURI STATE
LEGISLATORS TOWARD PUBLIC HIGHER EDUCATION FUNDING

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by
BRUCE W. SKINNER
Dr. Ruth Ann Roberts, Dissertation Supervisor
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The undersigned, appointed by the dean of the Graduate School, have examined the Dissertation entitled:

EXPLORING THE ATTITUDES AND PERCEPTIONS OF MISSOURI STATE
LEGISLATORS TOWARD PUBLIC HIGHER EDUCATION FUNDING

presented by Bruce W. Skinner,
a candidate for the degree of doctor of education,
and hereby certify that, in their opinion, it is worthy of acceptance.

Professor Ruth Ann Roberts

Professor Paul Watkins

Professor William Bratberg

Professor Margaret Dalton

Professor Sharon Gunn

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Dr. Ruth Ann Roberts, Dissertation Supervisor

ABSTRACT

This study examined the attitudes and perceptions of members of the Missouri Legislature through 94th and 95th Missouri General Assemblies. All members of the 94th and 95th General Assemblies were surveyed with 107 usable surveys being returned. From these surveys a series of conclusions based upon demographic information and data examined through an analysis of variance testing was drawn.

The research identified more than one hundred combinations of the 13 social and 20 funding variables with statistically significant relationships. From these relationships a series of conclusions are drawn concerning the perceptions of Missouri Legislators toward funding of Missouri public higher education. These conclusions involve higher education funding support based upon political party, educational attainment level, legislative district and many others.

CHAPTER ONE
INTRODUCTION TO THE STUDY

Introduction

The importance and expectations of higher education are currently the subject of debate in many venues across America. From conversations between parents and prospective college students about college costs to legislative committee hearings and legislation in many state legislatures, there are increasing calls for more government oversight concerning the costs of higher education. These calls for increased government action are taking place at the same time there is a nationwide decline in government subsidy for public higher education (Bound & Turner, 2006). While much of this debate centers on the rising cost of higher education, more knowledge about the perceptions and decision making by individual state legislators that fund public higher education are necessary.

The role of government, in particular that of state government, in funding higher education has been a source of debate and scholarship for many years (Duryea, 1991, 2000; Kerr & Gade, 1989). Where once higher education was viewed with great respect and above the politics of government, the current social environment views almost every action of a college or university in light of the politics of the day. The causes for this change are beyond the scope of this research; however, the recognition of this change is an important assumption within this research study. The interaction between the politics of government

and the activities of higher education are increasingly important for legislative and higher education leaders to understand.

State budgeting for higher education is a complex process that involves competing interests and limited funding sources (Layzell & Lyddon, 1990). Public higher education must compete against other state funded services, including prisons, healthcare, elementary and secondary education, highways, law enforcement, and other public assistance services. The level of financial support by each state differs, and for some states, higher education is not a primary concern of the state legislature (Hossler, Lund, Ramin, Westfall, & Irish, 1997). As state legislatures allocate funds to higher education, they must balance these allocations against the growing needs of other social and service programs. Given that most individuals view higher education as a means to increase one's economic opportunities and a positive influence on workforce development, one would expect states to spend liberally on public higher education. This assumption has proven to not be accurate when one examines higher education funding levels across the nation or within the State of Missouri (Layzell & Lyddon, 1990).

Theoretical Framework

As this research seeks to explore the perceptions and attitudes of Missouri State Legislators toward the funding of public higher education, a variety of theoretical frameworks will be utilized. The three theoretical frameworks, all of which are rooted in the positivism of political science research, are principal-agent, social capital, and educational environment theories.

One of the most difficult aspects of studying higher education within the United States is the varying and unique structures that exist across the 50 individual states. While each of these states has separate governing systems for their institutions of higher education, they all share a common point of origin. Regardless of the state, “legal doctrine dictates that public postsecondary institutions operate as agents of the state government” (Lane, 2003, p. 64). As an agent of the state, public higher education can be studied through the principal-agent theory.

Through this theory, the research assumes the leaders of higher education act as agents for the state legislature. Issues involving tuition levels, curriculum standards, admissions criteria, and other legislative limitations can provide the lenses whereby the principal-agent theory can be explored. For this study, the focus will be on state legislator support for increased state funding in response to the actions of higher education leaders in setting tuition and fee levels. A key assumption is that as an agent for the state, one would expect the leaders of public higher education to keep tuition and fees as low as possible.

A second theoretical framework, also adopted from political science, is the role of social capital in shaping the attitudes and perceptions of state legislators. Social capital is defined as the “networks, social connections, and interpersonal trust that occur in communities” (Keele, 2007, p. 243). A common assumption concerning social capital is equating high social capital levels with increased levels of trust. While there is evidence that high levels of trust often correlate with high social capital, these two concepts differ over time (Brehm & Rehn, 1997).

Trust in government tends to vary over the short-term at a greater rate than social capital (Putnam, 2000).

Social capital, building upon the theory of principal-agent, provides a theoretical framework to explore differences between individual state legislators. Because social capital theory considers the interactions and connections between people and institutions, this allows the researcher to explore how the level of social capital for each legislator impacts their attitudes toward higher education funding.

The third framework being considered was presented by Peterson (1976) in his article, *Environmental and Political Determinants of State Higher Education Appropriations Policies*. Peterson's theory argued that the differences in a state's demographics are the driving factor in determining a state's "educational environment" (Peterson, 1976, p. 526). The educational environment theory is rooted in the assumption that the decisions made by legislatures are related to the characteristics of its constituency (Zeigler & Johnson, 1972).

Utilizing this theory, one would assume populations with higher levels of educated adults would "be particularly able and motivated through educational experience to support higher education" (Peterson, 1976, p. 527). Peterson (1976) examined data from the 1960s and determined that as one measured the median educational attainment of a state's population, there was a positive increase in state funding for public higher education.

Utilizing the principal-agent, social capital, and educational environment theories, this research seeks to explore the attitudes and perceptions of Missouri

State Legislators toward funding for public higher education. These three frameworks provide a different lens by which the research can consider the differences in legislator perceptions as demonstrated by the 20 funding and 13 social variables.

Statement of the Problem

There is an increasing level of concern among parents, students, legislators, and college officials concerning the costs of public higher education in the State of Missouri (Lederman, 2008). In a 2006 examination of tuition levels at Missouri colleges and universities completed by the Missouri State Auditor Claire McCaskill, noted “average tuition continues to rise faster than inflation and personal income” (Tuition Levels, 2006, p. 3). McCaskill went on to note that, “one reason for this situation is previous state funding cuts have not been restored during the three fiscal years ending June 30, 2006” (p. 3).

Within the 2006 *Tuition Level* report authored by McCaskill, were a series of recommendations and conclusions concerning public higher education in Missouri. While some of these recommendations focus on what institutions can do to control costs, a major conclusion of the report focused attention on the level of funding provided by the State of Missouri. According to McCaskill's report university officials who were interviewed said, “state support is the primary factor in determining tuition levels. According to the officials, when state appropriations are reduced or remain flat, tuition levels are negatively impacted” (p. 12). The connection between Missouri State appropriations and higher education funding levels and tuition, articulated by college officials and referenced in McCaskill's

audit, highlight the need to understand the perceptions of Missouri Legislators toward public higher education.

Purpose of the Study

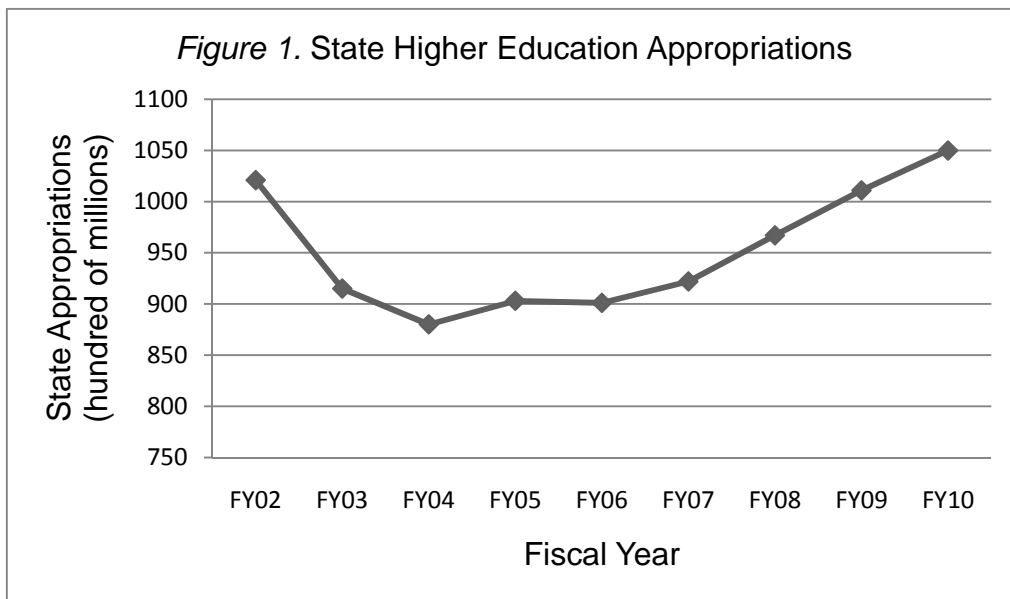
The purpose of this study is to explore and detail the perceptions of Missouri State Legislators toward public funding for higher education in the State of Missouri. The importance of legislator's perceptions is supported by Krech, Crushfield, and Bellachey (1962) and Reeher (2006) where they concluded that perceptions result from a person's socialization and significantly influence a person's behavior toward another person, groups of persons, or organizations. Accepting the conclusions of Krech, Crushfeild, and Bellachey (1962) and Reeher (2006), the need to examine the perceptions of Missouri State Legislators toward public higher education funding is necessary if one is to understand and attempt to influence the funding for Missouri public higher education.

Significance of the Study

The funding of public higher education is a common challenge for state legislatures. As higher education is considered a fundamental step in the economic development of the labor force, the concerns about rising costs from both public and elected officials grow increasingly louder and more frequent. This pressure from the legislature, mixed with the belief by parents and students that a college degree is a necessary step in securing a high paying job, will increase the attention on the funding and costs for a college education.

While these calls for access, affordability, and accountability are being heard, there continues to be a national decline in financial support for public higher education (Bound & Turner, 2006). If higher education leaders are to respond to this decline, they must understand the attitudes and pre-dispositions of legislators relating to public higher education funding.

Missouri public colleges and universities depend upon state appropriations in order to provide higher education access for Missouri citizens. The level of state appropriations in 2008 for public higher education in Missouri was \$54 million less than state appropriations for fiscal year 2002 (Missouri Department of Higher Education, 2008). Figure 1 details the level of appropriations for Missouri public higher education from fiscal year 2002 through fiscal year 2010. As Figure 1 demonstrates, the level of state funding has recently been increasing. These increases have now returned the base funding for public higher education to approximately the same level as fiscal year 2002.



Through an examination of the perceptions of Missouri State Legislators toward public higher education, higher education administrators can better understand the factors that influence a legislator's level of support for expanded public financing of higher education. Perryman (1993) detailed how higher education officials were more concerned about the stability of funding over the long term than the level of funding over the short term. By understanding the perceptions concerning public funding of higher education, those responsible for administering higher education can better predict when the stability of their funding might be threatened.

This research adds to past work by Smith (1976), Perryman (1993), Dinnen (1995), and Collins (1996) who all examined the relationships between higher education funding and specific state legislatures. In addition, it provides a means to compare the public financing of Missouri higher education to that of Colorado, Tennessee, and Indiana.

Research Problem

The primary problem this research examines is the perceptions of Missouri State Legislators toward public higher education funding. This examination is conducted through an examination of specific variables unique to the legislator and the legislators' district. To examine the perceptions of Missouri State Legislators, 20 funding variables, as identified by Dinnen (1995), and 13 social variables, as identified by Perryman (1993) were utilized. The 20 funding variables utilized for this study are:

1. State appropriations to public higher education should exceed the level of financial support to colleges and universities provided by student tuition and fees.
2. Increases in student tuition should be tied to the condition of the state's economy.
3. Any increase in tuition should be tied to an increase in financial aid provided to the student.
4. Students at Missouri public higher education institutions should be responsible for most of the cost of their education.
5. Performance or outcome based funding is an appropriate model for funding public higher education.
6. Increased funding should be provided to public higher education to better integrate with secondary schools.
7. Missouri appropriations to public higher education should be equalized based upon the institution's mission.
8. In programs with higher per student costs, the student should pay more than a student in an educational program with a lower per student cost.
9. In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.
10. The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.

11. Tuition at community (two year) colleges should be lower than at four year colleges and universities.
12. The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled at each institution.
13. The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.
14. The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.
15. The state should allocate public higher education dollars based upon the traditional base-plus system.
16. The use of one-time and targeted grants is an effective way to fund capital investments in public higher education.
17. The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.
18. The needs of Missouri's PK-12 educational system should receive priority over public higher education.
19. Increases in tuition are closely related to poor management of higher education costs and not changes in state appropriations.

20. Increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators.

The 13 social variables utilized in this study, as identified by Perryman (1993) are:

1. The gender of the Missouri Legislator.
2. The age of the Missouri Legislator.
3. The ethnicity of the Missouri Legislator.
4. The educational attainment level of the Missouri Legislator.
5. The presence of a public higher educational institution in the Legislator's district.
6. The political party of the Missouri Legislator.
7. The length of time in residence within the Legislator's district.
8. The length of service in the Missouri Legislature.
9. The legislative chamber (House or Senate) of the Legislator.
10. The presence of any child / children who attended or graduated from a public Missouri higher education institution.
11. The public college/university, if any, from which the Missouri Legislator earned their degree(s).
12. The participation or membership in any of the Missouri Legislature committees that are directly related to public higher education.
13. Whether the legislative district, as defined by the Missouri Legislator, is an urban, rural, or suburban district.

Research Questions

Through the use of these combined 33 variables, a series of research questions were developed and can be explored:

1. What are the demographic characteristics of Missouri Legislators responsible for public funding for Missouri higher education as examined by the 13 social variables?
2. What are the perceptions regarding public funding for Missouri higher education as examined by the 20 funding variables?
3. Are there meaningful differences in the perceptions of Missouri State Legislators when comparing the 13 social variables with the 20 funding variables?

Hypothesis

From these three research questions, a series of 13 questions can be tested. By comparing the 20 funding variables to the 13 social variables, including variables such as gender, educational attainment, length in the legislature, type of legislative district, and ethnicity, it is possible to test the following 13 null hypotheses:

1. There is no difference in the perceptions of Missouri State Legislators, as explored through the 20 funding variables, as they relate to the gender of the Missouri Legislator.
2. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the age of the Missouri Legislator.

3. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the ethnicity of the Missouri Legislator.
4. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the educational attainment level of the Missouri Legislator.
5. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the presence of a public institution of higher education in the district of the Missouri Legislator.
6. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the political party of the Missouri Legislator.
7. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the length of residence in the district by the Missouri Legislator.
8. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the length of service in the Missouri General Assembly by the Missouri Legislator.
9. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the

chamber of the Missouri General Assembly in which the Missouri Legislator serves.

10. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.
11. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
12. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by the Missouri Legislator.
13. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the type of district (urban, rural, suburban) of the Missouri Legislator.

The development of these 13 hypotheses evolved from a review of the literature and researcher observations of Missouri public higher education over the past ten years. The funding and social variables were developed from prior

research by Dinnen (1995) on the Indiana State Legislature and by Perryman (1993) on the Colorado State Legislature.

Limitations

As with any survey research, the results are limited by the willingness of those being surveyed to respond with their honest perceptions. The use of a survey also provides only a limited means of responding to a question. Missouri State Legislators are required to reduce their perceptions down to a specific response, without the ability to provide interpretation or explanation of the response. Additionally, the research has no way to confirm that the legislator, not a staff member or other individual, completed the survey instrument.

A second series of limitations involves the political element of this research. Legislators may respond in a manner that they feel presents the best position if their individual responses were to be made public. Because this research has the possibility of being used in the ongoing debate in the State of Missouri concerning funding for public higher education, legislators may respond in a manner that does not strongly commit them to one position.

Definition of Terms

The examination of legislator perceptions toward public funding for higher education in Missouri requires select terms be defined.

1. Appropriations are those public monies, collected through taxes and fees, allocated by the Missouri Legislature to the various state agencies.

2. Base Plus Funding is a process whereby an inflationary percentage increase is added to the previous year's funding to arrive at the funding level for the coming year.
3. Funding refers to any means of financing public higher education, including state appropriations, student fees, grants or any other type of financial payment to public higher education.
4. Legislative Committee refers to those committees within the Missouri General Assembly that have input into the higher education funding process. These committees include the House Committee on Appropriations – Education, the House Committee on Budget, the House Committee on Fiscal Review, the House Committee on Higher Education, the House Committee on Ways and Means, the Senate Committee on Appropriations, the Senate Committee on Education, and the Senate Committee on Ways and Means.
5. Performance Funding is a process whereby a specific level of funding is provided to support a specific goal or function. These goals or programs have measurable outcomes that are regularly evaluated and reported back to the funding authority. These results are used to support further funding or to terminate funding.
6. Principal-Agent model describes a relationship between two entities where decisions concerning the allocation of resources are made by a delegate or representative of the resource owner (Whynes, 1993).

Within this research the college or university is considered the agent, acting on behalf of the Missouri State Legislator or the principal.

7. Public higher education refers to education and the institutions of education, often referred to as college and universities, funded in part by the Missouri taxpayer.
8. Tuition refers to any charge, fee, or financial obligation charged directly to the student for their education. At some Missouri institutions these are labeled incidental fees, course fees, or educational fees.

Summary

The perceptions of Missouri Legislators toward public funding for higher education impacts hundreds of thousands of students, parents, and Missourians each year. Through this examination, a detailing of these perceptions are explored and correlations are sought that assist in explaining differing levels of support for public funding of Missouri higher education by Missouri State Legislators.

This study is divided into five chapters, followed by various appendices detailing research support materials. Chapter one details the research overview, statement of the problem, and research hypothesis. Chapter two provides a review of relevant research literature concerning public funding for higher education. Chapter three details the methodology of the study, including survey instrument and research population information. Chapter four provides an analysis of the data and the results of the data analysis. The last section,

Chapter five, includes the conclusion, research recommendations, and implications of the research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

A review of the literature revealed an extensive library of information on higher education funding. There exists no shortage of studies, papers, and reports on how higher education funding impacts almost every aspect of society. This review of literature explores the key background elements of this research study. As this research effort seeks to explore the perceptions of Missouri State Legislators toward public higher education funding, the literature review includes details on the history and structure of the Missouri State government, the structure of public higher education within the state, and a review of studies on state legislator perceptions toward higher education in other states.

While the available data on higher education funding and the transparency of governmental decision making provide easy access to examine higher education funding, there exists limited examinations of the actual decision making process by state legislators towards public funding of higher education. Previous studies have sought to explore legislator perceptions in other states, however, none were found to have focused on Missouri. In addition, the most recent study was completed in 1996, a time when patterns in state spending were very different than today. Between 1996 and this study, overall enrollment in colleges and universities increased by more than 2.2 million students, including a significant increase in minority enrollment (United States Government Accountability Office, 2007). Additionally, the costs for public higher education

increased an average of 57% over the same time period (United States Government Accountability Office, 2007). These changes in enrollment, increases in costs, changes in state legislatures, and lack of specific study for Missouri make an examination of Missouri State Legislators perception toward public funding for higher education an important area of research. Additionally, this research is the first to study to examine a state legislature where those serving in the legislature are bound by legislative terms limits.

Prior Individual State Research

There are few who doubt the necessity of higher education or the critical role it can play in the lives of individuals, communities, and nations. As with many issues, one need only examine where an organization, or in this instance a government, invests its resources to demonstrate what one cares about. In 2007, state governments invested more than \$83.5 billion, a nearly 8% increase over 2006 into state aid to public higher education (Leaderman, 2008). The connection between state funding for public higher education and the decision making of state legislators is a critical issue if one is to understand the decision making process by which public higher education is funded.

While there are volumes of information, studies, and opinions on student funding for higher education, there exists a narrow range of research on the perceptions of state legislators toward public funding of higher education. A review of the research indentified four studies, spanning 19 years on this subject. Each of these four, with the most recent being in 1996, examined the perceptions of state legislators within an individual state toward higher education funding.

This review of literature outlines each of these studies and their contribution toward this researcher's effort.

Tennessee Higher Education

In 1976, Smith published *Survey And Comparison of Attitudes Held By The Tennessee General Public And State Legislators toward Higher Education*, where he examined, "the confidence of the general public and state legislators toward higher education and the relationship between the two groups' view" (p. 5). Smith's (1976) study utilized a researcher designed survey instrument that was sent to all members of the Tennessee State General Assembly and a collection "553 Tennesseans who were selected by random digit dialing and interviewed over the telephone" (p. 11).

Based upon the data collected from these two surveys, Smith (1976) identified a consistent level of agreement between the opinions of Tennessee elected leaders and members of the public. In areas of confidence, both groups expressed a desire for increased funding for higher education and the perception of "college over vocational school as a post-high school alternative for a son or daughter" (p. 69). While Smith (1976) found high levels of confidence for the institutions of higher education, there were some areas where concerns were detailed. Both the public and state legislators indicated they believed "college and universities are producing too many graduates for the job market" (p. 70). Additionally, just about half of those members of the public and responding legislators indicated they felt those responsible for the administration of higher education were overpaid.

The results of Smith's (1976) work point to opinions among members of the public and the Tennessee State Legislature that are supportive of higher education and generally sharing a confidence in the goals of higher education. One area where Smith (1976) notes a concern is the intensity of support for higher education. While both populations, the elected officials and the general public, were supportive of higher education, Smith (1976) suggests "legislator support for higher education may be softer or perhaps more shallow than that of the general public" (p. 71).

Smith's (1976) research provides one of the first efforts to examine the perceptions of state legislators as they relate directly to higher education. Many of the findings indicate strong support for higher education in Tennessee and a general agreement on the goals of higher education and respondents expressed confidence in higher education within Tennessee in the 1970s.

In his research Smith (1976) attempted to examine the view of both the public's and the state legislators' attitudes toward funding for public higher education. State legislators indicated they had "only modest constituent input on matters of interest and concern to the academic community" (p. 73). While areas of trust, perceived need for higher education, and the role of higher education in terms of economic development were very similar, there were some critical areas where the issue of increased revenue for higher education were different when examining the responses of the public and state legislators.

Among the most critical differences were in the areas of increased taxes versus increased student fees. By a wide margin, the public viewed increased

taxes as the preferred method of increasing revenue to higher education, whereas legislators viewed increased student fees as the preferred method to increase revenue. If left with only the option of increased taxes or increased student fees, the Tennessee public and its members of the Tennessee State Legislature took different approaches toward increased revenue of public higher education (Smith, 1976).

When given the option of providing for increased revenue for public higher education, a plurality of the general public in Tennessee opted for increased state taxes over increased student fees or a combination of increased student fees and taxes (Smith, 1976). In contrast, a plurality of Tennessee State Legislators preferred a combination of state taxes and increased student fees, over just increased taxes or increased student fees.

A last area of focus concerning public funding for Tennessee higher education was the attitude of legislators in Tennessee on the current level of funding for public higher education. When asked if four year colleges and universities in Tennessee should have their appropriations increased, decreased, or held at current levels, “more than one out of every five legislators favored decreased funding” (Smith, 1976, p. 45). For comparison, only one in twenty members of the Tennessee public favored decreased funding for four year public higher education in the state (Smith, 1976).

Smith’s (1976) research on the attitudes of the Tennessee general public and Tennessee State Legislators provided one of the first studies that sought to examine higher education funding based upon the perceptions of the decision

makers at the state level. While many studies compare volumes of data on appropriations or student matriculation efforts, Smith (1976) looked at those responsible for making the decisions that impact higher education appropriations. These appropriations then serve as a major factor in the setting of student fees and the overall cost of higher education. In his research, Smith (1976) details the limited engagement by the public with their elected officials in terms of higher education. Smith (1976) also details while a plurality of legislators and a majority of the Tennessee public favored increased funding for higher education and the differences in how to increase this funding. Further, a majority of Tennessee Legislators either wanted a decrease in state appropriations or maintenance of the current level of funding, as opposed to an increase in state funding (Smith, 1976).

Colorado Higher Education

In 1993, Perryman published the *Perceptions Of State Legislators Toward Funding Higher Education* where he examined “the differences in perceptions of state legislators toward state funding of higher education and what factors influence such perceptions” (p. 11). Perryman’s (1993) study utilized a researcher designed survey instrument that was sent to all members of the 58th Colorado Legislative Assembly. Legislators were asked to respond, via a likert scale, to 35 individual questions. A response rate of 57% was realized and Perryman (1993) conducted a series of “statistical measures in the analysis of the data including frequency counts, percentages, t-test, Pearsons Product moment correlations and one-way ANOVA” (p. 117).

A key aspect of Perryman's (1993) work, when contrasted with that of Smith centered on two areas. First, Perryman (1993) focused only on legislators and did not attempt to survey members of the public. Second, Perryman (1993) examined differences between legislators related to political party, ethnicity, presence of a college age child in the home of the legislator, presence of a higher education institution in the legislator's district, rural versus urban districts, and length of service in the legislature.

While Smith (1976) provided one of the first studies to look at state legislators and their perception toward higher education, Perryman (1993) provided a study by which one can attempt to predict decision making by legislators based upon their type of district, or the legislator's length of service. While Perryman (1993) did not propose a specific model of decision making for state legislators, he did provide some clear direction on how state legislators will most likely view higher education based upon their political party, district demographics, and other characteristics of the legislator.

Among the clearest conclusions concerning support for higher education funding drawn by Perryman (1993) involved areas of district demographics, length of service in the legislature, and differences between rural and urban legislators. State legislators representing urban districts held a more positive view of funding for higher education than did legislators from rural districts. One difference Perryman (1993) noted, was "state legislators from rural areas with postsecondary institutions were much more positive toward various aspects of

funding higher education than their fellow state legislators in urban or rural districts” (p. 221).

The length of service by a legislator, which is difficult to separate from the age of the legislator, provided two important conclusions. First, legislators with more than 15 years in the legislature were more supportive of higher education funding than those with fewer years in the legislature. Second, these same members were also “less supportive than younger serving members for tying base appropriations directly to increases in graduation and retention of students from under-represented populations” (Perryman, 1993, p. 222).

As one may expect, Perryman (1993) found positive correlations between the educational attainment level of the legislator, presence of a college aged child in the legislator’s home, and the presence of a higher education institution in the legislator’s district and their support for higher education funding. In each of these areas, a statistically significant correlation was found, which cut across political party, age, and the gender of the legislator (Perryman, 1993).

When asked about the responsibility for increased funding for higher education, namely taxes versus increased student fees, Perryman (1993) confirmed the finding by Smith (1976) that legislators prefer an increase in student fees over increased taxes. Within this conclusion was an interesting finding that “legislators, from districts where state four-year colleges exist, strongly supported student tuition making up a greater share of the cost of higher education than state appropriations” (Perryman, 1993, p. 225). Perryman (1993) notes this may be based upon the influx of monies into the district from students

and their parents who do not reside in that district and therefore the legislator's district sees the benefits of these monies without any increase in taxes. In contrast, legislators without a higher education institution tended to be more supportive of increased taxes as a means of providing increased revenue to higher education.

