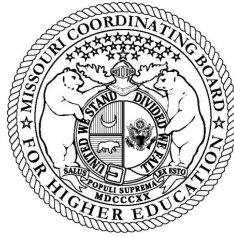




# Coordinating Board for Higher Education

March 2-3, 2021

Teleconference  
Call-in: (312) 626-6799  
Meeting ID: 917 6322 5393  
Join by Video: <https://morenet.zoom.us/j/91763225393>



## **COORDINATING BOARD FOR HIGHER EDUCATION**

**Joe Cornelison**, Chair, At-Large

**Gary Nodler**, Vice Chair, District 7

**Gwendolyn Grant**, Secretary, District 5

**VACANT**, District 1

**Dudley McCarter**, Member, District 2

**Shawn Saale**, Member, District 3

**VACANT**, District 4

**VACANT**, District 6

**Doug Kennedy**, Member, District 8

## CBHE BOARD MEMBERS



**Joe Cornelison**  
Chair  
At Large  
Member (R)



**Gary Nodler**  
Vice Chair  
7th Congressional  
District (R)



**Gwendolyn Grant**  
Secretary  
5th Congressional  
District (D)

## VACANCIES

1st Congressional District  
4th Congressional District  
6th Congressional District



**W. Dudley McCarter**  
2nd Congressional  
District (I)



**Shawn Saale**  
3rd Congressional  
District (R)



**Douglas R. Kennedy**  
8th Congressional  
District (D)

## MDHEWD SENIOR STAFF



**Zora Mulligan**  
Commissioner



**Becky Dunn**  
Chief of Staff



**Alyssa McLeod**  
Executive Assistant &  
Secretary to CBHE



**Kristin Stokely**  
General Counsel



**Jessica Duren**  
Assistant Commissioner  
for Communications  
& Outreach



**Leroy Wade**  
Deputy  
Commissioner



**Mara "Red" Woody**  
Assistant  
Commissioner for  
Postsecondary Policy



**Mardy Leathers**  
Director of Workforce  
Development



**Gerren McHam**  
Special Assistant for  
External Relations



**Veronica Gielzauskas**  
Assistant Commissioner  
for Performance & Strategy

# PRESIDENTIAL ADVISORY COMMITTEE (PAC)

## PUBLIC UNIVERSITIES



Dr. Corey S. Bradford Sr.  
Harris-Stowe  
State University



Dr. Jerald Woolfolk  
Lincoln University



Dr. Dean Van Galen  
Missouri Southern  
State University



Mr. Clif Smart  
Missouri State  
University



Dr. Elizabeth Kennedy  
Missouri Western  
State University  
(Interim)



Dr. John Jasinski  
Northwest Missouri  
State University



Dr. Carlos Vargas-Aburto  
Southeast Missouri  
State University  
(PAC Chair)



Dr. Sue Thomas  
Truman State  
University



Dr. Roger Best  
University of  
Central Missouri



Dr. Mun Choi  
President-University of  
Missouri System  
Chancellor-University of  
Missouri-Columbia



Dr. C. Mauli Agrawal  
University of  
Missouri-Kansas City



Dr. Kristin Sobolik  
University of  
Missouri-St. Louis



Dr. Mohammad Dehghani  
Missouri University of  
Science & Technology

## COMMUNITY COLLEGES



Dr. Glenn Coltharp  
Crowder College



Dr. Jon Bauer  
East Central College  
(PAC Vice Chair)



Dr. Dena McCaffrey  
Jefferson College



Dr. Kimberly Beatty  
Metropolitan  
Community College



Dr. Joe Gilgour  
Mineral Area College



Dr. Jeffrey Lashley  
Moberly Area  
Community College



Dr. Lenny Klaver  
North Central  
Missouri College



Dr. Hal Higdon  
Ozarks Technical  
Community College



Dr. Barbara Kavalier  
St. Charles  
Community College



Dr. Jeff Pittman  
St. Louis  
Community College



Dr. Joanna Anderson  
State Fair  
Community College



Dr. Wesley Payne  
Three Rivers College

## PUBLIC 2-YEAR TECH COLLEGE



Dr. Shawn Strong  
State Technical  
College of Missouri

## INDEPENDENT 4-YEAR COLLEGES & UNIVERSITIES



Dr. David Russell  
Columbia College



Dr. Roger Drake  
Central Methodist  
University



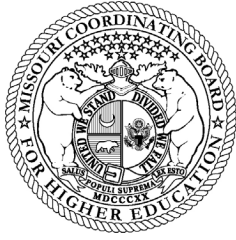
Rose Windmiller  
Washington University



Dr. Brad Johnson  
Southwest Baptist  
University



Dr. Ron Slepitz  
Avila University



## COORDINATING BOARD FOR HIGHER EDUCATION

March 2, 2021 | 9:00 a.m.–12:00 p.m.

Online Meeting

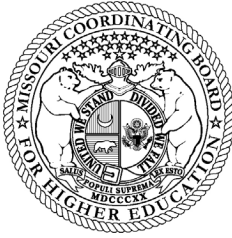
Phone: (312) 626-6799 Passcode: 927 9855 1713

Online: <https://morenet.zoom.us/j/92798551713>

*Committee Meeting Times are Estimated*

## WORK SESSION AND COMMITTEE MEETINGS AGENDA

- 1. General Business (9:00-9:05 a.m.)**
  - a. Welcome and Call to Order
  - b. Roll Call of Members and Determination of Quorum
  - c. Review Board Book
  - d. Review Minutes
    - i. Minutes of December 8, 2020, Work Session and Committee Meetings (Meeting Tab)
    - ii. Minutes of December 9, 2020, Board Meeting (Meeting Tab)
    - iii. Minutes of January 12, 2021, Special Board Meeting (Meeting Tab)
- 2. Audit Committee (9:05-9:30 a.m.)**
  - a. Call to Order
  - b. Report from CliftonLarsonAllen (Tab 17)
  - c. Overview of Recent Audit Reports (Tab 17)
- 3. Strategic Planning & External Relations Committee (9:30-9:50 a.m.)**
  - a. Call to Order
  - b. Preview Issues on Next Day's Agenda
    - i. Strategic Planning Update (Tab 15)
    - ii. June CBHE Retreat Agenda and Goals (Tab 16)
- 4. Break (9:50-10:00 a.m.)**
- 5. Academic Affairs & Workforce Needs Committee (10:00-11:10 a.m.)**
  - a. Call to Order
  - b. Preview Issues on Next Day's Agenda
    - i. CTE Advisory Council Appointment (Tab 1)
    - ii. Ozarks Technical Community College and St. Louis Community College Proposals to Offer a Bachelor's Degree in Respiratory Therapy (Tab 5)
    - iii. Comprehensive Review Update (Tab 6)
  - c. Discussion: History of Federal and State Workforce Programs
- 6. Budget & Financial Aid Committee (11:10-11:35 a.m.)**
  - a. Call to Order
  - b. Preview Issues on Next Day's Agenda
    - i. Fast Track Academic Program Approval (Tab 18)
    - ii. FY 2023 Draft Budget Instructions (Tab 19)
- 7. Work Session (11:35-12:00 p.m.)**
  - a. Call to Order
  - b. Review Schedule and Logistics for Next Day's Meeting



## COORDINATING BOARD FOR HIGHER EDUCATION

March 3, 2021 | 9:00 a.m. to 12:00 p.m.

Phone: (312) 626-6799 Passcode: 917 6322 5393

Online: <https://morenet.zoom.us/j/91763225393>

### Spring 2021 MEETING AGENDA

#### 1. General Business

##### a. Action

- i. Call to Order
- ii. Roll Call of Members and Determination of Quorum
- iii. Review and Approve Agenda
- iv. Review and Approve Consent Agenda
  1. Minutes of the December 8, 2020, Work Session and Committee Meetings\*
  2. Minutes of the December 9, 2020, Board Meeting\*
  3. Minutes of the January 12, 2021, Special Board Meeting\*

##### b. Information

- i. Career and Technical Education Advisory Council Appointment (Tab 1)
- ii. June 2021 CBHE Meeting Location
- iii. CBHE Membership Update

#### 2. Report of the Commissioner

##### a. Action

- i. None

##### b. Information

- i. Commissioner's Report
- ii. COVID-19 Update (Tab 2)

#### 3. Presidential Advisory Committee

##### a. Action

- i. None

##### b. Information

- i. Education Commission of the States Project: Missouri State Profile on Connecting Education and Work
- ii. Report on 2021 Legislative Session (Tab 3)

#### 4. Academic Affairs and Workforce Needs Committee

##### a. Action

- i. Academic Program Actions on Provisionally Approved Programs (Tab 4)\*
- ii. Ozarks Technical Community College and St. Louis Community College Proposals to Offer a Bachelor's Degree in Respiratory Therapy (Tab 5)

##### b. Information

- i. Comprehensive Review Update (Tab 6)
- ii. Community College Redistricting Process (Tab 7)
- iii. Office of Apprenticeship and Work-Based Learning Annual Report (Tab 8)

- iv. Job Centers of the Future Update (Tab 9)
- v. Report on High School Graduates Performance (Tab 10)
- vi. Appointments to Proprietary School Advisory Committee (Tab 11)\*
- vii. Academic Program Actions Approved through Routine and Staff Review (Tab 12)\*
- viii. Proprietary School Certification Actions and Reviews (Tab 13)\*

## **5. Strategic Planning and External Affairs Committee**

### **a. Action**

- i. None

### **b. Information**

- i. 2021 Department Placemat Update (Tab 14)
- ii. Strategic Planning Update (Tab 15)
- iii. June CBHE Retreat Agenda and Goals (Tab 16)

## **6. Audit Committee**

### **a. Action**

- i. None

### **b. Information**

- i. Overview of Recent Audit Reports (Tab 17)\*

## **7. Budget and Financial Aid Committee**

### **a. Action**

- i. Fast Track Academic Program Approval (Tab 18)

### **b. Information**

- i. FY 2023 Draft Budget Instructions (Tab 19)

## **8. General Business**

### **a. Action**

- i. Adjourn Public Session of the Coordinating Board for Higher Education

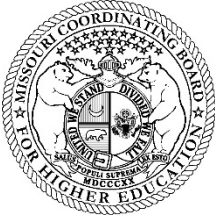
### **b. Information**

- i. Good and Welfare of the Board\*
- ii. Presidential Advisory Committee Roster\*
- iii. CBHE Members by Congressional District (Tab 20)\*
- iv. CBHE Committee Roster (Tab 21)\*
- v. CBHE Statutory Functions (Tab 22)\*
- vi. CBHE Bylaws (Tab 23)\*

*Items identified above as "information" are based on reasonable pre-meeting expectations. All items listed on the agenda may be the subject of discussion and/or votes.*

*It is the policy of the Coordinating Board for Higher Education that all public meetings and events are accessible to people with disabilities. Individuals needing special accommodations relating to a disability should contact Alyssa McLeod at the Missouri Department of Higher Education and Workforce Development, 301 W. High Street, P. O. Box 1469, Jefferson City, MO 65102, by emailing [Alyssa.McLeod@dhewd.mo.gov](mailto:Alyssa.McLeod@dhewd.mo.gov) or by calling (573) 751-1876.*

*For media inquiries, please contact Jessica Duren at [Jessica.Duren@dhewd.mo.gov](mailto:Jessica.Duren@dhewd.mo.gov).*



## Meeting Minutes

# Coordinating Board for Higher Education Work Session and Committee Meetings

Coordinating Board for Higher Education  
December 8, 2020

The Coordinating Board for Higher Education Work Session and Committee Meetings were called to order at 9:00 a.m. on Tuesday, December 8, 2020. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

### **General Business**

Mr. Nodler moved to approve the minutes of the September 15, 2020, committee meetings. Mr. Cornelison seconded. Motion carried unanimously.

### **Audit Committee**

Kristin Stokely, General Counsel, provided updates on the Financial Statement Audit, United States Department of Education Program Audit, and Information Security Audit. CliftonLarsonAllen was not able to report out on the financial statement audit. Ms. Stokely reported that the Office of the Inspector General has begun auditing the Governor's Emergency Education Relief Fund.

### **Strategic Planning and External Relations Committee**

Becky Dunn, Chief of Staff, provided an update on the department's plan for strategic planning.

Zora Mulligan, Commissioner of Higher Education, presented on the history and establishment of the Coordinating Board for Higher Education.

### **Academic Affairs and Workforce Needs Committee**

Dr. Mara Woody, Assistant Commissioner for Postsecondary Policy, provided updates on the community college form and method, a letter from the Missouri Community College Association regarding Ranken Technical Institute.

Dr. Woody provided a preview for agenda items for the December 9 public meeting. These topics included Metropolitan Community College's proposal to offer a bachelor's degree in respiratory therapy, a comprehensive review update, and an update on the letter of intent for a community college taxing district in southeast Missouri.

### **Budget and Financial Aid Committee**

Leroy Wade, Deputy Commissioner, presented on the supplemental request for Bright Flight and A+.

### **Work Session**

Zekita Armstrong-Asuquo, founder and president of Gateway Global, presented on their partnership with Harris-Stowe State University.

Dr. Corey Bradford, Harris-Stowe president, and Dr. Freddie Wills, Harris-Stowe assistant vice president for STEM initiatives, presented on their National Geospatial Agency expansion and Missouri education partnerships.

Dr. Woody, presented on a potential Coordinating Board equity statement.

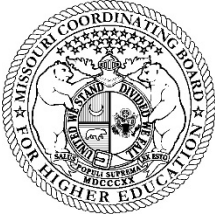


Doug Kennedy, Chair, provided an update on the identification of committee chairs for the year 2021.

Ms. Mulligan provided an update on the planning for the March 2021 Coordinating Board meetings.

Alyssa McLeod, Board Secretary, provided an overview and logistics for the public meeting on December 9, 2020.

The meeting was adjourned at 11:55 a.m.



## Meeting Minutes

# Coordinating Board for Higher Education Public Meeting

Coordinating Board for Higher Education  
December 9, 2020

The Coordinating Board for Higher Education's public meeting was called to order at 9:01 a.m. on Wednesday, December 9, 2020. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

### **General Business**

1. Mr. Kennedy recognized departing presidents and chancellors: Dr. Eric Turner, Dr. Greg Gunderson, Dr. Carol Taylor, and Dr. Scott Dalrymple.
2. Mr. Kennedy recognized incoming presidents and chancellors: Dr. Brad Johnson, Shane Smeed, Dr. George Wood, and Dr. David Russell.
3. Ms. Grant motioned to approve the agenda. Mr. Saale seconded. Motion carried unanimously.
4. Mr. McCarter motioned to approve the consent agenda. Ms. Grant seconded. Motion carried unanimously.
5. Kristin Stokely, General Counsel, presented the slate of 2021 CBHE officers.
6. Mr. McCarter motioned to recommend that the Coordinating Board conduct a vote on the CBHE Officer nomination. The nominations were Joe Cornelison, Chair; Gary Nodler, Vice Chair; and Gwen Grant, Secretary. Mr. Saale seconded. Motion carried unanimously.
7. Zora Mulligan, Commissioner of Higher Education, recognized Mr. Kennedy for his service as chair of the Coordinating Board for Higher Education.
8. Ms. Mulligan presented the 2022 Coordinating Board meeting dates.

### **Report of the Commissioner**

1. Ms. Mulligan provided an update on department leadership.
2. Ms. Mulligan presented on the 2020 Annual Report and Big Goal Check-In.
3. Ms. Mulligan provided an update on the 2020 placemat implementation and the 2021 strategic placemat.
4. Ms. Mulligan provided an update on COVID-19.
5. Ms. Mulligan presented the 2021 Commissioner's Advisory Group membership and meeting dates.

### **Presidential Advisory Committee.**

1. Gerren McHam, Special Assistant for External Relations, moderated a panel on the 2021 legislative preview. Chairman Dan Hegeman and Chairman Cody Smith participated in the panel.

### **Strategic Planning and External Affairs Committee**

1. Becky Dunn, Chief of Staff, provided an update on strategic planning.

### **Budget & Financial Aid Committee**

1. Leroy Wade, Deputy Commissioner for Operations, presented on the certification of institutional participation in state student aid programs.

2. Mr. Nodler motioned to recommend that the Coordinating Board approve terminate Texas County Technical College's status as an "approved private institution" ending its participation in all state student aid programs. Mr. McCarter seconded. Motion carried unanimously.
3. Mr. McHam provided an update on the Coronavirus Relief Fund and the Governor's Emergency Education Relief fund.

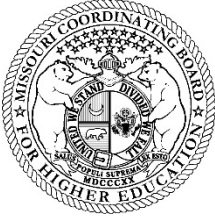
#### **Academic Affairs and Workforce Needs Committee**

1. Dr. Mara Woody, Assistant Commissioner for Postsecondary Policy, presented on Metropolitan Community College's proposal to offer a Bachelor's Degree in Respiratory Therapy.
2. Ms. Grant motioned to recommend that the Coordinating Board approve Metropolitan Community College to move to Phase II Review. Mr. Nodler seconded. Motion carried unanimously.
3. Dr. Woody provided an update on comprehensive review.
4. Dr. Woody provided an update on the notification of a steering committee for Great Rivers Community College district.
5. Jeremy Kintzel, Director of Education Research, presented the fall enrollment report
6. Dr. Mardy Leathers, Director of Workforce Development, provided an update on the job center for the future initiative.
7. Dr. Woody presented the Equity in Missouri Higher Education Report.

#### **Adjournment**

1. Mr. Nodler moved to adjourn the meeting. Ms. Grant seconded. Motion carried unanimously.

The meeting adjourned at 11:48 a.m.



## Meeting Minutes

# Coordinating Board for Higher Education Special Board Meeting

Coordinating Board for Higher Education  
January 12, 2021

The Coordinating Board for Higher Education held a meeting at 9:01 a.m. on Tuesday, January 12, 2021, via teleconference. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

### **Budget & Financial Aid Committee**

Leroy Wade, Deputy Commissioner, presented on a supplemental request: Bright Flight and A+.

Mr. Nodler moved to recommend that the Coordinating Board approve the revised FY 2021 supplemental and FY 2022 new decision item requests described in Tab 1 for the A+ and Bright Flight student assistance programs. Mr. McCarter seconded. Motion carried unanimously.

### **Academic Affairs & Workforce Needs Committee**

Mara Woody, Assistant Commissioner for Postsecondary Policy, presented on the St. Charles Community College proposal to offer an Applied Bachelor's of Science in Occupational Therapy Assistant.

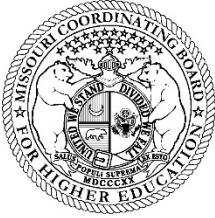
Barbara Kavalier, President, and Amy Koehler, Provost, presented on behalf of St. Charles Community College.

No action was taken.

### **Adjournment**

Mr. Nodler moved to adjourn the meeting. Mr. Kennedy seconded. Motion carried unanimously.

The meeting adjourned at 10:26 a.m.



Tab 1

## Career and Technical Advisory Council Appointment

Coordinating Board for Higher Education

March 3, 2021

### BACKGROUND

Section 178.550, RSMo, establishes the Career and Technical Education Advisory Council within the Department of Elementary and Secondary Education. The council's membership includes 16 members: The Director of Economic Development, members appointed by the Commissioner of Education, and members appointed by the Speaker of the House of Representatives and Senate President Pro Tem. In addition, the council has ex officio members, including a member of the Coordinating Board for Higher Education selected by the CBHE.

The statute directs the council to:

1. Develop a comprehensive statewide short- and long-range strategic plan for career and technical education;
2. Identify service gaps and provide advice on methods to close such gaps as they relate to youth and adult employees, workforce development, and employers on training needs;
3. Confer with public and private entities for the purpose of promoting and improving career and technical education;
4. Identify legislative recommendations to improve career and technical education; [and]
5. Promote coordination of existing career and technical education programs[.]

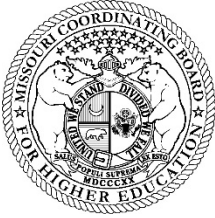
### CURRENT STATUS

Dr. Mardy Leathers serves on the CTE Advisory Council in his capacity as director of workforce development. Dr. Leathers will serve as the board's liaison to the council and will provide regular reports to board members on the council's priorities and progress. The board will not appoint one of its own members to serve on the council at this time.

### RECOMMENDATION

This is an information item only.

### NO ATTACHMENTS



## Tab 2 COVID-19 Update

Coordinating Board for Higher Education  
March 3, 2021

### **BACKGROUND**

COVID-19 is still prevalent in Missouri and throughout the world. COVID-related challenges have impacted higher education institutions. To help institutions mitigate the effects of COVID on campuses, the Department of Higher Education and Workforce Development (DHEWD) began convening college leaders for weekly online meetings on March 17, 2020, and have worked closely with institution leaders since that time. During the 2020-2021 academic year, no higher education institution in Missouri has had to “shut down” campus due to a COVID outbreak; additionally, institutions have been able to serve as critical resources in their communities during this time.

#### **Higher Education as a Resource**

In the early stages of the state’s COVID-19 vaccination efforts, many institutions have served as both vaccination providers and vaccination event hosts (both distributing to eligible individuals on campus and within the broader community). In many communities, institutions are a critical piece of vaccinating communities, providing physical space capabilities and resources, including personnel, to support vaccination efforts. In research, several institutions have tested the effectiveness of BinaxNOW tests as compared to PCR tests, and are presenting these findings to the state’s Fusion Cell. Further, several institutions also researched the classroom spread of COVID-19 in the fall, and are compiling the research findings. Staff at institutions with research and healthcare facilities have been integral in every element of the state’s response.

#### **Information-Sharing**

DHEWD staff continue to bring higher education leaders together weekly over the fall and spring semesters to help them prepare to keep campuses safe for students, faculty, and staff this semester and beyond. These weekly meetings, open to any staff in higher education institutions, provide an opportunity to disseminate information, provide expert presentations, highlight the approaches different kinds of institutions are taking to shared challenges, identify and answer frequently asked questions, and develop a sense of community. Regular attendance at these meetings is around 70-80 participants each week. Additionally, the DHEWD sends out a weekly email communication to higher education institutions with the latest COVID news and updates.

### **CURRENT STATUS**

Students, faculty, and staff have returned to campus in some capacity at every institution. Many students take a combination of online and seated classes, with in-person instruction prioritized for the kinds of classes that can be taught most effectively in that format. Institution leaders are monitoring the number of positive cases on campus, trends in the COVID variants, in addition to other factors that are relevant to decision-making around moving to online instruction, implementation of mitigation strategies, and long-term planning for campus safety.

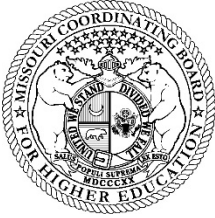
### **NEXT STEPS**

DHEWD staff will continue to meet with higher education leaders and staff as long as the need exists. DHEWD staff are working with the Department of Health and Senior Services and other executive branch agencies to bring COVID updates and expert information to institutions as it becomes available.

### **RECOMMENDATION**

This is an information item only.

### **NO ATTACHMENTS**



**Tab 3**  
**Report on the 2021 Legislative Session**

Coordinating Board for Higher Education  
March 3, 2021

**BACKGROUND**

The First Regular Session of the 101st General Assembly began on January 6, 2021, and concludes on May 14, 2021. The last day to file new Senate Bills is March 1, 2021, per Senate Rule 48.

**CURRENT STATUS**

The attached Bill Tracking Report includes all bills filed as of February 23, 2021, that the department is tracking. Staff will present updates on the primary bills affecting higher education institutions, the department, and CBHE during the March 3, 2021, CBHE meeting.

**NEXT STEPS**

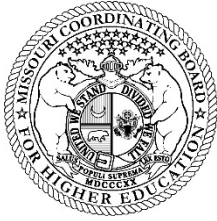
The department will continue to track relevant bills through the end of the legislative session and will conduct bill reviews on all bills approved by the General Assembly as assigned by the Governor's Office. Department staff will inform the CBHE of any bills that become laws that have an impact on the board, the department, and/or higher education institutions.

**RECOMMENDATION**

This is an information item only.

**ATTACHMENT**

- Bill Tracking Report



Tab 4

## Academic Program Actions on Provisionally Approved Programs

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

Section 173.005, RSMo, authorizes the Coordinating Board for Higher Education to approve proposed new degree programs, as well as to collect data on and recommend the consolidation or elimination of programs in the best interests of the institution and/or state. The CBHE approves new academic programs provisionally for a period of five years, after which time the Department of Higher Education and Workforce Development staff reassess the programs and make recommendations to the CBHE to approve fully, not approve, or review again in two years.

### CURRENT STATUS

The CBHE gave provisional approval to the programs listed below in 2015. DHEWD staff has reviewed each program and recommend the board take the following action:

Table 1: Recommended Action on Provisionally Approved Programs			
Institution	Program Name and Delivery Site	Program CIP Code	Recommendation
Crowder College	Associate of Applied Science Advanced Manufacturing Technology-Welding	150613	Full Approval
Harris-Stowe State University	Bachelor of Science Political Science, with options in International Relations, Pre-Law, Public Policy and Administration, and Urban Politics	451001	Full Approval
Harris-Stowe State University	Bachelor of Science Sociology, with options in Law, Justice and Society, Social Justice, Sociology and Urban Sociology	451101	Full Approval
Missouri Southern State University	Master of Science in Education Administration, Elementary and Secondary	130401	Full Approval
Missouri Southern State University	Master of Science in Education Curriculum & Instruction	130301	Full Approval
Missouri State University	Bachelor of General Studies General Studies	240101	Full Approval
Missouri State University	Bachelor of Science Communication Ozarks Technical College-Table Rock	090101	Full Approval
Missouri State University	Bachelor of Science Criminology Ozarks Technical College - Waynesville Center	450401	Full Approval
Missouri State University	Bachelor of Science Dance	500501	Full Approval
Missouri State University	Bachelor of Science History	540101	Full Approval
Missouri State University	Bachelor of Science Professional Writing Ozarks Technical College-Table Rock	231303	Full Approval
Missouri State University	Education Specialist Teacher Leadership	131299	Full Approval



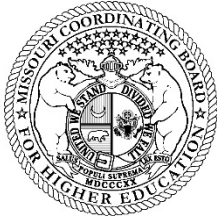
Missouri State University	Master of Arts Teaching and Learning Faught Administration Center	131299	Full Approval
Missouri State University	Master of Science Cybersecurity	111003	Full Approval
Missouri University of Science & Technology	Bachelor of Arts Multidisciplinary Studies	240101	Full Approval
Missouri Western State University	Bachelor of Science Population Health Management	512201	Full Approval
Missouri Western State University	Bachelor of Science Public Relations	090101	Full Approval
Missouri Western State University	Master of Science Information Technology Assurance Administration	111003	Full Approval
Moberly Area Community College	Associate of Applied Science or Certificate Architectural and Mechanical Design	151399	Inactivated by IHE
Moberly Area Community College	Associate of Applied Science Engineering Systems with options in Maintenance and Mechatronics; or certificates in Mechatronics or Maintenance	150499	Deleted by IHE
Northwest Missouri State University	Bachelor of Science in Education Elementary Education (completion program) Northwest-Kansas City Center	131202	Full Approval
Northwest Missouri State University	Master of Science in Education Guidance and Counseling	131101	Full Approval
Northwest Missouri State University	Bachelor of Science Political Science, with options in Public Administration, Criminal Justice and Criminology and Global Affairs	451001	Full Approval
Northwest Missouri State University	Bachelor of Science Marketing MCC-Maple Woods	521401	Full Approval
Northwest Missouri State University	Bachelor of Science Human Services	422707	Full Approval
Northwest Missouri State University	Bachelor of Science Criminology, with options in Adult System, Juvenile System and Diversity	450401	Full Approval
Northwest Missouri State University	Bachelor of Science Computer Science, (completion program) Northwest-Kansas City Center	110101	Full Approval
Northwest Missouri State University	Bachelor of Science Business Management (2+2) Completion Main campus and MCC-Maple Woods	520201	Full Approval
State Fair Community College	Associate of Arts General Studies	240101	Full Approval
Three Rivers College	Associate of Applied Science Agriculture-Agribusiness Caruthersville	010201	Inactivated by IHE
Three Rivers College	Associate of Applied Science Agriculture-Agriculture Science Caruthersville	010201	Inactivated by IHE
Three Rivers College	Associate of Applied Science Agriculture-Agritechnology Caruthersville	010201	Inactivated by IHE
Three Rivers College	Associate of Applied Science Industrial Technology Caruthersville	480508	Inactivated by IHE

Three Rivers College	Associate of Science Forestry	030506	Inactivated by IHE
University of Central Missouri	Master of Science Psychology-Behavior Analysis and Therapy,	422799	Full Approval
University of Central Missouri	Education Specialist Elementary Mathematics Specialist	131311	Full Approval
University of Missouri-St. Louis	Bachelor of Science Psychology	420101	Full Approval

## RECOMMENDATION

Staff recommends the Coordinating Board for Higher Education approve the recommended actions listed above in Table 1.

## NO ATTACHMENTS



Tab 5

## Ozarks Technical Community College and St. Louis Community College Proposals to Offer a Bachelor's Degree in Respiratory Therapy

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

The Coordinating Board for Higher Education discharges its responsibility for coordinating, reviewing, and approving proposed new degree programs by the authority given in §§ 173.005 and 173.030, RSMo. The process for reviewing new degree program proposals is codified in administrative rule 6 CSR 10-4.010 Submission of Academic Information, Data and New Programs. While most programs are reviewed at the routine level (program meets requirements for mission, duplication, location, financial and institutional resources), the rule also provides an opportunity for institutions to propose programs outside of these parameters if certain qualifications are met, as part of the comprehensive review process.

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in [§163.191\(1\), RSMo](#):

*Community college course offerings shall generally lead to the granting of certificates, diplomas, or associate degrees, and may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level or, in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers, and the institution has the academic and financial capacity to offer the program in a high-quality manner.*

The review of proposals for Comprehensive Review is divided into two phases. In Phase I, institutions submit a proposal for consideration by the CBHE, which then decides whether to move forward with a full comprehensive review (Phase II). The CBHE, at its September 16, 2020, meeting, voted to move the OTC and STLCC proposals to Phase II review. The Phase II proposals and supporting documentation [Attachments A-B] were posted for public comment for 20 working days, and comments were received from the University of Missouri System [Attachment C]. Responses were received from both institutions [Attachments D-E]. The Council on Public Higher Education in Missouri (COPHE) raised a question following the December 2020 Coordinating Board meeting regarding STLCC's collaboration outreach. To address this question, STLCC discussed the feasibility of collaboration with Harris-Stowe State University; it was determined that collaboration is not feasible [Attachment F].

### CURRENT STATUS

#### ***Ozarks Technical Community College***

Ozarks Technical Community College's proposal to offer a Bachelor of Science degree in Respiratory Therapy arose from the demand for more respiratory therapists in southwest Missouri and the Commission for Accreditation of Respiratory Care (CoARC) decision to only accept new applications for accreditation for bachelors of respiratory therapy, effective January 1, 2018. Although OTC already has an associate of respiratory therapy program, CoARC will not allow an institution to expand or create satellite associate-level respiratory therapy programs. This proposal seeks to offer a bachelor of respiratory therapy at the Springfield campus, and establish a satellite program at the OTC Waynesville Education Center. OTC received one comment regarding its proposed program during the posted public comment period from the UM System, generally in favor of the proposal, but highlighted the need for OTC to consider program costs and to refine its budget.

## **St. Louis Community College**

St. Louis Community College's proposal to offer a Bachelor of Science degree in Respiratory Care at the Florissant Valley campus is a response to current workforce need in the St. Louis area. The Commission for Accreditation of Respiratory Care (CoARC) made the decision to only accept applications for accreditation for bachelors of respiratory therapy, effective January 1, 2018. Although STLCC already has an associate of respiratory therapy program, CoARC will not allow an institution to expand or create satellite associate-level respiratory therapy programs. STLCC has proposed to offer a bachelor degree in respiratory care to expand its program to a satellite campus. STLCC received one comment regarding its proposed program during the posted public comment period from the UM System, generally in favor of the proposal, but highlighted the need for STLCC to consider program costs.

### External Review Team Report

An external review team, made up of four faculty and program coordinators at University of Missouri-Columbia, Missouri Southern State University, Ozarks Technical Community College, and St. Louis Community College, and two industry experts in respiratory care from Phelps Health in Rolla and Ranken Jordan Pediatric Bridge Hospital in Maryland Heights, met during the month of December to review both proposals.

The team report [Attachment G] reflects a thorough review of the criterion to meet in both proposals. The external review team unanimously supports approval of both Ozarks Technical Community College's and St. Louis Community College's proposals.

Based upon the proposals submitted by the institutions and further review of the comprehensive review criteria from both the external review team and the department, DHEWD staff have concluded that both institutions have provided sufficient evidence to support the requirements as outlined in the administrative rule. The criteria and staff observations about each is included in the attached checklist [Attachments H-I].

## **RECOMMENDATION**

Staff recommend the Coordinating Board provisionally approve Ozarks Technical Community College's proposal for a Bachelor of Science in Respiratory Therapy and St. Louis Community College's proposal for a Bachelor of Science in Respiratory Care for a period of five years.

## **ATTACHMENTS**

- A. Ozarks Technical Community College Phase II Proposal
- B. St. Louis Community College Phase II Proposal
- C. Public Comments
- D. OTC Response to Public Comments
- E. STLCC Response to Public Comments
- F. STLCC Feasibility of Collaboration with HSSU
- G. External Review Team Report
- H. DHEWD Evaluation OTC Phase II Proposal
- I. DHEWD Evaluation STLCC Phase II Proposal

**Proposed Program:**

**Bachelor of Science Degree –  
Respiratory Therapy**

Phase II Proposal

**Submitted by:**

Ozarks Technical Community College

December 2020

## Executive Summary

Southwest Missouri needs more respiratory therapists. By the year 2026, the demand for respiratory therapists is expected to increase 38.5% in the south central and southwest region of the state. The recent coronavirus pandemic has highlighted respiratory therapists' importance to the health, and often survival, of southwest Missourians. In the midst of our current health crisis, respiratory therapists have gained more attention and respect as these professionals have battled on the frontlines of this disease.

Accreditation standards for respiratory care education programs, as established by the Commission on Accreditation for Respiratory Care (CoARC), have changed. Beginning January 1, 2018, community colleges who seek to establish new or satellite respiratory therapy programs must now offer baccalaureate degrees. Ozarks Technical Community College (OTC) wishes to establish a satellite of its existing respiratory therapy program to better serve our region; however, under these accreditation requirements, the college is unable to do so, and therefore, unable to adequately respond to hospitals and health systems experiencing a serious shortage of qualified respiratory therapists.

Fortunately, in 2018, the Missouri State Legislature passed Senate Bill 807, which establishes that Missouri's community colleges may offer bachelor's degrees "in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level..." The changes to the respiratory therapy profession present the exact set of conditions that illustrate why this legislation passed. OTC would not be seeking approval to offer a bachelor's degree in respiratory therapy were it not for these changes by the accrediting body.

OTC has been a long-trusted partner in developing the state's workforce by offering high quality, affordable educational opportunities. The college is vital to the economic health of our service area and is relied upon to provide a pipeline of skilled workers.

OTC is grateful to have the support of our four-year institutions, as evidenced by letters of support in Appendix A.

Ozarks Technical Community College respectfully seeks approval to offer a bachelor's degree in respiratory therapy.

## Rationale for the Proposal

### State of Respiratory Therapy Education in the United States

Across the nation today, the respiratory education model is in a state of transition. Respiratory therapy education functions under the oversight of three different bodies:

- The **American Association for Respiratory Care (AARC)** is the leading national and international professional association for respiratory care.
- The **Commission on Accreditation for Respiratory Care (CoARC)** accredits programs in respiratory care at the associate, baccalaureate, and master's degree level. The mission of the CoARC is to ensure that high quality educational programs prepare competent respiratory therapists for practice, education, research, and service.
- The **National Board for Respiratory Care (NBRC)** is the credentialing arm of the profession and provides the licensure examination and awards the certified respiratory therapist (CRT) and the registered respiratory therapist (RRT) credentials. These credentials are required to work as a respiratory therapist.

Two of these organizations have recently issued position statements or changed standards related to the goal of baccalaureate entry to the profession:

- In 2019, the AARC issued a position statement that sets a goal for a baccalaureate degree to be required for entry to the profession in the year 2030 and thereafter.<sup>1</sup>
- In 2016, the CoARC announced a change to accreditation standards for new respiratory care programs. This change to Standard 1.01 went into effect January 1, 2018. It states:

“Except as provided in the following sentence, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE) and must award graduates of the program a baccalaureate or graduate degree upon completion of the program. For associate degree programs that applied for accreditation or were accredited prior to January 1, 2018, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the USDE. These programs may continue to award graduates of the program an associate degree as long as they remain in compliance with the CoARC Standards.”<sup>2</sup>

While the CoARC states that existing associate degree programs will be supported and may

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<sup>1</sup> “Entry Requirements to Respiratory Practice: 2030 and Thereafter” American Association for Respiratory Care. 1 May 2019. <https://www.aarc.org/wp-content/uploads/2019/09/statement-entry-requirements-to-respiratory-therapy-practice-2030-and-thereafter.pdf>

<sup>2</sup> “CoARC Communication to Our Communities of Interest: Response to AARC Position Statement on Respiratory Therapist Education” Commission on Accreditation for Respiratory Care. 1 December 2017. <https://coarc.com/CoARC/media/Documents/CoARC-Communication-Min-Degree-Requirements-1-28-16-rev-12-1-17.pdf>

remain accredited, it will no longer offer accreditation to any newly-established associate degree program. *A satellite program is considered a new program by CoARC because it requires a separate CoARC number that leads to separate accreditation status.* Because satellite programs have been considered in this manner, CoARC has not allowed accreditation of satellite programs unless the base program was a bachelor's program since the standard changed in 2018. Given this restriction, OTC cannot establish new, or expand existing, programs - even within its own service area. Any program "expansion" or opening of a satellite program is considered a new program under current CoARC accreditation standards.

**If this proposal is approved, OTC will offer a bachelor's degree in respiratory therapy at the OTC Springfield campus, and establish a satellite program at the OTC Waynesville Education Center.** This will allow OTC to better serve the health care facilities in the existing service region.

#### Legislation Regarding Missouri Community Colleges Offering Bachelor's Degrees

In 2018, Missouri passed a law that allows Missouri's community colleges to offer baccalaureate degrees under the following conditions:

- the level of education required in a field for accreditation or licensure increases to the baccalaureate level or,
- in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, and
- when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers.<sup>3</sup>

Based upon changes of the CoARC accreditation standards to only accredit new programs which offer a baccalaureate degree or higher, Ozarks Technical Community College seeks to offer a bachelor of science in respiratory therapy. This condition meets the letter of Senate Bill 807.

### **Phase II Proposal**

Ozarks Technical Community College seeks to offer a bachelor of science in Respiratory Therapy. If approved, OTC will open a satellite location at the Waynesville Education Center, which will serve an additional 10 students each year. The bachelor's degree will be available at both the Springfield campus and the Waynesville Education Center location. The Springfield campus anticipates serving an additional 10-20 students each year.

This document is organized according to the outline provided in **6 CSR 10-4.010 (C) Comprehensive Review.**

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<sup>3</sup> Senate Bills Nos 807 and 577. 2018. <https://www.senate.mo.gov/18info/pdf-bill/tat/SB807.pdf>



**A. Evidence that the proposing institution has explored the feasibility of collaboration with other institutions.**

Ozarks Technical Community college has made outreach to several colleges and universities in its service region:

- Drury University
- Evangel University
- Southwest Baptist University
- Missouri State University

OTC also contacted the only entry-to-practice bachelor’s degree program in the state, the University of Missouri - Columbia. Documentation of these conversations is offered in Appendix A.

With the exception of Missouri State University, none were interested in engaging in a collaborative arrangement. After several productive meetings with MSU’s provost, dean of health and human services and associate dean of health and human services, it was determined that a collaboration would not be feasible. This is documented in the letter from MSU in Appendix A.

OTC continues its close and highly-valued relationship with MSU. OTC’s bachelor’s degree will have a clinical and research focus and will not duplicate MSU’s degree-advancement bachelor’s degree, which focuses on education, leadership, and management. OTC will continue to refer students who seek career advancement in those areas to MSU’s program, as it has done for many years.

**B. Alignment with Blueprint for Higher Education goals.**

OTC has been an important partner in Missouri’s Big Goal that 60 percent of adults have a two- or four-year degree or certificate by 2025. This proposal aligns with the goals set forth in the *Blueprint for Higher Education*.

Attainment

OTC already contributes significantly to Missouri’s Big Goal through its service to citizens within its service region. According to Fall 2020 data from the Missouri Department of Higher Education and Workforce Development for OTC’s 12-county service region, OTC serves:

- 63% of all students attending a higher education institution in Missouri
- 94% of all students attending a two-year institution in Missouri.

This proposal will allow OTC to expand its capacity to train more respiratory therapists, thus

helping more Missouri citizens earn a college degree. However, without approval to offer the respiratory therapy degree at the baccalaureate level, this increased capacity will not be achieved. We anticipate serving an additional 20-30 students annually once approved to offer the bachelor's degree. This moves Missouri closer to its goal, and fills an important workforce need.

### Affordability

OTC offers affordable educational opportunities to students. OTC has a three-tiered system for tuition, with the highest cost programs offered at the Tier III per-credit-hour rate. All OTC healthcare programs fall into Tier III, and the bachelor's degree in Respiratory Therapy will be no exception. Currently, this rate is **\$130 per credit hour (in-district) or \$179 per credit hour (out-of-district)**.<sup>4</sup>

Even at OTC's highest tuition tier, this is still lower than the average per credit hour rate for Missouri. According to the Missouri Comprehensive Fee Survey for Public Institutions of Higher Education (FY 2020), the **average per credit hour tuition rate among Missouri's four-year institutions is \$258**.<sup>5</sup>

### Quality

OTC has become known as a strong driver of southwest Missouri's economy. The college has a consistent track record of offering high-quality education and training opportunities. A 2017 economic impact study found that OTC generated \$234 million in added income to the OTC Service Area economy. The same study noted that an average annual return on investment for students is 18.5%; for local taxpayers, 13.4%; and for state and local taxpayers, 15.8%.<sup>6</sup>

OTC is recognized for quality, not only regionally and statewide, but nationally as well. In addition to being fully accredited by the Higher Learning Commission, the college has been named among the top 150 community colleges in the United States in multiple years by the prestigious Aspen Institute, most recently in 2019.<sup>7</sup>

OTC is known for helping educate and support a qualified and highly skilled workforce. The existing Respiratory Therapy program at OTC is no exception. As evidence of this, **OTC's respiratory therapy program is the only associate-level program in the United States to receive the CoARC Distinguished RRT Credentialing Success Award for the last nine years in a row**. Below is data from the 2019 and 2020 *Report on Current Status*<sup>8</sup> as evidence of OTC's

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<sup>4</sup> "Required Tuition and Fees." <https://services.otc.edu/finance/tuition-fees/>

<sup>5</sup> Missouri Comprehensive Fee Survey for Public Institutions of Higher Education (2021). [https://dhewd.mo.gov/data/documents/CompFee\\_FY2021\\_summary.pdf](https://dhewd.mo.gov/data/documents/CompFee_FY2021_summary.pdf)

<sup>6</sup> "Ozarks Technical Community College Fact Sheet: The Economic Value of Ozarks Technical Community College (August 2017). <https://research.otc.edu/media/uploads/2017/10/OTC-Economic-Impact-Study-Fact-Sheet.pdf>

<sup>7</sup> "OTC Named Finalist for Aspen Prize for Community College Excellence." (2019) <https://news.otc.edu/otc-named-finalist-aspen-prize/>

<sup>8</sup> Report of Current Status (RCS) <https://coarc.com/Students/Programmatic-Outcome-Data.aspx>

program quality:

	Retention	Job Placement	RRT Credentialing	TMC High Cut Score Pass Rate	Employer Satisfaction	Graduate Satisfaction
<b>2019</b>	91%	100%	100%	100%	100%	100%
<b>2020</b>	93%	98%	94%	96%	100%	100%

*(These data reflect a rolling three-year average.)*

The CoARC Entry-to-Practice Accreditation Standards state the following in regards to the qualifications of faculty in a bachelor’s or master’s respiratory care program:<sup>9</sup>

**Standards 2.02/2.08:** The Program Director (PD) and Director of Clinical Education (DCE) of a bachelor’s or master’s program must have earned at least a master’s degree from an academic institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education (USDE).

OTC employs two full-time faculty in the Respiratory Therapy program who **meet or exceed** these standards:

**Dr. Aaron Light**, DHSc., RRT-ACCS, serves as program director. Dr. Light’s credentials include:

- Doctorate of Health Science**  
Nova Southeastern University
- Master of Science - Respiratory Care Leadership**  
Northeastern University
- Bachelor of Science - Respiratory Therapy**  
Missouri State University
- Bachelor of Science - Management**  
Missouri State University
- Associate of Applied Science - Respiratory Therapy**  
Ozarks Technical Community College

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<sup>9</sup> “Accreditation Standards for Entry into Respiratory Care Professional Practice” Commission on Accreditation for Respiratory Care. 2020. <https://www.coarc.com/News-and-Events/CoARC-Entry-Standards-7-1-2020.aspx>

**Brandon Burk, MS, RRT-ACCS**, serves as Director of Clinical Education. Mr. Burk's credentials include:

**Master of Science - Respiratory Care Leadership**

Northeastern University

**Bachelor of Science - Respiratory Therapy**

Missouri State University

**Associate of Applied Science - Respiratory Therapy**

Ozarks Technical Community College

OTC also currently employs five part-time faculty in the respiratory therapy program. **All meet or exceed** the requirements for teaching at the associate-degree level.

**Standards 2.03/2.09:** The PD and DCE must hold a valid Registered Respiratory Therapist (RRT) credential and current state license; have a minimum of four (4) years' experience as a Registered Respiratory Therapist with at least two (2) years in clinical respiratory care; have a minimum of two (2) years' experience teaching either as an appointed faculty member in a CoARC accredited respiratory care program or as a clinical instructor/preceptor for students of such programs; complete the CoARC key personnel training program.

OTC's current respiratory therapy program faculty **meet or exceed** the required levels of education and experience to teach at the baccalaureate level:

**Dr. Light** holds credentials as a Registered Respiratory Therapist and Adult Critical Care Specialist. He worked as a respiratory therapist for nearly 14 years in adult ICUs, neonatal intensive care, and pediatric intensive care. He has taught at OTC since 2003.

**Mr. Burk** holds credentials as a Registered Respiratory Therapist and Adult Critical Care Specialist. He worked as a respiratory therapist for three years and served as the Educational Coordinator for the Respiratory Care at Mercy-Springfield before joining OTC as an educator in 2015.

Both Dr. Light and Mr. Burk are published researchers and regularly present at professional conferences. Both hold memberships in several professional organizations, including the Missouri Society of Respiratory Care (MSRC) and the American Association of Respiratory Care (AARC). Dr. Light serves on the board of the AARC.

**Faculty added to the respiratory therapy program will also meet or exceed the CoARC standards for teaching in a baccalaureate degree program.**

### Research and Innovation

Research is an important component of existing respiratory therapy programs. According to the *AARC Issue Paper - Entry to Practice in Respiratory Therapy*,

“Advances in technology, disease management, telemedicine, patient navigation, disease protocols, evidence-based medicine, palliative care, and clinical research now are mainstays in medicine and clinical practice. The future demands respiratory therapists to be well versed in these areas of patient care in order to remain relevant members of the interprofessional health care team.”<sup>10</sup>

The AARC organized a series of conferences (2015 and Beyond Conferences) to address many issues including the roles and responsibilities of respiratory therapists in the future as well as the competencies required for RTs to succeed. In the article related to competencies that would be required of RTs, the following is stated:

“The information age of the future will be replete with changes in the scope of practice. The science of respiratory care will continue to expand at the same pace as medicine. Projections regarding the profession must incorporate new technology, new therapeutic approaches, and data management skills, which the future RT will need to be successful in the workplace. Clinical decisions will be increasingly data driven; with evidence-based medicine guiding the activities of the therapist. The need for therapists to be actively involved in research will continue to grow. The use of protocols to guide respiratory care within and outside the intensive care unit (ICU) will continue to expand.”<sup>11</sup>

One of the major competency areas determined essential was Competency Area III: Evidence-Based Medicine and Respiratory Care Protocols, which includes the ability of respiratory therapists to review and critique published research, explain the meaning of general statistical tests, and apply evidence-based medicine to clinical practice.

Though OTC’s existing respiratory therapy program integrates research opportunities for students, current restrictions on credit hours in an associate-level respiratory care program make it difficult to provide students the necessary time to learn and practice these critical research skills. OTC’s bachelor’s program will include dedicated research coursework to advance research in the field of respiratory care. The proposed curriculum is detailed in Appendix C.

### Investment, Advocacy and Partnerships

Healthcare providers across southwest Missouri are enthusiastic supporters of this proposal. They are in the difficult position of trying to provide the best level of care to their patients, yet they are hurting due to the shortage of qualified respiratory therapists. Health care organizations and hospitals - from large to small – are seeking help to develop a pipeline of

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<sup>10</sup> “Issue Paper: Entry to Respiratory Therapy Practice 2030” American Association for Respiratory Care. September 2019. <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-executive-summary-entry-to-respiratory-therapy-practice-2030.pdf>

<sup>11</sup> Barnes, Thomas; Gale, David; Kacmarek, Robert, Kageler, Woody. “Competencies Needed by Graduate Respiratory Therapists 2015 and Beyond” *Respiratory Care*. May 2010. American Association for Respiratory Care. [https://www.aarc.org/wp-content/uploads/2013/07/2015\\_competencies\\_needed.pdf](https://www.aarc.org/wp-content/uploads/2013/07/2015_competencies_needed.pdf)

skilled professionals but OTC is, at the present time, unable to respond to that need. Letters of support in Appendix B are evidence of their need and their support.

## Evidence of Institutional Capacity

*(I). Assessment of the institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads):*

### General

OTC is accredited by the Higher Learning Commission (HLC), which establishes standards for academic and student support services, as well as faculty credentials. The HLC requires accredited institutions to provide regular evidence to indicate compliance with its Assumed Practices and Criteria for Accreditation. Institutions must demonstrate that they have the resources, structures, and processes sufficient to fulfill their missions, improve the quality of their educational offerings, and respond to future challenges and opportunities (Criteria for Accreditation 5). They must also ensure that they have sufficient numbers and continuity of faculty members to carry out both the classroom and the non- classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff (Criteria for Accreditation 3.C.1) and that all instructors and student services staff are appropriately qualified (Criteria for Accreditation 3.C.3/3.C.7). All institutions must demonstrate responsibility for the quality of their educational programs, learning environments, and support services, and evaluate their effectiveness for student learning through processes designed to promote continuous improvement (Criteria for Accreditation 4).<sup>12</sup>

OTC has already been in contact with the HLC about submission of a New Program Substantive Change application, which would grant approval for OTC to offer a baccalaureate degree. If OTC obtains CBHE approval of this proposal, the college is ready to engage in this process with the HLC.

In addition, **OTC's Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (CoARC)**. CoARC accreditation standards require accredited institutions to demonstrate their capacity to meet academic and student support needs. The CoARC standard 2.01 Institutional Resources Interpretive Guideline states that sponsor institutions "should have the financial resources required to develop and sustain the program on a continuing basis" and that this includes academic support resources, in addition to qualified faculty.<sup>13</sup>

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<sup>12</sup> "HLC Policy: Current Criteria for Accreditation" Higher Learning Commission. June 2014.

<https://www.hlcommission.org/Policies/criteria-through-august-31-2020.html>

<sup>13</sup> "Entry into Practice Standards" [https://www.coarc.com/getattachment/Accreditation/Entry-into-Practice-Standards/CoARC-Entry-Standards-7-1-2020-\(1\).pdf.aspx?lang=en-US](https://www.coarc.com/getattachment/Accreditation/Entry-into-Practice-Standards/CoARC-Entry-Standards-7-1-2020-(1).pdf.aspx?lang=en-US)

### Academic and Student Support Services

OTC has approached academic and student support in a holistic manner. The college is in the process of implementing a Student Success model which assigns a designated navigator to each student upon application to the institution. Navigators serve as the central point of contact for the student from application through graduation. These individuals guide the student to success by pointing the student to college services that will benefit them and their unique circumstances. Some of the comprehensive academic and student supports in place include:

- Free academic tutoring in nearly every general education course offered at the college, as well as some Allied Health and Technical Education offerings. This includes a dedicated Writing Center. All academic tutoring is offered in-person and virtually through Zoom.
- A comprehensive library featuring diverse collections, interlibrary loan services, MOBIUS access, and research databases that are discipline-specific, such as Allied Health Search, CINAHL, and Nursing Reference Center Plus.
- Dedicated disability support services staff that foster an environment in which individuals are viewed on the basis of ability, not disability.

### Faculty Resources

All faculty teaching at OTC, part-time or full-time, meet the credentialing requirements set forth by the HLC for their discipline. All general education faculty possess a minimum of a master's degree with at least 18 graduate credit hours in the discipline they teach. The Respiratory Therapy program employs two full-time faculty and five part-time faculty. To support a bachelor's level program, OTC plans to add two full-time Respiratory Therapy faculty who will possess the required credentials. One will serve as the program site coordinator at the Waynesville Education Center.

Full-time faculty at OTC teach a base load of 15 credit hours per semester. In Allied Health programs, full-time faculty teach between 15-25 contact hours weekly. Program directors teach 10-15 contact hours each week, and the director of clinical education in Respiratory Therapy is responsible for 10-15 contact hours of instruction per week. The site coordinator will have a teaching load of 15-20 contact hours each week.

All faculty members at OTC are supported by the Center for Academic Innovation (CAI). The CAI exists to provide faculty development, including curriculum development support and strategies for teaching improvement. New faculty are supported through a year-long assimilation and support program, the New Faculty Institute. Each new faculty member is assigned a seasoned faculty mentor during the first year of their employment.

### ***(II). Comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program***

It is important to note that most healthcare training programs are costly to implement and sustain, and they are not offered as profit centers for the college. They are offered to serve the

region’s need for a skilled healthcare workforce, consistent with OTC’s mission. As the need exists for a credentialed respiratory therapy workforce in our region, the college understands and commits the resources necessary to supplement and support all academic program costs, both directly and indirectly.

Respiratory Therapy Instructional Program – 3-Year Revenue/Expense Analysis

RESPIRATORY THERAPY INSTRUCTIONAL PROGRAM - 3-Year Revenue/Expense Analysis				
	BS - YEAR 1 PROJECTION	(AAS only) FY20	(AAS only) FY19	(Incremental Costs of the 30-New Student Cohort only)
Tuition & Fees	456,300	143,520	138,000	312,780
Salaries & Benefits	471,995	215,595	198,913	256,400
Professional Development	10,975	4,878	3,123	6,097
Accreditations	5,650	2,100	2,100	3,550
Supplies & Services	15,500	6,881	6,408	8,619
Equipment *	72,750	0	23,564	72,750
<b>Program Expenses</b>	<b>576,870</b>	<b>229,454</b>	<b>234,108</b>	<b>347,416</b>
<b>NET</b>	<b>(120,570)</b>	<b>(85,934)</b>	<b>(96,108)</b>	<b>(34,636)</b>

Budget Narrative

**Tuition and Fees:** For FY20, OTC capacity in respiratory therapy is 24 students. These students are enrolled in approximately 46 credit hours (excluding general education courses) at \$130 per credit hour.

Adding an estimated 30-student cohort for the BS degree, will bring the total students served to 54 enrolled in 65 respiratory therapy credit hours. At \$130 per credit hour, this equals \$456,300.

Program fees are not included on this budget since they go directly to pay for student supplies. These fees are adjusted as needed.

**Salaries and Benefits:** Currently, two full-time faculty support the existing AAS program. Current salary and fringe benefits expenses is \$190,000 (approximately 36% fringe benefits). Additional part-time faculty are employed at an annual cost of \$26,000.

For the BS cohort, three additional full-time Respiratory Therapy faculty will be added. This equals \$224,400 in added personnel expenses (approximately \$55,000 plus fringes for each). It is anticipated that additional part-time faculty will need to be employed as well at an annual cost of \$32,000 (2.25 times existing expense). This totals \$471,995.



**Other Direct Program Costs:** *(projected costs were determined by calculating 2.25 times existing expenses)*

**Professional Development:** OTC budgets allow for faculty to engage in important professional development opportunities to maintain currency with the profession.

**Accreditations:** Costs associated with accreditation fees. The CoARC accreditation of the satellite location will be added.

**Supplies and Services:** Necessary supplies needed for support of instructional activities. This includes office supply costs for faculty.

**Equipment:** Necessary equipment needed for support of instructional activities. Equipment costs needed for the new cohort total \$291,000. Equipment purchases are reimbursed through state grant funding up to 75% of cost, or \$72,750. This is a first-year cost only.

The existing classroom and lab space at the Springfield campus is adequate to accommodate the additional BS student cohort. At the Waynesville Education Center, one classroom will be remodeled as a respiratory therapy lab space, creating an educational environment for Waynesville students that is equitable in space and equipment to the Springfield lab. This is an additional one-time cost of approximately \$11,000 that the college has adequate funds to cover and is not a program expense.

Other direct costs, such as administrative, academic and student services, and marketing costs can be absorbed into existing budgets with no increase.

***(III). Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities and instruction equipment;***

The following data are specific to the state of Missouri and can be found in CoARC's 2019 *Report on Accreditation in Respiratory Care Education* and the 2020 *Report of Current Status* attached as Appendix D.

#### **APPLICATIONS**

*Respiratory Care Applications in Missouri:*

	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Associate's</b>	170	103	132	164
<b>Bachelor's</b>	25	25	19	28

*Respiratory Care Applications at OTC:*

	2020	2019	2018	2017	2016	2015
Associate's	35	30	45	35	20	25
Bachelor's	NA	NA	NA	NA	NA	NA

**ENROLLMENTS**

*New Enrollments in Missouri:*

	2018 Max Capacity	2018	2017	2016	2015
Associate's	243	126	78	86	120
Bachelor's	24	19	22	10	21

*New Enrollments at OTC:*

	2020 Max Capacity	2020	2019	2018	2017	2016	2015
Associate's	24	20	15	22	18	14	19
Bachelor's	NA	NA	NA	NA	NA	NA	NA

**GRADUATES**

*Total Graduates of Respiratory Therapy programs in Missouri:*

	2018	2017	2016	2015
Associate's	98	92	96	118
Bachelor's	8	20	15	11

*Total Graduates of Respiratory Therapy at OTC:*

	2020	2019	2018	2017	2016	2015
Associate's	0	12	18	14	13	15
Bachelor's	NA	NA	NA	NA	NA	NA

These applicant, enrollment, and graduate numbers are instructive in the following ways:

- Missouri’s community colleges have historically been the primary producers of qualified respiratory therapists in the state.
- The total number of graduates from respiratory therapy programs in Missouri the estimated 220 annual vacancies. The number of graduates from OTC is not enough to fill the estimated 40 vacancies in our service region.
- As the profession moves to a bachelor’s for entry requirement, those who aspire to become respiratory therapists will be required to obtain a baccalaureate degree.
- Respiratory therapy program applicants and enrollments are on the uptick again after a periodic lull. *Note:* The pandemic and COVID-related concerns caused some students who were admitted to OTC’s program to decline enrollment in 2020.
- Increased applicant numbers indicate increasing interest in the field of respiratory care. However, a more concerted effort to increase awareness of the respiratory care profession is needed. The recent global pandemic has brought greater awareness of the profession where little may have previously existed.

As respiratory care pushes further toward the requirement of a bachelor’s degree for entry to the profession, there is indication that the number of therapists who have or desire to attain a bachelor’s degree is increasing. The most recent AARC Human Resource Survey of 19,281 therapists reported these key findings:

- The percentage of respondents reporting a bachelor’s degree or higher went from 40.5% in 2014 to 43.2% in 2017.
- 11.9% of respondents in the associate’s degree category in the 2017 survey said they were working on a higher academic degree.
- The percentage of respondents who reported that they were pursuing a higher degree to advance their career in respiratory care increased from 2014 to 2017.
- Further analysis of the results led the authors to conclude that 55–56% of respondents either had or may have been working toward a bachelor’s degree in 2017.<sup>14</sup>

#### ***(IV). Description of accreditation requirements.***

In order to practice as a respiratory therapist in 49 out of 50 states (except Alaska), a state license is required. To become licensed, respiratory therapy graduates must pass the National Board for Respiratory Care (NBRC) board exams. Admission requirements for the NBRC board exams state that applicants must be graduates of a program accredited by the Commission on Accreditation for Respiratory Care (CoARC).<sup>15</sup> As stated previously, the mission of the CoARC is to ensure that high quality educational programs prepare competent respiratory therapists for practice, education, research, and service.

Beginning January 1, 2018, the CoARC updated its Standard 1.01, which is still current in its

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<sup>14</sup> AARC Respiratory Therapist Human Resource Study. 2017. <https://www.aarc.org/resources/tools-software/aarc-respiratory-therapist-human-resource-study-2014/>

<sup>15</sup> Examinations. The National Board for Respiratory Care. June 2020. <https://www.nbrc.org/examinations/>

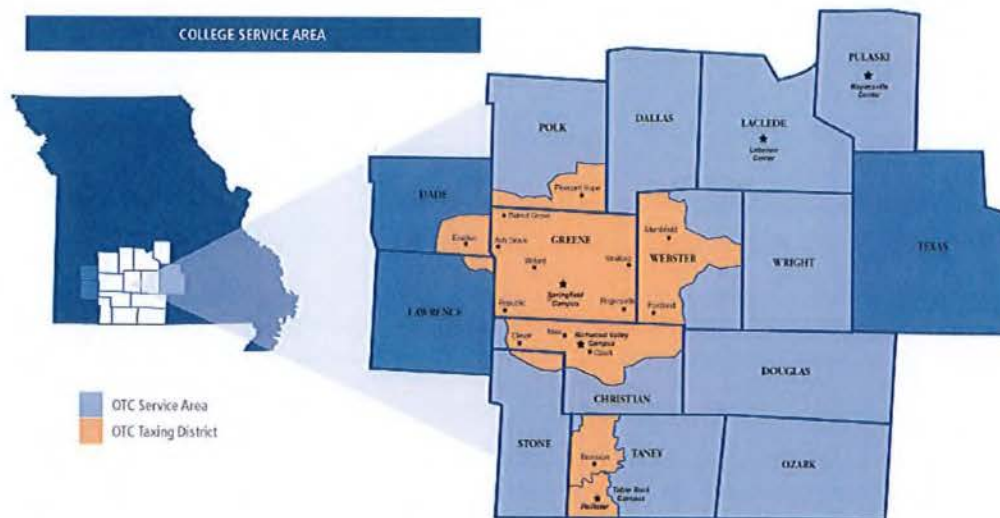
most recent update in the 2020 Entry to Respiratory Care Practice Standards:

**Standard 1.01:** Except as provided in the following paragraphs, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education (USDE) and must award program graduates a baccalaureate or graduate degree.

Associate degree programs that were accredited prior to January 1, 2018, or that applied for accreditation prior to January 1, 2018 and have subsequently received accreditation, may continue to award program graduates an associate degree as long as they remain accredited by the CoARC. Sponsors of these programs must be post-secondary academic institutions accredited by a regional or national accrediting agency recognized by the USDE and must award program graduates an associate degree.<sup>16</sup>

### C. Evidence that the Proposed Program is Needed

*(I). Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area.*



**OTC offers the only CoARC-accredited respiratory therapy program in its 12-county service region.** Missouri State University in Springfield offers a degree advancement bachelor's degree in Respiratory Therapy for those who already hold a Registered Respiratory Therapist credential; however, the program is not CoARC accredited.

<sup>16</sup> "Accreditation Standards for Entry into Respiratory Care Professional Practice" Commission on Accreditation for Respiratory Care. 2020. <https://www.coarc.com/News-and-Events/CoARC-Entry-Standards-7-1-2020.aspx>

The OTC service region encompasses approximately 140 miles and serves a large rural student population. Internal research indicates that nearly half of OTC students reside in a rural area. Many of these students are place-bound due to family or financial obligations, so access to educational opportunities is limited. Sixty-five percent of OTC students receive some form of financial aid.<sup>17</sup> OTC's strategic placement of campuses and education centers throughout our service region, as well as the low cost of attendance, provide greater access for education and job training.

The capacity to delivery respiratory therapy curriculum online is limited due to the required hands-on, skills-based lab and clinical component. Also, accreditation requirements and the parameters placed upon satellite programs are limiting in terms of distance between sites and personnel required at each location. There is no unnecessary duplication of other programs within the geographic area of OTC's service region.

***(II) Rigorous analysis demonstrating strong and compelling workforce need;***

The U.S. Bureau of Labor Statistics estimates that the demand for respiratory therapists will grow 21% from 2018 to 2028, much faster than the average for all occupations. The aging population will lead to an increased demand for respiratory therapy services and treatments. The most need for respiratory therapists will be in rural areas.<sup>18</sup>

The Missouri Economic Research and Information Center (MERIC) reports that healthcare is the top industry in the state; unfortunately, the demand for qualified healthcare providers outpaces supply. This is true for respiratory therapists as well. MERIC data indicate that the demand in Missouri for skilled respiratory therapists will grow nearly 28% by 2026, with annual vacancies numbering 220 statewide.<sup>19</sup> The Ozark Region anticipates a 38.5% growth.<sup>20</sup> In fact, MERIC identifies Respiratory Therapy as a "Top Grade Career" in the Ozark Region of the state.

However, for the last three years of IPEDS completion data, Missouri institutions have produced an average of only 163 respiratory therapy graduates annually. If OTC is approved to offer a bachelor's in respiratory therapy, there is potential to help narrow the workforce pipeline gap in this industry.

Additionally, respiratory therapy is a well-paying occupation. According to MERIC, the average entry-level salary for Respiratory Therapists is \$45,020 with an average annual wage of \$56,340.

It is important to note that these data were compiled before the recent novel coronavirus

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<sup>17</sup> Fall 2019 Fact Sheet. <https://research.otc.edu/media/uploads/2020/02/2019-Fast-Facts.pdf>

<sup>18</sup> Occupational Outlook Handbook: Respiratory Therapists. Bureau of Labor Statistics. June 2020. <https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>

<sup>19</sup> Real Time Labor Market Data. Missouri Economic Research and Information Center. June 2020. <https://meric.mo.gov/media/pdf/real-time-labor-market-summary>

<sup>20</sup> Regional Profiles. Missouri Economic Research and Information Center. June 2020. <https://meric.mo.gov/regional-profiles>

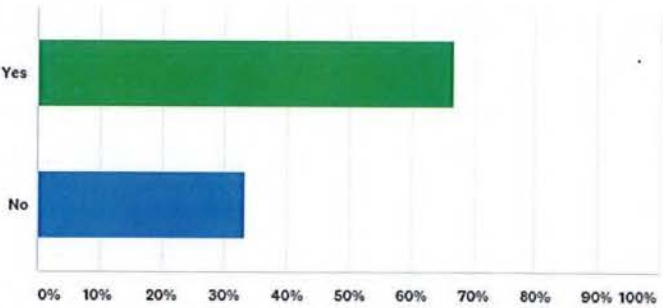
pandemic, which has highlighted the need for skilled and highly-trained respiratory therapists who work on the frontlines of the fight against this illness. Burnout is reported to be extremely high in the profession due to the stress of long hours, shortage of ventilators, and lack of adequate personal protective equipment.<sup>21</sup>

Statewide, the demand for respiratory therapists is outpacing supply. This is especially true in the Ozark Region of Missouri, which anticipates a nearly 40% increase in the need for respiratory therapists by 2026.<sup>22</sup> A survey of currently-posted job openings at hospitals within OTC’s service region shows nearly 40 respiratory care vacancies; at the present time, OTC is approved to serve only 24 students.

An external market analysis was conducted by BKD, which confirms that job posting and employment metrics show growth and score at the 77<sup>th</sup> percentile of all academic programs in the OTC service area; job postings show a 90<sup>th</sup> percentile score over the last 12 months in the aggregate of southwest Missouri counties. The market analysis also shows that student demand reported in the 86<sup>th</sup> percentile of all academic programs in OTC’s service area counties, and in the 81<sup>st</sup> percentile of all academic programs in southwest Missouri. BKD’s full market analysis can be found in Appendix E.

In 2018, the Missouri Society for Respiratory Care (MSRC) sent out a survey to all members asking therapists in the state if a BS degree should be the entry to the profession. This was a statewide survey conducted in response to the AARC’s position statement. It was sent to AARC members via an email link placed on the MSRC social media pages and promoted by MSRC board members. As demonstrated by the chart below, subjects were asked, “Do you feel that the move to BS entry is the correct move for Respiratory Therapy?” The survey received 135 responses from across the state; 68.89% (93) stated “Yes,” and 31.11% (42) stated “No.”

**Q2 Do you feel that the move to BS entry is the correct move for Respiratory Therapy?**



An expansion to the northern part of our service area in Waynesville will help supply that

<sup>21</sup> “Even After the Coronavirus Pandemic, America Can’t Breathe Easy.” US News and World Report. 1 April 2020. <https://www.usnews.com/news/healthiest-communities/articles/2020-04-01/coronavirus-pandemic-exposes-need-for-respiratory-therapists>

<sup>22</sup> Regional Profiles. Missouri Economic Research and Information Center. June 2020. <https://meric.mo.gov/regional-profiles>

region with a pipeline of skilled therapists. OTC also has an established presence on-site at Fort Leonard Wood, and there has been an indication of interest in this program among service members and their families. The OTC Waynesville location's close proximity to Fort Leonard Wood will benefit our military student population who wish to pursue this degree.

***(III) Clear plan to meet the articulated workforce need***

**(a) Aligned curriculum with specific knowledge and competencies needed to work in the field**

Due to the quality of OTC's program as documented earlier in this proposal, the OTC Respiratory Therapy program boasts a 100% placement rate for its graduates. The CoARC standards for respiratory therapy curriculum are consistently followed and the curriculum will be adapted for offering at the bachelor's level.

The CoARC addresses its program goals in Standard 3.01:

"The program must have the following goal defining minimum expectations: "To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)."<sup>23</sup>

It further stipulates additional requirements for bachelor's degrees or higher:

"For programs offering a bachelor's or master's degree, the program must have the following additional goal defining minimum expectations: "To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advanced clinical practice (which may include an area of clinical specialization)."<sup>24</sup>

Standard 4.01 more specifically defines minimum course content:

"The curriculum must include content in the following areas: oral and written communication skills, social/behavioral sciences, biomedical/natural sciences, and respiratory care. This content must be integrated in a manner that promotes achievement of the curriculum's defined competencies."<sup>25</sup>

Standard 4.02 further explains the requirements, specifically for bachelor's programs or higher:

"The curriculum must include preparation for practice as a respiratory therapist with

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<sup>23</sup> "Statement of Program Goals, 3.01." <https://www.coarc.com/CoARC/media/Documents/CoARC-Entry-Standards-1-1-18.pdf>

<sup>24</sup> "Statement of Program Goals, 3.01." <https://www.coarc.com/CoARC/media/Documents/CoARC-Entry-Standards-1-1-18.pdf>

<sup>25</sup> "Curriculum: Minimum Course Content, 4.01." <https://www.coarc.com/CoARC/media/Documents/CoARC-Entry-Standards-1-1-18.pdf>

exposure to a broad variety of practice settings (e.g., hospital, long-term care, home care, clinic/physician office).

For programs offering a bachelor's or master's degree, the program must include content related to leadership development in management, education, research AND/OR advanced clinical practice (which may include an area of clinical specialization)."<sup>26</sup>

Standards 4.04 through 4.07 further define the competencies required of a Registered Respiratory Therapist, including diagnostic and therapeutic procedures, team and interpersonal communication skills, critical thinking and problem-solving, and ethical decision-making.<sup>27</sup>

OTC's proposed bachelor's degree in respiratory therapy has been developed with alignment to these standards in mind. A draft of the proposed program is included in Appendix C, which incorporates all the elements required by the CoARC standards. The program is designed to have a heavy clinical focus and includes five semesters with a clinical component. It is also designed with a focus on research. These emphases serve to provide students with the necessary knowledge and skills to be exceptional clinicians, but also provides them with a solid educational foundation should they desire to progress to a master's degree.

Further, AARC respiratory care competencies include collection of diagnostic information, disease management, evidence-based medicine and respiratory care protocols, patient assessment, leadership, emergency and critical care, assessment of therapeutics, application of therapeutics, and post-acute care.<sup>28</sup>

Student learning outcomes will be based upon the necessary skills, knowledge, and professional behaviors required of a Registered Respiratory Therapist with a bachelor's degree as stipulated by the CoARC and the AARC. The credentialing organization, the National Board for Respiratory Care (NBRC) has created a matrix of the two required board exams for the RRT credential that align with a nationwide job analysis performed every five years. The last update was in January 2020. The proposed curriculum in Appendix C has been aligned with the NBRC matrix in Appendix F.

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<sup>26</sup> "Curriculum: Minimum Course Content, 4.02." <https://www.coarc.com/CoARC/media/Documents/CoARC-Entry-Standards-1-1-18.pdf>

<sup>27</sup> "Curriculum: Minimum Course Content, 4.04-4.07." <https://www.coarc.com/CoARC/media/Documents/CoARC-Entry-Standards-1-1-18.pdf>

<sup>28</sup> "Respiratory Care Competencies." <https://www.aarc.org/wp-content/uploads/2017/02/respiratory-care-competencies.pdf>



(b) Providing students with external learning experiences to increase probability they will remain in the southwest Missouri region after graduation

It is common for students pursuing a career in health care to go to work in settings in which they have had a good clinical experience. OTC's Respiratory Therapy program has several established clinical sites in the OTC service region:

- CoxHealth – Springfield
- CoxHealth Home Support – Springfield
- CoxHealth – Branson
- Mercy – Springfield
- Select Specialty Hospital – Springfield
- Citizen's Memorial Hospital – Bolivar

In addition, Phelps County Regional Medical Center in Rolla has pledged to support clinical placements, as well as Lake Regional Hospital in Osage Beach. Other sites are being considered for expansion, including Capitol Regional Medical Center in Jefferson City, CoxHealth in Monett, and Mercy Hospital in Lebanon.

While OTC cannot ensure that graduates will stay within the service region, it has been our experience that supporting students with quality clinical opportunities increases that likelihood. Most of OTC's students stay in Missouri post-graduation, and this is true of Respiratory Therapy graduates as well.

