



DEPARTMENT OF  
HIGHER EDUCATION &  
WORKFORCE DEVELOPMENT

**New Program Report**

**Date Submitted:**

04/12/2021

**Institution**

Missouri Western State University

**Site Information**

**Implementation Date:**

8/1/2021 12:00:00 AM

**Added Site(s):**

**Selected Site(s):**

Missouri Western State University, 4525 Downs Drive, St. Joseph, MO, 64507

**CIP Information**

**CIP Code:**

131399

**CIP Description:**

Any instructional program in teacher education, specific academic and vocational programs not listed above.

**CIP Program Title:**

Teacher Education and Professional Development, Specific Subject Areas, Other

**Institution Program Title:**

Secondary Education

**Degree Level/Type**

**Degree Level:**

Bachelor's Degree

**Degree Type:**

Bachelor of Science in Education (BSE)

**Options Added:**

Social Sciences

**Collaborative Program:**

N

**Mode of Delivery**

Current Mode of Delivery

Classroom

**Student Preparation**

Special Admissions Procedure or Student Qualifications required:

Admission to Education requires: ACT composite score of 20 or higher OR Satisfactory completion of the Missouri General Education Assessment (MoGEA), Overall GPA 2.75, Education GPA 3.0, Content GPA 3.0, and Satisfactory completion of EDU 202/203.



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## New Program Report

Specific Population Characteristics to be served:

n/a

### Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:

The majority of faculty will possess a doctorate in Education or a related field and will have experience in a K-12 setting. Some faculty will possess a Master's degree or higher in Education or a related field, with experience in a K-12 setting.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:

Full-time faculty will be assigned 95% of credit hours.

Expectations for professional activities, special student contact, teaching/learning innovation:

In order to earn the degree with state teaching certification, all students will be required to complete clinical placements which include 30 hours at entry-level (typically sophomore year), 60 hours mid-level (typically junior year), and 15 weeks of full-time K-12 classroom teaching during their final, student-teaching semester.

### Student Enrollment Projections Year One-Five

Year 1	Full Time: 50	Part Time: 2	
Year 2	Full Time: 75	Part Time: 4	
Year 3	Full Time: 110	Part Time: 5	Number of Graduates: 23
Year 4	Full Time: 115	Part Time: 6	
Year 5	Full Time: 120	Part Time: 6	Number of Graduates: 30

Percentage Statement:

100.00

### Program Accreditation

Institutional Plans for Accreditation:

The MWSU Teacher Education Program is currently accredited by the NCATE, as recognized by the CAEP and approved by the Missouri DESE. The Education Department is currently preparing for national reaccreditation under CAEP and on track to submit a self-study in Spring 2021. The site visit for state and national reaccreditation is scheduled for Spring 2022.

### Program Structure

Total Credits:

121

Residency Requirements:

n/a

General Education Total Credits:

42

Major Requirements Total Credits:

45

Course(s) Added



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**New Program Report**

COURSE NUMBER	CREDITS	COURSE TITLE
EDU 150	3	Psychological Development of Children & Adolescents for Educators

**Free Elective Credits:**

34

**Internship or other Capstone Experience:**

In order to earn the degree with state teaching certification, all students will be required to complete clinical placements which include 30 hours at entry-level (EDU 203 - typically sophomore year), 60 hours mid-level (EDU 303 - typically junior year), and 15 weeks of full-time K-12 classroom teaching (EDU 409) during their final, student-teaching semester. These hours and courses are included above, in section D.

**Assurances**

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus, CBHE-approved service region or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

**Contact Information**

First and Last Name: YEN

TO

Email: [yto@missouriwestern.edu](mailto:yto@missouriwestern.edu)

Phone: 816-271-4548

**MISSOURI WESTERN STATE UNIVERSITY**  
**Concentration Declaration**

Student Name \_\_\_\_\_

Address \_\_\_\_\_  
Street

Address \_\_\_\_\_  
City State ZIP

Telephone \_\_\_\_\_ G# \_\_\_\_\_

All students should seek the advice of an MWSU advisor. The student is responsible for knowing the regulations and policies in the current **University Catalog** and **Student Handbook** and for meeting the requirements for a degree or certificate.