Other areas of funding for higher education included support among most legislators not to tie tuition increases to the level of the state economy and limited agreement on the need to tie financial aid increases to increases in tuition (Perryman, 1993). Perryman also found wider support among Democrats to tie tuition increases to state financial aid when compared to Republicans.

Political parties provided for some differences in terms of support for higher education. Generally speaking, legislators for both parties expressed support for higher education funding. Differences were found in the willingness to tie funding to some measures; whether graduation rates or other incentive based funding methods. Republicans were generally more supportive of these ideas than Democrats. There was also a measurable difference in support for increased student tuition over increased taxes as a means of increasing revenue for higher education. While there are other factors that influence the position of each legislator, Democrats tended to favor increased taxes over increased student tuition as a means of increasing revenue for higher education in Colorado (Perryman, 1993).

One possible reason for the difference in support among Democrats and Republicans could be related to perceptions about higher education access.

While Perryman (1993) did not address this directly, within the appendix of his study are multiple comments by the respondents that referenced access to higher education in one manner or another. One respondent noted, “Colorado must have a system that is accessible to all its citizens” (Perryman, 1993, p. 249). Any shift toward increased student tuition, without a matching increase in financial aid, is likely to decrease access to higher education for some.

Perryman (1993) provided the first efforts to examine just the members of a state legislature and their views toward higher education. It must be noted Perryman (1993) did not limit his study to just public higher education, which some respondents indicated in their responses. Within the appendix of Perryman’s (1993) study were comments by respondents indicating they made the assumption the questions applied only to public higher education and not private education.

Indiana Higher Education

In 1995, Dinnen published the *Perceptions Of Indiana State Legislators Concerning Funding For Higher Education* where he examined “the perceptions of state legislators in the state of Indiana concerning funding for higher education in the state” (p. 9). Dinnen’s (1995) study utilized a researcher designed survey instrument that was sent to 150 members of the 1995 Indiana State Legislature. Dinnen (1995) utilized a shortened version of the 35 questions, developed by Perryman (1993) in his study of Colorado legislators. Dinnen (1995) reduced Perryman’s questions from 35 to 20, focusing his questions on the funding for

higher education and excluding some of the questions involving state legislator trust and confidence in higher education leaders.

Indiana legislators were asked to respond, via a likert scale, to 20 individual questions. Dinnen (1995) also asked each legislator to indicate, in rank order, what they felt the top three priorities for higher education within the State of Indiana should be. A response rate of 44% was realized and then a series of “analysis of variance tests were conducted on each of the 20 funding variables to test the six null hypotheses” (Dinnen, 1995, p. 48).

Dinnen’s (1995) study of Indiana Legislators follows the same basic steps as Perryman’s (1993) work. Many of the same questions about the years of service in the legislature, district demographics, and rural or urban district were tested by Dinnen (1995). A new element added by Dinnen (1995) was to examine the responses according to which chamber, the Indiana House of Representatives or the Indiana Senate, the respondent served as a member.

As in Perryman’s (1993) previous study, Dinnen (1995) found differences in the level of support for higher education funding when examining the length of legislative of service, rural versus urban districts, and those districts with an institution of higher education compared to those without an institution of higher education. In addition to supporting many of the previous findings by Perryman (1993), Dinnen (1995) also found differences in how legislators view funding for high cost academic programs.

Dinnen (1995) noted legislators “tended to support that the cost for public higher education borne by the student should be different for programs differing

in per student costs” (p. 74). This idea of separate fees for high cost academic programs has increasingly become a common occurrence on many higher education campuses (Pickert, 2008). In some instances, the use of separate fees has become a method of circumventing limits placed on higher education institutions tuition increases. A report by the non-profit College Board organization found that across the United States the 2006-2007 academic year witnessed “the first time fee increases outpaced tuition hikes” (Pickert, 2008, p. 5).

Dinnen (1995) found additional support for Perryman’s (1993) conclusions that state legislators tended to oppose tying appropriations to increases in under-represented populations’ graduation rates and did not support the “use of debt as an alternative to increasing tuition” (p. 75) during difficult economic times. Another area of agreement between Perryman’s (1993) and Dinnen’s (1995) studies was in the area of political party. Both studies reported “Democratic legislators were more prone to agree than Republican legislators that the State should make up a greater share of the cost of higher education than the share provided by the student” (Dinnen, 1995, p. 76).

The last element of Dinnen’s (1995) survey instrument was an open ended question asking legislators to detail in rank order what they believe the priority of higher education within the State of Indiana should be. Because these are open ended questions, Dinnen (1995) provided no summary of these responses, instead just listing them in an appendix. Upon reviewing these responses, there are two clear themes one can identify.

One is a clear view that colleges and universities within Indiana are viewed by some legislators as having lost their focus. One legislator noted that, “too much money is spent on programs and projects that add very little to the college’s educational mission” (Dinnen, 1995, p. 93). Another legislator asked, “are tuition increases really necessary? Can our colleges become more efficient, effective, and productive” (p. 94).

The second theme that emerged involves a perceived difference in how the larger schools in Indiana are treated compared to the smaller or regional campuses. One legislator noted, “the mother campuses have had it their way for too long while regional campuses are considered second rate” (Dinnen, 1995, p. 95). In much the same concern, another legislator commented, “there should be the same amount of state funding for each student taking the same course from the same book on each campus; presently students at regional campuses are treated as stepchildren” (p. 95).

Dinnen (1995) closely followed the work of Perryman (1993) and provided additional support for some of the findings by Perryman. In areas of political party, legislative experience, and tying appropriations to some external measure were all confirmed by Dinnen (1995). While Dinnen’s (1995) work builds upon Perryman’s (1993), there are new ideas that emerge from his work. These include areas such as differential funding for high cost academic programs and a deeper examination of differences in perceptions based upon which chamber in the Indiana Legislature the respondent served as a member.

Tennessee Higher Education Revisited

Twenty years after Smith's (1976) quantitative study of perceptions by Tennessee State Legislators toward higher education funding, Collins (1996) published *Funding of Higher Education in Tennessee: A Qualitative Study of the Perceptions of State Legislators And Higher Education Leaders*. Collin's (1996) worked differed in previous examinations of state legislators in that he opted for a qualitative method to "identify the issues that are considered important to the legislators and higher education leaders of Tennessee in making decisions that affect the funding of higher education" (p. 6).

Collins (1996) utilized a purposeful sampling of all members of the 99th Tennessee General Assembly, presidents of higher education institutions in Tennessee, and members of the Tennessee Higher Education Commission. A total of 16 individuals were selected, 10 in the legislature and 6 leaders from higher education within the state.

Utilizing the interviews with the 10 members of the Tennessee State Legislature, Collins (1996) provided an analysis that focused on eight areas: (a) issues impacting higher education; (b) accountability of higher education; (c) outcomes of higher education (d); issues related to faculty; (e) technology; (f) mission and program duplication; (g) the relationship between K-12 and higher education; and (h) general issues. From these eight topics, the areas of accountability and the relationship between higher education and K-12 were of particular concern to legislators and higher education leaders.

The concerns expressed about accountability were divided into two separate themes. The first, which was only expressed by legislators, was that higher education was not as accountable as they needed to be. Collins (1996) quoted one legislator noting, “but the truth is, what they (higher education) have to realize as a reality is we’re the ones that provide their funding and we’re being held accountable to a different level than they are on those campuses” (p. 153). This theme by legislators of perceived limited or no accountability by higher education leaders was present in most of Collins’ (1996) interviews. While Collins (1996) did note that not all of those legislators personally believed there was a lack of accountability, all of the legislators indicated this was a common perception of most legislators. In contrast, all higher education leaders believed they had been exercising a great deal of accountability and indicated they were unsure of how best to communicate this to members of the legislature.

The communication between higher education leaders and members of the Tennessee State Legislature is an additional element of the accountability theme. Through his interviews, Collins (1996) identified that even those legislators who felt higher education was accountable expressed frustration in the ability of higher education to effectively communicate this to the legislature. One legislator noted, “you want more money, the only way to get it from us is to tell us what you’re doing in more detail and make us feel comfortable that you’re spending that money like you should” (Collins, 1996, p. 136). A state legislator described this lack of effective communication with higher education this way:

“In K-12 now we’re getting reports that indicate to me where to go look for the money. Well, higher education needs to take a lesson from K-12 and come out with reports that are simple. We need things that we can understand, comprehend, and see the production from” (Collins, 1996, p. 120) .

A higher education leader confirmed the need for better communication between higher education and the legislature when the leader noted, “I do think that we’ve got to do a better job of communicating to the public policy makers and the staff that support them on how well we’re doing” (Collins, 1996, p. 131).

A second theme that Collins (1996) identified was a change in the approach toward higher education in the State of Tennessee. Both legislators and higher education leaders agreed the previous focus had been on K-12, and there was a new focus developing concerning higher education. Over the 1980s and extending into the 1990s, the Tennessee Legislature put in place a series of changes to their funding process and measurements for K-12 in Tennessee public education (Collins, 1995). One legislator noted this change by claiming, “we have gone through a process in K-12 where we totally revamped the education system in Tennessee” (Collins, 1996, p. 139). Another legislator noted, “we are told this is what it’s going to cost to continue to operate this university, as opposed to the kind of information and accountability we get from K-12 level, which is more results oriented” (Collins, 1996, p. 132).

Throughout Collins’ (1996) writings there appears a view by legislators that they have completed their work on K-12 education and are now ready to look

at higher education. Even higher education leaders indicated they believed this change was occurring. One higher education leader noted:

“I think it’s our turn in the barrel. We in higher education sat back for the past 15 years and said boy look at what they’re doing to K-12, just beating them to death. And now by golly, it’s our time. And they’re going to whoop us for about six, seven, eight, nine years” (Collins, 1996, p. 155).

Collins (1996) provides one of the first qualitative studies of perceptions by state legislators toward higher education funding. During the time of his study there was an increasing focus on higher education and from his work the issue of accountability and the communication between higher education and state legislators emerges as a clear area of concern.

Summary of Prior Individual State Research

In all four prior studies of perceptions by state legislators, there emerges a variety of themes. These themes tend to point to state legislators who have only limited trust in the actions of higher education leaders as it relates to stewardships of monies already provided through state appropriations (Perryman, 1993; Dinnen, 1995). Previous research does provide some evidence that political party, rural versus urban district and length of service are good predictors of a legislator’s view toward higher education funding (Perryman, 1993; Dinnen, 1995). Areas involving incentive based funding, increased funding for under-represented groups, tying of appropriations to the state economy or financial aid did not have widespread support among most state legislators (Smith, 1976; Perryman, 1993; Dinnen, 1995).

Missouri Government History and Structure

The political history and governmental institutions of Missouri can best be described as a representative state. Missouri and its government have been described as “fairly typical, with a fairly typical constitution, the structure and function of our branches of government are fairly typical, and the issues taken by our policy maker are fairly typical” (Althaus, 2006, p. 1). Althaus goes further to detail how Missouri often avoids radical changes in policy and usually is among the “middle of the pack with regards to political trends among the states; seldom the leader, but seldom the laggard” (p. 1).

The structure of the current Missouri government is the result of four separate State Constitutions. The first was adopted in 1820 as part of the Missouri petition to enter the Union. Three additional State Constitutional Conventions occurred in 1865, 1875, and 1945 (Hardy & Dohm, 1986). Through these four different State Constitutions, a system of state government very similar to that of the United States Federal Government has emerged.

Missouri State Government consists of three separate branches; the executive, legislative, and judicial. The functions of these three branches are very similar to the federal system and have many of the same responsibilities.

The chief executive of Missouri is the Governor who is elected every four years and can serve no more than two terms. The Governor is required by the State Constitution to “carry out the laws, to keep the peace, and to annually give the legislature information on the state of the government” (Althaus, 2006, p. 5). In addition, the Missouri Governor is responsible for submitting to the Missouri

General Assembly a proposed state budget, detailing funding requests for all executive agencies including the Missouri Department of Higher Education (Althaus, 2006).

The Missouri General Assembly is a bicameral legislative body, consisting of the Missouri House of Representatives and the Missouri Senate. The House is divided into 163 separate districts, with each House member standing for election every two years. The Missouri Senate is divided into 34 separate districts, with Senators standing for election every six years (Hardy & Dohm, 1986). In 1992, a major change in the Missouri General Assembly occurred with Missouri voters approved legislative terms limits. The voter approved term limits permit an individual to serve only eight years in each of the two chambers in the Missouri General Assembly. The presence of term limits in the Missouri State Legislature means no one Missouri State Legislator will serve for more than a combined 16 years in the Missouri General Assembly.

The Missouri Judicial System is divided into three levels, with the lowest courts being circuit courts and the highest court being the Missouri State Supreme Court. There are also three Courts of Appeals divided geographically across the state. Approximately 60% of circuit judges are elected and actively campaign for their office (Althaus, 2006). One unique aspect of the Missouri judicial system is the selection of circuit judges for the St. Louis and Kansas City Area. Under this plan a non-partisan body forwards three names to the Governor, who in turn must select one of these three for the court. No approval by the Senate or additional action is necessary. Appointments to the State Supreme

and Appellate Courts are handled in much the same way with a larger non-partisan body making the nominations to the Governor (Althaus, 2006).

While not part of the codified structure of the Missouri government, the government is dominated almost exclusively by the two major political parties. Only the Libertarian party has achieved greater than 2% of the votes in any state wide election (Althaus, 2006). Present day Missouri is not considered a safe state for either Republicans or Democrats. During the 1980s Republicans held a majority of the state wide executive offices, and then in the 1990s Democrats controlled a majority of these positions. In 2004, the six state wide executive positions were split evenly between Republicans and Democrats (Althaus, 2006). In the most recent election in 2008, a change in the political makeup of the Missouri executive branch of Government occurred. As part of these electoral changes, former State of Missouri Attorney General Jay Nixon, assumed the Governor office from Republican Governor Matt Blunt. In addition, with the exception of the Lieutenant Governor, all other state wide executive officers were won by Democrats. This change means five of the top six executive officers are held by Democrats, including two that were once held by Republicans.

Further demonstrating the political divide in Missouri, there is currently one United States Senator from each major political party representing state, and the State's Congressional Delegation is split five Republicans to four Democrats. The political party breakdown often follows the geographical divide with Republicans doing well in rural areas and Democrats doing well in urban areas. The areas of greatest political competition are in suburban and mid-size metropolitan areas.

Missouri Higher Education Structure

The management of Missouri public higher education can be examined through two approaches. The first, and the one most relevant to a macro examination of Missouri's higher education, is the role of the executive branch and the Missouri Department of Higher Education. The second way to examine Missouri higher education is the examination of the governing boards of each public college or university.

Missouri Department of Higher Education

Missouri higher education is governed by the Missouri Department of Higher Education, which is led by the Missouri Coordinating Board for Higher Education (CBHE). The CBHE emerged from a 1972 amendment to the Missouri Constitution and its processes and procedures were outlined in the 1974 Omnibus State Reorganization Act.

The CBHE has nine appointed members, one from each of the congressional districts in Missouri. All CBHE members are nominated by the Governor and must be approved by the Missouri Senate. Each member serves for six years, with no more than five members from one political party at any given time. (Missouri Department of Higher Education, 2008).

The CBHE oversees the Missouri Department of Higher Education and is responsible for selecting the Commissioner of Higher Education for the state and developing policies and procedures related to the management of higher education policy across the state. Examples of these policies include transfer

requirements between Missouri colleges and universities and approval of degree programs to avoid duplication between higher education institutions.

The Commissioner of Higher Education manages the Missouri Department of Higher Education, including its six divisions: (a) Information Technology; (b) Missouri Student Loan Group; (c) Financial Assistance, Outreach and Proprietary Certification; (d) Academic Affairs; (e) Fiscal Affairs and Operations; and (f) Contracts and Compliance (Missouri Department of Higher Education, 2008).

A key element of the CBHE and the operations of the Missouri Department of Higher Education is the effort to coordinate higher education across the state. In order to accomplish this, the Department of Higher Education coordinates the submission of a single budget request to the Missouri State General Assembly for higher education appropriations. This coordination of college and university operating budgets is also followed on capital project requests (Missouri Department of Higher Education, 2008).

The Missouri Department of Higher Education, through the authority of the CBHE, is responsible for enforcing the Higher Education Funding Act of 2007. This legislation provides that “institutions that increase tuition at rates that exceed the rate of inflation must return a portion of their state appropriations to the State or ask the Commissioner to waive the financial penalty in whole or in part” (Coordinating Board for Higher Education, 2008, p. 145). This act does provide clear details on what should and should not be counted when determining tuition. This is one of the areas where Dinnen (1995) notes some concern by state

legislators about the growth in separate fees that were replacing tuition. Any fee charged to all students that is imposed by the higher education institution must be included. By doing this the legislature avoids higher education institutions imposing a separate fee on all students, to avoid the financial penalties of the Higher Education Funding Act. The Higher Education Funding Act does exclude separate course fees, fees related to housing, or fees imposed by a student body (Coordinating Board for Higher Education, 2008).

CBHE Higher Education Funding task Force

In April of 2007 the CBHE appointed a task force of higher education leaders, staff members from the Missouri Governor's Office, members of the Missouri State General Assembly, and staff from the Missouri Department of Higher Education to examine the current process for funding higher education in the state. This task force, identified as the Higher Education Funding (HEF) Task Force, met from May 2007 through February 2008 to carry out its charge. Key areas of discussion were how to collect and disseminate information needed to support budget requests and to develop a budget process that recognized the need for additional funding around specific areas.

Over the course of the year the Higher Education Funding Task Force identified and adopted both strategic and performance incentive funding in five areas: (a) access to success; (b) teachers for the future; (c) research and service; (d) METS; and (e) protecting investments (Higher Education Funding Task Force, 2008).

The critical issue of access and the support of at risk students were considered a key item for the Higher Education Funding Task Force. To address this area, identified as access to success, the task force expressed a desire to “build an initiative around the need to improve and expand the services provided to underserved minorities, adult learners, those with marginal academic preparation, and other students who often require costly support services to successfully participate in higher education (Higher Education Funding Task Force, 2008, p. 21).

The task force called for increased funding and attention to future teachers and the need to prepare these teachers for a more complex and demanding classroom environment. Specifically the task force called for “stimulating the development of teacher education programs of excellence in selected universities; in turn these programs would become exemplars for other institutions and would offer lessons learned and best practices, thus improving the quality of teacher graduates” (Higher Education Funding Task Force, 2008, p. 22).

The report details economic development as part of the research and service initiative. This initiative is described as an effort by colleges and universities to connect their work “both basic and applied research and service activities that enhance the economic viability of the state and that address the real life issues facing people and their communities” (Higher Education Funding Task Force, 2008, p. 24).

METS, a program developed by Missouri Governor Matt Blunt, seeks to raise test scores in areas of mathematics, engineering, technology, and science. The Higher Education Funding Task Force identified multiple possible improvements in this areas including, “the need for better / increased teacher education in METS fields, including close collaboration with the K-12 system, especially in terms of generating interest and preparation for METS fields among younger students” (Higher Education Funding Task Force, 2008, p. 25). The task force also recommended additional funding for increasing the “institutional capacity in these fields” (p. 26).

The fifth area, or initiative, focused on protecting the investments of public higher education and thereby the State of Missouri. The task force identified investments as the physical facilities, technology, and other capital goods owned or operated by a higher education institution. To support their call for funding to protect these investments the task force indicated a need to “retain the value of the physical assets in public higher education, and improve the teaching and learning environment for students, faculty, and staff at Missouri’s colleges and universities” (Higher Education Funding Task Force, 2008, p. 27).

The report by the Higher Education Task Force was issued in the summer of 2008 and has not become part of the appropriation process for the Missouri State General Assembly at present time. As the Higher Education Task Force hoped for the first elements of their work to be part of the FY10 budget process for higher education, it is too soon to determine what if any impact this work will have on higher education funding in Missouri. This report also seeks to impact a

budget process at a time when the State of Missouri is struggling with the economic recession begun in 2008 and the transition from Republican Governor Matt Blunt to Democratic Governor Jay Nixon. These three factors, a proposed new way to consider higher education funding by the Higher Education Funding Task Force, the present economic conditions of 2010, and a new Governor with a change in political party in control of the Missouri Executive branch leave many unanswered questions about the possible impact of the task force's work.

Institutional Governing Boards

The second means by which one can study higher education funding in the State of Missouri is through the actions and processes utilized by the governing board of Missouri's higher education institutions. Within the State of Missouri each university or college has a separate governing board. These governing bodies serve much the same function, however, they are known by different names, with Board of Trustees, Board of Governors, and Board of Regents being the most common (Collins, 1996). These bodies are composed of membership, often ranging from seven to nine members and the appointment process for members and their mission are called out in Chapter 174 of the Missouri Revised Statutes.

As provided for in the Missouri Revised Statutes each governing board has the authority to set student fee and tuition rates. Because each board has the authority to set their individual rates, students at one college or university may see a small increase one year, while students at another school may see a

larger increase for what both the student and their family perceive as the same education (Missouri Department of Higher Education, 2008).

As this study focused on the perceptions of Missouri State Legislators, and not those of governing board members, a review of the research on governing boards is excluded from this chapter. While the rate students pay for higher education in the State of Missouri is directly impacted by these individuals, this study seeks to examine the perceptions of those who set the state appropriations for higher education institutions and not the rates charged to individual students.

Conclusion

Volumes of research exist concerning higher education funding. With topics including grants, federal student aid, state governments, and the very complex process by which tuition and fees are set make for a diverse area for any researcher to explore. The critical nature of higher education funding has lead to the development of think tanks and external watchdog groups, such as the Center for College Affordability, whose only purpose is to examine and provide analysis on higher education funding.

For this research study the focus is on one set of decision makers in the State of Missouri. These decision makers, members of the Missouri State General Assembly, have the responsibility for setting the appropriations to all public higher education institutions in the State of Missouri. A review of the available literature found many reports, news stories, and observations by individuals associated with higher education, however, no research that sought to

explore the perceptions of state legislators in Missouri toward higher education funding. Individual interviews, often from a local media source in the legislator's hometown were identified, but very little that could be generalized toward the entire Missouri State General Assembly.

During a review of the literature four previous studies were identified that examined the perceptions of state legislators in Colorado, Indiana, and two studies of Tennessee. These studies are all in excess of twelve years old and no subsequent research has been completed to see if the findings of these studies are still applicable. In addition all of these studies occurred in state legislatures that did not have legislative term limits. Key findings in these studies include a general belief by legislators that increased students fees were more acceptable than increased taxes, a belief among many legislators that higher education needs to demonstrate better accountability, and evidence that political party, length of service, and type of legislative district have a correlation to a legislator's level of support for higher education (Smith, 1976, Perryman, 1993, & Dinnen, 1995).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This study examines the perceptions of Missouri State Legislators toward public funding of higher education. As an increasing number of parents, students, prospective employers, and elected officials view higher education as the critical element in the evolution of the American workplace, the level of attention paid to the administration of higher education will continue to grow. This increased attention has brought calls from many to increase the role of government in higher education and a decline in the level of autonomy for those administering higher education (Lane, 2003).

Detailed in this chapter is the methodology used to examine the perceptions of Missouri State Legislators toward public funding for Missouri higher education. Explanations of the population, survey instrument, and data analysis methods are provided.

Research Design

In considering the appropriate methodology for this study, the researcher determined a quantitative design was the most appropriate. The use of quantitative design is most appropriate in “enabling the researcher to make valid interpretations through comparisons and partitioning of the data” (Wiersma, 1995, p. 91). Additionally, the use of quantitative research methods is most appropriate when the research is rooted in positivism, as this study is (Reese, 1980).

Three choices exist in the development of the research method: a quantitative method, a qualitative method, or a combination of these two (Patton, 1990). Quantitative methods are often utilized to accomplish two goals: “(1) to provide answers to research questions and (2) to control for variance” (Wiersma, 1995, p. 92). Within a quantitative research design, the researcher seeks to apply a research model or approach that can be repeated and can be used to draw generalizations from sample data to a larger population.

In contrast to quantitative research methods, qualitative methods do not seek to generalize from a sample to a larger population (Patton, 1990). Qualitative research is often labeled “naturalistic inquiry, interpretive research, field study, participant observation, and ethnography” (Merriam, 1998, p. 5). By using methods such as observations, interviews, focus groups, and document analysis the qualitative researcher seeks to observe and explore the meaning of different phenomenon and how these events impact individual participants. The study of attitudes and perceptions, regardless of the subject area, can be explored using either qualitative or quantitative methods. Reeher (2006) used a quantitative methodology in his study of attitudes and beliefs of state legislators and their understanding of public service. This study is in contrast to a 2002 study by the Robert Wood Johnson Foundation that utilized a qualitative approach to explore attitudes and perceptions of state legislators and their decision making regarding health policies.

Research in perceptions and attitudes of members of the Missouri State General Assembly requires the researcher to consider the specific methods of

participant selection, data collection methods and analysis to be utilized.

Because this research study seeks to examine the current attitudes and perceptions of a legislative body responsible for public higher education funding within a single state, only the Missouri State General Assembly will be examined.

Because elected officials exist and operate in a politically charged environment, there may be a tendency to provide answers that are consistent with what the participant believes would be most favorably looked upon if their survey answers were to be made public (Wiersma, 1995). To address this issue and the issue of drawing out truthful responses by the participants, the use of survey instruments that do not specifically identify the participant must be utilized. The survey instrument must be careful not to imply a desired choice or to appear to support a specific set of ideals or a hidden agenda (Wiersma, 1995).

The use of surveys for data collection involving political officials requires the researcher to develop specific methodology to guarantee the confidentiality of the responses. The use of two different sessions of the Missouri General Assembly provides an important element of confidentiality; however, there is still likely to be some resistance to participate in the research. To address this resistance, the researcher must identify the participation as voluntary and provide evidence that the survey responses are not identified in any manner that can connect specific individuals with specific responses.

The creation of a survey instrument for a quantitative study requires seven specific criteria be addressed: (1) determine what information is needed, (2) decide on the format for the questions, (3) select a measurement scale,

(4) determine the wording of the questions (5) determine the order of the questions, (6) format the survey instrument, and (7) pilot-test the survey (Schuh & Upcraft, 2001).

The use of a quantitative methodology provides an important means to identify the elements that impact the relationship between the Missouri State General Assembly and public higher education. Quantitative methodology allows the researcher an opportunity to define the current reality that exists and provides a methodology whereby the findings can be generalized to future interactions between the legislature and public higher education in the State of Missouri.

In order to gather information from current and past members of the Missouri General Assembly, a paper survey, as opposed to the trend in web-based survey was utilized. The primary decision in using a paper survey over a web survey is the researcher's concern about web access among some members of the Missouri General Assembly. While all current members of the Missouri General Assembly will have access, the researcher was concerned about past Legislators' access to the web and the level of comfort with the web by some current members of the Missouri General Assembly. These concerns lead the researcher to elect for a paper survey.

The researcher's concerns are supported by previous research on some of the limitations of web surveys compared to paper surveys. The use of a web survey presents data collection challenges, such as limited computer and web access for some possible participants, a distrust on the part of some participants

of a technology driven survey instrument, and additional costs in hardware and software to support the research effort (Schuh & Upcraft, 2001).

The survey instrument developed by Perryman (1993) and adapted by Dinnen (1995) will be used for this research effort. Issues involving validity and reliability are detailed in the survey instrument section of this chapter. The researcher spoke with Perryman concerning the research on the Missouri Legislature and obtained written permission for the use of his survey instrument as part of this research effort.