(c) A plan for assessing the extent to which the new program meets workforce need when implemented

Each year, Respiratory Therapy programs provide the CoARC a report of their assessment surveys and outcomes data for their program. The assessment piece includes surveys from employers of graduates, graduates, current students and program faculty (including the Advisory Committee). Last year, the OTC associate degree program received passing marks in all areas of the survey assessment except for one low rating (one respondent) that mentioned the temperature of the classroom. The full report and survey questions in the included 2020 annual report are submitted as Appendix D. Some key outcomes of the 2017-2019 cohorts:

- The OTC associate degree program received a **100% overall graduate satisfaction** rating from the 2017, 2018, and 2019 graduates.
- During those same years, **employers reported a 100% overall satisfaction** with the graduates.
- The outcome data for OTC associate degree program includes a **94% pass rate on the RRT (Registered Respiratory Therapist)** for program graduates, with 96% of them passing the Therapist Multiple Choice exam at the high cut score.
- Even though the program is a rigorous one with high demands of excellence, the program **maintained a 93% retention rate**.
- During that time frame, graduates reported a **98% job placement rate** with only one

- During that time frame, graduates reported a **98% job placement rate** with only one graduate not working in the field.

The success of the program on outcome measurements has led the program to receive the CoARC Distinguished RRT Credentialing Success Award nine times and receive the CoARC Excellence in Respiratory Care Education Award in 2009 (CoARC only awarded this award in 2009). Only three programs in the United States have received the CoARC Distinguished Credentialing Success Award nine times, and OTC is the only associate-level program in that group.

In addition to the annual report that assesses the respiratory therapy program, program faculty review the results of student exit exams and the current NBRC matrix every year. Students in the spring semester of the program must take and pass mock board exams that are purchased from the NBRC for school testing purposes. The results of these exams are broken down into categories associated with the NBRC matrix and faculty will assess where students need more work in the program. Additionally, the graduates' actual NBRC board examinations are assessed for the same areas of improvement for the program.

In addition to these outcomes metrics, the Respiratory Therapy program relies heavily upon its advisory committee for feedback. This group is comprised of regional respiratory therapy industry professionals, college faculty, the program's medical director, and students. Their input guides the revision and development of curriculum and instruction to ensure that graduates are highly competent and valuable employees for area health care providers.

Once the bachelor's-level program is started, OTC will use the same methods of assessment to ensure that workforce needs are being met.

## **Appendix A**

### **Correspondence Regarding Collaborations with Four-Year Institutions in Missouri**



MISSOURI  
SYSTEM  
SCHOOL  
OF  
RESPIRATORY  
THERAPY

June 25, 2020

Commissioner Zora Mulligan  
Missouri Department of Higher Education and Workforce Development  
P.O. Box 1469  
Jefferson City, MO 65101

Dear Commissioner Mulligan:

In May 2020, the University of Missouri System (UM) was notified by Ozark Technical College (OTC) and St. Louis Community College (STLCC) of their intent to submit a preliminary proposal to offer a baccalaureate degree in respiratory care. Both institutions expressed interest in exploring the feasibility of a collaboration with UM. MU currently offers an accredited bachelor's degree program in respiratory therapy. Following internal discussions and a conversation with the vice chancellors for academic affairs at OTC and STLCC, UM has concluded that at this point we are not interested in developing a collaborative bachelor's program with either institution.

Policy changes initiated by the Commission on Accreditation for Respiratory Care (CoARC) were amended and OTC and STLCC would require the authorization to offer the baccalaureate-level program to start a new or expand an existing respiratory care program. The developing COVID-19 pandemic makes the value of further investments in respiratory therapists obvious, and it is likely there will be workforce demand in both Springfield and St. Louis.

OTC and SLCC are unique from the other community colleges currently expressing interest in starting bachelor's programs. Both OTC and SLCC have existing accredited RT programs at the associate degree level and likely have the necessary equipment and faculty who could offer the program. However, we have significant concerns about other community colleges who do not have existing RT programs related to the actual market need and the necessary resources. We also have reservations about the conditions required for a collaborative partner in the original inquiries. Some of the "terms" outlined in the original inquiry were not reasonable and not in the spirit of the legislation or the DHEWD administrative rules (e.g., maximum of 30 hours of coursework from the four-year institutions and the four-year university coursework offered at community college rates).

We appreciate that OTC and STLCC reached out and engaged with us from the beginning. This is an integral part of the process as outlined by statute and, just as importantly, an important way to foster productive relationships between two- and four-year institutions. Even though MU is not interested in a collaboration at this point, OTC and STLCC may want to seek opportunities with other four-institutions to see if they are interested in creating a collaborative partnership.

A handwritten signature in cursive script that reads "Steve Graham".

Steve Graham  
Senior Associate Vice President for Academic Affairs  
University of Missouri System  
[grahams@umsystem.edu](mailto:grahams@umsystem.edu) | (573) 882-3119



**Missouri State.**  
UNIVERSITY

November 12, 2020

Tracy McGrady, Provost  
Ozark Technical Community College  
Springfield, MO 65807

**CONCERNING: OTC Proposal to develop a bachelor's degree in Respiratory Care**

Dear Dr. McGrady:

The background for this letter is that over the last six months Missouri State University (MSU) and Ozark Technical Community College (OTC) have been in active discussions focused on developing a joint program between our institutions to deliver a B.S. in Respiratory Care. However, since at this point we have not been able to reach an agreement that provides for MSU to offer a reasonable amount of the course work for the proposed bachelor's degree, we do not object to you submitting a program proposal that OTC intends to offer this degree without MSU as a collaborating partner.

We remain committed to working with OTC in the many other collaborative efforts that have been successful and efficient for both of our institutions. I trust that as in prior years some students from MSU will desire to enter the clinical curriculum at OTC that is required for licensure to work in the field of Respiratory Therapy. Likewise, we anticipate and welcome OTC Respiratory Therapy students enrolling at MSU when they wish to take advantage of specialized health-care, business, leadership and other upper division courses or graduate programs that they may see as advantageous to them in their career pathway.

Sincerely,

Frank Einhellig  
Provost

C: Clif Smart, President  
Missouri State University

**Office of the Provost**

901 S. National Ave. • Springfield, Missouri 65997  
417-836-4589 • Fax 417-836-8432

[missouristate.edu/provost](http://missouristate.edu/provost) • [provost@missouristate.edu](mailto:provost@missouristate.edu)

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## MCGRADY, TRACY M.

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**From:** Beth Harville <bharville@drury.edu>  
**Sent:** Wednesday, April 29, 2020 10:55 AM  
**To:** MCGRADY, TRACY M.  
**Subject:** Re: Respiratory Therapy - Collaboration Opportunity

Tracy,

Thank you for reaching out about a collaboration to offer a bachelor's degree in respiratory care. We greatly value the articulation agreements we have with OTC and want to continue to partner with you in the future. I have talked with Dr. Cloyd and unfortunately we will not be able to partner with OTC on this degree at this time.

I hope you and your faculty are doing well.

Beth

Beth Harville, PhD  
Provost  
Drury University

---

**From:** MCGRADY, TRACY M. <mcgradyt@otc.edu>  
**Sent:** Tuesday, April 28, 2020 11:29 AM  
**To:** Beth Harville <bharville@drury.edu>  
**Subject:** Respiratory Therapy - Collaboration Opportunity

Good morning, Beth –

You may be aware that some of Missouri's community colleges will be submitting a preliminary proposal to MDHEWD seeking permission to offer a bachelor's degree in respiratory care. This is the result of the Commission on Accreditation for Respiratory Care (CoARC) standards changing to offer accreditation to new programs *only* if they offer the bachelor's degree or higher. CoARC has affirmed their commitment to support currently-accredited associate-level programs, but any expansion we seek to do, even within our own service area, is considered a "new" program by CoARC standards. While legislation passed in Missouri a few years ago opens the door for community colleges to offer bachelor's degree when accreditation or licensure changes mandate it, it also requires attempted collaboration with four-year institutions.

If COVID-19 has taught us anything, it's the importance of a robust number of highly-skilled and qualified health care workers – especially respiratory therapists. Missouri hospitals have suffered from a shortage for several years now. While OTC (and other colleges) would like to assist in creating a strong talent pool, it is impossible to do that with our current capacity. Expansion (or creation of new programs) will be required.

The community colleges are approaching their transfer partner institutions to assess who might be interested in collaboration. Terms are: 1) up to 30 hours of coursework can be completed at the partner university; 2) the coursework is offered according to the partner community college tuition and fee structure; and 3) the degree is conferred by the community college, though a joint conferral will be considered.

Please let me know if you are interested in discussing a collaboration with OTC. Because time is of the essence, I'd request to know your interest level no later than **May 8**.

Thank you! I hope you are well.

**Tracy M. McGrady, Ed.D.**

Provost and Vice Chancellor for Academic Affairs

Ozarks Technical Community College

1001 E. Chestnut Expressway

Springfield, MO 65802

417.447.8152

mcgradyt@otc.edu



## **MCGRADY, TRACY M.**

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**From:** MCGRADY, TRACY M.  
**Sent:** Wednesday, May 6, 2020 2:11 PM  
**To:** McCorcleM@evangel.edu  
**Subject:** FW: Respiratory Therapy - Collaboration Opportunity

Hi Mike,

Just following up on my email from last week. I know you're busy, so if I haven't heard from you by the end of the week, I'll just assume that Evangel is not interested in this type of collaboration at this time. But if you are interested in discussing it, please let me know by then.

Thank you!

**Tracy M. McGrady, Ed.D.**  
Provost and Vice Chancellor for Academic Affairs  
Ozarks Technical Community College  
1001 E. Chestnut Expressway  
Springfield, MO 65802  
417.447.8152  
mcgradyt@otc.edu

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**From:** MCGRADY, TRACY M.  
**Sent:** Tuesday, April 28, 2020 11:33 AM  
**To:** McCorcleM@evangel.edu  
**Subject:** Respiratory Therapy - Collaboration Opportunity

Good morning, Mike -

You may be aware that some of Missouri's community colleges will be submitting a preliminary proposal to MDHEWD seeking permission to offer a bachelor's degree in respiratory care. This is the result of the Commission on Accreditation for Respiratory Care (CoARC) standards changing to offer accreditation to new programs *only* if they offer the bachelor's degree or higher. CoARC has affirmed their commitment to support currently-accredited associate-level programs, but any expansion we seek to do, even within our own service area, is considered a "new" program by CoARC standards. While legislation passed in Missouri a few years ago opens the door for community colleges to offer bachelor's degree when accreditation or licensure changes mandate it, it also requires attempted collaboration with four-year institutions.

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Please let me know if you are interested in discussing a collaboration with OTC. Because time is of the essence, I'd request to know your interest level no later than **May 8**.

Thank you! Hope you are well.

**Tracy M. McGrady, Ed.D.**

Provost and Vice Chancellor for Academic Affairs

Ozarks Technical Community College

1001 E. Chestnut Expressway

Springfield, MO 65802

417.447.8152

[mcgradyt@otc.edu](mailto:mcgradyt@otc.edu)



**Southwest Baptist University**  
*Office of the Provost*

June 23, 2020

Dr. Tracy M. McGrady:

It was a privilege speaking with you about the Respiratory Therapy program at OTC. As I understand the discipline is making a push to the bachelor level. In our discussion we looked at what a partnership might look like. We are willing to explore this further but would have many obstacles to look at to accomplish this task: how are faculty resources split, how is revenue collected and distributed, how are faculty selected (we have different hiring criteria as a faith based institution), etc. It seems that OTC is well equipped to handle the transition and has faculty resources that would be capable of accomplishing this level change. For this particular degree program given the resources that are in place and the fact that partnership could prove problematic, we would lend support to your offering the Respiratory Therapy degree at the bachelor level.

Sincerely,

Dr. J. Lee Skinkle  
Provost

**Appendix B**

**Letters of Support  
from  
Southwest Missouri Hospitals and  
the Commission on Accreditation for Respiratory Care**



April 21, 2020

Hal Higdon, Ph.D.  
Chancellor  
Ozarks Technical Community College  
1001 E Chestnut Expressway  
Springfield, MO 65802

Dear Dr. Higdon:

CoxHealth is pleased to support Ozarks Technical Community College's (OTC) proposal for the expansion of respiratory therapy program to the bachelor's degree through the Missouri Department of Higher Education. The College's proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in the Southwest Missouri area.

CoxHealth is a not-for-profit, community hospital and the largest employer in Springfield MO, an area leader in healthcare and community involvement, with six hospitals, more than 80 clinics and five ERs throughout twenty-five counties in Southwest MO. As an employer of more than 12,000 health care professionals, we can attest to the dire need for qualified registered respiratory therapists.

CoxHealth will actively support OTC in this endeavor by offering clinical locations, and interviewing qualified candidates who complete.

The discernment and ability to be nimble to adequately meet the needs of the healthcare workforce, is something that OTC has been at the forefront of in our community and truly in our state. With healthcare and education noted to be the two most important drivers of our local economy we look forward to supporting this program, and working with OTC as they continue to address our region's health sciences workforce pipeline issues.

Sincerely,

A handwritten signature in black ink that reads "Steven D. Edwards".

Steven D. Edwards  
President and CEO



June 29, 2020

Tracy M. McGrady, Ed.D.  
Provost & Vice Chancellor for Academic Affairs  
Ozarks Technical Community College  
1001 E. Chestnut Expressway  
Springfield, MO 65802

Dear Dr. McGrady

It is my pleasure to write a letter in support of community colleges being able to provide baccalaureate degrees in respiratory therapy. This ability will enable new RT programs to open throughout the state of Missouri.

As a respiratory therapist, I have always made it a priority to collaborate with area respiratory therapy programs by offering my skills as a specialty lecturer and by providing clinical rotations to students. As a respiratory care manager, I was interested in the evidence showing baccalaureate degree educational programs provide improved opportunities for development of the psychosocial, critical thinking, and critical decision-making skills that are essential for RTs to improve the quality and effectiveness of the care they provide to patients. Finally, as a board member for the American Association for Respiratory Care (AARC), I collaborated with my colleagues to recommend that respiratory therapists entering into practice beginning in 2030 must obtain a minimum of a baccalaureate degree in respiratory therapy or health sciences with a concentration in respiratory therapy.

There are 8 accredited programs in Missouri, only 2 of which offer a Baccalaureate degree. Missouri H.B. 1465 allows the Missouri Coordinating Board for Higher Education to authorize community colleges to offer bachelor's programs when such degrees are necessary to meet accreditation, licensure, or employment requirements. With the AARC leadership calling for baccalaureate prepared therapists and the Commission on Accreditation of Respiratory Care (CoARC) mandating that all new respiratory care programs must offer baccalaureate degrees, now is the ideal time for Missouri to authorize community colleges to award baccalaureate degrees in respiratory care.

I fully support Ozarks Technical College in the development and implementation of a baccalaureate degree program for respiratory care. In today's uncertain health care environment the need for the specialized care provided by respiratory therapists is critical. Baccalaureate degree programs that can prepare respiratory therapists to become better leaders and make better care decisions will benefit our patients and our communities at large.

Cheryl A. Hoerr MBA, BSRT, FAARC  
Vice President – Internal Affairs, American Association for Respiratory Care  
Director, Respiratory & Sleep Services  
Phelps Health  
1000 W. 10<sup>th</sup> Street  
Rolla, Missouri 65401



Mercy  
Springfield  
1235 E. Cherokee  
Springfield, MO 65804  
phone 417-820-2000  
www.mercy.net

June 19, 2020

Hal Higdon, Ph.D.  
Chancellor  
Ozarks Technical Community College  
1001 E Chestnut Expressway  
Springfield, MO 65802

Dear Dr. Higdon:

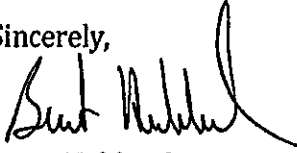
Mercy Hospital Springfield is pleased to support Ozarks Technical Community College's (OTC) proposal for the expansion of the respiratory therapy program to the bachelor's degree through the Missouri Department of Higher Education. This is a timely and practical way to address the critical shortage of health care professionals in the Southwest Missouri area.

Mercy Springfield Communities is comprised of Mercy Hospital Springfield, an 866-bed referral center; an orthopedic hospital; a rehab hospital; a children's hospital; four regional hospitals in Lebanon, Aurora, Cassville, and Mountain View, Missouri; and Mercy Clinic, a physician clinic with nearly 700 doctors and locations throughout the region. It is part of [Mercy](#), named one of the top five large U.S. health systems for four consecutive years (2016 to 2019) by IBM Watson Health, which serves millions annually. Mercy includes more than 40 acute care, managed and specialty (heart, children's, orthopedic and rehab) hospitals, 900 physician practices and outpatient facilities, 45,000 co-workers and 2,400 Mercy Clinic physicians in Arkansas, Kansas, Missouri and Oklahoma. Mercy also has clinics, outpatient services and outreach ministries in Arkansas, Louisiana, Mississippi and Texas. In addition, Mercy's IT division, [Mercy Technology Services](#), and [Mercy Virtual](#) commercially serve providers and patients from coast to coast.

OTC has actively worked to meet the needs of our healthcare workforce in our community and state. With healthcare and education as primary industries in our

area, we look to continue our collaboration and support of this and other health science programs offered through OTC.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent Hubbard". The signature is fluid and cursive, with a large initial "B" and a long, sweeping tail.

**Brent Hubbard**

**President/COO**

**Mercy Hospital Springfield Communities**



November 17, 2020

Tracy M. McGrady, Ed.D.  
Provost & Vice Chancellor for Academic Affairs  
Ozarks Technical Community College  
1001 E. Chestnut Expressway  
Springfield, MO 65802

Dear Dr. McGrady

It is my pleasure to write a letter in support of community colleges being able to provide baccalaureate degrees in respiratory therapy. This ability will enable new RT programs to open throughout the state of Missouri.

Citizens Memorial Hospital collaborates with area Respiratory programs to provide a place for the students to learn from seasoned Respiratory Therapists in a clinical setting.

Additionally, we support the evidence showing baccalaureate degree educational programs provide improved opportunities for critical thinking, and critical decision-making skills that are essential for RTs to improve the quality and effectiveness of the care they provide to patients.

There are 8 accredited programs in Missouri, only 2 of which offer a Baccalaureate degree. Missouri H.B. 1465 allows the Missouri Coordinating Board for Higher Education to authorize community colleges to offer bachelor's programs when such degrees are necessary to meet accreditation, licensure, or employment requirements. With the AARC leadership calling for baccalaureate prepared therapists and the Commission on Accreditation of Respiratory Care (CoARC) mandating that all new respiratory care programs must offer baccalaureate degrees, now is the ideal time for Missouri to authorize community colleges to award baccalaureate degrees in respiratory care.

We fully support Ozarks Technical College in the development and implementation of a baccalaureate degree program for respiratory care. In today's uncertain health care environment the need for the specialized care provided by respiratory therapists is critical. Baccalaureate degree programs that can prepare respiratory therapists to become better leaders and make better care decisions will benefit our patients and our communities at large.

Cristy Hiser, BSRT, RRT, RCP  
Director of Respiratory Services  
Citizens Memorial Hospital



Sarah Hanak, RN, MSN, SCRNP  
Chief Nursing Officer  
Citizens Memorial Hospital





To Whom It May Concern,

Respiratory therapy is a unique profession. A profession that is filled with joy and pain, wins and losses and many emergent moments. Respiratory therapists are heroes. They possess an amazing care set of abilities. Often called to intervene and save. And what a time to be saving lives! Covid-19 has brought the once quiet and unknown profession to the forefront. Respiratory therapists are the frontline for Covid-19 and quite honestly, many other life-threatening diseases and situations with the potential for other respiratory viruses to emerge on the forefront.

As a respiratory therapy director, the concern is palpable. In the middle of a pandemic there is a massive shortage for respiratory therapists. The problem? The profession needs schools to provide these highly skilled professionals. This has been an ever-evolving problem as development of new programs has been needed. And the demand of respiratory therapists has not been accommodated by an increase in educational programs.

Ozarks Technical Center provides those highly skilled professionals. The school has an honored tradition of developing outstanding professionals. These individuals are known for their professionalism and knowledge. The director of the program insists on excellence while providing the support to these students to build an amazing professional.

A Bachelor's of Respiratory Therapy Program at the Waynesville campus will provide those professionals to an area in Missouri that is desperate for respiratory therapists. The values of Ozarks Technical Center and Aaron Light will be represented in the program. Hospitals in the Mid-Missouri region are at terrifying critical shortages for respiratory therapists. The program would be an asset to individuals looking for an amazing and rewarding career and an asset to the sustainability of respiratory therapists for Mid-Missouri hospitals.

Regards,

Lauren Toman, MAOM, RRT  
Director of Respiratory, Sleep, Pulmonary Rehab and the STEMI Coordinator  
Texas County Memorial Hospital  
[ltoman@tcmh.org](mailto:ltoman@tcmh.org)  
417.967.1397 Work  
573.247.1219 Cell



COMMISSION ON ACCREDITATION FOR  
RESPIRATORY CARE

|  
April 21, 2020

Aaron Light DHSc, RRT-ACCS, FAARC  
Program Director – Respiratory Care  
Ozarks Technical Community College  
Springfield, MO 65802  
417-447-8824

Dear Dr. Light,

In reference to the tri-partite statement (available at [www.aarc.org](http://www.aarc.org)) from the Commission on Accreditation for Respiratory Care (CoARC), the American Association for Respiratory Care (AARC), and the National Board for Respiratory Care (NBRC), the CoARC reaffirms its support of the development of baccalaureate and graduate education in respiratory care and encourages respiratory therapists to pursue advanced levels of education.

The CoARC currently accredits your associate degree program and will consider your application for substantive change to a baccalaureate degree, after the college has been approved by the state agency and/or institutional accrediting agency to award the BS degree.

Best wishes with your program development and please feel free to contact me if I can be of any assistance.

Sincerely,

Tom Smalling, PhD, RRT, RRT-SDS, RPFT, RPSGT, FAARC  
Chief Executive Officer

**Appendix C**

**Draft of OTC's Proposed  
Bachelor of Science in Respiratory Therapy**

**DRAFT - Proposed Bachelor of Science in Respiratory Therapy**

(Note: Courses in blue are existing OTC courses. Courses in blue in years 3 and 4 are existing but will be adapted for junior- and senior-level coursework.)

1 <sup>st</sup> semester	Credit Hrs	2 <sup>nd</sup> semester	Credit Hrs
BCS 132 Nutrition	3	BCS 165 Anatomy	4
CHM 101 Intro to Chem	3	BCS 200 Microbiology	4
PLS 101 Political Science	3	ENG 101 English I	3
MTH 128 Contemporary Math	3	HSC 120 Medical Terminology	3
PSY 110 Psychology	3		
Total	15		14

3 <sup>rd</sup> semester	Credit Hrs	4 <sup>th</sup> semester	Credit Hrs
BCS 205 Physiology	4	RST 105 Cardiopulmonary	3
ENG 102 English II	3	BCS 210 Pathophysiology	4
MTH 210 Stat Methods	3	PHL 105 Ethics	3
BIO 100 Life Science	4	Humanities elective	3
COM 100 Communication	3	Elective	3
Total	17		15

\*\*Student will have earned the Associate of Applied Science in Bioclinical Sciences\*\*

Respiratory Therapy Program			
Fall Semester Year 3	Credit Hrs	Spring Semester Year 3	Credit Hrs
Pharmacology	3	Diagnostic I	3
Equipment	3	Mechanical Ventilation	4
Equipment Lab	1	Research Evaluation	2
Pulmonary Disease	3	Clinical	6
Clinical	3		
Total	13		15

Summer Semester Year 3	Credit Hrs
Neonatal	2
Pediatrics	2
Research Methods	2
Clinical	3
Total	9

Fall Semester Year 4	Credit Hrs	Spring Semester Year 4	Credit Hrs
Diagnostic II	3	Exam Prep Course	2
Critical Care Concepts	4	Communication & Patient Education	1
Clinical	6	Leadership & Management	3
Research Capstone	1	Clinical	6
		Externship	2
Total	14		14

Program total: **126 credit hours**

## **Appendix D**

### **CoARC 2020 Report of Current Status**



2020 Report of Current Status  
Community College or Junior College  
Base Entry  
200351



## Ozarks Technical Community College - Base Entry

Address 1	1001 E Chestnut Expressway
Address 2	-
City	Springfield
Zip Code	65802
State/Territory	Missouri
Phone	4174477500
Program URL	<a href="https://academics.otc.edu/alliedhealth/respiratory-therapy/">https://academics.otc.edu/alliedhealth/respiratory-therapy/</a>
Outcomes URL	<a href="https://academics.otc.edu/alliedhealth/respiratory-therapy/about-the-program/">https://academics.otc.edu/alliedhealth/respiratory-therapy/about-the-program/</a>
CoARC Program ID	200351
Program Status	Accreditation
Degree Offered	AAS Degree
Degree Name	-
Institution Control	Public/Not-For-Profit
Institution Type	Community College or Junior College
Max Annual Enrollment	24
Curriculum Delivery	Traditional/Blended
Show CRT/RRT Exams on Outcomes	Yes
Baccalaureate Degree Eligible	No

### Personnel

Full Name	Dr. Aaron Light
Credentials	RRT-ACCS
Highest Degree Earned	DHSc
Email	lighta@otc.edu
Phone	(417) 447-8824

#### Director of Clinical Ed.

Full Name	Mr. Brandon Burk
Credentials	RRT-ACCS
Highest Degree Earned	MS
Email	Burkb@otc.edu
Phone	(417) 447-8823

#### Medical Director

Full Name	Dr. Brent Bergen
Credentials	-
Highest Degree Earned	MD
Email	Brent.bergen@coxhealth.com
Phone	(417) 875-3160



## Clinical Affiliates

Mercy Hospital	Springfield	Missouri	65804
CoxHealth - Cox South	Springfield	Missouri	65804
CoxHealth - Branson	Branson	Missouri	65616
Citizen's Memorial Hospital	Bolivar	Missouri	65613

## Current Program Statistics

Enrollment Year	Enrollment Date	On-Time Graduation Date	Estimated Number of Applicants	Maximum Number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	"In Progress" to-date	Number of Students that Dropped Out	Percent Retention	# Grads to Date
2006	6/5/2006	5/20/2007	16	20	16	0	16	0	1	94%	15
2007	6/4/2007	5/18/2008	19	20	16	0	16	0	2	88%	14
2008	6/2/2008	5/14/2009	38	22	20	0	20	0	4	80%	16
2009	6/1/2009	5/13/2010	40	24	23	0	23	0	2	92%	19
2010	6/7/2010	5/19/2011	40	20	18	0	18	0	3	84%	10
2011	6/6/2011	5/17/2012	35	20	20	0	20	0	2	90%	18
2012	6/4/2012	5/16/2013	40	20	20	0	20	0	2	90%	17
2013	6/3/2013	5/15/2014	40	20	16	0	16	0	4	75%	12
2014	6/2/2014	5/20/2015	30	20	18	0	18	0	2	89%	16
2015	6/1/2015	5/12/2016	25	20	19	0	19	0	4	79%	15
2016	6/6/2016	5/18/2017	20	20	14	0	14	0	1	93%	13
2017	6/5/2017	5/17/2018	35	22	18	0	18	0	2	89%	14
2018	6/4/2018	5/16/2019	45	24	22	0	22	0	2	91%	18
2019	6/3/2019	5/14/2020	30	20	15	0	15	2	0	100%	12
2020	6/8/2020	5/13/2021	35	24	20	0	20	20	0	100%	0

## Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-time Graduation Date	2020	2019	2018	2017	2016	2015	# Graduates to Date
2006	6/5/2006	5/20/2007							15
2007	6/4/2007	5/18/2008							14
2008	6/2/2008	5/14/2009							16
2009	6/1/2009	5/13/2010							19
2010	6/7/2010	5/19/2011							10
2011	6/6/2011	5/17/2012							18
2012	6/4/2012	5/16/2013							17
2013	6/3/2013	5/15/2014						1	12
2014	6/2/2014	5/20/2015						16	16
2015	6/1/2015	5/12/2016				2	13		15
2016	6/6/2016	5/18/2017			4	9			13
2017	6/5/2017	5/17/2018		2	12				14
2018	6/4/2018	5/16/2019		18					18
2019	6/3/2019	5/14/2020	12						12
2020	6/8/2020	5/13/2021							0

## Outcomes

### RRT

	2019	2018	2017
Graduates	20	16	11
Passed RRT	17	16	11
% Passed RRT	85%	100%	100%
Threshold	0 %	0 %	0 %

2017 - 2019 Avg: 94 %

## Comments

### TMC High Cut Score

	2019	2018	2017
Graduates	20	16	11
Passed High Cut Score	18	16	11
% Passed	90%	100%	100%
Threshold	60 %	60 %	60 %

2017 - 2019 Avg: 96 %

## Comments

## TMC Sub Scores by Content Category

Completion of this section provides documentation towards demonstrating compliance with CoARC Standards 3.05 and 4.03.

### Analysis

Only category that was less than 85% of the mean was 2B and we scored a 1.2 with mean being 1.5 on new candidates.

### Action Plan

This ensuring infection prevention will be addressed with the additional training on infection prevention via in program education and use of AARC NBRC prep materials focused on this section.

## CSE Sub Scores by Content Category

Completion of this section provides documentation towards demonstrating compliance with CoARC Standards 3.05 and 4.03.

### Analysis

No section was below 85% of the national mean

### Action Plan

# Retention

	2019	2018	2017
Students Enrolled	15	22	18
Dropped Out	0	2	2
% Retention	100%	91%	89%
Threshold	70 %	70 %	70 %

2017 - 2019 Avg: 93 %

Analysis

Action Plan

# Job Placement

	2019	2018	2017
Graduates	20	16	11
Employed	19	16	11
% Placement	95%	100%	100%
Threshold	0 %	0 %	0 %

2017 - 2019 Avg: 98 %

Comments

## Employer Satisfaction

	2019	2018	2017
Graduates	20	16	11
Employed	19	16	11
Surveys Returned	12	13	10
Positive Survey Items	10	10	10
% Positive Items	100%	100%	100%
Threshold	80 %	80 %	80 %

2017 - 2019 Avg: 100 %

Analysis

Action Plan

## Graduate Satisfaction

	2019	2018	2017
Graduates	20	16	11
Employed	19	16	11
Surveys Returned	14	10	10
Positive Survey Items	10	9	9
% Positive Items	100%	100%	100%
Threshold	80 %	80 %	80 %

2017 - 2019 Avg: 100 %

Analysis

Action Plan

# Outcome Summary

	2019	2018	2017	2016	2015	2014	2013	2012	Threshold	Current Period 3 year average 2019-2017	Previous Period 3 year average 2018-2016
Retention	100%	91%	89%	93%	79%	89%	75%	90%	70%	93%	91%
Job Placement	95%	100%	100%	100%	100%	100%	100%	100%	0 %	98%	100%
RRT Credentialing Success	85%	100%	100%	100%	100%	92%	93%	94%	0 %	94%	100%
TMC High Cut Score Pass Rate	90%	100%	100%	100%	94%	N/A	N/A	N/A	60 %	96%	100%
Overall Employer Satisfaction	100%	100%	100%	100%	100%	100%	100%	100%	80 %	100%	100%
Overall Graduate Satisfaction	100%	100%	100%	100%	100%	100%	100%	100%	80 %	100%	100%

	2019	2018	2017	2016	2015	2014	2013	2012	Total
Graduates	20	16	11	13	17	13	15	18	135
Enrollment	15	22	18	14	19	18	16	20	162

# RAM Resources

Annual Report Year : 2020

The total number of enrolled students that were sent the Student Resource Survey

12

The total number of paid program faculty (FT, PT, and Per-Diem), medical director(s) and Advisory Committee members that were sent the Program Resource Survey

14

	Total Surveys Sent	Total Surveys Returned	Return Rate
Student	12	12	100 %
Personnel	14	11	78 %

## Resource

Personnel

## Purpose

To ensure the program has sufficient number of effective laboratory, classroom, and clinical instructors. (2.06/2.10/2.11/2.13)

## Measurement System

- 1) Student resource surveys \*
- 2) Personnel resource surveys \*
- 3) Other

## Date of Measurement

- 1) Jun-15-2020
- 2) Jun-15-2020
- 3)

## Results & Analyses

All were 3 or higher

All were 3 or higher

## Action Plan & Follow-up

NA

## Resource

Facilities

## Purpose

To provide adequate classroom, laboratory and accommodations to ensure effective instruction.(2.01)

## Measurement System

- 1) Student resource surveys \*
- 2) Personnel resource surveys \*
- 3) Other

## Date of Measurement

- 1) Jun-15-2020
- 2) Jun-15-2020
- 3)

## Results & Analyses

All received 3 or higher, except light/ventilation received one 2 rating for classroom

All were 3 or higher

## Action Plan & Follow-up

Cold room is a reported problem in the classroom and has been shared with administration.



**Resource**

Laboratory

**Purpose**

To provide students with the equipment and exercises that will adequately prepare them for clinical practice.(2.01 / 4.08)

**Measurement System**

- 1) Student resource surveys \*
- 2) Personnel resource surveys \*
- 3) Other

**Date of Measurement**

- 1) Jun-15-2020
- 2) Jun-15-2020
- 3)

**Results & Analyses**

All received 3 or higher, except light/ventilation received one 2 rating for classroom

All were 3 or higher

**Action Plan & Follow-up**

Cold room is a reported problem in the classroom and has been shared with administration.

**Resource**

Academic Support

**Purpose**

To support student needs for supplemental reading, electronic and print reference materials, and research and computer resources. (2.01/2.15/5.11)

**Measurement System**

- 1) Student resource surveys \*
- 2) Personnel resource surveys \*
- 3) Other

**Date of Measurement**

- 1) Jun-15-2020
- 2) Jun-15-2020
- 3)

**Results & Analyses**

All were 3 or higher

All were 3 or higher

**Action Plan & Follow-up**

NA

**Resource**

Clinical

**Purpose**

To provide a sufficient variety of tasks and procedures for instruction to allow for student mastery of the program's required clinical competencies.(2.13 / 3.12 / 4.08 / 4.09)

**Measurement System**

- 1) Student resource surveys \*
- 2) Personnel resource surveys \*
- 3) Other

**Date of Measurement**

- 1) Jun-15-2020
- 2) Jun-15-2020
- 3)

**Results & Analyses**

All were 3 or higher

All were 3 or higher

**Action Plan & Follow-up**

NA

**Resource**

Financial

**Purpose**

To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies.(2.01)

**Measurement System**

- 1) Program Budget Review \*
- 2) Personnel resource surveys \*
- 3) Other

**Date of Measurement**

- 1) Jun-15-2020
- 2) Jun-15-2020
- 3)

**Results & Analyses**

All were 3 or higher

All were 3 or higher

**Action Plan & Follow-up**

NA

**Resource**

Program Satellites Only

**Purpose**

To ensure that resources, services, and faculty at the satellite campus(es) are adequate and equivalent to those on the main campus. (1.05/2.14)

**Measurement System**

- 1) Student resource surveys \*
- 2) Personnel resource surveys
- 3) Other

**Date of Measurement**

- 1)
- 2)
- 3)

**Results & Analyses**

NA

NA

**Action Plan & Follow-up**

NA

**Appendix E**

**BKD Market Analysis:  
Respiratory Therapy Program Report**



# Respiratory Therapy Program Report

As of December 1, 2020

Ozarks Technical Community College

**BKD**  
CPAs & Advisors

[bkd.com](http://bkd.com)

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## Ozarks Technical Community College

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December 1, 2020

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## Report Letter

Mr. Matthew Simpson  
Ozarks Technical Community College  
Springfield, MO

We have performed the procedures enumerated in Section II Scope and Methodology of this report, which were agreed to by Ozarks Technical Community College (College) pursuant to our engagement letter, dated October 13, 2020, solely to assist you with respect to your analysis of a Respiratory Therapy Program. The management of the College is responsible for any decisions regarding its academic portfolio and should be based on all relevant facts and information available. Had we performed additional procedures, other findings of significance may have been reported to you. The sufficiency of the procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described in Section II of this report for the purpose for which this report has been requested or for any other purpose.

The findings and observations in connection with the procedures performed, are located in Sections V and VI.

We were not engaged to, and did not, conduct an examination, the objective of which would be the expression of an opinion on the viability of the Respiratory Therapy program. Accordingly, we do not express such an opinion. Our report is intended for use only by management solely for reporting findings with respect to the procedures performed by us. This report is not intended to be, and should not be, used by anyone other than these specified parties.

We wish to take this opportunity to thank the College's management and staff members who contributed positively to our efforts. We would be pleased to further discuss any of the items in this report at your convenience.

*BKD, LLP*

Fort Wayne, Indiana  
December 1, 2020

## II. Scope and Methodology

---

The College engaged BKD to provide a workforce assessment of the Respiratory Therapy program at the bachelor's degree level. The assessment also includes student demand and competitive intensity metrics to create an overall program score and ranking among all available academic programs. Workforce and other demand metrics were based upon defined geographic markets to provide timely and relevant data. The methodology is described through the remainder of this section.

The Respiratory Therapy program (CIP 51.0908), is defined by the US Department of Education's National Center for Education Statistics (NCES) as follows:

A program that prepares individuals, under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel and equipment operation, maintain records and consult with other health care team members. Includes instruction in the applied basic biomedical sciences; anatomy, physiology, and pathology of the respiratory system; clinical medicine; therapeutic procedures; clinical expressions; data collection and record-keeping; patient communication; equipment operation and maintenance; personnel supervision; and procedures for special population groups.

This program report is designed to provide supporting data and analysis for making data-informed decisions on academic programs by gathering data on student demand, employment demand and competitive intensity. The database scores a variety of metrics to create an overall program score. Scoring is based on a scoring rubric and weighted strength factor to evaluate academic programs by geographic markets.

Based on the three data categories, the College has weighted the scoring rubric with the following strength factors:

Student Demand	30%
Employment	50%
Competitive Intensity	20%

The scoring rubric uses these strength factors to place emphasis on which category of data is more significant for the institution. The College's strength factors fall within a reasonable range for a community college.

Scoring for the employment segment follows a crosswalk between the program CIP code and the Standard Occupation Code (SOC) used by the Bureau of Labor Statistics (BLS). The CIP to SOC crosswalk matches job posting data and BLS employment and wage data to the academic program. There are two indicators of how closely the CIP is linked with an associated SOC: 1) CIP Share of SOC employees and 2) SOC Share of CIP graduates. The first indicates how important a program is as a contributor of graduates to the occupation. The latter indicates how important the occupation is as a destination for graduates of the program.

## II. Scope and Methodology

The Program aligns at the highest level with the 29-1126 SOC Code (figure 1). Based on this relationship, employment data linked to SOC 29-1126 is reviewed for the Program study. Job postings metrics, job growth metrics, wage data and employment outlook are aligned between the CIP and the SOC codes.

*Figure 1. CIP to SOC Crosswalk*

CIP-SOC Crosswalk

CIP	Q	CIP Title	Q	SOC Code	Q	SOC Title	Q	SOC Share of CIP Graduates	Q	CIP share of SOC employees	Q
51.0908		Respiratory Care Therapy		29-1126		Respiratory Therapists		1-High		1-High	
51.0908		Respiratory Care Therapy		29-1199		Health Diagnosing and Treating Practitioners, All Other		3-Low		3-Low	

Scoring on each of the data components is aggregated into a single program score and ranked among all available programs within the CIP database. Scores are unique for each market defined by the institution as described in Section III of this report. Additionally, scoring is measured with both the raw data, and the percentile ranking of the weighted scores to provide an overview of the entire academic portfolio.

Recent respiratory therapy job postings in the state of Missouri (as aligned with the CIP-SOC crosswalk) have increased over the past three months from 11 in August to 67 during October. A majority of job postings do not specify educational qualifications, however, the bachelor degree is the preferred qualification followed by the associate degree.

The top skills and abilities required for respiratory therapy jobs according to Skills Engine include: problem sensitivity, deductive reasoning, complex problem solving, critical thinking and a service orientation. Based on these requirements, the top occupational skills fit with the Respiratory Therapy, Registered Nursing and Medical Assistants professions.

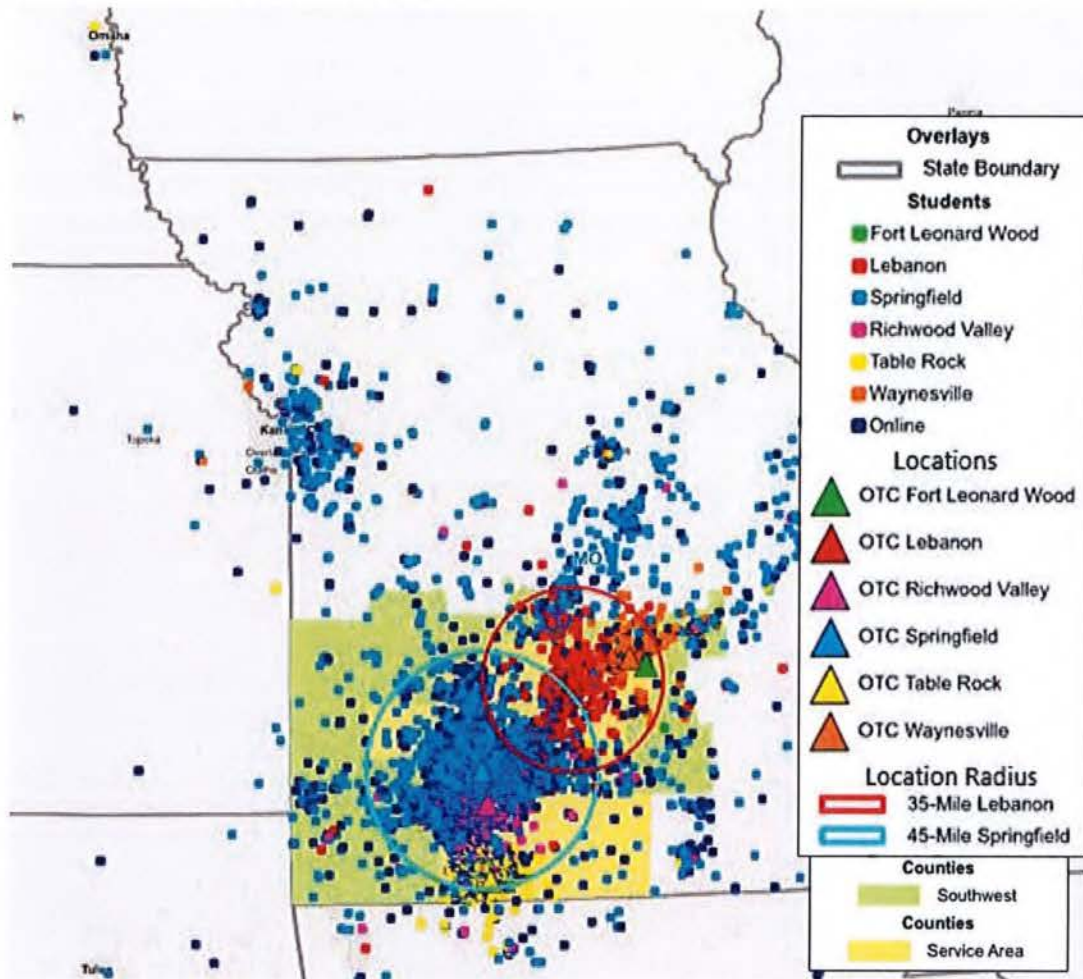
Lastly, it is relevant to note that the Respiratory Therapy program has strong workforce demand. Employment demand at the national level, scored in the 94<sup>th</sup> percentile of all bachelor's degrees. This national trend may help continue a growth in the local Missouri region.



### III. Market Definitions

Scoring for each data component is presented based on a geographic market definition. The analysis focuses on two markets defined by management as “Service Area” counties and “Southwest Missouri” counties as illustrated in Figure 2. The yellow area represents the Service Area counties and the green area represents the Southwest Missouri counties.

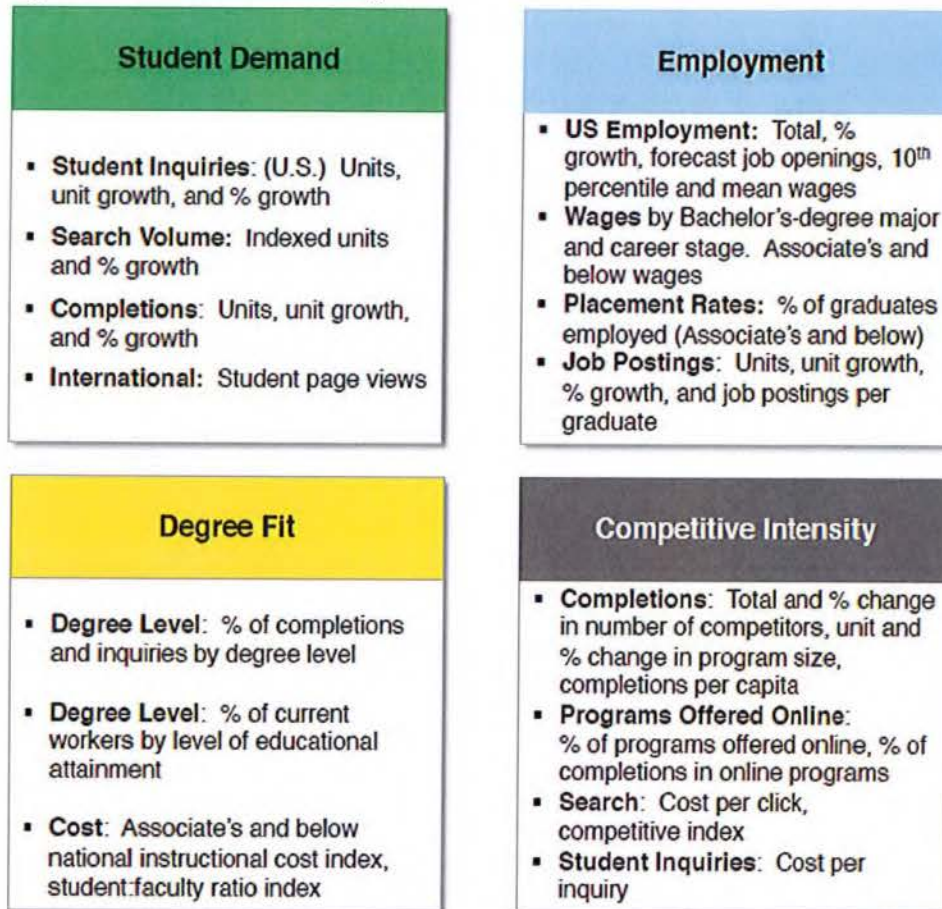
Figure 2. Ozarks Market Definition Map



## IV. Data Definitions

The College's program scoring is derived from student demand, employment demand and competitive intensity. Degree fit is also used to validate the proper level of study based on workforce needs and student completion data. Figure 4 provides a brief overview of data sources for each measurement category.

Figure 4 – Measurement Categories



Data on each of these categories was pulled from multiple data sources and compiled into a single scorecard per market. Section V and VI of this report detail the scoring and data by each market definition at the bachelor's level. The program scoring considers student demand, employment demand, and competitive intensity.

**Student demand.** The Student Demand metrics included in the Program quantify student interest in academic programs by location, degree level, and modality. The study includes several data sources to triangulate on total volume and trends in student demand. The most authoritative and complete source is Integrated Postsecondary Education Data System (IPEDS), which includes data on completions by program for all Title IV institutions. It tracks completion data by program and degree level and indicates how big a program is and whether it has been growing.

## IV. Data Definitions

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In addition to IPEDS data, the study incorporates a dataset of over 70 million inquiries that includes information on the student's location, degree level sought, program of interest and whether they want to take it online or on-campus. The study also tracks Google search volumes for the largest 200 programs to identify student interest in programs that are not captured by aggregator channels.

The system includes all current data for these metrics, as well as year-over-year changes, so you can see if demand is trending up or down in each category.

**Employment.** The employment opportunities data in the scorecard quantifies labor market data for all academic programs in a geographic market. The study compiles data from several sources, including a proprietary job postings database, BLS employment and wage data, American Community Survey (ACS) wages and Gainful Employment wages. Data is categorized by current jobs, job growth, and job market saturation. We also analyze future job growth using BLS' estimated compound annual growth rate for employment. Employment wages for those under 30-years of age and between 30 and 60 to track both short and long-term employment outcomes.

Data also incorporates metrics such as Job Postings per Graduate and job posting data by the count of annual job postings. The data is current (to the most recent quarter) and tracks actual postings, rather than survey data.

**Competitive intensity.** The study includes several sources of data on competitors. The study tracks completions in all markets and average and median program size. Metrics assess market saturation and competitive intensity using data from IPEDS, Google, inquiries and the Census.

The data also tracks national online completions for the program, including the number of institutions nationally that offer the program online and the number of institutions with in-market graduates. The study provides the name, degree level, and number of completions for every competitor for the last five years (including online). Institutional and demographic data is also available, such as sector, tuition rates, selectivity metrics, graduation rates, student body composition and school rankings.

**Degree fit.** The degree fit data set is used in the scoring as a 'knock-out' score to highlight a mismatch between the degree level and workforce educational attainment. The Program is heavily weighted toward the associate's level with a 55 percent representation of the national workforce educational attainment. The Program has a 27 percent representation at the bachelor's level.

At a national level, the Program is represented by 75 percent of associate degrees and 23% of bachelor degrees.

# V. Program Dashboard – Service Area Counties

CIP: 51.0908 Respiratory Care Therapy    Market: Service Area    Modality: All    Award Level: Bachelors    Current Programs    Export to PNG

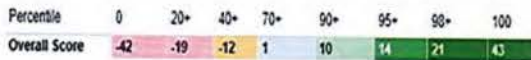
## 79 Percentile 51.0908 Respiratory Care Therapy [ 2 Score ]

### Student Demand [ 5 Score ]

Category	Pctl	Criterion	Value	Score
Size	0	Inquiry Volume (12 Months)	0	0
	0	Infl Page Views (12 Months)	0	NS
	22	Google Search Volume (3 Months)*	92	1
	90	On-ground Completions at In-Market Institutions	2	2
	95	Online Completions by In-Market Students	1	3
Growth	90	Sum of On-ground and Online Completions	3	2
	95	Inquiry Volume YoY Change (Units)	0	0
	3	Google Search YoY Change (Units)*	-52	-1
	3	Completion Volume YoY Change (Units)	-1	-1
		Inquiry Volume YoY Change (%)	NA	NS
	0	Google Search YoY Change (%)*	-47%	-1
	22	Completion Volume YoY Change (%)	-33%	0

### Competitive Intensity [-9 Score]

Category	Pctl	Criterion	Value	Score
Volume of Competition	95	Campuses with Graduates**	1	-2
	96	National Online Institutions (Units)**	25	NS
	96	Institutions with Online In-Market Students**	15	NS
	99	Institutions YoY Change (Units)**	1	-3
	15	Average Completions by Local Institution	2	-2
	-24	Median Completions by Local Institution	2	-2
	29	YoY Median Program Change (Units)	-2	0
	17	YoY Median Program Change (%)	-50%	-2
	94	Natl Online % of Institutions	25%	NS
	89	Natl Online % of Completions	26%	NS
Market Saturation		Average Cost per Inquiry**	NA	NS
	0	Google Search * Cost per Click**	0	1
	4	Google Competition Index**	0.06	1



### Employment\* [ 6 Score ]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	90	Job Postings Total (12 Months)*	32	4
	88	BLS Current Employment*	354	2
	87	BLS Annual Job Openings*	29	0
	83	BLS Share of Generalist Employment*	9	0
Size (Generalist)	83	BLS Share of Generalist Openings*	1	NS
	76	BLS 1-Year Historical Growth*	14%	1
Growth (Direct Prep)	23	BLS 3-Year Historic Growth (CAGR)*	-7%	-1
	97	BLS 10-Year Future Growth (CAGR)*	2.0%	NS
Saturation (Direct Prep)	43	Job Postings per Graduate*	1.4	-1
	39	BLS Job Openings per Graduate*	1.4	-1
Wages (Direct Prep)	69	BLS 10th-Percentile Wages*	\$36,615	2
	59	BLS Mean Wages*	\$49,210	0
National American Community Survey	65	Natl ACS Wages (Age < 30)	\$45,432	NS
	47	Natl ACS Wages (Age 30-60)	\$84,200	NS
Bachelor's Degree Outcomes	27	Natl ACS % with Any Graduate Degree	25%	NS
	11	Natl ACS % with Masters	15%	NS
Degree Outcomes	58	Natl ACS % with Doct/Prof Degree	10%	NS
	21	Natl ACS % Unemp. (Age <30)**	2%	NS
	17	Natl ACS % Unemp. (Age 30-60)**	2%	NS
	61	Natl ACS % in Direct Prep Jobs	5%	NS

### CIP Description

A program that prepares individuals, under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel and equipment operation, maintain records, and consult with other health care team members. Includes instruction in the applied basic biomedical sciences; anatomy, physiology, and pathology of the respiratory system; clinical medicine; therapeutic procedures; clinical expressions; data collection and record-keeping; patient communication; equipment operation and maintenance; personnel supervision; and procedures for special population groups.

\*\* Color Scale in Reverse



### Degree Fit [ 0 Score ]

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year	99	Cost Index**	2.24	NS
	29	Student: Faculty Index	0.51	NS

### National Completions by Level [ 0 Score ]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	0%	0%	NA
Associates	75%	87%	NA
Bachelors	23%	13%	NA
Postbaccalaureate Certificate	0%	0%	NA
Masters	1%	0%	NA
Post-masters Certificate	0%	0%	NA
Doctoral	0%	0%	NA
Unknown	0%	0%	NA

### National Workforce Ed. Attainment [ 0 Score ]

Award Level	BLS Educational Attainment
No College	1%
Some College	13%
Associates	55%
Bachelors	27%
Masters	3%
Doctoral	1%

\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
 \*\* - Color scale in reverse.  
 NA - No data available; not currently tracked.  
 NS - Not Scored in Rubric (value = 0).  
 Z=0 - Associates & certificate programs only.  
 Pctl - Percentile

## V. Program Dashboard – Service Area Counties

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The Program places in the top quartile of all programs within the Service Area counties. Student demand and employment demand both place in the top quartile of demand with an 86<sup>th</sup> and a 77<sup>th</sup> percentile ranking respectively.

Student demand reported in the 86<sup>th</sup> percentile of all academic programs. Google search volume over the past three months (August, September and October 2020) was 92 searches with an overall decline from the previous year by 47 percent. Completion volume has declined by 33%. Completion data at the Associate level increased by 23 percent.

Workforce demand scored at the 77<sup>th</sup> percentile of all academic programs for this market. Job posting and employment metrics are showing growth and score in the top quartile of all programs. The BLS 1-year growth and the 10-year future growth show a 14 and 2 percent annualized growth respectively. While still below the median program ranking, the Program has a 1.4 job posting to graduate metric. Wage data is above the median for those under 30 years of age. Unemployment is shown at 2% placing the program in the lowest quartile for this category.

Direct preparation scores are most relevant for a community college (compared with a four-year liberal arts institution). It is significant to note that job postings and the 10-year BLS outlook are positive along with the one-year historical growth rate.

Direct preparation scores are most relevant for a community college (compared with a four-year liberal arts institution). The data indicates a strong job market and growth capacity for the defined market area. All three of the direct preparation size metrics and two of the three growth metrics score in the top quartile of all programs. Direct saturation (job postings per graduate) and wages indicate a difficult market for recent graduates. However, data indicates future growth for the Program based on other BLS and National ACS data points. For this market, direct preparation scores indicate a strong workforce demand with positive growth.

Competitive intensity scored low with one competitor in the market offering a bachelor's degree – Missouri State University. Over the past five years, Missouri State University has 15 graduates at the bachelor degree level. Missouri Southern State University and Ozarks Technical Community College have produced 178 graduates at the associate degree level.

The Program remains primarily an associate degree level program with 87% of the completions within this market area. The BLS workforce educational attainment, at a national level, indicates 55% of all jobs held by associate degrees and 27% holding bachelor degrees. It is relevant to note that the Respiratory Therapy program has strong workforce demand at the national level. Employment demand at the national level, scored in the 94<sup>th</sup> percentile of all bachelor's degrees. This national trend may help continue a growth in the local Service Area.

# VI. Program Dashboard – Southwest Missouri Counties

CIP: 51.0908 Respiratory Care Therapy    Market: Southwest Mis...    Modality: All    Award Level: Bachelors    Current Programs    Export to PNG

## 60 Percentile 51.0908 Respiratory Care Therapy [ 0 Score ]

### Student Demand [ 3 Score ]

Category	Pctl	Criterion	Value	Score
Size	0	Inquiry Volume (12 Months)	0	0
	0	Infl Page Views (12 Months)	0	NS
	22	Google Search Volume (3 Months)*	154	1
	89	On-ground Completions at In-Market Institutions	2	1
	96	Online Completions by In-Market Students	2	3
88	Sum of On-ground and Online Completions	4	1	
Growth	94	Inquiry Volume YoY Change (Units)	0	0
	3	Google Search YoY Change (Units)*	-137	-1
	4	Completion Volume YoY Change (Units)	-1	-1
	0	Inquiry Volume YoY Change (%)	NA	NS
	0	Google Search YoY Change (%)*	-47%	-1
27	Completion Volume YoY Change (%)	-25%	0	

### Competitive Intensity [-7 Score]

Category	Pctl	Criterion	Value	Score
Volume of Completion	94	Campuses with Graduates**	1	0
	96	National Online Institutions (Units)**	25	NS
	96	Institutions with Online In-Market Students**	15	NS
	99	Institutions YoY Change (Units)**	1	-3
	15	Average Completions by Local Institution	2	-2
	21	Median Completions by Local Institution	2	-2
	31	YoY Median Program Change (Units)	-2	0
	17	YoY Median Program Change (%)	-50%	-2
	94	Natl Online % of Institutions	25%	NS
	89	Natl Online % of Completions	26%	NS
Market Saturation	0	Average Cost per Inquiry**	NA	NS
	0	Google Search * Cost per Click**	0	1
	4	Google Competition Index**	0.06	1

### Employment\* [ 4 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	90	Job Postings Total (12 Months)*	43	4
	86	BLS Current Employment*	366	2
84	BLS Annual Job Openings*	29	0	
Size (Generalist)	83	BLS Share of Generalist Employment*	14	0
	83	BLS Share of Generalist Openings*	1	NS
Growth (Direct Prep)	18	BLS 1-Year Historical Growth*	-27%	-1
	16	BLS 3-Year Historic Growth (CAGR)*	-10%	-1
	97	BLS 10-Year Future Growth (CAGR)*	2.0%	NS
Saturation (Direct Prep)	42	Job Postings per Graduate*	1.0	-1
	34	BLS Job Openings per Graduate*	0.8	-1
Wages (Direct Prep)	68	BLS 10th-Percentile Wages*	\$37,537	2
	53	BLS Mean Wages*	\$50,107	0
National American Community Survey	65	Natl ACS Wages (Age < 30)	\$45,432	NS
	47	Natl ACS Wages (Age 30-60)	\$84,280	NS
Bachelor's Degree Outcomes	27	Natl ACS % with Any Graduate Degree	25%	NS
	11	Natl ACS % with Masters	15%	NS
Degree Outcomes	58	Natl ACS % with Doct/Prof Degree	10%	NS
	21	Natl ACS % Unemp. (Age <30)**	2%	NS
17	Natl ACS % Unemp. (Age 30-60)**	2%	NS	
61	Natl ACS % in Direct Prep Jobs	5%	NS	

### CIP Description

A program that prepares individuals, under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel and equipment operation, maintain records, and consult with other health care team members. Includes instruction in the applied basic biomedical sciences; anatomy, physiology, and pathology of the respiratory system; clinical medicine; therapeutic procedures; clinical expressions; data collection and record-keeping; patient communication; equipment operation and maintenance; personnel supervision; and procedures for special population groups.

### Degree Fit [ 0 Score ]

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year	99	Cost Index**	2.24	NS
	29	Student: Faculty Index	0.81	NS

### National Completions by Level [ 0 Score ]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	0%	0%	NA
Associates	75%	92%	NA
Bachelors	23%	8%	NA
Postbaccalaureate Certificate	0%	0%	NA
Masters	1%	0%	NA
Post-masters Certificate	0%	0%	NA
Doctoral	0%	0%	NA
Unknown	0%	0%	NA

### National Workforce Ed. Attainment [ 0 Score ]

Award Level	BLS Educational Attainment
No College	1%
Some Collge	13%
Associates	55%
Bachelors	27%
Masters	3%
Doctoral	1%

\* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.  
 \*\* - Color scale in reverse.  
 NA - No data available/not currently tracked.  
 NS - Not Scored in Rubrics (values = 0).  
 2-yr - Associates & certificate programs only.  
 PCTL - Percentile



\*\* Color Scale in Reverse



## VI. Program Dashboard – Southwest Missouri Counties

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The Program places in the third quartile of all programs within the Southwest Missouri counties with an overall 60<sup>th</sup> percentile ranking. Student demand remains relatively strong with an 81<sup>st</sup> percentile ranking and employment demand scored softer at the 70<sup>th</sup> percentile.

Student demand reported in the 81<sup>st</sup> percentile of all academic programs. Google search volume over the past three months (August, September and October 2020) was 154 searches with an overall decline from the previous year by 47%. Completion volume has declined by 25%. However, completion volume increased at the associate degree level by 20 percent.

Workforce demand scored at the 70<sup>th</sup> percentile of all academic programs for this market. Job postings show positive signs with a 90<sup>th</sup> percentile score with 43 job postings over the past 12 months. Current employment and annual job openings, according to BLS, both scored in the 86<sup>th</sup> and 84<sup>th</sup> percentile. Direct saturation (job postings per graduate) and wages indicate a difficult market for recent graduates. However, data indicates future growth for the Program based on other BLS and National ACS data points. Short term growth measurements did not score well and job posting per graduate is under the median.

Direct preparation data is a key component for the Program. These scores reflect a strong job market for the area for both current employment and job openings. However, this market definition shows a weaker 1 and 3-year annualized growth rate. The long-term projection is positive and scores in the 97<sup>th</sup> percentile of all programs. The direct preparation scores indicate a strong workforce demand with softer short-term growth.

Competitive intensity scored low with one competitor in the market offering a bachelor's degree – Missouri State University. Over the past five years, Missouri State University has 15 graduates at the bachelor degree level. Missouri Southern State University and Ozarks Technical Community College have produced 178 graduates at the associate degree level.

The Program remains primarily an associate degree level program with 87% of the completions within this market area. The BLS workforce educational attainment, at a national level, indicates 55% of all jobs held by associate degrees and 27% holding bachelor degrees. It is relevant to note that the Respiratory Therapy program has strong workforce demand at the national level. Employment demand at the national level, scored in the 94<sup>th</sup> percentile of all bachelor's degrees. This national trend may help continue a growth in the local Southwest Missouri region.

**Appendix F**

**Proposed BS in Respiratory Therapy Alignment  
with NBRC Matrix**



NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)	List Course Number(s)
<b>I. PATIENT DATA</b>	
<b>A. Evaluate Data in the Patient Record</b>	
1. Patient history , for example, • history of present illness (HPI) • orders • medication reconciliation • progress notes • DNR status / advance directives • social, family, and medical history	Pharmacology Pulmonary Disease
2. Physical examination relative to the cardiopulmonary system	Pharmacology Pulmonary Disease
3. Lines, drains, and airways, for example, • chest tube • artificial airway •vascular lines	Critical Care Concepts
4. Laboratory results, for example, • CBC • electrolytes • coagulation studies • sputum culture and sensitivities • cardiac biomarkers	Diagnostic II Pulmonary Disease
5. Blood gas analysis and/or hemoximetry (CO-oximetry) results	Diagnostic I
6. Pulmonary function testing results, for example •spirometry •lung volumes •DLCO	Diagnostic II
7. 6-minute walk test results	Pulmonary Disease
8. Imaging study results, for example, • chest radiograph • CT scan • ultrasonography and/or echocardiography • PET scan • ventilation / perfusion scan	Diagnostic II Pulmonary Disease
9. Maternal and perinatal / neonatal history, for example, • APGAR scores • gestational age • L / S ratio	Neo/Peds
10. Sleep study results. for example, •apnea-hypopnea index (AHI)	Pulmonary Disease
11. Trends in monitoring results	
a. fluid balance	Pulmonary Disease Critical Care Concep
b. vital signs	Pharmacology Pulmonary Disease
c. intracranial pressure	Mechanical Vent.
d. ventilator liberation parameters	Mechanical Vent.
e. pulmonary mechanics	Diagnostic II Pulmonary Disease
f. <u>noninvasive</u> , for example, • pulse oximetry • capnography • transcutaneous	Mechanical Vent. Critical Care Concep.

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
<p>g. cardiac evaluation/monitoring results, for • ECG • hemodynamic parameters</p>	<p>Diagnostic II Critical Care Concepts</p>
<p>12. Determination of patient's pathophysiological state</p>	
<p><b>B. Perform Clinical Assessment</b></p>	
<p>1. Interviewing a patient to assess</p>	
<p>a. level of consciousness and orientation, emotional state, and ability to cooperate</p>	<p>Pharmacology Pulmonary Disease</p>
<p>b. level of pain</p>	<p>Pharmacology Pulmonary Disease</p>
<p>c. shortness of breath, sputum production, and exercise tolerance</p>	<p>Pharmacology Pulmonary Disease</p>
<p>d. smoking history</p>	<p>Pharmacology Pulmonary Disease</p>
<p>e. environmental exposures</p>	<p>Pulmonary Disease</p>
<p>f. activities of daily living</p>	<p>Pulmonary Disease</p>
<p>g. learning needs, for example, • literacy • social/culture • preferred learning style</p>	<p>Comm &amp; Pt Education</p>
<p>2. Performing inspection to assess</p>	
<p>a. general appearance</p>	<p>Pharmacology Pulmonary Disease</p>
<p>b. characteristics of the airway, for example, • patency • Mallampati classification • tracheal shift</p>	<p>Critical Care Concepts</p>
<p>c. cough, sputum amount and character</p>	<p>Pharmacology Pulmonary Disease</p>
<p>d. status of a neonate, for example • Apgar score • gestational age</p>	<p>Neo/Peds</p>
<p>e. skin integrity, for example, • pressure ulcers • stoma site</p>	<p>Critical Care Concepts</p>
<p>3. Palpating to assess</p>	
<p>a. pulse, rhythm, intensity</p>	<p>Pharmacology Pulmonary Disease</p>
<p>b. accessory muscle activity</p>	<p>Pharmacology Pulmonary Disease</p>

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
<p>c. asymmetrical chest movements, tactile fremitus, crepitus, tenderness, tactile rhonchi, and/or tracheal deviation</p>	<p>Diagnostic II Pulmonary Disease</p>
<p>4. Performing diagnostic chest percussion</p>	<p>Diagnostic II Pulmonary Disease</p>
<p>5. Auscultating to assess</p>	
<p>a. breath sounds</p>	<p>Pharmacology Pulmonary Disease</p>
<p>b. heart sounds and rhythm</p>	<p>Pharmacology Pulmonary Disease</p>
<p>c. blood pressure</p>	<p>Pharmacology Pulmonary Disease</p>
<p>6. Reviewing a chest radiograph to assess</p>	
<p>a. quality of imaging, for example, • patient positioning • penetration • lung inflation</p>	<p>Diagnostic II Pulmonary Disease</p>
<p>b. presence and position of airways, lines, and drains</p>	<p>Diagnostic II Pulmonary Disease</p>
<p>c. presence of foreign bodies</p>	<p>Diagnostic II Pulmonary Disease</p>
<p>d. heart size and position</p>	<p>Diagnostic II Pulmonary Disease</p>
<p>e. presence of, or change in,</p>	
<p>(i) cardiopulmonary abnormalities for example, • pneumothorax • pleural effusion • pulmonary edema • consolidation • pulmonary edema • pulmonary artery size</p>	<p>Diagnostic II Pulmonary Disease</p>
<p>(ii) diaphragm, mediastinum, and/or trachea</p>	<p>Diagnostic II Pulmonary Disease</p>
<p><b>C. Perform Procedures to Gather Clinical Information</b></p>	
<p>1. 12-lead ECG</p>	<p>Diagnostic II Critical Care Concep.</p>
<p>2. Noninvasive monitoring, for example, • pulse oximetry • capnography • transcutaneous</p>	<p>Mechanical Vent.</p>
<p>3. Peak flow</p>	<p>Pharmacology Pulmonary Disease</p>
<p>4. Mechanics of spontaneous ventilation linked to tidal volume, minute volume, and maximal inspiratory pressure, and vital capacity</p>	<p>Mechanical Vent.</p>
<p>5. Blood gas sample collection</p>	<p>Diagnostic I</p>

<p style="text-align: center;"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p style="text-align: center;"><b>List Course Number(s)</b></p>
6. Blood gas analysis and/or hemoximetry (CO-oximetry)	Diagnostic I
7. Oxygen titration with exercise	Diagnostic I
8. Cardiopulmonary calculations, for example, • P(A-a)O <sub>2</sub> • V <sub>D</sub> / V <sub>T</sub> • P / F • OI	Diagnostic II Mechanical Vent.
9. Hemodynamic monitoring	Critical Care Concepts
10. Pulmonary compliance and airways resistance	Mechanical Vent.
11. Plateau pressure	Mechanical Vent.
12. Auto-PEEP determination	Mechanical Vent.
13. Spontaneous breathing trial (SBT)	Mechanical Vent.
14. Apnea monitoring	Mechanical Vent.
15. Apnea test (brain death determination)	Critical Care Concepts
16. Overnight pulse oximetry	Pulmonary Disease
17. CPAP / NPPV titration during sleep	Pulmonary Disease
18. Cuff management, for example, •tracheal •laryngeal	Mechanical Vent.
19. Sputum induction	Pharmacology Pulmonary Disease
20. Cardiopulmonary stress testing	Critical Care Concepts
21. 6-minute walk test	Pulmonary Disease
22. Spirometry outside or inside a pulmonary function laboratory	Diagnostic II
23. DLCO inside a pulmonary function laboratory	Diagnostic II
24. Lung volumes inside a pulmonary function laboratory	Diagnostic II
25. Tests of respiratory muscle strength- MIP and MEP	Mechanical Vent.
26. Therapeutic bronchoscopy	Critical Care Concepts

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
<b>D. Evaluate Procedure Results</b>	
1. 12-lead ECG	Diagnostic II
2. Noninvasive monitoring, for example, • pulse oximetry • capnography • transcutaneous	Mechanical Vent.
3. Peak flow	Pharmacology Pulmonary Disease
4. Mechanics of spontaneous ventilation linked to tidal volume, minute volume, maximal inspiratory pressure, and vital capacity	Mechanical Vent.
5. Blood gas analysis and/or hemoximetry (CO-oximetry)	Diagnostic I
6. Oxygen titration with exercise	Diagnostic I
7. Cardiopulmonary calculations, for example, • P(A-a)O <sub>2</sub> • V <sub>D</sub> / V <sub>T</sub> • P / F • OI	Diagnostic I Mechanical Vent
8. Hemodynamic monitoring	Critical Care Concepts
9. Pulmonary compliance and airways resistance	Mechanical Vent.
10. Plateau pressure	Mechanical Vent.
11. Auto-PEEP	Mechanical Vent.
12. Spontaneous breathing trial (SBT)	Mechanical Vent.
13. Apnea monitoring	Mechanical Vent.
14. Apnea test (brain death determination)	Mechanical Vent.
15. Overnight pulse oximetry	Pulmonary Disease
16. CPAP / NPPV titration during sleep	Pulmonary Disease
17. Cuff status, for example, • laryngeal • tracheal	Mechanical Vent.
18. Cardiopulmonary stress testing	Critical Care Concepts
19. 6-minute walk stress testing	Critical Care Concepts
20. Spirometry outside or inside a pulmonary function laboratory	Diagnostic II

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
22. DLCO inside a pulmonary function laboratory	Diagnostic II
23. Tests of respiratory muscle strength-MIP and MEP	Mechanical Vent.
<p><b>E. Recommend Diagnostic Procedures</b></p>	
1. Testing for tuberculosis	Pulmonary Disease
2. Laboratory tests, for example, • electrolytes • CBC • coagulation studies • sputum culture and sensitives • cardiac biomarkers	Diagnostic II Pulmonary Disease
3. Imaging studies	Diagnostic II Pulmonary Disease
4. Bronchoscopy	Diagnostic II Pulmonary Disease
a. diagnostic	
b. therapeutic	
5. Bronchoalveolar lavage (BAL)	Critical Care Concepts
6. Pulmonary function testing	Diagnostic II Pulmonary Disease
7. Noninvasive monitoring, for example, • pulse oximetry • capnography • transcutaneous	Pharmacology Pulmonary Disease Mechanical Vent
8. Blood gas and/or hemoximetry (CO-oximetry)	Diagnostic I Mechanical Vent
9. ECG	Diagnostic II
10. Exhaled gas analysis, for example, • CO <sub>2</sub> • CO • FENO	Diagnostic II Pulmonary Disease
11. Hemodynamic monitoring	Critical Care Concepts
12. Sleep studies	Pulmonary Disease
13. Thoracentesis	Critical Care Concepts
<p align="center"><b>II. TROUBLESHOOTING AND QUALITY CONTROL OF DEVICES, AND INFECTION CONTROL</b></p>	
<p><b>A. Assemble and Troubleshoot Equipment</b></p>	
1. Medical gas delivery interfaces, for example, • mask • cannula • heated high-flow nasal cannula	Equipment

<p style="text-align: center;"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b></p>	<p style="text-align: center;"><b>List Course Number(s)</b></p>
2. Long-term oxygen therapy	Equipment
3. Medical gas delivery, metering, and/or clinical analyzing devices, for example, •concentrator •liquid system •flowmeter •regulator •gas cylinder •blender •air compressor •gas analyzers	Equipment
4. CPAP/NPPV with patient interfaces	Equipment Mechanical Vent
5. Humidifiers	Equipment Mechanical Vent
6. Nebulizers	Equipment Pharmacology
7. Metered-dose inhalers, spacers, and valved holding chambers	Equipment Pharmacology
8. Dry powder inhalers (DPI)	Equipment Pharmacology
9. Resuscitation equipment, for example, •self-inflating resuscitator •flow-inflating resuscitator •AED	Equipment
10. Mechanical ventilators	Mechanical Vent.
11. Intubation equipment	Mechanical Vent.
10. Artificial airways	Equipment Mechanical Vent
12. Suctioning equipment, for example, • regulator • canister • tubing • catheter	Equipment Mechanical Vent
14. Blood analyzer. for example, • hemoximetry (CO-oximetry) • point-of-care • blood gas	Diagnostic I
15. Patient breathing circuits	Mechanical Vent.
16. Hyperinflation devices	Equipment
17. Secretion clearance devices	Equipment
18. Heliox delivery device	Equipment
19. Portable spirometer	Diagnostic II Pulmonary Disease
20. Testing equipment in a pulmonary function laboratory	Diagnostic II
21. Pleural drainage	Critical Care Concepts

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
22.. Noninvasive monitoring, for example, <ul style="list-style-type: none"> <li>• pulse oximeter</li> <li>• capnometer</li> <li>• transcutaneous</li> </ul>	Equipment Mechanical Vent
23. Bronchoscopes and light sources	Critical Care Concepts
<b>24. Hemodynamic monitoring devices</b>	
a. pressure transducers	Critical Care Concepts
b. catheters, for example, <ul style="list-style-type: none"> <li>• arterial</li> <li>• pulmonary artery</li> </ul>	Critical Care Concepts
<b>B. Ensure Infection Prevention</b>	
1. Adhering to infection prevention policies and procedures, for example, <ul style="list-style-type: none"> <li>• Standard Precautions</li> <li>• isolation</li> <li>• donning/doffing</li> </ul>	Equipment
2. Adhering to disinfection policies and procedures	Equipment
3. Proper handling of biohazardous materials	Equipment
<b>C. Perform Quality Control Procedures</b>	
1. Blood analyzers	Diagnostic I
2. Gas analyzers	Equipment
3. Pulmonary function equipment for testing	Diagnostic II
a. spirometry results	
b. lung volumes	
c. diffusing capacity (DLCO)	
4. Mechanical ventilators	Mechanical Vent.
5. Noninvasive monitors	Equipment
<b>III. INITIATION AND MODIFICATION OF INTERVENTIONS</b>	
<b>A. Maintain a Patient Airway Including the Care of Artificial Airways</b>	
1. Proper positioning of a patient	Mechanical Vent. Critical Care Concep.