Department:	Education
Concentration:	Business
Major:	Secondary
Catalog Year: 2021-2022	

Advisor \_\_\_\_\_ Department \_\_\_\_\_

**SIGNATURES REQUIRED:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Date \_\_\_\_\_

Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Registrar \_\_\_\_\_ Date \_\_\_\_\_

**BUSINESS CONCENTRATION (39 Credits)**

ACC 201	Introductory Financial Accounting	3	
ACC 202	Introductory Managerial Accounting	3	
ACT 102	Introduction to Web Page Develop	3	
COM 210	Presentational Communication	3	
ECO 260	Principles of Macroeconomics	3	
ECO 261	Principles of Microeconomics	3	
EDU 322	Implementing Business Education Programs	3	
EDU 323	Coordination of Cooperative Educ	3	
ENT 201 or FIN 210 or GBA 110	Entrepreneurship I Personal Finance Introduction to Business	3	
GBA 211	Business Law	3	
MGT 350	Organizational Behavior	3	
MKT 301	Principles of Marketing	3	
MKT 370	Digital Marketing	3	

All students should seek the advice of an MWSU advisor. The student is responsible for knowing the regulations and policies in the current University Catalog and Student Handbook and for meeting the requirements for a degree or certificate.

**MISSOURI WESTERN STATE UNIVERSITY**  
**Concentration Declaration**

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All students should seek the advice of an MWSU advisor. The student is responsible for knowing the regulations and policies in the current **University Catalog** and **Student Handbook** and for meeting the requirements for a degree or certificate.

<b>Department:</b>	Education
<b>Concentration:</b>	Social Sciences
<b>Major:</b>	Secondary
<b>Catalog Year: 2021-2022</b>	

Advisor \_\_\_\_\_ Department \_\_\_\_\_

**SIGNATURES REQUIRED:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Date \_\_\_\_\_

Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Registrar \_\_\_\_\_ Date \_\_\_\_\_

**SOCIAL SCIENCE CONCENTRATION (44 Credits)**

HIS 140	American History to 1865	3	
HIS 150	American History 1865-Present	3	
HIS 200	Ancient & Medieval Civilization	3	
HIS 210	Early Modern Europe	3	
HIS 230	Modern Europe 1789-Present	3	
HIS 365	Methods to Teach Soc. Studies	5	
HIS 300 or above	Choose two American History courses at the 300 or above level	6	
ECO 260	Macroeconomics	3	
GEO 100	World Geography	3	
PSC 101	American National Government	3	
PSC 110 or PSC 200	American, State, & Local Gov. International Politics	3	
PSY 101	General Psychology	3	
SOC 110	Introduction to Sociology	3	

All students should seek the advice of an MWSU advisor. The student is responsible for knowing the regulations and policies in the current University Catalog and Student Handbook and for meeting the requirements for a degree or certificate.

## Program Rationale

Approximately 125-127 student FTE are expected to major in the program by the end of five years. According to Jobs EQ data, only one other Missouri institution had 4 yr awards in this CIP code in 2019. The majority of awards were offered through post-grad programs, indicating a need for additional 4 yr options in the state. The 7-year forecast for employment demand is expected to remain relatively steady, with a -0.1% growth rate, after a slight 3 yr drop (-0.5%). Three of the top ten school districts for job postings are located in the KC region with one of the districts, North Kansas City School District as a primary placement site for proposed program teachers. Of the top ten job titles mentioned in job listings, four are addressed by this program (physical education, science, art, math). Due to the northwest location, and proximity to Kansas City, this program is ideally located to serve enrollment and training needs in both the KC region and neighboring states.