The use of quantitative methods provides the best method to determine what the current perceptions of present and recent Missouri Legislators are toward public funding of Missouri higher education. Because the research is not focused on determining the reasons behind the perceptions of Missouri Legislators, the use of qualitative methods is not appropriate. Quantitative methodology will be used to develop a picture of how both current and immediate past members of the Missouri General Assembly view the current debate and levels of support for public higher education.

Population

This study focuses on the attitudes and perceptions regarding the funding of public higher education within the State of Missouri. The population being surveyed includes all members of the Missouri General Assembly for the 94th and 95th sessions. For each session, there are 197 members of the General Assembly. Current members of the 95th session of the Missouri General Assembly and past members of the 94th Missouri General Assembly will be

surveyed. A listing of all current state legislators will be gathered from the Missouri General Assembly webpage (Appendix G & H). The total population of Missouri Legislators for the 94th and 95th Missouri General Assembly is 243.

The voluntary participation by numbers of state legislators is crucial to support the research effort. In order to develop support for this participation, the researcher contacted members of the Missouri State General Assembly, including personal contact with legislative leaders from all political parties, to explain the purpose of the research and the steps taken to protect individual legislator identity.

Survey Instrument

To explore the perceptions of Missouri Legislators toward public funding of higher education, a 33 question survey was utilized. This survey was adapted from a 1993 survey developed by Perryman in his study of the Colorado State Legislature and their perceptions toward funding of higher education within Colorado. Perryman's survey instrument was developed from a pilot study of 80 questions with sample responses from State Legislators in South Dakota, Utah, and Kansas (Perryman, 1993).

The legislators selected for the pilot study by Perryman utilized a stratified sample that controlled for gender, party affiliation, and legislative chamber. In an effort to check for reliability and validity, Perryman relied upon the sample of state legislators previously detailed. Through the response sample from his pilot study, Perryman computed a .83 consistency coefficient, utilizing the Spearman-Brown reliability formula (Perryman, 1993). To test for validity, the

responses to the pilot survey from the sampled legislators were examined by previous state legislators to test if the survey responses were in line with the information sought by Perryman.

The survey instrument utilized in this research is divided into three categories (Appendix A). The first category asks questions concerning the demographic information about the legislator and the legislative district the legislator represents. Examples of demographics questions include gender, age, education and the type of legislative district the legislator represents.

The second category asks specific questions concerning the 20 funding variables and their relation toward public funding of higher education. Questions in this category utilize a likert format, as developed by Perryman, for each Legislator to indicate their response to each question. For each of the 20 funding variable questions, the following responses are available:

- Strongly agree, 1
- Agree, 2
- More agree than disagree, 3
- More disagree than agree, 4
- Disagree, 5
- Strongly disagree, 6

The third and final category provides two open ended questions where the legislator can respond in more detail concerning their perceptions of public funding of higher education. This information is collected in an effort to provide context for the quantitative data. No specific coding or qualitative methods, other than a detailing of the information collected as part of this research study.

Data Collection Procedures

Early in the summer of 2009, all Missouri State Legislators of the 94th and 95th General Assembly were sent a packet of research materials for this study. Contained within the packet were copies of the survey instrument (Appendix A), a research cover letter from the researcher detailing the study (Appendix C), a blank informed consent form used in this research (Appendix D), a copy of a letter from State Senator Jason Crowell encouraging participation by members of the General Assembly (Appendix E), and a pre-paid postage return envelope.

At the beginning of July, a second series of letters (Appendix F) with an additional copy of the packet and research materials were sent to Missouri Legislators who did not respond to the first request.

Data Methodology

Utilizing a researcher created database, the legislator responses were input and a series of descriptive statistical tests were completed. Within the null hypothesis, the dependant variable is the level of support for public higher education. College attainment by state legislators, length of service in the General Assembly, political party, gender, and service on an education committee are examples of the independent variables that were tested. Each of these individual independent variables will be considered as they potentially impact their influence on the dependent variable.

Descriptive statistics will be used to detail the personal characteristics of General Assembly members. An analysis of variance test will be used to explore if there are significant differences in Missouri State Legislators' financial support

for public higher education. Through the use of an ANOVA at the .05 alpha level, a series of tests were conducted to determine if there was a statistically significant difference between the 20 funding variables and each of the 13 social variables identified in the null hypothesis:

1. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the gender of the Missouri Legislator.
2. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the age of the Missouri Legislator.
3. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the ethnicity of the Missouri Legislator.
4. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the educational attainment level of the Missouri Legislator.
5. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the presence of a public institution of higher education in the district of the Missouri Legislator.
6. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the political party of the Missouri Legislator.

7. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the length of residence in the district by the Missouri Legislator.
8. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the length of service in the Missouri General Assembly by the Missouri Legislator.
9. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.
10. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.
11. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
12. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the current or past service on any of the committees in the Missouri

General Assembly directly responsible for public higher education by the Missouri Legislator.

13. There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the type of district (urban, rural, suburban) of the Missouri Legislator.

One area of note concerning the use of statistical tests is that this research involves the surveying of the entire membership of the 94th and 95th Missouri General Assemblies. The memberships of these two populations represent the entire population for the purpose of this research and, therefore, it can be assumed this population is normal.

Summary

Utilizing a quantitative design, this researcher explored the attitudes and perceptions of Missouri General Assembly members toward funding Missouri public higher education. Through the survey of all members of the 94th and 95th Missouri General Assemblies, a number of independent variables were measured and compared using descriptive statistical tests. Numerous independent variables including the length of service in the General Assembly, the political party of the legislator, and educational background of the legislator were all explored. The dependent variable throughout the research is the level of financial support for Missouri public higher education.

The survey instrument draws upon the work of Smith (1976), Perryman (1993), and Dinnen (1995) in their examinations of support among state

legislators in Tennessee, Indiana and Colorado toward public higher education.
The details of the survey responses are outlined in Chapter 4 of this research.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter provides detail concerning the collected data and the analysis of the data. The chapter is outlined into three sections, including survey response demographics, which detail the social variables demographics that were collected; funding variables analysis, which examines the 20 funding variables in relation to the total legislator responses; and the finding of 13 null hypotheses.

Study Design

Early in the summer of 2009, Missouri State Legislators of the 94th and 95th General Assembly were sent a packet of research materials for this study. The first mailing was sent to 243 members of the 94th and 95th sessions of the Missouri General Assemblies. A total of 71 usable responses from the first mailing were returned.

Approximately two months after the first mailing, a second mailing to the 178 members of the General Assembly that had not responded to the first mailing were sent out. An additional 36 usable surveys were returned from this second mailing, providing a total of 107 surveys returned for a usable response rate of 43%. In addition to the 107 usable surveys, there were 14 surveys returned that were not complete or where the respondents indicated they did not wish to participate in the research request.

The survey instrument utilized in this research is divided into three categories (Appendix A). The first category asks questions concerning the demographic information about the legislator and the legislative district the legislator represents. Examples of demographics questions include gender, age, education and the type of legislative district the legislator represents.

The second category asks specific questions concerning the 20 funding variables and their relation to public funding of higher education. Questions in this category utilize a likert format, as developed by Perryman, for each Legislator to indicate their response to each question. For each of the 20 funding variable questions, the following responses are available:

- Strongly agree, 1
- Agree, 2
- More agree than disagree, 3
- More disagree than agree, 4
- Disagree, 5
- Strongly disagree, 6

The third and final category provides two open ended questions where the legislator can respond in more detail concerning their perceptions of public funding of higher education. This information is collected in an effort to provide context for the quantitative data. No specific coding or qualitative methods, other than a detailing of the information collected, is part of this research study.

Presentation of Results

By examining the survey responses, it is possible to address each of the three research questions related to Missouri Legislators and public funding of

Missouri higher education. The data presented was examined with a series of statistical measures.

Research Questions and Associated Hypotheses

By computing the mean score of the survey responses, the standard deviation for each mean, and where appropriate, comparing of means through an Analysis of Variance (ANOVA) via the Statistical Process of Social Science software, it is possible to examine the three research questions and the 13 null hypotheses.

Research Question 1 - What are the demographic characteristics of Missouri Legislators responsible for public funding for Missouri higher education as examined by the 13 social variables?

The first 13 questions of the survey instrument provide demographic details on the responding legislators from the members of the two sessions of the Missouri General Assembly. These variables include sex, age, gender, type of legislative district, and ethnicity among others. As demographic details on past members of the Missouri General Assembly, specifically those from the 94th session of the General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported an average of 5.5 years of service within the Missouri Legislature. The range included legislators with only one year of service, up to legislators that were term limited out of the legislature with a combined 15 years of service. Because of term limits within the Missouri General Assembly, no person may serve more than 16 years in the General Assembly,

which is a maximum of 8 in the House and 8 in the Senate. The most common response was 7 years of service with 36 members identifying this level of experience followed by 22 members identifying only a single year of experience in the Missouri Legislature. By contrast, there were only six members who identified themselves as having more than ten years experience within the Missouri General Assembly.

The responding legislators reported that 83 were members of the Missouri House of Representatives and 24 were members of the Missouri Senate. The proportion of responding legislators is close to that of the total population of the study. 22.4% of responding legislators were Senators, whereas 16.9% of the population was Senators. Additionally, 77.6% of the responding legislators were Representatives, whereas 83.1% of the population was Representatives.

The responding legislators reported that 71 were members of the Republican Party and 36 were members of Democratic Party. The proportion of responding legislators is close to that of the total population of the study. Of the responding legislators 66.4% were Republicans, whereas 61.3% of the population was Republicans. Additionally, 33.6% of the responding legislators were Democrats, whereas 38.7% of the population was Democrats.

The responding legislators reported the legislative district they represented from one of three choices: (1) urban, (2) suburban, and (3) rural. 41.1% of legislators reported they represented a suburban district, the most common of all responses. Additionally, 32.7% reported they represented a rural district, followed by 26.2% reporting they represented an urban district. As

demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported what type, if any, higher education institution was present in their legislative district. Legislators could select all that applied from the following choices: (1) none, (2) higher education center or outreach campus, (3) community college, (4) four year public college, and (5) four year public university. The most common response reported by legislators was none, with 33.6% reporting no public higher education within their district. While the single larger percentage of legislators reported no public higher education within their districts, the remaining 66.4% reported the presence of some type of public higher education within their district. A combined 58.8% reported the presence of either a community college or a four year public college or university. As demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported the number of committees, if any, within the Missouri General Assembly they currently or previously served on that have responsibility for the governing or funding of public higher education. Legislators could choose from: (1) no committee experience, (2) one committee assignment, (3) two to four committee assignments, or (4) five or more committee assignments. The most common response reported by legislators was no committee experience, with 40.2% reporting they had not served on any

committee, which directly impacted higher education. Almost a quarter or 26.2% of responding legislators indicated they had served on one committee and 27.1% reported they had served on two to four committee related to higher education. Seven legislators or 6.5% indicated they had experience on five or more committees responsible for the governance or funding of higher education. As demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported their age within a range outlined by the researcher. Legislators could select from the following choices: (1) under 35 years of age, (2) 36-45 years of age, (3) 46-55 years of age, (4) 56-65 years of age, or (5) 66 years of age or older. The most common response reported by legislators was 56-66 years of age, with 34.6% of legislators within this range. The second most common age range was 46-55 with 20.6% reporting their age within this range. The other three age ranges accounted for the remaining 45% of the responding legislators. As demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported that 75 were male and 32 were female. The proportion of responding legislators is similar to that of the total population; however, not as close as political party or the chamber in which the legislator serves. Of the responding legislators 70.1% were male, whereas 83.9%

of the population was male. Additionally, 29.9% of the responding legislators were female, whereas 16.1% of the population was female.

The responding legislators reported that 99, or 92.5% of respondents, were white and 8, or 7.5% of respondents, were African American. One legislator marked other and reported his ethnicity as Irish. For the purpose of this research effort, the research included this response in the white response category. No responding legislators indicated their ethnicity as Asian or Native-American. As demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported how long they had been a resident of their district within a range outlined by the researcher. Legislators could select from the following choices: (1) less than 5 years, (2) 6-10 years, (3) 11-15 years, (4) 16-20 years, (5) 21-25 years, or (6) 26 or more years. The most common response, more than twice any other response, was 26 or more years. 49 of the 107, or 45.8% of respondents, reported having lived in their district for more than 26 years. The next most common response was 21-25 years with 16.8% reporting this as their length of time living in their district. 14% reported living in their district for 11-15 years, 11.2% reported 11-15 years, 8.4% reported 16-20 years, and only 3.7% reported living in their district for less than 5 years. As demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported their level of education from a list developed by the researcher. Legislators could select from the following choices: (1) high school graduate, (2) some college, (3) college graduate two year, (4) college graduate four year, (5) graduate or post undergraduate education, or (6) law/medical/doctoral degree. The most common response, with 30.8% of the responses, was college graduate from a four year institution. Very close to the four year college graduates, 28% of respondents indicated they had graduate or post undergraduate education. 17.8% of legislators reported some college, 15% reported a law/medical/doctorate degree, 4.7% reported being a community college graduate and 3.7% reported having a high school level education. As demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

The responding legislators reported they obtained their undergraduate college education, if applicable, from a list developed by the researcher. Legislators could select from the following choices: (1) Missouri community college, (2) Missouri four year public college or university, (3) public college or university outside of Missouri, (4) private college or university in Missouri, or (5) private college or university outside of Missouri. The most common response, with 55.8% of the responses, was a Missouri public college or university. The second most common response, with a 17.8% response rate, was a public college or university outside of Missouri. 11.3% reported attending a community college in Missouri, 8.5% of legislators indicated they attended a private college

or university outside of Missouri, and 6.6% reported attending a private college or university in Missouri. When considered together, 67.1% of responding legislators attended a public college or university within Missouri. As demographic details on past members of the Missouri General Assembly are not available, it is difficult to compare the respondents with the total population of Missouri legislators.

Research Question 2 - What are the perceptions regarding public funding for Missouri higher education as examined by the 20 funding variables?

The survey instrument outlined 20 funding variables related to public funding of Missouri higher education. Based upon the likert scale utilized for the survey instrument, mean scores were computed for each of the 20 funding variables and are shown in Table 1. Scores of four or greater indicated the respondents tended to disagree with the stated question, and scores of three or less indicated the respondents tended to agree with the stated question. Scores between three and four indicated no firm agreement or disagreement was observed based only the mean scores of the respondents. The questions are ranked, with those showing the strongest disagreement to the stated question from the responding Missouri Legislators listed first and then descending in rank order to those with the strongest agreement by Missouri Legislators as measured by the likert scale.

Table 1

*Funding Variables Rank Order and Mean, Missouri Legislators
Questions with strongest disagreement listed first*

Question rank	Survey question	M	SD
1	The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	4.38	1.46
2	The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	4.05	1.26
3	Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	3.81	1.48
4	The state should allocate public higher education dollars based upon the traditional base-plus system.	3.76	1.7
5	Any increase in tuition should be tied to an increase in financial aid provided to the student.	3.6	1.49
6	In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	3.58	1.40
7	The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	3.52	1.20
8	The state should allocate public higher education dollars utilizing a formula that is based on the number of students enrolled.	3.48	1.31
9	Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	3.46	1.46
10	Missouri appropriations to public higher education should be equalized based upon the institutions mission.	3.45	1.32

Question rank	Survey question	M	SD
11	Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations	3.44	1.47
12	In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	3.31	1.18
13	The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	3.15	1.31
14	Increases in student tuition should be tied to the condition of the state's economy.	3.14	1.48
15	Increased funding should be provided to public higher education to better integrate with secondary schools.	3.07	1.27
16	Performance or outcome based funding is an appropriate model for funding public higher education.	2.71	1.38
17	The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	2.56	.99
18	State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees	2.31	1.41
19	The needs of Missouri's PK-12 educational system should receive priority over public higher education.	2.30	.85
20	Tuition at community (two year) colleges should be lower than at four year colleges and universities	1.92	.94

Research Question 3 - Are there differences in the perceptions of Missouri

State Legislators when comparing the 13 social variables with the 20 funding variables?

Hypotheses 1 - There is no difference in the perceptions of Missouri State Legislators, as explored through the 20 funding variables, as they relate to the gender of the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the gender of the Missouri Legislator. A total of eight funding variables were found to have a statistically significant difference related to gender. Table 2 details the 20 funding variables, including those that show a statistically significant difference in relation to gender.

The areas found to be statistically significant in relation to the dependent variable of gender are:

1. Using a one-way analysis of variance test, it was determined that state appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees. The obtained $F(1, 105) = 19.21$ $P < .05$ is statistically significant in relation to the gender of the Legislator.
2. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid provided to the student. The obtained $F(1, 105) = 6.97$ $P < .05$ is statistically significant in relation to the gender of the Legislator.
3. Using a one-way analysis of variance test, it was determined that students at a Missouri public higher education institution should be

responsible for most of the cost of their education. The obtained $F(1, 105)=11.22$ $P<.05$ is statistically significant in relation to the gender of the Legislator.

4. Using a one-way analysis of variance test, it was determined that Missouri appropriations to public higher education should be equalized based upon institutional missions. The obtained $F(1, 105)=4.73$ $P<.05$ is statistically significant in relation to the gender of the Legislator.
5. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests. The obtained $F(1, 105)=12.01$ $P<.05$ is statistically significant in relation to the gender of the Legislator.
6. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education. The obtained $F(1, 105)=16.20$ $P<.05$ is statistically significant in relation to the gender of the Legislator
7. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations. The obtained $F(1, 105)=14.36$ $P<.05$ is statistically significant in relation to the gender of the Legislator.

8. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators. The obtained $F(1, 105) = 21.96$ $P < .05$ is statistically significant in relation to the gender of the Legislator.

Table 2

Results for Hypothesis 1

Dependent Variable = Gender		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	1	19.209	32.794	32.794	.000*
	Within Groups	105		179.262	1.707	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	1	.005	.011	.011	.945
	Within Groups	105		230.887	2.199	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	1	6.969	14.671	14.671	.010*
	Within Groups	105		221.049	2.105	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	1	11.222	22.262	22.262	.001*
	Within Groups	105		208.299	1.984	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	1	.648	1.239	1.239	.423
	Within Groups	105		200.780	1.912	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	1	.800	1.296	1.296	.373
	Within Groups	105		170.105	1.620	
	Total	106		171.402		

Dependent Variable = Gender		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	1	4.730	7.952	7.952	.032*
	Within Groups	105		176.515	1.681	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	1	.313	.437	.437	.577
	Within Groups	105		146.385	1.394	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	1	3.662	7.013	7.013	.058
	Within Groups	105		201.062	1.915	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	1	.375	.810	.810	.541
	Within Groups	105		226.480	2.157	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	1	.024	.021	.021	.878
	Within Groups	105		94.222	.897	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	1	.039	.070	.070	.845
	Within Groups	105		190.622	1.815	
	Total	106		190.692		

Dependent Variable = Gender	df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	1	12.008	15.670	15.670	.001*
	105		137.022	1.305	
Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	1	16.203	22.561	22.561	.000*
	105		146.205	1.392	
Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	1	.159	.221	.221	.691
	105		145.462	1.385	
Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	1	.702	.693	.693	.404
	105		103.662	.987	
Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	1	.267	.461	.461	.606
	105		181.147	1.725	
Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	1	.726	.524	.524	.396
	105		75.905	.723	
Total	106		76.430		

Dependent Variable = Gender		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	1	14.375	27.740	27.740	.000*
	Within Groups	105		202.615	1.930	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	1	21.961	40.175	40.175	.000*
	Within Groups	105		192.087	1.829	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the gender of the Missouri Legislators, 8 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these eight relationships, a series of conclusions were drawn from the data:

1. Women tended to be stronger supporters, when compared to men, that state appropriations to public higher education should exceed the level of financial support to college or universities provided by student tuition and fees. Women reported a lower mean score ($M=1.94$, $SD=1.05$) in support of higher state appropriations, whereas men reported a higher mean score ($M=3.15$, $SD=1.40$).
2. Women tended to be stronger supporters, when compared to men, that any increase in tuition should be tied to an increase in financial aid provided to the student. Women reported a lower mean score ($M=3.03$, $SD=1.47$) in support of tuition being tied to increased financial aid, whereas men reported a higher mean score ($M=3.84$, $SD=1.44$).
3. Men tended to be stronger supporters, when compared to women, that students in Missouri public higher education institutions should be responsible for most of the cost of their education. Men reported a lower mean score ($M=3.16$, $SD=1.40$) in support of students paying for a majority of their education, whereas women reported a higher mean score ($M=4.16$, $SD=1.44$).
4. Women tended to be stronger supporters, when compared to men, that appropriations to public higher education should be equalized based

upon institutional missions. Women reported a lower mean score (M=3.03, SD=1.43) in support of appropriations equalized based upon institutional mission, whereas men reported a higher mean score (M=3.63, SD=1.24).

5. Women tended to be stronger supporters, when compared to men, that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests. Women reported a lower mean score (M=2.94, SD=0.84) in support of state appropriations of higher education dollars based upon past expenditures, institutional mission, and capital investment, whereas men reported a higher mean score (M=3.77, SD=1.28).
6. Women tended to be stronger supporters, when compared to men, that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board of Higher Education. Women reported a lower mean score (M=3.34, SD=.087) that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board of Higher Education, whereas men reported a higher mean score (M=4.35, SD=1.29).
7. Men tended to be stronger supporters, when compared to women that increases in tuition are closely related to poor management of higher education costs and not changes in state appropriations. Men reported a lower mean score (M=3.11, SD=1.34) that increases in tuition are

closely related to poor management of higher education costs, and not changes in state appropriations, whereas women reported a higher mean score (M=4.22, SD=1.50).

8. Women tended to be stronger supporters, when compared to men, that increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators. Women reported a lower mean score (M=2.87, SD=1.50) that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators, whereas men reported a higher mean score (M=4.21, SD=1.29).

Hypotheses 2 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the age of the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the age of the Missouri Legislator. A total of eight funding variables were found to have a statistically significant difference related to age. Table 3 details the 20 funding variables, including those that show a statistically significant difference in relation to age.

The areas found to be statistically significant in relation to the dependent variable of age are:

1. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid provided to the student. The obtained $F(4, 102)=2.79$ $P<.05$ is statistically significant in relation to the age of the Legislator.
2. Using a one-way analysis of variance test, it was determined that students at a Missouri public higher education institution should be responsible for most of the cost of their education. The obtained $F(4, 102)=2.94$ $P<.05$ is statistically significant in relation to the age of the Legislator.
3. Using a one-way analysis of variance test, it was determined that increased funding should be provided to public higher education to better integrate with secondary schools. The obtained $F(4, 102)=3.35$ $P<.05$ is statistically significant in relation to the age of the Legislator.
4. Using a one-way analysis of variance test, it was determined that Missouri appropriations to public higher education should be equalized based upon the institutions mission. The obtained $F(4, 102)=3.06$ $P<.05$ is statistically significant in relation to the age of the Legislator.
5. Using a one-way analysis of variance test, it was determined that tuition at community (two year) colleges should be lower than at four year colleges and universities. The obtained $F(4, 102)=3.18$ $P<.05$ is statistically significant in relation to the age of the Legislator.
6. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests. The

obtained $F(4, 102) = 2.49$ $P < .05$ is statistically significant in relation to the age of the Legislator.

7. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education. The obtained $F(4, 102) = 3.92$ $P < .05$ is statistically significant in relation to the age of the Legislator.
8. Using a one-way analysis of variance test, it was determined that the needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education. The obtained $F(4, 102) = 2.55$ $P < .05$ is statistically significant in relation to the age of the Legislator.

Table 3

Results for Hypothesis 2

Dependent Variable = Age		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	4	.406	3.323	.831	.804
	Within Groups	102		208.734	2.046	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	4	.954	8.324	2.081	.436
	Within Groups	102		222.573	2.182	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	4	2.785	23.210	5.802	.030*
	Within Groups	102		212.510	2.083	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	4	2.942	23.850	5.962	.024*
	Within Groups	102		206.711	2.027	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	4	1.425	10.689	2.672	.231
	Within Groups	102		191.329	1.876	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	4	3.353	19.917	4.979	.013*
	Within Groups	102		151.485	1.485	
	Total	106		171.402		

Dependent Variable = Age		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	4	3.062	19.778	4.945	.020*
	Within Groups	102		164.689	1.615	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	4	1.249	6.856	1.714	.295
	Within Groups	102		139.966	1.372	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	4	1.310	10.166	2.541	.271
	Within Groups	102		197.909	1.940	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	4	2.287	18.711	4.678	.065
	Within Groups	102		208.579	2.045	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	4	3.183	10.457	2.614	.017*
	Within Groups	102		83.786	.821	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	4	.859	6.213	1.553	.491
	Within Groups	102		184.479	1.809	
	Total	106		190.692		

Dependent Variable = Age		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	4	2.486	13.565	3.391	.048*
	Within Groups	102		139.127	1.364	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	4	3.916	22.467	5.617	.005*
	Within Groups	102		146.299	1.434	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	4	.637	3.553	.888	.637
	Within Groups	102		142.129	1.393	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	4	.801	3.177	.794	.527
	Within Groups	102		101.178	.992	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	4	2.553	16.530	4.132	.043*
	Within Groups	102		165.078	1.618	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	4	.707	2.061	.515	.589
	Within Groups	102		74.369	.729	
	Total	106		76.430		

Dependent Variable = Age		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	4	.855	7.470	1.868	.494
	Within Groups	102		222.885	2.185	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	4	.761	6.731	1.683	.553
	Within Groups	102		225.531	2.211	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the age of the Missouri Legislators, 8 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these eight relationships, a series of findings were drawn from the data:

1. Missouri Legislators 66 years of age and older tended to be the strongest supporters that any increase in tuition should be tied to an increase in financial aid provided to the student ($M=2.87$, $SD=1.03$). Missouri Legislators aged 46-55 years old were the least likely to support increases in tuition tied to increased financial aid ($M=4.36$, $SD=1.43$).
2. Missouri Legislators 66 years of age and older tended to be the strongest supporters that students at Missouri public higher education institutions should be responsible for most of the cost of their education ($M=2.81$, $SD=.068$). Missouri Legislators aged 36-45 years of age were least likely to support students being responsible for the majority of their higher education costs ($M=4.13$, $SD=1.75$).
3. Missouri Legislators 66 years of age and older tended to be the strongest supporters that increased funding should be provided to higher education to better integrate with secondary schools ($M=2.56$, $SD=0.63$). Missouri Legislators aged 46-55 years of age were least likely to support increased funding for public higher education to support better integration with secondary schools ($M=3.50$, $SD=1.34$).

4. Missouri Legislators 56-65 years of age tended to be the strongest supporters that Missouri appropriations to public higher education should be equalized based upon the institutions mission (M=2.97, SD=1.50). Missouri Legislators aged 46-55 years of age were least likely to support appropriations equalized based upon institutional mission (M=4.14, SD=1.17).
5. Missouri Legislators 35 years of age and younger were the strongest supporters that community college tuition should be lower than tuition at a four year college or university (M=1.44, SD=.077). Missouri Legislators 66 years of age and older were the least likely to support community college tuition being lower than tuition at four-year colleges and universities (M=2.38, SD=.089).
6. Missouri Legislators 35 years of age and younger were the strongest supporters that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests (M=2.88, SD=0.72). Missouri Legislators 46-55 years of age were least likely to support allocation of public higher education dollars based upon past expenditures, institutional mission, and capital investment requests (M=4.00, SD=0.57).
7. Missouri Legislators 66 years of age and older tended to be the strongest supporters that the state should allocate public higher education dollars based upon the recommendation of the Missouri Coordinating Board of Higher Education (M=3.62, SD=1.15). Missouri

Legislators 46-55 years of age were the least likely to support funding of higher education based upon the recommendation of the Missouri Coordinating Board of Higher Education (M=4.73, SD=1.20).