<p style="text-align: center;"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b></p>	<p style="text-align: center;"><b>List Course Number(s)</b></p>
2. Recognition of a difficult airway	Mechanical Vent. Critical Care Concep.
3. Establishing and managing a patient's airway	
a. nasopharyngeal airway	Mechanical Vent. Critical Care Concep.
b. oropharyngeal airway	Mechanical Vent. Critical Care Concep.
c. esophagealtracheal tubes / supraglottic airways	Mechanical Vent. Critical Care Concep.
d. endotracheal tube	Mechanical Vent. Critical Care Concep.
e. tracheostomy tube	Mechanical Vent. Critical Care Concep.
f. laryngectomy tube	Mechanical Vent. Critical Care Concep.
g. speaking valves	Mechanical Vent. Critical Care Concep.
h. devices that assist with intubation, for example, •endotracheal tube exchanger •video laryngoscopy	Mechanical Vent. Critical Care Concep.
4. Performing tracheostomy care	Critical Care Concepts
5. Exchanging artificial airways	Critical Care Concepts
6. Maintaining adequate humidification	Mechanical Vent.
7. Initiating protocols to prevent ventilator-associated infections	Mechanical Vent.
8. Performing extubation	Mechanical Vent.
<b>B. Perform Airway Clearance and Lung Expansion Techniques</b>	
1. Postural drainage, percussion, or vibration	Clinical
2. Suctioning, for example, • nasotracheal • oropharyngeal	Clinical
3. Mechanical devices, for example, • high-frequency chest wall oscillation • vibratory PEP • intrapulmonary percussive ventilation • insufflation / exsufflation	Clinical
4. Assisted cough, for example, • huff • abdominal thrust	Clinical

<b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b>	<b>List Course Number(s)</b>
5. Hyperinflation therapy	Clinical
6. Inspiratory muscle training	Clinical
<b>C. Support Oxygenation and Ventilation</b>	
1. Initiating and adjusting oxygen therapy	Pharmacology Pulmonary Disease Mechanical Vent
2. Minimizing hypoxemia, for example, • patient positioning • secretion removal	Pharmacology Pulmonary Disease Mechanical Vent
3. Initiating and adjusting mask or nasal CPAP	Mechanical Vent.
4. Initiating and adjusting mechanical ventilation settings	
a. continuous mechanical ventilation	Mechanical Vent.
b. noninvasive ventilation	Mechanical Vent.
c. high-frequency ventilation	Mechanical Vent. Neo/Peds
d. alarms	Mechanical Vent.
5. Recognizing and correcting patient-ventilator dyssynchrony	Mechanical Vent. Critical Care Concep.
6. Utilizing ventilator graphics	Mechanical Vent. Critical Care Concep.
7. Performing lung recruitment maneuvers	Mechanical Vent. Critical Care Concep.
8. Liberating patient from mechanical ventilation	Mechanical Vent. Critical Care Concep.
<b>D. Administer Medications and Specialty Gases</b>	
1. Aerosolized preparations	
a. antimicrobials	Pharmacology Pulmonary Disease
b. pulmonary vasodilators	Pharmacology Pulmonary Disease
c. bronchodilators	Pharmacology Pulmonary Disease
d. mucolytics/proteolytics	Pharmacology Pulmonary Disease

<b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b>	<b>List Course Number(s)</b>
e. steroids	Pharmacology Pulmonary Disease
2.. Endotracheal instillation	Pharmacology Pulmonary Disease Mechanical Vent
3. Specialty gases, for example, • heliox • inhaled NO	Pharmacology Mechanical Vent Critical Care Concepts
<b>E. Ensure Modifications are Made to the Respiratory Care Plan</b>	
h. Treatment termination, for example, • life-threatening adverse event	Pharmacology Pulmonary Disease
2. Recommendations	
a. starting treatment based on patient response	Pharmacology Pulmonary Disease
b. treatment of pneumothorax	Pulmonary Disease
c. adjustment of fluid balance	Pulmonary Disease Critical Care Concep
d. adjustment of electrolyte therapy	Diagnostic II Critical Care Concep.
e. insertion or change of artificial airway	Mechanical Vent. Critical Care Concep.
f. liberating from mechanical ventilation	Mechanical Vent.
g. extubation	Mechanical Vent.
h. discontinuing treatment based on patient response	Pharmacology Pulmonary Disease
i. consultation from a physician specialist	Pharmacology Pulmonary Disease
3. Recommendations for changes	
a. patient position	Pulmonary Disease Critical Care Concep Mechanical Vent
b. oxygen therapy	Pulmonary Disease Critical Care Concep Mechanical Vent
c. humidification	Mechanical Vent.
d. airway clearance	Mechanical Vent Pulmonary Disease
e. hyperinflation	Equipment Pulmonary Disease

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
f. mechanical ventilation	Diagnostic I Mechanical Vent
<b>4. Recommendations for pharmacologic interventions</b>	
a. bronchodilators	Pharmacology Pulmonary Disease
b. anti-inflammatory drugs	Pharmacology Pulmonary Disease
c. mucolytics and proteolytics	Pharmacology Pulmonary Disease
d. Aerosolized antibiotics	Pharmacology Pulmonary Disease
e. Inhaled pulmonary vasodilators	Pharmacology Pulmonary Disease
f. cardiovascular	Pharmacology Pulmonary Disease
g. antimicrobials	Pharmacology Pulmonary Disease
h. sedatives and hypnotics	Pharmacology Pulmonary Disease Mechanical Vent
i. analgesics	Pharmacology Pulmonary Disease Mechanical Vent
i. narcotic antagonists	Pharmacology Pulmonary Disease Mechanical Vent
j. benzodiazepine antagonists	Pharmacology Pulmonary Disease Mechanical Vent
l. neuromuscular blocking agents	Pharmacology Pulmonary Disease Mechanical Vent
m. diuretics	Pharmacology Pulmonary Disease Mechanical Vent
n. surfactants	Pharmacology Neo/Peds
o. changes to drug, dosage, administration, frequency, mode, or concentration	Pharmacology Pulmonary Disease Mechanical Vent
<b>F. Utilize Evidence-Based Practice</b>	
1. Classification of disease severity	Diagnostic II Pulmonary Disease
2. Recommendations for changes in a therapeutic plan when indicated	Mechanical Vent, Pulmonary Disease Critical Care Concepts, Neo/Peds
3. Application of guidelines, for example, • ARDSNet • NAEPP • GOLD	Mechanical Vent, Pulmonary Disease Critical Care Concepts, Neo/Peds
<b>G. Provide Respiratory Care in High-Risk Situations</b>	

<b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # ____)</b>	<b>List Course Number(s)</b>
1. Emergency	
a. cardiopulmonary emergencies, excluding CPR	Clinical Critical Care Concepts
b. disaster management	Clinical Leadership/Mgt
c. medical emergency team (MET) / rapid response team	Clinical
2. Interprofessional communication	
3. Patient transport	
a. land / air between hospitals	Critical Care Concepts, Neo/Peds
b. within a hospital	Critical Care Concepts, Neo/Peds
<b>H. Assist a Physician / Provider in Performing Procedures</b>	
1. Intubation	Clinical Mechanical Ventilation
2. Bronchoscopy	Clinical
3. Specialized bronchoscopy, for example, •endobronchial ultrasound (EBUS) •navigational bronchoscopy (ENB)	Clinical
4. Thoracentesis	Clinical Critical Care Concepts
5. Tracheostomy	Clinical Critical Care Concepts
6. Chest tube insertion	Clinical Critical Care Concepts
7. Insertion of arterial or venous catheters	Clinical
8. Moderate (conscious) sedation	Clinical
9. Cardioversion	Clinical Critical Care Concepts
10. Withdrawal of life support	Clinical Mechanical Ventilation
<b>I. Conduct Patient and Family Education</b>	
1. Safety and infection control	Clinical Comm and Pt Education

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
<p>2. Home care and related equipment</p>	<p>Clinical Comm and Pt Education</p>
<p>3. Lifestyle changes, for example, •smoking cessation •exercise</p>	<p>Clinical Comm and Pt Education</p>
<p>4. Pulmonary rehabilitation</p>	<p>Clinical Comm and Pt Education</p>
<p>5. Disease/ condition management, for example, •asthma •COPD •CF •tracheostomy care •ventilator dependent</p>	<p>Clinical Comm and Pt Education</p>

**Proposed Program:**

**Bachelor of Science Degree –  
Respiratory Care**

Phase II Proposal

**Submitted by:**

St. Louis Community College

November 2020

## Executive Summary

St. Louis Community College seeks approval to offer the baccalaureate of science degree in respiratory care. We have the personnel, facilities, equipment, and experience to offer this premium program. This statement is supported in the following language taken from the letter of support offered by our four-year transfer partners (Appendix A):

“OTC and STLCC provide evidence of their ability to provide high quality education and training in respiratory care [...] OTC and STLCC have made a convincing case, and we believe they meet the statutory criteria” (pg. 2).

The St. Louis, MO-Illinois metropolitan statistical area (MSA) needs more respiratory therapists. The demand for respiratory therapists is expected to increase each year for the region in the next seven years (Appendix C). The recent coronavirus pandemic has highlighted the crucial role these professionals play in the health of the St. Louis Metropolitan area. An external market analysis, along with engagement from our local employers, supports the need for more respiratory therapists.

Furthermore, accreditation standards for respiratory care education programs, as established by the Commission on Accreditation for Respiratory Care (CoARC), have changed. Beginning July 1, 2018, community colleges who seek to establish new or expand existing respiratory therapy programs at another location must now offer baccalaureate degrees. As a result, community colleges are unable to adequately respond to Missouri’s hospitals and health systems experiencing a serious shortage of qualified respiratory therapists.

In addition, the American Association of Respiratory Care has established a goal of the baccalaureate degree being the entry requirement to the respiratory care profession by 2030.

Fortunately, in 2018, the Missouri State Legislature passed Senate Bill 807, which establishes that Missouri’s community colleges may offer bachelor’s degrees “in circumstances where the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level.” The changes to the respiratory care profession present the exact set of conditions that exemplify why this legislation was passed. Community colleges have been long-trusted partners in developing the state’s workforce by offering high-quality, affordable educational opportunities. In 2019, community colleges served 37% of Missouri’s college students.

St. Louis Community College is an integral part of the talent pipeline providing affordable educational opportunities. These opportunities are aligned with the workforce needs of the local region.



## Rationale for the Proposal

### State of Respiratory Therapy Education in the United States

Across the nation today, the respiratory education model is in a state of transition. Respiratory education functions under the oversight of three different bodies:

- The **American Association for Respiratory Care (AARC)** is the leading national and international professional association for respiratory care.
- The **Commission on Accreditation for Respiratory Care (CoARC)** accredits programs in respiratory care at the associate, baccalaureate, and master's degree levels. The mission of the CoARC is to ensure that high-quality educational programs prepare competent respiratory therapists for practice, education, research, and service.
- The **National Board for Respiratory Care (NBRC)** is the credentialing arm of the profession and provides the licensure examination and awards the certified respiratory therapist (CRT) and the registered respiratory therapist (RRT) credentials. These credentials are required to work as a respiratory therapist.

Two of these organizations have recently issued position statements or changed standards related to the goal of baccalaureate entry to the profession:

- In 2019, the AARC issued a position statement that sets a goal for a baccalaureate degree to be required for entry to the profession in the year 2030 and thereafter.<sup>1</sup>
- In 2016, the CoARC announced a change to accreditation standards for new respiratory care programs. This change to Standard 1.01 went into effect on July 1, 2018:

Except as provided in the following sentence, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE) and must award graduates of the program a baccalaureate or graduate degree upon completion of the program. For associate degree programs that applied for accreditation or were accredited prior to January 1, 2018, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the USDE. These programs may continue to award graduates of the program an associate degree as long as they remain in compliance with the CoARC Standards.<sup>2</sup>

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<sup>1</sup> "Entry Requirements to Respiratory Practice: 2030 and Thereafter" American Association for Respiratory Care. 1 May 2019. <https://www.aarc.org/wp-content/uploads/2019/09/statement-entry-requirements-to-respiratory-therapy-practice-2030-and-therafter.pdf>

<sup>2</sup> "CoARC Communication to Our Communities of Interest: Response to AARC Position Statement on Respiratory Therapist Education." Commission on Accreditation for Respiratory Care. 1 December 2017. <https://coarc.com/CoARC/media/Documents/CoARC-Communication-Min-Degree-Requirements-1-28-16-rev-12-1-17.pdf>

While the CoARC states that existing associate degree programs will be supported and may remain accredited, it will no longer offer accreditation to any newly established associate degree program. In addition, any expansion of an existing program is considered a new program and must graduate students with bachelor’s degrees. Given this restriction, community colleges in Missouri cannot establish new or expand existing programs in another location, even within their service areas.

Respiratory Therapy Education in Missouri

The table below lists Missouri institutions with respiratory therapy education programs, the degree offered, and the CoARC accreditation status:

<b>Institution</b>	<b>Degree</b>	<b>CoARC accredited</b>
Cape Girardeau Career and Technical Center	AS	Yes
University of Missouri-Columbia	BS - entry to practice	Yes
St. Louis College of Health Careers	AAS	Yes
St. Louis College of Health Careers	BS - degree advancement	Yes
Missouri Southern State University	AS	Yes
Concorde Career College	AS	Yes
Ozarks Technical Community College	AAS	Yes
St. Louis Community College - Forest Park	AAS	Yes
University of Missouri at Mercy Hospital	BS - Satellite	Yes
Missouri Southern State University	BS - degree advancement	No
Missouri State University	BS - degree advancement	No

Legislation Regarding Missouri Community Colleges Offering Bachelor’s Degrees

In 2018, Missouri passed legislation that allows Missouri’s community colleges to offer baccalaureate degrees under the following conditions:

- the level of education required in a field for accreditation or licensure increases to the baccalaureate level or,
- in the case of applied bachelor’s degrees, the level of education required for employment in a field increases to that level, and
- when doing so would not unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the

needs of students and employers.<sup>3</sup>

Based upon changes of the CoARC accreditation standards to only accredit new programs which offer a baccalaureate degree or higher, St. Louis Community College seeks to offer baccalaureate degrees in respiratory care. This condition meets the letter of Senate Bill 807.

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<sup>3</sup> Senate Bills Nos 807 and 577. 2018. <https://www.senate.mo.gov/18info/pdf-bill/tat/SB807.pdf>

## Phase II Proposal

St. Louis Community College seeks to offer a Bachelor of Science in Respiratory Care. If approved, STLCC will open this new program in Respiratory Care at the Florissant Valley campus. This new program will serve 15 new students each year.

This document is organized according to the outline provided in **6 CSR 10-4.010 (C) Comprehensive Review.**

### **A. Evidence that the proposing institution has explored the feasibility of collaboration with other institutions.**

St. Louis Community College was strategic in our approach to collaboration opportunities. The University of Missouri System (UM) offers the only accredited entry to practice bachelor's level program in respiratory therapy in the state. With Mizzou having a satellite location in St. Louis and UMSL being STLCC's largest transfer partner, it made sense to determine if a collaboration was feasible within the UM system. No other institution in our area would have the mission, faculty, equipment, or accreditation necessary to make this collaboration worthwhile.

After discussion about the opportunities for collaboration with Dr. Steve Graham (Sr. Assoc. VP for Academic Affairs, UM), it was determined that a collaboration was not feasible. See the attached letter from Steve Graham (Appendix B).

### **B. Alignment with Blueprint for Higher Education goals.**

Alignment with the *Blueprint for Higher Education* was satisfactorily addressed in the phase one proposal, and this information is largely repeated here for ease of reference.

Missouri's community colleges have been crucial partners in Missouri's Big Goal that 60 percent of adults have a two- or four-year degree or certificate by 2025. In 2019, community college enrollments accounted for 37% of Missouri's college students.<sup>4</sup> The goals of the *Blueprint for Higher Education* align with the elements of this proposal.

#### Attainment

St. Louis Community College wishes to expand their capacity to train more respiratory therapists and serve the areas of the state where these professionals are needed most. However, without approval to offer respiratory therapy degrees at the baccalaureate level, this increased capacity will not be achieved. We anticipate providing a minimum of an additional 15

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<sup>4</sup> "Trends in Headcount Enrollment, Fall 2014-2019: Public Institutions." Missouri Department of Higher Education and Workforce Development. [https://dhewd.mo.gov/data/documents/Fall2019enrollmentreport\\_fin.xlsx](https://dhewd.mo.gov/data/documents/Fall2019enrollmentreport_fin.xlsx)

seats annually once approved to offer a bachelor’s degree in this discipline. This moves Missouri closer to its goal and fills an important workforce need.

Affordability

St. Louis Community College will offer the Bachelor of Science in Respiratory Care at regular per-credit-hour tuition rates. These rates are currently \$116.50/credit hour for in-district students and \$165.50/credit hour for other students in the state. These are among the lowest credit hour costs in the state. According to the Missouri Comprehensive Fee Survey for Public Institutions of Higher Education (FY 2020), Missouri’s community colleges consistently offer affordable educational opportunities to students. The average total tuition and required fees charged to a typical full-time, in-district student is \$3,985 per year. The average annual total tuition and required fees charged to a typical full-time, resident student at a four-year, public institution in Missouri is more than double that at \$8,653 per year. Community colleges can become the linchpin in filling the skills gap for respiratory therapists across the state in the most cost-effective manner.

Quality

St. Louis Community College is a strong driver of the local economy. The college has a consistent track record offering high-quality education and training opportunities to produce a qualified and highly skilled workforce. According to Emsi (2019), “St. Louis Community College has an annual impact of \$2.5 billion on the St. Louis economy by supporting 32,371 jobs.<sup>5</sup>

The existing respiratory care program at STLCC is no exception. STLCC’s respiratory care program is long-standing and was started in 1967 with a move to the Forest Park campus in 1973 from St. Mary’s Hospital. It was the fiftieth entry to practice program that offered a degree in respiratory therapy in the United States. The respiratory care program at St. Louis Community College continues its legacy of excellence and has recently met the standards required to achieve the CoARC Distinguished RRT Credentialing Success Award. Below is data from the 2019 and 2020 *Report on Current Status* as evidence of program quality:

*St. Louis Community College*

	<b>Retention</b>	<b>Job Placement</b>	<b>RRT Credentialing</b>	<b>TMC High Cut Score Pass Rate</b>	<b>Employer Satisfaction</b>	<b>Graduate Satisfaction</b>
<b>2019</b>	85%	83%	87%	91%	100%	100%
<b>2020</b>	83%	84%	92%	96%	100%	100%

*(These data reflect a rolling three-year average)*

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<sup>5</sup> “The Economic Value of St. Louis Community College: Executive Summary.” Emsi. 1 Sept. 2019. <https://docs.stlcc.edu/docs/Documents/Divisions-Departments/Cosand%20Center/VC%20Education/Research%20and%20Planning/STLCC2017-18ExecutiveSummary.pdf>

The CoARC Entry-to-Practice Accreditation Standards state the following in regard to the qualifications of faculty in a bachelor's or master's respiratory care program:<sup>6</sup>

**Standards 2.02/2.08:** The Program Director (PD) and Director of Clinical Education (DCE) of a bachelor's or master's program must have earned at least a master's degree from an academic institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education (USDE).

St. Louis Community College employs two full-time faculty in the Respiratory Care program.

Lindsay Fox, MEd, RRT, RRT-ACCS, RRT-NPS, serves as the program director. Mrs. Fox's credentials include the following:

- Master's in Education, University of Missouri – Columbia
- Bachelor's of Health Science in Respiratory Therapy, University of Missouri – Columbia

Blake Anyan, BHS, RRT, RRT-ACCS, serves as the Director of Clinical Education. Mr. Anyan is currently enrolled at Missouri Southern State University, seeking a Master's degree in Curriculum and Instruction. His graduation date is August 2021. Mr. Anyan's credentials include:

- Bachelor's of Health Science in Respiratory Therapy, Missouri Southern State University
- Associate's of Applied Science in Respiratory Therapy, St. Louis Community College

St. Louis Community College employs two adjunct instructors: Dr. Kurtis Sobush, the medical director of the program who is a pediatric pulmonologist, and Mrs. Danielle Gutierrez, BHS, RRT. Mrs. Gutierrez is currently enrolled at Saint Louis University, seeking a Master's of Science in Nursing.

**Standards 2.03/2.09:** The PD and DCE must:

1. hold a valid Registered Respiratory Therapist (RRT) credential and current state license;
2. have a minimum of four (4) years' experience as a Registered Respiratory Therapist with at least two (2) years in clinical respiratory care;
3. have a minimum of two (2) years' experience teaching either as an appointed faculty member in a CoARC accredited respiratory care program or as a clinical instructor/preceptor for students of such programs;
4. complete the CoARC key personnel training program

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<sup>6</sup> "Accreditation Standards for Entry into Respiratory Care Professional Practice" Commission on Accreditation for Respiratory Care. 2020. <https://www.coarc.com/News-and-Events/CoARC-Entry-Standards-7-1-2020.aspx>

St. Louis Community College's respiratory care program faculty will meet or exceed the required levels of experience to teach at the baccalaureate level by Fall 2021:

Lindsay Fox holds the Registered Respiratory Therapist (RRT) credential, as well as advanced credentials for neonatal/pediatric specialists (NPS) and adult critical care specialist (ACCS). She has six years working as a respiratory therapist and clinical educator at the bedside in neonatal, pediatric, and adult critical care units. She has taught full-time for thirteen years at two universities and two community colleges. She has been with St. Louis Community College since 2014.

Furthermore, Mrs. Fox is an active board member of the Missouri Society for Respiratory Care and has been the treasurer of the MSRC since July 2017. Mrs. Fox has served on the CoARC board as a commissioner since 2018 and has been a CoARC site visitor since 2014.

Blake Anyan holds the Registered Respiratory Therapist (RRT) credential as well as the advanced credential of adult critical care specialist (ACCS). Mr. Anyan has ten years of experience working in adult critical care, has three years of part-time teaching experience, and has two years of full-time teaching experience at St. Louis Community College.

Faculty hired to teach in the Bachelor of Science in Respiratory Care program will also meet or exceed the CoARC standards for teaching in a baccalaureate degree program.

### Research and Innovation

Research is an important component of existing respiratory care programs. According to the *AARC Issue Paper - Entry to Practice in Respiratory Therapy*,

Advances in technology, disease management, telemedicine, patient navigation, disease protocols, evidence-based medicine, palliative care, and clinical research now are mainstays in medicine and clinical practice. The future demands respiratory therapists to be well versed in these areas of patient care in order to remain relevant members of the interprofessional health care team.<sup>7</sup>

The AARC organized a series of conferences (2015 and Beyond Conferences) to address many issues including the roles and responsibilities of respiratory therapists in the future as well as the competencies required for RTs to succeed. In the article related to competencies that would be required of RTs, the following is stated:

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<sup>7</sup> "Issue Paper: Entry to Respiratory Therapy Practice 2030" American Association for Respiratory Care. September 2019. <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-executive-summary-entry-to-respiratory-therapy-practice-2030.pdf>

The information age of the future will be replete with changes in the scope of practice. The science of respiratory care will continue to expand at the same pace as medicine. Projections regarding the profession must incorporate new technology, new therapeutic approaches, and data management skills, which the future RT will need to be successful in the workplace. Clinical decisions will be increasingly data driven; with evidence-based medicine guiding the activities of the therapist. The need for therapists to be actively involved in research will continue to grow. The use of protocols to guide respiratory care within and outside the intensive care unit (ICU) will continue to expand.<sup>8</sup>

One of the major competency areas determined essential was Competency Area III: Evidence-Based Medicine and Respiratory Care Protocols, which includes the ability of respiratory therapists to review and critique published research, explain the meaning of general statistical tests, and apply evidence-based medicine to clinical practice.

Although STLCC's current AAS in respiratory care program currently integrates research for students, current restrictions on credit hours in an associate-level respiratory care program make it difficult to provide students the necessary time to learn and practice these critical research skills. STLCC's bachelor's program will include dedicated research coursework in health literacy, statistics, and healthcare research to advance research in the field of respiratory care. The proposed curriculum is detailed in Appendix H.

### Investment, Advocacy and Partnerships

Healthcare providers across Missouri are enthusiastic supporters of this proposal. They are in the difficult position of trying to provide the best level of care to Missourians, yet they are hurting due to the shortage of qualified respiratory therapists. This need is highlighted by Marla Overy from St. Louis Children's Hospital in her letter of support (Appendix D) where she notes, "Currently our department has a hiring gap of 18.37 FTE's with having to fill some of this gap with contingent workers." The needs of one hospital nearly outweigh the number of graduates in the current associate degree program. With 38 hospitals in the St. Louis metropolitan area, the shortage of qualified respiratory therapists is exacerbated. Health care organizations and hospitals - from large to small - continually ask community colleges to help develop a pipeline of skilled professionals by expanding existing or beginning new programs, but community colleges are now unable to respond to that need. Letters of support in Appendix D are evidence of their need and their support.

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<sup>8</sup> Barnes, Thomas; Gale, David; Kacmarek, Robert, Kageler, Woody. "Competencies Needed by Graduate Respiratory Therapists 2015 and Beyond" Respiratory Care. May 2010. American Association for Respiratory Care. [https://www.aarc.org/wp-content/uploads/2013/07/2015\\_competencies\\_needed.pdf](https://www.aarc.org/wp-content/uploads/2013/07/2015_competencies_needed.pdf)



## Evidence of Institutional Capacity

**(I). Assessment of the institution’s capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)**

### General

STLCC is accredited by the Higher Learning Commission, which establishes standards for academic and student support services and faculty credentials. The Higher Learning Commission requires accredited institutions to provide regular evidence to indicate compliance with its Assumed Practices and Criteria for Accreditation. Institutions must demonstrate that they have the resources, structures, and processes sufficient to fulfill their missions, improve the quality of their educational offerings, and respond to future challenges and opportunities (Criteria for Accreditation 5). They must also ensure that they have sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff (Criteria for Accreditation 3.C.1) and that all instructors and student services staff are appropriately qualified (Criteria for Accreditation 3.C.3/3.C.7). All institutions must demonstrate responsibility for the quality of their educational programs, learning environments, and support services, and evaluate their effectiveness for student learning through processes designed to promote continuous improvement (Criteria for Accreditation 4).<sup>9</sup>

STLCC has consulted with the HLC and will be prepared to meet the requirements for external accreditation by this body upon approval by the CBHE.

In addition, STLCC’s Respiratory Care Program is accredited by CoARC. The program completed a self-study and site visit in 2019/2020 and have been awarded another ten years of continuing accreditation, valid until July 31, 2030.

CoARC accreditation Standard 2.01 requires the sponsor of the accredited program to “ensure that fiscal, academic and physical resources are sufficient to achieve the program’s goals, as defined in Standard III, for all program locations, regardless of the instructional methodology used.” The program must, at least annually, use the CoARC Resource Assessment Surveys to assess these resources described in Standard II. Surveys are completed by all enrolled students, personnel, the advisory committee, and medical director. Survey data results are correlated into the Resource Assessment Matrix (RAM) to include in the annual report to CoARC. According to Standard 2.16, “The results of the resource assessment must be part of the

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<sup>9</sup> “HLC Policy: Current Criteria for Accreditation” Higher Learning Commission. June 2014.  
<https://www.hlcommission.org/Policies/criteria-through-august-31-2020.html>

Program Director’s continuous analysis of the program and used to make appropriate changes to program resources. Identification of any deficiency requires development of an action plan, documentation of its implementation, and evaluation of its effectiveness by ongoing resource assessment.”

### Financial Resources

Financial resources must be sufficient to develop and sustain the program on a continuing basis. This includes the ability to recruit and retain qualified faculty as well as purchase and maintain the equipment needed to adequately cover the curriculum in a high-quality manner. Healthcare innovation and changes require that the sponsor plan for annual budget needs for advancing technology that is necessary to reflect the current concepts of respiratory care. Please see Appendix G for the draft budget for the Bachelor of Science in Respiratory Care degree program at STLCC.

### Academic and Student Support Services

STLCC uses a case-load approach to student advising. Each student is assigned their own academic success advisor so that the student will receive communication throughout the semester to direct the student to processes and supports to ensure their success. In addition to this support, the Academic Success and Tutoring centers on each campus provide free academic tutoring services. Included in this area are Writing Centers. All of these services are offered both virtually and on the campuses.

Students also have access to library resources on each campus as well as virtually. The libraries contain diverse collections, interlibrary loan services, MOBIUS access, and research databases.

The STLCC Access Offices support students and staff, so that an equitable and accessible environment is provided for learning. The Access Office takes an individualized approach to empower each student with the knowledge to make informed decisions in order to reach their fullest academic potential.

### Faculty Resources

The adjunct and full-time faculty at STLCC meet the credentialing requirements of the Higher Learning Commission. All general education faculty possess a minimum of a master’s degree with at least 18 graduate credit hours in the discipline in which they teach. STLCC plans to hire three full-time faculty to support the Bachelor of Science in Respiratory Care program who will possess the required credentials.

Full-time faculty at STLCC teach a base load of 15 credit hours per semester. Program coordinators receive 26% release from their teaching load to coordinate the program. Clinical coordinators receive 20% release time from their teaching load to coordinate the clinical education for the program.

Each campus has a Center for Teaching and Learning coordinator who provides faculty development experiences. A library guide was developed as a repository for faculty development materials so that these items can be easily accessed by faculty. New faculty go through an intensive one-week orientation followed by a year-long training experience. The year-long training experience is done in a learning community format that builds strong bonds within the group, so that they can serve as support for each other in their work at the college. In addition, each full-time faculty member has a guaranteed \$1000 per year for professional development funding for their use in skill acquisition and maintenance.

**(II). Comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program**

It is important to note that most health science training programs are expensive to implement and sustain. However, they are offered to serve the region's need for a skilled healthcare workforce, consistent with the community college mission. Most of these programs do not cover their own costs, but are supplemented with revenue from other, more profitable programs. STLCC commits to supplement and support both the start-up costs and the ongoing costs of this new program.

Respiratory Care Bachelor of Science Revenue/Expense Analysis

The proposed budget for the Bachelor of Science in Respiratory Care Degree program can be found in Appendix G.

Budget Narrative

**Tuition and Fees:** For FY20, the cost to attend St. Louis Community College is \$116.50 per credit hour for in-district students and \$165.50 for out-of-district students. The average number of credit hours each year in the proposed bachelor's degree program will be 30 credit hours. Expected enrollment in the bachelor's degree program will be eight students in year one, 12 students in year 2, and 15 students in each year after that. Maintenance fees generated by an estimated 45 students in year five using in-district rates will equal \$157,275. Each individual student will produce \$13,900 in maintenance fees over 120 credit hours in the program.

**Personnel costs:** Three additional full-time Respiratory Care faculty will be added to serve the new bachelor's degree program. Additional adjunct faculty will also be needed for this program. A shared secretarial position (20%) will be used to help with administrative needs of the program. These costs will be implemented over the course of five years for a total cost of \$409,665.06 when fully implemented.

**Expenses:** Other expenses that are projected for the implementation of this program include accreditation costs, build-out of the spaces on the Florissant Valley campus, furniture and equipment for these spaces, marketing of the new program, operating expenses, and professional development for the faculty.

**Accreditation:** Year one accreditation costs include additional Letter of Intent and provisional fees. Annual accreditation fees outside of these additional costs are \$1000 per year.

**Construction:** Spaces at the Florissant Valley campus have been identified for laboratory and simulation build-outs. These costs are estimated at \$460,000 in year one.

**Furniture:** New furniture will be needed in these spaces at a cost of \$15,000 in year one.

**Equipment:** Simulation and other laboratory equipment will be purchased for these spaces at an estimated cost of \$700,000 in year one.

**Marketing/Recruiting:** In years one and two, an estimated \$5000 per year will be used to promote the program and recruit students.

**General Expenses:** General operating expenses are expected to be greater in year one, but will be \$6800 each year after that.

**Professional Development:** The faculty contract at STLCC provides for \$1000 per full-time faculty member each year. Total cost for three additional full-time faculty will be \$3000 per year.

**(III). Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities and instruction equipment.**

The following data are specific to the state of Missouri and can be found in CoARC's 2019 Report on Accreditation in Respiratory Care Education<sup>10</sup>

### Applications

#### *Respiratory Care Applications in Missouri*

	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
<b>Associate's</b>	170	103	132	164	219	242
<b>Bachelor's</b>	25	25	19	28	23	20

<sup>10</sup> "2019 Report on Accreditation in Respiratory Care Education." Commission on Accreditation for Respiratory Care. 20 May 2020. <https://www.coarc.com/>

*Respiratory Care Applications at STLCC*

	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Associate's</b>	26	20	18	21	20	30
<b>Bachelor's</b>	n/a	n/a	n/a	n/a	n/a	n/a

Enrollment

*New Enrollments in Missouri*

	<b>2018 Max Capacity</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
<b>Associate's</b>	243	126	78	86	120	145	149
<b>Bachelor's</b>	24	19	22	10	21	15	11

*New Enrollments at STLCC*

	<b>2020 Max Capacity</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Associate's</b>	25	24	18	16	18	18	15
<b>Bachelor's</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Graduates

*Total Graduates in Missouri*

	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
<b>Associate's</b>	98	92	96	118	110	146
<b>Bachelor's</b>	8	20	15	11	11	10

*Total Graduates at STLCC*

	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Associate's</b>	11	14	15	20	11	22
<b>Bachelor's</b>	n/a	n/a	n/a	n/a	n/a	n/a

These applicant, enrollment, and graduate numbers are instructive in the following ways:

- Missouri's respiratory therapy program applicants and enrollments have increased this past year in response to the current economic and healthcare crisis. This indicates increasing interest in the field of respiratory care. However, a more concerted effort to increase awareness of the respiratory care profession is needed. The recent global pandemic has brought greater awareness of the profession where little may have previously existed.

- Missouri’s community colleges have historically been the primary producers of qualified respiratory therapists in the state.
- The total number of graduates in Missouri is not enough to fill the estimated 220 annual vacancies.
- As the profession moves to a bachelor’s for entry requirement, those who aspire to become respiratory therapists will be required to obtain a baccalaureate degree.

**(IV). Description of accreditation requirements.**

In order to practice as a respiratory therapist in 49 out of 50 states (except Alaska), a state license is required. To become licensed, respiratory care graduates must pass the National Board for Respiratory Care (NBRC) board exams. Admission requirements for the NBRC board exams state that applicants must be graduates of a program accredited by the Commission on Accreditation for Respiratory Care (CoARC).<sup>11</sup> As stated previously, the mission of the CoARC is to ensure that high-quality educational programs prepare competent respiratory therapists for practice, education, research, and service. Beginning January 1, 2018, the CoARC updated its Standard 1.01, which is still current in its most recent update in the 2020 Entry to Respiratory Care Practice Standards:

**Standard 1.01:** Except as provided in the following paragraphs, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education (USDE) and must award program graduates a baccalaureate or graduate degree.

Associate degree programs that were accredited prior to January 1, 2018, or that applied for accreditation prior to January 1, 2018 and have subsequently received accreditation, may continue to award program graduates an associate degree as long as they remain accredited by the CoARC. Sponsors of these programs must be post-secondary academic institutions accredited by a regional or national accrediting agency recognized by the USDE and must award program graduates an associate degree.<sup>12</sup>

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<sup>11</sup> Examinations. The National Board for Respiratory Care. June 2020. <https://www.nbrc.org/examinations/>

<sup>12</sup> “Accreditation Standards for Entry into Respiratory Care Professional Practice” Commission on Accreditation for Respiratory Care. 2020. <https://www.coarc.com/News-and-Events/CoARC-Entry-Standards-7-1-2020.aspx>

## **Evidence that the Proposed Program is Needed**

### **(I). Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area.**

St. Louis Community College offers a high-quality, accredited AAS degree in the new Center for Nursing and Health Science facility located at the Forest Park Campus in the City of St. Louis.

The University of Missouri has a BS satellite program in the St. Louis region at Mercy Hospital, and St. Louis College of Health Careers (SLCHC) offers both an AAS and a BS degree advancement program in the St. Louis Region (Fenton).

According to our external workforce report (Appendix C) there were only 8 bachelor's level graduates in the St. Louis area in all of 2019 (all from SLCHC), and there were 43 job postings in the last six months seeking this credential.

There is not enough RT programming for the demand/needs in the St. Louis region. In addition, there is significant demand in north St. Louis County as evidenced by the letter of support from Christian Hospital (Appendix D). Placing this program at the Florissant Valley campus of St. Louis Community College will not lead to unnecessary duplication, but rather, additional opportunity for our students to meet the demands of the workforce.

Virtual course delivery methods for this program are limited due to the hands-on skilled learning outcomes that must be accomplished to meet accreditation standards. Therefore, establishing the bachelor's degree program at the Florissant Valley campus will not duplicate the program at the Forest Park campus of St. Louis Community College.

### **(II). Rigorous analysis demonstrating strong and compelling workforce need**

The U.S. Bureau of Labor Statistics estimates that the demand for respiratory therapists will grow 21% from 2018 to 2028, much faster than the average for all occupations. The aging population will lead to an increased demand for respiratory care services. The greatest need for respiratory care practitioners will be in rural areas.<sup>13</sup>

The Missouri Economic Research and Information Center (MERIC) reports that healthcare is the top industry in the state; unfortunately, the demand for qualified healthcare providers outpaces supply. This is true for respiratory therapists, as well. MERIC data indicate that the demand in Missouri for skilled respiratory therapists will grow nearly 28% by 2026, with annual

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<sup>13</sup> Occupational Outlook Handbook: Respiratory Therapists. Bureau of Labor Statistics. June 2020. <https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>

vacancies numbering 220 statewide.<sup>14</sup> Respiratory therapy was identified as the sixth fastest-growing occupation in the St. Louis Region in 2017-2019 with an expected need of 50 additional respiratory therapists in that region alone.<sup>15</sup> The Kansas City Region indicates a 25% growth in the demand for respiratory therapists, and the Ozark Region anticipates a 38.5% growth.<sup>16</sup> In fact, MERIC identifies respiratory therapy as a “Top Grade Career” in every region in the state of Missouri.

However, for the last three years of IPEDS completion data, Missouri institutions have produced an average of only 163 respiratory therapy graduates annually. If the community colleges expand or offer new programs, there is potential to fill the workforce pipeline gap in this industry.

Additionally, respiratory care is a well-paying occupation. According to MERIC, the average entry-level salary for respiratory therapists is \$45,020 with an average annual wage of \$56,340.

It is important to note that these data were compiled before the recent novel coronavirus pandemic, which has highlighted the need for skilled and highly trained respiratory therapists who work on the frontlines of the fight against this illness. Further, burnout is reported to be extremely high in the profession due to the stress of long hours, shortage of ventilators, and lack of adequate personal protective equipment.<sup>17</sup>

The St. Louis region mirrors the state and the country with respect to need for these trained professionals. Attached is a market analysis provided by an external data and analytics company, Chmura Economics & Analytics (Appendix C). Also attached are several letters from St. Louis area employers concerning the need for, or support of, STLCC’s request to expand this programming in respiratory care (Appendix D).

In 2018, the Missouri Society for Respiratory Care (MSRC) sent out a survey to all members asking therapists in the state if a BS degree should be the entry to the profession. This was a survey done in response to the AARC's position statement. Subjects were asked, “Do you feel that the move to BS entry is the correct move for Respiratory Therapy?” The survey received 135 responses from across the state; 68.89% (93) stated “Yes,” and 31.11% (42) stated “No.”

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<sup>14</sup> Real Time Labor Market Data. Missouri Economic Research and Information Center. June 2020.

<https://meric.mo.gov/media/pdf/real-time-labor-market-summary>

<sup>15</sup> St Louis Region Fastest Growing Occupations 2017-2019. Missouri Economic Research and Information Center. March 2018.

[https://meric.mo.gov/sites/meric/files/library/fastest\\_growing\\_stl\\_2017-2019.pdf](https://meric.mo.gov/sites/meric/files/library/fastest_growing_stl_2017-2019.pdf)

<sup>16</sup> Regional Profiles. Missouri Economic Research and Information Center. June 2020.

<https://meric.mo.gov/regional-profiles>

<sup>17</sup> “Even After the Coronavirus Pandemic, America Can’t Breathe Easy.” US News and World Report. 1 April 2020. <https://www.usnews.com/news/healthiest-communities/articles/2020-04-01/coronavirus-pandemic-exposes-need-for-respiratory-therapists>



This was a statewide survey and was pushed out to AARC members via an email link placed on MSRC social media pages and promoted by the MSRC board members.

As mentioned earlier, the current pandemic conditions have impacted the need for trained specialists in respiratory care. According to analysis by Chmura, in a six-month period (180 days ending on 10/20/2020), there were almost 400 job postings for respiratory therapists – almost double the number in the entire 2017 year (205 postings, 2017 RT Real-Time Intelligence Report, Appendix E).

While it is important to consider the current pandemic conditions and the resultant immediate need for respiratory therapists, it is even more important to consider the ongoing job growth and subsequent need for employees in this specialty after the pandemic subsides. The Chmura report (Appendix C), along with our internal analytics, show a year-over-year increase in the number of respiratory therapy jobs in the St. Louis region. The economists at Chmura forecast growth based on historical information and not simply current conditions. While the expected annual growth of 1.1% may seem small, it is vital to understand the volume of jobs this reflects and whether the pipeline of graduates into those jobs is sufficient. Within the next seven years, it is projected that this growth will result in 119 additional jobs in the area (Appendix C, pg. 6). Also indicated in the report, employers in the St. Louis area may have difficulty filling jobs in respiratory therapy and may be required to recruit employees from outside the region (Appendix C, pg. 13). This analysis clearly indicates a labor market shortage of respiratory therapists in the area that could be remediated by additional graduates from accredited programs.

This report also points to the increased demand for respiratory therapists with bachelor's degrees. Using analytics on job postings for respiratory therapists, Chmura identified that 43 out of 189 job postings requested a bachelor's degree as the minimum education level for the opening (page 17). This reflects 24% of the postings that had an identifiable minimum education level. This data is based on recent postings – a 180-day period ending October 20, 2020. To understand the magnitude of this increase, it is important to note that this rate was only 18% in 2017 (Appendix E).

Christian Hospital in north St. Louis County has a shortage of trained respiratory therapists. North St. Louis County has been disproportionately impacted by the current pandemic. In the past six months (180-day period ending 11/16/2020), thirteen job postings for respiratory therapists were made by Christian Hospital with eight of the thirteen (62%) requiring a minimum of a bachelor's degree (Appendix F).

### **(III). Clear plan to meet the articulated workforce need**

#### a. Aligned curriculum with specific knowledge and competencies needed to work in the field

St. Louis Community College's Respiratory Care Program has been the leading choice of healthcare employers in the St. Louis area for almost fifty years. Due to the quality of the program and its strong ties to the community, the placement rate was 86% for the years 2017-2019. The CoARC Entry to Practice standards for curriculum will be used to adapt the curricular components of the baccalaureate program.

Program Goal:

**CoARC Standard 3.01:** The program must have the following goal defining minimum expectations: "To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)"

In addition, the Standard 3.01 requires that an additional goal for programs at the baccalaureate or master's level be as follows:

For programs offering a bachelor's or master's degree, the program must have the following additional goal defining minimum expectations: "To prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advanced clinical practice (which may include an area of clinical specialization)."

To prepare graduates with the cognitive, psychomotor, and affective behavior domains, the Bachelor's in Science in Respiratory Care curriculum will correlate with the most recent National Board for Respiratory Care (NBRC) examination matrices as well as the required affective behaviors as stated in the AARC Respiratory Code of Conduct. To prepare leaders of the field of respiratory care, the curriculum will include coursework in management, health literacy, statistics, research, and health education. The St. Louis region offers premier clinical opportunities for clinical specialization which will be offered in the last semester of the curriculum.

#### *Student Learning Outcomes*

Student learning outcomes (SLOs) will be based on the necessary knowledge, skills, and affective behavior required by that of a Registered Respiratory Therapist with a baccalaureate degree. The National Board for Respiratory Care (NBRC) is the credentialing agency and has created a matrix of the two required board exams for the RRT credential that align with a

nation-wide job analysis performed every five years. The last update was in January of 2020. The proposed curriculum (Appendix H) will cover the information in these matrices (Appendix I). Furthermore, to ensure that the second part of the program goal is achieved, there will be student learning outcomes centered around the acquisition of skills in management, education, research, and advanced clinical practice.

### *Minimum Course Content*

According to the Commission on Accreditation for Respiratory Care (CoARC) standards 4.01, the program must have minimum course content that includes “content in oral and written communication skills, social/behavioral sciences and biomedical/natural sciences as well as respiratory care.” Our proposed curriculum includes general education courses in English composition and communication courses that will provide students opportunities to gain competency in writing as well as communicating across different cultures. These outcomes will also be assessed within respiratory care coursework utilizing simulation and clinical training. Social and behavioral sciences will include general education courses such as general psychology and sociology. Because respiratory therapists’ jobs include assessing patients for brain death as well as performing terminal weans from the mechanical ventilator, there will also be a psychology course about death and dying. Biomedical and natural science coursework will include biology, anatomy and physiology, microbiology, and physics.

According to CoARC Standard 4.02, “for programs offering a bachelor’s or master’s degree, the program must include content related to leadership development in management, education, research, AND/OR to advanced clinical practice (which may include an area of clinical specialization).” The proposed curriculum will include three courses revolving around the area of research. First, students will take an introduction to statistics course. Next, students will take a health literacy course to understand how to obtain and read evidence-based medicine literature. Lastly, during the last semester of the program, students will take a healthcare research class in which they will use information from these two previous courses to complete a research capstone project. A healthcare management course will be provided within the last semester of the program in which students will learn about management structures of healthcare as well as leadership skills they can use in any position. A healthcare education course will provide information on community and patient education, focusing on disease management. This course will also provide information regarding formal education in the field of respiratory care. Lastly, in regard to clinical specialization, there will be opportunities for a clinical externship and clinical electives students may choose to gain experience in these specialty areas that require a baccalaureate degree or higher.

### *Core Competencies*

The CoARC accreditation standards also list core competencies for respiratory care programs. These include Standards 4.04 through 4.07.

**Standard 4.04:** Graduates must be competent to perform all diagnostic and therapeutic procedures required of a Registered Respiratory Therapist entering the profession.

The Bachelor of Science in Respiratory Care program will include five separate lab courses, totaling 6 credit hours, which is equaled to 9,000 hours in lab. One-third of these hours include a lab for neonatal and pediatric respiratory care and advanced critical care techniques that will only be delivered in the bachelor's program. Students will be assessed on these skills during lab, simulation, and during clinical training.

**Standard 4.05:** Graduates must be able to function proficiently within inter-professional teams and communicate effectively with diverse populations. The curriculum must prepare students to work with, and care for, a variety of populations including, but not limited to, individuals of various ages, abilities, and ethnicities.

Prior to starting the professional coursework of the program, students will be required to complete COM:200 Communication Across Cultures in which students will examine communication topics such as barriers, language, and culture shock and develop skills utilizing cultural research and case studies. Within the program, the respiratory care students will have opportunities to practice working within inter-professional teams in the simulation center. The Health Science division at St. Louis Community College includes programs in nursing, EMS, paramedic, diagnostic imaging, surgical technology, clinical laboratory science, and physical and occupational therapy assistants. Students can also collaborate with students and faculty in behavioral health, biomedical electronic technology, deaf communication studies, and other programs housed at the Florissant Valley campus.

**Standard 4.06:** Program graduates must exhibit adequate critical thinking skills and be competent in the application of problem-solving strategies in the patient care setting.

The first two years of this program will be in general education courses that will provide a foundation for students as they enter the professional courses and utilize these principles as they will be asked to apply theories and analyze data. Many respiratory care courses will incorporate problem-based learning strategies in order to engage students to critically think through patient case studies. These assignments will be used to assess the students' critical thinking skills during didactic and lab activities. Evidence-based medicine guidelines will be taught throughout the program, requiring students to analyze data provided to make clinical decisions at the bedside during lab, simulation, and especially in the clinical setting. Paid clinical instructors will be taking students into the clinical setting with set objectives for each week. These objectives will include tasks revolving around critical thinking and decision

making. The clinical instructors will assess the students' abilities to perform these competencies daily in clinical.

**Standard 4.07:** Graduates must demonstrate ethical decision-making skills and an understanding of professional responsibility.

A requirement of the program will be the completion of a medical ethics course in which students will analyze a range of moral issues related to the fields of medicine from the standpoint of philosophical ethical theories. The students will have an opportunity to put these theories to practice through clinical simulations and clinical training.

STLCC's proposed Bachelor of Science in Respiratory Care degree program has been developed following these standards. A draft of the proposed program is located in Appendix H.

b. Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation

The Bachelor of Science in Respiratory Care program will include five semesters of clinical coursework that will begin the first semester of the students' professional coursework. The clinical courses will include:

- Clinical Practice I – students will spend one day a week during the last 8 weeks of the first semester being introduced to the healthcare setting. The student learning objectives will be centered around communication, documentation, comprehending patient histories, and performing physical assessments at the bedside. This clinical rotation will be an estimated 32 hours.
- Clinical Practice II – students will spend one day a week in the hospital setting providing care on the general floors. Students will assess patients and use protocols to make clinical decisions that will treat the patients in need of respiratory care. They will be required to assemble and troubleshoot equipment used to provide general respiratory care. This clinical rotation will be an estimated 128 hours.
- Clinical Practice III – students will be introduced to the intensive care units and emergency departments of the hospital to learn about the care of critically ill patients. They will assess, perform diagnostic tests, and treat patients in neurological, surgical, cardiovascular, and medical ICUs. They will be introduced to the care of the patient who is receiving mechanical ventilation via an artificial airway. They will practice critical care skills of airway management such as suctioning, assisting intubation, tracheostomy care, and extubation. This clinical rotation will be an estimated 192 hours.
- Clinical Practice IV – students will spend this rotation working with critically ill patients in the ICU and emergency departments to increase their level of knowledge, skill, and confidence working in this setting. They will become more independent and will be able to take on more regarding patient workload. Students will spend time in rounds with

the healthcare team and physicians, gaining experience in interprofessional and collaborative healthcare. The student will be expected to communicate with these healthcare professionals to discuss their patients' current plan and changes that need to be made to that plan. Advanced techniques of the baccalaureate therapist will be introduced during this rotation regarding ventilator management, advanced diagnostics, and cutting-edge therapeutics. This clinical rotation will be an estimated 256 hours.

- Clinical Practice V – during the last semester of the program students will be able to complete clinical externships in which they may provide their top choices of healthcare facilities in which they would like to work. The student will then be paired with a respiratory therapist at that site and will work their schedule with them throughout the semester. The goal of an externship experience will be to match a student with his or her future employer to make the transition from student to graduate a seamless one. This clinical rotation will be an estimated 192 hours.
- Clinical Practice VI – during the last semester of the program, students will be able to spend time in specialty areas that are specific to respiratory therapists with a bachelor's degree. These areas of specialization can include interventional radiology, bronchoscopy, ECMO specialist, formal education, management, physician clinics, home care, pulmonary function testing, and pulmonary rehabilitation. Students will be able to choose specialty areas in which they are most interested so that the experience is individualized. This clinical rotation will be an estimated 128 hours.

Overall, the clinical education portion of the baccalaureate program will be an estimated 928 hours, compared to the 832 hours in the associate's program. This is an 11.5% increase in clinical hours, with the additional opportunities for externships and specialization. The clinical education will be delivered in a high-quality manner using paid clinical instructors instead of volunteer preceptors provided by the hospitals. Implementing a paid clinical instructor model will ensure consistent and meaningful instruction of the students at the bedside. This a drastic difference from the volunteer preceptor model in which the therapists' priority is patient care.

c. A plan for assessing the extent to which the new program meets that need when implemented

Assessment of the Bachelor's in Applied Science in Respiratory Care will include the evaluation of program resources, evaluation of the program goals and student learning outcomes, and evaluation of the program through the annual assessment required by the Commission on Accreditation for Respiratory Care of outcome thresholds.

**Assessment of Program Resources, CoARC Standard 2.16:** The program must, at least annually, use the CoARC Resource Assessment Surveys to assess the resources described in Standard II. Survey data must be documented in the CoARC Resource Assessment Matrix (RAM). The results of resource assessment must be part of the Program Director's continuous analysis of the program and

used to make appropriate changes to program resources. Identification of any deficiency requires development of an action plan, documentation of its implementation, and evaluation of its effectiveness by ongoing resource assessment.

**Assessment of Program Goals and Student Learning Outcomes, CoARC**

**Standard 3.03:** Program goals must be the basis for continuous program planning, implementation, evaluation and revision. The program must formulate a systematic assessment process to evaluate the achievement of its goal(s) and expected student learning outcomes.

To demonstrate compliance, programs must document annual review and analysis of the program curriculum using sub score data by content domain of the NBRC TMC and CSE board exams. If any content area falls below 85% of the national mean, an action plan and follow up will be required. This information will be shared with the STLCC BASRT Advisory Committee.

For baccalaureate and master's programs, the program must develop outcome measures to assess the accomplishment of the required additional goal of competencies in leadership, research, education, and/or clinical specialization.

*Assessment of Program Outcomes*

Regardless of the degree awarded, all programs must, at a minimum, meet the thresholds established by CoARC for all mandated outcome measures at all program locations, notwithstanding the instructional methodology used. Program outcomes must be submitted to the CoARC annually, on or before the mandated deadline, using the Report of Current Status (RCS) format.

Evidence of Compliance will include the outcomes data of a three-year average completed in the annual RCS accepted by CoARC.

Outcomes reported will be the following:

1. Credentialing exam performance is evaluated by NBRC TMC High Cut Score success and NBRC RRT credentialing success, which is the percentage of program graduates (not the percentage of those taking the test) achieving the NBRC's High Cut Score and earning the RRT credential, respectively. The established threshold for TMC High Cut Score Success is 60%. There is no threshold for RRT Credentialing Success; however, programs are still required to provide RRT outcomes data on annual reports.
2. Retention is defined as the number of students who were formally enrolled in a respiratory care program and graduated from the program after completing all programmatic and graduation requirements, calculated as a percentage of the total number of students initially enrolled in that class. The established threshold for

retention is 70%, and the basis for CoARC action is a subthreshold retention average for a given three-year cycle.

3. Graduate and employer satisfaction surveys must be administered six (6) to twelve (12) months after graduation. The established threshold for these surveys is that for each question at least 80% of returned graduate and employer surveys rate overall satisfaction 3 or higher on a 5-point Likert scale. The basis for CoARC action is a subthreshold average of satisfactory responses for a given three-year cycle.
4. Job placement is also reported, but there is no threshold for CoARC. St. Louis Community College will utilize graduate surveys to provide information regarding the positions held by baccalaureate program.

The STLCC Respiratory Care Advisory Committee is made up of students, graduates, faculty, college administration, employers, physicians, and a member of the public; the committee meets twice a year. Program outcomes, resource assessment data, substantive changes, assessment of curriculum, and technical standards are reviewed and discussed, and all changes are voted upon by the committee. STLCC has an active and engaged advisory committee. The last meeting was held on October 12, 2020. The committee voted unanimously in support of STLCC offering a Bachelor of Science in Respiratory Care at the Florissant Valley campus.

The information provided in this Phase Two proposal demonstrates how STLCC has met both the legislated criteria and the departmental rules for approval to offer a Bachelor of Science in Degree in Respiratory Care. In addition to the workforce need and our institutional capacity to offer this program, we also have the support of our local employers and our public college colleagues to offer this program. We thank you for your consideration.



**Appendix A:**  
**Letter of Support from Four-Year Publics**

July 24, 2020

Zora Mulligan, Commissioner of Higher Education  
Missouri Department of Higher Education and Workforce Development  
301 W. High Street  
P.O. Box 1469  
Jefferson City, MO 65201-1469

Commissioner Mulligan,

Thank you for the opportunity to provide input on this important Phase I proposal for eight community college bachelor's degrees in the field of respiratory care. This is a very important discussion, particularly due to the ongoing pandemic. In addition, how we approach this review will set precedent for future comprehensive reviews. We appreciate your consideration of our feedback and look forward to opportunities for further discussion beyond written comments.

Some four-year institutions became aware of the community colleges' intent to submit this proposal in May, when the community colleges expressed an interest in exploring the feasibility of a collaboration. Further definition of, and decision about, what it means for a community college to make "a good-faith effort" to explore a collaboration with a four-year partner and to look at multiple potential options for degree offerings is needed. This element needs clarification in the administrative rules and the process needs to define acceptable parameters moving forward.

We feel that OTC and STLCC are unique from the other six community colleges included in this proposal. Both have existing accredited respiratory therapy programs at the associate level and potentially have the necessary equipment and faculty necessary to offer the program at a high quality especially if they follow the guidelines for collaboration. This Phase I proposal further supports that conclusion, and both institutions should be afforded the opportunity to dive deeper with a Phase II proposal and external review.

We have serious concerns, however, regarding the remaining six institutions. For the sake of efficiency, we have no complaints if a collective of community colleges submits one, comprehensive document. For example, all eight institutions would likely want to lean on statewide workforce trends to support their cases, and it makes sense to communicate that information once, as opposed to eight separate times. However, the submission of a single document should not obfuscate the fact that these are eight separate proposals, with each individual institution needing to provide a standalone case for why it should be approved to offer a baccalaureate degree, per the department's *Plan for Comprehensive Review of Academic Program Proposals* (attached). Specifically, this should include the information requested in the department's *Elements of a Complete Proposal for Comprehensive Review*.

In the current proposal, only OTC and STLCC provide the requested information, while the others provide little-to-no evidence supporting a standalone case for why they can and should be authorized to offer this degree. In fact, the other six institutions are directly referenced in the proposal only once—on the cover page. Specific examples of our concerns are included below:

- In the section dedicated to ensuring program quality (pp. 7-8), only OTC and STLCC provide evidence of their ability to provide high-quality education and training in respiratory care. The other institutions should be required to provide similar evidence.
- The institutional capacity section (pp. 9-10) begins with a note that each community college will provide this information in Phase II, but this information—regarding academic and student support, faculty resources, a comprehensive cost/revenue analysis, student interest, and clinical capacity—is explicitly requested in the Phase I proposal. Using Higher Learning Commission (HLC) accreditation as primary evidence of institutional capacity is insufficient and sidesteps the department’s requirements. Again, only OTC and STLCC provide additional information.
- Letters of support included in Appendix B (p. 16) should provide at least some evidence of relevant employer support for each individual institution’s efforts. While there is greater institutional diversity in the letters of support (i.e., they are not limited to OTC and STLCC), three institutions have no letters of support.

Overall, we believe there is potential for a limited number of community college bachelor’s degrees in respiratory care. OTC and STLCC have made a convincing case, and we believe they meet the statutory criteria. Our primary concern is that evidence of these institutions’ readiness will be confused for that of the other six institutions for which very little or no evidence is provided. To allow those six institutions to proceed to Phase II at this point would set damaging precedent and undermine the integrity of the process. The required evidence to propose offering a bachelor’s degree is not apparent and has certainly not been adequately articulated.

Sincerely,

Michael Godard  
Provost  
Southeast Missouri State University

Doug Davenport  
Provost and Vice President for Academic Affairs  
Missouri Western State University

Paula Carson  
Provost and Vice President of Academic Affairs  
Missouri Southern State University

Frank Einhellig  
Provost  
Missouri State University

Janet Gooch  
Provost  
Truman State University

Vicki Schwinke  
Vice President of Academic Affairs  
State Technical College

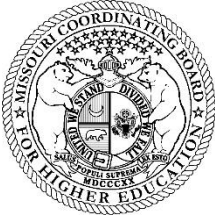
Jamie Hooyman  
Provost  
Northwest Missouri State University

Alphonso Sanders  
Provost and Vice President  
Lincoln University

Steve Graham  
Sr. Associate Vice President for Academic Affairs  
University of Missouri System

Phil Bridgmon  
Provost and Vice President for Academic Affairs  
University of Central Missouri

LaTonia Collins Smith  
Vice President, Academic Affairs  
Harris-Stowe State University



Tab 12

## Plan for Comprehensive Review of Academic Program Proposals

Coordinating Board for Higher Education  
June 7, 2018

### BACKGROUND

The Higher Education System Review Task Force in its report to the Coordinating Board recommended the process for reviewing and approving proposals for new academic programs be updated to allow institutions to meet state workforce needs. MDHE staff and institutional representatives developed a three-tiered approach to new academic program review, which included a comprehensive review path for institutions to propose programs outside their mission. In anticipation of pending legislation removing certain statutory restrictions on degrees offered at public institutions of higher education being enacted, MDHE staff has developed guidelines for submitting proposals under the comprehensive review umbrella. These guidelines discussed below have been excerpted from 6 CSR 10-4.010, which the Coordinating Board approved in December 2016 and is now in the final stages of the rulemaking process.

### CURRENT STATUS

The 2018-2019 review cycle commences on July 1, 2018, and institutions must submit preliminary proposals for new academic programs requiring comprehensive review by that date. As this is year two of the revised program review process, the CBHE will consider as many as five proposals, with no more than three proposals from either public universities or public two-year institutions.

#### Preliminary Proposals

In order to avoid unnecessary expenses associated with a full comprehensive review, institutions will submit by July 1, 2018, a preliminary proposal for consideration. The preliminary proposal is a statement of the institution's intent and provides MDHE staff an opportunity to assess which programs should be considered for a full comprehensive review. The CBHE, in its sole discretion and in consultation with MDHE staff, will determine by its September meeting which of the preliminary proposals to evaluate through a full comprehensive review. Proposals selected for a full comprehensive review will submit the additional elements to submit a complete proposal for comprehensive review. The Coordinating Board will take action on these proposals in March 2019.

#### Timeline for Conducting Comprehensive Reviews

May-June	MDHE strongly encourages institutions to notify the Assistant Commissioner for Academic Affairs prior to submitting a preliminary proposal for comprehensive review to assess informally the appropriateness of the institution's request and its capacity to comply with the requirements and expectations of the comprehensive review.
July 1	Preliminary proposals for new academic programs requiring comprehensive review due to the MDHE.
July-September	MDHE staff will determine which five proposals of those submitted received will be evaluated fully through the comprehensive review process.
September-February	MDHE staff will work with each institution with a proposal undergoing comprehensive review to ensure the proposal is complete and the CBHE has all the information and data necessary to approve or disapprove the proposed program.
March	The Coordinating Board for Higher Education will take action on the proposals considered through comprehensive review.

## **Elements of a Complete Proposal for Comprehensive Review**

Each institution seeking approval for a program requiring comprehensive review will submit a complete proposal for the Coordinating Board's approval. A complete proposal will be submitted and reviewed over two phases, a preliminary and final phase.

### **Phase I**

An institution seeking approval for an academic program requiring a comprehensive review will first submit a preliminary proposal to MDHE staff by July 1, 2018. The MDHE will provide forms for this initial step. The preliminary proposal will include the following:

- A. Evidence that the proposing institution has explored the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program. At a minimum, the proposing institution must include letters from the chief academic officers of both the proposing institution and other institutions involved in exploring the feasibility of collaboration attesting to the nature of the discussions and explaining why collaboration in this instance is not feasible.
- B. The proposal should identify and explain in detail which of the [Blueprint for Higher Education](#) goals the new program will advance.
- C. The proposal must include evidence that the institution has the capacity to launch the program in a high-quality manner. This should include:
  1. An assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads);
  2. A comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program;
  3. Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities and instruction equipment; and
  4. Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation.

### **Phase II**

If the proposal is accepted for further evaluation, the institution will be asked to prepare materials for a complete proposal.

- A. The proposing institution will consult with MDHE staff to identify an external review conducted by a team that includes faculty experts in the discipline of the program to be offered and administrators from institutions already offering programs in the discipline and at the degree level proposed. If appropriate, the external review team may include employer or industry experts. The exact size of the external review team may vary depending on the nature of the proposed program but generally will consist of five to nine individuals. The proposing institution will bear all costs associated with the external review.

B. The proposal must provide clear and compelling evidence that the proposed program is needed.

This will include:

1. An explanation with supporting documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (10)(C) of the administrative rule;
2. In consultation with MDHE staff and with consideration of input offered by the external review team described above, the proposing institution will present a rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program;
3. The institution will provide a clear plan to meet the articulated workforce need, including:
  - a. Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need analysis in part (II) of this subparagraph;
  - b. Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and
  - c. A plan for assessing the extent to which the new program meets that need when implemented.

The Coordinating Board will apply the same comprehensive review criteria and standards used to approve baccalaureate degree programs at four-year public institutions in the comprehensive review process when considering proposals from two-year institutions to offer baccalaureate degrees.

## **RECOMMENDATION**

This is an information item only.

**Appendix B:**  
**Steve Graham Letter**





June 25, 2020

Commissioner Zora Mulligan  
Missouri Department of Higher Education and Workforce Development  
P.O. Box 1469  
Jefferson City, MO 65101

Dear Commissioner Mulligan:

In May 2020, the University of Missouri System (UM) was notified by Ozark Technical College (OTC) and St. Louis Community College (STLCC) of their intent to submit a preliminary proposal to offer a baccalaureate degree in respiratory care. Both institutions expressed interest in exploring the feasibility of a collaboration with UM. MU currently offers an accredited bachelor's degree program in respiratory therapy. Following internal discussions and a conversation with the vice chancellors for academic affairs at OTC and STLCC, UM has concluded that at this point we are not interested in developing a collaborative bachelor's program with either institution.

Policy changes initiated by the Commission on Accreditation for Respiratory Care (CoARC) were amended and OTC and STLCC would require the authorization to offer the baccalaureate-level program to start a new or expand an existing respiratory care program. The developing COVID-19 pandemic makes the value of further investments in respiratory therapists obvious, and it is likely there will be workforce demand in both Springfield and St. Louis.

OTC and SLCC are unique from the other community colleges currently expressing interest in starting bachelor's programs. Both OTC and SLCC have existing accredited RT programs at the associate degree level and likely have the necessary equipment and faculty who could offer the program. However, we have significant concerns about other community colleges who do not have existing RT programs related to the actual market need and the necessary resources. We also have reservations about the conditions required for a collaborative partner in the original inquiries. Some of the "terms" outlined in the original inquiry were not reasonable and not in the spirit of the legislation or the DHEWD administrative rules (e.g., maximum of 30 hours of coursework from the four-year institutions and the four-year university coursework offered at community college rates).

MISSOURI

We appreciate that OTC and STLCC reached out and engaged with us from the beginning. This is an integral part of the process as outlined by statute and, just as importantly, an important way to foster productive relationships between two- and four-year institutions. Even though MU is not interested in a collaboration at this point, OTC and STLCC may want to seek opportunities with other four-institutions to see if they are interested in creating a collaborative partnership.

A handwritten signature in cursive script that reads "Steve Graham".

Steve Graham  
Senior Associate Vice President for Academic Affairs  
University of Missouri System  
[grahams@umsystem.edu](mailto:grahams@umsystem.edu) | (573) 882-3119

**Appendix C:**  
**Market Analysis – Workforce Report CHMURA**

October 29, 2020

To Whom It May Concern:

St. Louis Community College is seeking to create a bachelor's degree program to train respiratory therapists. As part of this process, the college must demonstrate market demand for such a program. This letter is intended to provide context and key points for the attached market demand report for respiratory therapists. The St. Louis, MO-IL metropolitan statistical area (MSA) is the region under consideration for market demand. Two questions must be considered when determining market demand for this program:

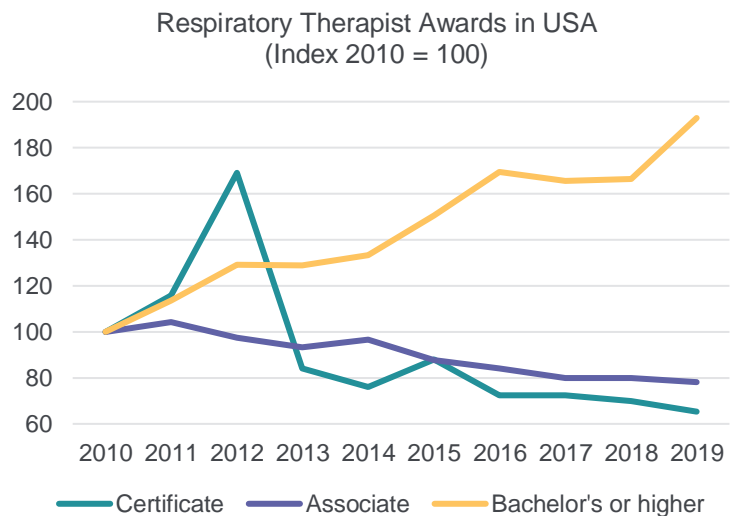
1. What is the long-term outlook for demand for respiratory therapists in the St. Louis region?
2. What is the trend in entry-level training required for respiratory therapists?

In considering the first question, skills and occupations that are in demand today may not be in demand in the months or years ahead when a student finishes a training program or education. For that reason, long-term gaps need to be considered in conjunction with current gaps. The Occupation Snapshot section of the attached report shows the JobsEQ® forecast of annual demand for 119 new respiratory therapists over the next seven years due to growth in the region's industries. Including demand from people exiting the labor market (includes individuals who are retiring) or transferring to other occupations, total demand for respiratory therapists in the region is expected to exceed 700 over the next seven years. This occupation is expected to grow at an average annual rate of 1.1% compared with the average forecast decline of 0.1% each year for the region overall.

The Training Concentration section provides further evidence of a potential shortfall in training for respiratory therapists. Training Concentration analysis considers output from related training programs in the region against a baseline of national awards output for a given occupation. In comparison with the national norm, the St. Louis region has an estimated shortfall of 13 postsecondary awards for respiratory therapists each year. Taken together, these sections show a current training gap for respiratory therapists and forecast long-term market demand for this occupation.

The second question relates to the need for a bachelor's program in addition to existing associate programs in the region. As shown in the Education Profile section, the typical entry-level education requirement for respiratory therapists determined by the Bureau of Labor Statistics is an associate degree, held by 56% of workers in this occupation, suggesting a two-year award would be sufficient.

However, several trends indicate the training requirements for respiratory therapists are increasing. Nationally, associate awards for respiratory therapists have fallen 22% from 2010 to 2019, while bachelor's awards nearly doubled (up 93%) over this period (see figure to the right). The share of bachelor's degrees as a percent of total awards in respiratory care has steadily increased from 10% in 2010 to 22% in 2019.



Source: NCES, JobsEQ by Chmura

This increasing demand for bachelor's degrees is expected to continue for both students and employers over the next decade. The American Association for Respiratory Care (AARC), the foremost professional association promoting respiratory therapists, issued an updated position statement on entry-level training requirements for the profession in 2019. "To achieve consistency in practice and the provision of safe, efficient, and effective care," AARC recommends a requirement for entry of a bachelor's degree in respiratory therapy or related health sciences and a Registered Respirator Therapist (RRT) certification for all new respiratory therapists beginning by at least 2030.<sup>1</sup>

Finally, data from online job postings provide further evidence of the current demand for respiratory therapists with a bachelor's degree. As shown in the RTI (Job Postings) section of the attached report, nearly 400 online job ads have been posted for respiratory therapists in the MSA over the last six months. Of those that provided a minimum education level in the ad, 43 (or 24%) requested a bachelor's degree. In contrast, only eight bachelor's degrees were awarded in 2019 for respiratory therapists in the region, all from the private St. Louis College of Health Careers.

In summary, the market analysis shows evidence of current gaps and strong demand in the future for a bachelor's degree for respiratory therapists in the St. Louis MSA.

Sincerely,



Patrick Clapp

Economist

Chmura Economics & Analytics

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<sup>1</sup> Source: <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf>



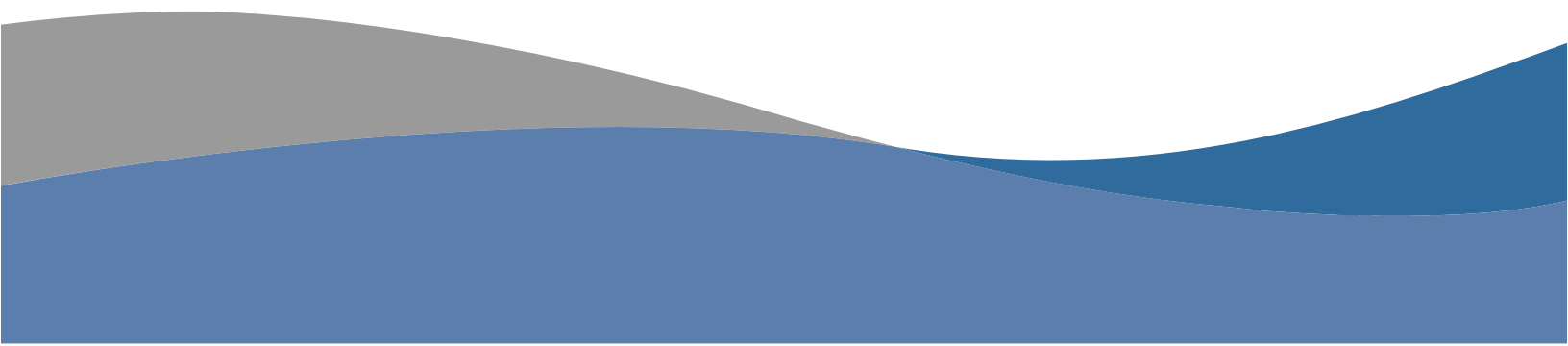
# Occupation Report

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# Respiratory Therapists

St. Louis, MO-IL MSA

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# Definition of Respiratory Therapists, SOC 29-1126

Assess, treat, and care for patients with breathing disorders. Assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check, and operate equipment.