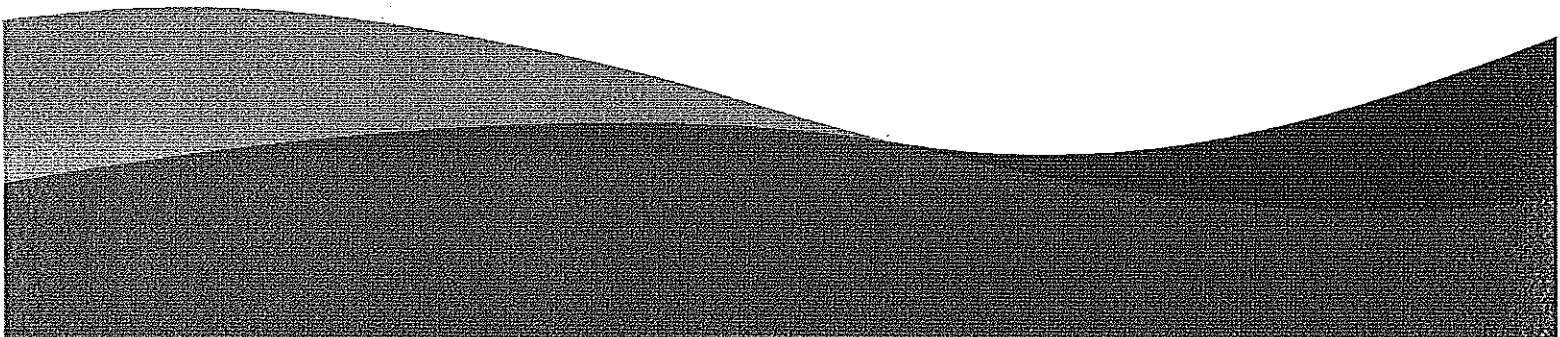


JOBS e a

## Education Report

# Teacher Education and Professional Development, Specific Subject Areas, Other

Missouri



Definition of Teacher Education and Professional Development, Specific Subject Areas, Other, CIP 13.1399.....	3
Awards.....	4
Occupation Crosswalk.....	5
Occupation Details.....	6
Employment by Industry.....	7
Geographic Distribution.....	8
Demographic Profile.....	9
RTI (Job Postings).....	10
Missouri Regional Map.....	15
FAQ.....	16



# Definition of Teacher Education and Professional Development, Specific Subject Areas, Other, CIP 13.1399

Any instructional program in teacher education, specific academic and vocational programs not listed above.

# Awards

The table below is a list of postsecondary awards in CIP 13.1399 that were granted by institutions located in Missouri in the 2019 academic year.

Schools	Certs & 2yr Awards <sup>1</sup>	4yr Awards <sup>2</sup>	Post-Grad Awards <sup>3</sup>	Avg Net Price <sup>4</sup>
Ozarks Technical Community College	91			\$6,195
Metropolitan Community College-Kansas City	74			\$6,475
Crowder College	56			\$5,111
Moberly Area Community College	40			\$6,792
Mineral Area College	38			\$8,220
Three Rivers College	35			\$8,074
State Fair Community College	31			\$4,351
St Charles Community College	28			\$3,668
University of Central Missouri			15	\$12,616
Webster University			12	\$22,727
Truman State University			2	\$12,351
William Woods University		2		\$20,934
Central Methodist University- College of Liberal Arts and Sciences				\$20,525
Missouri Western State University				\$10,193
Northwest Missouri State University				\$12,524
<b>Total</b>	<b>393</b>	<b>2</b>	<b>29</b>	

1. Undergraduate certificates and associate's degrees

2. Bachelor's degrees and post-baccalaureates

3. Master's, post-master's, and doctorates

4. Data as of the 2017-2018 academic year

Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2019 academic year. Any programs shown here reflect only data reported to the NCES; reporting is required of all schools participating in any federal finance assistance program authorized by Title IV of the Higher Education Act of 1965, as amended—other training providers in the region that do not report data to the NCES are not reflected in the above.

# Occupation Crosswalk

The below table lists all occupations linked with the program, Teacher Education and Professional Development, Specific Subject Areas, Other, CIP 13.1399.

		Education and Training Requirements			Educational Attainment				
		Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency in the Occupation	No College	Some College, No Degree	Associate's Degree	Bachelor's Degree	Postgraduate Degree
25-2021	Elementary School Teachers, Except Special Education	Bachelor's degree	None	None	0%	3%	2%	45%	50%
25-2022	Middle School Teachers, Except Special and Career/Technical Education	Bachelor's degree	None	None	0%	3%	2%	45%	50%
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	None	None	0%	2%	2%	43%	53%

Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2020Q2 along with source data from the BLS

### Definition of Elementary School Teachers, Except Special Education (25-2021)

Teach students basic academic, social, and other formative skills in public or private schools at the elementary level. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). Excludes "Special Education Teachers" (25-2050).

### Definition of Middle School Teachers, Except Special and Career/Technical Education (25-2022)

Teach students in one or more subjects in public or private schools at the middle, intermediate, or junior high level, which falls between elementary and senior high school as defined by applicable laws and regulations. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). Excludes "Career/Technical Education Teachers, Middle School" (25-2023) and "Special Education Teachers" (25-2050).