8. Missouri Legislators 46-55 years of age tended to be the strongest supporters that the needs of infrastructure, elderly, healthcare, and prisons should receive priority over higher education (M=2.55, SD=1.10). Missouri Legislators 66 years of age and older were the least likely to support that the needs of infrastructure, elderly, healthcare, and prisons should receive priority over higher education (M=3.81, SD=1.11).

Hypotheses 3 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the ethnicity of the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the ethnicity of the Missouri Legislator. A total of five funding variables were found to have a statistically significant difference related to ethnicity. Table 4 details the 20 funding variables, including those that show a statistically significant difference in relation to ethnicity.

The areas found to be statistically significant in relation to the dependent variable of ethnicity are:

1. Using a one-way analysis of variance test, it was determined that State appropriations to public higher education should exceed the level of financial support to colleges and universities provided by student tuition and fees. The obtained $F(1, 105) = 4.80$ $P < .05$ is statistically significant in relation to the ethnicity of the Legislator.
2. Using a one-way analysis of variance test, it was determined that students at Missouri public higher education institutions should be responsible for most of the cost of their education. The obtained $F(1, 105) = 7.01$ $P < .05$ is statistically significant in relation to the ethnicity of the Legislator.
3. Using a one-way analysis of variance test, it was determined that Missouri appropriations to public higher education should be equalized based upon institutional missions. The obtained $F(1, 105) = 4.62$ $P < .05$ is statistically significant in relation to the ethnicity of the Legislator.
4. Using a one-way analysis of variance test, it was determined that in programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost. The obtained $F(1, 105) = 5.78$ $P < .05$ is statistically significant in relation to the ethnicity of the Legislator.
5. Using a one-way analysis of variance test, it was determined that in weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs. The obtained

F (1, 105)=5.34 P<.05 is statistically significant in relation to the ethnicity of the Legislator.

Table 4

Results for Hypothesis 3

Dependent Variable = ethnicity		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	1	4.796	9.263	9.263	.031*
	Within Groups	105		202.793	1.931	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	1	.277	.608	.608	.600
	Within Groups	105		230.289	2.193	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	1	2.846	6.220	6.220	.095
	Within Groups	105		229.500	2.186	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	1	7.013	14.434	14.434	.009*
	Within Groups	105		216.126	2.058	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	1	.379	.726	.726	.540
	Within Groups	105		201.293	1.917	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	1	3.731	5.882	5.882	.056
	Within Groups	105		165.520	1.576	
	Total	106		171.402		

Dependent Variable = ethnicity		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	1	4.624	7.780	7.780	.034*
	Within Groups	105		176.687	1.683	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	1	5.784	7.666	7.666	.018*
	Within Groups	105		139.157	1.325	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	1	5.343	10.075	10.075	.023*
	Within Groups	105		198.000	1.886	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	1	.590	1.270	1.270	.444
	Within Groups	105		226.020	2.153	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	1	3.393	2.950	2.950	.068
	Within Groups	105		91.293	.869	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	1	.245	.444	.444	.622
	Within Groups	105		190.247	1.812	
	Total	106		190.692		

Dependent Variable = ethnicity		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	1	.003	.005	.005	.955
	Within Groups	105		152.687	1.454	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	1	.012	.019	.019	.914
	Within Groups	105		168.747	1.607	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	1	.000	.000	.000	.986
	Within Groups	105		145.682	1.387	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	1	2.809	2.719	2.719	.097
	Within Groups	105		101.636	.968	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	1	1.834	3.118	3.118	.179
	Within Groups	105		178.490	1.700	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	1	.482	.349	.349	.489
	Within Groups	105		76.081	.725	
	Total	106		76.430		

Dependent Variable = ethnicity		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	1	3.568	7.571	7.571	.062
	Within Groups	105		222.784	2.122	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	1	1.254	2.741	2.741	.265
	Within Groups	105		229.520	2.186	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the ethnicity of the Missouri Legislators, 5 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Missouri Legislators self identified as African American tended to be the strongest supporters that appropriations to public higher education should exceed the level of financial support to colleges and universities provided by student tuition and fees ($M=1.75$, $SD=.046$). Self reported white Missouri Legislators were less likely to support appropriations over student tuition in supporting public higher education ($M=2.67$, $SD=1.43$).
2. Missouri Legislators self identified as white tended to be the strongest supporters of students at Missouri public higher education institutions being responsible for most of the cost of their education ($M=3.35$, $SD=1.44$). African American legislators were less likely to support students paying for more of their higher education than state appropriations ($M=4.75$, $SD=1.39$).
3. Missouri Legislators self identified as African American tended to be the strongest supporters of Missouri appropriations being equalized based upon the missions of higher education institutions ($M=2.50$, $SD=.054$). White legislators were less likely to support equalized appropriations based upon institutional missions ($M=3.53$, $SD=1.34$).

4. Missouri Legislators self identified as white tended to be the strongest supporters of students in educational programs with higher program costs paying a higher rate (M=3.23, SD=1.17). African American legislators were less likely to support higher rates for students in educational programs with a higher cost (M=4.25, SD=0.89).
5. Missouri Legislators self identified as African American tended to be the strongest supporters of higher education institutions using debt or financial reserves to avoid tuition increases during weak economic periods (M=2.50, SD=0.54). White legislators were less supportive of using debt and financial reserves to avoid tuition increases during weak economic periods (M=3.67, SD=1.41).

Hypotheses 4 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the educational attainment level of the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the educational attainment of the Missouri Legislator. A total of seven funding variables were found to have a statistically significant difference related to educational attainment. Table 5 details the 20 funding variables, including those that show a statistically significant difference in relation to educational attainment.

The areas found to be statistically significant in relation to the dependent variable of educational attainment are:

1. Using a one-way analysis of variance test, it was determined that increases in student tuition should be tied to the condition of the state's economy. The obtained $F(5, 101)=4.24$ $P<.05$ is statistically significant in relation to the educational attainment of the Legislator.
2. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid provided to the student. The obtained $F(5, 101)=4.91$ $P<.05$ is statistically significant in relation to the educational attainment of the Legislator.
3. Using a one-way analysis of variance test, it was determined that performance or outcome based funding is an appropriate model for funding public higher education. The obtained $F(5, 101)=2.36$ $P<.05$ is statistically significant in relation to the educational attainment of the Legislator.
4. Using a one-way analysis of variance test, it was determined that in weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs. The obtained $F(5, 101)=3.67$ $P<.05$ is statistically significant in relation to the educational attainment of the Legislator.
5. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled. The obtained

$F(5, 101)=5.72$ $P<.05$ is statistically significant in relation to the educational attainment of the Legislator.

6. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests. The obtained $F(5, 101)=4.06$ $P<.05$ is statistically significant in relation to the educational attainment of the Legislator.
7. Using a one-way analysis of variance test, it was determined that the use of one-time and targeted grants is an effective way to fund capital investments in public higher education. The obtained $F(5, 101)=5.18$ $P<.05$ is statistically significant in relation to the educational attainment of the Legislator.

Table 5

Results for Hypothesis 4

Dependent Variable = educational attainment		<i>df</i>	<i>F</i>	<i>SS</i>	<i>MS</i>	<i>p</i>
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	5	1.456	14.260	2.852	.211
	Within Groups	101		197.796	1.958	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	5	4.264	40.247	8.049	.001*
	Within Groups	101		190.650	1.888	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	5	4.906	46.065	9.213	.000*
	Within Groups	101		189.655	1.878	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	5	.941	10.267	2.053	.458
	Within Groups	101		220.294	2.181	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	5	2.356	21.100	4.220	.046*
	Within Groups	101		180.919	1.791	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	5	.623	5.125	1.025	.683
	Within Groups	101		166.277	1.646	
	Total	106		171.402		

Dependent Variable = educational attainment		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	5	1.082	9.381	1.876	.375
	Within Groups	101		175.086	1.734	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	5	.992	6.874	1.375	.426
	Within Groups	101		139.949	1.386	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	5	3.666	31.958	6.392	.004*
	Within Groups	101		176.117	1.744	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	5	.932	10.029	2.006	.463
	Within Groups	101		217.261	2.151	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	5	2.186	9.202	1.840	.062
	Within Groups	101		85.041	.842	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	5	5.715	42.052	8.410	.000*
	Within Groups	101		148.640	1.472	
	Total	106		190.692		

Dependent Variable = educational attainment		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	5	4.061	25.560	5.112	.002*
	Within Groups	101		127.132	1.259	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	5	1.618	12.514	2.503	.162
	Within Groups	101		156.252	1.547	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	5	.452	3.190	.638	.811
	Within Groups	101		142.493	1.411	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	5	5.183	21.310	4.262	.000*
	Within Groups	101		83.045	.822	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	5	1.175	9.983	1.997	.327
	Within Groups	101		171.624	1.699	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	5	1.767	6.147	1.229	.126
	Within Groups	101		70.283	.696	
	Total	106		76.430		

Dependent Variable = educational attainment		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	5	.744	8.188	1.638	.592
	Within Groups	101		222.167	2.200	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	5	1.404	15.098	3.020	.229
	Within Groups	101		217.164	2.150	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the educational attainment of the Missouri Legislators, 7 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Missouri Legislators who reported only graduating from high school reported the strongest support for tying increases in student tuition to the condition of the state's economy ($M=1.5$, $SD=0.58$). Those legislators with only a community college degree indicated the weakest support for tying increases in student tuition to the condition of the state's economy ($M=5.40$, $SD=0.55$).
2. Missouri Legislators who reported only graduating from high school reported the strongest support for tying increases in tuition to increases in financial aid awarded to the student ($M=1.25$, $SD=0.50$). Those legislators with only a community college degree indicated the weakest support for tying increases in tuition to increases in student financial aid ($M=5.20$, $SD=.045$).
3. Missouri Legislators who reported having a doctorate, law or medical degree, reported the strongest support for performance or outcome based models for funding of Missouri public higher education ($M=1.94$, $SD=0.99$). Legislators with a graduate education were the least likely to support performance or outcome based models of funding for Missouri public higher education ($M=3.30$, $SD= 1.32$).

4. Missouri Legislators who reported only graduating from high school reported the strongest support for higher education institutions using debt or financial reserves to avoid increases in tuition during weak economic periods ($M=2.50$, $SD=0.58$). Those legislators with only a community college degree indicated the weakest support for the use of debt or financial reserves to prevent tuition increases during weak economic periods ($M=4.60$, $SD=1.52$).
5. Missouri Legislators with a community college degree reported the strongest support for allocating higher education dollars utilizing a formula that is based upon the number of enrolled students at each institution ($M=1.60$, $SD=0.55$). Those legislators with a doctorate, law, or medical degree reported the weakest support for allocating higher education dollars utilizing a formula that is based upon the number of enrolled students at each institution ($M=4.38$, $SD=1.36$).
6. Missouri Legislators who reported having earned only a bachelor degree reported the strongest support for allocating public higher education dollars based upon past expenditures, institution mission, and capital investment requests ($M=3.03$, $SD=0.95$). Legislators reporting only having graduated from high school reported the weakest support for allocating public higher education dollars based upon past expenditures, institution mission, and capital investment requests ($M=4.50$, $SD=0.58$).

7. Missouri Legislators who reported having only earned a community college degree reported the strongest support for the use of one-time and targeted grants as an effective way to fund capital investments in public higher education ($M=1.40$, $SD=.055$). Legislators with only a high school degree reported the weakest support for using one-time and targeted grants as an effective way to fund capital investments in public higher education ($M=3.50$, $SD=0.58$).

Hypotheses 5 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the presence of a public institution of higher education in the district of the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the presence of a public institution of higher education in the district of the Missouri Legislator. A total of nine funding variables were found to have a statistically significant difference related to the presence of a higher education district. Table 6 details the 20 funding variables, including those that show a statistically significant difference in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.

The areas found to be statistically significant in relation to the dependent variable of presence of a public institution of higher education in the district of the Missouri Legislator are:

1. Using a one-way analysis of variance test, it was determined that state appropriations to public higher education should exceed the level of financial support to colleges and universities provided by student tuition and fees. The obtained $F(4, 102)=3.02$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.
2. Using a one-way analysis of variance test, it was determined that increases in student tuition should be tied to the condition of the state's economy. The obtained $F(4, 102)=4.59$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.
3. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid provided to the student. The obtained $F(4, 102)=6.00$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.
4. Using a one-way analysis of variance test, it was determined that increased funding should be provided to public higher education to better integrate with secondary schools. The obtained $F(4, 102)=4.18$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.
5. Using a one-way analysis of variance test, it was determined that in programs with higher costs, the student should pay more than a

student in an educational program with a lower per student cost. The obtained $F(4, 102)=2.52$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.

6. Using a one-way analysis of variance test, it was determined that during weak economic periods, public institutions should use debt or financial reserves to avoid increased tuition costs. The obtained $F(4, 102)=2.84$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.
7. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based on the traditional base-plus system. The obtained $F(4, 102)=2.76$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.
8. Using a one-way analysis of variance test, it was determined that the needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education. The obtained $F(4, 102)=2.78$ $P<.05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.
9. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to decreases in state

appropriations, and not the actions of higher education administrators. The obtained $F(4, 102) = 2.92$ $P < .05$ is statistically significant in relation to the presence of a public institution of higher education in the district of the Missouri Legislator.

Table 6

Results for Hypothesis 5

Dependent Variable = presence of higher education institution		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	4	3.019	22.451	5.613	.021*
	Within Groups	102		189.606	1.859	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	4	4.588	35.208	8.802	.002*
	Within Groups	102		195.689	1.919	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	4	6.003	44.920	11.230	.000*
	Within Groups	102		190.800	1.871	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	4	1.859	15.666	3.917	.123
	Within Groups	102		214.894	2.107	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	4	1.707	12.671	3.168	.154
	Within Groups	102		189.347	1.856	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	4	4.184	24.157	6.039	.004*
	Within Groups	102		147.244	1.444	
	Total	106		171.402		

Dependent Variable = presence of higher education institution		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	4	1.308	9.003	2.251	.272
	Within Groups	102		175.464	1.720	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	4	2.516	13.184	3.296	.046*
	Within Groups	102		133.639	1.310	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	4	2.837	20.830	5.208	.028*
	Within Groups	102		187.244	1.836	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	4	.493	4.309	1.077	.741
	Within Groups	102		222.981	2.186	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	4	1.854	6.387	1.597	.124
	Within Groups	102		87.856	.861	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	4	2.071	14.322	3.581	.090
	Within Groups	102		176.369	1.729	
	Total	106		190.692		

Dependent Variable = presence of higher education institution	df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	.986	5.686	1.422	.419
	Within Groups	102	147.006	1.441	
	Total	106	152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	1.354	8.511	2.128	.255
	Within Groups	102	160.256	1.571	
	Total	106	168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	2.763	14.243	3.561	.032*
	Within Groups	102	131.439	1.289	
	Total	106	145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	1.206	4.711	1.178	.313
	Within Groups	102	99.644	.977	
	Total	106	104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	2.780	17.852	4.463	.031*
	Within Groups	102	163.756	1.605	
	Total	106	181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	.717	2.091	.523	.582
	Within Groups	102	74.339	.729	
	Total	106	76.430		

Dependent Variable = presence of higher education institution		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	4	.978	8.508	2.127	.423
	Within Groups	102		221.847	2.175	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	4	2.924	23.892	5.973	.025*
	Within Groups	102		208.369	2.043	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the presence of a public institution of higher education in the district of Missouri Legislators, 9 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship.

From these relationships, a series of findings were drawn from the data:

1. Missouri Legislators who reported a four year university in their legislative district reported the strongest support for having state appropriations exceed the level of support to a college or university provided by student tuition and fees ($M=2.13$, $SD=0.86$). Those legislators with no public higher education institution in their district reported the weakest support for state appropriations exceeding the level of support to a college or university provided by student tuition and fees ($M=3.25$, $SD=1.50$).
2. Missouri Legislators who reported a higher education center or satellite campus in their legislative district reported the strongest support for having tuition tied to the condition of the state's economy ($M=2.25$, $SD=1.75$). Those legislators with no public higher education institution in their district reported the weakest support for having tuition tied to the condition of the state's economy ($M=3.38$, $SD=1.48$).
3. Missouri Legislators who reported a community college in their legislative district reported the strongest support for having any increase in tuition tied to an increase in financial aid ($M=2.50$, $SD=1.18$). Those legislators with a higher education center or satellite campus in their legislative district reported the weakest support for

having any increase in tuition tied to an increase in financial aid (M=4.25, SD=2.05).

4. Missouri Legislators who reported a higher education center or satellite campus in their legislative district reported the strongest support for having increased funding to higher education to better integrate with secondary schools (M=2.62, SD=0.92). Those legislators with no public higher education institution in their district reported the weakest support for having increased funding to higher education to better integrate with secondary schools (M=3.72, SD=1.52).
5. Missouri Legislators who reported a community college in their legislative district reported the strongest support for having students in higher cost academic programs paying a higher cost than students in a lower cost academic program (M=2.92, SD=1.14). Those legislators with a four-year university in their district reported the weakest support for having students in higher cost academic programs pay a higher cost than students in a lower cost academic program (M=3.83, SD=1.32).
6. Missouri Legislators who reported a community college in their legislative district reported the strongest support for having public higher education institutions use debt or financial reserves to avoid tuition increases (M=2.83 SD=1.20). Those legislators with a four year college in their legislative district reported the weakest support for

having public higher education institutions use debt or financial reserves to avoid tuition increases ($M=4.11$, $SD=1.45$).

7. Missouri Legislators who reported a community college in their legislative district reported the strongest support for allocating higher education dollars based upon the traditional base-plus system ($M=3.17$, $SD=1.09$). Those legislators with a four year college in their district reported the weakest support for allocating higher education dollars based upon the traditional base-plus system ($M=4.22$, $SD=1.30$).
8. Missouri Legislators who reported a four-year college in their legislative district reported the strongest support for having the funding needs of infrastructure, elderly, healthcare, and prisons given higher priority over public higher education ($M=2.24$, $SD=1.42$). Those legislators with a higher education center or satellite campus in their district reported the weakest support for having the funding needs of infrastructure, elderly, healthcare, and prisons given higher priority over public higher education ($M=4.38$, $SD=1.30$).
9. Missouri Legislators who reported a four-year university in their legislative district reported the strongest support for increases in tuition being closely related to decreases in state appropriations ($M=3.20$, $SD=1.27$). Those legislators with no public higher education institution in their district reported the weakest support for increases in tuition

being closely related to decreases in state appropriations ($M=4.36$, $SD=1.42$).

Hypotheses 6 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the political party of the Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the political party of the Legislator. A total of 12 funding variables were found to have a statistically significant difference related to political party of the legislator. Table 7 details the 20 funding variables, including those that show a statistically significant difference in relation to the political party of the Legislator.

The areas found to be statistically significant in relation to the dependent variable of political party are:

1. Using a one-way analysis of variance test, it was determined that state appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees. The obtained $F(1, 105)=36.81$ $P<.05$ is statistically significant in relation to the political party of the Missouri Legislator.
2. Using a one-way analysis of variance test, it was determined that students at a Missouri public higher education institution should be responsible for most of the cost of their education. The obtained

$F(1, 105)=28.98$ $P<.05$ is statistically significant in relation to the political party of the Missouri Legislator.

3. Using a one-way analysis of variance test, it was determined that performance or outcome based funding is an appropriate model for funding public higher education. The obtained $F(1, 105)=36.92$ $P<.05$ is statistically significant in relation to the political party of the Missouri Legislator.
4. Using a one-way analysis of variance test, it was determined that increased funding should be provided to public higher education to better integrate with secondary schools. The obtained $F(1, 105)=16.68$ $P<.05$ is statistically significant in relation to the political party of the Missouri Legislator.
5. Using a one-way analysis of variance test, it was determined that Missouri appropriations to public higher education should be equalized based upon institutional missions. The obtained $F(1, 105)=8.48$ $P<.05$ is statistically significant in relation to the political party of the Missouri Legislator.
6. Using a one-way analysis of variance test, it was determined that in programs with higher per student costs, the student should pay more than a student in an educational program with a lower per student cost. The obtained $F(1, 105)=9.31$ $P<.05$ is statistically significant in relation to the political party of the Missouri Legislator.

7. Using a one-way analysis of variance test, it was determined that in weak economic periods, public institutions should use debt or financial reserves to avoid increased tuition costs. The obtained $F(1, 105) = 11.17$ $P < .05$ is statistically significant in relation to the political party of the Missouri Legislator.
8. Using a one-way analysis of variance test, it was determined that the Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups. The obtained $F(1, 105) = 5.75$ $P < .05$ is statistically significant in relation to the political party of the Missouri Legislator.
9. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon the traditional base-plus system. The obtained $F(1, 105) = 5.58$ $P < .05$ is statistically significant in relation to the political party of the Missouri Legislator.
10. Using a one-way analysis of variance test, it was determined that the needs of Missouri's PK-12 educational system should receive funding priority over public higher education. The obtained $F(1, 105) = 6.39$ $P < .05$ is statistically significant in relation to the political party of the Missouri Legislator.
11. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to poor management of higher education costs and not changes in state appropriations. The obtained

$F(1, 105) = 50.20$ $P < .05$ is statistically significant in relation to the political party of the Missouri Legislator.

12. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators. The obtained $F(1, 105) = 20.77$ $P < .05$ is statistically significant in relation to the political party of the Missouri Legislator.

Table 7

Results for Hypothesis 6

Dependent Variable = political party		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	1	36.811	55.045	55.045	.000*
	Within Groups	105		157.011	1.495	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	1	1.247	2.711	2.711	.267
	Within Groups	105		228.187	2.173	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	1	2.110	4.644	4.644	.149
	Within Groups	105		231.076	2.201	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	1	28.977	49.867	49.867	.000*
	Within Groups	105		180.694	1.721	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	1	36.915	52.549	52.549	.000*
	Within Groups	105		149.470	1.424	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	1	16.681	23.497	23.497	.000*
	Within Groups	105		147.905	1.409	
	Total	106		171.402		

Dependent Variable = political party		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	1	8.483	13.790	13.790	.004*
	Within Groups	105		170.678	1.626	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	1	9.305	11.952	11.952	.003*
	Within Groups	105		134.870	1.284	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	1	11.168	20.004	20.004	.001*
	Within Groups	105		188.071	1.791	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	1	5.753	11.807	11.807	.018*
	Within Groups	105		215.482	2.052	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	1	.192	.172	.172	.662
	Within Groups	105		94.071	.896	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	1	.031	.056	.056	.861
	Within Groups	105		190.635	1.816	
	Total	106		190.692		

Dependent Variable = political party		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	1	.098	.142	.142	.755
	Within Groups	105		152.550	1.453	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	1	1.560	2.471	2.471	.214
	Within Groups	105		166.296	1.584	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	1	5.581	7.352	7.352	.020*
	Within Groups	105		138.330	1.317	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	1	.334	.331	.331	.564
	Within Groups	105		104.024	.991	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	1	2.287	3.872	3.872	.133
	Within Groups	105		177.736	1.693	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	1	6.389	4.384	4.384	.013*
	Within Groups	105		72.046	.686	
	Total	106		76.430		

Dependent Variable = political party			<i>df</i>	<i>F</i>	<i>SS</i>	<i>MS</i>	<i>p</i>
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	1	50.195	74.504	74.504	.000*	
	Within Groups	105		155.851	1.484		
	Total	106		230.355			
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	1	20.772	38.360	38.360	.000*	
	Within Groups	105		193.902	1.847		
	Total	106		232.262			

*p < .05 or is statically significant

When considering the political party of the Missouri Legislators, 12 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Democratic Missouri legislators, when compared to Republican legislators, reported the strongest support for having state appropriations exceed the level of support to a college or university provided by student tuition and fees ($M=1.78$, $SD=0.76$). Republican legislators expressed weaker support for state appropriations exceeding the level of financial support to a college or university provided by student tuition and fees ($M=3.30$, $SD=1.40$).
2. Republican Missouri legislators, when compared to Democratic legislators, reported the strongest support for having students at Missouri's public higher education institutions be responsible for most of the cost of their education ($M=2.97$, $SD=1.36$). Democratic legislators expressed weaker support for having students at Missouri's public higher education institutions be responsible for most of the cost of their education ($M=4.42$, $SD=1.20$).
3. Republican Missouri legislators, when compared to Democratic Legislators, reported the strongest support for outcome or performance based budgeting as a model for funding public higher education ($M=2.21$, $SD=1.07$). Democratic legislators expressed weaker support 1

for using performance or outcome based budgeting for public higher education (M=3.69, SD=1.41).

4. Democratic Missouri legislators, when compared to Republican legislators, reported the strongest support for providing additional funds to higher education to better integrate with secondary schools (M=2.42, SD=1.11). Republican legislators expressed weaker support for providing additional funds to higher education to better integrate with secondary schools (M=3.41, SD=1.23).
5. Democratic Missouri legislators, when compared to Republican legislators, reported the strongest support for higher education appropriations being equalized based upon institutional mission (M=2.94, SD=1.04). Republican legislators expressed weaker support for higher education appropriations being equalized based upon institutional mission (M=3.70, SD=1.38).
6. Republican Missouri legislators, when compared to Democratic legislators, reported the strongest support for having students in higher cost educational programs paying a higher rate than students in a lower cost educational program (M=3.07, SD=1.36). Democratic legislators expressed weaker support for having students in high cost educational programs pay a higher rate than students in lower cost educational programs (M=3.78, SD=1.74).
7. Democratic Missouri legislators, when compared to Republican legislators, reported the strongest support that during weak economic

periods, public institutions should use debt or financial reserves to avoid increased tuition costs ($M=2.97$, $SD=1.38$). Republican legislators expressed weaker support for public institutions using debt or financial reserves to avoid increased tuition costs during weak economic periods, ($M=3.89$, $SD=1.32$).

8. Democratic Missouri legislators, when compared to Republican legislators, reported the strongest support for having part of a higher education institution's appropriations tied to the graduation rate of underrepresented groups ($M=3.92$, $SD=1.16$). Republican legislators expressed weaker support for having part of a higher education institution's appropriations tied to the graduation rate of underrepresented groups ($M=4.62$, $SD=1.55$).
9. Democratic Missouri legislators, when compared to Republican legislators, reported the strongest support for having state appropriations to public higher education based upon the traditional base-plus system ($M=3.39$, $SD=0.93$). Republican legislators expressed weaker support for having state appropriations to public higher education based upon the traditional base-plus system ($M=3.94$, $SD=1.24$).
10. Republican Missouri legislators, when compared to Democratic legislators, reported the strongest support for having the needs of PK-12 education receive priority funding over Missouri public higher education ($M=2.15$, $SD=0.86$). Democratic legislators expressed

weaker support for having the needs of PK-12 education receive funding priority over Missouri public higher education (M=2.58, SD=.77).

