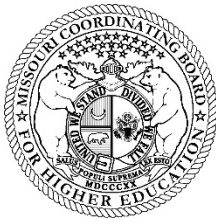




Coordinating Board for Higher Education

December 7-8, 2021

State Technical College of Missouri
Utility Technology Center
One Technology Drive
Linn, MO



Schedule of Events

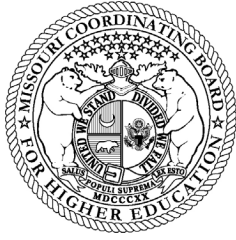
Coordinating Board for Higher Education
December 7-8, 2021
Committee Meeting Times are Estimated

Tuesday, December 7, 2021

- 1:00-4:00 p.m. **CBHE Committee Meetings and Work Session**
Harry S Truman State Office Building
DHEWD Conference Room, Suite 860
301 W. High Street
Jefferson City, MO
- 6:00-8:00 p.m. **Reception (Board Members, PAC and DHEWD Senior Staff Only)**
Bar Vino
204 East High Street
Jefferson City, MO

Wednesday, December 8, 2021

- 9:00 a.m.-12:00 p.m. **CBHE Public Meeting**
State Technical College of Missouri
Utility Technology Center
One Technology Drive
Linn, MO
- 12:00-1:00 p.m. **Lunch (Board Members and DHEWD Senior Staff Only)**
State Technical College of Missouri
Utility Technology Center
One Technology Drive
Linn, MO
- 1:00-1:30 p.m. **Campus Tour (Board Members and DHEWD Senior Staff Only)**
State Technical College of Missouri
Utility Technology Center
One Technology Drive
Linn, MO



COORDINATING BOARD FOR HIGHER EDUCATION

December 7, 2021 | 1:00–4:00 p.m.

Department of Higher Education & Workforce Development
Harry S Truman State Office Building, 860 Conference Room
301 W. High Street, Jefferson City

Call-in: (312) 626-6799 Meeting ID: 952 5340 1972

Committee Meeting Times are Estimated

WORK SESSION AND COMMITTEE MEETINGS AGENDA

1. **General Business** (1:00-1:10 p.m.)
 - a. Welcome and Call to Order
 - b. Roll Call of Members and Determination of Quorum
 - c. Review Minutes of September 14, 2021, Work Session and Committee Meetings (Meeting Tab)
 - d. Review Minutes of September 15, 2021, CBHE Meeting (Meeting Tab)
 - e. Review Minutes of October 19, 2021, Special Session (Meeting Tab)
 - f. Review Minutes of November 16, 2021, Special Session (Meeting Tab)
 - g. Preview Issue on Next Day's Agenda
 - i. Election of CBHE Officers (Tab 1)
2. **Strategic Planning & External Relations Committee** (1:10-1:50 p.m.)
 - a. Strategic Planning Update and Discussion (Tab 9)
3. **Break** (1:50-2:00 p.m.)
4. **Budget & Financial Aid Committee** (2:00-2:30 p.m.)
 - a. Preview Issues on Next Day's Agenda
 - i. A+ Dual Credit/Dual Enrollment Scholarship Administrative Rule (Tab 24)
 - ii. Bright Flight Cut Score Change and Impact of Superscoring (Tab 25)
5. **Academic Affairs & Workforce Needs Committee** (2:30-3:30 p.m.)
 - a. Preview Issues on Next Day's Agenda
 - i. Metropolitan Community College Proposal to Offer a Bachelor's Degree in Respiratory Therapy (Tab 12)
 - ii. Missouri State University Proposal to Offer a Doctorate in Occupational Therapy (Tab 13)
 - iii. Missouri State University Request to Update CBHE-Approved Mission Description (Tab 14)
 - b. Deep Dive on Department Function: Proprietary School Certification (Tabs 20, 21, and 23)
6. **Audit Committee** (3:30-3:45 p.m.)
 - a. Upcoming Audits
 - b. Overview of Audits (Tab 26)
7. **Work Session** (3:45-4:00 p.m.)
 - a. Planning for June 2022 CBHE Meeting (Tab 3)
 - b. Review 2023 Meeting Dates (Tab 2)
 - c. Review Schedule and Logistics for Next Day's Meeting



COORDINATING BOARD FOR HIGHER EDUCATION

December 8, 2021 | 9:00 a.m. to 12:00 p.m.

State Technical College of Missouri

Utility Technology Center

One Technology Drive, Linn, MO

Call-in: (312) 626-6799 Meeting ID: 949 7621 8394

MEETING AGENDA

1. General Business

a. Action

- i. Welcome and 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 September 14, 2021, Committee and Work Session Meeting*
 2. Minutes of the September 15, 2021, Board Meeting*
 3. Minutes of the October 19, 2021, Special Meeting*
 4. Minutes of the November 16, 2021, Special Meeting*
- v. Election of 2022 CBHE Officers (Tab 1)
- vi. 2023 Meeting Dates (Tab 2)

b. Information

- i. Greeting From Host Institution
- ii. June 2022 Meeting Location (Tab 3)

2. Report of the Commissioner

a. Action

- i. None

b. Information

- i. Department Leadership Team Update (Tab 4)
- ii. Commissioner's Report
- iii. 2022 Commissioner's Advisory Group Members and Meeting Dates (Tab 5)
- iv. Annual Report (Tab 6)*

3. Presidential Advisory Committee

a. Action

- i. None

b. Information

- i. Legislative Session Preview (Tab 7)
- ii. Update on Implementation of New Laws (Tab 8)

4. Strategic Planning and External Affairs Committee

a. Action

- i. Strategic Plan (Tab 9)
- ii. Proposed 2022 Strategic Placemat (Tab 10)

b. Information

- i. Final Report on 2021 Strategic Placemat (Tab 11)

5. Academic Affairs and Workforce Needs Committee

a. Action

- i. Metropolitan Community College Proposal to Offer a Bachelor of Applied Science in Respiratory Therapy Degree (Tab 12)
- ii. Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree (Tab 13)
- iii. Missouri State University Proposal to Change CBHE-Approved Mission Description (Tab 14)
- iv. Decennial Community College Redistricting Process Committee Nominations (Tab 15)
- v. Academic Program Actions on Provisionally Approved Programs (Tab 16)*

b. Information

- i. Equity in Missouri Higher Education Report and Summit (Tab 17)
- ii. Fall Enrollment Report (Tab 18)
- iii. English Language Proficiency Report (Tab 19)*
- iv. Proprietary School Certification Program Annual Report (Tab 20)*
- v. Proprietary Schools Advisory Committee Appointment (Tab 21)*
- vi. Academic Program Actions Approved through Routine and Staff Review (Tab 22)*
- vii. Proprietary School Certification Actions and Reviews (Tab 23)*

6. Budget and Financial Aid Committee

a. Action

- i. A+ Dual Credit/Dual Enrollment Scholarship Administrative Rule (Tab 24)

b. Information

- i. Bright Flight Score Change and Superscoring (Tab 25)

7. Audit Committee

a. Action

- i. None

b. Information

- i. Overview of Recent Audit Reports (Tab 26)*

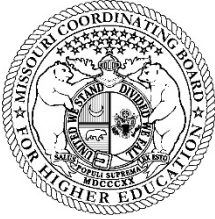
8. General Business

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 27)*
- iv. CBHE Committee Roster (Tab 28)*
- v. CBHE Statutory Functions (Tab 29)*
- vi. CBHE Bylaws (Tab 30)*



Meeting Minutes

Coordinating Board for Higher Education Work Session and Committee Meetings

Coordinating Board for Higher Education
September 14, 2021

The Coordinating Board for Higher Education Work Session and Committee Meetings were called to order at 1:00 p.m. on Tuesday, September 14, 2021. Board members Allen Brooks, Anne-Marie Clarke, Joe Cornelison, Hollie Elliott, Gwendolyn Grant, Phil Hoffman, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

General Business

Alyssa McLeod, Board Secretary, reviewed the mailing contents.

Mr. Cornelison reviewed the meeting minutes.

Kristin Stokely, General Counsel, reviewed the process for the selection of CBHE and Presidential Advisory Committee officers.

Strategic Planning & External Relations Committee

Zora Mulligan, Commissioner, presented a strategic planning update.

Academic Affairs & Workforce Needs Committee

Dr. Mardy Leathers, Director of Workforce Development, presented an update from the CTE Advisory Council.

Dr. Mara Woody, Assistant Commissioner for Postsecondary Policy, provided a comprehensive review process overview.

Dr. Woody provided a new community college process overview.

Dr. Woody provided a preview issue for the Missouri State University proposal to offer a doctor of occupational therapy degree and the final report on Great River Community College district petition.

Budget & Financial Aid Committee

Leroy Wade, Deputy Commissioner for Operations, provided a preview issue for the FY 2023 budget request summary, the A+ dual credit flowchart, and the Scholarship Foundation of St. Louis report.

Audit Committee

Ms. Stokely provided an overview of recent audit reports.

Work Session

Ms. Mulligan moderated a discussion on the 2021 December meeting plans and the June 2022 meeting location.

Ms. McLeod provided logistics for the public meeting to be held on September 15, 2021.

The meeting was adjourned at 3:31 p.m.



Meeting Minutes

Coordinating Board for Higher Education Public Meeting

Coordinating Board for Higher Education
September 15, 2021

The Coordinating Board for Higher Education's public meeting was called to order at 9:00 a.m. on Wednesday, September 15, 2021, via teleconference. Board members Allen Brooks, Anne-Marie Clarke, Joe Cornelison, Hollie Elliott, Gwendolyn Grant, Phil Hoffman, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

General Business

1. Mr. Cornelison recognized the service of former CBHE board member, Doug Kennedy.
2. Mr. Cornelison recognized board member Anne-Marie Clarke for her Northwest Missouri State University Distinguished Alumni Award.
3. Mr. Cornelison recognized the departing and incoming members of the Presidential Advisory Committee.
4. Mr. Nodler moved to approve the consent agenda in its entirety. Ms. Grant seconded. Motion carried unanimously.
5. Mr. Nodler moved to approve the agenda. Ms. Grant seconded. Motion carried unanimously.
6. Mr. Cornelison announced the December meeting will be held in person.
7. Mr. Cornelison extended the invitation for institutions to submit their interest in hosting the June 2022 CBHE meetings.
8. Kristin Stokely, General Counsel, announced the nominating committee for CBHE officers including: Shawn Saale, Dudley McCarter, and Anne-Marie Clarke.
9. Mr. Cornelison announced the appointment of Dudley McCarter to the MOHELA Board of Directors.

Report of the Commissioner

1. Zora Mulligan, Commissioner of Higher Education, provided an update on staff changes, celebrating successes, crisis response, accelerated emphasis on equity, professional development, quarterly pulse survey results, 2021 strategic placemat mid-year review, 2022 placemat planning, and the Commissioner's priorities over the next six months.

Presidential Advisory Committee

1. Mr. McCarter moved to recommend that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the Higher Education Student Funding Act proposed administrative rule becomes effective as soon as possible. Ms. Grant seconded. Motion carried unanimously.
2. Mr. McCarter moved to recommend that the Coordinating Board approve the draft Fast Track legislation and authorize the department to make any necessary adjustments to the legislation as the bill goes through the review and legislative process. Mr. Saale seconded. Motion carried unanimously.
3. Ms. Stokely presented on the process for identifying new Presidential Advisory Committee members.
4. Ms. Stokely presented on the implementation of new laws.

Strategic Planning and External Affairs Committee

1. Rachele Sharpe, Director of Postsecondary Finance and Affordability, HCM, and Ms. Mulligan presented on the strategic planning update.

Academic Affairs & Workforce Needs Committee

1. Ms. Grant moved to recommend that the Coordinating Board approve Dr. Edward Hill from Harris-Stowe State University to serve on the Missouri Advisory Board for Educator Preparation to represent a public four-year university. Mr. Saale seconded. Motion carried unanimously.
2. Mr. McCarter moved to recommend that the Coordinating Board approve Missouri State University to move to Phase II of the comprehensive review of the Doctor of Occupational Therapy proposal. Mr. Nodler seconded. Motion carried unanimously.
3. Ms. Grant moved to recommend that the Coordinating Board approve the three institutions' updated mission descriptions to include the statewide mission verbiage, as presented in the board item. Mr. McCarter seconded. Motion carried unanimously.
4. Ms. Grant moved to recommend that the Coordinating Board appoint Marjorie Williams, David Disney, and Greg Baker to the MCC redistricting Committee. Mr. Hoffman seconded. Motion carried unanimously.
5. Mr. Nodler moved to recommend that the Coordinating Board approve the recommended academic program actions on provisionally approved programs listed in Table 1 and extend provisional approval for an additional two years to the programs listed in Table 2. Ms. Grant seconded. Motion carried unanimously.
6. Mara Woody, Assistant Commissioner for Postsecondary Policy, presented on the final report on Great River Community College district petition.
7. Ms. Stokely presented an update on the St. Louis Community College trustee appointment process.
8. Ms. Woody presented an overview of the state of remedial education.

Budget & Financial Aid Committee

1. Mr. McCarter moved to recommend that the Coordinating Board approve the Identity Theft Prevention Program attached to the agenda item. He also moved the CBHE designate the DHEWD Information Security Senior Associate as the administrator for the program. Ms. Grant seconded. Motion carried unanimously.
2. Mr. Nodler moved to recommend that the Coordinating Board approve the FY 2023 department and student financial aid budget requests described in the agenda item for submission to the Governor and the General Assembly. Mr. Brooks seconded. Motion carried unanimously.
3. Ms. Grant moved to recommend that the Coordinating Board approve the FY 2023 public college and university operating budget requests described in this agenda item for submission to the Governor and the General Assembly and as described in attachments A, B, and C. Mr. Saale seconded. Motion carried unanimously.
4. Mr. Nodler moved to recommend that the Coordinating Board authorize the Commissioner to discuss potential investments in higher education and workforce development with the Governor's Office and other decision-makers, including the proposals detailed in the board item, direct the Commissioner to continue to identify opportunities to make additional proposals as appropriate, and keep the CBHE and Presidential Advisory Committee apprised of ongoing discussions.

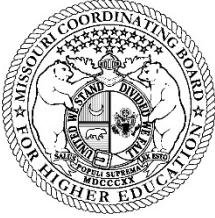
5. Leroy Wade, Deputy Commissioner for Operations, presented the FY 2023 budget request summary.

6. Mr. Wade presented an update on the Scholarship Foundation of St. Louis report.

Adjournment

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

The meeting adjourned at 11:55 a.m.



Meeting Minutes

Coordinating Board for Higher Education Special Board Meeting

Coordinating Board for Higher Education
October 19, 2021

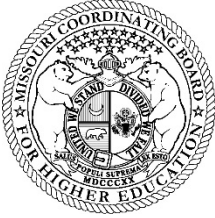
The Coordinating Board for Higher Education Special Session was called to order at 1:00 p.m. on Tuesday, October 19, 2021. Board members Allen Brooks, Anne-Marie Clarke, Joe Cornelison, Hollie Elliott, Gwendolyn Grant, Phil Hoffman, Gary Nodler, and Shawn Saale were present. Dudley McCarter was absent.

Strategic Planning & External Affairs Committee

Zora Mulligan, Commissioner, presented an update on the strategic planning process including a process overview, big goals and targets, indicators, and 2022 strategic plan initiatives.

Adjournment

The meeting adjourned at 1:32 p.m.



Meeting Minutes

Coordinating Board for Higher Education Special Board Meeting

Coordinating Board for Higher Education
November 16, 2021

The Coordinating Board for Higher Education Special Session was called to order at 1:00 p.m. on Tuesday, November 16, 2021. Board members Allen Brooks, Anne-Marie Clarke, Joe Cornelison, Hollie Elliott, Gwendolyn Grant, Phil Hoffman, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

Academic Affairs & Workforce Needs Committee

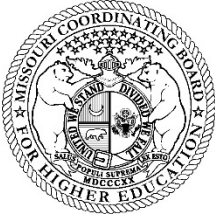
Mr. McCarter moved to recommend that the Coordinating Board approve the attached list of funding recommendations for MoExcels. Ms. Grant seconded. Motion carried unanimously.

Strategic Planning & External Affairs Committee

Zora Mulligan, Commissioner, presented an update on the strategic planning process including an overview of the draft 2022 strategic plan initiatives.

Adjournment

The meeting adjourned at 1:13 p.m.



Tab 1 Election of 2022 CBHE Officers

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Article III of the Coordinating Board for Higher Education bylaws provide for the election of the board's officers:

- 1) The officers of the Board shall be Chair, Vice Chair, and Secretary. They shall be elected by the Board from its own membership. The officers shall perform the duties prescribed by the Missouri Revised Statutes, these bylaws, and as may be prescribed by the Board. The duties of each position are as follows:
 - a. **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.
 - b. **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.
 - c. **Secretary.** The Secretary of the Board shall take minutes of any executive session of the board and shall perform other duties as prescribed the Missouri Revised Statutes and by the Board.
- 2) 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.
- 3) 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. No member shall be permitted to serve more than four consecutive terms in the same office under any circumstances.

Recent CBHE officers include:

Year	Chair	Vice Chair	Secretary
2021	Joe Cornelison	Gary Nodler	Gwen Grant
2020	Doug Kennedy	Joe Cornelison	Shawn Saale
2019	Doug Kennedy	Mike Thomson	Joe Cornelison
2018	Doug Kennedy	Mike Thomson	Vacant
2017	Carolyn Mahoney	Doug Kennedy	Mike Thomson
2016	Brian Fogle	Carolyn Mahoney	Doug Kennedy

CURRENT STATUS

The CBHE nominating committee is composed of Shawn Saale, Dudley McCarter, and Anne-Marie Clarke. The nominating committee met and identified the following slate of officers for the 2022 calendar year:

- Gwen Grant, Chair
- Gary Nodler, Vice Chair
- Dudley McCarter, Secretary

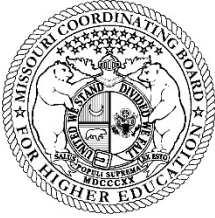
NEXT STEPS

The board will consider this slate at their December 8 meeting. Additional nominations from the floor will be permitted. The officers' terms will begin at the close of the board's December meeting. The officers shall serve for a period of one year and until their successors are elected and qualified.

RECOMMENDATION

Staff recommend that the Coordinating Board conduct a vote on the CBHE officer nominations.

NO ATTACHMENTS



Tab 2
2023 Meeting Dates

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Section 173.005.3, RSMo, requires the Coordinating Board for Higher Education to meet at least four times annually. Historically, meetings occur in March, June, September, and December. The March, September, and December meetings are typically held in Jefferson City and the June meeting is on a college campus.

Board meetings include two sessions: A work session and a public meeting. Board members and department staff use the work session to prepare for the following day's public meeting and discuss internal matters of limited interest to Presidential Advisory Committee members. The work session is a public meeting and all are welcome to attend, but generally institution representatives only attend if they have a matter before the board or have been invited to make a presentation. The board discusses and votes on agenda items at its public meeting. Presidential Advisory Committee members are invited to discuss agenda items and other topics at the public meeting.

The board previously announced 2022 meeting dates.

2022		
	Work Session Date	Public Meeting Date
March	8	9
June	14	15
September	13	14
December	6	7

In addition, DHEWD staff hold time on calendars the use in the event the board needs to meet between regularly scheduled meetings to discuss time-sensitive matters. Potential teleconference meeting dates:

- January 18, 2022
- April 19, 2022
- July 19, 2022
- October 18, 2022

For 2023, meeting dates will include:

2023		
	Work Session Date	Public Meeting Date
March	7	8
June	13	14
September	12	13
December	5	6

Potential teleconference meeting dates:

- January 17, 2023
- April 18, 2023
- July 18, 2023
- October 17, 2023

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 3

June 2022 CBHE Meeting Location

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The Coordinating Board for Higher Education (CBHE) is statutorily required to meet at least four times annually with an advisory committee (§ 173.005.3, RSMo). Regular meetings generally take place in March, June, September, and December. The June meeting is generally held on a college or university campus.

RECOMMENDATION

Staff recommend that the board select a meeting location for June 2022.

Travel Time	Kansas City	St. Louis	Joplin	Poplar Bluff	Jefferson City	Maryville	Trenton	Fair Grove
Missouri Southern State University	2h 17min	4hr 7min	n/a	3hr 58min	3hr 8 min	3hr 41 min	3hr 43min	1hr 16min
Missouri Western State University	52 min	4hr 26min	3hr 12min	6hr 27 min	3hr 9min	44 min	1hr 15min	3hr 24 min
East Central College	3h 35min	47min	3hr 36min	2hr 42min	1hr 29min	5hr 2min	4hr 1min	2hr 26min
Metropolitan Community College	n/a	3hr 40min	2hr 31min	5hr 40min	2hr 23min	1hr 30min	1hr 35min	2hr 39min

ATTACHMENTS

- A. Coordinating Board On-Campus Meeting Location
- B. Missouri Southern State University Proposal
- C. Missouri Western State University Proposal

Tab 3 Attachment A
Coordinating Board On-Campus Meeting Location History

HISTORY OF HOST INSTITUTIONS

Year	Month	Host
2019	June	Southeast Missouri State University
2018	June	Missouri State University & Ozarks Technical Community College
2017	April	Lincoln University
	June	Northwest Missouri State University
2016	April	Harris-Stowe State University
	April	Metropolitan Community College (Blueprint Meeting)
	June	State Technical College of Missouri
2015	February	University of Missouri-Columbia (Blueprint Meeting)
	March	Truman State University (Blueprint Meeting)
	April	Missouri Western State University
	June	Missouri State University
	June	Ozarks Technical Community College (Blueprint Meeting)
	June	Southeast Missouri State University (Blueprint Meeting)
2014	November	Lincoln University
	December	St. Charles Community College
2013	December	University of Missouri-Columbia
2010	February	Wentworth Military Academy
	June	Missouri Baptist University
	September	State Fair Community College
	December	University of Missouri-Columbia
2009	February	St. Louis Community College-Wildwood
	April	Lincoln University



MISSOURI SOUTHERN STATE UNIVERSITY

Office of the President

October 19, 2021

Dear Commissioner Mulligan,

On behalf of Missouri Southern State University, I want to express the university's interest in hosting the June 2022 meeting of the Coordinating Board for Higher Education. Missouri Southern has not had the pleasure of hosting the Board for many years, and we would enjoy the opportunity to welcome everyone to campus and the Joplin region.

In reviewing the items hosts traditionally provide, I am confident Missouri Southern has the capacity, logistics and team to exceed your expectations. While we will certainly have everything in place for the logistics aspect of the request – including meeting space, providing a social event and support, we would also provide some creative and unique experiences that would enhance the Board's understanding of Missouri Southern and our region.

Thank you for your consideration for Missouri Southern to host the meeting of the Coordinating Board for Higher Education. I have copied Alyssa McLeod, Executive Assistant to the Commissioner & Board Secretary, on this request.

With Regards,

A handwritten signature in black ink, appearing to read "Dean Van Galen".

Dean Van Galen, Ph.D.
President

cc: Alyssa McLeod

McLeod, Alyssa

From: Kennedy, Elizabeth <ekennedy@missouriwestern.edu>
Sent: Wednesday, October 27, 2021 7:59 PM
To: McLeod, Alyssa
Cc: Betsy Wright; Becky Dunn
Subject: MWSU Host Proposal - CBHE meeting June 2022
Attachments: MWSU Meeting Locations.png

Greetings, Alyssa,

Missouri Western is excited to submit a proposal for hosting the June 2022 CBHE meeting. We would be thrilled to welcome you to St. Joseph and have an outstanding plan for your visit.

Meeting Space - we've selected the Hall of Fame Room in Spratt Stadium for the board's work session and regular board meeting. In addition to the fantastic meeting space, this location offers parking immediately adjacent to the building and a catering kitchen on site. We're happy to provide additional meeting space on campus for COPHE and MCCA if needed.

Social Event - enjoy a unique and exclusive experience at [Room 108](#). This private venue is owned and operated by a proud MWSU alum. We're planning a special reception on the rooftop deck overlooking historic downtown St. Joseph.

Hotel Accommodations - the St. Joseph CVB is thrilled to host you in our city. They've secured a block of rooms at Stoney Creek Hotel for \$96 per night and are available for any other needs you may have while you're visiting St. Joseph.

Photos of the meeting space and reception venue are below.

We look forward to hearing from you and appreciate the opportunity to submit an offer to host the CBHE June 2022 meeting.

All my best,

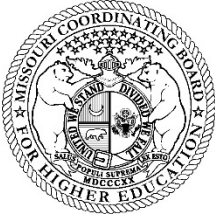
Elizabeth Kennedy



--
Dr. Elizabeth A. Kennedy
President
Office of the President
Missouri Western State University
4525 Downs Dr | Popplewell Hall
St Joseph, MO 64507
(816) 271-4440
ekennedy@missouriwestern.edu
www.missouriwestern.edu



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Tab 4

Department Leadership Team Update

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The Department of Higher Education (DHEWD) is organized into seven offices, including the Office of Operations, Office of Postsecondary Policy, Office of Workforce Development, Office of Performance & Strategy, Office of Communications & Outreach, Office of General Counsel, and Office of the Commissioner. Currently, the Commissioner's Office includes an interim chief of staff, executive assistant and board secretary, and special assistant for external relations.

CURRENT STATUS

Misty Nunn began joined the department's leadership team as chief of staff on December 1. Her responsibilities will include strategic planning, internal communication, leadership development, and initiatives that support the development of positive workplace culture. Ms. Nunn previously served as Lincoln University's director of the office of marketing and university relations.

NEXT STEPS

Members of the board and the Presidential Advisory Committee should continue to correspond with Commissioner Mulligan as they have in the past. Ms. Nunn will serve as back-up when Commissioner Mulligan is unavailable.

RECOMMENDATION

This is an information item only.

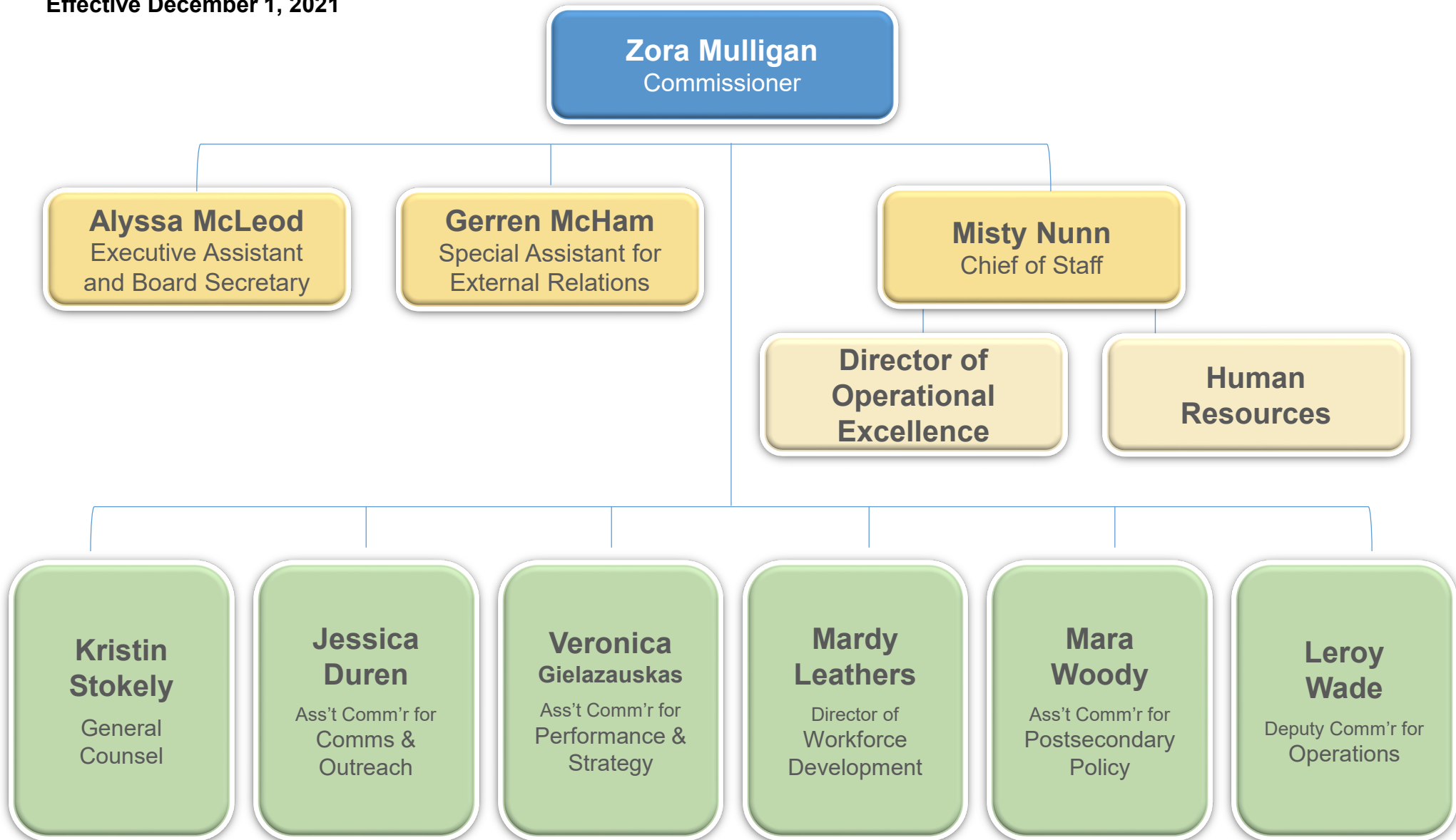
ATTACHMENT

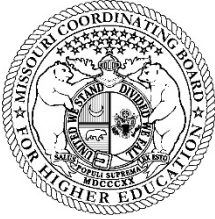
- Updated DHEWD Organizational Chart

Tab 4 Attachment

DHEWD Organizational Chart

Effective December 1, 2021





Tab 5

2022 Commissioner's Advisory Group Members & Meeting Dates

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

In January 2018, Commissioner Zora Mulligan established a Commissioner's Advisory Group to provide advice from and develop relationships among public college and university CEOs. The group meets on a quarterly basis at "off" intervals from Coordinating Board meetings and includes representatives from community colleges, Council on Public Higher Education members, and the University of Missouri System.

CURRENT STATUS

The commissioner has identified new members to cycle onto the advisory group. Membership is outlined in Attachment A.

NEXT STEPS

The Commissioner's Office will send advisory group members save-the-date appointments to hold meeting times on group members' calendars. The group will hold its first meeting online on January 26, 2022.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- A. 2022 Commissioner's Advisory Group Membership
- B. 2022 Commissioner's Advisory Group Meeting Schedule and Topics



Commissioner’s Advisory Group 2022 Membership

Each sector group will have a total of six representatives. Terms are two years. Each sector group will recommend three new members by December 1 each year. New members’ terms will begin at the group’s January meeting. There will be no standing members. The group will include CEOs only, including each sector group’s CEO. No substitutes are permitted at meetings. Starting in 2021, State Technical College of Missouri is included in COPHE. The University of Missouri will have a member at all times and can be represented by the system president or a campus chancellor.

Membership History

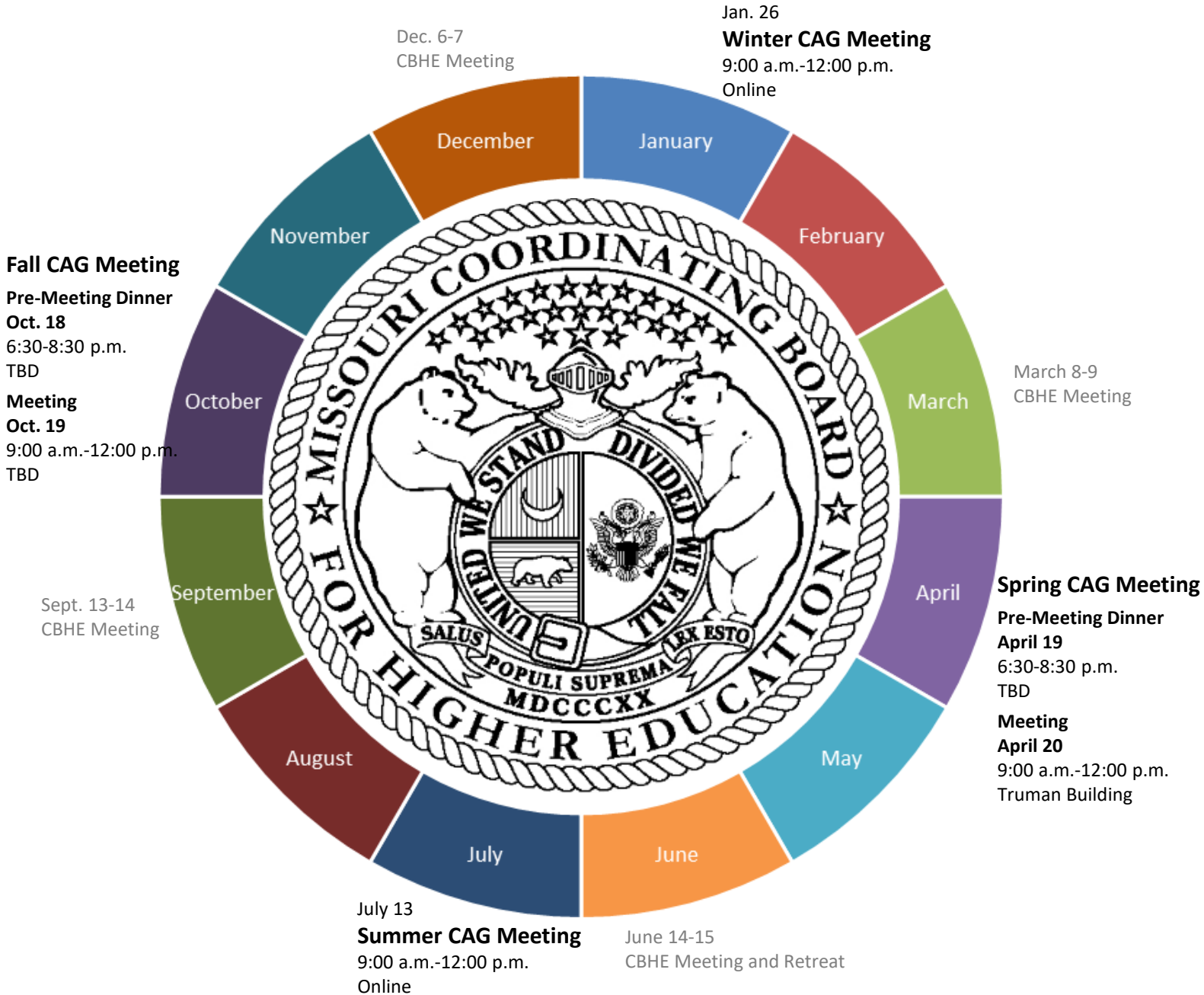
COPHE	MCCA	University of Missouri
2022		
1. Roger Best 2. Elizabeth Kennedy 3. Sue Thomas 4. Dean Van Galen 5. Carlos Vargas 6. Vacant (pending permanent president appointment at LU or HSSU) 7. <i>Paul Wagner</i>	1. Jon Bauer 2. Joe Gilgour 3. Hal Higdon 4. Barbara Kavalier 5. Dena McCaffrey 6. Jeff Pittman 7. <i>Brian Millner</i>	Kristin Sobolik
2021		
1. Roger Best 2. Clif Smart 3. Shawn Strong 4. Dean Van Galen 5. Carlos Vargas 6. Gerald Woolfolk 7. <i>Paul Wagner</i>	1. Kim Beatty 2. Glenn Coltharp 3. Joe Gilgour 4. Lenny Klaver 5. Dena McCaffrey 6. Wes Payne 7. <i>Brian Millner</i>	Kristin Sobolik
Public Universities	Community Colleges	State Tech
2020		
Roger Best John Jasinski Clif Smart Kristin Sobolik Sue Thomas Gerald Woolfolk <i>Paul Wagner</i>	Kim Beatty Joanna Anderson Joe Gilgour Barbara Kavalier Lenny Klaver Jeff Lashley <i>Brian Millner</i>	Shawn Strong

2019

Mun Choi Tom George Kristin Sobolik John Jasinski Alan Marble Sue Thomas Dwaun Warmack Dwyane Smith <i>Paul Wagner</i>	Joanna Anderson Jon Bauer Hal Higdon Barbara Kavalier Jeff Lashley Jeff Pittman <i>Brian Millner</i>	Shawn Strong
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2018

Mun Choi John Jasinski Clif Smart Carlos Vargas Bob Vartabedian Dwaun Warmack <i>Paul Wagner</i>	Joanna Anderson Jon Bauer Kim Beatty Ray Cummiskey Hal Higdon Steve Kurtz Jeff Pittman <i>Brian Millner</i>	Shawn Strong
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Potential Meeting Topics

(in addition to topics that arise closer to the meeting date)

Winter

- Welcome new members
- Legislative session
- Executive budget recs
- DHEWD goals for current calendar year

Spring

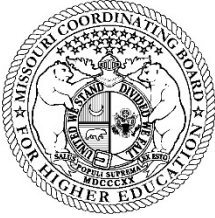
- Legislative session
- Budget
- First conversation about upcoming budget rec cycle
- DHEWD goals for current calendar year and planning for next year's goals

Summer

- Implementation of new laws
- Legislative agenda for next session
- DHEWD goals for current calendar year and planning for next year's goals

Fall

- Plan to identify new members
- DHEWD goals for current calendar year and planning for next year's goals



Tab 6
2021 Annual Report

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

ANNUAL REPORT

State statute requires the Coordinating Board for Higher Education ("Coordinating Board") to submit a written report to the governor or governor-elect at least forty-five days before the beginning of each regular session of the general assembly (this year, November 21, 2021), and to submit the same report to the general assembly within five days after the beginning of each regular session (this year, January 10, 2022) (§ 173.040, RSMo).

The law requires that the report include:

- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section [173.030](#) and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- (4) The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- (5) The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium; and
- (6) The campus-level data on student persistence and a description, including the basis of measurement, of progress towards implementing revised remediation, transfer, and retention practices under subdivisions (7)* and (9)* of subsection 2 of section [173.005](#).

The 2021 annual report is attached.

NEXT STEPS

DHEWD staff will transmit the annual report to the Governor and General Assembly.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Annual Report

ANNUAL REPORT 2021

Fiscal Year 2021 Overview
dhewd.mo.gov



ANNUAL REPORT 2021 OVERVIEW

The Missouri Department of Higher Education & Workforce Development (MDHEWD) works with the state's colleges and universities to help students achieve their education and career goals, and to increase the percentage of Missourians with degrees and certificates to provide a skilled and knowledgeable workforce.

Governor Mike Parson signed Executive Order 19-03 in January 2019 to move the Division of Workforce Development and the Missouri Economic Research and Information Center under the Department of Higher Education, with the transformation and new department name legally taking effect on Aug. 28, 2019.

In its first two years, MDHEWD faced unpredictable and unprecedented challenges such as casting vision for a new department, coming together as one entity, and navigating the COVID-19 pandemic. The pandemic led to temporary closures on college campuses and at Job Centers throughout Missouri. To meet this challenge, the department launched "COVID Office Hours" to meet with postsecondary institutions and health experts each week to cover topics such as quarantine, vaccination, closings, testing, etc. The department issued temporary guidance and policy changes regarding state financial aid programs to help students maintain eligibility. At the same time, the department broadened the virtual capabilities of Missouri's Job Centers, creating a call center, providing online employment services, and training programs to displaced workers as the centers steadily re-opened to in-person services.

During FY 2021, MDHEWD defined its department values - Accountability, Work-Life Balance, Teamwork, and Collaboration. The values were incorporated into all staff meetings and displayed in offices to help staff recognize their importance. In June 2021, the Coordinating Board for Higher Education officially kicked off the strategic planning process, defining principles and creating a new department mission statement. Strategic planning began with a data presentation focused on Missouri's status in regards to educational attainment and workforce participation, including a comparison to neighboring states. The strategic plan is set to be finalized by December 2021, complete with strategies and initiatives for implementation in 2022.

The Best Place to Work Steering Committee was formed in 2021, taking on the task to operationalize department values and implement new ideas to help the department create a culture of belonging. The group also focused on diversity, equity, and inclusion, and ways to help improve retention and engagement.



Access

- The department's Journey to College initiative provides assistance and information to more than 40,000 students at the high school and college levels. Students are able to learn about planning and paying for college through outreach events such as Apply Missouri, FAFSA Frenzy, and Decision Day.
- To help meet job seeker needs, the Office of Workforce Development offered virtual job fairs, and partnered with Coursera and CompTIA for online learning opportunities.

Affordability

- More than \$129 million in state financial aid was awarded to 64,266 Missouri students through nine grant and scholarship programs, including the A+ Scholarship, Fast Track, Access Missouri Grant, and Bright Flight.
- The Office of Postsecondary Policy hosted a virtual 2020 Equity in Missouri Higher Education conference in October. A new equity webinar series, Bridges to Success, was also launched in 2020. Experts from outside organizations and within the higher ed community presented each month on various ways higher education institutions could implement best practices to encourage affordability, equity, and success among students.

Completion

- Degrees when Due is a completion and equity initiative from the Institute for Higher Education Policy (IHEP) to help states and colleges increase degree attainment among the "some college, no degree" population. Missouri was selected to join 20 other states to learn best practices for engaging students who have stopped out. More than 75,000 Missourians have been identified as having at least two years of college credit, but no awarded degree. Ten Missouri institutions are in the Degrees When Due pilot, set to end its two-year project in October 2021. Those institutions include: Avila University, Central Methodist University, East Central College, Harris-Stowe State University, Jefferson College, Lincoln University, Moberly Area Community College, Northwest Missouri State University, Southeast Missouri State University, University of Central Missouri, University of Missouri-Kansas City, University of Missouri-St. Louis

Program Approval

- The department approved the addition of 192 new academic programs and the deletion or inactivation of 98 programs at Missouri's public colleges and universities. The department also reviewed 110 new academic programs, while deactivating or deleting 87 programs, offered by the state's independent institutions.

93,283 certificates & degrees were awarded by Missouri public and independent colleges and universities during the 2020-21 academic year.

318,486 students were enrolled at Missouri's public two- and four-year and independent colleges and universities in 2020-21.

MoExcels

- Due to the COVID-19 pandemic, proposed FY 2021 MoExcels funding by the Governor was not appropriated. However, 17 proposals totaling \$21.8 million recommended for funding in the FY 2021 budget were recommended by the Governor and approved by the General Assembly for funding in FY 2022. MoExcels funding was earmarked to facilitate development and expansion of employer-driven education and training programs and initiatives to substantially increase educational attainment.

Workforce Development

- The Office of Workforce Development (OWD) worked to connect displaced workers with employers throughout the state. A new initiative called Job Centers of the Future was formed to reevaluate the customer journey, identify improvements to the public workforce system, and to engage partners and customers in the process.

Apprenticeships & Work-Based Learning

- Missouri ranked second in the nation for completed apprenticeships for the second year in a row, and third for the number of active apprenticeships. The Office of Apprenticeship & Work-Based Learning hosted a virtual Apprenticeship Summit and continued to work toward its goal of having 20,000 completed apprenticeships by 2025.

Research and Data

- The Office of Performance & Strategy released important data to demonstrate Missouri's current economic situation, including monthly Jobs Reports, monthly Job Ad Comparisons, quarterly Real-Time Labor Market Summaries, the 2020 Economic Report and Business Survey, and many more.



Our Vision:

Every Missourian empowered with the skills and education needed for success.

Our Mission:

To put Missourians on a path to learn, work, and prosper.

Our Values:

Teamwork • Collaboration • Accountability • Work-Life Balance

Missouri's coordinated plan for higher education

The Coordinating Board for Higher Education is responsible for creating a coordinated plan for higher education in Missouri. *Preparing Missourians to Succeed: A Blueprint for Higher Education*, focuses on five goals:

Goal 1: Attainment

Missouri will increase the proportion of working-age adults with high-quality, affordable postsecondary credentials to 60 percent by 2025.

Goal 2: Affordability

Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025.

Goal 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.

Goal 4: Research and innovation

Missouri will be a top 10 state for investment in academic research by 2025.

Goal 5: Investment, advocacy and partnerships

Missouri will promote greater investment in a culture of postsecondary education through increased advocacy and powerful partnerships with education, business, government and communities.

Read more about Missouri's Blueprint for Higher Education at dhewd.mo.gov/blueprint.php.



ATTAINMENT



AFFORDABILITY



QUALITY



RESEARCH & INNOVATION



INVESTMENT, ADVOCACY & PARTNERSHIPS

More information

Visit dhewd.mo.gov/about/annualreports.php for more information about:

- Student enrollment
- Student persistence
- State student financial aid
- Academic program actions
- Proprietary school certification
- Core budget recommendations



ANNUAL REPORT 2021

STUDENT ENROLLMENT

Total headcount enrollment at public universities

	2016	2017	2018	2019	2020
Harris-Stowe State University	1,470	1,442	1,716	1,630	1,400
Lincoln University	2,738	2,619	2,478	2,436	2,012
Missouri Southern State University	6,205	6,170	5,989	5,586	5,036
Missouri State University	23,537	23,696	23,697	23,450	23,502
Missouri University of Science & Technology	8,833	8,883	8,601	8,088	7,642
Missouri Western State University	5,377	5,551	5,684	5,413	4,902
Northwest Missouri State University	6,530	6,337	6,855	7,102	7,262
Southeast Missouri State University	11,791	11,437	11,038	10,603	9,984
Truman State University	6,364	6,260	5,842	5,222	4,655
University of Central Missouri	13,988	12,333	11,487	11,229	9,959
University of Missouri-Columbia	33,239	30,844	29,843	30,014	31,089
University of Missouri-Kansas City	16,936	16,372	16,375	16,388	16,147
University of Missouri-St. Louis	16,989	16,715	16,441	15,988	13,874
Public university total	153,997	148,659	146,046	143,149	137,464

Total headcount enrollment at public community and technical colleges

	2016	2017	2018	2019	2020
Crowder College	5,434	4,959	4,521	4,398	4,197
East Central College	2,966	2,897	2,629	2,649	2,593
Jefferson College	4,692	4,439	4,431	4,196	3,735
Metropolitan Community College	18,138	16,788	16,351	15,770	13,085
Mineral Area College	4,173	3,700	2,885	2,640	2,411
Missouri State University - West Plains	1,941	1,918	1,869	1,951	1,920
Moberly Area Community College	5,004	4,865	5,174	4,834	4,862
North Central Missouri College	1,722	1,841	1,855	1,746	1,599
Ozarks Technical Community College	13,255	12,688	12,217	11,758	11,236
St. Charles Community College	6,755	6,563	6,269	6,363	6,014
St. Louis Community College	19,052	18,835	18,157	17,294	15,206
State Fair Community College	5,138	4,786	4,728	4,284	3,927
State Technical College	1,227	1,256	1,471	1,724	1,927
Three Rivers College	3,505	3,226	3,076	2,965	2,753
Public community and technical college total	93,002	88,761	85,633	82,572	75,465

Total headcount enrollment at not-for-profit independent institutions

	2016	2017	2018	2019	2020
Avila University	1,710	1,676	1,626	1,527	1,413
Central Methodist University-CLAS	1,093	1,060	1,148	1,145	1,141
Central Methodist University-CGES	4,483	4,199	3,433	3,821	3,429
College of the Ozarks	1,522	1,508	1,565	1,546	1,489
Columbia College	16,430	13,504	12,097	9,920	8,347
Cottey College	288	270	277	256	283
Culver-Stockton	1,095	1,134	1,068	1,010	1,006
Drury University	3,569	3,359	1,729	1,741	1,691
Drury University - CCPS	-	-	1,481	1,279	1,024
Evangel University	1,821	2,112	2,111	2,300	2,185
Fontbonne University	1,526	1,390	1,290	1,199	1,112
Hannibal-LaGrange	1,103	972	874	805	740
Lindenwood	10,749	10,010	9,473	8,389	7,374
Maryville	6,828	7,689	9,139	10,013	10,979
Missouri Baptist	5,732	5,488	5,313	5,309	4,855
Missouri Valley	1,808	1,820	1,869	1,769	1,675
Park University	10,866	10,795	11,243	11,319	10,084
Rockhurst University	2,845	3,039	3,134	2,980	3,683
Saint Louis University	16,485	14,458	14,438	12,799	12,229
Southwest Baptist	3,656	3,551	3,325	3,280	3,039
Stephens College	949	862	756	661	622
Washington University	15,047	15,303	15,852	16,191	15,449
Webster University	14,224	12,883	11,638	9,966	8,239
Westminster College	856	767	717	658	609
William Jewell College	997	933	808	739	751
William Woods University	2,076	2,212	2,240	2,153	2,109
Independent (not-for-profit) four-year total*	127,758	120,994	118,644	112,775	105,557
Wentworth	908	Closed	Closed	Closed	Closed
Independent (not-for-profit) two-year total*	908	Closed	Closed	Closed	Closed
Total independent	128,666	120,994	118,644	112,775	105,557

- Columbia College switched term structures in 2016 to allow year-round classes.
- Drury University split its institutional reporting in 2018. Percentage change figures for Drury University include the College of Continuing Professional Studies (CCPS).
- Lindenwood University changed from continuous/program-enrollment reporting to academic-year/census-date reporting in fall 2015.
- In fall 2017, Saint Louis University moved its census date up, therefore capturing significantly fewer dual-credit students. Also, the students from Spain campus were excluded in accordance with IPEDS guidelines.
- Wentworth Military Academy closed following the 2016-17 academic year.

Headcount enrollment

	2016	2017	2018	2019	2020	Percent change 2016-2020	Percent change 2019-2020
Independent institutions	128,666	120,994	118,644	112,775	105,557	-18.0%	-6.4%
Independent (not-for-profit) four-year	127,758	120,994	118,644	112,775	105,557	-17.4%	-6.4%
Independent (not-for-profit) two-year	908	Closed	Closed	Closed	Closed	Closed	Closed
Public institutions	246,999	237,420	231,679	225,721	212,929	-13.8%	-5.7%
Public universities	153,997	148,659	146,046	143,149	137,464	-10.7%	-4.0%
Public community and technical colleges	93,002	88,761	85,633	82,572	75,465	-18.9%	-8.6%
Statewide public and independent institutions	375,665	358,414	350,323	338,496	318,486	-15.2%	-5.9%

Full-time equivalent enrollment

	2016	2017	2018	2019	2020	Percent change 2016-2020	Percent change 2019-2020
Independent institutions	90,857	87,954	86,759	83,707	79,767	-12.2%	-4.7%
Independent (not-for-profit) four-year	90,377	87,954	86,759	83,707	79,767	-11.7%	-4.7%
Independent (not-for-profit) two-year	480	Closed	Closed	Closed	Closed	Closed	Closed
Public institutions	177,924	172,034	166,414	161,289	153,570	-13.7%	-4.8%
Public universities	119,130	115,374	112,020	108,651	104,443	-12.3%	-3.9%
Public community and technical colleges	58,794	56,660	54,394	52,638	49,127	-16.4%	-6.7%
Statewide public and independent institutions	268,781	259,988	253,173	244,996	233,337	-13.2%	-4.8%

First-time, full-time, degree-seeking undergraduate enrollment

	2016	2017	2018	2019	2020	Percent change 2016-2020	Percent change 2019-2020
Independent institutions	10,550	10,552	10,622	10,258	9,630	-8.7%	-6.1%
Independent (not-for-profit) four-year	10,421	10,552	10,622	10,258	9,630	-7.6%	-6.1%
Independent (not-for-profit) two-year	129	Closed	Closed	Closed	Closed	Closed	Closed
Public institutions	33,114	33,112	32,882	31,692	29,320	-11.5%	-7.5%
Public universities	19,354	18,218	18,661	17,984	16,484	-14.8%	-8.3%
Public community and technical colleges	13,760	14,294	14,221	13,708	12,834	-6.7%	-6.4%
Statewide public and independent institutions	43,664	43,664	43,504	41,950	38,950	-10.8%	-7.2%

ANNUAL REPORT 2021

STUDENT PERSISTENCE

The Missouri Department of Higher Education & Workforce Development is continually working to increase student persistence by implementing initiatives such as corequisite remediation, Missouri Math Pathways, the CORE 42, and 15 to Finish. Student persistence data represents the percentage of first-time, full-time degree-seeking students at Missouri colleges and universities who enroll in school the following fall.

Public universities

Incoming Cohort	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Harris-Stowe State	50.9%	55.5%	65.4%	55.4%	63.9%
Lincoln	46.7%	53.3%	49.7%	53.6%	50.7%
Missouri Southern	61.5%	64.6%	61.1%	65.3%	67.0%
Missouri State University-Springfield	79.1%	77.3%	77.7%	78.0%	79.2%
Missouri University of S&T	82.9%	81.3%	83.4%	81.8%	84.9%
Missouri Western	65.9%	65.6%	61.7%	63.1%	63.1%
Northwest	70.7%	73.2%	78.0%	75.7%	75.7%
Southeast	74.0%	75.2%	74.4%	75.3%	80.0%
Truman State	87.3%	86.4%	83.5%	83.5%	88.3%
University of Central Missouri	70.7%	71.6%	69.7%	73.7%	74.8%
UM-Columbia	85.7%	87.0%	87.4%	87.9%	89.4%
UM-Kansas City	74.9%	74.7%	73.2%	76.1%	74.8%
UM-St Louis	78.8%	74.8%	75.6%	76.8%	82.1%
Public four-year total	77.5%	77.4%	76.9%	77.8%	80.2%

Public community and technical colleges

Incoming Cohort	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Crowder College	53.4%	58.9%	64.4%	72.8%	66.0%
East Central College	60.9%	64.2%	62.1%	62.7%	59.4%
Jefferson College	62.9%	59.3%	59.5%	60.6%	60.2%
Metropolitan CC	56.9%	55.3%	61.1%	61.7%	57.9%
Mineral Area College	68.1%	65.9%	62.9%	62.4%	64.0%
Missouri State University-West Plains	53.7%	60.9%	50.6%	55.7%	51.2%
Moberly Area CC	59.7%	58.2%	61.5%	64.3%	57.3%
North Central Missouri College	61.9%	54.9%	55.3%	54.7%	63.7%
Ozarks Technical CC	58.2%	58.2%	61.2%	61.0%	62.0%
St. Charles CC	63.4%	64.9%	64.9%	65.7%	58.2%
St. Louis CC	62.0%	60.9%	58.7%	62.9%	57.9%
State Fair CC	58.9%	54.2%	62.4%	60.5%	60.0%
State Technical College	85.6%	84.9%	85.5%	81.9%	82.6%
Three Rivers CC	55.4%	63.6%	57.9%	58.7%	61.1%
Public two-year total	60.5%	60.3%	61.7%	63.2%	60.9%

STUDENT PERSISTENCE

Independent Institutions

Incoming Cohort	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Avila University	65.3%	69.0%	68.3%	74.4%	68.6%
Central Methodist University-CGES	-	-	-	-	66.7%
Central Methodist University-CLAS	66.4%	67.6%	73.5%	68.9%	70.1%
College of the Ozarks	74.4%	74.2%	75.2%	81.5%	80.2%
Columbia College	57.2%	68.6%	69.2%	63.9%	70.6%
Cottey College	74.5%	72.3%	66.3%	65.6%	75.0%
Culver-Stockton	64.4%	68.5%	66.9%	57.6%	65.6%
Drury University	85.3%	88.5%	83.1%	78.2%	78.4%
Drury University- CCPS	-	-	-	-	64.0%
Evangel University	76.0%	78.6%	79.0%	79.8%	80.4%
Fontbonne University	80.3%	80.0%	74.1%	67.8%	78.3%
Hannibal-LaGrange	53.6%	49.7%	59.4%	61.1%	59.6%
Lindenwood	70.3%	73.4%	70.3%	63.8%	74.9%
Maryville	86.4%	83.2%	85.6%	83.0%	82.8%
Missouri Baptist	61.0%	59.0%	66.3%	70.6%	69.5%
Missouri Valley	43.1%	44.9%	44.1%	41.9%	52.2%
Park University	53.9%	43.7%	54.7%	66.0%	63.4%
Rockhurst University	83.0%	86.1%	85.6%	82.8%	87.6%
Saint Louis University	91.4%	90.2%	89.6%	90.7%	90.0%
Southwest Baptist	69.3%	64.0%	71.1%	68.8%	63.8%
Stephens College	68.4%	60.6%	63.6%	63.2%	76.6%
Washington University	95.6%	96.7%	96.7%	96.9%	94.2%
Webster University	74.8%	79.2%	77.9%	78.7%	77.0%
Westminster College	75.8%	73.4%	76.4%	77.5%	72.5%
William Jewell College	78.4%	78.0%	72.7%	78.4%	77.2%
William Woods University	74.5%	77.2%	74.2%	72.3%	69.7%
Independent (not-for-profit) four-year total*	77.7%	78.8%	79.2%	77.6%	79.8%
Wentworth	0.605	Closed	Closed	Closed	Closed
Total independent	77.5%	78.8%	79.2%	77.6%	79.8%

STATE STUDENT FINANCIAL AID PROGRAMS

State student financial aid disbursed during Fiscal Year 2021

Program	Number of Scholarships/Grants	Dollar Amounts
A+ Scholarship	14,809	\$50,040,693
Access Missouri Grant	41,236	\$60,452,770
Advanced Placement Incentive Grant	16	\$8,000
Bright Flight Scholarship	7,840	\$17,609,608
Fast Track Workforce Incentive Grant	310	\$1,274,255
Kids' Chance Scholarship	2	\$8,000
Minority and Underrepresented Environmental Literacy Program	8	\$27,975
Public Safety Officer Survivor Grants	20	\$134,329
Wartime Veteran's Survivors Grant	25	\$270,846
Totals	64,266	\$129,826,476

A+ Scholarship Program (Section 160.545 RSMo)

The A+ Scholarship serves graduates of A+ designated high schools who meet certain academic and other requirements while in high school and attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools. Award amounts are based on the student's actual tuition and general fees after the Pell Grant, or other federal, non-loan funding, has been applied.

Access Missouri Financial Assistance Program (Section 173.1101-1107, RSMo)

The Access Missouri Program provides need-based grants to students with an Expected Family Contribution (EFC) of \$12,000 or less, based on the Free Application for Federal Student Aid (FAFSA). Award amounts vary depending on a student's EFC as well as the type of school attended. In Fiscal Year 2021, actual maximum and minimum award amounts were \$910 and \$300, respectively, for students attending public two-year institutions. For students attending public four-year institutions, State Technical College of Missouri, independent and virtual institutions the maximum and minimum award amounts were \$2,000 and \$1,500, respectively.

Advanced Placement Incentive Grant (Section 173.1350, RSMo)

This is a nonrenewable grant designed to encourage high school students to take and score well on Advanced Placement exams in mathematics and science. To qualify for the \$500 award students must achieve a grade of three or higher on at least two designated Advanced Placement exams while attending a Missouri public high school. Students must also receive an award under the Access Missouri Financial Assistance Program or the A+ Scholarship Program in the same academic year they receive this grant.

Fast Track Workforce Incentive Grant (Section 173.2553-2554, RSMo)

Launched in August 2019, Fast Track provides tuition assistance to adults over 25 years of age, or individuals under 25 who have not been enrolled in education in at least two years. Grant recipients receive financial assistance to work toward a certificate, degree, or industry-recognized credential that fills a high-need skills gap. After graduation, students must live and work in Missouri for three years to prevent the grant from converting to a loan.

The average award amount in Fiscal Year 2021 was \$4,107. Allied health, business/accounting, and computer science were the most popular program areas among grant recipients.

Higher Education Academic Scholarship, or “Bright Flight” (Section 173.250, RSMo)

This is a merit-based scholarship for students who achieve an ACT or SAT score in the top 5 percent on or before the June test date of their senior year in high school. Award amounts are tiered based on whether the student’s score is in the top 3 percent or top fourth and fifth percentiles. The qualifying scores are determined at the beginning of the student’s senior year in high school and are based on the scores achieved by Missouri seniors in the preceding graduating class.

Eligible students scoring in the top 3 percent may receive up to \$3,000 annually. The annual award for students scoring in the top fourth and fifth percentiles is up to \$1,000 annually. Students qualifying in the top 3 percent must receive the maximum \$3,000 award before students in the top fourth and fifth percentiles can be funded.

To be eligible in the top 3 percent in Fiscal Year 2021, high school seniors had to achieve:

- An ACT score of 31 or better or
- An SAT score of 780 in critical reading AND 800 in math or better.

To be eligible in the top fourth and fifth percentiles in Fiscal Year 2021, high school seniors had to achieve:

- An ACT score of 30 or
- An SAT score of 770 to 779 in critical reading AND 790 to 799 in math

Students qualifying in the top 3 percent received a maximum award of \$2,400 in Fiscal Year 2021 due to funding reductions resulting from the state’s response to the Coronavirus pandemic. Since the students in the top 3 percent did not receive the maximum \$3,000 award, the students qualifying in the top fourth and fifth percentiles were not funded. Unfunded students that maintain their eligibility may receive an award in the future if funding becomes available.

Kids’ Chance Scholarship Program (Sections 173.254-173.258, RSMo)

This program, created in 1998, provides scholarships for the children of workers who were seriously injured or died in a work-related accident or from an occupational disease covered by workers’ compensation and compensable under chapter 287, RSMo. The scholarships are funded from the interest generated from the Kids’ Chance Scholarship Fund. The fund contains \$1 million in principal resulting from Division of Worker’s Compensation deposits of \$50,000 per year made between 1998 and the final deposit in October 2018, as required by legislation.

Minority and Underrepresented Environmental Literacy Program (Section 173.240, RSMo)

This scholarship program assists academically talented minority and underrepresented individuals pursuing an undergraduate or graduate degree in an environmental course of study. Applicants are selected by the Minority Environmental Literacy Advisory committee based on academic achievement as evidenced by grade point average and standardized test scores, involvement in school and community activities, and leadership characteristics. MDHEWD determines award amounts based on the amount of funding appropriated to the program and the number of eligible applicants.

Public Safety Officer or Employee's Child Survivor Grant Program (Section 173.260, RSMo)

This is a grant program for public safety officers who were permanently and totally disabled in the line of duty. Children under 24 years of age who are dependents of officers or dependents of Missouri Department of Transportation employees engaged in the construction or maintenance of the state's highways, roads and bridges and were killed or totally and permanently disabled in the line of duty are also eligible. Eligibility also extends to spouses of officers killed or totally and permanently disabled in the line of duty. The maximum grant amount is the lesser of the actual tuition charged at the school in which the student is enrolled full time, or the amount of tuition charged an undergraduate Missouri resident enrolled full time in the same class level and academic major at the University of Missouri-Columbia. The grant may be renewed annually until the student obtains a baccalaureate degree or, in the case of a dependent child, until the student is 24 years of age, whichever occurs first.

Wartime Veteran's Survivors Grant Program (Section 173.234, RSMo)

This program was designed to provide up to 25 grants for tuition assistance, room and board, and books for students who are survivors of post 9/11 war veterans whose deaths were a result of combat action or were attributable to an illness contracted while serving in combat, or who became at least 80 percent disabled as a result of injuries sustained in combat action. Although the Wartime Veteran's Survivors Grant program became effective in 2008, the first award was made in 2011, which was the first year for which funds were appropriated for this program. FY 2021 was the fourth year in which the 25 recipient maximum was applicable.

ANNUAL REPORT 2021

ACADEMIC PROGRAM ACTIONS

The Coordinating Board for Higher Education has a statutory responsibility to approve new academic programs and program changes; regulate the off-site delivery of existing programs; and approve the establishment of residence centers and instructional sites by public higher education institutions.

Independent institutions are requested to submit proposed new programs and programmatic changes for review and comment. The program must be reviewed as a stipulation for inclusion in the statewide inventory of approved programs.

The following charts summarize the number of programs added, deleted, inactivated, withdrawn and conducted off-site for public and independent institutions during Fiscal Year 2021.

Public Institutions

Action	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	20	7	10	4	41
Inactivated	31	12	6	8	57
Program Changes*	74	24	64	82	244
New**	121	24	30	17	192

Independent Institutions

Action	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	4	6	27	2	39
Inactivated	1	0	45	2	48
Program Changes*	9	7	39	13	68
New**	31	13	53	13	110

Provisional Programs

Action	Two-Year	Four-Year	Total
Recommend full approval	7	41	48
Recommend review in two years	4	3	7
Programs deleted or inactivated	9	4	13

*Includes options added, inactivated, and deleted, titles changed, CIP changes, and programs combined

** Includes certificates added through the program change process at the main campus and off-site locations

Academic Programs approved during Fiscal Year 2021

PUBLIC COMMUNITY & TECHNICAL COLLEGES

Crowder College

C0, Workplace Skills, CIP, 350101, April 2021
C1, Advanced Emergency Medical Technician, CIP 510904, April 2021
C1, HVAC Installer, CIP 470201, April 2021
C2, HVAC Technician, CIP 470201, April 2021
AA, Information Technology, CIP 111003, April 2021
AAS, HVAC Technology, CIP 470201, April 2021

East Central College

C0, Industrial Maintenance Technology, CIP 150612, November 2020
C1, Industrial Engineering Technology, CIP 150612, November 2020
AAS, Industrial Engineering Technology, CIP 150612, November 2020
AAS, Applied Technology with certificates in Certificate of Achievement and Certificate of Specialization, CIP 470303, June 2021

Jefferson College

C0, Health Information Technology, CIP 510707, March 2021

Metropolitan Community College

C0, Business Management Certificate, CIP 520201, July 2020
C0, Cybersecurity, CIP 110202, July 2020
C0, Sales Certificate, CIP 520201, July 2020
C0, Youth Development Certificate, CIP 190709, July 2020
C1, INTE Apprenticeship Certificate, CIP 150609, July 2020
C0, Bookkeeping Certificate, CIP 520302, February 2021
C0, Computed Tomography Certificate, CIP 510907, February 2021
C0, Payroll Professional Certificate, CIP 520302, February 2021
C1, Accounting Certificate, CIP 520302, February 2021
C1, Hotel & Lodging Management Certificate, CIP 520901, February 2021
C1, Restaurant Management Certificate, CIP 520901, February 2021
C1, Small Business Management Certificate, CIP520901, February 2021
AAS, Accounting, CIP 520301, February 2021

Missouri State University-West Plains

C0, Human Resources, CIP 520101, July 2020
AS, Computer Science, CIP 110101, March 2021
AAS, Community Behavioral Health Support, CIP 511504, May 2021

Moberly Area Community College

AAS, Veterinary Technology, CIP 018301 (at MACC-Mexico), August 2020
A.D.N., Associate Degree Nursing, CIP 513801 (at MACC-Columbia Area Career Center and MACC-Hannibal), June 2021

North Central Missouri College

C0, Medical Coding and Billing, CIP 513801, December 2020
C1, Accounting Essentials, CIP 520302, December 2020
C1, Business Management Essentials, CIP 520201, March 2021
AAS, Industrial Technology, CIP 470303, March 2021

Ozarks Technical Community College

C1, Behavioral Health Support Certificate, CIP 512212, November 2020
C1, Industrial Systems Technology Specialist, CIP 470303, November 2020
C1, Precision Machining Technology Specialist, CIP 480501, November 2020
BS, Respiratory Therapy, CIP 510908, March 2021
AA, Agriculture: General Agriculture, with options in Agriculture: Animal Science and Agriculture: Plant Science, CIP 010000 (at Richwood Valley), May 2021
AA, Behavioral Science, CIP 420101 (at main campus, OTC Republic Center and Table Rock Campus), CIP 420101, May 2021
AA, Bioclinical Science, CIP 519999 (at main campus, OTC Republic Center, Richwood Valley, and Table Rock Campus), May 2021
AA, Criminal Justice, CIP 430104 (at main campus, Lebanon Education Center, OTC Republic Center, Table Rock Campus, Waynesville Education Center), May 2021
AA, Social Work, CIP 440701 (at main campus and OTC Republic Center), May 2021
AAS, Emergency Management & Disaster Preparedness, CIP 430302, May 2021
AAS, Cybersecurity, CIP 111003, May 2021
C1, Cybersecurity Certificate, CIP 110901, June 2021
C1, Welding Technology-Structural, CIP 480508, June 2021

St. Charles Community College

AAS, Agriculture, with options in Agricultural Business and Plant and Soils, CIP 010101, July 2020
AAS, Culinary Arts, CIP 120503, April 2021

St. Louis Community College

C0, CompTIA A+ Certification, CIP 110901, November 2020
C0, CompTIA A+ + Security Certification, CIP 110901, November 2020
BS, Respiratory Care, CIP 510908, March 2021

State Technical College of Missouri

AAS, Civil Construction Technology, CIP 460412, September 2020
AS Business, CIP 520201, October 2020
AAS, Power Generation Technology, CIP 151702, October 2020
C0, General Technology Certificate, CIP 309999, April 2021

Three Rivers College

C0, Early Childhood Development, CIP 190708, July 2020
AAS Agriculture Systems Technician, CIP 019999 (at main campus, TRC@Dexter, TRC@Kennett, TRC@Sikeston)
June 2021

PUBLIC UNIVERSITIES

Missouri Southern State University

C0, European Studies Certificate, CIP 540103, October 2020
C0, Hazardous Materials Management Certificate, CIP 150508, October 2020
C0, Applied Behavior Analysis, CIP 422814, January 2021
C0, Physics Tutor Certificate Level I, CIP 400899, January 2021
C0, Physics Tutor Certificate Level II, CIP 400899, January 2021
C0, Undergraduate Certificate in Theatre-Educational Theatre, CIP 50050, January 2021
C0, Undergraduate Certificate in Theatre-Equity, Diversity, Inclusion and Representation in the Performing Arts, CIP 500599, January 2021
C0, Undergraduate Certificate in Theatre-Theatre Directing, CIP 500507, January 2021
C0, Undergraduate Certificate in Theatre-Theatre for Social Change, CIP 500599, January 2021
C0, Undergraduate Certificate in Theatre-Theatrical Movement, CIP 500512, January 2021
BS, English, with options in Professional and Technical Writing and Literary Studies, CIP 230101, January 2021
MS, Justice Studies CIP 450101, January 2021
C0, Certificate in App Development, CIP 110101, April 2021
C0, Certificate in Information Assurance & Security, CIP 111003, April 2021
C0, Digital Marketing Certificate, CIP 521401, April 2021
C0, Integrated Marketing Communication/Public Relations Certificate, CIP 521401, April 2021
C0, Global Citizenship Certificate, CIP 302001, April 2021
C0, Percussion Specialist Certificate, CIP 500916, April 2021
C0, Professional Communication Certificate, CIP 520501, April 2021
C0, Undergraduate Certificate in Theatre: Musical Theatre, CIP 500501, April 2021
C0, Website Administration, CIP 110101, April 2021
C0, Graduate Certificate in Human Resource Management, CIP 521001, June 2021
BFA, Musical Theatre Performance, CIP 500509, June 2021
BFA, Theatre Production, CIP 500507, June 2021

Missouri State University

BSED, Elementary Education, CIP 131202, August 2020
C0, Health Sciences, CIP 260406, November 2020
C0, Cultural Anthropology, CIP 450204, February 2021
C0, International Plant Science, CIP 010701, February 2021
C0, Relationship Selling, CIP 521401, February 2021
GRCT, Applied Geophysics, CIP 400603, February 2021
BSED, Elementary Education (off-site, face-to-face, online & ITV delivery), CIP 131202 (at Webb City) March 2021
C0, Children's and Young Adult Literature, CIP 231405, April 2021
C0, Graphic Narrative, CIP 231302, April 2021
C0, Criminal Law and Procedure, CIP 220217, June 2021
C0, Editing and Publishing, CIP 091001, June 2021
GRCT, Editing and Publishing, CIP 091001, June 2021
GRCT, Accounting Analytics, CIP 301601, June 2021
GRCT, Adult-Gerontology-Acute Care Nurse Practitioner, CIP 513814, June 2021
GRCT, Management Accounting, CIP 520304, June 2021
GRCT, World History, CIP 540101, June 2021
GRCT, Family Nurse Practitioner, CIP 513805, June 2021
MAE, Master of Art Education, CIP 131302, June 2021

Missouri University of Science & Technology

GRCT, Advanced Materials for Sustainable Infrastructure, CIP 140803, July 2020
GRCT, Building Systems Engineering, CIP 140401, July 2020
GRCT, Chemical Process, CIP 140701, July 2020
GRCT, Sustainable Water Resources, CIP 140805, July 2020
C0, Logic and the Philosophical Foundations of STEM, CIP 380102, August 2020
C0, Professional Ethics and Moral Reasoning, CIP 380103, August 2020
C0, Technology, Philosophy, and Ethical Futures, CIP 380101, August 2020
C0, Medieval and Renaissance Studies, CIP 540103, October 2020
C0, Science, Technology, and Society, CIP 301501, November 2020
BS, Education, with options in Middle School Language Arts, Middle School Math, Middle School Science, Middle School Social Studies, CIP 130101, March 2021
MS, Water Science and Engineering, CIP 400605, March 2021
C0, Military and Security Studies, CIP 540108, April 2021
C0, War and Society, CIP 540199, April 2021

Missouri Western State University

BSL, Law, CIP 220201, July 2020
BS, Biochemistry and Molecular Biology, with options in With Certification and Without Certification (substantive curricular change), CIP 260202, January 2021
BS, Chemistry (substantive curricular change), CIP 400501, January 2021
BS, Convergent Journalism and Public Relations, CIP 090101, February 2021
C0, Early Childhood Education, CIP 131210, April 2021
AS, Criminal Justice, CIP 430104, April 2021
BFA, Digital Animation, CIP 100304, April 2021
BFA, Graphic Design, CIP 500409, April 2021
BMA, Musical Arts, CIP 500901, April 2021
BS, Computer Science, CIP 110701, April 2021
BS, Criminal Justice, CIP 430104, April 2021
BS, Cybersecurity, CIP 111003, April 2021
BS, Respiratory Therapy, CIP 510908, April 2021
BS, Population Health Management, CIP 512201, April 2021
BSE, Secondary Education, with options in Social Sciences, Business, CIP 131399, May 2021
BAA, Performing and Cinematic Arts, CIP 500602, May 2021
MAT, Master of Arts in Teaching, CIP 131206, May 2021

Northwest Missouri State University

BSED, Earth Science Education, CIP 131337, April 2021
BSED, Physics Science Education, CIP 131329, April 2021

Southeast Missouri State University

MS, Applied Nutrition, CIP 513101, January 2021
PMCT, Nurse Educator Post-MSN Certificate Program, CIP 513801, January 2021
PMCT, Psychiatric Mental Health Nurse Practitioner, CIP 600702, January 2021
MS, Athletic Training, CIP 510913, June 2021

Truman State University

BA, BS, Liberal Studies, CIP 240101, July 2020

MS, Data Science and Analytic Storytelling, CIP 110802, July 2020

MA, Gifted Education, CIP 131004, November 2020

BS, Music Therapy, CIP 512305, January 2021

University of Central Missouri

GRCT, Teaching Writing, CIP 231304, August 2020

GRCT, K-12 School Librarianship, CIP 131334, August 2020

GRCT, Social Gerontology, CIP 301101, (at Lee's Summit), October 2020

GRCT, Simulation Education in Health Sciences, CIP 513805 (at Lee's Summit), October 2020

C0, Program and Community Partnership in Education, CIP 131202 (at Lee's Summit), October 2020

C0, Teaching in the Early Childhood Classroom, CIP 131202 (at Lee's Summit), October 2020

C0, Understanding the Child in Early Childhood Education, CIP 131202 (at Lee's Summit), October 2020

EDSp, Educational Leadership, with options in K-12 Administration, Superintendency, and K-12 Principal-Special Education Director CIP 130401 (at Lee's Summit), November 2020

EDSp, Professional Leadership, with option in Counseling CIP 139999 (at Lee's Summit), December 2020

MS, Nursing, CIP 513805 (at Lee's Summit), December 2020

C0, Public Relations and Strategic Messaging, CIP 090999, January 2021

University of Missouri-Columbia

C0, Mobile Applications Development, CIP 110103, July 2020

C0, Media Technology and Design, CIP 110103, July 2020

C0, Information Systems and Technology, CIP 110103, July 2020

GRCT, Cybersecurity, CIP 111003, July 2020

C0, Addiction Studies, CIP 422810, September 2020

C0, Floral Artistry and Management, CIP 360122, September 2020

C0, Natural Environment and Human Health, CIP 030104, September 2020

C0, Public Health and Gender, CIP 512201, September 2020

GRCT, Administration and Management of Family and Community Services, CIP 190701, October 2020