### Definition of Secondary School Teachers, Except Special and Career/Technical Education (25-2031)

Teach students in one or more subjects, such as English, mathematics, or social studies at the secondary level in public or private schools. May be designated according to subject matter specialty. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). Excludes "Career/Technical Education Teachers, Secondary School" (25-2032) and "Special Education Teachers" (25-2050).

# Occupation Details

As of 2020Q2, total employment for occupations linked to Teacher Education and Professional Development, Specific Subject Areas, Other in Missouri was 56,881. Over the past three years, linked occupations shed 885 jobs in the region and are expected to need in aggregate approximately 28,305 newly trained workers over the next seven years.

Snapshot of Occupations Linked to Teacher Education and Professional Development, Specific Subject Areas, Other in Missouri<sup>1</sup>

SOC	Occupation	Empl	Avg Ann Wages <sup>2</sup>	Current				3-Year History	Total Demand	7-Year Forecast			
				LQ	Unempl	Unempl Rate	Online Job Ads <sup>3</sup>	Ann %		Exits	Transfers	Empl Growth	Avg Ann Growth %
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	23,970	\$51,000	1.28	871	3.6%	156	-0.5%	11,558	4,674	7,010	-126	-0.1%
25-2021	Elementary School Teachers, Except Special Education	22,647	\$50,900	0.87	816	3.5%	139	-0.5%	11,523	4,886	6,777	-141	-0.1%
25-2022	Middle School Teachers, Except Special and Career/Technical Education	10,264	\$51,900	0.93	373	3.5%	192	-0.5%	5,224	2,214	3,072	-62	-0.1%
	<b>Total - Linked Occupations</b>	<b>56,881</b>	<b>\$51,100</b>	<b>1.02</b>	<b>2,060</b>	<b>3.5%</b>	<b>487</b>	<b>-0.5%</b>	<b>28,305</b>	<b>11,774</b>	<b>16,859</b>	<b>-329</b>	<b>-0.1%</b>
	<b>Total - All Occupations</b>	<b>2,971,850</b>	<b>\$48,900</b>	<b>1.00</b>	<b>147,245</b>	<b>4.9%</b>	<b>131,187</b>	<b>-0.4%</b>	<b>2,365,624</b>	<b>906,733</b>	<b>1,449,606</b>	<b>9,285</b>	<b>0.0%</b>

Source: JobsEQ<sup>®</sup>

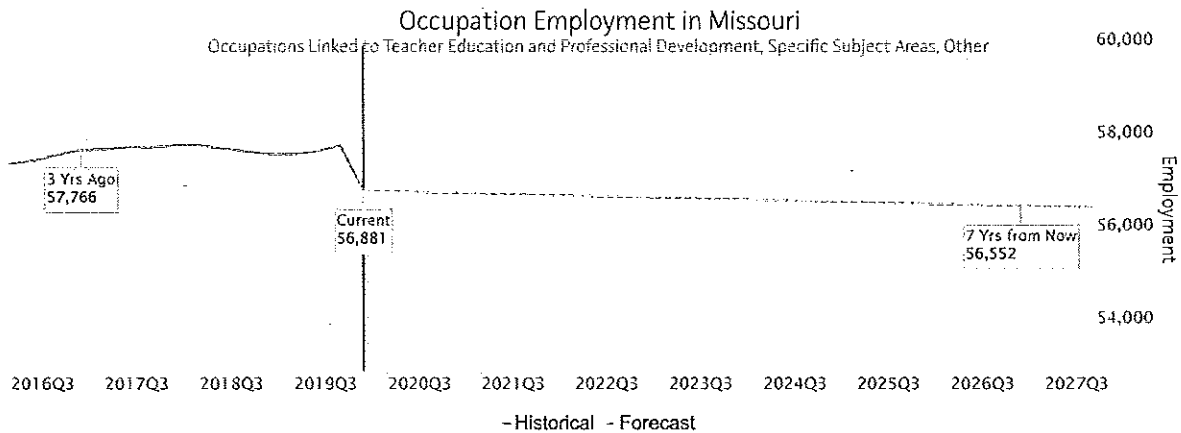
Data as of 2020Q2 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data are as of 2019 and represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).