11. Republican Missouri legislators, when compared to Democratic legislators, reported the strongest support that increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations (M=2.85, SD=1.14). Democratic legislators expressed weaker support that increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations (M=4.61, SD=1.39).

12. Democratic Missouri legislators, when compared to Republican legislators, reported the strongest support that increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators (M=2.97, SD=1.42). Republican legislators expressed weaker support that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators (M=4.24, SD=1.33).

Hypotheses 7 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the length of residence in the district by the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the length

of residence in the district by the Missouri Legislator. A total of 14 funding variables were found to have a statistically significant difference related to the length of residence in the district by the Missouri Legislator. Table 8 details the 20 funding variables, including those that show a statistically significant difference in relation to the length of residence in the district by the Missouri Legislator.

The areas found to be statistically significant in relation to the dependent variable of length of residence in the district by the Missouri Legislator are:

1. Using a one-way analysis of variance test, it was determined that state appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees. The obtained $F(5, 101)=5.40$ $P<.05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
2. Using a one-way analysis of variance test, it was determined that increases in student tuition should be tied to the condition of the state's economy. The obtained $F(5, 101)=7.94$ $P<.05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
3. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid provided to the student. The obtained $F(5, 101)=9.42$ $P<.05$ is

statistically significant in relation to the length of residence in the district by the Missouri Legislator.

4. Using a one-way analysis of variance test, it was determined that students at a Missouri public higher education institution should be responsible for most of the cost of their education. The obtained $F(5, 101) = 3.06$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
5. Using a one-way analysis of variance test, it was determined that performance or outcome based funding is an appropriate model for funding public higher education. The obtained $F(5, 101) = 2.36$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
6. Using a one-way analysis of variance test, it was determined that increased funding should be provided to public higher education to better integrate with secondary schools. The obtained $F(5, 101) = 10.68$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
7. Using a one-way analysis of variance test, it was determined that in weak economic periods, public institutions should use debt or financial reserves to avoid increased tuition costs. The obtained $F(5, 101) = 7.06$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.

8. Using a one-way analysis of variance test, it was determined that the Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups. The obtained $F(5, 101) = 2.57$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
9. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled. The obtained $F(5, 101) = 2.57$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
10. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests. The obtained $F(5, 101) = 4.52$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
11. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon the traditional base-plus system. The obtained $F(5, 101) = 3.47$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.
12. Using a one-way analysis of variance test, it was determined that the needs of Missouri infrastructure, elderly, healthcare, and prisons

should receive priority funding over public higher education. The obtained $F(5, 101) = 2.85$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.

13. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to poor management of higher education costs and not changes in state appropriations. The obtained $F(5, 101) = 6.98$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.

14. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators. The obtained $F(5, 101) = 6.94$ $P < .05$ is statistically significant in relation to the length of residence in the district by the Missouri Legislator.

Table 8

Results for Hypothesis 7

Dependent Variable = resident of district		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	5	5.398	44.719	8.944	.000*
	Within Groups	101		167.337	1.657	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	5	7.939	65.142	13.028	.000*
	Within Groups	101		165.755	1.641	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	5	9.417	74.952	14.990	.000*
	Within Groups	101		160.768	1.592	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	5	3.061	30.344	6.069	.013*
	Within Groups	101		200.217	1.982	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	5	2.356	21.097	4.219	.046*
	Within Groups	101		180.922	1.791	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	5	10.677	59.268	11.854	.000*
	Within Groups	101		112.133	1.110	
	Total	106		171.402		

Dependent Variable = resident of district		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	5	1.903	15.881	3.176	.100
	Within Groups	101		168.586	1.669	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	5	.691	4.858	.972	.631
	Within Groups	101		141.964	1.406	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	5	7.063	53.906	10.781	.000*
	Within Groups	101		154.169	1.526	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	5	2.572	25.675	5.135	.031*
	Within Groups	101		201.615	1.996	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	5	1.228	5.403	1.081	.301
	Within Groups	101		88.840	.880	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	5	2.570	21.525	4.305	.031*
	Within Groups	101		169.167	1.675	
	Total	106		190.692		

Dependent Variable = resident of district		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	5	4.520	27.919	5.584	.001*
	Within Groups	101		124.772	1.235	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	5	2.240	16.843	3.369	.056
	Within Groups	101		151.923	1.504	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	5	3.466	21.337	4.267	.006*
	Within Groups	101		124.345	1.231	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	5	.532	2.678	.536	.751
	Within Groups	101		101.677	1.007	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	5	2.848	22.438	4.488	.019*
	Within Groups	101		159.169	1.576	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	5	1.108	3.975	.795	.361
	Within Groups	101		72.455	.717	
	Total	106		76.430		

Dependent Variable = resident of district		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	5	6.980	59.154	11.831	.000*
	Within Groups	101		171.201	1.695	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	5	6.937	59.376	11.875	.000*
	Within Groups	101		172.886	1.712	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the length of residence in the district of the Missouri Legislators, 14 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Missouri Legislators with less than five years in residence of their district reported the strongest support for having state appropriations exceed the level of support to a college or university provided by student tuition and fees (M=1.25, SD=0.50). Legislators with between 21-25 years in residence of their district reported the weakest support for state appropriations exceeding the level of support to a college or university provided by student tuition and fees (M=3.83, SD=1.54).
2. Missouri Legislators with between 6-10 years in residence of their district reported the strongest support for having increases in tuition tied to the condition of the state's economy (M=2.33, SD=1.56). Legislators with between 21-25 years in residence of their district reported the weakest support for having increases in tuition tied to the condition of the state's economy (M=4.50, SD=1.76).
3. Missouri Legislators with between 6-10 years in residence of their district reported the strongest support for having increases in tuition tied to increases in student financial aid (M=2.58, SD=1.24). Legislators with between 21-25 years in residence of their district reported the weakest support for having increases in tuition tied to increase in student financial aid (M=5.11, SD=0.58).

4. Missouri Legislators with between 21-25 years in residence of their district reported the strongest support for having students at Missouri's public higher education institutions be responsible for most of the cost of their education (M=2.67, SD=0.97). Legislators with between 6-10 years in residence of their district reported the weakest support for having students at Missouri's public higher education institutions be responsible for most of the cost of their education (M=4.33, SD=1.56).
5. Missouri Legislators with between 6-10 years in residence of their district reported the strongest support for outcome or performance based budgeting as a model for funding public higher education (M=2.33, SD=0.99). Legislators with less than five years in residence of their district reported the weakest support for using performance or outcome based budgeting for higher education (M=4.00, SD=1.16).
6. Missouri Legislators with less than five years in residence reported the strongest support for providing additional funds to public higher education to better integrate with secondary schools (M=1.50, SD=0.58). Legislators with between 11-15 years in residence of their district expressed the weakest support for providing additional funds to public higher education to better integrate with secondary schools (M=4.27, SD=1.38).
7. Missouri Legislators with between 6-10 years in residence of their district reported the strongest support that during weak economic periods, public institutions should use debt or financial reserves to

avoid increased tuition costs ($M=2.83$, $SD=1.12$). Legislators with between 21-25 years in residence of their district reported the weakest support that during weak economic periods, public institutions should use debt or financial reserves to avoid increased tuition costs ($M=5.00$, $SD=1.14$).

8. Missouri Legislators with between 16-20 years in residence of their district reported the strongest support for tying part of higher education appropriations to the graduation rates of traditionally underrepresented groups ($M=3.89$, $SD=1.54$). Legislators with between 11-15 years in residence of their district reported the weakest support for tying part of higher education appropriations to the graduation rates of traditionally underrepresented groups ($M=5.40$, $SD=1.06$).
9. Missouri Legislators with less than five years in residence of their district reported the strongest support for allocating funding for public higher education utilizing a formula based upon the number of students enrolled ($M=2.00$, $SD=0.00$). Legislators with more than 26 years in residence of their district reported the weakest support for allocating funding for public higher education utilizing a formula based upon the number of students enrolled ($M=3.86$, $SD=1.26$).
10. Missouri Legislators with less than five years in residence of their district reported the strongest support for allocating funding for public higher education utilizing a formula that is based upon past expenditures, institutional mission, and capital investment requests

(M=2.00 SD=0.00). Legislators with between 21-25 years in residence of their district reported the weakest support for allocating funding for public higher education utilizing a formula based upon past expenditures, institutional mission, and capital investment requests (M=4.33, SD=1.41).

11. Missouri Legislators with less than five years in residence of their district reported the strongest support for having state appropriations to public higher education based upon the traditional base-plus system (M=3.00, SD=0.00). Legislators with between 21-25 years in residence of their district reported the weakest support for having state appropriations to public higher education based upon the traditional base-plus system (M=4.50, SD=1.43).

12. Missouri Legislators with between 21-25 years in residence of their district reported the strongest support for infrastructure, elderly, healthcare, and prisons having priority funding over public higher education (M=2.39, SD=1.50). Legislators with between 6-10 years in residence of their district reported the weakest support for infrastructure, elderly, healthcare, and prisons having priority funding over public higher education (M=4.00, SD=1.04).

13. Missouri Legislators with between 21-25 years in residence of their district reported the strongest support that increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations (M=2.28, SD=1.27). Legislators with

less than five years in residence of their district reported the weakest support that increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations (M=5.75, SD=0.50).

14. Missouri Legislators with less than five years in residence of their district reported the strongest support that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators (M=1.25, SD=0.50). Legislators with between 21-25 years residence of their district reported the weakest support that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators (M=4.83, SD=1.51).

Hypotheses 8 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the length of service in the Missouri General Assembly by the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the length of service in the Missouri General Assembly by the Missouri Legislator. A total of six funding variables were found to have a statistically significant difference related to the length of service in the Missouri General Assembly by the Missouri Legislator. Table 9 details the 20 funding variables, including those that show a

statistically significant difference in relation to the length of service in the Missouri General Assembly by the Missouri Legislator.

The areas found to be statistically significant in relation to the dependent variable of length of service in the Missouri General Assembly by the Missouri Legislator are:

1. Using a one-way analysis of variance test, it was determined that state appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees. The obtained $F(11, 95) = 1.93$ $P < .05$ is statistically significant in relation to the length of service in the Missouri General Assembly by the Missouri Legislator.
2. Using a one-way analysis of variance test, it was determined that performance or outcome based funding is an appropriate model for funding public higher education. The obtained $F(11, 95) = 2.95$ $P < .05$ is statistically significant in relation to the length of service in the Missouri General Assembly by the Missouri Legislator.
3. Using a one-way analysis of variance test, it was determined that the Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups. The obtained $F(11, 95) = 1.97$ $P < .05$ is statistically significant in relation to the length of service in the Missouri General Assembly by the Missouri Legislator.

4. Using a one-way analysis of variance test, it was determined that tuition at community (two year) colleges should be lower than at four year colleges or universities. The obtained $F(11, 95)=2.87$ $P<.05$ is statistically significant in relation to the length of service in the Missouri General Assembly by the Missouri Legislator.
5. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests. The obtained $F(11, 95)=2.57$ $P<.05$ is statistically significant in relation to the length of service in the Missouri General Assembly by the Missouri Legislator.
6. Using a one-way analysis of variance test, it was determined that the needs of Missouri's PK-12 educational system should receive funding priority over public higher education. The obtained $F(11, 95)=3.50$ $P<.05$ is statistically significant in relation to the length of service in the Missouri General Assembly by the Missouri Legislator.

Table 9

Results for Hypothesis 8

Dependent Variable = length of service in general assembly		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	11	1.934	38.802	3.527	.044*
	Within Groups	95		173.254	1.824	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	11	1.665	37.321	3.393	.093
	Within Groups	95		193.576	2.038	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	11	1.507	35.021	3.184	.142
	Within Groups	95		200.699	2.113	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	11	1.031	24.584	2.235	.426
	Within Groups	95		205.976	2.168	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	11	2.948	51.408	4.673	.002*
	Within Groups	95		150.611	1.585	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	11	.986	17.557	1.596	.465
	Within Groups	95		153.845	1.619	
	Total	106		171.402		

Dependent Variable = length of service in general assembly		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	11	1.481	27.006	2.455	.151
	Within Groups	95		157.461	1.657	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	11	1.395	20.419	1.856	.188
	Within Groups	95		126.403	1.331	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	11	.643	14.409	1.310	.788
	Within Groups	95		193.666	2.039	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	11	1.965	42.122	3.829	.041*
	Within Groups	95		185.167	1.949	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	11	2.868	23.496	2.136	.003*
	Within Groups	95		70.747	.745	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	11	1.661	30.758	2.796	.094
	Within Groups	95		159.934	1.684	
	Total	106		190.692		

Dependent Variable = length of service in general assembly		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	11	2.568	34.998	3.182	.007*
	Within Groups	95		117.694	1.239	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	11	1.454	24.325	2.211	.162
	Within Groups	95		144.441	1.520	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	11	1.729	24.304	2.209	.078
	Within Groups	95		121.378	1.278	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	11	1.452	15.023	1.366	.163
	Within Groups	95		89.332	.940	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	11	.445	8.905	.810	.931
	Within Groups	95		172.703	1.818	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	11	3.500	22.040	2.004	.000*
	Within Groups	95		54.390	.573	
	Total	106		76.430		

Dependent Variable = length of service in general assembly		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	11	1.614	36.275	3.298	.107
	Within Groups	95		194.080	2.043	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	11	.767	18.951	1.723	.671
	Within Groups	95		213.311	2.245	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the length of service in the Missouri General Assembly by Missouri Legislators, 6 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Missouri Legislators with between 9-12 years service in the Missouri General Assembly reported the strongest support for having state appropriations exceed the level of support to a college or university provided by student tuition and fees ($M=1.78$, $SD=0.67$). Legislators with four years or less service in the Missouri General Assembly reported the weakest support for state appropriations exceeding the level of support to a college or university that is provided by student tuition and fees ($M=2.86$, $SD=1.64$).
2. Missouri Legislators with between 5-8 years service in the Missouri General Assembly reported the strongest support for outcome or performance based budgeting as a model for funding public higher education ($M=2.37$, $SD=0.97$). Missouri Legislators with four years or less service in the Missouri General Assembly reported the weakest support for using performance or outcome based budgeting for higher education ($M=3.31$, $SD=1.67$).
3. Missouri Legislators with between 9-12 years service in the Missouri General Assembly reported the strongest support for tying part of higher education appropriations to the graduation rates of traditionally underrepresented groups ($M=3.22$, $SD=1.48$). Missouri Legislators with

four years or less service in the Missouri General Assembly reported the weakest support for tying part of higher education appropriations to the graduation rates of traditionally underrepresented groups (M=4.83, SD=1.36).

4. Missouri Legislators with four years or less service in the Missouri General Assembly reported the strongest support that tuition at a community college should be lower than at a four year college or university (M=1.83, SD=1.36). Missouri Legislators with between 13-15 years service in the Missouri General Assembly reported the weakest support that tuition at a community college should be lower than at a four year college or university. (M=2.56, SD=1.01).
5. Missouri Legislators with four years or less service in the Missouri General Assembly reported the strongest support for allocating funding for public higher education utilizing a formula based upon past expenditures, institutional mission, and capital investment requests (M=3.33, SD=1.22). Missouri Legislators with between 13-15 years service in the Missouri General Assembly reported the weakest support for allocating funding for public higher education utilizing a formula based upon past expenditures, institutional mission, and capital investment requests (M=3.89, SD=0.78).
6. Missouri Legislators with between 13-15 years service in the Missouri General Assembly reported the strongest support for the needs of PK-12 education receiving funding priority over Missouri public higher

education ($M=2.00$, $SD=1.23$). Missouri Legislators with four years or less years service in the Missouri General Assembly reported the weakest support for PK-12 education receiving funding priority over Missouri public higher education ($M=2.47$, $SD=0.91$).

Hypotheses 9 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the chamber of the Missouri General Assembly in which the Missouri Legislator serves. A total of five funding variables were found to have a statistically significant difference related to the chamber of the Missouri General Assembly in which the Missouri Legislator serves. Table 10 details the 20 funding variables, including those that show a statistically significant difference in relation to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.

The areas found to be statistically significant in relation to the dependent variable of the chamber of the Missouri General Assembly in which the Missouri Legislator serves are:

1. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid

provided to the student. The obtained $F(1, 105)=5.17$ $P<.05$ is statistically significant in relation to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.

2. Using a one-way analysis of variance test, it was determined that Missouri appropriations to public higher education should be equalized based upon institutional missions. The obtained $F(1, 105)=7.61$ $P<.05$ is statistically significant in relation to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.
3. Using a one-way analysis of variance test, it was determined that in educational programs with higher per student costs, the student should pay more than a student in an educational program with a lower per student cost. The obtained $F(1, 105)=5.24$ $P<.05$ is statistically significant in relation to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.
4. Using a one-way analysis of variance test, it was determined that the Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups. The obtained $F(1, 105)=7.89$ $P<.05$ is statistically significant in relation to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.
5. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for

Higher Education. The obtained $F(1, 105)=11.89$ $P<.05$ is statistically significant in relation to the chamber of the Missouri General Assembly in which the Missouri Legislator serves.

Table 10

Results for Hypothesis 9

Dependent Variable = chamber of the Missouri general assembly		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	1	1.260	2.514	2.514	.264
	Within Groups	105		209.542	1.996	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	1	.999	2.176	2.176	.320
	Within Groups	105		228.721	2.178	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	1	5.174	11.069	11.069	.025*
	Within Groups	105		224.651	2.140	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	1	.613	1.338	1.338	.435
	Within Groups	105		229.223	2.183	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	1	.117	.225	.225	.733
	Within Groups	105		201.794	1.922	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	1	.585	.950	.950	.446
	Within Groups	105		170.452	1.623	
	Total	106		171.402		

Dependent Variable = chamber of the Missouri general assembly		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	1	7.610	12.465	12.465	.007*
	Within Groups	105		172.002	1.638	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	1	5.243	6.983	6.983	.024*
	Within Groups	105		139.839	1.332	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	1	.415	.820	.820	.521
	Within Groups	105		207.255	1.974	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	1	7.889	15.884	15.884	.006*
	Within Groups	105		211.406	2.013	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	1	.244	.219	.219	.622
	Within Groups	105		94.024	.895	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	1	.072	.131	.131	.789
	Within Groups	105		190.561	1.815	
	Total	106		190.692		

Dependent Variable = chamber of the Missouri general assembly	df	F	SS	MS	p	
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	1	2.698	3.826	3.826	.103
	Within Groups	105		148.866	1.418	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	1	11.892	17.169	17.169	.001*
	Within Groups	105		151.597	1.444	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	1	.390	.539	.539	.534
	Within Groups	105		145.143	1.382	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	1	.682	.674	.674	.411
	Within Groups	105		103.681	.987	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	1	1.820	3.093	3.093	.180
	Within Groups	105		178.514	1.700	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	1	.050	.036	.036	.824
	Within Groups	105		76.394	.728	
	Total	106		76.430		

Dependent Variable = chamber of the Missouri general assembly		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	1	1.058	2.299	2.299	.306
	Within Groups	105		228.056	2.172	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	1	1.778	3.868	3.868	.185
	Within Groups	105		228.394	2.175	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the chamber of the Missouri General Assembly in which the Missouri Legislators serves, 5 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Missouri State Senators, when compared to Missouri State Representatives, reported the strongest support for having any increase in tuition tied to an increase in student financial aid (M=3.00, SD=1.38). Missouri State Representatives expressed weaker support for having any increase in tuition tied to an increase in student financial aid (M=3.77, SD=1.40).
2. Missouri State Representatives, when compared to Missouri State Senators, reported the strongest support that Missouri appropriations to public higher education should be equalized based upon institutional missions (M=3.27, SD=1.26). Missouri State Senators expressed weaker support that Missouri appropriations to public higher education should be equalized based upon institutional missions (M=4.08, SD=1.35).
3. Missouri State Senators, when compared to Missouri State Representatives, reported the strongest support for having students in higher cost educational programs pay a higher rate than students in a lower cost educational program (M=2.83, SD=1.31). Missouri State Representatives expressed weaker support for having students in

higher cost educational programs pay a higher rate than students in a lower cost educational program (M=3.45, SD=1.11).

4. Missouri State Senators, when compared to Missouri State Representatives, reported the strongest support for having part of a higher education institution's appropriations tied to the graduation rates of traditionally underrepresented groups (M=3.67, SD=1.77). Missouri State Representatives expressed weaker support for having part of a higher education institution's appropriations tied to the graduation rates of traditionally underrepresented groups (M=4.59, SD=1.32).
5. Missouri State Representatives, when compared to Missouri State Senators, reported the strongest support that Missouri appropriations to public higher education should be based largely on the recommendation of the Missouri Coordinating Board for Higher Education (M=3.83, SD=1.24). Missouri State Senators expressed weaker support that Missouri appropriations to public higher education should be based largely on the recommendation of the Missouri Coordinating Board for Higher Education (M=4.79, SD=1.06).

Hypotheses 10 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri

Legislators, when comparing the 20 funding variables, as they relate to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator. A total of seven funding variables were found to have a statistically significant difference related to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator. Table 11 details the 20 funding variables, including those that show a statistically significant difference in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.

The areas found to be statistically significant in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator are:

1. Using a one-way analysis of variance test, it was determined that increases in student tuition should be tied to the condition of the state's economy. The obtained $F(6, 100)=3.69$ $P<.05$ is statistically significant in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.
2. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid provided to the student. The obtained $F(6, 100)=3.77$ $P<.05$ is statistically significant in relation to the presence of a dependent child

in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.

3. Using a one-way analysis of variance test, it was determined that students at a Missouri public higher education institution should be responsible for most of the cost of their education. The obtained $F(6, 100) = 4.01$ $P < .05$ is statistically significant in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.
4. Using a one-way analysis of variance test, it was determined that Missouri appropriations to public higher education should be equalized based upon institutional missions. The obtained $F(6, 100) = 3.47$ $P < .05$ is statistically significant in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.
5. Using a one-way analysis of variance test, it was determined that the Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups. The obtained $F(6, 100) = 2.92$ $P < .05$ is statistically significant in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.

6. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests. The obtained $F(6, 100) = 2.45$ $P < .05$ is statistically significant in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.
7. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education. The obtained $F(6, 100) = 3.52$ $P < .05$ is statistically significant in relation to the presence of a dependent child in attendance or a graduate of a Missouri public institution of higher education by the Missouri Legislator.

Table 11

Results for Hypothesis 10

Dependent Variable = child in Missouri higher education		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	6	1.915	21.859	3.643	.086
	Within Groups	100		190.197	1.902	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	6	3.686	41.818	6.970	.002*
	Within Groups	100		189.079	1.891	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	6	3.766	43.445	7.241	.002*
	Within Groups	100		192.274	1.923	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	6	4.006	44.682	7.447	.001*
	Within Groups	100		185.879	1.859	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	6	2.146	23.041	3.840	.055
	Within Groups	100		178.978	1.790	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	6	2.044	18.724	3.121	.067
	Within Groups	100		152.678	1.527	
	Total	106		171.402		

Dependent Variable = child in Missouri higher education		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	6	3.471	31.793	5.299	.004*
	Within Groups	100		152.675	1.527	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	6	2.053	16.104	2.684	.065
	Within Groups	100		130.719	1.307	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	6	1.776	20.042	3.340	.112
	Within Groups	100		188.033	1.880	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	6	2.915	33.831	5.639	.012*
	Within Groups	100		193.459	1.935	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	6	1.524	7.897	1.316	.178
	Within Groups	100		86.346	.863	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	6	2.105	21.382	3.564	.059
	Within Groups	100		169.310	1.693	
	Total	106		190.692		

Dependent Variable = child in Missouri higher education		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	6	2.448	19.554	3.259	.030*
	Within Groups	100		133.137	1.331	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	6	3.517	29.409	4.902	.003*
	Within Groups	100		139.357	1.394	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	6	1.552	12.408	2.068	.169
	Within Groups	100		133.274	1.333	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	6	2.059	11.477	1.913	.065
	Within Groups	100		92.879	.929	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	6	1.194	12.144	2.024	.316
	Within Groups	100		169.464	1.695	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	6	1.621	6.774	1.129	.149
	Within Groups	100		69.655	.697	
	Total	106		76.430		

Dependent Variable = child in Missouri higher education		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	6	2.078	25.536	4.256	.062
	Within Groups	100		204.819	2.048	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	6	1.825	22.918	3.820	.102
	Within Groups	100		209.344	2.093	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the presence of a dependent child in attendance or a graduate of any Missouri public institution of Missouri Legislator, 7 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships a series of findings were drawn from the data:

1. Missouri Legislators with dependent children in attendance or a graduate of any Missouri public institution reported the strongest support for having any increase in tuition tied to the condition of the state's economy ($M=2.43$, $SD=1.40$). Missouri Legislators with no dependent children in attendance or a graduate of any Missouri public institution expressed the weakest support for having any increase in tuition tied to the condition of the state's economy ($M=3.19$, $SD=1.53$).
2. Missouri Legislators with dependent children in attendance or a graduate of any Missouri public institution reported the strongest support for having any increase in tuition tied to an increase in student financial aid ($M=1.71$, $SD=0.49$). Missouri Legislators with no dependent children in attendance or a graduate of any Missouri public institution expressed the weakest support for having any increase in tuition tied to an increase in student financial aid ($M=3.31$, $SD=1.60$).
3. Missouri Legislators with dependent children in attendance or a graduate of any Missouri private higher education institution reported the strongest support for having students at a Missouri public higher education institution be responsible for most of the cost of their

education ($M=2.00$, $SD=0.76$). Missouri Legislators with dependent children in attendance or a graduate of a public higher education institution outside of Missouri expressed the weakest support for having students at any Missouri public higher education institution be responsible for most of the cost of their education ($M=4.43$, $SD=0.79$).

4. Missouri Legislators with dependent children in attendance or a graduate of any Missouri public institution reported the strongest support for Missouri appropriations to public higher education being equalized based upon institutional missions ($M=2.14$, $SD=1.35$).
Missouri Legislators with no dependent children in attendance or a graduate of any Missouri public institution expressed the weakest support that Missouri appropriations to public higher education being equalized based upon institutional missions ($M=3.50$, $SD=1.22$).
5. Missouri Legislators with dependent children in attendance or a graduate of any Missouri private higher education institution reported the strongest support for tying part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups ($M=2.75$, $SD=1.40$). Missouri Legislators with no dependent children in attendance or a graduate of any Missouri public institution reported the weakest support for tying part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups ($M=4.50$, $SD=1.65$).

6. Missouri Legislators with no dependent children in attendance or a graduate of any Missouri public institution reported the strongest support for allocating public higher education dollars based upon past expenditures, institutional mission, and capital investment requests ($M=3.28$, $SD=1.17$). Missouri Legislators with dependent children in attendance or a graduate of any Missouri private higher education institution, expressed the weakest support for allocating public higher education dollars based upon past expenditures institutional mission, and capital investment requests ($M=4.75$, $SD=1.40$).
7. Missouri Legislators with no dependent children in attendance or a graduate of any Missouri public institution reported the strongest support for having allocating public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education ($M=3.50$, $SD=1.23$). Missouri Legislators with dependent children in attendance or a graduate of any Missouri public institution, expressed the weakest support for allocating public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education ($M=4.29$, $SD=0.76$).