MA, Defense and Strategic Studies, CIP 450902, October 2020

GRCT, Digital Merchandising, CIP 520208, November 2020

GRCT, Data Analytics Engineering, CIP 307001, November 2020

GRCT, Signals, Systems, and Machine Learning, CIP 261501, November 2020

BA, Public Administration and Policy, CIP 440401, March 2021

BS, Veterinary Technology, CIP 018301, May 2021

MBA, Business Administration, CIP 520201, May 2021

University of Missouri-Kansas City

MD, Medicine, CIP 511201 (at Mosaic Life Care, St. Joseph Medical Center, 5325 Faraon St., St. Joseph, MO) July 2020

C0, Arts Entrepreneurship, CIP 501001, August 2020

GRCT, Health Leadership, CIP 510701, December 2020

MS, Data Science & Analytics, CIP 307001, January 2021

University of Missouri-St. Louis

C0, Creative Writing, CIP 231302, July 2020
C0, Professional Writing, CIP 231303, July 2020
GRCT, Accounting Data Analytics, CIP 521302, July 2020
GRCT, Auditing, CIP 520303, July 2020
GRCT, Corporate Controllership, CIP 520304, July 2020
GRCT, Corporate Financial Reporting, CIP 520301, July 2020
GRCT, Data Science, CIP 110899, July 2020
GRCT, Entrepreneurship, CIP 520701, July 2020
GRCT, Information Security Management, CIP 110103, July 2020
GRCT, Information Systems and Technology, CIP 110103, July 2020
GRCT, Taxation, CIP 521601, July 2020
MS, Supply Chain & Analytics, CIP 571301, October 2020
GRCT, Fintech, CIP 270305, November 2020
BA, Applied Psychology of Child Advocacy Studies, CIP 422813, March 2021
C0, Gerontological Studies, CIP 301101, April 2021
GRCT, Couple, Marriage and Family Counseling, CIP 131199, April 2021
GRCT, Internet and Web, CIP 110801, April 2021
GRCT, K-12 Teacher Leader, CIP 130401, April 2021
GRCT, Multicultural and Social Justice Counseling, CIP 131199, April 2021
PMCT, School Counseling (Post-Master's), CIP 131101, April 2021
MS, Applied Behavior Analysis, CIP 422814, May 2021

INDEPENDENT INSTITUTIONS

College of the Ozarks

BA, Speech Communication, CIP 090101, December 2020
BA, Video Production, CIP 100201, December 2020
BS, Computer Information Technology, CIP 110103, December 2020
BA, Music Theatre, CIP 500509, March 2021
BA, Music Theory & Composition, CIP 500904, March 2021
BA, Piano, CIP 500907, March 2021
BA, Vocal Performance, CIP 500908, March 2021
BS, Child Studies, CIP 190701, March 2021
BS, Conservation & Wildlife Management, CIP 030601, March 2021
BS, Exercise Science, CIP 030601, March 2021
BS, Recreation & Sports Management, CIP 310301, March 2021

Columbia College

BS, Cybersecurity, CIP 430403 (at Columbia College-Waynesville), July 2020
BA, BS, Marketing, CIP 521401 (at Columbia College-Ft. Leonard Wood), July 2020
BS, Organizational Leadership, CIP 520213 (at Lake Ozark), July 2020
BA, Human Resource Management, CIP 521001 (at Jefferson City), October 2020
BA, Management, CIP 520201 (at Waynesville), October 2020
BS, Accounting, CIP 520301 (at Waynesville), October 2020
BS, Finance, CIP 520801 (at Waynesville), October 2020
BS, Human Resource Management, CIP 521001 (At Waynesville), October 2020
BA, Psychology, CIP 420101 (at Waynesville), October 2020
BS, Accounting, CIP 520301 (at Waynesville), November 2020

BGS, Elementary Education, CIP 240102 (at Lake Ozark, Kansas City, St. Louis, Springfield), February 2021
BA, Real Estate Management, CIP 521501 (at main campus, Ft. Leonard Wood, Jefferson City, Kansas City, Lake Ozark, Rolla, Springfield, St. Louis, Waynesville), May 2021
BS, Real Estate Management, CIP 521501 (at main campus, Ft. Leonard Wood, Jefferson City, Kansas City, Lake Ozark, Rolla, Springfield, St. Louis, Waynesville), May 2021

Cottey College

BA, Elementary Education, CIP 131202, March 2021

Culver-Stockton College

MBA, Business Administration, CIP 520201, August 2020
M.A.T., Master of Athletic Training, CIP 510913, January 2021
BS, Music Technology, CIP 5100913, May 2021
BAS, Health Science, CIP 510001, May 2021

Drury University

C0, Applied Instructional Design, CIP 110801, May 2021
C0, Conflict Resolution, CIP 300501, May 2021
C0, Professional Sales, CIP 521804, May 2021
C0, Project Management, CIP 520211, May 2021
GRCT, Diversity, Equity, and Inclusion Leadership, CIP 302301, May 2021
BA, Cultural Studies, CIP 302301, June, 2021

Evangel University

BA, Community Relief and Development, CIP 440201, February 2021
BS, Community Relief and Development, CIP 440201, February 2021
BA, Special Education, CIP 131001, April 2021
BS, Special Education, CIP 131001, April 2021
BBA, Business Analytics, CIP 307102, June 2021

Fontbonne University

BA, English, CIP 230101, February 2021
BA, Pre-Nursing Studies, CIP 511105, February 2021
BS, Exercise Science, CIP 310505, February 2021
BS, One Health, CIP 018810, February
MA, Deaf Education, CIP 131003, February 2021
MA, Health Advancement & Promotion, CIP 512208, February 2021
MA, Special Education Teaching, CIP 131001, February 2021
MA, Applied Business Analytics, CIP 521301, February 2021
GRCT, Applied Business Analytics, CIP 521301, February 2021
GRCT, Project Management, CIP 521899, February 2021
MS, Cybersecurity, CIP 290207, February 2021
MS, Data Science, CIP 303001, February 2021
EDD, Collaborative High Impact Instruction and Leadership, CIP 130607, February 2021

Hannibal-LaGrange University

BS, Biblical Studies, CIP 390201 (at Jefferson City Correctional Center), August 2020
BA, Worship Arts, with options in Music Leadership, and Sound, Stage, and Media Production, CIP 390502, August 2020
BS, Worship Arts, with options in Music Leadership, and Sound, Stage, and Media Production, CIP 390502, August 2020
BSE, Early Childhood Education (Completion-Only), CIP 131210 (at Three Rivers College), August 2020
BA, Interdisciplinary Studies, CIP 309999, August 2020
BS, Interdisciplinary Studies, CIP 309999, August 2020
MBA, Business Administration, CIP 520201, August 2020
EDD, Doctor of Education, CIP 130101, October 2020
EDSp, Education Administration, CIP 130401, February 2021

Lindenwood University

BS, Ecology and Evolutionary Biology, CIP 261301, March 2021
BS, Cellular and Molecular Biology, CIP 260406, March 2021
BAS, Applied Science, with options in Health Care Management and Social and Behavioral Science, CIP 510000, April 2021
MA, Clinical Mental Health, CIP 511508, April 2021
C0, Global Fluency Certificate, CIP 302001, April 2021
GRCT, Integrated School Library Media and Technology Graduate Certificate, CIP 250199, May 2021

Maryville University

C0, Artificial Intelligence Certificate, CIP 110102 November 2020
C0, Blockchain Certificate, CIP 110701, November 2020
C0, Cybersecurity Certificate, CIP 290207, November 2020
C0, Data Science Certificate, CIP 307001, November 2020
C0, Software Development Certificate, CIP 110202, November 2020
C0, User Experience Certificate, CIP 110105, November 2020
C1, Post-baccalaureate Certification Communication Sciences and Disorders, CIP 510201, November 2020
GRCT, Big Data Certificate, CIP 307001, November 2020
GRCT, Machine Learning Certificate, CIP 307101, November 2020
C0, Diversity Studies Certificate, CIP 302601, January 2021
C1, Post-Baccalaureate Certification in Communication Sciences and Disorders, CIP 510201, March 2021

Midwestern Baptist Theological Seminary

BA, History, CIP 540101, April 2021

Park University

BA, Accounting, CIP 520301 (at Independence and Metropolitan Kansas City), February 2021
BA, Criminal Justice Administration, CIP 430102 (at Independence and Metropolitan Kansas City), February 2021
BPA, Criminal Justice, CIP 449999 (at Independence, Metropolitan Kansas City, and Whiteman AFB), March 2021
BS, Information Systems, CIP 110103 (at Independence and Metropolitan Kansas City), March 2021
BS, Management, CIP 521301 (at Ft. Leonard Wood, Independence, and Metropolitan Kansas City), March 2021
BS, Mgt/Health Care, CIP 510799 (at Ft. Leonard Wood, Independence, Metropolitan Kansas City, and Whiteman AFB), March 2021
C0, Skilled Helper (Adult), CIP 422813 (at Independence), February 2021
C0, Skilled Helper, (Pre-Adult), CIP 422813 (at Independence), February 2021

Ranken Technical College

C1, Advanced Precision Machining Technology, CIP 480503 (at Wentzville), December 2020
C1, Automotive Maintenance Technology, CIP 470604 (at Wentzville), December 2020
AS, Advanced Manufacturing Technology, CIP 480501 (at Wentzville), December 2020
AS, Advanced Precision Machining Technology, CIP 480503 (at Wentzville), December 2020
AS, Application & Web Development, CIP 110201 (at Wentzville), December 2020
AS, Automotive Maintenance Technology, CIP 470604 (at Wentzville), December 2020
AS, Building Systems Engineering Technology, CIP 040902 (at Wentzville), December 2020
AS, Control Systems Technology, CIP 150404 (at Wentzville), December 2020
AS, Diesel Technology, CIP 470605 (at Wentzville), December 2020
AS, Electrical Automation Technology, CIP 470105 (at Wentzville), December 2020
AT, Advanced Manufacturing Technology, CIP, 480501 (at Wentzville), December 2020
AT, Advanced Precision Machining Technology, CIP 480503 (at Wentzville), December 2020
AT, Automotive Maintenance Technology, CIP 470604 (at Wentzville), December 2020
AT, Control Systems Technology, CIP 150404 (at Wentzville), December 2020
AT, Electrical Automation Technology, CIP 470105 (at Wentzville), December 2020
C0, Supply Chain Management, CIP 479999, May 2021
C1, Automotive Maintenance Technology, CIP 470604, May 2021
C1, High Performance Racing, CIP 470617, May 2021
C2, Carpentry and Building Construction Technology, CIP 150404, May 2021

Rockhurst University

C1, Pre-Physical Therapy Studies, CIP 511109, October 2020
C1, Pre-Occupational Therapy Studies, CIP 511107, October 2020
C1, Pre-Prosthetic and Orthotic Post Baccalaureate, CIP 511199, October 2020

OFF-SITE, RESIDENCE & INSTRUCTIONAL SITE LOCATIONS

New Instructional Sites:

Metropolitan Community College
2944 Troost Avenue
Kansas City, MO 64109

Metropolitan Community College
21221 East MO 78 Highway
Independence, MO 64057

Closed Locations:

Drury University-Lebanon
122 E. Commercial St.
Lebanon, MO 65536

Missouri Western State University
Kansas City Northland
7300 NW Tiffany Springs Pkwy
Kansas City, MO 64153

Maryville University
St. Louis County-Mercy Hospital
615 New Ballas Rd.
St. Louis, MO 63141

Moberly Area Community College
Macon Area Career & Technical Education Center
702 North Missouri Street
Macon, MO 63552

Maryville University
Weekend & Evening College-Lake Saint Louis
3401 Technology Drive
Lake Saint Louis, MO 63367

State Technical College of Missouri
Lewis and Clark Career Center
2400 Zumbahl Road
St. Charles, MO 63301

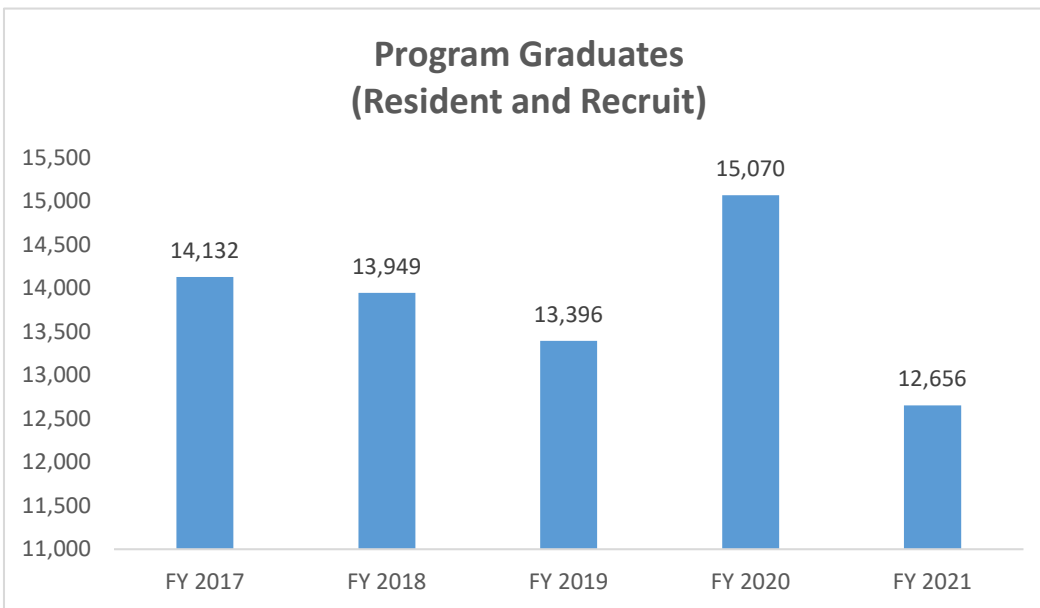
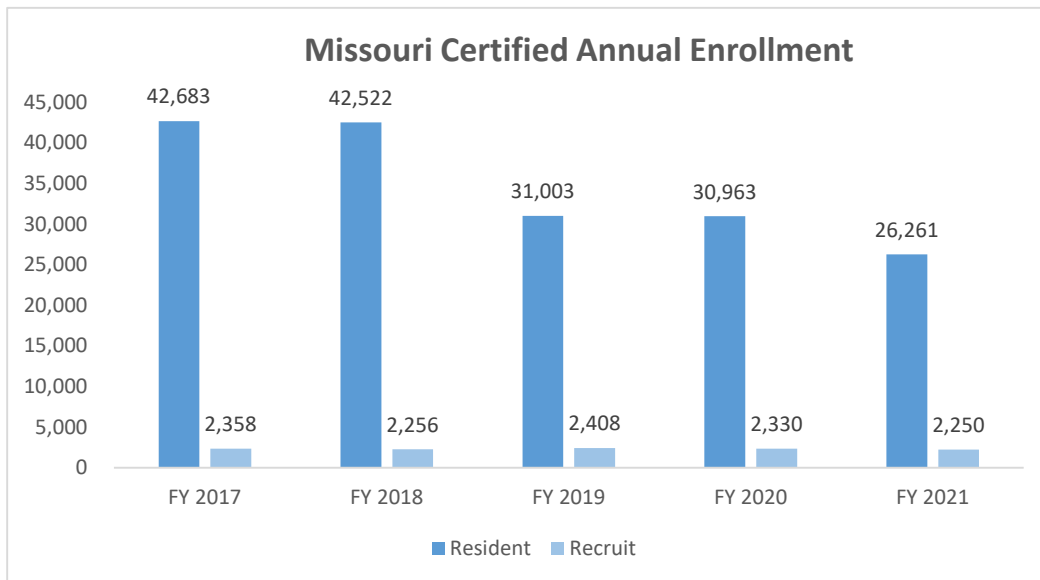
Maryville University
Weekend & Evening College-Sunset Hills
12250 Weber Hills Road
Sunset Hills, MO 63127

PROPRIETARY SCHOOL CERTIFICATION & ENROLLMENT

The Department of Higher Education & Workforce Development oversees operating standards for proprietary schools to ensure students are treated fairly and receive education and training consistent with the published objectives of the schools. Certified schools provide education and training in more than 1,000 degree and certificate programs.

During Fiscal Year 2021, department staff renewed the certification of 136 renewed certifications of main campuses, 12 branch locations, and 14 recruit schools. Fourteen new Missouri locations were approved, while 13 were approved for exemption from certification standards. The department monitored the closing of 14 certified schools.

The number of students enrolled in a Missouri private career school in FY 2021 decreased to 26,261. Student recruitment into programs out-of-state or via distance education decreased from 2,330 to 2,250.



CORE BUDGET RECOMMENDATIONS

The Coordinating Board for Higher Education's budget recommendations for state-supported public colleges and universities for the forthcoming biennium are:

Institution	Fiscal year 2022 core funding	Fiscal Year 2022 Restrictions	Fiscal Year 2023 core requested increase
Community Colleges	\$153,570,515	\$0	\$12,899,923
State Technical College	\$8,030,371	\$0	\$674,551
University of Central Missouri	\$57,385,876	\$0	\$4,822,513
Southeast Missouri State University	\$47,577,009	\$0	\$3,996,468
Missouri State University	\$97,479,099	\$0	\$8,188,244
Lincoln University	\$23,264,590	\$0	\$1,954,226
Truman State University	\$43,201,754	\$0	\$3,628,948
Northwest Missouri State University	\$32,340,003	\$0	\$2,716,560
Missouri Southern State University	\$26,920,398	\$0	\$2,261,313
Missouri Western State University	\$23,069,885	\$0	\$1,937,871
Harris-Stowe State University	\$10,848,327	\$0	\$911,260
University of Missouri	\$431,647,815	\$0	\$36,258,416
Four-Year Institution Subtotal	\$788,844,436	\$0	\$66,675,819
Total All Sectors	\$950,445,322	\$0	\$80,250,293

*Core increase includes two separate new decision items for each sector. One NDI is for inflation (5.4%) and the second is for maintenance and repair (3%). These are both based upon each sector's FY 2022 core appropriation.



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

DHEWD.MO.GOV

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Jefferson City, MO 65102-1469

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Fax: 573-751-6635

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Education & Workforce Development



Tab 7

Legislative Session Preview

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The Second Regular Session of the 101th General Assembly will begin on January 5, 2022. Pre-filing of bills began on December 1. The Department of Higher Education & Workforce Development's primary focus and the top priority is reauthorizing and improving the Fast Track Workforce Incentive Grant program and promoting its FY 2023 budget priorities.

CURRENT STATUS

Board book materials were prepared before pre-filing began on December 1. Department staff will provide a more current update, including whether legislation has been filed on any of the following, at the board meeting. In addition to Fast Track legislation, the following topics may be addressed during session.

- **Workforce Development in Elementary and Secondary Education.** If filed, this legislation would require high school students to complete individual career and academic plans and FAFSAs. It would also require DHEWD to equip all 57 area career centers with the means and capability to allow students to complete an application for aid under the Workforce Innovation and Opportunity Act (WIOA).
- **COVID-19 Vaccination Requirements at Higher Education Campuses.** The U.S. Department of Education is expected to issue guidance on vaccine requirements for colleges and universities receiving federal contracts. Based on this guidance, the General Assembly may consider legislation in response to federal action.
- **Higher Education Funding Formula.** During the 2021 legislative session, Rep. Mike Henderson (R-Bonne Terre) and Sen. Karla Eslinger (R-Wasola) introduced bills that would have established procedures for determining funding allocations for institutions of higher education based on "workforce readiness of students." The Joint Committee on Education held a hearing on performance funding in October 2021. (2021 Legislation: [HB 1346](#) & [SB 585](#))
- **AP Credit Exam Credits.** Last session, Rep. Chris Brown (R-Kansas City) introduced legislation that would require public institutions of higher education to adopt and implement policies that would provide undergraduate course credit to entering freshman students for each advanced placement (AP) examination on which the student achieves a score of three or higher. The legislation would have required DHEWD to work with the Department of Elementary and Secondary Education to identify correlations between subject matter and content in courses and examinations in the AP program. (2021 Legislation: [HB 1208](#))
- **Critical Race Theory.** Most discussion on critical race theory in Missouri to date has focused on the elementary and secondary level. However, lawmakers in more than 15 states have introduced or passed legislation seeking to limit or ban the teaching of critical race theory at public higher education institutions. There is increasing interest in the topic in Missouri, with several legislators expressing an intent to introduce legislation this upcoming session.
- **State Student Financial Aid Program Modifications.** Each session, legislators introduce bills that would modify Missouri's state student financial aid programs.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 8 Implementation of New Laws

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The 2021 regular session of the General Assembly began on January 5, 2021, and concluded on May 14, 2021. For bills that were truly agreed and finally passed during session, the governor had 15 days to sign or veto the bills. For bills that were truly agreed and finally passed and delivered to the governor after session concluded, the governor had 45 days to sign or veto the bills.

CURRENT STATUS

Laws passed that require implementation/action by the Department of Higher Education & Workforce Development:

- House Bill 3 – DHEWD Budget Bill
- House Bill 7 – Departments of Economic Development, Commerce & Insurance, and Labor & Industrial Relations Budget Bill
- House Bill 19 – Capital Projects Budget Bill
- HB 297 – Higher Education Omnibus

The following is a brief description of the major sections of each bill that require implementation:

HB 3

- 3.010 – GEER appropriations for public colleges and universities through DHEWD
- 3.070 – \$5,000,000 for A+ dual credit reimbursement
 - Will work with the financial aid team to determine how to fund 160.545.12.2
- 3.145 – Contains nine different appropriations for career and training programs across the state. DHEWD staff are working to determine how best to administer these funds.

HB 7

- Provides \$2,000,000 for competitive grants to eligible institutions for nursing programs, not to exceed \$150,000 per institution. DHEWD to assist the State Board of Nursing in administering.

HB 19

- 19.160 - \$1,500,000 CTE building construction in Ashland*
- 19.165 - \$5,000,000 CTE building construction in Perryville*
- 19.215 - \$18,000,000 community college deferred maintenance – equal distribution
- 19.220 - \$5,000,000 for Mineral Area College* for construction of a technical education and workforce development building

*These communities/institutions are not specifically named in the bill. DHEWD staff will work with the Office of Administration to confirm that these are the only potentially eligible recipients.

HB 297

- Creates the Students' Right to Know Act – DHEWD must implement putting expanded data online for students to access
- Ends HESFA tuition caps

The attachment entitled “New Law Implementation Matrix” contains further details about implementation of these laws.

NEXT STEPS

DHEWD is continuing to work on toward the full implementation of all 2021 legislative actions.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- New Law Implementation Matrix

Tab 8 Attachment
New Law Implementation Matrix

PLAN FOR IMPLEMENTATION OF NEW LAWS
2021 NEW HIGHER EDUCATION-RELATED LAWS
ITEMS REQUIRING ACTION BY THE DHEWD/CBHE

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
Bills Passed in 2021						
HB 3	DHEWD Budget	Section 3.010 provides \$15,000,000 of GEER funds from the CARES Act to IHEs.	July 1, 2021	Administer the funds	Commissioner's Office	Administer the funds.
HB 3	DHEWD Budget	Section 3.010 provides \$12,000,000 of GEER funds from the CRRSA Act to IHEs.	July 1, 2021	Administer the funds	Commissioner's Office	Administer the funds.
HB 3	DHEWD Budget	Section 3.015 provides \$21,831,384 for MO Excels Workforce Initiative.	July 1, 2021	Administer the funds	Commissioner's Office	Administer the funds.
HB 3	DHEWD Budget	Section 3.070 provides \$5,000,000 for Section 160.545.12.2, payment from the A+ scholarship fund for the cost of dual credit courses in high schools.	July 1, 2021	Implement new reimbursement program	Operations	DHEWD staff have filed a new administrative rule and are implementing the program.
HB 3	DHEWD Budget	Section 3.070 provides \$55,900,000 for the A+ Schools Program, but adds new language that the institutions must provide DHEWD will year-end data to allow DHEWD to submit a report to the general assembly detailing data about the distribution and utilization of the funds.	July 1, 2021	Educate institutions about new requirement, collect data, write report	Operations	Educate institutions about the new reporting requirements and develop internal timeline to prepare report.
HB 3	DHEWD Budget	Section 3.081 provides \$2,000,000 to establish a nursing simulation laboratory facility to enhance and expand nursing education and development through an online statewide nursing education program.	July 1, 2021	Pass through funds through standard procurement	Operations	The Office of Administration has placed this project on hold.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
HB 3	DHEWD Budget	Section 3.140 provides \$200,000 for persons with autism through a contract with a Southeast Missouri organization.	July 1, 2021	None	Operations	DHEWD staff extended the current contract with the Taylor Institute for another year, through June 2022.
HB 3	DHEWD Budget	<p>Section 3.145 provides numerous budget line items for the following programs:</p> <ul style="list-style-type: none"> • \$935,500 for Certified Work Ready Community Program (Work Keys and Career Ready); • \$500,000 for Launch Code in STL City; • \$200,000 for an organization in Kansas City to provide education curriculum, training, access to capital, and mentoring; • \$300,000 for STL City Pre-Apprenticeship program for minorities and women into construction field; • \$100,000 for organization in KC that enables disadvantaged persons to obtain self-sufficiency through job training and entrepreneurship; • \$400,000 for a KC Pre-Apprenticeship for minorities and women entry into construction; • \$600,000 for STL City organization that facilitates supplemental education programs, job development and training, and community service programs; and • \$600,000 to STL City organization that facilitates supplemental education programs, job development and training, and community service programs; 	July 1, 2021	Procure services and issue sub-awards, where appropriate	Operations	DHEWD staff continue to work with the appropriate authority on each project to either extend current contracts, create new contracts, or procure services.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
HB 3	DHEWD Budget	Section 3.200 provides \$10,044,016 for distribution to community colleges for equity adjustments.	July 1, 2021	Administer the funds	Operations	Administer the funds
HB 7	DED, DCI, DOLIR Budget Bill	Section 7.490 provides \$2,000,000 for competitive grants to eligible IHEs for nursing programs, not to exceed \$50,000 each.	July 1, 2021	Work with State Board of Nursing to administer program.	Operations	DHEWD staff will work with the State Board of Nursing staff to figure out how to implement this new grant program.
HB 19	Planning and Capital Improvement Projects Budget Bill	Section 19.160 provides \$1,500,000 for construction of a technical education building in Ashland.	July 1, 2021	Contract out the funds	Operations	DHEWD contracted with the Southern Boone County School District for the project. DHEWD will pass through the dollars for the appropriated purpose.
HB 19	Planning and Capital Improvement Projects Budget Bill	Section 19.165 provides \$5,000,000 for construction of a technical education building in Perryville.	July 1, 2021	Contract out the funds	Operations	DHEWD contracted with the City of Perryville for the project. DHEWD will pass through the dollars for the appropriated purpose.
HB 19	Planning and Capital Improvement Projects Budget Bill	Section 19.215 provides \$18,000,000 for equal distribution to community colleges for deferred maintenance	July 1, 2021	Issue the funds	Operations	Pass through the dollars for the appropriated purpose.
HB 19	Planning and Capital Improvement Projects Budget Bill	Section 19.220 provides \$5,000,000 to a community college for construction of a technical education and workforce development building.	July 1, 2021	Issue the funds	Operations	DHEWD contracted with Mineral Area College for the project. DHEWD will pass through the dollars for the appropriated purpose.
HB 297	Higher Education Omnibus Bill	Creates section 161.625 known as the Students' Right to Know Act.	January 1, 2022	Collect and publish data from IHEs	Performance & Strategy	Staff are preparing an initiative contract to outline the steps to fully implement the changes.
HB 297	Higher Education Omnibus Bill	Amends existing section 173.035 to require DHEWD to post information from public IHEs and Vocational schools, including info from Students' Right to Know Act. Makes private institution reporting permissive.	August 28, 2021	Collect info from vocational schools for publication online.	Performance & Strategy	Determine what new institutions must report and educate those institutions on reporting requirements.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
HB 297	Higher Education Omnibus Bill	Amends section 173.1003 to suspend the HESFA tuition caps beginning July 1, 2022. Also provides that if an IHE uses differentiated tuition, the institution must notify DHEWD and may not utilize course fees.	July 1, 2022	None	Commissioner's Office	DHEWD staff have filed the administrative rule with the Secretary of State.



Tab 9

New Department Strategic Plan

Coordinating Board for Higher Education
December 8, 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.

In fall 2020, the department discussed beginning a new strategic planning process. In December and January, the department conducted best practice research into other states’ higher education agency strategic plans. This research informed the development of a planning framework the department is using to move forward.

The department is receiving support through HCM/Lumina Strategy Labs to develop an overarching, multi-year strategic framework that will steer the agency and its initiatives in order to make significant progress toward department goals.

In June, the department kicked off the public strategic planning process by engaging stakeholders and partners in a conversation about goals and opportunities for the future with a review of Missouri’s overall higher education and workforce landscape, including strengths, weaknesses/threats, and opportunities. Data focused on the system itself, how to get more people working, and how to help them gain skills and training to be more productive.

After the kickoff, department staff held monthly meetings with the Coordinating Board for Higher Education to make progress on the new plan. Meetings included:

- July 20, 2021: Presentation of data on educational attainment and workforce participation differences between rural and rural Missourians; facilitated conversation on department mission and core principles.
- September 15, 2021: Final discussion on mission statement and guiding principles; introduction of possible big goals, targets, and indicators.
- October 19, 2021: Final update to guiding principles; final discussion on big goals and indicators; presentation of example indicators slides; introduction of strategic themes; and presentation of example initiative slides.
- November 16, 2021: Presentation of 2022 strategic initiatives.

In addition to these meetings with the Coordinating Board, department staff have consistently engaged external stakeholders throughout the development of each component of the new plan, including:

- May 17: Council of Student Affairs Officers
- May 26: Missouri Chamber of Commerce & Industry
- June 9: State Workforce Development Board
- June 11: Missouri Association for Workforce Development
- June 11: Missouri Scholarship & Loan Foundation
- June 23: Listening Sessions with colleges and universities
- June 24: Missouri College Access Network
- June 29: Department of Economic Development
- July 13: Leadership Council
- July 13: Equity Advisory Committee
- July 14: Commissioner's Advisory Group
- July 14: Listening Sessions with colleges and universities
- July 22: University of Missouri St. Louis Advisory Board
- August 18: Job Center Connect Town Hall – Columbia
- August 19: Job Center Connect Town Hall – St. Charles
- August 20: Job Center Connect Town Hall – Kansas City (co-hosted by Senator Barbara Washington)
- August 26: Job Center Connect Town Hall – Hannibal
- August 27: Job Center Connect Town Hall – St. Louis (hosted by the Urban League of Metropolitan St. Louis)
- September 1: Missouri Community College Association Presidents/Chancellors Council
- September 7: Hawthorn Foundation Board
- September 8: State Workforce Development Board
- September 9: Governor's Conference on Economic Development
- September 23: Missouri College Access Network
- October 20: Commissioner's Advisory Group
- November 1: Missouri Community College Association
- November 7: Missouri College Access Network (by email)
- November 7: Presidential Advisory Council (by email)

Finally, department leaders have kept staff the agency apprised of progress on the strategic plan through regular weekly phone calls, updates in the weekly department newsletter, and in-depth presentations at Leadership Council and All-Staff meetings.

CURRENT STATUS

The attached plan represents the complete package of the components reviewed with board members since the June kickoff. It includes a department mission statement, guiding principles, new big goals, targets, indicators, and initiatives department staff plan to launch in 2022.

NEXT STEPS

After the board approves the plan, department staff will share it publicly and with key stakeholders. Staff will update the board and the Presidential Advisory Council on progress made on initiatives at each regular quarterly CBHE meeting. In addition, staff will provide annual updates on progress toward the big goals as well as planned initiatives for the upcoming calendar year at every December board meeting.

Although the plan includes goals ending in 2030, staff anticipate that the plan and framework will likely need to be reviewed and possibly revised in five years (2026).

RECOMMENDATION

Staff recommend that the Coordinating Board approve the new department strategic plan and direct staff to provide updates to the board and the Presidential Advisory Council at each regular quarterly CBHE meeting.

ATTACHMENT

- New Department Strategic Plan



BUILDING MISSOURI'S FUTURE:

A strategic plan to provide pathways and reduce barriers to educational attainment and workforce participation



DECEMBER 2021

WELCOME INTRODUCTION

This strategic plan for higher education and workforce development will guide initiatives and priorities in Missouri for the next three to five years. The plan was created using data to determine statewide needs and compare Missouri to other Midwestern states. It outlines a comprehensive plan for education, training, and the public workforce system in order to encourage economic growth and personal success among Missourians.

Letter from Commissioner Zora Mulligan



The new Missouri Department of Higher Education & Workforce Development (MDHEWD) hit the ground running when it was established in August 2019. Staff focused on implementing the recommendations that came out of the Talent for Tomorrow task force in the department's first six months. Quick wins included deploying the first round of MoExcels funding to establish or expand programs that lead to work in high-wage, high-demand occupations; standing up the Fast Track Workforce Incentive Grant; establishing the Inter-Agency Committee on Apprenticeships and publishing the Apprenticeship Missouri Playbook; and convening local elected officials to discuss ways to improve the public workforce system.

When COVID-19 began to impact Missouri in March 2020, MDHEWD staff shifted gears rapidly to focus on crisis response. Team members helped unemployed Missourians connect with unemployment insurance benefits and offered opportunities for them to upskill during their time out of the labor force. They launched public relations campaigns and toolkits to encourage Missourians to “return strong” to the workforce and stick with their postsecondary education plans. They partnered with other state agencies to expand access to quality childcare facilities, social services, and mental health resources on campuses. Department staff also coordinated the initial statewide response to the challenges individual citizens faced as a result of the health and economic challenges created by COVID-19.

In 2020, department staff also accelerated their work to ensure that every Missourian is empowered with the skills and education needed for success. They expanded partnerships with organizations that connect diverse populations with apprenticeship opportunities, increased the visibility and use of disaggregated data, and launched the Bridges to Success webinar series to share best practices in increasing student success.

By late 2020, it was clear that MDHEWD was ready to think about a comprehensive strategic plan that represents the work of the entire department, and that unifies staff and external partners around shared “big goals.” The goals this plan is organized around are ambitious. Making progress toward them will require bold action on the part of our team as well as continued excellent work by our partners in workforce development, higher education, and the non-profit sector. We are energized by the challenge these goals represent and look forward to doing our part to make Missouri the best in the Midwest, and to make the department the best place to work in state government.

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ABOUT THE DEPARTMENT

The Department of Higher Education & Workforce Development (MDHEWD) was formed on Aug. 28, 2019, when Executive Order 19-03 legally took effect. Gov. Mike Parson issued the executive order to realign Missouri's workforce development systems through a major restructuring of state government. The Missouri Department of Higher Education, the Division of Workforce Development, and the Missouri Economic Research and Information Center transformed to become one department. This transformation was in response to efforts in 2018, when Commissioner Zora Mulligan and Missouri's Director of Economic Development co-led Talent for Tomorrow, an initiative that built a statewide coalition of corporate executives, educators, community leaders, legislators, and members of the executive branch to develop and advocate for a comprehensive suite of proposals to address workforce needs.

Realigning postsecondary education with the public workforce system gives Missourians the full breadth of options available to fit their interests, resources, and

abilities. With the help of many partners statewide, the department has the opportunity to bring hope to people who need to skill up, get an education, and find meaningful employment.

Just prior to the official transformation, a new vision statement was adopted in Summer 2019 to encompass the full the scope of the new department. A new set of department values was developed in Fall 2020 to establish department culture. The next step to continue moving MDHEWD forward was to evaluate priorities and develop a strategic plan to inform future initiatives. The department's former plan, Preparing Missourians to Succeed: A Blueprint for Higher Education, was adopted in 2015 by the Coordinating Board for Higher Education. The plan focused solely on higher education needs for the state. In early 2021, Commissioner Zora Mulligan tasked the department with developing a strategic plan to encompass the full scope of the department, led by the Coordinating Board for Higher Education (CBHE) and in consultation with the State Workforce Development Board (SWDB).

DEVELOPING THE STRATEGIC PLAN



**KNOW
YOURSELF**



**UNDERSTAND
STATE NEEDS**



**IDENTIFY
YOUR ROLE**



**SET
STRATEGY**



**IMPLEMENT,
ASSESS, PLAN**

In Summer 2021, MDHEWD kicked off its public strategic planning process. The primary focus of the strategic planning process was to develop a mission statement, big goals, and strategies for the department. The work also included identifying a small number of big impact best practices to begin implementing in January 2022.

A data presentation made to the CBHE on June 15, 2021, included an environmental scan of Missouri, including an analysis of strengths, weaknesses, threats, and opportunities for increasing attainment and labor force participation.

A mission statement and set of principles was developed in the first few months of planning in order to provide a lens in which to frame the rest of the plan. Statewide goals were outlined, with corresponding targets established. Key data indicators created baseline measurements and will keep the department informed of progress. Strategies and themes were identified to help determine initiatives for future implementation.

The department spent several months engaging stakeholders and partners throughout the process to gather feedback on state needs, partnership opportunities, and key strategies for possible implementation. The CBHE approved the plan in December 2021. A yearly update will identify progress on key targets to help guide future work toward reaching Missouri's big goals for higher education and workforce development.

WHO WE ARE: MISSOURI DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT



VISION

Every Missourian empowered with the skills and education needed for success.



MISSION

To put Missourians on a path to learn, work, and prosper.



VALUES THAT DEFINE THE WAY WE WORK TOGETHER

- Accountability
- Teamwork
- Collaboration
- Work-Life Balance

PRINCIPLES THAT GUIDE OUR WORK



PEOPLE CENTERED

Engage and connect MDHEWD teams, partners, institutions, and employers on behalf of Missourians.



EQUITY FOCUSED

Close educational attainment and workforce participation gaps among key sub-populations.



IMPACT DRIVEN

Aim for optimal results and continuous improvement across all programs and services.



WORKFORCE ALIGNED

Align efforts with the changing needs of employers to build a skilled and prepared workforce.

BIG GOALS FOR MISSOURI

Missouri will strive to be the best among other Midwestern states in educational attainment and labor force participation by 2030.

Educational Attainment and Labor Force Participation

In order to meet workforce demands and continue to help our citizens compete in a global economy, Missouri will strive to be the best among other Midwestern states in educational attainment and labor force participation by 2030.

A skilled, prepared, and motivated workforce is necessary to attract and retain businesses in Missouri. The department recognizes all training opportunities beyond high school as highly valuable. Apprenticeships and on-the-job training, short-term certificates, associate degrees, bachelor's degrees, and beyond all contribute to the economic health of the state.

Demand for workers with some form of postsecondary credential remains higher than the number of Missourians with those credentials. About 40 percent of jobs require some education and training beyond high school, but less than a bachelor's degree. Another 20 percent of jobs require a bachelor's degree or higher.

The benefits of increased education go beyond a paycheck. Postsecondary credentials continue to be good for communities as a whole – contributing to better health, a more engaged citizenry, lower incarceration rates, among others. Creating opportunities and removing barriers to education and training will help the state fill skills gaps and support the economy.

THE BIG GOAL

Best in the Midwest in educational attainment and workforce participation by 2030.

BEST IN MIDWEST TARGETS

	Current Targets	Current Status	Change Needed
Educational Attainment			243,000 more degrees and certificates than current trend
Labor Force Participation			312,000 more Missourians working







Equity Matters

When looking at the percentages and breakdown of those with educational credentials and those participating in the labor force, there is a clear distinction among race and the rural population. Reducing barriers and creating extra supports for these populations is necessary to help create equity among Missourians.

THE BIG GOAL

Best in the Midwest in educational attainment and workforce participation by 2030.

EQUITY TARGETS

	Current Targets	Current Status	Change Needed
Educational Attainment	 <p>60% attainment for all groups</p>	 <p>Black: 28.4% Hispanic: 28.9% Rural: 28.7% (Associate and Above)</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Black: +95,000 Hispanic: +33,000 Rural: +215,000</p> </div> 
Labor Force Participation	 <p>70% participation and/or full employment for all groups</p>	 <p>Black: 62.2% Hispanic: 76.2% Rural: 57.7%</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Black: +59,000 Hispanic: +6,000 Rural: +227,000</p> </div> 



Best Place to Work

MDHEWD has set an internal goal to be the best place to work in state government. The department strives to create an environment where staff can grow and thrive. A culture of teamwork and collaboration results in increased retention and productivity, helping staff to better support programs, build strong partnerships, and deliver excellence to Missourians.

Current Targets



Increase Quarterly Pulse Survey scores in key areas.



Increase retention rates of MDHEWD staff.



Maintain high engagement on department newsletter.



MDHEWD INDICATORS

While there are many factors out of the department's sole control, regularly reviewing certain data elements can help determine if current circumstances are helping move Missouri in the right direction, and ultimately towards reaching the big goals. These indicators will be reviewed annually, and may result in new initiatives to help make a significant impact on the outcomes.

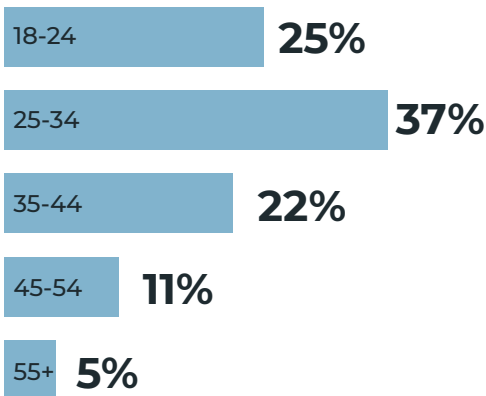
01 Educational Attainment

Apprenticeship and Certificate Completion

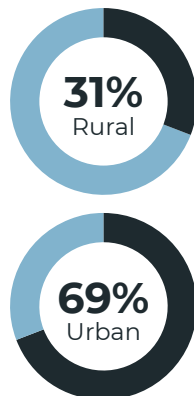
Apprenticeships and certificates help prepare Missourians for the 40 percent of the state's jobs that require some education and training beyond high school but less than a bachelor's degree.

COMPLETED APPRENTICESHIPS BY RACE/ETHNICITY, AGE & GEOGRAPHIC ORIGIN (2020)

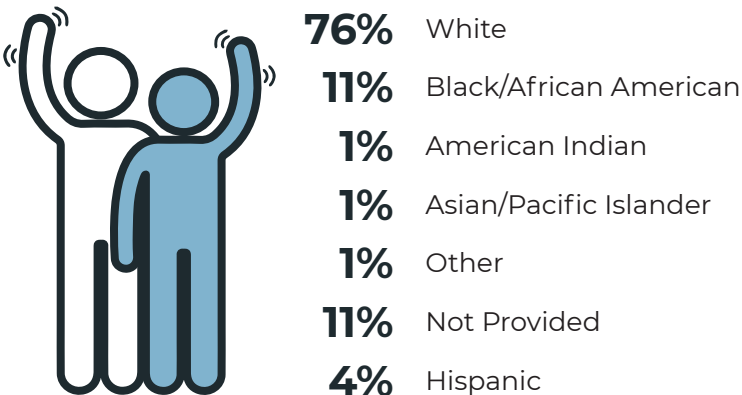
AGE AT PROGRAM START



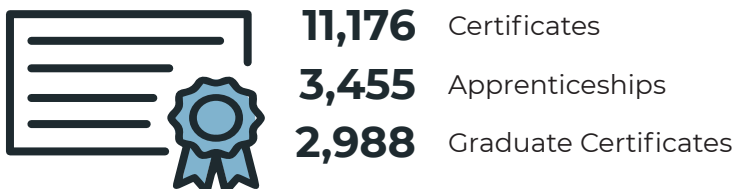
GEOGRAPHIC ORIGIN



RACE/ETHNICITY



NUMBER OF APPRENTICESHIPS AND CERTIFICATES ISSUED (2020)

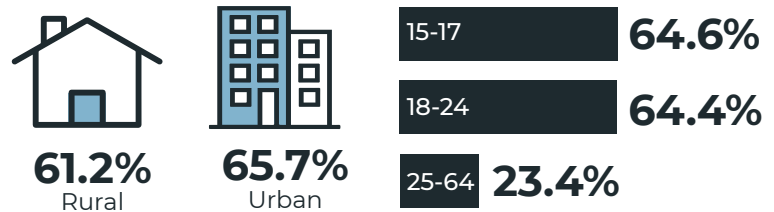


Equitable Completion Rates

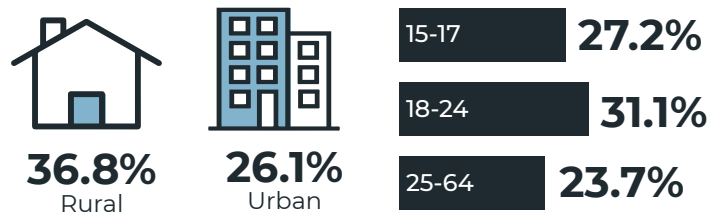
Increasing equitable access and achievement helps achieve the big goals in the state.

COMPLETION RATES OF MO FIRST-TIME FULL-TIME DEGREE-SEEKING STUDENTS BY AGE AND GEOGRAPHIC ORIGIN (2020)

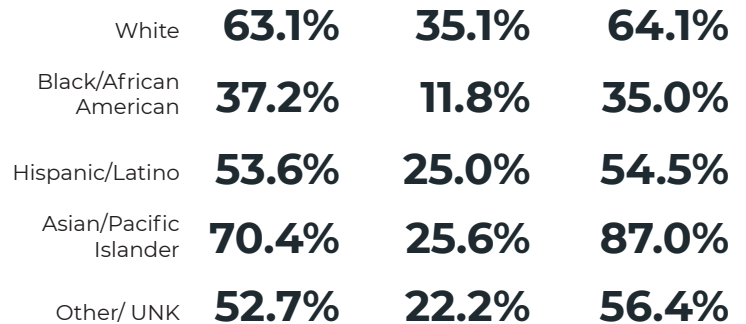
PUBLIC UNIVERSITIES



PUBLIC COMMUNITY AND TECHNICAL COLLEGES



COMPLETION RATES OF MO FIRST-TIME FULL-TIME DEGREE-SEEKING STUDENTS BY RACE (2020)



PUBLIC UNIVERSITIES

PUBLIC COMM. & TECH. COLLEGES

INDEPENDENT UNIVERSITIES



01 Educational Attainment Continued



PUBLIC HIGHER EDUCATION FUNDING PER FTE (2020)

\$8,819

Per-student funding for public institutions

Public support for education through state appropriations can help reduce direct costs to students, keeping education affordable.

NET PRICE FOR FIRST-TIME FULL-TIME STUDENTS (2019-2020)



\$14,636
PUBLIC UNIVERSITIES



\$6,724
PUBLIC COMMUNITY & TECHNICAL COLLEGES



\$23,258
INDEPENDENT COLLEGES & UNIVERSITIES

Net cost/price

Affordability is probably the most important factor many students and families consider when making decisions about postsecondary education. Net cost represents the funding the student/family will have to allocate to access and persist through postsecondary education.

NUMBER OF DEGREES ISSUED BY MISSOURI INSTITUTIONS (2020)

41,879 BACHELOR'S DEGREES
20,148 MASTER'S DEGREES
14,630 ASSOCIATE DEGREES
5,060 DOC. & PROF. DEGREES



FAFSA filing

FAFSA filings are an early indicator of enrollment trends. Financial support, especially grants, improve student success. Students can only be eligible for some financial aid, including Pell Grants and Access Missouri, by completing the FAFSA.

FAFSA FILERS (2020-2021)



284,821
TOTAL



111,406
FIRST-TIME FILER

Enrollment

Sixty-percent of jobs will require postsecondary education/training and enrollments are an indicator of the future employment pipeline.

HEADCOUNT ENROLLMENT (2020)



137,507
PUBLIC UNIVERSITIES



75,311
PUBLIC COMMUNITY & TECHNICAL COLLEGES



105,436
INDEPENDENT COLLEGES & UNIVERSITIES

Completion Rates

Higher completion rates move the state closer to its 60 percent attainment goal, which means more Missourians with a quality postsecondary credential.

COMPLETION RATES OF FIRST-TIME FULL-TIME DEGREE-SEEKING STUDENTS (2020)



59.3%
PUBLIC UNIVERSITIES



47.1%
PUBLIC COMMUNITY & TECHNICAL COLLEGES



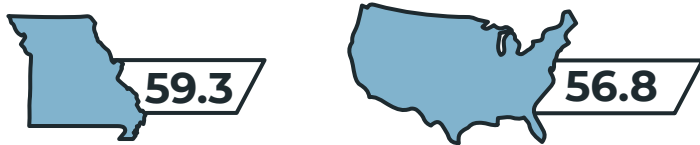
61.5%
INDEPENDENT COLLEGES & UNIVERSITIES

02 Labor Force Participation

Employment to population ratio

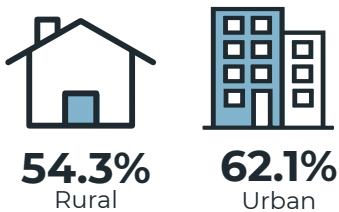
A large employed population demonstrates economic stability and growth.

EMPLOYMENT-POPULATION RATIO MISSOURI VS. UNITED STATES (2020)

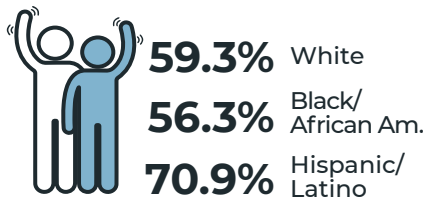


EMPLOYMENT-POPULATION RATIO MISSOURI (2020)

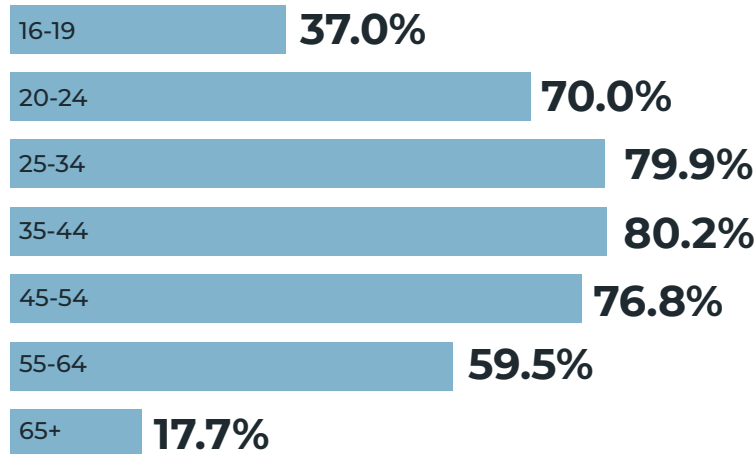
GEOGRAPHIC ORIGIN



RACE/ETHNICITY



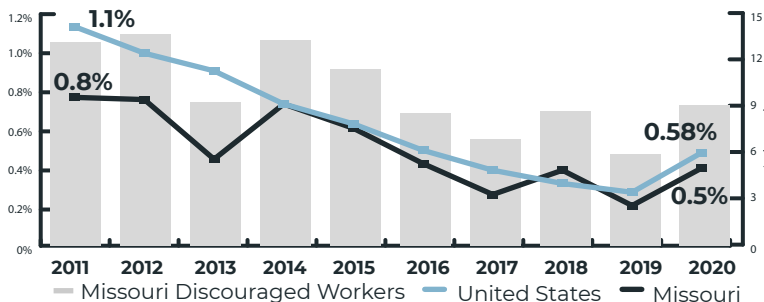
AGE RANGE



Discouraged workers

The percentage of those not in the labor force due to discouragement indicates the portion of the labor force that may need retraining or other assistance and have given up seeking work.

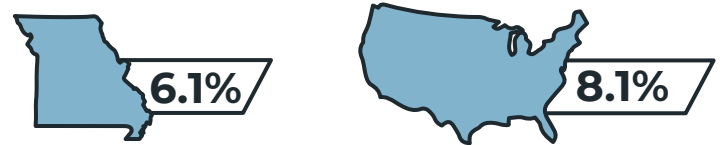
DISCOURAGED WORKERS MISSOURI AND U.S.



Unemployment rate (U3)

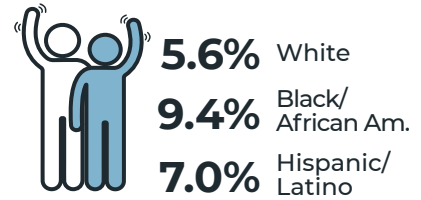
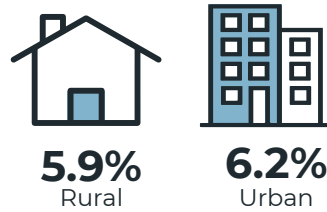
A high unemployment rate indicates a mismatch in the availability of jobs and those seeking to fill them.

OFFICIAL UNEMPLOYMENT RATE MISSOURI VS. UNITED STATES (2020)

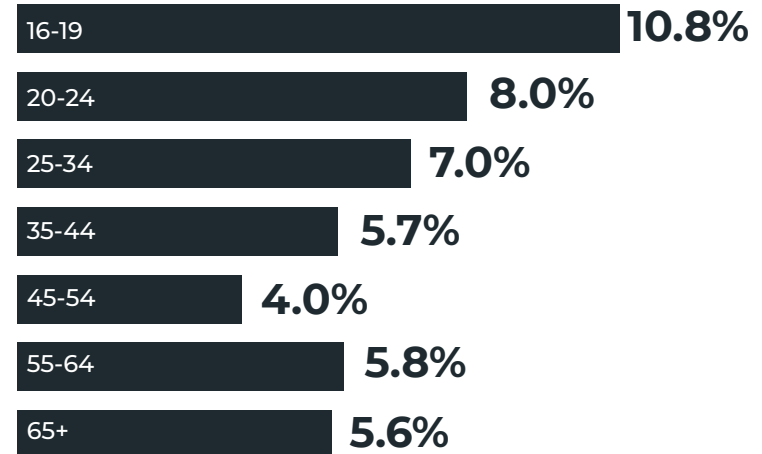


OFFICIAL UNEMPLOYMENT RATE MISSOURI (2020)

GEOGRAPHIC ORIGIN



AGE RANGE



Number of job seekers per job openings (2021)

The balance of the number of available jobs and those available to work supports economic stability. A strong labor market matches job seekers to opportunity.



Involuntary part-time status (2020)

Those who want to find full-time work but cannot may need training or other assistance to find full-time employment. (Working 35 hours or less)

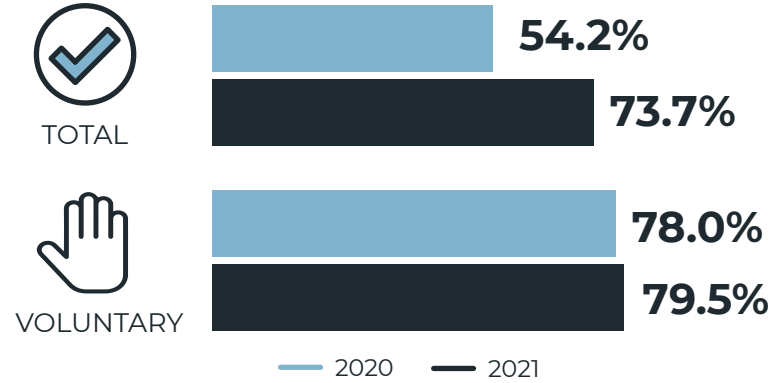


03 Best Place to Work

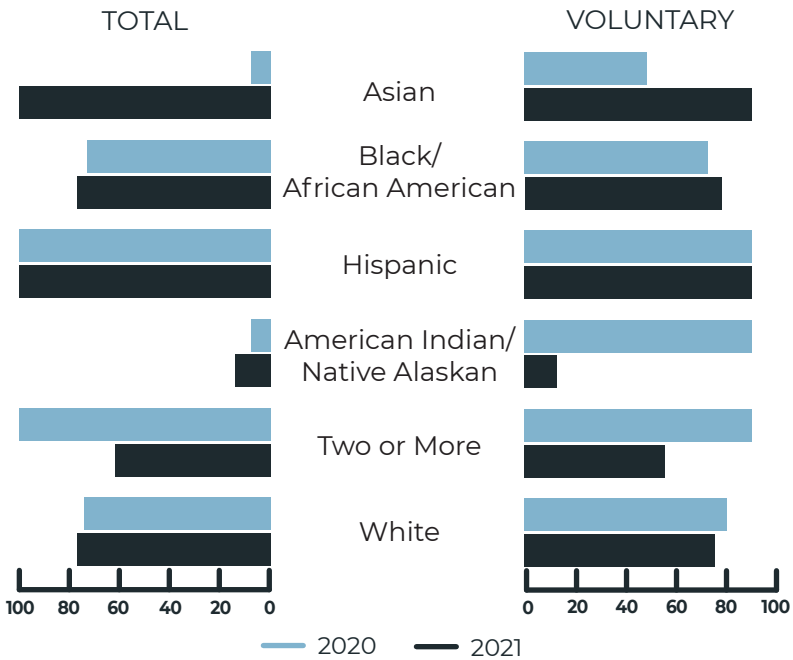
Retention of MDHEWD employees

Retention is an indicator of job satisfaction. Losing staff results in lost knowledge and creates extra stress on staff as workloads increase until positions are filled.

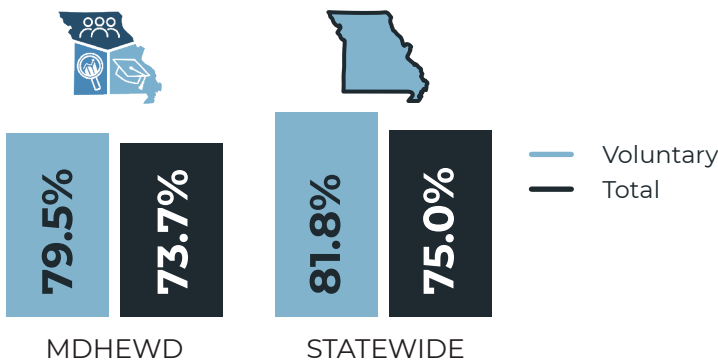
MDHEWD STAFF RETENTION RATE (2020-2021)



MDHEWD STAFF RETENTION RATE BY RACE/ETHNICITY (2020-2021)



MDHEWD STAFF RETENTION RATE COMPARED TO OTHER AGENCIES (2021)



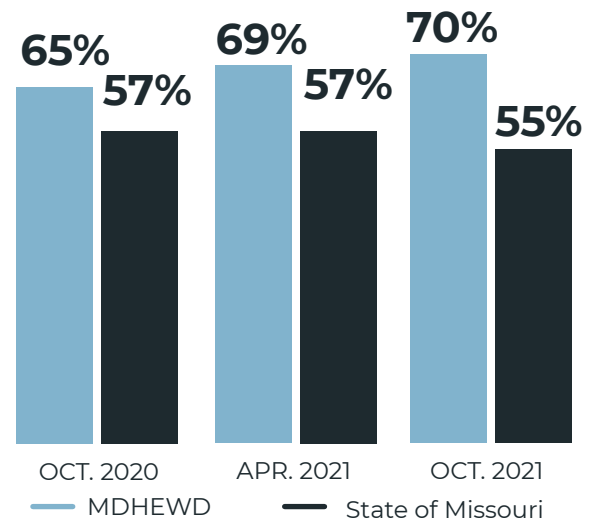
Quarterly Pulse Survey

Strengthening the organizational culture is a priority for the department. The personal ownership questions help determine if staff feel connected to the department and the work they're doing.

“Managers create a sense of belonging to the organization.”

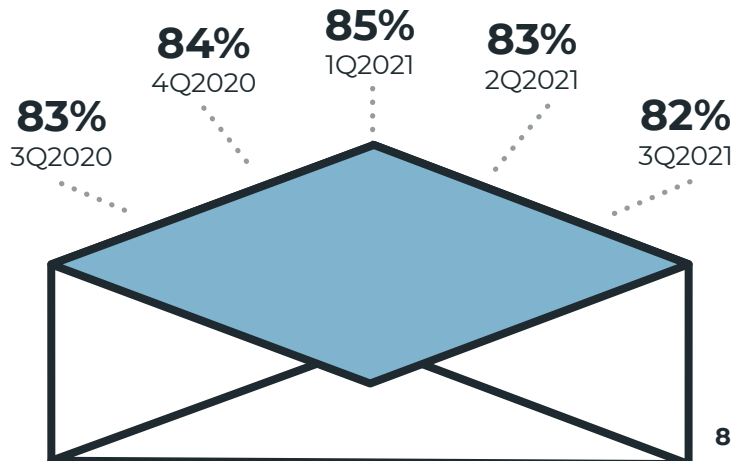
“Managers encourage employees to take a personal stake in their jobs.”

QUARTERLY PULSE SURVEY: PERSONAL OWNERSHIP (2020-2021)



Newsletter open rates

Staff engagement in department news and activities shows a connection to the organization.



STRATEGIES/THEMES

In order to empower all Missourians with the skills and education needed for success, MDHEWD must focus efforts around providing multiple options for postsecondary education and training opportunities. The accessibility and affordability of those options will determine the success and potential impact on the individual, and the state as a whole. Projects and initiatives should fall under the four major themes identified below in order to achieve the department principles of being people-centered, equity-focused, impact-driven, and workforce-aligned. These principles should drive the work. Strategies for each theme will guide ideas for yearly initiatives.

Access

Access - Removing barriers to enrollment and employment

- Raise awareness of options
- Create opportunities for connections and support
- Make it easier for all Missourians to access services

Success

Success - Supporting learners and workers through a holistic lens

- Support learners to achieve educational goals
- Help unemployed Missourians find work
- Support workers to persist through training and into sustainable employment
- Encourage academic advancement and skills building
- Connect with employers and partners for continuous improvements to policies and systems

Affordability

Affordability - Identifying resources and creating opportunities

- Continue to disburse state financial aid funds and develop programs to minimize student costs
- Leverage partnerships to provide funding opportunities
- Eliminate or revise cost-prohibitive policies and procedures
- Provide financial literacy resources and education

BPTW

Best Place to Work - Continuous improvement in culture and process

- Set a standard of excellence and inclusion
- Provide opportunities for growth
- Improve processes to enhance performance
- Eliminate unnecessary burdens on staff and customers
- Create a culture of belonging

INITIATIVES

Each year, the department will identify a set of initiatives that fit within the scope of our themes – Access, Success, Affordability, BPTW. The initiatives are year-long projects with a specific scope and goal in mind, all designed to move Missouri closer to its goals of 60 percent educational attainment, 70 percent labor force participation, and making MDHEWD the best place to work in state government. The initiatives will be driven by the identified strategies. For example, in order to set a standard of excellence and inclusion to make MDHEWD the best place to work, an initiative could be to look at current department policies to identify opportunities for inclusion and to eliminate language or policies that by nature, create division.

Initiatives will be approved by the Coordinating Board and made available to the public through the department placemat. Initiatives are the “boots on the ground” work, often accomplished through collaboration with partner organizations.

CLOSING

This strategic plan, Building Missouri’s Future, will set the tone and guide work within MDHEWD for the next three to five years. While the initiatives and targets may change, the strategies will remain. A more educated, prepared, and working citizenry is a must for the future of Missouri.

Letter from 2021 Board Chair Joe Cornelison



Setting a strategic plan is a little like predicting the future. As a board and as a department, we have the difficult responsibility of identifying areas of current need, thinking about future trends, and using data to inform where we think we should end up. This new strategic plan lays out three clear goals with equity as a major emphasis. With the best in mind for Missourians as individuals and for the state as a whole, the goals, strategies, and themes outlined in this plan will drive much of our work in years to come. The goals are inspirational, as they should be. If we want to be the best in Midwest, we have to focus on raising up talent and reaching those who are often left out. With a terrific team behind the wheel and strong partners by our side, together we’ll push to increase educational attainment and workforce participation to outpace our peers by 2030. We’ve built the tracks – now it’s time to get the trains running.

APPENDIX A: 2022 STRATEGIC INITIATIVES



Access

Expand Job Center Connect services with infrastructure, awareness, and performance redesign

Expand Missouri Apprentice Ready program

Expand access to veteran resources through Show-Me-Heroes program

Expand mental health resources to students

Spotlight MDHEWD partners whose work drives progress toward big goals

Help students make informed decisions with Students' Right to Know resources

Expand opportunities for youth through partnership programs

Promote pathways showcasing the value of postsecondary education and its role in workforce development

Develop and implement adult learner network

Coordinate Summer Bridge Community of Action training



Affordability

Operationalize MDHEWD values and strengthen diversity, equity, and inclusion in the department

Coordinate the review and update of the Rewards and Recognition playbook for performance

Leverage succession planning with updated job descriptions that link to values and principles and identify cross-training opportunities

Reestablish the Fun Committee to organize department events throughout the year

Leverage automated dual credit/dual enrollment scholarship program to expand educational opportunities to targeted populations

Expand the number of campuses with social services

Increase the number of childcare facilities on college campuses and childcare workforce

Advocate for legislative support that will allow the department to drive progress toward big goals



Success

Best Place to Work



Learn more about the 2022 initiatives at dhewd.mo.gov/strategicplan.php

APPENDIX B: DEFINITIONS & BIG GOALS

Urban and Rural

For the purposes of this information, county-level designations for urban and rural counties were consistent with the MDHEWD 2019 Equity in Missouri Higher Education Report. This definition was developed by the Missouri Department of Health and Senior Services for its biannual Rural Health report, based on population density. Rural counties are defined as having fewer than 150 people per square mile and not being part of a Census Metropolitan Statistical Area (MSA). Urban counties are: Boone, Buchanan, Cass, Clay, Cole, Greene, Jackson, Jasper, Jefferson, Newton, Platte, St. Charles, St. Louis, and St. Louis City. All other counties are classified as rural.

Working-Age Population

Population aged 25 to 64

Midwest States

Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, Ohio, Oklahoma, Tennessee, and Wisconsin

Big Goals

• **Educational Attainment – Percent of working-age population with a workforce-relevant credential or above.**

- o Total
 - Source: Lumina Foundation. *A Stronger Nation: Learning Beyond High School Builds American Talent*. Attainment for associate degree level and above is based on data from the U.S. Census Bureau American Community Survey 1-year Public Use Microdata Samples (PUMS). Certificate completions are estimated by the Lumina Foundation based on a methodology developed from Georgetown University's Center on Education and the Workforce.
 - Goal determination: "Best in Midwest" compared to 13 other states in the Midwest. Minnesota had the highest educational attainment at 59.0 percent in 2020.
 - Target Development: With research partners at the University of Missouri, regression analysis of historic trends of educational attainment for working-age adults was used to project steady-state estimates to 2030. Estimates assumed a constant state for credential and certificate attainment. The gap is the number of individuals between the estimated steady-state growth and the number needed to reach 60 percent of working-age adults with educational attainment of a credential or above.

- o Black/African American
 - Baseline data and target development used the same methodology as the Total Educational Attainment goal. The equity targets assume an equal distribution of certificate and credential attainment among all groups.
- o Hispanic
 - Baseline data and target development used the same methodology as the Total Educational Attainment goal. The equity targets assume an equal distribution of certificate and credential attainment among all groups.
- o Rural/Urban
 - Baseline data and target development used the same methodology as the Total Educational Attainment goal. The equity targets assume an equal distribution of certificate and credential attainment among all groups.
- **Labor Force Participation – Percent of noninstitutionalized population aged 16 or older who are part of the labor force.**
 - o Total
 - Source: U.S. Department of Labor (DOL), Bureau of Labor Statistics (BLS) and MDHEWD; Current Population Survey and Local Area Unemployment Statistics (LAUS); and Emsi Burning Glass population projections to 2030.
 - Goal determination: "Best in Midwest" compared to 13 other states in the Midwest. Minnesota and Nebraska had the highest current labor force participation rate at 69.6 percent in 2020.
 - Target Development: Current labor force participation in 2020 was used as a baseline compared to population projections by age in Missouri through 2030. The gap is the number of individuals between the current rate of 63.1 percent and the number needed to reach 70 percent labor force participation at full employment in 2030, with the assumed population growth. Full employment is estimated at an unemployment rate of 4.5 percent or lower.
 - o Black/African American
 - Source: Missouri Current Population Survey. Table a. Employment status of the civilian non-institutional population by sex, age, race, and Hispanic origin. 12-month report, ending December each year.
 - Baseline data and target development used the same methodology as the Total Labor Force Participation goal. The goal assumes full employment at a 4.5 percent unemployment rate and a 70 percent labor force participation rate.

- o Hispanic
 - Source: Missouri Current Population Survey. Table a. Employment status of the civilian non-institutional population by sex, age, race, and Hispanic origin. 12-month report, ending December each year.
 - Baseline data and target development used the same methodology as the Total Labor Force Participation goal. The goal assumes full employment at a 4.5 percent unemployment rate and labor force participation at current 2020 rate of 76.2 percent.
- o Rural/Urban
 - Source: U.S. Department of Labor, Bureau of Labor Statistics, Local Area Unemployment Statistics (LAUS); U.S. Census Bureau American Community Survey; and Emsi Burning Glass population projections to 2030.
 - Baseline data was established using LAUS data for labor force and American Community Survey 2015-2019 5-year estimates for civilian population. Population projections were used to estimate total 2030 civilian population. The gap is the difference between the current baseline estimate and the projected 2030 estimate at 70 percent labor force participation and full employment at a 4.5 percent unemployment rate.

APPENDIX C: INDICATOR DATA SOURCES

Educational Attainment

- **FAFSA Filers**
 - o Source: MDHEWD Missouri FAFSA records
 - o Description: FAFSA records for Missouri residents are available to MDHEWD through the Federal Student Aid Data Center. FAFSAs can be filed from October 1 prior to the next academic year to June 30 of the academic year (21 months). Total FAFSA filers is the number of all Missouri residents filing the Free Application for Federal Student Aid (FAFSA). Not all may live in Missouri at the time of filing. First-Time filers are those who identified as first-time students in college, often representing current or recent high school seniors. First-time students may include filers with prior dual credit or dual enrollment.
- **Headcount Enrollment at Missouri Colleges and Universities**
 - o Source: U.S. Department of Education National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment.
 - o Description: The IPEDS Fall Enrollment survey captures a snapshot of the students enrolled in the fall of each year. IPEDS data is aggregated to be presented by sector over time. Data represents all students enrolled in credit-bearing courses/ programs which could potentially lead to awards ranging from postsecondary certificates of less than one year to doctoral degrees. Students can be full- or part-time.
- **Completion Rates of MO First-Time Full-Time Degree-Seeking Students**
 - o Source: U.S. Department of Education National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Graduation Rate Survey or MDHEWD EMSAS records.
 - o Description: Completion Rates and Graduation Rates are the same measure. The IPEDS Graduation Rates survey captures the number of first-time full-time degree-seeking students completing their program within a time period equal to one and a half times (150%) the normal period. This means graduation rates are three- and six-year graduation rates for two- and four-year institutions. Data for community and technical colleges includes reported transfer-outs. All other institution rates are for graduation at the same institution only. First-time, full-time, degree-seeking students represent a portion of all postsecondary enrollment and completion, excluding entering part-time and transfer students, among others.
 - o Disaggregation
 - Race
 - Source: U.S. Department of Education National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Graduation Rate Survey.

- Age
 - Source: MDHEWD EMSAS records.
 - Description: Age is calculated at enrollment.
- Rural/Urban
 - Source: MDHEWD EMSAS records.
 - Description: Urban/Rural rates are only for in-state students.
- **Number of Degrees Issued by Missouri Institutions**
 - o Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions Survey.
 - o Description: The number of students completing either an associate, bachelor's, master's, doctoral or professional degree from a Missouri degree-granting institution.
- **Number of Apprenticeships and Certificates Issued**
 - o Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions Survey and U.S. Department of Labor Employment and Training Administration, Registered Apprenticeship Data and Statistics.
 - o Description: Certificates - The number of students completing a certificate of less than 2 years from a Missouri institution that reports to IPEDS (i.e. any institution disbursing Title IV federal financial aid). A portion of the certificates are from non-degree granting institutions that report to IPEDS. Apprenticeships – The number of completed registered apprenticeships.
 - o Disaggregation for Completed Apprenticeships
 - Race
 - Source: U.S. Department of Labor Employment and Training Administration, Registered Apprenticeship Data and Statistics, Quarterly Data Download.
 - Description: Year of data is based on Exit Wage Date for records with a Status of "CO" and program state of Missouri.
 - Age at Start
 - Source: U.S. Department of Labor Employment and Training Administration, Registered Apprenticeship Data and Statistics, Quarterly Data Download.
 - Description: Year of data is based on Exit Wage Date for records with a Status of "CO" and program state of Missouri. Age at Start is filtered for data outliers.
- Rural/Urban
 - Source: U.S. Department of Labor Employment and Training Administration, Registered Apprenticeship Data and Statistics, Quarterly Data Download.
 - Description: Data is based on Exit Wage Date for records with a Status of "CO", program state of Missouri, and county of program participant.
- **Public Higher Education Funding per FTE, Missouri and U.S.**
 - o Source: State Higher Education Executive Officers Association (SHEEO). State Higher Education Finance. FY 2020. Table 3.2.
 - o Description: Total state appropriations by the number of full-time equivalent (FTE) students allows the appropriation to be normalized across institutions of different sizes. Education appropriations are a measure of state and local support available for public higher education operating expenses and student financial aid, excluding appropriations for research, hospitals, and medical education. Education appropriations include federal stimulus funding. Historical appropriations are adjusted for inflation by SHEEO using a mix of a Cost of Living Index (COLI), Enrollment Mix Index (EMI), and Higher Education Cost Adjustment (HECA).
- **Net Price for First-Time Full-Time Degree and Certificate-Seeking Students, Enrollment-Weighted**
 - o Source: U.S. Department of Education National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS), Financial Aid and Fall Enrollment Surveys.
 - o Description: Net price is the total cost of attendance minus the average amount of awarded student aid (federal, state and local government and institutional grant aid). Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state), books and supplies, weighted average room, board, and other expenses. Net price is reported for first-time, full-time degree- or certificate-seeking undergraduates paying the in-state or in-district tuition rate who were awarded grant or scholarship aid. Data is weighted to the relative number of first-time full-time degree- and certificate-seeking students by sector.

Labor Force Participation

• Official Unemployment Rate

- Source: U.S. Department of Labor (DOL), Bureau of Labor Statistics (BLS) and MDHEWD, Current Population Survey and Local Area Unemployment Statistics (LAUS).
- Description: The unemployment rate is the number of unemployed persons shown as a percentage of the civilian labor force. The civilian labor force includes all people aged 16 and older who are classified as either employed or unemployed, or can be considered as the number of people who are either working or actively looking for work.
- Disaggregation
 - Race
 - Source: U.S. Department of Labor, Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment.
 - Age
 - Source: Missouri Current Population Survey, Table a. Employment status of the civilian non-institutional population by sex, age, race, and Hispanic origin. 12-month report, ending December each year.
 - Rural/Urban
 - Source: U.S. Department of Labor (DOL), Bureau of Labor Statistics (BLS) and MDHEWD, Local Area Unemployment Statistics (LAUS).
 - Description: Employment and unemployment data by county are aggregated by the urban and rural county designations.

• Employment-Population Ratio

- Source: U.S. Department of Labor, Bureau of Labor Statistics and MDHEWD, Current Population Survey and Local Area Unemployment Statistics.
- Description: The employment-population ratio represents the number of employed people as a percentage of the civilian noninstitutional population. It is the percentage of the population that is currently working. The civilian noninstitutional population is the population aged 16 and older, excluding active duty members of the U.S. Armed Forces and people confined to, or living in, institutions or facilities such as prisons, jails, and other correctional institutions and detention centers or residential care facilities such as skilled nursing homes.
- Disaggregation
 - Race
 - Source: U.S. Department of Labor, Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment.

- Age
 - Source: Missouri Current Population Survey, Table a. Employment status of the civilian non-institutional population by sex, age, race, and Hispanic origin. 12-month report, ending December each year.
- Rural/Urban
 - Source: U.S. Department of Labor (DOL), Bureau of Labor Statistics (BLS) and MDHEWD, Local Area Unemployment Statistics (LAUS). U.S. Census Bureau, Annual Vintage Year Population Estimates by age for 16 and over.
 - Description: Population data by age from the U.S. Census Bureau is used to estimate the civilian noninstitutionalized population by county. County population is normalized to state population data from the U.S. Bureau of Labor Statistics. Employment data from the U.S. Bureau of Labor Statistics is aggregated by county. The employment-population ratio is then calculated as employment divided by population.

• Number of Job Seekers per Job Opening, Missouri and U.S., July

- Source: U.S. Department of Labor, Bureau of Labor Statistics, Job Openings and Labor Turnover Survey (JOLTS) and Local Area Unemployment Statistics (LAUS). Seasonally adjusted July data.
- Description: The number of unemployed persons, or job seekers, from the LAUS data in the reference month is divided by the number of job openings from the JOLTS data for the same month.

• Discouraged Workers, Missouri and U.S.