# Occupation Snapshot

As of 2020Q2, total employment for Respiratory Therapists in the St. Louis, MO-IL MSA was 1,528. Over the past three years, this occupation added 92 jobs in the region and is expected to increase by 119 jobs over the next seven years, or at an annual average rate of 1.1%.

**Respiratory Therapists in St. Louis, MO-IL MSA, 2020Q2<sup>1</sup>**

Empl	Avg Ann Wages <sup>2</sup>	Current		Unempl Rate	Online Job Ads <sup>3</sup>	3-Year History		Total Demand	7-Year Forecast		Empl Growth	Ann % Growth
		LQ	Unempl			Empl Change	Ann %		Exits	Transfers		
1,528	\$57,100	1.26	19	1.2%	139	92	2.1%	701	302	280	119	1.1%

Source: JobsEQ®

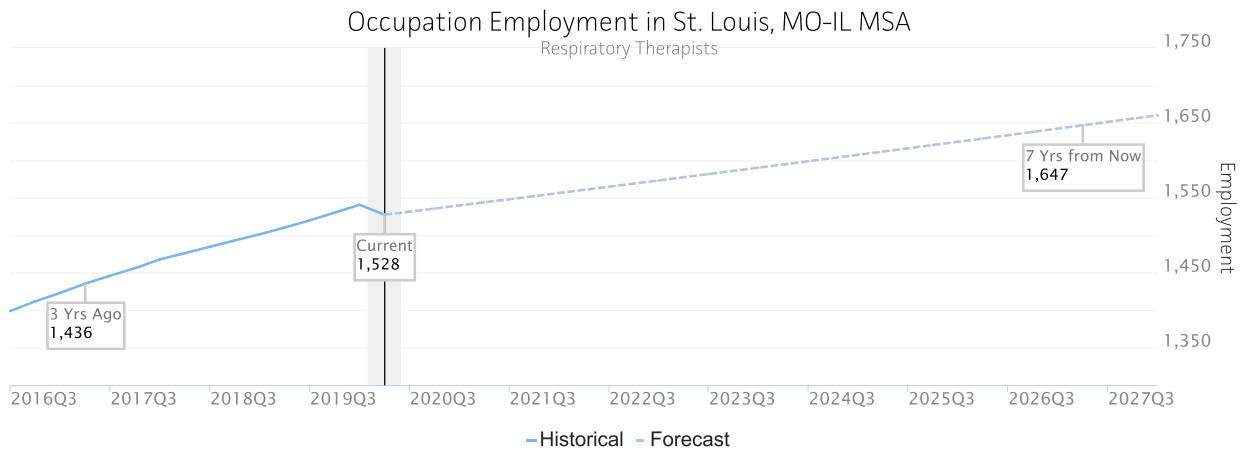
Data as of 2020Q2 unless noted otherwise

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).

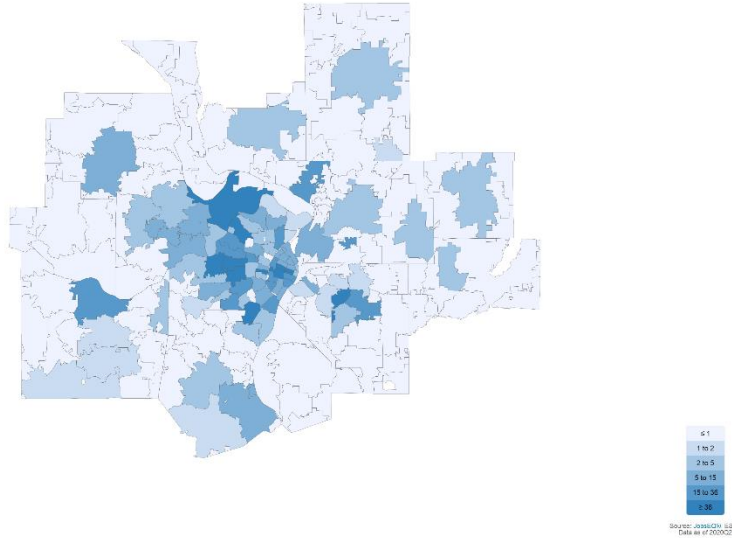


Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q4, imputed where necessary with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

# Geographic Distribution

The below maps illustrate the ZCTA-level distribution of employed Respiratory Therapists in the St. Louis, MO-IL MSA. Employment is shown by place of work and by residence.

Occupation Concentration by Place of Work for Respiratory Therapists



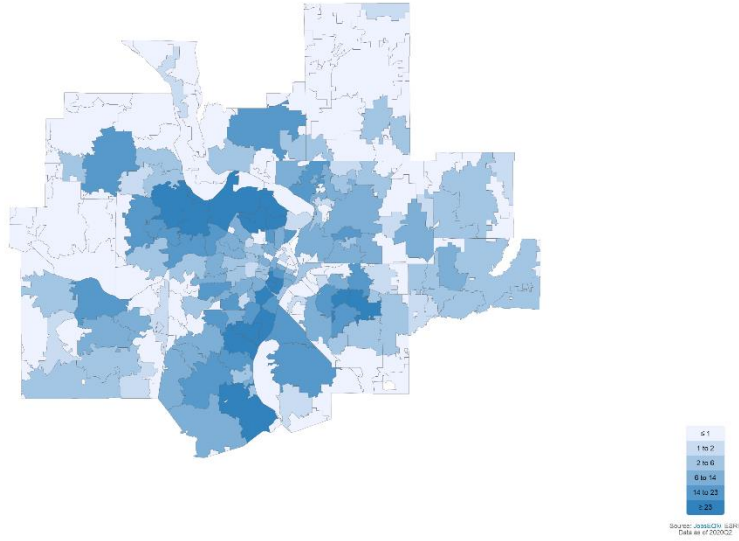
Top ZCTAs by Place of Work for Respiratory Therapists, 2020Q2

Region	Employment
ZCTA 63110	296
ZCTA 63141	76
ZCTA 63103	60
ZCTA 63017	60
ZCTA 63131	52
ZCTA 63128	51
ZCTA 63117 (St. Louis County, MO portion)	51
ZCTA 63108	44
ZCTA 63044	44
ZCTA 63301	38

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. Occupation by residence data are derived from the same in addition to commuting pattern data.

Occupation Concentration by Place of Residence for Respiratory Therapists



**Top ZCTAs by Place of Residence for Respiratory Therapists, 2020Q2**

Region	Employment
ZCTA 63129	62
ZCTA 63376	54
ZCTA 63031	44
ZCTA 63123 (St. Louis County, MO portion)	43
ZCTA 63033	37
ZCTA 63010	34
ZCTA 63034	32
ZCTA 63052	30
ZCTA 62226	30
ZCTA 63116	30

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. Occupation by residence data are derived from the same in addition to commuting pattern data.

# Employment by Industry

The following table illustrates the industries in the St. Louis, MO-IL MSA which most employ Respiratory Therapists. The single industry most employing this occupation in the region is General Medical and Surgical Hospitals, NAICS 6221. This industry employs 1,236 Respiratory Therapists—employment which is expected to increase by 105 jobs over the next ten years; furthermore, 664 additional new workers in this occupation 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.

**Top Industry Distribution for Respiratory Therapists (29-1126) in St. Louis, MO-IL MSA**

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
6221	General Medical and Surgical Hospitals	80.9%	1,236	345	319	105	769
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	6.2%	94	31	29	50	111
6231	Nursing Care Facilities (Skilled Nursing Facilities)	3.7%	57	16	14	2	32
6211	Offices of Physicians	1.5%	23	7	6	5	18
6213	Offices of Other Health Practitioners	1.1%	17	5	5	4	14
4234	Professional and Commercial Equipment and Supplies Merchant Wholesalers	1.1%	17	4	4	-2	6
4461	Health and Personal Care Stores	0.9%	14	4	3	-1	6
5324	Commercial and Industrial Machinery and Equipment Rental and Leasing	0.8%	13	4	3	1	8
5322	Consumer Goods Rental	0.7%	11	3	3	0	6
6216	Home Health Care Services	0.7%	10	3	3	4	10
6214	Outpatient Care Centers	0.6%	9	3	3	4	10
	All Others	1.8%	27	7	7	1	15

Source: JobsEQ®

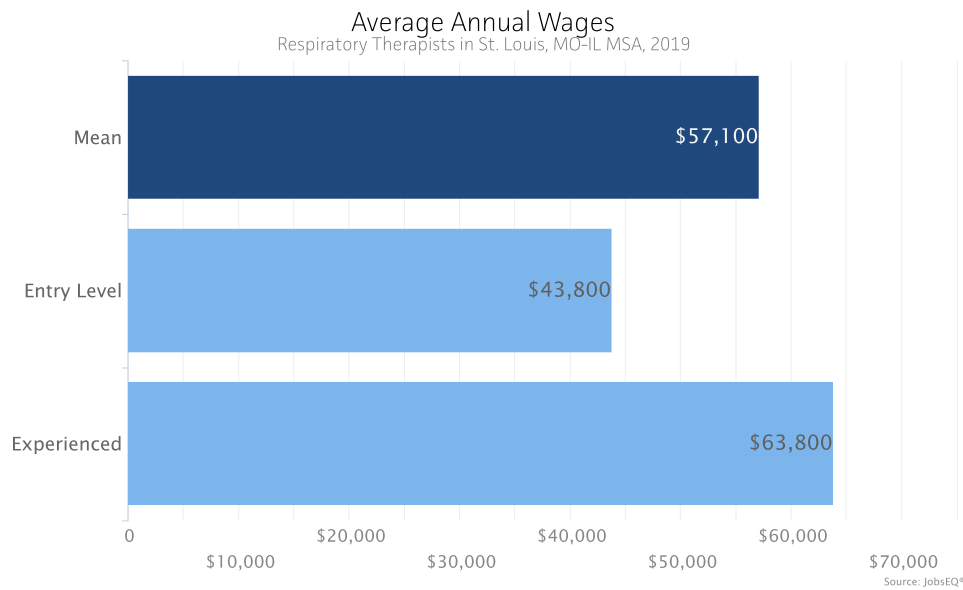
Data as of 2020Q2 except wages which are as of 2019. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

Note: Figures may not sum due to rounding.

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. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

# Wages

The average (mean) annual wage for Respiratory Therapists was \$57,100 in the St. Louis, MO-IL MSA as of 2019. For the same year, average entry level wages were approximately \$43,800 compared to an average of \$63,800 for experienced workers.



Occupation wages (mean, median, and percentiles) are as of 2019 provided by the BLS, modified and imputed by Chmura where necessary. Entry-level and experienced wages are derived from these source data, computed by Chmura.

# Education Profile

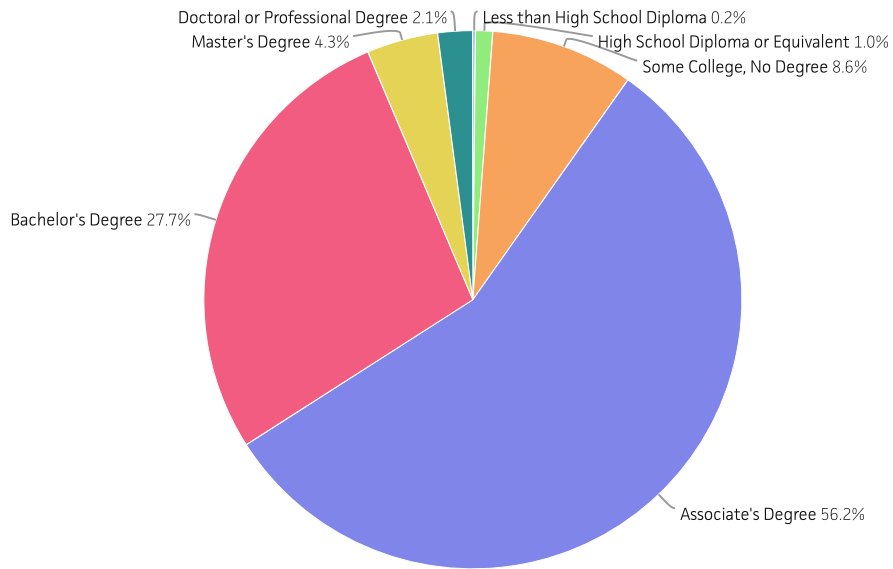
Typical education and training requirements for Respiratory Therapists are described below.

## Education and Training Requirements

Typical Entry-Level Education:	Associate's degree
Previous Work Experience:	None
Typical On-the-Job Training:	None

Source: JobsEQ®

## Educational Attainment Profile



Source: JobsEQ®

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.

# Awards

The table below is a list of postsecondary program awards that were granted by postsecondary institutions located in the St. Louis, MO-IL MSA in the 2019 academic year. These programs have been identified as providing training for Respiratory Therapists (for further details, see the source note).

Title/School	Annual Awards - St. Louis, MO-IL MSA		
	Certificates and 2yr Degrees	4yr Degrees	Postgraduate Degrees
<b>51.0908 Respiratory Care Therapy/Therapist</b>			
Kaskaskia College	12	0	0
Saint Louis Community College	15	0	0
Southwestern Illinois College	15	0	0
St Louis College of Health Careers-Fenton	31	8	0
<b>Total</b>			
<b>Total</b>	<b>73</b>	<b>8</b>	<b>0</b>

Source: JobsEQ®

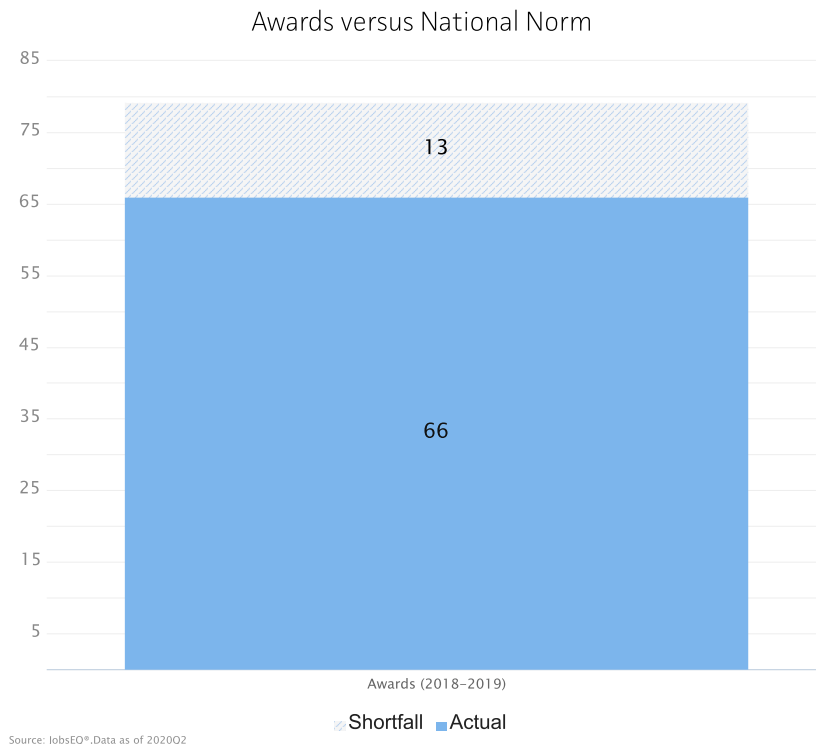
Data as of the 2019 academic year

Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2019 academic year. Any programs shown here have been identified as being linked with the occupation being analyzed. Other existing programs may also provide training in the region for this occupation but have not been so identified by the program-occupation crosswalk (see the FAQ section at the end of this report for more details). Furthermore, 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.

# Training Concentration

In the 2018-2019 academic year, it is estimated that postsecondary schools in the St. Louis, MO-IL MSA granted awards for a potential 66 new Respiratory Therapists.<sup>2</sup> Given the size of this occupation in the region, this award output is below the national norm of 79 awards per year—put another way; it is at 83% of the national average.

Training concentrations above the national average can indicate that the region is an exporter of graduates for this occupation; in other words, some students may come from outside the region for this education and subsequently leave after the award to work outside the region. Training concentrations below the national average can indicate that the region is an importer of graduates for this occupation; in other words, some employers within the region who hire this occupation may need to hire workers who received this training outside of the region.



Awards data by occupation are estimates produced by JobsEQ and for the academic year 2018-2019.

<sup>2</sup> This figure may not match the total awards shown in the prior section since some of those awards may flow into more than one occupation.



# RTI (Job Postings)

## Occupations

SOC	Occupation	Total Ads
29-1126.00	Respiratory Therapists	393

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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
63110	51
Saint Louis, Missouri	41
St Louis, Missouri	35
Fenton, Missouri	12
63131	11
Saint louis, Missouri 63101	11
Saint Louis, MO 63150	10
St. Louis, MO 63128	10
63136	9
Bridgeton, Missouri	8

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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

## Employers







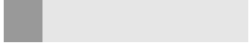
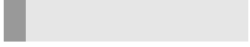
Employer Name	Total Ads	
SSM Health	61	
Barnes-Jewish Hospital	30	
BJC HealthCare	25	
St. Louis Children's Hospital	19	
Advanced Travel Therapy	12	
Club Staffing	12	
Kindred	11	
Missouri Baptist Medical Center	11	
CoreMedical Group	10	
Christian Hospital	9	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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

## Certifications

Certificate Name	Total Ads	
Registered Respiratory Therapist (RRT)	44	
Basic Life Support (BLS)	41	
Advanced Cardiac Life Support Certification (ACLS)	40	
Certified Respiratory Therapist (CRT)	23	
Certification in Cardiopulmonary Resuscitation (CPR)	19	
Licensed Respiratory Care Practitioner (RCP)	8	
Registered Nurse (RN)	8	
Pediatric Advanced Life Support (PALS)	7	
Certified Nursing Assistant (CNA)	4	
Licensed Practical Nurse (LPN)	4	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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	
Critical Care	51	
Patient Care	29	
Endotracheal Tubes	25	
Wound Care	17	
Pediatrics	14	
Intensive Care Unit (ICU)	9	
Ability to Lift 51-100 lbs.	8	
Long-Term Care	8	
Geriatric	6	
Home Health Care	6	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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	
Supervision/Management	115	
Time Management/Time Utilization	106	
Critical Thinking	92	
Troubleshooting	86	
Cooperative/Team Player	85	
Communication (Verbal and written skills)	81	
Self-Motivated/Ability to Work Independently/Self Leadership	32	
Customer Service	21	
Accountable/Responsible/Reliable/Dependable/Trustworthy	18	
Problem Solving	17	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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

## Job Titles

Job Title	Total Ads	
Respiratory Therapist	37	
RRT	31	
Registered Respiratory Therapist, RRT	21	
PRN Registered Respiratory Therapist, RRT	20	
Respiratory Care Practitioner - RRT	12	
Registered Respiratory Therapist - (RRT)	10	
Respiratory Therapist (RT)	8	
Part-time Registered Respiratory Therapist, RRT	6	
Part-time Respiratory Care Assistant, RCA	6	
Respiratory Cardio - Registered Respiratory Therapist	5	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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

Minimum Education Level	Total Ads	
Associate's degree	146	
Bachelor's degree	43	
Unspecified/other	204	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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

## Programs

Program Name	Total Ads	
Respiratory Therapy	26	
Science	3	
Healthcare	2	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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

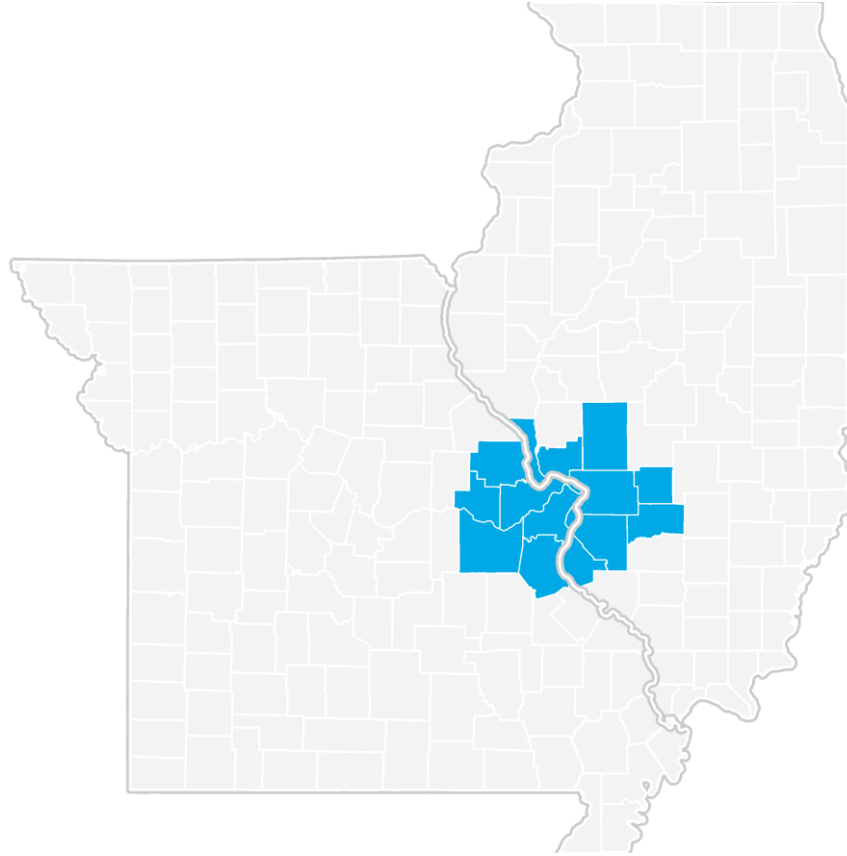
Type	Total Ads	
Full-Time	155	
Part-Time	65	
Temporary (unspecified)	21	
Temporary (short-term)	11	
Permanent	10	
Unspecified/other	180	

Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 10/20/2020

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

# St. Louis, MO-IL MSA Regional Map



# Region Definition

**St. Louis, MO-IL MSA is defined as the following counties:**

Bond County, Illinois

---

Calhoun County, Illinois

---

Clinton County, Illinois

---

Jersey County, Illinois

---

Macoupin County, Illinois

---

Madison County, Illinois

---

Monroe County, Illinois

---

St. Clair County, Illinois

---

Franklin County, Missouri

---

Jefferson County, Missouri

---

Lincoln County, Missouri

---

St. Charles County, Missouri

---

St. Louis County, Missouri

---

Warren County, Missouri

---

St. Louis City, Missouri

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# FAQ

## 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 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 training concentration?

The training concentration analysis compares local postsecondary training output compared to the national norm. Let's consider registered nurses as an example. If in the nation, one RN award is granted for every ten RNs employed, that 1:10 ratio is the national norm. If in your region your schools also grant one RN award for every ten 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 ten 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 employed, your region would be at half the national norm or have a 50% training concentration.

## 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 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

This report and all data herein were produced by JobsEQ®, a product of Chmura Economics & Analytics. The information contained herein was obtained from sources we believe to be reliable. However, we cannot guarantee its accuracy and completeness.

**Appendix D:  
Letters of support**



Saint Louis University Hospital  
1201 S. Grand Blvd.  
St. Louis, MO 63104

phone: 314-257-8000  
[ssmhealth.com/slhospital](http://ssmhealth.com/slhospital)

**Delores Griffin | Director – Respiratory Care and Bronchoscopy  
Saint Louis University Hospital  
(314) 257-1450**

### **Letter of support for Forest Park Community College**

In my capacity as Director of Respiratory Care and Bronchoscopy at SSM Health Saint Louis University Hospital, I would like to express my full support to St. Louis Community College at Forest Park in their pursuit for the option of Baccalaureate degree as part of their educational platform.

St. Louis Community College at Forest Park has been a very important resource for those of us seeking professional, qualified candidates. It is my belief that the high-quality educational goals that is set by the college will only enhance us as a profession and continue to elevate patient care in the area.

The proposed work is highly relevant and well in line with the SSMHealth commitment to exceptional care and the goals of care set within the department.

If you need any additional information, please feel free to reach out to me.

Yours sincerely,

A handwritten signature in cursive script that reads "Delores Griffin".

**Delores Griffin | Director – Respiratory Care and Bronchoscopy  
Saint Louis University Hospital**

Richard J. Liekweg  
President and Chief Executive Officer

April 21, 2020

Jeff L. Pittman, Ph.D.  
Chancellor  
St. Louis Community College  
3221 McKelvey Road  
Bridgeton, MO 63044

Dear Dr. Pittman:


BJC HealthCare is pleased to support St. Louis Community College (STLCC), and its partner community colleges, proposal for the expansion of respiratory care to the bachelor's degree through the Missouri Department of Higher Education. The College's proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in the St. Louis metropolitan area.

BJC HealthCare is one of the largest nonprofit health care organizations in the United States, delivering services to residents primarily in the greater St. Louis, southern Illinois and mid-Missouri regions. Serving the health care needs of urban, suburban and rural communities, BJC includes 15 hospitals and multiple health service organizations. Services include inpatient and outpatient care, primary care, community health and wellness, workplace health, home health, community mental health, rehabilitation, long-term care and hospice. BJC's nationally recognized academic hospitals, Barnes-Jewish and St. Louis Children's hospitals, are affiliated with Washington University School of Medicine.

As an employer of more than 31,000 health care professionals, we can attest to the dire need for qualified registered respiratory therapists.

We look forward to partnering with you on this endeavor and working with you to address our region's health sciences workforce pipeline issues.

Sincerely,



Richard J. Liekweg



Mercy Hospital St. Louis

Paul R. Bast, RRT, MBA

Executive Director RT Services  
Administrative Lead Pulmonary Specialty Council  
Mercy Hospital St. Louis  
615 S. New Ballas Rd. 342A St. Louis, MO 63141  
Office: 314-251-5477 | Fax: 314-251-5714

11/20/2020

To whom it may concern,

To educators of the state of Missouri concerning the question of the Bachelor of Science program at Forest Park Community College St Louis, MO. as a respiratory leader in the Saint Louis area for over 40 years I would like to put my support behind the proposal for a bachelor's of science program in respiratory therapy at Saint Louis Community College. The shortage of respiratory therapist in the Saint Louis market has been on-ongoing concern for the last several decades. Adding an additional program to the Saint Louis market in the form of a bachelor's degree program would be extremely beneficial to the patients and hospitals in the Saint Louis and surrounding areas. The evaluations done by our national organization the American Association for respiratory care as shown at the respiratory therapy market is one of the areas that will be in high demand over the next decade and beyond. This additional program would greatly help Saint Louis market as well as surrounding areas be able to provide quality well educated respiratory care practitioners to help those patients in need of respiratory services for years to come. Please let me know if there is anything, I can do to answer any questions you may have.



Recoverable Signature

X *Paul Bast*

---

Paul R. Bast, RRT, MBA

Executive Director RT Services

Signed by: Bast, Paul



November 18, 2020

To Whom It May Concern:

Hello, my name is Marla Overy and I serve as the Program Manager for Clinical Service Lines at St. Louis Children's Hospital, which includes the Respiratory Care Department. I am also a Registered Respiratory Therapist myself and manage a department of 110 Respiratory Therapist. I am contacting you to provide support for St. Louis Community College's current proposal with the State of Missouri to offer a baccalaureate degree in Respiratory Care at St. Louis Community College.

In 2019, the American Association for Respiratory Care (AARC) issued a statement that set a goal for all Registered Respiratory Therapist to have a baccalaureate degree for entry into the profession starting in 2030. I am in support of this change for my profession and look forward to it advancing the profession of Respiratory Care and the department I currently serve.

Along with the support of this advancement comes concerns for the challenges this will create. Currently our department has a hiring gap of 18.37 FTE's with having to fill some of this gap with contingent workers. This does not include the additional positions I would like to request to meet future growth demands. Much of this hiring gap is due to the limited supply of RT's in the current market. In addition, the majority of the current RT programs are not baccalaureate degrees. With this future change, I anticipate having even less programs and less candidates and an even larger hiring gap than what we currently struggle with.

Currently, STLCC is one of our primary sources of qualified and competent RT's. The program has been highly successful in producing outstanding candidates. It is an affordable and accessible program for our community and provides a strong educational foundation for our candidates. The program has a long history of success and I hope to have it continue to be a source of our future candidates. I fully support St. Louis Community College's current proposal with the State of Missouri to offer a baccalaureate degree in Respiratory Care at St. Louis Community College. If I can answer any questions, please do not hesitate to reach out to me at the number below.

Sincerely,

*Marla Overy RRT-NPS*

Marla Overy RRT-NPS  
Program Manager Clinical Service Line  
St. Louis Children's Hospital  
314-454-2334



Department of Pediatrics  
1465 South Grand Blvd  
St. Louis, MO 63104  
www.slu.edu

**SAINT LOUIS  
UNIVERSITY**

Health Sciences Center  
School of Medicine

William L Hubble, PhD, CNMT, RT (R)(CT)(N), FSNMMI-TS  
District Division Dean of Academic Affairs-Health Sciences  
St. Louis Community College  
5600 Oakland Avenue  
St. Louis, MO 63110-1316

November 5, 2020

Re: Letter of Support for a Baccalaureate Program in Respiratory Care at St. Louis Community College

Dear Dr. Hubble:

For many years, I have known St. Louis Community College to be an institution that is continually responding to the various needs of the St. Louis region. As a medical provider of pediatric pulmonary care, I have witnessed this directly through my work with highly trained respiratory therapists that have received instruction and a degree from your Respiratory Care Program at St. Louis Community College. These colleagues and former students that have matriculated through this program are educated about recent advancements in respiratory therapy and are "work ready" for their respective employers in St. Louis regional medical care centers.

I have had the fortune of serving as the Medical Director of this program and have seen how accreditation standards are exceeded on a regular basis. This has led to a recent 10-year accreditation award by the Commission of Accreditation for Respiratory Care, the highest achievable. It is my understanding that this governing body, as well as the American Association of Respiratory Care, have set new goals for a baccalaureate degree to be the standard for entry into the profession of respiratory therapy by 2030. With St. Louis Community College being a recognized regional and national leader in instructing the next generation of respiratory therapists, it stands to reason that this program would help establish a path to a baccalaureate degree to achieve meeting these goals. This letter serves as a strong support for St. Louis Community College to develop this baccalaureate program in respiratory care.

The needs for advancing instruction in respiratory care are evolving and place a greater demand on respective students. Respiratory therapists are truly essential workers that have played a key health care role during the current coronavirus pandemic. They react to and guide bedside care of some of the sickest patients, they optimize use of technology like ventilators while also troubleshooting when necessary, they draft policy to keep patients and health care providers safe, and they remain aware of updates to the medical literature and scientific basis of the care they provide. These elements are clearly formidable and reflect the need for advancing instruction in this discipline.

The Respiratory Care administrative leadership team at St. Louis Community College is quite suited for this task ahead as you pursue this update. I am more than happy to continue work with you and this team to help with these endeavors. Please do not hesitate to contact me if I can offer any added perspective that might help this worthy process.

Regards,

Kurtis T. Sobush, MD  
Associate Professor of Pediatrics, Saint Louis University School of Medicine  
Department of Pediatrics, Division of Pulmonary and Sleep Medicine  
Medical Director of the Complex Medical Care Program  
SSM Health/Cardinal Glennon Children's Hospital  
Medical Director of Respiratory Care  
St. Louis Community College  
314-268-6439



April 21, 2020

Jeff L. Pittman, Ph.D.  
Chancellor  
St. Louis Community College  
3221 McKelvey Road  
Bridgeton, MO 63044

Dear Dr. Pittman:

Christian Hospital/BJC HealthCare is pleased to support St. Louis Community College (STLCC), and its partner community colleges, proposal for the expansion of respiratory care to the bachelor's degree through the Missouri Department of Higher Education. The College's proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in the St. Louis metropolitan area.

BJC HealthCare is one of the largest nonprofit health care organizations in the United States, delivering services to residents primarily in the greater St. Louis, southern Illinois and mid-Missouri regions. Serving the health care needs of urban, suburban and rural communities, BJC includes 15 hospitals and multiple health service organizations. Services include inpatient and outpatient care, primary care, community health and wellness, workplace health, home health, community mental health, rehabilitation, long-term care and hospice. BJC's nationally recognized academic hospitals, Barnes-Jewish and St. Louis Children's hospitals, are affiliated with Washington University School of Medicine.

As an employer of more than 31,000 health care professionals, we can attest to the dire need for qualified registered respiratory therapists.

Christian Hospital/BJC HealthCare will actively support STLCC in this endeavor by offering clinical locations, offering paid internships, and interviewing qualified candidates who complete.

We look forward to working with you in addressing our region's health sciences workforce pipeline issues.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Stevens". The signature is written over the word "Sincerely,".

Rick Stevens, FACHE  
President



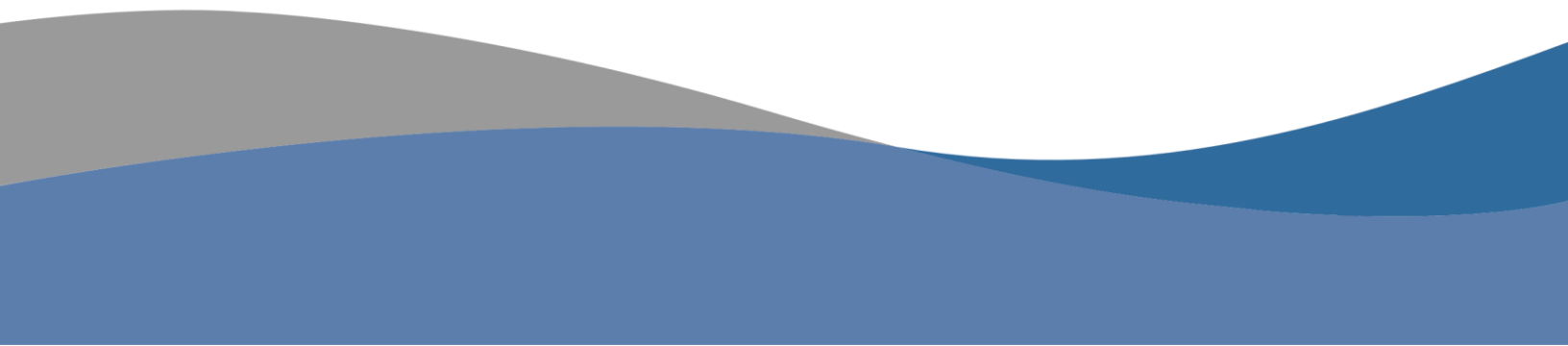
**Appendix E:**  
**Real-Time Intelligence Report**



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# Real-Time Intelligence Report

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# Query Definition

Online job postings for 2017, meeting all of the following criteria:

- This region: St. Louis, MO-IL MSA
- This occupation: Respiratory Therapists (29-1126)

# Summary

Total Job										Education	
Posts	Occupations	Locations	Employers	Certifications	Hard Skills	Soft Skills	Job Titles	Levels	Programs	Job Types	
205	1	54	73	16	29	29	124	2	3	5	

# Openings by Occupations

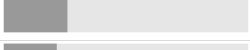
		Occupations	
SOC	Occupation		Total Ads
29-1126.00	Respiratory Therapists		205

# Openings by Locations

Location	Locations	Total Ads	
St Louis, Missouri		46	
Belleville, Illinois		19	
Saint Louis, Missouri		16	
Missouri-St. Louis-SSM Health Cardinal Glennon Children's Hospital		12	
St Charles, Missouri		7	
Bridgeton, Missouri		6	
Granite City, Illinois		5	
Illinois-Centralia-SSM Health St. Mary's Hospital – Centralia		4	
Missouri-St. Louis-BJC Hospital		4	
Saint Louis, MO 63108		4	

# Openings by Employers



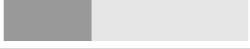
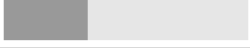
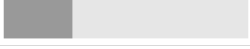
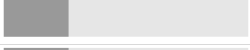
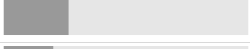
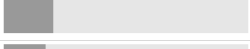
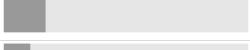
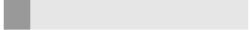
## Employers

Employer Name	Total Ads	
SSM Health	23	
BJC HealthCare	22	
Mercy	15	
Washington University in St. Louis	9	
Kindred Healthcare	7	
HSHS St. Elizabeth Hospital, Belleville IL	6	
HealthSouth Corporation	6	
SSM Health   SSM Health St. Joseph Hospital - St. Charles	6	
Select Medical	6	
SSM Health   SSM Health St. Mary's Hospital - St. Louis	5	



# Openings by Certifications

## Certifications

Certificate Name	Total Ads	
Basic Life Support (BLS)	64	
Registered Respiratory Therapist (RRT)	29	
Pediatric Advanced Life Support (PALS)	23	
Neonatal Resuscitation Program (NRP)	22	
Licensed Respiratory Care Practitioner (RCP)	18	
Advanced Cardiac Life Support Certification (ACLS)	17	
Certification in Cardiopulmonary Resuscitation (CPR)	17	
Certified Respiratory Therapist (CRT)	13	
Registered Nurse (RN)	11	
Licensed Practical Nurse (LPN)	7	

# Openings by Hard Skills

## Hard Skills

Skill Name	Total Ads	
Patient Care	42	
Electronic Health Record (EHR)	12	
Intensive Care Unit (ICU)	12	
Critical Care	10	
Pediatrics	10	
Teaching/Training, Job	8	
Electrocardiogram (ECG, EKG)	7	
Ability to Lift 21-30 lbs.	6	
Calculators	6	
Health/Wellness	6	

# Openings by Soft Skills

## Soft Skills




Skill Name	Total Ads	
Cooperative/Team Player	71	
Communication (Verbal and written skills)	52	
Supervision/Management	27	
Self-Motivated/Ability to Work Independently/Self Leadership	13	
Good Judgment	11	
Adaptability/Flexibility/Tolerance of Change and Uncertainty	10	
Ability to Work in a Fast Paced Environment	8	
Problem Solving	7	
Critical Thinking	6	
Detail Oriented/Meticulous	6	

# Openings by Job Titles




Job Title	Total Ads	
Respiratory Care Practitioner	14	
Respiratory Therapist	12	
Reg Respiratory Therapist	9	
RRT PRN	5	
Respiratory Care Assistant	5	
Respiratory Therapist (LTACH)	5	
Respiratory Care Practitioner Sign on Bonus	4	
Cardiopulmonary/Pulmonary Function Technician - Pulmonary	3	
Pulmonary Tech	3	
RRT Sign On Bonus Eligible	3	

# Openings by Education Levels

## Education Levels

Minimum Education Level	Total Ads	
Associate's degree	71	
Bachelor's degree	16	
Unspecified/other	118	

# Openings by Programs

Programs		Total Ads	
Program Name			
Respiratory Therapy		29	
Healthcare		22	
Science		1	

# Openings by Job Types

## Job Types

Type	Total Ads	
Full-Time	38	
Part-Time	17	
Temporary (unspecified)	5	
Permanent	3	
Temp-to-Hire	1	
Unspecified/other	145	

# Data Notes

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Historical volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution.

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Approximately 4% of jobs are omitted from the RTI duration data due to quality reasons. For example, ads open for an inordinately long period—indicating that it is likely being left up not for one, but for multiple openings—are excluded from the duration data. These ads are also excluded from the count of “Ads Closed.”

## FAQ

### How does the time period work?

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### Is every online-job-ad website included in these data?

We make every attempt to catch all of the significant job-posting websites across the United States, but we cannot guarantee complete, 100% coverage. If you have any questions about a particular website, please don’t hesitate to ask.

#### About This Report

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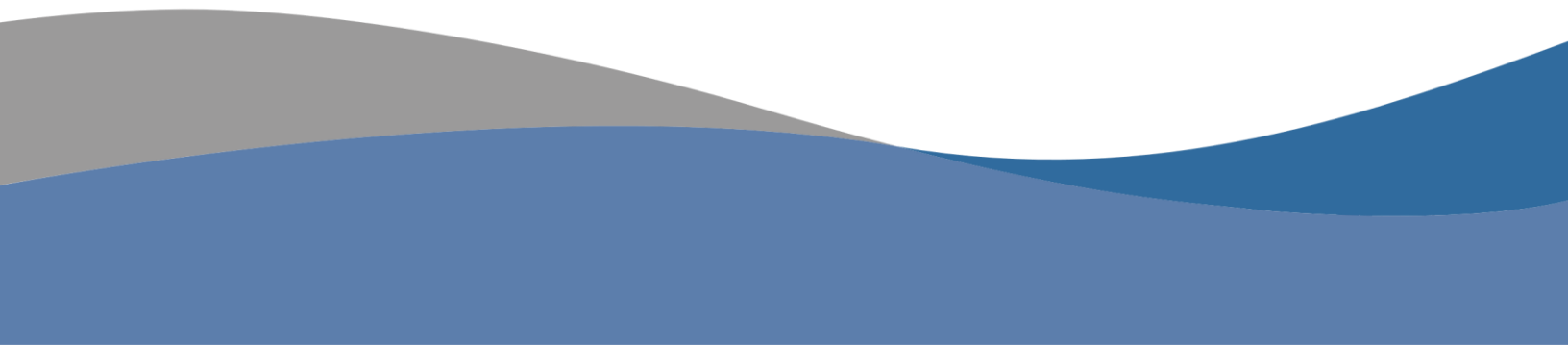
**Appendix F:  
Christian Hospital Report**



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# Real-Time Intelligence Report

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Query Definition ..... 3

Summary ..... 4

Openings by Occupations..... 5

Openings by Locations ..... 6

Openings by Employers..... 7

Openings by Hard Skills ..... 8

Openings by Soft Skills ..... 9

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Openings by Education Levels..... 11

Openings by Job Types ..... 12

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# Query Definition

Online job postings for the 180 day period ending 11/16/2020, meeting all of the following criteria:

- This region: St. Louis, MO-IL MSA
- This occupation: Respiratory Therapists (29-1126)
- Postings where the employer name contains: "Christian Hospital"


# Summary

Total Job								Education			
Posts	Occupations	Locations	Employers	Certifications	Hard Skills	Soft Skills	Job Titles	Levels	Programs	Job Types	
13	1	1	1	0	1	10	9	2	0	2	

# Openings by Occupations

		Occupations	Total Ads
SOC	Occupation		
29-1126.00	Respiratory Therapists		13

# Openings by Locations

Location	Locations	Total Ads
63136		13 


# Openings by Employers

## Employers

Employer Name	Total Ads
Christian Hospital	13



# Openings by Hard Skills

Skill Name	Hard Skills	Total Ads
Wound Care		12 

# Openings by Soft Skills

## Soft Skills



Skill Name	Total Ads	
Critical Thinking	13	
Supervision/Management	13	
Time Management/Time Utilization	13	
Troubleshooting	11	
Accountable/Responsible/Reliable/Dependable/Trustworthy	2	
Cooperative/Team Player	2	
Dispute Resolution/Conflict Resolution/Diplomacy/Problem Resolution	2	
Good Judgment	2	
Initiative	2	
Leadership	2	

# Openings by Job Titles

Job Title	Total Ads	
Registered Respiratory Therapist, RRT	4	
PRN Registered Respiratory Therapist, RRT	2	
Part-time Registered Respiratory Therapist, RRT	1	
Registered Respiratory Therapist, RRT (Full-Time/Day)	1	
Registered Respiratory Therapist, RRT (PRN)	1	
Registered Respiratory Therapist, RRT (Part-Time/Day)	1	
Respiratory Care Coordinator, RRT	1	
Respiratory Shift Coordinator (Nights)	1	
Respiratory Therapist - \$10K Sign On Bonus	1	


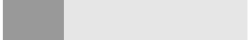
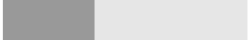
# Openings by Education Levels

## Education Levels

Minimum Education Level	Total Ads	
Bachelor's degree	8	
Associate's degree	5	

# Openings by Job Types

## Job Types

Type	Total Ads	
Full-Time	8	
Part-Time	2	
Unspecified/other	3	

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## **Appendix G: Budget**

# Bachelor's Degree - Respiratory Therapy

Academic Year	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
Projected Students (Freshman - Senior)	8	20	35	40	45
<b>Revenue:</b>					
Tuition \$116.50/cr for 30 hrs	\$ 27,960.00	\$ 69,900.00	\$ 122,325.00	\$ 139,800.00	\$ 157,275.00
<b>Total Revenue</b>	<b><u>\$ 27,960.00</u></b>	<b><u>\$ 69,900.00</u></b>	<b><u>\$ 122,325.00</u></b>	<b><u>\$ 139,800.00</u></b>	<b><u>\$ 157,275.00</u></b>
<b>Personnel Cost (Faculty and Staff):</b>					
Program Coordinator Salary	\$ 18,343.00	\$ 18,343.00	\$ 18,343.00	\$ 18,343.00	\$ 18,343.00
Program Coordinator Salary + Benefits	\$ 24,843.76	\$ 25,027.19	\$ 25,210.62	\$ 25,394.05	\$ 25,577.48
Clinical Coordinator Salary	\$ 16,015.60	\$ 16,015.60	\$ 16,015.60	\$ 16,015.60	\$ 16,015.60
Clinical Coordinator Salary + Benefits	\$ 21,691.53	\$ 21,851.68	\$ 22,011.84	\$ 22,172.00	\$ 22,332.15
Faculty Salary	\$ 133,840.00	\$ 200,760.00	\$ 200,760.00	\$ 200,760.00	\$ 200,760.00
Faculty Salary + Benefits	\$ 181,272.90	\$ 273,916.94	\$ 275,924.54	\$ 277,932.14	\$ 279,939.74
Adjunct Faculty Salary	\$ -	\$ 23,799.15	\$ 23,799.15	\$ 23,799.15	\$ 23,799.15
Adjunct Faculty Salary + Benefits	\$ -	\$ 25,786.38	\$ 25,786.38	\$ 25,786.38	\$ 25,786.38
Summer Faculty	\$ -	\$ 30,127.50	\$ 30,127.50	\$ 30,127.50	\$ 30,127.50
Summer Faculty + Benefits	\$ -	\$ 41,105.96	\$ 41,407.24	\$ 41,708.51	\$ 42,009.79



Summer Adjunct Faculty	\$ -	\$ 4,407.25	\$ 4,407.25	\$ 4,407.25	\$ 4,407.25
Summer Adjunct + Benefits	\$ -	\$ 4,775.26	\$ 4,775.26	\$ 4,775.26	\$ 4,775.26
Staff Salary	\$ 6,477.20	\$ 6,477.20	\$ 6,477.20	\$ 6,477.20	\$ 6,477.20
Staff Salary + Benefits	\$ 8,985.17	\$ 9,049.94	\$ 9,114.72	\$ 9,179.49	\$ 9,244.26
<b>Subtotal Personnel Cost</b>	<b>\$ 236,793.36</b>	<b>\$ 401,513.36</b>	<b>\$ 404,230.59</b>	<b>\$ 406,947.82</b>	<b>\$ 409,665.06</b>

**Expenses:**

Accreditation	\$ 2,250.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Construction	\$ 460,000.00	\$ -	\$ -	\$ -	\$ -
Furniture	\$ 15,000.00				
Equipment	\$ 700,000.00	\$ -	\$ -	\$ -	\$ -
Marketing / Recruiting	\$ 5,000.00	\$ 5,000.00			
General Expenses	\$ 10,000.00	\$ 6,800.00	\$ 6,800.00	\$ 6,800.00	\$ 6,800.00
Professional Development	\$ 2,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
<b>Subtotal Expenses</b>	<b>\$ 1,194,250.00</b>	<b>\$ 15,800.00</b>	<b>\$ 10,800.00</b>	<b>\$ 10,800.00</b>	<b>\$ 10,800.00</b>

<b>Total Personnel Cost and Expenses</b>	<b>\$ 1,431,043.36</b>	<b>\$ 417,313.36</b>	<b>\$ 415,030.59</b>	<b>\$ 417,747.82</b>	<b>\$ 420,465.06</b>
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<b>Contribution to the College</b>	<b>\$ (1,403,083.36)</b>	<b>\$ (347,413.36)</b>	<b>\$ (292,705.59)</b>	<b>\$ (277,947.82)</b>	<b>\$ (263,190.06)</b>
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## **Appendix H: BSRC Curriculum**

# Recommended Academic Plan

## St. Louis Community College

### Bachelor's of Science in Respiratory Care

Year 1 – Semester 1 (Fall)		Year 1 – Semester 2 (Spring)	
Course	Credits	Course	Credits
ENG101 Composition I (MOTR ENGL 100)	3	COM107 Public Speaking (MOTR COMM 107)	3
SOC101 Intro to Sociology (MOTR SOCI 101)	3	MTH140 Intermed Algebra OR MTH160 Precalc Algebra	3
BIO111 General Biology (MOTR BIOL 100L)	4	ENG102 Composition II (MOTR ENGL 200)	3
Civics (MOTR HIST 101, MOTR HIST 102, MOTR HIST 101AA, MOTR HIST 102AA, MOTR POSC 101)	3	HS100 Medical Terminology	3
<b>Subtotal</b>	<b>13</b>	<b>Subtotal</b>	<b>12</b>

Year 2 – Semester 1 (Fall)		Year 2 – Semester 2 (Spring)	
Course	Credits	Course	Credits
BIO207 Anatomy & Physiology I (MOTR LIFS 150 LAP)	4	PHL109 Bio-medical Ethics	3
CHEM105 General Chemistry I (MOTR CHEM 150L)	5	HS200 Health Literacy	3
BIO203 Microbiology	4	PSY200 General Psychology (MOTR PSYC 100)	3
MTH180 Introduction to Statistics (MOTR MTH 110)	3	BIO208 Anatomy & Physiology II	4
<b>Subtotal</b>	<b>16</b>	COM200 Communication across Cultures (MOTR SBSC 101)	3
		<b>Subtotal</b>	<b>16</b>

Year 3 – Semester 1 (Fall)		Year 3 – Semester 2 (Spring)	
Course	Credits	Course	Credits
RC110 Cardiopulmonary A&P	3	RC150 Respiratory Care Practices with Lab	4
RC120 Fundamentals of Respiratory Care	6	RC160 Mechanical Ventilation I with Lab	4
RC125 Fundamentals of Respiratory Care Lab	2	RC180 Cardiopulmonary Diseases	3
RC145 Pharmacology	3	RC195 Clinical Practice II	1
RC175 Clinical Practice I	1	HS250 Psychology of Death and Dying	3
<b>Subtotal</b>	<b>15</b>	<b>Subtotal</b>	<b>15</b>

Year 3 – Semester 3 (Summer)			
Course	Credits		
RC200 Adult Critical Care	3		
RC224 Neonatal Respiratory Care	2		
RC235 Clinical Practice III	1		
<b>Subtotal</b>	<b>6</b>		

Year 4 – Semester 1 (Fall)		Year 4 – Semester 2 (Spring)	
Course	Credits	Course	Credits
RC226 Pediatric Respiratory Care	2	RC270 Healthcare Management	3
RC225 Neonatal/Pediatric Respiratory Care Lab	1	RC280 Healthcare Research	3
RC215 Advanced Critical Care Techniques	3	RC290 Healthcare Education	2
RC216 Advanced Critical Care Techniques Lab	1	RC255 NBRC Review	2
RC240 Respiratory Care Specialties	3	RC275 Clinical Practice V	2
RC265 Clinical Practice IV	2	RC285 Clinical Practice VI Electives	3
<b>Subtotal</b>	<b>12</b>	<b>Subtotal</b>	<b>15</b>

**Total Hours in the Program: 120**

**Appendix I:  
NBRC Matrix**

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
<b>I. PATIENT DATA</b>	
<b>A. Evaluate Data in the Patient Record</b>	
<p>1. Patient history , for example,  <ul style="list-style-type: none"> <li>• history of present illness (HPI) • orders      • medication reconciliation      • progress notes</li> <li>• DNR status / advance directives      • social, family, and medical history</li> </ul> </p>	<p align="center">RC130, RC175</p>
<p>2. Physical examination relative to the cardiopulmonary system</p>	<p align="center">RC125, RC130, RC175</p>
<p>3. Lines, drains, and airways, for example,  <ul style="list-style-type: none"> <li>• chest tube      • artificial airway •vascular lines</li> </ul> </p>	<p align="center">RC150, RC215, RC216, RC235, RC265</p>
<p>4. Laboratory results, for example,  <ul style="list-style-type: none"> <li>• CBC      • electrolytes      • coagulation studies</li> <li>• sputum culture and sensitivities      • cardiac biomarkers</li> </ul> </p>	<p align="center">BIO203, RC200, RC235, RC265</p>
<p>5. Blood gas analysis and/or hemoximetry (CO-oximetry) results</p>	<p align="center">RC150, RC195, RC235, RC265, RC275</p>
<p>6. Pulmonary function testing results, for example  <ul style="list-style-type: none"> <li>• spirometry •lung volumes •DLCO</li> </ul> </p>	<p align="center">RC110, RC230, RC285</p>
<p>7. 6-minute walk test results</p>	<p align="center">RC180, RC230</p>
<p>8. Imaging study results, for example,  <ul style="list-style-type: none"> <li>• chest radiograph      • CT scan      • ultrasonography and/or echocardiography      • PET scan      • ventilation / perfusion scan</li> </ul> </p>	<p align="center">RC125, RC130, RC200, RC195, RC 35, RC265, RC275</p>
<p>9. Maternal and perinatal / neonatal history, for example,  <ul style="list-style-type: none"> <li>• APGAR scores      • gestational age      • L / S ratio</li> </ul> </p>	<p align="center">RC224, RC285</p>
<p>10. Sleep study results. for example,  <ul style="list-style-type: none"> <li>• apnea-hypopnea index (AHI)</li> </ul> </p>	<p align="center">RC180, RC230, RC 85</p>
<p>11. Trends in monitoring results</p>	
<p>a. fluid balance</p>	<p align="center">RC 200, RC 235, RC 265, RC 275</p>
<p>b. vital signs</p>	<p align="center">RC125, RC130, RC150, RC175, RC195, RC235, RC265, RC275</p>
<p>c. intracranial pressure</p>	<p align="center">RC200, RC210</p>
<p>d. ventilator liberation parameters</p>	<p align="center">RC160, RC235, RC265, RC275</p>
<p>e. pulmonary mechanics</p>	<p align="center">RC125, RC130, RC160</p>
<p>f. noninvasive, for example,  <ul style="list-style-type: none"> <li>• pulse oximetry      • capnography      • transcutaneous</li> </ul> </p>	<p align="center">RC125, RC130, RC160, RC224, RC175, RC195, RC235, RC265, RC275</p>

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
<p>g. cardiac evaluation/monitoring results, for •ECG •hemodynamic parameters</p>	<p>RC200, RC235, RC265, RC275</p>
<p>12. Determination of patient's pathophysiological state</p>	<p>RC125, RC130, RC180</p>
<p><b>B. Perform Clinical Assessment</b></p>	
<p>1. Interviewing a patient to assess</p>	
<p>a. level of consciousness and orientation, emotional state, and ability to cooperate</p>	<p>RC125, RC130, RC175, RC195</p>
<p>b. level of pain</p>	<p>RC125, RC130, RC175, RC195</p>
<p>c. shortness of breath, sputum production, and exercise tolerance</p>	<p>RC125, RC130, RC175, RC195</p>
<p>d. smoking history</p>	<p>RC125, RC130, RC180, RC175, RC195</p>
<p>e. environmental exposures</p>	<p>RC125, RC130, RC180, RC175, RC195</p>
<p>f. activities of daily living</p>	<p>RC130, RC230</p>
<p>g. learning needs, for example, • literacy • social/culture • preferred learning style</p>	<p>HS100, HS200, RC130, RC290</p>
<p>2. Performing inspection to assess</p>	
<p>a. general appearance</p>	<p>RC125, RC130, RC 175, RC 195, RC 235, RC 265, RC 275</p>
<p>b. characteristics of the airway, for example, • patency • Mallampati classification • tracheal shift</p>	<p>RC 150, RC 235, RC 265, RC 275</p>
<p>c. cough, sputum amount and character</p>	<p>RC125, RC130, RC150, RC195, RC235, RC265, RC275</p>
<p>d. status of a neonate, for example • Apgar score • gestational age</p>	<p>RC224, RC225, RC285</p>
<p>e. skin integrity, for example, •pressure ulcers •stoma site</p>	<p>RC130, RC150, RC235, RC265, RC275</p>
<p>3. Palpating to assess</p>	
<p>a. pulse, rhythm, intensity</p>	<p>RC125, RC130, RC225, RC175, RC195</p>
<p>b. accessory muscle activity</p>	<p>RC125, RC130, RC175, RC195, RC235, RC265, RC275</p>

NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)	List Course Number(s)
c. asymmetrical chest movements, tactile fremitus, crepitus, tenderness, tactile rhonchi, and/or tracheal deviation	RC125, RC130, RC175, RC195
4. Performing diagnostic chest percussion	RC125, RC130, RC175, RC195
5. Auscultating to assess	
a. breath sounds	RC125, RC130, RC150, RC160, RC175, RC195, RC235, RC 265, RC275, RC285
b. heart sounds and rhythm	RC125, RC130, RC200, RC175, RC195
c. blood pressure	RC125, RC130
6. Reviewing a chest radiograph to assess	
a. quality of imaging, for example, • patient positioning • penetration •lung inflation	RC125, RC130, RC200, RC235, RC265, RC275
b. presence and position of airways, lines, and drains	RC125, RC130, RC235, RC265, RC275
c. presence of foreign bodies	RC130, RC226
d. heart size and position	RC125, RC130, RC180, RC235, RC265, RC275
e. presence of, or change in,	
(i) cardiopulmonary abnormalities for example, • pneumothorax • pleural effusion •pulmonary edema • consolidation • pulmonary edema •pulmonary artery size	RC130, RC180, RC235, RC265, RC275
(ii) diaphragm, mediastinum, and/or trachea	RC125, RC130, RC235, RC265, RC275
<b>C. Perform Procedures to Gather Clinical Information</b>	
1. 12-lead ECG	RC200, RC215, RC216
2. Noninvasive monitoring, for example, • pulse oximetry • capnography • transcutaneous	RC125, RC130, RC150, RC 160, RC224
3. Peak flow	RC125, RC130, RC180, RC226, RC230, RC285
4. Mechanics of spontaneous ventilation linked to tidal volume, minute volume, and maximal inspiratory pressure, and vital capacity	RC125, RC130, RC160, RC235, RC265, RC275
5. Blood gas sample collection	RC150, RC195, RC235, RC265, RC275

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
6. Blood gas analysis and/or hemoximetry (CO-oximetry)	RC150, RC195, RC235, RC265, RC275
7. Oxygen titration with exercise	RC230, RC285
8. Cardiopulmonary calculations, for example, • P(A-a)O <sub>2</sub> • V <sub>D</sub> / V <sub>T</sub> • P / F • OI	RC110, RC150, RC160, RC180, RC200, RC224, RC226, RC235, RC265, RC275
9. Hemodynamic monitoring	RC200, RC215, RC265, RC275
10. Pulmonary compliance and airways resistance	RC110, RC160, RC215, RC216, RC235, RC265, RC275
11. Plateau pressure	RC110, RC160, RC215, RC216, RC265, RC275
12. Auto-PEEP determination	RC160, RC215, RC216, RC265, RC275
13. Spontaneous breathing trial (SBT)	RC160, RC215, RC216, RC235, RC265, RC275
14. Apnea monitoring	RC224, RC285
15. Apnea test (brain death determination)	RC200, RC215, RC216
16. Overnight pulse oximetry	RC180, RC230
17. CPAP / NPPV titration during sleep	RC160, RC180, RC285
18. Cuff management, for example, •tracheal •laryngeal	RC150, RC235, RC265, RC275
19. Sputum induction	RC120, RC125, RC130
20. Cardiopulmonary stress testing	RC230, RC285
21. 6-minute walk test	RC180, RC230, RC285
22. Spirometry outside or inside a pulmonary function laboratory	RC230, RC285
23. DLCO inside a pulmonary function laboratory	RC110, RC230, RC285
24. Lung volumes inside a pulmonary function laboratory	RC230, RC285
25. Tests of respiratory muscle strength- MIP and MEP	RC125, RC130, RC180, RC230, RC235, RC265, RC275, RC285
26. Therapeutic bronchoscopy	RC150, RC200, RC214, RC215, RC235, RC265, RC275, RC285



<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
<p><b>D. Evaluate Procedure Results</b></p>	
<p>1. 12-lead ECG</p>	<p>RC200, RC235, RC265</p>
<p>2. Noninvasive monitoring, for example, • pulse oximetry • capnography • transcutaneous</p>	<p>RC120, RC130, RC224, RC225, RC195, RC235, RC265</p>
<p>3. Peak flow</p>	<p>RC130, RC240, RC275</p>
<p>4. Mechanics of spontaneous ventilation linked to tidal volume, minute volume, maximal inspiratory pressure, and vital capacity</p>	<p>RC130, RC160, RC240, RC235, RC265</p>
<p>5. Blood gas analysis and/or hemoximetry (CO-oximetry)</p>	<p>RC130, RC150, RC195, RC235, RC265</p>
<p>6. Oxygen titration with exercise</p>	<p>RC120, RC240, RC275</p>
<p>7. Cardiopulmonary calculations, for example, • P(A-a)O<sub>2</sub> • V<sub>D</sub> / V<sub>T</sub> • P / F • OI</p>	<p>RC110, RC150, RC160, RC226, RC215</p>
<p>8. Hemodynamic monitoring</p>	<p>RC110, RC200, RC235, RC265</p>
<p>9. Pulmonary compliance and airways resistance</p>	<p>RC110, RC160, RC215, RC195, RC235, RC265</p>
<p>10. Plateau pressure</p>	<p>RC110, RC160, RC215, RC195, RC235, RC265</p>
<p>11. Auto-PEEP</p>	<p>RC160, RC215, RC195, RC235, RC265</p>
<p>12. Spontaneous breathing trial (SBT)</p>	<p>RC160, RC215, RC235, RC265</p>
<p>13. Apnea monitoring</p>	<p>RC224, RC275</p>
<p>14. Apnea test (brain death determination)</p>	<p>RC200</p>
<p>15. Overnight pulse oximetry</p>	<p>RC180, RC240, RC275</p>
<p>16. CPAP / NPPV titration during sleep</p>	<p>RC160, RC215, RC195, RC235, RC265</p>
<p>17. Cuff status, for example, • laryngeal • tracheal</p>	<p>RC150, RC195, RC235, RC 265</p>
<p>18. Cardiopulmonary stress testing</p>	<p>RC240, RC275</p>
<p>19. 6-minute walk stress testing</p>	<p>RC240, RC275</p>
<p>C20. Spirometry outside or inside a pulmonary function laboratory</p>	<p>RC240, RC275</p>

NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)	List Course Number(s)
22. DLCO inside a pulmonary function laboratory	RC110, RC240, RC275
23. Tests of respiratory muscle strength-MIP and MEP	RC130, RC160, RC235, RC265
<b>E. Recommend Diagnostic Procedures</b>	
1. Testing for tuberculosis	RC180
2. Laboratory tests, for example, • electrolytes • CBC • coagulation studies • sputum culture and sensitives • cardiac biomarkers	RC130, RC200, RC235, RC265
3. Imaging studies	RC130, RC150, RC160, RC180, RC224, RC226
4. Bronchoscopy	RC150, RC200, RC215, RC275
a. diagnostic	RC150, RC200, RC215, RC275
b. therapeutic	RC150, RC200, RC215, RC275
5. Bronchoalveolar lavage (BAL)	RC200, RC215, RC265, RC275
6. Pulmonary function testing	RC240, RC275
7. Noninvasive monitoring, for example, • pulse oximetry • capnography • transcutaneous	RC120, RC130, RC150, RC160, RC224, RC226, RC175, RC195, RC235, RC265
8. Blood gas and/or hemoximetry (CO-oximetry)	RC130, RC150, RC160, RC215, RC195, RC235, RC265
9. ECG	RC200, RC235, RC265
10. Exhaled gas analysis, for example, • CO <sub>2</sub> • CO • FENO	RC150, RC240
11. Hemodynamic monitoring	RC110, RC200, RC235, RC265
12. Sleep studies	RC180, RC240, RC275
13. Thoracentesis	RC180, RC215
<b>II. TROUBLESHOOTING AND QUALITY CONTROL OF DEVICES, AND INFECTION CONTROL</b>	
<b>A. Assemble and Troubleshoot Equipment</b>	
1. Medical gas delivery interfaces, for example, • mask • cannula • heated high-flow nasal cannula	RC120, RC165, RC175, RC195, RC235, RC265

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
2. Long-term oxygen therapy	RC180, RC240, RC275
3. Medical gas delivery, metering, and/or clinical analyzing devices, for example, <ul style="list-style-type: none"> <li>• concentrator • liquid system • flowmeter • regulator</li> <li>• gas cylinder • blender • air compressor • gas analyzers</li> </ul>	RC120, RC165, RC175
4. CPAP/NPPV with patient interfaces	RC160, RC180, RC215, RC195, RC235, RC265
5. Humidifiers	RC120, RC165, RC175
6. Nebulizers	RC120, RC165, RC175
7. Metered-dose inhalers, spacers, and valved holding chambers	RC120, RC165, RC175
8. Dry powder inhalers (DPI)	RC120, RC165, RC175
9. Resuscitation equipment, for example, <ul style="list-style-type: none"> <li>• self-inflating resuscitator      • flow-inflating resuscitator      • AED</li> </ul>	RC120, RC150, RC224, RC225, RC195, RC235, RC265
10. Mechanical ventilators	RC160, RC215, RC195, RC235, RC265
11. Intubation equipment	RC150, RC224, RC225, RC195, RC235, RC265
10. Artificial airways	RC150, RC224, RC225, RC195, RC235, RC265
12. Suctioning equipment, for example, <ul style="list-style-type: none"> <li>• regulator    • canister    • tubing    • catheter</li> </ul>	RC150, RC195, RC235, RC265
14. Blood analyzer. for example, <ul style="list-style-type: none"> <li>• hemoximetry (CO-oximetry)    • point-of-care    • blood gas</li> </ul>	RC150, RC195, RC235, RC265
15. Patient breathing circuits	RC160, RC215, RC195, RC235, RC265
16. Hyperinflation devices	RC120, RC165, RC175
17. Secretion clearance devices	RC120, RC225, RC226, RC165, RC175
18. Heliox delivery device	RC120, RC226
19. Portable spirometer	RC130, RC160, RC240
20. Testing equipment in a pulmonary function laboratory	RC240, RC275
21. Pleural drainage	RC180, RC215, RC235, RC265

<b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b>	<b>List Course Number(s)</b>
22.. Noninvasive monitoring, for example, <ul style="list-style-type: none"> <li>• pulse oximeter</li> <li>• capnometer</li> <li>• transcutaneous</li> </ul>	RC130, RC150, RC160, RC224, RC175, RC195, RC235, RC265
23. Bronchoscopes and light sources	RC200, RC215, RC275
<b>24. Hemodynamic monitoring devices</b>	
a. pressure transducers	RC200
b. catheters, for example, <ul style="list-style-type: none"> <li>• arterial</li> <li>• pulmonary artery</li> </ul>	RC150, RC200
<b>B. Ensure Infection Prevention</b>	
1. Adhering to infection prevention policies and procedures, for example, <ul style="list-style-type: none"> <li>• Standard Precautions</li> <li>• isolation</li> <li>• donning/doffing</li> </ul>	RC130, RC165, RC175, RC195, RC235, RC265
2. Adhering to disinfection policies and procedures	RC130, RC165, RC175, RC195, RC235, RC265
3. Proper handling of biohazardous materials	RC150, RC165, RC175, RC195, RC235, RC265
<b>C. Perform Quality Control Procedures</b>	
1. Blood analyzers	RC150, RC195, RC235, RC265
2. Gas analyzers	RC120, RC175
3. Pulmonary function equipment for testing	RC240, RC275
a. spirometry results	RC240, RC275
b. lung volumes	RC240, RC275
c. diffusing capacity (DLCO)	RC240, RC275
4. Mechanical ventilators	RC160, RC215, RC195, RC235, RC265
5. Noninvasive monitors	RC160, RC215, RC195, RC235, RC265
<b>III. INITIATION AND MODIFICATION OF INTERVENTIONS</b>	
<b>A. Maintain a Patient Airway Including the Care of Artificial Airways</b>	
1. Proper positioning of a patient	RC150, RC195, RC235, RC265

<p align="center"><b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b></p>	<p align="center"><b>List Course Number(s)</b></p>
2. Recognition of a difficult airway	RC150, RC215, RC235, RC265
3. Establishing and managing a patient's airway	
a. nasopharyngeal airway	RC150, RC195
b. oropharyngeal airway	RC150, RC195
c. esophagealtracheal tubes / supraglottic airways	RC150, RC224, RC225
d. endotracheal tube	RC150, RC224, RC225, RC195, RC235, RC265
e. tracheostomy tube	RC150, RC225, RC226, RC195, RC235, RC265
f. laryngectomy tube	RC150
g. speaking valves	RC150
h. devices that assist with intubation, for example, • endotracheal tube exchanger • video laryngoscopy	RC150, RC215, RC235, RC265
4. Performing tracheostomy care	RC150, RC225, RC175, RC195, RC235, RC265
5. Exchanging artificial airways	RC150, RC215, RC235, RC265
6. Maintaining adequate humidification	RC120, RC160, RC175, RC195, RC235, RC265
7. Initiating protocols to prevent ventilator-associated infections	RC130, RC160, RC180, RC195, RC235, RC265
8. Performing extubation	RC150, RC195, RC235, RC265
<p><b>B. Perform Airway Clearance and Lung Expansion Techniques</b></p>	
1. Postural drainage, percussion, or vibration	RC120, RC175
2. Suctioning, for example, • nasotracheal • oropharyngeal	RC150, RC175, RC195
3. Mechanical devices, for example, • high-frequency chest wall oscillation • vibratory PEP • intrapulmonary percussive ventilation • insufflation / exsufflation	RC120, RC225, RC226, RC175, RC195
4. Assisted cough, for example, • huff • abdominal thrust	RC120, RC175

NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)	List Course Number(s)
5. Hyperinflation therapy	RC120, RC175
6. Inspiratory muscle training	RC240, RC275
<b>C. Support Oxygenation and Ventilation</b>	
1. Initiating and adjusting oxygen therapy	RC120, RC160, RC165, RC175, RC195, RC235, RC265
2. Minimizing hypoxemia, for example, • patient positioning • secretion removal	RC150, RC175, RC195, RC235, RC265
3. Initiating and adjusting mask or nasal CPAP	RC160, RC180, RC195, RC235, RC265
4. Initiating and adjusting mechanical ventilation settings	
a. continuous mechanical ventilation	RC160, RC215, RC235, RC265
b. noninvasive ventilation	RC160, RC215, RC195, RC235, RC265
c. high-frequency ventilation	RC215, RC275
d. alarms	RC160, RC215, RC195, RC235, RC265
5. Recognizing and correcting patient-ventilator dyssynchrony	RC160, RC215, RC235, RC265
6. Utilizing ventilator graphics	RC160, RC215, RC235, RC265
7. Performing lung recruitment maneuvers	RC215, RC235, RC265
8. Liberating patient from mechanical ventilation	RC160, RC215, RC235, RC265
<b>D. Administer Medications and Specialty Gases</b>	
1. Aerosolized preparations	RC120, RC140, RC175, RC195, RC235, RC265
a. antimicrobials	RC140, RC175, RC195, RC235, RC265
b. pulmonary vasodilators	RC140, RC175, RC195, RC235, RC265
c. bronchodilators	RC120, RC140, RC175, RC195, RC235, RC265
d. mucolytics/proteolytics	RC120, RC140, RC175, RC195, RC235, RC265

NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)	List Course Number(s)
e. steroids	RC120, RC140, RC175, RC195, RC235, RC265
2.. Endotracheal instillation	RC224, RC225, RC275
3. Specialty gases, for example, • heliox • inhaled NO	RC120, RC224, RC226
<b>E. Ensure Modifications are Made to the Respiratory Care Plan</b>	
1. Treatment termination, for example, • life-threatening adverse event	RC120, RC140, RC175, RC195, RC235, RC265
2. Recommendations	
a. starting treatment based on patient response	RC120, RC130, RC140, RC165, RC175
b. treatment of pneumothorax	RC180, RC200, RC215
c. adjustment of fluid balance	RC200, RC195, RC235, RC265
d. adjustment of electrolyte therapy	RC200, RC195, RC235, RC265
e. insertion or change of artificial airway	RC150, RC224, RC226, RC195, RC235, RC265
f. liberating from mechanical ventilation	RC160, RC215, RC235, RC265
g. extubation	RC150, RC195, RC235, RC265
h. discontinuing treatment based on patient response	RC120, RC130, RC140, RC150, RC175, RC195, RC235, RC265
i. consultation from a physician specialist	RC120, RC150, RC160, RC180, RC200, RC215, RC195, RC235, RC265
3. Recommendations for changes	
a. patient position	RC120, RC160, RC175, RC195, RC235, RC265
b. oxygen therapy	RC120, RC225, RC165, RC175, RC195, RC235, RC265
c. humidification	RC120, RC160, RC175, RC195
d. airway clearance	RC120, RC160, RC195, RC235, RC265
e. hyperinflation	RC120, RC175

NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)	List Course Number(s)
f. mechanical ventilation	RC160, RC215, RC235, RC265
<b>4. Recommendations for pharmacologic interventions</b>	
a. bronchodilators	RC120, RC180, RC140, RC175, RC195, RC235, RC265
b. anti-inflammatory drugs	RC140, RC180, RC175, RC195, RC235, RC265
c. mucolytics and proteolytics	RC140, RC180, RC175, RC195, RC235, RC265
d. Aerosolized antibiotics	RC140, RC180, RC175, RC195, RC235, RC265
e. Inhaled pulmonary vasodilators	RC140, RC180, RC175, RC195, RC235, RC265
f. cardiovascular	RC200, RC175, RC195, RC235, RC265
g. antimicrobials	RC140, RC175, RC195, RC235, RC265
h. sedatives and hypnotics	RC140, RC195, RC235, RC265
i. analgesics	RC140, RC195, RC235, RC265
i. narcotic antagonists	RC140, RC195, RC235, RC265
j. benzodiazepine antagonists	RC140, RC195, RC235, RC265
l. neuromuscular blocking agents	RC140, RC195, RC235, RC265
m. diuretics	RC140, RC195, RC235, RC265
n. surfactants	RC224, RC225, RC275
o. changes to drug, dosage, administration, frequency, mode, or concentration	RC140, RC175, RC195, RC235, RC265
<b>F. Utilize Evidence-Based Practice</b>	
1. Classification of disease severity	RC180, RC175, RC195, RC235, RC265
2. Recommendations for changes in a therapeutic plan when indicated	RC180, RC175, RC195, RC235, RC265
3. Application of guidelines, for example, • ARDSNet • NAEPP • GOLD	RC180, RC215, RRC175, RC195, RC235, RC265
<b>G. Provide Respiratory Care in High-Risk Situations</b>	



NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)	List Course Number(s)
1. Emergency	
a. cardiopulmonary emergencies, excluding CPR	RC120, RC200, RC224, RC225, RC175, RC195, RC235, RC265
b. disaster management	RC240
c. medical emergency team (MET) / rapid response team	RC200, RC195, RC235, RC265
2. Interprofessional communication	
3. Patient transport	
a. land / air between hospitals	RC224, RC275
b. within a hospital	RC160, RC215, RC175, RC195, RC235, RC265
<b>H. Assist a Physician / Provider in Performing Procedures</b>	
1. Intubation	
2. Bronchoscopy	RC150, RC200, RC215, RC235, RC265, RC275
3. Specialized bronchoscopy, for example, •endobronchial ultrasound (EBUS) •navigational bronchoscopy (ENB)	RC200, RC275
4. Thoracentesis	
5. Tracheostomy	
6. Chest tube insertion	
7. Insertion of arterial or venous catheters	
8. Moderate (conscious) sedation	
9. Cardioversion	
10. Withdrawal of life support	
<b>I. Conduct Patient and Family Education</b>	
1. Safety and infection control	

<b>NBRC Therapist Combined Detailed Content Outline Comparison with Proposed Curriculum (Program # _____)</b>	<b>List Course Number(s)</b>
2. Home care and related equipment	RC120, RC240, RC275
3. Lifestyle changes, for example, •smoking cessation •exercise	RC180, RC240, RC290
4. Pulmonary rehabilitation	RC240, RC290, RC275
5. Disease/ condition management, for example, •asthma •COPD •CF •tracheostomy care •ventilator dependent	RC150, RC180, RC240, RC290



MISSOURI

December 17, 2020

Mara Woody, Ed.D.  
Assistant Commissioner for Postsecondary Policy  
Missouri Department of Higher Education and Workforce Development  
301 W. High Street  
P.O. Box 1469  
Jefferson City, MO 65201-1469

Assistant Commissioner Woody,

Thank you for the opportunity to provide feedback on St. Louis Community College's (STLCC's) and Ozark Technical Community College's (OTC's) Phase II proposals for a Bachelor of Science in Respiratory Therapy. As the proposals are substantially similar, we are responding to both proposals with this letter. We continue to believe that STLCC and OTC, which meet all relevant statutory and departmental requirements and currently offer high-quality two-year degrees in respiratory therapy, are in an appropriate position to build quality programs in this arena.