Hypotheses 11 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the prior attendance or graduation from a Missouri public higher education for one's undergraduate education by the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator for their undergraduate education. A total of nine funding variables were found to have a statistically significant difference related to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator. Table 12 details the 20 funding variables, including those that show a statistically significant difference in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.

The areas found to be statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator are:

1. Using a one-way analysis of variance test, it was determined that performance or outcome based funding is an appropriate model for funding public higher education. The obtained $F(6, 100) = 2.81$ $P < .05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
2. Using a one-way analysis of variance test, it was determined that in programs with higher per student costs, the student should pay more than a student in an educational program with a lower per student cost.

The obtained $F(6, 100)=2.90$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.

3. Using a one-way analysis of variance test, it was determined that the Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups. The obtained $F(6, 100)=2.33$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
4. Using a one-way analysis of variance test, it was determined that tuition at community (two year) colleges should be lower than at four year colleges and universities. The obtained $F(6, 100)=3.34$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
5. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled. The obtained $F(6, 100)=2.83$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
6. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based upon past

expenditures, institutional mission, and capital investment requests.

The obtained $F(6, 100)=2.42$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.

7. Using a one-way analysis of variance test, it was determined that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education. The obtained $F(6, 100)=2.36$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
8. Using a one-way analysis of variance test, it was determined that the needs of Missouri infrastructure, elderly, healthcare, and prisons should receive funding priority over public higher education. The obtained $F(6, 100)=4.25$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.
9. Using a one-way analysis of variance test, it was determined that the needs of Missouri's PK-12 educational system should received funding priority over public higher education. The obtained $F(6, 100)=2.25$ $P<.05$ is statistically significant in relation to the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator.

Table 12

Results for Hypothesis 11

Dependent Variable = legislator attendance of Missouri higher education		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	6	.994	11.939	1.990	.433
	Within Groups	100		200.117	2.001	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	6	.682	9.081	1.513	.664
	Within Groups	100		221.816	2.218	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	6	1.344	17.596	2.933	.245
	Within Groups	100		218.124	2.181	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	6	1.770	22.136	3.689	.113
	Within Groups	100		208.425	2.084	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	6	2.809	29.141	4.857	.014*
	Within Groups	100		172.878	1.729	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	6	.519	5.176	.863	.793
	Within Groups	100		166.226	1.662	
	Total	106		171.402		

Dependent Variable = legislator attendance of Missouri higher education	df	F	SS	MS	p	
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	6	2.167	21.228	3.538	.052
	Within Groups	100		163.239	1.632	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	6	2.900	21.761	3.627	.012*
	Within Groups	100		125.061	1.251	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	6	1.340	15.481	2.580	.247
	Within Groups	100		192.593	1.926	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	6	2.329	27.865	4.644	.038*
	Within Groups	100		199.425	1.994	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	6	3.342	15.742	2.624	.005*
	Within Groups	100		78.501	.785	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	6	2.829	27.669	4.612	.014*
	Within Groups	100		163.022	1.630	
	Total	106		190.692		

Dependent Variable = legislator attendance of Missouri higher education	df	F	SS	MS	p	
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	6	2.421	19.364	3.227	.032*
	Within Groups	100		133.328	1.333	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	6	2.355	20.896	3.483	.036*
	Within Groups	100		147.871	1.479	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	6	1.348	10.901	1.817	.243
	Within Groups	100		134.781	1.348	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	6	1.754	9.938	1.656	.116
	Within Groups	100		94.417	.944	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	6	4.252	36.916	6.153	.001*
	Within Groups	100		144.691	1.447	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	6	2.253	9.101	1.517	.044*
	Within Groups	100		67.329	.673	
	Total	106		76.430		

Dependent Variable = legislator attendance of Missouri higher education		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	6	.987	12.873	2.145	.439
	Within Groups	100		217.482	2.175	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	6	1.133	14.779	2.463	.349
	Within Groups	100		217.483	2.175	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the prior attendance or graduation from a Missouri public institution of higher education by the Missouri Legislator, 9 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Missouri Legislators who had previously attended or graduated from a Missouri public education institution reported the strongest support for using performance or outcome based funding as an appropriate model for funding public higher education ($M=2.67$, $SD=1.42$). Legislators who had previously attended or graduated from a Missouri private education institution, expressed the weakest support for using performance or outcome based funding as an appropriate model for funding public higher education ($M=4.00$, $SD=1.55$).
2. Missouri Legislators who had previously attended or graduated from a Missouri public education institution reported the strongest support for students in higher cost educational programs paying a higher rate, when compared to students in lower cost educational programs ($M=2.27$, $SD=0.79$). Legislators who had previously attended or graduated from a Missouri private education institution expressed the weakest support for students in higher cost educational programs paying a higher rate, when compared to students in lower cost educational programs ($M=3.00$, $SD=0.89$).

3. Missouri Legislators who had not attended or graduated either a public or private Missouri higher education institution reported the strongest support for tying part of a higher education institution's appropriation to the graduation rates of traditionally underrepresented groups ($M=3.00$, $SD=1.16$). Legislators who had previously attended or graduated from a Missouri public education institution expressed the weakest support for tying part of a higher education institution's appropriation to the graduation rates of traditionally underrepresented groups ($M=4.39$, $SD=1.85$).
4. Missouri Legislators who had previously attended or graduated from a Missouri public community college reported the strongest support for tuition at community colleges being lower than at four year colleges or universities ($M=1.36$, $SD=0.51$). Legislators who had previously attended or graduated from a Missouri public college or university expressed the weakest support for tuition at community colleges being lower than at four year colleges or universities ($M=2.39$, $SD=0.85$).
5. Missouri Legislators who had previously attended or graduated from a Missouri public higher education institution reported the strongest support for allocating higher education dollars based upon the number of students enrolled ($M=2.56$, $SD=0.71$). Legislators who had previously attended or graduated from a Missouri private education institution expressed weaker support for allocating higher education

dollars based upon the number of students enrolled
(M=4.00, SD=1.69).

6. Missouri Legislators who had previously attended or graduated from a Missouri private education institution reported the strongest support for allocating higher education dollars based upon past expenditures, institutional mission, and capital investment requests (M=2.50, SD=1.23). Legislators who had not previously attended or graduated from a Missouri private or public higher education institution, expressed the weakest support for allocating higher education dollars based upon past expenditures institutional mission, and capital investment requests (M=4.25, SD=0.50).
7. Missouri Legislators who had previously not attended or graduated from a Missouri public education institution reported the strongest support for allocating public higher education dollars based upon largely upon the recommendation of the Missouri Coordinating Board of Higher Education (M=2.75, SD=0.98). Legislators who had previously attended or graduated from a Missouri public higher education institution expressed the weakest support for allocating public higher education dollars based upon largely upon the recommendation of the Missouri Coordinating Board of Higher Education (M=4.17, SD=1.35).
8. Missouri Legislators who had not previously attended or graduated from a Missouri public or private higher education institution reported

the strongest support for the needs of Missouri infrastructure, elderly, healthcare, and prisons receiving priority funding over Missouri public higher education ($M=1.50$, $SD=0.58$). Legislators who had previously attended or graduated from a Missouri public higher education institution expressed the weakest support for the needs of Missouri infrastructure, elderly, healthcare, and prisons receiving priority funding over Missouri public higher education ($M=2.91$, $SD=1.06$).

9. Missouri Legislators who had not previously attended or graduated from a Missouri public or private higher education institution, reported the strongest support for giving funding priority to Missouri PK-12 when compared to Missouri public higher education ($M=1.50$, $SD=0.71$). Legislators who had previously attended or graduated from a Missouri public higher education institution expressed the weakest support for giving funding priority to Missouri PK-12 when compared to Missouri public higher education ($M=2.67$, $SD=0.97$).

Hypotheses 12 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the

current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by the Missouri Legislator. One funding variable was found to have a statistically significant difference related to current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by the Missouri Legislator. Table 13 details the 20 funding variables, including any that show a statistically significant difference in relation to current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by the Missouri Legislator.

The area found to be statistically significant in relation to the current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by the Missouri Legislator is:

1. Using a one-way analysis of variance test, it was determined that performance or outcome based funding is an appropriate model for funding public higher education. The obtained $F(3, 103) = 3.15$ $P < .05$ is statistically significant in relation to current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by the Missouri Legislator.

Table 13

Results for Hypothesis 12

Dependent Variable = higher education committee assignment		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	3	1.791	10.512	3.504	.154
	Within Groups	103		201.544	1.957	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	3	1.721	11.021	3.674	.167
	Within Groups	103		219.876	2.135	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	3	.698	4.695	1.565	.555
	Within Groups	103		231.024	2.243	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	3	3.575	21.746	7.249	.017*
	Within Groups	103		208.815	2.027	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	3	3.149	16.971	5.657	.028
	Within Groups	103		185.048	1.797	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	3	.441	2.173	.724	.724
	Within Groups	103		169.229	1.643	
	Total	106		171.402		

Dependent Variable = higher education committee assignment		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	3	2.317	11.661	3.887	.080
	Within Groups	103		172.806	1.678	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	3	1.756	7.146	2.382	.160
	Within Groups	103		139.677	1.356	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	3	.258	1.550	.517	.856
	Within Groups	103		206.525	2.005	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	3	2.308	14.317	4.772	.081
	Within Groups	103		212.973	2.068	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	3	.585	1.579	.526	.626
	Within Groups	103		92.664	.900	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	3	1.734	9.166	3.055	.165
	Within Groups	103		181.525	1.762	
	Total	106		190.692		

Dependent Variable = higher education committee assignment		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	3	1.768	7.477	2.492	.158
	Within Groups	103		145.215	1.410	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	3	.778	3.741	1.247	.509
	Within Groups	103		165.026	1.602	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	3	1.324	5.408	1.803	.271
	Within Groups	103		140.274	1.362	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	3	.442	1.327	.442	.723
	Within Groups	103		103.028	1.000	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	3	1.416	7.194	2.398	.242
	Within Groups	103		174.414	1.693	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	3	1.452	3.102	1.034	.232
	Within Groups	103		73.328	.712	
	Total	106		76.430		

Dependent Variable = higher education committee assignment		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	3	2.447	15.326	5.109	.068
	Within Groups	103		215.029	2.088	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	3	.624	4.146	1.382	.601
	Within Groups	103		228.115	2.215	
	Total	106		232.262		

*p < .05 or is statically significant

When considering current or past service on any of the committees in the Missouri General Assembly directly responsible for public higher education by Missouri Legislators, one combination of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From this relationship one finding was drawn:

1. Missouri Legislators who were currently or had previously served on one of the committees directly responsible for public higher education reported the strongest support for using performance or outcome based funding as an appropriate model for funding public higher education ($M=2.74$, $SD=1.02$). Legislators with no committee experience directly responsible for public higher education reported weaker support for using performance or outcome based funding as an appropriate model for funding public higher education ($M=3.67$, $SD=1.30$).

Hypotheses 13 - There is no difference in the perceptions of Missouri Legislators, as explored through the 20 funding variables, as they relate to the type of district (urban, rural, suburban) of the Missouri Legislator.

A series of 20 one-way analysis of variance tests were conducted to test the null hypothesis that there is no difference in the perceptions of Missouri Legislators, when comparing the 20 funding variables, as they relate to the type of district (urban, rural, suburban) of the Missouri Legislator. A total of 11 funding variables were found to have a statistically significant difference related to the type of district of the Missouri Legislator. Table 14 details the 20 funding

variables, including those that show a statistically significant difference in relation to the type of district of the Missouri Legislator.

The areas found to be statistically significant in relation to the type of district (urban, rural, suburban) of the Missouri Legislator are:

1. Using a one-way analysis of variance test, it was determined that state appropriations to public higher education should exceed the level of financial support to colleges and universities provided by student tuition and fees. The obtained $F(2, 104)=8.01$ $P<.05$ is statistically significant in relation to the type of district of the Missouri Legislator.
2. Using a one-way analysis of variance test, it was determined that any increase in tuition should be tied to an increase in financial aid provided to the student. The obtained $F(2, 104)=3.58$ $P<.05$ is statistically significant in relation to the type of district of the Missouri Legislator.
3. Using a one-way analysis of variance test, it was determined that students at a Missouri public higher education institution should be responsible for most of the cost of their education. The obtained $F(2, 104)=4.35$ $P<.05$ is statistically significant in relation to the type of district of the Missouri Legislator.
4. Using a one-way analysis of variance test, it was determined that increased funding should be provided to public higher education to better integrate with secondary schools. The obtained $F(2, 104)=5.54$

$P < .05$ is statistically significant in relation to the the type of district of the Missouri Legislator.

5. Using a one-way analysis of variance test, it was determined that in programs with higher per student costs, the student should pay more than a student in an educational program with a lower per student cost. The obtained $F(2, 104) = 11.41$ $P < .05$ is statistically significant in relation to the type of district of the Missouri Legislator.
6. Using a one-way analysis of variance test, it was determined that the Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups. The obtained $F(2, 104) = 8.09$ $P < .05$ is statistically significant in relation to the type of district of the Missouri Legislator.
7. Using a one-way analysis of variance test, it was determined that the use of one-time and targeted grants are an effective way to fund capital investments in public higher education. The obtained $F(2, 104) = 4.54$ $P < .05$ is statistically significant in relation to the type of district of the Missouri Legislator.
8. Using a one-way analysis of variance test, it was determined that the needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education. The obtained $F(2, 104) = 3.70$ $P < .05$ is statistically significant in relation to the type of district of the Missouri Legislator.

9. Using a one-way analysis of variance test, it was determined that the needs of Missouri's PK-12 educational system should receive funding priority over public higher education. The obtained $F(2, 104)=3.48$ $P<.05$ is statistically significant in relation to the type of district of the Missouri Legislator.
10. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations. The obtained $F(2, 104)=9.65$ $P<.05$ is statistically significant in relation to the type of district of the Missouri Legislator.
11. Using a one-way analysis of variance test, it was determined that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators. The obtained $F(2, 104)=9.76$ $P<.05$ is statistically significant in relation to the type of district of the Missouri Legislator.

Table 14

Results for Hypothesis 13

Dependent Variable = legislative district type		df	F	SS	MS	p
State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	Between Groups	2	8.013	28.313	14.156	.001*
	Within Groups	104		183.744	1.767	
	Total	106		212.056		
Increases in student tuition should be tied to the condition of the state's economy.	Between Groups	2	1.702	7.320	3.660	.187
	Within Groups	104		223.577	2.150	
	Total	106		230.897		
Any increase in tuition should be tied to an increase in financial aid provided to the student.	Between Groups	2	3.580	15.181	7.591	.031*
	Within Groups	104		220.538	2.121	
	Total	106		235.720		
Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	Between Groups	2	4.354	17.815	8.907	.015*
	Within Groups	104		212.746	2.046	
	Total	106		230.561		
Performance or outcome based funding is an appropriate model for funding public higher education.	Between Groups	2	2.764	10.195	5.097	.068
	Within Groups	104		191.824	1.844	
	Total	106		202.019		
Increased funding should be provided to public higher education to better integrate with secondary schools.	Between Groups	2	5.544	16.513	8.256	.005*
	Within Groups	104		154.889	1.489	
	Total	106		171.402		

Dependent Variable = legislative district type		df	F	SS	MS	p
Missouri appropriations to public higher education should be equalized based upon the institutions mission.	Between Groups	2	.764	2.672	1.336	.468
	Within Groups	104		181.795	1.748	
	Total	106		184.467		
In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	Between Groups	2	11.409	26.417	13.208	.000*
	Within Groups	104		120.406	1.158	
	Total	106		146.822		
In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	Between Groups	2	2.535	9.672	4.836	.084
	Within Groups	104		198.403	1.908	
	Total	106		208.075		
The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	Between Groups	2	8.085	30.583	15.291	.001*
	Within Groups	104		196.707	1.891	
	Total	106		227.290		
Tuition at community (two year) colleges should be lower than at four year college and universities.	Between Groups	2	1.297	2.294	1.147	.278
	Within Groups	104		91.949	.884	
	Total	106		94.243		
The state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled.	Between Groups	2	.466	1.695	.848	.629
	Within Groups	104		188.996	1.817	
	Total	106		190.692		

Dependent Variable = legislative district type		df	F	SS	MS	p
The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	Between Groups	2	.143	.418	.209	.867
	Within Groups	104		152.273	1.464	
	Total	106		152.692		
The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	Between Groups	2	2.212	6.887	3.444	.115
	Within Groups	104		161.879	1.557	
	Total	106		168.766		
The state should allocate public higher education dollars based upon the traditional base-plus system.	Between Groups	2	.187	.523	.262	.829
	Within Groups	104		145.159	1.396	
	Total	106		145.682		
The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	Between Groups	2	4.541	8.380	4.190	.013*
	Within Groups	104		95.975	.923	
	Total	106		104.355		
The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	Between Groups	2	3.702	12.071	6.036	.028*
	Within Groups	104		169.536	1.630	
	Total	106		181.607		
The needs of Missouri's PK-12 educational system should receive priority over public higher education.	Between Groups	2	3.480	4.794	2.397	.034*
	Within Groups	104		71.636	.689	
	Total	106		76.430		

Dependent Variable = legislative district type		df	F	SS	MS	p
Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	Between Groups	2	9.652	36.064	18.032	.000*
	Within Groups	104		194.292	1.868	
	Total	106		230.355		
Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	Between Groups	2	9.759	36.703	18.351	.000*
	Within Groups	104		195.559	1.880	
	Total	106		232.262		

*p < .05 or is statically significant

When considering the type of legislative district (urban, rural, suburban) of the Missouri Legislator, 11 combinations of the 13 social variables and 20 funding variables demonstrated a statistically significant relationship. From these relationships, a series of findings were drawn from the data:

1. Missouri Legislators with an urban legislative district reported the strongest support for state appropriations to public higher education exceeding the level of support provided to higher education by tuition and student fees ($M=1.96$, $SD=1.07$). Legislators with a rural legislative district reported the weakest support for state appropriations to public higher education exceeding the level of support provided to higher education by tuition and student fees ($M=3.29$, $SD=1.55$).
2. Missouri Legislators with a suburban legislative district reported the strongest support for any increase in tuition being tied to an increase in student financial aid ($M=3.18$, $SD=1.50$). Legislators with a rural legislative district reported the weakest support for any increases in tuition being tied to increases in student financial aid ($M=4.06$, $SD=1.62$).
3. Missouri Legislators with a rural legislative district reported the strongest support that students in Missouri public higher education should be responsible for most of the cost of their education ($M=3.06$, $SD=1.43$). Legislators with an urban legislative district reported the weakest support that students in Missouri public higher

education should be responsible for most of the cost of their education (M=4.11, SD=1.64).

4. Missouri Legislators with an urban legislative district reported the strongest support for increased funding being provided to Missouri public higher education to better integrate with secondary schools (M=2.43, SD=0.79). Legislators with a suburban legislative district reported the weakest support for increased funding to Missouri public higher education to better integrate with secondary schools (M=3.39, SD=1.47).
5. Missouri Legislators with a rural legislative district reported the strongest support for students in higher cost educational programs paying a higher rate, when compared to students in lower cost educational programs (M=3.00, SD=1.03). Legislators with an urban legislative district reported the weakest support for students in higher cost educational programs paying a higher rate, when compared to students in lower cost educational programs (M=4.14, SD=1.24).
6. Missouri Legislators with an urban legislative district reported the strongest support for tying part of a higher educational institution's appropriations to the graduation rates of traditionally underrepresented groups (M=3.54, SD=1.14). Legislators with a rural legislative district reported the weakest support for tying part of a higher educational institution's appropriations to the graduation rates of traditionally underrepresented groups (M=4.91, SD=1.12).

7. Missouri Legislators with a rural legislative district reported the strongest support for the use of one-time or targeted grants as an effective way to fund capital investments in public higher education (M=2.26, SD=0.78). Legislators with a suburban legislative district reported the weakest support for the use of one-time or targeted grants as an effective way to fund capital investments in public higher education (M=2.89, SD=1.17).
8. Missouri Legislators with a suburban legislative district reported the strongest support for the needs of infrastructure, elderly, healthcare, and prisons receiving funding priority over public higher education (M=2.84, SD=1.28). Legislators with an urban legislative district reported the weakest support for the needs of infrastructure, elderly, healthcare, and prisons receiving priority funding over public higher education (M=3.68, SD=1.31).
9. Missouri Legislators with a rural legislative district reported the strongest support for Missouri's PK-12 educational system receiving funding priority over public higher education (M=2.00, SD=0.84). Legislators with an urban legislative district reported the weakest support for Missouri's PK-12 educational system receiving funding priority over public higher education (M=2.50, SD=0.88).
10. Missouri Legislators with a rural legislative district reported the strongest support that increases in tuition are closely related to poor management of higher education costs and not change in state

appropriations ($M=2.94$, $SD=1.14$). Legislators with an urban legislative district reported the weakest support that increases in tuition are closely related to poor management of higher education costs and not change in state appropriations ($M=4.39$, $SD=1.47$).

11. Missouri Legislators with an urban legislative district reported the strongest support that increase in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators ($M=2.86$, $SD=1.43$). Legislators with a suburban legislative district reported the weakest support that increase in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators ($M=4.30$, $SD=1.53$).

Summary

The purpose of this study was to explore the perceptions of Missouri Legislators toward public funding for higher education. The beliefs of Missouri Legislators have a profound impact upon the funding of public higher education in Missouri. This study focused on three research questions that were examined through 13 social variables and 20 funding variables. Using these 33 variables, 13 null hypotheses were developed. Through the use of an ANOVA at the .05 alpha level, a series of tests were conducted to determine if there were any statistically significant difference between the 20 funding variables and each of the 13 social variables identified in the 13 null hypotheses. All 13 null hypotheses were rejected based upon a comparison of the 13 social variables and the 20 funding variables.

A total of 102 combinations out of the 260 possible combinations of the 13 social and 20 funding variables showed a statistically significant relationship at a .05 confidence level. While not the standard used for this study, 58 of the 102 statistically significant relationships demonstrated a .01 or better confidence level.

Using the analysis of the data, developed through the use of descriptive statistical tests, a series of conclusions and recommendations can be developed that better detail the perceptions of Missouri State Legislators towards funding for Missouri public higher education. These conclusions and recommendations are detailed in chapter five of this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

This chapter is presented in four sections. First, is an overview of the study, including a brief review of the research methodology. Second, are the conclusions of the researcher as drawn from an examination of the research questions. Implications are presented in the third section and provide the reader with possible applications of the research for those inside and outside of Missouri public higher education. Lastly, details on possible future research related to public higher education funding are identified.

Summary of the Study

This study was designed to explore the perceptions of Missouri State Legislators towards public funding of Missouri higher education. Using a survey instrument developed by Perryman (1993) and expanded upon by Dinnen (1995) 243 members of the 94th and 95th sessions of the Missouri General Assembly were surveyed. A total of 107 usable surveys were received by the researcher and were examined using a series of descriptive and analysis of variances tests. The primary problems this research examines involve the perceptions of Missouri State Legislators toward public higher education funding. This examination is conducted through testing of specific variables unique to the legislator and the legislators' district. To examine the perceptions of Missouri State Legislators, 20 funding variables, as identified by Dinnen (1995), and 13 social variables, as identified by Perryman (1993) were utilized. From these 33 variables three

research questions were developed. These research questions were studied through 13 null hypotheses, which compared the 20 funding variables to the 13 social variables. A total of 102 combinations of the 13 social and 20 funding variables demonstrated a statistically significant relationship at a .05 confidence level. A further examination of the 102 statistically significant relationships identified 58 of the combinations at a .01 or better confidence level.

Conclusions

The first research question examined the demographic characteristics of Missouri Legislators as they related to public funding for Missouri higher education as examined by the 13 social variables. The findings of the 13 social variables, as explored through the use of descriptive statistics, permits a series of conclusions to be drawn concerning the demographic characteristics of Missouri Legislators responsible for funding Missouri public higher education. The findings of the 13 social variables are detailed in chapter four. A summary of these demographic findings, as determined by the responding legislators, include:

1. The mean number of years of service in the Missouri Legislature was 5.5 years. The range of service was from one year to 15 years of service in the Missouri Legislature.
2. Of the 107 respondents, 83 reported being members of the Missouri House of Representatives and 24 were members of the Missouri Senate.

3. A total of 71 Republicans and 36 Democrats participated in the survey. The proportion of the political party of the respondents was largely consistent with the overall population of the study.
4. A plurality of respondents, 41.1%, claimed to represent a suburban district, followed by 32.7% who represented a rural district, and 26.2% who represented an urban district.
5. A majority, 66.4%, of respondents indicated there was some type of higher education institution in their legislative district. The most common type of higher education institution was identified as either a community college or four year public college or university.
6. The most common response, 40.2%, from responding legislators was that they had served on no committee with authority over higher education, including budgetary authority. 27.1% reported serving on one committee; 26.2% of responding legislators indicated they served on between two and four committees; and 6.5% reported serving on five or more committees responsible for higher education or the funding of public higher education.
7. A plurality of legislators, 34.6% of respondents, reported their age as between 56 and 65 years of age. The second most common response, 20.6% of respondents, was 46-55 years of age. The other three age groups, less than 35 years of age, between 26-45 years of age, and 66 years of age or older each counted for 14.9% of respondents.

8. Of the 107 responding legislators, 75 were male and 32 were female. When compared to the population of the research, there are a higher percentage of women who responded to the survey than present in the Missouri General Assembly.
9. A significant majority of the respondents identified themselves as white, 92.5%. The remaining 7.5% of respondents reported their ethnicity as African-American.
10. Nearly half, 45.8%, of respondents reported they had lived in their legislative district for at least 26 years. 16.8% of respondents reported they had lived in their district for between 21-26 years. The next most common response was 14% of that reported having lived in their district for 11-15 years and 11.2% reported living in their district for 11-15 years. 8.4% of legislators reported living in their district for 16-20 years and a smaller number of legislators, 3.7%, reported living in their districts for less than 5 years.
11. When asked about educational attainment, 30.8% of legislators reported having graduated from college. Another 28% reported having a graduate or some level of post undergraduate education, followed by another 17.8% who reported having attended college, but not graduating. A small number, 4.7%, reported being a community college graduate. On the extreme ends of the educational attainment levels, 15% reported having earned a doctorate, medical, or law degree, while only 3.7% reported having only a high school diploma.

12. Of those legislators who attended or graduated college, 67.1% reported receiving their education at a public institution of higher education in Missouri, while 17.8% reported attending a public college or university outside of Missouri. The remaining 15.1% of responding legislators reported attending a private college or university either in Missouri or outside of Missouri.

13. For those legislators with children, 69.3% reported their child was either currently enrolled or had previously attended a public college or university in Missouri. 10.6% of legislators reported their child attending or previously attending a public higher education institution outside of Missouri. The remaining 13.3% of legislators reported their child attending or having previously attended a private college or university either inside or outside of Missouri.

Based on the reported demographic information, the average respondent to the survey instrument is a Republican Legislator with seven years legislative experience who serves in the Missouri House of Representatives and represents a suburban district where he has lived for more than 26 years. This legislator graduated from a Missouri public college or university, has a bachelor's degree and, has at least one child who is attending or has graduated from a Missouri public college or university. The legislator is a white male and is somewhere between the ages of 56 and 65 years of age with no public institution of education in his district, yet with some firsthand experience serving on a

legislative committee that is responsible for the funding or governance of Missouri public higher education.