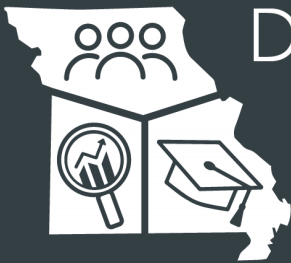
- Source: Missouri Current Population Survey, Table b. Civilians not in the labor force by sex and age. 12-month report, ending December each year.
- Description: The total number of civilians not currently looking for work due to discouragement over job prospects as a percent of the total civilians not in the labor force.

• Involuntary Part-Time Status, Missouri and U.S.

- Source: U.S. Department of Labor, Bureau of Labor Statistics Geographic Profile of Employment and Unemployment.
- Description: Involuntary part-time status refers to those who are working less than 35 hours per week due to economic or other conditions outside of their control. This is calculated as the number of those working less than 35 hours per week due to slack work or the inability to find full-time work as a portion of those who usually work full-time or part-time.

Best Place to Work

- **Quarterly Pulse Survey – Personal Ownership**
 - Source: State of Missouri, Quarterly Pulse Survey.
 - Description: Questions regarding Personal Ownership appear in the Quarterly Pulse Survey in the spring and fall each year. Personal Ownership is defined by two statements: “Managers create a sense of belonging to the organization.” and “Managers encourage employees to take a personal stake in their jobs.” The number represents the percent of team members who agree with those statements.
- **MDHEWD Staff Retention Rate**
 - Source: State of Missouri Talent Dashboard and MDHEWD Human Resources reports.
 - Description: The year is defined as September – August since September 2019 was the first full month of MDHEWD’s creation. Total retention is the percent of full-time employees who are retained during the year. Voluntary retention excludes those who left for retirement or dismissal.
 - Disaggregation
 - Race
 - Source: MDHEWD Human Resources reports.
 - Description: Data is calculated as the percentage of staff retained in a race or ethnicity group compared to the total for that race or ethnicity group.
- **MDHEWD Newsletter Email Open Rate**
 - Source: GovDelivery Analytics.
 - Description: MDHEWD sends a weekly employee newsletter to all staff. Open rates are based on the number of unique opens as a portion of total sends.



DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

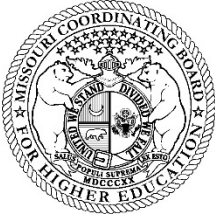
Missouri Department of Higher Education & Workforce Development

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PUBLISHED DECEMBER 2021



Tab 10

Proposed 2022 Strategic Placemat

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Beginning with the 2019 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 department’s 2022 placemat will include initiatives designed to drive progress toward the department’s new strategic plan targets of educational attainment, labor force participation, and internal operational health.

CURRENT STATUS

Department staff have developed a draft strategic placemat for feedback from the Presidential Advisory Committee and members of the board.

NEXT STEPS

After the 2022 plan is adopted, staff will finalize project charters for each initiative and begin implementation on January 1, 2022. They will report out on progress at 2022 CBHE meetings.

RECOMMENDATION

Staff recommend that the Coordinating Board approve the 2022 strategic placemat, direct staff to proceed, and request regular updates on progress.

ATTACHMENT

- Proposed 2022 Strategic Placemat



ASPIRATION	EVERY MISSOURIAN EMPOWERED WITH THE SKILLS AND EDUCATION NEEDED FOR SUCCESS.			
THEMES	<p>ACCESS <i>Removing barriers to enrollment and employment</i></p>	<p>SUCCESS <i>Supporting learners and workers through a holistic lens</i></p>	<p>AFFORDABILITY <i>Identifying resources and creating opportunities</i></p>	<p>BEST PLACE TO WORK <i>Continuous improvement in culture and process</i></p>
INITIATIVES	<p>Help students make informed decisions with Student’s Right to Know resources (OP&S)</p> <p>Expand opportunities for youth through partnership programs (OWD)</p> <p>Promote pathways showcasing value of postsecondary education and its role in workforce development (OC&O)</p> <p>Develop and implement adult learner network (OPP)</p> <p>Coordinate Summer Bridge Community of Action training (OPP)</p>	<p>Expand Job Center Connect services with infrastructure, awareness, and performance redesign (OWD)</p> <p>Expand Missouri Apprentice Ready program (OWD)</p> <p>Expand access to Veteran resources through Show-Me-Heroes program (OWD)</p> <p>Expand mental health resources to students (OPP)</p> <p>Spotlight DHEWD partners whose work drives progress toward big goals (OC&O)</p>	<p>Leverage automated A+ dual credit/dual enrollment program to expand educational opportunities to targeted populations (Ops)</p> <p>Expand number of campuses with social services (OPP)</p> <p>Increase the number of childcare facilities on college campuses and childcare workforce (OPP)</p> <p>Advocate for legislative support that allow the department to drive progress toward big goals (CO)</p>	<p>Operationalize DHEWD values and strengthen diversity, equity, and inclusion in the department (CO)</p> <p>Coordinate the review and update of the Rewards and Recognition playbook for performance (CO)</p> <p>Leverage succession planning with updated job descriptions that link to values and principles and identify cross-training opportunities (CO)</p> <p>Reestablish the Fun Committee to organize department events throughout the year (CO)</p>

On Hold

ARPA Requests

DHEWD has requested that ARPA funds be allocated for IT projects, including several improvements to MERIC systems and programs and enhancement of the program used to manage the CORE 42 system; modernizing Missouri's job centers; and outreach projects including increasing FAFSA filing, raising awareness of DHEWD services, and the ReturnStrong campaign. Decisions about these requests will be made through the regular budget process. If granted, the additional work associated with these funds will begin on July 1, 2022.

Degrees when Due Expansion

Degrees When Due is a national initiative sponsored by the Institute for Higher Education Policy to identify and implement strategies to reengage Missouri students with some college credit but no degree. Ten Missouri institutions completed the first full two-year project, which ended October 31, 2021. Several institutions have indicated interest in participating in a second round. DHEWD staff will review data about the outcomes of the first round before deciding whether to proceed with the second round. If data indicate that the project was productive, the department will launch a second round on July 1, 2022.

Enterprise Resource Planning

The state's Office of Administration is planning to launch a significant redesign of its financial and human resource systems. When successfully implemented, this work will support DHEWD's efforts to make the department the best place to work by streamlining processes and reducing some workloads. OA is in the process of procuring some of the services that will be needed to begin work on the ERP. The official launch date of this initiative is unknown.

Website Redesign

DHEWD's Communications team plans to redesign the department's website to better reflect the full scope of the new department's work. That work cannot begin until the Office of Administration's IT Services Division has capacity to support it. The official launch date of this initiative is unknown.

In Development

Expansion of Apprenticeship Programs to Missouri National Guard

DHEWD's Office of Workforce Development is working with the state's Office of the Military Advocate to develop a plan to enroll members of the Missouri National Guard in apprenticeship programs. This work will likely be reflected in a new initiative added to the 2022 strategic placemat.

Pilot on Offering Training at Churches

DHEWD's Office of Workforce Development is working with the Department of Social Services, the Ecumenical Council of St. Louis, and a college to explore the possibility of establishing a pilot to test the feasibility of offering training services at churches. If this work continues to move forward, it will likely be reflected in a new initiative added to the 2022 strategic placemat.

Attainment Academy

DHEWD's Office of Postsecondary Policy is participating in the State Higher Education Executive Official's (SHEEO's) Attainment Academy. Through this work, DHEWD will identify best practices to increase educational attainment for Missouri adults. This work will likely be reflected in new initiatives on the 2023 strategic placemat.

Prosperity Dashboard

As part of the strategic planning process, the department's leadership team and the Coordinating Board agreed to include a "prosperity dashboard" that shows the upstream impacts of the big goals in its annual December "big goal" check-in. Staff in DHEWD's Office of Performance & Strategy will work with colleagues throughout 2022 to develop this dashboard.



Tab 11

Final Report on 2021 Strategic Placemat

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Beginning with the 2019 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 – 2021 PLACEMAT

As noted in the June board book, action item owners across the department meet monthly in the Placemat SteerCo to review progress toward implementation, identify and work through challenges, celebrate milestones that have been accomplished, and more recently, share best practices as initiatives are completed. As the calendar year comes to an end, the following 18 initiatives are complete or will be finalized by the end of December.

Raise Awareness of Options

- **Initiative 1: Development of the department’s strategic plan.** With board approval, the Strategic Plan will be operational in December.

More Missourians on a Path to Success

- **Initiatives 4.1 and 4.2: Reengineer the customer delivery model for Job Centers.** Based on feedback from over 70 citizen journey maps conducted the first half of the year throughout the 14 region area, department staff have developed a comprehensive marketing plan which will be implemented, and are currently piloting the improved services identified, with guidance to be shared with all local workforce development boards.
- **Initiatives 5.1 and 5.2: Increase affordability and accessibility of postsecondary education options.** FastTrack automation is in the final phase of implementation. Progress has been made on the development of the newly established dual credit/dual enrollment A+ scholarship, with anticipated availability in early 2022.
- **Initiatives 6.1, 6.2, 6.3, and 6.4: Serve more diverse Missourians in postsecondary and workforce programs to advance equity. Increase diversity of apprenticeships.** The department successfully launched programs to increase diversity of apprentices, convened throughout a network of learning communities focused on best practices in equity, partnered with Jobs for America’s Graduates (JAG) to offer WorkKeys assessment, and finalizing a dual credit pilot program to offer opportunities to underserved populations.

Increase Quality Attainment

- **Initiatives 7.1 and 7.3: Increase quantity and improve quality of postsecondary education data.** Department staff have developed a resource to provide data transparency and analytics of certified schools, and have improved the academic program comprehensive review process.
- **Initiative 8: Lead discussions about the value of higher education, opportunities, and challenges facing Missouri colleges and universities.** Department staff coordinated panels of higher education leaders to present issues to board members throughout the year.
- **Initiatives 9.1 and 9.2: Increase alignment of postsecondary education with workforce needs.** Department staff have established a pre-apprentice framework and have mapped 10 short-term credentialing programs, with marketing materials to promote the opportunities.

Make DHEWD the Best Place to Work

- **Initiatives 10.2 and 10.3: Increase staff engagement in department-wide activities and understanding of office roles.** Through the Best Place to Work steering committee, the department values and diversity, equity, and inclusion have been researched and discussed, with final recommendations presented to department leadership to continue positive organizational health. Core knowledge, skills, and abilities for staff and supervisors was identified and the implementation of the plan began in October for all new employees.
- **Initiative 11.2 and 11.3: Make the work easier and more efficient by creating digital processes.** The electronic payment option has been added as a payment method for customers, and a custom-built contracts and grants management system has been designed and implemented.

NEXT STEPS

Department staff will continue to monitor incomplete initiatives, while implementing the 2022 Strategic Placemat, and will provide updates to the board and Presidential Advisory Committee. They will report out on progress at future CBHE meetings.

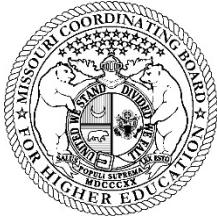
RECOMMENDATION

This is an information item only.

ATTACHMENT

- 2021 Strategic Placemat Dashboard

EVERY MISSOURIAN EMPOWERED WITH THE SKILLS AND EDUCATION NEEDED FOR SUCCESS					
RAISE AWARENESS OF OPTIONS	MORE MISSOURIANS ON A PATH TO SUCCESS		INCREASE QUALITY ATTAINMENT	MAKE DHEWD THE BEST PLACE TO WORK	DRIVE PERFORMANCE OUTCOMES
<p>(1) Promote value of postsecondary education and 60% attainment goal</p> <p>100%</p> <p>(2) Make it easier to find information on the department's websites</p> <p>On hold (due to external factors)</p> <p>(3) Use data to tell MO's postsecondary edu & workforce story/inform decision-making</p> <p>Postponed until 2022</p>	<p>(4.1) Launch marketing plan to promote services of workforce system</p> <p>100%</p> <p>(5.1) Affordability and accessibility of postsecondary edu options</p> <p>100%</p> <p>(6.1) Increase diversity of apprentices</p> <p>100%</p> <p>(6.3) JAG for Youth pilot</p> <p>100%</p>	<p>(4.2) Policy proposals to improve workforce system performance</p> <p>80% +</p> <p>(5.2) Dual credit/dual enrollment scholarship</p> <p>100%</p> <p>(6.2) Learning communities focused on best practices in equity</p> <p>100%</p> <p>(6.4) Dual credit pilot</p> <p>100%</p>	<p>(7.1) Increase data transparency and analytics of certified school sector</p> <p>100%</p> <p>(7.2) Create an education data portal</p> <p>80% +</p> <p>(7.3) Improve the academic program comprehensive review process</p> <p>100%</p> <p>(8) Coordinate panels of higher edu leaders to present issues to CBHE</p> <p>100%</p> <p>(9.1) Establish a pre-apprenticeship framework</p> <p>100%</p> <p>(9.2) Map short-term credentialing programs</p> <p>100%</p>	<p>(10.1) Advisory council, show dept. values on intranet & connect to policies, practices & procedures</p> <p>80% +</p> <p>(10.2) Increase our culture of diversity and inclusion in DHEWD</p> <p>100%</p> <p>(10.3) Create a training plan for priority KSAs</p> <p>100%</p> <p>(11.1) Document imaging</p> <p>On hold (due to external factors)</p> <p>(11.2) Electronic Payments</p> <p>100%</p> <p>(11.3) Contract and Grants Mgmt System</p> <p>100%</p>	<p>(12.1) Assess all current SAM II interfaces and document those needs</p> <p>On hold (due to external factors)</p> <p>(12.2) Assess Grant Mgmt systems (MIP & FRS) to see if separate systems can be eliminated</p> <p>On hold (due to external factors)</p> <p>(12.3) Budgetary processes and internal control options for the new ERP system</p> <p>On hold (due to external factors)</p>
<p>Complete ●</p> <p>80% or more complete ●</p> <p>Postponed until 2022 ●</p> <p>On hold (due to external factors) ●</p> <p>as of 12.31.2021</p>					



Tab 12

Metropolitan Community College Proposal to Offer a Bachelor of Applied Science in Respiratory Therapy Degree

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The Coordinating Board for Higher Education (CBHE) has responsibility for coordinating, reviewing, and approving proposed new degree programs per [§§ 173.005](#) and [174.160, RSMo](#). The process for reviewing new degree program proposals is codified in administrative rule [6 CSR 10-4.010 Academic Program Approval](#).

In 2017, the CBHE adopted a process for the comprehensive review of new programs that fall outside the parameters of routine and staff review. The comprehensive review of a program is triggered by the presence of one or more of the following criteria:

- The institution will incur substantial costs to launch and sustain the program;
- The program includes offering degrees at the baccalaureate level or higher that fall within the Classification of Instructional Program (CIP) code of 14, Engineering;
- The program is outside an institution's CBHE-approved mission, including location-based triggers;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions);
- The program will include the offering of an education specialist degree.

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

- 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
- The program 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.

CURRENT STATUS

In October 2020, Metropolitan Community College (MCC) submitted a Phase I comprehensive review proposal for a Bachelor of Applied Science in Respiratory Therapy program. The proposal was approved by the CBHE to move to Phase II at the December 9, 2020, meeting.

MCC established an external review team as set forth in 6 CSR 10-4.010 to provide their expertise in reviewing the proposal. The team consisted of six members from four public and private non-profit universities and two private non-profit hospitals. The institution representatives are respiratory faculty and/or administrators, and the hospital representatives are licensed respiratory therapists and are the directors of respiratory therapy at their organizations.

The team was charged with reviewing the Phase II proposal and supporting documents and to provide its findings and recommendations. The review team met virtually over several weeks and determined the MCC proposal met the criteria established in 6 CSR 10-4.010:

- The institution has the capacity to offer the new program in terms of general, academic, and student service support.
- Faculty resources are appropriate for the program being proposed, including credentials, use of adjunct faculty, and faculty teaching workloads.

MCC submitted its Phase II proposal (Attachment A) and the program was posted on the department website for public comment for 20 days per the administrative rule. The department received no comments on the proposal.

Department staff reviewed the Phase II proposal utilizing the Phase II Comprehensive Review Checklist (Attachment B) and the External Review Checklist (Attachment C) and determined the proposal met the criteria outlined in the statute and administrative rule.

RECOMMENDATION

Staff recommend the Coordinating Board provisionally approve Metropolitan Community College's proposal for a Bachelor of Applied Science in Respiratory Therapy degree for a period of five years.

ATTACHMENTS

- A. MCC Phase II Proposal – BAS, Respiratory Therapy Degree
- B. MCC Phase II Comprehensive Review Checklist
- C. MCC Phase II External Review Checklist
- D. MCC External Review Roster

Metropolitan Community College Proposal Bachelor of Applied Science in Respiratory Therapy Phase II

Metropolitan Community College (MCC) first proposed the Bachelor of Applied Science Degree Program in Respiratory Therapy in the fall of 2020. In Phase I of the proposal, evidence was provided which demonstrated the growing need for the program, the lack of providers in the local area, and how MCC could effectively deliver the program to meet that need successfully. Throughout the past year, MCC has further developed the proposal to address the guidelines set forth for the second phase of the approval process. Now that Phase I has been successfully completed, the College will demonstrate that it has met all the requirements identified for Phase II. This part of the MCC proposal has been formatted to identify and highlight the response for each of the Criteria in Form 5, the Comprehensive Review Checklist. Additional proposal information has been provided in the attachments of this document. The supplemental information includes the revised Phase I proposal (Attachment 8), the Comprehensive Review Documents (Attachment 9), and the Statutory Criteria Review (Attachment 10).

Criteria One: Provide a comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program.

Metropolitan Community College is a fiscally stable institution and has a long and rich history of successfully implementing vibrant programs for students. The College is fiscally responsible and adheres to all requirements for audits and for demonstrating financial stability. Metropolitan Community College is the oldest public institution of higher education in Kansas City, Missouri and was the first community college in the state. This long history demonstrates the stability of the district to persevere through various world events, local economic disruptions, enrollment variations, natural disasters, and most recently, a global pandemic.

Metropolitan Community College has made a financial commitment to support the Respiratory Care program if approved and has identified fiscal and other resources for successful implementation and ongoing operations. In a letter from the Chief Financial Officer of the District, the college commitment to the program is well documented. (Attachment 1). MCC was approved for a bond issuance in the amount of \$42,700,000. The bond was awarded to address the programmatic needs of the District and to enhance the existing infrastructure. The Certificate of Participation is provided in Attachment 2. A portion of these funds has been identified to assist Metropolitan Community College in the development of the Respiratory Care program. The District has also recently launched a \$40,000,000 campaign for student scholarships and for the development of student programs. To date, the foundation has reached over 50% of

the financial goal. The Kansas City area community and MCC alumni have long supported the College. MCC has, and continues to maintain, a balanced overall budget despite recent reductions in revenue sources. The projected tuition and fees generated from the program, the College contribution to the program, and the dedicated grant funding will be utilized for sustaining the program beyond year three. The program will be fully institutionalized by year four.

The proposed operational budget is identified in Table 1.0 below and was developed by comparing other Respiratory Care Program budgets across the nation as well as incorporating MCC tuition and fee information. The budget was also informed by the external review committee in Phase I of the process. As a result of the external review process, the original budget was adjusted to reflect the most accurate projections for expenses. For example, the equipment budget line item was increased for year one of the program to be more realistic with estimated initial equipment expenses. The equipment maintenance expense line item was also added in each of the following three years. The addition of a Full-Time Director of Clinical Education position to the original budget was included into the proposed budget.

Table 1.0: Proposed Budget for Respiratory Care Program

	Year One	Year Two	Year Three	Year Four
REVENUE:				
District Resident Fee	97,593	195,168	292,752	390,336
Program Lab Fee	9,600	19,200	28,800	38,400
MCC Financial Support	40,000	40,000	40,000	40,000
Grant and Enhancement Funds			23,000	23,000
Total Revenue	\$147,193	\$254,368	\$384,552	\$491,736
EXPENSES:				
Full-Time Director of Clinical Education	70,000	70,000	70,000	70,000
Full-Time Program Director	80,000	80,000	80,000	80,000
Full-Time Faculty		80,000	160,000	160,000
Part-Time Faculty	25,000	15,000	15,000	15,000
Part-time Staff	9,000	9,000	12,000	12,000
All Benefits	60,000	90,000	120,000	120,000
Supplies - Instructional	12,000	12,000	7,000	7,736
Equipment and Equipment Maintenance	200,000	52,000	15,000	15,000
Dues and Membership	3,000	3,000	3,000	3,000
Travel and Conventions	6,000	6,000	6,000	6,000
Mileage	3,000	3,000	3,000	3,000
Total Expenses	\$468,000	\$420,000	\$491,000	\$491,736
Revenue less Expenses:	(320,807)	(165,632)	(106,448)	-0-

A unique fiscal advantage that MCC has in this program proposal is access to an existing facility that is readily available. The entire fourth floor of the current MCC Health Sciences Institute (HSI) has been designated for health science program expansion and will serve as the proposed Respiratory Therapy program location. Because this facility currently houses several health science programs, it is a perfect match for the needs of this type of program and the required training equipment.

Although MCC has several health science programs in place at the College which already have basic equipment which can be shared with the new program, MCC will need to purchase specific Respiratory Care equipment and training supplies to implement the program. The College plans to hire a full-time faculty Director to develop initial detailed equipment purchases. The College will also utilize input from the Respiratory Therapy hospital partner experts to identify the most current and relevant training equipment needed for the program. The equipment expense projection in the budget was determined as a result of conversations with vendors, an examination of other respiratory care programs, the external review committee feedback, and input from local hospital partners. In addition to permanent purchases of equipment, the College also plans to rent certain pieces of equipment and instruments for specialized trainings. This will provide the most up-to-date training equipment, as well as to maximize relevant and cost-effective usage.

Necessary equipment purchases will include patient support items, training units, medical carts, ventilators and oxygen cylinders. As the program develops each year, the equipment needs will evolve, and the College has allowed for those predicted annual expenses within the budget. MCC is confident that the proposed initial equipment expense line item accurately represents the amount needed for the implementation of the program. The external review team and content experts have suggested that the identified expenses are appropriate estimations for the costs of equipment.

In addition to the equipment costs, the major expenses for the program are due to personnel costs. The estimated personnel expenses have been aligned with appropriate positions and the associated benefits at the College. These expenses are an accurate reflection of the estimated personnel costs for the program.

Criteria Two: Evidence there is sufficient student interest and capacity to support the program.

The need for a baccalaureate program for Respiratory Care Practitioners has grown significantly, both nationally and locally, and MCC is passionate about serving the local community by creating this opportunity to prepare students for a career in this field. In Phase I of the proposal, the regional and state demand for the program was clearly demonstrated. The College also demonstrated how this program is fully aligned with MCC's mission of "preparing students, serving communities, and creating opportunities."

In addition to the strong regional and state demand for Respiratory Care professionals, there is a vibrant local student interest in this program. In an eight-month review of MCC website visitors so far this year, 65% of the total searches by prospective students were for current MCC healthcare programs. This equates to 17,417 independent visits to the MCC website regarding our healthcare programs and would indicate a large amount of interest in those fields. A copy of the report is provided in Attachment 3. Because MCC does not currently have a Respiratory Care program, calculating specific student interest for this program is challenging; however, the huge amount of interest for healthcare programs in the website report would serve as solid evidence that local student interest exists. Another data source MCC utilized in this decision to pursue this degree program was the Customer Relationship Management (CRM) system at MCC which is called Radius. Radius is used to assess program interest from prospective students and the 2021 interest report indicated that 70 students selected Respiration Therapy Technician as their first choice. To further assess the local interest in Respiratory Care specifically, MCC polled current students who were taking an introductory healthcare course about the potential program. Seventy-two percent of the students polled indicated they would be interested in such a program.

Another factor that would drive student interest is that the Respiratory Care program will be uniquely attractive to MCC students due to the baccalaureate credential. This value was substantiated during some recent student interviews related to the student experience at the College. Several of the health science students who were interviewed stated that they would be extremely interested in a Respiratory Care baccalaureate degree if one were offered at MCC. Many students indicated that this Bachelor's degree at MCC would be highly desirable. In addition to our current student interest, local hospitals have committed to helping us promote the program as they have a local need to fill entry level positions in this field.

Lastly, MCC has had many conversations with area K-12 partners who have expressed enthusiastic interest in the proposed program. These partners currently allow MCC to regularly provide program information to their students and parents, and have indicated that there would be a high level of interest in Respiratory Care. An example of this type of support is illustrated in the letter from the Summit Technology Academy located at the Missouri Innovations Campus (MIC). This letter is provided in Attachment 4. The MIC provides accelerated pathways to high school students for transfer to Metropolitan Community College. This type of supportive partnership will provide another avenue for student enrollment in the Respiratory Care program.

In summary, based on the data from the website report, the recent polling results, the individual student testimonials, the Radius report, and the support from K-12 and community partners, there will be sufficient enrollment to fill the 24 spaces each year in the program. MCC plans to assess the program enrollment demand closely and will prepare for expansion if the student demand would indicate that need.

Criteria Three: Evidence of Sufficient Capacity for Students to Participate in Clinical or Other Learning Opportunities.

MCC is uniquely positioned to meet the workforce demands and offer this opportunity for students successfully. The proposed baccalaureate program at MCC will build upon existing relationships with area medical providers to provide clinical opportunities for students. Additionally, these rich relationships with our medical partners will provide MCC students with opportunities to attend professional seminars taught by practicing Respiratory Therapists. Our medical partners can provide equipment and supplies to the program and will be important resources for faculty referrals to the program.

Healthcare organizations continually ask community colleges to help develop a pipeline of skilled workers and MCC is ready to support this effort. There are many medical organizations who have expressed a willingness to support MCC in implementing the program and in providing clinical experiences for the students. Letters of support from current medical partners are provided in Attachment 5. While these letters clearly indicate the level of support that is available for MCC student clinicals, it is important to point out that MCC currently has 95 active clinical locations for the existing MCC healthcare programs. The College partners with eight hospital systems for nursing clinicals and 5 long term care centers. There are also 15 community health partnerships for clinical experiences as well. These relationships demonstrate the existing capacity for MCC to provide extensive clinical and other learning opportunities for students in the Respiratory Care program. Additional clinical sites are routinely approved by the college and demonstrate the availability of these sites for MCC students.

One of the most impactful learning opportunities for MCC healthcare students is the Virtual Hospital experience. The MCC Virtual Hospital is a 10,000 sq. ft., accredited, healthcare simulation center that provides an unmatched learning environment for students. This space includes six simulation rooms which closely mimic hospital departments for students to safely practice their skills. Each of the six rooms are fully equipped and can be staged to resemble Acute Care, Emergency Departments, Pediatrics, Labor and Deliver, Home Living Environments and much more. In addition to a safe and realistic learning environment, the 6 simulation rooms offer high quality audio/visual recording capabilities so that instructors can review the student skills with them upon completion of a virtual hospital scenario. Adjacent to each of the simulation rooms are private debriefing rooms for optimal learning opportunities. Each debrief room has a large screen for live-streaming during the simulation and instant playback during debriefing sessions. Debriefing can also be recorded for later review. The Virtual Hospital Simulation Center is home to 18 incredibly life-like, High-Fidelity, Human Patient Simulators that mimic various patient scenarios giving MCC the ability to provide a wide variety of simulation experiences for students in a safe, controlled, clinical learning environment.

The MCC Respiratory Care students will have access to complete a clinical rotation as well as other training sessions in the Virtual Hospital during their program.

Criteria Four: Evidence that the College has sufficient Library resources, physical facilities, and instructional equipment.

The facility identified for the new program is the Health Sciences Institute at MCC, located at 3444 Broadway Boulevard in downtown Kansas City. This location is ideally suited to be near our partner hospitals. The HSI is referred to as the place where “healing hands get hands-on experience” and is a state-of-the-art learning facility that includes 190,000 square feet of space. Because all of the healthcare programs at MCC are located in the HSI, there is a comprehensive healthcare learning environment for students in all of the programs. The opportunity for collaborative and collegial work among the various healthcare programs is supported through both natural alliances as well as through strategic partnerships. More healthcare workers come out of MCC than any other institution in Kansas City. This strong and vibrant culture of medical training provides students with a rich environment for learning, and the Respiratory Care program students will benefit from being located in this facility.

The Health Sciences Institute (HSI) is part of the Penn Valley Campus and HSI students have access to all Penn Valley Campus support systems, including the campus library and learning centers. MCC-Penn Valley Library has a book collection of over 80,000 volumes and subscribes to 100+ magazines, journals and newspapers. All holdings are accessible through the Kansas City online catalog. MCC is part of the MOBIUS system which includes holdings of Missouri universities and colleges and participates in the interlibrary loan program.

The Penn Valley library has over 40 computers available for student use and subscribes to more than thirty databases on a variety of subjects that can be accessed in the library or off-campus. Students can print, copy, or scan in the library as well. Another positive attribute of the availability of library resources at MCC is that a student can utilize any of the MCC library locations, which are located throughout the Kansas City area. Online library access is available to students as well.

Additionally, the HSI itself houses a complete student learning resource center for academic support and skill development. The Health Science Institute's Health Resource Center includes an anatomy laboratory, small group study rooms, computer stations, access to faculty, and free tutoring. All MCC students have access to the ProQuest Nursing and Allied Health Source. This database provides users with reliable healthcare information covering nursing, allied health, alternative and complementary medicine, and much more. ProQuest Nursing & Allied Health Source offers abstracting and indexing for more than 1,200 titles, with over 1,050 titles in full-text, plus more than 15,700 full text dissertations representing the most rigorous scholarship in nursing and related fields. It is actively utilized by current MCC students and the Respiratory Care students will have complete access to this tool.

Criteria Five: A Description of accreditation requirements for the new program and the institution's plan for seeking accreditation.

MCC has been a proven educational institution for delivering high quality training in the medical field for many years. At this time, there are already 20 allied health certificate and degree programs offered through MCC. These programs require a high level of reporting and proven, demonstrated success outcomes. Almost all are required to have a third-party accreditation in addition to the Higher Learning Commission accreditation process. The proposed baccalaureate degree would meet the same rigor as the other programs and would follow the quality practices, policies and procedures which have proven success in other MCC allied health programs.

The Respiratory Care Program Director will work with the Commission on Accreditation for Respiratory Care (CoARC) for the baccalaureate accreditation process. CoARC is a national leader on accreditation standards for Respiratory Care programs and annually reviews program information each year to determine ongoing compliance with their accreditation standards, policies and procedures. MCC will also create and utilize an advisory committee for the program which will consist of medical professionals and licensed Respiratory Care Practitioners to ensure the program is current and relevant to the actual workforce needs. MCC will make a commitment to hire high quality faculty to implement the program and will abide by CoARC standards for the program leadership. MCC is committed to hiring only highly trained personnel who meet the necessary qualifications. Below is a listing of the qualifications for the proposed positions:

Standard 2.02/2.08: The Program Director (PD) and the Director of Clinical Education (DCE) must have at least an earned Master's degree from an academic institution accredited by a regional or national accrediting agency recognized by the United States Department of Education.

Standard 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 years' experience as an RRT with at least two years in clinical respiratory care

*have a minimum of two 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.

The proposed curriculum is provided in Attachment 6. The original curriculum was reviewed by the external review committee and modifications were made for course titles and in the ordering of the courses based on the committee feedback.

Additionally, the movement of the clinicals to align with specific course content was suggested and integrated in the new proposed curriculum.

Upon approval for the program, MCC will initiate steps for full accreditation of the program. The College will immediately begin the search for the Director of the program

and support this individual in the completion of the steps of the accreditation process. This will include the formal submission of course proposals through the Course Information Form process, and the establishment of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). MCC also identifies and assesses Institutional Learning Outcomes (ILOs) and will integrate the new program into that process as well. The Respiratory Care program will adhere to the standard accreditation protocol for all programs for MCC and the program will be placed in the comprehensive program review schedule once approved.

The program will participate in all College accreditation and assessment requirements as well as the additional outcome accreditation protocols established by CoARC:

Standard 3.09: The program must, at a minimum, meet the outcome thresholds established by CoARC regardless of location and instructional methodology used.

Standard 3.11: Programs not meeting the established CoARC outcomes assessment thresholds must develop an appropriate plan of action for program improvement that includes addressing the identified shortcomings

These thresholds are identified in the CoARC Outcomes Threshold Grid (Attachment 7).

Criteria 6,7, 8: The institution has a clear plan to meet workforce needs

There are projected to be 297 total openings annually for Respiratory Therapists in Missouri through 2028. MCC is poised and ready to help meet this need. Upon a full first class of graduates in 2026, 24 MCC program completers will be ready for employment annually. With 59 projected Kansas City Regional openings a year, the College will proactively develop natural relationships with the local employers for the Respiratory Care graduates. The College will host employment fairs for local healthcare providers to ensure the vacancies are advertised and that MCC graduates are aware. These strategies and goals will be accomplished through the strong partnerships and collaboration with clinical partners that already exist. The College will assist these providers by posting and announcing position openings and facilitating communication and interviews whenever possible.

The Respiratory Care Advisory Committee will play an essential role with the program faculty and students. The planned advisory committee for Respiratory Care will provide the forum to ensure MCC curriculum is aligned to the needed knowledge and competencies in the workplace as well as connect local professionals in the field to MCC students for mentoring opportunities. Advisory committee members will include faculty from other programs, local respiratory therapists, and other healthcare professionals. All MCC Respiratory Care program faculty and associated staff will be required to attend and assist with the facilitation of these committee meetings. Upon

approval of the program, MCC will immediately begin the formation of this committee and it will serve an integral role in the development of the actual program.

The MCC program faculty will be expected to continually communicate with local hospitals and medical providers to continually review the alignment of the curriculum to the workplace. The program director will also communicate closely with clinical location supervisors to assess any gaps or needs in the student training and preparation. Post-employment surveys will be conducted with program graduate employers to assess student skills and identify training needs. MCC graduates will be surveyed for feedback and input regarding the program, the quality of instruction, and the relevance of the curriculum. Graduation and placement data will be utilized to assess program success.

The College will complete an internal annual review of the program in coordination with the established CoARC program outcome thresholds (referenced earlier). All of these efforts will assist the College in ensuring the program is meeting the workforce need.

Criteria Nine: The institution's plan will contribute substantially to the CBHE's Blueprint for Higher Education:

The MCC Respiratory Therapy Baccalaureate Program aligns to the CBHE Blueprint for Higher Education.

Attainment: MCC would be able to provide 24 additional seats for training in the state each year, building to a capacity of 96 students in the program by the fourth year. This will help reduce the shortfall of trained RCP's to the projected workforce need.

Affordability: MCC will offer the Respiratory Care Bachelor Degree at the current per hour tuition rate for the district, which is a fraction of the cost of attending a university. The cost per year in tuition and fees at UMKC is about \$20,200 whereas the cost of a year at MCC is about \$4,500. That is less than 1/4 of the cost of our nearest university! In addition, MCC offers many opportunities for financial aid and scholarships to students, making this a financially affordable opportunity for students.

Quality: Metropolitan Community College is fully accredited by the Higher Learning Commission. MCC has a Health Sciences Institute which houses the Nursing Program, Allied Health, and Virtual Hospital, all of which have third party accreditation. The experience that MCC has in healthcare training and the relationships that already exist with health partners will be another asset for this program. The Respiratory Care program will work with the Commission on Accreditation for Respiratory Care (CoARC) for the baccalaureate accreditation process. The approach to establishing the highest level of quality for the program was identified in Criteria 5 of this document.

Research and Innovation: Respiratory care organizations locally and across the nation support the baccalaureate degree. Because of this, there is a strong demand for research to be an essential part of the Respiratory Therapist (RT) curriculum. The baccalaureate program will allow time and space for this to take place. MCC students

will be provided the necessary time and practice for learning the essential skill of research in the field. The curriculum will be coordinated with educational experts and RCP's in the field to ensure appropriate and relevant training, and comply with the Higher Learning Commission and CoARC standards.

Investment, Advocacy and Partnerships: MCC is committed to making the investment in the program, develop advocacy, and establish partnerships for the Respiratory Care Program. Many of the existing relationships that MCC already has with medical providers will be integrated into the new Respiratory Care program as well. The benefits that MCC students will have as a result of those partnerships were identified in Criteria 3 of this document.

Perhaps the most compelling argument for the need for this program is related to the theme of *Access and Success* by expanding opportunities for degree attainment. MCC serves a student population that often struggles to find access to higher education beyond the Associate degree. According to the state enrollment data submitted for fall, 2021, over 14,000 students currently enrolled in the district. Thirty-one percent of these students were classified as underserved, which equates to over 4,000 MCC students. Underserved students include first generation college students, pell-eligible students, and students from underrepresented ethnic groups. By offering this type of opportunity at the College, MCC will provide a new and exciting career path option for these students.

Two of the strongest values community colleges provide students are access and support. With the low tuition cost, the program will be affordable and accessible in ways it has never been before. MCC is well-prepared to serve the students in this program successfully. The college provides an amazing array of support services designed to address typical barriers for students including personal counseling and access to transportation. The availability and affordability of a program such as this at MCC could open new doors for these students and create truly life-changing experiences. The impact of a four-year degree on these individuals would not only elevate their income and personal growth, but it also would positively impact their families and communities.

Local healthcare organizations in the Kansas City area will also benefit from the MCC Respiratory Care program. Having increased access to MCC graduates for hiring will assist these organizations in filling needed positions quickly. Also, having the ability to provide input on the training of MCC students to align with changing industry requirements will be invaluable, as MCC graduates will leave the program with the most current skills and knowledge of the profession.

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ATTACHMENT 1

Metropolitan Community College Financial Letter of Support



Metropolitan Community College

Blue River | Business & Technology | Longview | Maple Woods | Penn Valley | Online

Department of Higher Education and Workforce Development
State of Missouri

The Metropolitan Community College (MCC) in Kansas City, MO, recognizes the need for a Respiratory Care Practitioners program in the greater Kansas City area. MCC is taking action to include this program in its portfolio of Allied Health programs and will work with the Commission on Accreditation for Respiratory Care for the baccalaureate accreditation process.

MCC is uniquely positioned to meet the workforce demands for Respiratory Care Practitioners and will offer this opportunity for students. The proposed baccalaureate program at MCC will build upon existing relationships with area medical providers to provide clinical opportunities for students. Additionally, these rich relationships with our medical partners will also be able to provide MCC students with opportunities to attend professional seminars taught by respiratory therapists as part of their training, make available equipment and supply donations and allow for faculty sharing possibilities with hospitals. Healthcare organizations continually ask community colleges to help develop a pipeline of skilled workers. MCC is ready to support this effort.

With this understanding, MCC is also identifying the necessary resources from multiple funds within in its available financial portfolio to cover the fiscal needs to launch and maintain this program. MCC currently finances the majority of its operations through tuition and fees, the local property tax levy, state aid and federal programs. The College has and continues to maintain a balanced budget which demonstrates the College's ongoing ability to maintain a healthy fiscal profile.

MCC is committed to this program and has made a pledge to support the program if approved and has identified the necessary fiscal and other resources (IT, human, and physical) for implementation and operations.

Should you have need for any additional information and/or data in support of the Respiratory Care Practitioners program here at MCC, please do not hesitate to reach out.

Sincerely,

A handwritten signature in black ink, appearing to read "Don Chrusciel", is written over a large, light-colored oval shape.

Don Chrusciel, Ph.D.
Vice Chancellor of Administrative Services
Metropolitan Community College
Ph. 816-604-1253
3200 Broadway, Kansas City, MO 64111
www.mcckc.edu

ATTACHMENT 2

Metropolitan Community College Bond Certificate of Participation

\$43,510,000
THE JUNIOR COLLEGE DISTRICT OF METROPOLITAN KANSAS CITY, MISSOURI
CERTIFICATES OF PARTICIPATION
SERIES 2020

September 9, 2020

CERTIFICATE OF FINAL TERMS

Board of Trustees
The Junior College District of Metropolitan Kansas City, Missouri

Ladies and Gentlemen:

The undersigned, Robert W. Baird & Co., Inc. (the "Purchaser"), hereby offers to purchase from The Junior College District of Metropolitan Kansas City, Missouri (the "District") \$43,510,000 aggregate amount of The Junior College District of Metropolitan Kansas City, Missouri Certificates of Participation Series 2020 (the "Certificates") to be delivered by the District under and pursuant to a resolution adopted by the Board of Trustees on August 20, 2020.

Upon the terms and conditions of the Official Bid Form, the Notice of Sale and the Preliminary Official Statement, all of which are made a part hereof, the Purchaser hereby agrees to purchase from the District, and the District hereby agrees to sell to the Purchaser, all (but not less than all) of the Certificates at a purchase price of \$42,972,573.62 (the principal amount of the Certificates plus net original issue premium of \$321,920.70, less an underwriter's discount of \$859,347.08). The Certificates shall be issued on September 24, 2020, and shall mature, shall bear interest and shall be subject to redemption as set forth in Schedule I hereto.

Very truly yours,

ROBERT W. BAIRD & CO., INC.

Accepted and agreed to as of
the date first above written:

THE JUNIOR COLLEGE DISTRICT OF METROPOLITAN KANSAS CITY, MISSOURI

By: 
Trent Skigg
Coordinating Board for Higher Education
Board of Trustees

ATTACHMENT 3

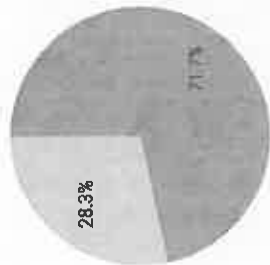
Metropolitan Community College Website Analytics Report

Jan 1, 2021 - Sep 1, 2021

Device Category

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77,196
↓ -7.5%

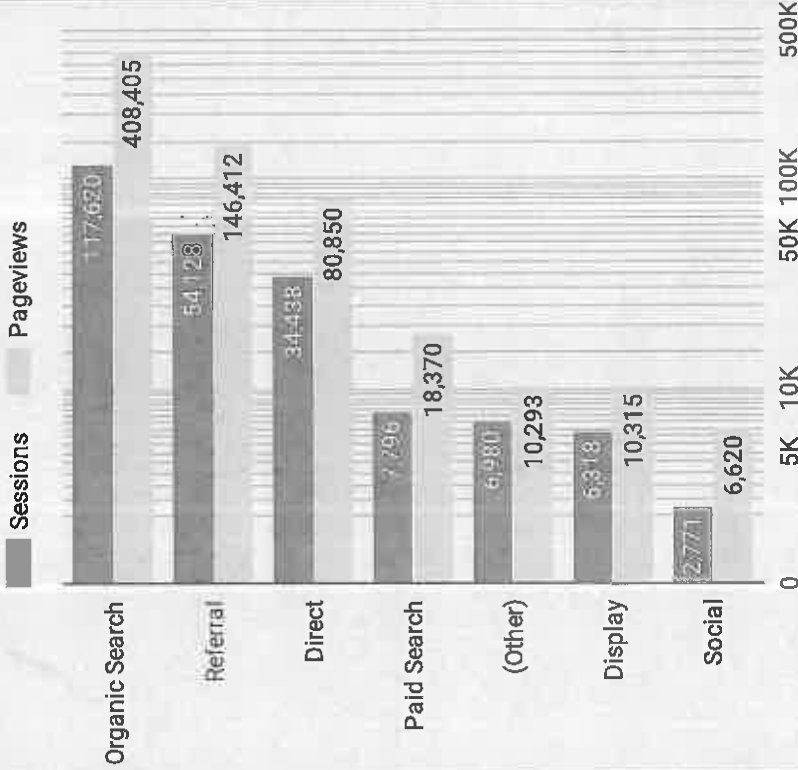


Sessions
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↓ -8.4%

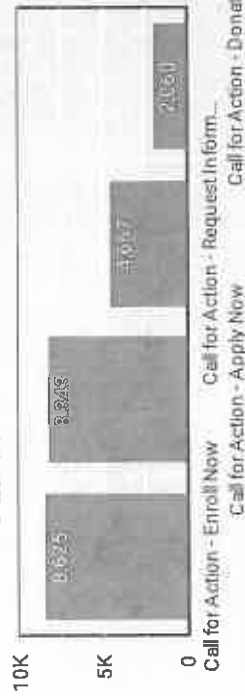
Avg. Session Duration
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↑ 10.3%

Bounce Rate
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↓ 3.3%

How does MCC acquire visitors?



How many users have clicked on the Call for Action Buttons?



When are users visiting the website?

Hour	Sessions	Day of the month	Sessions	Day of Week	Sessions	Month of Year	Sessions
10 AM	18,349	26	8,930	Monday	43,792	Aug 2021	33,647
11 AM	17,478	12	8,690	Tuesday	43,070	May 2021	31,427
9 AM	17,208	25	8,571	Wednesday	39,340	Jun 2021	28,724
12 PM	16,825	23	8,417	Thursday	36,495	Apr 2021	28,565
1 PM	16,778	24	8,276	Friday	31,370	Jul 2021	28,005
2 PM	16,318	19	8,063	Sunday	18,504	Mar 2021	27,499

Page Title

Metropolitan Community College, Kansas

Request Information :: Metropolitan Community College

Educational Opportunity Center | Metropolitan Community College

MCC-Maple Woods | Metropolitan Community College, Kansas City

Bookstores | Metropolitan Community College

MCC-Longview Campus | Metropolitan Community College

Enroll in Classes | Metropolitan Community College

MCC-Penn Valley | Metropolitan Community College

Apply for Admission | Metropolitan Community College

Jobs | Metropolitan Community College

Calendar | Metropolitan Community College

Search Results | Metropolitan Community College

Academic and Career Programs | Metropolitan Community College

Adult Learners | Metropolitan Community College

MCC-Blue River Campus | Metropolitan Community College

Workforce Solutions - Skilled Trades Jobs | Metropolitan Community College

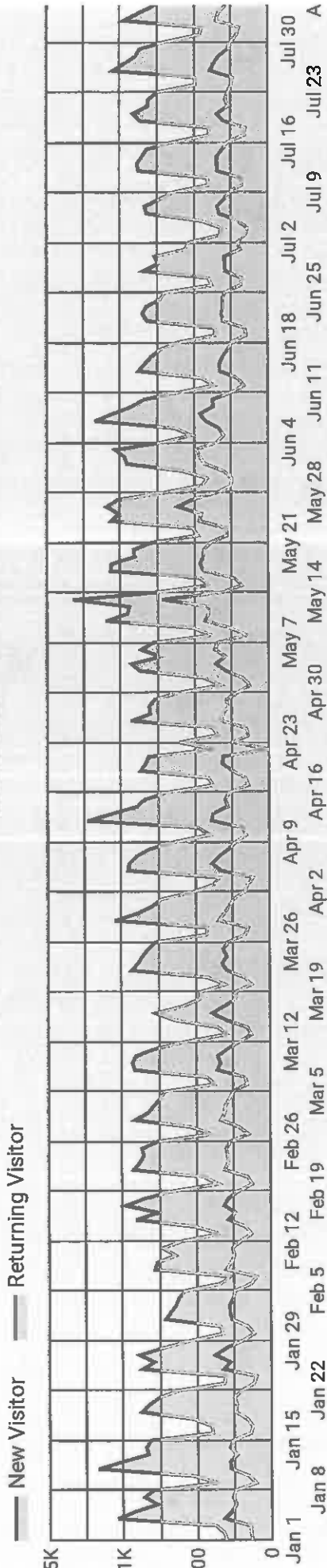
Tuition and Fees | Metropolitan Community College, Kansas City

Transcript Request | Metropolitan Community College, Kansas City

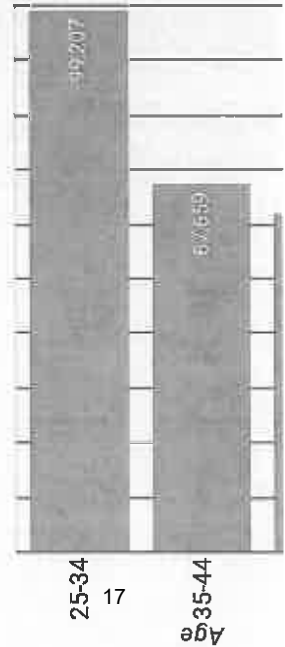
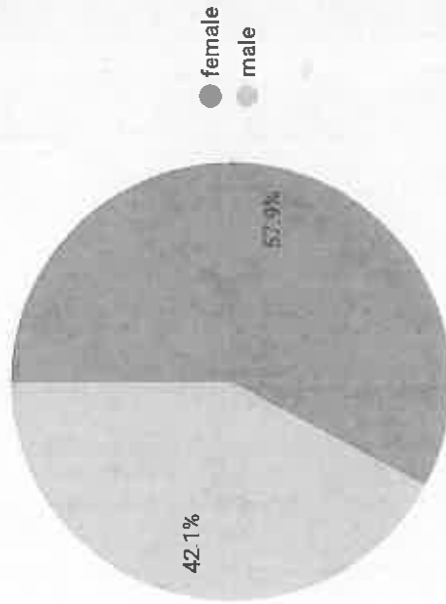
Motorcycle Classes | Metropolitan Community College

Online Databases - Library | Metropolitan Community College

Audience Timeline



Engagement by Age & Gender by Session



In-District Cities Visiting mckcc.edu

City	Sessions	% Δ
1. Kansas City	107,222	-0.6% ↓
2. Independence	12,791	-37.3% ↓
3. Blue Springs	9,115	-12.7% ↓
4. Lee's Summit	5,795	-16.9% ↓
5. Overland Park	4,053	-16.8% ↓
6. Liberty	3,906	-19.7% ↓
7. Belton	2,613	5.0% ↑
8. Olathe	1,934	18.9% ↑
9. Grain Valley	1,921	-11.0% ↓
10. Parkville	1,803	-40.4% ↓
11. Raymore	1,204	-41.4% ↓
12. Raytown	1,111	-34.1% ↓
13. Lenexa	974	-16.0% ↓

Out-of-District Cities Visit

City	Sessions
1. Denver	
2. Chicago	
3. (not set)	
4. Nashville	
5. Saint Joseph	
6. Kearney	
7. Springfield	
8. Tulsa	
9. Omaha	
10. Minneapolis	
11. Jefferson City	
12. Excelsior Springs	
13. New York	

Jan 1, 2021 - Sep 1, 2021

Page	Pageviews	%Δ	Unique Pageviews	%Δ	Avg. Time on Page	%Δ	Entrances	%Δ	Bounce Rate
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Jan 1, 2021 - Sep 1, 2021

	Pageviews	% Δ	Unique Pageviews	% Δ	Avg. Time on Page	% Δ	Entrances	% Δ	Bounce Rate
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/programs/professionalnursing/	3,828	53.9% ↑	2,632	48.8% ↑	00:01:41	-2.3% ↓	852	6.0% ↑	36.26%
/programs/radiologictchnology/	2,562	117.5% ↑	1,679	107.3% ↑	00:00:52	-40.7% ↓	494	80.3% ↑	30.28%
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/programs/lpntoadnbridge/	839	2.1% ↑	637	7.1% ↑	00:01:26	-26.9% ↓	308	-24.3% ↓	61.69%
/programs/professionalnursing/curriculum.aspx	835	-50.7% ↓	664	-48.4% ↓	00:02:42	-16.0% ↓	99	-62.2% ↓	50.89%
/programs/healthinfomangementcoding/coding.aspx	806	20.5% ↑	553	13.1% ↑	00:02:06	4.0% ↑	304	24.1% ↑	44.19%

Top Entry Pages

Exit Page	Pageviews	Avg. Time on Page	Bounce Rate
/	286,109	00:02:00	19.17%
/enroll	21,569	00:01:00	9.41%
/programs/	17,618	00:01:18	21.11%
/classes/credit/	15,239	00:00:51	11.64%
/pennvalley	14,902	00:01:06	9.03%
/maplewoods/	14,331	00:01:03	11.75%
/maplewoods	10,678	00:01:10	13.59%
/enroll/	10,332	00:01:19	45.53%
/blueriver	8,462	00:01:09	8.02%
/classes/	8,452	00:00:47	10.95%
/apply-now/	8,190	00:01:27	37.01%
/community-resources/eoc/default.aspx	8,030	00:00:57	75.13%
/bookstores/	7,536	00:03:51	70.21%
/calendar/	6,355	00:01:33	57.36%
/jobs/	4,928	00:02:53	12.02%
/programs/professionalnursing/	3,888	00:01:25	37.32%
/adult-learners/	3,724	00:00:49	68.32%
/btc	3,479	00:00:54	11.59%
/vaccine/	3,308	00:01:20	57.05%
/calendar/thank-you.asp	2,771	00:01:04	55.53%
/library/	2,739	00:01:46	20.41%
/programs/radiologicstechnology/	2,697	00:01:18	30.71%
/pennvalley/	2,596	00:01:17	11.57%

Top Exit Pages

Exit Page	Pageviews	Avg. Time
/	114,055	
/apply-now/	18,953	
/bookstores/	16,911	
/programs/	16,641	
/enroll/	13,470	
/jobs/	12,869	
/calendar/	10,229	
/enroll/virtual-enrollment-center.aspx	10,168	
/transcripts/transcriptrequest.aspx	7,680	
/classes/credit/	7,013	
/community-resources/eoc/default.aspx	5,750	
/directory/	5,605	
/value/	4,211	
/longview	3,840	
/tuition	3,741	
/library/databases.asp	3,555	
/classes/academic-catalog.aspx	3,319	
/programs/professionalnursing/	3,186	
/pennvalley	3,148	
/advising/contacts.aspx	3,083	
/coronavirus	2,999	
/contact/	2,986	
/graduation/	2,891	

Jan 1, 2021 - Sep 1, 2021

Community Category (reach)	Sessions	In-Market Segment	Sessions	Other Category
Food & Dining/Fast Food Cravers	107,290	Education/Post-Secondary Education	90,702	Arts & Entertainment/Celebrities & Entertainment News
Food & Dining/Cooking Enthusiasts/30 Minute Recipes	101,764	Real Estate/Residential Properties/Residential Properties (For Sale)	33,464	News/Weather
Media & Entertainment/Movie Lovers	96,996	Real Estate/Residential Properties/Residential Properties (For Sale)/Houses (For Sale)/Preowned Houses (For Sale)	32,360	Jobs & Education/Education/Colleges & Universities
Lifestyles & Hobbies/Pet Lovers	90,088	Employment	26,320	Arts & Entertainment/TV & Video/Online
Shoppers/Value Shoppers	88,853	Apparel & Accessories/Women's Apparel	26,296	Real Estate/Real Estate Listings/Resident Sales
Media & Entertainment/Music Lovers	79,626	Autos & Vehicles/Motor Vehicles/Motor Vehicles (Used)	25,160	Food & Drink/Cooking & Recipes
Lifestyles & Hobbies/Business Professionals	75,574	Home & Garden/Home Decor	23,249	Sports/Team Sports/American Football
Beauty & Wellness/Frequently Visits Salons	75,182	Financial Services/Tax Preparation Services & Software	19,493	Reference/General Reference/Dictionaries Encyclopedias
Technology/Technophiles	74,984	Travel/Hotels & Accommodations	19,432	News/Sports News
Lifestyles & Hobbies/Fashionistas	70,589	Employment/Career Consulting Services	18,913	[Life Events] Job Change/Recently Started Job
Sports & Fitness/Sports Fans	69,748	Real Estate/Residential Properties	18,647	News/Politics
Beauty & Wellness/Beauty Mavens	68,699	Autos & Vehicles/Auto Repair & Maintenance	17,931	Finance/Accounting & Auditing/Tax Preparation & Planning
Lifestyles & Hobbies/Family-Focused	67,079	Software/Business & Productivity Software	17,495	Sports/Team Sports/Baseball
Banking & Finance/Avid Investors	66,415	Apparel & Accessories	17,323	Arts & Entertainment/Music & Audio/Rad
Lifestyles & Hobbies/Outdoor Enthusiasts	65,046	Apparel & Accessories/Men's Apparel	14,749	Internet & Telecom/Email & Messaging/E
Shoppers/Shoppers by Store Type/Department Store Shoppers	64,279	Financial Services/Banking Services	14,662	Internet & Telecom/Search Engines
Media & Entertainment/Book Lovers	63,857	Education/Primary & Secondary Schools (K-12)	14,596	Travel & Transportation/Hotels & Accommodations
Travel/Travel Buffs	62,242	Education/Post-Secondary Education/Technology Education	14,569	Sports/Team Sports/Basketball
Shoppers/Bargain Hunters	62,030	Beauty & Personal Care	13,962	Arts & Entertainment/Music & Audio/Urban Hip-Hop/Rap & Hip-Hop
Home & Garden/Do-It-Yourselfers	59,549	Autos & Vehicles/Auto Repair & Maintenance/Oil Changes	12,981	Shopping/Consumer Resources/Coupons
Media & Entertainment/TV Lovers	58,540			
Shoppers/Shopaholics	57,418			

Jan 1, 2021 - Sep 1, 2021

Browser	Sessions	% Δ	% New Sessions	% Δ	New Users	% Δ	Bounce Rate	% Δ	Pages / Session	% Δ
1. Chrome	197,752	-1.6% ↓	27%	6.0% ↑	53,886	4.3% ↑	32%	6.5% ↑	2.98	8.3% ↑
2. Edge	14,853	13.0% ↑	22%	13.3% ↑	3,294	28.0% ↑	24%	-1.2% ↓	3.28	21.7% ↑
3. Samsung Internet	7,525	-23.3% ↓	45%	45.6% ↑	3,410	11.6% ↑	54%	22.5% ↑	2.8	-11.1% ↓
4. Internet Explorer	3,194	-52.9% ↓	20%	-29.8% ↓	639	-66.9% ↓	34%	51.4% ↑	2.55	-11.6% ↓
5. Android Webview	3,175	10.6% ↑	87%	13.2% ↑	2,768	25.2% ↑	73%	7.6% ↑	1.87	-12.8% ↓
6. Safari	1,571	-78.3% ↓	30%	-22.8% ↓	464	-83.2% ↓	32%	-6.6% ↓	3.04	3.0% ↑
7. Firefox	1,158	-67.5% ↓	7%	-9.5% ↓	84	-70.6% ↓	40%	38.2% ↑	2.15	-57.6% ↓
8. Amazon Silk	365	-10.8% ↓	67%	145.1% ↑	245	118.8% ↑	67%	116.0% ↑	2.57	-23.7% ↓
9. Safari (In-app)	228	-93.4% ↓	87%	26.5% ↑	198	-91.7% ↓	75%	3.8% ↑	1.37	-20.5% ↓
10. Opera	196	-15.2% ↓	62%	49.8% ↑	122	27.1% ↑	61%	41.4% ↑	2.38	17.4% ↑

Device Category	Sessions	% Δ	% New Sessions	New Users	% Δ	Bounce Rate	% Δ	Pages/Session	% Δ
desktop	154,058	0.9% ↑	21%	31,988	-2.9% ↓	26%	10.4% ↑	2.98	8.2% ↑
mobile	73,733	-20.2% ↓	44%	32,170	-3.7% ↓	47%	7.2% ↑	2.93	3.6% ↑
Tablet	2,275	-36.4% ↓	44%	993	-8.9% ↓	47%	39.2% ↑	2.81	-1.8% ↓
Mobile Device Info	Sessions	% Δ	% New Sessions	New Users	% Δ	Bounce Rate	% Δ	Pages/Session	% Δ
1. Samsung SM-G973U Galaxy S10	2,998	-9.5% ↓	36%	1,090	3.8% ↑	42%	4.1% ↑	2.98	-1.7% ↓
2. Samsung SM-G960U Galaxy S9	2,798	-50.6% ↓	45%	1,248	52.2% ↓	43%	2.4% ↓	3.16	14.8% ↓
3. LG LM-Q730 Stylo 6	2,364	-	47%	1,118	-	55%	-	2.48	-
4. Samsung SM-N960U Galaxy Note9	2,130	-33.5% ↓	38%	816	12.5% ↑	47%	15.4% ↑	3.01	-3.5% ↓
5. Samsung SM-G975U Galaxy S10+	2,075	-31.1% ↓	42%	862	21.6% ↓	44%	13.5% ↑	2.98	-3.4% ↓
6. Samsung SM-N975U Galaxy Note10+	1,950	-5.4% ↓	37%	730	3.0% ↑	37%	0.4% ↑	3.23	-1.0% ↓
7. Samsung SM-G965U Galaxy S9+	1,891	-30.1% ↓	40%	765	-0.3% ↓	41%	-1.2% ↓	3.22	2.8% ↓
8. LG LM-Q720 Stylo 5	1,522	-47.8% ↓	44%	675	18.1% ↑	50%	1.2% ↑	3.02	24.7% ↑
9. Samsung SM-G950U Galaxy S8	1,501	-58.5% ↓	44%	664	44.3% ↑	46%	16.9% ↑	3.29	16.2% ↑
10. Samsung SM-G970U Galaxy S10e	1,478	-39.1% ↓	43%	633	40.0% ↑	46%	30.4% ↓	3.56	-18.5% ↓
11. Samsung SM-N950U Galaxy Note8	1,356	-34.5% ↓	43%	588	25.0% ↑	38%	-6.4% ↓	3.36	19.0% ↑
12. Samsung SM-G986U Galaxy S20+ 5G	1,185	338.9% ↑	36%	428	-26.7% ↓	50%	19.6% ↓	2.64	-3.0% ↓
13. Samsung SM-G981U Galaxy S20 5G	1,126	204.3% ↑	36%	401	206.1% ↑	38%	38.5% ↑	2.84	-12.6% ↓
14. Samsung SM-G991U Galaxy S21 5G	1,120	-	43%	481	-	38%	-	2.96	-

Jan 1, 2021 - Sep 1, 2021

Social Network	Sessions	% Δ	Pageviews	% Δ	Avg. Session Duration	% Δ	Pages
(not set)	227,299	-6.2% ↓	674,700	-0.6% ↓	00:03:17	1.3% ↑	
Facebook	2,117	-61.5% ↓	4,902	-56.3% ↓	00:01:41	28.3% ↑	
Twitter	354	-31.5% ↓	749	-20.2% ↓	00:03:07	-5.9% ↓	
LinkedIn	139	135.6% ↑	304	230.4% ↑	00:03:47	107.5% ↑	
reddit	95	-	533	-	00:02:12	-	

mcckc.edu Website Traffic Report - Ages 18-24

Source/Medium Marketing Channel

Source / Medium	Sessions	% Δ	Pageviews	% Δ	Avg. Session Duration	% Δ	Pages
1. google / organic	106,433	-14.9% ↓	371,287	-7.1% ↓	00:03:30	5.0% ↑	
2. mcckc.edu / referral	34,795	15.8% ↑	96,278	29.9% ↑	00:04:36	16.0% ↑	
3. (direct) / (none)	34,441	-2.8% ↓	80,856	1.3% ↑	00:02:31	-2.7% ↓	
4. google / cpc	14,117	93.3% ↑	28,691	108.8% ↑	00:01:15	5.4% ↑	
5. bing / organic	7,639	-12.6% ↓	27,280	1.0% ↑	00:03:46	16.0% ↑	
6. my.mcckc.edu / referral	6,058	27.3% ↑	16,820	23.1% ↑	00:03:51	-8.6% ↓	
7. mcc.radiuscampusgmt.com / ...	4,909	35.2% ↑	12,402	53.8% ↑	00:03:22	9.5% ↑	
8. yahoo / organic	3,216	1.8% ↑	8,774	2.8% ↑	00:03:28	-6.9% ↓	
9. Google Ads / Google_Display	3,047	-	4,521	-	00:00:33	-	
10. mcckc.blackboard.com / referral	2,290	57.3% ↑	4,622	68.7% ↑	00:02:27	-29.2% ↓	
11. m.facebook.com / referral	1,156	-73.1% ↓	2,457	-70.2% ↓	00:01:03	5.1% ↑	
12. Facebook / Facebook_Ads	1,120	129.0% ↑	1,681	42.5% ↑	00:00:24	-67.9% ↓	
13. web.mcckc.edu / referral	972	285.7% ↑	1,782	238.8% ↑	00:03:24	-6.7% ↓	



Jan 1, 2021 - Sep 1, 2021

Top Navigation

Label	Total Events
Home	57,919
Admission - Enrollment	8,616
Open Form - Apply Now	8,343
Admission - Request Infor	4,669
Open Jobs	4,611
Academics - Blackboard	4,057
Students - myMCC/CKC	3,506
Calendar	2,184
Call for Action - Donate	2,060
Top Level - Library	1,963
Students - Student Email	1,533
Faculty and Staff - Directory	1,468
Faculty and Staff - Blackboard	1,156
Faculty and Staff - myMCC/CKC	1,111
Faculty and Staff - Email	1,094
MCC Logo	1,071
Students - Enroll	699
Students - Academic Catalog	675
Students - Transfer Request	584
Students - Academic Calendar	407
Campus Links - Park Valley	291
Campus Links - Maple Woods	270
Campus Links - Longview	261
Campus Links - Business and	228

Main Navigation

Event Label	Total Events
Academics & Training - Programs of Study - Academic & Career Programs	7,781
Academics & Training - Classes - Credit Classes	3,412
Academics & Training - Programs of Study - Workforce	381
Current Students - Services - Bookstore	877
Future Students - Are You - Adult Learners	831
Academics & Training - Classes - Class Search	717
Future Students - Prepare Attend - Admissions	654
Future Students - Prepare Attend - Union	654
Academics & Training - Classes - Online Classes	641
Future Students - Call for Action - Programs	566
Admin - Administration - Our Leaders	407
Future Students - Are You - High School	394
Academics & Training - Programs of Study - Continuing Education	380
Current Students - Get Involved - Athletics	363
Academics & Training - Classes - Short-Term Classes	352
Current Students - Academics - Advising	297
Academics & Training - Programs of Study - Apprenticeships	257
Academics & Training - Programs of Study - Professional Development	256
Future Students - Prepare Attend - Financial Aid	233
Current Students - Services - Career Services	231
Current Students - Academics - Enroll	228
Current Students - Academics - Financial Aid	264
Academics & Training - Classes - Non-Credit Classes	255
Future Students - Call for Action - Classes	251

Footer

Contact Us	
Request Information	
Employment & Careers	
Directory	
Apply to MCC	
Calendar	
MCC - Maple Woods	
Bookstores	
myMCC	
Visit a Campus	
MCC - Longview	
MCC - Park Valley	
MCC - Bluewater	
Blackboard	
MCC - Business & Technology	
Transcripts	
MCC - Online	
Student Affairs	
MCC - AIA - Clarke	
Technical Support	
Student Enroll	
Contact Us - Information and Blogs	
Library	
Accessibility	

Visit: A visit consists of a series of pageviews that a single visitor makes during a period of activity.

Visitors: Visitors are defined by a unique ID - this ID is usually stored in a visitor's cookies.

New Visitor: A visitor who did not have Google Analytics cookies when they hit the first page in this visit. If a visitor deletes their cookies and comes back to the site, they are counted as a new visitor.

Returning Visitor: A visitor with existing Google Analytics cookies from a previous visit.

Pageview: A pageview is recorded in Google Analytics every time a page is viewed. If a user clicks reload after reaching the page, this is counted as an additional pageview. If a user navigates to a different page and then returns to the original page, a second pageview is recorded, as well.

Unique Pageview: A unique pageview, aggregates pageviews that are generated by the same user during the same session. A unique pageview represents the number of unique pageviews that were viewed one or more times.

Session: A session is a group of user interactions with your website that take place within a given time frame (MCC uses 30 minutes).

Bounce/Bounce Rate: A visit with one pageview. It doesn't matter how long the visitor was on the page or how they left.

Time on Page: Time on page is measured by subtracting the time a visitor hit a page from the time they hit the next page.

Direct Traffic: Ideally, this is the traffic that came to a site via bookmarks or by directly typing in the URL.

Referring Sites: This is traffic for which (1) a referrer was identified, (2) the referrer is not a search engine and (3) there are no campaign variables. The referring URL that contains the link to your website is also stored for referrals.

In-District Cities:

Kansas City, Lees Summit, Independence, Blue Springs, Belton, Raymore, Parkville, Grandview, Grain Valley, Fort Leonard Wood, Orrick, Knob Nobster, Trimble, Rich Hill, Mission Woods, Mission Hills, Mission, Westwood, Shawnee, Shawnee Mission, Roeland Park, Merriam, Lenexa, Olathe, Prairie Village, Leawood, Weatherby Lake, Hillside, Parkville, Riverside, Platte Woods, Lake Waukomis, Waldron, Lake Tapawingo, Fort Osage, Buckner, Sibley, Sugar Creek, Levasy, Sni-a-Bar, Rivetbend, Blue Township, Lotawana, Lake Winnebago, Gladstone, Pleasant Valley, Claycomo, Randalph, Birmingham, Liberty

Interests

Interests Overview: The distribution of Sessions (or other key metrics) on your property by the top-10 interests in Affinity Categories, In-Market Segments, and Other Categories.

Affinity Categories (reach): Acquisition, Behavior, and Conversions metrics broken down by Affinity Categories.

In-Market Segments: Acquisition, Behavior, and Conversions metrics broken down by In-Market Segments.

Other Categories: Acquisition, Behavior, and Conversions metrics broken down by Other Categories.

ATTACHMENT 4

Summit Technology Academy Missouri Innovation Campus Letter of Support

10-1-20

To: The Missouri Department of Higher Education:

As the Director and Principal of the Summit Technology Academy (STA) at the Missouri Innovation Campus in Kansas City, I am writing this letter of support for the Respiratory Therapy Baccalaureate degree proposal at Metropolitan Community College.

STA at Missouri Innovation Campus (MIC) provides innovative educational opportunities to thousands of students and adults in the Greater Kansas City area with a new model for education in Missouri that focuses on student outcomes and workforce needs. The state-of-the-art facility provides an effective, innovative learning environment in which students will pursue exciting educational opportunities in areas that are in high demand while empowering and instilling confidence in students so that they may enjoy a successful college completion path, ultimately contributing to a strong Missouri economy.

We already have an existing relationship with MCC in which they deliver college courses to our students while they are still in high school. We pledge to partner with MCC in promoting the new MCC Respiratory Care program to our students as another option for post-secondary education. We have a strong Allied Health preparedness program at STA and this population of students would provide an excellent pool of potential applicants for the MCC program.

I highly support the MCC Respiratory Care Baccalaureate Degree Program and believe the implementation of this program will provide many students a wonderful opportunity to pursue a career in that field.

Respectfully,



Jeremy Bonnesen, Ed.D.

STA Director/Principal

816-986-3414 sta.lsr7.org



SUMMIT TECHNOLOGY
ACADEMY

Academics Amplified. Professions Launched.

ATTACHMENT 5

Clinical Partner Letters of Support for Program



Centerpoint Medical Center
19550 East 39th Street, Suite 425
Independence, MO 64057

July 06, 2021

Dear Sue Gochis,

Centerpoint Medical Center is pleased to support Metropolitan Community College's (MCC) proposal to develop a respiratory therapy program at the bachelor's degree level through the Missouri Department of Higher Education. The College's proposed expansion of its Allied Health program is a timely and practical way to address the critical shortage of respiratory therapists (RT) in the Kansas City Metropolitan area.

RTs comprise a critical sector of the allied health care team and the increased need for RTs continues to grow. Centerpoint Medical Center staff actively work in patient-care settings, including intensive care units, pulmonary care, emergency department, and specific outpatient clinics. A program that would allow additional training and expertise would be a tremendous asset to our organization and benefit patient care.

As an employer of more than 1700 health care professionals, we can attest to the dire need for qualified registered respiratory therapists. This proposal is an essential step in training new and existing RTs. Centerpoint Medical Center will actively support MCC in its endeavor by offering clinical rotations and other appropriate support.

MCCs proposal has our full support. We look forward to working with you in the future.

Sincerely,

Caren Meyers



Caren Meyers, MHA, BS RRT
Manager, Respiratory Services
Centerpoint Medical Center
19550 East 39th Street, Suite 425
Independence, MO 64057
caren.meyers@HCAMidwest.com
(816) 698-8241 o (816) 698-8242 f
www.centerpointmedical.com

Dear Sue Gochis,

Kindred Hospital Northland is pleased to support Metropolitan Community College's (MCC) proposal to develop a respiratory therapy program at the bachelor's degree level through the Missouri Department of Higher Education. The College's proposed expansion of its Allied Health program is a timely and practical way to address the critical shortage of respiratory therapists (RT) in the Kansas City Metropolitan area.

RTs comprise a critical sector of the allied health care team and the increased need for RTs continues to grow. Kindred Hospital Northland's staff actively work in patient-care settings, including intensive care units, pulmonary care, and we are a focused ventilator hospital that needs their support. A program that would allow additional training and expertise would be a tremendous asset to our organization and benefit patient care.

As an employer of more than 160 health care professionals, we can attest to the dire need for qualified registered respiratory therapists. This proposal is an essential step in training new and existing RTs. Kindred Hospital Northland will actively support MCC in its endeavor by offering clinical rotations and other appropriate support.

MCC's proposal has our full support. We look forward to working with you in the future.

Sincerely,



Laura Inge, MSN, RN, CENP



Paul D. Kempinski, MS, FACHE
President and Chief Executive Officer
Phone: (816) 234-3650
Fax: (816) 842-6107

June 30, 2020

Dr. Kimberly Beatty
Chancellor
Metropolitan Community College
3200 Broadway Boulevard
Kansas City, MO 64111

Dear Chancellor Beatty,

Children's Mercy, Kansas City is pleased to support the proposal by Metropolitan Community College (MCC) and its partner community colleges for the development of a respiratory care program at the bachelor's degree level 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 healthcare professionals in the Kansas City metropolitan area.

Children's Mercy is recognized as one of the nation's top pediatric hospitals, according to U.S. News & World Report's 2020-2021 "Best Children's Hospitals" report. Being a leader in children's health means doing our part to make sure the Kansas City region is a healthy place to grow up. Children's Mercy engages in meaningful programs, opportunities, and partnerships that improve the lives of children beyond the walls of our hospital. These initiatives help support the hospital's mission and bring solutions to some of our community's most pressing health issues.

The Children's Mercy Respiratory Care staff actively works in all patient-care settings, including the intensive care units, emergency department, and certain outpatient clinics. Services are provided 24 hours a day in all departments at both our Adele Hall and Kansas campuses. Respiratory therapists work closely with the Sections of Neonatology, Pulmonology and Critical Care Medicine, as well as provide routine care on the medical/surgical floors. As an employer of more than 8,500 healthcare professionals, we can attest to the dire need for qualified registered respiratory therapists.

Children's Mercy will actively support MCC in its endeavor by offering clinical rotations and other appropriate support.

We look forward to working with you in addressing our region's health sciences workforce pipeline issues.

Sincerely,

Paul Kempinski, MS, FACHE
President and Chief Executive Officer
Alice Berry, DDS, and Katharine Berry, MD Endowed Chair
in Executive Leadership



Executive Office

May 8, 2020

Kimberly Beatty, PhD.
Chancellor
Metropolitan Community College
3200 Broadway
Kansas City, MO 64111

Dear Dr. Beatty,

Truman Medical Center (TMC) is pleased to support Metropolitan Community College (MCC) and its partner community colleges proposal for the development of respiratory care program at the bachelor’s degree level through the Missouri Department of Higher Education. The College’s expansion of its health professional workforce programs is a timely and practical way to address the critical shortage of health care professionals in the Kansas City metropolitan area.

TMC is an essential hospital and academic medical center, delivering services to residents primarily in the greater Kansas City area. Serving the health care needs of urban, suburban and rural communities. TMC includes two 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 and long-term care.

As an employer of more than 4,500 health care professionals, we can attest to the dire need for qualified respiratory therapists.

TMC will actively support MCC in this endeavor by offering clinical locations, offering 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,

Charlie Shields
Chief Executive Officer

Dear Sue Gochis,

Children's Mercy Hospital is pleased to support Metropolitan Community College's (MCC) proposal to develop a respiratory therapy program at the bachelor's degree level through the Missouri Department of Higher Education. The College's proposed expansion of its Allied Health program is a timely and practical way to address the critical shortage of respiratory therapists (RT) in the Kansas City Metropolitan area.

RTs comprise a critical sector of the allied health care team and the increased need for RTs continues to grow. Children's Mercy staff actively work in patient care settings, including intensive care units, extracorporeal membrane oxygenation (ECMO) teams, critical care transport, pulmonary care, emergency department, and specific outpatient clinics. A program that would allow additional training and expertise would be a tremendous asset to our organization and benefit patient care.

As an employer of more than 130 respiratory therapists, we can attest to the direct need for qualified registered respiratory therapists. This proposal is an essential step in training new and existing RTs. Children's Mercy will actively support MCC in its endeavor by offering clinical rotations and other appropriate support.

MCC's proposal has our full support. We look forward to working with you in the future.