### *1. Market Analysis & Unmet Workforce Needs*

Both proposals provide a detailed analysis of the labor market need for this degree, as well as the existing supply of graduates in the state. As we move forward, it is important that we consider each individual proposal's contributions both in relation to the overall unmet workforce need and in relationship to other proposals.

For example, the proposals indicate 220 annual job openings by 2026. STLCC projects that it will produce 15 graduates per year, and OTC projects approximately 30 graduates per year. Both also acknowledge that Missouri institutions currently produce an average of 163 graduates in the field per year. Taken together, this indicates that we can expect an estimated 208 graduates per year, once STLCC and OTC get their programs up-and-running. This leaves an unmet need of about 12 jobs. This number, updated as appropriate based on workforce projections, should be considered when reviewing additional proposals for respiratory therapy programs.

### *2. Program Costs*

We appreciate STLCC and OTC's willingness to provide an honest assessment of the costs associated with providing a respiratory therapy program in a high-quality manner. Both institutions project losses in the initial years of the program, with STLCC projecting a loss of \$2.5 million over the first five years. Both institutions highlight their willingness to absorb these revenue losses and note that, "most health science training programs are expensive to implement and sustain." We agree. In light of this, it is worth considering alternative pricing models that enable community colleges to offer these degrees in a way that is financially self-sustaining, while still retaining their commitment to affordability.

Standard estimates would suggest it costs 50% more to offer upper-division coursework in healthcare fields relative to lower-division coursework in those fields, and 100% more expensive to offer a healthcare degrees as compared to many social science degrees. The National Study of Instructional Costs and Productivity produced by the University of Delaware is an excellent resource for exploring the differential costs across fields of starting a new degree, as well as the differential costs of providing lower-division coursework and upper-division coursework. We'd be happy to provide more information on this point, as needed. The bottom line is that, as community colleges offer baccalaureate degrees, we should consider realistic pricing models that enable them to do so in a way that is financially viable in the long-term.

### *3. Budget Forecasts*

One additional observation is that the budget provided in OTC's proposal contains only one year of projected expenditures and costs, compared with STLCC's five-year window. While not a major issue, the five-year window is what has typically been required in the past. Clarifying what is expected will allow for greater consistency and improved comparisons.

As always, thank you for the opportunity to submit this public comment. We commend both institutions for submitting very high-quality proposals. Based on its use of footnotes to validate information and its detailed budget, we believe STLCC's is an exemplar proposal that should set the bar moving forward. We are supportive of STLCC and OTC's efforts to offer bachelor's degrees in respiratory therapy.

Sincerely,

A handwritten signature in black ink that reads "Steve Graham". The signature is fluid and cursive, with a long horizontal stroke at the end.

Steve Graham, Ph.D.  
Senior Associate Vice President for Academic Affairs  
University of Missouri System  
573.882.3119  
[grahams@umsystem.edu](mailto:grahams@umsystem.edu)

December 23, 2020

Mara Woody, Ed.D.  
Assistant Commissioner for Postsecondary Policy  
Missouri Department of Higher Education and Workforce Development  
301 W. High Street  
P.O. Box 1469  
Jefferson City, MO 65101-1469

Last week, the University of Missouri System submitted a letter relating to the St. Louis Community College (STLCC) and Ozark Technical Community College's (OTC) proposals to offer bachelor's degrees in respiratory therapy. In addition to providing larger comments, we also reached out to the MU School of Health Professions (SHP) to acquire further input of a technical nature in the spirit of a peer review. We provided our initial comments in an effort to meet the deadline and without knowing for certain when we would receive additional comments from our colleagues at SHP. We are including these comments, below, to further support MDHEWD's review and to provide additional support to STLCC and OTC as they prepare to enter this space at the baccalaureate level.

Our overall position indicated in our original letter has not changed. We support STLCC and OTC's Phase II proposals.

- One area the proposal does not fully address is the plan to ensure that the Florissant Valley classroom and laboratory facilities will be equivalent to those at the Forest Park campus as this is a CoARC accreditation standard (4.08)
- The proposal notes that paid clinical instructors will be utilized for the BS students, but it would be beneficial to discuss if the existing clinical sites are agreeable to additional students. This is important as clinical site availability is a recurring issue for respiratory therapy programs.
- The academic plan (Appendix H) has 16 credit hours assigned to Year 2 Semester 1 (fall), which is quite heavy with 3 core science classes. Consider rebalancing that with the semester before or after as both of those are quite a bit less daunting.
- As a point of clarification for p. 3, MU offers a degree advancement respiratory therapy program that is in the process of receiving CoARC accreditation.

Please let us know if you have any questions.

Thank you,

Steven Chaffin  
Research Consultant  
Office of Academic Affairs  
University of Missouri System



## Coalition for Baccalaureate and Graduate Respiratory Therapy Education

Corporate Address: PO Box 392, 27 Spruce Lane  
Tenants Harbor, Maine 04860-0392

December 29, 2020

Zora Mulligan, Commissioner of Higher Education  
Missouri Department of Higher Education and Workforce Development  
P.O. Box 1469  
Jefferson City, MO 65101  
RE: Ozark Technical Community College

Dear Commissioner Mulligan:

The leadership of CoBGRTE supports the development of a baccalaureate degree respiratory care programs at Ozark Technical Community College. Producing new respiratory therapists with the knowledge and skills needed for the 21<sup>st</sup> century has become increasingly difficult within the confines of a two-year program. In addition, without a baccalaureate or higher degree, respiratory therapists are often not recognized as professionals by government agencies, third party payers, the uniformed services, labor unions, and others. While the curricular needs to produce a competent therapist continue to grow, some state governments have limited associate degree credit hours in community colleges to as little as 60 semester hours. There is a need to increase the number of respiratory therapists with advanced levels of training and education to meet the demands of providing services requiring complex cognitive abilities and patient management skills. Therefore, the CoBGRTE strongly encourages the continuing development of baccalaureate and graduate education programs. The development of baccalaureate programs from associate degree respiratory therapy (RT) programs is especially important as the field moves to a professional workforce with a BSRC or a master's degree as the entry level. This will require doubling the current number of baccalaureate programs and larger graduating classes. The AARC Human Resource Study addresses the anticipated shortage of RT faculty members by reporting the planned retirement of 50% of program directors by 2024.<sup>1</sup> Remarkable is that 35% of RT educators responding to the Survey of Education Programs in 2014 reported a problem recruiting faculty.<sup>1</sup>

In 2009, the American Association for Respiratory Care (AARC) published the first of three reports on the AARC 2015 and Beyond conferences on the future direction of the profession. The first report addressed the following areas:<sup>2</sup>

- *What will the future health care system look like?*
- *What will be the roles and responsibilities of RTs in the future system?*

The AARC Board of Directors (BOD) accepted the direction for the future of health care and RTs roles and responsibilities as recommended in this report in April of 2012. The second report was published in 2010 addressed the competencies needed by respiratory therapists.<sup>3</sup> The AARC BOD accepted the competencies as recommended in July of 2012. The third report,<sup>4</sup> published in 2011, addressed the mechanisms by which the respiratory care workforce would acquire these needed competencies.<sup>4</sup> Among other steps, this report recommended that entry level respiratory care

education be (at a minimum) the baccalaureate level and the RRT credential be the entry level credential by the year 2020. In 2016 the AARC published its long awaited position paper on [Respiratory Therapist Education](#).<sup>5</sup> In publishing this paper, the AARC has taken a crucial step in advancing Respiratory Care as a true profession in the eyes of the medical community and governmental agencies. The AARC is on record that the education needed to enter professional practice as a respiratory therapist must be at the baccalaureate level:

*“Training and education for entry-to-practice as a respiratory therapist should be provided within programs awarding a bachelor’s or master’s degree in respiratory care (or equivalent degree titles) and all newly accredited respiratory care educational programs must award, as a minimum, the bachelor’s degree in respiratory care (or equivalent degree title).”<sup>5</sup>*

The AARC position statement correctly explains that educational preparation for entry into practice requires a program of study longer than the two-years that can be offered by associate degree programs, especially when state governments restrict many of these programs in the number of credit hours they can offer.

Also, very important is the supportive response to the AARC position paper by the Commission on Accreditation for Respiratory Care ([CoARC Response](#) published on January 25, 2016). See excerpt below).<sup>6</sup>

“The CoARC acknowledges that respiratory therapists with baccalaureate and graduate education are needed in larger numbers to serve as educators, researchers, managers, clinical specialists, and other roles throughout the healthcare delivery system. Likewise, the CoARC recognizes the prominent role played by associate degree respiratory therapy programs. To support the increasing extent and complexity of the skills required of graduates of respiratory care programs and the associated movement of the profession toward baccalaureate and graduate degrees, the CoARC Board of Commissioners, in collaboration with the AARC, approved the following change to Standard 1.01 in the *Accreditation Standards for Entry into Respiratory Care Professional Practice*, to be effective January 1, 2018:

*Except as provided in the following sentence, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE) and ~~must be~~ authorized under applicable law or other acceptable authority to award graduates of the program a ~~an associate or higher~~ baccalaureate or graduate degree upon ~~at the~~ completion of the program.*

I hope my letter demonstrates the level of support for new baccalaureate programs needed to produce competent respiratory therapists for the 21<sup>st</sup> century over the next 10 years. In 2019, the AARC has published a position paper stated that by 2030 all RTs entering practice should hold a baccalaureate degree in respiratory care.<sup>7</sup> It will be important, during the next decade that outstanding respiratory care programs like the one offered by Ozark Technical Community College be approved to offer a baccalaureate degree. The number of BSRT and MSRT entry programs has increased but not at pace meet the needed to supply the workforce with RRTs with adequate education to meet the demands of complex current day healthcare delivery.<sup>8</sup> There are approximately 40 degree advancement program, however more are needed.<sup>9</sup>

I hope the references above will help the Missouri Department of Higher Education and Workforce Development feel confident in approving this important new baccalaureate RT program at Ozark Technical Community College. Please contact me at [ckane@bellarmine.edu](mailto:ckane@bellarmine.edu) if I can provide additional information.

Sincerely,



Christy Kane, PhD, RRT, RRT-ACCS, RRT-NPS, AE-C, FAARC  
President, CoBGRTE

### REFERENCES

1. Shaw R, Benavente J. AARC Human Resource Survey of Education Programs. 2014:1-102.
2. Kacmarek RM, Durbin CG, Barnes TA, Kageler WV, Walton JR, O'Neil EH. Creating a vision for respiratory care in 2015 and beyond. *Respir Care* 2009;54(3):375-389.
3. Barnes TA, Gale DD, Kacmarek RM, Kageler WV. Competencies needed by graduate respiratory therapists in 2015 and beyond. *Respir Care* 2010;55(5):601-616.
4. Barnes TA, Kacmarek RM, Kageler WV, Morris MJ, Durbin CG, Jr. Transitioning the respiratory therapy workforce for 2015 and beyond. *Respir Care* 2011;56(5):681-690.
5. AARC. AARC Calls for a Shift to RT Bachelor's Degree Programs. AARC, 2016, <http://www.aarc.org/aarc-calls-for-a-shift-to-rt-bachelors-degree-programs/> Accessed: January 5, 2016.
6. CoARC. CoARC Communication to our Communities of Interest: Response to AARC Position Statement on Respiratory Therapist Education. CoARC, 2016, <http://www.coarc.com/> Accessed: January 28, 2016.
7. AARC Issue Paper: Entry to Respiratory Therapy Practice 2030. September 2019; <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf>.
8. CoBGRTE list of BSRT and MSRT entry programs: [BSRT and MSRT Entry Programs](#) December 29, 2020
9. CoBGRTE List of degree advancement programs: [ASRT to BSRT & MSRC Degree Advancement Programs](#) December 29, 2020.



# Missouri Society for Respiratory Care

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## Missouri Society for Respiratory Care

213 East Capitol  
Jefferson City, Missouri 65101  
314-280-2628  
Robin.Kidder@bjc.org  
<http://www.mosrc.org/home.html>



Date: January 4th, 2020

### MSRC Supportive Statement of Respiratory Therapy Programs

The Missouri Society of Respiratory Care supports producing more Respiratory Therapists in the state of Missouri in areas that are underserved. There are currently eight Respiratory Therapy schools in the state of Missouri. The rationale for support of an increase in Respiratory Therapy Schools include:

- Central Missouri area – Health Care Facilities such as Lake Regional, PRMC, Texas County and many others report they have barriers to hiring Respiratory Therapists, as there is not a school in their area.
- Current growth rate from the BLS shows we will need an additional 960 therapists between 2018 and 2029. That is approx. 106 additional therapists every year. (This is growth, not related to loss).
- Current loss rate from retirement based on the AARC survey demonstrates that we will lose 1675 therapists between 2014 and 2027 (50% retirement rate). That results in 902 between 2020-2027, or 129 per year.
  - This equates to Respiratory Therapy programs across the state will need to produce an average of 235 therapists per year to meet project needs (106 growth, 129 loss). Given that the current production rate is 114 therapists per year (three avg of the 8 program), the state will be short 124 therapists per year at the current rate.

#### References

- 1) AARC Resource Survey - <https://www.aarc.org/wp-content/uploads/2018/06/aarc-hr-study-rt.pdf>
- 2) BLS projections of MO RT change <http://www.projectionscentral.com/Projections/LongTerm>
- 3) BLS projection of RT in the US <https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>
- 4) Average RT MO students (2016-2018) [CoARC 2019 Annual RCS Outcomes for Entry into RC Practice and SDS Certificate Programs](#)  
[\\*Based on 2019 Annual Report of Current S](#)

Respectfully,

**Missouri Society for Respiratory Care, Board of Directors**

**From:** [MCGRADY, TRACY M.](#)  
**To:** [Woody, Mara](#)  
**Cc:** [Erickson, Alicia](#); [Langrehr, Andrew](#); [Higdon, Hal](#); [Graham, Steve](#); [LIGHT, AARON E.](#)  
**Subject:** FW: Public Comment  
**Date:** Tuesday, December 22, 2020 11:19:01 AM  
**Attachments:** [STLCC-OTC Respiratory Therapy Phase II Proposal Letter 12.17.20.pdf](#)  
[BSRT - 5 Year Budget Projection.xlsx](#)

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Good morning, Dr. Woody -

Thank you for the opportunity to respond to the attached letter from Dr. Steve Graham of the University of Missouri System.

OTC appreciates MU's continued support of our proposal. Dr. Graham gave valuable feedback regarding both program costs and budget. Our response is provided here.

**Program Costs:** As we note in our proposal, OTC's existing Respiratory Therapy associate-level program does not currently cover the costs it takes to run the caliber of program offered, so it is not expected that a bachelor's-level program would do so either. As it is our mission, Ozarks Technical Community College understands the importance of providing a trained workforce for our communities. Delivering highly-accredited Allied Health instructional programs is done at a high cost; we must employ qualified faculty and maintain state-of-the-art training facilities. At the same time, we are determined to deliver instruction at an affordable cost to our students. This often creates a net loss situation for the college; however, the college has accepted and remains committed to subsidizing Allied Health programs for the greater good.

Currently, OTC sustains these programs through a tiered differential tuition structure and redirecting revenue from more profitable programs. In addition, we are supported by our taxing-district communities through local tax revenue, which supports programs that address a community need. However, Dr. Graham's suggestion of a higher tuition rate for upper-division coursework is consistent with internal discussions we have had regarding that possibility. Once the program is approved, we will more heavily weigh this option while remaining committed to our mission of affordability.

**Budget Forecasts:** As Dr. Graham rightly notes, OTC did not initially include a five-year budget forecast because this is not expressly stated in the statute, nor in the rule governing the comprehensive review process. However, because it helps to provide clarity and establish transparency, a revised five-year budget forecast is attached.

Thank you again for allowing OTC to respond and for sharing it with the External Review Team.

**Tracy M. McGrady, Ed.D.**

Provost & Vice Chancellor for Academic Affairs

Ozarks Technical Community College

1001 E. Chestnut Expressway

Springfield, MO 65802

417.447.8152

---

**From:** Erickson, Alicia <Alicia.Erickson@dhewd.mo.gov>

**Sent:** Friday, December 18, 2020 9:13 AM

**To:** MCGRADY, TRACY M. <mcgradyt@otc.edu>; Andrew Langrehr <alangrehr@stlcc.edu>

**Cc:** Woody, Mara <Mara.Woody@dhewd.mo.gov>; Vedenhaupt, Laura <Laura.Vedenhaupt@dhewd.mo.gov>

**Subject:** Public Comment

This message was sent from outside the college. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Dear Tracy and Andrew,

Attached please find a letter from the University of Missouri System office that provides feedback on the proposals to offer Bachelor of Science degrees in Respiratory Therapy/Care. If either or both of you would like to provide a response, please send it directly to Mara Woody by the close of business on December 28. You are not required to respond, though. This letter and your response, should you send one, will be shared with the review committee.

Please let me know if you have any questions and thanks, Alicia

**Alicia Erickson**

Senior Research Analyst | Postsecondary Policy

Missouri Department of Higher Education and Workforce Development

Cell: 217-836-6865

[alicia.erickson@dhewd.mo.gov](mailto:alicia.erickson@dhewd.mo.gov)

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**RESPIRATORY THERAPY INSTRUCTIONAL PROGRAM - 5-Year Revenue/Expense Analysis**

	<b>BS - YEAR 1 PROJECTION</b>	<b>BS - YEAR 2 PROJECTION</b>	<b>BS - YEAR 3 PROJECTION</b>	<b>BS - YEAR 4 PROJECTION</b>	<b>BS - YEAR 5 PROJECTION</b>
<b>Tuition &amp; Fees</b>	<b>456,300</b>	<b>465,426</b>	<b>474,735</b>	<b>484,229</b>	<b>493,914</b>
<b>Salaries &amp; Benefits</b>					
Program Director	102,000	104,040	106,121	108,243	110,408
Clinical Coordinator	88,000	89,760	91,555	93,386	95,254
3 FT Instructors	224,400	228,888	233,466	238,135	242,898
PT Clinical Instructors	36,900	37,638	38,391	39,159	39,942
PT Support Staff	20,700	21,114	21,536	21,967	22,406
<b>Professional Development</b>	<b>10,975</b>	<b>11,195</b>	<b>11,418</b>	<b>11,647</b>	<b>11,880</b>
Accreditations	4,550	2,100	2,100	2,100	2,100
Supplies & Services	15,500	15,810	16,126	16,449	16,778
Equipment *	72,750	0	0	0	0
Remodeling/Infill *	11,000	0	0	0	0
<b>Program Expenses</b>	<b>586,775</b>	<b>510,545</b>	<b>520,713</b>	<b>531,086</b>	<b>541,665</b>
<b>COLLEGE COMMITMENT</b>	<b>(130,475)</b>	<b>(45,119)</b>	<b>(45,979)</b>	<b>(46,856)</b>	<b>(47,752)</b>

\*Equipment purchases are reimbursed through state grant funding up to 75% of cost. Total cost for new cohort equipment = \$291k  
The college's required match is 25% or approx. \$72,750. This would be a first year cost only

\*Lab remodel is a one-time cost that the college will fund - this is not a program expense

**From:** [Langrehr, Andrew M.](#)  
**To:** [Woody, Mara](#)  
**Cc:** [Pittman, Jeff](#); [Fickas, Julie C.](#); [McGrady, Tracy](#)  
**Subject:** FW: [EXT] Public Comment  
**Date:** Wednesday, December 23, 2020 8:43:28 AM

---

Dr. Woody,

Thank you for the opportunity to respond to the public comments provided by Dr. Steve Graham on behalf of the University of Missouri System. STLCC appreciates the careful analysis of our proposal and strong supportive comments provided in this letter. We will take great care in considering the alternative pricing models suggested by Dr. Graham.

Best regards,

Andrew

Andrew Langrehr, Ph.D.  
Vice Chancellor for Academic Affairs  
St. Louis Community College

---

**From:** Erickson, Alicia <[Alicia.Erickson@dhewd.mo.gov](mailto:Alicia.Erickson@dhewd.mo.gov)>  
**Sent:** Friday, December 18, 2020 9:13 AM  
**To:** McGrady, Tracy <[mcgradyt@otc.edu](mailto:mcgradyt@otc.edu)>; Langrehr, Andrew M. <[ALangrehr@stlcc.edu](mailto:ALangrehr@stlcc.edu)>  
**Cc:** Woody, Mara <[Mara.Woody@dhewd.mo.gov](mailto:Mara.Woody@dhewd.mo.gov)>; Vedenhaupt, Laura <[Laura.Vedenhaupt@dhewd.mo.gov](mailto:Laura.Vedenhaupt@dhewd.mo.gov)>  
**Subject:** [EXT] Public Comment

**\*\*External Email\*\***

Dear Tracy and Andrew,

Attached please find a letter from the University of Missouri System office that provides feedback on the proposals to offer Bachelor of Science degrees in Respiratory Therapy/Care. If either or both of you would like to provide a response, please send it directly to Mara Woody by the close of business on December 28. You are not required to respond, though. This letter and your response, should you send one, will be shared with the review committee.

Please let me know if you have any questions and thanks, Alicia

**Alicia Erickson**

Senior Research Analyst | Postsecondary Policy  
Missouri Department of Higher Education and Workforce Development

Cell: 217-836-6865

[alicia.erickson@dhewd.mo.gov](mailto:alicia.erickson@dhewd.mo.gov)

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<STLCC-OTC Respiratory Therapy Phase II Proposal Letter\_12.17.20.pdf>

**From:** [Langrehr, Andrew M.](#)  
**To:** [Woody, Mara](#)  
**Cc:** [Pittman, Jeff](#); [Fickas, Julie C.](#)  
**Subject:** FW: [EXT] FW: Notice of Posting - Phase II Proposal from Ozarks Technical Community College - BS Respiratory Therapy  
**Date:** Tuesday, December 29, 2020 2:15:27 PM  
**Attachments:** [image001.png](#)  
[STLCC-OTC Respiratory Therapy Phase II Response Packet 12.23.20.pdf](#)

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Dr. Woody,

Thank you for the opportunity to respond to the public comments concerning the STLCC BSRC proposal. We remain grateful for the support from the University of Missouri (UM) for our proposal. While the fourth bullet in the additional comments provided by Steven Chaffin is simply a clarification, we would like to provide brief responses to the other three bullets.

- STLCC is keenly aware of the CoARC accreditation standards. Last academic year we completed the Nursing and Health Sciences building on our Forest Park campus, which included facilities and equipment for our respiratory care program. We have had a successful CoARC visit in this new facility. The cost figures for that project inform the start-up costs within our BSRC proposal to provide equal quality and consistency of design. Our Program Coordinator for respiratory care, who is also a commissioner for CoARC, is already engaged with our facilities planning team to ensure we meet the CoARC standards with the FV project.
- Several of the letters of support provided in our proposal come from our clinical partners. These partners are aware that we plan to expand and this will require an increase in clinical opportunities for STLCC students. Our proposal includes staffing recommendations to depressurize this situation. With paid faculty members at the clinical site with our students it reduces a significant portion of our clinical partner's obligation as we form these agreements. We have used this method in our nursing program for years and our partners are amenable to this approach.
- We will consider this advice. The non-respiratory care courses (general education and STEM) in the recommended academic plan provided in the STLCC proposal are malleable in the sequencing. A student's schedule will depend on a variety of factors and will be decided with support from competent program advisors.

We appreciate the rigorous review of our proposal by UM and the formative comments provided.

Best regards,

Andrew

Andrew Langrehr, Ph.D.  
Vice Chancellor for Academic Affairs  
St. Louis Community College

---

**From:** Woody, Mara <[Mara.Woody@dhewd.mo.gov](mailto:Mara.Woody@dhewd.mo.gov)>  
**Sent:** Wednesday, December 23, 2020 4:56 PM  
**To:** Langrehr, Andrew M. <[ALangrehr@stlcc.edu](mailto:ALangrehr@stlcc.edu)>; McGrady, Tracy <[mcgradyt@otc.edu](mailto:mcgradyt@otc.edu)>; 'LIGHT,

AARON E.' <[lighta@otc.edu](mailto:lighta@otc.edu)>; Fox, Lindsay L. <[lfox40@stlcc.edu](mailto:lfox40@stlcc.edu)>; 'Whiteman-S@mssu.edu' <[Whiteman-S@mssu.edu](mailto:Whiteman-S@mssu.edu)>; 'ajswaleh@gmail.com' <[ajswaleh@gmail.com](mailto:ajswaleh@gmail.com)>; 'choerr@pcrnc.com' <[choerr@pcrnc.com](mailto:choerr@pcrnc.com)>; 'schibigm@health.missouri.edu' <[schibigm@health.missouri.edu](mailto:schibigm@health.missouri.edu)>; Cheryl A. Hoerr, RRT, MBA <[choerr@phelpshealth.org](mailto:choerr@phelpshealth.org)>

**Cc:** Erickson, Alicia <[Alicia.Erickson@dhewd.mo.gov](mailto:Alicia.Erickson@dhewd.mo.gov)>

**Subject:** [EXT] FW: Notice of Posting - Phase II Proposal from Ozarks Technical Community College - BS Respiratory Therapy

**\*\*External Email\*\***

Good afternoon everyone,

We have received some additional public comments from the MU School of Health Professions. Please let me know if you have any questions. Thank you!

Mara "Red" Woody, Ed.D.

Assistant Commissioner for Postsecondary Policy

Missouri Department of Higher Education and Workforce Development

205 Jefferson Street

P.O. Box 1469

Jefferson City, MO 65102-1469

Phone: (573) 751-5221

Cell: (573) 310-3659

Fax: (573) 751-6635

[mara.woody@dhewd.mo.gov](mailto:mara.woody@dhewd.mo.gov)

<https://dhewd.mo.gov>

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**From:** Chaffin, Steven <[schaffin@umsystem.edu](mailto:schaffin@umsystem.edu)>

**Sent:** Wednesday, December 23, 2020 4:20 PM

**To:** Graham, Steve <[grahams@umsystem.edu](mailto:grahams@umsystem.edu)>; Woody, Mara <[Mara.Woody@dhewd.mo.gov](mailto:Mara.Woody@dhewd.mo.gov)>

**Subject:** RE: Notice of Posting - Phase II Proposal from Ozarks Technical Community College - BS Respiratory Therapy

Red:

Last week, the University of Missouri System submitted a letter relating to the St. Louis Community College (STLCC) and Ozark Technical Community College's (OTC) proposals to



offer bachelor's degrees in respiratory therapy. In addition to providing larger comments, we also reached out to the MU School of Health Professions (SHP) to acquire further input of a technical nature in the spirit of a peer review. We provided our initial comments in an effort to meet the deadline and without knowing for certain when we would receive additional comments from our colleagues at SHP. We are including these comments, below, to further support MDHEWD's review and to provide additional support to STLCC and OTC as they prepare to enter this space at the baccalaureate level. I have re-attached our original letter and added these comments so everything is one place.

Our overall position indicated in our original letter has not changed. We support STLCC and OTC's Phase II proposals.

- One area the proposal does not fully address is the plan to ensure that the Florissant Valley classroom and laboratory facilities will be equivalent to those at the Forest Park campus as this is a CoARC accreditation standard (4.08)
- The proposal notes that paid clinical instructors will be utilized for the BS students, but it would be beneficial to discuss if the existing clinical sites are agreeable to additional students. This is important as clinical site availability is a recurring issue for respiratory therapy programs.
- The academic plan (Appendix H) has 16 credit hours assigned to Year 2 Semester 1 (fall), which is quite heavy with 3 core science classes. Consider rebalancing that with the semester before or after as both of those are quite a bit less daunting.
- As a point of clarification for p. 3, MU offers a degree advancement respiratory therapy program that is in the process of receiving CoARC accreditation.

Please let us know if you have any questions and have a happy holiday!

Thank you,

Steven Chaffin  
Office of Academic Affairs  
University of Missouri System

---

**From:** Graham, Steven W. (Academic Affairs) <[grahams@umsystem.edu](mailto:grahams@umsystem.edu)>

**Sent:** Thursday, December 17, 2020 4:20 PM

**To:** Woody, Mara <[Mara.Woody@dhewd.mo.gov](mailto:Mara.Woody@dhewd.mo.gov)>

**Cc:** Salmons, Sarah <[Sarah.Salmons@dhewd.mo.gov](mailto:Sarah.Salmons@dhewd.mo.gov)>; Vedenhaupt, Laura <[Laura.Vedenhaupt@dhewd.mo.gov](mailto:Laura.Vedenhaupt@dhewd.mo.gov)>; Erickson, Alicia <[Alicia.Erickson@dhewd.mo.gov](mailto:Alicia.Erickson@dhewd.mo.gov)>; Chaffin, Steven <[schaffin@umsystem.edu](mailto:schaffin@umsystem.edu)>; Hagglund, Kristofer <[HagglundK@health.missouri.edu](mailto:HagglundK@health.missouri.edu)>; Ramchand, Latha <[ramchandl@missouri.edu](mailto:ramchandl@missouri.edu)>; Choi, Mun <[choimun@umsystem.edu](mailto:choimun@umsystem.edu)>

**Subject:** Re: Notice of Posting - Phase II Proposal from Ozarks Technical Community College - BS Respiratory Therapy

Red: hey here you go ... our input on the comprehensive reviews for both OTC and STLCC proposals. They were substantially the same so we decided to do one letter.

Happy to provide some additional thoughts or comments if you like – including more

detailed information about the Delaware Study data. It's considered the "gold standard" nationally and a lot of institutions use it to benchmark their costs, etc.

**Steve Graham**

Senior Associate Vice President for Academic Affairs  
University of Missouri System  
309 University Hall  
Columbia, Missouri 65211  
573.882.3119  
[grahams@umsystem.edu](mailto:grahams@umsystem.edu)



University of Missouri System



---

**From:** "Erickson, Alicia" <[Alicia.Erickson@dhewd.mo.gov](mailto:Alicia.Erickson@dhewd.mo.gov)>  
**Date:** Friday, December 4, 2020 at 3:23 PM  
**Cc:** "Woody, Mara "Red"" <[Mara.Woody@dhewd.mo.gov](mailto:Mara.Woody@dhewd.mo.gov)>, "Salmons, Sarah" <[Sarah.Salmons@dhewd.mo.gov](mailto:Sarah.Salmons@dhewd.mo.gov)>, "Vedenhaupt, Laura" <[Laura.Vedenhaupt@dhewd.mo.gov](mailto:Laura.Vedenhaupt@dhewd.mo.gov)>  
**Subject:** Notice of Posting - Phase II Proposal from Ozarks Technical Community College - BS Respiratory Therapy

**NOTICE OF POSTING  
COMPREHENSIVE PHASE II PROPOSAL**

MDHEWD staff invites comments and feedback about Ozark Technical Community College's proposal to offer a Bachelor of Science in Respiratory Therapy. The proposal represents phase II of the comprehensive review process from 6 CSR 10-4.010 Submission of Academic Information, Data, and New Programs. The proposal and further information about the comprehensive review process is posted here:

<https://dhewd.mo.gov/academic/programrequests/2020ComprehensiveReviewProcess.php>.

**The comment period is open for 20 days, through December 24, 2020.**

Please send comments directly to Alicia Erickson at [alicia.erickson@dhewd.mo.gov](mailto:alicia.erickson@dhewd.mo.gov) or through the [DHEWD comment portal](#). Please do not hesitate to contact me should you have additional questions or concerns.

**Alicia Erickson**

Research Analyst | Postsecondary Policy  
Missouri Department of Higher Education and Workforce Development  
Cell: 217-836-6865

[alicia.erickson@dhewd.mo.gov](mailto:alicia.erickson@dhewd.mo.gov)

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**From:** [Langrehr, Andrew M.](#)  
**To:** [Woody, Mara](#)  
**Cc:** [Pittman, Jeff](#); [Fickas, Julie C.](#)  
**Subject:** FW: [EXT] RE: Conversation with Dr. Andrew Langrehr  
**Date:** Tuesday, January 5, 2021 11:59:35 AM  
**Attachments:** [image001.png](#)

---

Dr. Woody,

The email below confirms St. Louis Community College's engagement with Harris-Stowe State University concerning a partnership in RT. The message is clear that a partnership between STLCC and HSSU in RT is not feasible. This note also shows support for our expansion.

Best regards,

Andrew

Andrew Langrehr, Ph.D.  
Vice Chancellor for Academic Affairs  
St. Louis Community College

---

**From:** Collins-Smith, LaTonia <CollinsL@hssu.edu>  
**Sent:** Tuesday, January 5, 2021 11:48 AM  
**To:** Langrehr, Andrew M. <ALangrehr@stlcc.edu>  
**Cc:** Davis, Ca'Andra <DavisC@hssu.edu>  
**Subject:** [EXT] RE: Conversation with Dr. Andrew Langrehr

**\*\*External Email\*\***

Andrew,

It was such a pleasure meeting with you this morning to discuss the St. Louis Community College respiratory care proposal. While there is a great need in the community for more RT's definitely in light of COVID-19, this program is not a good fit for Harris-Stowe. However, we are supportive of your endeavor to increase the number of individuals working in respiratory care in our community. I look forward to working with you and your team on other opportunities, particularly in early childhood education and biotechnology.

All the best,  
LaTonia

Dr. LaTonia Collins Smith

Provost and Vice President of Academic Affairs  
Division of Academic Affairs  
Harris-Stowe State University  
P: (314) 340-3610  
[www.hssu.edu](http://www.hssu.edu)



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**From:** Koch, Karol <[KKoch@stlcc.edu](mailto:KKoch@stlcc.edu)>  
**Sent:** Wednesday, December 23, 2020 1:43 PM  
**To:** Collins-Smith, LaTonia <[CollinsL@hssu.edu](mailto:CollinsL@hssu.edu)>  
**Cc:** Davis, Ca'Andra <[DavisC@hssu.edu](mailto:DavisC@hssu.edu)>  
**Subject:** Conversation with Dr. Andrew Langrehr

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Greetings, Dr. Collins-Smith. Dr. Langrehr asked me to reach out to you to setup some time for a conversation about St. Louis Community College respiratory care proposal.

Please advise if you would available for an hour during the times below:

Monday, January 4      9:00 am to 5:00 pm

Tuesday, January 5      8:00 am to 9:00 am  
   10:00 am to 12:00 pm

Please suggest some alternate times if these are not convenient for you. Dr. Langrehr would like to meet during the week of January 4<sup>th</sup> if possible.

Thank you for your assistance. Happy Holidays!

Karol Koch  
Executive Assistant to Andrew Langrehr, Ph.D.,  
Vice Chancellor for Academic Affairs  
St. Louis Community College  
314-539-5288  
[www.stlcc.edu](http://www.stlcc.edu)



St. Louis Community College  
Expanding Minds. Changing Lives.

December 30, 2020

Commissioner Zora Mulligan  
Missouri Department of Higher Education and Workforce Development  
301 W. High Street  
P.O. Box 1469  
Jefferson City, MO 65101

Dear Commissioner Mulligan,

In November 2020, an external review committee formed with the task of providing a comprehensive program review for the Phase II proposals submitted by Ozarks Technical Community College (OTC) and St. Louis Community College (STLCC) to offer a new bachelor's degree in Respiratory Therapy. The committee is unanimously in support of the aforementioned institutions receiving approval to award this bachelor's degree, and cite the following justifications:

**1. Published goals of the American Association for Respiratory Care (AARC).**

In September 2019, the AARC published an issue paper demonstrating the need to advance the minimum education of a respiratory therapist from an associate degree to a baccalaureate degree and to advance the licensure of practitioners to the RRT credential for entry into practice.

*“The AARC has engaged relevant stakeholders in an effort to embark on a collaborative initiative to mandate that all respiratory therapists entering practice in the year 2030 and thereafter have the minimum of a baccalaureate degree and the National Board for Respiratory Care’s (NBRC) Registered Respiratory Therapist (RRT) credential. This is important, not only to meet the increasing level of expertise required for current practice, but also to ensure patient safety and the efficient delivery of effective patient care as the scope of practice continues to evolve to meet future needs.”<sup>1</sup>*

The AARC issue paper further explains that educational preparation for entry into practice requires a program of study longer than the two-years that can be offered by associate degree programs, especially when state governments restrict many of these programs in the number of credit hours they may offer.

**2. Increased level of educational requirement for new Respiratory Therapy programs.**

Effective January 1, 2018 the Commission on Accreditation for Respiratory Care (CoARC) revised Standard 1.01 as follows:

*“Except as provided in the following paragraph, an educational sponsor must be a postsecondary academic institution accredited by an institutional accrediting agency recognized by the U.S. Department of Education (USDE) and must award program graduates a baccalaureate or graduate degree.*

*Associate degree programs that were accredited prior to January 1, 2018, or that applied for accreditation prior to January 1, 2018 and have subsequently received accreditation, may continue to award program graduates an associate degree as long as they remain accredited by the CoARC. Sponsors of these programs must be post-secondary academic institutions accredited by an institutional accrediting agency recognized by the USDE and must award program graduates an associate degree.”<sup>2</sup>*

### **3. Workforce Demand.**

According to the U.S. Bureau of Labor Statistics, “Employment of respiratory therapists is projected to grow 19 percent from 2019 to 2029, much faster than the average for all occupations.”<sup>3</sup>

The Missouri Economic Research and Information Center (MERIC) reports healthcare as a top industry in the state; however, the demand for qualified healthcare providers outpaces supply. This is true for respiratory therapists in particular. MERIC data indicate that the demand in Missouri for skilled respiratory therapists will grow nearly 28% by 2026, with annual vacancies numbering 220 statewide.<sup>4</sup> Respiratory therapy was identified as the sixth fastest growing occupation in the St. Louis Region in 2017-2019 with an expected need of 50 additional respiratory therapists in that region alone. The Kansas City Region indicates a 25% growth in the demand for respiratory therapists, and the Ozark Region anticipates a 38.5% growth.<sup>5</sup> An external market analysis conducted by CPA firm BKD in Springfield, MO confirms the employment metrics. Demand for RT’s is projected to grow by 14 % in the next year, and another 2% annually over the next 10 years which is higher than 97% of other programs in the OTC service area. Additionally, the job postings outpace the graduates by 1.4 to 1 in the same geographic area.<sup>6</sup>

The current pandemic has only highlighted the ongoing shortage of skilled respiratory therapists and prompted those who had left full-time clinical practice to return to the bedside to support their fellow respiratory therapists on the frontline.

### **4. Hospital department hiring preferences.**

In a survey published in the Fall 2018 Respiratory Care Education Annual, the majority of managers preferred BSRT entry hires because of the added value in teamwork, communication, ability to advance, and to provide evidence based respiratory therapy.<sup>7</sup> This trend is expected to continue due to the everchanging and evolving technology and practices in the health care arena.

### **5. Telehealth / CMS requirements.**

In May 2019, H.R. 2508 was introduced in Congress. The BREATHE Act (Better Respiration through Expanding Access to Tele-Health) includes language allowing respiratory therapists to furnish telehealth services. Section 2 (e) 2 (D) of The BREATHE Act requires at a minimum a bachelor’s degree or other advanced degree in a biological or health science.<sup>8</sup>

### **6. Enhanced patient outcomes.**

The assessment of critical thinking and decision-making skills is evaluated in respiratory therapy students with both associate and baccalaureate degrees. With the use of validated



assessment tools such as the Watson-Glaser Critical Thinking Appraisal and the Health Sciences Reasoning Test, studies have shown that students with baccalaureate preparation have a higher level of critical thinking skills than their associate degree-prepared counterparts.<sup>9</sup> Additionally, there is a growing body of evidence that nurses with a baccalaureate degree in nursing (BSN) provide an improved quality and safer care with a direct correlation to a reduction in mortality as compared to those with an associate degree.<sup>10</sup>

### 7. Established high-quality programs.

Both OTC and STLCC have a long-standing history of excellence in respiratory therapy education. All CoARC accredited programs undergo a rigorous accreditation process every 10 years and additionally submit a detailed annual Report of Current Status to the CoARC. Outcomes are a matter of public record for all RT programs and data is available on the CoARC website.<sup>11</sup> Below is a summary of the outcomes for OTC and STLCC for 2019 and 2020.

<i>Criteria</i>	<i>OTC 2019</i>	<i>OTC 2020</i>	<i>STLCC 2019</i>	<i>STLCC 2020</i>
<b>Retention</b>	91%	93%	85%	83%
<b>Job Placement</b>	100%	98%	83%	84%
<b>RRT Credentialing</b>	100%	94%	87%	92%
<b>TMC High Cut Score Pass Rate</b>	100%	96%	91%	96%
<b>Employer Satisfaction</b>	100%	100%	100%	100%
<b>Graduate Satisfaction</b>	100%	100%	100%	100%

(data reflect a rolling 3yr avg.)

The programs have both provided a thoughtful and detailed proposed budget to meet the needs of the additional students and corresponding physical space.

### 8. Educational Institution & Public Support.

Multiple communities of interest endorsed the request for a bachelor’s degree by OTC and STLCC. Highlights from the letters of support are as follows:

*BJC Healthcare: “The college’s proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in the St. Louis metropolitan area.”*

*Children’s Hospital St. Louis: “Currently our department has a hiring gap of 18.37 FTE's with having to fill some of this gap with contingent workers. This does not include the additional positions I would like to request to meet future growth demands. Much of this hiring gap is due to the limited supply of RT's in the current market.”*

*Christian Hospital: “As an employer (BJC) of more than 31,000 health care professionals, we can attest to the dire need for qualified registered respiratory therapists.”*

*Citizens Memorial Hospital: “Citizens Memorial Hospital collaborates with area Respiratory programs to provide a place for the students to learn from seasoned Respiratory Therapists in a*

*clinical setting.” “Baccalaureate degree programs that can prepare respiratory therapists to become better leaders and make better care decisions will benefit our patients and our communities at large.”*

*Coalition for Baccalaureate and Graduate Respiratory Therapy Education: “The leadership of CoBGRTE supports the development of a baccalaureate degree respiratory care programs at Ozark Technical Community College. Producing new respiratory therapists with the knowledge and skills needed for the 21st century has become increasingly difficult within the confines of a two-year program. In addition, without a baccalaureate or higher degree, respiratory therapists are often not recognized as professionals by government agencies, third party payers, the uniformed services, labor unions, and others. While the curricular needs to produce a competent therapist continue to grow, some state governments have limited associate degree credit hours in community colleges to as little as 60 semester hours. There is a need to increase the number of respiratory therapists with advanced levels of training and education to meet the demands of providing services requiring complex cognitive abilities and patient management skills.”*

*Cox Health: “CoxHealth will actively support OTC in this endeavor by offering clinical locations, and interviewing qualified candidates who complete. The discernment and ability to be nimble to adequately meet the needs of the healthcare workforce, is something that OTC has been at the forefront of in our community and truly in our state.”*

*Mercy Hospital St. Louis: “The shortage of respiratory therapist in the Saint Louis market has been on-going concern for the last several decades. Adding an additional program to the Saint Louis market in the form of a bachelor’s degree program would be extremely beneficial to the patients and hospitals in the Saint Louis and surrounding areas.”*

*Mercy Springfield: “Mercy Hospital Springfield is pleased to support Ozarks Technical Community College’s (OTC) proposal for the expansion of the respiratory therapy program to the bachelor’s degree through the Missouri Department of Higher Education. This is a timely and practical way to address the critical shortage of health care professionals in the Southwest Missouri area.”*

*Phelps Health: “As a respiratory care manager, I was interested in the evidence showing baccalaureate degree educational programs provide improved opportunities for development of the psychosocial, critical thinking, and critical decision-making skills that are essential for RT’s to improve the quality and effectiveness of the care they provide patients.” “I fully support Ozarks Technical College in the development and implementation of a baccalaureate degree program for respiratory care. In today’s uncertain health care environment, the need for the specialized care provided by respiratory therapist is critical.”*

*St. Louis University: “Respiratory Therapists are truly essential workers that have played a key health care role during the current coronavirus pandemic. They react to and guide bedside care of some of the sickest patients, they optimize use of technology like ventilators while also troubleshooting when necessary, they draft policy to keep patients and health care providers safe, and they remain aware of updates to the medical literature and scientific basis of the care*

*they provide. These elements are clearly formidable and reflect the need for advancing instruction in this discipline.”*

St. Louis University Hospital: *“St. Louis Community College at Forest Park has been a very important resource for those of us seeking professional, qualified candidates. It is my belief that the high-quality educational goals that is set by the college will only enhance us as a profession and continue to elevate patient care in the area.”*

Southwest Baptist University: *“It seems that OTC is well equipped to handle the transition and has faculty resources that would be capable of accomplishing this level change, For this particular degree program, given the resources that are in place and the fact that partnership could prove problematic, we would lend support to your offering the Respiratory Therapy degree at the bachelor level.”*

Texas County Memorial Hospital: *“Ozarks Technical College provides those highly skilled professionals. The school has an honored tradition of developing outstanding professionals.”*  
*“Hospitals in the Mid-Missouri region are at terrifying critical shortages for respiratory therapists. The program would be an asset to individuals looking for an amazing and rewarding career and an asset to the sustainability of respiratory therapists for Mis-Missouri hospitals.”*

University of Missouri: *“We continue to believe that STLCC and OTC, which meet all relevant statutory and departmental requirements and currently offer high-quality two-year degrees in respiratory therapy, are in an appropriate position to build quality programs in this arena.”* *“We commend both institutions for submitting very high-quality proposals. We are supportive of STLCC and OTC’s efforts to offer bachelor’s degrees in respiratory therapy.”*

As evidenced by the rubric, both OTC and STLCC have met the DHEWD criteria and adequately responded to all committee questions and public comments. We wish to thank DHEWD for the opportunity to provide guidance and feedback on these proposals and commend your dedication to ensuring that the health and well being of Missouri citizens is a top priority.

Respectfully submitted,

External Review Committee Members

Monica A. Schibig, MA, RRT, RRT-NPS, CPFT  
Associate Clinical Professor  
Director, Respiratory Therapy Program  
University of Missouri  
[schibigm@health.missouri.edu](mailto:schibigm@health.missouri.edu)

Cheryl A. Hoerr MBA, RRT  
Director, Respiratory Therapy and Sleep Services  
Phelps Health  
[choerr@phelpshealth.org](mailto:choerr@phelpshealth.org)

Amanda Swaleh BHS, RRT  
Registered Respiratory Therapist  
Ranken Jordan Pediatric Bridge Hospital  
[ajswaleh@gmail.com](mailto:ajswaleh@gmail.com)

Sherry Whiteman MS, RRT  
Department Chair Respiratory Care  
Missouri Southern State University  
[Whiteman-S@mssu.edu](mailto:Whiteman-S@mssu.edu)

#### Proposing Institution Liaisons

Lindsey Fox MEd, RRT, RRT-ACCS, RRT-NPS  
Program Director / Associate Professor  
Respiratory Care Program  
St. Louis Community College at Forest Park  
[Lfox40@stlcc.edu](mailto:Lfox40@stlcc.edu)

Aaron Light DHSc, RRT, RRT-ACCS, FAARC  
Program Director-Respiratory Care  
Ozarks Technical Community College  
[lighta@OTC.edu](mailto:lighta@OTC.edu)

<sup>1</sup> Source: American Association for Respiratory Care. <https://www.aarc.org/wp-content/uploads/2019/09/issue-paper-entry-to-respiratory-therapy-practice-2030.pdf>

<sup>2</sup> Source: Commission on Accreditation for Respiratory Care. [https://www.coarc.com/getattachment/Accreditation/Entry-into-Practice-Standards/CoARC-Entry-Standards-7-1-2020-\(updated-12-20\).pdf.aspx?lang=en-US](https://www.coarc.com/getattachment/Accreditation/Entry-into-Practice-Standards/CoARC-Entry-Standards-7-1-2020-(updated-12-20).pdf.aspx?lang=en-US)

<sup>3</sup> Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Respiratory Therapists, at <https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>

<sup>4</sup> Source: Real Time Labor Market Data. Missouri Economic Research and Information Center. June 2020. <https://meric.mo.gov/media/pdf/real-time-labor-market-summary>

<sup>5</sup> Source: Regional Profiles. Missouri Economic Research and Information Center. June 2020. <https://meric.mo.gov/regional-profiles>

<sup>6</sup> Source: Respiratory Therapy Program Report for Ozarks Technical Community College. BKD CPAs & Advisors. December 2020.

<sup>7</sup> Source: Respiratory Therapy Department Directors' Preferences Regarding the Educational Background of New Graduate Staff Respiratory Therapists. Varekojis SM et al. *Respiratory Care Education Annual*, Vol. 27, Fall 2018: 16-21. <https://www.aarc.org/wp-content/uploads/2018/09/rcea2018.pdf>

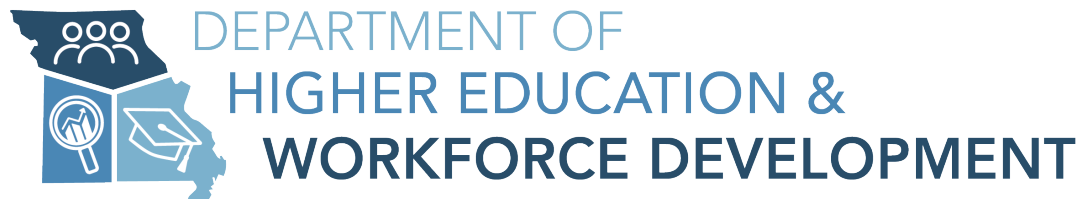
<sup>8</sup> Source: US Congress H. R. 2508. <https://www.congress.gov/bill/116th-congress/house-bill/2508/text>

<sup>9</sup> Source: Development of Baccalaureate and Graduate Degrees in Respiratory Care. 2017. American Association for Respiratory Care. [https://www.aarc.org/wpcontent/uploads/2017/03/issuepaper\\_baccalaureate\\_graduate\\_degrees.pdf](https://www.aarc.org/wpcontent/uploads/2017/03/issuepaper_baccalaureate_graduate_degrees.pdf)

<sup>10</sup> Source: Bachelor's degree nurse graduates report better quality and safety educational preparedness than associate degree graduates. Djukic M, et al. *The Joint Commission Journal on Quality and Patient Safety*. October 2018. [https://www.jointcommissionjournal.com/article/S1553-7250\(18\)30225-3/pdf](https://www.jointcommissionjournal.com/article/S1553-7250(18)30225-3/pdf)

<sup>11</sup> Source: Commission on Accreditation for Respiratory Care. Map of program outcomes. <https://fortress.maptive.com/ver4/6479e039dd58e620af07c7aca8854194>

For questions or additional information, please contact committee chair Monica Schibig at [schibigm@health.missouri.edu](mailto:schibigm@health.missouri.edu)



# DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

## Comprehensive Review Evaluation Matrix

Proposing Institutions: Ozarks Technical Community College, Springfield, MO and

St. Louis Community College, St. Louis, MO

Proposed Degree: OTC - Bachelor of Science, Respiratory Therapy

STLCC - Bachelor of Science, Respiratory Care

Review Completed by: External review team

December 2020

For community colleges proposing to offer a bachelor's degree, the following criteria is required, as outlined in § 163.191(1), RSMo:

Criteria	Cite Where Evidence Located in Proposal	Review Team Finding	Recommendations to Proposing Institution
The level of education required in a field for accreditation or licensure increases to the baccalaureate degree level OR,  in the case of applied bachelor's degrees, the level of education required for employment in a field increases to that level, AND		Optional for External Review Team.  <i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i>	
When doing so would not unnecessarily duplicate an existing program,		Optional for External Review Team.	
collaboration with a university is not feasible or the approach is not a viable			

means of meeting the needs of students and employers, AND			
The institution has the academic and financial capacity to offer the program in a high-quality manner.		<i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i>	
<b>Elements of a Complete Proposal for Comprehensive Review, as outlined in 6 CSR 10-4.010. A complete proposal includes the following:</b>			
Evidence of good faith effort to explore the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program. At a minimum, this will include letters from the chief academic officers of both the proposing institution and other institutions involved in exploring the feasibility of collaboration attesting to the nature of the discussions and explaining why collaboration in this instance is not feasible;		<i>Optional for External Review Team.</i>  <i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i>	
Evidence that the offering institution is contributing substantially to the CBHE's Blueprint for Higher Education as adopted on February 4, 2016, pursuant to section 173.020(4), RSMo, and is committed to advancing the goals of that plan;		<i>Optional for External Review Team.</i>	
Evidence of institutional capacity to launch the program in a high-quality manner, including:			
<ul style="list-style-type: none"> <li>An external review conducted by a team including faculty experts in the discipline to be offered and administrators from institutions already offering programs in the</li> </ul>		<i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i>	

discipline and at the degree level proposed. The review must include an assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads);			
<ul style="list-style-type: none"> <li>• A comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program;</li> </ul>		<p><i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i></p>	<p>Recommend ongoing review of proposed budget to ensure alignment with actual needs and enrollment.</p>
<ul style="list-style-type: none"> <li>• Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities, and instruction equipment; and</li> </ul>		<p><i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i></p>	
<ul style="list-style-type: none"> <li>• Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and</li> </ul>		<p><i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i></p>	
Evidence that the proposed program is needed, including:		<p>Optional for External Review Team.</p>	



<ul style="list-style-type: none"> <li>Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (9)(C) of this rule;</li> </ul>		<p>Optional for External Review Team.</p>	
<ul style="list-style-type: none"> <li>A rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce, and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program; and</li> </ul>		<p>Optional for External Review Team.</p> <p><i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i></p>	
<ul style="list-style-type: none"> <li>A clear plan to meet the articulated workforce need, including:</li> </ul>		<p>Optional for External Review Team.</p>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need analysis in part (II) of this subparagraph;</li> </ul> </li> </ul>		<p>Optional for External Review Team.</p> <p><i>Criteria Met-OTC</i> <i>Criteria Met-STLCC</i></p>	
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Providing students with external learning experiences to increase the probability that they will remain in the applicable</li> </ul> </li> </ul>		<p>Optional for External Review Team.</p>	

geographic area after graduation; and			
<ul style="list-style-type: none"> <li>• A plan for assessing the extent to which the new program meets that need when implemented.</li> </ul>		<p>Optional for External Review Team.</p> <p><i>Criteria Met-OTC</i></p> <p><i>Criteria Met-STLCC</i></p>	

External Review Committee Members:

Monica A. Schibig, MA, RRT, RRT-NPS, CPFT  
 Associate Clinical Professor  
 Director, Respiratory Therapy Program  
 University of Missouri  
[schibigm@health.missouri.edu](mailto:schibigm@health.missouri.edu)

Cheryl A. Hoerr MBA, RRT  
 Director, Respiratory Therapy and Sleep Services  
 Phelps Health  
[choerr@phelpshealth.org](mailto:choerr@phelpshealth.org)

Amanda Swaleh BHS, RRT  
 Registered Respiratory Therapist  
 Ranken Jordan Pediatric Bridge Hospital  
[ajswaleh@gmail.com](mailto:ajswaleh@gmail.com)

Sherry Whiteman MS, RRT  
 Department Chair Respiratory Care  
 Missouri Southern State University  
[Whiteman-S@mssu.edu](mailto:Whiteman-S@mssu.edu)

Proposing Institution Liaisons

Lindsey Fox MEd, RRT, RRT-ACCS, RRT-NPS  
 Program Director / Associate Professor  
 Respiratory Care Program  
 St. Louis Community College at Forest Park  
[Lfox40@stlcc.edu](mailto:Lfox40@stlcc.edu)

Aaron Light DHSc, RRT, RRT-ACCS, FAARC  
 Program Director-Respiratory Care  
 Ozarks Technical Community College  
[lighta@OTC.edu](mailto:lighta@OTC.edu)



# DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

## Comprehensive Review Evaluation Checklist

Proposing Institution: Ozarks Technical Community College

Proposed Degree: BS Respiratory Therapy

Review Completed by: DHEWD

January 8, 2021

Criteria	Cite Evidence in Proposal (Institution Complete)	Finding/Status (DHEWD or External Review Team Complete)
<b>Requirements Have Changed</b>		
<b>For a bachelor's degree (must meet one):</b>		
The level of education required in a field for accreditation or licensure increases to the baccalaureate degree level	Accreditation <a href="#">CoARC website:</a> Starting January 1, 2018, CoARC will only accept applications for bachelors of respiratory therapy (no longer accredits new associates programs). Current Associates Programs: Can continue to operate as long as meet CoARC standards. Phase II application (page 4): Wants to establish new satellite location at OTC Waynesville Education Center.	<i>Criteria Met.</i>
<b>Collaboration is not an Option</b>		
The institution has made a good-faith effort to explore the feasibility of collaboration with other institutions whose mission and service region encompasses the proposed program and has provided documentation indicating that collaboration is not feasible or a viable means of meeting student and employer needs (use attached worksheet)	Phase II application (page 24-31), letter from UM System (mission) and institutions in service region that collaboration not feasible.	<i>Criteria Met.</i>

## Phase II Review

### The Program Is Needed

**The institution has provided evidence demonstrating a strong and compelling workforce need for the program, including at least one of the following:**

Data from a credible source	Phase II application (17-19), Rigorous analysis demonstrating strong and compelling workforce need, (page 56-67) BKD Market Analysis: Respiratory Therapy Program Report.	<i>Criteria Met.</i>
An analysis of changing program requirements		<i>Criteria Met.</i>
Current and future workforce and other needs of the state		<i>Criteria Met.</i>
Letters of support from local or regional businesses indicating a genuine need for the program		<i>Criteria Met.</i>

### No Unnecessary Duplication

The institution has provided evidence that the proposed program would not unnecessarily duplicate an existing program in the applicable geographic area (use attached worksheet)	MU only entry to practice program in state, is located in central Missouri. Phase II application (page 16-17), unnecessary duplication.	<i>Criteria Met.</i>
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## External Review Team

Criteria

Cite Evidence in Proposal  
(Institution Complete)

Finding/Status  
(External Review  
Team Complete)

### The institution has the capacity to offer the new program

General	Phase II Proposal (page 10-11), Evidence of Institutional Capacity.	<i>Criteria Met.</i>
Academic, including faculty resources that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)		
Student		

DHEWD

Criteria	Cite Evidence in Proposal (Institution Complete)	Finding/Status (DHEWD Complete)
<b>The institution has provided all of the following (unless not applicable):</b>		
A comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program (include five years' projected budget)	Phase II application (page 11-13), Comprehensive cost/revenue analysis.	<i>Criteria Met.</i>
Evidence indicating that there is sufficient student interest and capacity to support the program (include data and methodology)	Phase II application (page 13-15), Evidence indication there is sufficient student interest, (page 21). Academic and Student Support Services, (page 43-54), CoARC 2020 Report of Current Status.	<i>Criteria Met.</i>
Evidence that the institution has sufficient library resources, physical facilities, and instruction equipment		<i>Criteria Met.</i>
Where applicable, a description of accreditation requirements for the new program and the institution's plan for seeking accreditation	Phase II application (page 3-4), State of Respiratory Therapy Education in the United States.	<i>Criteria Met.</i>

**The institution has a clear plan to meet workforce needs, including all of the following:**

Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce needs analysis (provide crosswalk of competencies to curriculum)	Phase II application (page 69-82), Proposed BS in Respiratory Therapy Alignment with NBRC Matrix.	<i>Criteria Met.</i>
Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation (letters from local employers stating will offer placement experiences for new program)	Phase I Proposal (page 11), Providing students with external learning opportunities. Phase II proposal (page 21), Providing students with external learning opportunities.	<i>Criteria Met.</i>
A plan to assess the extent to which the new program meets the workforce need when implemented (where applicable, supply accreditation plan as required by accreditor)	Phase II application (page 21-22), a plan for assessing.	<i>Criteria Met.</i>

**The institution's plan will contribute substantially to the CBHE's *Blueprint for Higher Education*:**

Narrative Explanation of how meets the Blueprint's goals	Phase II application (page 5-10), Alignment with Blueprint for Higher Education Goals.	<i>Criteria Met.</i>
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# DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

## Comprehensive Review Evaluation Checklist

Proposing Institution: St. Louis Community College

Proposed Degree: BS in Respiratory Care

Review Completed by: DHEWD

January 8, 2021

Criteria	Cite Evidence in Proposal (Institution Complete)	Finding/Status (DHEWD or External Review Team Complete)
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### Requirements Have Changed

#### For a bachelor's degree (must meet one):

The level of education required in a field for accreditation or licensure increases to the baccalaureate degree level

Accreditation  
[CoARC website:](#)  
Starting January 1, 2018, CoARC will only accept applications for bachelors of respiratory therapy (no longer accredits new associates programs).  
Current Associates Programs: Can continue to operate as long as meet CoARC standards.  
Phase II application (page 5): Wants to expand program to offer 15 more seats annually.

*Criteria Met.*

### Collaboration is not an Option

The institution has made a good-faith effort to explore the feasibility of collaboration with other institutions whose mission and service region encompasses the proposed program and has provided documentation indicating that collaboration is not feasible or a viable means of meeting student and employer needs (use attached worksheet)

Phase II application (page 35-36), letter from UM System (mission not interested in collaboration, and (page 28-30), letter from 4-year institutions stating should move forward to Phase II application.

*Criteria Met.*

## The Program Is Needed

**The institution has provided evidence demonstrating a strong and compelling workforce need for the program, including at least one of the following:**

Data from a credible source	Phase II application (page 17-19), narrative description, and (page 68-82), Real-Time Intelligence Report.	<i>Criteria Met.</i>
An analysis of changing program requirements		<i>Criteria Met.</i>
Current and future workforce and other needs of the state		<i>Criteria Met.</i>
Letters of support from local or regional businesses indicating a genuine need for the program		<i>Criteria Met.</i>

## No Unnecessary Duplication

The institution has provided evidence that the proposed program would not unnecessarily duplicate an existing program in the applicable geographic area (use attached worksheet)	MU only entry to practice program in state, is located in central Missouri. Phase II application (page 17), narrative description, (page 37-59), Market Analysis – Workforce Report Chmura.	<i>Criteria Met.</i>
--	--	----------------------

## External Review Team

Criteria

Cite Evidence in Proposal  
(Institution Complete)

Finding/Status  
(External Review  
Team Complete)

## The institution has the capacity to offer the new program

General	Phase II application (page 11-13), Evidence of Institutional Capacity.	<i>Criteria Met.</i>
Academic, including faculty resources that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)		
Student		

DHEWD

Criteria	Cite Evidence in Proposal (Institution Complete)	Finding/Status (DHEWD Complete)
<b>The institution has provided all of the following (unless not applicable):</b>		
A comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program (include five years' projected budget)	Phase II application (page 12-14) narrative explanation, and (page 98-99), budget.	<i>Criteria Met.</i>
Evidence indicating that there is sufficient student interest and capacity to support the program (include data and methodology)	Phase II application (page 11), student resources, (page 14-16), application, enrollment and graduate numbers presented, and (page 23-24), explanation of external learning opportunities	<i>Criteria Met.</i>
Evidence that the institution has sufficient library resources, physical facilities, and instruction equipment		<i>Criteria Met.</i>
Where applicable, a description of accreditation requirements for the new program and the institution's plan for seeking accreditation	Phase II application (page 11-12), General information, and (page 16), Description of accreditation requirements.	<i>Criteria Met.</i>

**The institution has a clear plan to meet workforce needs, including all of the following:**

Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce needs analysis (provide crosswalk of competencies to curriculum)	Phase II application (page 103-116), National Board Respiratory Care matrix cross-walked with OTC courses.	<i>Criteria Met.</i>
Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation (letters from local employers stating will offer placement experiences for new program)	Phase II application (page 23-24), explanation of external learning opportunities.	<i>Criteria Met.</i>
A plan to assess the extent to which the new program meets the workforce need when implemented (where applicable, supply accreditation plan as required by accreditor)	Phase II application (page 24-26), assessment plan.	<i>Criteria Met.</i>

**The institution's plan will contribute substantially to the CBHE's *Blueprint for Higher Education*:**

Narrative Explanation of how meets the Blueprint's goals	Phase II application (page 6-10), Alignment with Blueprint for Higher Education goals.	<i>Criteria Met.</i>
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## Tab 6 Comprehensive Review Update

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

Comprehensive reviews are designed for proposed programs that are outside an institution's CBHE-approved mission, outside the institution's service region, require substantial costs to launch and sustain, degrees at the baccalaureate level or higher that fall within the CIP code of 14 (Engineering), doctoral degrees as described in 6 CSR 10-4.010, or education specialist degrees. This board item provides an update on a pending comprehensive review proposal submitted by Metropolitan Community College and on improvements to the overall comprehensive review process.

### CURRENT STATUS

#### Metropolitan Community College

There is currently one proposal in progress for comprehensive review. This proposal will not be considered for action by the Coordinating Board at the March 3, 2021, meeting. At the institution's request, the anticipated date for Phase II proposal consideration by the Coordinating Board will be at the September 2021 meeting. This is due to delays caused by current COVID-19 circumstances beyond anyone's control.

Institution	Proposal	Status	Expected CBHE Action
Metropolitan Community College	Applied Bachelor's Degree in Respiratory Therapy	Phase II proposal in progress	Tentatively September 2021 (due to current COVID constraints)

#### Process Improvement

Further, the comprehensive review process was evaluated this year in coordination with six public higher education institutions, three 2-year institutions and three 4-year institutions:

- Ozarks Technical Community College
- Southeast Missouri State University
- State Fair Community College
- St. Louis Community College
- Truman State University
- University of Missouri System

This review has yielded an updated draft process that will be reviewed by the Council of Chief Academic Officers, followed by a review of all public institution Chief Academic Officers. After feedback is incorporated into the review process, the new process will be in place for the 2021 comprehensive review cycle.

Currently, institutions that expect to submit a comprehensive review proposal this year have been asked to notify the department by March 1, 2021, so the feasibility of collaboration will be determined before a comprehensive review proposal is submitted July 1, 2021. Comprehensive review proposals will not be reviewed until after the feasibility of collaboration is determined.

One aspect under consideration is whether to allow institutions to "opt in" for collaboration. Opting in to collaboration allows an institution to be listed as an optional institution a proposing institution may choose to discuss the feasibility of collaboration with, but it is not required a proposing institution contact the institution. It

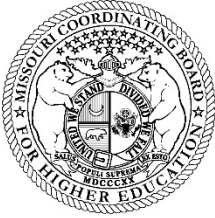
is not expected an optional collaborator will be able to object to a proposal moving forward due to lack of collaboration.

A board item will be submitted to the Coordinating Board with an updated process at a future meeting.

**RECOMMENDATION**

This is an information item only.

**NO ATTACHMENTS**



Tab 7

## Community College Redistricting Process

Coordinating Board for Higher Education

March 3, 2021

### BACKGROUND

Section 178.820.2, RSMo, requires that, every ten years, after publication of the decennial census figures, each community college district “which contains more than four hundred fifty thousand residents” complete the redistricting process. Section 178.820.4, RSMo, further requires that, every ten year, after publication of the decennial census figures, each community college with subdistricts must complete the redistricting process or all trustees must run “at large.”

The process provided in statute is as follows:

1. The affected community college district board of trustees must vote to adopt a resolution calling for the formation of a redistricting committee within ninety days after publication of the decennial census figures (§ 178.820.2, RSMo)
2. “Upon adoption of the resolution, the secretary of the board of trustees shall forward a certified copy [of the resolution] to the CBHE with the request that the redistricting committee be appointed in order to divide the community college districts into at least two and not more than six subdistricts for the purpose of electing trustees” (§ 178.820.2, RSMo)
3. The board of trustees appoints three residents within the affected district to the redistricting committee (§ 178.820.2, RSMo)
4. The CBHE appoints three residents within the affected district to the redistricting committee (§ 178.820.2, RSMo)
5. The redistricting committee then meets and adopts a redistricting plan (§ 178.820.2, RSMo)
6. Once the plan is approved by a majority of the redistricting committee, the committee forwards a certified copy, via the board of trustees secretary, to the CBHE for approval or disapproval (§ 178.820.4, RSMo)
7. “The CBHE shall approve any redistricting plan in which the population of any subdistrict divided by the number of trustees to be selected therefrom substantially equals the population of any other subdistrict divided by the number of trustees to be elected therefrom” (§ 178.820.4, RSMo)
8. “If the plan is not approved, then it shall be returned to the redistricting committee for revision and resubmission” (§ 178.820.4, RSMo)

### CURRENT STATUS

#### 178.820.2 Required Redistricting

In Missouri, both Metropolitan Community College (MCC) and St. Louis Community College (STLCC) must undergo the redistricting process after the upcoming publication of the decennial census figures because their taxing district populations are over 450,000 people. DHEWD staff met with MCC and STLCC on January 21, 2021, to discuss this process over the coming year.

MCC is both going through the statutorily required redistricting process and is attempting to attach new school districts to its community college district at the same time. STLCC is only completing redistricting and is not attempting to attach new school districts. This fact does not change the redistricting process for MCC, but adds

a step that requires a vote of the residents of the affected school districts. If the voters of the affected school districts vote to join the MCC district, their school districts will be included in the redistricting process.

Both MCC and STLCC are currently in the planning phase of this process while each waits for the publication of the census figures.

#### 178.820.4 Required Redistricting

At this time, the following community colleges must undergo the redistricting process after publication of the decennial census figures because they have subdistricts:

- Crowder College
- East Central Community College
- Mineral Area College

#### **NEXT STEPS**

At or before the June 2021 CBHE meeting, all impacted community colleges will need the CBHE to select the three resident members of each respective redistricting committee. In 2011, the last time DHEWD and the community colleges completed this process, the CBHE instructed each community college to submit a list of five proposed redistricting committee members to the CBHE for the CBHE to choose from. Along with names, the CBHE required that the slate of five reflect the demographics of the community college district, and also required submission of biographical information and the political affiliation of each proposed candidate.

In the coming months, the CBHE must inform all impacted community colleges how many proposed candidates to submit for consideration as well as what supporting information the CBHE wants to consider for each candidate.

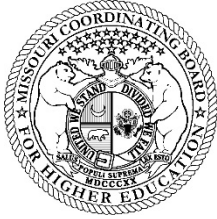
After the CBHE selects candidates at or before the June 2021 meeting, the institutions will convene their redistricting committees and do the work of creating the redistricting plan. The institutions will then submit their redistricting plans for CBHE approval at either the September or December 2021 CBHE meetings.

#### **RECOMMENDATION**

This is an information item only.

#### **NO ATTACHMENTS**





Tab 8

## Office of Apprenticeship & Work-Based Learning Annual Report

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

Governor Parson signed Executive Order 19-20 on November 11, 2019, establishing the Office of Apprenticeship and Work-Based Learning (OAWBL). OAWBL consists of five state agencies including: Department of Elementary and Secondary Education, Department of Corrections, Department of Social Services, Department of Economic Development, and the Department of Higher Education and Workforce Development. The state agencies work together to identify common referral processes, policies, collaborate on investments in apprenticeship and work-based learning, branding. As a part of E.O. 19-20, OAWBL must submit an annual report to the Governor's Office. The annual report reviews the progress made over the last calendar year to achieve the ultimate goal of 20,000 apprentices by 2025.

The five state agencies collaborated on the OAWBL Annual Report and its content.