The second research question examined the perceptions of Missouri Legislators towards Missouri public higher education as examined through the 20 funding variables. The findings of the 20 funding variables, as explored through the use of descriptive statistics, permits a series of conclusions to be drawn concerning the perceptions of Missouri Legislators responsible for the funding of Missouri public higher education. The findings of the 20 funding variables are detailed in chapter four. A summary of these demographic findings, as determined by the responding legislators, include:

1. Missouri State Legislators tended to strongly disagree that state appropriations should be tied in part to a higher education institution's graduation rates of traditionally underrepresented groups.
2. Missouri State Legislators tended to strongly disagree that the state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.
3. Missouri State Legislators tended to disagree more than agree that increases in tuition are closely related to decreases in state appropriations and not the actions of higher education administrators.
4. Missouri State Legislators tended to disagree more than agree that the state should allocate public higher education dollars based upon the traditional base-plus system.

5. Missouri State Legislators tended to disagree more than agree that any increase in tuition should be tied to an increase in financial aid provided to the student.
6. Missouri State Legislators tended to disagree more than agree that during weak economic periods, public institutions should use debt or financial reserves to avoid increased tuition costs.
7. Missouri State Legislators tended to disagree more than agree that the state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.
8. Missouri State Legislators tended to agree more than disagree that the state should allocate public higher education dollars utilizing a formula that is based upon the number of students enrolled at each institution.
9. Missouri State Legislators tended to agree more than disagree that students at a Missouri public higher education institution should be responsible for most of the cost of their education.
10. Missouri State Legislators tended to agree more than disagree that Missouri appropriations to public higher education should be equalized based upon institutional missions.
11. Missouri State Legislators tended to agree more than disagree that increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.

12. Missouri State Legislators tended to agree more than disagree that in programs with higher per student costs, the student should pay more than a student in an educational program with a lower per student cost.
13. Missouri State Legislators tended to agree more than disagree that the needs of Missouri infrastructure, elderly, healthcare, and prisons should receive funding priority over public higher education.
14. Missouri State Legislators tended to agree more than disagree that increases in student tuition should be tied to the condition of the state's economy.
15. Missouri State Legislators tended to agree more than disagree that increased funding should be provided to public higher education to better integrate with secondary schools.
16. Missouri State Legislators tended to strongly agree that performance or outcome based funding is an appropriate model for funding public higher education.
17. Missouri State Legislators tended to strongly agree that the use of one-time and targeted grants are an effective way to fund capital investments in public higher education.
18. Missouri State Legislators tended to strongly agree that state appropriations to public higher education should exceed the level of financial support to colleges and universities provided by student tuition and fees.

19. Missouri State Legislators tended to strongly agree that the needs of Missouri's PK-12 educational system should receive funding priority over public higher education.

20. Missouri State Legislators tended to very strongly agree that tuition at community (two year) colleges should be lower than at four-year college and universities.

The third research question examined if there were differences in the perceptions of Missouri State Legislators when comparing the 13 social variables with the 20 funding variables. These 13 social variables and 20 funding variables were examined using a series of one-way analysis of variance tests to examine 13 null hypotheses. The findings of the 13 null hypotheses are detailed in chapter four. A total of 102 statistically significant relationships were found.

Hypothesis 1

When considering the gender of the Missouri Legislator, eight significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerge that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

When examining gender and the funding of higher education, a pattern emerges that contrasts some beliefs between women and men. Generally, women were more supportive of funding for higher education than men. Women were more supportive of increased appropriations over higher tuition and tying tuition to increases in financial aid. Women were also more supportive of basing

funding decisions on past expenses and capital investment requests and on following the funding recommendations of the Missouri Coordinating Board of Higher Education.

Men tended to favor students paying a majority of the costs for their education and were more opposed to the surveyed funding methods, such as past expenses by higher education institutions or the recommendations of the Missouri Coordinating Board of Higher Education.

This division between men and women was also evident in identifying perceived responsibility for increases in tuition. Men tended to support that the increases in tuition were more from poor management by higher education administrators, whereas women tended to assign more responsibility for tuition increases to changes in state appropriations.

Hypothesis 2

When considering the age of the Missouri Legislator, eight significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerge that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

Differences between legislators related to age broke along constant lines. In many instances, legislators over the age of 56 were different from those 45 and younger. While this is not always the case, in each of the eight significant relationships, there is a pattern to the data. Younger legislators, particularly those under 35 years of age, were more supportive of funding higher education than

older legislators. Younger legislators reported more support for funding based upon past expenses and for following the recommendations of the Missouri Coordinating Board of Higher Education. Younger legislators also expressed the strongest support for having tuition at community colleges be lower than at a college or university.

Legislators above 56 years of age reported less support for funding based upon past expenses and reported higher levels of support for having students pay a majority of their higher education costs. While older legislators did indicate that students should pay a majority of their higher education costs, they did report the strongest support for tying tuition increases to increases in student financial aid and to providing expanded funding for higher education to better integrate with secondary education.

Not all differences were between the oldest and youngest members of the legislature. In some instances, such as placing funding priority for infrastructure, elderly, healthcare, and prisons before public higher education, the oldest and youngest members of the legislature were less supportive than legislators with ages between 46-55. In addition, these same legislators, aged 46-55, were the weakest in their support of tying tuition increases to expanded financial aid.

Hypothesis 3

When considering the ethnicity of the Missouri Legislator, five significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerge

that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

Overall, African American legislators were more supportive of state appropriations for public higher education than white legislators. These same legislators were also more supportive of tying state appropriations to enrollment levels, providing equal funding based upon institutional mission and using debt and financial reserves to avoid increases in tuition levels.

Generally, white legislators were more supportive of students covering an increasing cost of higher education. This support extends to white legislators being more supportive than African American legislators of students in higher cost educational programs paying a higher rate than students in lower cost educational programs. White legislators were less supportive of the use of debt and financial reserves to avoid tuition increases and were more supportive of increased tuition over increased appropriations for increases in higher education funding.

Hypothesis 4

When considering the educational attainment of the Missouri Legislator, seven significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

It is difficult to identify any clear pattern related to educational attainment levels. While there are differences between the educational attainment levels,

these are not always constant in terms of what they say about the level of support for higher education funding. For example, Missouri Legislators with the lowest reported educational levels, specifically only high school graduates, had the strongest support for increases in student financial aid and for tying tuition to the condition of the economy; in contrast, those who had only a community college education reported the weakest support for tying increased tuition to increases in financial aid and changes in the state economy. Legislators with a four-year or advanced degrees expressed more support for tying tuition increases to financial aid than community college graduates, but less than that of high school graduates.

Two areas where there appears to be a clear difference based upon education attainment and funding involve the use of outcome or performance based funding and higher education funding based upon past expenses and capital investment requests. Legislators with terminal degrees reported the strongest support for using outcome or performance based funding and for basing funding decisions on past expenses and capital investment requests. A pattern can be found in both of these issues, with the level of support increasing as the level of education increases. In contrast, as the level of education increases there is a declining level of support for funding based upon enrollment levels. Community college and high school graduates tend to favor this, while legislators with graduate or terminal degrees tend to oppose this funding approach.

Not all of the relationships follow an ascending or descending pattern in relation to education attainment. Legislators with only a high school diploma or with a terminal degree expressed support for using debt or financial reserves to avoid tuition increases, while those with a community college and graduate education tended to oppose this idea. This same relationship is found when considering the use of one-time grants to fund capital improvements. Those legislators with only some college and those terminal degrees were most supportive of using grants, while community college graduates and those with graduate degrees were most opposed to this funding idea.

Hypothesis 5

When considering the presence of a public institution of higher education in the district of the Missouri Legislator, nine significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

The presence of a higher education institution in a district provides for some clear differences when compared to those legislators without a higher education institution in their district. In many cases, the type of institution is not as important as the presence of a higher education institution of some type being in the district.

Regardless of the type of institution, legislators with a higher education institution in their district were more supportive of expanded appropriations rather

than increased tuition to expand higher education funding, when compared to legislators without a higher education institution in their district. Legislators without a higher education institution in their district tended to oppose tuition being tied to the economy or tying tuition to increased financial aid. In contrast, legislators with a higher education institution in their district supported these ideas of tying tuition to either the economy or increased financial aid.

Legislators with a higher education institution in their district were more likely to support increased funding to provide for better integration between higher education and PK-12 education. These same legislators, in contrast to those without a higher education institution in their district, indicated that increases in tuition were largely the result of changes in state appropriations and not the actions of higher education administrators.

While in many cases legislators with a higher education institution in their district were more supportive of increased appropriations over increased tuition, there were areas where those with no higher education institution in their district reported more support for higher education funding. Legislators with no higher education institution in their district were less supportive of placing the needs of infrastructure, elderly, healthcare, and prisons ahead of public higher education than those legislators with a higher education institution in their district.

One area that did not conform to any pattern involved the use of base-plus funding. Legislators without a higher education institution in their district and those with a four year college or university indicated they did not support the traditional base-plus model of funding. Legislators with a community college or a

higher education center were more supportive of this approach to fund higher education. This same pattern was present when considering the use of debt or financial reserves to fund higher education. Community college legislators supported this, whereas legislators with no higher education institution or a four year institution in their district tended to oppose this idea.

One area that split the groups in half, involved what students pay for high cost educational programs. Legislators from districts with a four-year institution were not as supportive of this idea, while legislators from districts with a community college, higher education center, or no higher education institution were supportive of this idea.

Hypothesis 6

When considering the political party of the Missouri Legislator, 12 significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships a pattern of beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

Democratic Legislators, when compared to Republican Legislators, were more supportive of increased appropriations over increased tuition to expand funding to public higher education. These same Democratic Legislators were more supportive than Republicans of higher education institutions using debt or financial reserves to avoid tuition increases. When considering the possible methods of funding public higher education, Democratic Legislators were more supportive of tying appropriations to the graduation rates of traditionally

underrepresented groups, providing equal funding based upon institutional missions, and funding based upon a traditional base plus funding model in comparison to Republican Legislators.

Republican Legislators expressed stronger support than Democrats for the use of performance or outcome based funding and for giving funding priority to areas such as infrastructure, elderly, healthcare, and prisons before funding public higher education. Republican Legislators were also more supportive, when compared to Democrats, of students in higher cost per student educational programs paying a higher rate than students in a lower cost educational program. This same support was present by Republican Legislators, in contrast to Democrats, for students paying for a majority of their education rather than increased funding through state appropriations.

When considering which area, changes in state appropriations or the actions of higher education administrators, was more responsible for increases in tuition levels, there was a divide along political party lines. Republican Legislators tended to support that poor management by higher education administrators was largely responsible for increased tuition levels, where Democratic Legislators tended to place more responsibility for increased tuition levels on changes in state appropriations to public higher education.

Hypothesis 7

The years that legislators resided in their legislative district were examined and 14 significant relationships were discovered. The data supporting these relationships are detailed in chapter 4. From these relationships a pattern of

beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

Legislators who lived in their legislative district for more than 20 years indicated stronger support for students having more responsibility for the costs of higher education and for the use of student fees and tuition over increased appropriations to higher education. These same legislators tended to be the strongest in their objections to tuition increases tied to financial aid or for any formal connection between increased funding and graduation rates of traditionally underrepresented groups.

These same legislators indicated some of the strongest skepticism about the current funding practices of public higher education, indicating a lack of confidence in the funding based upon past expenses or funding based upon the recommendation of the Coordinating Board for Higher Education. Just as important, legislators with an excess of 20 years in their legislative district reported the highest level of agreement that tuition increases were largely the result of actions of higher education administrators and not changes in appropriations by the General Assembly.

In contrast, Missouri Legislators with less than 10 years in their legislative district indicated a broader level of support for tying tuition increases to increases in financial aid and for placing a larger degree of responsibility on the General Assembly for tuition increases. These legislators supported the belief that the state, not the student, should be responsible for a majority of a student's cost while attending a public college or university. These same legislators expressed

strong support for providing increased funding to higher education to improve the relationship with secondary schools and a willingness to give public higher education a similar priority in funding consideration as infrastructure, the elderly, healthcare, and prisons.

In addition to being more supportive of expanded appropriations for public higher education, legislators with less than 10 years in their district expressed stronger support for making funding decisions based upon the recommendation of the Missouri Coordinating Board of Higher Education. A second area in contrast to legislators with more than 20 years in their district was in the level of support for a more objective funding approach. Legislators with less than 10 years residing in their district were strong supporters of equal funding based upon enrollment and for equal funding based upon institutional missions.

When considering Missouri Legislators with residing 11-19 years in their district, it is more difficult to see a clear pattern. These members were in agreement with those legislators who had more than 20 years residing in their district by assigning blame for increasing tuition on the actions of higher education administrators. In contrast, these legislators were more willing to support funding based upon previous expenses or to support increases in tuition being more closely tied to increase in financial aid.

The data supports a conclusion that members residing the least amount of time in their legislative district were more supportive of increased appropriations over higher tuition to increased funding for higher education. Those legislators with the longest time in their legislative district appear to have the lowest level of

support for both higher education administrators and for the recommendations of the Missouri Coordinating Board of Higher Education.

Hypothesis 8

When considering length of service by Missouri Legislators, six significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

Legislators who were either new in their service, meaning less than four years in the legislature, or who had served for more than 12 years showed the strongest support for increased tuition over increased appropriations to fund public higher education. This same divide was seen in the area of performance or outcome based funding. Newer legislators and those with the most time in the legislature were less supportive of outcome or performance budgeting when compared to legislators with between 5-12 years of legislative service.

One of the clearest areas of division by the length of service involved differences in tuition levels between community colleges and universities. While all age groups generally agreed that tuition at community colleges should be less than at a university, there was much stronger support among legislators with less than eight years of service when compared to legislators with nine or more years of service for this idea. Legislators with more years of service were also more supportive of giving PK-12 education funding priority when compared to public higher education.

In a similar pattern as seen in hypothesis 7, length of residence in one's district, identifies that the longer time a legislator serves in the legislature there is a decreasing level of support for funding public higher education, including funding based upon past expenses and capital investment requests.

Hypothesis 9

When considering the chamber of the Missouri General Assembly in which the legislators served, five significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

Missouri Senators are more supportive of increases in tuition being tied to increases in student financial aid. These same senators expressed more support for students in higher per student cost educational programs paying a higher rate than those in lower cost educational programs than Missouri Representatives.

Those members of the Missouri House expressed more confidence in the funding process of public higher education; they were more supportive of funding recommendations of the Missouri Coordinating Board of Higher Education and supported equal funding based upon institutional mission.

An area of strong disagreement involving funding was a connection between tying appropriations to graduation rates. Missouri Senators indicated a limited level of support for this idea, while Missouri Representatives were not in support of this idea. While there is less of a pattern than in other hypotheses, Missouri Senators appear to support a higher education funding system that is

more focused around the student. By supporting increased financial aid to the student, not simply higher appropriations to the institution, tying appropriations to graduation rates, and by supporting different rates based upon the per student cost of a program, one can see a pattern that places the student at the center of the funding process and not just the institution.

Hypothesis 10

When considering the presence of a dependent child in attendance or a graduate of a Missouri public higher education institution of the Missouri Legislator, seven significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerge that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

When considering the impact of having a child attending or having graduated from public higher education has on a legislator the differences are not often between those with children and those without. In every statistically significant relationship, those legislators with children in public higher education and those without any children reported very similar responses. In some cases, such as tying tuition increases to increased financial aid, those without children were more supportive than those with children in community colleges or four year public colleges and universities. The real divide appears when one examines if the legislator's child is attending a public college or university inside or outside of Missouri or a private college or university.

Legislators with children in a private college, either inside or outside of Missouri, were less supportive of tying tuition increases to changes in the economy or to tying increases in tuition to increases in student financial aid as those legislators with a child attending a public college or university. These same legislators were not supportive of equal funding based upon institutional missions or tying tuition to increased graduation rates of traditionally underrepresented groups, as legislators with a child in or having graduated from public higher education.

In contrast to those legislators with students in private or public higher education outside of Missouri, legislators with children in Missouri public higher education were more supportive of tuition levels being tied to the economy or to tying tuition increases to increases in financial aid. These same legislators were supportive of funding tied to graduation rates or to funding requests that were based upon past expenditures and capital investment requests.

Two of the strongest contrasts between those legislators with students either out of state or in private schools and those with students in state involved the role of the Missouri Coordinating Board of Higher Education and the whether the state or student should pay for a majority of one's education. Legislators with students attending a public college or university in Missouri were more supportive of following the funding recommendations of the Coordinating Board of Higher Education than those with students in private schools or students attending school out-of-state. Additionally, those legislators with students out-of-state or in private schools were far more supportive of students paying for a majority of the

cost of their education when compared to legislators with students attending public colleges and universities in Missouri.

Hypothesis 11

When considering the prior attendance or graduation by the Missouri Legislator from a Missouri public higher education institution for one's undergraduate education, nine significant relationships that were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

Much like hypothesis 10, there are some patterns that emerge that are more based upon a private college undergraduate education versus a public college education. Those with previous personal experience in Missouri public higher education were more supportive of outcome based or performance based budgeting and for funding based upon enrollment levels. In contrast, these same legislators were not supportive of students paying different rates for higher cost educational programs when compared to lower cost educational program or for funding based upon past expenses and capital investment requests. Legislators who had previously attended Missouri public higher education expressed very weak support in following the Missouri Coordinating Board of Higher Education recommendations and were generally supportive of placing the funding needs of infrastructure, elderly, healthcare, and prisons above the funding requests for public higher education.

Legislators who did not attend Missouri public higher education for their undergraduate education expressed greater support for the role of the Coordinating Board of Higher Education and for funding based upon past expenses and capital requests. Additionally, these legislators were more supportive of students in higher cost educational programs paying a higher rate and were weaker in their support for giving other governmental services a higher priority for funding over public higher education.

While there was agreement among all legislators that PK-12 funding should be given funding priority over higher education and that community college tuition should be lower than tuition at a college or university, there was a split in terms of the strength of this support. Legislators with a private higher education background were more supportive of community college tuition being lower than a college or university than legislators who attended a public college or university. Legislators with a public higher education background were more supportive of placing the needs of PK-12 before higher education funding than those with a private higher education background.

Much like hypothesis 10, legislators with direct experience inside of Missouri public higher education expressed less support for funding based upon methods that require trust, such as the recommendation of the Missouri Coordinating Board of Higher Education or for funding based upon past expenses. These legislators favored outcome based funding, tying appropriations to better graduation rates, and equal funding based upon enrollment. Those legislators with private higher education background were more supportive of

funding that implies a higher level of trust and are more likely to support students paying different rates based upon the costs of their educational program.

Hypothesis 12

When considering prior or current service by a Missouri Legislator on a legislative committee responsible for the governance or funding of Missouri public higher education, only a single significant relationship was discovered. The data supporting this relationship is detailed in chapter four. From this relationship one conclusion emerges that allows a generalization to be drawn concerning Missouri Legislators and public funding of higher education.

Legislators with previous experience on legislative committees involving higher education expressed stronger support for the use of outcome based or performance based budgeting. The strongest support for the use of performance or outcome based budgeting came from those members who reported serving on multiple committees, with those who reported serving on five or more committees expressing the strongest support for outcome or performance based budgeting.

Hypothesis 13

When considering the type of legislative district (urban, rural, suburban) of the Missouri Legislator 11, significant relationships were discovered. The data supporting these relationships are detailed in chapter four. From these relationships, a pattern of beliefs emerges that allows some generalizations to be drawn concerning Missouri Legislators and public funding of higher education.

When examining the significant relationships between legislative district types, a pattern emerges that is relatively clear. Most often, there is either

agreement among the legislators regardless of district type or there is most often a clear difference between rural and urban legislators. Suburban legislators are usually in the middle between these two sides on funding issues, however, not always.

Urban legislators, when compared to suburban and rural legislators, are more supportive of expanded appropriations for higher education to better integrate with secondary schools. They also expressed a preference for increased appropriations over increased tuition to fund higher education and for tying appropriations to graduation rates of traditionally underrepresented groups. In each case, rural legislators were less supportive of these ideas. Suburban legislators joined urban legislators in supporting expanded appropriations over increases in tuition, but joined rural legislators in being less supportive of tying graduation rates to appropriations.

Rural legislators were more supportive of areas that place more of the responsibility for the cost of higher education on the student. Rural legislators were more supportive than urban or suburban legislators in believing that a student should pay for a majority of their higher education cost. These same legislators were the most supportive of students in higher per student cost educational programs paying a higher rate than students in lower cost programs. Rural legislators were also more likely to oppose, compared to urban or suburban legislators, tying tuition increases to increases in financial aid.

There were areas of agreement between urban and rural legislators, when compared to suburban legislators. Urban and rural legislators were more

supportive of using grants or one time dollars to fund capital investment requests and were in agreement that the needs of infrastructure, elderly, healthcare, and prisons should get funding priority over public higher education.

When asked who was more responsible for increases in tuition levels, changes in state appropriators to higher education or the actions of higher education administrators, there were clear differences. Rural legislators reported the actions of higher education administrators that were largely responsible for increases in tuition. Urban legislators disagreed with this conclusion and placed more of the responsibility for increased tuition levels on changes in state appropriations. In both, cases suburban legislators took a middle view, placing some responsibility on changes in state appropriations and some on the actions of higher education administrators.

Implications

The implications of this research can be generally considered as one of two things, advocacy or political.

The desire of the researcher is to better assist higher education leaders in advocating for their institutions. The research, while not attempting to explain why, seeks to illustrate for higher education leaders a better picture of what the current attitudes and perceptions of Missouri Legislators are towards public funding of higher education. This is not to define one legislator as more or less supportive, but instead to provide a baseline view of what those critical decision makers believe concerning higher education funding.

By understanding that generally legislators from one demographic or another are more likely to support or oppose an issue, this will assist higher education leaders in advocating for the best possible funding for public higher education. A key challenge in advocating with legislators is impacting a critical mass of legislators to support an issue. Research on legislative voting and decision making identifies the beliefs and attitudes of peer legislators as one of the most important factors in the position a specific legislator will take concerning an issue (Maisel, 2002). This is an important element in advocating for an issue; legislators are most persuaded by the attitudes of peer legislators, so by understanding what the most common beliefs are of specific demographics of legislators, one can better develop a strategy of advocating for the desired issue.

One element of this advocacy that can be seen in both the data and in a review of the comments by legislators was a call for better communication. This same issue was present in research of Perryman (1993) and Dinnen (1995). One Missouri Legislator noted, "There is not enough transparency in what happens on campus; too many decisions are made behind closed doors or with excuses that are not always accurate. The days of trust us are no longer here, we need to know what is happening at the college if we are to provide more funding." This is very similar to comments in previous research where state legislators felt they did not have sufficient information from higher education to make good decisions. One implication of this research is that while there is a great deal of information available, some legislators do not feel they have the appropriate or accurate information concerning Missouri public higher education.

The second implication, and one that was of concern to the researcher at the time this topic was decided upon, involves the use of this research in a political manner. This research provides broad claims about specific demographics of legislators. These claims could be used to criticize or disparage legislators of one demographic or another. For example, generally Republican Legislators were less supportive of increased state appropriations over increased tuition levels to expand higher education funding. This conclusion could be used to claim that Republicans want to see increased tuition levels; however, this would be an inappropriate and deceptive interpretation of the data. Similarly, Democratic Legislators were less supportive of performance or outcome based funding, which could lead some to claim these legislators are less concerned with holding public higher education accountable for their spending. Again, this would be an inappropriate and deceptive interpretation of the data.

Recommendations

This research was conducted within the limitations outlined in chapter one. The researcher made no effort to determine the reasons behind the reported information, instead adopting a positivism approach that seeks to only define the current attitudes and perceptions of Missouri Legislators towards public funding of higher education. From this research, a series of further research recommendations were developed.

1. While this research focused on legislators, additional research on governing boards, the Missouri Coordinating Board of Higher Education, and higher education institution leaders in Missouri is

needed to have a more complete picture about public funding of Missouri higher education.

2. This research focused on just the legislative process of higher education funding. Research on the executive role in budget development and advocacy are needed to better understand the public funding of Missouri public higher education.
3. This research is the first to examine a state legislature with term limits. Similar studies of other state legislatures with term limits are needed to see if the presence of term limits impacts the funding of public higher education. Term limits impact the length of service by a legislator, and there were multiple cases where the differences in attitudes changed as the length of service in the legislature increased. Similarly, younger legislators or those with limited time in the legislature reported the strongest support for public higher education funding. This support, implies that term limited legislatures should be on average more supportive of higher education funding than those legislatures without term limits.
4. This research sought only to define the current attitudes and perceptions of Missouri Legislators towards public funding of higher education. A separate research effort should examine the reasons behind why legislators believe what they reported. This research would be important and would enhance the ability of this research to better understand the decision making of Missouri Legislators.

5. The current research on state legislators, as adopted in this research, has only been completed on four states: Colorado, Indiana, Tennessee, and now Missouri. Additional research on states on the east or west coast would assist in allowing this research to be generalized to other state legislatures.
6. Across many areas, there was weak support for following the funding recommendations of the Missouri Coordinating Board of Higher Education. Research on why these funding requests are not widely supported should be considered.

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Appendix A

Missouri Legislator Perception toward Public Funding of Higher Education

Directions: Please answer the questions on this page and the proceeding pages. All information in this research is confidential and no information about any specific response will be shared outside of this research effort. Your time and effort is greatly appreciated.

This survey is organized into three categories:

- | | |
|------------|---|
| Category 1 | Basic demographic information about yourself and your legislative district. |
| Category 2 | Your perception toward public funding for Missouri Higher Education. |
| Category 3 | Your perceptions on the top funding issues for Missouri higher education |

Category 1 This information is collected to provide basic demographic of the survey participants and to allow for categorizing of responses to the funding variables.