Sincerely,

Emily L Wilkinson MBA, RRT-NPS, CPHQ

Respiratory Care | Department Director

Children's Mercy Kansas City

P: [\(816\) 234-3067](tel:8162343067) | Ext: 53067

E: elwilkinson@cmh.edu | W: childrensmercy.org

2401 Gillham Road | Kansas City, MO 64108

ATTACHMENT 6

Proposed Program of Courses

<i>Course</i>	<i>Number</i>	<i>Credits</i>
<i>Semester 1</i>		
Composition and Reading I	ENGL 101	3
Introduction to U.S. National Politics	POLS 136	3
Medical Terminology	BIOL 150	2
General Biology	BIOL 101	5
Introduction to Health Professions	HLSC 100	2
		15
<i>Semester 2</i>		
Introductory Chemistry for Health Sciences	CHEM 105	5
Anatomy and Physiology for Health Professions	HLSC 108	4
General Psychology	PSYC 140	3
Fundamentals of Human Communication	COMM 102	3
		15
<i>Semester 3</i>		
Contemporary Social Issues	SOCI 163	3
Statistics	MATH 115	3
Patient Care Basics	RSPC 200	2
Patient Care Basics Lab	RSPC	1
Microbiology	BIO 208	5
Clinical Research and Documentation	EMS 201	1
		15
<i>Semester 4</i>		
Respiratory Care Pharmacology I	RSPC 445	2
Respiratory Assessment and Treatment I	RSPC 320	3
Respiratory Assessment and Treatment I Lab	RCSP	2
Cardiopulmonary Care	RSPC 425	3
Clinical Practice I (120hrs - 8hr/week)	RSPC 250	4
		14
<i>Semester 5</i>		
Respiratory Care Pharmacology II	RCSP	2
Mechanical Ventilation	RCSP 344	3
Mechanical Ventilation Lab	RCSP	2
Clinical Practice II (210hrs - 14hr/week)	RSPC 350	7
		14
<i>Semester 6</i>		
Respiratory Assessment and Treatment II	RSPC 322	3
Pediatric and Neonatal Care	RSPC 341	3
Advanced Cardiopulmonary Care	RSPC 426	3

Clinical Practice III (210hrs - 4hr/week)	RSPC 351	7	16
<i>Semester 7</i>			
Senior Care	RSPC 442	2	
Leadership and Management Trends	RSPC 360	3	
Patient Education	RSPC 480	2	
Clinical Practice IV (240hrs - 16hr/week)	RSPC 450	8	15
<i>Semester 8</i>			
Case Management in Respiratory Care	RSPC 340	3	
Ethics	PHIL 203	3	
Current Issues in Respiratory Care	RSPC 495	2	
Clinical Practice V (240hrs - 16hr/week)	RSPC 455	8	16
	Total credits		120

ATTACHMENT 7

CoARC Outcomes Threshold Grid

Outcomes Thresholds Grid

PROGRAM OUTCOME	CUT SCORE/DEFINITION AS OF March 14, 2020	THRESHOLD AS OF March 14, 2020
TMC High Cut Score Success	<p>NBRC high cut passing score (set by NBRC)</p> <p>Determined by calculating the percentage of program graduates who achieved the high cut score {i.e. dividing the number of program graduates achieving the high cut score (numerator) by the total number of graduates (denominator)} in each three-year reporting period.</p>	60% of total number of graduates achieving the high cut score (3-year average).
RRT Credentialing Success	<p>N/A</p> <p>(programs are still be required to provide RRT outcomes data on annual reports, however, no accreditation actions will be taken based on RRT credentialing success).</p>	N/A
RPSGT/SDS Credentialing Success	<p>N/A</p> <p>(programs are still be required to provide RPSGT and/or SDS outcomes data on annual reports, however, no accreditation actions will be taken based on RPSGT or SDS credentialing success).</p>	N/A
Retention (Attrition)	<p>Programmatic retention: defined as the number of students formally enrolled* in a respiratory care program during a three-year reporting period who 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.</p> <p>The total number of students enrolled includes those who successfully completed the program as well as students who left the program for academic reasons (failure to achieve minimum grade requirements, ethical, professional or behavioral violations or</p>	70%

	<p>violations of academic policies) that resulted in their expulsion from the program prior to graduation.</p> <p>Students are not included in the retention definition who:</p> <p>leave the program by the last day they are eligible for 100% tuition reimbursement within the first term of fundamental respiratory care core coursework**</p> <ul style="list-style-type: none"> • are in good academic standing who leave the program due to: financial, medical, or family reasons, military deployment, a change in their course of study, relocation to a different community, or reasons other than those described under academic reasons; <p>are admitted to another educational program (same or different educational institution) prior to the scheduled graduation date of their RT class.</p> <p>*Programmatic enrollment begins when a student enrolls in the first core respiratory care course (non-survey, non-prereq) available only to students matriculated in the respiratory care program. This may differ from the institutional definition of the enrollment or matriculation dates.</p> <p>**Fundamental respiratory care coursework is defined as: Professional coursework, focused on the preparation of the student as a competent Respiratory Therapist, as defined in CoARC Standard 3.01.</p>	
<p>Job Placement</p>	<p>Defined as a graduate who, within the three year reporting period, is employed utilizing skills within the scope of practice of the respiratory care profession (i.e., full-time, part-time, or per-diem).</p>	<p>N/A</p>
<p>Graduate Survey – Overall Satisfaction*</p>	<p>A rating of 3 or higher on a 5-point Likert scale for overall satisfaction. The calculation is as follows:</p>	<p>At least 80% of returned graduate surveys rating overall satisfaction</p>

	# surveys with scores greater than 3 # surveys returned – # surveys omitted	3 or higher on a 5-point Likert scale.
Graduate Survey – Participation	The total number of program graduates employed in respiratory care who return their graduate survey.	N/A
Employer Survey – Overall Satisfaction*	A rating of 3 or higher on a 5-point Likert scale for overall satisfaction The calculation is as follows: # surveys with scores greater than 3 # surveys returned – # surveys omitted	At least 80% of returned employer surveys rating overall satisfaction 3 or higher on a 5-point Likert scale.
Employer Survey – Participation	The total number of employers of program graduates who return their employer survey.	N/A

ATTACHMENT 8

Metropolitan Community College Phase I Revised Proposal



**Program application for a Bachelors' of Applied Science in
Respiratory Therapy**

**Metropolitan Community College
3200 Broadway
Kansas City, MO 64111
816-604-1000
www.mccckc.edu**

Part I: Rationale for Proposal

The mission statement for Metropolitan Community College (MCC) is “Preparing Students, Serving Communities and Creating Opportunities.” The MCC proposal for a baccalaureate program for Respiratory Care Practitioners (RCP’s) fully aligns with our District mission since there is a gap in the Kansas City community for training in respiratory therapy. MCC is committed to *preparing the future students* who will *serve the community* as healthcare professionals on the front line. The respiratory therapy program will *create opportunities* for the citizens in the Kansas City region by advancing education and creating a livable wage for participants. As respiratory therapy needs have increased with the spread of COVID, now more than ever, the community college mission of access and workforce training becomes necessary. The need for a baccalaureate program for RCP’s has grown significantly, both nationally and locally, and MCC is passionate about serving our community by creating this opportunity to prepare our students for a career in this field. In addition to the recommendation from the national respiratory care professional organizations for a requirement of a Bachelor of Science degree for credentialing, the recent COVID health pandemic has now moved the nation into a more urgent state for providing training in Respiratory Care. The U.S. Bureau of Labor Statistics estimates that the demand for respiratory therapists will grow 21% from 2018 to 2028. Additionally, the Missouri Economic Research and Information Center (MERIC) reports that healthcare is the top industry in the state and that the demand for qualified healthcare providers outpaces supply. The projected possibility of long-term, post-COVID respiratory illnesses has further increased the need. In addition to the demand for new professionals in this field, there will be large numbers of current Respiratory Care Practitioners who will need the additional education to meet the new proposed baccalaureate degree requirements. This will create new demand for education and training in the respiratory care field. The Jobs eQ Occupation Reports from the Spring of 2020 (Attachment A) document the need for Respiratory Therapists. A recent DHEWD document (Attachment B) includes a summary of regional and state supply and demand projections and indicates that the anticipated demand for practitioners by 2028 will be over 100% of the program completers from existing state programs. Additionally, while Concorde Career College, a proprietary school which is based in the Kansas City area, provides a respiratory care training program, they are not able to offer the Bachelor Degree for their students. Lastly, we simply don’t know what we don’t know as far as the possible increase in needs for respiratory care. With the “long-haulers” from COVID and other challenges post-COVID patients are experiencing, future growth and expansion of the program is a strong reality. All of this information illustrates that the MCC program will not cause any unnecessary duplication or competition with other institutions, but rather, the MCC program will help fill a projected shortfall in trained individuals in this area.

MCC has had many conversations with area K-12 partners who have expressed enthusiastic support for the program. An example of that support is provided in a letter from Dr. Jeremy Bonnesen, the principal and director of the Missouri Innovation Campus (MIC) program

(Attachment C). The MIC serves thousands of Kansas City area high school and adult students in their mission of providing career based educational opportunities for students and will be an excellent partner for MCC in this endeavor. With a new class cohort allowance of 24 students, growing to 96 total students in the program overall after four years, there will be a vibrant and continual applicant and graduate base for the program.

Local medical partners have pledged their endorsement of the program through letters of support indicating that they will provide clinical locations for the students. These partners are already assisting MCC allied health programs with clinical locations and have established relationships with MCC staff and faculty. Letters from Centerpoint Medical Center, Kindred Hospital, and Children's Mercy Hospital, and Truman Medical Center are included in Attachment D and demonstrate strong support in the Clinical part of the program.

Part II: Evidence of feasibility in collaboration with other institutions

There are no Missouri community colleges, state colleges, or universities in the Kansas City metropolitan area that currently offer a respiratory care Associate's and/or Baccalaureate degree. Furthermore, MCC has reached out to all metropolitan area public higher education institutions, and has discovered that there are none who are even planning to offer such a degree. The only Missouri public university within the Kansas City area is the University of Missouri Kansas City (UMKC). An acknowledgement communication from the UMKC Chancellor, Dr. Mauli Agrawal is provided and states that no local collaborative programming is possible. MCC also reached out to Missouri Western State University (MWSU) to examine a possible partnership. Both institutions agreed that it was not feasible for us to collaborate on this program given the divergent mission of the two college programs. The letters confirming this are included in Attachment E. It is for this reason that MCC is pursuing this opportunity alone as it is the only viable opportunity for Kansas City, Missouri students to access a program.

Part III: Alignment with Blueprint for Higher Education Goals

Attainment. MCC would be able to provide 24 additional seats for training in the state each year, building to a capacity of 96 students in the program by the fourth year. This will help reduce the shortfall of trained RCP's to the projected workforce need.

Affordability: MCC will offer the Respiratory Care Bachelor Degree at the current per hour tuition rate for the district, which is a fraction of the cost of attending a university. The cost per year in tuition and fees at UMKC is about \$20,200 whereas the cost of a year at MCC is about \$4,500. That is less than 1/4 of the cost of our nearest university! In addition, MCC offers many opportunities for financial aid and scholarships to students, making this a financially affordable opportunity for students.

Quality: Metropolitan Community College is fully accredited by the Higher Learning

Commission. MCC has a Health Sciences Institute which houses the Nursing Program, Allied Health, and Virtual Hospital, all of which have third party accreditation. The experience that MCC has in healthcare training and the relationships that already exist with health partners will be another asset for this program. The Respiratory Care program will work with the Commission on Accreditation for Respiratory Care (CoARC) for the baccalaureate accreditation process. CoARC is a national leader on accreditation standards for Respiratory Care programs and annually reviews program information each year to determine ongoing compliance with their accreditation standards, policies and procedures. MCC will also create and utilize an advisory committee for the program which will consist of medical professionals and licensed Respiratory Care Practitioners to ensure the program is current and relevant to the actual workforce needs. MCC will make a commitment to hire high quality faculty to implement the program and will abide by CoARC standards for the program leadership. MCC is committed to hiring only highly trained personnel who meet the necessary qualifications. Below is a listing of the qualifications for the proposed positions:

Standard 2.02/2.08: The Program Director (PD) and the Director of Clinical Education (DCE) must have at least an earned Master's degree from an academic institution accredited by a regional or national accrediting agency recognized by the United States Department of Education.

Standard 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 years' experience as an RRT with at least two years in clinical respiratory care

- *have a minimum of two 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.

Research and Innovation: Respiratory care organizations locally and across the nation support the baccalaureate degree. Because of this, there is a strong demand for research to be an essential part of the Respiratory Therapist (RT) curriculum. The baccalaureate program will allow time and space for this to take place. MCC students will be provided the necessary time and practice for learning the essential skill of research in the field. The curriculum will be coordinated with educational experts and RCP's in the field to ensure appropriate and relevant training, and comply with the Higher Learning Commission and CoARC standards.

Investment, Advocacy and Partnerships: MCC is uniquely positioned to meet the workforce demands and offer this opportunity for students successfully. The proposed baccalaureate program at MCC will build upon existing relationships with area medical providers to provide clinical opportunities for students. Additionally, these rich relationships with our medical partners will provide MCC students with opportunities to attend professional seminars taught by Respiratory Therapists. Our medical partners can provide equipment and supplies to the

program and will be important resources for faculty referrals to the program. Healthcare organizations continually ask community colleges to help develop a pipeline of skilled workers. MCC is ready to support this effort. There are many medical organizations who have expressed a willingness to support MCC in implementing the program. The letters of support from various medical partners was provided in Attachment D.

Part IV. Evidence of Institutional Capacity:

Academic Quality: MCC has been a proven educational institution for delivering high quality training in the medical field for many years. At this time, there are already 20 certificate and degree programs offered through MCC. These programs require a high level of reporting and proven, demonstrated success outcomes. Almost all are required to have a secondary accreditation in addition to the regular Higher Learning Commission accreditation process. The RT baccalaureate degree would meet the same rigor as the other programs and would follow the practices, policies and procedures which have proven success in other MCC allied health programs. Additionally, the District would comply with all CoARC accreditation standards.

The RT program would be housed at the MCC Health Services Institute (HSI), which is the primary home for healthcare training programs for the District. The HSI was remodeled in 2010 and the labs provide state-of-the-art training facilities for allied health students. Within the HSI, there is an accredited Virtual Hospital. In addition to the Virtual Hospital, there are other hands-on learning areas which create a simulated clinical environment where students use real clinical equipment and tools to practice patient care scenarios (Attachment F). MCC also has well established student support systems that accompany the instructional programs. These include financial aid support, enrollment assistance, dedicated allied health academic advising, resume development, HSI computer lab and printing use, tutoring, and extensive library and research access. The existing MCC partnerships with medical facilities in Kansas City provide excellent avenues to recruit and retain high level faculty who have expertise in Respiratory Care. The curriculum for the program will be developed in cooperation with CoARC standards, advisory councils, RT Faculty, and experts in the RT field and will align with required outcomes for the degree. The graduates of this program will be prepared to practice in areas of research, management, and clinical and outpatient education.

A proposed program course plan and curriculum is provided in Attachment F.

Fiscal Stability: The college is fiscally responsible and adheres to all requirements for audits and for demonstrating financial stability. The District is the oldest public institution of higher education in Kansas City, Missouri and was the first community college in the state. This long history demonstrates the stability of the district to persevere through various world events, local economic disruptions, enrollment variations, natural disasters, and most recently, a global pandemic. The District finances the majority of its operations through tuition and fees, the

local property tax levy, state aid and federal programs. For the fiscal year ending June 30, 2019, the District has recorded the portion of its revenue by amount and percentage from various sources as follows:

Table 1.0: Funding Sources for Metropolitan Community College

Source	Amount	Percent of Budget
Property Taxes	\$36,500,000	27.2%
State Revenue	\$30,800,000	23.0%
Tuition and Fees	\$24,000,000	17.9%
Federal Revenue	\$20,900,000	15.6%
Other	\$21,700,000	16.3%
Total Revenue	\$133,900,000	100%

Table 1.0 highlights the balance among the district revenue sources and is another example of the fiscal stability of the organization.

Table 1.0: Funding Sources for Metropolitan Community College

Source	Amount	Percent of Budget
Property Taxes	\$36,500,000	27.2%
State Revenue	\$30,800,000	23.0%
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Other	\$21,700,000	16.3%
Total Revenue	\$133,900,000	100%

Table 1.0 highlights the balance among the district revenue sources and is another example of the fiscal stability of the organization.

Recently, MCC was approved for a bond issuance in the amount of \$42,700,000. The bond was awarded to address the programmatic needs of the District and to enhance the existing infrastructure. Therefore, a portion of these funds can be allocated to assist the District in the development of the RT program.

The District is also just beginning a \$40,000,000 campaign for student scholarships and student programs. To date, we are halfway through our goal. Our community and alumni have long supported MCC students, and the District anticipates another solid showing from supporters in this next campaign cycle. MCC has, and continues to maintain, a balanced budget despite recent reductions in revenue sources. This demonstrates the District’s ongoing ability to maintain a healthy fiscal profile.

Administrative Support: As with all instructional programs at MCC, the organizational structure within the district provides a strong level of commitment needed for successful implementation and operation. MCC is fully committed to the RT program. Administration and staff support have been identified and will be put into place upon approval. The table below identifies those employees who will support and lead the program.

Table 2.0: Identified Positions to Support the Program
Vice Chancellor and Chief Academic Officer for the MCC District
President, Penn Valley (host campus) – Health Sciences Institute
Vice President, Penn Valley
Dean of Instruction and Student Services, Penn Valley
Director of Allied Health
Allied Health Administrative Assistant
Director of Medical Services
Director of Clinical Education (proposed)
Program Director of Respiratory Care (proposed)
Respiratory Care Program Full-Time Faculty (proposed)
Respiratory Care Program Adjunct Faculty (proposed)
Lab Specialist (proposed)

Budget: The district has made a commitment to support the program if approved and has identified fiscal and other resources for implementation and operations. The proposed operational budget is identified in the table below and was developed in comparison with other Respiratory Care Program budgets across the nation, along with MCC tuition and fee information.

Table 3.0: Proposed Budget for Respiratory Care Program at Metropolitan Community College

	FY22	FY23	FY24	FY25
REVENUE:				
District Resident Fee	97,593	195,168	292,752	390,336
Program Lab Fee	9,600	19,200	28,800	38,400
MCC Financial Support	40,000	40,000	40,000	40,000
Grant and Enhancement Funds			23,000	23,000
Total Revenue	\$147,193	\$254,368	\$384,552	\$491,736
EXPENSES:				
Full-Time Director of Clinical Education	70,000	70,000	70,000	70,000
Full-Time Program Director	80,000	80,000	80,000	80,000
Full-Time Faculty		80,000	160,000	160,000
Part-Time Faculty	25,000	15,000	15,000	15,000
Part-time Staff	9,000	9,000	12,000	12,000
All Benefits	60,000	90,000	120,000	120,000
Supplies - Instructional	12,000	12,000	7,000	7,736
Equipment and Equipment Maintenance	200,000	52,000	15,000	15,000
Dues and Membership	3,000	3,000	3,000	3,000
Travel and Conventions	6,000	6,000	6,000	6,000
Mileage	3,000	3,000	3,000	3,000
Total Expenses	\$468,000	\$420,000	\$491,000	\$491,736
Revenue less Expenses:	(320,807)	(165,632)	(106,448)	-0-

The MCC RT program is projected to be self-sustaining by year four of the program. The MCC foundation has planned to commit ongoing funding after year three to support the program from funds gathered through medical partnerships in the community. The program revenue and expenses are reflected in the table above, accounting for an additional cohort of 24 students each year until year four, for an eventual total of 96 students in the program.

ATTACHMENT 9

Comprehensive Review Documents

**Form 7: Comprehensive Review Checklist
Phase 2, External Review**

**Metropolitan Community College
Respiratory Care, Bachelor's Degree**

Criteria	Where Provided (Institution complete)	Current Status (External Review Team complete)	DHEWD Response
The review team included faculty experts in the discipline to be offered and administrators from institutions already offering the program in the discipline and at the degree level proposed (<i>required</i>)	DHEWD, Form #2 submitted May, 2021	The review team included four faculty from three different respiratory therapy bachelor's programs in MO and IL. Additionally, two respiratory therapy hospital department managers (1 adult, 1 pediatric) from the Kansas City, MO area served on the committee.	
The review team included at least one faculty member or administrator familiar with the degree/discipline from a community college (<i>strongly encouraged</i>)	DHEWD, Form #2 submitted May, 2021	The Director of Health Sciences from Metropolitan Community College served on the committee.	

The institution has the capacity to offer the new program, including <u>all</u> of the following:			
General resources (library, facilities, equipment, classroom/lab space, etc.)	Phase II, Criteria 4, pg.6	MCC has a long-standing history of providing a quality education, and currently offers multiple healthcare programs. In 2010 the Health Services Institute was remodeled to update the laboratories and classrooms and create an accredited virtual hospital. There are additional educational areas for clinical simulation and interprofessional education.	
Academic resources, including faculty and staff, that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)	Phase II Criteria 5 pp 7-8	MCC understands the programmatic accreditation requirements for the respiratory care faculty and is committed to hiring experienced respiratory care educators as evidenced in the proposed budget. Additionally, MCC has a multitude of highly qualified existing faculty to support the general education portion of the curriculum.	

	Student service support	Phase II Criteria 4 pg.6	MCC currently has a fully functioning student support system including admissions, financial aid, academic advising, career services, counseling, IT and library resources.	
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DRAFT

<Metropolitan Community College> <Respiratory Care>, <Bachelor's Degree>

When approved for Phase 2, the proposing institution may contact Missouri institutions on **FORM 2** or out-of-state institutions (with the same institutional and/or programmatic accreditation) for recommendations to the external review team. The DHEWD will be copied on this correspondence.

Proposing institutions are expected to use external review team members from institutions currently offering the same or substantially similar program to the proposal, or are current industry professionals or practitioners in the field. Please include only one individual from the proposing institution to serve as a liaison to answer questions or concerns from the team. It is encouraged that each review team be comprised of 3 - 5 individuals, not including the proposing institution liaison.

DHEWD staff has final approval of all external review team members.

Name	Title	Institution	Institution Type	Email Address	Phone Number	Check the Category this Team Member Represents		
						Faculty	Administrator	Community College
Elayne Rodriguez	Director of Respiratory Care and Allied Health	Skyline College (CA)	Public	rodrigueze@smccd.edu	(787) 385-6297	X	X	X
Changiz Fardipour	Senior Director of Respiratory Therapy	Truman Medical Center (KCMO)	Private Not-for-Profit	Changiz.Fardipour@tmc.med.org	(816) 686-9670		X	
Rebecca Mansur	Program Director	SIU-Carbondale	Public	Beckymc78@gmail.com	(618) 924-4948	X	X	
Emily Wilkinson	Director of Respiratory Care	Children's Mercy Hospital (KCMO)	Private Not-for-Profit	elwilkinson@cmh.edu	(314) 800-8846		X	
Raymond Hernandez	Interim Director of Operations	Skyline College	Public	hernandezr@smccd.edu	(415) 260-8789	X	X	X
Monica Schibig	Associate Clinical Professor / Program Director for Respiratory Therapy	University of Missouri - Columbia	Public	schibigm@health.missouri.edu	(573) 882-9722	X	X	

Proposing Institution Liaison		
Name	Title	Phone Number
Eve McGee	Director of Allied Health and Simulation	816-604-4286
	Email Address	
	<u>Eve.mcgee@mccckc.edu</u>	

*The administrative rule that governs this process, 6 CSR 10-4.010, provides that the external review team must include faculty experts in the discipline to be offered and administrators from institutions that already offer programs in the discipline. For proposals in which a community college proposes to offer a bachelor's degree, DHEWD strongly encourages the proposing institution include at least one community college faculty member or administrator who is familiar with the degree/discipline on the external review team.

**It is strongly recommended review teams review the proposing institution's cost/revenue analysis and provide feedback regarding the analysis.

Please submit the CV for each reviewer as part of DHEWD review. Please affirm the reviewers each have the following:

	Yes	No
Credentials and extensive professional experience in teaching, research, or administration	x	
A disinterested professional commitment to the review process and to the task of rendering objective findings and recommendations based upon empirical evidence and informed judgments	x	
No conflict of interest with the proposing institution that may result in the reviewer unable to conduct an impartial review	x	
No present or recent connection with the institution under review	x	

FOR DHEWD USE ONLY

Do all proposed external review team members indicated on this form meet the criteria for approval? If not, DHEWD will contact the proposing institution to offer feedback on why a member is not approved and to request a new recommendation for an external review team member, if necessary to meet the need for a fair review.	Yes	No
X		

DHEWD Staff Who Will Attend External Review Team Meetings

Name	Title	Email Address	Phone Number
Laura Vedenhaupt	Director of Academic Affairs	Laura.vedenhaupt@dhewd.mo.gov	(573) 751-8743

Review Team Resumes

Gochis,Suzanne M <Suzanne.Gochis@mcckc.edu>

Tue 5/25/2021 12:50 PM

To: Vedenhaupt, Laura <Laura.Vedenhaupt@dhewd.mo.gov>; Woody, Mara <Mara.Woody@dhewd.mo.gov>

 7 attachments (834 KB)

Elayne M Rodriguez Resume November 2020.docx; Rebecca Mansur Resume.docx; EVE McGee CV 051921 (1).pdf; CV-Schibig.docx; Resume Changiz Fardipour.docx; Emily Resume 5.24.21.docx; Resume Hernandez Resume 5.1.2021.pdf;

Hello. I'm attaching the resumes for the external review team. Thank you.

Sue

Sue Gochis

Vice Chancellor of Instruction

Metropolitan Community College

3200 Broadway, Kansas City, MO 64111

816-604-1033

suzanne.gochis@mcckc.edu

ATTACHMENT 10

Statutory Criteria Review

Metropolitan Community College

BAS, Respiratory Therapy

Criteria	Where Provided (Proposing institution cite form, document, and page #)	Status (DHEWD complete)
The institution has provided <u>all</u> of the following (unless not applicable)		
A comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program	MCC Phase II, pp 1-3 and Attachments 1 and 2	
Evidence indicating that there is sufficient student interest and capacity to support the program	MCC Phase II pp 3-4 and Attachment 3	
Where applicable, evidence of sufficient capacity for students to participate in clinical or other external learning requirements	MCC Phase II pg. 5 and Attachment 5	
Evidence that the institution has sufficient library resources, physical facilities, and instruction equipment	MCC Phase II pg. 6	
Where applicable, a description of accreditation requirements for the new program and the institution's plan for seeking accreditation	MCC Phase II pp. 7-8 and Attachment 7	
The institution has a clear plan to meet workforce needs, including <u>all</u> 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	MCC Phase II pp. 7-8 Attachment 6	
Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation	MCC Phase II pp. 8-9	
A plan to assess the extent to which the new program meets the workforce need when implemented	MCC Phase II pp. 8-9	
The institution's plan will contribute substantially to the CBHE's <i>Blueprint for Higher Education</i>	MCC Phase II pp. 9-10	

Tab 12 Attachment B

MCC Phase II Comprehensive Review Checklist

Metropolitan Community College BAS, Respiratory Therapy

Criteria	Where Provided (Proposing institution cite form, document, and page #)	Status (DHEWD complete)
The institution has provided <u>all</u> of the following (unless not applicable)		
A comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program	MCC Phase II, pp 1-3 and Attachments 1 and 2	Meets criteria
Evidence indicating that there is sufficient student interest and capacity to support the program	MCC Phase II pp 3-4 and Attachment 3	Meets criteria
Where applicable, evidence of sufficient capacity for students to participate in clinical or other external learning requirements	MCC Phase II pg. 5 and Attachment 5	Meets criteria
Evidence that the institution has sufficient library resources, physical facilities, and instruction equipment	MCC Phase II pg. 6	Meets criteria
Where applicable, a description of accreditation requirements for the new program and the institution's plan for seeking accreditation	MCC Phase II pp. 7-8 and Attachment 7	Meets criteria
The institution has a clear plan to meet workforce needs, including <u>all</u> 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	MCC Phase II pp. 7-8 Attachment 6	Meets criteria
Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation	MCC Phase II pp. 8-9	Meets criteria
A plan to assess the extent to which the new program meets the workforce need when implemented	MCC Phase II pp. 8-9	Meets criteria
The institution's plan will contribute substantially to the CBHE's <i>Blueprint for Higher Education</i>	MCC Phase II pp. 9-10	Meets criteria

**Form 7: Comprehensive Review Checklist
Phase 2, External Review**

**Metropolitan Community College
Respiratory Care, Bachelor's Degree**

Criteria	Where Provided (Institution complete)	Current Status (External Review Team complete)	DHEWD Response
The review team included faculty experts in the discipline to be offered and administrators from institutions already offering the program in the discipline and at the degree level proposed (<i>required</i>)	DHEWD, Form #2 submitted May, 2021	The review team included four faculty from three different respiratory therapy bachelor's programs in MO and IL. Additionally, two respiratory therapy hospital department managers (1 adult, 1 pediatric) from the Kansas City, MO area served on the committee.	Meets criteria
The review team included at least one faculty member or administrator familiar with the degree/discipline from a community college (<i>strongly encouraged</i>)	DHEWD, Form #2 submitted May, 2021	The Director of Health Sciences from Metropolitan Community College served on the committee.	Meets criteria

The institution has the capacity to offer the new program, including <u>all</u> of the following:			
General resources (library, facilities, equipment, classroom/lab space, etc.)	Phase II, Criteria 4, pg.6	MCC has a long-standing history of providing a quality education, and currently offers multiple healthcare programs. In 2010 the Health Services Institute was remodeled to update the laboratories and classrooms and create an accredited virtual hospital. There are additional educational areas for clinical simulation and interprofessional education.	Meets criteria
Academic resources, including faculty and staff, that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)	Phase II Criteria 5 pp 7-8	MCC understands the programmatic accreditation requirements for the respiratory care faculty and is committed to hiring experienced respiratory care educators as evidenced in the proposed budget. Additionally, MCC has a multitude of highly qualified existing faculty to support the general education portion of the curriculum.	Meets criteria

	Student service support	Phase II Criteria 4 pg.6	MCC currently has a fully functioning student support system including admissions, financial aid, academic advising, career services, counseling, IT and library resources.	Meets criteria
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DRAFT

<Metropolitan Community College>

<Respiratory Care>, <Bachelor's Degree>

When approved for Phase 2, the proposing institution may contact Missouri institutions on **FORM 2** or out-of-state institutions (with the same institutional and/or programmatic accreditation) for recommendations to the external review team. The DHEWD will be copied on this correspondence.

Proposing institutions are expected to use external review team members from institutions currently offering the same or substantially similar program to the proposal, or are current industry professionals or practitioners in the field. Please include only one individual from the proposing institution to serve as a liaison to answer questions or concerns from the team. It is encouraged that each review team be comprised of 3 - 5 individuals, not including the proposing institution liaison.

DHEWD staff has final approval of all external review team members.

Name	Title	Institution	Institution Type	Email Address	Phone Number	Check the Category this Team Member Represents		
						Faculty	Administrator	Community College
Elayne Rodriguez	Director of Respiratory Care and Allied Health	Skyline College (CA)	Public	rodrigueze@smccd.edu	(787) 385-6297	X	X	X
Changiz Fardipour	Senior Director of Respiratory Therapy	Truman Medical Center (KCMO)	Private Not-for-Profit	Changiz.Fardipour@tmc-med.org	(816) 686-9670		X	
Rebecca Mansur	Program Director	SIU-Carbondale	Public	Beckymc78@gmail.com	(618) 924-4948	X	X	
Emily Wilkinson	Director of Respiratory Care	Children's Mercy Hospital (KCMO)	Private Not-for-Profit	elwilkinson@cmh.edu	(314) 800-8846		X	
Raymond Hernandez	Interim Director of Operations	Skyline College	Public	hernandezr@smccd.edu	(415) 260-8789	X	X	X
Monica Schibig	Associate Clinical Professor / Program Director for Respiratory Therapy	University of Missouri – Columbia	Public	schibigm@health.missouri.edu	(573) 882-9722	X	X	

Proposing Institution Liaison

Name	Title	Email Address	Phone Number
Eve McGee	Director of Allied Health and Simulation	Eve.mcgee@mcckc.edu	816-604-4286

***The administrative rule that governs this process, 6 CSR 10-4.010, provides that the external review team must include faculty experts in the discipline to be offered and administrators from institutions that already offer programs in the discipline.** For proposals in which a community college proposes to offer a bachelor's degree, DHEWD strongly encourages the proposing institution include at least one community college faculty member or administrator who is familiar with the degree/discipline on the external review team.

**It is strongly recommended review teams review the proposing institution's cost/revenue analysis and provide feedback regarding the analysis.

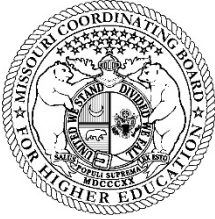
Please submit the CV for each reviewer as part of DHEWD review. Please affirm the reviewers each have the following:

Credentials and extensive professional experience in teaching, research, or administration	Yes x	No
A disinterested professional commitment to the review process and to the task of rendering objective findings and recommendations based upon empirical evidence and informed judgments	x	
No conflict of interest with the proposing institution that may result in the reviewer unable to conduct an impartial review	x	
No present or recent connection with the institution under review	x	

FOR DHEWD USE ONLY

	Yes	No
Do all proposed external review team members indicated on this form meet the criteria for approval? If not, DHEWD will contact the proposing institution to offer feedback on why a member is not approved and to request a new recommendation for an external review team member, if necessary to meet the need for a fair review.	X	

DHEWD Staff Who Will Attend External Review Team Meetings			
Name	Title	Email Address	Phone Number
Laura Vedenhaupt	Director of Academic Affairs	Laura.vedenhaupt@dhewd.mo.gov	(573) 751-8743



Tab 13

Missouri State University Proposal to Offer a Doctor of Occupational Therapy Degree

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The Coordinating Board for Higher Education (CBHE) has responsibility for coordinating, reviewing, and approving proposed new degree programs per [§§ 173.005](#) and [174.160, RSMo](#). The process for reviewing new degree program proposals is codified in administrative rule [6 CSR 10-4.010 Academic Program Approval](#).

In 2017, the CBHE adopted a process for the comprehensive review of new programs that fall outside the parameters of routine and staff review. The comprehensive review of a program is triggered by the presence of one or more of the following criteria:

- The institution will incur substantial costs to launch and sustain the program;
- The program includes offering degrees at the baccalaureate level or higher that fall within the Classification of Instructional Program (CIP) code of 14, Engineering;
- The program is outside an institution's CBHE-approved mission, including location-based triggers;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions);
- The program will include the offering of an education specialist degree.

DHEWD staff worked closely with Chief Academic Officers to review and revise the comprehensive review process. This collaboration resulted in a structured framework using forms to make the overall process more understandable and easier to navigate. The process remains divided into two phases, whereby the institution must receive approval from the CBHE of their Phase I proposal to move to the next phase.

CURRENT STATUS

In June 2021, Missouri State University submitted a Phase I comprehensive review proposal for a Doctor of Occupational Therapy (OTD) program. The proposal was approved by the CBHE to move to Phase II at the September 15, 2021, meeting.

Missouri State University established an external review team as set forth in 6 CSR 10-4.010 to provide their expertise in reviewing the proposal. The team consisted of five members from four public and private non-profit universities and one private non-profit hospital. The university representatives are OTD faculty and/or administrators, and the hospital representative is a licensed physical therapist and the executive director of therapy services.

The team was charged with reviewing the Phase II proposal and supporting documents and to provide its findings and recommendations. The review team met virtually over several weeks and determined the MSU proposal met the criteria established in 6 CSR 10-4.010:

- The institution has the capacity to offer the new program in terms of general, academic, and student service support.
- Faculty resources are appropriate for the program being proposed, including credentials, use of adjunct faculty, and faculty teaching workloads.

MSU submitted its Phase II proposal (Attachment A) and the program was posted on the department website for public comment for 20 days per the administrative rule. The department received no comments on the proposal.

Department staff reviewed the Phase II proposal utilizing the Phase II Comprehensive Review Checklist (Attachment B) and the External Review Checklist (Attachment C) and determined the proposal met the criteria outlined in the statute and administrative rule.

RECOMMENDATION

Staff recommend the Coordinating Board provisionally approve Missouri State University's proposal for a Doctor of Occupational Therapy degree for a period of five years.

ATTACHMENTS

- A. MSU Phase II Proposal – Doctor of Occupational Therapy Degree
- B. MSU Phase II Comprehensive Review Checklist
- C. MSU Phase II External Review Checklist
- D. MSU External Review Team Roster

Coordinating Board for Higher Education
December 8, 2021

Tab 13 Attachment A
MSU Phase II Proposal

Missouri State University
Proposed Program:
Doctor of Occupational Therapy
Phase II Review

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Comprehensive Cost/Revenue Analysis

Five-Year Projected Costs for OTD Program

The projected five-year cost for the proposed OTD program (beyond the costs of the existing MOT program) is \$696,709. These costs cover one additional tenure track full-time faculty member, funding for per course or adjunct faculty, and a part-time doctoral capstone project coordinator. These are the additional projected costs for this program because the existing infrastructure of the MOT (i.e., classrooms, computer labs, computers, VTC, internet infrastructure, administrative support, marketing funds, space, parking) are at a sufficient level to support the OTD program. These are existing costs, and no additional resources will be needed for these line items. Dr. Sapna Chakraborty, current Department Head of the Occupational Therapy Department, will provide administrative oversight of the proposed doctoral program, including admissions, onboarding, student needs, etc. If enrollment exceeds the projected levels, a separate Program Director for the OTD will be appointed.

Plans to hire a 12-month assistant professor, a part-time capstone coordinator, and an adjunct instructor are based on the need to deliver 11 hours of classroom instruction in the fall semester, 8 hours of classroom instruction in the spring semester, and 9 hours of capstone experience across an academic year and the summer.

Cost	Y 1	Y 2	Y 3	Y 4	Y 5
12-month Tenure Track Assistant Professor (includes salary, fringe, and 2.5% COL)	\$112,000	\$114,800	\$117,670	\$120,612	\$123,627
Part time Capstone Coordinator		\$23,400	\$23,400	\$23,400	\$23,400
Per Course		\$3,600	\$3,600	\$3,600	\$3,600
Total	\$112,000	\$141,800	\$144,670	\$147,612	\$150,627

Five-Year Projected Revenue for OTD Program

In order to be conservative, revenue estimates were based on the courseloads required by individuals who already possess an MOT because the foundational coursework necessary for those with only a BOT would overlap with coursework currently offered in our MOT program, and consequently not require any extra instructional resources. Full-time students will begin and continue in the program for two years, taking 23 credit hours in their first year and 17 credit hours in their second year. Part-time students begin and continue in the program for

three years, taking 12 credit hours in their first year, and 14 credit hours in both their second and third years. Tuition will be set at \$500 per credit hour. The levels of student demand indicated in the Phase I proposal indicate 2 full-time students and 6 part-time students starting each year are reasonable projections. Based on projected enrollment, required yearly credit hours, and rate of tuition, the total projected revenue for 5 years is \$657,000. This model suggests that the OTD program will generate sufficient revenue to cover the costs of the program by Year 3.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	2 FT* 6 PT*	4 FT 12 PT	4 FT 18 PT	4 FT 18 PT	4 FT 18 PT
Revenue @ \$500/credit hour	\$59,000	\$118,000	\$160,000	\$160,000	\$160,000

* FT = full-time students; PT = part-time students

Sufficient Student Interest

More than one-third of respondents to a 2019 survey agreed or strongly agreed that they would enroll in an online OTD program with Missouri State University. The OT Department has also consistently received inquiries about the doctoral degree in occupational therapy at MSU. These expressions of interest have occurred in the absence of any public advertising of a potential program. In many cases, mid-career occupational therapy practitioners and mid-level rehab OT managers are reaching out because they understand the additional opportunities for advancement in their existing career paths as well as new directions that will be possible with this professional doctorate.

The survey was sent to 369 potential candidates for the program. This included students:

- OT graduating classes of 2019, 2020, and 2021
- students in the Health Professions Scholars Program at MSU
- students in the Pre-OT club
- students in McQueary College of Health and Human Services interested in health care professions
- alumni from MSU’s OT prog

And professionals in and around the Springfield area:

- administrators, managers, and directors of occupational therapy services
- MSU OT advisory board members
- practicing occupational therapists
- occupational therapy assistants

A Likert Scale of 1-7 was established for the responses, with 1 being “strongly disagree” to 7 being “strongly agree.” Out of 369 surveys sent out, 300 responses were collected (81.3% return rate). Thirty-five percent of the respondents agreed or strongly agreed that they would return to obtain an OTD degree at MSU if it were available online. Sample letters from student alumni who support the provision of a post-professional OTD at MSU are provided in Appendix A. Additionally, administrators of local organizations that provide occupational therapy services provided letters of support. These are included in Appendix B.

Participation in External Learning Experiences with Emphasis on Local/Regional Placements

Students will engage in a doctoral capstone experience, entitled OTE 980, *Capstone Project*. The process of designing and engaging in a student-led capstone experience is an essential component of doctoral education. There is little question about the availability of sites for students to complete their capstone project based on the extensive network of healthcare organizations and community agencies that the OT Program has existing relationships with through the fieldwork program.

Students who enroll in the OTD program will be practicing occupational therapists who are likely to complete their Capstone Project in collaboration with their employer or local community organizations. Out-of-state students will be completing the projects either with their employers or the local community organizations close to where they live with the help of a faculty mentor, capstone coordinator, and a site mentor. All the instructional help will be provided online throughout the program. Based on current applicant pools, the OT program anticipates most OTD students will be from the Springfield, Missouri area or the Midwest region of the United States, so existing partnerships should be sufficient to support the capstone experiences. The out- of- state partnerships would be student driven mostly at their place of employment. The Capstone process allows students to heighten their skills while giving back to their local communities. Below are examples of local sites that currently support our OT students.

Access Potential Therapy Services, Carthage, MO
Aids Project of the Ozarks, Springfield, MO
Barnabas Prep, Branson, MO
Birch Pointe Health and Rehabilitation, Springfield, MO
Citizens Memorial Hospital, Bolivar, MO
Communities of Wildwood Ranch, Joplin, MO
CoxHealth Branson, Branson, MO
CoxHealth Monett, Monett, MO
CoxHealth Springfield, MO

Daybreak Adult Daycare Facility. Springfield, MO
Developmental Center of the Ozarks, Springfield, MO
Dynamic Strides Therapy, Republic, MO
Eden Village, Springfield, MO
Freeman Health System, Joplin, MO
Jordan Valley Community Health Center, Springfield, MO
Lakeland Behavioral Health, Springfield, MO
Logan-Rogersville R-VII School, MO
Mercy Health System Joplin, MO
Mercy Health System Springfield
Mercy Therapy Services Lebanon, MO
Miracle Kids Success Academy, MO
Miracle Kids Unlimited Learning Academy, MO

General Resources (library, facilities, equipment, classroom/lab space, etc.)

Every semester the OT Department Head and staff systematically calculate the OT student needs in terms of facilities, space, equipment, faculty, and OTE course offerings to ensure that these resources are in balance with student numbers. As a result, the number of faculty and services through course offerings has increased every year, computer equipment and library resources have been expanded, and the department's fixed resources have been used with ever-greater efficiency. This practice would be expanded to include the needs of students in the doctoral program.

MSU has video-teleconferencing (VTC) systems in each classroom that enable each OTE course to be available for distance learning via VTC and Blackboard. The recent addition of Zoom technology to each OT classroom allows the OT department to transmit live or recorded broadcasts of courses via VTC and the Internet to the Springfield campus and beyond. This technology allows for growth in the post-professional OTD student numbers and credit hours without creating additional burdens on existing OT classroom facilities.

Students can use the Internet to readily connect to the Springfield MSU library resources and databases. All OT students have access, both on- and off-campus, to the MSU library system via its website: libraries.missouristate.edu. On the library website, students can search thousands of academic journals, make interlibrary loan requests, and download an unlimited number of articles to support evidence-based practice and research. Access to the library resources also includes databases such as Academic Search Complete, JSOR, LexisNexis Academic, and Project Muse. MSU librarians are also regularly available online to assist students in finding and acquiring the resources they need to complete their research.

Accreditation Requirements

There are no relevant accreditation options for the proposed degree, the post-professional Doctor of Occupational Therapy. Because the master's degree has been the entry-level requirement for years, most practicing OTs do not have a doctoral degree. As described in the Phase I proposal and the section on Student Interest in the current proposal, many licensed OTs desire to get the doctorate in order to increase their knowledge and skills and advance in their careers. MSU is proposing this post-professional degree to meet this need. At the same time, the American Council on Occupational Therapy Education (ACOTE) currently recommends the doctorate as the entry point for the profession and likely will mandate that all OT programs transition to the doctoral level in the future. As a result, MSU has applied to ACOTE to offer a pre-professional, entry-level doctoral degree at some time in the future and we are currently listed as an applicant to offer the OTD on their [website](#).

Curriculum Alignment with Knowledge and Competencies

Upon completion of the Doctor of Occupational Therapy, students will develop the skills listed below. Specific alignment between these skills and the program's curriculum is provided in Appendix C.

- Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.
- Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.
- Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.
- Evaluate access to community resources and design community- or primary care programs to support occupational performance for persons, groups, and populations.
- Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.
- Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.
- Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems-level change.
- Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.

External Learning Experiences in Region

In addition to the local/regional sites (examples listed above), OT students have engaged in clinical experiences in other areas in Missouri and other states in addition to some international locations. Examples are listed below.

Ability KC, Kansas City, MO
Advanced Physical Therapy, Wichita, KS
Apple Tree Therapy, O'Fallon, IL
ARC Physical Therapy, Kansas City, MO
Arkansas Children's Hospital, Little Rock, AR
Baxter Regional Medical Center, Mountain Home, AR
Boone Hospital, Columbia, MO
Capital Region Medical Center, Jefferson City, MO
Cassady Children's Center, Springdale, AR
Chicago Occupational Therapy, Chicago, IL
Children's Mercy Hospital, Kansas City, MO
Crystal Oaks Skilled Nursing, Festus, MO
Encompass Health Rehabilitation Hospital, Fayetteville, AR
Encompass Health Rehabilitation: Rusk Rehab, Columbia, MO
Fitzgibbon Hospital, Marshall, MO
Francis Howell School District, St. Peters, MO
Kenny Rogers Children's Center, Sikeston, MO
Memorial Hospital, Belleville, IL
Mercy Health System, Northwest AR
Mercy Health System, Washington, MO
University of Texas Medical Branch, Galveston, TX

International Locations:

African Impact, Cape Town, South Africa
SOCH, Gurgaon, India

Assessment Plan for Meeting Workforce Need

Missouri State University's Department of Occupational Therapy has an existing assessment process that reviews all seated and online courses. The OT department will expand the current processes specifically for the proposed Doctor of Occupational Therapy Program. The OTD curriculum and associated student learning outcomes were intentionally designed to support and promote the advanced critical analysis skills that are needed to meet current workforce expectations. Students will be assessed on their ability to analyze and effectively apply knowledge across the profession with specific emphasis in the areas of occupation-based practice, community engagement, scientific inquiry, and ethical leadership.

A description of the current assessment plan and the steps to be taken to expand this plan to support the proposed OTD program is provided below.

Assessment Plan Currently Used for the MOT

For the past six years, the OT department has consistently assessed course structure, content, organization, learning objectives/outcomes, and student satisfaction through the completion of student course evaluations each semester. Feedback from these evaluations is then provided to the course instructor. Course instructors are subsequently evaluated during the peer-review process on how they respond and update the course based on the student feedback. This assessment process has proven to be an effective tool for specifically using student feedback to modify course content and structure to best meet the learning needs of the students. Student feedback in OTE620 indicated that they were struggling with the course textbook. Upon review, the instructor made modifications that improved student usability while maintaining academic standards for the field.

Other faculty members have regularly made adjustments and modifications to delivery and instructional methods, assignment instructions and rubrics, and grading practices as a direct result of student feedback. Regular peer review occurs annually, consisting of a faculty member reviewing another faculty member's syllabus, course content, and teaching practices through an in-class or virtual observation. The syllabus and course outline review process assesses program and university policy statements, instructor contact information, course outline, learning objectives, and the availability of clear grading rubrics. The teaching session review includes peer observation and comments on teaching quality and alignment of teaching with course learning objectives. The reviewer provides a written summary statement of demonstrated strengths and ideas for refinement. Faculty members then review the document together. An example of the Peer Review document is included in Appendix D.

In 2019, the OT Program added a biannual course reflection to the department assessment process. Course instructors engage in a self-assessment of a selection of one of their courses by completing a course reflection document. This encompassing document involves reflection on and review of learning objectives and course organization, including the syllabus, textbook,

policy, accreditation standards and learning objectives, accessibility standards, evaluation strategies, and use of guest speakers. The course to be reviewed is assigned by a department Assessment Coordinator, who also reviews the same areas as the course instructor and provides additional comments and feedback as warranted. Specific course changes are discussed with all faculty at the biannual retreat. An example of the OT Course Reflection Form is included in Appendix E. This process supports meaningful discussion and review of the most effective distribution of student learning objectives related to accreditation standards within the OT curricular flow.

During the fall semester of 2020, the department explored alternative methods for gathering and organizing student feedback data on course content and the instructor's mode of delivery via the EvaluationKIT software. The use of this software was initiated to align department assessment procedures with those at the College and University level. This change allowed for improved comparison of the OT graduate program to other graduate programs offered at the University. Program and student learning assessment tools are revised in an ongoing manner to improve efficiency, student learning, and instruction delivery methods.

Expansion of Assessment Plan to Incorporate Doctorate Courses

Once doctoral level courses are offered within the new OTD program an expansion of the current assessment plan will be warranted. The main adjustment will be to the peer-review process. The department plans to include a requirement that a portion of the peer review process is completed by another doctoral-level faculty member from a separate doctoral program within the McQueary College of Health and Human Services. There are currently four doctoral programs within the College: Doctor of Audiology, Doctor of Nurse Anesthesia Practice, Doctor of Nursing Practice, and Doctor of Physical Therapy. By soliciting feedback on teaching practices from experienced doctoral-level faculty from these established doctoral programs our faculty will gain insightful feedback, suggestions, and strategies to improve teaching practices and the delivery of content.

Overall Assessment Plan

The overall purpose of the OTD assessment plan is to expand and strengthen the learning process. It is designed to allow faculty, students, and administrative staff the opportunity to identify areas for improvement as well as potential concerns, and to take corrective action where needed. The expanded assessment process will provide OTD faculty with an informed basis for continuously enhancing the learning processes in this doctoral program.

The program-level learning outcomes were collaboratively and purposely designed during the curricular development process. The student learning outcomes have also been expressly tied to courses and known workforce needs. They have also been linked to the goals outlined in the Blueprint for Higher Education (see Appendix C). The specific assessment of these outcomes via intentional review allows for a cohesive analysis of student learning and the program's effectiveness in meeting workforce demands.

Assessment will begin with the start of the first cohort in the form of gathering data and feedback in courses, from partner organizations, and maintaining a cycle of ongoing feedback between faculty, students, and community partners.

The eight learning outcomes for the proposed OTD program, described herein, will be assessed beginning in Year 3 of the program based on the following schedule and further outlined in Appendix F.

In Years 1 and 2, focus will be on gathering data and maintaining a cycle of assessment through student feedback, faculty collaboration, and review of student work and program goals.

Outcomes to be assessed at the end of Year 3

1. Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.
2. Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.
3. Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.
4. Evaluate access to community resources and design community- or primary care programs to support occupational performance for persons, groups, and populations.

Outcomes to be assessed at the end of Year 4

5. Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.
6. Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.
7. Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems-level change.
8. Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.

The faculty of the department will assess the students' learning in courses using Self Reflection Forms. They will consult regularly with MSU assessment office and internal assessment committee to improve the assessment process and maintain continuation of the assessment process. Faculty also establish an annual assessment meeting with the assessment coordinator

or department head and MSU assessment office as a part of the assessment process. This is the standard at Missouri State. All faculty, full-time, part-time, and per course will communicate or participate via email responses, with grades, and with observed strengths and weaknesses of student learning.

As a group, the faculty will consider student learning data collected from the department's courses in an annual retreat. Evidence they review may include samples of student papers, responses to common test items, results from EvaluationKIT surveys, exit interviews, or focus groups asking students the following:

- How well do you think you achieved the learning goals of the course?
- What aspects of the course best helped you achieve the learning goals?
- What suggestions do you have for improving the course?
- Does the course meet your professional objectives?

Other relevant items for review may be comprehensive exam rubrics, capstone project rubrics, capstone site evaluation by students, and student evaluation at the site by the capstone mentor or educator. After these defenses, the faculty will identify one or two areas for improvement, topics to work on and determine next steps for the department. These might include providing faculty development opportunities centered on strategies for helping students in certain identified areas. The department will follow-up in one or more ways including posting online resources for faculty or enacting curricular or course changes.

Contribution to CBHE's Blueprint for Higher Education

The OTD program outlined here advances the five key goals and strategies presented in MDHEWD's Blueprint for Higher Education. This program's specific characteristics include high quality, accessibility to both traditional and non-traditional students, affordability, and opportunities for innovation and partnership with community-based organizations and conventional healthcare settings. It also meets considerable student and market demand as well as societal needs. The program is designed to provide graduate education opportunities to currently practicing occupational therapists interested in advancing their professional careers within the following focus areas: clinical practice, research skills, program and policy development, advocacy, and education. In addition to the focus areas, students will have an option to choose from the specialty tracks including college teaching and health care administration to enhance their teaching or administrative skills needed for future advanced careers. Appendix C provides specific alignments among Blueprint goals, program curricula, and faculty expertise.

Blueprint for Higher Education: Specified Goals and Strategies Advanced via the Proposed OTD Program		
Blueprint Goals	Goal Strategies	Comment
1 Attainment	1.1; 1.4; 1.6	<ul style="list-style-type: none"> • The MSU MOT Program has demonstrated a proven record of a 99% degree completion rate, which suggests that the OTD will be similarly successful. • The proposed OTD degree will be offered 100% on-line and asynchronous which significantly increases accessibility for all students. • Full- and part-time options will be available to meet the individual needs of each student. • MSU OT alumni will be able to transfer a set number of credits to support degree completion. • MSU’s existing student support services and the flexible nature of the degree encourages the non-traditional student to reenter higher education. • Strong existing relationships between the OT Program with local employers allow for enhanced collaboration and career exploration for students and alumni.
2 Affordability	2.2	<ul style="list-style-type: none"> • The program has sought local employer input during curricular development to specifically meet workforce demands. Regular input is also sought from the OT advisory board which includes local administrators and employers. • MSU is known for its in-state and out-of-state affordability. • The flexible format allows students to continue to work during matriculation.
3 Quality	3.1; 3.4	See Chart in Appendix C
4 Research & Innovation	4.1; 4.3	See Chart in Appendix C
5 Investment, Advocacy & Partnerships	5.1; 5.2	<p>In addition to the impact outlined in Appendix C -</p> <ul style="list-style-type: none"> • The offering of a strong clinical doctorate at an affordable state university creates opportunities across the workforce for career and organizational advancement.

		<ul style="list-style-type: none"> • Research and Capstone experiences provide a consistent opportunity for collaboration and mentor development with local and regional organizations. • Improved partnerships between higher education and businesses and industries in the local communities increase the use of cutting-edge techniques and the quality of overall organizational education and training.
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Academic Resources

Faculty, both full-time and adjunct/per course, will be required to have a PhD, professional doctoral degree, or doctorate in occupational therapy or an area pertinent to the field of occupational therapy. Faculty will be required to have extensive professional experience in the field of occupational therapy with an interest in community-based practice. Because the proposed program will be online, faculty experience with asynchronous learning also will be important. MSU has a Faculty Center for Teaching and Learning, which has provided extensive training for faculty in online, asynchronous course delivery as well as general best practices in instructional delivery for adults. The current faculty in OT have taken advantage of FCTL support, and they will ensure new faculty and adjunct/per course faculty also are well prepared for online delivery. Appendix C provides a list of the proposed faculty, their associated experience pertinent to each projected course, and their training and experience related on online course delivery.

Full-time faculty will teach approximately 75% of the coursework, and the remainder will be covered by part-time faculty. Part-time faculty will consist largely of senior occupational therapists with pertinent experience in the content of the curriculum (e.g., leadership management, health and wellness, community-based practice, low vision, community mobility and driver’s rehabilitation, hand management, pediatric care, gerontology, and aging in place). Part-time faculty will be expected to have extensive professional experience and a deep understanding of the post-professional students’ career requirements and goals.

Students in the current OT graduate program have expressed appreciation that OT faculty members are seasoned professional mentors that bring their expertise to the classroom and provide important networking contacts for their chosen career paths. Students have indicated that the faculty’s ability to bring real-life experiences to the classroom as a part of the course content provides them with a greater understanding of the subject matter and appreciation for the course content.

Student Service Support

The breadth and scope of the University, College, and Departmental support services for students are substantial and comprehensive. The University is committed to providing services to on-line students via a wide range of programs. If a student prefers, the majority of these support services are accessible via phone, online, or videoconferencing platforms. The students enrolling in the program might have diverse degrees to enter in the program but they all will be licensed occupational therapists opting for a higher degree to enhance their careers and will be well supported with online help from faculty advisors and the university resources.

Students may utilize the University website online twenty-four hours a day for admissions, financial aid, registration, and to manage their accounts. A primary means of communication is through the MSU Student Support website - <https://www.missouristate.edu/services/student-support.htm>. This site is regularly updated to provide a common information portal. MSU also has the capability for staff to provide virtual support and advising with off-campus students via Zoom to ensure high-quality student support.

The OTD curriculum has been designed with the working professional in mind. All courses will be offered in an on-line format. The Dean of the McQueary College of Health and Human Services ensures OT classes are offered as planned. Student advisement will be available during a variety of advising hours and in-person or virtual formats. Academic advisors familiar with the OT program advise students by phone, in-person, virtually, or email each semester to ensure they are on track with their program of study. Because the OTD will be the first program delivered to part-time students for this department, they will ensure that all students understand the financial aid resources and differences in what aid is available to part-time students versus full-time students.

The OT faculty will fully demonstrate the commitment to support students through extensive mentoring and extra-instructional efforts. They include assisting:

- all students with guidance in the capstone project, research and writing of course papers, preparation for comprehensive exam, and the research and writing of their research projects.
- with submission of articles to professional journals.
- with presentations at college, university, state, national, and international level conferences.
- with search for better professional positions in the field and professional job interviews.

Students will regularly be invited to comment about any concerns, including those regarding classes, facilities, and curriculum content. In addition to the course evaluations given each semester, the Department Head will regularly holds town hall meetings for all students. The

Student Occupational Therapy Association (SOTA) will add student reps from the OTD program so that SOTA is applicable to all the programs in OT department. This will create a means for networking and mentorship to the entry-level student. The student board will provide regular feedback to their faculty advisor regarding desired improvements. This information is then relayed to the OT faculty and Department Head. The Department Head and staff are available to receive and address any concerns from students, faculty, or staff.

The OT Department Head and staff are readily available via phone, email, in-person, and videoconferencing to assess a student's needs and direct that student to the appropriate resources. The Department Head, faculty, and staff frequently act as advocates for students to help ensure their needs are met by the department and the University. The OT administrative staff also provides many services, formally and informally, including assisting students with administrative matters involved in application, enrollment, registration, course payment, local library access, degree requirements, and the organization of the hooding and commencement ceremonies for OT graduates. The OT Department Head is in regular consultation with the College Dean regarding department needs and opportunities. As appropriate, the Department Head will consult with the Dean of the Graduate College.

There are several indications the OT department has historically provided strong support to the master's students and will apply this same approach to support the success of the OTD student. The OT program received the highest level of accreditation status. A formal review of the OT program is conducted periodically by the Accreditation Council of Occupational Therapy Education. 20 students were surveyed during accreditation process and a unanimous (100%) response of "Very satisfied/satisfied" with the OT faculty has been received, and a near-unanimous (95%) "Very satisfied/satisfied" response has been received regarding "the quality of education you are receiving at Missouri State University." Local health care practitioners have informally shared with the OT department head that the students who attend the fieldwork experience at the clinical sites are consistently professional, show great knowledge, and are prepared to demonstrate clinical skills and be successful practitioners.

Appendix A
Letters Indicating Student/Alumni Interest

July 7th, 2020
Rahul Dasari
10437 Senegal Dr
Pensacola, FL 32534

Dear Dr. Chakraborty,

It would be my honor to write in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program. I am a graduate of MSU after receiving my Master's degree in occupational therapy in 2017 and can speak to the caliber of quality education that occupational therapy department delivers. They design a catered comprehensive approach for programming each course allowing for a dynamic understanding of subjects taught by experienced knowledgeable professors. Not only did I walk away with an understanding of the core knowledge that makes up the realm of occupational therapy but the skills to engage and connect with people through opportunities to learn from clinicians, instructors, and patients from all walks of life. The department's connections with the local community and extended therapy community around the country provided countless resources to draw from to better understand the vast network available to better serve our patients and the growth of our profession. The department provided each student with a magic toolbox at the start of the program. They started to fill this toolbox with knowledge, skills, techniques, theories, and resources. By the time we neared the end of the program we gained not only everything in the toolbox but more importantly the ability to continue to fill it as we progress through a career in occupational therapy. I can credit the occupational therapy department at Missouri State University for providing a foundation and a network of greatness to continue to grow as an occupational therapist. With the growth and success of the current program a post professional doctorate program would be very appealing for prospective professionals aiming to enhance their career.

Sincerely,

Rahul Dasari

July 22, 2020
Kristen Path
4425 Lilly Valley Street, Shawnee, OK 74804

Dear Dr. Chakraborty

I am proud to write a letter supporting the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am an alumnus of the graduate program in the occupational therapy department. I completed a Master's degree in 2018 and was more than satisfied by the education, opportunities, and support provided by the occupational therapy department throughout the program. The faculty, curriculum, and learning experiences prepared me well for the NBCOT and to be a competent occupational therapy practitioner in a variety of settings. I experienced first-hand that the occupational therapy department is always developing innovative projects and learning opportunities to help students succeed and excel in the everchanging health care environment. I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences and resources needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career towards leadership, scholarship, and clinical excellence.

Sincerely,

Kristen Path, MOT, OTR/L

Occupational Therapist

TherapyWorks

7608 E 91st Street

Tulsa, OK 74133

kristenpath@gmail.com

July 13, 2020
Miranda Benson
1662 N Oakfair Place
Springfield, MO 65802

Dear Dr. Chakraborty,

It is my pleasure to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am an alumnus of the graduate program in the occupational therapy department. I completed a Master's degree in 2018 and was very pleased by the education and support provided by the occupational therapy department. The faculty, curriculum and learning experiences prepared me well to be a competent occupational therapy practitioner. The occupational therapy department is always developing innovative projects to help students succeed and excel in the everchanging health care environment.

I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career towards leadership, scholarship, and clinical excellence.

If MSU started a Post Professional Doctorate in Occupational Therapy, I would seriously consider returning to complete an advanced degree.

Sincerely,
Miranda Benson, OTR/L, CLT

Appendix B

Letters of Professional and Administrator Endorsement



7/29/2020

TheraCare Outpatient
Services 3023 S Fort Ave
Ste B Springfield, MO
65807

Dear Dr. Chakraborty

It is an honor to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am the Owner at TheraCare Outpatient Services where we provide speech, occupational, physical and music therapy services for children. I have had the opportunity to interact with students from Master of Occupational Therapy program at MSU in several different capacities and was pleased by the schooling and skillset students presented with. Reports from the supervising Occupational Therapists in our clinic were consistent in that students demonstrated with a knowledge base consistent with designated year of instruction expectations and demonstrated critical thinking skills needed to modify as appropriate with minimal assistance. During my experiences guest lecturing, the students always appear to be fully engaged and eager to learn.

The department has demonstrated all competencies needed to run a successful Post Professional Doctorate Program. I support the efforts of the occupational therapy department as they seek the approval through various stakeholders to run the program and enhance the career of current professionals and alumni.

Melanie Stinnett MS, CCC-SLP

Sincerely,

Melanie Stinnett, MS, CCC-SLP
Owner/Speech-Language
Pathologist TheraCare Outpatient
Services

**3023 S. Fort Ave. Suite B | Springfield, Missouri 65807 | Phone 417.890.4656 | Fax
417.708.0889 www.TheraCareOzarks.com**

7/31/2020

Lori Pumphrey, OTR/L
Student Coordinator for Mercy
Hospital 1235 E Cherokee
Springfield₁ MO 65804

Dear Dr. Chakraborty

It is my pleasure to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

I am an Occupational Therapist and Student Coordinator at Mercy Hospital Springfield, Missouri. I have been working with the students and faculty from Master of Occupational Therapy program at MSU on a routine basis. I have been very pleased by the education and skill level student presented with when they arrive for clinicals and as potential employees/peers. The faculty, curriculum and learning experiences have prepared the students well to be competent occupational therapy practitioners. Our facility has hired MSU and has greatly reaped the benefits of the MSU MOT curriculum. Our facility has been able to see the additional depth of knowledge the students acquire during their academic course that develops a higher level of student during fieldwork and employment. The occupational therapy department is always developing innovative projects to help students succeed and excel in the everchanging health care environment.

I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career

towards leadership, scholarship, and clinical excellence,

Sincerely,

Lori Pumphrey, OTR/L

07/31/2020

Leslie Bruce, PT

Therapy

Manager Acute

Therapy NICU

Therapy

Orthopedic Hospital Inpatient

Therapy Mercy Hospital -

Springfield

1235 E. Cherokee

St.

Springfield, Mo.

65804

Dear Dr. Chakraborty

It is my pleasure to write a letter in support of the occupational therapy department at Missouri State University developing a Post Professional Doctorate in Occupational Therapy Program.

As the Therapy Manager at Mercy Hospital Springfield, Missouri, I have the pleasure to work with the students and faculty from Master of Occupational Therapy program at MSU. The education and skill level that the students present when they arrive for clinicals and as potential employees has been exceptional. The faculty, curriculum and learning experiences have prepared the students well to be competent occupational therapy practitioners. I have hired a MSU MOT graduate and have been pleased with OT skillset as well as the professional skills. Our facility has been able to see the additional depth of knowledge the students acquire during their academic course that develops a higher level of student during fieldwork and employment. The occupational therapy department is always developing innovative projects to help students succeed and excel in the everchanging health care environment.

I fully support the efforts of the occupational therapy department as they seek the approval through various stake holders. This department has all the competences needed to run a successful Post Professional Doctoral Program to serve the needs of current professionals and alumni. This higher degree will help enhance their career towards leadership, scholarship, and clinical excellence.

Sincerely,

Leslie Bruce, PT

A handwritten signature in blue ink, appearing to read 'Leslie Bruce', followed by a long horizontal line extending to the right.

Appendix C
Relationships between Program SLOs, MDHEWD’s Blueprint, and Faculty Expertise

<u>OTD Knowledge or Competency and Associated Numbered Blueprint Goal</u>	<u>Relevant Course(s)</u>	<u>Student Learning Outcomes</u>	<u>Instructional Faculty</u>	<u>Relevant Expertise and Experience, including Online Instructional Delivery</u>
<p>Analyze and apply professional theory to current and emerging practice areas to improve health and wellness of persons, groups, and populations</p> <p><i>3.1 Quality; 4.1 Research & Innovation</i></p>	<p>OTE 710 Foundations and Theory in Occupational Therapy</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems level change.</p> <p>Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.</p>	<p>Ashlea Cardin OT full-time faculty</p>	<p>Master of Science in Occupational Therapy (MSOT) from Washington University School of Medicine-St. Louis and Doctorate in Occupational Therapy (OTD) from St. Catherine University</p> <p>Completed applicable doctoral coursework: Advanced Evidence-based Practice, Ethical Leadership, Evolution of OT Ideas, Occupation, Participation and Justice, and Adult Educational Theory courses</p> <p>Practicing OTR/L since 2000 with full-time academic appointment in 2014</p> <p>Primary instructor for foundations and theory coursework from 2015 - present</p> <p>Attendance at continuing education courses/conferences</p>

			<p>focused on neonatal and pediatric theory and occupational science.</p> <p>Publications and presentations on applied theory and the history of pediatric/neonatal occupational practice (Cardin, A.D. & Altimier, L. 2014; Cardin, A.D. 2020)</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p> <p>FCTL Training on “Teaching through Alternative Methods” 2020</p> <p>Microsoft Teams and Zoom Software training review on the MSU Knowledge Base video links 2020</p> <p>“Adding Interactivity to Your Online Asynchronous Classes” webinar 2020</p>
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<p>Evaluate and apply evidence-based practice to current and emerging practice issues to effectively address the diverse needs of persons, groups, and populations</p> <p><i>3.1 Quality; 4.1 Research & Innovation</i></p>	<p>OTE 740 Evidence-Based Practice</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p>	<p>Ashlea Cardin OT full-time faculty</p>	<p>See previously described credentials</p> <p>Board certified in pediatric occupational therapy practice 2012 - present</p> <p>Completed applicable doctoral coursework: Advanced Evidence-Based Practice</p> <p>Primary instructor for evidence-based practice coursework from 2016 - present</p> <p>Multiple presentations and publications related to evidence-based practice (examples from CV: Cardin, A.D. & Hudson, M.B. 2018; Cardin, A.D. 2014)</p>
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<p>Analyze and evaluate neuroscience concepts to support the design and provision of evidence-based evaluation and intervention to improve practice outcomes across the lifespan</p> <p>3.1 Quality</p>	<p>OTE 746 Neuroscience</p>	<p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p>	<p>Traci Garrison</p> <p>OT full-time faculty</p>	<p>MSOT from Washington University School of Medicine-St. Louis and Doctor of Health Science (DHSc) from University of Indianapolis with a curricular concentration in Advanced Practice Neurology</p> <p>Practicing OTR/L since 2000 with primary practice area in adult physical rehabilitation with clients with neurologic diagnoses with full-time academic appointment in 2014</p> <p>National and state presentations on teaching neuroanatomy (examples from CV: Garrison, T. & Chakraborty. S. 2016)</p> <p>Research since 2019 addressing post-stroke rehabilitation</p> <p>Attendance at multiple continuing education sessions on teaching and addressing needs of individuals with neurologic diagnoses</p> <p>Primary instructor for neuroscience coursework from 2016 - present</p>
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				Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020 SimuCase Training to offer virtual case studies in various courses 2020
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<p>Analyze and evaluate evidence to improve practice outcomes for persons, groups, and populations of all cognitive abilities</p> <p><i>3.1 Quality</i></p>	<p>OTE 820 Cognition and Occupation Across the Lifespan</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p>	<p>Gordon Tsubira</p> <p>OT full-time faculty</p>	<p>MSc from Sheffield Hallam University with master's thesis work on managing challenging behaviors in moderate to severe dementia. OTD from the University of South Dakota with research on student learning outcomes related to new service-learning curriculum</p> <p>Continuing education courses including certifications in neurodevelopmental techniques</p> <p>Practicing OTR/L since 2006 with practice across the lifespan with cognitive deficits and full-time academic appointment in 2020</p> <p>Clinical practice experience in mental health, forensics, learning disability, and inpatient rehabilitation with primarily neuro diagnoses</p> <p>Primary instructor for cognition coursework from 2020 - present</p> <p>Ongoing new faculty mentorship with Dr. Sapna Chakraborty and Dr. Traci Garrison</p>
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				Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020 SimuCase Training to offer virtual case studies in various courses 2020
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<p>Apply occupational theory to the promotion of health and wellness for local, national, and global communities</p> <p>3.1 Quality</p>	<p>OTE 865 Community and Health Practice in Occupational Therapy</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p> <p>Evaluate access to community resources and design community or primary care programs to support occupational performance for persons, groups, and populations.</p>	<p>Tara Boehne OT full-time faculty</p>	<p>Bachelor's degree in OT from the University of Missouri, MS in Health Service Administration from Southwest Baptist University, and OTD from Creighton University</p> <p>Completed applicable doctoral coursework: Occupation and Health Population Perspectives and Occupation in Community</p> <p>Practicing OTR/L since 1991 with full-time academic appointment in 2014</p> <p>Primary instructor for community practice coursework from 2016 - present</p> <p>Developed and mentored community-based OT practice with local mental health non-profit organization</p> <p>Received University award related to oversight of community outreach service events</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p>
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				SimuCase Training to offer virtual case studies in various courses 2020
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<p>Evaluate and apply research design and research method concepts to conduct applied and clinical research that enhances clinical practice outcomes</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 832 Applied Research Methods in Health Care</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Ashlea Cardi</p> <p>OT full-time faculty</p>	<p>See previously described credentials</p> <p>Completed applicable doctoral coursework: Advanced Evidence-Based Practice, Advanced Occupational Science, Occupation, Participation and Justice, and Doctoral Proposal/Doctoral Project courses.</p> <p>Completed training with MSU’s Research, Statistical Training, and Technical Support Institute in 2014 and maintains ongoing collaborative relationship</p> <p>Multiple research presentations and publications (see CV for citations)</p> <p>Subscription to weekly newsletter; access to a host of online teaching resources and “20-minute mentor” podcast/webinars. Example from Nov. 4th: “Encouraging Student Engagement During Synchronous Meetings: Preventing Midterm Drop-Off” 2020</p>
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				<p>Library resources and online librarian assistance used in the research courses enhancing the virtual student support 2020</p> <p>35th Showcase; implemented ideas for a virtual flipped classroom 2020</p>
<p>Analyze and explore emerging and/or specialized treatment approaches and their theoretical foundations</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 860 Advanced Clinical Practice (Specialty/Emerging Practices)</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part of a community, national, or global group or organization.</p>	<p>Marc Willey</p> <p>OT full-time faculty</p>	<p>BS in Education from Stephen F. Austin State University, MOT from Texas Women’s University, and PhD in Exercise Science from the University of Arkansas.</p> <p>Practicing OTR/L since 1985 with certified hand therapist designation since 2010 and full-time academic teaching roles since 1992</p> <p>Primary instructor for advanced practice techniques throughout higher education career (see CV)</p> <p>Co-creator of the Go Baby Go program at MSU which created an interprofessional education and</p>

				<p>community outreach project in an emerging practice area that provides adapted, rideable toys for children with disabilities</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p>
<p>Evaluate and create a plan to effectively address cultural humility to enhance health care outcomes and ensure client-centered care</p> <p>3.1 Quality</p>	<p>OTE 921 Cultural and Contextual Influences on Occupational Therapy Practice</p>	<p>Analyze, expand, and apply the use of occupations as the primary therapeutic approach to promote client participation in everyday living.</p> <p>Advance knowledge of the art and science of occupation to positively influence client, community, and population health outcomes and occupational performance.</p> <p>Develop advanced practice skills that positively influence occupations carried out with, or for underrepresented individuals as part</p>	<p>Sapna Chakraborty</p> <p>OT full-time faculty</p>	<p>Diploma in OT from the Pt. Deendayal Upadhyaya National Institute for Persons with Physical Disabilities, Post-Graduate Diploma in OT from All India Institute of Physical Medicine & Rehabilitation-India, OTD from Creighton University, and pursuing PhD in OT from Nova Southeastern University</p> <p>Practicing OTR/L since 1990 with practice across the lifespan (8 years with adults and 20+ years in pediatrics)</p>

		<p>of a community, national, or global group or organization.</p>	<p>Full-time academic appointment from 1992-93 in New Delhi, India; adjunct appointment from 2008-12 and full-time appointment from 2013-present in Missouri</p> <p>Completed applicable doctoral coursework: Contextual Analysis in Occupational Therapy course and Advanced Community Based Practice course</p> <p>Guest speaker in the graduate programs on Diversity and Inclusion at college level as needed. Served on AOTA task force on the revision of educational document to include cultural humility in OT curriculum.</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p> <p>Microsoft Teams and Zoom Software training review on the</p>
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				<p>MSU Knowledge Base video links 2020</p> <p>“Adding Interactivity to Your Online Asynchronous Classes” webinar 2020</p> <p>35th Showcase; implemented ideas for a virtual flipped classroom 2020</p>
<p>Develop a line of inquiry based on clinical scenarios to address population-specific outcomes, validity of interventions, and cost effectiveness of service delivery</p> <p><i>4.1, 4.3 Research & Innovation</i></p>	<p>OTE 840 Advanced Evidence-Based Practice</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Full-time faculty to be hired prior to Fall 2023</p>	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.</p>

<p>Design a project addressing clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development to improve practice outcomes</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 880 Capstone Experience</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Tara Boehne OT full-time faculty</p>	<p>See previously described credentials</p> <p>Served as the Program Academic Fieldwork Coordinator since 2014 - present establishing relationships and coordinating student clinical placements with hundreds of national and three international sites</p> <p>Attended multiple American Occupational Therapy Association Academic Leadership Council meetings to stay abreast of doctoral level capstone expectations</p> <p>Attended state and national conferences to network with other Capstone Coordinators and Academic Fieldwork Coordinators</p> <p>Engaged in mentor relationship with an experienced Capstone Coordinator</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p>
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				SimuCase Training to offer virtual case studies in various courses 2020
Evaluate the impact of social determinants of health on health equity to effectively advocate for change and improve outcomes for persons, groups, and populations <i>3.1 Quality</i>	OTE 965 Health Disparities and Social Determinants of Health	Evaluate access to community resources and design community or primary care programs to support occupational performance for persons, groups, and populations. Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems level change.	Full-time faculty to be hired prior to Fall 2023	Doctoral degree with OTR/L designation Proven academic course work related to evidence-based OT practice Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.