### CURRENT STATUS

The OAWBL Annual Report was submitted to the Governor in January.

### NEXT STEPS

OAWBL meets quarterly to work toward apprenticeship and work-based learning initiatives. The next meeting will be held in April to collaborate on a shared language work-based learning document or playbook. The next OAWBL Annual Report will be submitted January 2022.

### RECOMMENDATION

This is an information item only.

### ATTACHMENT

- OAWBL Annual Report



# OFFICE OF APPRENTICESHIP AND WORK-BASED LEARNING ANNUAL REPORT 2020



DEPARTMENT OF  
HIGHER EDUCATION &  
WORKFORCE DEVELOPMENT

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# EXECUTIVE SUMMARY

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The Office of Apprenticeship and Work-Based Learning (OAWBL) was established on Nov. 11, 2019, by Gov. Michael L. Parson through Executive Order 19-20.

OAWBL is charged with the coordination and collaboration of information gathering, grants, programs, policies, and procedures across five appointed state agencies. This approach to apprenticeship and work-based learning will establish a cohesive approach for employers and job seekers to engage with the public workforce system, apprenticeship programs across the state, and five state agencies.

The five agencies that form OAWBL include: The Missouri Department of Higher Education & Workforce Development (MDHEWD), The Missouri Department of Economic Development (DED), The Missouri Department of Elementary and Secondary Education (DESE), The Missouri Department of Social Services (DSS), and the Missouri Department of Corrections (DOC). These agencies are represented by:

- Dr. Oscar Carter, DESE
- Dr. Ken Chapman, DOC
- Kristie Davis, DED
- Tim Gaines, DESE
- Jeriane Jaegers-Brenneke, DSS
- Dr. Mardy Leathers, MDHEWD
- Dr. Mara Woody, MDHEWD

Members of OAWBL meet a minimum of four times per year to collaborate on apprenticeship and work-based learning efforts among the five state agencies.

## Executive Order 19-20

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**The Office of Apprenticeship and Work-Based Learning (OAWBL) was established on November 11, 2019 by Gov. Michael L. Parson.**

# STRATEGIC PLAN

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OAWBL established its strategic plan based on Executive Order 19-20. Each agency leader provided input and information about current apprenticeship and work-based learning initiatives within their agencies to develop the strategic plan. The plan seeks to significantly increase the number of participants in Registered Apprenticeship programs and quality, work-based learning experiences, with a goal of 20,000 by 2025. To support this aspirational goal, there are two strategies: (1) coordinate apprenticeships and work-based learning and (2) drive performance and outcomes. This will require standardized processes and policies, engagement of external stakeholders, and expansion of the number of Registered Apprenticeship programs and the number of Registered Apprentices.

In its first year, OAWBL members focused on sharing information and resources across state agencies and established a strategic plan to guide the various initiatives and goals.

Efforts were focused on gathering information, initiatives, processes, policies, and procedures from each of the state agency members to understand current efforts and identify opportunities of alignment among state members. Information gathering efforts included a list of available funds, available resources, initiatives within each state agency, and data.

OAWBL also identified and collaborated with the members of the Business & Industry Council (OAWBL B&I). It was important to ensure the OAWBL B&I Council is representative of the state of Missouri and various industry sectors. The first OAWBL B&I Council meeting was held during National Apprenticeship Week on Nov. 10. The council is tasked with guiding the five state agency partners in grant opportunities, investing in apprenticeship and work-based programs, and overseeing the newly awarded Standards Recognition Entity (SRE) process. OAWBL B&I are asked to certify eligible Industry Recognized Apprenticeship Programs (IRAPs) in the state of Missouri.

Apprenticeship and work-based learning opportunities were leveraged to support dislocated workers and Missourians impacted by COVID-19. The importance of apprenticeships and work-based learning opportunities is clear, now more than ever.

# ACTIVITY

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## GRANTS

OAWBL gathered grant information from any OAWBL state agency leveraging for apprenticeship and work-based learning activities. This established an online resource for collecting and sharing grant information. Understanding the landscape of apprenticeship and work-based learning funds that are available and which industries are supported with grant funds will allow for further coordination. In 2020, the Office of Workforce Development (OWD), which is a part of the Department of Higher Education and Workforce Development (DHEWD), applied for a State Apprenticeship Expansion Grant and was awarded \$450,000 to continue supporting marketing and outreach for Registered Apprenticeships in the state. This grant supports a total of four staff to engage with local partners, employers, and intermediaries across Missouri.

In August, the Missouri State Workforce Development Board applied for the Reimagining Workforce Grant. OAWBL members collaborated with stakeholders and drafted a final grant application to the U.S. Department of Education. This grant supported short-term training for in-demand occupations including: Medical Assistant, Medical Billing & Coding, Community Health Worker, Cyber Security, Public Safety Officer, and Entrepreneurship. The grant application partnered with unique education providers such as the Missouri Community College Association, Lincoln University, Harris-Stowe State University, and the University of Missouri Extension. While the U.S. Department of Education did not award the grant to the Missouri State Workforce Development Board, this grant application provided an excellent framework to support in-demand occupations across various education partners and agencies.

## State Apprenticeship Expansion Grant

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**This grant supported short-term training for in-demand occupations including: Medical Assistant, Medical Billing & Coding, Community Health Worker, Cyber Security, Public Safety Officer, and Entrepreneurship.**

## **MISSOURI APPRENTICE CONNECT LAUNCH**

MDHEWD partnered with the Missouri Chamber of Commerce and Industry to design the Missouri Apprentice Connect portal. This portal is an online resource and match-making opportunity for employers and apprentices to connect on open Registered Apprenticeship opportunities.

Employers and apprenticeship partners are able to establish a user profile to market opportunities to interested apprentices. Potential apprentices are able to express their industry interests, education, and other relevant information for employers to view.

The official launch of Missouri Apprentice Connect occurred in August 2020. MDHEWD and the Chamber hosted an employer and partner webinar on Sept. 2 to introduce this new resource to all stakeholders.

The Missouri Apprentice Connect portal will support the expansion of traditional and modern apprenticeship programs for Missouri employers.

## **APPRENTICESHIP MISSOURI SUMMIT**

On Nov. 10, the Office of Workforce Development (OWD) hosted a virtual Apprenticeship Missouri Summit for intermediaries, partners, and employers. Approximately 240 people attended virtually. The summit focused on recent efforts in apprenticeship and highlighted various apprenticeship programs. This summit's keynote address was led by Paul Champion President and CEO of TranZed.

The Apprenticeship Missouri Summit also had two breakout sessions focused on the importance of intermediaries and partnership in apprenticeship, and the newly established Industry Recognized Apprenticeship Program (IRAP) for businesses and Standards Recognition Entity.

# ACTIVITY CONTINUED

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## TRANZED

OWD engaged with TranZed to train staff on employer engagement for apprenticeship expansion and to develop unique action plans for each local workforce region regarding apprenticeship. TranZed developed a return on investment calculator for employers to use and compare apprenticeship programs. In addition to the calculator, TranZed developed modules specifically for employers to offer a step-by-step process through the benefits of apprenticeships and how apprenticeships work. TranZed delivered training to OWD staff and workforce development stakeholders such as the Missouri Chamber of Commerce, on how to best use the modules with employers, engage employers, and how to leverage the return on investment tool.

TranZed engaged the 14 Local Workforce Development Board regions on current apprenticeship expansion strategies in the community. This involved several different partners across the public workforce system such as LWDB staff, OWD staff, and veteran staff. This collaboration offered a complete picture of the public workforce system and its approach to developing new programs, and engaging apprentices and employers. Upon developing an understanding of the current strategy, TranZed was able to identify gaps in each region and solutions to establish more effective apprenticeship strategies. OWD's Office of Apprenticeship and Work-Based Learning received an action plan to support the 14 LWDB regions and their local action plans. Many of the suggested solutions are in implementation including Apprenticeship Missouri's new office hours.



**TranZed**  
APPRENTICESHIP SERVICES

**TranZed engaged the 14 Local Workforce Development Board regions on current apprenticeship expansion strategies in the community.**

**This involved several different partners across the public workforce system such as LWDB staff, OWD staff, and veteran staff.**



# PERFORMANCE

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Executive Order 19-20 has the ambitious goal of 20,000 active registered apprentices by 2025. The end of September 2020, Missouri had 13,000+ active apprentices throughout the state. Missouri increased its Registered Apprenticeship programs to 489 throughout the state, and for the second year in a row, Missouri ranked second in the nation in completed apprenticeships.

Apprenticeship Missouri closed two significant grants in 2020, including the Trade and Economic Transition Grant and the Apprenticeship USA Continuation funds. The Trade and Economic Transition Grant supported the infrastructure necessary to expand apprenticeships through employer-driven digital apprenticeship standards and its development. This established the Help Desk Technician Registered Apprenticeship program, the Network Engineer Registered Apprenticeship program, and the Automotive Service Technician program. These programs have supported at least six apprentices over the last year and will be able to serve many more in the future.

The Apprenticeship USA Continuation funding expired in 2020, which supported many intermediaries and training providers in pilot programs across the state. This grant also funded critical infrastructure needs such as an apprenticeship outreach coordinator and TranZed, which outlined a strategy for expansion.

## MISSOURI

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- **20,000 active registered apprentices by 2025**
- **13,000+ active apprentices throughout the state**
- **Ranked second in the nation in completed apprenticeships**
- **Increased its Registered Apprenticeship programs to 489 throughout the state**





# EMPLOYER ENGAGEMENT

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## STANDARDS RECOGNITION ENTITY STATUS

In May 2020, the U.S. Department of Labor's Office of Apprenticeship released the Standards Recognition Entity (SRE) application for interested entities to become an SRE. This status will allow approved SRE's to recognize and certify Industry Recognized Apprenticeship Programs (IRAPs). IRAPs are designed to be a flexible apprenticeship model to support employers' workforce needs. This employer-driven model will operate parallel to Registered Apprenticeship programs with the same high quality approach already established in programs across the state. These industry programs will support a variety of employers and associations in need of specific skills for the industry and/or the occupation.

On June 12, Apprenticeship Missouri applied for Standards Recognition Entity (SRE) status with the Department of Labor's Office of Apprenticeship. This status was awarded on Sept. 23, 2020, to allow Apprenticeship Missouri to certify and recognize Industry Recognized Apprenticeship Programs (IRAPs).

Apprenticeship Missouri SRE is approved for the following industries and occupations:

- **Industries:** Agriculture, Forestry, Fishing and Hunting; Utilities; Manufacturing; Retail Trade; Transportation and Warehousing; Information; Finance and Insurance; Professional, Scientific, and Technical Services; Management of Companies and Enterprises; Educational Services; Health Care and Social Assistance; Other Services (except Public Administration)
- **Occupations:** Manufacturing Production Technicians; Health Care Practitioners and Technical Workers, All Other; Precision Agriculture Technicians; Information Technology Project Managers; Information Security Analysts; Financial Clerks, All Other; Financial Analysts; Education Administrators, Postsecondary

The IRAP applications received will be reviewed and approved by the Office of Apprenticeship and Work-Based Learning (OAWBL) Business & Industry Council. The official application, policy, and processes will be released in January 2021.

## OAWBL BUSINESS & INDUSTRY COUNCIL

As a requirement of Executive Order 19-20, OAWBL invited 14 business, industry, and association members to join OAWBL Business & Industry Council (OAWBL B&I). The OAWBL B&I Council is representative of the state geographically and across industries. This council met on Nov. 10 to review the roles and responsibilities of the OAWBL B&I Council.

The OAWBL B&I Council will guide OAWBL and the involved state agencies on strategic investments in apprenticeship and work-based learning, and guide grant application opportunities for OAWBL. The Council will oversee, certify, and approve Industry Recognized Apprenticeship Program (IRAPs).



**On June 12, Apprenticeship Missouri applied for Standards Recognition Entity (SRE) status with the Department of Labor's Office of Apprenticeship. This status was awarded on Sept. 23, 2020, to allow Apprenticeship Missouri to certify and recognize Industry Recognized Apprenticeship Programs (IRAPs).**



# APPRENTICESHIP MISSOURI

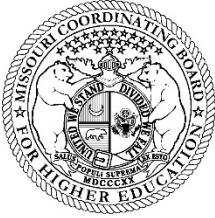


DEPARTMENT OF  
HIGHER EDUCATION &  
WORKFORCE DEVELOPMENT

800-473-6757 // 573-751-3940

Fax: 573-751-6635 // [dhewd.mo.gov](http://dhewd.mo.gov) // [apprenticeship@dhewd.mo.gov](mailto:apprenticeship@dhewd.mo.gov)

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& Workforce Development*



Tab 9

## Job Centers of the Future

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

The Job Centers of the Future (JCF) initiative will compare Missouri to its 14 Midwestern states on key workforce development data elements, workforce strategies, and policies. The collection of this information and strategies will inform the JCF taskforce on areas of improvement for Missouri and other policies implement in the public workforce system.

Further, this initiative will conduct focus groups for each region in four stakeholder areas including: employers, front line workforce staff (state staff and one-stop operator staff), local partner staff, and job seekers. These focus groups will inform Missouri's customer journey maps to understand the user experience.

The initiative will establish a marketing and outreach plan to promote Missouri's job center services to the public. Currently, there is not a statewide approach to promoting workforce development services and it may be confusing to job seekers and employers what services American Job Centers can provide.

Lastly, this initiative will have a finalized set of recommendations that will be presented and approved by the JCF taskforce and other stakeholders. This could be opportunities for technological investments, or policy changes by the governor, legislature, local governments or chief local elected officials to create a more effective and efficient public workforce system.

### CURRENT STATUS

JCF is in the process of engaging partners and stakeholders through a series of policy workshops. There will be a total of five workshops; the WIOA partner workshop was held on February 2, with the four remaining scheduled throughout the months of February and March. Job seeker and employer journey maps have been drafted to show the avenues a customer may follow when connecting to job center services. Each journey map is being verified and confirmed with the respective job center and region.

### NEXT STEPS

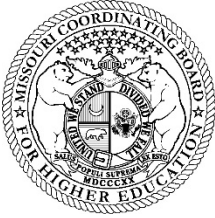
JCF is continuing policy workshops with stakeholders and partners. Once completed, recommendations will be generated based on the information, research and data collected.

Phase two of the initiative is slated to begin July 1, 2021. An RFP for the remaining two phases of the initiative has been drafted and is awaiting finalization. The RFP will be released mid-March.

### RECOMMENDATION

This is an information item only.

### NO ATTACHMENTS



Tab 10

## Report on High School Graduates Performance

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

The Coordinating Board for Higher Education's Missouri Report on High School Graduates Performance tracks Missouri's public high school graduates entering the state's public two- and four-year degree-granting postsecondary institutions as first-time full-time degree-seeking undergraduate students in the fall semester following their high school graduation. The annual report, which was first issued in 1996, provides information to secondary and postsecondary stakeholders regarding student preparation, persistence, and completion.

The law that authorizes the CBHE to prepare the annual report (§ 173.750, RSMo) describes the report's contents, which must include "grade point averages after the initial college year...; the percentage of students returning to college after the first and second half of the initial college year, or after each trimester of the initial college year; the percentage of students taking noncollege level classes in basic academic courses during the first college year, or remedial courses in basic academic subjects of English, mathematics, or reading; and other such data as determined by rule and regulation of the coordinating board for higher education."

### CURRENT STATUS

Overall postsecondary enrollment was almost certainly impacted by the COVID-19 pandemic, although total high school graduates in Missouri were also projected to decline. Total enrollment of recent high school graduates declined 6.3 percent from fall 2019 to 2020, which was similar to declines in overall FAFSA filing and total headcount at public colleges and universities. Total enrollment in remediation declined from 19.8 percent to 17.3 percent.

Fall-to-fall persistence has been generally stable in recent years. 52.1 percent of incoming students in fall 2014 had earned a degree from a public two- or four-year institution by spring 2020. This is an increase over 2013, and tracks with broader increases in graduation rates across the state.

#### Enrollment and Preparation

This year's report provides data about postsecondary enrollment and preparation of the public high school graduating class of 2020.

The total number of public high school graduates in Missouri continues to decline, and the COVID-19 pandemic also certainly impacted enrollment in fall 2020. Total enrollment of same-year Missouri public high school graduates in Missouri public institutions decreased by 6.3 percent from 20,847 first-time full-time degree-seeking undergraduates in 2019 to 19,528 in 2020. 9,377 students (48.0 percent) attended two-year institutions, and 10,151 students (52.0 percent) attended four-year institutions. Enrollment of first-time full-time degree-seeking undergraduates in this cohort decreased by 4.8 percent at public two-year institutions from the previous year and decreased at public four-year institutions by 7.3 percent. Detailed summary tables are included in the attachment to this item.

The Department of Higher Education and Workforce Development continues to work with postsecondary institutions to encourage the development of multiple math pathways and multiple measures for course placement, ensuring that only students who really need it are placed in remediation. The department also analyzed the impact of corequisite supports—remedial education supports designed to be taken at the same time as the college-level gateway course—in the 2020 Annual Report on the Condition of College and Career Readiness. While corequisite supports have proven effective, there is more work to be done, including ensuring that students are given equitable opportunities to enroll in those courses or supports. Additionally, most of the

focus has been on math corequisite supports, and the department is working for more widespread adoption of English corequisite supports.

<b>Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions</b>					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Total</b>	26.8%	22.8%	21.5%	19.8%	17.3%
<b>Math</b>	21.5%	17.6%	17.5%	15.9%	13.1%
<b>English</b>	11.4%	10.1%	8.2%	7.2%	6.5%
<b>Reading</b>	6.6%	6.0%	5.2%	4.4%	3.7%

### Other Trends in Enrollment and Preparation

- Overall enrollment in remedial coursework has declined each year since fall 2013, and enrollment in remedial math has declined each year since fall 2012. Enrollments in remedial English/writing and reading have declined since fall 2016.
- Overall enrollment in remediation at open admissions institutions has declined from 42.2 percent in fall 2016 to 26.1 percent in fall 2020. Total and math remediation increased at moderately selective universities in 2019 and 2020, however, to 18.8 percent (total) and 12.7 percent (math) in 2020. Both are now comparable to rates in that sector in fall 2017.
- Overall remedial enrollment and enrollment in all content areas (math, English, and reading) continues to decrease among Black/African-American students and Hispanic students, although rates still exceed the overall state rates.
- Hispanic students remained steady at 5.6 percent of the total cohort, compared to 6.8 percent for Black/African-American students. 72.7 percent of the cohort were White, which was a slight increase from 71.5 percent in 2019.

### Performance and Retention in College

The Report on High School Graduates Performance also tracks several measures of student success and persistence in Missouri’s public postsecondary sector. This year’s report provides data about performance and retention in college for the public high school graduating class of 2019. Detailed summary tables are included in in the attachment to this item. Among the more significant findings for this cohort are:

- Fall-to-fall retention has been generally stable in recent years, fluctuating between 76.9 percent for the fall 2016 cohort to 76.8 percent for 2018 and 2019. Fall-to-fall retention rates ranged from 66.8 percent for Black/African-American students to 89.0 percent for Asian/Pacific Islander students, both of which were comparable to 2018.
- On average, this cohort completed 34.0 credits by the end of the spring 2020 term with a 3.05 grade point average. Asian/Pacific Islander students completed 37.7 credits with a 3.27 GPA, Black/African-American students completed 24.1 credits with a 2.57 GPA, and Whites completed 36.0 credits with a 3.14 GPA. Females completed 34.8 credits with a 3.13 GPA, compared to males, who completed 33.0 credits with a 2.95 GPA. Credits completed include dual/advanced credit completed prior to enrollment.
- Students at two-year institutions (open admissions) completed 28.0 credits through spring 2020 with a 2.85 GPA. Students at four-year institutions, including open admissions and moderately selective, selective, and highly selective institutions completed 38.8 credits through spring 2020 with a 3.21 GPA.

## **Degree Completion**

The timely completion of a certificate or degree is an additional indication of how well prepared Missouri's high school graduates are for college-level work. Detailed tables in the attachment to this item show the six-year degree completion rate of students beginning college in the fall of 2014. The findings include:

- 52.1 percent of incoming public Missouri high school students who entered as a first-time full-time degree-seeking undergraduate in fall 2014 had earned a two- or four-year degree from a public Missouri college or university by spring 2020. This is an increase over the 2013 cohort (50.7 percent). This rate does not account for transfer to or completion from an independent or out-of-state institution.
- 38.5 percent had earned a bachelor's degree, 18.1 percent earned an associate degree, and 2.5 percent earned a graduate or professional degree within six years. All percentages equal or improve upon the fall 2013 entering cohort, which tracks with increasing graduation rates seen among the broader population. Some students earned more than one degree, and are counted here more than once.
- Racial and ethnic disparities do persist; 60.3 percent of Asian/Pacific Islanders and 55.6 percent of Whites earned a degree or certificate within six years, as did 31.9 percent of Black/African-American students and 44.1 percent of Hispanics. All groups improved slightly from the 2013 cohort except Hispanics, however (44.6 percent). Overall, women continue to graduate at a higher rate than men (54.5 percent compared to 49.1 percent).

## **Next Steps**

DHEWD staff will continue to work across several fronts to encourage increased enrollment and persistence among recent high school graduates. This includes continued research on equity and on best practices in remedial education, including placement measures, and working with partner agencies and stakeholders.

The department has also been working with the Department of Elementary and Secondary Education to evaluate alignment between the secondary and postsecondary sectors, especially with regards to math courses, and with the Charles A. Dana Center from the University of Texas-Austin to build relationships between high schools and colleges and universities in the Kansas City/Northwest region of the state as part of a Carnegie grant. In addition, DHEWD continues outreach to support increased FAFSA filing to encourage students to become more aware of their financial aid options.

## **RECOMMENDATION**

This is an information item only.

## **ATTACHMENT**

- Enrollment and Preparation, Performance and Retention in College, and Degree Completion Tables



**Tab 10 Attachment**

**Enrollment and Preparation, Performance and Retention in College, and Degree Completion Tables**

**Enrollment and Preparation**

Table 1: Recent Public Missouri High School Graduate Enrollment by Sector, Gender, and Race/Ethnicity, 2010 to 2020													
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	10-Year % Change	1-Year % Change
<b>Overall Enrollment</b>	23,948	23,742	21,018	22,034	22,443	21,453	21,833	22,160	22,067	20,847	19,528	-18.5%	-6.3%
<b>Two-Year</b>	11,225	11,279	9,132	10,393	10,610	9,303	9,769	10,423	10,401	9,847	9,377	-16.5%	-4.8%
	46.9%	47.5%	43.4%	47.2%	47.3%	43.4%	44.7%	47.0%	47.1%	47.2%	48.0%		
<b>Four Year</b>	12,723	12,463	11,861	11,641	11,833	12,150	12,064	11,737	11,666	10,950	10,151	-20.2%	-7.3%
	53.1%	52.5%	56.4%	52.8%	52.7%	56.6%	55.3%	53.0%	52.9%	52.5%	52.0%		
<b>Women</b>	13,067	12,997	11,596	12,175	12,342	11,816	11,983	12,275	12,169	11,674	10,967	-16.1%	-6.1%
	54.6%	54.7%	55.2%	55.3%	55.0%	55.1%	54.9%	55.4%	55.1%	56.0%	56.2%		
<b>Men</b>	10,863	10,733	9,397	9,844	10,092	9,628	9,840	9,872	9,881	9,159	8,534	-21.4%	-6.8%
	45.4%	45.2%	44.7%	44.7%	45.0%	44.9%	45.1%	44.5%	44.8%	43.9%	43.7%		
<b>Black / African-American</b>	2,433	2,553	1,525	2,209	2,065	2,010	2,138	1,870	1,794	1,623	1,332	-45.3%	-17.9%
	10.2%	10.8%	7.3%	10.0%	9.2%	9.4%	9.8%	8.4%	8.1%	7.8%	6.8%		
<b>White</b>	18,381	18,011	14,289	17,215	17,071	16,792	17,007	16,097	15,907	14,900	14,206	-22.7%	-4.7%
	76.8%	75.9%	68.0%	78.1%	76.1%	78.3%	77.9%	72.6%	72.1%	71.5%	72.7%		
<b>Hispanic</b>	374	343	275	470	620	846	885	1019	1,074	1,169	1,085	190.1%	-7.2%
	1.6%	1.4%	1.3%	2.1%	2.8%	3.9%	4.1%	4.6%	4.9%	5.6%	5.6%		
<b>Asian / Pacific Islander</b>	408	395	333	486	537	497	489	449	456	481	452	10.8%	-6.0%
	1.7%	1.7%	1.6%	2.2%	2.4%	2.3%	2.2%	2.0%	2.1%	2.3%	2.3%		
<b>Other</b>	2,352	2,440	4,596	1,654	2,150	1,308	1,314	2,725	2,836	2,674	2,453	4.3%	-8.3%
	9.8%	10.3%	21.9%	7.5%	9.6%	6.1%	6.0%	12.3%	12.9%	12.8%	12.6%		

Data Source: Enhanced Missouri Student Achievement Study (EMSAS)

**Table 2: Recent Missouri Public High School Graduate Enrollment in Remediation by Institutional Admissions Selectivity; 2016 to 2020**

	2016	2017	2018	2019	2020
<b>Selective</b>	<b>9.4%</b>	<b>8.8%</b>	<b>7.6%</b>	<b>6.3%</b>	4.5%
Math	8.8%	8.3%	7.0%	5.7%	3.9%
English	1.1%	1.1%	1.2%	1.1%	0.8%
Reading	-	-	-	-	-
<b>Mod Selective</b>	<b>19.7%</b>	<b>19.4%</b>	<b>12.1%</b>	<b>14.0%</b>	<b>18.8%</b>
Math	11.7%	12.1%	10.1%	9.8%	12.7%
English	10.2%	10.3%	3.8%	6.2%	7.7%
Reading	0.5%	0.2%	-	0.5%	0.2%
<b>Open</b>	<b>42.2%</b>	<b>33.5%</b>	<b>33.4%</b>	<b>30.7%</b>	<b>26.1%</b>
Math	34.5%	25.8%	26.7%	24.7%	19.8%
English	19.2%	15.8%	14.0%	11.6%	10.1%
Reading	13.4%	11.6%	10.0%	8.4%	7.2%

**Source: Enhanced Missouri Achievement Study (EMSAS)**

**Table 3: Recent Missouri Public High School Graduate Enrollment in Remediation by Gender; 2016 to 2020**

	2016	2017	2018	2019	2020
<b>Women</b>	<b>28.3%</b>	<b>24.5%</b>	<b>22.8%</b>	<b>21.3%</b>	<b>18.3%</b>
Math	23.5%	19.5%	18.9%	17.8%	14.1%
English	11.6%	10.3%	8.2%	7.3%	6.6%
Reading	7.0%	6.4%	5.7%	4.6%	4.3%
<b>Men</b>	<b>24.9%</b>	<b>20.7%</b>	<b>19.8%</b>	<b>17.9%</b>	<b>16.0%</b>
Math	19.0%	15.1%	15.8%	13.5%	11.7%
English	11.2%	9.8%	8.1%	7.2%	6.3%
Reading	6.1%	5.4%	4.6%	4.3%	3.0%

**Source: Enhanced Missouri Achievement Study (EMSAS)**

**Table 4: Recent Missouri Public High School Graduate Enrollment in Remediation  
by Race / Ethnicity; 2016 to 2020**

	2016	2017	2018	2019	2020
<b>Black / African-American</b>	<b>52.6%</b>	<b>46.0%</b>	<b>38.2%</b>	<b>36.2%</b>	<b>28.2%</b>
Math	43.1%	35.4%	30.8%	27.9%	20.7%
English	32.6%	28.1%	23.4%	18.2%	14.9%
Reading	23.6%	19.3%	17.1%	13.8%	8.0%
<b>White</b>	<b>23.3%</b>	<b>18.8%</b>	<b>16.5%</b>	<b>15.2%</b>	<b>13.8%</b>
Math	18.7%	14.8%	13.3%	12.0%	10.3%
English	8.5%	6.7%	6.0%	5.6%	5.4%
Reading	4.6%	3.2%	2.4%	1.9%	1.9%
<b>Hispanic</b>	<b>28.5%</b>	<b>27.2%</b>	<b>30.1%</b>	<b>27.8%</b>	<b>22.7%</b>
Math	22.4%	20.6%	24.5%	22.2%	17.5%
English	11.8%	13.1%	11.4%	10.5%	8.7%
Reading	6.0%	8.9%	8.9%	7.8%	5.4%
<b>Asian / Pacific Islander</b>	<b>20.7%</b>	<b>14.3%</b>	<b>11.8%</b>	<b>11.6%</b>	<b>9.7%</b>
Math	14.3%	10.5%	9.9%	9.4%	7.1%
English	11.5%	6.0%	5.9%	5.4%	4.7%
Reading	6.5%	4.0%	2.6%	3.1%	1.8%
<b>Other / Unknown</b>	<b>31.0%</b>	<b>30.1%</b>	<b>36.9%</b>	<b>33.8%</b>	<b>30.3%</b>
Math	25.0%	21.2%	31.3%	29.2%	24.2%
English	13.9%	16.9%	9.8%	8.3%	7.9%
Reading	6.7%	11.8%	12.3%	11.5%	11.8%

**Source: Enhanced Missouri Achievement Study  
(EMSAS)**

## Performance and Retention in College

**Table 5: Recent Missouri Public High School Graduate Retention by Gender and Race/Ethnicity; Fall 2019 - Fall 2020**

	Students	Completed Fall 2019	Avg. Fall 2019 GPA	Avg. Credits Completed (Fall 2019)	Completed Spring 2020	Avg. Spring 2020 GPA	Avg. Credits Completed (Spring 2020)	Enrolled Fall 2020
<b>Female</b>	11,674	98.1%	2.99	22.1	88.0%	3.13	34.8	78.7%
Black / African-American	987	97.6%	2.53	13.9	82.7%	2.67	25.0	69.2%
White	8,322	98.0%	3.10	24.1	89.1%	3.22	37.0	81.2%
Hispanic	651	97.7%	2.84	19.2	86.9%	2.99	31.9	75.7%
Asian / Pacific Islander	250	99.6%	3.31	25.8	95.2%	3.41	39.4	90.8%
Other / Unknown	1,464	98.8%	2.66	17.0	84.7%	2.88	29.0	70.4%
<b>Male</b>	9,159	97.6%	2.79	20.4	85.4%	2.95	33.0	74.3%
Black / African-American	635	97.0%	2.24	12.7	78.7%	2.40	22.5	63.2%
White	6,565	97.3%	2.90	21.9	86.4%	3.04	34.6	77.0%
Hispanic	518	98.8%	2.57	18.5	84.6%	2.82	31.1	70.9%
Asian / Pacific Islander	231	97.4%	2.99	23.3	92.6%	3.12	35.8	87.0%
Other / Unknown	1,210	98.8%	2.53	16.9	81.8%	2.76	29.0	64.8%
<b>Total</b>	20,847	97.9%	2.90	21.4	86.9%	3.05	34.0	76.8%
Black / African-American	1,622	97.4%	2.42	13.4	81.1%	2.57	24.1	66.8%
White	14,900	97.7%	3.01	23.1	87.9%	3.14	36.0	79.3%
Hispanic	1,169	98.2%	2.72	18.9	85.9%	2.91	31.5	73.6%
Asian / Pacific Islander	481	98.5%	3.16	24.6	94.0%	3.27	37.7	89.0%
Other / Unknown	2,675	98.8%	2.60	17.0	83.4%	2.82	29.0	67.8%

**Source: Enhanced Missouri Achievement Study (EMSAS)**

**Table 6: Recent Missouri Public High School Graduate Retention by Sector and Race/Ethnicity; Fall 2019- Fall 2020**

	Students	Completed Fall 2019	Avg. Fall 2019 GPA	Avg. Credits Completed (Fall 2019)	Completed Spring 2020	Avg. Spring 2020 GPA	Avg. Credits Completed (Spring 2020)	Enrolled Fall 2020
<b>Public 2Y</b>	9,898	96.7%	2.67	17.0	80.5%	2.85	28.0	65.7%
Black / African-American	673	95.8%	2.15	9.0	71.5%	2.29	17.1	53.2%
White	6,475	96.1%	2.79	18.6	81.0%	2.96	29.7	67.7%
Hispanic	636	97.6%	2.48	15.9	81.0%	2.71	26.9	64.0%
Asian / Pacific Islander	143	97.9%	2.85	17.0	88.8%	2.94	24.9	79.0%
Other / Unknown	1,971	98.6%	2.47	14.9	81.3%	2.70	26.2	62.8%
<b>Public 4Y</b>	10,949	98.9%	3.10	25.2	92.6%	3.21	38.8	86.8%
Black / African-American	949	98.4%	2.60	16.5	88.0%	2.73	28.1	76.5%
White	8,425	98.9%	3.17	26.5	93.3%	3.27	40.2	88.3%
Hispanic	533	98.9%	3.00	22.5	91.7%	3.13	36.4	85.0%
Asian / Pacific Islander	338	98.8%	3.29	27.9	96.2%	3.41	42.7	93.2%
Other / Unknown	704	99.3%	2.96	22.8	89.4%	3.14	36.1	81.8%

**Source: Enhanced Missouri Achievement Study (EMSAS)**

## Degree Completion

**Table 7: Recent Missouri Public High School Graduate Six-Year Completion Rate by Gender and Race/Ethnicity; Fall 2014 through Spring 2020**

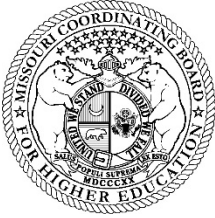
	Students	Total Completions	% Completed Associate	% Completed at Least Bachelor's	% Completed Graduate / Professional
<b>Female</b>	12,434	<b>54.5%</b>	<b>18.9%</b>	<b>40.4%</b>	<b>2.8%</b>
Black / African-American	1,246	35%	9%	28%	1%
White	9,366	58.0%	19.2%	43.8%	3.2%
Hispanic	344	44.2%	20.1%	30.8%	1.5%
Asian / Pacific Islander	271	66.8%	14.0%	55.7%	4.8%
Other / Unknown	1,207	47.3%	27.1%	26.2%	1.6%
<b>Male</b>	10,147	<b>49.1%</b>	<b>17.2%</b>	<b>36.3%</b>	<b>2.2%</b>
Black / African-American	821	26.8%	6.5%	21.8%	0.5%
White	7,837	52.7%	17.8%	39.3%	2.4%
Hispanic	277	42.2%	23.8%	23.8%	1.4%
Asian / Pacific Islander	266	53.8%	12.8%	45.9%	3.8%
Other / Unknown	946	40.1%	20.5%	24.9%	1.9%
<b>Total</b>	22,590	<b>52.1%</b>	<b>18.1%</b>	<b>38.5%</b>	<b>2.5%</b>
Black / African-American	2,067	31.9%	8.0%	25.4%	0.6%
White	17,208	55.6%	18.6%	41.7%	2.9%
Hispanic	621	43.3%	21.7%	27.7%	1.4%
Asian / Pacific Islander	537	60.3%	13.4%	50.8%	4.3%
Other / Unknown	2,157	44.1%	24.2%	25.6%	1.7%

**Source: Enhanced Missouri Student Achievement Study (EMSAS)**

**Table 8: Recent Missouri Public High School Graduate Six-Year Completion Rate by Institutional Admissions Selectivity; Fall 2014 through Spring 2020**

	Students	Total Completions	% Completed Associate	% Completed at Least Bachelor's	% Completed Graduate / Professional
Highly Selective	799	80.5%	3.1%	78.5%	11.6%
Selective	6,911	70.3%	3.1%	67.8%	5.0%
Moderately Selective	3,324	56.4%	5.7%	52.9%	2.3%
Open	11,556	38.0%	31.7%	14.2%	0.5%

**Source: Enhanced Missouri Student Achievement Study (EMSAS)**



Tab 11

## Appointments to Proprietary School Advisory Committee

Coordinating Board for Higher Education

March 3, 2021

### BACKGROUND

The Proprietary School Advisory Committee (PSAC) is a statutorily established committee consisting of seven members serving three-year terms appointed by the Commissioner of Higher Education. The statute defines eligibility as individual proprietors, general partners of a partnership, or managerial employees of certified schools. At least three members of the committee must represent degree-granting schools, one of which must grant a baccalaureate or higher level degree. This agenda item informs the Coordinating Board for Higher Education of reappointments to the committee.

### CURRENT STATUS

The Commissioner of Higher Education has reappointed three individuals to fill vacant terms on the PSAC. Those appointments were for Mr. Ramsey Atieh of the American Business and Technology University, Mr. Eric Adams of Grand River Welding Institute, and Ms. Emily Witt of the St. Louis School of Phlebotomy. These appointments are for a term of three years beginning on January 1, 2021, and expiring on December 31, 2023. Consistent with past practice, these individuals were eligible for reappointment as their previous appointments were not for full terms as committee members.

### RECOMMENDATION

This is an information item only.

### ATTACHMENT

- Proprietary School Advisory Committee Membership Roster



**Tab 11 Attachment**

**Proprietary School Advisory Committee Membership Roster**

**Mr. Eric Adams**

President  
Grand River Welding Institute  
Brookfield, MO  
*(Term Expires 12/31/2023)*

**Mr. Ramsey Atieh**

President  
American Business & Technology University ++  
St. Joseph, MO  
*(Term Expires 12/31/2023)*

**Dr. Jamie Dodd**

Vice President – Operations  
Hope Montessori Educational Institute +  
Lake St. Louis, MO  
*(Term expires 12/31/2021)*

**Vacant**

*(Term expires 12/31/2022)*

**Mr. Barry Mannion\***

President  
W.T.I. – Joplin +  
Joplin, MO  
*(Term expires 12/31/2021)*

**Ms. Emily Witt**

Chief Administrative Officer  
St. Louis School of Phlebotomy  
St. Louis, MO  
*(Term expires 12/31/2023)*

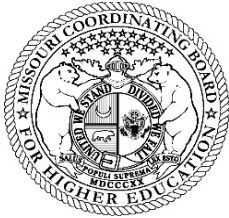
**Vacant**

*(Term expires 12/31/2022)*

*+ Accredited*

*++ Accredited, baccalaureate degree-granting*

*\* Can be reappointed at the expiration of the term*



Tab 12

## Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

Section 173.005.2(1), RSMo, authorizes the Coordinating Board for Higher Education to approve new degree programs to be offered by the state institutions of higher education. The Coordinating Board in June 2017 delegated to the commissioner of higher education the authority to approve proposals for new academic programs that meet the criteria for Routine review. Routine review applies to the proposals that are clearly within an institution's CBHE-approved mission and service region, do not unnecessarily duplicate an existing program in the geographically applicable area, will be offered at the institution's main campus or at a CBHE-approved off-site location, will build on existing programs and faculty expertise, and can be launched with minimal expense and within an institution's current operating budget. Staff review applies to minor program changes to existing academic programs such as deletion, inactivation, change of title or CIP code, or change of address notification.

This agenda item reports all Routine and Staff reviews by the Missouri Department of Higher Education and Workforce Development staff from November 2020 – January 2021, and are submitted to the Coordinating Board for Higher Education for information.

### CURRENT STATUS

Table 1 summarizes proposed program actions submitted to the CBHE by public institutions, and Table 2 summarizes proposed program actions submitted by independent institutions. An itemized list of program actions is included in the attachment to this agenda item.

#### Academic Program Changes Approved Routine Review

##### Public Institutions

###### *Summary*

Table 1: Public Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	5	0	11	4	20
Inactivated	15	7	0	1	23
Other Program Changes*	12	8	18	14	52
New Main Campus/Online**	29	0	2	4	35
New Off-Site	4	2	0	3	9
Programs Withdrawn	0	0	0	0	0

\*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised. \*\*Includes certificates added through the program change process.

Comments: None received.

##### Independent Institutions

Table 2: Independent Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	1	0	1
Inactivated	0	0	22	0	22
Other Program Changes*	0	0	4	0	4
New	10	0	3	1	14
Off-Site	2	13	1	0	16

<b>Programs Withdrawn</b>	0	0	0	0	0
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\*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised

*Comments: The Coordinating Board for Higher Education received comments from the Chief Academic Officers of the Missouri Community College Association citing concerns regarding Ranken Technical College's proposals of degrees and certificates at their site in Wentzville. Among the concerns raised were alignment of missions, resource allocation, duplication of efforts, program costs, and the use of public funds. Because Ranken Technical College is an independent institution, their programs are not subject to CBHE approval as described in 6 CSR 10-4.010.*

**RECOMMENDATION**

This is an information item only.

**ATTACHMENT**

- Academic Program Actions Approved through Routine and Staff Review

**Routine Programs Recommended for Provisional Approval November 2020 - January 2021**

**Public Four-Year Institutions**

<b>INSTITUTION</b>	<b>DEGREE TYPE</b>	<b>PROGRAM TITLE</b>	<b>DELIVERY LOCATION</b>	<b>CIP</b>	<b>APPROVAL DATE</b>
Missouri Southern State University	BS	English, with options in Professional and Technical Writing and Literary Studies	main campus	230101	Jan-21
Missouri Southern State University	MS	Justice Studies	main campus	450101	Jan-21
Missouri Western State University	BS	Biochemistry and Molecular Biology, with options in With Certification and Without Certification (substantive curricular change)	main campus	260202	Jan-21
Missouri Western State University	BS	Chemistry (substantive curricular change)	main campus	400501	Jan-21
Southeast Missouri State University	MS	Applied Nutrition	main campus	513101	Jan-21
Truman State University	MA	Gifted Education	main campus-online only	131004	Nov-20
Truman State University	BS	Music Therapy	main campus	512305	Jan-21
University of Central Missouri	EDSp	Educational Leadership, with options in K-12 Administration, Superintendency, and K-12 Principal-Special Education Director	UCM-Lee's Summit	130401	Nov-20
University of Central Missouri	EDSp	Professional Leadership, with option in Counseling	UCM-Lee's Summit	139999	Dec-20
University of Central Missouri	MS	Nursing	UCM-Lee's Summit	513805	Dec-20

University of Missouri-Kansas City	MS	Data Science & Analytics	main campus	307001	Jan-21
Public Two-Year Institutions					
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
East Central College	AAS	Industrial Engineering Technology	Rolla Technical Center/Institute	150612	Nov-20
East Central College	AAS	Industrial Engineering Technology	Rolla North	150612	Nov-20
North Central Missouri College	C1	Accounting Essentials	Country Club Site	520302	Dec-20
Independent Institutions-Review Only					
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	REVIEW DATE
College of the Ozarks	BA	Speech Communication	main campus	090101	Dec-20
College of the Ozarks	BA	Video Production	main campus	100201	Dec-20
College of the Ozarks	BS	Computer Information Technology	main campus	110103	Dec-20
Culver-Stockton College	M.A.T.	Master of Athletic Training	main campus	510913	Jan-21
Columbia College	BS	Accounting	Columbia College-Waynesville	520301	Nov-20
Ranken Technical College	AS	Advanced Manufacturing Technology	Ranken Technical College-Wentzville	480501	Dec-20
Ranken Technical College	AT	Advanced Manufacturing Technology	Ranken Technical College-Wentzville	480501	Dec-20
Ranken Technical College	AS	Automotive Maintenance Technology	Ranken Technical College-Wentzville	470604	Dec-20

Ranken Technical College	AT	Automotive Maintenance Technology	Ranken Technical College-Wentzville	470604	Dec-20
Ranken Technical College	C1	Automotive Maintenance Technology	Ranken Technical College-Wentzville	470604	Dec-20
Ranken Technical College	AS	Application & Web Development	Ranken Technical College-Wentzville	110201	Dec-20
Ranken Technical College	AS	Building Systems Engineering Technology	Ranken Technical College-Wentzville	040902	Dec-20
Ranken Technical College	AS	Control Systems Technology	Ranken Technical College-Wentzville	150404	Dec-20
Ranken Technical College	AT	Control Systems Technology	Ranken Technical College-Wentzville	150404	Dec-20
Ranken Technical College	AS	Diesel Technology	Ranken Technical College-Wentzville	470605	Dec-20
Ranken Technical College	AS	Electrical Automation Technology	Ranken Technical College-Wentzville	470105	Dec-20
Ranken Technical College	AT	Electrical Automation Technology	Ranken Technical College-Wentzville	470105	Dec-20
Ranken Technical College	AS	Advanced Precision Machining Technology	Ranken Technical College-Wentzville	480503	Dec-20
Ranken Technical College	AT	Advanced Precision Machining Technology	Ranken Technical College-Wentzville	480503	Dec-20
Ranken Technical College	C1	Advanced Precision Machining Technology	Ranken Technical College-Wentzville	480503	Dec-20

**ACADEMIC PROGRAM CHANGES SUBMITTED FOR STAFF REVIEW**

**Two-Year Public Institutions**

<b>INSTITUTION</b>	<b>DEGREE TYPE</b>	<b>PROGRAM TITLE</b>	<b>CIP CODE</b>	<b>PROPOSED CHANGE</b>	<b>DEGREE TYPE AFTER CHANGE</b>	<b>PROGRAM TITLE AFTER CHANGE</b>	<b>CIP CODE AFTER CHANGE</b>	<b>APPROVAL DATE</b>
East Central College	AAS	Industrial Engineering Technology	150612	Add certificate from approved parent degree at Rolla Technical Center/Institute	C1	Industrial Engineering Technology	150612	Nov-20
East Central College	AAS	Industrial Engineering Technology	150612	Add certificate from approved parent degree at Rolla Technical Center/Institute	C0	Industrial Maintenance Technology	150612	Nov-20
Mineral Area College	AAS	Business and Commerce General, with options in Accounting, IT Specialist, Retail Pharmacy Technician, Business Management	520101	Add option, Add modes of delivery	AAS	Business and Commerce General, with options in Accounting, IT Specialist, Retail Pharmacy Technician, Business Management, Administrative Office Systems (delivered classroom, hybrid, and online)	520101	Dec-20
North Central Missouri College	AAS	Medical Assistant	513801	Add certificate from approved parent degree	C0	Medical Coding and Billing	513801	Dec-20
North Central Missouri College	AAS	Business and Technology, with options in Technology, Sport Management, Management	520101	Add option at main campus, Brookfield Area Career Center,	AAS	Business and Technology, with options in Technology, Sport Management,	520101	Dec-20

				and Country Club Site		Management, Digital Media and Marketing		
Ozarks Technical Community College	C1	Outdoor Power/Powersports	010000	Title change at Richwood Valley	C1	Powersports/Outdoor Power	010000	Nov-20
Ozarks Technical Community College	AA	Associate in Arts	240199	Add mode of delivery at main campus, Table Rock, Waynesville, Richwood Valley, and Lebanon	AA	Associate in Arts (delivered classroom and online)	240199	Nov-20
Ozarks Technical Community College	AAS	Behavioral Health Support	512212	Add certificate from approved parent degree at main campus, Lebanon Education Center, Table Rock, and Waynesville	C1	Behavioral Health Support Certificate	512212	Nov-20
Ozarks Technical Community College	AAS	Industrial Systems Technology	470303	Add certificate from approved parent degree	C1	Industrial Systems Technology Specialist	470303	Nov-20
Ozarks Technical Community College	AAS	Precision Machining Technology	480501	Add certificate from approved parent degree	C1	Precision Machining Technology Specialist	480501	Nov-20
Ozarks Technical Community College	AAS	Welding Technology	480508	Title change at main campus and Waynesville	AAS	Welding Technology-Stainless	480508	Nov-20



Ozarks Technical Community College	C1	Welding Technology Certificate	480508	Title change at main campus and Waynesville	C1	Welding Technology-Stainless Certificate	480508	Nov-20
Ozarks Technical Community College	AAS	Early Childhood Development	190709	Inactivate program at Waynesville	AAS	Early Childhood Development (inactive)	190709	Nov-20
Ozarks Technical Community College	C1	Early Childhood Development	190709	Inactivate program at Waynesville	C1	Early Childhood Development (inactive)	1907098	Nov-20
St. Louis Community College	C0	IT Help Desk/End User	110901	Add certificate from approved parent degree	C0	CompTIA A+ Certification	110901	Nov-20
St. Louis Community College	C0	IT Help Desk/End User	110901	Add certificate from approved parent degree	C0	CompTIA A+ + Security Certification	110901	Nov-20
St. Louis Community College	C1	Criminal Justice-Law Enforcement	430107	Title change	C1	Criminal Justice	430107	Nov-20
St. Louis Community College	AAS	Criminal Justice-Law Enforcement	430107	Title change	AAS	Criminal Justice	430107	Nov-20
State Technical College of Missouri	AAS	Industrial Electricity, with options in Construction and Automated Controls Technician	460302	Title change, Delete options	AAS	Electrical Technology	460302	Dec-20
Three Rivers College	C1	Pre-Medicine	511102	Inactivate program at main campus, Kennett, Dexter, and Sikeston	C1	Pre-Medicine (inactive)	511102	Nov-20
Three Rivers College	C1	Power Plant Technician	150699	Inactivate program	C1	Power Plant Technician (inactive)	150699	Nov-20

Three Rivers College	AAS	Diversified Technology	479999	Delete program at Southeast Missouri State University, TRC @ Kennett and TRC at Sikeston	AAS	<del>Diversified Technology</del>	479999	Jan-21
Three Rivers College	C0	Electrical Process Technician	150613	Inactivate program	C0	Electrical Process Technician (inactive)	150613	Jan-21
Three Rivers College	C0	Electrical Technician	150613	Inactivate at Sikeston Career and Technology Center, Pemiscot County Career and Technology Center, Kennett Career and Technology Center, and New Madrid County AVT School	C0	Electrical Technical (inactive)	150613	Jan-21
Three Rivers College	C1	Electrical Technology	460302	Inactivate at South Central Higher Education Center	C1	Electrical Technology (inactive)	460302	Jan-21
Three Rivers College	AAS	Forestry Technology	030511	Inactivate at South Central Higher Education Center	AAS	Forestry Technology (inactive)	030511	Jan-21
Three Rivers College	C1	Heating, Ventilation, AC & Refrigeration Technology	470201	Inactivate at South Central Higher Education Center	C1	Heating, Ventilation, AC & Refrigeration Technology (inactive)	470201	Jan-21
Three Rivers College	C1	Plumbing Technician	460503	Inactivate at South Central Higher Education Center	C1	Plumbing Technician (inactive)	460503	Jan-21

Three Rivers College	AAS	Engineering Technology	150000	Inactivate at Pemiscot County Career and Technology Center, Kennett Career ad Technology Center, and main campus	AAS	Engineering Technology (inactive)	150000	Jan-21
Three Rivers College	AAS	Engineering Technology-Welding Option	150000	Inactivate at TRC @ Dexter	AAS	Engineering Technology-Welding Option (inactive)	150000	Jan-21
Three Rivers College	C1	Environmental Technology	150701	Inactivate at main campus, TRC @ Sikeston, and TRC @ Kennett	C1	Environmental Technology (inactive)	150701	Jan-21
Three Rivers College	C0	Industrial Technician	150613	Inactivate at Sikeston Career and Technology Center, Pemiscot County Career and Technology Center, Kennett Career and Technology Center, and New Madrid County AVT School	C0	Industrial Technician (inactive)	150613	Jan-21
Three Rivers College	AAS	Industrial Technology	470303	Inactivate at Pemiscot County Career and Technology Center	AAS	Industrial Technology (inactive)	470303	Jan-21

Three Rivers College	AAS	Industrial Technology (collab. With Southeast)	470303	Inactivate at main campus, Sikeston Career & Technology Center, TRC @ Sikeston, TRC @ Kennett, Kennett Career and Technology Center, New Madrid County AVT School, and Poplar Bluff Tech. Career Center	AAS	Industrial Technology (collab. With Southeast) (inactive)	470303	Jan-21
Three Rivers College	AAS	Industrial Technology-Welding	470303	Inactivate at Poplar Bluff Tech. Career Center	AAS	Industrial Technology-Welding (inactive)	470303	Jan-21
Three Rivers College	C1	Maintenance Welding	480508	Inactivate at Pemiscot County Career and Technology Center, Kennett Career and Technology Center, and Poplar Bluff Career and Tech. Career Center	C1	Maintenance Welding (inactive)	480508	Jan-21
Three Rivers College	CO	Occupational Safety & Health Technology	150701	Inactivate at TRC @ Kennett and TRC @ Sikeston	CO	Occupational Safety & Health Technology (inactive)	150701	Jan-21

Three Rivers College	C0	Quality Control Technician	150613	Inactivate at Sikeston Career and Technology Center, Pemiscot County Career and Technology Center, Kennett Career and Technology Center, and New Madrid County AVT School	C0	Quality Control Technician (inactive)	150613	Jan-21
Three Rivers College	C1	Welding Fabrication Specialist	480508	Inactivate at Pemiscot County Career and Technology Center, Kennett Career and Technology Center, and Poplar Bluff Career and Tech. Career Center	C1	Welding Fabrication Specialist	480508	Jan-21
<b>Four-Year Public Institutions</b>								
Lincoln University	BS	Criminal Justice, with options in Corrections, Law Enforcement, Courts, and Research	430103	Option title change, Delete option	BS	Criminal Justice, with option in Police Academy	430103	Dec-20
Missouri Southern State University	BS	Physics	400801	Add certificate from approved parent degree	C0	Physics Tutor Certificate Level I	400899	Jan-21
Missouri Southern State University	BS	Physics	400801	Add certificate from approved parent degree	C0	Physics Tutor Certificate Level II	400899	Jan-21

Missouri Southern State University	BA	Theatre	500501	Add certificate from approved parent degree	CO	Undergraduate Certificate in Theatre-Educational Theatre	500501	Jan-21
Missouri Southern State University	BA	Theatre	500501	Add certificate from approved parent degree	CO	Undergraduate Certificate in Theatre-Theatre Directing	500507	Jan-21
Missouri Southern State University	BA	Theatre	500501	Add certificate from approved parent degree	CO	Undergraduate Certificate in Theatre-Theatre for Social Change	500599	Jan-21
Missouri Southern State University	BA	Theatre	500501	Add certificate from approved parent degree	CO	Undergraduate Certificate in Theatre-Theatrical Movement	500512	Jan-21
Missouri Southern State University	BA	Theatre	500501	Add certificate from approved parent degree	CO	Undergraduate Certificate in Theatre-Equity, Diversity, Inclusion and Representation in the Performing Arts	500599	Jan-21
Missouri Southern State University	BS	International & Political Affairs, with options in Social Science Education, Geography & Environmental Affairs, Legal Affairs, Public & Political Affairs	440504	Add certificate from approved parent degree	BS	International & Political Affairs, with options in Social Science Education, Geography & Environmental Affairs, Legal Affairs, Public & Political Affairs, General Track	440504	Jan-21
Missouri Southern State University	BS	Psychology	420101	Add certificate from approved parent degree	CO	Applied Behavior Analysis	422814	Jan-21
Missouri Southern	MSED	TESOL	131401	Delete program	MSED	<del>TESOL</del>	131401	Jan-21

State University								
Missouri State University	BS	Cell and Molecular Biology	260406	Add certificate from approved parent degree	CO	Health Sciences	260406	Nov-20
Missouri State University	BS	Supply Chain, Logistics, and Operation Management, with options in Logistics & Operations Management and Supply Chain Analytics	520203	Delete both options	BS	Supply Chain, Logistics, and Operation Management	520203	Jan-21
Missouri State University	BS	Marketing, with options in Marketing Management, Advertising & Promotion, Marketing Research, and Sales/Sales Management	521401	Option title change	BS	Marketing, with options in Marketing Management, Advertising & Promotion, Marketing Research, and Professional Sales	521401	Jan-21
Missouri University of Science & Technology	BS/BA	Technical Communication/English	231303/230101	Combine programs	BS	English & Technical Communication	231303	Nov-20
Missouri University of Science & Technology	BA/BS	Psychology, with options in Cognitive Neuroscience, Human Resources/Personnel, Human Services, Psychology of Leadership, Secondary Education, Usability of Technology	420101	Add options, Delete options, Change mode of delivery	BA/BS	Psychology, with options in Industrial/Organizational Psychology, Health Psychology, Cognition Neuroscience, Human Factors, Diversity and Inclusion, and Secondary Education (hybrid delivery)	420101	Nov-20
Missouri University of Science & Technology	GRCT	Geoenvironmental Engineering	141401	CIP change	GRCT	Geoenvironmental Engineering	140802	Nov-20

Missouri University of Science & Technology	GRCT	Geophysics	400603	Add mode of delivery	GRCT	Geophysics (delivered classroom and online)	400603	Nov-20
Missouri University of Science & Technology	GRCT	Petroleum Systems	142501	Add mode of delivery	GRCT	Petroleum Systems (delivered classroom and online)	142501	Nov-20
Missouri University of Science & Technology	GRCT	Geological Engineering	143901	Add mode of delivery	GRCT	Geological Engineering (delivered classroom and online)	143901	Nov-20
Missouri University of Science & Technology	BA/BS	History	540101	Add certificate from approved parent degree	CO	Science, Technology, and Society	301501	Nov-20
Missouri University of Science & Technology	MS	Petroleum Engineering	142501	Add mode of delivery	MS	Petroleum Engineering (delivered classroom and online)	142501	Nov-20
Missouri University of Science & Technology	BS	Biological Sciences	260101	Add option	BS	Biological Sciences, with option in Medical Laboratory Scientist	260101	Dec-20
Missouri University of Science & Technology	N/A	N/A	N/A	Add free-standing certificate program	CO	Teaching & Learning	130101	Jan-21
Missouri Western State University	BS/ED	Special Education	131001	Add option at main campus	BS/ED	Special Education, with option in Without Certification	131001	Dec-20
Missouri Western State University	BS	Recreation Sport Management, with options in Esport Management, Recreation	310301	Add option, Delete option	BS	Recreation Sport Management, with options in Esport Management, Recreation	310301	Dec-20



		Management, Sport Management				Management, and General Option		
Missouri Western State University	BS	Computer Science, with options in General Emphasis and Computer Information Systems	110101	Substantive curricular change to General Emphasis option	BS	Computer Science, with options in General Emphasis and Computer Information Systems	110101	Dec-20
Northwest Missouri State University	BS	Management Information Systems	521201	Add options	BS	Management Information Systems with options in Cybersecurity, Data Analytics, and Web Development	521201	Nov-20
Northwest Missouri State University	BAS	Bachelor of Applied Science	150699	Add modes of delivery at main campus and Kansas City Center	BAS	Bachelor of Applied Science (delivered classroom, hybrid, and online)	150699	Dec-20
Southeast Missouri State University	MAT	Exceptional Child	131001	Delete program	MAT	<del>Exceptional Child</del>	131001	Jan-21
Southeast Missouri State University	C2	Teaching Asst./Substitute Teacher (Elem. & Spec. Ed.)	131202	Delete program	C2	<del>Teaching Asst./Substitute Teacher (Elem. &amp; Spec. Ed.)</del>	131202	Jan-21
Southeast Missouri State University	C2	Teaching Asst./Substitute Teacher (Middle & Sec. Ed.)	131205	Delete program	C2	<del>Teaching Asst./Substitute Teacher (Middle &amp; Sec. Ed.)</del>	131205	Jan-21
Southeast Missouri State University	BSED	Art Education	131302	Delete program	BSED	<del>Art Education</del>	131302	Jan-21

Southeast Missouri State University	BFA	Dance	500101	Delete program	BFA	<del>Dance</del>	500101	Jan-21
Southeast Missouri State University	BSED	Secondary Education/German	131306	Delete program	BSED	<del>Secondary Education/German</del>	131306	Jan-21
Southeast Missouri State University	BA	Chemistry	400501	Delete program	BA	<del>Chemistry</del>	400501	Jan-21
Southeast Missouri State University	BSED	Secondary Education/Biology (Unified Science)	131316	Delete program	BSED	<del>Secondary Education/Biology (Unified Science)</del>	131316	Jan-21
Southeast Missouri State University	BSED	Secondary Education/Spanish	131306	Delete program	BSED	<del>Secondary Education/Spanish</del>	131306	Jan-21
Southeast Missouri State University	BSED	Secondary Education/German	131306	Delete program	BSED	<del>Secondary Education/German</del>	131306	Jan-21
Southeast Missouri State University	MA	History	540101	Delete program	MA	<del>History</del>	540101	Jan-21
Southeast Missouri State University	BS	Health Management, with options in Health Promotion and Fitness and Sports Medicine	310501	Delete option	BS	<del>Health Management, with option in Fitness and Sports Medicine</del>	310501	Jan-21
Southeast Missouri State University	MNS	Natural Science, with options in Biology, Chemistry, and Mathematics	300101	Delete option	MNS	Natural Science, with options in Biology and Mathematics	300101	Jan-21

Southeast Missouri State University	BM	Music, with options in Instrumental Performance, Vocal Performance, and Composition I	500901	Delete option	BM	Music, with options in Instrumental Performance and Vocal Performance	500901	Jan-21
Southeast Missouri State University	GRCT	Health Care Mgmt.-Communication (also on-line formats)	510701	Delete program	GRCT	<del>Health Care Mgmt.-Communication (also on-line formats)</del>	510701	Jan-21
Southeast Missouri State University	MS	Healthcare Management (also on-line formats), with options in Administration, Communication, General, Informatics, Quality & Patient Safety	510701	Delete option	MS	Healthcare Management (also on-line formats), with options in Administration, General, Informatics, Quality & Patient Safety	510701	Jan-21
Southeast Missouri State University	MBA	Business Administration, with options in Entrepreneurship, Accounting, Environmental Management, General Management, Health Administration, Industrial Management, International Business, Sport Management, Financial Management	520201	Delete option	MBA	Business Administration, with options in Entrepreneurship, Accounting, Environmental Management, General Management, Health Administration, Industrial Management, International Business, Financial Management	520201	Jan-21
Southeast Missouri State University	BS	Environmental Science, with options in Biology, Business, Chemistry, Environmental Health, Geoprocessing & Soils, Policy and Communication	030104	Delete all options	BS	Environmental Science	030104	Jan-21

Southeast Missouri State University	BA	Chemistry, with options in Business, Chemistry, and Forensic Science	400501	Delete program	BA	<del>Chemistry, with options in Business, Chemistry, and Forensic Science</del>	400501	Jan-21
Southeast Missouri State University	BS	Chemistry, with options in ACS Certified Biochemistry, ACS Certified Chemistry, ACS Certified Forensic Chemistry, ACS Certified DNA Analysis	400501	Delete option; Option title changes	BS	Chemistry, with options in Biochemistry, ACS Certified Chemistry, Forensic Chemistry	400501	Jan-21
Southeast Missouri State University	BS	Technology Management, with options in Construction Management & Design, Industrial & Safety Management, Computer Network Systems Administration, Sustainable Energy Systems Management, Facilities Management & Sustainability	150612	Delete options	BS	Technology Management, with options in Construction Management & Design, Industrial & Safety Management, Computer Network Systems Administration	150612	Jan-21
Southeast Missouri State University	MS	Technology Management, with options in 3D Administration and Gaming, Customized, Cybersecurity, Facilities Management, Industrial Education/Training & Development, Manufacturing Systems, Telecommunication Systems, Workplace Environment & Health Safety	151501	Delete all options	MS	Technology Management	151501	Jan-21

Southeast Missouri State University	AAS	Computer Technology, with options in Automated manufacturing, Computer Numerical Control Machining, Microcomputer Graphics, Technical Computer Graphics	151202	Delete all options	AAS	Computer Technology	151202	Jan-21
Southeast Missouri State University	BS	Mathematics, with options in Applied Mathematics, Pure Mathematics, and Actuarial Science	270101	Delete option	BS	Mathematics, with options in Applied Mathematics and Actuarial Science	270101	Jan-21
Southeast Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	PMCT	Nurse Educator Post-MSN Certificate Program	513801	Jan-21
Southeast Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	PMCT	Psychiatric Mental Health Nurse Practitioner	600702	Jan-21
University of Central Missouri	BS	Public Relations and Strategic Communication	090999	Add certificate from approved parent degree	CO	Public Relations and Strategic Messaging	090999	Jan-21
University of Central Missouri	MSE	Early Childhood Education	131210	Add options	MSE	Early Childhood with options in Leadership, Special Education, and Teaching	131210	Jan-21
University of Central Missouri	MSE	Early Childhood Education	131210	Add certificate from approved parent degree	GRCT	Leadership and Management in Early Childhood Education	131210	Jan-21
University of Central Missouri	MSE	Early Childhood Education	131210	Add certificate from approved parent degree	GRCT	Advanced Teaching in Early Childhood Education	131210	Jan-21

University of Central Missouri	MBA	Business Administration	520201	Add certificate from approved parent degree	GRCT	Customer Relationship Management	521401	Jan-21
University of Central Missouri	MBA	Business Administration	520201	Add certificate from approved parent degree	GRCT	Social Media Marketing	521401	Jan-21
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Digital Merchandising	520208	Nov-20
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Data Analytics Engineering	307001	Nov-20
University of Missouri-Columbia	GRCT	Financial and Housing Counseling	190401	Inactivate program	GRCT	Financial and Housing Counseling (inactive)	190401	Nov-20
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Signals, Systems, and Machine Learning	261501	Nov-20
University of Missouri-Columbia	PhD	Sociology	451101	Inactivate program	PhD	Sociology (inactive)	451101	Nov-20
University of Missouri-Columbia	PhD	Human Environmental Sciences, with options in Architectural Studies, Human Development and Family Science, Personal Financial Planning, and Textile & Apparel Management	190101	Delete option	PhD	Human Environmental Sciences, with options in Architectural Studies, Human Development and Family Science, <del>Personal Financial Planning</del> , and Textile & Apparel Management	190101	Nov-20

University of Missouri-Kansas City	MA	Educational Administration, with options in Elementary School Administration, Higher Education Administration, and Secondary School Administration	130401	Delete option	MA	Educational Administration, with options in Elementary School Administration, Higher Education Administration, <del>and Secondary School Administration</del>	130401	Nov-20
University of Missouri-Kansas City	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Health Leadership	510701	Dec-20
University of Missouri-St. Louis	N/A	N/A	N/A	Add free-standing certificate program	GRCT	Fintech	270305	Nov-20
University of Missouri-St. Louis	GRCT	Early Childhood Teaching	131202	Delete program	GRCT	<del>Early Childhood Teaching</del>	131202	Jan-21
University of Missouri-St. Louis	CO	Criminology & Criminal Justice	450401	Delete program	CO	<del>Criminology &amp; Criminal Justice</del>	450401	Jan-21
University of Missouri-St. Louis	BA	Theatre Arts	500501	Delete program	BA	<del>Theatre Arts</del>	500501	Jan-21
University of Missouri-St. Louis	MED	Secondary Education, with options in Curriculum & Instruction, Reading, General, Teaching English to Speakers of Other Languages, Teacher Certification	131205	Add options, Add modes of delivery	MED	Secondary Education, with options in Curriculum & Instruction, Reading, General, Teaching English to Speakers of Other Languages, Teacher Certification, Social Studies-Economics, Social Studies-History, Social Studies-Political Science, Social Studies-	131205	Jan-21

						Psychology, Social Studies-Sociology		
University of Missouri-St. Louis	MED	Elementary Education, with options in Early Childhood Education, General, Reading, Early Childhood Teacher Certification, and Elementary Teacher Certification	131202	Add modes of delivery	MED	Elementary Education, with options in Early Childhood Education, General, Reading, Early Childhood Teacher Certification, and Elementary Teacher Certification (delivered classroom, hybrid, and online)	131202	Jan-21
University of Missouri-St. Louis	MED	Educational Psychology	422806	Add modes of delivery	MED	Educational Psychology	422806	Jan-21
University of Missouri-St. Louis	MED	Educational Administration, with options in Elementary Administration, Secondary Administration, Community Administration	130401	Add option, Add modes of delivery	MED	Educational Administration, with options in Elementary Administration, Secondary Administration, Community Administration, School Administration (delivered classroom, hybrid, and online)	130401	Jan-21



University of Missouri-St. Louis	MED	Adult & Higher Education, with options in Adult Education and Higher Education	130401	Add modes of delivery	MED	Adult & Higher Education, with options in Adult Education and Higher Education (delivered classroom, hybrid, and online)	131401	Jan-21
University of Missouri-St. Louis	GRCT	Teaching English to Speakers of Other Languages	131401	Add modes of delivery	GRCT	Teaching English to Speakers of Other Languages (delivered classroom, hybrid, and online)	131401	Jan-21
University of Missouri-St. Louis	GRCT	Student Affairs Administration & Leadership	130406	Add modes of delivery	GRCT	Student Affairs Administration & Leadership (delivered classroom, hybrid, and online)	130406	Jan-21
University of Missouri-St. Louis	GRCT	Social Justice in Education	130202	Add modes of delivery	GRCT	Social Justice in Education (delivered classroom, hybrid, and online)	130202	Jan-21
University of Missouri-St. Louis	GRCT	Secondary School Teaching	131205	Add modes of delivery	GRCT	Secondary School Teaching (for delivery classroom, hybrid, and online)	131205	Jan-21
University of Missouri-St. Louis	GRCT	Institutional Research	130406	Add modes of delivery	GRCT	Institutional Research (delivered classroom, hybrid, and online)	131406	Jan-21
University of Missouri-St. Louis	GRCT	Elementary School Teaching	131202	Add modes of delivery	GRCT	Elementary School Teaching (delivered classroom, hybrid, and online)	131202	Jan-21
University of Missouri-St. Louis	GRCT	Elementary and Special Education Teaching	131202	Add modes of delivery	GRCT	Elementary and Special Education Teaching (delivered classroom, hybrid, and online)	131202	Jan-21

University of Missouri-St. Louis	GRCT	Autism Studies	131001	Add modes of delivery	GRCT	Autism Studies (delivered classroom, hybrid, and online)	131001	Jan-21
University of Missouri-St. Louis	GRCT	Applied Behavior Analysis	131001	Add modes of delivery	GRCT	Applied Behavior Analysis (delivered classroom, hybrid, and online)	131001	Jan-21
University of Missouri-St. Louis	EDSp	Education Administration	130401	Add modes of delivery	EDSp	Education Administration (delivered classroom, hybrid, and online)	130401	Jan-21
University of Missouri-St. Louis	EDD	Education, with option in Educational Practice	130101	Add modes of delivery	EDD	Education, with option in Educational Practice (delivered classroom, hybrid, and online)	130101	Jan-21
University of Missouri-St. Louis	BSED	Secondary Education, with options in English, Mathematics, Mod Foreign Lang-French, Mod Foreign Lang-Spanish, Science-Biology, Science-Chemistry, Science-Physics, Social Studies-Economics, Social Studies-History, Social Studies-Political Sc, Social Studies-Psychology, Social Studies-Sociology	131205	Add modes of delivery	BSED	Secondary Education, with options in English, Mathematics, Mod Foreign Lang-French, Mod Foreign Lang-Spanish, Science-Biology, Science-Chemistry, Science-Physics, Social Studies-Economics, Social Studies-History, Social Studies-Political Sc, Social Studies-Psychology, Social Studies-Sociology (delivered classroom, hybrid, and online)	131205	Jan-21
University of Missouri-St. Louis	BA	Chemistry	400501	Add option	BA	Chemistry, with option in Biochemistry	400501	Jan-21

University of Missouri-St. Louis	MED	Special Education, with options in Early Childhood Education, Autism & Developmental Disabilities, Cross Categorical Disabilities	131001	Add modes of delivery	MED	Special Education, with options in Early Childhood Education, Autism & Developmental Disabilities, Cross Categorical Disabilities	131001	Jan-21
University of Missouri-St. Louis	MSW	Social Work (coop w/UMC, UMKC)	440701	Title change	MSW	Social Work	440701	Jan-21
University of Missouri-St. Louis	BS	Educational Studies, with options in Early Childhood Education, Social Entrepreneurship, Exercise Science and Wellness Cultural Education, Park and Museum Programs, Youth and Adult Development	130101	Option title changes, Add modes of delivery	BS	Educational Studies, with options in Early Childhood, Social Entrepreneurship, Exercise Science and Wellness, Park and Museum Programs, Youth and Adult Development (delivered classroom, hybrid, and online)	130101	Jan-21

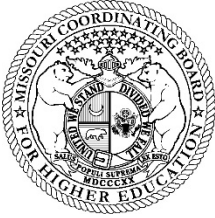
### Independent Institutions-Program Changes

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
College of the Ozarks	BA	Accounting	520301	Inactivate program	BA	Accounting (inactive)	520301	Dec-20
College of the Ozarks	BA	Accounting-CPA Pathway	520301	Inactivate program	BA	Accounting-CPA Pathway (inactive)	520301	44166
College of the Ozarks	BS	Agriculture Education/Secondary Education	131301	Inactivate program	BS	Agriculture Education/Secondary Education (inactive)	131301	44166
College of the Ozarks	BS	Agronomy	011102	Inactivate program	BS	Agronomy (inactive)	011102	44166
College of the Ozarks	BA	Animal Science	010901	Inactivate program	BA	Animal Science (inactive)	010901	44166

College of the Ozarks	BS	Art-Studio Art	500701	Inactivate program	BS	Art-Studio Art (inactive)	500701	44166
College of the Ozarks	BS	Art Education K-12/Secondary Education	131302	Inactivate program	BS	Art Education K-12/Secondary Education (inactive)	131302	44166
College of the Ozarks	BA	Chemistry	400501	Inactivate program	BA	Chemistry (inactive)	400501	44166
College of the Ozarks	BA	Chemistry Education/Secondary Education	131323	Inactivate program	BA	Chemistry Education/Secondary Education (inactive)	131323	44166
College of the Ozarks	BA	Computer Science	110701	Inactivate program	BA	Computer Science (inactive)	110701	44166
College of the Ozarks	BA	Criminal Justice	430104	Inactivate program	BA	Criminal Justice (inactive)	430104	44166
College of the Ozarks	BA	Culinary Arts	120503	Inactivate program	BA	Culinary Arts (inactive)	120503	44166
College of the Ozarks	BA	Elementary Education	131202	Inactivate program	BA	Elementary Education (inactive)	131202	44166
College of the Ozarks	BA	Elementary Education/Early Childhood	131210	Inactivate program	BA	Elementary Education/Early Childhood (inactive)	131210	44166
College of the Ozarks	BS	English	230101	Inactivate program	BS	English (inactive)	230101	44166
College of the Ozarks	BA	Family Studies and Social Services-Social Work	440701	Inactivate program	BA	Family Studies and Social Services-Social Work (inactive)	440701	44166
College of the Ozarks	BA	Family Studies and Social Services-Marriage and Family	451101	Inactivate program	BA	Family Studies and Social Services-Marriage and Family (inactive)	451101	44166
College of the Ozarks	BS	History	540101	Inactivate program	BS	History (inactive)	540101	44166
College of the Ozarks	BS	History Education (Social Science)/Secondary Education	131328	Inactivate program	BS	History Education (Social Science)/Secondary Education (inactive)	131328	44166
College of the Ozarks	BA	Horticulture	011103	Inactivate program	BA	Horticulture (inactive)	011103	44166

College of the Ozarks	BS	Instrumental Music Education/Secondary Education	131312	Inactivate program	BS	Instrumental Music Education/Secondary Education (inactive)	131312	44166
College of the Ozarks	BA	Psychology	420101	Inactivate program	BA	Psychology (inactive)	420101	44166
College of the Ozarks	BS	Communication Arts, with options in Public Relations, Radio Production, Speech Communication, Video Production, and Journalism	090401	Title change, CIP change, Delete options	BA	Public Relations	090900	44166
College of the Ozarks	BA	Communication Arts, with options in Public Relations, Radio Production, Speech Communication, Video Production, and Journalism	090401	Title change, Delete options	BA	Journalism	090401	44166
College of the Ozarks	BA	Hotel & Restaurant Management, with options in General and Meeting & Special Event Management	520907	Title change, Delete options	BA	Meeting & Special Event Management	520907	44166
College of the Ozarks	BS	Hotel & Restaurant Management, with options in General and Meeting & Special Event Management	520901	Delete options	BS	Hotel & Restaurant Management	520901	44166
College of the Ozarks	BS	Nutrition and Dietetics	513101	Delete program	BS	<del>Nutrition and Dietetics</del>	513101	44166
Maryville University	BS	Communication Sciences and Disorders	515102	Add certificate from approved parent degree	C1	Post-baccalaureate Certification Communication Sciences and Disorders	510201	44136

Maryville University	BS	Computer Science	110701	Add certificate from approved parent degree	CO	Artificial Intelligence Certificate	110102	44136
Maryville University	BS	Computer Science	110701	Add certificate from approved parent degree	CO	Blockchain Certificate	110701	44136
Maryville University	BS	Computer Science	110701	Add certificate from approved parent degree	CO	Cybersecurity Certificate	290207	44136
Maryville University	BS	Computer Science	110701	Add certificate from approved parent degree	CO	Data Science Certificate	307001	44136
Maryville University	BS	Computer Science	110701	Add certificate from approved parent degree	CO	Software Development Certificate	110202	44136
Maryville University	BS	Computer Science	110701	Add certificate from approved parent degree	CO	User Experience Certificate	110105	44136
Maryville University	MS	Data Science	307001	Add certificate from approved parent degree	GRCT	Big Data Certificate	307001	44136
Maryville University	MS	Data Science	307001	Add certificate from approved parent degree	GRCT	Machine Learning Certificate	307101	44136
Maryville University	N/A	N/A	N/A	Add free-standing certificate program	CO	Diversity Studies Certificate	302601	44197



Tab 13

## Proprietary School Certification Actions and Reviews

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

The Missouri Department of Higher Education and Workforce Development's Proprietary School Certification Program (§§ 173.600-618, RSMo) provides oversight of certain types of Missouri-based and out-of-state private, postsecondary education providers. This board item provides an update on current issues regarding the Proprietary School Certification Program as well as a summary of recent program actions.