Source: JobsEQ<sup>®</sup> Data as of 2020Q2. The shaded areas of the graph represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q4, imputed where necessary with preliminary estimates updated to 2020Q2. Wages by occupation are as of 2019 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

# Employment by Industry

The table illustrates the industries in Missouri which most employ occupations linked to Teacher Education and Professional Development, Specific Subject Areas, Other. The single industry most employing these occupations in the region is Elementary and Secondary Schools, NAICS 6111. This industry employs 55,736 workers in the linked occupations—employment which is expected to decrease by 486 jobs over the next ten years; furthermore, 40,081 additional new workers in these linked occupations will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

**Industry Distribution for Occupations Linked to Teacher Education and Professional Development, Specific Subject Areas, Other in Missouri**

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
6111	Elementary and Secondary Schools	98.0%	55,736	16,481	23,600	-486	39,595
8131	Religious Organizations	1.2%	681	204	290	-2	491
	All Others	0.8%	464	139	201	19	359

Source: JobsEQ®

Data as of 2020Q2 except wages which are as of 2019. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

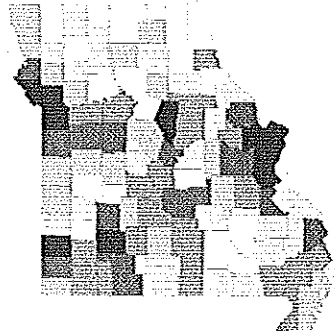
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# Geographic Distribution

The map below illustrates the county-level distribution of employed workers in Missouri in occupations linked to Teacher Education and Professional Development, Specific Subject Areas, Other. Employment is shown by place of work.

Missouri, Occupation Concentration by Place of Work for Occupations Linked to Teacher Education and Professional Development, Specific Subject Areas, Other



Top Counties with Employment Linked to Teacher Education and Professional Development, Specific Subject Areas, Other, 2020Q2

Region	Employment
St. Louis County, Missouri	10,404
Jackson County, Missouri	6,806
St. Charles County, Missouri	3,788
Clay County, Missouri	2,385
Greene County, Missouri	2,332
St. Louis City, Missouri	1,992
Jefferson County, Missouri	1,893
Boone County, Missouri	1,375
Jasper County, Missouri	1,253
Platte County, Missouri	1,155

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q4, imputed where necessary with preliminary estimates updated to 2020Q2.

# Demographic Profile

The population in Missouri was 6,090,062 per American Community Survey data for 2014-2018.

Of individuals 25 to 64 in Missouri, 30.6% have a bachelor's degree or higher which compares with 32.9% in the nation. Per American Community Survey 2014-2018 estimates, the region has about 77,672 students enrolled in grade 12.

## Summary<sup>1</sup>

	Percent		Value	
	Missouri	USA	Missouri	USA
<b>Demographics</b>				
Population (ACS)	—	—	6,090,062	322,903,030
Male	49.1%	49.2%	2,988,772	158,984,190
Female	50.9%	50.8%	3,101,290	163,918,840
Median Age <sup>2</sup>	—	—	38.5	37.9
Under 18 Years	22.7%	22.8%	1,385,063	73,553,240
18 to 24 Years	9.5%	9.6%	580,161	30,903,719
25 to 34 Years	13.3%	13.8%	809,024	44,567,976
35 to 44 Years	12.0%	12.6%	733,520	40,763,210
45 to 54 Years	12.9%	13.2%	787,960	42,589,573
55 to 64 Years	13.3%	12.8%	812,642	41,286,731
65 to 74 Years	9.2%	8.8%	561,486	28,535,419
<b>Population Growth</b>				
Population (Pop Estimates) <sup>3</sup>	—	—	6,137,428	328,239,523
Population Annual Average Growth <sup>4</sup>	0.3%	0.7%	17,634	2,146,799
People per Square Mile	—	—	89.3	92.9
<b>Educational Attainment, Age 25-64</b>				
No High School Diploma	9.1%	11.2%	285,139	18,885,967
High School Graduate	28.6%	25.8%	897,820	43,699,272
Some College, No Degree	22.9%	21.0%	720,174	35,525,113
Associate's Degree	8.8%	9.1%	277,838	15,389,737
Bachelor's Degree	19.4%	20.8%	610,001	35,261,652
Postgraduate Degree	11.2%	12.1%	352,174	20,445,749
<b>Social</b>				
Poverty Level (of all people) <sup>5</sup>	14.2%	14.1%	837,930	44,257,979
Households Receiving Food Stamps/SNAP	11.6%	12.2%	278,848	14,635,287
Enrolled in Grade 12 (% of total population)	1.3%	1.4%	77,672	4,442,295
Disconnected Youth <sup>3,5</sup>	2.7%	2.6%	8,659	438,452
Children in Single Parent Families (% of all children) <sup>5</sup>	34.1%	34.3%	445,603	23,973,249
Uninsured	9.7%	9.4%	581,002	29,752,767
Speak English Less Than Very Well (population 5 yrs and over)	2.2%	8.5%	124,173	25,647,781