<p>Develop the role as effective educator through the understanding and application of evidence-based instructional design methods</p> <p><i>3.4 Quality; 5.1, 5.2 Investment, Advocacy & Partnerships</i></p>	<p>OTE 861 OT as Educator</p>	<p>Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.</p>	<p>Full-time faculty to be hired prior to Fall 2023</p>	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.</p>
<p>Apply philosophical concepts to enhance ethical conflict resolution and address system and organizational level change to improve healthcare access and outcomes</p> <p><i>3.1 Quality</i></p>	<p>OTE 901 Advanced Ethics and Advocacy</p>	<p>Champion the importance of advocacy through advanced understanding of the profession's Code of Ethics to promote population health and systems level change.</p> <p>Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.</p>	<p>Full-time faculty to be hired prior to Fall 2023</p>	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic,</p>

				or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.
Demonstrate effective teaching and assessment techniques in the role as educator <i>3.4 Quality; 5.1, 5.2 Investment, Advocacy & Partnerships</i>	OTE 862 OT Teaching Practicum	Develop ethical leadership and teaching skills to foster collaboration and enhance communication strategies amongst practice and academic environments.	Full-time faculty to be hired prior to Fall 2023	<p>Doctoral degree with OTR/L designation</p> <p>Proven academic course work related to evidence-based OT practice</p> <p>Candidate should have a minimum of 2 years of clinical OT experience with preferred experience in teaching, clinical, and/or research in orthopedic, neurologic, or community-based practice to allow for competent teaching of coursework related to health disparities, cultural contexts, advanced evidence-based practice, and supervision of capstone projects.</p>

<p>Demonstrate advanced practice and professional competence via completion and dissemination of a culminating scholarly project</p> <p><i>3.1 Quality; 4.1, 4.3 Research & Innovation</i></p>	<p>OTE 980 Capstone Project</p>	<p>Critically synthesize evidence within diverse areas of practice to identify gaps and develop innovative solutions to address unmet needs.</p> <p>Strengthen professional identity through dissemination of doctoral work aimed at advancing the science of occupational therapy and influencing change at individual, community, and population levels.</p>	<p>Tara Boehne OT full-time faculty</p>	<p>See previously described credentials (specifically OTE 880)</p> <p>Multi-year history of supervising student education and project development and implementation in community and clinical settings</p> <p>Attended Faculty Center for Teaching & Learning (FCTL) Online boot camp 2020</p> <p>SimuCase Training to offer virtual case studies in various courses 2020</p>
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Appendix D

Teaching peer review document

Missouri State University Occupational Therapy Department
Peer Instructor Review

Instructor Reviewed _____ Course _____

Reviewer _____ Date _____

Check if completed	Syllabus and Course Outline Review	Comments
	Syllabus has appropriate title and course descriptors.	
	Instructor contact information identified.	
	Office hours noted.	
	Statement of attendance policy	
	Statement of grading policy (plus or minus).	
	Statement on academic dishonesty.	
	Statement of nondiscrimination.	
	Statement on disability accommodation.	
	Statement of cell phone policy.	

	Statement on religious accommodation.	
	Emergency response statement.	
	Optional dropping a class statement.	
	Optional statement on audio and video recording.	
	Educational competencies covered in the course.	
	Course outline.	
	Grading rubrics.	

Class Session Review

Check if observed	Teaching Quality	Comments
	1. Introduced lesson (overview, points of emphasis, etc.)	
	2. Paced class activities appropriately.	
	3. Sequenced topics/activities logically.	

	4. Presented or explained content clearly using examples.	
	5. Appropriately responded to students' questions.	
	6. Emphasized important points.	
	7. Used various modalities to adequately present class content.	
	8. Communicated clearly (loud enough, voice inflection, etc.)	
	9. Facilitated students to think and become engaged in the class.	
	10. Presented material relevant to the course and correlated with the course outline.	
	11. Demonstrated command of the subject area.	
	12. Showed enthusiasm for teaching.	
/12	Total of Characteristics Observed.	

Ideas for refinement:

General comments (what worked well):

Appendix E
Course Reflection Form

Missouri State University Occupational Therapy Department
Course Instructor and Assessment Coordinator Reflection Form

Course Number/Name: _____

Term/Year: _____ Date of Review: _____

Course Instructor: _____ Assessment Coordinator: _____

Instructions: Complete this self-assessment within three weeks of course completion or the assigned date. Provide a copy to the Assessment Coordinator prior to meeting for the course debriefing.

Course Reflection:

Item	Satisfactory?		Comment	To-do List
	Yes	No		
				Planned Change for Next Year
1. Ensures that syllabus is organized, current, and that content is covered as described in syllabus				
2. Annually reviews/updates course objectives				
3. Course textbook and supply changes requested in advance a semester before the course is taught				
4. Syllabus includes the updated required policies to be published by the university and department				
5. Schedules for rooms, classes and guest speakers in advance				
6. Aligns evaluation strategies (exam questions, paper rubrics, etc.) and course objectives prior to				

beginning to course and ensures variety of evaluation methods			
7. Course meets the accessibility standards for all students			
8. Ensures all the ACOTE standards for this course are covered			
9. Provides evidence for each primary standards in some form of assessment completed by students			
10. Overall, shows initiative and leadership for the coherence and delivery of the course (co- teaching, IPE collaboration, etc.)			
11. Other:			

Course Instructor Reflection:

1. Please list all ACOTE standards for this course to address the student learning objectives of this program:

2. Please list all the primary ACOTE standards for this course:

3. Please list the name of the assignment or another assessment used to address each primary standard. Make sure the items listed are saved in the Shared Courses folder under Accreditation (Assessment 2021).

4. List all the issues that should be brought to the entire OT faculty for discussion and/or consideration, if any regarding taking off the ACOTE standards do not match with course content or adding new standards as needed.

5. Please add anything else that you think would be relevant for either the course or the curriculum or program as a whole.

6. Is the course content reflective of MOT program goals? How?

7. Based on assessment information from any source (mid-course feedback, end of course feedback, your observations, changes in other courses, survey data, etc.) and your last course reflection, what changes (actions) would you incorporate into the course this year? Evaluate how these changes worked (outcome).

Assessment Data and Source	Action suggested/taken	Outcome

Assessment Coordinator Reflection

1. Suggestions/observations from the assessment coordinator.

2. To-Do-List for the assessment coordinator

Appendix F
Program Assessment Plan for OTD

Timeline	Planned Meetings & Action Items	Goals or Outcomes	Data Collected	Change(s) Made Based on Review of Student Work
Year 1 & 2	<ul style="list-style-type: none"> • Data gathering. • One-hour meeting to look at student learning . • Decide what to collect. 	<p>Data Collection</p> <p>Internal review</p>	<ul style="list-style-type: none"> • Student Feedback. • Course Reflection forms. • Student performance on key assignments. 	
Year 3: Spring (Collect)	<ul style="list-style-type: none"> • One-hour meeting. • Decide what to collect. • Take minutes. 	<p>Program Learning Outcome 1, 2, 3, 4</p>	<ul style="list-style-type: none"> • EvaluationKITsurveys on outcomes. • Course Reflection forms. • Student work for spring review. 	
Year 4: Fall (Analyze)	<ul style="list-style-type: none"> • One-hour meeting to look at student learning (student papers, fieldwork coordinator evaluations, student self-evaluations, exit interviews, alumni surveys, etc.) • Write ½-page report before you leave. 		<ul style="list-style-type: none"> • Student Exit Surveys on outcomes • Alumni records re: NBCOT and job placement 	
Year 4: Spring (Collect)	<ul style="list-style-type: none"> • One-hour meeting. • Decide what to collect. • Select one outcome to focus on. • Discuss possible changes based on previous results. 	<p>Program Learning Outcome 5, 6, 7, 8</p>	<ul style="list-style-type: none"> • EvaluationKIT surveys on outcomes. • Course Reflection forms. • Student work for spring review. 	

	<ul style="list-style-type: none"> • Review minutes from Spring meeting. • Take minutes. 		
Year 5: Fall (Analyze)	<ul style="list-style-type: none"> • One-hour meeting to look at student learning (student papers, fieldwork coordinator evaluations, student self-evaluations, exit interviews, alumni surveys, etc.) • Write ½-page report before you leave. 	<ul style="list-style-type: none"> • Student Exit Surveys on outcomes • Alumni records re: NBCOT and job placement 	

**Form 5: Comprehensive Review Checklist
Phase 2**

**Missouri State University
Occupational Therapy, Doctorate**

Criteria		Where Provided <small>(Proposing institution cite form, document, and page #)</small>	Status <small>(DHEWD complete)</small>
The institution has provided <u>all</u> of the following (unless not applicable)			
	A comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program	Narrative p.3	
	Evidence indicating that there is sufficient student interest and capacity to support the program	Narrative p. 4 Appendix A Appendix B	
	Where applicable, evidence of sufficient capacity for students to participate in clinical or other external learning requirements	Narrative p. 5	
	Evidence that the institution has sufficient library resources, physical facilities, and instruction equipment	Narrative p. 6	
	Where applicable, a description of accreditation requirements for the new program and the institution's plan for seeking accreditation	Narrative p. 7	
The institution has a clear plan to meet workforce needs, including <u>all</u> 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	Narrative p. 7	
	Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation	Narrative p. 8	
	A plan to assess the extent to which the new program meets the workforce need when implemented	Narrative p. 9 Appendix D Appendix E Appendix F	
	The institution's plan will contribute substantially to the CBHE's <i>Blueprint for Higher Education</i>	Narrative p. 12	

Missouri State University

Occupational Therapy, Doctorate

Criteria	Where Provided (Institution complete)	Current Status (External Review Team complete)	DHEWD Response
The review team included faculty experts in the discipline to be offered and administrators from institutions already offering the program in the discipline and at the degree level proposed (<i>required</i>)	Form 6		
The review team included at least one faculty member or administrator familiar with the degree/discipline from a community college (<i>strongly encouraged</i>)	Form 6		

The institution has the capacity to offer the new program, including <u>all</u> of the following:			
General resources (library, facilities, equipment, classroom/lab space, etc.)	Phase II Narrative P. 6	See Note 1	
Academic resources, including faculty and staff, that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)	Phase II Narrative P. 14 Appendix C	See Note 2	
Student service support	Phase II Narrative P. 15	See Note 3	
Comprehensive cost/revenue analysis	Phase II Narrative P. 3	See Note 4	

Respectfully Submitted,

Stephanie de Sam Lazaro, OTD, OTR/L, Associate Professor and Director of Graduate Occupational Therapy Programs, Department of Occupational Therapy, St. Catherine University

Crystal Gateley, PhD, OTR/L, Associate Chair & Teaching Professor, University of Missouri

Vanessa D. Jewell, PhD, OTR/L, Associate Professor and Vice Chair of Research and Assessment, Department of Occupational Therapy, Creighton University

Shana Cerny, OTD, OTR/L, BCP, Associate Professor and Post-Professional Program Director, Department of Occupational Therapy, University of South Dakota

Mark Huslig, PT, MHA, Executive Director of Mercy Therapy Services, Springfield, MO

Note 1 – General Resources

Housed in a large, state university with well-established libraries, facilities, equipment, and classroom/lab space. Proposed PPOTD program is entirely online. MSU has adequate video-conferencing technology and Zoom technology to deliver PPOTD course content online. MSU already has Blackboard in place as the learning management system and MSU MOT faculty are well-versed in its use. PPOTD students have online access to MSU libraries to access academic journals, relevant databases, and interlibrary loan services.

Note 2 – Academic Resources

Current MSU MOT program has 6 full-time faculty. Plans for PPOTD program include involvement of all 6 faculty, plus hire of 1 additional FTE faculty member and a part-time doctoral capstone coordinator to support PPOTD students. Additionally, the budget includes allocation for per course adjunct faculty as needed. These academic resources appear adequate to support projected enrollment and appear to align with university practices related to course loading. Content expertise of current faculty is clearly articulated in the phase 2 appendix. It will be important to consider HLC guidelines for faculty expertise as hiring decisions are made for adjunct faculty to ensure they have the appropriate expertise for teaching at the post-professional level. Additionally, we recommend that as this is a fully online program with a large amount of asynchronous learning, is to include documentation/evidence of faculty expertise in online course delivery methods, particularly asynchronous learning and resource/support for continued faculty development in that area. Recommend training opportunities for adjunct faculty in the area of online pedagogy. MSU has a Center for Teaching and Learning to support faculty development in the area of effective online pedagogy. As all programs have had to run much of their content online during the recent pandemic, we anticipate all current OT program faculty will be able to provide the evidence to this effect. Finally, as this is a new program, it is important that administrative oversight of the program in terms of the role of the program director or other programs and services to manage the admissions, onboarding, student needs, etc. For items under the role of a program director should include sufficient release of faculty time to manage those activities.

Note 3 – Student Service Support

PPOTD students will have access to all existing MSU campus-level student support services via online access, phone, or videoconferencing. At the department level, students will have 1:1 advisement with faculty members regarding enrollment in courses, research, publications and presentations, and doctoral capstone projects. PPOTD students will be represented in the Student Occupational Therapy Association. Department Chair plans periodic Town Hall meetings with students to obtain student feedback regarding curriculum, teaching, and other student issues. Current MOT student feedback indicates an appropriate level of student support from department faculty. Department Chair collaborates routinely with College Dean and Dean of Graduate College to address student needs. The options for both part-time and full-time course programming will likely be desirable to a prospective student audience. It will be important to ensure all students understand the financial aid resources and differences in what is available to a full-time versus a part-time student.

Note 4 – Comprehensive Cost/Revenue Analysis

With general resources, student support services, and 6 full-time faculty already in place, the only costs associated with development of the PPOTD program are the addition of 1 full-time faculty member, 1 part-time doctoral capstone coordinator, and per-course adjunct faculty as needed. MSU is predicting that each year 2 full-time students and 6 part-time students would

begin the program. With these projections, the PPOTD program will generate sufficient revenue to cover costs by Year 3 of PPOTD program implementation. The Southwest Missouri region has sufficient support and interest of enrollment for the OTD program. One-third of the respondents MSU's 2019 survey agreed or strongly agreed that they would enroll in an online OTD program. The local employers parallel this same interest for the advanced educational preparation of occupational therapists to meet the diverse community and population needs for Southwest Missouri.

Form 5: Comprehensive Review Checklist Phase 2

Missouri State University Occupational Therapy, Doctorate

Criteria	Where Provided <small>(Proposing institution cite form, document, and page #)</small>	Status <small>(DHEWD complete)</small>
The institution has provided <u>all</u> of the following (unless not applicable)		
A comprehensive cost/revenue analysis summarizing the actual costs of the program and information about how the institution intends to sustain the program	Narrative p.3	Meets criteria
Evidence indicating that there is sufficient student interest and capacity to support the program	Narrative p. 4 Appendix A Appendix B	Meets criteria
Where applicable, evidence of sufficient capacity for students to participate in clinical or other external learning requirements	Narrative p. 5	Meets criteria
Evidence that the institution has sufficient library resources, physical facilities, and instruction equipment	Narrative p. 6	Meets criteria
Where applicable, a description of accreditation requirements for the new program and the institution's plan for seeking accreditation	Narrative p. 7	Meets criteria
The institution has a clear plan to meet workforce needs, including <u>all</u> 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	Narrative p. 7	Meets criteria
Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation	Narrative p. 8	Meets criteria
A plan to assess the extent to which the new program meets the workforce need when implemented	Narrative p. 9 Appendix D Appendix E Appendix F	Meets criteria
The institution's plan will contribute substantially to the CBHE's <i>Blueprint for Higher Education</i>	Narrative p. 12	Meets criteria

**Form 7: Comprehensive Review Checklist
Phase 2, External Review**

**Missouri State University
Occupational Therapy, Doctorate**

Criteria	Where Provided (Institution complete)	Current Status (External Review Team complete)	DHEWD Response
The review team included faculty experts in the discipline to be offered and administrators from institutions already offering the program in the discipline and at the degree level proposed (<i>required</i>)	Form 6		Meets criteria
The review team included at least one faculty member or administrator familiar with the degree/discipline from a community college (<i>strongly encouraged</i>)	Form 6		Meets criteria

The institution has the capacity to offer the new program, including <u>all</u> of the following:			
General resources (library, facilities, equipment, classroom/lab space, etc.)	Phase II Narrative P. 6	See Note 1	Meets criteria
Academic resources, including faculty and staff, that are appropriate for the program being proposed (e.g., faculty credentials, use of adjunct faculty, and faculty teaching workloads)	Phase II Narrative P. 14 Appendix C	See Note 2	Meets criteria
Student service support	Phase II Narrative P. 15	See Note 3	Meets criteria
Comprehensive cost/revenue analysis	Phase II Narrative P. 3	See Note 4	Meets criteria

Respectfully Submitted,

Stephanie de Sam Lazaro, OTD, OTR/L, Associate Professor and Director of Graduate Occupational Therapy Programs, Department of Occupational Therapy, St. Catherine University

Crystal Gateley, PhD, OTR/L, Associate Chair & Teaching Professor, University of Missouri

Vanessa D. Jewell, PhD, OTR/L, Associate Professor and Vice Chair of Research and Assessment, Department of Occupational Therapy, Creighton University

Shana Cerny, OTD, OTR/L, BCP, Associate Professor and Post-Professional Program Director, Department of Occupational Therapy, University of South Dakota

Mark Huslig, PT, MHA, Executive Director of Mercy Therapy Services, Springfield, MO

Note 1 – General Resources

Housed in a large, state university with well-established libraries, facilities, equipment, and classroom/lab space. Proposed PPOTD program is entirely online. MSU has adequate video-conferencing technology and Zoom technology to deliver PPOTD course content online. MSU already has Blackboard in place as the learning management system and MSU MOT faculty are well-versed in its use. PPOTD students have online access to MSU libraries to access academic journals, relevant databases, and interlibrary loan services.

Note 2 – Academic Resources

Current MSU MOT program has 6 full-time faculty. Plans for PPOTD program include involvement of all 6 faculty, plus hire of 1 additional FTE faculty member and a part-time doctoral capstone coordinator to support PPOTD students. Additionally, the budget includes allocation for per course adjunct faculty as needed. These academic resources appear adequate to support projected enrollment and appear to align with university practices related to course loading. Content expertise of current faculty is clearly articulated in the phase 2 appendix. It will be important to consider HLC guidelines for faculty expertise as hiring decisions are made for adjunct faculty to ensure they have the appropriate expertise for teaching at the post-professional level. Additionally, we recommend that as this is a fully online program with a large amount of asynchronous learning, is to include documentation/evidence of faculty expertise in online course delivery methods, particularly asynchronous learning and resource/support for continued faculty development in that area. Recommend training opportunities for adjunct faculty in the area of online pedagogy. MSU has a Center for Teaching and Learning to support faculty development in the area of effective online pedagogy. As all programs have had to run much of their content online during the recent pandemic, we anticipate all current OT program faculty will be able to provide the evidence to this effect. Finally, as this is a new program, it is important that administrative oversight of the program in terms of the role of the program director or other programs and services to manage the admissions, onboarding, student needs, etc. For items under the role of a program director should include sufficient release of faculty time to manage those activities.

Note 3 – Student Service Support

PPOTD students will have access to all existing MSU campus-level student support services via online access, phone, or videoconferencing. At the department level, students will have 1:1 advisement with faculty members regarding enrollment in courses, research, publications and presentations, and doctoral capstone projects. PPOTD students will be represented in the Student Occupational Therapy Association. Department Chair plans periodic Town Hall meetings with students to obtain student feedback regarding curriculum, teaching, and other student issues. Current MOT student feedback indicates an appropriate level of student support from department faculty. Department Chair collaborates routinely with College Dean and Dean of Graduate College to address student needs. The options for both part-time and full-time course programming will likely be desirable to a prospective student audience. It will be important to ensure all students understand the financial aid resources and differences in what is available to a full-time versus a part-time student.

Note 4 – Comprehensive Cost/Revenue Analysis

With general resources, student support services, and 6 full-time faculty already in place, the only costs associated with development of the PPOTD program are the addition of 1 full-time faculty member, 1 part-time doctoral capstone coordinator, and per-course adjunct faculty as needed. MSU is predicting that each year 2 full-time students and 6 part-time students would

begin the program. With these projections, the PPOTD program will generate sufficient revenue to cover costs by Year 3 of PPOTD program implementation. The Southwest Missouri region has sufficient support and interest of enrollment for the OTD program. One-third of the respondents MSU's 2019 survey agreed or strongly agreed that they would enroll in an online OTD program. The local employers parallel this same interest for the advanced educational preparation of occupational therapists to meet the diverse community and population needs for Southwest Missouri.

Missouri State University

Proposed Program: Doctor of Occupational Therapy

When approved for Phase 2, the proposing institution may contact Missouri institutions on **FORM 2** and/or out-of-state institutions (with the same institutional and/or programmatic accreditation) for recommendations to the external review team. The DHEWD will be copied on this correspondence.

Proposing institutions are expected to use external review team members from institutions currently offering the same or substantially similar program to the proposal, or are current industry professionals or practitioners in the field. Please include only one individual from the proposing institution to serve as a liaison to answer questions or concerns from the team. It is encouraged that each review team be comprised of 3 - 5 individuals, not including the proposing institution liaison.

DHEWD staff has final approval of all external review team members.

Name	Title	Institution	Institution Type	Email Address	Phone Number	Check the Category this Team Member Represents		
						Faculty	Administrator	Community College
Stephanie L. de Sam Lazaro	Director, OTD Program	St. Catherine University	Private Not-for-Profit	sldesamlazaro@stkate.edu	(651) 690 6622	X	X	
Shana Cerny	Director, Post Professional OTD Program	University of South Dakota	Public	Shana.Cerny@usd.edu	(605) 658 6376	X	X	
Vanessa D. Jewell	Associate Professor, OT Dept.	Creighton University	Private Not-for-Profit	vanessajewell@creighton.edu	(404) 280 5946	X		
Crystal Gateley	Assoc. Dept Chair, Dept. of Occupational Therapy	University of Missouri	Public	gateleyc@health.missouri.edu>	(573) 884 7312	X	X	
Mark Huslig	Executive Director, Therapy Services	Mercy Hospital, Springfield, MO	Private Not-for-Profit	Mark.Huslig@Mercy.Net	(417) 820 7981		X	

Proposing Institution Liaison			
Name	Title	Email Address	Phone Number
Julie Masterson	Associate Provost/Dean of the Graduate College	JulieMasterson@MissouriState.edu	417-836-5335

***The administrative rule that governs this process, 6 CSR 10-4.010, provides that the external review team must include faculty experts in the discipline to be offered and administrators from institutions that already offer programs in the discipline. For proposals in which a community college proposes to**

offer a bachelor's degree, DHEWD strongly encourages the proposing institution include at least one community college faculty member or administrator who is familiar with the degree/discipline on the external review team.

**It is strongly recommended review teams review the proposing institution's cost/revenue analysis and provide feedback regarding the analysis.

Please submit the CV for each reviewer as part of DHEWD review. Please affirm the reviewers each have the following:

Credentials and extensive professional experience in teaching, research, or administration	Yes X	No
A disinterested professional commitment to the review process and to the task of rendering objective findings and recommendations based upon empirical evidence and informed judgments	X	
No conflict of interest with the proposing institution that may result in the reviewer unable to conduct an impartial review	X	
No present or recent connection with the institution under review	X*	

*Mark Huslig is currently on the OT advisory board, but is certainly able to speak to characteristics of the proposed program relative to local workforce needs.

FOR DHEWD USE ONLY

	Yes	No
Do all proposed external review team members indicated on this form meet the criteria for approval? If not, DHEWD will contact the proposing institution to offer feedback on why a member is not approved and to request a new recommendation for an external review team member, if necessary to meet the need for a fair review.	X	

DHEWD Staff Who Will Attend External Review Team Meetings

Name Laura Vedenhaupt	Title Director	Email Address Laura.vedenhaupt@dhewd.mo.gov	Phone Number (573) 751-8743
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Missouri State University

Proposed Program: Doctor of Occupational Therapy

When approved for Phase 2, the proposing institution may contact Missouri institutions on **FORM 2** and/or out-of-state institutions (with the same institutional and/or programmatic accreditation) for recommendations to the external review team. The DHEWD will be copied on this correspondence.

Proposing institutions are expected to use external review team members from institutions currently offering the same or substantially similar program to the proposal, or are current industry professionals or practitioners in the field. Please include only one individual from the proposing institution to serve as a liaison to answer questions or concerns from the team. It is encouraged that each review team be comprised of 3 - 5 individuals, not including the proposing institution liaison.

DHEWD staff has final approval of all external review team members.

Name	Title	Institution	Institution Type	Email Address	Phone Number	Check the Category this Team Member Represents		
						Faculty	Administrator	Community College
Stephanie L. de Sam Lazaro	Director, OTD Program	St. Catherine University	Private Not-for-Profit	sldesamlazaro@stkate.edu	(651) 690 6622	X	X	
Shana Cerny	Director, Post Professional OTD Program	University of South Dakota	Public	Shana.Cerny@usd.edu	(605) 658 6376	X	X	
Vanessa D. Jewell	Associate Professor, OT Dept.	Creighton University	Private Not-for-Profit	vanessajewell@creighton.edu	(404) 280 5946	X		
Crystal Gateley	Assoc. Dept Chair, Dept. of Occupational Therapy	University of Missouri	Public	gateleyc@health.missouri.edu>	(573) 884 7312	X	X	
Mark Huslig	Executive Director, Therapy Services	Mercy Hospital, Springfield, MO	Private Not-for-Profit	Mark.Huslig@Mercy.Net	(417) 820 7981		X	

Proposing Institution Liaison			
Name	Title	Email Address	Phone Number
Julie Masterson	Associate Provost/Dean of the Graduate College	JulieMasterson@MissouriState.edu	417-836-5335

***The administrative rule that governs this process, 6 CSR 10-4.010, provides that the external review team must include faculty experts in the discipline to be offered and administrators from institutions that already offer programs in the discipline. For proposals in which a community college proposes to**

offer a bachelor's degree, DHEWD strongly encourages the proposing institution include at least one community college faculty member or administrator who is familiar with the degree/discipline on the external review team.

**It is strongly recommended review teams review the proposing institution's cost/revenue analysis and provide feedback regarding the analysis.

Please submit the CV for each reviewer as part of DHEWD review. Please affirm the reviewers each have the following:

Credentials and extensive professional experience in teaching, research, or administration	Yes X	No
A disinterested professional commitment to the review process and to the task of rendering objective findings and recommendations based upon empirical evidence and informed judgments	X	
No conflict of interest with the proposing institution that may result in the reviewer unable to conduct an impartial review	X	
No present or recent connection with the institution under review	X*	

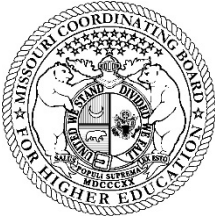
*Mark Huslig is currently on the OT advisory board, but is certainly able to speak to characteristics of the proposed program relative to local workforce needs.

FOR DHEWD USE ONLY

	Yes	No
Do all proposed external review team members indicated on this form meet the criteria for approval? If not, DHEWD will contact the proposing institution to offer feedback on why a member is not approved and to request a new recommendation for an external review team member, if necessary to meet the need for a fair review.	X	

DHEWD Staff Who Will Attend External Review Team Meetings

Name Laura Vedenhaupt	Title Director	Email Address Laura.vedenhaupt@dhewd.mo.gov	Phone Number (573) 751-8743
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Tab 14

Missouri State University Proposal to Change CBHE-Approved Mission Description

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Section 173.030(8), RSMo, describes the framework used by the Missouri Department of Higher Education & Workforce Development for the mission review cycle. As part of the process, institutions and staff draft a description of the institution's mission, audiences served, types of degrees offered, and other distinguishing factors. The CBHE-approved mission description serves an important role in the review of proposals for new academic programs. As a consequence, any change to components in the description must be approved by the CBHE.

CURRENT STATUS

Missouri State University's current mission description was approved by the CBHE in March 2019. The description includes each doctoral program offered by the institution at the time of approval. Subsequent to that approval, MSU has increased the number and type of professional doctorates offered and the number of students enrolling in its doctoral programs has also grown. These changes, as well as changes to the institution's classification with the Carnegie Commission on Higher Education and the Integrated Postsecondary Education Data Systems (IPEDS), prompted MSU to seek a change to its mission description (Attachment A).

The Department posted the request for public comment on September 23, 2021. The proposal received one combined comment from the Missouri University of Science & Technology, the University of Missouri-Kansas City, the University of Missouri-St. Louis (Attachment B). The comment suggested:

- The comprehensive review process already provides a pathway for MSU to offer professional doctorates making a mission description change unnecessary;
- Without requiring professional doctoral programs to undergo comprehensive review, future programs could be approved under a less rigorous process; and
- Comprehensive reviews prevent oversaturation of the doctoral market.

MSU provided the department with its response to the comment, explaining:

- Updating the mission description now will prevent future mission change requests as MSU offers and receives approval for additional professional programs;
- Professional programs not named in statute may be offered by institutions upon CBHE approval;
- MSU must still undergo the routine review process with the department; and
- MSU's doctoral programs have employment rates of 92-100%, supporting workforce needs.

Based on the comment and discussion with DHEWD staff, MSU revised its proposed description change to indicate the institution does not offer first professional degrees.

RECOMMENDATION

Staff recommend the Coordinating Board approve a revised mission description for Missouri State University as proposed in Attachment A.

ATTACHMENTS


- A. Missouri State University Proposal to Change CBHE-Approved Mission Description
- B. Public Comment (S&T, UMKC, UMSL), 10/8/21
- C. MSU Response to Public Comment, 10/25/21
- D. Public Feedback Outside of the Comment Period

Tab 14 Attachment A
MSU Proposal to Change CBHE-Approved Mission Description

Missouri State University - Proposal to Change CBHE-Approved Mission Description

Public colleges and universities are encouraged to review and ask questions or make comments on this request, which is posted on the [Department website](#). The deadline to submit comments on the proposal is **Monday, October 18, 2021**. Please submit comments to Dr. Laura Vedenhaupt at laura.vedenhaupt@dhewd.mo.gov. Any comments submitted during the comment period will be shared with the institution to assist in formulating revisions as needed. An updated proposal will be reviewed by staff and a recommendation will be made to the Coordinating Board at the next available meeting.

Missouri State University (MSU) submitted a request to update its [CBHE-Approved Mission Description](#). The current description for MSU, as approved at the conclusion of the last five-year mission statement review cycle, indicates the institution is a comprehensive university that offers baccalaureate and master's degrees with professional doctorate degrees in audiology, physical therapy, nursing practice, and nurse anesthesia. MSU has requested a change to its approved mission description to include "professional doctorates" without limitation to the above fields:

	<p>MISSOURI STATE UNIVERSITY BOARD-APPROVED MISSION Missouri State University is a comprehensive institution offering undergraduate and graduate programs, including the professional doctorate. The university educates students to be global citizen scholars committed to public affairs.</p>
<p>CBHE-APPROVED MISSION DESCRIPTION</p>	
<p>Missouri State University, located in Springfield, is a comprehensive university with a statewide mission in public affairs. Missouri State University is designated as a selective institution.</p>	
<p>Missouri State University serves the state by offering baccalaureate, master's, and professional doctoral degrees in the arts and humanities, teacher education, agriculture, and the natural, health and social sciences appropriate to a teaching institution with a predominately undergraduate student body and a broad range of master's and professional programs. Missouri State University does not offer first-professional degrees as defined in 6 CSR 10-4.010(9)(C)(3). Missouri State University has particular strengths in business-related fields, agriculture, teacher education, environmental sciences and allied health disciplines.</p>	
<p>Missouri State University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.</p>	
<p>Consistent with the provisions of 173.030(8) RSMo, Missouri State University every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission description.</p>	

Applicable Regulations:

[Section 173.030\(8\)](#), RSMo, provides institutions the opportunity every five years to develop a mission description in conjunction with the Department of Higher Education and Workforce Development (DHEWD) for review and approval by the Coordinating Board for Higher Education (CBHE). This statutory section also allows institutions to request a description change outside of the mission review process.

[Section 174.160](#), RSMo, grants public universities the “power and authority to confer upon students, by diploma under the common seal, such degrees as are usually granted by such colleges...”

[6 CSR 10-4.010 \(1\)](#) defines a CBHE-approved mission as “a description of the public institution’s programs, audiences served, level and type of degrees offered, or other distinguishing factors, which the CBHE has reviewed and approved.”

The administrative rule provides no framework for reviewing the mission description outside the five-year cycle. As the CBHE-approved mission description is a critical component used by DHEWD to facilitate its review of new academic programs and program changes, the following factors should be considered for an out-of-cycle mission description review:

1. Programs
2. Audiences served
3. Level and types of degrees offered
4. Other distinguishing factors

Department staff requested additional information from MSU in the above categories. The following information was provided:

1. Programs

MSU has proven its ability to propose and receive approval for doctoral programs, including those outside of its CBHE-approved mission description. As a result, the institution now offers the following doctoral level programs:

- Doctor of Nurse Anesthesia Practice
- Doctor of Audiology
- Doctor of Nursing Practice
- Doctor of Physical Therapy
- Doctor of Defense and Strategic Studies

MSU is currently engaged in the comprehensive review process for a Doctor of Occupational Therapy, which the CBHE approved to move to Phase II at its September 15, 2021 meeting. Should the proposal receive approval at the completion of Phase II, this would add a sixth professional doctorate to MSU’s inventory of degree programs.

As of the date of this posting, MSU has conferred over 1,000 doctoral degrees in multiple professional fields.

II. Audiences Served

a. Enrollment in MSU doctoral programs compared to masters

Enrollment in master’s degree programs at Missouri State has risen steadily during the past two decades. Table 1 shows student annual fiscal-year enrollment in master’s and doctoral programs for the past eleven years.

There is a 31% cumulative increase in master’s enrollment over the period of 2011 to 2021 (Table 1). By comparison, doctoral enrollment has been characterized by a much steeper increase, tripling over this same time. When the first doctoral program was launched in 2002, doctoral students comprised less than 1% of MSU’s total number of degree-seeking graduate students. That portion rose to 5% in 2011, 10% in 2015, and has been between 12% and 14% since 2016.

These data illustrate that the increase in MSU’s doctoral enrollment has outpaced the increases in master’s degree enrollment, resulting in higher percentages of doctoral students in the total graduate enrollment at MSU. This trend is expected to continue for the next few years as MSU adds additional doctoral degrees to meet workforce expectations in fields where terminally qualified individuals will be needed.

Table 1. Student annual headcount enrollment in doctoral and master’s programs (annual counts are the sum of enrollment in the three semesters—summer, fall, and spring).

Program	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Doctoral	33 2	38 4	39 1	44 7	55 3	73 9	95 1	1,0 41	1,0 46	1,0 20	1,0 86
Masters	6,6 57	6,2 40	6,4 59	6,6 80	6,8 28	6,6 95	6,4 89	6,4 22	6,8 85	7,1 86	7,8 75
Total Masters & Doctoral	6,9 89	6,6 24	6,8 50	7,1 27	7,3 81	7,4 34	7,4 40	7,4 63	7,9 31	8,2 06	8,9 61
Percent Doctoral	5%	6%	6%	6%	7%	10%	13%	14%	13%	12%	12%

b. Demographics of MSU’s doctoral and master’s students

Demographic characteristics of students enrolled in MSU’s master’s programs were compared to those in MSU’s doctoral programs, and the averages for the past 6 years (2015 to 2021) are shown graphically in the Appendix, Figures 1 through 4.

Caucasian students are the majority in both degree categories. However, there is a relatively greater proportion of domestic historically underrepresented students at the doctoral level at

MSU. The doctoral-student population contained a very small component of non-resident alien students compared to the 15% found at the master's level (Appendix, Figure 1).

Essentially half of the students at both levels are between 25 and 39 years old, but a higher percentage of master's students are over 40 (Appendix, Figure 2).

The gender distribution shows a much higher component of female students in both degree levels (Appendix, Figure 3). However, 67% of MSU's doctoral students are female compared to 61% of MSU's master's candidates. This suggests that MSU's doctorate programs provide more robust opportunities for education and career attainment of females in these disciplines.

Finally, demographic comparisons indicate that a higher percentage of doctoral students (76%) enroll full-time when compared to master's students (46%) (Appendix, Figure 4).

III. LEVEL AND TYPES OF DEGREES OFFERED

The first professional doctorate offered by MSU was the Doctor of Audiology, approved in 2002 (Table 2).

Community needs in health care were a driving force for initiation of the next several professional doctorate degrees. The health-care service industry had a strong demand for personnel educated to the level of doctoral qualifications. The community demand continues to exist, particularly in rural settings. Graduates from these MSU programs have readily entered the workforce with a strong percentage of them accepting employment in Missouri or in the Midwest.

Table 2. History of doctoral degree programs offered by Missouri State University.

Professional Doctoral Degrees Offered by MSU	Year of Program Initiation	Fiscal Year of First Graduates	Number of Graduates Since Inception
Doctorate of Audiology (AuD)	2002	2006	147
Doctor of Physical Therapy (DPT)	2005	2008	458
Doctor of Nursing Practice (DNP)	2012	2015	107
Doctor of Nurse Anesthesia Practice (DNAP)	2014	2016	292
Doctor of Defense & Strategic Studies (DDSS)	2020		

Prior to offering the Doctorate of Audiology, MSU collaborated with the University of Missouri-Columbia (UM-C) to provide a Doctor of Educational Leadership (Ed.D.) for students in southwest Missouri. This Ed.D. was granted by MU-C with MSU providing the major teaching responsibilities for students in the MSU cohorts. Similarly, MSU entered a collaboration

arrangement with the University of Missouri at Kansas City to offer the Doctor of Pharmacy (PharmD) on the MSU campus. The first class of those pharmacy students started in 2014.

As shown, over the past two decades MSU has added to the programs offered at the doctoral level (Table 2). The number of degrees conferred annually has regularly increased, reaching a total of 149 in 2021 (Table 3). The total number of MSU doctorates awarded has now passed the 1,000 mark and the annual number of awards conferred has increased. That annual number will increase further as students in the DDSS program proceed toward graduation and additional doctoral programs are added.

Table 3. Annual number of doctoral degrees awarded for each doctorate offered by MSU.

Program	Degrees Awarded by Fiscal Year																Total	
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021		2022*
D. of Audiology	3	8	7	6	8	7	11	13	8	10	14	11	7	10	10	13	1	147
D. of Physical Therapy			24	23	18	20	35	34	32	32	45	40	38	39	38	40		458
D. of Nursing Practice										3	7	13	14	22	17	31		107
D. of Nurse Anesthesia Practice											13	33	51	61	56	65	13	292
D. of Defense & Strategic Studies																		
Total	3	8	31	29	26	27	46	47	40	45	79	97	110	132	121	149	14	1,004

*FY 2022 data are ongoing

IV. OTHER DISTINGUISHING FACTORS

a. Carnegie Classification

The Carnegie Commission on Higher Education is a classification system for higher education institutions that has become the standard for research and policy analysis. For the past 50 years this classification has been used to identify the roles of institutions within the overall framework of postsecondary education.

MSU's Carnegie Classification was updated in early 2019 from "Master's Colleges and Universities" to "Doctoral/Professional Universities." The Doctoral/Professional classification is defined as an institution reporting less than \$5 million in research expenditures and conferring 30 or more professional practice doctoral degrees in at least two programs.

b. IPEDs

Title IV institutions report data to the Integrated Postsecondary Education Data System (IPEDS). Institutions are grouped into categories. One such category is for the type of outcome awards.

The highest outcome award noted under MSU's IPEDS data is "Doctor's degree – professional practice." This is based on the revised IPEDS award levels that occurred in fall 2010. Those revisions eliminated the "first-professional degree" category and divided doctoral programs into three categories: Doctor's degree-research/scholarship, Doctor's degree-professional practice, and Doctor's degree-Other.

APPENDIX

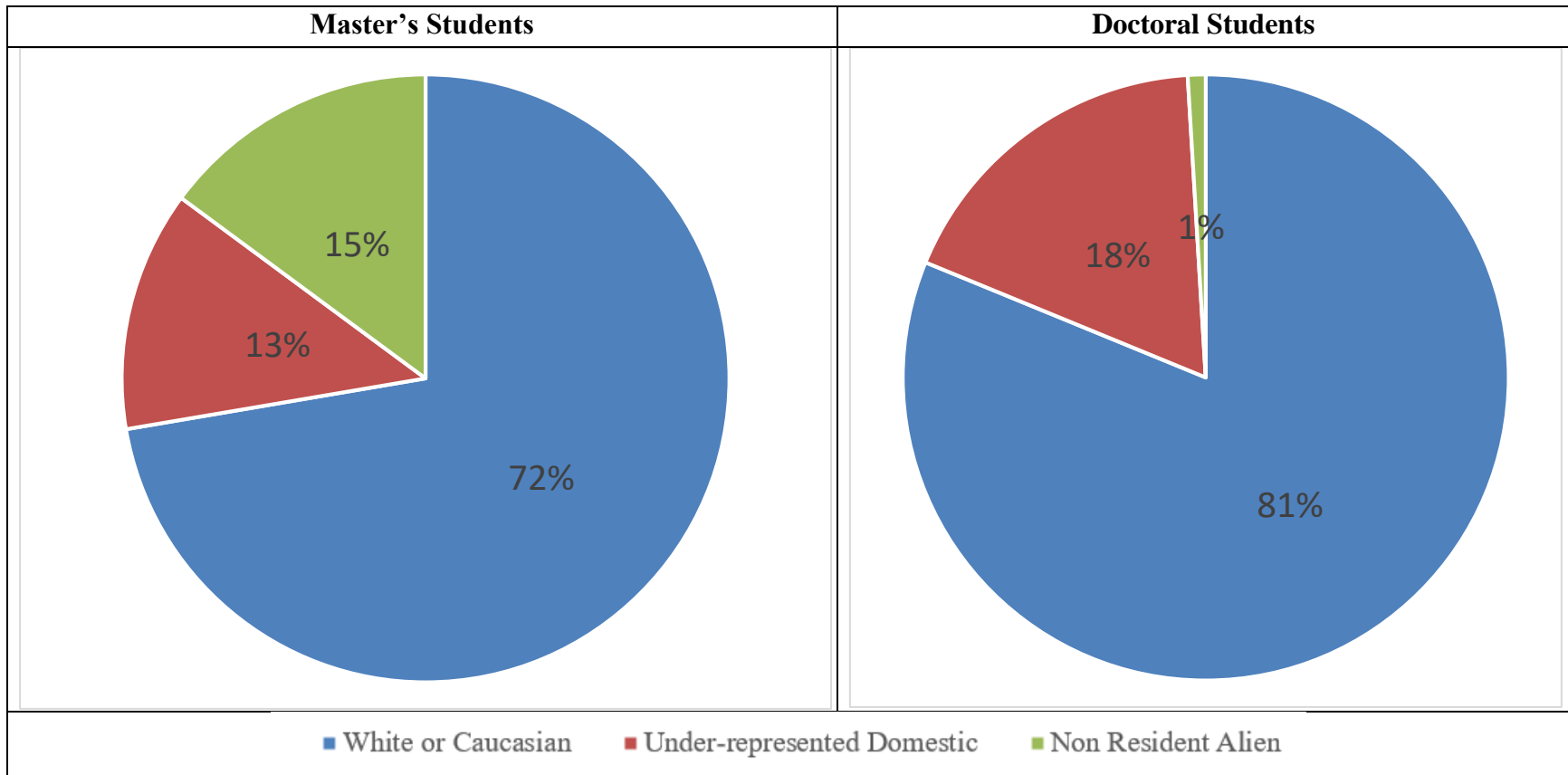


Figure 1. Race-ethnicity of master's and doctoral students over the period 2015 to 2021.

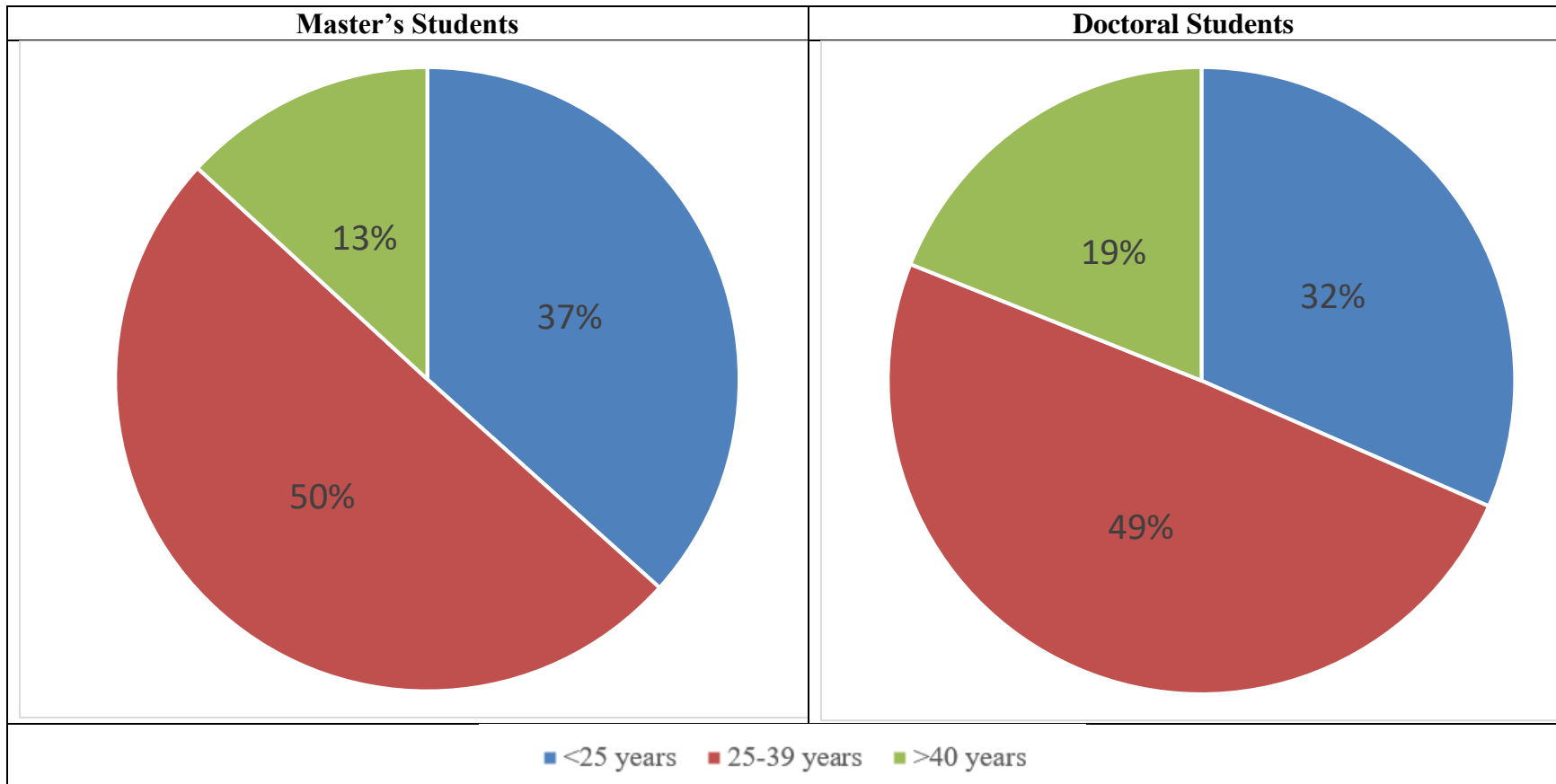


Figure 2. Age of master's and doctoral students over the period 2015 to 2021.

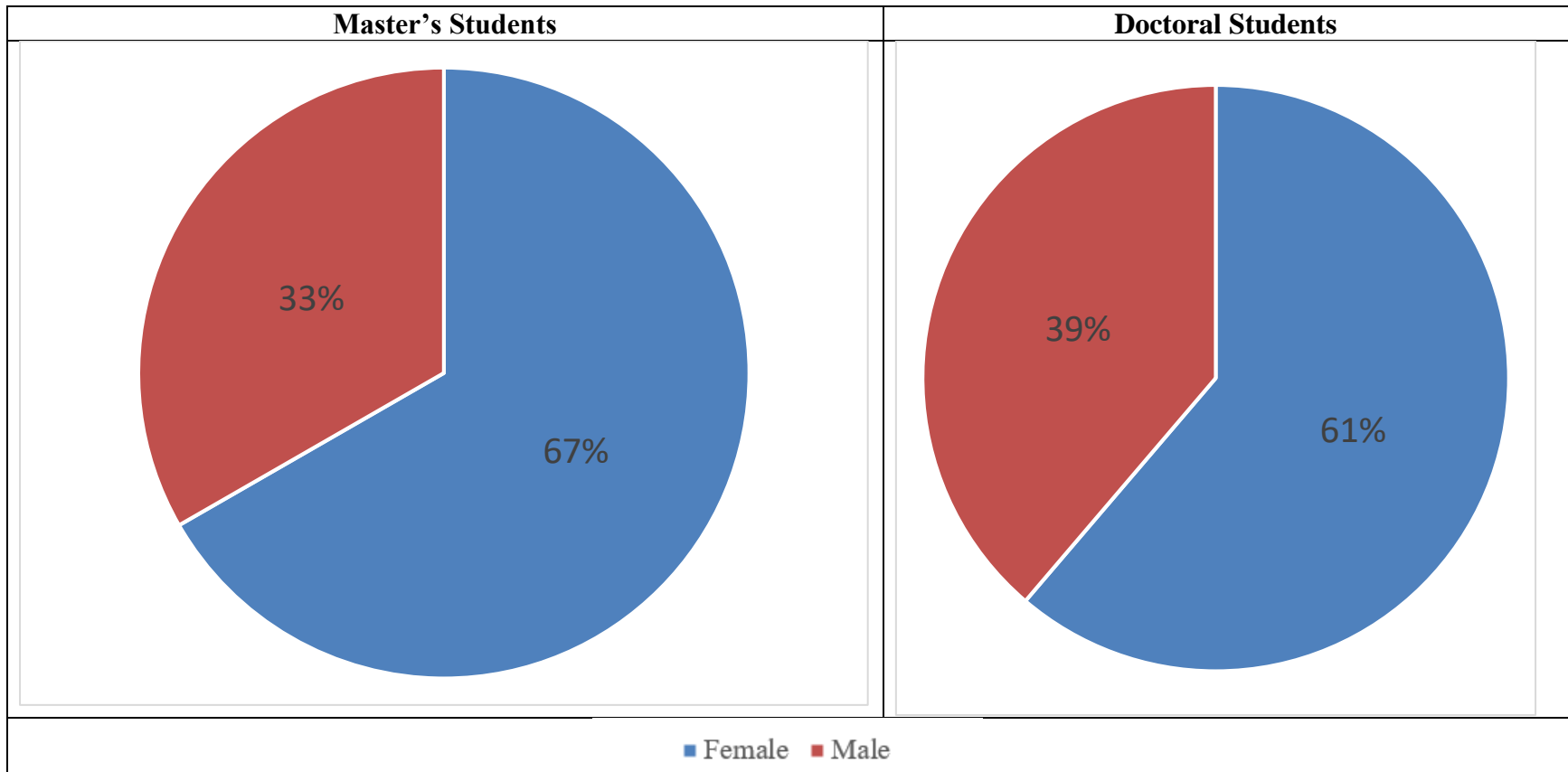


Figure 3. Gender of master's and doctoral students over the period 2015 to 2021.

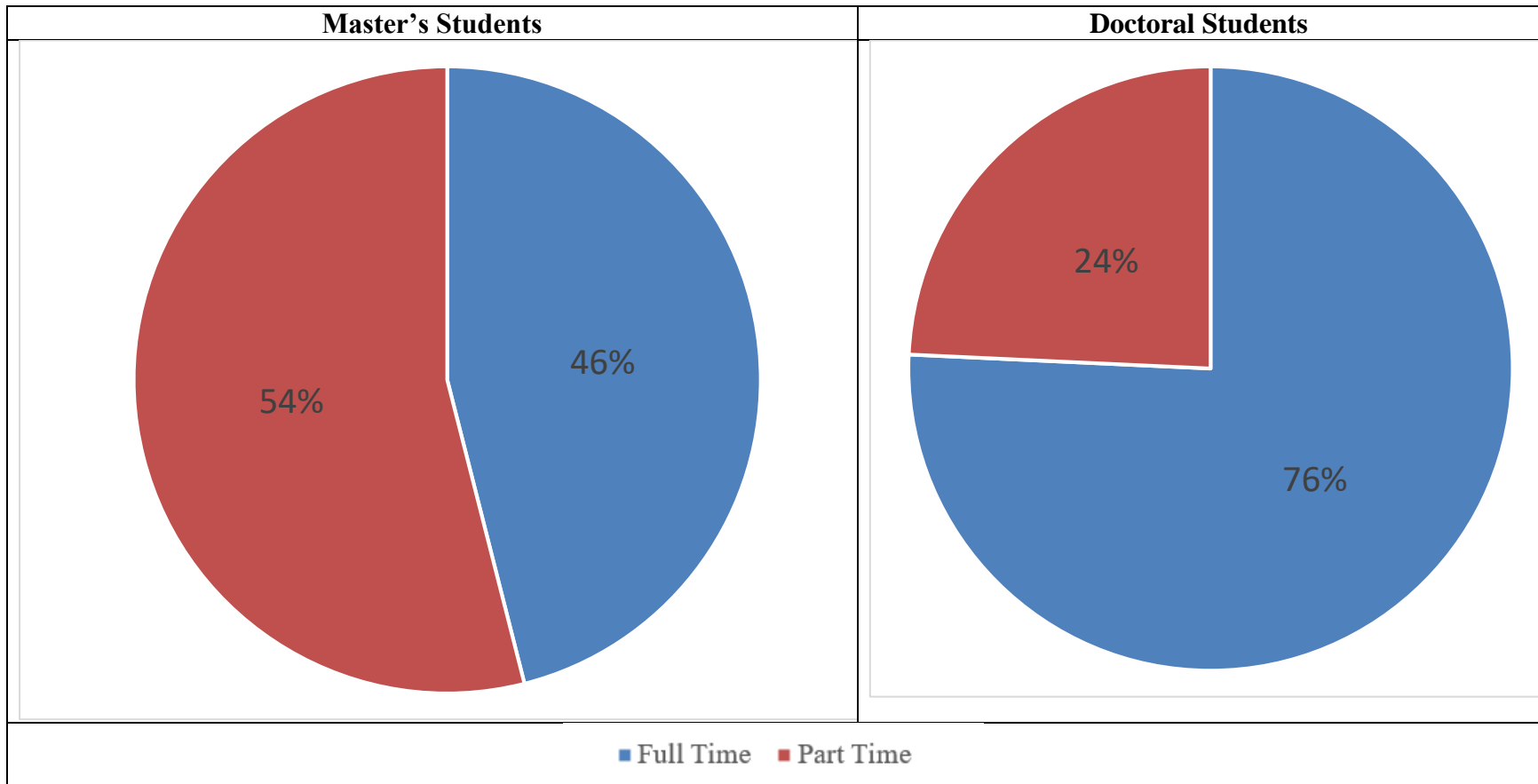


Figure 4. Enrollment status of master's and doctoral students over the period 2015 to 2021.

Tab 14 Attachment B
Public Comment

October 8, 2021



Mara Woody, Ed.D.
Assistant Commissioner for Postsecondary Policy
Missouri Department of Higher Education and Workforce Development
301 W. High Street
Jefferson City, MO 65201-1469

Dear Dr. Woody,

Thank you for the opportunity to comment on Missouri State University's (MSU's) request to modify its CBHE-Approved Mission Description to include professional doctorates without limitation to the areas of audiology, physical therapy, nursing practice, and nurse anesthesia. Our universities have questions about the need for this change and whether it is in the best interest of higher education in our state.

We believe that the current process, by which MSU must go through the Comprehensive Review process to offer professional doctorates outside of its mission, works well and does not need to be modified. This process strikes the appropriate balance between being too restrictive and not restrictive enough. It would be too restrictive, for example, if MSU had no realistic pathway to offering professional doctorates outside its mission, even when there are compelling reasons for it to do so. This is clearly not the case, as there is a realistic and proven pathway for MSU to do so. MSU's proposal for a professional Doctorate in Defense and Strategic Studies was approved in March 2020, and its still-pending proposal for a professional Doctor of Occupational Therapy is headed toward likely approval in the coming months.

As Missouri's premier public research and doctoral-level institutions, we support efforts by other four-year institutions to offer professional doctorates in areas where it makes sense for them to do so. In fact, our institutions publicly supported both of MSU's prior requests to offer professional doctorates outside its mission. In the case of strategic studies, our institutions had no intention of offering a professional doctorate in the field and were not able to meaningfully collaborate with MSU. Regarding occupational therapy, we supported MSU's proposal because it demonstrated a clear and compelling workforce need, despite the fact that the UM System offers an existing high-quality doctoral-level occupational therapy program. It is conceivable that we would support more such proposals with similar qualities – compelling unmet workforce need, non-duplication, and capacity to offer the program – in the future.

However, our universities do not support a carte blanche approach that would authorize MSU to offer professional doctorates in any field, without the rigorous

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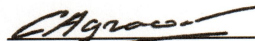
review required by the new-and-improved Comprehensive Review process. This process is important for ensuring that the criteria above have been met, and essential to ensuring that we do not oversaturate the market for doctoral-level programs in our state. While non-duplication is always a worthy consideration in a resource-limited environment, it is particularly important regarding doctoral-level education. Professional programs can be 2.5 to 6 times more expensive to teach than the average cost for bachelor's degree programs, due to smaller class sizes, increased research activity, more faculty-intensive instruction, and a higher discount rate. Establishing successful doctoral programs also requires prior experience. MSU has the opportunity to demonstrate institutional capacity through its Defense and Strategic Studies and Occupational Therapy programs. However, rather than use its "ability to propose and receive approval for doctoral programs" as a metric for success, we should focus instead on the quality of implementation and student outcomes. Our concern is that a less rigorous review process that is less concerned about duplication, oversaturating the market, and institutional capacity will stretch state and student dollars even further at the expense of program quality and college affordability.

We appreciate the opportunity to comment on this request. MSU has proven its ability to propose high-quality professional doctorates outside of its CBHE-Approved Mission Description, and we have been happy to support the two such proposals it has put forward. The Comprehensive Review process, which has been improved to be more streamlined and effective, is an excellent tool to ensuring that these kinds of proposals for professional doctorates get the attention and review that they deserve. For that reason, we ask that the CBHE not modify MSU's mission statement to include an across-the-board authorization to offer professional doctorates.

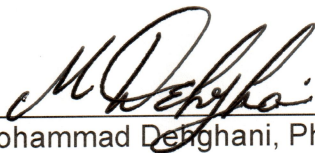
Best,



Kristin Sobolik, Ph.D.
Chancellor
University of Missouri – St. Louis



Mauli Agrawal, Ph.D.
Chancellor
University of Missouri – Kansas City



Mohammad Dehghani, Ph.D.
Chancellor
Missouri University of Science and Technology



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U N I V E R S I T Y

October 25, 2021

Dear Dr. Woody,

I write in response to the comment submitted by the chancellors of three campuses of the University of Missouri system—UMSL, UMKC, and Missouri S&T.

MSU's Mission Should Be Changed

The comment questions the need for the change. A university's CBHE-approved mission should accurately describe "the public institution's programs, audiences served, level and type of degrees offered, or other distinguishing factors." 6 CSR 10-4.010(1). CBHE has approved degree programs for MSU that are not part of MSU's current mission. Accordingly, MSU's mission no longer meets the legal standard, and it should be changed.

The proposed new mission is narrowly tailored. It satisfies 6 CSR 10-4.010(1) by making just a few modest changes to the existing language in MSU's mission. Moreover, the proposed new mission will be evergreen and not need to be updated each time MSU gets a new professional doctoral program approved.

The Proposed Change is in the Best Interest of Higher Education in Missouri

The comment also questions whether the change is in the best interest of higher education in the state, indicating a belief that the current process works well and need not be modified. The comment indicates that requiring a comprehensive review every time MSU proposes to offer a professional doctoral program "strikes the appropriate balance."

The legislature contemplated this issue and already struck an appropriate balance when it passed [SB 807](#) in 2018. The act reserves the following degree programs for the University of Missouri (RSMo 172.280):

- Doctor of Philosophy (Ph.D.)
- First-professional degree in dentistry (D.D.S. or D.M.D.)
- First-professional degree in law (J.D.)
- First-professional degree in medicine (M.D.)
- First-professional degree in optometry (O.D.)
- First-professional degree in pharmacy (Pharm.D.)
- First-professional degree in veterinary medicine (D.V.M.)

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The act further allows other public universities to offer the following degree programs only in collaboration with the University of Missouri and only if the University of Missouri is the degree granting institution (RSMo 173.005.2(2); 174.060):

- Degrees in engineering
- Degrees in chiropractic (D.C. or D.C.M.)
- Degrees in osteopathic medicine (D.O.)
- Degrees in podiatry (D.P.M, D.P., or Pod.D.)

Having set these parameters, the act authorizes the CBHE to decide whether to approve new degree programs by public universities with one caveat—the CBHE may authorize a degree program outside an institution’s CBHE-approved mission only after a comprehensive review process (173.005.2(1)).

To require MSU to forever complete a comprehensive review process to offer professional doctorates contradicts the statutory framework. Had the legislature wanted a comprehensive review process to apply to all professional doctoral programs offered by MSU, it would have said so in the statutes. Rather, MSU requests that the CBHE follow the statutory framework by adopting an appropriate mission for MSU and allowing the program approval process to run its due course.

Five public universities offer doctoral programs in Missouri. When we exclude the eleven categories of degree programs listed above that are reserved by statute for the University of Missouri, MSU awards significantly more professional doctoral programs than the three schools that oppose MSU’s mission change.

Institution	Professional Doctoral Degrees Awarded 2019-20
UM - Columbia	183*
Missouri State University	121
UMSL	93**
UMKC	75***
Missouri S&T	0

Table Based on IPEDs data.

**Assumes all of UM-Columbia’s nursing doctorates (51) and education doctorates (60) are DNP’s and EdDs and not PhDs. This assumption is likely not true, meaning UM-Columbia actually awarded between 72 and 183 professional doctorates.*

***Assumes all of UMSL’s education doctorates (61) are EdDs and not PhDs. This assumption is likely not true, meaning UMSL actually awarded between 32 and 93 professional doctorates.*

****Assumes all of UMKC’s education doctorates (6) are EdDs and not PhDs. This assumption is likely not true, meaning UMKC actually awarded between 69 and 75 professional doctorates.*

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The above chart shows only last year's data. While 2020-21 IPEDs data is not yet available, it will likely show MSU surging farther ahead as MSU awarded 149 professional doctorates in 2020-21, bringing the total number of professional doctorates granted by MSU to over 1,000.

Given the above data, it makes little sense that UMSL, UMKC, and Missouri S&T's missions include professional doctorates while MSU's does not.

The impact of MSU's mission not including professional doctorates is that MSU must complete a comprehensive review process each time it proposes a new professional doctoral program. To require this of MSU unnecessarily delays the creation of new programs to meet critical workforce needs. This is particularly problematic and puzzling when universities that award fewer professional doctorates are not required to complete the comprehensive review process, and it is not in the best interest of higher education in the state. Further, it puts an undue burden on MDHEWD staff and the CBHE who could better spend their time comprehensively reviewing proposed programs that are actually outside an institution's ordinary course of business.

MDHEWD Will Still Rigorously Review MSU's Professional Doctoral Programs

UMSL, UMKC, and Missouri S&T indicate that they do not support a "carte blanche approach that would authorize MSU to offer professional doctorates in any field, without the rigorous review required by the new-and-improved Comprehensive Review process."

When a proposed program falls outside an institution's mission, MDHEWD performs a "comprehensive review." When the program falls within an institution's mission, MDHEWD performs a "routine review." Neither process is "carte blanche" and both are very rigorous.

Routine review ensures that the program avoids unnecessary duplication, builds on existing programs and faculty expertise, accounts for costs that are within the institution's budget, and is supported by a compelling rationale justifying the need for the program and why the institution is suited to deliver it at the proposed location. Under routine review, a program proposal is posted for public comment and the proposing institution must satisfactorily address any comments before receiving a 5-year probationary approval.

When compared to the routine review process, the comprehensive review process requires at least an extra year (and numerous additional meetings, documents, and forms) before an ultimate decision is reached. While still rigorously verifying the merits and appropriateness of the program, the routine review process is shorter and less onerous, relieving administrative burden for the institution and the department, and allowing for greater agility to meet workforce needs.

MSU's Doctoral Degree Programs Have a Record of Graduate Success

Graduates from MSU's professional doctoral programs have contributed dynamically to the state's workforce and economic growth.

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Program	Graduation Rate				
	2021	2020	2019	2018	2017
AuD	100%	100%	91%	70%	83%
DNAP	100%	100%	100%	100%	98%
DNP	85%	71%	62%	76%	78%
DPT	100%	100%	100%	95%	100%

Program	Employment Upon Graduation				
	2021	2020	2019	2018	2017
AuD	100%	100%	100%	100%	100%
DNAP	100%	100%	100%	100%	100%
DNP	92%	100%	100%	100%	100%
DPT	97.5%	100%	100%	97%	100%

Modifying MSU’s CBHE-approved mission is a critical step to reducing the administrative burden required for MSU to develop new professional doctoral programs and continue to improve the state’s workforce.

I appreciate the opportunity to respond to the comment submitted by UMSL, UMKC, and Missouri S&T. For the reasons set forth in MSU’s proposal and in this response, I request that the CBHE change MSU’s mission as initially proposed.

Sincerely,

Clifton M. Smart, III
President
Missouri State University

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OZARKS TECHNICAL COMMUNITY COLLEGE

Office of the Chancellor

November 16, 2021

Dear Commission Mulligan,

The leadership team at Ozarks Technical Community College (OTC) has reviewed Missouri State University's proposal to change its CBHE-approved mission description. I write on behalf of OTC to strongly support MSU's request to change its mission description. I do so for several reasons, including the following two.

First, MSU's current mission description includes an out-of-date list of professional doctoral programs. The description is incorrect and it should be updated. In theory, the CBHE could simply update MSU's mission description each time it approves a new doctorate program at MSU. However, MSU has emerged as a leader in our region and throughout the state in professional doctoral programs, awarding more than 1,000 doctorates since 2002. Given MSU's leadership in professional doctorates, it makes sense to include professional doctorates generally in its revised mission description.

Second, OTC and MSU are the two largest higher education institutions in southwest Missouri, and we each have important roles to play in developing the area's workforce. Our regional economy requires robust professional doctorate opportunities.

Healthcare is one example. With two massive health systems in Springfield and other smaller systems throughout the rural parts of our region, access to doctors in audiology, anesthesiology, nursing practice, and physical therapy is critical. Market demand for these professionals has resulted in high graduation and employment rates for students in MSU's professional doctoral programs.

Educational doctorates are another example. Many administrative roles at OTC and other area educational institutions require a doctorate in education. To obtain such a degree from a public university, an individual must travel outside of our region and/or state. The only alternative is to pay considerably more to enroll in a doctoral program at a private university. This seems unreasonable and discriminatory toward our section of the state when we have MSU in our backyard—a large public university that specializes in education and is a statewide leader in professional doctorate programs.

Reducing administrative hurdles for MSU to offer professional doctoral programs will improve Missouri's workforce. OTC supports MSU's proposed change to its CBHE-approved mission description.

Sincerely,

A handwritten signature in black ink, appearing to read "Hal L. Higdon".

Hal L. Higdon, Ph.D.
Chancellor

cc: Clif Smart, President, Missouri State University



MISSOURI

November 28, 2021

Dear Dr. Woody,

This letter is our response to the points made by Missouri State University in response to the public comment we submitted on October 8. We appreciate the opportunity to engage in this dialogue and to share our views on what we believe to be an important proposal before the Coordinating Board.

Improving the Comprehensive Review Process

We agree with Missouri State University that the comprehensive review process should be improved. The comprehensive review process, which by design is workforce-oriented, should be agile enough to allow a proposing institution that meets statutory requirements to address documented workforce needs in a timely manner.

The MDHEWD staff have done a remarkable job over the last two years engaging with institutions to improve the review process, and we continue to support ways to foster further innovation thereof. For example, the department is currently considering a transition from an annual proposal cycle to accepting proposals on a rolling basis. We support this change and others that expedite the process without jeopardizing the ability of the department, Coordinating Board and other institutions to perform a rigorous review.

Improving the comprehensive review process to address valid concerns is a more productive approach than circumventing it altogether and will have fewer unintended consequences.

Comprehensive Reviews and Institutional Missions

“CBHE has approved degree programs for MSU that are not part of MSU’s current mission. Accordingly, MSU’s mission no longer meets the legal standard, and it should be changed.”

This misstates the purpose of comprehensive reviews and is directly counter to the conceptual framework that the department, CBHE and institutions of higher education agreed to as part of the 2016 Higher Education System Review Task Force (herein referred to as “Task Force”). In outlining its general principles, the Task Force concluded that, “approval of the program [through comprehensive review] will be granted as an exception to the institution’s state-defined mission and not as a change in mission. It will not represent a general authorization to grant degrees outside the institution’s state-defined mission.”

University of Missouri System

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Coordinating Board for Higher Education

Tab 14, Attachment D: Public Feedback Outside of the Comment Period

December 8, 2021

According to the Task Force, the purpose of this approach was to, “strike a balance between encouraging institutions to maintain fidelity to their core missions and granting institutions the flexibility they need to meet workforce demands.” We believe it is important that the CBHE retain its ability to strategically grant exceptions to institutional missions, without then being obligated to expand those missions as a result.

A Significant Shift in Higher Education Policy

“The proposed new mission is narrowly tailored. It satisfies 6 CSR 10-4.010(1) by making just a few modest changes to the existing language in MSU’s mission. Moreover, the proposed new mission will be evergreen and not need to be updated each time MSU gets a new professional doctoral program approved.”

The proposed mission change would represent a significant shift in statewide higher education policy, and it is important that it be acknowledged as such. The Task Force, which was established in 2016 at the request of Speaker of the Missouri House of Representatives Todd Richardson, brought together higher education leaders from two- and four-year institutions across the state to thoroughly study these types of issues and reach statewide consensus, which it did through concerted effort and support from the National Center for Higher Education Management Systems (NCHEMS).

The change would expand the number of professional doctorate programs Missouri State can offer without having to demonstrate alignment with workforce needs or to obligate an effort to collaborate with institutions whose mission already includes the proposed program(s). This would have negative implications for the state. The Task Force recognized as much when it indicated that, “Collaboration is strongly preferred as the means by which an institution should meet a local or regional workforce need for a program outside the institution’s state-defined mission.” Further, it concluded that, “Missouri should continue the policy of focusing professional doctoral program capacity at a limited number of universities.” Because a professional degree program requires significantly greater investments of institutional resources than a typical undergraduate degree program, MDHEWD and CBHE must consider what effects the creation of such programs will have on the overall investment of the state in higher education. The comprehensive review process, while imperfect, exists for this reason.

The comprehensive review process also accounts for the fact that collaborations may not always be realistic, and the CBHE has been clear that the lack of a willing collaborative partner should not impede an institution’s ability to meet a documented workforce need outside its mission. We completely support this. That is why the University of Missouri System has supported approval of Missouri State’s comprehensive review proposals for professional doctorates in defense studies and occupational therapy.

These are not trivial concerns in Missouri. At a population of just over 6.1 million, Missouri spreads scarce state resource across a relatively larger number of public four-year universities and, as the NCHEMS concluded, our state has historically underinvested in the research capacity of our universities.

Routine vs. Comprehensive Reviews

“While still rigorously verifying the merits and appropriateness of the program, the routine review process is shorter and less onerous, relieving administrative burden for the institution and the department, and allowing for greater agility to meet workforce needs.”

The routine and comprehensive review processes are different in meaningful ways. Routine reviews exist for academic program proposals that fall squarely within an institution’s mission. As such, these reviews are appropriately more focused on identifying programmatic issues. While duplication and institutional capacity are factors of this review, these are secondary considerations. This is by design: “There was broad consensus among task force members that the current academic program approval process should be updated to streamline the process for review of academic programs that are within an institution’s state-defined mission.” Therefore, “Proposals that fit within these parameters would be approved on an expedited basis.” As a result, only 1.6% of the 124 program proposals for bachelor's degrees and above put forward for routine review since December 2017 were withdrawn or rejected.

This is not a shortcoming of the routine review process but emphasizes that it is intended to serve a very different purpose than the comprehensive review process. It is not in the interest of efficiency, collaboration, and strategic CBHE leadership to approve a change that would greatly reduce the latter’s role in approving new professional doctoral programs outside an institution’s mission. Instead, we encourage CBHE to support the MDHEWD staff in identifying further innovations to the comprehensive review process.

Additional Considerations

Below are some additional questions, ideas and considerations to aid the CBHE in making an informed decision:

- **Professional vs. Research Doctorates:** The comprehensive review process is important in the context of doctoral degrees for another reason: the boundaries between a professional doctorate and a research doctorate are not always obvious. Professional doctorates are intended to be applied degrees, focused on scholarly practice, while research doctorates (PhDs) are focused on the development of original research. In practice, these distinctions are often blurred. For example, few professional doctorates require a dissertation, but some do (e.g., EdD and DBA programs). In addition, some institutions (historically Harvard was a prominent example) have chosen to offer professional doctoral degrees that operate identically to a PhD program. This creates additional ambiguity and risks of duplication that can be better evaluated and avoided through the comprehensive review process.
- **Institutional Plans:** It is not clear from existing documentation what Missouri State would do if its mission were expanded as proposed. It could modestly expand its professional doctorate degree offerings into a small number of new areas, or it could significantly

expand its professional doctorate offerings. If the former, then it is not unrealistic to expect it to utilize the existing comprehensive review process, through which it has been successful for programs we have publicly supported. If the latter, that should be of significant concern given the implications for state resources, workforce demand, and duplication. In both cases, it is not clear how circumventing the comprehensive review process serves the greater cause of higher education in our state.

- **Alternative Mission Modification:** There are other changes that could be made to Missouri State’s mission description that do not change statewide higher education policy. For example: “Missouri State also offers professional doctorate degrees in audiology, physical therapy, nursing practice, and nurse anesthesia, and other areas approved by the Coordinating Board through the comprehensive review process. Missouri State has particular strengths in business-related fields, agriculture, teacher education, environmental sciences and allied health disciplines.” If a change in mission is deemed necessary, this could be a good starting point.

Thank you for the opportunity to submit an additional response regarding Missouri State University’s October 25 letter in response to our concerns. We understand, and agree, that improvements to the comprehensive review process are necessary to ensure it is aligned with its workforce-oriented purpose. Identifying these changes should be the priority.

We recognize and appreciate the role that Missouri State University plays in offering professional doctorates in key areas, and we remain open to supporting future comprehensive review proposals it puts forward. However, the mission changes as proposed represent a significant and negative change in higher education policy that we believe does not serve the interests of the state. We respectfully request that the CBHE not approve the mission change proposal as originally submitted.

Sincerely,



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**Higher Education System Review Task Force
Interim Report**

Overview

The Higher Education System Review Task Force was established at the request of Todd Richardson, Speaker of the Missouri House of Representatives, and Stephen Cookson, Chairman of the House of Representatives' Higher Education Committee. The Coordinating Board appointed the System Review Task Force at its June 9, 2016, meeting.

In their charge to the task force, the board asked the group to:

1. Conduct a systematic and thorough review of the overall structure of Missouri's system of higher education, which will include but not be limited to institutional missions, admissions selectivity, academic program review and approval, and geographic service regions.
2. Conduct a review of the demand for and supply of postsecondary education including occupational, geographic, and student perspectives.
3. Assess the relevance and functionality of the Coordinating Board's current mission approval structure and recommend changes to or replacement of that model.
4. Recommend revisions to the Coordinating Board policies both as they relate to future mission reviews and for program approval.
5. Recommend statutory changes as needed to enable the implementation of the revised system of institutional missions and program approval processes.