### CURRENT STATUS

All program actions that have occurred since the December 9, 2020, Coordinating Board for Higher Education meeting are reported in the attachment to this item. The report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

### RECOMMENDATION

This is an information item only.

### ATTACHMENT

- Proprietary School Certification Actions and Reviews

## **Tab 13 Attachment**

# **Proprietary School Certification Actions and Reviews**

### **Certificates of Approval Issued (Authorization for Instructional Delivery)**

Accelerated Dental Assisting Academy – Joplin  
Joplin, Missouri

This for-profit institution offers a non-degree program in dental assisting. The school is not accredited.

Accelerated Dental Assisting Academy – Kansas City  
Kansas City, Missouri

This for-profit institution offers a non-degree program in dental assisting. The school is not accredited.

### **Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)**

None

### **Exemptions Granted**

None

### **Schools Closed**

None

### **Certifications Denied**

None.





## Tab 14 2021 Department Placemat Update

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

Beginning with the 2018 calendar year, department staff have developed an annual “strategic placemat” that articulates a plan for the department’s work for the year. This year’s plan includes initiatives designed to drive progress toward the department’s vision, “Every Missourian empowered with the skills and education needed for success,” and is organized around five themes:

- Raise awareness of options
- Help more Missourians get on a path
- Increase quality attainment
- Make the department the best place to work
- Drive performance and outcomes

The board approved the department’s 2021 placemat in September 2020. The 12 initiatives have been broken down into action items and each one has been assigned an owner.

### CURRENT STATUS

In January, action item owners from across the department were invited to join the Placemat SteerCo to develop detailed implementation plans and metrics. This group is led by the new director of operational excellence and meets monthly to monitor progress toward initiative implementation, to identify and work through challenges, and to celebrate milestones that have been accomplished.

An example of an initiative with demonstrable progress, is action item (6.1) to increase the diversity of apprentices under initiative (6) Serve more diverse Missourians in postsecondary and workforce programs to advance equity (See Tab 14, Attachment – 2021 Placemat Details of Work). Staff have begun analyzing data to identify gaps of service and areas of opportunity and are using this information to work with partners to increase the accessibility of workforce programs to diverse populations. The goal of this initiative is to transform workforce services and postsecondary education into an action of increasing diversity, equity, and inclusion. Staff will engage in equal opportunity training as well as training about the impact of biases in the workplace.

### NEXT STEPS

Department staff will continue to move forward with their 2021 priorities and will provide regular updates to the board and Presidential Advisory Committee at future CBHE meetings.

### RECOMMENDATION

This is an information item only.

### ATTACHMENT

- 2021 Placemat Details of Work

### ASPIRATION

**EVERY MISSOURIAN EMPOWERED WITH THE SKILLS AND EDUCATION NEEDED FOR SUCCESS.**

### THEMES

**RAISE  
AWARENESS OF  
OPTIONS**

**MORE MISSOURIANS  
ON A PATH TO  
SUCCESS**

**INCREASE QUALITY  
ATTAINMENT**

**MAKE DHEWD THE  
BEST PLACE TO  
WORK**

**DRIVE  
PERFORMANCE  
AND OUTCOMES**

### INITIATIVES

**(1) Promote the value of postsecondary education and the 60% education attainment goal (OC)**

- 1.1 Gather and disseminate information about best practices in increasing college completion rates (Becky D.)
- 1.2 Promote postsecondary education in public remarks (Becky D.)

**(2) Make it easier for citizens and staff to find information on the department's websites (OC&O)**

- 2.1 Convert the <http://jobs.mo.gov> and <http://dhewd.mo.gov> websites to Drupal version 8 and integrate content (Jessica D.)

**(3) Use data disaggregated to tell Missouri's postsecondary education and workforce story and inform decision-making (OP&S)**

- 3.1 Internal education on data availability and capabilities (Veronica G.)
- 3.2 Improve process for distributing products and research (provide the "so what" talking points with product releases) (Veronica G.)

**(4) Reengineer the customer delivery model for Job Centers (OWD)**

- 4.1 Launch comprehensive marketing plan to promote services of public workforce system (Jessica D.)
- 4.2 Develop policy proposals to improve the performance of our public workforce system (Becky F.)

**(5) Increase the affordability and accessibility of postsecondary education options (Ops)**

- 5.1 Automate the administration of Fast Track Workforce Initiative Grant (Kelli R.)
- 5.2 Improve communications of Fast Track program and opportunities (Kelli R.)

**(6) Serve more diverse Missourians in postsecondary and workforce programs to advance equity (OPP, OWD)**

- 6.1 Increase diversity of apprentices (Jeanna C.)
- 6.2 Develop network of learning communities focused on best practices in equity (Samantha D.)

**(7) Increase quantity and improve quality of postsecondary education data (OPP, OP&S)**

- 7.1 Increase data transparency and analytics of certified school sector (Laura V.)
- 7.2 Create an education data portal (Jeremy K.)
- 7.3 Develop attractive and user friendly way to share equity information (Jeremy K.)
- 7.4 Improve the academic program comprehensive review process (Mara W.)

**(8) Lead a discussion about the value of higher education, opportunities, & challenges facing Missouri colleges and universities (OC)**

- 8.1 Coordinate panels of higher education leaders to present issues to CBHE (Gerren M.)

**(9) Increase alignment of postsecondary education with workforce needs (OWD)**

- 9.1 Obtain Standards Recognizing Entity certification (Mark B.)
- 9.2 Map short-term credentialing programs (Leanna E.)
- 9.3 Establish pre-apprenticeship framework (Jeanna C.)

**(10) Increase staff engagement in department-wide activities and understanding of office roles (OC)**

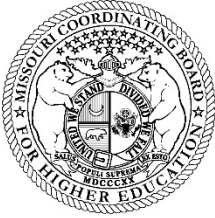
- 10.1 Establish an advisory council (Becky D.)
- 10.2 Showcase dept values on the intranet and connect to current policies, practices, and procedures (Becky D.)
- 10.3 Increase our culture of diversity and inclusion within the department (Becky D.)
- 10.4 Create a strategic training plan for priority KSAs (Laura H.)

**(11) Make the work easier and more efficient by creating digital processes (Ops)**

- 11.1 Document imaging (Jeff B.)
- 11.2 Electronic Payments (Leroy W.)
- 11.3 Contract and Grants Management System (Rachel H.)
- 11.4 Project Management tool (Alyssa M.)

**(12) Improve the management of financial resources through implementation of the enterprise resource planning system (Ops)**

- 12.1 Assess all current SAM II interfaces and document those needs (Jamie P.)
- 12.2 Assess the Grant Management systems (MIP & FRS) to determine if current separate systems can be eliminated. (Tracey B.)
- 12.3 Determine the budgetary processes and internal control options for the new ERP system. (Jeff B.)



Tab 15  
**Strategic Planning Update**

Coordinating Board for Higher Education  
March 3, 2021

## BACKGROUND

Pursuant to § 173.020, RSMo, the Coordinating Board for Higher Education is responsible for:

- “(1) Conducting studies of population and enrollment trends affecting institutions of higher education in the state;
- “(2) Identifying higher education needs in the state in terms of requirements and potential of the young people and in terms of labor force requirements for the development of commerce and industry, and of professional and public services;
- “(3) Developing arrangements for more effective and more economical specialization among institution in types of education programs offered and students served, and for more effective coordination of mutual support and public services; and
- “(4) Designing a coordinated plan for higher education in the state (hereafter referred to as the coordinated plan) and for subregions of the state, which shall be based on the studies indicated above and on such other matters may be deemed relevant by the coordinating board.

The board adopted a plan called *Imperatives for Change: Building a Higher Education System for the 21<sup>st</sup> Century* on July 30, 2008. The document was organized around three strategic issues:

1. Increase educational attainment
2. Develop a 21<sup>st</sup> century society and global economy
3. Enhance resources through increased investment, stewardship, and shared responsibility

More recently, the board adopted a framework of five goals outlined in *Preparing Missourians to Succeed: A Blueprint for Higher Education*:

1. **Attainment.** Missouri will increase the proportion of working-age adults with high quality, affordable postsecondary credentials to 60 percent by 2025.
2. **Affordability.** Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025.
3. **Quality.** Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities, and the state.
4. **Research and Innovation.** Missouri will be a top 10 state for investment in academic research by 2025.
5. **Investment, Advocacy, and Partnerships.** Missouri will promote increased investment in postsecondary education through increased advocacy and powerful partnerships with education, business, government, and communities.

## **CURRENT STATUS**

Department staff are in the early phases of the strategic planning process.

In January, staff completed best practice research into the strategic plans of other state higher education agencies. This research was shared at the quarterly meeting of the department's Leadership Council along with an introductory presentation on strategic planning from Ken Mall, Managing Director of Workforce Consulting at Educational Data Systems, Incorporated (EDSI).

In February, Commissioner Mulligan had a discussion about strategic planning with the members of the Commissioner's Advisory Group and department staff met with the Lumina Foundation to explore partnership opportunities and begin the process of identifying consultants who can assist with strategic planning.

## **NEXT STEPS**

The strategic planning process timeline includes:

### **Spring 2021**

- Hold joint board meeting with the CBHE and State Workforce Development Board
- Finalize steering committee framework and identify members
- Develop a plan for data collection and analysis
- Compile information about related work that is already underway
- Plan summer sessions to engage stakeholders
- Identify consultants who will assist the department with strategic planning

### **Summer 2021**

- Kickoff strategic planning process in conjunction with CBHE retreat
- Present data and current work already underway
- Present timeline for planning process
- Hold summer sessions to engage stakeholders
- Steering committee begins meeting

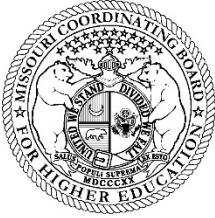
### **Fall 2021**

- Hold joint board meeting with the CBHE and State Workforce Development Board
- Prepare preliminary report on best practices
- Conduct outreach to potential implementation partners
- Steering committee prioritizes strategies and recommends implementation timeline
- Build out the department's 2022 strategic placemat and determine who will contribute to each strategy

## **RECOMMENDATION**

This is an information item only.

## **NO ATTACHMENTS**



Tab 16

## June CBHE Retreat Agenda and Goals

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

The Coordinating Board for Higher Education retreat will be held virtually June 15-16, 2021, in conjunction with the regularly scheduled work session and public meeting.

### CURRENT STATUS

The goal of the board retreat is to kick off the strategic planning process. The tentative agenda includes the following topics:

- Overview of the department's approach to strategic planning
- Presentation of data
- Review timeline for planning process
- Describe the work already underway and current systems in place
- Update on Job Centers of the Future initiative

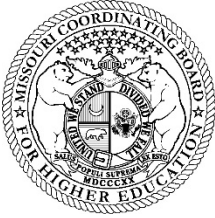
### NEXT STEPS

Department staff will finalize the retreat agenda and send calendar invitations.

### RECOMMENDATION

This is an information item only.

### NO ATTACHMENTS



Tab 17

## Overview of Recent Audit Reports

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

DHEWD undergoes routine annual audits by the following entities:

1. State Auditor's Office (SAO) – The SAO determines which funds have the most significant amount of activity and tests transactions from those funds during its annual Statewide Financial Statements Audit (SEFA). Within DHEWD, the loan program, the state financial aid funds, and federal funds administered by the Office of Workforce Development typically have activity at a level that the SAO considers significant. The SAO conducts the SEFA of these funds and includes the findings in its comprehensive annual financial report (CAFR).
2. United States Department of Education (USDE) – The USDE performs on-site reviews of the Missouri Student Loan Program (MSLP) information security controls, as well as requires the department to submit self-assessments of information security controls each year.
3. CliftonLarsonAllen, LLP – Through a contract awarded by the Office of Administration, CliftonLarsonAllen, LLP audits the MSLP's annual comparative financial statements. An independent audit is required by the USDE of all guaranty agencies; the department must submit a copy of its audited financial statements to the USDE each year.

### CURRENT STATUS

#### State Auditor

The SAO has completed its review of DHEWD financial statements for the SEFA and has no findings. The SAO is continuing its review of the DHEWD loan program.

#### USDE Program Audit of DHEWD – 2019

USDE conducted its Program of Review of DHEWD from September 17, 2019, through September 19, 2019, for the period of October 1, 2017, through September 30, 2018. The draft report identified one finding. DHEWD provided a copy of the report during the June board meeting. The finding identifies an issue with the DHEWD contract with Ascendium. USDE believes that DHEWD's contract with Ascendium asks Ascendium to do both default aversion and post default collections, in violation of 34 CFR 682.404(j)(4). DHEWD submitted its response to the finding on June 1, 2020, and provided a copy of its response to the CBHE at the September board meeting. To date, DHEWD has not received a response to its submission.

#### USDE Information Security Audit – 2019

USDE issued resolution to all outstanding findings in this audit when it noted the same issues resolved in the 2020 Information Security Self-Assessment. All outstanding information security findings are currently resolved.

#### Clifton Larson Allen (CLA) Audit

CLA conducted its interim field work for the annual independent audit of the financial statements for the loan program and is presenting its update to the CBHE today. A copy of the audit report is attached. There are no findings in the audit, but there are two management recommendations.

#### Office of the Inspector General (OIG) – United States Department of Education

The OIG is conducting its first audit of the State of Missouri's administration of the Governor's Emergency Education Relief (GEER) Fund grant. The audit is reviewing the awarding process and planned monitoring process. Since the December CBHE meeting, the OIG has conducted interviews of Commissioner Mulligan and several staff members. Staff have provided significant documentation to support the DHEWD's administration of the grant to the OIG.

## **NEXT STEPS**

### State Auditor

DHEWD will continue to work with the State Auditor on the pending audit.

### USDE Program Audit of DHEWD – 2019

DHEWD staff continue to wait for a response from USDE.

### USDE Information Security Self-Assessment – 2021

DHEWD staff will begin work on the 2021 Information Security Self-Assessment on March 16, 2021 with work required to be completed by June 23, 2021. DHEWD staff will update the CBHE on the status of this self-assessment at upcoming meetings.

### Office of the Inspector General (OIG) – United States Department of Education

DHEWD staff will continue to work with DESE staff to comply with the OIG audit.

## **RECOMMENDATION**

This is an information item only.

## **ATTACHMENT**

- CLA Audit Report

**MISSOURI DEPARTMENT  
OF HIGHER EDUCATION AND  
WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM**

**FINANCIAL STATEMENTS**

**YEARS ENDED JUNE 30, 2020 AND 2019**



**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Missouri Department of Higher Education and  
Workforce Development Student Loan Program  
Jefferson City, Missouri

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Missouri Department of Higher Education and Workforce Development Student Loan Program ("MHEWD" or the "Program"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the entity's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditors' Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of the Missouri Department of Higher Education and Workforce Development Student Loan Program as of June 30, 2020, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Matters***

***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and the Budgetary Information for the Agency Operating Fund be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

***Other Information***

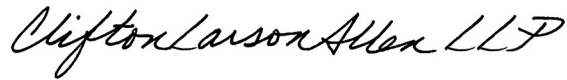
Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Missouri Department of Higher Education and Workforce Development Student Loan Program's basic financial statements. The Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds by Object are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

The June 30, 2019 financial statements were audited by other auditors, whose report dated December 24, 2019, expressed an unmodified opinion on those statements.

Board of Directors  
Missouri Department of Higher Education and  
Workforce Development Student Loan Program

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated February 17, 2021, on our consideration of the Missouri Department of Higher Education and Workforce Development Student Loan Program’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Missouri Department of Higher Education and Workforce Development Student Loan Program’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Missouri Department of Higher Education and Workforce Development Student Loan Program’s internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

St. Louis, Missouri  
February 17, 2021

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

**Introduction**

The Management Discussion and Analysis is a required section of governmental financial statements and is designed to provide an overview of the Missouri Department of Higher Education and Workforce Development Student Loan Program's (MSLP) financial position and operating results for the fiscal years ended June 30, 2020 and 2019. MSLP is administered by the Missouri Department of Higher Education and Workforce Development (MDHEWD), a department of the State of Missouri. The discussion and analysis has been prepared by management and should be read in conjunction with the financial statements.

**MSLP Funds**

The MSLP has two funds as required by the 1998 Amendments to the Higher Education Act of 1965 – the Guaranty Agency Operating Fund (Operating Fund) and the Federal Student Loan Reserve Fund (Federal Fund). The Operating Fund includes revenues earned from guaranty agency activities and is used for the day-to-day Federal Family Education Loan Program (FFEL) operations. The Operating Fund is classified as a governmental fund. The Federal Fund is the property of the federal government and is primarily used to pay claims to lenders. Funds used to pay claims are partially reimbursed by the federal government. The Federal Fund is classified as a fiduciary fund.

**Basic Financial Statements**

The MSLP's basic financial statements comprise three sections: government-wide financial statements, fund financial statements and notes to the financial statements.

**Government-wide Financial Statements**

The government-wide financial statements provide both short and long-term information about the net financial position of the MSLP and how it has changed.

*Statements of Net Position and Statements of Activities*

The Statements of Net Position depict the financial position at the end of a fiscal year, considering all of MSLP assets, deferred inflows of resources and liabilities. The Statements of Activities compare direct and indirect expenses and program revenues for each MSLP activity. All of the current year's revenues and expenditures are accounted for in the Statement of Activities, regardless of when the cash is received or paid.

**Fund Financial Statements**

The fund financial statements provide information about each of the MSLP funds.

**Governmental Fund (Operating Fund):**

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
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FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

*Balance Sheets and Statements of Revenues, Expenditures and Changes in Fund Balance*

The governmental fund statements provide a short-term view of the financial resources available for the coming year. The Balance Sheets present information about the assets, liabilities and fund balance of the MSLP as of the end of a fiscal year. The fund balance is the total amount of assets less the total amount of liabilities. The Statements of Revenues, Expenditures and Changes in Fund Balance measure the revenues earned and the expenditures incurred for MSLP operations over a fiscal year. Because the information in these statements does not reflect the long-term focus of the government-wide statements, a reconciliation following the governmental funds statements explains the differences between the government-wide and fund financial statements.

**Fiduciary Fund (Federal Fund):**

*Statements of Fiduciary Net Position and Statements of Changes in Fiduciary Net Position*

The fiduciary fund statements account for the resources the MSLP holds for the benefit of the federal government. The Statements of Fiduciary Net Position and Statements of Changes in Fiduciary Net Position provide financial information related to the federal fund. The Statements of Fiduciary Net Position show the financial position at the end of the fiscal year. The Statements of Changes in Fiduciary Net Position allows users to see the activity for the fiscal year.

**Notes to Financial Statements**

The notes provide additional detail that is essential to a complete understanding of the information included in the government-wide and fund financial statements.

**Required Supplementary Information**

A section of required supplementary information follows the notes to the basic financial statements. This section includes budgetary comparison schedules and a reconciliation of the budgetary basis and the GAAP basis fund balances for the governmental fund.

**Other Supplementary Information**

A section of additional supplementary information follows the required supplementary section. This section includes an alternative look at the Statements of Revenues, Expenditures and Changes in Fund Balance. Rather than grouping expenditures by function, these statements break out expenditures by object type.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
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MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

***Government-wide Financial Analysis***

**Statement of Net Position**

A summary of the MSLP's assets, liabilities and net position at June 30:

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Current Assets	\$ 24,011,900	\$ 17,709,218	\$ 38,910,675
Capital Assets	722,852	899,384	446,511
Total Assets	<u>24,734,752</u>	<u>18,608,602</u>	<u>39,357,186</u>
Current	375,134	475,082	442,329
Noncurrent Liabilities	-	-	12,407
Total Liabilities	<u>375,134</u>	<u>475,082</u>	<u>454,736</u>
Net Position			
Invested in Capital Assets	722,852	899,384	446,512
Restricted for student financial aid related activities	23,636,766	17,234,136	38,455,938
Total Net Position	<u>\$ 24,359,618</u>	<u>\$ 18,133,520</u>	<u>\$ 38,902,450</u>

**Comparative Analysis of Fiscal Years 2020 and 2019**

Net position increased from \$18,133,520 to \$24,359,618 during 2020, an increase of \$6,226,098. The increase is primarily due to a transfer of the operating share of collections funds from the Federal Fund to the Operating Fund.

The capital assets consist of the non-depreciated value of equipment and software in progress. The remaining assets are available for financial aid related activities, as defined in federal statute.

Total liabilities decreased by \$99,948 in 2020. The decrease is primarily due to a reduction in the default aversion allowance due to declining sales offset by higher accrued payroll.

**Comparative Analysis of Fiscal Years 2019 and 2018**

Net position decreased from \$38,902,450 to \$18,133,520 during 2019. The decrease is primarily due to an increase in the funds transferred to the MDHEWD's administration of the state grants and scholarship programs.

The capital assets consist the non-depreciated value of equipment and software in progress. The remaining assets are available for financial aid related activities, as defined in federal statute.

Total liabilities increased by \$20,345 in 2019. The decrease is due to the fact that more expenses incurred in Fiscal year 2019 were not paid during the same Fiscal year in which the expense was incurred than in the prior Fiscal year.



**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
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MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

**Statement of Activities**

A summary of the MSLP's operating results for the years ended June 30, are as follows:

	<u>2020</u>	<u>2019</u>	<u>2018</u>
<b>Revenues:</b>			
Loan Program Revenues	\$ 26,112,024	\$ 14,187,054	\$ 12,699,927
Other	101	37	1,220
<b>Total Revenues</b>	<u>26,112,125</u>	<u>14,187,091</u>	<u>12,701,147</u>
<b>Expenditures:</b>			
Loan Guarantee Operations	19,886,027	11,060,495	11,317,883
State Based Aid Programs	-	23,350,000	7,999,957
Other Financial Aid Activities	-	545,526	1,482,697
Default Prevention	-	-	460,297
<b>Total Expenditures</b>	<u>19,886,027</u>	<u>34,956,021</u>	<u>21,260,834</u>
<b>Change in Net Position</b>	6,226,098	(20,768,930)	(8,559,687)
<b>Net Position – Beginning of Year</b>	<u>18,133,520</u>	<u>38,902,450</u>	<u>47,462,137</u>
<b>Net Position – End of Year</b>	<u>\$ 24,359,618</u>	<u>\$ 18,133,520</u>	<u>\$ 38,902,450</u>

**Comparative Analysis of Fiscal Years 2020 and 2019**

Net position increased from \$18,133,520 to \$24,359,618 during 2020. The increase was due to an increase in the retention of collection revenue.

**Comparative Analysis of Fiscal Years 2019 and 2018**

Net position decreased from \$38,902,450 to \$18,133,520 during 2019, a decline of approximately 54.78 percent. The decrease was because the cost of the non-guarantee activities supported by the fund exceeded the margin of operating revenue remaining after compensating the MDHEWD loan servicer.

**Fund Financial Analysis**

*Governmental Fund*

The Balance Sheet included assets of \$24,011,898, liabilities of \$167,750 and a fund balance of \$23,844,148 as of June 30, 2020. Total assets increased by \$6,348,405, while total liabilities increased by \$55,146, resulting in a fund balance increase of \$6,293,259, from the prior fiscal year.

The increase in assets is in large part due to MDHEWD operating funds transfer owed from SFY2019 collections.

The increase in liabilities is due to the fact that payroll expenditures at the end of Fiscal Year 2020 were more than in 2019. Additionally, expenses incurred in the Fiscal Year were not able to be paid in the same year the expenses occurred.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
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MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

The governmental fund's total fund balance of \$23,844,148 is classified as restricted for student financial aid related activities.

The Statement of Revenues, Expenditures and Changes in Fund Balance of the governmental fund for 2020 shows revenues of \$26,112,125, expenditures of \$19,818,865, and a net increase in fund balance of \$6,293,259. The ending fund balance for 2020 was \$23,844,148. The increase was because a large portion of the retention of collections from SFY2019 was received in 2020.

*Fiduciary Fund*

The fiduciary fund (Federal Fund) is the property of the federal government and is primarily used to pay claims to lenders. The primary additions to the fund are reinsurance payments from the federal government and recoveries of defaulted student loans.

As of June 30, 2020, the fiduciary fund's net position was \$6,364,965, a \$13,045,310 decrease from prior year net position. The decline in net position was due to decreased recoveries and decreased loan claims due to the coronavirus pandemic.

**Significant Factors Affecting Financial Outlook**

The enactment of P.L. 111-185, the Healthcare and Affordability Act, terminated the authority of the MSLP to guaranty new loans as of June 30, 2010. As a result, the MSLP no longer adds new loans to its guaranty portfolio, but is still responsible for managing its residual portfolio, which as of June 30, 2020 consisted of \$898,562,137 in outstanding guarantees and \$186,879,720 in defaulted loans. The effect of this change will be that over time, the guaranty portfolio balance and associated revenues will decline.

Effective July 1, 2014, P.L. 113-67 reduced the percentage of collections that guaranty agencies are permitted to retain from rehabilitating defaulted student loans. This reduction will continue to significantly impact collection revenues in future years.

**Capital Assets and Other Obligations**

*Capital Assets*

The MSLP's investment in capital assets for its governmental activities as of June 30, 2020 amounted to \$722,852 (net of accumulated depreciation). This total represents a \$176,532 decrease in capital assets from 2019. The investment in capital assets includes equipment and software in progress.

Note 3, Capital Assets, includes additional information about the MSLP capital assets.

Other Obligations

Other obligations include accrued vacation pay for which employees are paid upon termination from the MSLP.

During the year ended June 30, 2020, the MSLP's total other obligations increased by \$28,906 from the prior year's balance.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019**

**Budgetary Highlights**

Each year, the MSLP requests spending authority (appropriations) in order to use its governmental fund for authorized expenditures over the coming fiscal year. A lack of sufficient spending authority could cause an inability to comply with program obligations, which are not always predictable due to unanticipated federal program changes, so the MSLP must request appropriations in excess of the amount of expenditures expected for each budget year. Therefore, actual spending for the year is expected to be less than the budgeted amount. In 2020, the actual charges to appropriations (expenditures) were \$3,713,862 less than the final budget amounts.

The variance stems from an inability to accurately project collection-related expenses. Accordingly, the MDHEWD budgeted amounts reflect that uncertainty, increasing the likelihood of unexpended appropriations at year-end.

**Requests for Information**

This report is designed to provide an overview of MSLP finances. For questions concerning any of the information found in the report or requests for additional information, please contact the Missouri Department of Higher Education and Workforce Development at (800) 473-6757.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF NET POSITION  
JUNE 30, 2020  
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2019)**

	Governmental Activities	
	2020	2019
<b>ASSETS</b>		
Current Assets:		
Cash and Investments	\$ 7,590,372	\$ 9,646,854
Receivables:		
Federal:		
Account Maintenance Fee	155,073	174,859
Other Federal Receivables	236,399	160,261
Due from Other Funds	16,030,041	31
Other	15	7,681,488
Prepaid Expenses	-	45,725
Total Current Assets	24,011,900	17,709,218
Noncurrent Assets:		
Capital Assets, net of Accumulated Depreciation	722,852	899,384
Total Noncurrent Assets	722,852	899,384
Total Assets	24,734,752	18,608,602
<b>LIABILITIES AND NET POSITION</b>		
Current Liabilities:		
Accounts Payable	13,377	1,532
Accrued Payroll and Related Benefits	44,885	29,653
Compensated Absences Payable	41,384	12,478
Default Aversion Rebate Allowance	166,000	350,000
Due to Other Funds	109,488	81,419
Total Current Liabilities	375,134	475,082
Total Liabilities	375,134	475,082
Net Position:		
Invested in Capital Assets, Net of Related Debt	722,852	899,384
Restricted for:		
Restricted, Student Financial Aid Related Activities	23,636,766	17,234,136
Total Net Position	\$ 24,359,618	\$ 18,133,520

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2020**

	<u>Expenses</u>	<u>Program Revenue  Operating Grants and Contributions</u>	<u>Net (Expense) Revenue and Changes in Net Position</u>
<b>Functions/Programs:</b>			
Governmental Activities:			
Loan Guarantee Operations	\$ 19,886,027	\$ 26,112,024	\$ 6,225,997
Total Governmental Activities	<u>\$ 19,886,027</u>	<u>\$ 26,112,024</u>	<u>6,225,997</u>
		<b>GENERAL REVENUES</b>	
		Miscellaneous	101
		Total General Revenues	<u>101</u>
		<b>CHANGE IN NET POSITION</b>	6,226,098
		Net Position - Beginning of Year	<u>18,133,520</u>
		<b>NET POSITION - END OF YEAR</b>	<u><u>\$ 24,359,618</u></u>

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2019**

	<u>Expenses</u>	<u>Program Revenue</u>	<u>Net (Expense) Revenue and Changes in Net Position</u>
<b>Functions/Programs:</b>		<u>Operating Grants and Contributions</u>	
Governmental Activities:			
Loan Guarantee Operations	\$ 11,060,495	\$ 14,187,054	\$ 3,126,559
State Based Aid Programs	23,350,000	-	(23,350,000)
Other Student Financial Aid Activities	545,526	-	(545,526)
Total Governmental Activities	<u>\$ 34,956,021</u>	<u>\$ 14,187,054</u>	<u>(20,768,967)</u>
<b>GENERAL REVENUES</b>			
Miscellaneous			<u>37</u>
Total General Revenues			<u>37</u>
<b>CHANGE IN NET POSITION</b>			(20,768,930)
Net Position - Beginning of Year			<u>38,902,450</u>
<b>NET POSITION - END OF YEAR</b>			<u>\$ 18,133,520</u>

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2020**

	<u>General Fund (Agency Operating)</u>
<b>ASSETS</b>	
Cash and Investments	\$ 7,590,372
Receivables:	
Federal:	
Account Maintenance Fee	155,073
Other Federal Receivables	236,399
Other Receivables	13
Due from Other Funds	<u>16,030,041</u>
Total Assets	<u><u>\$ 24,011,898</u></u>
<b>LIABILITIES AND FUND BALANCES</b>	
Current Liabilities:	
Accounts Payable	\$ 13,377
Accrued Payroll and Benefits	44,885
Due to Other Funds	<u>109,488</u>
Total Liabilities	167,750
Fund Balances	
Restricted for:	
Default Prevention	
Student Financial Aid Related Activities	<u>23,844,148</u>
Total Fund Balances	<u>23,844,148</u>
Total Liabilities and Fund Balances	<u><u>\$ 24,011,898</u></u>

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
RECONCILIATION OF THE BALANCE SHEET - GOVERNMENTAL FUNDS TO THE  
STATEMENT OF NET POSITION  
JUNE 30, 2020**

**Total Fund Balances - Total Governmental Funds** \$ 23,844,148

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. 722,852

Compensated absences are not recognized as liabilities in the governmental funds when the amounts are normally expected to be liquidated with expendable available resources. (41,384)

Default aversion rebate allowance is an allowance set up to offset rebates in excess of fees earned, does not represent a payable due in the current period and is not reported as a liability in the governmental funds. (165,998)

**Total Net Position - Governmental Activities** \$ 24,359,618



**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2019**

	<u>General Fund (Agency Operating)</u>
<b>ASSETS</b>	
Cash and Investments	\$ 9,646,854
Receivables:	
Federal:	
Account Maintenance Fee	174,859
Other Federal Receivables	160,261
Other Receivables	31
Due from Other Funds	<u>7,681,488</u>
 Total Assets	 <u><u>\$ 17,663,493</u></u>
<b>LIABILITIES AND FUND BALANCES</b>	
Current Liabilities:	
Accounts Payable	\$ 1,532
Accrued Payroll and Benefits	29,653
Due to Other Funds	<u>81,419</u>
Total Liabilities	112,604
 Fund Balances	
Restricted for:	
Default Prevention	
Student Financial Aid Related Activities	<u>17,550,889</u>
Total Fund Balances	<u>17,550,889</u>
 Total Liabilities and Fund Balances	 <u><u>\$ 17,663,493</u></u>

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS TO THE  
STATEMENT OF NET POSITION  
JUNE 30, 2019**

**Total Fund Balances - Total Governmental Funds** \$ 17,550,889

Amounts reported for governmental activities in the statement of net position is different because:

Prepaid assets are not financial resources and therefore are not reported in the governmental funds. 45,725

Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. 899,384

Compensated absences are not recognized as liabilities in the governmental funds when the amounts are normally expected to be liquidated with expendable available resources (12,478)

Default aversion rebate allowance is an allowance set up to offset rebates in excess of fees earned, does not represent a payable due in the current period and is not reported as a liability in the governmental funds (350,000)

**Total Net Position - Governmental Activities** \$ 18,133,520

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
JUNE 30, 2020**

	<u>General Fund (Agency Operating)</u>
<b>REVENUES</b>	
Account Maintenance Fee	\$ 649,773
Default Aversion Fees	271,839
Guaranty Agency Retention of Collections	22,928,299
Tax Refund/Closed School Reimbursements	933,425
Teacher Loan Forgiveness	1,115,510
Interest Income	213,177
Other	101
Total Revenues	<u>26,112,124</u>
<b>EXPENDITURES</b>	
Loan Guarantee Operations	9,469,513
State Based Aid Programs	10,000,000
Default Aversion Rebate Expense	328,717
Capital Outlay	20,635
Total Expenditures	<u>19,818,865</u>
<b>NET CHANGE IN FUND BALANCE</b>	6,293,259
Fund Balance - July 1, 2019	<u>17,550,889</u>
<b>FUND BALANCE - JUNE 30, 2020</b>	<u><u>\$ 23,844,148</u></u>

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN  
FUND BALANCES - GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2020**

**Net Change in Fund Balances - Total Governmental Funds** \$ 6,293,259

Amounts reported for governmental activities in the statement of activities are different because:

Prepaid expenses are recognized in the government-wide statement of net position and expensed when they expire but are recorded as an expenditure in the governmental funds when paid. (45,724)

Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

Depreciation Expense	\$ (197,167)	
Capital Outlays	<u>20,636</u>	(176,531)

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds until paid.

Compensated Absences		(28,906)
Other Loan Servicer Fees		<u>184,000</u>

**Change in Net Position of Governmental Activities** \$ 6,226,098

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
YEAR ENDED JUNE 30, 2019**

	<u>General Fund (Agency Operating)</u>
<b>REVENUES</b>	
Account Maintenance Fee	\$ 734,977
Default Aversion Fees	510,027
Guaranty Agency Retention of Collections	11,457,312
Tax Refund/Closed School Reimbursements	219,074
Teacher Loan Forgiveness	744,395
Closed School Reimbursements	5,544
Interest Income	515,725
Other	37
Total Revenues	<u>14,187,091</u>
<b>EXPENDITURES</b>	
Loan Guarantee Operations	10,913,516
State Based Aid Programs	23,350,000
Default Aversion Rebate Expense	545,526
Capital Outlay	524,063
Total Expenditures	<u>35,333,105</u>
<b>NET CHANGE IN FUND BALANCE</b>	(21,146,014)
Fund Balance - July 1, 2018	<u>38,696,903</u>
<b>FUND BALANCE - JUNE 30, 2019</b>	<u><u>\$ 17,550,889</u></u>

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN  
FUND BALANCES - GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2019**

**Net Change in Fund Balances - Total Governmental Funds** \$ (21,146,014)

Amounts reported for governmental activities in the statement of activities are different because:

Prepaid expenses are recognized in the government-wide statement of net position and expensed when they expire but are recorded as an expenditure in the governmental funds when paid. (75,719)

Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.

Depreciation Expense	\$ (71,190)	
Capital Outlays	<u>524,063</u>	452,873

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds until paid.

Loan Servicer Conversion Fees		<u>(70)</u>
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**Change in Net Position of Governmental Activities** \$ (20,768,930)

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF FIDUCIARY NET POSITION  
FIDUCIARY FUNDS  
JUNE 30, 2020**

	Private- Purpose Trust Fund
	(Federal Fund)
<b>ASSETS</b>	
Current Assets:	
Cash and Investments	\$ 21,994,722
Due from Federal Government-Reinsurance	281,012
Due from Other Funds	109,488
Loan Recoveries Receivable	9,784
Total Current Assets	22,395,006
Total Assets	22,395,006
<b>LIABILITIES</b>	
Current Liabilities:	
Due to Other Funds	16,030,041
Total Liabilities	16,030,041
<b>NET POSITION</b>	
Held in trust for USDE lender claims and default aversion fees	6,364,965
Total Net Position	\$ 6,364,965

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF FIDUCIARY NET POSITION  
FIDUCIARY FUNDS  
JUNE 30, 2019**

	Private- Purpose Trust Fund
	(Federal Fund)
<b>ASSETS</b>	
Current Assets:	
Cash and Investments	\$ 26,717,540
Due from Federal Government-Reinsurance	2,596,319
Due from Other Funds	81,419
Loan Recoveries Receivable	28,008
Total Current Assets	29,423,286
 Total Assets	 29,423,286
<b>LIABILITIES</b>	
Current Liabilities:	
Due to Federal Government	2,331,523
Due to Other Funds	7,681,488
Total Current Liabilities	10,013,011
 Total Liabilities	 10,013,011
<b>NET POSITION</b>	
Held in trust for USDE lender claims and default aversion fees	19,410,275
 Total Net Position	 \$ 19,410,275

See accompanying Notes to Basic Financial Statements.



**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION  
FIDUCIARY FUNDS  
YEAR ENDED JUNE 30, 2020**

	Private- Purpose Trust Fund
	(Federal Fund)
<b>ADDITIONS</b>	
Federal Reinsurance	\$ 1,848,483
Loan Recoveries	48,420,974
Interest Income	380,968
Default Aversion Rebate	328,717
Other Income	203
Total Additions	50,979,345
<b>DEDUCTIONS</b>	
Loan Claims	40,824,217
Guaranty Agency Retention of Collections	22,928,300
Default Aversion Fees	271,839
Miscellaneous Expense	299
Total Deductions	64,024,655
<b>CHANGE IN NET POSITION</b>	(13,045,310)
Net Position - July 1, 2019	19,410,275
<b>NET POSITION - JUNE 30, 2020</b>	<b>\$ 6,364,965</b>

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION  
FIDUCIARY FUNDS  
YEAR ENDED JUNE 30, 2019**

	Private- Purpose Trust Fund
	(Federal Fund)
<b>ADDITIONS</b>	
Federal Reinsurance	\$ 20,562,500
Loan Recoveries	55,696,260
Interest Income	332,359
Default Aversion Rebate	465,022
Other Income	416
Total Additions	77,056,557
<b>DEDUCTIONS</b>	
Loan Claims	63,632,246
Guaranty Agency Retention of Collections	11,457,312
Default Aversion Fees	429,524
Total Deductions	75,519,082
<b>CHANGE IN NET POSITION</b>	1,537,475
Net Position - July 1, 2019	17,872,800
<b>NET POSITION - JUNE 30, 2020</b>	\$ 19,410,275

See accompanying Notes to Basic Financial Statements.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The Missouri Department of Higher Education and Workforce Development Student Loan Program (MSLP) was established in 1978 by the Missouri General Assembly through legislative action pursuant to the United States *Higher Education Act of 1965* to act as a guaranty agency for the Federal Family Education Loan Program (FFEL). Operational since October 1979, the MSLP is administered by the Missouri Department of Higher Education and Workforce Development (MDHEWD), a department of the State of Missouri. The MDHEWD operates under the provisions outlined in Chapter 173 of the Missouri Revised Statutes and must meet certain state regulations as outlined in Division 10 of the Code of State Regulations.

The MDHEWD reports to the Coordinating Board for Higher Education (CBHE) which was authorized by an amendment to the Missouri Constitution in 1972 and established by statute in the *Omnibus State Reorganization Act of 1974*. The nine board members are appointed by the governor and confirmed by the Senate. The board consists of at least one, but not more than two members from each congressional district. The term of appointment is six year. No more than five of the nine members may be affiliated with the same political party. Members serve without compensation.

**Reporting Entity**

Governmental Accounting Standards Board (GASB) Statement 14, *The Financial Reporting Entity*, as amended, establishes the criteria to be used for defining primary governments, component units and related organizations. The Program does not meet the GASB's criteria to be reported as its own primary government or other stand-alone government and is part of the primary government of the state. Like other state agencies, the Program is included in the financial statements of the state.

**Basis of Presentation**

The MSLP's basic financial statements are prepared in accordance with the Governmental Accounting Standards Board Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* as amended and modified by subsequently issued GASB Statements, collectively "GASB 34," and include three components:

- Government-wide financial statements
- Fund financial statements
- Notes to the financial statements

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING  
POLICIES (CONTINUED)**

**Basis of Presentation (Continued)**

**Government-Wide Financial Statements** – The government-wide statements include statements of net position and statements of activities. These statements reflect all of the assets, liabilities, revenues, expenses, gains, losses and deferred inflows and outflows of resources of the MSLP's governmental activities. The MSLP's governmental activities comprise all of the activities of administering the guaranty agency activities of the FFEL Program for the state of Missouri and the U.S. Department of Education (USDE). The government-wide financial statements do not reflect fiduciary activities as those resources are not available to finance the guaranty agency activities of the FFEL Program.

The statements of net position present the financial position of the MSLP's governmental activities at year-end. The statements of activities present a comparison between expenses and program revenues for each program of the MSLP's governmental activities.

Governmental activities' program revenues include charges for services and grants and contributions. The MSLP has no charges for services. Grants and contributions received by the MSLP include revenues that are established by federal regulations (see *Federal Family Education Loan Programs*) as a means of providing funding for the federally required program activities.

**Fund Financial Statements** – The MSLP's fund financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America applicable to state government entities, which specify that accounting systems must be organized by funds to account for specific activities consistent with legal and operating requirements. The MSLP's governmental funds include the activities of administering the guaranty agency activities of the FFEL Program for the state of Missouri and the USDE. The MSLP's fiduciary fund accounts for activities that the MSLP administers for the federal government. The funds of the financial reporting entity are described below.

**Government Funds** – Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which the assets are to be used. Current liabilities are assigned to the fund from which the liabilities will be paid. The differences between governmental fund assets and liabilities is reported as the fund balance. The following is the MSLP's governmental fund:

**Guaranty Agency Operating Fund, Referred to as the Agency Operating Fund:**  
The 1998 Amendments to the *Higher Education Act of 1965*, (1998 Amendments), enacted October 7, 1998, effective October 1, 1998, required guaranty agencies to establish an Agency Operating Fund to separately account for operating revenues and expenditures. The Agency Operating Fund assets and earnings on those assets are the property of the MDHEWD and may be used for guaranty agency and others student financial aid related activities for the benefit of students as selected by the guaranty agency.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING  
POLICIES (CONTINUED)**

**Basis of Presentation (Continued)**

Sources of funds for the Agency Operating Fund include investments income, default aversion fees, account maintenance fees and agency retention on collections of defaulted loans. Expenditures for the Agency Operating Fund include personnel, professional and other administrative expenses directly related to loan guaranty program operations; loan administration fees paid to an external vendor to operate the day-to-day operations of the FFEL Program; expenses for default prevention activities and expenses related to the MDHEWD's administration of the state grants and scholarship programs or student access and success initiatives. The Agency Operating Fund is subject to federal oversight.

For GASB 34 reporting, the Agency Operating Fund is considered a major fund.

**Fiduciary Funds** – Fiduciary fund reporting focuses on net position and changes in net position. MSLP's fiduciary fund consists of the following fund:

**Private-Purpose Trust, Federal Student Loan Reserve Funds, Referred to as the Federal Fund:** This fund was created pursuant to the provisions of the 1998 Amendments that required all guaranty agencies to establish a Federal Student Loan Reserve Fund to account for transactions related to lender claims and default aversion for the FFEL Program. The reserves of the MSLP were required to be deposited into the new Federal Fund no later than 60 days after enactment. The result of this federal legislation was that the MSLP's fund equity was transferred to the newly established Federal Fund and the MSLP's Agency Operating Fund commended activities with a zero fund equity.

The legislation provides that the Federal Fund, including earnings on those assets, are the property of the federal government and may only be used to pay claims to lenders, to pay default aversion fees and to make other payments authorized by the U.S. Secretary of Education. Funds used to pay loan claims are replenished from reimbursements from the federal government (see *Federal Family Education Loan Programs*). Other sources of revenues to the Federal Fund include the federal retention on collections of defaulted loans and investment income. The Federal Fund is subject to federal oversight.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING  
POLICIES (CONTINUED)**

**Basis of Accounting / Measurement Focus**

The financial statements of the MSLP have been prepared in conformity with accounting principles generally accepted in the United States of America. The GASB is the accepted standard-setting body for establishing governmental accounting and financial principles.

The basis of accounting determines when transactions are recorded in the financial records and reported in the financial statements. The measurement focus determines what financial items are recorded and reported. Differences in the accrual and the modified accrual basis of accounting arise in the recognition of revenues, the recording of unearned revenue, the presentation of expenses versus expenditures, the recording of noncurrent liabilities. Government fund financial statements therefore include reconciliations with brief explanations to better identify the relationship between the government-wide financial statements and the government fund financial statements.

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are fiduciary fund financial statements. Revenues are recorded when earned, and expenses are recorded when the related liability is incurred regardless of the timing of related cash flows.

The governmental fund financial statements are prepared using a flow of current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when susceptible to accrual, i.e., both measurable and available. Available means collectible within the current period or soon enough thereafter to pay current liabilities. The MSLP considers revenues to be available if they are collected within 60 days after the end of the current fiscal period. Fee payments from the federal government are considered to be susceptible to accrual. Expenditures are recorded when the liability is incurred, except for claims, compensated absences and interest on noncurrent debt, which are recorded when normally expected to be liquidated with expendable available financial resources. Capital asset purchases are recorded as expenditures and depreciation is not recognized.

**Federal Family Education Loan Programs**

The FFEL Program was established by Congress through the *Higher Education Act of 1965* and was administered by the USDE as a means of making loans available to students attending colleges, universities and vocational institutions. Because of the Healthcare and Education Affordability Act, the MDHEWD no longer has the authority to guarantee new federal student loans as of June 30, 2010, as loans are distributed through the Federal Direct Loan Program. Existing FFEL Program loans continue to be eligible for all program benefits.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT**  
**STUDENT LOAN PROGRAM**  
**NOTES TO BASIC FINANCIAL STATEMENTS**  
**JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Federal Family Education Loan Programs (Continued)**

The following five types of loans were available to eligible borrowers under the FFEL Program:

**Subsidized Federal Stafford Loans** are need-based loans there were available to eligible undergraduate and graduate students. Generally, the federal government pays interest on the loans as long as the borrower is enrolled at least half-time and during the borrower's six-month grace period and authorized deferment periods.

**Unsubsidized Federal Stafford Loans** have the same terms and conditions as Subsidized Federal Stafford Loans except that the loans are not need-based and the borrower is responsible for all interest payments.

**PLUS Loans** allowed parents to borrow guaranteed loan funds for dependent students. Borrowers are responsible for all interest, and repayment generally began within 60 days from the time the loan was fully disbursed. The *Higher Education Reconciliation Act of 2005*, Publication Law 109-71 (*HERA*), expanded the program to allow eligible graduate and professional students to receive PLUS loans after July 1, 2006.

**Federal Consolidation Loans** were available to borrowers who wished to combine existing student loans into one new loan. Generally, this resulted in lower monthly payments but higher total interest costs.

**Supplemental Loans for Students** were available before July 1, 1994, to independent undergraduate, graduate and professional students.

Although no new FFEL Program loans have been disbursed since July 1, 2010, guaranty agencies such as the MSLP insure approved lenders against losses for existing loans made in compliance with program requirements to qualified students or parents qualified students. In addition, the MSLP will continue to act as the USDE's agent in fulfilling responsibilities related to outstanding guarantees, which include working with students, borrowers, schools, lenders and the USDE to ensure compliance with applicable federal laws and regulations. The MSLP continues to provide collection assistance to lenders for delinquent loans, pay lender claims for loans in default and collect loans on which default claims have been paid. The MSLP also supports outreach services to students, parents and schools.

Loans are insured for losses incurred from the default, death, disability or bankruptcy of the borrowers and for other losses due to certain events such as school closures and false certifications. The aggregate original principal balance of outstanding insured student loans, commonly referred to as the Original Principal Outstanding (OPO) is measured annually based on a federal fiscal year. As of September 30, 2020 and 2019, the OPO of nondefaulted student loans was \$899 million and \$1.0 billion, respectively.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Federal Family Education Loan Programs (Continued)**

Loans insured by the MSLP are reinsured under the FFEL Program by the federal government. Death, disability, bankruptcy, lender of last resort and closed school claims are reinsured at 100%. Closed school refunds are made to borrowers for payments made on FFEL Program loans that qualify for a closed school discharge because the borrower was unable to complete their program of study due to the school closing.

The rate of reinsurance for default claims is determined by the MSLP's default claims rate. The default claims rate is calculated by dividing the reimbursed default claims for the federal fiscal year by the original principal amount of loans in repayment at the beginning of the federal fiscal year. The MSLP's annual default claims rate is below 5%, which allows for reimbursement rates at the highest level. Prior to December 1, 2-15, reimbursement for default claims is determined according to the following schedule:

**Default Claims Paid Prior to December 1, 2015 – Reimbursement Rate**

<b>Annual Default Claims Rate</b>	<b>Loans Made Through September 30, 1993</b>	<b>Loans Made October 1, 1993 Through September 30, 1998</b>	<b>Loans Made October 1, 1998 And After</b>
0% to 5%	100%	98%	95%
More than 5% up to 9%	100% of claims up to 5%, plus 90% of claims over 5% up to 9%	98% of claims up to 5%, plus 88% of claims over 5% up to 9%	95% of claims up to 5%, plus 85% of claims over 5% up to 9%
Over 9%	100% of claims up to 5%, plus 90% of claims over 5% up to 9%, plus 80% of claims over 9%	98% of claims up to 5%, plus 88% of claims over 5% up to 9%, plus 78% of claims over 9%	95% of claims up to 5%, plus 85% of claims over 5% up to 9%, plus 75% of claims over 9%



**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Federal Family Education Loan Programs (Continued)**

The Consolidated Appropriations Act, 2016, Pub. L. 114-113, signed by the President on December 18, 2015 changed the maximum reinsurance percentage for guaranty agencies in the FFEL program. Prior to this, the Department of Education reimbursed guaranty agencies 95% of the amount they pay lenders on default claims with reductions to 85% and 75% if the agency's default payment rate hits certain trigger figures. The Act changed the 95% to 100%. Subsequent to December 1, 2015, reimbursement for default claims is determined according to the following schedule:

<u>Annual Default Claims Rate</u>	<u>Default Claims Paid On or After December 1, 2015 – Reimbursement Rate</u>
0% to 5%	100%
More than 5% Up to 9%	100% of claims up to 5% plus 85% of claims over 5% up to 9%
Over 9%	100% of claims up to 5% plus 85% of claims over 5% up to 9%, plus 75% of claims over 9%

The MSLP is required to maintain a reserve level of at least 0.25% of the MDHEWD's guaranteed loan portfolio's original principal balance outstanding. The MSLP was in compliance with the minimum reserve level requirement as of June 30, 2,020, and 2019 as follows:

	<u>2020</u>	<u>2019</u>
Outstanding Loans (Original Principal Balance)	\$ 898,562,137	\$ 1,005,802,010
Minimum Requirement	2,246,405	2,514,505
Reserve Per Department of Education Guidelines	6,364,968	19,410,275

The MSLP is entitled to the following program revenues:

**Rehabilitated and Consolidated Loans:** The MSLP is entitled to retain 0% of principal and 100% of interest for rehabilitated loans, plus 16% of collection costs. The MSLP is entitled to retain 10% of collection costs on consolidated loans. The amounts retained are recognized as additions in the Federal Fund when received.

Beginning October 1, 2009, the *HERA of 2005* requires the MSLP to refund to the USDE 10% of the collection proceeds for consolidation recoveries in excess of 45% of the agency's total collections, based on a federal fiscal year. As of September 30, 2020 and 2019, the percentage of proceeds for consolidation recoveries was 25.61% and 26.64%, respectively.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING  
POLICIES (CONTINUED)**

**Federal Family Education Loan Programs (Continued)**

**Recoveries Payable to Federal Government:** The MSLP is entitled to retain 16% of collections received for defaulted loans for which federal reinsurance has been received. The amounts retained are recognized as additions in the Federal Fund when received.

**Account Maintenance Fees (AMF):** The 1998 amendments established an account maintenance fee. The AMF is calculated as 0.06% of the original principal amount of outstanding loans. AMF is paid to the MSLP on a quarterly basis by the federal government. This fee is recognized as revenue in the Agency Operating Fund.

**Default Aversion Fees (DAF):** Default Aversion Fees were established under the 1998 amendments. The MSLP receives DAF for its aversion activities on delinquent loans at the time lenders request default aversion assistance. DAF are equal to 1% of principal and interest on the outstanding loan balance at the time the MSLP receives the request from a lender for pre-claim assistance. DAF is recognized as a deduction in the Federal Fund and as revenue in the Agency Operating Fund.

**Pooled Cash and Investments**

The cash and investments balances of the governmental funds and the private purpose trust funds are pooled with other state funds and invested by the Missouri State Treasurer as authorized by the Missouri Constitution and state statutes. The State Treasurer's investments policy is to ensure the preservation of capital in the overall portfolio while mitigating credit risk and interest rate risk. All deposits are fully collateralized with securities that have been approved by the governor, State Treasurer and Missouri State Auditor.

**Receivables**

**Governmental Funds**

The MSLP receivables primarily consist of amounts due from the USDE for account maintenance fees and claims reimbursements.

The account maintenance fee is an administrative fee paid by the USDE to the MSLP. Quarterly payment amounts are determined by the USDE based on the National Student Loan Data System. The receivable amount represents the fee earned for April through June but not yet received as of June 30.

The other federal receivables represent reimbursements due from USDE for claims such as unpaid refunds, and closed school, teacher loan forgiveness and tax refund reimbursements. Claims for reimbursements are filed with USDE semimonthly.

The other receivables represent various miscellaneous rebates, reimbursements and receivables not received as of June 30.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Receivables (Continued)**

**Fiduciary Funds**

Reinsurance receivables in the Federal Fund represents the reinsurance earned at year-end from claims paid, net of amounts due to the USDE for refunds of claims previously reimbursed; collections on defaulted loans, including administrative wage garnishments; collections on rehabilitated loans; and amounts received for loans paid in full through consolidation. The amount reimbursed by USDE for defaulted claims is reported as an addition to the Federal Fund since the Federal Fund has already purchased the defaulted loans from the lender, insuring the lender against further loss. Except for refunds of claims previously reimbursed, which are fully refundable to the USDE, federal regulations allow the MSLP to retain a percentage of amounts collected, (see *Defaulted Student Loans – Fiduciary Funds*). The percentages retained vary according to the type of collection and the reinsurance rate effective at the time of the claim payment. The difference between amounts collected and the retention is due to the USDE and is offset against amounts due to the Federal Fund from USDE for reinsurance on defaulted loans.

**Due From / To Other Funds**

Activity between funds that is outstanding at the end of the fiscal year is referred to as either “due from other funds” or “due to other funds.” Amounts reported in the governmental funds as receivable from or payable to fiduciary funds are reflected in the government-wide statement of net position.

**Prepaid Expenses**

Payments made to vendors for services that will benefit periods beyond the fiscal year-end are recorded as prepaid items on the purchase method. Prepaid items are recorded as expenditures when purchased rather than when consumed.

**Capital Assets**

Capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities of the government-wide statements of net position but are not reported in the fund financial statement balance sheets – governmental funds.

Capital assets are recorded at cost or estimated historical cost and updated for additions and retirements during the year. Donated capital assets are recorded at their estimated acquisition value as of the date received. Software in progress is used for the accumulation of the cost of software development or modification during the application development period. The assets are transferred out of the software in progress account when the project is completed. Software includes purchased off-the-shelf software, contractor developed software and software internally developed by agency employees. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset’s life are not capitalized.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Capital Assets (Continued)**

Depreciation is computed using the straight-line method over the estimated useful life of the asset. The MDHEWD follows the state process that applies to all departments. The established capitalization thresholds and estimated useful lives are as follows:

<u>Description</u>	<u>Capitalization Threshold</u>	<u>Estimated Useful Lives in Years</u>
Equipment and Furniture	\$ 1,000	2 – 7
Software	5,000	3 – 5
Trademark	5,000	10

**Compensated Absences**

It is the MDHEWD’s policy to permit employees to accumulate earned but unused vacation pay benefits not to exceed the number of vacation hours earned in a two-year period. Accumulated vacation benefits within limits set by MDHEWD policy, which are unused and vested to the employee, are payable upon termination. All vacation pay is accrued when incurred in the government-wide financial statements. Compensated absence liabilities are computed using the regular pay and termination pay rates in effect at the statement of net position date plus an additional amount for compensation related payments such as social security and Medicare taxes computed using rates in effect at that date. A liability for the vacation benefits is not reported in the governmental funds as the fund liability is not incurred until the period in which the amounts are due and normally expected to be liquidated with current resources.

Sick leave is accumulated at a rate set by MDHEWD policy, with no limit to the amount that can be accumulated. Accumulated sick leave is forfeited upon employee termination. Therefore, no liability has been reported for the accumulated sick leave. The following is a summary of the compensated absences for the years ended June 30, 2020 and 2019:

	2020				
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Accrued Compensated Absences	<u>\$ 12,478</u>	<u>\$ 28,906</u>	<u>\$ -</u>	<u>\$ 41,384</u>	<u>\$ 41,384</u>
	2019				
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Accrued Compensated Absences	<u>\$ 12,407</u>	<u>\$ 71</u>	<u>\$ -</u>	<u>\$ 12,478</u>	<u>\$ 12,478</u>

**Accrued Liabilities and Noncurrent Obligations**

All payables, accrued liabilities and noncurrent obligations are reported in the government-wide financial statements. In general, incurred governmental fund payable and accrued liabilities are paid in a timely manner and in full from current financial resources that are reported as obligations of the funds. However, claims and judgments, compensated absences and special termination benefits.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2020 AND 2019**

**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING  
POLICIES (CONTINUED)**

**Allowance for Uncollectible Loans – Fiduciary Fund**

As previously described (see *Federal Family Education Loan Programs*), claims paid on or after December 1, 2015 are not typically subject to a reduced reimbursement rate. Accordingly, USDE issued written guidance eliminating the requirement for a loan loss allowance. Therefore, in 2017, the MDHEWD closed out its remaining allowance for uncollectible loans.

**Net Position**

Net investment in capital assets consist of capital assets net of accumulated depreciation and reduced by the outstanding balances of any borrowings used to finance the purchase of those assets. Restricted net position is made up of noncapital assets that are restricted through limitations imposed on their use either through enabling legislation or through external restrictions imposed by grantors or laws or regulations of other governments. The MSLP has no unrestricted net position.

**Defaulted Student Loans – Fiduciary Funds**

Collections

All collections on defaulted loans are considered property of the federal government and are recorded as additions in the Federal Fund when received. The portion of collections due to the Agency Operating Fund is treated as a deduction to the Federal Fund. Federal defaulted loans outstanding are separately maintained for the federal government by the MSLP through a loan servicer and are not presented in the statement of fiduciary net position.

Rebates

The MSLP is required to rebate back to the Federal Fund the default aversion fees when borrowers default on loans after being referred to the MSLP by the lender for pre-claim default aversion. The MSLP contracts with a vendor to provide default aversion assistance, which is paid from the Agency Operating Fund.

The rebate amount is calculated as 1% of the principal and interest of the defaulted loan. The default aversion fees rebated from the Agency Operating Fund back to the Federal Fund were \$328,717 and \$545,526 for 2020 and 2019, respectively.

Allowance

An allowance for a default aversion rebate has been calculated and recorded as a liability in the statement or net position in the event that the rebate would exceed the default aversion fee received from the federal government. As of June 30, 2020, the allowance for default aversion rebate was \$166,000. As of June 20, 2019, the allowance for default aversion rebate was \$350,000.

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**NOTE 1 NATURE OF OPERATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Income Taxes**

As a state agency, the income of the MSLP is generally exempt from federal and state income taxes under Section 115 of the Internal Revenue Code and a similar provision of state law.

**Estimates and Assumptions**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statement and the reported amounts of revenues, expenses or expenditures and other changes in the net position or fund balances during the reporting period. Actual results could differ from those estimates.

**Reclassifications**

Certain 2019 amounts have been reclassified to conform to the 2020 presentation.

**NOTE 2 DEPOSITS, INVESTMENTS, AND INVESTMENT RETURN**

**Deposits**

Custodial credit risk is the risk that in the event of a bank failure, a government's deposits may not be returned. The MSLP's deposit policy for custodial credit risk requires compliance with the provisions of state law.

State law requires collateralization of all deposits with federal depository insurance; bonds and other obligations of the U.S. Treasury, U.S. agencies or instrumentalities of the state of Missouri; bonds of any city, county, school district or special road district of the state of Missouri; bonds of any state; a surety bond having an aggregate value at least equal to the amount of the deposits; tax anticipation notes issued by any first class county; irrevocable standby letter of credit issued by a Federal Home Loan Bank; out-of-state municipal bonds rated in the highest category by a nationally recognized statistical rating agency; or mortgage securities offered by a financial institution conforming with the standards of the Federal Home Loan Bank.

**Investments**

Chapter 173 of the Missouri Revised Statutes authorizes the MSLP to invest monies, through the State Treasurer, which in the judgment of the CBHE, are not currently needed for the payment of defaults of guaranteed loans. The State Treasurer's investment policy allows for investments in time deposits, linked deposits, U.S. Treasury and federal agency securities, commercial paper, banker's acceptances, repurchase agreements and reverse repurchase agreements. All cash and investments of the Agency Operating Fund and Federal Fund are pooled and invested with the Missouri State Treasurer.

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**NOTE 2 DEPOSITS, INVESTMENTS, AND INVESTMENT RETURN (CONTINUED)**

**Investments (Continued)**

The MSLP is also limited by federal regulations to investing the Federal Fund assets in low-risk securities, which are approved by the CBHE. Pursuant to reauthorization, the MSLP maintains the cash and investments of the Federal Fund as a reserve for the FFEL Program loan guarantee claims obligations.

The fair value hierarchy established by generally accepted accounting principles generally requires categorization based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted market prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant other unobservable inputs.

MSLP's cash and investments consist entirely of deposits with the State Treasurer. MSLP's participation in the State Treasurer's Office cash and investment pool is reported at fair value based on MSLP's proportional share of the pool's assets, which is the equivalent of net asset value. Accordingly, the cash and investments within the State Treasurer's Office pool are not categorized as being Level 1, 2 or 3. The State Treasurer's Office redeems securities upon request.

Cash and investments as of June 30, 2020 and 2019 are summarized as follows:

	At Fair Value	
	2020	2019
Governmental Funds		
Deposited with the State Treasurer	\$ 7,590,372	\$ 9,646,854
Fiduciary Funds		
Deposited with the State Treasurer	21,994,722	26,717,540
Total	\$ 29,585,094	\$ 36,364,394

**Interest Rate Risk** – The State Treasurer minimizes the exposure to fair value losses arising from rising interest rates by maintaining an effective duration of its investment portfolio to less than 1.5 years in holding at least 40% of the portfolio's total market value in securities with a maturity of 12 months or less.

**Credit Risk** – Credit risk is the risk that the issuer or other counterparty to an investment will not fulfill its obligations. The State Treasurer's policy limits its investments in commercial paper and bankers' acceptances to the highest letter and numerical ranking as rated by Moody's Investors Service and Standard & Poor's Corporation.

**Custodial Credit Risk** – For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty, the MSLP will not be able to recover the value of its investment or collateralized securities that are in the possession of an outside party. The State Treasurer minimizes its risk by establishing a pre-approved list of financial institutions and companies that will be used to purchase commercial paper.

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**NOTE 2 DEPOSITS, INVESTMENTS, AND INVESTMENT RETURN (CONTINUED)**

**Investments (Continued)**

Concentration of Credit Risk – The State Treasurer is prohibited by state statute from investing more than 5% of the total investment portfolio into any single financial institutions or issuer, excluding U.S. Government and agency securities and repurchase agreements. There are no restrictions on the amount that can be invested in U.S. government and agency securities; however, there can be no more than 15% of the total portfolio invested in repurchase agreements.

**Investment Income**

Investment income for all funds for the years ended June 30, 2020 and 2019 consisted of:

	<u>2020</u>	<u>2019</u>
Interest Income	<u>\$ 594,145</u>	<u>\$ 848,084</u>

**NOTE 3 CAPITAL ASSETS**

Capital asset balances and activity for the years ended June 30, 2020 and 2019 were as follows:

2020					
	Beginning Balance	Additions	Deletions	Transfers	Ending Balance
Equipment and Furniture	\$ 2,290,847	\$ 20,635	\$ 9,841	\$ -	\$ 2,301,641
Total Capital Assets being Depreciated	2,290,847	20,635	9,841	-	2,301,641
Less: Accumulated Depreciation	1,391,463	197,167	9,841	-	1,578,789
Total	\$ 899,384	\$ (176,532)	\$ -	\$ -	\$ 722,852
2019					
	Beginning Balance	Additions	Deletions	Transfers	Ending Balance
Equipment and Furniture	\$ 1,435,495	\$ 24,063	\$ 5,693	\$ 836,982	\$ 2,290,847
Software in Progress	336,982	500,000	-	(836,982)	-
Total Capital Assets being Depreciated	1,772,477	524,063	5,693	-	2,290,847
Less: Accumulated Depreciation	1,325,966	71,190	5,693	-	1,391,463
Total	\$ 446,511	\$ 452,873	\$ -	\$ -	\$ 899,384



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**NOTE 4 DUE TO OTHER FUNDS/DUE FROM OTHER FUNDS**

Amounts due from and due to other funds at June 30, 2020 and 2019 include the following:

Receivable Fund	Payable Fund	Purpose	2020	2019
AOF	FSLRF	Operating Share of Collections	\$ 16,030,041	\$ 7,681,488
FSLRF	AOF	Default Aversion Fees	109,285	81,003
FSLRF	AOF	48 Hour Rule	203	416
			<u>\$ 16,139,529</u>	<u>\$ 7,762,907</u>

**NOTE 5 RISK MANAGEMENT**

The MSLP is exposed to various risks of loss from tort; theft of, damage to and destruction of assets; business interruptions; errors and omissions; natural disasters; motor vehicle liability; contractor liability; employee injuries; and employee health benefits. Coverage for these various risks is managed through the MDHEWD's participation in the State of Missouri's risk management and self-insurance programs.

It is the general policy of the State of Missouri not to purchase property insurance unless required by contract or by law. Through the State Legal Expense Fund, the state provides liability coverage for its agencies and employees. Neither the MSLP nor the MDHEWD are required to provide funding or reimbursement for claims paid, as the State Legal Expense Fund, established by RSMo. 105.711, is funded through monies directly appropriated to the fund by the state of Missouri General Assembly. Section 537.610, RSMo. The limits were \$2,000,000 for all claims arising out of a single accident or occurrence and \$300,000, for any one person in a single accident or occurrence for the years ended June 30, 2020 and 2019 as set by the Missouri Department of Insurance.

The state is self-insured for employee health benefits through the Missouri Consolidated Health Care Plan. The state is also self-insured for its workers' compensation program. The state purchases an employee dishonesty/faithful performance bond with limits of \$1,000,000 that protects from dishonest acts of state employees and loss sustained through the failure of a state employee to faithfully perform his/her duties or to account properly for all monies and property received within the course of his/her position or employment.

The State of Missouri contracts with a number of vendors for services to be performed on loans guaranteed by the MSLP. All contractors must acquire and maintain adequate general and professional liability insurance sufficient to protect the State of Missouri, its agencies, employees and clients and the general public against loss, damage or other expenses. In addition, the MSLP contractors providing services may be required to furnish a performance security deposit in the form of a bond. The purpose of the bond is to secure the contractor's performance with respect to liability for default claims paid by the MSLP after the date the contract expires, terminates or is cancelled. The MSLP currently has a performance bond with its loan servicer for \$1,000,000.

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**NOTE 6 PENSION PLANS**

**MOSERS**

The MSLP through the MDHEWD contributes to the Missouri State Employees' Retirement System (MOSERS), a cost-sharing, multiple-employer, defined benefit pension plan administered by the state of Missouri.

Plan Description

Chapter 104.320 of the Revised Statutes of Missouri grants the authority to establish a defined benefit plan for eligible state and other related agency employees. MOSERS issues an annual Comprehensive Annual Financial (CAFR), a publicly available financial report that can be obtained at [www.mosers.org](http://www.mosers.org).

Benefits Provided

MOSERS provides retirement, disability and life insurance benefits to eligible employees. The base retirement benefits are calculated by multiplying the employee's final average pay for a specific factor multiplied by the years of credited service. The factor is based on the specific plan in which the employee participates, which is based on the employee's hire date. Information on the three plans administered by MOSERS (MSEP, MSEP 2000 and MSEP 2011 retirement plans) and how eligibility and the benefit amount is determined for each plan may be found in the Notes to the Financial Statements of MOSERS CAFR starting on page 31.

Contributions

Per Chapter 104.436 of the Revised Statutes of Missouri, contribution requirements of the active employees and the participating employers are established and may be amended by the MOSERS Board Employees in the MSEP 2011 Plan are required to contribute 4.0 percent of their annual pay. MDHEWD's required contribution rate for the years ended June 30, 2020 and 2019, was 22.68 percent and 21.12 percent, respectively, of annual payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability.

Pension Liabilities

The net pension liability was measured as of June 30, 2019 and 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date.

The State of Missouri's proportion of the net pension liability was based on the State's actual share of contributions to the pension plan relative to the actual contributions of all participating employers for MOSERS plan year ended June 30, 2019 and 2018. At June 30, 2019 and 2018, the State's proportion was 82.84 percent and 82.19 percent, respectively.

The MSLP does not report a net pension liability, as this is a liability of the State as a whole and is not proportionately allocated to the MSLP, as defined in Note 1. For more information, see the separately issued financial statements of the State of Missouri as of June 30, 2020.

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**NOTE 7 DEFERRED COMPENSATION INCENTIVE PLAN**

The deferred compensation incentive plan was established by the Missouri State Public Employees Deferred Compensation Commission in July 1995, pursuant to Section 401(a) of the Internal Revenue Code. It is currently administered by ICMA-RC.

Under the plan provisions, any employee of the state is eligible to participate in the plan if he/she has been an employee of the state for at least 12 consecutive months immediately preceding any employer contributions to the plan and is making continuous monthly deferrals of at least \$25 to the Missouri State Public Employees' Deferred Compensation Plan (Note 9). The state, subject to appropriation, provides matching contributions of \$25 to \$35 per month for each employee that meets these requirements. Participating employees are 100% vested in the plan.

Due to state expenditures restrictions necessary to balance the state budget, the employer match has been suspended indefinitely. No employee contribution are made to the plan.

Copies of the plan's financial statement can be requested from ICMA-RC, Attn: State of Missouri Deferred Compensation Plan, P.O. Box 96220, Washington, DC 20090.

**NOTE 8 MISSOURI STATE PUBLIC EMPLOYEES' DEFERRED COMPENSATION PLAN**

In accordance with the Internal Revenue Code Section 457, the State of Missouri offers all employees the opportunity to participate in the Missouri State Public Employees' Deferred Compensation Plan. Under the plan, employees are permitted to defer a portion of their current salary until future years.

All amounts of compensation deferred under the plan must be held in a trust, custodial account or annuity contract for the exclusive benefit of plan participants and their beneficiaries. Investments are managed by the plan's trustee under one of several investment options or a combination thereof. A choice of investments option(s) is made available to the participants.