Source: JobsEQ<sup>®</sup>

1. American Community Survey 2014-2018, unless noted otherwise

2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census 2019, annual average growth rate since 2009

5. See Rio Arriba errata note in the Data Dictionary.

# RTI (Job Postings)

## Occupations

SOC	Occupation	Total Ads
25-2022.00	Middle School Teachers, Except Special and Career/Technical Education	724
25-2031.00	Secondary School Teachers, Except Special and Career/Technical Education	665
25-2021.00	Elementary School Teachers, Except Special Education	610

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 11/11/2020

Note: Data are subject to revision. Time series data can be volatile with trends unrelated to actual changes in demand; use with caution.

## Locations

Location	Total Ads
15955 New Halls Ferry Road, Florissant, MO 63031	92
St Louis, Missouri	92
Kansas City, Missouri	91
O'Fallon, MO 63366	89
Florissant, MO 63031	52
Eureka, MO 63025	50
Springfield, MO 65802	49
1818 W Worley St, Columbia, MO 65203	41
Saint louis, Missouri 63101	31
Kansas City, MO. 64109	27

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 11/11/2020

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## Employers

### Employer Name

Hazelwood School District

Springfield Public Schools

North Kansas City Schools

Fort Zumwalt R-II School District

Kansas City Public Schools

Columbia Public Schools

Wentzville R-IV School District

Ferguson-Florissant School District

Rockwood School District

Park Hill School District

### Total Ads

127

106

103

89

80

77

65

60

50

43

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 11/11/2020

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## Certifications

### Certificate Name

Basic Life Support (BLS)

First Aid Certification

Certification in Cardiopulmonary Resuscitation (CPR)

Certified in Family and Consumer Sciences (CFCS)

Secret Clearance

Child Development Associate (CDA)

Advanced Residential and Commercial Certification (R-I-C-I)

### Total Ads

43

7

5

3

3

2

1

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 11/11/2020

Note: Data are subject to revision. Time series data can be volatile with trends unrelated to actual changes in demand; use with caution.

### Hard Skills

Skill Name	Total Ads
Teaching/Training, School	1,328
Mathematics	240
Microsoft Excel	144
Microsoft Word	127
Lesson Planning	115
Ability to Lift 21-30 lbs.	106
Personal Computers (PC)	88
Ability to Lift 41-50 lbs.	64
10-key Calculators	61
Microsoft PowerPoint	57

Source: JobsEQ®

Data reflect online job postings for the 180 day period ending 11/11/2020

Note: Data are subject to revision. Time series data can be volatile with trends unrelated to actual changes in demand; use with caution.