In the first stage of its work, the task force focused on the supply of and demand for postsecondary programs and developed a framework that will allow institutions to offer programs outside their state-defined missions if needed to fill a gap between supply and demand. Implementation of this framework requires a thorough revision of the Coordinating Board's academic program review process. The following task force recommendations focus on these revisions. Following these recommendations, the report summarizes information provided by National Center for Higher Education Management Systems (NCHEMS), the consultants engaged to inform the task force's work, relevant to that discussion. The report concludes with recommendations relevant to the same discussion and next steps needed to address the other items the board charged the task force with addressing.

This report was endorsed by the task force on December 13, 2016.

TASK FORCE RECOMMENDATIONS

Updating the Academic Program Approval Process to Allow Institutions to Meet Workforce Needs

The Coordinating Board must strike a balance between encouraging institutions to maintain fidelity to their core missions and granting institutions the flexibility they need to meet workforce demands. Task force discussions focused on the role the academic program approval process should play in striking that balance. There was broad consensus among task force members that the current academic program approval process should be updated to streamline the process for review of academic programs that are

within an institution's state-defined mission and to give institutions a mechanism by which to propose programs that are outside their state-defined mission.

Based on that consensus, the task force and a subcommittee of chief academic officers developed a proposed new framework for academic program approval. The framework, which is included as an attachment to this report and appended as if fully set forth herein, includes three levels of review for action related to academic program changes and requests for approval submitted by public institutions:

- Staff review, which would apply to minor program changes.
- Routine review, which would apply to proposed programs that are within an institution's state-defined mission and service region, do not unnecessarily duplicate an existing program in the geographically applicable area or other relevant distinction, will be offered at the institution's main campus, will build on existing programs and faculty expertise, and can be launched with minimal expense and within an institution's current operating budget. Proposals that fit within these parameters would be approved on an expedited basis.
- Comprehensive review, which would apply to proposals that constitute more significant changes described in detail in the attached framework. Proposals that meet any one of the criteria in the framework would be subject to a comprehensive review through which they would be required to demonstrate that the offeror made a good-faith effort to explore the feasibility of offering the program in collaboration with an institution the mission of which includes offering the program, is contributing substantially to the goals in the Coordinating Board's *Blueprint for Higher Education*, and has the existing capacity to ensure the program is delivered in a high-quality manner. The institution would also have to demonstrate that the proposed program is needed and that it has a clear plan to meet the articulated workforce need.

Pathways to Expanded Degree Offerings at Public Institutions

1. **Research and first-professional degrees.** The University of Missouri System (UM) and its four campuses (University of Missouri-Columbia, University of Missouri-Kansas City, Missouri University of Science and Technology, and University of Missouri-St. Louis) must strengthen its status as the state's public research university and exclusive granter of research doctorates. No other public college or university may offer a PhD or a first-professional degree, including chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, theology, and veterinary medicine. In order to meet an identified regional or local workforce need, collaborative programs in these fields with other Missouri institutions will continue to be an option.
2. **Exceptions to mission.**
 - a. **General principles.**
 - i. Collaboration is strongly preferred as the means by which an institution should meet a local or regional workforce need for a program outside the institution's state-defined mission.
 - ii. The Coordinating Board should approve an institution's request to offer a program outside its state-defined mission only after a comprehensive review.
 - iii. Approval of the program will be granted as an exception to the institution's state-defined mission and not as a change in mission. It will not represent a general authorization to grant degrees outside the institution's state-defined mission.

b. **Specific applications.**

- i. **Practice doctorates.** Missouri should continue the policy of focusing professional doctoral program capacity at a limited number of universities. The Coordinating Board should emphasize collaboration as the means to ensure access to these programs in all regions.

Harris-Stowe State University, Lincoln University, Missouri Southern State University, Missouri State University, Missouri Western State University, Northwest Missouri State University, Southeast Missouri State University, Truman State University, and the University of Central Missouri should be authorized to offer practice doctorates independently only when doing so would not unnecessarily duplicate an existing program, collaboration is not feasible or 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.

- ii. **Engineering.** Missouri should continue the policy of focusing capacity in undergraduate engineering programs (CIP Code 14) at a limited number of institutions and should emphasize collaboration as the means to ensure access to these programs in all regions.

Harris-Stowe State University, Lincoln University, Missouri Southern State University, Missouri State University, Missouri Western State University, Northwest Missouri State University, Southeast Missouri State University, Truman State University, and the University of Central Missouri may offer an engineering program only in collaboration with UM, provided that such collaborative agreements are approved by the governing board of each institution and that in these instances a UM campus will be the degree-granting institution. Should UM decline to collaborate in the offering of such programs, one of these institutions may seek approval of the program through the Coordinating Board's comprehensive review process when doing so would not unnecessarily duplicate an existing program, collaboration is not feasible or 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.

- iii. **Bachelor's degrees.** Missouri should continue the policy of limiting the degree-granting authority of public two-year institutions to the associate degree and certificate levels. The Coordinating Board should emphasize collaboration as the means to ensure access to these programs in all regions.

Public two-year institutions should be authorized to offer bachelor's degrees only if the level of education required in a field for accreditation or licensure increases to that 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. Quality for such bachelor's degrees shall be evaluated at least in part by the delivery of upper-level coursework or competencies, and defined by accreditation or compliance with the Higher Learning Commission standards for bachelor's degrees.

3. Operational recommendations.

- a. **Proposal cycle.** Proposals will be submitted to the Coordinating Board by July 1 of each year. The Coordinating Board will determine which proposals to move forward with and announce their decision in September. Final decisions will ordinarily be made by February.
 - b. **Phased implementation.**
 - i. **Year 1.** The Coordinating Board will consider no more than three proposals, in total, to offer a degree outside an institution's state-defined mission during the first year the new framework is operational. No more than two proposals may come from either public universities or public two-year institutions. In the case of a changed licensure requirement that might warrant the authorization of more than one public two-year institution to offer a bachelor's degree, that proposal may be considered one proposal.
 - ii. **Year 2.** The Coordinating Board will consider no more than five proposals, in total, to offer a degree outside an institution's state-defined mission during the second year the new framework is operational. No more than three proposals may come from either public universities or public two-year institutions. In the case of a changed licensure requirement that might warrant the authorization of more than one public two-year institution to offer a bachelor's degree, that proposal may be considered one proposal.
 - iii. **Year 3.** The Coordinating Board will reconvene a task force to evaluate the new framework after two proposal cycles and recommend changes.
4. **Items for additional discussion.** Much of the task force's discussion to date has focused on institutions' ability to propose programs outside of their state-defined mission and the development of a framework by which those proposals could be evaluated. Several topics warrant significant additional conversation, including:
- a. **Continued work on the new academic program approval framework.** The framework developed by the task force and its subcommittee of chief academic officers requires significant additional discussion to develop and operationalize its details. The task force will appoint a subcommittee comprised of the Chief Academic Officers Council to work on this issue.
 - b. **Meeting students' needs and increasing postsecondary educational attainment rates.** NCHEMS' data suggest that the greatest gains in attainment can be made by focusing on increasing the college-going rate for 20- to 39-year olds and increasing completion rates at two-year institutions.¹ The data also indicate disparate access to and success in postsecondary programs among students in different geographic regions and of different races.² The task force will appoint a subcommittee to work on this issue.
 - c. **Strengthening collaboration.** Missouri's colleges and universities have a strong history of collaboration and have worked together in innovative ways to deliver high-quality programs throughout the state. The task force will appoint a subcommittee to develop principles of best practice in the collaborative delivery of programs and recommendations for policy changes that will provide more effective incentives for collaboration.

¹ NCHEMS Missouri Environmental Scan, slide 29.

² NCHEMS Missouri Environmental Scan, slides 10 and 63-65.

- d. ***Evaluating the mission review process.*** The task force will appoint a subcommittee to evaluate the mission review and approval process and make recommendations about revisions to Coordinating Board policies that pertain to mission review and approval.

Addressing regional institutional roles. NCHEMS recommends that the Coordinating Board take a proactive leadership role in facilitating coordination and collaboration among institutions serving the same geographic area, especially the Kansas City and St. Louis metropolitan areas. The task force encourages the Coordinating Board to appoint a work group to address this issue and report back to the board.

SUMMARY OF NCHEMS' OBSERVATIONS

Establishing a Baseline: Mission Review

The Coordinating Board charged the task force with reviewing the overall structure of Missouri's system of higher education, including each public institution's state-defined mission. Department staff engaged NCHEMS to develop an inventory of state-defined missions that will answer the following questions:

- Who does the institution serve? What kind of students, in terms of geographic area, level of academic preparation, and at what level of study? What kind of employers and economic development interests does the institution meet the needs of? What communities does the institution serve?
- What services does the institution offer? What levels of instruction are offered and what research is conducted?
- Does the institution have any special features or designations, such as status as a land-grant institution, a historically black college or university (HBCU), a liberal arts institution, or an institution with a special mission such as public affairs, applied learning, or international?³

NCHEMS has examined each institution's mission as indicated by state law, CBHE policy, and institutional documents, and has also developed statements of "behavioral" mission as reflected by audiences actually served, programs and services offered, and special competencies or unique capabilities. NCHEMS also compared each institution's "on paper" and "behavioral" missions. Based on that information, they developed a draft inventory of state-defined missions that includes some recommendations about changes in individual institutions' state-defined missions. Those recommendations were distributed to institutions on November 22, 2016, with a request for feedback by January 6, 2017. Department staff plan to present the state-defined mission inventory to the Coordinating Board for their consideration at the February 2, 2017, board meeting.

When the state-defined missions are approved by the Coordinating Board, they will be a device for articulating each institution's contribution to system capacity and ensuring differentiated contributions to the state's higher education goals.⁴ In addition, an inventory of state-defined missions will allow the Coordinating Board to identify gaps in terms of populations and geographic areas served and program offerings needed.

Identifying the Gaps: Supply and Demand

The Coordinating Board also asked the task force to review the demand for and supply of postsecondary education, including occupational, geographic, and student perspectives. The student perspective will be

³ NCHEMS Role and Mission for Missouri Colleges and Universities, slides 3-4.

⁴ NCHEMS Role and Mission for Missouri Colleges and Universities, slide 2.

explored in future work, but the task force did receive information about the occupational and geographic perspective.

Occupational Perspective

NCHEMS' research strongly suggests that Missouri's higher education system must evolve in order to compete on a national and global level. Forty-two percent of young adults in Missouri have an associate degree or higher, which is slightly lower than the national average of 45.7 percent and significantly lower than the national averages of Korea, Canada, Luxembourg, Ireland, the United Kingdom, Norway, Australia, Israel, Switzerland, and Sweden. Older Missourians have even lower rates of educational attainment. Only 41.7 percent of Missouri adults 35-44 years old have associate degrees or higher. That percent drops to 34.8 for adults 45-54 and 34.4 for adults 55-64.⁵

When these rates of educational attainment are compared to the percent of jobs that will require a postsecondary education in the future, it is clear that there is a gap. In 2020, 66 percent of jobs in Missouri will require a postsecondary education.⁶ Many of these jobs, however, will require a postsecondary credential that is often not taken into account when calculating states' educational attainment levels: a certificate or credential that takes less than two years to complete. Jobs for which certificates are required are projected to grow more than any other jobs requiring postsecondary credentials by 2020. NCHEMS' data indicate that there will be 255,000 new jobs that require a certificate between 2010 and 2020, compared to 84,000 jobs that require associate degrees; 219,000 that require baccalaureate degrees; and 117,000 that require graduate or professional degrees.⁷

NCHEMS also examined supply and demand within several industry clusters. At the baccalaureate and higher levels, NCHEMS concluded that Missouri is producing more graduates with degrees in healthcare (not including nursing); human services; research, planning, and analysis; communications; life and physical sciences; design; and agriculture than are needed in the workforce. The industry clusters for which there is an undersupply of baccalaureate-prepared graduates include finance; nursing; clerical and administrative; computing/IT; engineering; construction and architecture; transportation; hospitality, food, and tourism; and manufacturing and production.⁸

At the associate and certificate level, NCHEMS concluded that Missouri is producing more sub-baccalaureate level graduates in nursing, computing/IT, and engineering than are needed in the workforce. The industry clusters for which there is an undersupply of associate and certificate level graduates include clerical and administrative; maintenance, repair, and installation; healthcare (clerical and support); finance; healthcare (not including nursing); manufacturing and production; human services; and agriculture.⁹

It is important to note, however, that some of the data presented above are inconsistent with other sources of labor market information, especially when broken down by region. St. Louis Community College, for example, has provided data produced by the Missouri Economic Research & Information Center and Burning Glass Technologies that indicate that, in the St. Louis metropolitan area, there are significantly more openings for associate degree nurses than local postsecondary institutions are producing. STLCC and other institutions have also noted that conversations with local employers contradict NCHEMS' conclusions, especially in the areas of nursing and computing/information technology.

All of the above notwithstanding, NCHEMS also observed that data about current and projected demand are insufficient to make the case to support the addition of programs. They recommend a different

⁵ NCHEMS Missouri Environmental Scan, slide 6.

⁶ NCHEMS Missouri Environmental Scan, slide 14.

⁷ NCHEMS Missouri Environmental Scan, slide 20.

⁸ NCHEMS Missouri Environmental Scan, slide 21.

⁹ NCHEMS Missouri Environmental Scan, slide 22.

approach to determining demand, such as initiating a program on a collaborative basis to test its sustainability.¹⁰

Geographic Perspective

NCHEMS’ data and observations suggest two primary challenges in terms of geography: Students in some rural areas of the state participate in postsecondary education at significantly lower rates than their peers in other areas, while public institutions in urban areas may plan to offer programs that duplicate programs already offered by other public institutions in the area.

Proximity to a college or university impacts college-going rates dramatically. Most public universities in Missouri draw their enrollment from their immediate region – and from St. Louis and Kansas City.¹¹ As a result, some regions of the state are underserved in terms of access to public postsecondary education. High school seniors from 15 Missouri counties are significantly less likely than their peers from other counties to start a postsecondary program at a public institution immediately after graduation.¹²

Counties from Which the Lowest Percent of High School Graduates Enroll in Public Postsecondary Education

<u>Any Public Institution</u>	<u>Public Two-Year Institutions</u>	<u>Public Universities</u>
Barry	Andrew	Butler
Barton	Atchison	Carter
Cedar	Barry	Clark
Clark	Barton	Douglas
Douglas	Buchanan	Howell
Hickory	Gentry	Marion
Lewis	Holt	Oregon
Linn	Lewis	Ozark
Macon	Madison	Ripley
Madison	Mercer	Shannon
Mercer	Nodaway	Texas
Ozark	Putnam	Washington
Putnam	Vernon	Wayne
Vernon	Worth	Wright
Worth		

NCHEMS noted that historically, students have been expected to go to the provider. Now students must be served where they are with the content taken to them.¹³

For high school graduates in St. Louis and Kansas City, on the other hand, NCHEMS observed that nearly every public university in the state draws students from those areas and that two or more public universities often compete to serve the same region.¹⁴ Task force members noted, however, that because of the size and diverse nature of those areas, some groups within St. Louis and Kansas City remain underserved.

¹⁰ NCHEMS Role and Mission for Missouri Colleges and Universities, slide 8.

¹¹ NCHEMS Draft Observations and Recommendations on Missouri Role and Missions, slide 7.

¹² NCHEMS Missouri Environmental Scan, slides 63-65.

¹³ NCHMES Role and Mission for Missouri Colleges and Universities, slide 6.

¹⁴ NCHEMS Draft Observations and Recommendations on Missouri Role and Missions, slide 7.

**Higher Education System Review
Task Force Roster**

Chuck Ambrose (University of Central Missouri)
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Jon Bauer (East Central College)
Barbara Bichelmeyer (University of Missouri-Kansas City)
Doug Davenport (Missouri Western State University)
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Mark James (Metropolitan Community College)
Jeff Jochems (Ozarks Technical Community College)
Steve Kurtz (Mineral Area College)
Jennifer Methvin (Crowder College)
Zora Mulligan (Commissioner of Higher Education)
Jeff Pittman (St. Louis Community College)
Clif Smart (Missouri State University)
Dwyane Smith (Harris-Stowe State University)
Shawn Strong (State Technical College)
Carlos Vargas (Southeast Missouri State University)

Program Approval Framework

Background

On March 17, 2016, Speaker of the House Todd Richardson and House Higher Education Committee chair Steve Cookson directed the Missouri Department of Higher Education (MDHE) to convene stakeholders to begin a process of reviewing the current structure of higher education in Missouri. The letter indicated that the review should include, but not be limited to, recommendations on the overall structure of public two- and four-year institutions, varying institutional missions, and the degree review and approval process. The MDHE has convened a task force to address the issues identified in the letter. The task force formed a subcommittee of chief academic officers (CAOs) to address the degree review and approval process. Because this process to some extent also involves independent institutions, the subcommittee includes representation from that sector and will make recommendations relating to the process for all institutions of higher education.

The following draft is based, in part, on the structure and format of the review processes in Indiana, Texas, and Maryland, as well as current CBHE policies and practices. The draft has been refined substantially after discussion with the subcommittee and other CAOs. It provides a general framework for determining which level of review is appropriate and an overview of the requirements and process associated with each level. After the subcommittee, task force, and CBHE approve the policy framework, MDHE staff will work with the Council of Chief Academic Officers to define additional details, which will eventually be promulgated as regulations.

Objectives

This draft is aimed at outlining a process that achieves three objectives:

1. Ensure Missouri's higher education institutions offer rigorous, high-quality, student-centered programs that effectively serve the citizens of the state while supporting statewide goals, regional workforce demands, and institutional needs.
2. Ensure Missouri's higher education institutions make efficient use of state resources, maintain high standards, collaborate to the maximum extent possible, and design programs that avoid unnecessary duplication at the regional and state levels.
3. Streamline the academic program review and approval process.

General Approach

The MDHE proposes a review process that involves three levels of review: Staff review, which applies to minor changes; routine review, which will likely apply to most new program proposals; and comprehensive review. The following table provides a general framework for determining which level of review is appropriate and an overview of the requirements and process associated with each level. As indicated above, after the subcommittee, task force, and CBHE approve the policy framework, MDHE staff will work with the Council of Chief Academic Officers to define additional details, which will eventually be promulgated as regulations. Many terms and concepts will require further definition. Those that have been identified in early discussions are italicized in the following text and listed at the end of the document.

	Staff Review	Routine Review	Comprehensive Review
Applies To	<p>Minor program changes can be addressed through a simple staff review. Examples of these changes include:</p> <ul style="list-style-type: none"> • <i>Change of program title</i> • <i>Combination programs</i> • <i>Single-semester certificate programs</i> • <i>One-year certificate programs</i> • Adding an <i>option</i> to an existing program • Moving an existing program to <i>inactive status</i> • <i>Program deletion</i> 	<p>Proposals that do not constitute a significant change in an institution’s current role, scope, or mission will be reviewed under the routine review process. In order to qualify for the routine review process, the proposed program must meet <u>all</u> of the following criteria:</p> <ol style="list-style-type: none"> 1. The program is clearly within the institution’s <i>CBHE-approved mission</i>. For purposes of this process, “mission” means the population the institution serves; the level and array of degrees, programs, and services it offers; and any special or unique features; 2. The program will be offered within the proposing institution’s <i>CBHE-approved service region</i>; 3. The program will not <i>unnecessarily duplicate</i> an existing program in the <i>applicable geographic area</i>; 4. The program will be offered at the main campus; 5. The program will build on existing programs and faculty expertise; and 6. The cost to launch the program will be minimal and within the institution’s current operating budget. <p>In addition, the following proposals will generally be considered under the routine review process:</p> <ol style="list-style-type: none"> 1. <i>Substantive curricular changes to an existing program.</i> 2. The addition of an approved program at a <i>CBHE-approved off-site location</i>. 3. New degree programs that are offered in collaboration with an institution already approved to offer such a program. 	<p>Proposals that constitute more significant changes will be subject to a comprehensive review. Program proposals offered by an institution other than a campus within the University of Missouri System that meet <u>any one</u> of the following will be subject to a comprehensive review:</p> <ol style="list-style-type: none"> 1. The program is outside an institution’s <i>CBHE-approved mission</i>. For purposes of this process, “mission” means the population the institution serves; the level and array of degrees, programs, and services it offers; and any special or unique features; 2. The program will be offered outside the institution’s <i>CBHE-approved service region</i>; 3. The program will require approval from the Higher Learning Commission; 4. The institution will incur substantial costs to launch and sustain the program; 5. The program will include the offering of an engineering degree that falls within the Classification of Instructional Programs (CIP) code of 14; 6. The program will include the offering of a doctoral degree; 7. The program will include the offering of a professional degree; or 8. The program will include the offering of an education specialist degree.
Institution Must Provide	<p>A basic description of the change on forms provided by the MDHE.</p>	<ol style="list-style-type: none"> 1. <i>General information about the proposed program</i>; 2. <i>Certification</i> that the proposal meets the criteria for routine review outlined above; and 3. <i>Certification</i> that the program meets the <i>criteria for all new academic programs</i>. 	<ol style="list-style-type: none"> 1. Evidence the proposing institution has explored the feasibility of collaboration with other institutions whose mission or service region are within the scope of the proposed program. The proposing institution shall provide evidence that it has made a good faith effort to explore the feasibility of collaboration. Evidence should include an explanation for why the collaboration is not feasible, as well as a letter of corroboration from any other institution involved in the discussion of collaboration. 2. <i>General information about the proposed program</i>; 3. <i>Evidence</i> that the offering institution is contributing substantially to the CBHE’s <i>Blueprint for Higher Education</i> and committed to advancing the goals of that plan; 4. <i>Evidence of institutional capacity</i> to launch the program in a high-quality manner, including: <ol style="list-style-type: none"> 4.1. <i>An external review</i> conducted by a team including faculty experts in the discipline to be

	Staff Review	Routine Review	Comprehensive Review
			<p>offered and administrators from institutions already offering programs in the 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;</p> <p>4.2. 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;</p> <p>4.3. 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; and</p> <p>4.4. Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and</p> <p>5. Evidence that the proposed program is needed, including:</p> <p>5.1. Documentation demonstrating that the program does not <i>unnecessarily duplicate</i> other programs in the <i>applicable geographic area</i>;</p> <p>5.2. Evidence indicating that the offering institution has made a good faith effort to explore the feasibility of a <i>collaborative program</i>, and if the institution has chosen not to offer the program in <i>collaboration</i> with another institution, an explanation of the rationale for that choice; and</p> <p>5.3. 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/or letters of support from local or regional businesses indicating need for the program;</p> <p>6. A clear plan to meet the articulated workforce need, including:</p> <p>6.1. Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need section;</p> <p>6.2. Providing students with external learning</p>

	Staff Review	Routine Review	Comprehensive Review
			<p>experiences to increase the probability that they will remain in the <i>applicable geographic area</i> after graduation;</p> <p>6.3. A plan for assessing the extent to which the new program meets that need when implemented.</p>
Process	Proposals subject to the Staff Review process will be reviewed by MDHE staff and reported at the next CBHE meeting. Institutions must report all program changes to ensure that the state program inventory is accurate and complete.	<ol style="list-style-type: none"> 1. MDHE staff review the proposal to determine if the proposed program is eligible for routine review. 2. MDHE staff post the proposal for public review and comment, along with staff's recommendation to approve the program provisionally. 3. [The final draft policy framework will describe the CBHE approval process in more detail. MDHE staff intend to discuss process changes with the CBHE that would reduce the total time required for approval of a new degree proposal under the routine review process.] 4. The five-year provisional review process currently in use applies. 	<ol style="list-style-type: none"> 1. MDHE staff and other institutions review the proposal and provide feedback to the offering institution. 2. The offering institution responds to feedback. 3. [New program proposals subject to the comprehensive review process will be reviewed on the timeline currently in place. This will be detailed more thoroughly in the final draft.] 4. If approved, new programs approved under the comprehensive review process must report annually to the CBHE on the number of students completing the program, financial performance of the program, job placement rates of program graduates, success on any applicable licensure exams, and the extent to which the program is meeting the needs it was designed to address.

Terms to be defined:

Applicable geographic area
CBHE-approved mission
CBHE-approved off-site location
CBHE-approved service region
Certification
Change of program title
Collaborative program and collaboration
Combination programs

Comprehensive cost/revenue analysis
Criteria for all new academic programs
Evidence of contribution to CBHE Blueprint
Evidence of institutional capacity
External review
General information about the proposed program
Inactive status
One-year certificate programs

Option
Program deletion
Single-semester certificate programs
Substantive curricular changes to an existing program
Unnecessary duplication/unnecessarily duplicate
Professional Degree



Missouri State[™]

U N I V E R S I T Y

December 2, 2021

Dear Dr. Woody,

Thank you for giving me the opportunity to respond to the letter you received on November 28. Recognizing that the CBHE meeting is less than a week away, I will be brief.

Missouri State University (MSU) seeks only the same treatment on professional doctorates currently afforded to the four University of Missouri campuses.

MSU has demonstrated its ability to offer professional doctorates:

- MSU has offered professional doctorate programs since 2002.
- MSU has awarded more than 1,000 professional doctoral degrees.
- MSU has the second largest enrollment¹ in professional doctoral programs among public universities in the state, trailing only the University of Missouri-Columbia.
- Graduation and employment rates are very high for students completing MSU's professional doctoral programs.

The CBHE has rightfully entrusted University of Missouri – Columbia, UMSL, UMKC, and Missouri S&T to offer professional doctorates following a “routine review” program approval process. Given MSU's record of success in professional doctorates, MSU respectfully requests that the CBHE entrust it in the same way.

The November 28 letter references the 2016 Higher Education System Review Task Force Report. This report must be understood in context.

In 2016, legislation was filed that would remove all statutory prohibitions on doctoral programs. The legislation proved controversial, and leadership in the General Assembly instructed the Department of Higher Education to collaborate with public universities and other stakeholders to propose an alternative.

The department convened a task force, held meetings throughout 2016, and the task force developed the report. That report was presented to the General Assembly. Legislation was drafted, hearings were held, and floor debate and amendments occurred. SB 807 was ultimately signed into law.

Likewise, changes to 6 CSR 10-4.010 were drafted and promulgated through a formal rulemaking process.

¹ Excluding the programs set out in 6 CSR 10-4.010(9)(C)(3) that MSU is barred from offering.



Missouri State[™]

U N I V E R S I T Y

SB 807 and 6 CSR 10-4.010 differ somewhat from the language of the Task Force Report. This is because the issue wasn't resolved merely when the task force issued its report. The Task Force Report is not the final document laying out the terms of the "agreement." SB 807 and 6 CSR-4.010 are the final documents laying out the terms of the "agreement."

These laws rightly stop short of requiring that MSU put all doctoral programs through a comprehensive review process—forever and always. Such an inflexible requirement would leave the CBHE without the necessary tools to manage the evolving landscape of degree programs and workforce development.

Rather, the statutes and rules provide that MSU must put new academic programs through a comprehensive review process only if they fall outside of its CBHE-approved mission. The law also recognizes that a university's mission will change over time.

Much has changed since the task force issued its report in 2016. New professional doctorates at MSU have been approved, and enrollment in those programs has significantly increased. MSU now has the second largest enrollment in professional doctoral programs, and enrollment continues to steadily increase.

The time has come to change MSU's mission to include professional doctorates. This mission change is in the best interest of the citizens of Missouri. It will provide students greater choice and expanded opportunities for professional-degree preparation. It will also broaden the highly-skilled workforce and meet employer needs.

It is important to note that MSU is not seeking to offer PhDs or the first-professional degrees listed in 6 CSR 10-4.010(9)(C)(3). Rather, MSU seeks to have its mission changed—a request that is perfectly appropriate under the applicable laws.

I appreciate the opportunity to respond to the November 28 letter. For the reasons set forth in MSU's proposal and responses to the comments received by MDHEWD, I respectfully request that the CBHE change MSU's mission as proposed.

Sincerely,

Clifton M. Smart, III
President
Missouri State University


OFFICE OF THE PRESIDENT



DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

MEMORANDUM

TO: Members of the Coordinating Board for Higher Education

FROM: Zora Mulligan 
Commissioner

RE: Response to correspondence regarding Missouri State University's request to change its CBHE-approved mission description

DATE: December 3, 2021

I am writing to respond to concerns raised in the University of Missouri System's November 20, 2021, correspondence regarding Missouri State University's request to change its CBHE-approved mission description.

1. Improving the Comprehensive Review Process

The UM System asserts that improving comprehensive review is a better way to address challenges with the process than changing MSU's mission to allow them to use routine review for proposals related to professional doctoral degrees.

DHEWD staff are working to streamline the comprehensive review process, but the improved process will still take substantially more time to complete than routine review. One of the primary purposes of comprehensive review is to provide assurance that institutions have the capacity to offer a new level of degree or a new program that is unlike the programs they currently offer. Steps associated with that assurance are generally the most time-consuming components of the comprehensive review, but because of their importance, they are not likely to be removed from the new streamlined process. They will remain important elements of the review for community colleges seeking to offer bachelor's degrees, other public universities seeking to offer professional doctoral degrees, or other major changes.

Missouri State, however, is in a unique position. Because they have been offering professional doctoral degrees since 2002, they have long-standing experience administering those programs. That experience provides a strong indication that Missouri State will be able to offer quality professional doctoral programs without the additional steps required in the comprehensive review process.

2. Comprehensive Reviews and Institutional Missions

The UM System asserts that approving MSU's request would be inconsistent with the 2016 Higher Education System Review Task Force, which includes the statement, "Approval of the program [through comprehensive review] will be granted as an exception to the institution's state-defined

One team, one vision:

Every Missourian empowered with the skills and education needed for success.

mission and not as a change in the mission. It will not represent a general authorization to grant degrees outside the institution's state-defined mission."

From my perspective, MSU's most persuasive argument is the fact that they offer five professional doctoral programs and have graduated over 1,000 students from those programs. As the following table indicates, four out of their five programs were approved before the 2016 task force report and were not approved through the comprehensive review process. All 1,004 of the students who have graduated from MSU's professional doctoral programs are from the pre-2016 programs.

Professional Doctoral Degrees Offered by MSU	Year of Program Initiation	Fiscal Year of First Graduates	Number of Graduates Since Inception
Doctorate of Audiology (AuD)	2002	2006	147
Doctor of Physical Therapy (DPT)	2005	2008	458
Doctor of Nursing Practice (DNP)	2012	2015	107
Doctor of Nurse Anesthesia Practice (DNAP)	2014	2016	292
Doctor of Defense & Strategic Studies (DDSS)	2020		

Based on this information, the Coordinating Board's consideration of this change is not based on programs approved through comprehensive review – it is based on a much longer-standing trend.

In addition, the language quoted in the UM System's response does not apply squarely to MSU's request. The quoted language would prohibit MSU from offering professional doctoral programs without going through comprehensive review unless their state-approved mission included those programs. If MSU was circumventing the task force language, they would have asserted that they could offer any professional doctorate after their Doctor of Defense & Strategic Studies proposal was approved in 2020 rather than asking the CBHE to update their mission description.

3. A Significant Shift in Higher Education Policy

The UM System notes several concerns in this section.

- a. *Changing MSU's mission would relieve Missouri State of the responsibility to demonstrate alignment with workforce needs.*

If the board grants Missouri State's request, MSU will be required to seek approval of new professional doctoral programs through routine review. Routine review requires institutions to provide a "compelling rationale justifying the need for the program and why the proposing institution is best suited to deliver the program." Although this requirement does not include the words "workforce needs," the language indicates that Missouri State will be required to provide evidence of a compelling local need.

While the UM System is correct in observing that routine review proposals are almost always approved, those proposals are subject to a public comment period that allows institutions and individuals an opportunity to express opinions. The administrative rule that governs routine review provides that the commissioner will only recommend that a program be approved through routine review “[o]nce all concerns have been resolved.”

- b. *The task force report recommended that “Missouri should continue its policy of focusing professional doctoral program capacity at a limited number of universities.”*

First, Missouri State is already among the universities that have professional doctoral program capacity and four of those five programs were approved before the 2016 task force.

Second, approving Missouri State’s request will not create a slippery slope that will end with every public university offering professional doctoral degrees without going through comprehensive review. Currently no other public university outside of the UM System offers a doctoral degree. MSU offered its first professional doctorate 20 years ago. If any other public university slowly builds a track record of offering professional doctoral degrees over the next 20 years, it might be appropriate for the Coordinating Board to consider updating that institution’s mission at that point.

- c. *Allowing MSU to offer more professional doctoral degrees may have a negative impact on the state’s overall investment in higher education.*

Because Missouri does not have a funding formula for higher education, there is generally very little relationship between the programs an institution offers and the amount of state funding it receives. Adding a new program at any level does not guarantee that an institution will receive an increased share of the higher education appropriation. While it is true that some institutions advocate for and receive additional funds to support the development and/or operation of particular programs, to address differences in per-student funding levels, or for capital improvements, that practice began long before Missouri State offered its first professional doctoral degree and will continue long after the board makes a decision on this matter.

Institutions whose programs have been approved through routine review are situated uniquely poorly to engage in such advocacy. Routine review requires institutions to meet criteria including, “[t]he cost to launch the program will be minimal and within the institution’s current operating budget.” This would make it difficult for an institution to seek additional state funding that might otherwise have been appropriated to another institution.

- d. *Changing MSU’s mission would relieve Missouri State of the responsibility to offer programs in collaboration with other institutions.*

I agree that changing MSU’s mission would mean that they are no longer required to seek to offer professional doctoral programs in collaboration with other

institutions, but I believe that the change is warranted by the information in this memo. As indicated in 1 above, Missouri State has already developed expertise in offering professional doctorates. They will still be required to collaborate with other institutions to offer PhDs or first-professional degrees including dentistry, law, medicine, optometry, pharmacy, or veterinary medicine.

It is also noteworthy that Missouri State has exceptionally strong collaborative relationships currently in place, including a pharmacy program offered in collaboration with the University of Missouri-Kansas City, an engineering program offered in collaboration with the Missouri University of Science & Technology, and numerous long-standing and deep-rooted partnerships with community colleges.

- e. *Our state has historically underinvested in the research capacity of our universities.*

This statement is true. It is also important to note that MSU is not seeking to become a research university. State law provides that “[t]he University of Missouri is the state’s only public research university and the exclusive grantor of research doctorates.” An institution that offers professional doctorates is not a research university.

In addition, MSU’s proposed mission description addresses this concern by indicating that the institution offers degrees “appropriate to a teaching institution with a predominately undergraduate student body” and indicating that “Missouri State University does not offer first-professional degrees as defined in 6 CSR 10-4.010(9)(C)(3).”

4. Routine versus Comprehensive Reviews

As explained in 3a above, the UM System’s observations about routine review are correct. The process can, however, provide opportunities for DHEWD staff and stakeholders to raise concerns about routine review proposals and only allows the commissioner to submit such proposals for the board’s approval “once all concerns have been resolved.”

5. Professional versus Research Doctorates

The UM System expresses concern that the line between professional and other doctorates is not always clear.

These concerns can also be addressed through routine review. If a MSU submits a proposal for a program that does not appear to be a professional doctorate, DHEWD staff or institutions can flag the issue and ask MSU to address the concern. The commissioner can only submit such proposals for the board’s approval “once all concerns have been resolved.”

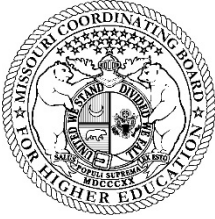
6. Institutional Plans

The UM System expresses concern that MSU’s long-term plans are unknown. If they include modest expansion of professional doctoral programs, MSU could reasonably use the comprehensive review process. If their plans include significant expansion of those programs, the Coordinating Board should consider the potential long-term implications of the change.

This change will have value even if MSU only adds a small number of professional doctoral programs in the near future. They will be able to respond more quickly to changing workforce demand, funding opportunities, and community needs. This is significant, even if only needed occasionally.

In the longer term and bigger picture, the University of Missouri System has continued to grow and thrive since Missouri State began offering professional doctoral degrees in 2002. Graduate and first professional enrollment at universities within the UM System has increased by 33 percent during that time and their total headcount has increased by 50 percent.

Finally, I believe that it is appropriate to recognize that Missouri State and southern Missouri have evolved significantly in the last 20 years. Data from the 2020 Census indicate that Springfield is the state's fastest-growing metro area. Working professionals in the Ozarks should have access to high-quality, relatively affordable, and (for those who prefer it) in-person professional doctoral education. Giving Missouri State flexibility to meet those needs as quickly as possible will be essential as the region responds to the long-term health and economic challenges resulting from COVID-19 and the Great Resignation, which will accelerate as more baby boomers age out of the workforce. It will also allow Missouri State to meet the needs of an increasingly dynamic and economically vital part of the state.



Tab 15

Decennial Community College Redistricting Process Committee Nominations

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Section 178.820.4, RSMo, requires that, every ten years, after publication of the decennial census figures, each community college districts “which contains more than four hundred fifty thousand residents” complete the redistricting process. Section 178.820.4, RSMo, further provides that if a community college fails to complete the redistricting process within one year of publication of the census figures, 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

The U.S. Census Bureau published the required redistricting census data on September 16, 2021. As a result, four community colleges must complete a redistricting plan and receive approval of the plan by the CBHE by the CBHE’s September 2022 regular meeting or else all members of the boards of trustees must run at large in the next election.

All four community colleges adopted resolutions creating the redistricting committee (Attachment A), and submitted the names of five or more individuals for CBHE consideration, of which the CBHE must appoint three to each institution redistricting committee. Biographical information for each college’s candidates are included as attachments.

Crowder College

Name	Political Affiliation	Location
James Armstrong	Undeclared	Pineville, MO
Priscilla Reed	Undeclared	Neosho, MO
Jane Lant	Undeclared	Pineville, MO
Brett Day	Undeclared	Neosho, MO
Lynn Tatum	Undeclared	Pineville, MO

East Central

Name	Political Affiliation	Location
Kurt Voss	Undisclosed	Washington, MO
Ann Schroeder	Undisclosed	Union, MO
Charlie Betz	Undisclosed	Sullivan, MO
Dorothy Schowe	Undisclosed	New Haven, MO
Richard Purschke	Undisclosed	Union, MO

Mineral Area College

Name	Political Affiliation	Location
Lee Thurman	Republican	Farmington, MO
Candy Hente	Independent	Farmington, MO
Heather Garner	Republican	Farmington, MO
Alan Williams	Republican	Bismarck, MO
Pam Ruffin	Democrat	Ironton, MO

St. Louis Community College

Name	Political Affiliation	Location
John Bowman	Democrat	Northwoods, MO
Cheryl Brown	Democrat	St. Louis, MO
Raymond Chandler	Republican	Creve Coeur
Eric Gorham	Independent	St. Louis, MO
Sean Grove	Republican	Fenton, MO
Jan Holloway	Independent	St. Louis, MO
Joan McGivney	Independent	Webster Groves, MO

DHEWD staff have reviewed the candidates' backgrounds and in the interest of providing as much balance to the committee as possible given the information available to it, DHEWD recommends the following individuals for the CBHE's appointment to the redistricting committee:

<p><u>Crowder</u></p> <ul style="list-style-type: none"> • Lynn Tatum • James Armstrong • Brett Day 	<p><u>East Central</u></p> <ul style="list-style-type: none"> • Kurt Voss • Ann Schroeder • Dorothy Schowe
<p><u>Mineral Area</u></p> <ul style="list-style-type: none"> • Alan Williams • Candy Hente • Pam Ruffin 	<p><u>STLCC</u></p> <ul style="list-style-type: none"> • Cheryl Brown • Eric Gorham • Sean Grove

NEXT STEPS

Each impacted community college will convene its respective redistricting committee to begin the redistricting process. Redistricting plans, approved by the redistricting committee, must be submitted to DHEWD on or before August 1, 2022.

RECOMMENDATION

Based on DHEWD's review of the candidates' backgrounds and in the interest of providing balance to the redistricting committee, staff recommend the CBHE vote to appoint those listed above to the redistricting committees of Crowder College, East Central College, Mineral Area College, and St. Louis Community College.

ATTACHMENTS

- A. Redistricting Committee Creation Resolutions
- B. Crowder College Candidate Biographies
- C. East Central Candidate Biographies
- D. Mineral Area College Candidate Biographies
- E. St. Louis Community College Candidate Biographies

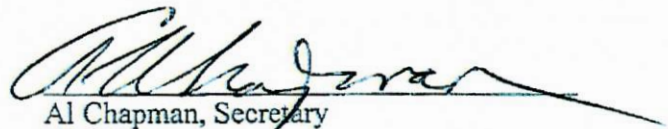
Tab 15 Attachment A
Redistricting Committee Creation Resolutions

RESOLUTION

WHEREAS, Section 178.820 and 178.840 RSMo, 1979, relating to Community College Districts has been enacted by the General Assembly of the State of Missouri; and

WHEREAS, the Board of Trustees of the COMMUNITY COLLEGE DISTRICT OF NEWTON-MCDONALD COUNTIES, MISSOURI (CROWDER COLLEGE), desires by these provisions of said sections to take certain action pursuant to the provisions thereof;

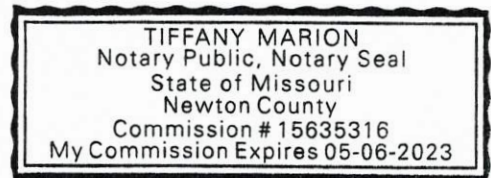
NOW THEREFORE BE IT RESOLVED that the Board of Trustees of the COMMUNITY COLLEGE DISTRICT OF NEWTON-MCDONALD COUNTIES, MISSOURI (CROWDER COLLEGE), pursuant to the provisions of Section 178.820 and 178.840 RSMo, hereby requests the formation of a redistricting committee which shall adopt a redistricting plan specifying the establishment of not less than two or more than six subdistricts compact and contiguous in territory and apportioned on the basis of population in accordance with law.


Al Chapman, Secretary

By action of the Board of Trustees of the COMMUNITY COLLEGE DISTRICT OF NEWTON-MCDONALD COUNTIES, MISSOURI (CROWDER COLLEGE), the above resolution was approved this 30 day of June, 2021.

Notary Public: Tiffany Marion

State of Missouri
County of Newton
Commission Expires: 5-6-2023



Resolution

Whereas, the Junior College District of East Central Missouri is governed by a Board of Trustees; and

Whereas, the Junior College District is divided into three subdistricts, with two trustees residing from each of the subdistricts; and

Whereas, the Revised Statutes of Missouri, 178.820, provide for a redistricting committee to be formed following the publication of each decennial Census of the United States; and

Whereas, the Census was published on September 16, 2021; now

Therefore be it Resolved, that the Board of Trustees of the Junior College District of East Central Missouri authorizes the appointment of a Redistricting Committee, pursuant to R.S.MO. 178.820, for purposes of ensuring substantially equal population within the boundaries of each subdistrict, and requests that the Missouri Coordinating Board for Higher Education appoint three members to the Committee, with three members subsequently appointed by the Board of Trustees. The Committee will be charged with recommending a Redistricting Plan, said plan to be approved by the Board of Trustees of the Junior College District of East Central College and the Missouri Coordinating Board for Higher Education.

Approved this, the Eighth Day of November, of the year Two Thousand and Twenty One.

RESOLUTION

**FOR THE BOARD OF TRUSTEES OF THE
COMMUNITY COLLEGE DISTRICT OF MINERAL AREA
TO REQUEST THE FORMATION OF A
REDISTRICTING COMMITTEE**

WHEREAS, the Board of Trustees have five members representing established subdistricts of the citizens of the taxing district,

WHEREAS, Mineral Area College has voluntarily participated in redistricting the entire time the district has been in existence,

WHEREAS, the Missouri Revised Statutes permit the redistricting of community college districts every ten years,

WHEREAS, the Board of Trustees has received notice from the Commissioner of Higher Education that Community College Districts must initiate the redistricting process within 90 days of the official publication the decennial census figures,

WHEREAS, the decennial census figures are anticipated to be released to the public on October 1, 2021.

THEREFORE, be it resolved that the Board of Trustees of the Community College District of the Mineral Area officially requests from the Department of Higher Education that a redistricting committee be appointed in order to divide the Community College district into a plan specifying not less than four, nor more than six, subdistricts for the purpose of electing trustees.

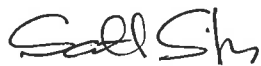
I hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by the Board of Trustees of the Community College District of the Mineral Area at a meeting thereof duly held on the 15th day of July, 2021, by the following vote of the Trustees thereof:

AYES, AND IN FAVOR THEREOF: 4

NOES: 0

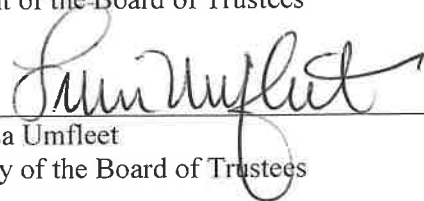
Absent: 2

ATTEST:



Mr. Scott Sikes
President of the Board of Trustees

July 15, 2021
Date



Mrs. Lisa Umfleet
Secretary of the Board of Trustees

7-15-21
Date



Amy McKenna-Jones
Recording Secretary to the Board of Trustees

7-15-21
Date

Redistricting Committee Nominations

Kasey Beaton (Democrat) – Resident of Farmington, Missouri. I have a Bachelor of Social Work from Murray State University and a Master of Divinity from Duke Divinity School. I am a full-time Mom but have previously held positions in the social work field as well as hospice and United Methodist ministry. I serve as the volunteer youth director at Memorial United Methodist Church in Farmington and am active as a volunteer in several other capacities at Memorial.

David Shaw (Republican) – Resident and current mayor of Desloge, Missouri. Attended Flat River Junior College / Mineral Area College in 1965 & 1966. Served in the United States Air force for 25+ years, retired as a Lieutenant Colonel. Served as Central Missouri Field Manager for the St. Louis Chapter of the National Electrical Contractors Association for 16 years where I negotiated Collective Bargaining Agreements with members of the International Brotherhood of Electrical Workers. Holds a Bachelor's Degree in Economics from Inter-American University, San Germain, Puerto Rico. Hold a Master's Degree in Business from Webster College (now University), St. Louis, MO.

Lee Thurman (Republican) – Resident of Farmington, Missouri. Lee Thurman grew up in the Farmington, MO area and has been helping clients with their tax and accounting needs for over 30 years. Lee attended Mineral Area College and then graduated with honors from Southeast Missouri State University, receiving a Bachelor of Science in Business Administration, with an accounting major and a minor in economics. In addition to being a CPA and a member of the state and national associations, he is also a Certified Valuation Analyst (CVA). After graduation, he worked for other accounting firms for 16 years before opening his own practice in 1999. Lee is currently a member of American Institute of CPAs, Missouri Society of CPAs and National Association of Certified Valuation Analysts.

Candy Hente (Independent) – Resident of Farmington, Missouri. She has been on staff at the Farmington Regional Chamber since August 2017 and Executive Director since March 2018. She has worked for, volunteered and networked with many of the local non-profit agencies including the Public Relations Director for the Parkland Pregnancy Resource Center, worked with Young Faith in Christ, St. Francois County Mental Health Board, Hope 4 Autism and St. Francois County Community Partnership, and was a member of the St Francois County Rotary Club. In 2015 the Farmington Regional Chamber of Commerce recognized Candy's contributions with the KFMO/B104 Super Service Award.

Jessie Williams (Independent) – Resident of Farmington, Missouri. Retired instructor for MAC nursing, serving nearly 30 years. Member of the Memorial United Methodist Church.

St. Louis Community College – Redistricting Committee Resolution

WHEREAS, Missouri revised statute section 178.820.2 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;

WHEREAS, St. Louis Community College last participated in redistricting in 2011 and must undergo the redistricting process following the publication of the decennial census figures;

WHEREAS, the Board of Trustees of the Junior College District of St. Louis, St. Louis County, in accordance with Missouri Statute, Section 178.820, must adopt a resolution forming a Redistricting Committee;

RESOLVED, that the Board of Trustees hereby appoints the following people to serve on the St. Louis Community College Redistricting Committee:

1. Alex Berger
2. Alison Gee
3. Wilma Schopp

FURTHER RESOLVED, that the Board hereby approves submission of the following nominees to the Missouri Coordinating Board for Higher Education for its consideration and appointment to the Redistricting Committee:

1. Raymond Chandler
2. Eric Gorham
3. Sean Grove
4. Jan Holloway
5. Joan McGivney

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees, at its July 27, 2021 meeting, on motion duly made, unanimously approved the above resolution.



Anne Adams Marshall
Chair, Board of Trustees

____ July 27, 2021 ____
Date

CERTIFICATION

I, the undersigned, Jessica M. Grove, being the duly qualified Secretary of the Board of Trustees of St. Louis Community College, hereby certify that the document above is a true and correct copy of a Resolution approved by the Board of Trustees at its July 27, 2021 meeting.



Jessica Grove
Secretary of the Board of Trustees

____ July 28, 2021 ____
Date

REDISTRICTING COMMITTEE

St. Louis Community College Appointments (7/27/21)

1. Alex Berger 314-761-6440
8025 Venetian Drive berger_a@sbcglobal.net
Clayton, MO 63105 Democrat

2. Alison Gee
1617 Pennsylvania Avenue Alison.Gee@parentsateachers.org
St. Louis, MO 63104 Democrat

3. Wilma Schopp
1 Chipper Road wilmaschopp@aol.com
Frontenac, MO 63131 Democrat

Nominees Submitted to the Missouri Coordinating Board for Higher Education for Appointment

1. Raymond Chandler 314-853-1415
761 Turrentine Trl. Raymond42c@gmail.com
Creve Coeur, MO 63141 Republican

2. Eric Gorham 314-267-1612
12774 Zachary's Ridge egorham@rejis.org
St. Louis, MO 63127 Unaffiliated

3. Sean Grove 314-366-1531
73 Majestic Ct. sean.grove@mnk.com
Fenton, MO 63026 Republican

4. Jan Holloway 314-651-9566
201 N. Forsyth Blvd. Jholloway2@att.net
St. Louis, MO 63105 Independent

5. Joan McGivney 314-962-0389
346 Tulip Dr. nationrelation@yahoo.com
Webster Groves, MO 63119 Independent

STLCC Redistricting Committee Appointees - Nominees

St. Louis Community College Appointments (7/27/21)

Alex Berger

Alex Berger has been a resident of the St. Louis metropolitan area since 1953, primarily as a resident of Clayton.

Berger is a graduate of Clayton High School and a member of the Hall of Fame of Clayton High School. Berger holds a B.A. degree in American History and Masters Degree in Public Administration from Drake University.

Berger's professional resume is primarily in the Human Resources field. He has extensive executive and professional experience having worked in quasi governmental, for private corporations and with a St. Louis based healthcare organization.

Berger has also served as an Alderman for the City of Clayton, having been elected to 5 three-year terms. During those years, he also participated on numerous Boards within City Government.

Berger currently serves in the Board of Trustee Emeritus role with The Wilson School and was previous a two term President of the Wilson School Board. Berger is presently a Board member of the Cultural Festivals Board of Trustees. Cultural Festivals is responsible for the nationally recognized St. Louis Art Fair. Berger is the President of the Clayton Education Foundation. Berger was previously a Board of Trustees member of the St. Louis Community College Foundation.

Alison Gee

Alison Gee, MPH, is VP of Government and Community Engagement for Parents as Teachers National Center (PATNC). In this role, she monitors and supports Federal and state policy and advocacy work. Alison also oversees the PATNC Show Me Strong Families model affiliate that provides home visits to more than 250 families each year in St. Louis City and north St. Louis County through Federal, state, and private foundation support. She has a 40-year background in advocating for maternal and child health and racial equity.

Alison was previously VP of Public Policy for Planned Parenthood of the St. Louis Region & Southwest Missouri; COO of the Health Policy Institute, a Missouri-based education and advocacy group; and Executive Director of a Washington, D.C.-based, PAC. She worked on initial development and implementation of the Missouri Medicaid Managed Care (MC+) program, and has played a key role in the development, drafting and passage of Missouri state legislation on pre-natal substance use disorder, collaborative practice regulations, and maternal and child health care reform.

Alison is a charter member of the National Association for Family, School, and Community Engagement (NAFSCE), a Court Appointed Special Advocate, a founding member of the MO Immunization Coalition, serves on the Deaconess Foundation Children's Action Council, and is Vice President of PROMO, a Missouri statewide LGBTQ advocacy organization. She received the St. Louis Argus Distinguished Citizen Award in 2011. In a former life, Alison was Chief Shop Steward for SEIU Local 722 in Washington, DC, and lead negotiator on contract renewal for a group of six dialysis units.

Alison lives in St. Louis City with her wife and is the foster-adoptive mother of two adult sons, and grandmother of one.

Wilma Schopp

Before retiring Wilma was a human resources executive and served as the VP & Global Lead of Compensation, Benefits and HR Operations for Monsanto Company (now Bayer), a global \$12 billion biotech and agricultural company employing 24,000 globally. In this role she achieved the following:

- Spearheaded creation of the firm's corporate-wide people strategy as well as the design and implementation of compensation, benefits and HR programs and systems for Monsanto's IPO and spin-off. This impacted 14,000 employees and laid the foundation for significant company growth.
- Worked closely with the Board of Directors to develop a successful corporate total rewards and executive compensation strategy and implementation plan.
- Led due diligence of human resource programs as well as post-acquisition integration ultimately impacting over 40 acquisitions and one-third of the global workforce.

Wilma performed a similar role for Sigma-Aldrich Corporation (now Merck), a technology-based global company with employees in over 35 countries. Before joining Monsanto Wilma held significant human resources roles in several Fortune 500 companies including CIGNA, First Chicago (now JP Morgan Chase) and Johnson Controls. In those companies her leadership contributed in diverse areas such as business partner, staffing, HR systems, EEO and diversity, workforce planning and compensation. She also worked as a regional financial manager.

Education

Wilma earned an MBA at Southern Methodist University in Dallas, a Masters in Industrial Relations from the University of Minnesota in Minneapolis and a BS in Psychology from Iowa State University.

Professional and Personal Activities

Wilma was Board President and a member of the American Benefits Council and led the development of the Council's position regarding health care reform. She also testified on their behalf before House and Senate Committees on compensation and benefits issues. She was a member of the HR Policy Association and mentored HR executives in the non-profit community.

Wilma is a board member for Guardian Angel Settlement Association and the St. Louis Community College Foundation Board (term ending June 2021). She has also been a very active volunteer for St. Vincent de Paul.

Nominees Submitted to the Missouri Coordinating Board for Higher Education for Appointment

Raymond Chandler

Raymond moved to St. Louis from the Kansas City area in 2002 to pursue his law degree at St. Louis University. After graduating he began his legal career as an assistant prosecuting attorney in Cole County and then in St. Charles County. He then went into private practice eventually opening his own law firm in 2017, with he and his partner focusing on Estate Planning and Elder Law.

He has been married to his wife Sarah, a St. Louis native, since 2007. They live in Creve Coeur with their daughter, who attends Bellerive Elementary, and Sarah's mother.

Raymond has been involved in many community organizations, mainly in the political arena, including currently serving on the board of the St. Louis County Pachyderms. In the past Raymond has served as President of both the Maryland Heights Township Republican Club and the Creve Coeur Township Republican Club. He has been a member of the Republican National Lawyers Association. He served as Statewide Chairman of the Missouri Young Republicans. He has served as president of the St. Charles County Bar Association and was selected to the Vision Leadership Program of St. Charles.

Eric Gorham

Mr. Gorham has served as CIO for REJIS since 1998. He joined REJIS in June of 1983 and has been a member of the REJIS team for more than 36 years. Mr. Gorham is responsible for the development, implementation and ongoing support of IT systems and solutions in critical government areas, such as law enforcement, courts, corrections, disaster recovery, Data Center operations, colocation, network services, security, help desk and citizen services. He participates on several committees that oversee the operations of REJIS, which help guide the future direction of the organization.

Mr. Gorham is a founding member of the St. Louis Chapter of the Society for Information Management (SIM) and served as the Chapter's President in 2007. He currently serves as Chair for the SIM National Foundation, as a member of the SIM St. Louis - President's Advisory Council and was the SIM National Chair from 2014 - 2015. Mr. Gorham is a graduate of the SIM Midwest Regional Leadership Forum and in 2006 was selected as one of Computerworld's Premier 100 IT Leaders.

Mr. Gorham supports local community organizations as a member of BackStoppers, The MASTERS and as a Board Member for the St. Louis Community College Foundation. In 2006 he helped found the Gateway to Innovation conference. He has participated on the conference committee since 2006, chaired the conference in 2010, 2011, 2016 & 2021 and is currently an Executive Board Member. In thirteen years, the conference has contributed more than \$2 million dollars back to the St. Louis community supporting technology needs and IT scholarships.

Education:

- Executive MBA, Beta Gamma Sigma (Honor Society for National Schools of Business) - Washington University, St. Louis Missouri, 2013
- CIO Pocket MBA, Boston University School of Management, Boston Massachusetts, 2009
- Bachelor of Science, Organizational Administration - Cum Laude - St. Louis University
- Associate in Applied Science Data Processing - St. Louis Community College at Meramec
- Certificate for Computer Programming and Operations Control Data Institute

Sean Grove

Sean Grove is Associate Director, State Government Affairs and Advocacy at Mallinckrodt Specialty Generics in St. Louis. Grove develops state policy strategies and manages relationships with key stakeholders in the policy making process, with responsibilities that span all 50 states. He serves as a board member of the Missouri Biotechnology Association and is an active participant with the national generic drug trade group, the Association for Accessible Medicines.

Grove has more than 13 years of public policy experience, having served as staff in the Missouri House of Representatives from 2009 to 2015 and as part of the government relations team at St. Louis's BJC HealthCare from 2015 to 2019 before joining Mallinckrodt.

Grove completed his bachelors in International Business from Missouri Southern State University in Joplin and his Master of Public Affairs from the University of Missouri – Columbia. He and his wife

reside in St. Louis with their two daughters.

Jan Holloway

Jan Holloway is Former Senior Vice President, Chief of Staff and Community Relations for Monsanto Company, which delivered a broad range of solutions to farmers to help nourish our growing world. She joined Monsanto in 1984 and held a variety of positions in the information technology organization, including Chief Information Officer, and served as Vice President for Human Resources. Prior to her Monsanto career, she was a Staff Research Associate at Washington University's Center for Air Pollution Impact and Trend Analysis.

Ms. Holloway currently serves on the boards of Raven Industries, Cortex Innovation Community, Technology Entrepreneur Center (T-Rex), Nine PBS, United Way of Greater St. Louis, and is a member of Washington University McKelvey School of Engineering National Council.

She holds a Bachelor of Science degree in Mathematics from Augusta University in Augusta, Georgia, and a Masters of Science degree in Applied Mathematics & Computer Science from Washington University in St. Louis. Jan has been named a St. Louis Business Journal Most Influential Business Woman, YWCA Leader of Distinction, 100 Corporate Women Leaders in STEM, Greater Missouri Community Leader of the Year, Urban League Corporate Leadership Honoree and Washington University Distinguished Alumni.

Joan McGivney

Joan McGivney was first elected to serve as St. Louis Community College Trustee in 2012 to fill a vacancy and then re-elected to serve a six-year term on the board in April 2013. She has served both as chair and vice chair of the board.

McGivney was elected to serve two three-year terms from 1996-2002 on the Webster Groves School Board and also served on the St. Louis County Special School District Governing Council. She was elected to serve on the Webster Groves City Council for four years from 1990-1994, leading committees for the formation of the city's long-range plan and incorporation of recycling. She also served on the committee to pass an \$8 million bond issue for the city's recreation complex and chaired a successful sales tax drive to raise \$23 million for capital improvements.

She was a volunteer tutor for five years with Mentor St. Louis for St. Louis Public Schools and served as a tutor with OASIS tutoring program for several years and as a mentor with Discovery Options. She served on the United Way community investment and neighborhood panels for seven years. She has been involved in community, youth and church activities for 50 years, and was honored as Citizen of the Year by the Webster-Shrewsbury-Rock Hill Area Chamber of Commerce in 2001.

McGivney earned a master's degree in public policy administration from Saint Louis University and a bachelor's degree in public relations and advertising from the University of Missouri. She also earned a graduate certificate in gerontology from University of Missouri - Saint Louis.

She was employed by AT&T for 17 years in various positions as staff and project manager, system analyst and manager in training, planning software evaluation and acquisition. She is a former substitute teacher for the Affton, Bayless and Hancock Place school districts. In the 1990's she was owner of McGivney Games, serving as an entrepreneur who developed, financed and distributed a children's educational game Nation Relation that has been distributed world-wide.

McGivney and her husband Jim have been married for 46 years and have two adult daughters and six grandchildren, two who live in the St. Louis area.



26 July 2021

Zora Mulligan
Commissioner of Higher Education
Coordinating Board for Higher Education
P.O. Box 1469
Jefferson City, MO 65102

RE: Redistricting Committee for Crowder College

Dear Commissioner Mulligan:

As I believe you are aware, on June 28, 2021, the Crowder College Board of Trustees adopted a Resolution, pursuant to Sections 178.820 and 178.840, RSMo, to form a sub-districting committee. I believe that you already have a copy of that Resolution. If not, please let us know and we will forward the Resolution to you.

Also, pursuant to Section 178.820.2, RSMo, the Crowder College Board of Trustees would request that three (3) individuals be appointed by the Coordinating Board for Higher Education to serve on the redistricting committee. We are submitting five (5) names for consideration of the Coordinating Board. The names of those five individuals are as follows:

1. James Armstrong – P.O. Box 513, Pineville, MO 64856
2. Priscilla Reed – 410 Carson Street, Neosho, MO 64850
3. Jane Lant – 845 Elk River Road, Pineville, MO 64856
4. Brett Day – P.O. Box 50, Neosho, MO 64850
5. Lynn Tatum – 208 Oak Ridge Drive, Pineville, MO 64856

Kristin Stokely, General Counsel, has communicated with Glenn Coltharp, the President of Crowder College, requesting biographical information and political affiliation of the five (5) individuals being submitted. Candidly, I do not know the political affiliations of the above five individuals, and I have not asked. All I know about their “political affiliation” is that each loves Crowder College. I will provide a brief biographical background of each individual.

Mr. James Armstrong is a former banker with Cornerstone Bank of Southwest City, Missouri. I believe he recently retired from the bank.

Priscilla Reed is a retired school teacher. Her father was the President of Crowder College for approximately seventeen (17) years. *See *Note Below*

Jane Lant is very involved in all community activities in McDonald County, Missouri. Her husband is Bill Lant. I believe Bill currently serves on the McDonald County Commission. He was a state representative from the McDonald County area for eight (8) years.

**Note - It was Ms. Reed's father-in-law, not father. (KS)*

CROWDER COLLEGE BOARD OF TRUSTEES

417.455.5533 | tiffanymarion@crowder.edu
601 Laclede | Neosho, MO 64850



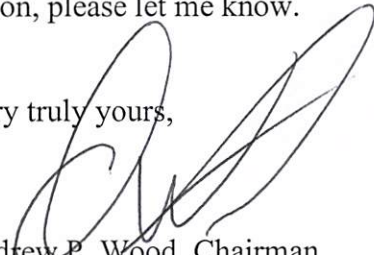
Brett Day is an attorney in Neosho, Missouri. He is married to Judge A. Christine Rhoades, the Circuit Judge serving in Newton County, Missouri. Mr. Day's family has always been involved in Crowder College.

Lynn Tatum is heavily involved in community activities in McDonald County, Missouri. She is a former community college instructor. She is the widow of James Tatum, who was on the original Board of Trustees of Crowder College when Crowder began in 1963. Mr. Tatum passed away last year.

Our committee will be appointing Tami Owens, the County Clerk of Newton County, Missouri, Kimberly Bell, the County Clerk of McDonald County, Missouri, and James Paul, an attorney originally from McDonald County, who now practices in Neosho, Missouri. Ms. Owens and Ms. Bell were both elected as Republicans.

If you have any questions, or need any further information, please let me know.

Very truly yours,



Andrew P. Wood, Chairman
Crowder College Board of Trustees

APW:sb

cc: Kristin Stokely (via email kristin.stokely@dhewd.mo.gov)
Glenn Coltharp (via email glenncoltharp@crowder.edu)

Building a civil, serving, literate, learning community of responsible citizens.

Locations: Neosho | Cassville | Joplin ATTC | McDonald County | Nevada | Webb City

Coordinating Board for Higher Education

Tab 15, Attachment B: Crowder College Candidate Biographies

December 8, 2021

Tab 15 Attachment C

East Central Candidate Biographies

**East Central College
Redistricting Committee Nominees**

Kurt Voss—Attorney at law, Washington. Mr. Voss has served for many years on the East Central College Foundation board of directors. He is very active in the community, serving as president of the Mercy Washington hospital board, past president of the Washington Area Chamber of Commerce, past member of the 353 Redevelopment Corporation, and numerous other boards and committees.

Ann Schroeder—Retired, Union. Ms. Schroeder is an alumna of East Central College. She worked in parks and recreation for many years, including a long tenure as Director of Parks for the City of Union. She also served as an associate commissioner in Franklin County and has long been active in numerous civic organizations.

Charlie Betz—Retired, Sullivan. Mr. Betz is a retired member of the ECC Board of Trustees, including time as president of the board. Prior to his election to the Board of Trustees, he served on the East Central College Foundation board of directors, including time as board chair. He was the owner of Betz Printing in Sullivan and has provided a nursing scholarship for students at East Central.

Dorothy Schowe—Retired, New Haven. Ms. Schowe is retired from East Central College, following a distinguished career that culminated in serving as Director of Public Relations. She is a graduate of East Central and remains involved with the college in various capacities. She most recently served as co-chair of the college's 50th anniversary committee. She has been named a Distinguished Alumni by the Missouri Community College Association, has served on the New Haven School District board of directors, and has been involved in numerous other civic committees and organizations.

Richard Purschke—Business owner, Union. Mr. Purschke is an owner of Purschke Oil and Tire in Union. He has long been active in civic affairs and is a long supporter of East Central College. He was involved in the formation of the original athletics booster club at then East Central Junior College, and remains an avid supporter of the college and its academic and athletic programs.

Tab 15 Attachment D

Mineral Area College Candidate Biographies

Redistricting Committee Nominations

Board Selected Three:

Kasey Beaton (Democrat) – Resident of Farmington, Missouri. I have a Bachelor of Social Work from Murray State University and a Master of Divinity from Duke Divinity School. I am a full-time Mom but have previously held positions in the social work field as well as hospice and United Methodist ministry. I serve as the volunteer youth director at Memorial United Methodist Church in Farmington and am active as a volunteer in several other capacities at Memorial.

David Shaw (Republican) – Resident and current mayor of Desloge, Missouri. Attended Flat River Junior College / Mineral Area College in 1965 & 1966. Served in the United States Air force for 25+ years, retired as a Lieutenant Colonel. Served as Central Missouri Filed Manager for the St. Louis Chapter of the National Electrical Contractors Association for 16 years where I negotiated Collective Bargaining Agreements with members of the International Brotherhood of Electrical Workers. Holds a Bachelor's Degree in Economics from Inter-American University, San Germain, Puerto Rico. Hold a Master's Degree in Business from Webster College (now University), St. Louis, MO.

Jessie Williams (Independent) – Resident of Farmington, Missouri. Retired instructor for MAC nursing, serving nearly 30 years. Member of the Memorial United Methodist Church.

Board Nominated Five for CBHE:

Lee Thurman (Republican) – Resident of Farmington, Missouri. Lee Thurman grew up in the Farmington, MO area and has been helping clients with their tax and accounting needs for over 30 years. Lee attended Mineral Area College and then graduated with honors from Southeast Missouri State University, receiving a Bachelor of Science in Business Administration, with an accounting major and a minor in economics. In addition to being a CPA and a member of the state and national associations, he is also a Certified Valuation Analyst (CVA). After graduation, he worked for other accounting firms for 16 years before opening his own practice in 1999. Lee is currently a member of American Institute of CPAs, Missouri Society of CPAs and National Association of Certified Valuation Analysts.

Candy Hente (Independent) – Resident of Farmington, Missouri. She has been on staff at the Farmington Regional Chamber since August 2017 and Executive Director since March 2018. She has worked for, volunteered and networked with many of the local non-profit agencies including the Public Relations Director for the Parkland Pregnancy Resource Center, worked with Young Faith in Christ, St. Francois County Mental Health Board, Hope 4 Autism and St. Francois County Community Partnership, and was a member of the St Francois County Rotary Club. In 2015 the Farmington Regional Chamber of Commerce recognized Candy's contributions with the KFMO/B104 Super Service Award.

Heather Garner (Republican) – Resident of Farmington, Missouri. Currently the Small Business Development Coach for Southeast Economic Development Fund, Inc (SEED\$) which covers 8 counties in southeast Missouri. As part of East Missouri Action Agency, SEED\$ was created to support entrepreneurs and small business owners in their goals to be successful. Previously I

worked for Congresswoman Jo Ann Emerson as the Farmington District Office Director from 2009 until her retirement in 2013 where my primary responsibility was to build community relations and assist constituents in navigating governmental processes. Over the past 20 years working within the community I have been given the opportunities to be involved with several organizations where I serve on the board including the Farmington Kiwanis, St. Francois Co. Rotary, United Way of St. Francois Co and St. Paul Lutheran School Board of Christian Education.

Alan Williams (Republican) – Resident of Bismarck, Missouri. Lived in Bismarck entire life, retired as a city employee in the water department.

Pam Ruffin (Democrat) – Resident of Ironton, MO (residence lies in MAC taxing district between Bismarck and Farmington). Native of Kentucky. Retired schoolteacher from Bismarck and North County School Districts. 40-year resident of St. Francois County.

STLCC Redistricting Committee Appointees - Nominees

St. Louis Community College Appointments (7/27/21)

Alex Berger

Alex Berger has been a resident of the St. Louis metropolitan area since 1953, primarily as a resident of Clayton.

Berger is a graduate of Clayton High School and a member of the Hall of Fame of Clayton High School. Berger holds a B.A. degree in American History and Masters Degree in Public Administration from Drake University.

Berger's professional resume is primarily in the Human Resources field. He has extensive executive and professional experience having worked in quasi governmental, for private corporations and with a St. Louis based healthcare organization.

Berger has also served as an Alderman for the City of Clayton, having been elected to 5 three-year terms. During those years, he also participated on numerous Boards within City Government.

Berger currently serves in the Board of Trustee Emeritus role with The Wilson School and was previous a two term President of the Wilson School Board. Berger is presently a Board member of the Cultural Festivals Board of Trustees. Cultural Festivals is responsible for the nationally recognized St. Louis Art Fair. Berger is the President of the Clayton Education Foundation. Berger was previously a Board of Trustees member of the St. Louis Community College Foundation.

Alison Gee

Alison Gee, MPH, is VP of Government and Community Engagement for Parents as Teachers National Center (PATNC). In this role, she monitors and supports Federal and state policy and advocacy work. Alison also oversees the PATNC Show Me Strong Families model affiliate that provides home visits to more than 250 families each year in St. Louis City and north St. Louis County through Federal, state, and private foundation support. She has a 40-year background in advocating for maternal and child health and racial equity.

Alison was previously VP of Public Policy for Planned Parenthood of the St. Louis Region & Southwest Missouri; COO of the Health Policy Institute, a Missouri-based education and advocacy group; and Executive Director of a Washington, D.C.-based, PAC. She worked on initial development and implementation of the Missouri Medicaid Managed Care (MC+) program, and has played a key role in the development, drafting and passage of Missouri state legislation on pre-natal substance use disorder, collaborative practice regulations, and maternal and child health care reform.

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Alison lives in St. Louis City with her wife and is the foster-adoptive mother of two adult sons, and grandmother of one.

Wilma Schopp

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Wilma earned an MBA at Southern Methodist University in Dallas, a Masters in Industrial Relations from the University of Minnesota in Minneapolis and a BS in Psychology from Iowa State University.

Professional and Personal Activities

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Wilma is a board member for Guardian Angel Settlement Association and the St. Louis Community College Foundation Board (term ending June 2021). She has also been a very active volunteer for St. Vincent de Paul.

Nominees Submitted to the Missouri Coordinating Board for Higher Education for Appointment

John Bowman

Born July 1, 1956, John Bowman lives in Northwoods where he has resided for over 30 years. Formerly employed by Chrysler Corporation, John retired in 2010 after 31 years. Involved in public service for many years, John was elected as an alderman for the City of Northwoods and state representative for District 70. John sponsored and passed various legislation that included education, women and men's health, seniors and urban renewal issues. The Missouri minimum wage law we use, is language John drafted and sponsored. He was Chairman of the Missouri Legislative Black Caucus, and Executive Director of the Missouri Legislative Black Caucus Foundation. John was selected as a member of the

Minority Business Commission, and served as vice chair of the House committees on education, economic development, and labor. John managed and was successful at winning a highly contested State Senate race in St Louis City where he worked as Chief of Staff from 2008-2012. Next he was Policy Director for a State Senator from Kansas City, MO and Executive Director of Missouri Legislative Black Caucus 2013-2014.

John Bowman is a member of Omega Psi Phi Fraternity, Inc. Upsilon Omega Graduate Chapter, St. Louis, MO. He has been thoroughly immersed in the true Omega spirit through his participation and commitment to our Four Cardinal Principles. He is a very active member of the Fraternity at the Local, District, and International levels. John serves on Upsilon Omega Foundation, Inc. as Vice President, Ways and Means Chairman, (including Grant & Funding sources, Omega Center Restoration, and Mortgage payoff). Chairman of the Annual Youth Leadership Summit, (drafted the plan, budgetary items, presented to District and International Leadership). John was also appointed to the International Committee on Civic Engagement/Voter Registration and Education committee by the Supreme Council. These activities have made a significant impact, positive branding and recognition to the Omega Psi Phi Fraternity, Inc. Upsilon Omega Chapter, through his community service. John's contributions to the chapter include planning, and drafting campaign literature, and advisor to an Upsilon Omega Chapter Brother for his successful bid as 8th District Keeper of Finance.

John organized voter registration and engagement activities in Ferguson MO. Designed GOTV literature, banners, and yard signs for visibility campaign. Contacted, deceased young Michael Brown's family about the Omega Center would be made available to them for the family's repast. John actively participated in helping elect two African Americans to Ferguson's City Council. He provided oversight, payroll, and management of the youth that worked at the Omega Center managing a Youth Summer Jobs Program. John participates in our many community service programs, Charles Drew blood drives, back to school programs; cancer walks Holiday Food, Toy and Clothing Drive each year. Most Thursday's he is volunteering time to Bingo and Center set-up efforts. Often he opens and securely closes up the Omega Center. John was presented the Superior Service Award from Upsilon Omega Chapter, for the year 2014-2015 and Chapter and District Omega Man of the Year 2015-2016 and 2020-2021 Citizen of the year.

A graduate of Fontbonne College (now Fontbonne University) with a Bachelor of Science in business and a Master of Business Administration degree. He also received an Executive Certificate from Harvard University John F. Kennedy School of Government; He also completed a Fellowship from Aspen Institute in Aspen, Colorado. John has received several awards for his service, including the "Legislator of the Year/Spirit of Enterprise award" from the Missouri Chamber of Commerce, NAACP Legislative award, and the Martin Luther King Humanitarian award.

John was elected as a Democratic Delegate to the 2016 and 2020 Democratic National Convention. He was also elected by a 2 to 1 margin over his opponent the same year to become Normandy Township Committeeman. John serves as a Board member for the St Louis County Workforce Development Board.

Currently, John remains very busy as President of S&P Strategies and Solutions LLC., UAW Statewide Apprenticeship Coordinator, and UAW's Lobbyist. John is serving his second year on the St. Louis County NAACP Freedom Fund Leadership Committee. John is currently President of Saint Louis County NAACP.

Cheryl Brown

Summary

Creative, tenacious and well- organized Campaign Field Director with background in national and statewide election campaigns. Experienced in campaign strategic planning. Well Versed in organizing effective campaign teams.

Highlights

- Outstanding speaker
 - Precise Strategist
 - Sharp grasp of issues
 - Capable leader
 - Energetic
 - Dependable
- Exceptional communication Skills
Team Player
Knowledge of Office (ie. Excel, word, PP)

Work Experience

Self -employed Artist Band Manger

Duties

Developed contacts with relevant individuals and organizations, Schedule performances Exceptional Artist Awareness, Managed business and financial affairs such as managing social media employing band members and promotion. Develop contracts with individuals and organizations, created publications for Band such as flyers and scheduled and coordinated performances.