Copies of the plan's financial statements can be requested from ICMA-RC, Attn: State of Missouri Deferred Compensation Plan, P.O. Box 96220, Washington, DC 20090.

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**NOTE 9 STUDENT LOANS**

**MDHEWD**

The MDHEWD previously guaranteed and continues to purchase and hold various types of student loans as described in Note 1. The terms of these loans, which vary on an individual basis depending upon loan types and date originated, generally provide for repayment in monthly installments of principal and interest over a period of up to 30 years for consolidation loans and generally up to 10 years for other loans. The repayment period begins after a grace period of 6 months following graduation or loss of qualified student status for the Subsidized and Unsubsidized Stafford loans. The repayment period for consolidation, Supplemental Loans for Students and PLUS loans begins 60 days from the date the loan is fully disbursed. Interest rates on student loans vary depending upon the type and date of origination of the individual loans.

MDHEWD lender-held loans (non-defaulted) consist of the following at June 30, 2020 and 2019:

	2020	2019
Stafford – subsidized	\$ 185,385,603	\$ 216,712,923
Stafford – unsubsidized	154,080,892	178,770,710
PLUS/SLS	10,781,743	19,960,672
Consolidations	681,516,390	753,886,685
Total	\$ 1,037,193,728	\$ 1,169,330,990

All student loans guaranteed by MSLP as to principal and accrued interest. In order for the loans to be or remain guaranteed, certain due diligence requirements in loan servicing must be met by lenders. When these requirements are not met, the guaranty agency is prohibited from paying lender claims related to these loans. At June 30, 2020 and 2019, \$11.31 and \$11.26 million, respectively, of total MDHEWD student loans guaranteed by the MSLP were no longer considered guaranteed due to lender violation of due diligence requirements.

**MOHELA**

The Missouri Higher Education Loan Authority was created by state law and is authorized to issue debt to provide a secondary market for loans made under the FFEL Program. Its governing body consists of seven members, one of whom is the Commissioner of Higher Education, who serves as the head of the MDHEWD, and one other is a member of the CBHE.

The MSLP has lender agreements to guaranteed loans serviced by MOHELA. Total claims paid to MOHELA by the MSLP during the years ended June 30, 2020 and 2019 were \$17,217,978 and \$32,938,915, respectively.

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**NOTE 9 STUDENT LOANS (CONTINUED)**

**Rehabilitated Loans**

Defaulted borrowers who made 9 on-time payments during ten consecutive months are eligible to rehabilitate their loans. This returns the borrowers to a non-defaulted status and removes any negative reporting from their credit bureau report. The MSLP sells these loans to an eligible rehabilitation lender. Both SunTrust Education Loans and MOHELA purchased rehab eligible loans from the MSLP throughout SFY2020. Rehabilitations are included in loan recoveries revenue. Total rehabilitation revenues, net of discounts, received by the MSLP during the years ended June 30, 2020 and 2019, were \$36,424,722 and \$38,377,120, respectively.

**NOTE 10 CONTRACTED SERVICES**

The MSLP contracts with loan servicer Ascendium Education Solutions Inc. to provide necessary servicing activities to the outstanding loan portfolio. While past loan servicers only provided student loan accounting records, billings, loan maintenance and claims services. Ascendium also provides default aversion servicing and contracting of collection agency activity on behalf of the MSLP. For the years ended June 30, 2020 and 2019, the MSLP paid \$7,682,220 and \$8,560,673, respectively, to the loan servicer for combined services.

**NOTE 11 OPERATING LEASES**

The MDHEWD occupied a state office building under a lease agreement with the state that was effective July 1, 2019 through October 31, 2019. MDHEWD moved in November 2019 to a new state office building. An additional lease agreement with the state was in effect November 1, 2019 through June 30, 2020. The MSLP is not responsible for any portion of the lease agreement since July 1, 2011.

**NOTE 12 CONTINGENCIES**

**Loans**

The Federal Fund, a fiduciary fund maintained on behalf of the USDE, is contingently liable for loans made by financial institutions that qualify for guaranty. Due to the default ratio for loans guaranteed by the MDHEWD being below 5% for the fiscal Years ended June 30, 2020 and 2019, the federal government's reinsurance rate for defaults was 100% for loans made prior to October 1, 1993, 98% for loans made on or after October 1, 1993 to September 30, 1998, and 95% for loans made after October 1, 1998. Effective December 1, 2015, the reinsurance rate became 100% regardless of loan issuance date. However, the event of future increases in defaults, the MSLP's reinsurance rate would be reduced based on the schedule provided in Note 1. Reinsurance rates for the remainder of the year could fall to 75% of defaulted loans if the MSLP's default rate reaches 9%. At the beginning of each fiscal year, the MSLP's reinsurance rate returns to 95%.

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**NOTE 12 CONTINGENCIES (CONTINUED)**

**Loans (Continued)**

Management does not expect that all guaranteed loans could default in one year. While management believes the Federal Fund's expected maximum contingent liability will remain less than 25% of outstanding guaranteed loans in repayment, the maximum contingent liability as of June 30, 2020 is calculated as follows:

Amount of Guaranteed Student Loans in Repayment	\$ 897,702,883
Less: Minimum Federal Government Share – 75%	<u>673,277,162</u>
Total	<u><u>\$ 224,425,721</u></u>

**Collection Costs**

Section 484A9b) of the Higher Education Act of 1965 [20 USC 1091(b)] states that borrowers who have defaulted on federal student loans shall be required to pay "reasonable collection costs." Accordingly, the MSLP historically has charged collection costs to all borrowers who do not pay their defaulted loans balances in full in a timely manner after defaulting. In July 2015, USDE issued written guidance prohibiting guaranty agencies from charging collection fees to borrower who enter a repayment agreement within 60 days of default. The guidance did not include an effective date and a retroactive application of the guidance would have a significant impact on the MSLP. However, on March 16, 2017, USDE withdrew the 2016 guidance. Despite the withdrawal of the original guidance, a residual risk remains as USDE has announced intentions to develop regulations to clarify the issue through a negotiated rulemaking process, which happened in early 2018. The Notice of Proposed Rulemaking was published on July 31, 2018, but no Final Rule was issued before the November 1, 2018 deadline. The Notice of Proposed Rulemaking was delayed until January 2019. The Final Rule was subsequently issued September 23, 2019, making the regulatory change for collection costs effective July 1, 2020. Effective that date, guaranty agencies are prohibited from charging collection costs to a defaulted borrower who enters into an acceptable repayment agreement within 60 days after the guaranty agency sends the initial notice of default and honors that agreement. The regulatory change were not selected for early implementation. There was no retroactive application of the guidance; therefore, there was no significant impact on the MSLP and no remaining risk.

**Federal Monies**

The MSLP receives federal monies that are subject to oversight review and audit by federal agencies. This could result in requests for reimbursements to the federal agency for expenditures that are disallowed under existing agreements. The MSLP believes that such disallowances, if any, would be immaterial.

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**NOTE 12 CONTINGENCIES (CONTINUED)**

**Current Economic Environment**

The economic environment continues to present organizations with difficult circumstances and challenges, which in some cases have resulted in large declines in the fair value of investments and other assets, declines in revenues, constraints on liquidity and difficulty obtaining financing. The financial statements have been prepared using values and information currently available to the MSLP.

The authority to make or insure new loans under the FFEL Program ended June 30, 2010. Although existing FFEL Program loans continue to be eligible for all program benefits, a significant decline in the MSLP's loan portfolio could have an adverse impact on the MSLP's future operating results.

In addition, given the volatility of current economic conditions, claims on loans guaranteed by the MDHEWD could rise rapidly while collections could decline significantly, which would negatively impact the MSLP's ability to maintain sufficient liquidity.

Management is closely monitoring this uncertain economic environment and is attempting to adjust the MSLP's operating and financial plan based upon their significant experience and knowledge of the industry.

**REQUIRED SUPPLEMENTARY INFORMATION**



**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
BUDGETARY COMPARISON SCHEDULE  
GENERAL FUND - AGENCY OPERATING FUND  
YEAR ENDED JUNE 30, 2020**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget- Positive (Negative)
	Original	Final		
<b>Expenditures:</b>				
Student Loan Program:				
Personal Service	\$ 618,891	\$ 618,891	\$ 658,376	\$ 39,485
Expense and Equipment	2,478,693	2,478,693	1,606,480	(872,213)
Payment of Fees for Collection of Defaulted Loans	8,000,000	8,000,000	6,109,194	(1,890,806)
Payment of Penalties to Federal Government Associated with Late Deposit of Default Collections	500,000	500,000	416	(499,584)
Default Prevention Activities	640,000	640,000	342,797	(297,203)
Information Technology Consolidation:				
Personal Service	193,540	193,540	-	(193,540)
Expense and Equipment	1	1	-	(1)
Total Expenditures	<u>\$ 12,431,125</u>	<u>\$ 12,431,125</u>	<u>\$ 8,717,263</u>	<u>\$ (3,713,862)</u>
<b>Transfers From (To) Other Funds</b>				
Transfers To				
Agency Operating Fund to State based aid	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ -
Federal Student Loan Reserve Fund	1,000,000	1,000,000	-	(1,000,000)
Total Transfers From (To) Other Funds	<u>\$ 11,000,000</u>	<u>\$ 11,000,000</u>	<u>\$ 10,000,000</u>	<u>\$ (1,000,000)</u>

**RECONCILIATION OF BUDGET BASIS TO GAAP BASIS**

<b>Total Expenditures on a Budget Basis</b>	<b>\$ 8,717,263</b>
Expenditures Increase (Decrease) due to:	
Change in Accounts Payable	(11,845)
Change in Accrued Payroll and Benefits	(15,232)
Employee Fringe Benefits not appropriated for MSLP	300,149
Default Aversion Fee Rebate expense not appropriated for MSLP	328,717
Discount not appropriated	499,813
Transfer to Student Financial Aid	10,000,000
Total Expenditures on GAAP Basis	<u>\$ 19,818,865</u>
<b>Total Transfers on Budget Basis</b>	<b>\$ 10,000,000</b>
Transfers Increase (Decrease) due to:	
Transfers to State-based aid were recorded as an expenditure in Agency Operation Fund	(10,000,000)
Change in Accounts Payable/Due to Transferred	<u>\$ -</u>

See accompanying Notes to Required Supplementary Information.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
BUDGETARY COMPARISON SCHEDULE  
GENERAL FUND - AGENCY OPERATING FUND  
YEAR ENDED JUNE 30, 2019**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget- Positive (Negative)
	Original	Final		
<b>Expenditures:</b>				
Student Loan Program:				
Personal Service	\$ 597,456	\$ 597,456	\$ 436,774	\$ (160,682)
Expense and Equipment	2,978,693	2,978,693	2,739,033	(239,660)
Payment of Fees for Collection of Defaulted Loans	8,000,000	8,000,000	5,743,316	(2,256,684)
Payment of Penalties to Federal Government associated with late deposit of Default Collections	500,000	500,000	161	(499,839)
Default Prevention Activities	640,000	640,000	640,000	-
Information Technology Consolidation:				
Personal Service	191,979	56,293	-	(56,293)
Expense and Equipment	1	132,763	-	(132,763)
Total Expenditures	<u>\$ 12,908,129</u>	<u>\$ 12,905,205</u>	<u>\$ 9,559,284</u>	<u>\$ (3,345,921)</u>
<b>Transfers From (To) Other Funds</b>				
Transfers To				
Agency Operating Fund to State based aid	<u>\$ (23,350,000)</u>	<u>\$ (23,350,000)</u>	<u>\$ (23,350,000)</u>	<u>\$ -</u>
Total Transfers From (To) Other Funds	<u>\$ (23,350,000)</u>	<u>\$ (23,350,000)</u>	<u>\$ (23,350,000)</u>	<u>\$ -</u>

**RECONCILIATION OF BUDGET BASIS TO GAAP BASIS**

<b>Total Expenditures on a Budget Basis</b>	\$ 9,559,284
Expenditures Increase (Decrease) due to:	
Change in Accounts Payable	(2,164)
Change in Accrued Payroll and Benefits	5,982
Employee Fringe Benefits not appropriated for MSLP	233,714
Default Aversion Fee Rebate expense not appropriated for MSLP	545,526
Discount not appropriated	1,640,763
Transfer to Student Financial Aid	23,350,000
Total Expenditures on GAAP Basis	<u>\$ 35,333,105</u>
<b>Total Transfers on Budget Basis</b>	\$ (23,350,000)
Transfers Increase (Decrease) due to:	
Transfers to State-based aid were recorded as an expenditure in Agency Operation Fund	<u>23,350,000</u>
Change in Accounts Payable/Due to Transferred	<u>\$ -</u>

See accompanying Notes to Required Supplementary Information.

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2020 AND 2019**

**NOTE 1 BUDGETS**

The MSLP budget is prepared in conjunction with the MDHEWD budget and is a part of the State of Missouri's budget. The state's annual budget is prepared principally on the cash basis and represents departmental appropriations recommended by the governor and passed by the General Assembly prior to the beginning of the fiscal year. Appropriations can only be amended through the normal appropriation process which requires approval of the General Assembly and governor. Certain estimated original appropriation amounts may be increased as necessary. If supplemental appropriations are required for an appropriation year, they are enacted during the next General Assembly by the same process used for original appropriations.

The MSLP receives appropriations for the funds over which it has spending authority. Budgetary control is maintained at the individual appropriation level. The state accounting system does not allow expenditures to exceed appropriations. The governor has the authority to reduce the allotments of appropriations in any fund if it appears that revenues for the fiscal year will fall below estimated revenues. Appropriations related to the MSLP do not lapse at the end of the fiscal year.

Appropriations related to building lease payments are administered by the state of Missouri, Office of Administration and Division of Facilities Management.

Appropriations related to information technology services are administered by the State of Missouri, Office of Administration and Information Technology Services Division.

**NOTE 2 BUDGET VS. GAAP BASIS OF ACCOUNTING**

The budget does not include expected revenues. Appropriations are classified into broad categories that do not reflect detailed expenditure classifications. The actual amounts presented in the schedules differ from the amounts included in the fund financial statements due to the schedules being presented on the budget basis. The following is a summary of the differences:

- The Agency Operating Fund budget and actual statements include appropriations for personal service, expense and equipment, payment of fees for collection of defaulted loans, and payment of penalties to federal government associated with late deposit of default collections. Fringe benefits are not included in the MSLP budget because they are in an appropriation also under another agency's control. Default aversion rebate expenses are an appropriation of the Federal Fund. The expense and equipment appropriation includes all expenditures not covered by other appropriations.

## **OTHER SUPPLEMENTARY INFORMATION**

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES –  
GOVERNMENTAL FUNDS BY OBJECT  
YEAR ENDED JUNE 30, 2020**

	<u>General (Major) Fund (Agency Operating)</u>
<b>REVENUE</b>	
Account Maintenance Fee	\$ 649,773
Default Aversion Fees	271,839
Guaranty Agency Retention of Collections	22,928,300
Tax Refund/Closed School Reimbursements	933,425
Teacher Loan Forgiveness	1,115,510
Interest Income	213,175
Other	102
Total Revenues	<u>26,112,124</u>
<b>EXPENDITURES</b>	
Personal Service	643,144
Employee Fringe Benefits	300,149
Professional Development	21,609
Guaranty Servicing	7,682,220
Default Aversion Rebate Expense	328,717
Discount Loan Recoveries	499,813
Other Professional Services	84,646
Travel	1,636
Supplies	13,905
Communications Services and Support	9,164
Utilities	85
Equipment Expense	220,397
Equipment Repair and Maintenance	12,870
Program Distributions	10,000,000
Miscellaneous	510
Total Expenditures	<u>19,818,865</u>
<b>NET CHANGE IN FUND BALANCE</b>	6,293,259
Fund Balance, July 1, 2019	<u>17,550,889</u>
<b>FUND BALANCE - JUNE 30, 2020</b>	<u><u>\$ 23,844,148</u></u>

**MISSOURI DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE DEVELOPMENT  
STUDENT LOAN PROGRAM  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES –  
GOVERNMENTAL FUNDS BY OBJECT  
YEAR ENDED JUNE 30, 2019**

	<u>General (Major) Fund (Agency Operating)</u>
<b>REVENUE</b>	
Account Maintenance Fee	\$ 734,977
Default Aversion Fees	510,027
Guaranty Agency Retention of Collections	11,457,312
Tax Refund/Closed School Reimbursements	219,074
Teacher Loan Forgiveness	744,395
Interest Income	515,725
Federal Reporting Reimbursements	5,544
Other	37
Total Revenues	<u>14,187,091</u>
<b>EXPENDITURES</b>	
Personal Service	442,756
Employee Fringe Benefits	233,714
Professional Development	56,041
Guaranty Servicing	8,484,954
Default Aversion Rebate Expense	545,526
Discount Loan Recoveries	1,640,763
Other Professional Services	544,193
Travel	3,722
Communications Services and Support	3,967
Equipment Expense	26,078
48 hour transfer	416
Program Distributions	23,350,000
Miscellaneous	975
Total Expenditures	<u>35,333,105</u>
<b>NET CHANGE IN FUND BALANCE</b>	(21,146,014)
Fund Balance, July 1, 2018	<u>38,696,903</u>
<b>FUND BALANCE - JUNE 30, 2019</b>	<u><u>\$ 17,550,889</u></u>



## **INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Missouri Department of Higher Education and  
Workforce Development Student Loan Program  
Jefferson City, Missouri

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Missouri Department of Higher Education and Workforce Development Student Loan Program, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Missouri Department of Higher Education and Workforce Development Student Loan Program's basic financial statements, and have issued our report thereon dated February 17, 2021.

### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Missouri Department of Higher Education and Workforce Development Student Loan Program's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Missouri Department of Higher Education and Workforce Development Student Loan Program's internal control. Accordingly, we do not express an opinion on the effectiveness of Missouri Department of Higher Education and Workforce Development Student Loan Program's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.


Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Missouri Department of Higher Education and Workforce Development Student Loan Program's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

St Louis, Missouri  
February 17, 2021





Board of Directors  
Missouri Higher Education and Workforce Development Student Loan Program  
St. Louis, Missouri

We have audited the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Missouri Higher Education and Workforce Development Student Loan Program as of and for the year ended June 30, 2020, and have issued our report thereon dated February 17, 2021. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

### **Significant audit findings**

#### ***Qualitative aspects of accounting practices***

##### *Accounting policies*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Missouri Higher Education and Workforce Development Student Loan Program are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during 2020.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

##### *Accounting estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was (were):

- Management's estimate of the default aversion rebate allowance is based on projected and forecasted rebates. We evaluated the key factors and assumptions used to develop the estimated allowance in determining that it is reasonable in relation to the financial statements taken as a whole.
- Management's estimate of the employee leave liability is based on earned hours at an estimated hourly compensation rate. We tested the accuracy of the earned hours and hourly rate used to develop the estimated liability and concluded it is reasonable in relation to the financial statements taken as a whole.

### **Financial statement disclosures**

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements was (were):

- The disclosure of the outstanding student loan portfolio in Note 9 to the financial statements is important to the financial statements as it describes the Departments current loan portfolio.

The financial statement disclosures are neutral, consistent, and clear.

### ***Difficulties encountered in performing the audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit. The completion of our audit was delayed from the initial contract due date of December 1, 2020. The reason for not meeting the agreed upon due date is because of delays in the department providing draft financial statements and other audit documents.

### ***Uncorrected misstatements***

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

### ***Corrected misstatements***

The following material misstatements detected as a result of audit procedures were corrected by management:

- When performing procedures over the recording of expenditures in the appropriate period, it was noted that approximately \$12,605 of expenses were not recorded in the proper period. Management agreed with this difference and the financial statements have been adjusted to reflect this difference.

### ***Disagreements with management***

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

### ***Management representations***

We have requested certain representations from management that are included in the attached management representation letter dated February 17, 2021.

### ***Management consultations with other independent accountants***

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

**Significant issues discussed with management prior to engagement**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

**Other information in documents containing audited financial statements**

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

Other information is being included in documents containing the audited financial statements and the auditors' report thereon. Our responsibility for such other information does not extend beyond the financial information identified in our auditors' report. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in such documents. As required by professional standards, we read the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds by Object (the other information) in order to identify material inconsistencies between the audited financial statements and the other information. We did not identify any material inconsistencies between the other information and the audited financial statements.

\* \* \*

This communication is intended solely for the information and use of the Board of Directors and management of Missouri Higher Education and Workforce Development Student Loan Program and is not intended to be, and should not be, used by anyone other than these specified parties.



**CliftonLarsonAllen LLP**

St Louis, Missouri  
February 17, 2021



February 17, 2021

CliftonLarsonAllen LLP  
600 Washington Ave, Suite 1800  
St. Louis, MO 63101

This representation letter is provided in connection with your audit of the financial statements of the Missouri Department of Higher Education and Workforce Development (MHEWD), which comprise the respective financial position of the governmental activities as of June 30, 2020 and 2019, and the respective changes in financial position for the years then ended, and the related notes to the financial statements, for the purpose of expressing opinions on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, as of February 17, 2021, the following representations made to you during your audit of the financial statements as of and for the year ended June 30, 2020, and the following representations as they apply to the financial statements as of and for the year ended June 30, 2019, which were audited by other auditors.

#### **Financial Statements**

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated October 19, 2020, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP. The financial statements include all properly classified funds and other financial information of the primary government and all component units required by generally accepted accounting principles to be included in the financial reporting entity.
2. We acknowledge and have fulfilled our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
4. Significant estimates have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP. Significant estimates are estimates at the financial statement date that could change materially within the next year.

5. Related party relationships and transactions, including, but not limited to, revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
6. All events occurring subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed. No events, including instances of noncompliance, have occurred subsequent to the financial statement date and through the date of this letter that would require adjustment to, or disclosure in, the financial statements.
7. We have not identified or been notified of any uncorrected financial statement misstatements.
8. We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, and we have not consulted a lawyer concerning litigation, claims, or assessments.
9. Guarantees, whether written or oral, under which the entity is contingently liable, if any, have been properly recorded or disclosed in accordance with U.S. GAAP.
10. Arrangements with financial institutions involving repurchase, reverse repurchase, or securities lending agreements, compensating balances, or other arrangements involving restrictions on cash balances and line-of-credit or similar arrangements, have been properly recorded or disclosed in the financial statements.
11. Receivables recorded in the financial statements represent valid claims against debtors for transactions arising on or before the financial statement date and have been reduced to their estimated net realizable value.
12. We have no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.

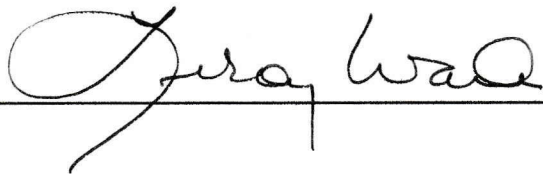
**Information Provided**

1. We have provided you with:
  - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters.
  - b. Additional information that you have requested from us for the purpose of the audit.
  - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.

- d. Complete minutes of the meetings of the governing board and related committees, or summaries of actions of recent meetings for which minutes have not yet been prepared.
    - e. Access to all audit or relevant monitoring reports, if any, received from funding sources.
2. All material transactions have been recorded in the accounting records and are reflected in the financial statements.
3. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
4. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
  - a. Management;
  - b. Employees who have significant roles in internal control; or
  - c. Others when the fraud could have a material effect on the financial statements.
5. We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, grantors, regulators, or others.
6. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations and provisions of contracts and grant agreements, or waste or abuse whose effects should be considered when preparing financial statements.
7. We are not aware of any pending or threatened litigation, claims, or assessments, or unasserted claims or assessments, that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, and we have not consulted a lawyer concerning litigation, claims, or assessments.
8. There are no other material liabilities or gain or loss contingencies that are required to be accrued or disclosed in accordance with U.S. GAAP.
9. We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.
10. The entity has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets, nor has any asset been pledged as collateral, except as made known to you and disclosed in the financial statements.
11. We have a process to track the status of audit findings and recommendations.
12. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

13. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to MHEWD, including tax or debt limits and debt contracts; and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives, including legal and contractual provisions for reporting specific activities in separate funds.
14. There are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
15. The entity has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
16. We have followed all applicable laws and regulations in adopting, approving, and amending budgets.
17. The financial statements include all component units as well as joint ventures with an equity interest, and properly disclose all other joint ventures, jointly governed organizations, and other related organizations.
18. The financial statements properly classify all funds and activities.
19. Components of net position (net investment in capital assets; restricted; and unrestricted) and equity amounts are properly classified and, if applicable, approved.
20. Investments are properly valued.
21. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
22. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.
23. Deposits and investment securities and derivative instruments are properly classified as to risk and are properly valued and disclosed.
24. Capital assets are properly capitalized, reported, and, if applicable, depreciated.
25. We have appropriately disclosed the entity's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available and have determined that net position is properly recognized under the policy.

26. We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.

Signature:  Title: Deputy Commissioner

Signature:  Title: Director Missouri Student Loan Program





## Management

Missouri Higher Education and Workforce Development Student Loan Program  
St. Louis, Missouri

In planning and performing our audit of the of the governmental activities, the major fund, and the aggregate remaining fund information financial statements of the Missouri Higher Education and Workforce Development Student Loan Program as of and for the year ended June 30, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered the entity's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control.

However, during our audit we became aware of deficiencies in internal control other than significant deficiencies and material weaknesses and other matters that are opportunities to strengthen your internal control and improve the efficiency of your operations. Our comments and suggestions regarding those matters are summarized below. This letter does not affect our report on the financial statements dated February 17, 2021, nor our internal control communication to those charged with governance dated February 17, 2021.

- When performing substantive audit procedures it was noted that the organization did not have independent review and approval of balance sheet reconciliations including accounts related to significant estimates, such as the default rebate aversion allowance. We suggest that management implement annual controls to formalize the annual close and reconciliation process. Further, we suggest monthly management review reconciliations between the monthly financial statements and the form 2000 from the third party service provider to ensure all transactions are recorded appropriately.
- During the audit it was identified that approximately \$12,605 of expenditures were recorded in the incorrect period. We suggest management review all non-payroll disbursements, over a predetermined threshold, two months after the fiscal year to determine if the expenditures are recorded in the proper period.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various entity personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

Management  
Missouri Department of Higher Education & Workforce Development  
Page 2

This communication is intended solely for the information and use of management, Board of Directors, and others within the entity, and is not intended to be, and should not be, used by anyone other than these specified parties.

*CliftonLarsonAllen LLP*

**CliftonLarsonAllen LLP**

St. Louis, Missouri  
February 17, 2021



CliftonLarsonAllen LLP  
CLAconnect.com

Board of Directors and Management of  
Missouri Department of Higher Education & Workforce Development  
Jefferson City, Missouri

In planning and performing our audit of the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of Missouri Department of Higher Education & Workforce Development as of and for the year ended June 30, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered the entity's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

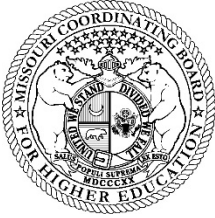
Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to fraud or error may occur and not be detected by such controls. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

*CliftonLarsonAllen LLP*

**CliftonLarsonAllen LLP**

St. Louis, Missouri  
February 17, 2021



**Tab 18**  
**Fast Track Program Designation**

Coordinating Board for Higher Education  
 March 3, 2021

**BACKGROUND**

The legislation establishing the Fast Track Workforce Incentive Grant program (§ 173.2553, RSMo) authorizes the Coordinating Board to “designate eligible programs of study . . . in connection with local education institutions, regional business organizations, and other stakeholders.” That legislation also directs that “the coordinating board shall annually review the list of eligible programs of study and make changes to the program list as it determines appropriate.”

On June 5, 2019, the Coordinating Board approved the initial list of instructional program areas eligible for the Fast Track grant. On March 4, 2020, the board approved the addition of 15 instructional program areas (four digit Classification of Instructional Programs codes) as eligible for Fast Track. The intent of this agenda item is to describe the process followed to develop potential revisions to the list of eligible programs for academic year 2021-2022 and recommend approval of those revisions.

**CURRENT STATUS**

The authorizing statute defines an eligible program, in part, as one “that has been designated by the Coordinating Board as preparing students to enter an area of occupational shortage as determined by the Board.” In order to construct the original listing as well as subsequent updates, DHEWD staff reviewed long-term occupational projections used by a variety of agencies to understand the changes and trends within the state’s workforce. Using those projections, staff developed a list of the most in-demand occupational categories, based on both regional and statewide data. Staff took the resulting list of occupational categories and used the nationally standardized crosswalk to establish which instructional programs are connected to the identified occupational area.

Beginning in January, DHEWD reached out to the presidents and chancellors of the participating colleges and universities and to the business community to solicit suggestions for changes and additions to the approved program list. Because the prior approvals have been based on four-digit CIP categories, which provides some flexibility relating to specific program eligibility, staff recommendations continue to follow that format. The summary tables below provide the staff recommendations for changes to the list of Fast Track approved program areas. The attachment to this agenda item provides additional detail including the submitting institution/organization, program name, description provided by submitting entity, and basis for staff recommendation.

Table 1 displays program areas proposed through the feedback process that were already approved by the Coordinating Board and are being funded during the 2020-2021 academic year. No action is required for these program areas to remain as part of the Fast Track approved program listing. All of the programs within each of these subject areas would be included as part of this approval.

**Table 1 – Currently Approved and Funded Fast Track Program Areas**

<b>CIP Code</b>	<b>Program Area</b>
01.83	Veterinary/Animal Health Technologies/Technicians.
11.07	Computer Science.
11.10	Computer/Information Technology Administration and Management.
13.02	Bilingual, Multilingual, and Multicultural Education.
13.10	Special Education and Teaching.
47.03	Heavy/Industrial Equipment Maintenance Technologies.
47.06	Vehicle Maintenance and Repair Technologies.
48.05	Precision Metal Working.

51.07	Health and Medical Administrative Services.
51.38	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing.
52.01	Business/Commerce, General.
51.02	Business Administration, Management and Operations.

Table 2 lists program areas that were not included as part of the current list of approved program areas but that DHEWD staff recommend for inclusion within the program for academic years 2021-2022 and beyond based on occupational demand and projected salary levels. All of the programs within each of these subject areas would be included as part of this approval.

**Table 2 – Recommended for Approval as Fast Track Program Areas**

CIP Code	Program Area
51.22	Public Health

Table 3 lists program areas suggested for inclusion as part of the feedback process that staff do not recommend for inclusion in the approved program listing at this time. Each listing includes a brief explanation of why it was not recommended for inclusion.

**Table 3 – Not Recommended for Approval as Fast Track Program Areas**

CIP Code	Program Area	Rationale
26.01	Biology, General	Does not link directly to high demand or high wage occupations
49.01	Air Transportation	Does not link directly to high demand or high wage occupations

While regular review and revision of the list is necessary, DHEWD staff believe the above list of additional approved programs is consistent with the intent of the legislation and adequately covers the scope of programs for which Missouri is experiencing a shortage of available labor.

## NEXT STEPS

Once the list of designated instructional program areas is finalized, DHEWD staff will update the program listings for each participating institution and share the list to verify that the program information is correct and complete. That process should be complete by April 15. Once all revisions and corrections have been made, the application, which is located in the student portal, will be updated by June 1 and revised listings of eligible programs will be posted on the DHEWD website.

## RECOMMENDATION

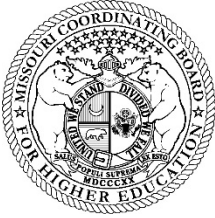
Staff recommends that the Coordinating Board designate the instructional programs classified within the program areas listed in Table 2 above as additional programs eligible for the Fast Track Workforce Incentive Grant beginning with the 2021-2022 academic year.

## ATTACHMENT

- Proposed 2021-2022 Fast Track Program Additions

Institution	Program CIP	Program Name	Discussion	Decision	Reason
University of Missouri	51.22	Public Health		Yes	Based on a review of the occupations that crosswalk to the CIP program and the projected growth, salary range and analysis of Burning Glass job postings data related to them, Public Health CIP programs are related to in-demand occupations. It appears that there is enough evidence to include this CIP code.
Jefferson College	01.83	Veterinary Technology	<p><b>Recurring Note:</b> Based on my listing of programs for Fast Track (that is, the listing that was loaded into FAMOUS at the beginning of the fiscal/academic year), 01.8300, 01.8301, and 01.8399 are all approved CIP codes. I remember making these changes based on the move to CIP 2020.</p> <p>Although the program listing I have is from June, I did not find any Vet Tech programs listed under the new CIP code. I did find programs at UCM, MSU, OTC and Saline County Career Center under the old code. That may have changed in the last six months. I will double check the application to see if the Jeff Co program is showing up there.</p> <p>Jeremy: You are right. We added a small handful that were new or moving for CIP 2020, to capture programs that had been approved in CIP 2010. If I'm looking at the right notes now, they were:</p> <ul style="list-style-type: none"> <li>0183 Veterinary/Animal Health Technologies/Technicians.</li> <li>1517 Energy Systems Technologies/Technicians.</li> <li>4304 Security Science and Technology.</li> <li>5132 Health Professions Education, Ethics, and Humanities.</li> </ul> <p>Leroy: We just checked and the Jeff Co Vet Tech program does appear in the Fast Track application. It appears they changed the CIP after FY 2021 programs went live so it does not appear on their static listing on our website.</p> <p>The website listing continues to be an issue because it is so cumbersome to update. The program listing is more than 3,000 lines in an Excel spreadsheet and those programs have to be parsed for 70+ institutions to create individual PDF program listings. The page indicates when it was updated. Comms maintains that page and we have not updated it because of the workload.</p>	Already approved	Programs already included in Fast Track approved program list. Some programs codes
Ozarks Technical Community College	47.03	Industrial Mechanics and Maintenance Technology/Technician		Already approved	4703 was part of the approved program list for this year
Ozarks Technical Community College	47.06	Autobody/Collision and Repair Technology/Technician		Already approved	4706 was part of the approved program list for this year
Ozarks Technical Community College	48.05	Machine Tool Technology/Machinist		Already approved	4805 was part of the approved program list for this year
Stephens College	51.38	Registered Nursing/Registered Nurse		Already approved	5138 was part of the approved program list for this year
Stephens College	52.02	Business Administration and Management, General		Already approved	5202 was part of the approved program list for this year
Western Governors University	51.07	Health and Medical Administrative Services		Already approved	CIP codes were part of the approved program list for this year
Western Governors University	52.01			Already approved	5201 was part of the approved program list for this year

				Already approved	CIP codes were part of the approved program list for this year
Western Governors University	52.02	Multiple		Already approved	CIP codes were part of the approved program list for this year
Western Governors University	11.10	Computer/Information Technology Administration and Management		Already approved	1110 was part of the approved program list for this year
Western Governors University	11.07	Computer Science		Already approved	1107 was part of the approved program list for this year
Western Governors University	13.10	Multiple		Already approved	1310 was part of the approved program list for this year
Western Governors University	13.02	Multiple		Already approved	1302 was part of the approved program list for this year
Southeast Missouri State University	51.22	Public Health		Yes	Based on a review of the occupations that crosswalk to the CIP program and the projected growth, salary range and analysis of Burning Glass job postings data related to them, Public Health CIP programs are related to in-demand occupations. It appears that there is enough evidence to include this CIP code.
Southeast Missouri State University	49.01	Professional Pilot		No	Occupations that crosswalk to CIP 49.01 do not meet the Fast Track program methodology thresholds for projected growth, education requirements and/or STEM Core or Related designations. Based on that information, there does not appear to be evidence to recommend for approval. In addition, the rate of group does not indicate future high-demand need for the State of Missouri.
Southeast Missouri State University	26.01	Biology	<ul style="list-style-type: none"> <li>o The occupations that crosswalk to CIP 26.01 do not meet at least one of the methodology thresholds to be included. However, two occupations may require consideration. <ul style="list-style-type: none"> <li><input type="checkbox"/> Biological Technicians (19-4021) has grade of C+ and moderate levels of projected growth and wages that contribute to the C+ grade. It would otherwise qualify. Reviewing the Burning Glass jobs postings data, there has been demand based on the job posting trend for that occupation, but it is relatively small.</li> <li><input type="checkbox"/> The CIP also crosswalks to Secondary School Teachers, Except Special and Career/Technical Education (25-2031). It would qualify in the methodology, other than it is not identified as STEM Core or Related. Fast Track program methodology does make a specific inclusions of Education CIP codes (13**), but not for all education-related occupations that crosswalk to the programs.</li> </ul> </li> <li>o It appears that the Biology programs approved for the other schools as mentioned by SEMO are Biology Education, which would likely be in the specific education CIP inclusion.</li> </ul>	No	<p>General biology has come up in prevision iterations of this process. We have consistently said it does not tie closely enough to specific occupations that are high demand. I think we should stay with that approach.</p> <p>Last year, we determined that 26.01 was general education in various fields rather than learning how to teach the information.</p>



## Tab 19 FY 2023 Draft Budget Instructions

Coordinating Board for Higher Education  
March 3, 2021

### BACKGROUND

One of the primary responsibilities of the Department of Higher Education and Workforce Development is the development of a unified appropriation request for the public colleges and universities. Although the law technically assigns the responsibility to the department, approval by the Coordinating Board of those recommendations is a critical step in the process.

- Section 173.1540, RSMo, requires DHEWD review annual budget requests from each public university and prepare a corresponding appropriation recommendation.
- Section 163.191.2, RSMo, requires DHEWD review annual institutional budget requests and prepare an appropriation recommendation for the community colleges.
- Section 178.638, RSMo, requires the inclusion of funds designated for State Technical College of Missouri in the unified budget request.

In order to implement those provisions, § 173.005.2, RSMo, requires the Coordinating Board for Higher Education establish guidelines for appropriation requests by public institutions of higher education.

### CURRENT STATUS

To operationalize that statutory requirement, DHEWD staff propose the following plan for requests for funding from public higher education institutions, ranked in order of priority

- 1) **Institutional Operating Core:** DHEWD staff will recommend an increase to core operating appropriations based on a percent increase linked to the rate of inflation. The inflationary factor would be applied to each four-year institution's and State Technical College's base core appropriation in order to determine the amount of the new decision item. For community colleges, the inflationary factor would be applied to the total core state appropriation to the sector, with the result constituting the related new decision item.
- 2) **Maintenance and Repair:** Given the level of deferred maintenance on every public college and university campus, staff will recommend additional ongoing funding for all public institutions, distributed according to the historic pro rata model. The model would apply a percent increase to the total general revenue and lottery appropriation to each institution, with the funds to be dedicated to addressing the institution's highest priority maintenance and repair needs.
- 3) **MoExcels:** For the past several budget cycles, DHEWD has highlighted the need to focus on strengthening our workforce development pipeline through the MoExcels process. The pandemic has further elevated this need as we recover from the resulting economic disruption. This item would solicit institutional proposals, developed in collaboration with business and industry, for one-time increases to establish or expand academic programs linked to high-demand occupations.
- 4) **Missouri Returning Heroes:** The statute that establishes the Missouri Returning Heroes Education Act allows the Coordinating Board to include in its appropriation recommendations the amount of tuition waived during the prior fiscal year by public colleges and universities pursuant to the act.
- 5) **New Decision Items:** Institutions can submit requests for funding for new decision items. Institutional NDIs will not be formally entered into the budget process. The CBHE may opt to elevate some of those NDI requests for inclusion in the formal budget request.



Given the expectation that FY 2023 will continue to be a challenging year for the state budget and with the proposed attention on maintenance and repair during the appropriation process, MDHEWD will not include a list of recommended capital improvement projects in the unified higher education budget request. Institutions should continue to report all capital projects through the CIBR system so information about those projects is available if the legislature determines there are funds for this purpose.

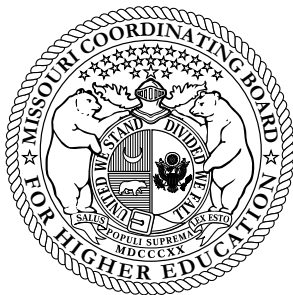
#### **NEXT STEPS**

As indicated above, these are draft instructions intended to provide the basis for an ongoing conversation relating to the development of the FY 2023 appropriation request. Subsequent to the meeting, DHEWD staff will solicit additional input from stakeholders, including presidents and chancellors, chief financial officers, legislative leadership, and other interested parties. Based on that feedback, staff will revise the proposed prioritization plan for inclusion in an action item for the June Coordinating Board meeting. That item will include the revised prioritization framework, the related timeline, and more detailed instructions regarding the submission of information needed to develop the overall funding recommendation.

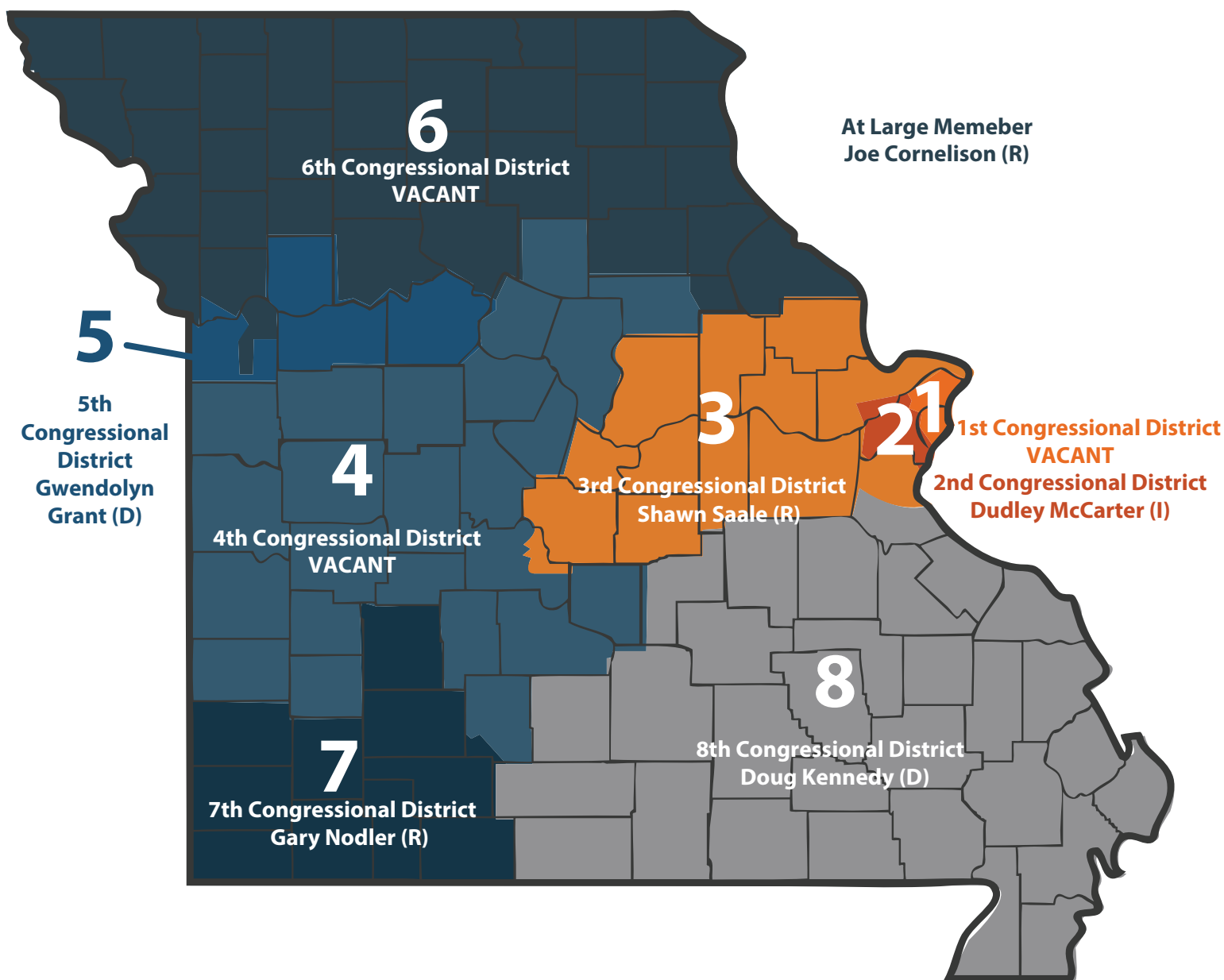
#### **RECOMMENDATION**

This is an information item only.

#### **NO ATTACHMENTS**



# Coordinating Board for Higher Education Members by Congressional District





## Coordinating Board for Higher Education Members by Congressional District

### Term expirations for Coordinating Board for Higher Education Members:

**1st District:** VACANT

**2nd District:** Mr. Dudley McCarter-9/18/2019 to 6/27/2022

**3rd District:** Mr. Shawn Saale - 8/23/2017 to 6/27/2021

**4th District:** VACANT

**5th District:** Ms. Gwendolyn Grant - 8/29/2018 to 6/27/2022

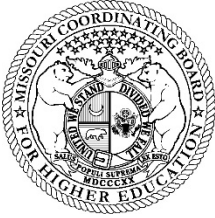
**6th District:** VACANT

**7th District:** Mr. Gary Nodler - 8/29/2018 to 6/27/2022

**8th District:** Mr. Douglas Kennedy - 11/5/2015 to 6/27/2020

**At Large Member:** Mr. Joe Cornelison - 12/13/2017 to 6/27/2020

District	Description of boundary	Population
1	St. Louis County (part of), St. Louis City	736,055
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	767,531
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles (part of), Miller, Camden (part of)	774,899
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	762,763
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	757,920
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	765,667
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	770,073
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,764



**Tab 21**  
**Committee Roster**

Coordinating Board for Higher Education  
March 3, 2021

**BACKGROUND**

Article V of the CBHE bylaws provides that the chair of the board shall appoint the members of each committee and shall name the chair of each committee promptly after the regular meeting immediately prior to December 31 of each year. The chair of the committee shall serve for a period of one year and until his/her successor is appointed and qualified.

**CURRENT STATUS**

After the December 2020 CBHE meeting, board chair Joe Cornelison appointed the following committee members and chairs.

<b>Committee</b>	<b>Members</b>
<b>Audit</b>	Dudley McCarter ( <b>chair</b> ) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Shawn Saale
<b>Budget &amp; Financial Aid</b>	Gary Nodler ( <b>chair</b> ) Joe Cornelison Gwen Grant Doug Kennedy Shawn Saale Dudley McCarter
<b>Academic Affairs &amp; Workforce Needs</b>	Gwen Grant ( <b>chair</b> ) Joe Cornelison Doug Kennedy Gary Nodler Shawn Saale Dudley McCarter
<b>Strategic Planning &amp; External Affairs</b>	Shawn Saale ( <b>chair</b> ) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Dudley McCarter

**RECOMMENDATION**

This is an information item only.

**NO ATTACHMENTS**



## DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

### ORGANIZATIONAL INFORMATION: DEPARTMENT DUTIES

The Coordinating Board for Higher Education (CBHE) and its administrative arm, the Missouri Department of Higher Education and Workforce Development (MDHEWD), have a varied portfolio of duties. The following provides a high-level summary of those duties.

**Planning** is one of the MDHEWD's core functions. The department is responsible for developing and overseeing implementation of a coordinated plan for higher education for the state and its subregions (§ 173.020(4)), identifying the state's higher education and workforce needs (§ 173.020(2)), and delineating each institution's areas of competence (§ 173.005.2(10)). The department reviews each public college's and university's mission periodically (§ 173.030(8)) and has authority to approve applications from institutions seeking to establish a statewide mission (§ 173.030(9)). The department collects data to use in its decision-making processes and makes those data available in the Statistical Summary of Missouri Higher Education published on the MDHEWD website.

**Academic program approval and review** are closely linked to the department's planning function. The department reviews new degree program proposals offered by public colleges and universities (§ 173.005.2(1)) and has authority to make recommendations to institutions' governing boards regarding the development, consolidation, or elimination of programs, degree offerings, and facilities (§ 173.030(2)).

The department is also tasked with fostering **institutional relationships** that serve the state's higher education needs. Specific responsibilities in this area include encouraging the development of cooperative agreements for the offering of graduate degrees, as well as developing arrangements for more effective and economical specialization among institutions, and for more effective coordination and mutual support among institutions in the use of facilities, faculty, and other resources (§ 173.020(3)).

The department coordinates public colleges' and universities' core operating and capital projects **budget requests** by establishing guidelines for public universities' requests (§ 173.005.2(4)), approving a community college funding model (§ 163.191.3), and submitting a unified budget request for community colleges (§ 163.191.2). Requests for

operating appropriations are made based on the performance funding model the department adopted in 2008 (§ 173.1006.1).

The department also develops budget requests for and oversees the state's **student financial aid** programs, the largest of which are Access Missouri (§ 173.1103.1); the Higher Education Academic Scholarship Program, commonly referred to as "Bright Flight" (§ 173.250.3); and the A+ Scholarship Program (assigned to the department by Executive Order 10-16).

Also in the affordability category, the department administers the Higher Education Student Funding Act, commonly referred to as SB 389, which provides that a public university that increases tuition and some fees more than the rate of inflation plus an amount (no more than 5%) that would produce an increase in net tuition revenue no greater than the amount by which state operating support was reduced in the previous fiscal year will be subject to a fine of up to 5% of the institution's state operating support (§ 173.1003.5). The law also includes a provision that allow institutions ask the commissioner of higher education for a waiver of all or part of the fine (§ 173.1003.5).

**Proprietary school certification** is another of the department's important responsibilities. The department licenses and oversees *for-profit* proprietary schools like the University of Phoenix and some *not-for-profit* proprietary schools like Victory Trade School, a religiously affiliated institution in Springfield with a mission of preparing homeless individuals for work in the culinary arts (§§ 173.612.2 & 173.616.1).

The department offers resources that help students **plan for** and **complete** postsecondary programs. The MDHEWD's Journey to College programs support high school students as they apply for college admission and financial aid, and celebrate students' choices about attending college and participating in military service.

The department has a long history of working with colleges and universities to develop guidelines that promote **transfer** between institutions; a statewide library of core courses that transfer from one institution to another; and a policy fostering “reverse transfer,” which allows a student who transfers from a community college before earning enough credits to receive an associate degree to be awarded an associate degree when he or she earns the remaining needed credits at the university to which they have transferred (§ 173.005.2(9)).

Senate Bill 997, a higher education omnibus bill that became law on August 28, 2016, gives the department significant additional responsibilities, many of which strengthen the department’s role in promoting transfer. The department is tasked with working with an advisory committee – the majority of which must be faculty members – to develop a core curriculum that is guaranteed to transfer to another institution and a common course numbering equivalency matrix (§ 178.780.2(10)). These provisions essentially make mandatory practices that have been voluntary in the past. The new law also requires the department to evaluate and maintain data on each institution’s transfer practices (§ 178.788.1) and to resolve disputes about transfer (§ 178.788.2).

Senate Bill 997 requires the department to develop programs designed to promote **on-time completion**, including “15 to Finish” (§ 173.2510) and guided pathways (§ 173.2515); to establish a pilot program for “concurrent enrollment,” which allows community college students to enroll in a public university, take select university classes, and use the university’s facilities (§ 173.2520); and to create a website that provides information about academic programs available at each institution, financial aid, and transfer of course credit (§ 173.035).

In addition, the new law establishes a dual credit scholarship for high school students who meet certain academic standards and demonstrate financial need. The MDHEWD has indicated that it will cost approximately \$4.5 million to launch the scholarship program. That information is included in the department’s high-priority budget recommendation, which accompanies the department’s actual budget request and is intended to provide information about important funding needs that do not fit within the parameters of the Office of Administration’s budget instructions.

The department has served as the **state-designated student loan guaranty agency** in the Federal Family Education Loan Program (FFELP) since 1979, making it possible for generations of students, regardless of personal resources, to receive loans because of protection against defaults.

As a FFELP guaranty agency, the MDHEWD receives servicing fees from the U.S. Department of Education (USDE) and retains a portion of defaulted student loan collections. These revenues are used to fund loan administration functions and other financial aid-related activities. In addition, the MDHEWD purchases defaulted student loans from lending institutions and is reimbursed for loan purchases by USDE (20 U.S.C. §1072a).

As Missouri’s guaranty agency, the MDHEWD helps students and families pay for a college education by:

- Providing information on postsecondary opportunities and financial aid directly to students and families (20 U.S.C. § 1072b);
- Creating financial literacy materials and programs for students, families, and schools to help them better manage finances (§ 165.275); and
- Helping borrowers resolve problems repaying loans and restore their credit if they default (20 U.S.C. § 1072b).

**As Missouri’s workforce development agency**, MDHEWD promotes a strong workforce by:

- Administering federal and state funded employment and training programs such as: The Workforce Innovation and Opportunity Act, the Wagner-Peyser Act, the Trade Adjustment Assistance Act, (§ 620.484 & 29 U.S.C. § 3101), the Veterans’ Employment and Training Service, and the Show Me Heroes Program (§ 620.151).
- Coordinating services through a statewide network of Missouri Job Centers and self-service website. (29 U.S.C. § 3101).
- Helping coordinate Registered Apprenticeships among more than 15,000 apprentices and 3,600 employers. (29 U.S.C. § 3101).

**The Missouri Economic Research Information Center (MERIC)** supports both higher education and workforce development efforts within MDHEWD by:

- Providing analyses and assistance to policymakers and the public, including studies of the state's economic trends, targeted industries, and labor markets. (MERIC is funded by a mixture of state and federal law and its functions are determined by statute, contract, and

department leadership. There is no one citation for its work).

- Collecting data at the student and aggregate levels using a variety of survey instruments. (§ 173.005.2(4)).

## CURRENT STATUTORY FUNCTIONS

The previous summary does not include all of the department's current statutory functions. Those functions are listed below. Many of the items listed here are referred to in the summary above.

### Fiscal

- Establish guidelines for appropriation requests by public four-year institutions (§173.005.2(4))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.3)
- Submit an aggregated community college budget request (§ 163.191.2)
- Oversee implementation of the Higher Education Student Funding Act (commonly referred to as Senate Bill 389), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges' and universities' appropriation requests where prior need has been established in areas designated by the CBHE (§ 173.030(4))

### Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and economical specialization among institutions in types of education programs offered and students served, and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(10))
- Establish state- and institution-specific performance measures (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(8))
- Review and approve applications from institutions for statewide missions (§ 173.030(9))
- Issue annual report to the governor and general assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.3)

### Academic Programs

- Approve proposed new degree programs to be offered by the state institutions of higher education (§ 173.005.2(1))
- Approve degree programs offered by out-of-state institutions, in a manner similar to Missouri public higher education institutions (§ 173.005.2(14)(b))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.8)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(9))
- Approve dual credit programs offered by postsecondary institutions to high school students (§ 173.2500)
- Develop policies that promote on-time completion of degree programs (§ 173.2510)
- Develop a "guided pathways to success" pilot program designed to provide students with clear pathways to degree completion (§ 173.2515)
- Establish a concurrent enrollment pilot program to coordinate students' simultaneous enrollment at four- and two-year institutions (§ 173.2520)
- Determine to what extent courses of instruction in the Constitution of the U.S., and of the state of Missouri, and in American History should be required by colleges and universities (§ 170.011.1)
- Administer the Studies in Energy Conservation Fund in collaboration with the Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004.1)
- Coordinate with Department of Economic Development to jointly provide specified career and salary information for each credential offered by a public institution of higher education (§ 173.1004.2)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355.3)
- Establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state (§ 173.005.2(9))
- Develop a recommended lower division core curriculum of 42 credit hours, which shall be transferable among all public institutions; develop criteria to evaluate public institutions' transfer practices; and administer a transfer dispute resolution process (§§ 178.780(10) & 178.785-789)



- Require all public two- and four-year higher education institutions to create a statewide core transfer library of at least 25 lower division courses across all institutions that are transferable among all public higher education institutions (§ 173.005.2(9))
- Develop a policy to foster reverse transfer for any student who has accumulated enough hours by meeting specific statutory requirements to be awarded an associate degree (§ 173.005.2(9))
- Require all public two- and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2(7))
- Require all public institutions to award educational credit for courses that are equivalent in content and experience to a student's prior military training or service (§ 173.1158)

### **Institutional Relationships**

- Promote and encourage the development of cooperative agreements between Missouri public four-year institutions of higher education which do not offer graduate degrees and Missouri public four-year institutions of higher education which do offer graduate degrees for the purpose of offering graduate degree programs on campuses of those public four-year institutions of higher education which do not otherwise offer graduate degrees (§ 173.005.2(3))
- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Enter and administer interstate reciprocal agreements for delivery of postsecondary distance education, including approval of applications to participate and development of consumer protection and complaint policies (§ 173.030(6))
- Approve new state-supported senior colleges or residence centers (§ 173.005.2(5))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(6))
- Establish guidelines to help institutions with decisions relating to residence status of students (§ 173.005.2(8))
- Conduct binding dispute resolution for disputes between public institutions that involve jurisdictional boundaries, or the use or expenditure or any state resources (§ 173.125)
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is used to govern all public institutions of higher education that did not have a similar measure in place (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military

service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)

- Provide an annual report to the Department of Elementary and Secondary Education on the performance of graduates of public high schools in the state during the students' initial year in the public colleges and universities of the state (§ 173.750.1)
- Prepare and circulate instructions and recommendations for implementing eye safety in college and university laboratories (§ 170.009)
- Exercise oversight of State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770.1)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise community colleges (§ 178.780), including:
  - Establishing their role in the state
  - Setting up surveys to be used for local jurisdictions when determining need and potential for a community college
  - Administering the state financial support program
  - Formulating and putting into effect uniform policies as to budgeting, record keeping and student accounting
  - Establishing uniform minimum entrance requirements and uniform curricular offerings
  - Make a continuing study of community college education in the state
  - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules
  - Establishing a core curriculum that is guaranteed to transfer to another institution and a common course numbering equivalency matrix

*Note: Section 173.005.7 transfers to the CBHE the duties of the State Board of Education relating to community college state aid, supervision and formation specified in Chapters 163 and 178, RSMo.*

### **Financial Aid<sup>1</sup>**

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship Program (Executive Order 10-16, January 29, 2010)
- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty (§§ 173.260.2 & 173.260.4)

<sup>1</sup> Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (§ 173.262.3)
- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- Administer the Dual Credit Scholarship for students from low-income families enrolling dual credit courses (§ 173.2505)
- Administer the Advantage Missouri Trust Fund, which provided loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waivers to certain students who have been in foster care or other residential care under the Department of Social Services (§ 173.270.1)
- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- Develop, maintain, and operate a website with, at minimum, information on Missouri postsecondary institutions' academic programs, financial aid, and course transferability (§ 173.035)
- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)
- Promulgate rules to ensure individuals serving in the Missouri National Guard, Armed Forces Reserves, and those in the process of separating from the U.S. military may readily obtain in-state residency status for purposes of tuition and admission (§§ 173.1150 & 173.1153)

#### **State Guaranty Agency under the Federal Family Education Loan Program<sup>2</sup>**

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-4), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682). Responsibilities include:
  - Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
  - Processing applications
  - Loan disbursement
  - Enrollment and repayment status management
  - Default awareness activities
  - Collecting on defaulted borrowers

- School and lender training
- Financial literacy activities
- Providing information to students and families on college planning, career preparation, and paying for college
- Administering claims
- Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

#### **Proprietary Schools**

- License and oversee all for-profit Missouri certificate or degree granting schools (§ 173.612.2)
- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.612.2 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in Missouri (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(14)(b))
- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)
- Require annual recertification, or recertification every two years if certain conditions are met (§ 173.606.1 & 173.606.2)
- Establish appropriate administrative fees to operate the certification program (§ 173.608.2)

#### **Grants for Institutions/Faculty**

- Cooperate with the state board of nursing in evaluating grant proposals for the Nurse Education Incentive Program (§ 335.203)
- Apply for, receive and utilize funds which may be available from private nonprofit foundations and from federal sources for research on higher education needs and problems in the state (§ 173.050(2))
- Serve as the official state agency to plan for, define, and recommend policies concerning the allocation of federal funds where such funds, according to provisions of federal legislation, are to be received and allocated through an official state agency (§ 173.050(1))

#### **Enforcement**

- Compliance with requests from the coordinating board is a prerequisite to the receipt of any funds which the coordinating board is responsible for administering (§ 173.005.2(11))
- Institutions that willfully disregard CBHE policy may be subject to penalties including inability to receive students who participate in student financial aid programs and the withholding of any funds the CBHE is charged with disbursing (§ 173.005.2(12))

<sup>2</sup> As a result of provisions in the Healthcare and Education Affordability Reconciliation Act, no new FFELP loans were issued after June 30, 2010.

However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

### **Workforce Development**

- Accepting Wagner-Peyser Act funding and establishing and maintaining free public employment offices in such number and in such places as may be necessary for the proper administration of this chapter and for the purposes of performing such functions as are within the purview of the Wagner-Peyser Act (§ 620.484)
- Establish local workforce investment areas for administering federal Workforce Investment Act (or its successor act) funds (§ 620.490)
- Administer the Youth Corp Program (§ 620.522-620.574)
- Appoint a member to the Career Readiness Course Task Force (§ 167.910)
- Cooperate with DESE to provide grants to schools for vocational training (§ 178.585)
- Cooperate with DOLIR to provide an annual report on business ownership demographics (§ 186.019)

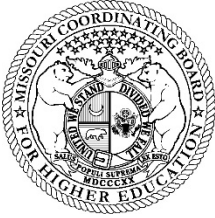
### **MERIC**

- Assist in determining prevailing wage (§ 290.257)

### **Boards and Commissions**

- Missouri State Anatomical Board (§§ 194.120 to 194.180)
- Presidential Advisory Committee (§ 173.005.3)
- Minority Environmental Literacy Advisory Committee (§§ 173.240.7 & 173.240.8)
- Proprietary School Advisory Committee (§ 173.614)
- \*State Workforce Development Board (§ 620.511)

\* By Executive Order 19-03, this entity is housed within the Department of Higher Education and Workforce Development. The department will pursue legislative changes in 2020 to update any statutory references as necessary.



# Bylaws of the Missouri Coordinating Board for Higher Education

## Article I: Enabling Authority

These bylaws govern the conduct of the business and affairs of the Missouri Coordinating Board for Higher Education ("Board") pursuant to the responsibilities vested in it by the Missouri Constitution and Revised Statutes.

## Article II: Members

The membership of this Board and the terms of office of each member are prescribed in Section 173.005 of the Missouri Revised Statutes. Any member desiring to resign from the Board shall submit such resignation in writing to the Secretary of the Board, who shall provide it to the Executive Committee for action. The Executive Committee shall immediately notify the Director of Boards and Commissions in the Governor's Office of such member's resignation.

## Article III: Officers

**Section 1. Officers.** The officers of the Board shall be: Chair, Vice Chair and Secretary. They shall be elected by the Board from its own membership. These officers shall perform the duties prescribed by the Missouri Revised Statutes, these bylaws and as may be prescribed by the Board.

**Section 2. Election - Tenure of Officers.** At the regular meeting of the board immediately prior to October 30, a Nominating Committee of three members shall be appointed by the Chair. It shall be the duty of this Committee to nominate candidates for the offices to be filled by election at the regular meeting immediately prior to December 31. Before the election at the regular meeting in December, following the report of the Nominating Committee, additional nominations from the floor shall be permitted. Officers' terms shall begin at the close of the regular December meeting, and officers shall serve for a period of one year and until their successors are elected and qualified.

No member shall hold more than one office at a time. No member shall be eligible to serve more than two consecutive terms in the same office, unless a member makes a motion that another member be permitted to serve more than two consecutive terms in the same office and the motion is approved by at least a two-thirds vote of the members of the Board. No member shall be permitted to serve more than four consecutive terms in the same office under any circumstances.

### Section 3. Duties of Officers.

**Chair.** The Chair of the Board shall preside at all meetings of the Board and shall be the spokesperson for the Board and shall perform such duties as may be prescribed by the Missouri Revised Statutes and by the Board. The Chair shall appoint the members of any committee established pursuant to these bylaws and shall name the Chair of each such committee.

**Vice Chair.** In the event of the absence of the Chair, the Vice Chair shall serve as Chair of the Board and perform all the duties of the Chair. The Vice Chair shall perform such other duties as prescribed by the Missouri Revised Statutes and by the Board.

**Secretary.** The Secretary of the Board shall take minutes of any closed session of the Board and shall perform other duties as prescribed the Missouri Revised Statutes and by the Board.

## **Article IV: Meetings**

**Section 1.** Meetings of the Board may be held at any place or places within the State of Missouri. The Board shall hold no less than four (4) regular meetings during each calendar year. Special or additional meetings may be called by the Chair or upon call of at least five (5) members of the Board. The purpose of the meeting shall be stated in the call.

**Section 2.** Meeting Agenda. The agenda and order of items on the agenda for all meetings of the Board shall be established by the Commissioner of Higher Education as the Board's chief administrative officer with the concurrence of the Board Chair. The committees of the Board, with the assistance and advice of the Department of Higher Education and Workforce Development (Department) employee supporting the respective committee, may recommend items for the agenda. Any Board member also may recommend items for the agenda. The agenda shall be developed and notice thereof made public in compliance with the applicable laws of the State of Missouri and any current or future policy or procedures adopted by the Board.

**Section 3.** Notice of Meeting. The notice of meeting and agenda shall be in accordance with the Missouri Revised Statutes.

**Section 4.** Absence at Meetings. If any member of the Board fails to attend any two consecutive regularly called meetings of the Board, or any three regularly called meetings in any calendar year, of which meetings the member shall have had due notice, unless such absences shall be caused by sickness or some accident preventing the member's presence (as defined in Article IV, Section 4.A) at the meetings, the Chair shall bring the matter to the attention of the Director of Boards and Commissions in the Governor's Office. For purposes of this Section, "regularly called meetings" shall include the four (4) regular meetings required under Article IV, Section 1 above, as well as the Board's summer retreat.

**Section 5.** Conduct of Meetings. A majority of the members of the Board shall constitute a quorum. Any act of the majority of the members present at any Board meeting at which a quorum is present shall be the act of the Board. Board members may participate in a meeting by means of conference telephone or similar communication equipment whereby all persons participating in or attending the meeting can communicate with each other, and participation in a meeting in this manner shall constitute presence in person at the meeting for all purposes.

All meetings of the Board and any Committee thereof must comply with the Missouri Revised Statutes on meetings of governmental bodies and maintenance of records by such bodies.

At all Board and Committee meetings, a staff member shall act as Recording Secretary. In the absence of a staff member, the Board or Committee shall designate a member to serve as Recording Secretary. Full and complete minutes shall be kept of each meeting and shall be submitted to Board members for review prior to the succeeding meeting.

Voting on all matters coming before the Board shall be voice vote. Except on those matters for which roll call votes are required by law, in all cases where the vote of the members present is unanimous, it shall be sufficient to indicate unanimity in the minutes of the proceedings. In all cases where the vote of the members present is not unanimous, the "ayes" and "nays" shall be separately entered upon the minutes. In the absence of such expression of dissent or an expression of abstention, a member of the Board who is present at any meeting in which action is taken on any matter shall be presumed to have assented to such actions unless, before the adjournment of the meeting, the member shall affirmatively request that the member's vote of "nay" be separately entered upon the minutes, or the member be recorded as not having voted.

The Board may meet for appropriate purposes in closed session. Any vote taken in closed session shall be deemed and retained confidential, subject to the closed meeting provisions the Missouri Revised Statutes.

## Article V: Committees

**Section 1. Executive Committee.** An Executive Committee shall be established and composed of four Board members: Chair, Vice Chair, and Secretary of the Board and another member of the Board designated by the Chair. Such Executive Committee members shall hold office until their successors have been duly appointed.

The Executive Committee, when the Board is not in session, shall have the powers of the Board to take such action as the Executive Committee may deem to be in the best interests of the Board and the Department; provided, however, that such action shall be in accord with the provisions of these bylaws, and not in conflict with existing policies of the Board. A complete record of all actions of the Executive Committee shall be kept by the Secretary of the Board, and a copy of such record shall be provided to all members of the Board within seven days of any action by the Executive Committee. Actions of the Executive Committee may be ratified, approved, or modified at the next regular meeting of the Board, but any modification thereof shall be prospective only. If, at its next regular meeting, the Board takes no action on an Executive Committee action, the record of which was provided to the members of the Board prior to that regular meeting, such action shall be deemed ratified by the Board. The vote of any members on any question coming before the Executive Committee may be taken in person, by telephone, facsimile transmission, email or letter. Concurrence of three members shall constitute action of the Executive Committee.

The Board Chair shall serve as the Chair of the Executive Committee. Meetings of the Executive Committee may be called by the Chair of the Executive Committee or upon call of at least three members of the Committee. The Commissioner of Higher Education may also request that the Chair call a meeting of the Executive Committee. The purpose of the meeting shall be stated in the call.

**Section 2. Audit Committee.** An Audit Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Audit Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Audit Committee shall receive and review all audit reports pertaining to the Board and the Department and such other audit reports as may be referred to the Committee. The Committee shall report to the Board on the contents of the reports and shall follow up with the Commissioner of Higher Education and Department staff regarding resolution of any findings in the reports. The Committee shall report to the Board on the status of any such findings. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

**Section 3. Budget and Financial Aid Committee.** A Student Loan/Financial Aid Committee composed of three Board members shall be established. The Chair of the Board shall appoint the members of the Student Loan/Financial Aid Committee and at the same time shall name the Chair of the Committee promptly after the regular meeting immediately prior to December 31 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Committee shall work with the Commissioner of Higher Education and Department staff on budget and financial aid issues as they arise and shall, as necessary, make reports to the Board on such activities. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

**Section 4. Academic Affairs and Workforce Needs Committee.** The Committee shall work with the Commissioner of Higher Education and Department staff on issues relating to academic programs and workforce needs and shall, as necessary, make reports to the Board on such activities. This should include collaboration with and support of the goals and objectives of the P-20 Council. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

**Section 5. Other Committees.** Such other committees, standing or special, shall be appointed by the Chair of the Board or the Executive Committee from time to time as deemed necessary to carry on the work of the Board. The Chair shall appoint the membership of such committees, which may, but need not, include members

of the Board, and shall designate the matters to be considered by said committees. The Chair shall be an ex officio member of all committees except the Nominating Committee.

## **Article VI: Advisory Committees**

**Section 1. Presidential Advisory Committee.** Four times each year the Board shall meet with the Presidential Advisory Committee as established by the Missouri Revised Statutes. Such meetings shall enable the Presidential Advisory Committee to advise the Board of the views of the institutions on matters within the purview of the Board.

**Section 2. Proprietary School Advisory Committee.** The Board delegates responsibility to the Commissioner of Higher Education to meet with and receive reports from the Proprietary School Advisory Committee as established by the Missouri Revised Statutes.

## **Article VII: Conduct of Business and Affairs**

**Section 1. Staff.** The Board shall employ a Commissioner of Higher Education to serve at the pleasure of the Board. The Commissioner of Higher Education shall employ and determine the compensation of all such professional, clerical, and research personnel, including, where justified, specialists and/or consultants, as may be necessary to assist the Board in performing those duties outlined in the Missouri Revised Statutes. Except as otherwise expressly provided, all Department staff shall be subject to the supervision and direction of the Commissioner of Higher Education.

The Commissioner of Higher Education shall have such duties and responsibilities as prescribed by the Board, including:

- Assume general direction of the staff to help meet the objectives set forth by the Board.
- Serve as liaison with the presidents, chancellors, and chief executive officers of institutions in carrying out policy objectives promulgated by the Board.
- Follow and keep the Board advised of all federal and state legislation affecting the Board and its purposes and objectives.
- Issue reports of Board action.
- Prepare, review, analyze, and implement all budgets which are approved by the Board.
- Make recommendations to the Board concerning the purposes, objectives, and responsibilities of the Board.
- Assist the Chair in the release of all information concerning the Board.
- Perform such other duties as prescribed by the Board and/or bylaw.

**Section 2. Commissioner of Higher Education Search.** The Board shall act as a committee of the whole as a search committee, unless the Chair, as directed by the Board, establishes a special committee for the purpose of searching for and screening candidates. The Board may include outside consultants and other persons in the search and screening process provided, however, that only Board members shall vote on the selection of a Commissioner of Higher Education.

**Section 3. Evaluation of Commissioner.** The Board shall annually evaluate the performance of the Commissioner of Higher Education. The purpose of the evaluation shall be to establish a record of performance over a period of time, to identify strengths, and to determine areas where more attention may be needed.

**Section 4. Emeritus Designation.** The procedure for granting the title of "CBHE Member/Commissioner Emeritus/Emerita" shall originate with nomination by another member of the Coordinating Board for Higher Education or by the Commissioner of Higher Education. The title may be granted to any candidate who (1) holds the position of Board member for at least six years or Commissioner of Higher Education for at least five years; (2) has indicated the willingness or desire to receive emeritus status; and (3) whose contributions to Missouri higher education are recognized as exceptionally meritorious as determined by a majority of the other members of the Board (candidate abstaining).

Names and terms of Emeritus/Emerita designees may be displayed in public places. Emeritus designees are a valuable resource for the Board and Department, and as such may receive nonprivileged reports, studies and communications from the Department and serve as advisors upon invitation of the Board or Commissioner of Higher Education.

**Section 5. Ethics and Conflict of Interest.** Members of the Board agree to comply with the Board-approved Ethics and Conflict of Interest Policy as adopted, including any subsequent amendments made by a lawful vote of the Board.

#### **Article VIII: Records**

Full and complete records of Board actions and activities shall be kept available in accordance with Missouri Revised Statutes on governmental bodies and records.

#### **Article IX: Diversity**

The Board and its staff should use selection processes and criteria designed to ensure diverse representations when making appointments to various committees, councils, or commissions. In as much as reasonably possible, criteria for representation should include the following:

Individuals who have demonstrated appropriate expertise and experience through their vocation, employment, affiliation or interests in connection with the membership being assembled;

Individuals who reflect the various geographic regions of the state as a whole or other appropriate sub-unit directly in connection to the membership being assembled; and

Individuals who reflect the race, ethnicity, age, gender, and disability characteristics of the population of the state as a whole, or other appropriate sub-unit in connection with the membership being assembled.

In as much as reasonably possible, the campus presidents and chancellors, and their respective local boards should use a similar selection process and criteria in making appointments to various committees, councils, or commissions.

#### **Article X: Parliamentary Authority**

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

#### **Article XI: Amendment of Bylaws**

These bylaws may be amended at any regular meeting of the Board by a two-thirds vote of the members of the Board, provided that the amendment has been submitted in writing at the previous regular meeting.

*Adopted by the board October 1987. Revised October 12, 2006; December 6, 2007; December 4, 2008; February 10, 2011; June 9, 2016; and March 4, 2020.*