### Soft Skills

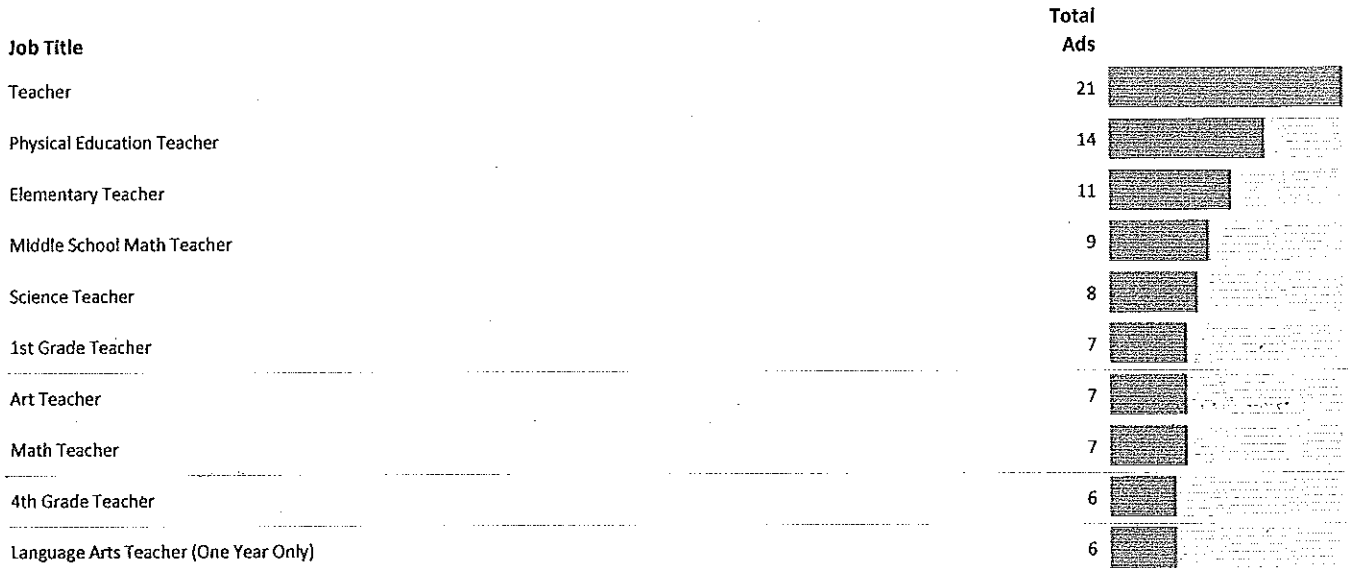
Skill Name	Total Ads
Communication (Verbal and written skills)	1,047
Cooperative/Team Player	456
Accountable/Responsible/Reliable/Dependable/Trustworthy	285
Punctual	279
Confidentiality/Information Sensitivity	277
Interpersonal Relationships/Maintain Relationships	220
Problem Solving	210
Self-Motivated/Ability to Work Independently/Self Leadership	183
Adaptability/Flexibility/Tolerance of Change and Uncertainty	176
Organization	165

Source: JobsEQ®

Data reflect online job postings for the 180 day period ending 11/11/2020

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### Job Titles

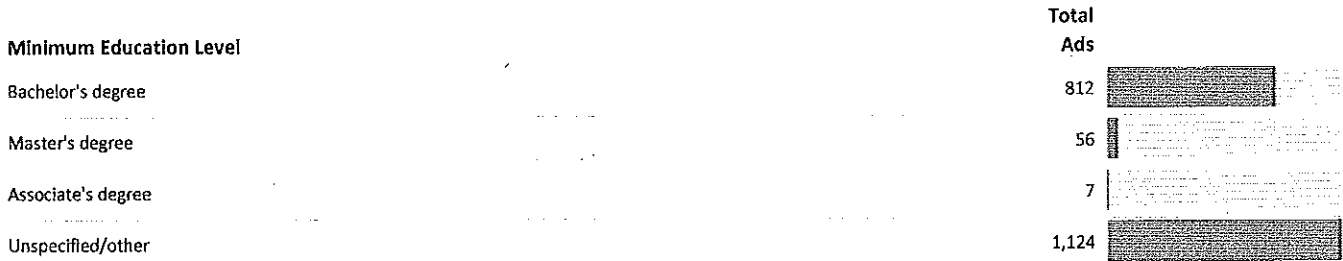


Source: JobsEQ®

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Note: Data are subject to revision. Time series data can be volatile with trends unrelated to actual changes in demand; use with caution.