Political Office manager

Successful Campaign Office Manager – Won Prop A Campaign< Won Prob B and Minimum Wage State wide Campaigns

Duties

Responsible for Interviewing , screening , hiring and mentoring qualified candidates for canvasser positions, responsible for managing canvassers productivity and time keeping. Created time keeping methods for payroll and responsible for the execution of payroll. Maintained daily and weekly canvass reports and personnel files. Stocked office and canvass material and supplies. Some experience with Turf cutting and distribution of turf to canvassers.

Maintained office appearance, including light cleaning ang organizing. Maintained Van Driver info that tracked their productivity, gas mileage and payroll. Answered incoming calls and visitors.

Other Work Experience

Convergys – Managed a team of 15 professional

Express Personnel – Avis Operations Manager

Fireman’s Fund Insurance – Licensed Agent

GMAC Insurance – Licensed Agent

Education –

2017 – Lindenwood University Masters Degree in Communications / Human Resources

2011 - Lindenwood University – Business Administration

Organizations

Member NAACP St Louis County Branch

Raymond Chandler

Raymond moved to St. Louis from the Kansas City area in 2002 to pursue his law degree at St. Louis University. After graduating he began his legal career as an assistant prosecuting attorney in Cole County and then in St. Charles County. He then went into private practice eventually opening his own law firm in 2017, with he and his partner focusing on Estate Planning and Elder Law.

He has been married to his wife Sarah, a St. Louis native, since 2007. They live in Creve Coeur with their daughter, who attends Bellerive Elementary, and Sarah's mother.

Raymond has been involved in many community organizations, mainly in the political arena, including currently serving on the board of the St. Louis County Pachyderms. In the past Raymond has served as President of both the Maryland Heights Township Republican Club and the Creve Coeur Township Republican Club. He has been a member of the Republican National Lawyers Association. He served as Statewide Chairman of the Missouri Young Republicans. He has served as president of the St. Charles County Bar Association and was selected to the Vision Leadership Program of St. Charles.

Eric Gorham

Mr. Gorham has served as CIO for REJIS since 1998. He joined REJIS in June of 1983 and has been a member of the REJIS team for more than 36 years. Mr. Gorham is responsible for the development, implementation and ongoing support of IT systems and solutions in critical government areas, such as law enforcement, courts, corrections, disaster recovery, Data Center operations, colocation, network services, security, help desk and citizen services. He participates on several committees that oversee the operations of REJIS, which help guide the future direction of the organization.

Mr. Gorham is a founding member of the St. Louis Chapter of the Society for Information Management (SIM) and served as the Chapter's President in 2007. He currently serves as Chair for the SIM National Foundation, as a member of the SIM St. Louis - President's Advisory Council and was the SIM National Chair from 2014 - 2015. Mr. Gorham is a graduate of the SIM Midwest Regional Leadership Forum and in 2006 was selected as one of Computerworld's Premier 100 IT Leaders.

Mr. Gorham supports local community organizations as a member of BackStoppers, The MASTERS and as a Board Member for the St. Louis Community College Foundation. In 2006 he helped found the Gateway to Innovation conference. He has participated on the conference committee since 2006, chaired the conference in 2010, 2011, 2016 & 2021 and is currently an Executive Board Member. In thirteen years, the conference has contributed more than \$2 million dollars back to the St. Louis community supporting technology needs and IT scholarships.

Education:

- Executive MBA, Beta Gamma Sigma (Honor Society for National Schools of Business) - Washington University, St. Louis Missouri, 2013
- CIO Pocket MBA, Boston University School of Management, Boston Massachusetts, 2009
- Bachelor of Science, Organizational Administration - Cum Laude - St. Louis University
- Associate in Applied Science Data Processing - St. Louis Community College at Meramec
- Certificate for Computer Programming and Operations Control Data Institute

Sean Grove

Sean Grove is Associate Director, State Government Affairs and Advocacy at Mallinckrodt Specialty Generics in St. Louis. Grove develops state policy strategies and manages relationships with key stakeholders in the policy making process, with responsibilities that span all 50 states. He serves as a

board member of the Missouri Biotechnology Association and is an active participant with the national generic drug trade group, the Association for Accessible Medicines.

Grove has more than 13 years of public policy experience, having served as staff in the Missouri House of Representatives from 2009 to 2015 and as part of the government relations team at St. Louis's BJC HealthCare from 2015 to 2019 before joining Mallinckrodt.

Grove completed his bachelors in International Business from Missouri Southern State University in Joplin and his Master of Public Affairs from the University of Missouri – Columbia. He and his wife reside in St. Louis with their two daughters.

Jan Holloway

Jan Holloway is Former Senior Vice President, Chief of Staff and Community Relations for Monsanto Company, which delivered a broad range of solutions to farmers to help nourish our growing world. She joined Monsanto in 1984 and held a variety of positions in the information technology organization, including Chief Information Officer, and served as Vice President for Human Resources. Prior to her Monsanto career, she was a Staff Research Associate at Washington University's Center for Air Pollution Impact and Trend Analysis.

Ms. Holloway currently serves on the boards of Raven Industries, Cortex Innovation Community, Technology Entrepreneur Center (T-Rex), Nine PBS, United Way of Greater St. Louis, and is a member of Washington University McKelvey School of Engineering National Council.

She holds a Bachelor of Science degree in Mathematics from Augusta University in Augusta, Georgia, and a Masters of Science degree in Applied Mathematics & Computer Science from Washington University in St. Louis. Jan has been named a St. Louis Business Journal Most Influential Business Woman, YWCA Leader of Distinction, 100 Corporate Women Leaders in STEM, Greater Missouri Community Leader of the Year, Urban League Corporate Leadership Honoree and Washington University Distinguished Alumni.

Joan McGivney

Joan McGivney was first elected to serve as St. Louis Community College Trustee in 2012 to fill a vacancy and then re-elected to serve a six-year term on the board in April 2013. She has served both as chair and vice chair of the board.

McGivney was elected to serve two three-year terms from 1996-2002 on the Webster Groves School Board and also served on the St. Louis County Special School District Governing Council. She was elected to serve on the Webster Groves City Council for four years from 1990-1994, leading committees for the formation of the city's long-range plan and incorporation of recycling. She also served on the committee to pass an \$8 million bond issue for the city's recreation complex and chaired a successful sales tax drive to raise \$23 million for capital improvements.

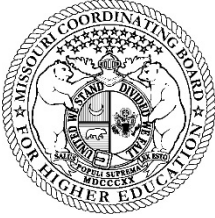
She was a volunteer tutor for five years with Mentor St. Louis for St. Louis Public Schools and served as a tutor with OASIS tutoring program for several years and as a mentor with Discovery Options. She served on the United Way community investment and neighborhood panels for seven years. She has been involved in community, youth and church activities for 50 years, and was honored as Citizen of the Year by the Webster-Shrewsbury-Rock Hill Area Chamber of Commerce in 2001.

McGivney earned a master's degree in public policy administration from Saint Louis University and a

bachelor's degree in public relations and advertising from the University of Missouri. She also earned a graduate certificate in gerontology from University of Missouri - Saint Louis.

She was employed by AT&T for 17 years in various positions as staff and project manager, system analyst and manager in training, planning software evaluation and acquisition. She is a former substitute teacher for the Affton, Bayless and Hancock Place school districts. In the 1990's she was owner of McGivney Games, serving as an entrepreneur who developed, financed and distributed a children's educational game Nation Relation that has been distributed world-wide.

McGivney and her husband Jim have been married for 46 years and have two adult daughters and six grandchildren, two who live in the St. Louis area.



Tab 16

Academic Program Actions on Provisionally Approved Programs

Coordinating Board for Higher Education
December 8, 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 2016. MDHEWD staff has reviewed each program and recommends the board take the following action:

Table 1: Recommended Approval for Provisionally Approved Programs

Institution	Program Name and Delivery Site (if not main campus)	Program CIP Code	Recommendation
East Central College	C1, AAS Medical Assistant at Rolla North	510801	Full Approval
East Central College	C1, AAS Business	520101	Full Approval
Jefferson College	AFA, Art	500702	Full Approval
Missouri State University	BS, Criminology	450401	Full Approval
Missouri State University	MA, Teaching and Learning at Bentley Administrative Center	131299	Full Approval
Missouri State University	MS, Agriculture	010000	Full Approval
Northwest Missouri State University	BSED, Early Childhood Education	131210	Full Approval
Ozarks Technical Community College	Pre-Pharmacy	512001	Full Approval
St. Louis Community College	AAS, Surgical Technology	510909	Full Approval

Table 2: Recommended Review in Two Years for Provisionally Approved Programs

Institution	Program Name and Delivery Site	Program CIP Code	Recommendation
Missouri State University	EDSp, Teacher Leadership (SETL) at Bentley Administrative Center	131299	Review in Two Years
Missouri State University-West Plains	AAS, Culinary and Hospitality Management	120504	Review in Two Years

**Table 3: Provisionally Approved Programs Deleted or Inactivated
by Institution**

Institution	Program Name and Delivery Site	Program CIP Code	Recommendation
Northwest Missouri State University	MA, Teaching English to Speakers of Other Languages		Deleted by Institution

RECOMMENDATION

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

NO ATTACHMENTS



Tab 17

2021 Equity in Missouri Higher Education Report and Summit

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The Missouri Department of Higher Education & Workforce Development (DHEWD) hosted the state's first Equity in Missouri Higher Education Summit and Hackathon in October 2019. The two-day, in-person event featured two national speakers and had 250 registrants. In 2020, the in-person event was cancelled due to COVID-19. Instead, DHEWD initiated the Bridges to Success Webinar Series, monthly 60-minute webinars to engage constituents and stakeholders around the state to highlight best practices. During equity week October 26-30, 2020, sessions were offered daily. The monthly webinar series continued throughout 2021, and featured presentations from higher education and community partners from across the state and nationally. To date, there were 19 webinars produced, with an average of 70 attendees each month. Both the report and summit series were continued in 2021.

CURRENT STATUS

In 2021, the department published the 2021 Equity in Missouri Higher Education Report: Affordability & Student Voices Series. It highlights student voices and experiences around issues of cost and affordability, drawing on student survey data on affordability and supplemental information from a series of focus groups the department held in 2021. The survey received nearly 10,000 responses from Missouri postsecondary students and was modeled after the California Student Aid Commissions' Student Expenses and Resources Survey (SEARS). Analyzing these data, department staff found that while all demographic groups reported experiencing issues of affordability, there are some groups that appear to be more severely impacted, particularly nonwhite, working age, and low-income students. This report has been planned as a series, with the executive summary being released in concert with the Equity Summit, and additional reports coming out in the upcoming months.

The report series also highlights areas students have identified as barriers to postsecondary success. A majority of students (52.5%) identified the cost of college as one of the biggest obstacles they face, while 46% of students reported having unmet need for tuition and fees and 36% reported unmet need for books and supplies. Roughly half of the respondents struggled with food insecurity; Black students were twice as likely to struggle with food insecurity as their White peers, and roughly one in five low-income students or students with disabilities reported food insecurity. Even when highlighting barriers and voicing frustration with the cost of postsecondary education, many students expressed hope and optimism that their education would be worth it, and would increase the quality of their employment opportunities and overall quality of life.

For the 2021 Equity in Missouri Higher Education Summit, the department hosted a three-day virtual summit, themed "Hear Me, See Me." The summit's theme emphasized the findings of the 2021 Equity in Missouri Higher Education Report which found that affordability issues and cost impact all students, but disproportionately impact students of color and low-income students. The Missouri College Access Network sponsored the summit as well as the department's new conference landing website, eduvents.dhewd.mo.gov. The summit opened with a welcome by Governor Mike Parson and Commissioner Zora Mulligan. It featured four keynote presentations, 18 breakout sessions, and two panel discussions. The keynote presentations featured thought leaders from HCM Strategists and Education Commission of the States, as well as institutional leaders from Northwest Missouri State University and Rust College. The breakout sessions covered varying equity topics to elevate conversations about equity and to highlight best practices. There was a Missouri legislator panel featuring five legislators and a student financial aid panel. There were 354 registered for the summit, an increase of 100 from the inaugural Equity Summit held in person in 2019. Of the registrants, two worked for the federal government; 295 worked for higher education institutions; 15 worked for K-12; three were state legislators; 65 came from the nonprofit sector; 41 worked in state government; and four were students. While most of the registrants were from Missouri, there were 23 who live out of state.

NEXT STEPS

DHEWD staff will continue the momentum developed during the past three years by hosting a fourth Equity in Missouri Higher Education Summit in October 2022.

ATTACHMENT

- Equity in Missouri Higher Education Report



2021

EQUITY

IN MISSOURI HIGHER EDUCATION REPORT

For too many students, paying for postsecondary education is a delicate balance. Oftentimes, one slight disturbance or change in that balance can result in ripples that cascade into other areas. The following example represents the plight of many Missouri college students:

AN ASPIRING EDUCATOR EXPERIENCED ISSUES OF FOOD INSECURITY, WHICH CAUSED HIM TO LOSE HIS ATHLETIC SCHOLARSHIP AND RESULTED IN LOSING HIS ON-CAMPUS LIVING ARRANGEMENTS. WITHOUT A VEHICLE TO COMMUTE TO CAMPUS, HE HAD TO RELY ON PUBLIC TRANSPORTATION OR FRIENDS TO GET BACK AND FORTH TO SCHOOL AND WORK, INCREASING THE DIFFICULTY OF ATTENDING CLASSES AND MAINTAINING GRADES TO GRADUATE AND MEET THE REQUIREMENTS TO BECOME A TEACHER.

Affordability & Student Voices Series



As this example illustrates, it is difficult to engage in an examination of enrollments and degree completions without discussing the ways that cost and affordability impact the postsecondary experience and the circumstances students must navigate during their academic journey.

Since 2019, the Missouri Department of Higher Education & Workforce Development (MDHEWD) has released an annual *Equity in Missouri Higher Education Report*, identifying equity gaps and disparities across postsecondary education. Previous equity reports focused on three main themes: access to, progress through, and successful outcomes of postsecondary education. This year's edition of the Equity Report will be released as a series of smaller reports highlighting student voices and experiences (like the one in the example), focusing on cost and affordability – an element of the postsecondary experience that affects every stage of the journey. The central finding of this equity report is that **affordability issues and cost impact all students, but there are certain groups that are more distinctly disadvantaged than others, particularly students of color and low-income students.** Even when evaluated alongside other barriers and responsibilities, both personal and professional, the cost of college is overwhelmingly cited as one of the largest barriers students struggle to overcome.

Overview of Past Reports

The first equity report, published in 2019, focused on access and progress metrics – primarily by analyzing enrollment and retention trends, and comparing these data to Missouri’s census profile using American Community Survey (ACS) data. This report found that inequities exist for students of color, low-income students, and first-generation students in academic preparation, type of postsecondary institution attended, and in retention rates. **The second report**, released in fall 2020, focused on postsecondary attainment and completion, as well as workforce outcomes for recent graduates. While Missouri’s overall attainment rate and earnings for recent graduates has increased since 2011, these gains have not been equal for all populations across the state,

with many gaps persisting or increasing over time for the same demographic groups identified in the first equity report.

Research finds that education has both public and private benefits, and is a driver for personal gain and fulfillment, broader economic productivity, and societal betterment. However, what happens when the vehicle for mobilizing that public good prices more and more students out of higher education? Who will make the decision to pursue a degree before entering the workforce when many worry that doing so may cripple them with debt? These are some of the pressing questions that guide this series of reports on affordability and cost.



“ WHEN I MADE TOO MUCH MONEY FOR PELL GRANTS, I WAS LIKE, ‘OKAY, I CAN’T AFFORD THIS. WHAT CAN WE DO? ARE THERE ANY OPTIONS?’ AND THEY WERE LIKE, ‘WELL, YOU CAN DROP OUT. HERE’S HOW YOU DO THAT.’ THERE WAS JUST... THERE WAS NO HELP. ”



Methodology

In fall 2020, MDHEWD disseminated a qualitative survey to students specifically to gather information regarding the experience of paying for school. The Missouri survey, modeled after the Student Expenses and Resources Survey (SEARS) distributed by the California Student Aid Commission, had 9,921 respondents and asked a variety of questions about student expenditures for higher education. Additionally, this survey captured a wider array of demographic categories than MDHEWD’s student record level data files (EMSAS). This survey included fields that allowed respondents to self-identify as having a disability, indicate Pell or Access Missouri grant receipt (previously only Pell eligibility could be determined, not whether students actually received the funding), and self-report the receipt of benefits such as SNAP.

The overall demographic profile of the survey respondents, with the exception of gender, is fairly representative of Missouri’s demographic profile. Similar to enrollment data, roughly three in four respondents were traditionally college-

age students, while one in four were adult learners. However, low-income students were slightly over-represented in the survey; almost 40 percent of respondents were recipients of either the Pell grant or the Access Missouri grant, which are used as proxies of low-income status. Additionally, roughly one in five respondents reported receiving some kind of food assistance, while slightly less than five percent of respondents self-identified as being on SNAP benefits. While previous equity reports did not contain information regarding disability, slightly more than one in eight respondents self-reported having a disability. Respondents who were categorized as having unmet financial need to pay for college were more likely to be Black, more likely to have a disability, and more likely to be an adult learner.

Not only were respondents able to voice their experiences and frustrations in the survey, they were also given the opportunity to do so in great detail and at length during a series of focus groups that the department hosted in spring 2021. The stories and experiences of those students added a much-needed layer of texture and detail to the survey findings.

Impact of COVID-19



Due to the impact of the COVID-19 pandemic, and the continuing issues stemming from it, the department decided to make this a qualitative report to better understand the complex issues facing students today. The information for this report series is primarily from the student perspective, which allows for the unique opportunity to hear directly from those affected.

Some impacts on students were positive. Many participants explained that because of the flexibility of online education during the start of the pandemic, they decided to return to college. One focus group participant in particular noted that, because more of the class materials and resources were available online, it became much easier to stay on top of lectures while either working or tending to other responsibilities. Other students, due to decreased work hours or unemployment caused by the pandemic, decided to enroll in school to secure a brighter future.

Other students, however, detailed financial hardships brought on by the pandemic. One first-generation student mentioned that her family helped pay for school, but when one parent lost a job during the pandemic, the financial situation became more difficult. An international student explained that she worked full-time for three years to come to college in the U.S. and planned to work while enrolled to help cover living expenses. But, she recounted, “we [international students] can’t work outside campus, so... I was working in the computer lab [on campus] before COVID, and because of COVID everything was shut down, and I lost my job. This semester is my last semester and I will graduate in May, but this last year, because of COVID, it was very hard for me.”



**SCHOLARSHIPS
CAN MAKE
MAINTAINING A**

**STEADY PACE AND GRADES
MORE DIFFICULT BECAUSE
THEY ADD A LOT OF FACTORS
TO PERFORMANCE, NAMELY
REQUIREMENTS TO CONTINUE
RECEIVING SCHOLARSHIPS.
THESE PEOPLE WHO RELY ON
SCHOLARSHIPS TO PAY FOR
COLLEGE HAVE A HANDICAP OF
HAVING TO MAINTAIN A STEADY
LOAD AT ALL TIMES BECAUSE IF
THEY FALL BEHIND THEY COULD
LOSE THEIR SCHOLARSHIP
ENTIRELY, OR HAVE TO PAY FOR
THE CLASSES THEMSELVES-
COMPLETELY VOIDING THE POINT
OF GETTING THE SCHOLARSHIP
IN THE FIRST PLACE. TOO MANY
SCHOLARSHIPS ARE LIKE THIS.
EVEN THE BIG ONES. ””**

Outline of Affordability Report Series



The structure of this report is inherently different from previous versions of the *Equity in Missouri Higher Education Report*. First, it draws on a different and unique data source and prominently features the voices of students. Second, this report is broken up into a series of smaller publications, which will be released over the next several months, and will highlight the impact of cost and affordability on students' access to, progress through, and success in higher education. By highlighting the issues

that students struggle with on a day-to-day basis, such as paying for books and balancing school and work responsibilities, this affordability report series aims to contextualize the holistic student experience in the same terms that the previous reports used to highlight the disparities in student academic outcomes. Time and time again, students brought up common themes of food insecurity, feeling disillusioned that college would be worth it in the end, and frustration with student loans and the student financial aid process.

Access



There are many considerations students have to make before deciding what college or university to attend; the future report on access will focus on those financial considerations. The *2019 Equity in Missouri Higher Education* report demonstrated that not all students receive the same academic preparation for postsecondary education, and the same holds true for financial preparation for college. Some students had multiple, in-depth conversations with high school counselors on how to pay for and afford college, while others had only a cursory conversation, if at all. Families sometimes played an important role in helping students think about how to afford college, while in other situations families encouraged students to attend without really talking about how to pay for it. One student described her family as “definitely not planners,” and when she graduated from high

school said, “they’re like, ‘Oh, you’re going to college like in a few months, I guess we should figure out how to pay for that.’ So needless to say, it was not a very organized process, there was not a lot of funding from my family at that time, so it was kind of a scramble to figure out loans, additional scholarships.”

Regardless of the quantity or quality of conversations around affordability, students consistently explained that cost and financial aid packages were a large factor in deciding where to attend. As one student explained, cost “really was the deciding factor for where I could go, because after I got the financial aid summary from my dream school that I really wanted to go to, I realized that I was never gonna be able to afford anything unless I got an actual full-ride scholarship.”

“Cost really was the deciding factor for where I could go, because after I got the financial aid summary from my dream school that I really wanted to go to, I realized that I was never gonna be able to afford anything unless I got an actual full-ride scholarship.”

“ REPUTABLE SCHOLARSHIPS CAN BE REALLY HARD TO FIND. I THOUGHT THERE WOULD BE MORE OPPORTUNITIES, BUT A LOT OF ‘SCHOLARSHIPS’ YOU FIND ONLINE SEEM TO BE MORE LIKE RAFFLES OR YOU HAVE TO DO ESSENTIALLY FREE WORK FOR A CORPORATION JUST TO BE CONSIDERED. ”

Many students find the Free Application for Federal Student Aid (FAFSA) process to be a significant obstacle, and have trouble navigating it. Because the FAFSA plays a crucial role in determining student eligibility for state and institutional aid, as well as federal student aid, the impact of the related barriers can be substantial. This is especially true for first-generation and low-income students. Eligibility for federal aid is currently based on the student’s expected family contribution (EFC), calculated through a complex formula established in federal statutes. However, many students voiced frustration with the process, saying the formula does not take into account certain family situations, such as parents who are uninvolved in their child’s lives, as well as feeling discouraged by the bureaucratic weight of the process. In addition, many students are confused by the EFC, assuming incorrectly that is the amount of funding they will be required to pay out of pocket.

Students also expressed frustration with the way FAFSA calculates aid eligibility. One student, who is also a parent, vented, “FAFSA is a joke. My [two] daughters [are] also in college and we each qualify for a different amount of government subsidized loans. They say we can afford more than we make.” Another student expressed concern that the FAFSA calculations are based on information from two years in the past (prior-prior year tax information) and therefore does not reflect current circumstances. For example, one of the ways a student can qualify for an automatic EFC of \$0 is if their parents received any means-tested federal benefit programs (SNAP, TANF, Medicaid, etc.). Since the calculation is based on a previous year, it does not account for changes within the last two years – a prescient concern given the degree to which the COVID-19 pandemic has upended so many lives. While institutions have the flexibility to make adjustments, commonly called a professional judgement, many families do not know to ask and, because of federal regulations, many institutions are reluctant to make those adjustments except in the most extreme situations.

Progress

Students encounter a large number of costs, beyond just tuition and fees, as they progress through their educational journey. These include cost of living and transportation, along with food and educational supplies. There is also the cost of time, as many students balance working and attending school. Roughly 56 percent of the survey respondents reported being employed. Of those employed students, 27.4 percent reported working more than one job. Responses from the survey indicate that low-income students are much more likely to be employed while attending college (71 percent) when compared to their peers (54 percent). Additionally, roughly 11 percent of respondents reported working full time, with 13.5 percent of low-income students and 15 percent of Black students working full time.

Respondents were asked to self-report both the costs of living expenses (housing, groceries, transportation, etc.) and how much impact those expenses had on their ability to finance their education. Respondents were asked to evaluate both how burdensome various costs were to their lives, and to self-report on their perceived ability to have their needs met. Overwhelmingly, the cost of tuition and books was listed as the biggest obstacle to student success even when evaluated alongside other stressors such as work and family responsibilities. Students expressed frustration with not only the many fees they are required to pay, but also trying to figure out what the fees were actually for.

“I go weeks without food and buying groceries because I pay my rent so I won’t get evicted. I eat at work and when I don’t work, I drink coffee to trick my stomach into thinking it is full.”

“FOR WHATEVER REASON, MY SCHOOL HAS FLAGGED ME EACH SEMESTER FOR POTENTIAL FRAUD BECAUSE OF WHATEVER MY FAFSA SAYS, OR SOMETHING SAYING THAT BECAUSE MY FAMILY MAKES THIS AMOUNT OF MONEY, I SHOULD BE ABLE TO AFFORD [EVERYTHING]... AND IT’S LIKE, ‘NO, LIVING PAYCHECK TO PAYCHECK OVER HERE.’”

Food insecurity is an issue many students face, with far-reaching consequences for progress through higher education. Over half of the survey respondents reported not being able to afford balanced meals, and almost half reported that they were worried whether food would run out before being able to buy more. Disabled Missourians, Missourians on SNAP benefits, non-white Missourians, and Missourians receiving Pell and Access Missouri grants were the most likely groups of students to report being food insecure.

Success



The perceived value of a college education is one of the chief driving forces for students to pursue higher education, even in light of the costs involved. There was a pervasive worry among the students that participated in the survey and the focus groups that the time and money they were investing into their college experience might not end up being worthwhile. Of the survey respondents, 38.5 percent reported taking out some form of student loans. Unsurprisingly, low-income students were nearly twice as likely to take out student loans (54 percent) compared to their higher-income peers (29 percent), while Black and Hispanic students are slightly more likely to take out loans.

National data on student loan debt highlights the impact on the cost and affordability of higher education. [EducationData.org](https://www.educationdata.org), compiling data from sources such as the National Center for Education Statistics (NCES) and the World Bank, provides the following overview on the state of national student debt:

- Student debt in the U.S. totals \$1.73 trillion and grows six times faster than the national economy
- The average public university student borrows \$30,030 to attain a bachelor's degree
- The student loan debt growth rate outpaces the rise in tuition costs by 353.8 percent
- First-generation students are twice as likely to report they are behind in making student loan payments
- Almost half of student aid recipients are financially independent

The burden and worry of student debt can often be directly related to the schools attended and the types of programs students pursue – which can impact the income increase students can expect as a result of pursuing higher education. For many students, they may be priced out of quality postsecondary programs for which they qualify academically, and that would set them up for professional success. This is what one of the focus group participants had to say about this phenomenon:

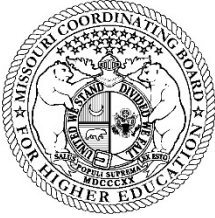
“I wanted to study neuroscience, and the school I wanted to go to has this really amazing neuroscience program and a lot of opportunities for undergrad students to do research, and I was just really excited. But then I couldn’t afford it at all, and the institution I’m at now doesn’t have a neuroscience program, so I just have to do psychology instead, which is kind of close, but it’s also a lot different, so it changed the field that I have to go into.”

Conclusion: Meet the students

It would be impossible to share these insights into the struggles students encounter as they progress through their higher education experience without the voices so generously lent to the department. Both the survey and the focus group sessions provided the department with lived experience that has not been captured in prior equity reports. As the series progresses, readers will meet more students from a diverse array of backgrounds. From these testimonials, this series of reports builds as true-to-life a retelling as possible of the positives and negatives of these student experiences. The students express frustration, but also demonstrate tenacity. Students recount tales of almost insurmountable odds, but also enduring hope in the midst of their circumstances.

In addition to drawing attention through student testimonials, this series of reports begins a conversation among higher education stakeholders regarding how to make these stories significantly less common. Students should not go hungry to finance their education, and yet many of them are. Students should not need to actively wonder if their decision to pursue a college degree will permanently cripple them with debt, but many of them do. It's the department's hope and goal that these affordability reports will influence both institutional and state-wide financial aid policy to be more student friendly. By elevating students' experiences, the department hopes to make the case to higher education stakeholders across the board that increasing student supports is in the best interest of all.





Tab 18 Fall Enrollment Report

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The intent of this item is to present information regarding enrollment trends at Missouri's public and comprehensive independent colleges and universities. The attachment includes several tables displaying enrollment figures reported by sector and institution.

There are separate tables for full-time equivalent (FTE) enrollment and enrollment based on headcount. Full-time equivalent enrollment is generally based on 15 credit hours for undergraduate students, 12 credit hours for graduate students, and varies by institution and program for professional students. Headcount enrollment counts the total unduplicated number of students enrolled at each institution at fall census date.

CURRENT STATUS

Fall 2021 enrollment declined again at the sector and state levels, but total full-time equivalent enrollment at the state level declined at the slowest rate (-2.5 percent) since fall 2015 to 2016, and about a third of all public and comprehensive independent institutions saw increases from fall 2020. Total first-time degree-seeking FTE undergraduate students at public institutions are down 3.5 percent since 2020 and 15.7 percent since 2016, but public Missouri high school graduates are predicted to increase slightly in the mid-2020s before leveling off again later in the decade. Non-traditional students have been declining as a percentage of total FTE in recent years; they were 18.4 percent of total FTE in fall 2021, down from 19.7 percent in 2016 and 24.6 percent in 2011.

Within sectors, fall 2021 FTE enrollment at public community and technical colleges declined 2.6 percent in the past year, and 18.6 percent since fall 2016. Public two-year headcount declined 1.7 percent in the past year, and 20.2 percent since fall 2016.

Public university FTE declined 2.6 percent in the past year, and 14.6 percent since fall 2016. Public four-year headcount declined 0.4 percent in the past year, and 11.1 percent since fall 2016. Headcount at comprehensive independent institutions declined 3.2 percent from fall 2020, and 20.6 percent since fall 2016. Independent FTE declined 2.3 percent in the past year, and 14.3 percent since 2016.

Overall, headcount at public and comprehensive independent institutions is down 1.6 percent from fall 2020 and 16.6 percent since fall 2016. Statewide FTE decreased 2.5 percent in the past year and 15.4 percent since fall 2016.

DHEWD staff continue to monitor changes in student demographics in comparison to the overall student population. At public institutions (two- and four-year), total FTE declined 2.6 percent from 2020, and 15.9 percent from 2016. Since 2020, however, Black/African-American FTE declined 4.4 percent, White student FTE declined 4.3 percent, Hispanic/Latino/a FTE increased 4.7 percent, and students whose race/ethnicity was other or unknown (including multi-racial students) increased 7.3 percent. Traditional age (-2.6 percent) and non-traditional students (age 25-64, -2.8 percent) also declined since 2020, but at a rate very comparable to the overall student population. Non-traditional students made up 18.4 percent of total student FTE, which was identical to their share in 2020, but down slightly from 19.7 percent in 2016. Students from rural Missouri (-4.2 percent) declined at a greater rate than urban student FTE (-3.6 percent) from fall 2020. Students whose geographic origin was unknown or outside Missouri increased by 2.7 percent.

DHEWD staff also monitor other data sources as predictors and comparative benchmarks for Missouri fall enrollment. Last year, Missouri resident FAFSA filing and enrollment reporting from the National Student Clearinghouse tracked relatively closely to fall enrollment reporting to the DHEWD by public and comprehensive

independent institutions. This year, they were less correlated. Total FAFSAs filed by Missouri residents were down 13.4 percent as of mid-October, and first-time students were down 16.8 percent. The National Student Clearinghouse reported Missouri's total headcount enrollment was down 4.4 percent from fall 2020. Additional institutions will report fall enrollment data to IPEDS later in the spring. It will bear watching the extent to which enrollment changes vary from 2020 across institutions and sectors.

CONCLUSION

Colleges and universities continue to navigate the COVID pandemic and demographic challenges in Missouri and the Midwest, although high school graduates and the state's overall population are predicted to be largely stable in the near term. The impact on institutions and sectors may be uneven, given indicators from FAFSA filing and the National Student Clearinghouse. IPEDS fall enrollment data, collected later in the spring, will provide a broader picture.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Fall 2016-2021 Enrollment Tables

Tab 18 Attachment
Fall 2016-2021 Enrollment Tables

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2016 - 2021
PUBLIC INSTITUTIONS

		2016	2017	2018	2019	2020	2021	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	5,434	4,959	4,521	4,398	4,197	3,982	-5.1%	-11.9%	-26.7%
	East Central College	2,966	2,897	2,629	2,649	2,593	2,657	2.5%	1.1%	-10.4%
	Jefferson College	4,692	4,439	4,431	4,196	3,735	3,672	-1.7%	-17.1%	-21.7%
	Metropolitan Community College	18,138	16,788	16,351	15,770	13,085	13,874	6.0%	-15.1%	-23.5%
	Mineral Area College	4,173	3,700	2,885	2,640	2,411	2,282	-5.4%	-20.9%	-45.3%
	Missouri State University - West Plains	1,941	1,918	1,869	1,951	1,920	1,960	2.1%	4.9%	1.0%
	Moberly Area Community College	5,004	4,865	5,174	4,834	4,862	4,492	-7.6%	-13.2%	-10.2%
	North Central Missouri College	1,722	1,841	1,855	1,746	1,599	1,644	2.8%	-11.4%	-4.5%
	Ozarks Technical Community College	13,255	12,688	12,217	11,758	11,236	10,553	-6.1%	-13.6%	-20.4%
	St. Charles Community College	6,755	6,563	6,269	6,363	6,014	5,702	-5.2%	-9.0%	-15.6%
	St. Louis Community College	19,052	18,835	18,157	17,294	15,206	14,910	-1.9%	-17.9%	-21.7%
	State Fair Community College	5,138	4,786	4,728	4,284	3,927	3,783	-3.7%	-20.0%	-26.4%
	State Technical College	1,227	1,256	1,471	1,724	1,927	2,023	5.0%	37.5%	64.9%
	Three Rivers College	3,505	3,226	3,076	2,965	2,753	2,685	-2.5%	-12.7%	-23.4%
Sector Subtotal	93,002	88,761	85,633	82,572	75,465	74,219	-1.7%	-13.3%	-20.2%	
Public Four-Year	Harris Stowe State University	1,470	1,442	1,716	1,630	1,400	1,210	-13.6%	-29.5%	-17.7%
	Lincoln University	2,738	2,619	2,478	2,436	2,012	1,794	-10.8%	-27.6%	-34.5%
	Missouri Southern State University	6,205	6,170	5,989	5,586	5,036	4,346	-13.7%	-27.4%	-30.0%
	Missouri State University	23,537	23,696	23,697	23,450	23,502	22,926	-2.5%	-3.3%	-2.6%
	Missouri University of Science & Technology	8,833	8,883	8,601	8,088	7,642	7,241	-5.2%	-15.8%	-18.0%
	Missouri Western State University	5,377	5,551	5,684	5,413	4,902	4,386	-10.5%	-22.8%	-18.4%
	Northwest Missouri State University	6,530	6,337	6,855	7,102	7,262	7,868	8.3%	14.8%	20.5%
	Southeast Missouri State University	11,791	11,437	11,038	10,603	9,984	9,838	-1.5%	-10.9%	-16.6%
	Truman State University	6,364	6,260	5,842	5,222	4,655	4,225	-9.2%	-27.7%	-33.6%
	University of Central Missouri	13,988	12,333	11,487	11,229	9,959	10,530	5.7%	-8.3%	-24.7%
	University of Missouri-Columbia	33,239	30,844	29,843	30,014	31,089	31,401	1.0%	5.2%	-5.5%
	University of Missouri-Kansas City	16,936	16,372	16,375	16,388	16,147	16,003	-0.9%	-2.3%	-5.5%
	University of Missouri-St. Louis	16,989	16,715	16,441	15,988	13,874	15,189	9.5%	-7.6%	-10.6%
Sector Subtotal	153,997	148,659	146,046	143,149	137,464	136,957	-0.4%	-6.2%	-11.1%	
Statewide Totals - Publics		246,999	237,420	231,679	225,721	212,929	211,176	-0.8%	-8.8%	-14.5%

TRENDS IN FTE ENROLLMENT, FALL 2016 - 2021
PUBLIC INSTITUTIONS

		2016	2017	2018	2019	2020	2021	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	3,175	3,024	2,838	2,743	2,678	2,529	-5.6%	-10.9%	-20.3%
	East Central College	1,896	1,854	1,738	1,677	1,642	1,725	5.1%	-0.7%	-9.0%
	Jefferson College	3,042	2,934	2,879	2,734	2,430	2,407	-0.9%	-16.4%	-20.9%
	Metropolitan Community College	10,669	10,274	10,045	9,786	8,530	8,718	2.2%	-13.2%	-18.3%
	Mineral Area College	3,386	2,911	2,158	1,921	1,732	1,652	-4.6%	-23.4%	-51.2%
	Missouri State University - West Plains	1,243	1,197	1,127	1,124	1,084	1,065	-1.8%	-5.5%	-14.3%
	Moberly Area Community College	3,242	3,161	3,264	3,083	3,139	2,858	-9.0%	-12.4%	-11.8%
	North Central Missouri College	1,060	1,113	1,131	1,081	1,014	1,054	3.9%	-6.8%	-0.6%
	Ozarks Technical Community College	8,440	8,167	7,889	7,674	7,428	6,988	-5.9%	-11.4%	-17.2%
	St. Charles Community College	4,491	4,408	4,216	4,312	4,223	4,054	-4.0%	-3.8%	-9.7%
	St. Louis Community College	11,223	11,152	10,614	10,056	8,935	8,616	-3.6%	-18.8%	-23.2%
	State Fair Community College	3,241	2,978	2,932	2,715	2,500	2,364	-5.4%	-19.4%	-27.1%
	State Technical College	1,226	1,242	1,467	1,710	1,866	2,007	7.6%	36.8%	63.7%
	Three Rivers College	2,460	2,245	2,096	2,022	1,926	1,816	-5.7%	-13.4%	-26.2%
Sector Subtotal	58,794	56,660	54,394	52,638	49,127	47,853	-2.6%	-12.0%	-18.6%	
Public Four-Year	Harris Stowe State University	1,251	1,254	1,523	1,453	1,179	1,062	-9.9%	-30.3%	-15.1%
	Lincoln University	2,160	2,035	1,899	1,848	1,575	1,415	-10.2%	-25.5%	-34.5%
	Missouri Southern State University	4,869	4,859	4,682	4,295	3,875	3,242	-16.3%	-30.8%	-33.4%
	Missouri State University	18,375	18,544	18,195	17,464	17,014	16,098	-5.4%	-11.5%	-12.4%
	Missouri University of Science & Technology	7,456	7,448	7,235	6,724	6,345	5,945	-6.3%	-17.8%	-20.3%
	Missouri Western State University	3,991	4,074	4,155	3,955	3,579	3,120	-12.8%	-24.9%	-21.8%
	Northwest Missouri State University	5,495	5,316	5,594	5,740	5,781	5,948	2.9%	6.3%	8.2%
	Southeast Missouri State University	9,174	9,000	8,519	8,350	7,969	7,764	-2.6%	-8.9%	-15.4%
	Truman State University	5,505	5,482	5,098	4,507	3,944	3,509	-11.0%	-31.2%	-36.3%
	University of Central Missouri	10,532	9,468	8,852	8,437	7,566	7,699	1.8%	-13.0%	-26.9%
	University of Missouri-Columbia	28,720	26,632	25,357	25,344	26,266	26,621	1.4%	5.0%	-7.3%
	University of Missouri-Kansas City	11,814	11,579	11,424	11,335	11,073	10,909	-1.5%	-4.5%	-7.7%
	University of Missouri-St. Louis	9,788	9,683	9,487	9,199	8,277	8,428	1.8%	-11.2%	-13.9%
Sector Subtotal	119,130	115,374	112,020	108,651	104,443	101,760	-2.6%	-9.2%	-14.6%	
Statewide Totals - Publics		177,924	172,034	166,414	161,289	153,570	149,613	-2.6%	-10.1%	-15.9%

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2016 - 2021
INDEPENDENT INSTITUTIONS

	2016	2017	2018	2019	2020	2021	1-year Change	3-year Change	5-year Change	
Indp Two-Year	Wentworth Military Academy ^a	908	**	**	**	**	**	**	**	
	Sector Subtotal	908	**	**	**	**	**	**	**	
Independent Four-Year	Avila University	1,710	1,676	1,626	1,527	1,413	1,376	-2.6%	-15.4%	-19.5%
	Central Methodist University - CGES	4,483	4,199	3,433	3,821	3,429	3,244	-5.4%	-5.5%	-27.6%
	Central Methodist University - CLAS	1,093	1,060	1,148	1,145	1,141	1,143	0.2%	-0.4%	4.6%
	College of the Ozarks	1,522	1,508	1,565	1,546	1,489	1,478	-0.7%	-5.6%	-2.9%
	Columbia College ^b	16,430	13,504	12,097	9,920	8,347	6,767	-18.9%	-44.1%	-58.8%
	Cotley College	288	270	277	256	283	303	7.1%	9.4%	5.2%
	Culver-Stockton College	1,095	1,134	1,068	1,010	1,006	932	-7.4%	-12.7%	-14.9%
	Drury University ^c	3,569	3,359	1,729	1,741	1,691	1,615	-4.5%	-6.6%	-30.5%
	Drury University - CCPS			1,481	1,279	1,024	864	-15.6%	-41.7%	
	Evangel University	1,821	2,112	2,111	2,300	2,185	2,129	-2.6%	0.9%	16.9%
	Fontbonne University	1,526	1,390	1,290	1,199	1,112	955	-14.1%	-26.0%	-37.4%
	Hannibal-LaGrange University	1,103	972	874	805	740	1,167	57.7%	33.5%	5.8%
	Lindenwood University ^d	10,749	10,010	9,473	8,389	7,374	6,992	-5.2%	-26.2%	-35.0%
	Maryville University	6,828	7,689	9,139	10,013	10,979	10,599	-3.5%	16.0%	55.2%
	Missouri Baptist University	5,732	5,488	5,313	5,309	4,855	4,970	2.4%	-6.5%	-13.3%
	Missouri Valley College	1,808	1,820	1,869	1,769	1,675	1,773	5.9%	-5.1%	-1.9%
	Park University	10,866	10,795	11,243	11,319	10,084	8,634	-14.4%	-23.2%	-20.5%
	Rockhurst University	2,845	3,039	3,134	2,980	3,683	3,600	-2.3%	14.9%	26.5%
	Saint Louis University ^e	16,485	14,458	14,438	12,799	12,229	13,474	10.2%	-6.7%	-18.3%
	Southwest Baptist University	3,656	3,551	3,325	3,280	3,039	2,709	-10.9%	-18.5%	-25.9%
	Stephens College	949	862	756	661	622	593	-4.7%	-21.6%	-37.5%
	Washington University	15,047	15,303	15,852	16,191	15,449	16,973	9.9%	7.1%	12.8%
	Webster University	14,224	12,883	11,638	9,966	8,239	6,745	-18.1%	-42.0%	-52.6%
	Westminster College	856	767	717	658	609	654	7.4%	-8.8%	-23.6%
	William Jewell College	997	933	808	739	751	805	7.2%	-0.4%	-19.3%
	William Woods University	2,076	2,212	2,240	2,153	2,109	1,730	-18.0%	-22.8%	-16.7%
	Sector Subtotal	127,758	120,994	118,644	112,775	105,557	102,224	-3.2%	-13.8%	-20.0%
	Statewide Totals - Independents									
	128,666	120,994	118,644	112,775	105,557	102,224	-3.2%	-13.8%	-20.6%	
Statewide Totals - ALL INSTITUTIONS										
	375,665	358,414	350,323	338,496	318,486	313,400	-1.6%	-10.5%	-16.6%	

a) Wentworth Military Academy closed following the 2016-17 academic year.

b) Columbia College switched term structures in 2016 to allow year round classes.

c) Drury University split its institutional reporting in 2018. Percentage change figures for Drury University include the College of Continuing Professional Studies (CCPS).

d) Lindenwood University changed from continuous / program enrollment reporting to academic year / census date reporting in fall 2015

e) In Fall 2017, Saint Louis University moved its census date up therefore capturing significantly fewer dual credit students. Also, the students from Spain campus were excluded in accordance with IPEDS guidelines.

TRENDS IN FTE ENROLLMENT, FALL 2016 - 2021
INDEPENDENT INSTITUTIONS

		2016	2017	2018	2019	2020	2021	1-year Change	3-year Change	5-year Change
Indp Two- Year	Wentworth Military Academy ^a	480	**	**	**	**	**	**	**	**
	Sector Subtotal	480	**	**	**	**	**	**	**	**
Independent Four-Year	Avila University	1,390	1,366	1,330	1,267	1,183	1,150	-2.8%	-13.5%	-17.3%
	Central Methodist University - CGES	2,062	2,493	1,814	2,002	1,773	1,717	-3.2%	-5.3%	-16.7%
	Central Methodist University - CLAS	1,113	1,084	1,172	1,124	1,173	1,183	0.9%	0.9%	6.3%
	College of the Ozarks	1,716	1,660	1,718	1,655	1,616	1,869	15.7%	8.8%	8.9%
	Columbia College ^b	9,288	7,690	6,855	5,600	4,837	4,016	-17.0%	-41.4%	-56.8%
	Cottey College	295	276	282	259	285	303	6.3%	7.4%	2.7%
	Culver-Stockton College	1,055	1,095	1,035	984	972	880	-9.5%	-15.0%	-16.6%
	Drury University ^c	2,811	2,812	1,599	1,593	1,532	1,449	-5.4%	-9.4%	-28.5%
	Drury University - CCPS			1,031	859	685	561	-18.1%	-45.6%	
	Evangel University	1,723	1,792	1,788	1,907	1,826	1,921	5.2%	7.4%	11.5%
	Fontbonne University	1,217	1,125	1,049	1,006	945	795	-15.9%	-24.2%	-34.7%
	Hannibal-LaGrange University	895	834	730	692	608	772	27.0%	5.8%	-13.7%
	Lindenwood University ^d	8,372	7,797	7,465	6,467	5,886	5,488	-6.8%	-26.5%	-34.4%
	Maryville University	4,605	5,245	6,150	6,695	7,290	7,026	-3.6%	14.2%	52.6%
	Missouri Baptist University	2,978	2,839	2,872	2,875	2,618	2,577	-1.6%	-10.3%	-13.5%
	Missouri Valley College	1,481	1,495	1,544	1,514	1,472	1,568	6.5%	1.6%	5.9%
	Park University	5,715	5,823	6,338	6,526	5,894	5,087	-13.7%	-19.7%	-11.0%
	Rockhurst University	2,311	2,415	2,439	2,273	2,822	2,719	-3.6%	11.5%	17.7%
	Saint Louis University ^e	11,824	11,208	11,174	10,809	10,706	11,021	2.9%	-1.4%	-6.8%
	Southwest Baptist University	2,876	2,797	2,702	2,635	2,483	2,201	-11.4%	-18.5%	-23.5%
	Stephens College	864	798	714	640	611	578	-5.4%	-19.0%	-33.1%
	Washington University	13,966	14,296	14,825	15,184	14,508	16,024	10.4%	8.1%	14.7%
	Webster University	8,519	7,848	7,158	6,407	5,408	4,517	-16.5%	-36.9%	-47.0%
	Westminster College	864	757	714	657	606	640	5.6%	-10.4%	-25.9%
	William Jewell College	1,021	950	816	746	757	800	5.7%	-2.0%	-21.6%
	William Woods University	1,416	1,459	1,445	1,331	1,271	1,034	-18.6%	-28.4%	-27.0%
	Sector Subtotal	90,377	87,954	86,759	83,707	79,767	77,896	-2.3%	-10.2%	-13.8%
Statewide Totals - Independents		90,857	87,954	86,759	83,707	79,767	77,896	-2.3%	-10.2%	-14.3%
Statewide Totals - ALL INSTITUTIONS		268,781	259,988	253,173	244,996	233,337	227,509	-2.5%	-10.1%	-15.4%

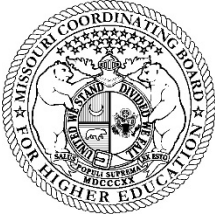
a) Wentworth Military Academy closed following the 2016-17 academic year.

b) Columbia College switched term structures in 2016 to allow year round classes.

c) Drury University split its institutional reporting in 2018. Percentage change figures for Drury University include the College of Continuing Professional Studies (CCPS).

d) Lindenwood University changed from continuous / program enrollment reporting to academic year / census date reporting in fall 2015

e) In Fall 2017, Saint Louis University moved its census date up therefore capturing significantly fewer dual credit students. Also, the students from Spain campus were excluded in accordance with IPEDS guidelines.



Tab 19

English Language Proficiency Report

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Missouri universities with graduate programs regularly assign teaching assistantships to international students. Section 170.012, RSMo, requires all graduate students who did not receive both their primary and secondary education in a nation or territory in which English is the primary language to be tested for their ability to communicate orally in English in a classroom setting. The institutions are required to provide data every two years on the number and language background of all graduate teaching assistants (GTAs) and must provide a copy of the institution's policy for selection of GTAs.

CURRENT STATUS

The Missouri Department of Higher Education & Workforce Development surveyed all public universities requesting the information outlined in [170.012, RSMo](#). All institutions responded with the appropriate data for the 2019 and 2020 academic years (Attachment).

Highlights for the reporting period include:

- Ten public universities awarded teaching assignments to graduate students
- The total number of GTAs at public universities decreased in both AY2019 and AY2020. While the decrease in 2020 may be due in part to COVID-19, the total number of GTAs has been decreasing steadily since its peak in 2016. Interestingly, the number of non-native English speaking GTAs, while also lower than 2016, has been slowly increasing and now comprise approximately 30% of all GTAs (see Attachment).
- The largest number of GTAs were enrolled at the University of Missouri – Columbia, which boasted 50.9 percent of all GTAs in Missouri in both AY2019 and AY2020.

While all institutions are required to submit biennial reports to the board, the effectiveness of programs for nonnative English speakers with graduate teaching assistantships is monitored at the institutional level. Missouri's public four-year institutions that assign teaching assistantships to nonnative English speakers have met all the statutory requirements.

RECOMMENDATION

This is an information item only. The statute that requires the collection of this information does not require DHEWD to take any additional steps.

ATTACHMENT

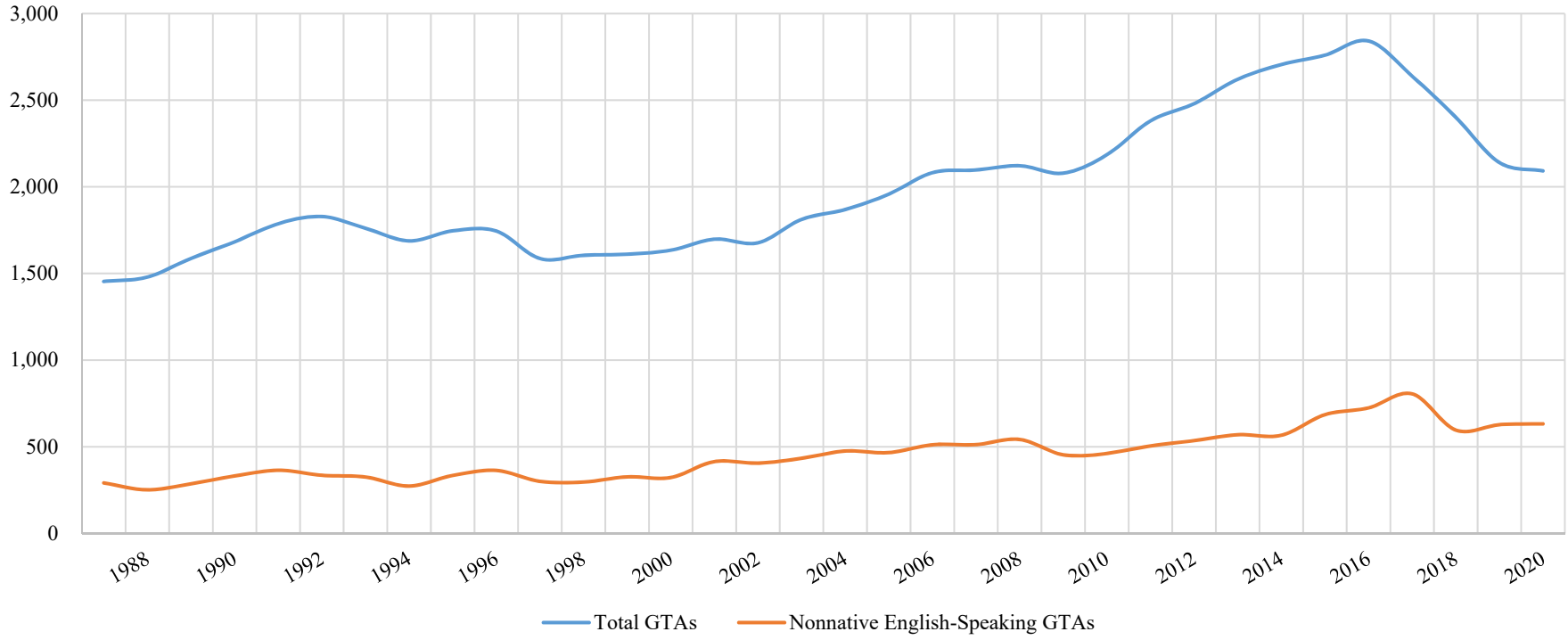
- Results of Biennial Institution Survey on Graduate Teaching Assistants

Tab 19 Attachment
Results of Biennial Institution Survey on Graduate Teaching Assistants

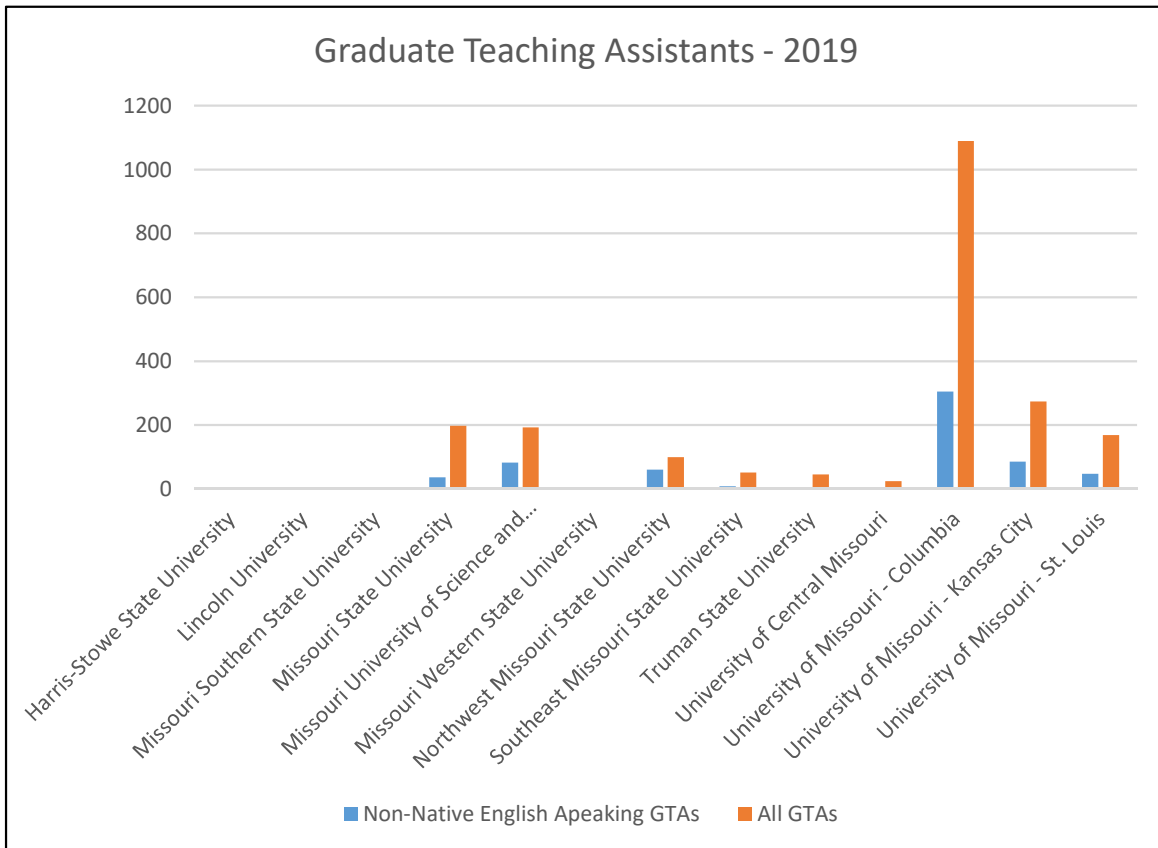
Report on English Language Proficiency of Graduate Teaching Assistants

Year	Total	Nonnative English-Speaking GTAs	NNE GTA Percent of Total
2020	2,094	634	30.28%
2019	2,142	629	29.37%
2018	2,402	596	24.81%
2017	2,639	805	30.50%
2016	2,842	724	25.48%
2015	2,760	685	24.82%
2014	2,706	566	20.92%
2013	2,621	569	21.71%
2012	2,480	535	21.57%
2011	2,381	505	21.21%
2010	2,185	461	21.10%
2009	2,079	453	21.79%
2008	2,122	542	25.54%
2007	2,097	512	24.42%
2006	2,082	511	24.54%
2005	1,958	466	23.80%
2004	1,869	475	25.41%
2003	1,812	433	23.90%
2002	1,677	405	24.15%
2001	1,698	414	24.38%
2000	1,634	322	19.71%
1999	1,611	326	20.24%
1998	1,605	296	18.44%
1997	1,586	300	18.92%
1996	1,745	363	20.80%
1995	1,746	334	19.13%
1994	1,688	273	16.17%
1993	1,761	325	18.46%
1992	1,829	335	18.32%
1991	1,787	364	20.37%
1990	1,682	331	19.68%
1989	1,587	286	18.02%
1988	1,479	251	16.97%
1987	1,454	291	20.01%

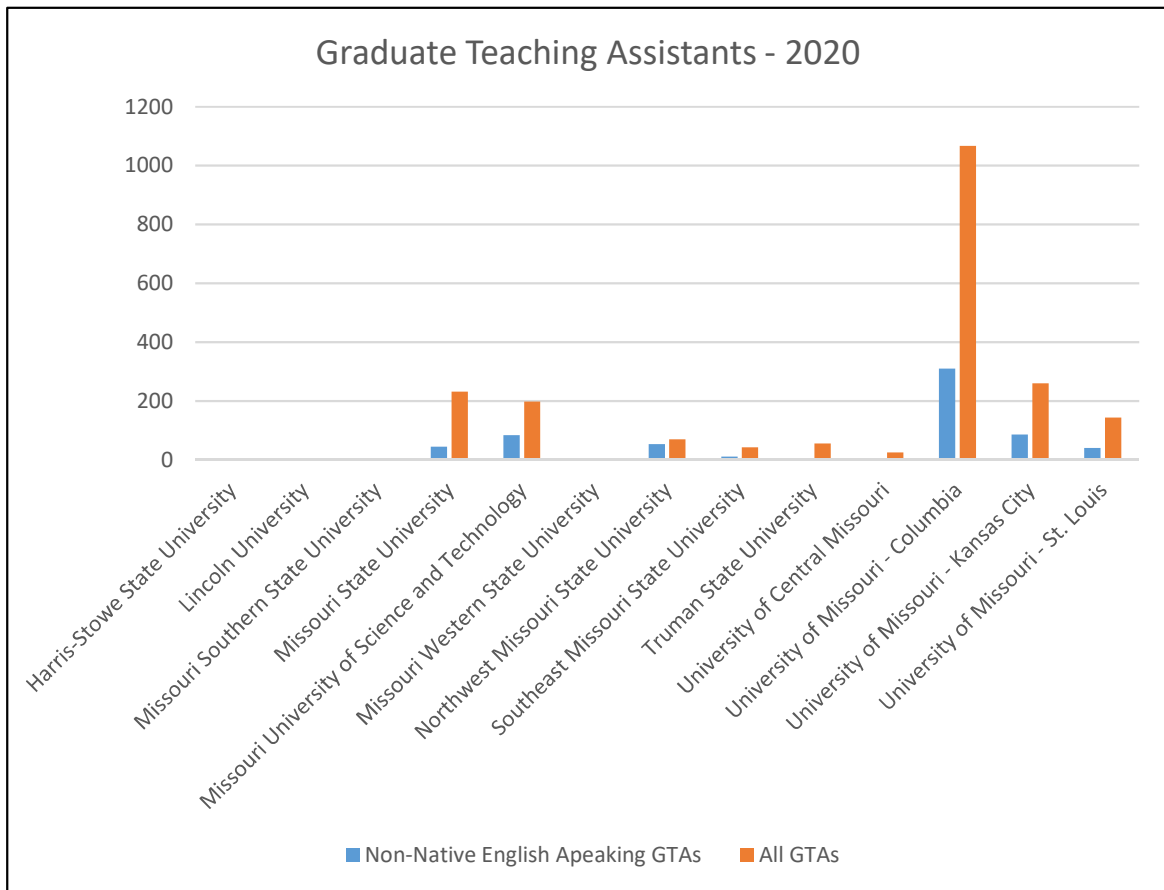
Graduate Teaching Assistants at Missouri Public Universities, 1987 - 2020



AY2019		
School	Non-Native English Apeaking GTAs	All GTAs
Harris-Stowe State University	0	0
Lincoln University	0	0
Missouri Southern State University	0	0
Missouri State University	36	197
Missouri University of Science and Technology	82	192
Missouri Western State University	2	2
Northwest Missouri State University	60	99
Southeast Missouri State University	8	51
Truman State University	3	45
University of Central Missouri	2	24
University of Missouri - Columbia	304	1,089
University of Missouri - Kansas City	85	273
University of Missouri - St. Louis	47	168
Total	629	2,140



AY2020		
School	Non-Native English Apeaking GTAs	All GTAs
Harris-Stowe State University	0	0
Lincoln University	0	0
Missouri Southern State University	0	0
Missouri State University	45	232
Missouri University of Science and Technology	84	198
Missouri Western State University	2	2
Northwest Missouri State University	53	70
Southeast Missouri State University	11	42
Truman State University	2	55
University of Central Missouri	1	25
University of Missouri - Columbia	310	1,066
University of Missouri - Kansas City	86	260
University of Missouri - St. Louis	40	143
Total	634	2093



Institution - GTA Policy for non-native English speaking students

Harris-Stowe State University - No graduate teaching assistants

Lincoln University - No graduate teaching assistants

Missouri Southern State University - The institution requires proof of English language proficiency by earning a minimum passing score on one of five exams including the TOEFL iBT, Pearson's Test of English, and the iTEP.

Missouri State University - In accordance with RSMo § 170.012, graduate students who have not lived in the United States and/or did not receive both their primary and secondary education where English was the primary language must receive a cultural orientation, successfully complete one semester of graduate studies at Missouri State University, and demonstrate proficient use of English required in a classroom setting in order to qualify for graduate assistantships with teaching assignments at Missouri State University. Specific procedures for meeting these requirements are provided by the Graduate College.

Missouri University of Science and Technology - A student must be admitted as a graduate student, earned at least a bachelor's degree, and have documented competence in the area where they are applying as a Teaching Assistant. Any graduate student who did not receive both his primary and secondary education in a nation or territory in which English is the primary language may not serve in a teaching appointment during their first semester of enrollment. In addition, the student must demonstrate English proficiency, as defined in RSMo § 170.012.

Missouri Western State University - No graduate teaching assistants

Northwest Missouri State University - International students who did not complete both their primary and secondary education in a nation or territory in which English is the primary language must have completed one semester of in-residence graduate work and successfully complete the Speaking Proficiency English Assessment Test (SPEAK) before they can be appointed as a Graduate Teaching Assistant or as a Graduate Tutor. A first term international student may apply for research or administrative assistantships if they have the skills required in the job description. Contact the Graduate Office for information about the SPEAK Test.

Southeast Missouri State University - Students who did not receive their primary and secondary education in a nation or territory in which English is the primary language are not allowed to teach in their first semester if they have not previously attended a Missouri public institution. For an exception to be granted by the Provost, the student must demonstrate exceptional oral English language skills through recent exam scores (less than two years from teaching start date).

Truman State University - Graduate students who have not received both primary and secondary education in a nation or territory in which English is the primary language, cannot teach during their first semester. In order to teach after that time, the student must pass an English Proficiency exam. Truman requires a minimum overall score of: •79 for TOEFL (iBT) •6.0 for IELTS •100 for Duolingo

University of Central Missouri - The International Teaching Assistantship Review Team, assesses all international graduate students' language proficiency. Applicants with a score of 55 on the SPEAK test fully meet the English proficiency requirements of UCM and may teach independently in a TA position. Applicants with a score of 50-54 on the SPEAK test partially meet the proficiency requirements and may provide limited independent instruction. Successful completion of an additional ESL Communication Course is required before or during the first semester of teaching. Applicants who receive a score of less than 53 on the SPEAK are ineligible for TA positions. Score results are sent to the applicant and, if applicable, to the academic department by the English Language Institute. Students who have a current TOEFL iBT score of 94 with a sub-score of 23 on the speaking section (IELTS Academic score 7.0 with a sub-score of 7.0 on the speaking section) are exempt from further testing unless required by the academic department.

University of Missouri - Columbia - Academic departments at the University of Missouri use the promise of teaching assistantships to attract the best prepared students with the greatest potential as teachers and researchers to our campus. Departments and programs set their own admissions policies in the interest of attracting top-quality students: they choose teaching assistants from the top tier of applicants and use teaching assistantships to train them as future faculty as well as to finance their education. Departments work hand-in-hand with ITAP to make sure that international students have had their language assessed and found sufficient for their specific type of teaching assignment, as well as ensuring that these students have attended the required cultural orientation (ONITA.) For the ease of the departments we work with, departmental responsibilities can be accessed on our website at <https://gradschool.missouri.edu/itap-program>

University of Missouri - Kansas City - Attain a qualifying TOEFL or equivalent* score, attend the SGS GTA/GI Cultural Orientation, and obtain a passing score on an oral examination of language comprehension, fluency, vocabulary, pronunciation, and grammar. This is generally a mock lecture presented to a panel of faculty and students.

University of Missouri - St. Louis - At UMSL, each graduate program chooses their GTAs, typically from graduate students enrolled in their graduate program. Typical criteria include GPA (>3.0), knowledge of the content area, experience, and availability. Selections are typically made by the graduate committee of the unit, the department chair, the graduate program director, or some combination of those people.



Tab 20

Proprietary School Certification Program Annual Report

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

Sections 173.600 through 173.618, RSMo, provide authority for the Coordinating Board to issue certificates of approval to operate to proprietary schools, defined as “any person not specifically exempted...which offers or maintains on either a for-profit or not-for-profit basis within the state of Missouri a course or courses of instruction or study...which grants certificates or earned or honorary degrees.” This item provides an overview of the program and provides highlights of the institutions in the sector, the certificates and degrees they offer, and the students they serve.

Initial standards for the establishment of the Proprietary School Certification Program were enacted in 1983. Since inception, the central focus of the program has been consumer protection. This is accomplished through the implementation of standards related to school governance, administrative personnel, faculty qualifications, financial resources, program disclosures, and additional policies required to be provided to students upon request. Schools certified by the department must agree to comply with the established standards and must provide institutional and student level data for staff review and analysis.

Program staff are responsible for oversight activities of school operations to verify students are treated in a fair and equitable manner and receive education and training consistent with the published policies and objectives of the schools. Staff determine compliance through periodic on-site and desktop reviews of school operations allowing staff to provide technical assistance on regulatory issues. The on-site reviews include interviews with faculty, staff, students, and graduates, as well as a review of the school’s student records.

Finally, additional oversight is maintained through the annual renewal process where institutions report on enrollments and completions, graduate employment, and the financial assistance awarded to students. School are also required to submit student level data when students enroll into a program and when they exit a program either through graduation, withdrawal, or dismissal.

CURRENT STATUS

Schools

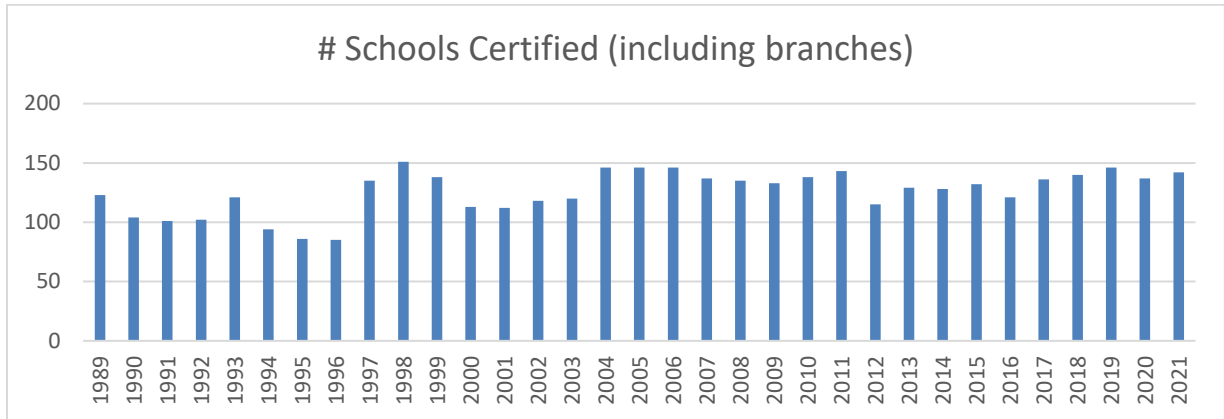
Program staff review three types of applications: certification to operate in Missouri, certification to recruit in Missouri, and exemption from certification standards. The number of schools noted in the following discussion may differ slightly from previous years as some reports included branch locations in Missouri, recruit schools, or focused solely on a school’s main campus in Missouri. It should be noted, the program has a rolling application process, so staff review applications and grant approval or exemption year-round, which may lead to different numbers of institutions reported on different days.

Since 1989, the number of schools certified or exempted in Missouri has slowly increased to the following:

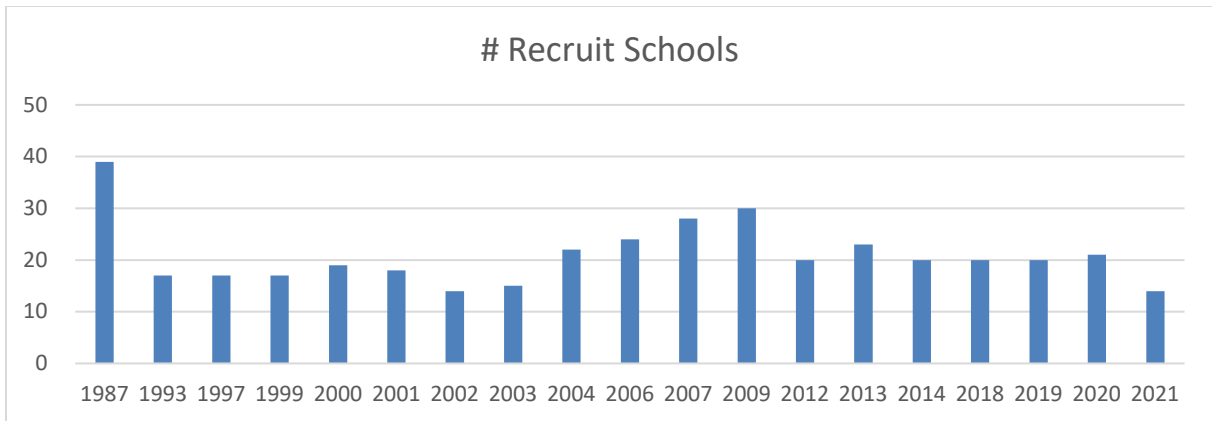
- 126 Certified main institutions
- 16 certified branch institutions
- 13 recruit main institutions
- 1 recruit branch institution
- 332 CBHE-exempted institutions*

**Public, independent, and certain religious institutions are automatically exempted via statute and are not required to submit an application. All other categories must apply for exemption.*

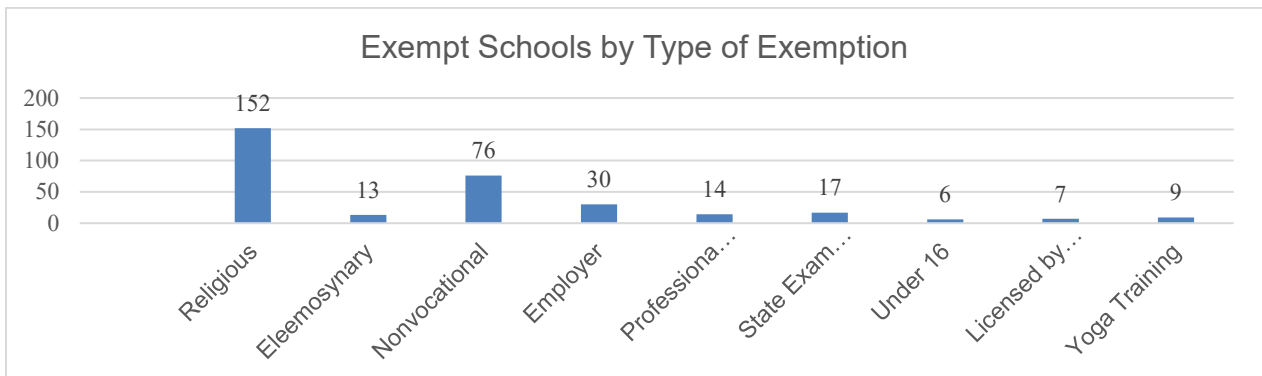
The chart below reveals the cyclical nature of the sector as numbers of certified schools expand and contract to meet demand. We expect the number of Missouri locations to continue to increase through 2022 due in part to the demand for allied health professionals in response to the pandemic as well as the implementation of new federal regulations regarding commercial truck driving.



In contrast, the number of schools certified to recruit in Missouri has steadily decreased to a total of 14. The decline is attributed primarily to the adoption of the State Authorization Reciprocity Agreement (SARA), which allows participating accredited, degree-granting institutions to offer distance education in any member state without obtaining by-state certification. We anticipate this decline to continue as institutions continue to join SARA.



Missouri postsecondary providers may seek exemption from certification statutes. The chart below indicates the category under which Missouri's 324 current providers were exempted.



Since 2015, program staff have been contacting previously exempted institutions to obtain updated personnel and program information and to verify qualifications of the provider to maintain its exempt status. As of October 2021, the Department has renewed or revised 36 provider exemptions and cancelled the exemption for 128 providers who either no longer offered postsecondary programming, who had closed the training location, or who had failed to respond to multiple attempts by staff to contact the provider.

Programs

In FY 2021, certified schools offered 1,155 certificate and degree programs in 36 different career sectors (e.g., the four-digit classification of instructional programs code). The most numerous programs by 4-digit CIP Code were:

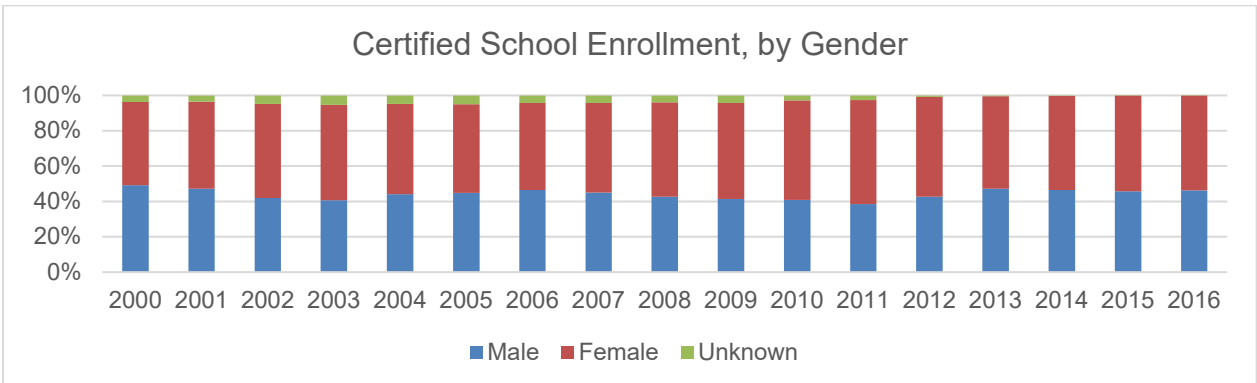
4-Digit CIP Code	Programs in Career Sector	# of Programs
11.10	Computer/Information Technology Administration and Management	73
52.02	Business Administration, Management and Operations	63
48.07	Woodworking	60
32.01	Workforce / Basic Skills Development	59
51.38	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	58
49.02	Ground Transportation	52
51.08	Allied Health and Medical Assisting Services	50
51.07	Health and Medical Administrative Services	43
51.09	Allied Health Diagnostic, Intervention, and Treatment Professions	42
43.01	Criminal Justice and Corrections	35

Of schools that received initial certification to operate in FY 2021, 79% of programs were in the Health Professions and Related Clinical Sciences fields (CIP Code 51), and 9% were in the Computer and Information Sciences and Support Services fields (CIP Code 11) indicating the sector is responding to workforce demand.