1. I have served _____ years in the Missouri State Legislature (combined House and Senate where appropriate).
2. I currently serve in the
_____ Missouri Senate
_____ Missouri House of Representatives
3. My political party affiliation is
_____ Democrat
_____ Republican
4. The legislative district I represent can best be described as
_____ Urban
_____ Suburban
_____ Rural
5. What type of public higher education institution (post high school) is present in your legislative district (check all that apply)
_____ none
_____ higher education outreach center or satellite campus
_____ community college (two year)
_____ four year public college
_____ four year public university
6. Currently, or in the past, I have served on one of the legislative standing or special committees responsible for the governing or funding of Missouri public higher education (Education Appropriations, Higher Education, Education, etc.)
_____ no committee experience
_____ 1 committee assignment
_____ 2-4 committee assignments
_____ 5 or more committee assignments

7. My age is
 under 35 years of age
 36-45 years of age
 46-55 years of age
 56-65 years of age
 66 years of age or older
8. What is your gender
 Female
 Male
9. Please identify the category that best represents your ethnicity
 White African American
 Hispanic Native American
 Asian Other (please identify _____)
10. I have been a resident of my legislative district for
 less than five years
 6-10 years
 11-15 years
 16-20 years
 21-25 years
 26 or more years
11. What is your highest level of educational attainment
 less than high school graduate
 high school graduate
 some college
 college graduate (two year)
 college graduate (four year)
 graduate/post undergraduate education (Masters)
 doctoral/law/medical degree
12. If applicable, where did you obtain your undergraduate college/university education
 Missouri community college
 Missouri four year public college or university
 public college or university outside of Missouri
 private college or university in Missouri
 private college or university outside Missouri
13. If applicable, where are your children enrolled or did they obtain their undergraduate college/university education (check all the apply)
 Missouri community college
 Missouri four year public college or university
 public college or university outside of Missouri
 private college or university in Missouri
 private college or university outside Missouri
-

Category 2 Please select the response that best represents your opinion. There are no correct answers, please provide your first reaction to each question. Please select only one response to each question. For each question select from one answer:

Strongly Agree 1	Agree 2	Agree more than disagree 3	Disagree more than agree 4	Disagree 5	Strongly Disagree 6
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Question	Please circle one Strongly Agree ----- Strongly Disagree					
1. State appropriations to public higher education should exceed the level of financial support to college and universities provided by student tuition and fees.	1	2	3	4	5	6
2. Increases in student tuition should be tied to condition of the state's economy.	1	2	3	4	5	6
3. Any increase in tuition should be tied to an increase in financial aid provided to the student.	1	2	3	4	5	6
4. Students at a Missouri public higher education institution should be responsible for most of the cost of their education.	1	2	3	4	5	6
5. Performance or outcome based funding is an appropriate model for funding public higher education.	1	2	3	4	5	6
6. Increased funding should be provided to public higher education to better integrate with secondary schools.	1	2	3	4	5	6
7. Missouri appropriations to public higher education should be equalized based upon the institutions mission.	1	2	3	4	5	6
8. In programs with higher costs, the student should pay more than a student in an educational program with a lower per student cost.	1	2	3	4	5	6
9. In weak economic periods, public institutions should use debt or utilize financial reserves to avoid increased tuition costs.	1	2	3	4	5	6
10. The Missouri Legislature should tie part of a higher education institution's appropriations to the graduation rates of traditionally underrepresented groups.	1	2	3	4	5	6
11. Tuition at community (two year) colleges should be lower than at four year college and universities	1	2	3	4	5	6
12. The state should allocate public higher education dollars utilizing a formula that is based upon the number of student enrolled.	1	2	3	4	5	6
13. The state should allocate public higher education dollars based upon past expenditures, institutional mission, and capital investment requests.	1	2	3	4	5	6
14. The state should allocate public higher education dollars based largely upon the recommendation of the Missouri Coordinating Board for Higher Education.	1	2	3	4	5	6
15. The state should allocate public higher education dollars based upon the traditional base-plus system.	1	2	3	4	5	6
16. The use of one-time and targeted grants are an effective way to fund capital investments in public higher education.	1	2	3	4	5	6
17. The needs of Missouri infrastructure, elderly, healthcare, and prisons should receive priority funding over public higher education.	1	2	3	4	5	6

18. The needs of Missouri's PK-12 educational system should received priority over public higher education.	1	2	3	4	5	6
19. Increases in tuition are closely related to poor management of higher education costs, and not changes in state appropriations.	1	2	3	4	5	6
20. Increases in tuition are closely related to decreases in state appropriations, and not the actions of higher education administrators.	1	2	3	4	5	6

Category 3 Please provide any additional information you feel will better detail your perceptions concerning public funding of higher education.

What do you feel are the top three issues involving public funding of higher education:

1. _____
2. _____
3. _____

Are there other details or thoughts on public funding of higher education you would like to share?

Thank you for your participation in this study. Please return the completed copy of this survey in the accompanied envelope. I ask that you submit the survey no later than July 3, 2009. Once again thank you for your time and please know all information is confidential.

If you would like a summary of this research please return the enclosed request card. I ask that you use these request cards rather than including your name or contact information on any part of the completed survey instrument.

Appendix B

Research responses to the first part of category three of the survey

Ease of access to funding & tuition assistance

Duplication of services

Accurate counseling and guidance services

First two years should be cost free to qualifying students after high school graduation including vocational and community colleges

Do University researchers do embryonic stem cell research use buildings and furnishings paid for by the State.

Paying the people that run the institutions to high a salary

Many of our schools are top heavy – Too much administration

There seems to be a duplication of many programs

Centralization of control over public institution would be more cost effective

Not accountable to any place

Spend too much

We have too many colleges

Lack of commitment from legislators

Administrators not clearly articulating needs

Administration

Tenure of Professors

State's economy

Higher education administrators will never state the appropriate % of the Missouri budget that should be spent on higher education and therefore are never satisfied with funding or tuition

Waste

Lack of perception or proof that increased funding results in higher quality education

Funding must reflect HE CPI, not just what is left over

Access for low and moderate income students must be preserved

Retaining students in Missouri, post graduation should be encouraged through creative loans and scholarships, repayment programs offered by the state.

Access

Tuition costs

Adequate funding

Duplication of efforts

Limited resources

Lack of effort by higher education to graduate students in four years

Funding availability

Management of funds

Availability of tax (i.e. economy)

Success of graduates from each institution

Management of funds available

Real world results

Indoctrination over education

Entitlement thinking
Affordability to students
Accountability
Remedial classes needed because of poor participating by K-12
Access MO scholarships plan rejected by university leaders
Funding based upon actual need
Funding private vs. public institutions
Duplication of degrees
Weak coordinating board of higher education
To make graduate students teaching
Mission creep
Lack of public and legislative support
Out of touch administration/out of touch with legislative realities
Student budget availability
Effects of funding of each students education
State awarded scholarships
Tuition
Teacher salaries
Accountability
Administration overload
Too many classrooms empty, utilization of space
High maintenance and high cost buildings and campus beatification
Better pay for professors based upon performance – tenure modification
Alignment of expectations at all levels of education
Institutions staying within their approved missions
Funds available to meet state priorities
Teaching students vs quest for research dollars
Tenure, professors teaching three hours a week which equals fulltime
Duplication of services across state
Not enough tax base to appropriate funds
Too many four year schools
Too much public tax dollars going to privates
Convincing taxpayers of wise use of money
Financial access for Missouri students
Return to prorates for the students
Too many colleges – Public
Capital improvements
Professor salaries
Mission and focus, cannot have every university doing everything
Acceptance based upon standardized tests are controversial
Questionable expenditures; ex: Athletics teams, etc.
Basis of fundamental research as a function of higher education
Missouri's out of date, unfair, and inadequate income tax system
Institutionalized opposition
The technology gap for poor and people of color

Research responses to the second part of category three of the survey

I believe in liberal arts education – educate the whole person – I believe in intellectual freedom on college campuses - Our schools must educate the next generation of citizen/leaders

Missouri will need significant resources to bring our higher education in line with other countries. We are losing our brain trust because of financial restrictions. When the legislature cuts funding or fails to provide adequate funds – tuition must go up or the quality of the education will go down.

We spend too much on buildings and not enough on quality instruction. In sciences professors are hired for their ability to generate grant/research dollars for the institution and not the ability to teach.

Not enough emphasis on quality and success of graduates in their chosen field. To increase funding there must be a mandate to make all levels of education a state priority. Higher education is necessary in today's society, but not a state requirement.

Too many colleges trying to do too much, why do we have to have all of the remedial education courses at a university? These students should not be at a university, yet they get admitted and then they spend money trying to make these students successful.

We do not need a college in every town. We have communities with a few thousand people and colleges are trying to setup centers in these towns, only to complain about not having enough funding to cover their costs.

Equity – Some struggling universities lack the resources needed to properly educate the students in “open enrollment” institutions, thereby requiring additional funding.

Make all professors teach at least a few hours, remove non-critical courses “basket weaving, etc.”

There is not enough transparency in what happens on campus; too many decisions are made behind closed doors or with excuses that are not always accurate. The days of trust us are no longer here, we need to know what is happening at the college if we are to provide more funding.

We have to continue to help colleges with money, but they have to be responsible in the way they use it. We have to pay for K-12, but nothing says we have to give students a free college education. It is going to take everyone working together to get things back to normal again.

Higher Education has not made a priority of excellence in education. Beautiful buildings and construction projects come first.

A comprehensive public research university is key to a competitive state economy

Definition of education: the institution or mission of the teaching, imparting knowledge? Elitism prevails.

Needs cut; administrators are paid WAY too much

Overall, I think funding should be tied to the student to utilize, much like the access for Missouri scholarships to utilize on students behalf

People attend college to learn skills and knowledge, which will enable them to be more productive leading to higher incomes. It should be an investment that should yield future benefits realized by the graduates. Why should tax payers in general pay for education of those with more resources? Therefore students should bear the costs of higher education through tuition. Further loans for college are bankable.

Too much focus on keeping athletics at schools that should put those dollars towards classrooms.

Appendix C

1009 Dearmont Court
Cape Girardeau, MO 63701
June 16, 2009

State <title> <first name><last name>
<address>
<city><state><zip>

Dear <title> <last name>

I write to you today and ask for your assistance. I am currently a doctoral student at the University of Missouri in Columbia. The subject of my research involves, *Exploring the Attitudes and Perceptions of Missouri State Legislators toward Public Higher Education Funding*. This research requires I conduct a survey of Missouri State Legislators, both current and past.

I recognize this survey request will require a short period of time and I ask you to consider my request and complete the survey instrument. The information you provide is critical in my examination of public funding for higher education in the State of Missouri. The information you provide is confidential and survey instrument is anonymous, and therefore not identifiable to you as a Legislator.

I ask that you please take the time to personally complete the survey and return the survey and informed consent letter in the self addressed stamped envelope. Please return your comments and responses, by July 3, 2009.

Please accept my appreciation for your time and sharing your thoughts on this important issue. If you have any questions or I can be of any assistance please contact me at 573-651-2802 through the day or 573-651-6611 in the evening.

Sincerely,

Bruce Skinner
University of Missouri Doctoral Student

Appendix D

CONSENT TO PARTICIPATE IN RESEARCH

You are being invited to participate in a research study.

The research seeks to explore the perceptions of Missouri State Legislators toward public funding of Missouri higher education. All responses are anonymous and no responses can be attributed to any specific legislator.

You may contact me, Bruce Skinner, at 573-651-2802 any time you have questions about the research. If you have questions about your rights as a research subject, you may contact the Office of Research at the University of Missouri at 573 882-9500.

Your participation in this research is voluntary, and you may choose to answer any or all of the questions asked. You reserve the right to refuse to answer any question on the survey.

Your signature on this document means that you agree voluntarily to participate in this research effort.

Signature of Participant

Typed/printed Name

Date

Appendix E



MISSOURI SENATE

JASON G. CROWELL
27TH District

May 26, 2009

Dear Colleague:

Enclosed is a survey that is part of a research study being done by Bruce Skinner, a University of Missouri – Columbia doctoral student. Skinner's research centers on the perceptions of Missouri State Legislators towards public funding for higher education. I have agreed to participate in this research effort, and I encourage you to take a few moments and complete the enclosed survey.

The survey is anonymous, and the research is being conducted as part of Skinner's doctoral dissertation and not part of any lobbyist or political effort. The enclosed cover letter and survey require only a few moments of time to review and you can return the survey via the enclosed self addressed stamped envelope.

I encourage you to share your thoughts via the survey and the open ended questions at the end of the questionnaire. Skinner has agreed to provide a copy of the completed research to any member of the General Assembly who wishes to see the completed work.

Thank you!

Sincerely,

A handwritten signature in black ink, appearing to read "Jason G. Crowell".

Jason G. Crowell
State Senator

Enclosure

STATE CAPITOL, ROOM 323
JEFFERSON CITY, MO 65101-6806
TELE: 573-751-2459 — FAX: 573-522-9289
jcrowell@senate.mo.gov

Appendix F

1009 Dearmore Court
Cape Girardeau, MO 63701
June __, 2009

State Representative/Senator _____
Capital Post Office _____
West Capitol Avenue
Jefferson City, MO 65101

Dear State Representative/Senator _____

I write to you in hopes of encouraging your participation in my research, *Exploring the Attitudes and Perceptions of Missouri State Legislators toward Public Higher Education Funding*. This is a follow-up request to my May __, 2009 where I asked for your participation.

I recognize this survey request will require a short period of time and I ask you to consider my request and complete the survey instrument. I am very pleased with the responses I have already received from many current and past Missouri Legislators and I wish to have your thoughts included in my research. The

I ask that you please take the time to personally complete the survey and return the survey and informed consent letter in the self addressed stamped envelope. Please return your comments and responses, by June __ 2009.

Please accept my appreciation for your time and sharing your thoughts on this important issue. If you have any questions or I can be of any assistance please contact me at 573-651-2802 through the day or 573-651-6611 in the evening.

Sincerely,

Bruce Skinner
University of Missouri Doctoral Student

Appendix G

Missouri House of Representatives 94th and 95th Legislative Sessions

Last	Firsts	District	Political Party	94th Session Legislator	95th Session Legislator
Allen	Sue	92	Republican	No	Yes
Atkins	Bert	75	Democrat	No	Yes
Aull	Joe	26	Democrat	Yes	Yes
Avery	Jim	95	Republican	Yes	No
Baker	Brian	123	Republican	Yes	No
Baker	Judy	25	Democrat	Yes	No
Bearden	Carl	16	Republican	Yes	No
Biermann	Kenny	17	Democrat	No	Yes
Bivins	Walt	97	Republican	Yes	Yes
Bland	Craig	43	Democrat	Yes	No
Bowman	John	70	Democrat	Yes	No
Brandom	Ellen	160	Republican	Yes	Yes
Bringer	Rachel	6	Democrat	Yes	Yes
Brown	Jason	30	Republican	Yes	No
Brown	Michael	50	Democrat	Yes	Yes
Brown	Steve	73	Democrat	No	Yes
Brown	Jason	30	Republican	No	Yes
Brown	Dan	149	Republican	No	Yes
Bruns	Mark	113	Republican	Yes	Yes
Burlison	Eric	136	Republican	No	Yes
Burnett	John	40	Democrat	Yes	Yes
Calloway	Don	71	Democrat	No	Yes
Carter	Chris	61	Democrat	No	Yes
Casey	Ron	103	Democrat	Yes	Yes
Chappelle-Nadal	Maria	72	Democrat	Yes	Yes
Colona	Mike	67	Democrat	No	Yes
Cooper	Nathan	158	Republican	Yes	No
Cooper	Robert	155	Republican	Yes	Yes
Cooper	Shannon	120	Republican	Yes	No
Corcoran	Michael	77	Democrat	Yes	Yes
Cox	Stanley	118	Republican	Yes	Yes
Cunningham	Jane	86	Republican	Yes	No
Cunningham	Mike	145	Republican	Yes	Yes
Curls	Shalonn	41	Democrat	Yes	Yes
Darrough	Bruce	75	Democrat	Yes	No
Daus	Michael	67	Democrat	Yes	No
Davis	Cynthia	19	Republican	Yes	Yes
Day	David	148	Republican	Yes	Yes
Deeken	Bill	114	Republican	Yes	Yes
Dempsey	Tom	135	Republican	Yes	No
Denison	Charlie	135	Republican	Yes	Yes
Dethrow	Mike	153	Republican	Yes	Yes
Dieckhaus	Scott	109	Republican	Yes	Yes
Diehl	John	87	Republican	Yes	Yes
Dixon	Bob	140	Republican	Yes	Yes

Dougherty	Curt	53	Democrat	Yes	Yes
Dugger	Tony	144	Republican	No	Yes
Dusenberg	Gary	54	Republican	Yes	Yes
El-Amin	Talibdin	57	Democrat	Yes	Yes
Emery	Ed	126	Republican	Yes	Yes
Englund	Vicki	85	Democrat	No	Yes
Ervin	Doug	35	Republican	Yes	Yes
Faith	Sally	15	Republican	Yes	Yes
Fallert	Joe	104	Democrat	Yes	Yes
Fares	Kathlyn	91	Republican	Yes	No
Fischer	Linda	107	Democrat	No	Yes
Fisher	Barney	125	Republican	Yes	Yes
Flanigan	Tom	127	Republican	No	Yes
Flook	Tim	34	Republican	Yes	Yes
Frame	Michael	105	Democrat	Yes	Yes
Franz	Ward	151	Republican	Yes	Yes
Funderburk	Doug	12	Republican	Yes	Yes
George	Rony	74	Democrat	Yes	No
Gatschenberger	Chuck	13	Republican	No	Yes
Grill	Jason	32	Democrat	Yes	Yes
Grisamore	Jeff	47	Republican	Yes	Yes
Guernsey	Casey	3	Republican	No	Yes
Guest	Jim	5	Republican	Yes	Yes
Harris	Belinda	110	Democrat	Yes	Yes
Harris	Jeff	23	Democrat	Yes	No
Haywood	Ester	71	Democrat	Yes	No
Hobbs	Steve	21	Republican	Yes	Yes
Hodges	Steve	161	Democrat	Yes	Yes
Holsman	Jason	45	Democrat	Yes	Yes
Hoskins	Theodore	80	Democrat	Yes	Yes
Hoskins	Denny	121	Republican	No	Yes
Hubbard	Rodney	58	Democrat	Yes	No
Hughes	Jonas	42	Democrat	Yes	Yes
Hummel	Jacob	108	Democrat	No	Yes
Hunter	Steve	127	Republican	Yes	No
Icet	Allen	84	Republican	Yes	Yes
Jetton	Rodney	156	Republican	Yes	No
Johnson	Connie	61	Democrat	Yes	No
Jones	Kenny	117	Republican	Yes	Yes
Jones	Tishaura	63	Democrat	No	Yes
Jones	Timothy	89	Republican	Yes	Yes
Kander	Jason	44	Democrat	No	Yes
Keeney	Shelley	156	Republican	No	Yes
Kelly	Chris	24	Democrat	No	Yes
Kelly	Van	144	Republican	Yes	No
Kingery	Gayle	154	Republican	Yes	Yes
Kirkton	Jeanne	91	Democrat	No	Yes
Koenig	Andrew	88	Republican	No	Yes
Komo	Sam	90	Democrat	Yes	Yes
Kratky	Fred	65	Democrat	Yes	No

Kratky	Michele	65	Democrat	No	Yes
Kraus	Will	48	Republican	Yes	Yes
Kuessner	J C	152	Democrat	Yes	Yes
Lair	Mike	7	Republican	No	Yes
Lampe	Sara	138	Democrat	Yes	Yes
Largent	Scott	120	Republican	No	Yes
Leara	Mike	95	Republican	No	Yes
LeBlanc	Roman Lee	43	Democrat	No	Yes
Lembke	Jim	85	Republican	Yes	No
Levota	Paul	52	Democrat	Yes	Yes
Liese	Albert	79	Democrat	Yes	Yes
Lipke	Scott	157	Republican	Yes	Yes
Loehner	Tom	112	Republican	Yes	Yes
Low	Beth	39	Democrat	Yes	Yes
Lowe	Jenne	44	Democrat	Yes	No
Marsh	B.J.	136	Republican	Yes	No
May	Bob	149	Republican	Yes	No
McClanahan	Rebecca	2	Democrat	Yes	Yes
McDonald	Tom	49	Democrat	No	Yes
McGhee	Mike	122	Republican	Yes	Yes
McNary	Cole	86	Republican	No	Yes
McNeil	Margo	78	Democrat	No	Yes
Meadows	Tim	101	Democrat	Yes	Yes
Meiners	Kate	46	Democrat	Yes	Yes
Molendorp	Chris	123	Republican	No	Yes
Moore	Danielle	20	Republican	Yes	No
Morris	James	58	Democrat	No	Yes
Munzlinger	Brian	1	Republican	Yes	Yes
Muschany	Scott	87	Republican	Yes	No
Nance	Bob	36	Republican	Yes	Yes
Nasheed	Jamilah	60	Democrat	Yes	Yes
Nieves	Brian	98	Republican	Yes	Yes
Nolte	Jerry	33	Republican	Yes	Yes
Norr	Charlie	137	Democrat	Yes	Yes
Onder	Robert	13	Republican	Yes	No
Oxford	Jeanette	59	Democrat	Yes	Yes
Pace	Sharon	70	Democrat	No	Yes
Page	Sam	82	Democrat	No	Yes
Parkinson	Mark	16	Republican	Yes	Yes
Parson	Mike	133	Republican	No	Yes
Pearce	David	121	Republican	Yes	No
Pollock	Darrell	146	Republican	Yes	Yes
Portwood	Charles	92	Republican	Yes	No
Pratt	Bryan	55	Republican	Yes	Yes
Quinn	John	7	Republican	Yes	No
Quinn	Paul	9	Democrat	Yes	Yes
Richard	Ron	129	Republican	Yes	Yes
Riddle	Jeanie	20	Republican	Yes	Yes
Robb	Edward	107	Democrat	Yes	No
Robinson	Brad	102	Democrat	Yes	No

Roorda	Jeff	102	Democrat	Yes	Yes
Rucker	Martin	29	Democrat	Yes	Yes
Ruestman	Marilyn	131	Republican	Yes	Yes
Ruzicka	Don	132	Republican	Yes	Yes
Salva	Ray	51	Democrat	Yes	Yes
Sander	Therese	22	Republican	Yes	Yes
Sater	David	68	Republican	Yes	Yes
Scavuzzo	Luke	124	Democrat	Yes	Yes
Schaaf	Rob	28	Republican	Yes	Yes
Schad	Rodney	115	Republican	Yes	Yes
Scharnhorst	Dwight	93	Republican	Yes	Yes
Schieffer	Ed	11	Democrat	Yes	Yes
Schlottach	Charles	111	Republican	Yes	Yes
Schoeller	Shane	139	Republican	Yes	Yes
Schoemehl	Sue	100	Democrat	Yes	Yes
Schupp	Jill	82	Democrat	No	Yes
Self	Tom	116	Republican	Yes	Yes
Shively	Tom	8	Democrat	Yes	Yes
Silvey	Ryan	38	Republican	Yes	Yes
Skaggs	Trent	31	Democrat	Yes	Yes
Smith	Jason	150	Republican	Yes	No
Smith	Joe	14	Republican	Yes	Yes
Spreng	Michael	76	Democrat	Yes	Yes
St. Onge	Neal	88	Republican	Yes	No
Stevenson	Bryan	128	Republican	Yes	Yes
Still	Mary	25	Democrat	No	Yes
Storch	Rachel	64	Democrat	Yes	Yes
Stream	Rick	94	Republican	Yes	Yes
Sutherland	Mike	99	Republican	Yes	Yes
Swinger	Terry	162	Democrat	Yes	Yes
Talboy	Mike	37	Democrat	Yes	Yes
Thomson	Mike	4	Republican	Yes	Yes
Threlkeld	Kevin	109	Republican	Yes	No
Tilley	Steven	106	Republican	Yes	Yes
Todd	Tom	163	Democrat	Yes	Yes
Tracy	Clint	158	Republican	No	Yes
Viebrock	James	134	Republican	Yes	Yes
Villa	Thomas	108	Democrat	Yes	No
Vogt	John	66	Democrat	Yes	Yes
Wallace	Maynard	143	Republican	Yes	Yes
Walsh	Gina	69	Democrat	Yes	Yes
Walton Gray	Rochelle	81	Democrat	Yes	Yes
Wasson	Jay	141	Republican	Yes	Yes
Webb	Steve	74	Democrat	No	Yes
Webber	Stephen	23	Democrat	No	Yes
Wells	Don	147	Republican	Yes	Yes
Weter	Ray	142	Republican	No	Yes
Whorton	James	3	Democrat	Yes	No
Wildberger	Ed	27	Democrat	Yes	Yes
Wilson	Kevin	130	Republican	Yes	Yes

Wilson	Larry	119	Republican	Yes	Yes
Witte	Terry	10	Democrat	Yes	Yes
Wood	Dennis	62	Republican	Yes	Yes
Wright	Billy Pat	159	Republican	Yes	Yes
Wright Jones	Robin	63	Democrat	Yes	No
Yaeger	Patricia	96	Democrat	Yes	Yes
Yates	Brian	56	Republican	Yes	Yes
Young	Terry	49	Democrat	Yes	No
Zerr	Anne	18	Republican	No	Yes
Zimmerman	Jake	83	Democrat	Yes	Yes
Zweifel	Clint	78	Democrat	Yes	No

Appendix H

Missouri Senate 94th and 95th Legislative Sessions

Last	Firsts	District	Political Party	94th Session Legislator	95th Session Legislator
Barnitz	Frank	16	Democrat	Yes	Yes
Bartle	Matt	8	Republican	Yes	Yes
Bray	Joan	24	Democrat	Yes	Yes
Callahan	Victor	11	Democrat	Yes	Yes
Champion	Norma	30	Republican	Yes	Yes
Clemens	Dan	20	Republican	Yes	Yes
Coleman	Maida	5	Democrat	Yes	No
Crowell	Jason	27	Republican	Yes	Yes
Cunningham	Jane	7	Republican	No	Yes
Heard Days	Rita	14	Democrat	Yes	Yes
Dempsey	Tom	23	Republican	No	Yes
Engler	Kevin	3	Republican	Yes	Yes
Gibbons	Michael	15	Republican	Yes	No
Goodman	Jack	29	Republican	Yes	Yes
Graham	Chuck	19	Republican	Yes	No
Green	Timothy	13	Democrat	Yes	Yes
Griesheimer	John	26	Republican	Yes	Yes
Gross	Bill	21	Republican	Yes	No
Justus	Jolie	10	Democrat	Yes	Yes
Kennedy	Harry	1	Democrat	Yes	No
Koster	Chris	31	Republican	Yes	No
Lager	Brad	12	Republican	Yes	Yes
Lembke	Jim	1	Republican	No	Yes
Loudon	John	7	Republican	Yes	No
Mayer	Rob	25	Republican	Yes	Yes
McKenna	Ryan	22	Democrat	Yes	Yes
Nodler	Gary	32	Republican	Yes	Yes
Pearce	David	31	Republican	No	Yes
Purgason	Chuck	33	Republican	Yes	Yes
Ridgeway	Luann	17	Republican	Yes	Yes
Rupp	Scott	2	Republican	Yes	Yes
Schaefer	Kurt	19	Republican	No	Yes
Schmitt	Eric	15	Republican	No	Yes
Scott	Delbert	28	Republican	Yes	Yes
Shields	Charlie	34	Republican	Yes	Yes
Shoemyer	Wes	18	Democrat	Yes	Yes
Smith	Jeff	4	Democrat	Yes	Yes
Stouffer	Bill	21	Republican	Yes	Yes
Vogel	Carl	6	Republican	Yes	Yes
Wilson	Yvonne	9	Democrat	Yes	Yes
Wright-Jones	Robin	5	Democrat	No	Yes

VITA

Bruce W. Skinner was born August 1, 1973, in St. Louis Missouri. After attending public school in St. Louis City, he enrolled at Southeast Missouri State University where he earned a Bachelor in Science in Political Science (1993). While at Southeast he married Tonya D. Eskew of Bloomfield, Missouri. Upon graduation, he began his legal education at the University of Missouri at Kansas City. After law school, he completed a Masters Degree in Public Administration at Southeast Missouri State University (2002). While pursuing his graduate education, he began his professional work for the Office of Residence Life at Southeast Missouri State University and was later recognized as the Outstanding New Professional by the Association of College and University Housing-International (2001), an honor given to only six people each year across the United States and Canada. In 2002, he and Tonya welcomed their first daughter, Sierra, and he continued his work for the Office of Residence Life at Southeast Missouri State University. In 2006, while his doctorate education was underway, he and Tonya welcomed their second daughter, Alexis, to their family. One year later in 2007 he was promoted to the position of Director of Residence Life. He completed his doctorate in Educational Leadership and Policy Analysis in 2010 through the University of Missouri at Columbia. Bruce is the son of Elton Skinner and Melanie Dolen.