### Education Levels

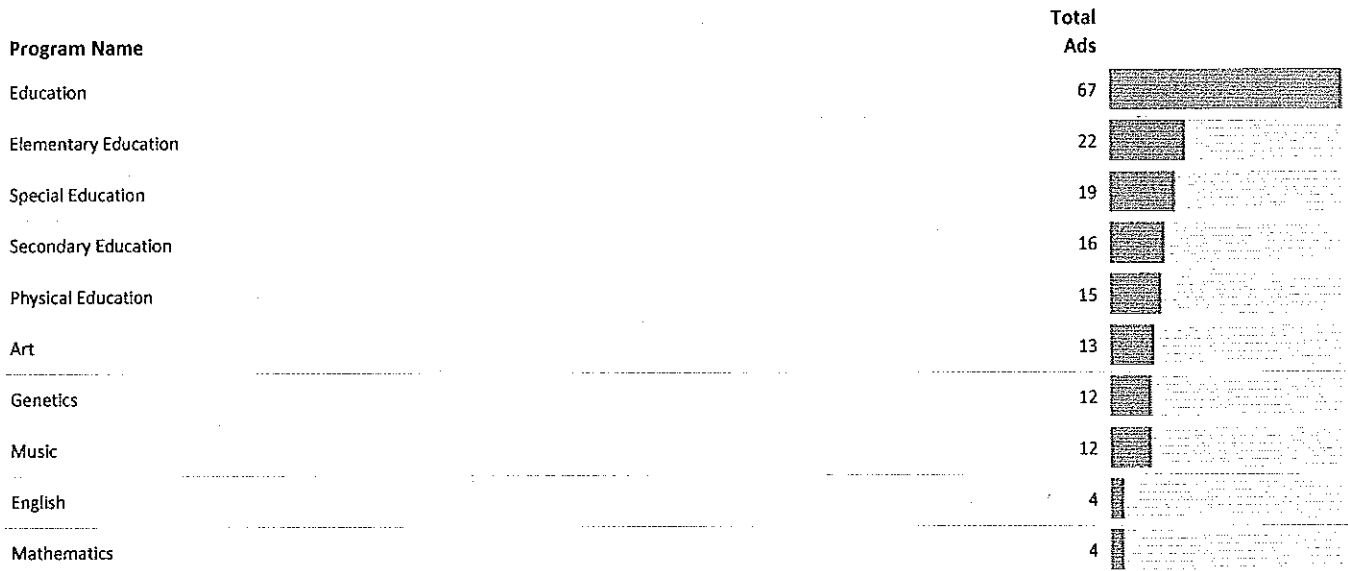


Source: JobsEQ®

Data reflect online job postings for the 180 day period ending 11/11/2020

Note: Data are subject to revision. Time series data can be volatile with trends unrelated to actual changes in demand; use with caution.

### Programs



Source: JobsEQ®

Data reflect online job postings for the 180 day period ending 11/11/2020

Note: Data are subject to revision. Time series data can be volatile with trends unrelated to actual changes in demand; use with caution.

### Job Types



Source: JobsEQ®

Data reflect online job postings for the 180 day period ending 11/11/2020

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# Missouri Regional Map



# FAQ

## What is CIP?

The 2010 Classification of Instructional Programs (CIP) is taxonomy of instructional program classifications and descriptions. It was developed and has been updated by the U.S. Department of Education's National Center for Education Statistics (NCES).

## What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 804 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 22 major groups, 95 minor groups, and 452 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

## What is training concentration?

Training concentration analysis compares local postsecondary training output to the national norm. As an example consider registered nurses. If in the nation, one RN award is granted for every twelve RNs employed, that 1:12 ratio is the national norm. If in your region your schools also grant one RN award for every twelve RNs employed, then your region will be right at the national norm, or we say at 100% of the national norm which is termed a 100% training concentration. If your region grants two RN awards for every twelve employed, your region would be at twice the national norm or have a 200% training concentration. Similarly, if your region grants one RN award for every twenty-four employed, your region would be at half the national norm or have a 50% training concentration. (Note that this analysis, relying on data provided by Title IV postsecondary schools, provides an incomplete training picture for occupations receiving much of their training from other sources.)

## What is the program-to-occupation crosswalk?

Training programs are classified according to the Classification of Instructional Programs (CIP codes). For relating training programs, this report uses a modified version of the CIP to SOC crosswalk from the National Center for Education Statistics (NCES). While this is a very helpful crosswalk for estimating occupation production from training program awards data, the crosswalk is neither perfect nor comprehensive. Indeed, it is hard to imagine such a crosswalk being perfect since many training program graduates for one reason or another do not end up employed in occupations that are most related to the training program from which they graduated. Therefore, the education program analyses should be considered in this light.

As an example of the many scenarios that may unfold, consider a journalism degree that crosswalks into three occupations: editors, writers, and postsecondary communications teachers. Graduates with a journalism degree may get a job in one of these occupations—and that may be the most-likely scenario—but a good number of these graduates may get a job in a different occupation altogether (the job may be somewhat related, such as a reporter, or the job may be totally unrelated, such as a real estate agent). Furthermore, a graduate may stay in school or go back to school for a degree that will lead to other occupation possibilities. Still another possibility includes the graduate not entering the labor market (maybe being unemployed, being a non-participant, or moving to another region).

## What is separation demand?

Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand

does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The total projected demand for an occupation is the sum of the separation demand and the growth demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

### **What is a location quotient?**

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an occupation (or industry) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

### **What is NAICS?**

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the “all industry” level to the 6-digit level. The first two digits define the top level category, known as the “sector,” which is the level examined in this report.

#### **About This Report**

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