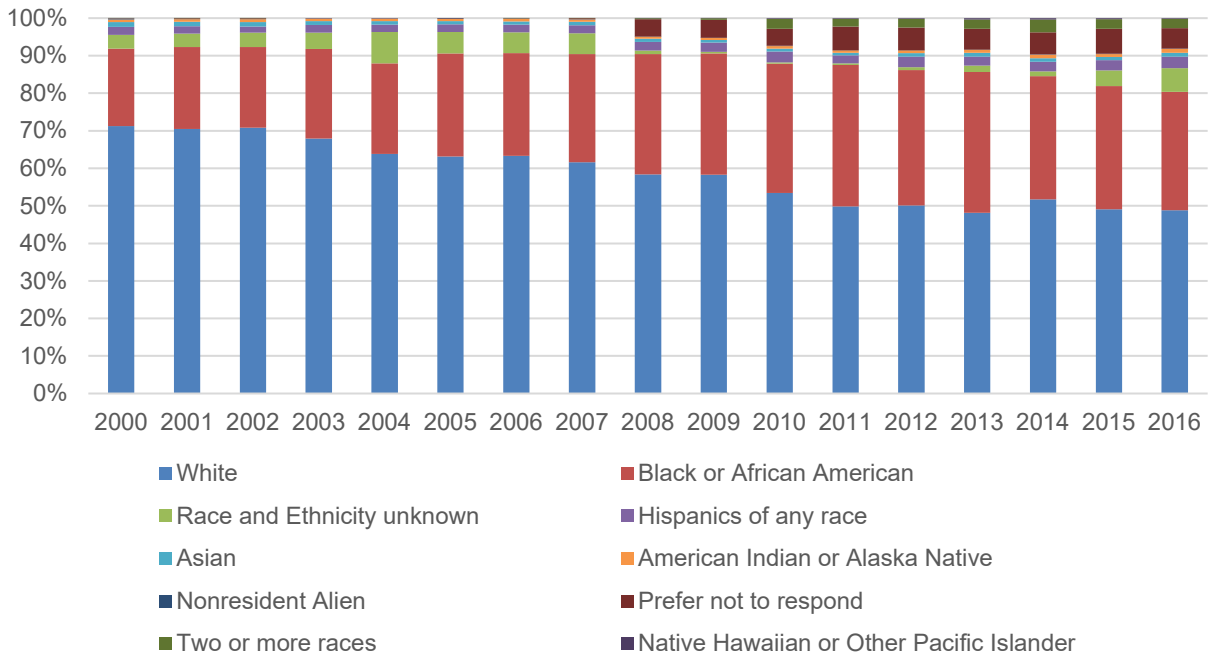
Students

Program staff work with institutions to collect data on student enrollment and exit from a program. The data are primarily entered by institution. Some data may have inconsistencies due to changes in the level of detail requested and in revisions to the data collection instruments over the years of program operation.

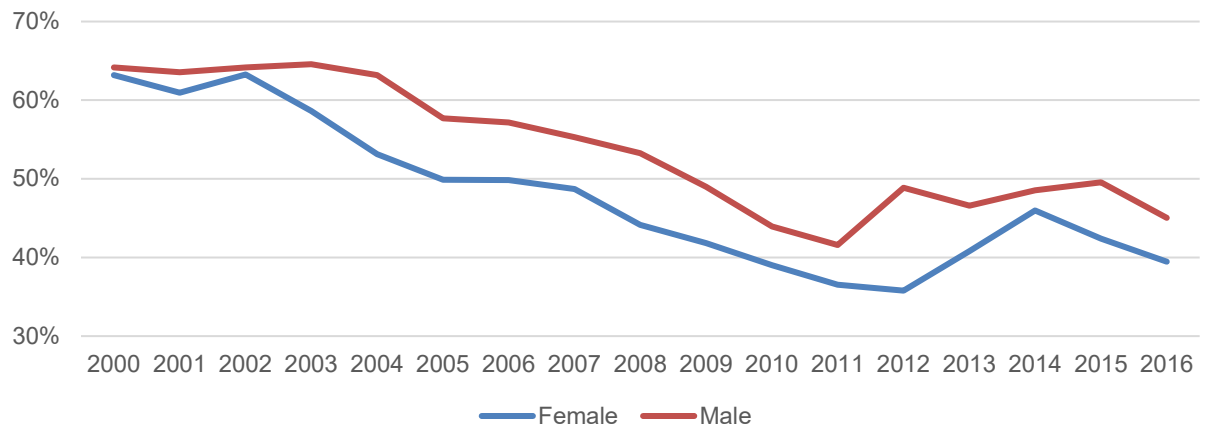
Proprietary schools enroll a diverse student population. The following charts indicate historical enrollment regarding gender and race/ethnicity.

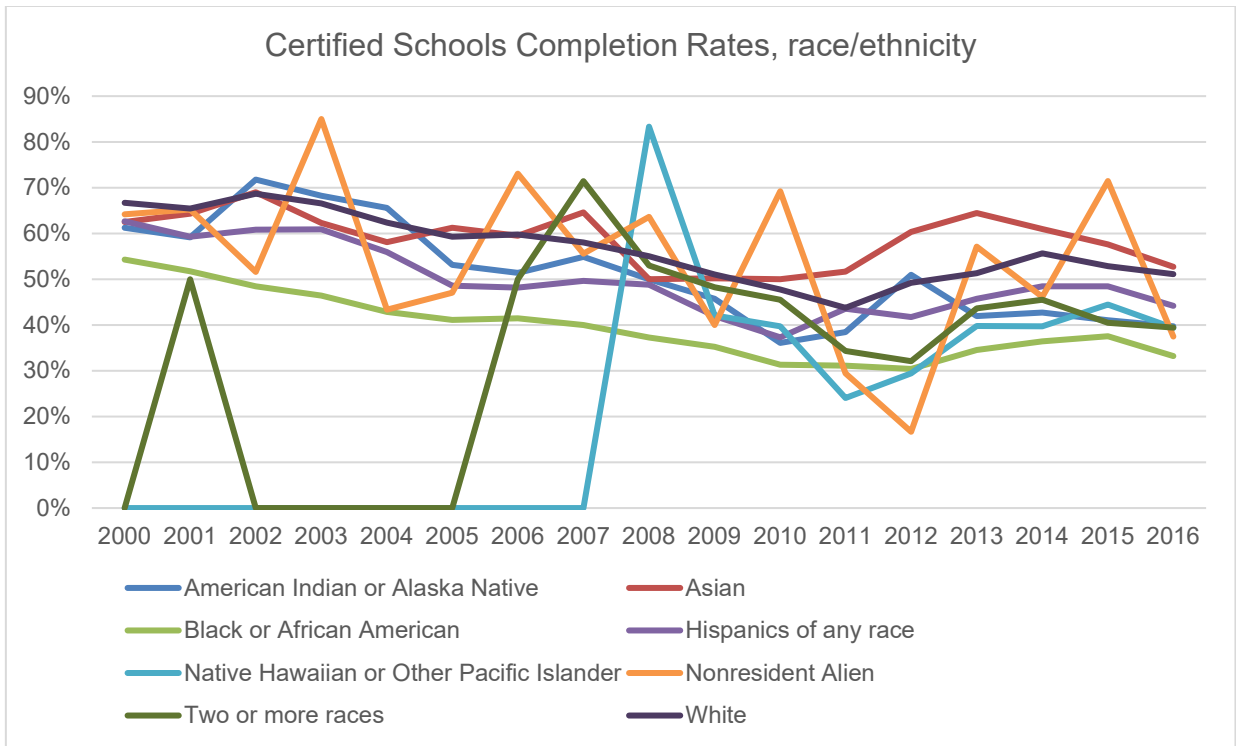


Certified School Enrollment, by Race/Ethnicity



Certified Schools Completion Rates, gender

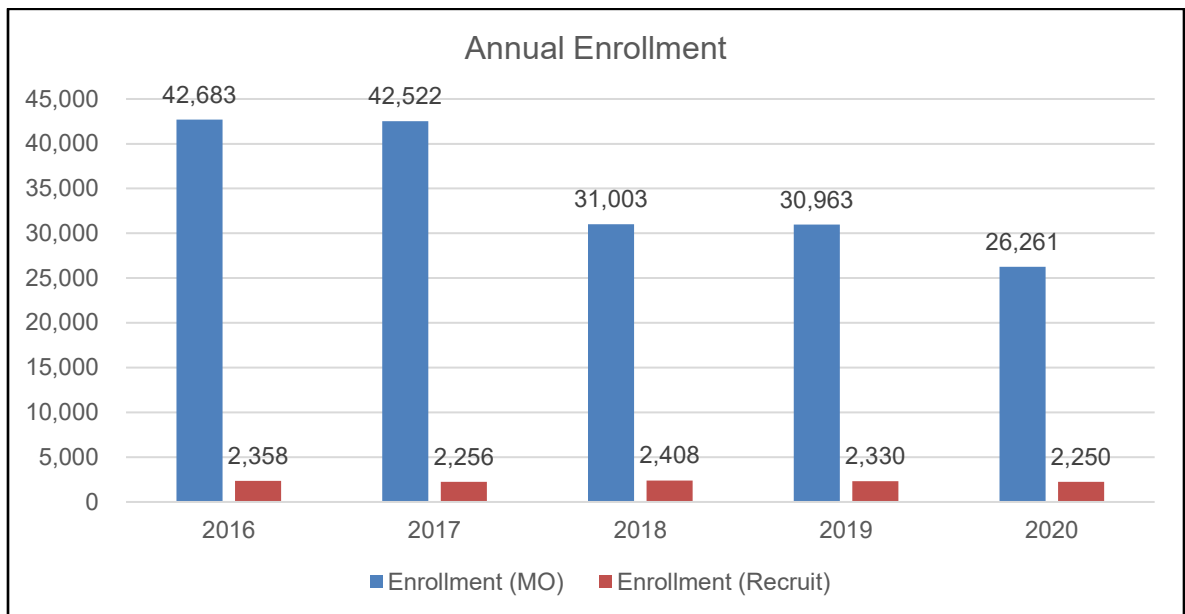


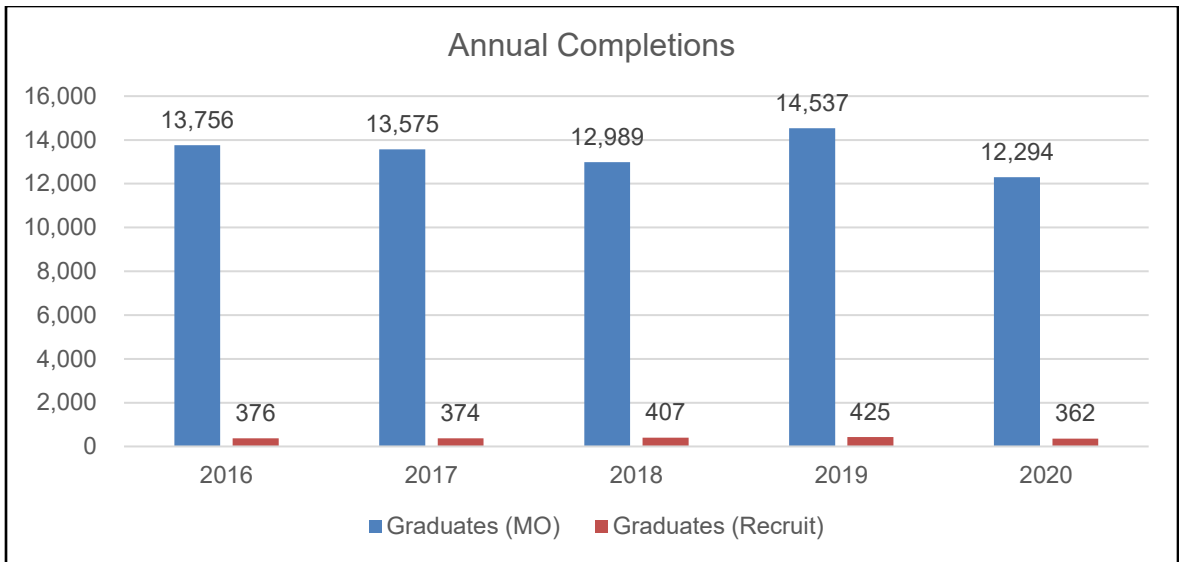


Enrollments and Completions

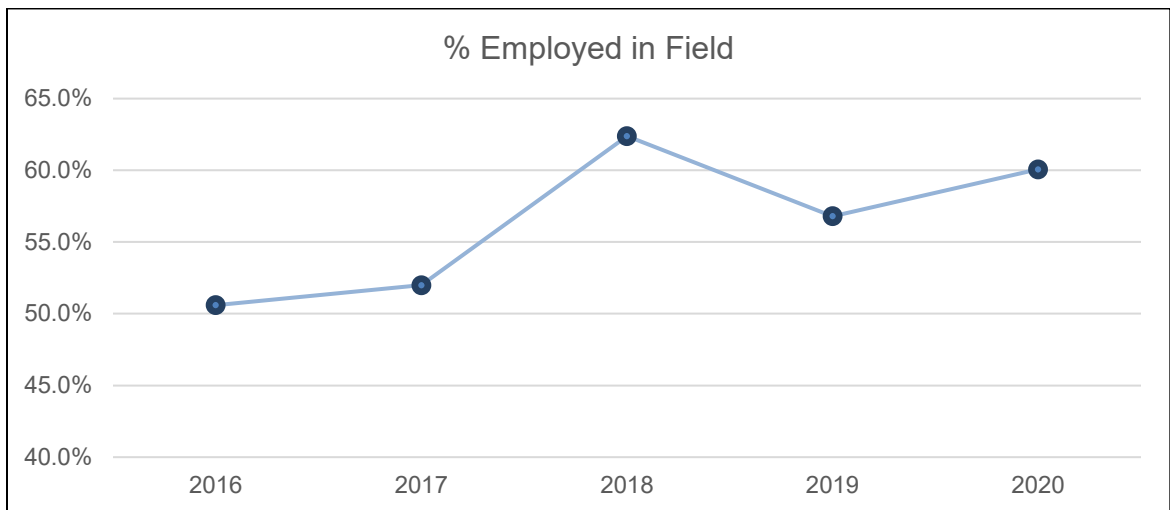
Since 2016, enrollment with Missouri proprietary institutions has decreased by 42%. The major decline between 2017 and 2018 coincides with the closure of several large school chains including ITT Technical Institute, Heritage College, and Vatterott College.

Although the enrollment at recruit institutions has remained stable, the number of recruit institutions continues to decline due in part to Missouri’s participation in the State Authorization Reciprocity Agreement.





In recent years, the proportion of graduates from certified schools finding employment in the field in which they trained has been increasing.



NEXT STEPS

Proprietary School Certification program staff are actively engaged with institutions to ensure school officials have the appropriate tools to understand and abide by certification standards. Staff are also working on additional training materials, process improvements, and rule revisions to better accomplish the mission to provide adequate protection to Missouri students.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 21

Appointments to Proprietary School Advisory Committee

Coordinating Board for Higher Education
December 8, 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 (Section 173.614, RSMo). The intent of this agenda item is to inform the Coordinating Board of recent appointments to the committee.

The statute defines the general eligibility requirements for committee members as individual proprietors, general partners of a partnership, or managerial employees of proprietary schools. In addition, the statute requires that at least three members of the committee represent degree-granting schools, at least one of which must grant a baccalaureate or higher level degree. The statute charges the committee with the following responsibilities:

- Advise the board in the administration of the proprietary school certification program
- Make recommendations with respect to rules and regulations establishing minimum standards of operation
- Advise the board with respect to grievances and complaints

CURRENT STATUS

The Commissioner of Higher Education recently appointed four individuals to fill vacant terms on the PSAC. Those appointments were for Ms. Tori Graham (Southern Missouri Truck Driving School), Ms. Cindy Marten (St. Louis College of Health Careers), Mr. Robin O'Connell (Wellspring School of Allied Health), and Mr. Ted Parker (Centriq Training). The PSAC membership list, effective January 1, 2022, is provided in the Attachment.

The appointments maintain compliance with the statutory requirements regarding representation on the committee by institutional type and ensure diverse representation consistent with Coordinating Board policy.

RECOMMENDATION

This an information item only.

ATTACHMENT

- PSAC Membership Roster Effective January 2022

Coordinating Board for Higher Education
December 8, 2021

Tab 21 Attachment
PSAC Membership Roster Effective January 2022

PROPRIETARY SCHOOL ADVISORY COMMITTEE
Membership Roster - January 2022

Mr. Eric Adams, President
Grand River Welding Institute
103 N. Livingston Street
Brookfield, MO 64628
(Term Expires 12/31/2023)

Mr. Ramsey Atieh, President
American Business & Technology University ++
1018 West St. Maartens Dr.
St. Joseph, MO 64056
(Term Expires 12/31/2023)

Ms. Tori Graham, President/Owner
Southern Missouri Truck Driving School, Inc.
451 A Plaza Circle
Malden, MO 63863
(Term expires 12/31/2024)

Ms. Cynthia Marten, Dean of Education*
St. Louis College of Health Careers ++
1297 N. Highway Drive
Fenton, MO 63026
(Term expires 12/31/2022)

Mr. Robin O'Connell, Vice President of Operations
Wellspring School of Allied Health
9140 Ward Parkway, Suite 100
Kansas City, MO 64114
(Term expires 12/31/2024)

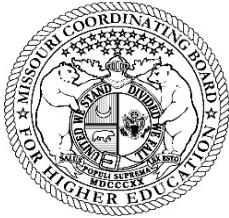
Ted Parker, Vice President of Sales and Marketing*
Centriq Training
1740 W. 92nd Street
Kansas City, MO 64114
(Term expires 12/31/2022)

Ms. Emily Witt, Chief Administrative Officer
St. Louis School of Phlebotomy
3738 Chouteau Avenue, Suite 100
St. Louis, MO 63110
(Term expires 12/31/2023)

+ Accredited

++ Accredited, baccalaureate degree-granting

** Can be reappointed at the expiration of the term*



Tab 22

Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education
December 8, 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 staff from August – October 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, Table 2 summarizes proposed program actions submitted by independent institutions, and Table 3 summarizes instructional site notices. 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	0	0	0	2	2
Inactivated	0	1	0	1	1
Other Program Changes*	53	4	17	44	118
New Main Campus/Online**	5	1	2	1	9
New Off-Site	7	6	0	0	13
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	0	0	0
Inactivated	0	1	0	0	1
Other Program Changes*	0	1	9	0	10
New	13	0	4	1	18
Off-Site	9	2	8	2	21
Programs Withdrawn	0	0	0	0	0

*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised

Comment: The University of Central Missouri submitted a comment citing concern regarding Columbia College’s proposal of programs at Whiteman Air Force Base. UCM has an MOU with Whiteman to offer programs to the airmen on the base, and they also offer many programs online. They submitted a list of programs approved to be offered and stated most programs proposed by Columbia College are already available. Columbia College responded that the program offerings included in Columbia College’s MOU were developed in partnership with Whiteman AFB after review of current base capacity and as a response to the needs of service-members, families and installation affiliates.

DHEWD Response: Because Columbia College is an independent institution, their programs are not subject to CBHE approval as described in 6 CSR 10-4.010.

Table 3: Location Notices	
Site	Action
Lindenwood University Aurora High School Library 306 W. Prospect Aurora, MO 65606	Closed location
Lindenwood University Forsyth School District Administrative Offices 178 Panther Street Forsyth, Mo 65635	Closed location
Lindenwood University Hollister School District Administration Office 1014 State Hwy BB Hollister, MO 65672	Closed location
Lindenwood University Missouri Valley College PO Box 1000 Marshall, MO 65350	Closed location
Lindenwood University Neosho School District Administration Office 511 Neosho Blvd. Neosho, MO 64850	Closed location
Lindenwood University Ozark School District Office 302 N. 4 th Avenue Ozark, MO 65721	Closed location
Lindenwood University Ozarks Technical Community College-Richwood Valley Campus 3369 W. Jackson St. Ozark, MO 65721	Closed location
Lindenwood University Ozarks Technical Community College-Table Rock Campus 10698 Historic Highway 165 Hollister, MO 65672	Closed location

Lindenwood University Riverview Gardens School District St. Louis, MO	Closed location
Lindenwood University Rockwood School District Eureka, MO	Closed location
Lindenwood University Rolla Middle School 1111 Soest Road Rolla, MO 65401	Closed location
Lindenwood University South County Center 12224 Tesson Ferry Road, Ste. 200 St. Louis, MO 63128	Closed location
Lindenwood University Warsaw Community Learning Center 20363 Lane of Champions Warsaw, MO 65355	Closed location
Lindenwood University Washington School District Administrative Offices 220 Locust Street Washington, MO 63090	Closed location
Lindenwood University Parkway Southwest Middle School 701 Wren Avenue Ballwin, MO 63021	Closed location
Lindenwood University Poplar Bluff District Administrative Offices 1110 N. Westwood Blvd. Poplar Bluff, MO 63901	Closed location
Lindenwood University Wright Middle School 100 Bell Road Wright City, MO 63390	Closed location
Lindenwood University Hazelwood School District Hazelwood, MO	Closed location
Lindenwood University Gateway Elementary School 6576 Smiley Ave. St. Louis, MO 63139	Closed location
Lindenwood University Gateway Elementary School 6576 Smiley Ave. St. Louis, MO 63139	Closed location
Lindenwood University Gateway Middle & High School 5049 Fyler Ave. St. Louis, MO 63139	Closed location
Lindenwood University Central Visual Performing Arts High School 3125 S. Kingshighway St. Louis, MO 63101	Closed location

Lindenwood University Clever R-V High School 6800 State Hwy. 14 W Clever, MO 65631	Closed location
Lindenwood University Mansfield High School Library 315 W. Ohio St. Mansfield, MO 65704	Closed location
Lindenwood University Monett School District Scott Technical Center 2 David Sippy Dr. Monett, MO 65708	Closed location
Lindenwood University Carrollton School District Administrative Offices 103 E. 9 th St. Carrollton, MO 64633	Closed location
Lindenwood University Washington High School 600 Blue Jay Drive Washington, MO 63090	Closed location
Lindenwood University Gateway Science Academy South 6651 Gravois Ave. St. Louis, MO 63116	Closed location
Lindenwood University Webb City School District Admin. Offices 411 N. Madison Webb City, MO 64870	Closed location
Lindenwood University West Plains South Central Career Center 407 Thornburg West Plains, MO 65885	Closed location
Lindenwood University Willard School District Administrative Offices 515 E. Jackson	Closed location
Metropolitan Community College Blue Springs School District Freshman Center 2103 NW Vesper St. Blue Springs, MO 65101	New instructional site within the taxing district
Midwestern Baptist Theological Seminary The Journey Church-St. Louis Extension 2833 S. Kingshighway Blvd. St. Louis, MO 63139	New Address: 8750 Veterans Memorial Parkway O'Fallon, MO 63366
St. Charles Community College Dardenne Creek Campus 1 Academy Place Dardenne Prairie, MO 63368	New instructional site within the taxing district
St. Charles Community College Wentzville School District-Holt High School 600 Campus Drive Wentzville, MO 63385	New instructional site within the taxing district

<p>St. Charles Community College SCC Technical Center 209 West Pearce Boulevard Wentzville, MO 63385</p>	<p>New instructional site within the taxing district</p>
<p>University of Missouri-Kansas City Central R-3 High School 116 Rebel Drive Park Hill, MO 63601</p>	<p>Closed location</p>

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- Academic Program Actions Approved through Routine and Staff Review

Tab 22 Attachment
Academic Program Actions

Routine Programs Recommended for Provisional Approval August - October 2021

Public Four-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Missouri Southern State University	BS	Biomedical Sciences	main campus-online only	260102	Sep-21
Missouri Southern State University	MAT	Master of Arts in Teaching	main campus-online only	131206	Sep-21
University of Missouri-Kansas City	BAS	Bachelor of Applied Science, with options in Business and Organizational Leadership, Digital and Public Humanities, Digital Media, and Health Services Management	main campus	300000	Oct-21

Public Two-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Crowder College	C1	PC Repair	Advanced Training & Technology Center, 420 South Grand, Joplin, MO 64801	150303	Sep-21
Crowder College	AAS	Advanced Manufacturing Technology-Welding	Advanced Training & Technology Center, 420 South Grand, Joplin, MO 64801	480508	Oct-21
Jefferson College	AS	Biology	main campus and Arnold location	260101	Oct-21
Missouri State University-West Plains	C0	Advanced Fabrication Technology	GOCAT, 395 Jackie D. Garrett Dr., West Plains, MO 65775	150699	Sep-21
North Central Missouri College	AA	Associate of Arts	601 N. U.S. 71 Highway, Savannah, MO 64485	240101	Oct-21
North Central Missouri College	C1	Accounting Essentials	601 N. U.S. 71 Highway, Savannah, MO 64485	520302	Oct-21
North Central Missouri College	C0	Agricultural Business	601 N. U.S. 71 Highway, Savannah, MO 64485	010101	Oct-21
North Central Missouri College	AAS	Behavioral Health Support	601 N. U.S. 71 Highway, Savannah, MO 64485	511502	Oct-21
North Central Missouri College	AAS	Business	601 N. U.S. 71 Highway, Savannah, MO 64485	520101	Oct-21
North Central Missouri College	C1	Business Essentials	601 N. U.S. 71 Highway, Savannah, MO 64485	520101	Oct-21
North Central Missouri College	AAS	Early Childhood Development	601 N. U.S. 71 Highway, Savannah, MO 64485	190708	Oct-21

North Central Missouri College	C0	Financial Management	601 N. U.S. 71 Highway, Savannah, MO 64485	520101	Oct-21
North Central Missouri College	C0	Industrial Maintenance Skills	601 N. U.S. 71 Highway, Savannah, MO 64485	470303	Oct-21
Independent Institutions					
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	REVIEW DATE
Bolivar Technical College	BSN	RN to BSN	main campus	513801	Oct-21
Columbia College	BGS	General Studies	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	240102	Oct-21
Columbia College	BGS	Elementary Education with Certification	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	240102	Oct-21
Columbia College	BS	Cybersecurity	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	111003	Oct-21
Columbia College	BS	Health Care Management	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	510701	Oct-21
Columbia College	BS	Management Information Systems	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	110401	Oct-21
Columbia College	BS	Organizational Leadership	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	520213	Oct-21
Columbia College	BA	Psychology	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	420101	Oct-21
Columbia College	BA	Sociology	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	451101	Oct-21
Columbia College	MA	Teaching	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	130301	Oct-21

Columbia College	MED	Educational Leadership, with options in School Leader K-12 Certification, Instructional Leadership, Reading Specialist, Instructional Leadership, Gifted Certification, Instructional Leadership, Instructional Coaching	Whiteman AFB, 511 Spirit Blvd., Bldg. 515, Whiteman AFB, MO 65305	130401	Oct-21
Culver-Stockton College	BS	Agribusiness Management	main campus	010102	Sep-21
Culver-Stockton College	BS	Chemistry	main campus	400501	Sep-21
Fontbonne University	BS	Early Childhood Special Education	main campus	131015	Sep-21
Maryville University	MS	Artificial Intelligence, with options in Advanced Artificial Intelligence and Fundamentals of Artificial Intelligence	main campus	110102	Oct-21
Maryville University	GRCT	Fundamentals of Artificial Intelligence Certificate	main campus	110102	Oct-21
Maryville University	GRCT	Advanced Artificial Intelligence Certificate	main campus	110102	Oct-21
Ranken Technical College	AS	Information Technology	Ranken West	151201	Sep-21
Ranken Technical College	AT	Information Technology	Ranken West	151201	Sep-21
Webster University	C1	Artificial Intelligence	main campus	110102	Sep-21

ACADEMIC PROGRAM CHANGES SUBMITTED FOR STAFF REVIEW

Two-Year Public Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
Crowder College	AAS	Business	520101	Add options	AAS	Business, with options in Management and Accounting	520101	Aug-21
Crowder College	AS	Pre-Engineering Alternative Energy	149999	Inactivate program	AS	Pre-Engineering Alternative Energy (inactive)	149999	Sep-21
Missouri State University-West Plains	AAS	Technology, with options in Advanced Fabrication, Advanced Industrial Maintenance, Alternative Energy, General Technology, Technology Management, Advanced Manufacturing Technology,	150699	Option title change	AAS	Technology, with options in Advanced Welding & Fabrication Technology, Advanced Industrial Maintenance, Alternative Energy, General Technology, Technology Management, Advanced Manufacturing Technology,	150699	Aug-21
North Central Missouri College	AAS	Radiology Technician (1+1 w/Hillyard Tech. Ctr.)	510911	Title change	AAS	Radiologic Technician	510911	Oct-21
North Central Missouri College	AAS	Surgical Technology (1+1 w/ Hillyard Tech. Ctr.)	510909	Title change	AAS	Surgical Technology	510909	Oct-21

Four-Year Public Institutions

Missouri State University	BSED	Secondary Education, with options in Agriculture, Art & Design, English, Family & Consumer Sciences, History, Mathematics, Physical Education, Speech & Theatre	131205	Add options	BSED	Secondary Education, with options in Agriculture, Art & Design, English, Family & Consumer Sciences, History, Mathematics, Physical Education, Speech & Theatre, Vocational Business	131205	Aug-21
Missouri University of Science and Technology	BS	English & Technical Communication	231303	Add option	BS	English & Technical Communication, with option in English Education	231303	Oct-21
Missouri University of Science and Technology	BS	Education, with options in Middle School Social Studies, Middle School Math, Middle School Language Arts, Middle School Science, Elementary	130101	Add option	BS	Education, with options in Middle School Social Studies, Middle School Math, Middle School Language Arts, Middle School Science, Elementary, Early Childhood Education (preK-3)	130101	Oct-21

Missouri University of Science and Technology	BA	Multidisciplinary Studies	240101	Title change, CIP change, Add options	BA	Multi-/Interdisciplinary Studies, General, with options in French Language and French Speaking Cultures and Spanish Language and Spanish Speaking Cultures	300000	Oct-21
Northwest Missouri State University	BS	Management Information Systems	521201	Add mode of delivery at Kansas City Center	BS	Management Information Systems (delivered classroom, hybrid, and online)	521201	Aug-21
University of Missouri-Columbia	BA	Communication	090101	Add mode of delivery	BA	Communication (delivered hybrid and online)	090101	Aug-21
University of Missouri-Columbia	BA	Constitutional Democracy	451002	Change mode of delivery	BA	Constitutional Democracy (delivered classroom)	451002	Aug-21
University of Missouri-Columbia	BA	English	230101	Add mode of delivery	BA	English (delivered classroom and online)	230101	Aug-21
University of Missouri-Columbia	BA	Interdisciplinary	309999	Add mode of delivery	BA	Interdisciplinary (delivered classroom and online)	309999	Aug-21
University of Missouri-Columbia	BA	Psychology	420101	Add mode of delivery	BA	Psychology (delivered classroom and online)	420101	Aug-21
University of Missouri-Columbia	BA	Sociology	451101	Add mode of delivery	BA	Sociology (delivered classroom and online)	451101	Aug-21
University of Missouri-Columbia	BGS	General Studies	240102	Add mode of delivery	BGS	General Studies (delivered classroom and online)	240102	Aug-21
University of Missouri-Columbia	BHS	Clinical and Diagnostic Sciences	510999	Add mode of delivery	BHS	Clinical and Diagnostic Sciences (delivered classroom and online)	510999	Aug-21
University of Missouri-Columbia	BHS	Public Health	512201	Add mode of delivery	BHS	Public Health (delivered classroom and online)	512201	Aug-21
University of Missouri-Columbia	BS	Human Development and Family Science	190701	Add mode of delivery	BS	Human Development and Family Science (delivered classroom and online)	190701	Aug-21
University of Missouri-Columbia	BS	Information Technology	110103	Add mode of delivery	BS	Information Technology (delivered classroom and online)	110103	Aug-21
University of Missouri-Columbia	BSBA	Business Administration	520101	Add mode of delivery	BSBA	Business Administration (delivered classroom and online)	520101	Aug-21
University of Missouri-Columbia	C0	Addiction Studies	422810	Change mode of delivery	C0	Addiction Studies (delivered classroom and online)	422810	Aug-21
University of Missouri-Columbia	C0	Biomaterials Engineering	144501	Change mode of delivery	C0	Biomaterials Engineering (delivered classroom)	144501	Aug-21
University of Missouri-Columbia	C0	Computational Physics	400801	Change mode of delivery	C0	Computational Physics (delivered classroom)	400801	Aug-21
University of Missouri-Columbia	C0	Digital Merchandising	190901	Change mode of delivery	C0	Digital Merchandising (delivered classroom)	190901	Aug-21
University of Missouri-Columbia	C0	Ethical Theory and Practice	380101	Change mode of delivery	C0	Ethical Theory and Practice (delivered classroom)	380101	Aug-21
University of Missouri-Columbia	C0	Media Technology and Design	110103	Change mode of delivery	C0	Media Technology (delivered classroom and online)	110103	Aug-21

University of Missouri-Columbia	CO	Natural Environment and Human Health	030104	Change mode of delivery	CO	Natural Environment and Human Health (delivered classroom)	030104	Aug-21
University of Missouri-Columbia	CO	Sports Analytics	270501	Change mode of delivery	CO	Sports Analytics (delivered classroom and online)	270501	Aug-21
University of Missouri-Columbia	CO	Web and Mobile Applications Development	110103	Change mode of delivery	CO	Web and Mobile Applications Development (delivered classroom and online)	110103	Aug-21
University of Missouri-Columbia	CO	Writing Intensive	230101	Change mode of delivery	CO	Writing Intensive (delivered hybrid)	230101	Aug-21
University of Missouri-Columbia	DNP	Nursing	513801	Change mode of delivery	DNP	Nursing (delivered hybrid)	513801	Aug-21
University of Missouri-Columbia	EdD	Educational Leadership	130499	Change mode of delivery	EdD	Educational Leadership (delivered online)	130499	Aug-21
University of Missouri-Columbia	EdSp	Educational Leadership and Policy Analysis	130401	Change mode of delivery	EdSp	Educational Leadership and Policy Analysis (delivered hybrid)	130401	Aug-21
University of Missouri-Columbia	EdSp	Educational, School, and Counseling Psychology	131101	Add mode of delivery	EdSp	Educational, School, and Counseling Psychology (delivered classroom and online)	131101	Aug-21
University of Missouri-Columbia	EdSp	Learning Technologies and Design	303101	Add mode of delivery	EdSp	Learning Technologies and Design (delivered classroom and online)	303101	Aug-21
University of Missouri-Columbia	EdSp	Learning, Teaching and Curriculum	130301	Add mode of delivery	EdSp	Learning, Teaching and Curriculum (delivered classroom and online)	130301	Aug-21
University of Missouri-Columbia	GRCT	Administration and Management of Family and Community Services	190701	Change mode of delivery	GRCT	Administration and Management of Family and Community Services (delivered online)	190701	Aug-21
University of Missouri-Columbia	GRCT	Agroforestry	030510	Change mode of delivery	GRCT	Agroforestry (delivered online)	030510	Aug-21
University of Missouri-Columbia	GRCT	Assurance	520301	Add mode of delivery	GRCT	Assurance (delivered classroom and online)	520301	Aug-21
University of Missouri-Columbia	GRCT	College Teaching	130101	Change mode of delivery	GRCT	College Teaching (delivered online)	130101	Aug-21
University of Missouri-Columbia	GRCT	Data Science and Analytics	110199	Add mode of delivery	GRCT	Data Science and Analytics (delivered classroom and online)	110199	Aug-21
University of Missouri-Columbia	GRCT	Digital Humanities	303101	Add mode of delivery	GRCT	Digital Humanities (delivered classroom and online)	303101	Aug-21
University of Missouri-Columbia	GRCT	Elementary Mathematics Specialist	131311	Change mode of delivery	GRCT	Elementary Mathematics Specialist (delivered online)	131311	Aug-21
University of Missouri-Columbia	GRCT	English	230101	Change mode of delivery	GRCT	English (delivered online)	230101	Aug-21
University of Missouri-Columbia	GRCT	Epidemiology	261309	Add mode of delivery	GRCT	Epidemiology (delivered classroom and online)	261309	Aug-21
University of Missouri-Columbia	GRCT	Family Nurse Practitioner	513801	Change mode of delivery	GRCT	Family Nurse Practitioner (delivered online)	513801	Aug-21

University of Missouri-Columbia	GRCT	Food Safety and Defense	190501	Change mode of delivery	GRCT	Food Safety and Defense (delivered online)	190501	Aug-21
University of Missouri-Columbia	GRCT	Gerontological Social Work	440701	Add mode of delivery	GRCT	Gerontological Social Work (delivered classroom and online)	440701	Aug-21
University of Missouri-Columbia	GRCT	Gerontology	301101	Change mode of delivery	GRCT	Gerontology (delivered online)	301101	Aug-21
University of Missouri-Columbia	GRCT	Global Public Affairs	440401	Change mode of delivery	GRCT	Global Public Affairs (delivered classroom)	440401	Aug-21
University of Missouri-Columbia	GRCT	Global Public Health	512201	Add mode of delivery	GRCT	Global Public Health (delivered classroom and online)	512201	Aug-21
University of Missouri-Columbia	GRCT	Grantsmanship	440401	Change mode of delivery	GRCT	Grantsmanship (delivered online)	440401	Aug-21
University of Missouri-Columbia	GRCT	Health Informatics	512706	Add mode of delivery	GRCT	Health Informatics (delivered classroom, hybrid)	512706	Aug-21
University of Missouri-Columbia	GRCT	Healthcare Project Management	520211	Add mode of delivery	GRCT	Healthcare Project Management (delivered classroom, hybrid, and online)	520211	Aug-21
University of Missouri-Columbia	GRCT	Informatics for Public Health	510701	Change mode of delivery	GRCT	Informatics for Public Health (delivered online)	510701	Aug-21
University of Missouri-Columbia	GRCT	Interactive Media	090401	Change mode of delivery	GRCT	Interactive Media (delivered online)	090401	Aug-21
University of Missouri-Columbia	GRCT	Investments	520801	Change mode of delivery	GRCT	Investments (delivered online)	520801	Aug-21
University of Missouri-Columbia	GRCT	Life Science Innovation and Entrepreneurship	300101	Add mode of delivery	GRCT	Life Science Innovation and Entrepreneurship (delivered classroom and online)	300101	Aug-21
University of Missouri-Columbia	GRCT	Multicultural Education	130202	Change mode of delivery	GRCT	Multicultural Education (delivered online)	130202	Aug-21
University of Missouri-Columbia	GRCT	Nonprofit Management	520206	Add mode of delivery	GRCT	Nonprofit Management (delivered classroom and online)	520206	Aug-21
University of Missouri-Columbia	GRCT	Online Educator	303101	Change mode of delivery	GRCT	Online Educator (delivered online)	303101	Aug-21
University of Missouri-Columbia	GRCT	Participatory Health Research	512201	Change mode of delivery	GRCT	Participatory Health Research (delivered online)	512201	Aug-21
University of Missouri-Columbia	GRCT	Pediatric Clinical Nurse Specialist	513801	Change mode of delivery	GRCT	Pediatric Clinical Nurse Specialist (delivered online)	513801	Aug-21
University of Missouri-Columbia	GRCT	Personal Financial Planning	520805	Add mode of delivery	GRCT	Personal Financial Planning (delivered classroom and online)	520804	Aug-21
University of Missouri-Columbia	GRCT	Positive Psychology	420101	Change mode of delivery	GRCT	Positive Psychology (delivered online)	420101	Aug-21
University of Missouri-Columbia	GRCT	Public Engagement	301501	Add mode of delivery	GRCT	Public Engagement (delivered classroom and online)	301501	Aug-21
University of Missouri-Columbia	GRCT	Public Health	512201	Add mode of delivery	GRCT	Public Health (delivered classroom and online)	512201	Aug-21

University of Missouri-Columbia	GRCT	Public Health Communication	512201	Add mode of delivery	GRCT	Public Health Communication (delivered classroom and online)	512201	Aug-21
University of Missouri-Columbia	GRCT	Public Management	440401	Add mode of delivery	GRCT	Public Management (delivered classroom and online)	440401	Aug-21
University of Missouri-Columbia	GRCT	Sports Analytics	270501	Change mode of delivery	GRCT	Sports Analytics (delivered online)	270501	Aug-21
University of Missouri-Columbia	GRCT	Teaching English to Speakers of Other Languages	131401	Change mode of delivery	GRCT	Teaching English to Speakers of Other Languages (delivered online)	131401	Aug-21
University of Missouri-Columbia	GRCT	User Experience and Usability	303101	Add mode of delivery	GRCT	User Experience and Usability (delivered classroom and online)	303101	Aug-21
University of Missouri-Columbia	GRCT	Youth Development Specialist	440702	Change mode of delivery	GRCT	Youth Development Specialist (delivered online)	440702	Aug-21
University of Missouri-Columbia	LLM	Dispute Resolution	220299	Add mode of delivery	LLM	Dispute Resolution	220299	Aug-21
University of Missouri-Columbia	MA	Architectural Studies	190601	Add mode of delivery	MA	Architectural Studies (delivered classroom and online)	190601	Aug-21
University of Missouri-Columbia	MA	Atlantic History and Politics	540101	Change mode of delivery	MA	Atlantic History and Politics (delivered classroom)	540101	Aug-21
University of Missouri-Columbia	MA	Economics	450603	Add mode of delivery	MA	Economics (delivered classroom and online)	450603	Aug-21
University of Missouri-Columbia	MA	Human Development and Family Science	190701	Add mode of delivery	MA	Human Development and Family Science (delivered classroom and online)	190701	Aug-21
University of Missouri-Columbia	MA	Journalism	090401	Add mode of delivery	MA	Journalism (delivered classroom and hybrid)	090401	Aug-21
University of Missouri-Columbia	MA	Special Education	131001	Change mode of delivery	MA	Special Education (delivered online)	131001	Aug-21
University of Missouri-Columbia	Macc	Accountancy	520301	Add mode of delivery	Macc	Accountancy (delivered classroom and online)	520301	Aug-21
University of Missouri-Columbia	MBA	Business Administration	520101	Add mode of Delivery	MBA	Business Administration (delivered hybrid and online)	520101	Aug-21
University of Missouri-Columbia	MEd	Educational, School, and Counseling Psychology	131101	Change mode of delivery	MEd	Educational, School, and Counseling Psychology (delivered classroom and online)	131101	Aug-21
University of Missouri-Columbia	MEd	Learning, Teaching and Curriculum	130301	Add mode of delivery	MEd	Learning, Teaching and Curriculum (delivered classroom, hybrid and online)	130301	Aug-21
University of Missouri-Columbia	MEd	Special Education	131001	Add mode of delivery	MEd	Special Education (delivered classroom and online)	131001	Aug-21
University of Missouri-Columbia	MHA	Health Administration	510701	Add mode of delivery	MHA	Health Administration (delivered classroom and hybrid)	510701	Aug-21
University of Missouri-Columbia	MHS	Clinical and Diagnostic Sciences	510910	Change mode of delivery	MHS	Clinical and Diagnostic Sciences (delivered online)	510910	Aug-21

University of Missouri-Columbia	MM	Music	500901	Add mode of delivery	MM	Music (delivered classroom and online)	500901	Aug-21
University of Missouri-Columbia	MPA	Public Affairs	440401	Change mode of delivery	MPA	Public Affairs (delivered classroom and online)	440401	Aug-21
University of Missouri-Columbia	MPH	Public Health	512201	Add mode of delivery	MPH	Public Health	512201	Aug-21
University of Missouri-Columbia	MS	Academic Medicine	511401	Change mode of delivery	MS	Academic Medicine (delivered online)	511401	Aug-21
University of Missouri-Columbia	MS	Agricultural Leadership, Communication and Education	131301	Add mode of delivery	MS	Agricultural Leadership, Communication and Education (delivered classroom and online)	131301	Aug-21
University of Missouri-Columbia	MS	Architectural Studies	190601	Add mode of delivery	MS	Architectural Studies (delivered classroom and online)	190601	Aug-21
University of Missouri-Columbia	MS	Biological Engineering	144501	Add mode of delivery	MS	Biological Engineering (delivered classroom and online)	144501	Aug-21
University of Missouri-Columbia	MS	Biomedical Sciences	018101	Add mode of delivery	MS	Biomedical Sciences (delivered classroom and online)	018101	Aug-21
University of Missouri-Columbia	MS	Data Science and Analytics	110199	Change mode of delivery	MS	Data Science and Analytics (delivered classroom and hybrid)	110199	Aug-21
University of Missouri-Columbia	MS	Finance	520801	Change mode of delivery	MS	Finance (delivered online)	520801	Aug-21
University of Missouri-Columbia	MS	Health Informatics and Bioinformatics	512706	Add mode of delivery	MS	Health Informatics and Bioinformatics	512706	Aug-21
University of Missouri-Columbia	MS	Human Development and Family Science	190701	Change mode of delivery	MS	Human Development and Family Science (delivered classroom)	190701	Aug-21
University of Missouri-Columbia	MS	Industrial Engineering	143501	Add mode of delivery	MS	Industrial Engineering (delivered classroom and online)	143501	Aug-21
University of Missouri-Columbia	MS	Learning Technologies and Design	303101	Add mode of delivery	MS	Learning Technologies and Design (delivered classroom and online)	303101	Aug-21
University of Missouri-Columbia	MS	Natural Resources	030101	Add mode of delivery	MS	Natural Resources (Delivered classroom and online)	030101	Aug-21
University of Missouri-Columbia	MS	Nursing	513801	Change mode of delivery	MS	Nursing (delivered hybrid)	513801	Aug-21
University of Missouri-Columbia	MS	Personal Financial Planning	520804	Add mode of delivery	MS	Personal Financial Planning (delivered classroom and online)	520804	Aug-21
University of Missouri-Columbia	MSW	Social Work	440701	Add mode of delivery	MSW	Social Work (delivered classroom and online)	440701	Aug-21
University of Missouri-Columbia	OTD	Occupational Therapy	512306	Add mode of delivery	OTD	Occupational Therapy (delivered classroom and online)	512306	Aug-21
University of Missouri-Columbia	PhD	Agricultural Education	131301	Add mode of delivery	PhD	Agricultural Education (delivered classroom and hybrid)	131301	Aug-21
University of Missouri-Columbia	PhD	Human Environmental Sciences	190101	Add mode of delivery	PhD	Human Environmental Sciences (delivered classroom and hybrid)	190101	Aug-21
University of Missouri-Columbia	PhD	Nursing	513801	Add mode of delivery	PhD	Nursing (delivered classroom and hybrid)	513801	Aug-21

University of Missouri-Columbia	MA	Sociology	451101	Inactivate program	MA	Sociology (inactive)	451101	Sep-21
University of Missouri-Columbia	CO	Multicultural Studies	050299	Add mode of delivery	CO	Multicultural Studies (delivered classroom and online)	050299	Sep-21
University of Missouri-Columbia	CO	Digital Merchandising	190901	CIP change, Add modes of delivery	CO	Digital Merchandising (delivered classroom, hybrid, and online)	520208	Sep-21
University of Missouri-Kansas City	EDSp	Educational Administration, with options in Elementary School Administration, Executive Superintendency, General, Secondary School Administration	130401	Add options, Add modes of delivery	EDSp	Educational Administration, with options in Elementary School Administration, Executive Superintendency, General, Secondary School Administration (PK-12) (delivered classroom, hybrid, and online)	130401	Oct-21
University of Missouri-Kansas City	MSN	Nursing	513801	Delete at UMSL and MWSU	MSN	Nursing	513801	Oct-21
University of Missouri-Kansas City	GRCT	Clinical Research	511401	Add modes of delivery	GRCT	Clinical Research (delivered classroom, hybrid, and online)	511401	Oct-21
University of Missouri-Kansas City	N/A	N/A	N/A	Add free-standing certificate	CO	Technology Innovation and Management	520701	Oct-21
University of Missouri-Kansas City	N/A	N/A	N/A	Add free-standing certificate	GRCT	Technology Innovation and Management	520701	Oct-21
University of Missouri-St. Louis	N/A	N/A	N/A	Add free-standing certificate	CO	Trauma Studies	429999	Aug-21
University of Missouri-St. Louis	N/A	N/A	N/A	Add free-standing certificate	GRCT	Analytical Chemistry	400501	Aug-21
University of Missouri-St. Louis	C1	Child Advocacy Studies	429999	Add modes of delivery	C1	Child Advocacy Studies (delivered classroom, hybrid, and online)	429999	Sep-21
University of Missouri-St. Louis	CO	Computer Programming Education	110201	Add modes of delivery	CO	Computer Programming Education (delivered classroom, hybrid, and online)	110201	Sep-21
University of Missouri-St. Louis	C1	Mobile and Ubiquitous Computing	151204	Add modes of delivery	C1	Mobile and Ubiquitous Computing (delivered classroom, hybrid, and online)	151204	Sep-21
University of Missouri-St. Louis	CO	Computer Programming	110201	Add modes of delivery	CO	Computer Programming (delivered classroom, hybrid, and online)	110201	Sep-21
University of Missouri-St. Louis	GRCT	Mobile Apps and Computing	110201	Add modes of delivery	GRCT	Mobile Apps and Computing (delivered classroom, hybrid, and online)	110201	Sep-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
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College of the Ozarks	BS	Biochemistry	260210	CIP change	BS	Biochemistry	260202	Aug-21
College of the Ozarks	BS	Chemistry Education/Secondary Education	131316	CIP change	BS	Chemistry Education/Secondary Education	131323	Aug-21
College of the Ozarks	BS	Exercise Science	310504	CIP change	BS	Exercise Science	310501	Aug-21
College of the Ozarks	BS	Family Studies and Social Services-Social Work	451101	CIP change	BS	Family Studies and Social Services-Social Work	440701	Aug-21
College of the Ozarks	BA	Public Relations	90900	CIP change	BA	Public Relations	90900	Aug-21
College of the Ozarks	BS	Computer Information Technology	110103	Title change	BS	Computer Information Science	110103	Aug-21
College of the Ozarks	BS	Hotel & Restaurant Management	520901	Title change	BS	Hospitality Management	520901	Aug-21
College of the Ozarks	BA	Agribusiness	10101	Title change, CIP change	BA	Agricultural Development	10701	Aug-21
Columbia College	N/A	N/A	N/A	Add free-standing certificate at main campus, Ft. Leonard Wood, Rolla, Jefferson City, Kansas City, St. Louis, Lake Ozark, Springfield, and Whiteman AFB	CO	Homeland Security	430399	Oct-21
Evangel University	BS	Business Management	520201	Add certificate from parent degree	CO	Business Analytics	307101	Sep-21
Evangel University	BS	Government	451001	Add certificate from parent degree	CO	Paralegal Studies	220302	Sep-21
Evangel University	MOL	Organizational Leadership	521301	Add certificate from parent degree	GRCT	Lean Six Sigma	520213	Sep-21
Evangel University	BA	Music	500901	Add certificate from parent degree	CO	Worship Arts Leadership	390502	Sep-21
Evangel University	BA	Music	500901	Add certificate from parent degree	CO	Recording Technology	500913	Sep-21
Evangel University	BA	Biblical Studies	390201	Add certificate from parent degree	CO	Bible	390201	Sep-21
Evangel University	BA	Church Ministries	390201	Add certificate from parent degree	CO	Church Leadership	390602	Sep-21
Evangel University	BA	Church Ministries	390201	Add certificate from parent degree	CO	Preaching	390602	Sep-21
Evangel University	BS	Psychology	420101	Add certificate from parent degree	CO	Crisis Intervention and Suicide Prevention	511508	Sep-21
Evangel University	BA	English Education	131305	Add certificate from parent degree	CO	TEFL	131401	Sep-21
Lindenwood University	BA	Advertising & Strategic Communication	90901	Title change	BA	Advertising and Public Relations	90901	Sep-21
Maryville University	BA	Organizational Leadership	422804	CIP change	BA	Organizational Leadership	521003	Oct-21
Ranken Technical College	AT	Major Appliance Technology	470106	Inactivate program	AT	Major Appliance Technology (inactive)	470106	Aug-21
Ranken Technical College	AS	Precision Machining Technology	480501	Title change	AS	Advanced Precision Machining Technology	480501	Aug-21
Webster University	MA	Education and Innovation	130101	Add certificate from parent degree	GRCT	Workplace Learning and Instruction	139999	Sep-21



Tab 23

Proprietary School Certification Actions and Reviews

Coordinating Board for Higher Education
December 8, 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 September 15, 2021, 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 23 Attachment Proprietary School Certification Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

Apex Welding Academy
Cassville, Missouri

This for-profit institution offers non-degree programs in welding. The school is not accredited.

OceanPointe Dental Assisting of Kansas City
Kansas City, Missouri

This for-profit institution offers a non-degree program in dental assisting. The school is not accredited.

Resiliency at Work 2.0
Lees Summit, Missouri

This non-profit institution offers non-degree programs in building information modeling and computer-aided drafting and design. The school is not accredited.

Rightfully Sewn
Kansas City, Missouri

This non-profit institution offers a non-degree program in seamstress training. The school is not accredited.

Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)

None

Exemptions Granted

Jefferson City Flying School
Jefferson City, Missouri

This school was exempted as “a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes...” Jefferson City Flying School is granted exemption as a *Non-Vocational School* in the state of Missouri.

Missouri Association of Nursing Home Administrators (MANHA)
Jefferson City, Missouri

The school was exempted as “a course of study or instruction conducted by a trade, business or professional organization with a closed membership where participation in the course is limited to bona fide members of the trade, business or professional organization.” The Missouri Association of Nursing Home Administrators is granted exemption as a *Professional Organization* in the state of Missouri.

Missouri Sheriff's Association Training Academy
Jefferson City, Missouri

This organization was exempted as “a school that is licensed and approved under and pursuant to any other licensing law of this state.” The MO Sheriffs' Association Training Academy is granted exemption as a *Licensed School* with the Department of Public Safety in the state of Missouri.

The International University
Grandview, Missouri

The school was exempted as “A not-for-profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” The International University is granted exemption as a *Religious School* in the state of Missouri.

Schools Closed

Jefferson City Flying School
Jefferson City, Missouri

This school was approved to offer certificate programs in commercial piloting. The school's owners chose to delete its vocational programs and close the school for vocational purposes. The school received exemption as a non-vocational school and offers private pilot lessons. The school has provided information on student record retention.

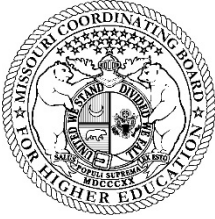
The Tallgrass School
Kansas City, Missouri

This school was approved to offer certificate programs in web development. The school's owner chose not to complete the recertification process and allowed the certificate to lapse as of June 30, 2021. The school's owner ceased enrollment and taught out all students. The school has provided information on student record retention.

Certifications Denied

Golden Paws Pet Styling
Camdenton, Missouri

The school was approved to offer certificate programs in pet grooming. The school's owners failed to submit and complete the recertification process. After multiple attempts to contact the owner, the school's certificate was denied for recertification, and the school is officially closed. Staff continue to attempt to retrieve information regarding student record retention.



Tab 24

A+ Dual Credit/Dual Enrollment Scholarship Administrative Rule

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

During the 2019 session, the General Assembly passed and Governor Parson signed legislation establishing a dual credit/dual enrollment scholarship program linked to the existing A+ program. The related statutory excerpts are included as Attachment A. Although the program was enacted in 2019, the program was not funded until FY 2022.

The statute requires the department establish a procedure for the reimbursement of the cost of tuition and fees for any dual-credit or dual enrollment course offered to a student in high school who meets the requirements for A+ eligibility immediately before taking the course. The dual credit coursework must be offered by an institution of higher education or vocational or technical school. Private vocational or technical schools must meet certain criteria in order to be eligible. Reimbursements for dual credit or dual enrollment coursework must be made on the basis of financial need.

By department policy established previously, dual credit coursework is a college level course taught by a high school instructor to high school students who are simultaneously earning both high school and college credit for the course. Dual enrollment coursework is a college level course taught by postsecondary faculty to high school students who are earning college credit, and may be earning high school credit, for the course.

CURRENT STATUS

After gathering input from multiple stakeholders, DHEWD staff developed a proposed administrative rule to guide the implementation of the program. Since the authorizing provisions are contained in the A+ statute and directly reference the postsecondary program's student eligibility requirements, the draft was based on an understanding that the dual credit/dual enrollment program should closely mirror the existing postsecondary A+ scholarship. At the CBHE July meeting, the board directed staff to file the proposed administrative rule as soon as possible.

The proposed rule was filed in late August and was published in the Missouri Register on October 1, 2021. Part of the purpose of the publication of the proposal rule is to provide an opportunity for public comment. That comment period extended for 30 days, from the publication date through October 30. During that period of time, the department received comments from 23 individual commenters. All of the actual comments are available on the DHEWD website at <https://dhewd.mo.gov/ppc/grants/ADCDE-PublicComments.htm>.

The next step in the rulemaking process is to submit an Order of Rulemaking. This process allows for revisions to the original proposal based on the public comments received. In preparation for that process, DHEWD staff solicited input from the State Student Financial Aid Committee and the A+ Dual Credit/Dual Enrollment Work Group concerning changes to the draft rule recommended through the comment process. Below is a summary of each comment received during the public comment period, organized by subject, and the staff recommendation for change.

Category	Subject	Public Comment	Response
Eligibility	Attend A+ high school for two years	Because not all Missouri high schools are A+ designated, this requirement should be eliminated. Or limit the scholarship to seniors only as they will have	No change. This requirement is statutory and cannot be changed as part of an administrative rule. Removal of several of the non-statutory A+

Category	Subject	Public Comment	Response
		completed most of the A+ requirements.	criteria make limiting eligibility to seniors unnecessary.
	High school 2.5 GPA requirement	Raise the GPA requirement to 3.0 to reflect these are high caliber students	No change. Suggested increase to 3.0 would be inconsistent with other state aid programs.
	Citizenship verification	The documentation requirements for this criterion creates a barrier for students and the verification itself would violate federal prohibitions against discrimination on the basis of citizenship.	No change. This requirement is statutory. Verification cannot occur at the high school level but remains a requirement for postsecondary institutions.
	95 percent attendance requirement	This requirement is too stringent and would exclude many worthy students the program is intended to serve. One commenter proposed a reduction to 90 percent while another proposed a 75 percent standard. Verification of this requirement will be difficult given the timing of attendance appeals.	Remove this requirement due to its likelihood to cause confusion with the postsecondary A+ program, particularly if the requirement were to be reduced. This change will expand student eligibility for the dual credit/dual enrollment program.
	Algebra I EOC requirement	Several comments were received on this item. Weaknesses in math but strength in other areas, COVID exemptions and ACT test availability were cited as barriers to students. Some recommended eliminating the requirement entirely while others recommended expanding the requirement to include any EOC.	Remove this requirement due to its likelihood to cause confusion with the postsecondary A+ program. This change will expand student eligibility for the dual credit/dual enrollment program.
	Good citizenship/avoidance of drugs and alcohol	Commenters recommended either removing this requirement due to its lack of a clear definition or restricting it to criminal convictions.	No change. High school partners expressed support for retaining this requirement as a local control issue. Additionally, it is routine for school districts to have an appeal process to allow a review of decisions on these subjects.
High School Responsibilities	Student notification and administrative burden	Several commenters expressed concern	Revise the reporting requirement to limit the

Category	Subject	Public Comment	Response
		about the expectation that high school personnel would notify students of their eligibility status for the scholarship and the administrative burden associated with tracking and reporting student eligibility.	high school responsibility to reporting for applicants only. Eliminate notice relating to need cutoff in the proposed process.
Application and Evaluation	Priority deadline	Two commenters expressed concern about establishing a priority deadline for applications given the timing of student enrollment each semester.	Retain requirement for a deadline but provide specific additional dates and clarify the periodic award process between the priority and final deadlines.
	Need component	Some commenters felt the need requirement was misplaced since low income students at some schools already have their tuition costs covered. Others felt this was inappropriate since the postsecondary program does not have a need component and is designed to help middle income families. One had concerns about the timing of the availability of the information necessary to establish the need cutoff, while another suggested limiting the number of credit hours as an alternative when there is a funding shortfall.	No change. This requirement is statutory and cannot be changed as part of the administrative rule.
	AGI verification	Commenters felt requesting this information would be a barrier as some families will refuse to share this information and suggested using the FAFSA or students' Free and Reduced Lunch status to determine need instead of AGI. Others were concerned about the security vulnerability of sharing this information.	No change. The statute requires awards based on need. The FAFSA is not available for all high school students and free and reduced lunch does not provide sufficient information to establish a need cutoff. Security concerns will be addressed during development of the online application.

Category	Subject	Public Comment	Response
Awards	Timing	Commenters expressed concern that the timing of the awards would come too late to help students with financial need since they would need to enroll in the dual credit or dual enrollment course before they know if they will receive the scholarship. Some commenters felt the risk of award denial after it was too late to withdraw with a refund was too great and could lead to unwanted and unaffordable debt.	No change. While the commenters concerns are valid, the program is statutorily defined as a reimbursement program and since it covers actual tuition and fees, it is not possible to accelerate the process or provide early notification of awards.
	Summer awards	One commenter felt that summer dual credit and dual enrollment coursework should be included as eligible for the scholarship to increase educational opportunity and scheduling flexibility.	No change. School partners confirmed a very limited amount of summer dual credit and highlighted issues with high school verification of student eligibility for dual enrollment during summer periods.
A+ Interaction		Several commenters were concerned that this program would cause confusion about the applicability of this scholarship to the 48 month and 105% eligibility limitations of the postsecondary A+ program. Others were concerned students who may not ultimately be eligible for the A+ Scholarship would improperly benefit from this scholarship. And others were concerned the reference to A+ in both program names would lead to additional confusion.	Agree. Several of the postsecondary A+ requirements are being removed and the program name will not reference A+.
Other Issues	Dual enrollment	One commenter indicated their school does not track dual enrollment students and consequently would not have the information needed to report to the DHEWD.	No change. DHEWD will make extra effort to help ensure dual enrollment students are aware of the program and high schools are aware of their dual enrollment students.
	Complexity	Numerous commenters raised concern about	This concern should be addressed by the

Category	Subject	Public Comment	Response
		the administrative burden this program would place on high school personnel, particularly at schools that work with multiple dual credit/dual enrollment providers, and recommended the process be simplified.	deletion of several eligibility requirements and some adjustment of the reporting requirements for high schools.
	Program support	Two commenters expressed support for the program as an incentive for students to participate in postsecondary education while still in high school, benefitting students by providing challenging coursework and shortening the time to completion.	No change.
	Other	One commenter indicated the requirements outlined in the proposed administrative rule go beyond the legislation and would negatively impact marginalized communities.	No change. The A+ authorizing statute grants the department the authority to establish “other requirements for the reimbursement authorized by this subsection as determined by rule and regulation of the department.”

The attached revised administrative rule draft incorporates changes as indicated in the table above.

NEXT STEPS

If approved, the department will file an order of rulemaking, which will include information about all comments received and any revisions to the original proposed rule. The rule becomes effective 30 days after it is published in the Code of State Regulations.

RECOMMENDATION

Staff recommend that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure an order of rulemaking containing the referenced rule changes is filed with the Secretary of State as soon as possible.

ATTACHMENTS

- A. Statutory Provisions
- B. Proposed Administrative Rule Revisions (Marked Up)
- C. Proposed Administrative Rule Revisions (Clean)

Tab 24 Attachment A

A+ Dual Credit/Dual Enrollment Scholarship Administrative Rule

**A+ Dual Credit/Dual Enrollment Scholarship
Excerpts from Section 160.545, RSMo**

8. The department of higher education and workforce development shall, by rule, establish a procedure for the reimbursement of the cost of tuition, books and fees to any public community college or vocational or technical school or within the limits established in subsection 11 of this section for any two-year private vocational or technical school for any student:

(1) Who has attended a high school in the state for at least two years that meets the requirements of subsection 2 of this section and who has graduated from such a school; except that, students who are active duty military dependents, and students who are dependents of retired military who relocate to Missouri within one year of the date of the parent's retirement from active duty who meet all other requirements of this subsection and are attending a school that meets the requirements of subsection 2 of this section shall be exempt from the two-year attendance requirement of this subdivision; and

(2) Who has made a good faith effort to first secure all available federal sources of funding that could be applied to the reimbursement described in this subsection; and

(3) Who has earned a minimal grade average while in high school or through the semester immediately before taking the course for which reimbursement is sought as determined by rule of the department of higher education and workforce development, and other requirements for the reimbursement authorized by this subsection as determined by rule and regulation of the department; and

(4) Who is a citizen or permanent resident of the United States.

9. The department of higher education and workforce development shall, by rule, establish a procedure for the reimbursement of the cost of tuition, and fees for any dual-credit or dual-enrollment course offered to a student in high school in association with an institution of higher education or vocational or technical school, subject to the requirements of subsection 11 of this section, for any student who meets the requirements established in subsection 8 of this section immediately before taking the course for which reimbursement is sought.

11. For a two-year private vocational or technical school to obtain reimbursements under subsection 8 or 9 of this section, the following requirements shall be satisfied:

(1) Such two-year private vocational or technical school shall be a member of the North Central Association and be accredited by the Higher Learning Commission as of July 1, 2008, and maintain such accreditation;

(2) Such two-year private vocational or technical school shall be designated as a 501(c)(3) nonprofit organization under the Internal Revenue Code of 1986, as amended;

(3) No two-year private vocational or technical school shall receive tuition reimbursements in excess of the tuition rate charged by a public community college for course work offered by the private vocational or technical school within the service area of such college; and

(4) The reimbursements provided to any two-year private vocational or technical school shall not violate the provisions of [Article IX, Section 8](#), or [Article I, Section 7](#), of the Missouri Constitution or the first amendment of the United States Constitution.

12. The department of higher education and workforce development shall distribute reimbursements in the following manner:

(1) To community college or vocational or technical school students;

(2) After all students from subdivision (1) of this subsection have been reimbursed, to any dual-credit or dual-enrollment student on the basis of financial need.

Tab 24 Attachment B

A+ Dual Credit/Dual Enrollment Scholarship Administrative Rule

**Title 6 – DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE
DEVELOPMENT**

**Division 10 – Commissioner of Higher Education and Workforce Development
Chapter 2 – Student Financial Assistance Program**

PROPOSED RULEMAKING

6 CSR 10-2.195 ~~A+~~Dual Credit/Dual Enrollment Scholarship Program

PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the ~~A+~~Dual Credit/Dual Enrollment Scholarship program.

(1) Definitions.

(A) A+ designated high school shall mean a high school that the Department of Elementary and Secondary Education has determined meets the requirements established in section 160.545, RSMo, and has been approved by the Board of Education for participation in the A+ Program.

(B) ~~A+~~Dual Credit/Dual Enrollment Scholarship shall mean the tuition reimbursement program set forth in subsection 9. of section 160.545, RSMo.

(C) Approved institution shall mean any institution located in the state of Missouri that meets the requirements set forth in subdivisions 173.1102.1(2), (3), or (4), RSMo, that has been approved under 6 CSR 10-2.140, and that has been approved to participate in the federal student financial assistance programs created in Title IV of the Higher Education Act of 1965, as amended.

(D) Award year shall be from July 1 of any year through June 30 of the following year.

(E) CBHE shall mean the Coordinating Board for Higher Education created by section 173.005.2, RSMo.

(F) Department shall mean the Department of Higher Education and Workforce Development created by section 173.005.1, RSMo.

(G) Dual Credit coursework shall mean college level courses taught by high school instructors to high school students who are simultaneously earning both high school and college credit for these courses.

(H) Dual Enrollment coursework shall mean college level courses taught by postsecondary faculty to high school students who are earning college credit, and may be earning high school credit, for these courses.

(I) Eligible coursework shall mean dual credit or dual enrollment coursework provided by an approved institution.

(J) Eligible student shall mean a student at an A+ designated high school who has applied for the Dual Credit/Dual Enrollment Scholarship program and who has been verified by the A+ designated high school in accordance with subsection (2)(A) of this rule.

(K) Recipient shall mean an eligible student who has been verified by an approved institution in accordance with subsection (3)(A) of this rule and has been paid an award.

(L) Repeat coursework shall be any coursework for which the recipient has been assigned a grade under the institution's standard grading policy, excluding coursework for which the recipient was placed in an incomplete or withdrawn status, in a previous term.

(M) Student shall mean a student attending an A+ designated high school who is applying for, or has applied for, a Dual Credit/Dual Enrollment Scholarship award.

(N) Tuition and fees shall mean any charges to eligible students classified as tuition and any institutional fees charged to all dual credit or dual enrollment students, excluding course-specific fees.

(O) Tuition reimbursement shall mean an amount of money paid by the state of Missouri to an eligible student enrolled in dual credit or dual enrollment coursework under the ~~A+~~ Dual Credit/Dual Enrollment Scholarship program for costs related to tuition and general fees, subject to state appropriations, after all other sources of non-loan funding have been applied.

(2) Responsibilities of A+ Designated High Schools.

(A) ~~Verify which students~~ For students who have completed a dual credit/dual enrollment scholarship application, verify they are enrolled in dual credit or dual enrollment coursework and have met the eligibility requirements listed in section (4) of this rule except for paragraph 2 of subsection (4)(A).

(B) Submit the information required to verify student eligibility to the department ~~by the deadline established for each semester.~~ Student eligibility for an award will not be evaluated until this information is provided to the department.

(3) Responsibilities of Approved Institutions.

(A) Before requesting reimbursement for an eligible student, verify the following:
1. The eligible student is enrolled in eligible coursework;

2. The amount of the reimbursement request, including the number of hours in which the eligible student is enrolled and the credit hour rate for those hours; and

3. The eligible student is a U.S. citizen or permanent resident.

(B) Comply with the institutional responsibilities required in section 6 CSR 10-2.140(5), with the exception of paragraph 6 CSR 10-2.140(5)(A)5.

(C) Verify all other sources of non-loan funding are applied correctly to tuition and general fees, as specified in subsection (6)(C) of this rule.

(4) Eligibility Policy.

(A) To qualify for tuition reimbursement, a student must meet the following criteria:

1. Attend an A+ designated high school or high schools for at least two (2) years prior to the semester in which tuition reimbursement is being sought.

Enrollment during the two (2) years in which the student was in attendance at one (1) or more A+ designated high schools must total a minimum of seventy-five percent (75%) of the instructional days required by the high school at which the student is enrolled while taking the dual credit or dual enrollment coursework. Interruptions in enrollment cumulatively totaling no more than twenty-five percent (25%) of instructional days in the two (2) years in which the student was in attendance at one (1) or more A+ designated high schools may occur consecutively or intermittently;

2. Be a U.S. citizen or permanent resident;

~~3. Enter into a written agreement as required by paragraph 6 CSR 10-190(3)(A)4 with the A+ designated high school prior to the semester in which tuition reimbursement is being sought;~~

4.3. Meet the high school's requirements for taking dual credit or dual enrollment coursework, except that students must have a minimum overall unweighted high school grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, through the semester immediately preceding the semester in which tuition reimbursement is being sought;

~~5. Have at least a ninety five percent (95%) attendance record overall through the semester immediately preceding the semester in which tuition reimbursement is being sought;~~

~~6. Meet one (1) of the following indicators of college preparedness prior to the semester in which tuition reimbursement is being sought, unless the A+~~

~~school district has met all of the Department of Elementary and Secondary Education's (DESE) requirements for waiver of the Algebra I end-of-course exam for the student:~~

~~A. Have achieved a score of proficient or advanced on the official Algebra I end-of-course exam, or a higher level DESE-approved end-of-course exam in the field of mathematics; or~~

~~B. Meet other criteria established by the CBHE. The CBHE will develop these criteria in consultation with approved institutions and A+ designated high schools and may revise these criteria annually;~~

~~7.4.~~ Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol through the semester immediately preceding the semester in which reimbursement is being sought as determined by the A+ high school the eligible student is attending. Student participation in the Constitution Project of Missouri may be included in a student's record of good citizenship in accordance with the A+ designated high school's policy; and

~~8.5.~~ Be enrolled in eligible coursework.

(5) Application and Evaluation.

(A) The department shall prescribe the time and method for filing applications for tuition reimbursement under the ~~A+~~ Dual Credit/Dual Enrollment Scholarship program. ~~It shall make announcement of its action in these respects.~~

(B) Students must submit a completed application by ~~any established~~ the following deadlines to be considered for tuition reimbursement.

1. The priority deadline for the fall semester (August through December) shall be October 1 and for the spring semester (January through May) shall be February 1 of the current academic year.

2. The final deadline shall be December 1 for the fall semester and April 1 for the spring semester

3. Students filing after the priority deadline has passed and on or before the final deadline shall be considered for payment if funds are available.

(C) The department will evaluate each application and assign the eligible student's payment rank in accordance with subsection (6)(E) of this rule.

(6) Award Policy.

(A) Tuition reimbursement shall occur each semester within one (1) award year.

(B) Tuition reimbursement will be as specified for the following categories of eligible coursework:

1. Completed coursework for which a grade is assigned under the institution's standard grading policy, including coursework assigned a grade of Incomplete, will be reimbursed.
2. Dropped or withdrawn coursework will be reimbursed, based on the approved institution's tuition refund policy.
3. Repeat high school dual credit or dual enrollment coursework will not be reimbursed.

(C) The amount of the tuition reimbursement must be calculated based on the remaining costs of actual tuition and fees after all other non-loan aid has been applied.

(D) Tuition reimbursement is subject to legislative appropriation.

(E) If insufficient funds are available to pay all eligible students, the department will rank eligible students first from lowest to highest Adjusted Gross Income as provided in the eligible student's application and then from earliest application received date, and will make reimbursement according to rank order until all available funds for the semester are expended:

(F) Tuition reimbursement will be made for dual credit or dual enrollment coursework taken in the fall and spring semesters, but no tuition reimbursement will be made for such coursework taken in summer school.

(G) No tuition reimbursement will be made retroactive to a previous award year. Tuition reimbursement will be made retroactive to a previous semester only upon the sole discretion of the department.

(H) Tuition reimbursement will be made only after institutional certification of the eligible student's eligibility and the amount of the tuition reimbursement.

(I) The recipient's award will be sent to the approved institution to be delivered to the student's account.

(J) An eligible student's failure to provide required information by the established deadlines may result in loss of the ~~A+~~ Dual Credit/Dual Enrollment Scholarship for the period covered by the deadline.

(K) The CBHE has the discretion to withhold payments of any tuition reimbursements after initiating an inquiry into the eligibility or continued eligibility of an eligible student or recipient.

(L) A recipient may receive tuition reimbursement from more than one approved institution in a semester or award year.

(7) Information Sharing Policy. All information on an individual's ~~A+~~ Dual Credit/Dual Enrollment Scholarship application may be shared with the financial aid office of the approved institution providing the individual's dual credit or dual enrollment coursework, or the A+ designated high school the student is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices, if necessary, to verify data furnished by state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

Authority: section 160.545, RSMo Supp. 2019 and Executive Order 10-16, dated January 29, 2010. Original rule filed August 27, 2021.*

**Original authority: 160.545, RSMo 1993, amended 2002, 2008, 2009, 2010, 2014, 2015, 2016, 2018.*

Tab 24 Attachment C

A+ Dual Credit/Dual Enrollment Scholarship Administrative Rule

**Title 6 – DEPARTMENT OF HIGHER EDUCATION AND WORKFORCE
DEVELOPMENT**

**Division 10 – Commissioner of Higher Education and Workforce Development
Chapter 2 – Student Financial Assistance Program**

PROPOSED RULEMAKING

6 CSR 10-2.195 Dual Credit/Dual Enrollment Scholarship Program

PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the Dual Credit/Dual Enrollment Scholarship program.

(1) Definitions.

(A) A+ designated high school shall mean a high school that the Department of Elementary and Secondary Education has determined meets the requirements established in section 160.545, RSMo, and has been approved by the Board of Education for participation in the A+ Program.

(B) Dual Credit/Dual Enrollment Scholarship shall mean the tuition reimbursement program set forth in subsection 9. of section 160.545, RSMo.

(C) Approved institution shall mean any institution located in the state of Missouri that meets the requirements set forth in subdivisions 173.1102.1(2), (3), or (4), RSMo, that has been approved under 6 CSR 10-2.140, and that has been approved to participate in the federal student financial assistance programs created in Title IV of the Higher Education Act of 1965, as amended.

(D) Award year shall be from July 1 of any year through June 30 of the following year.

(E) CBHE shall mean the Coordinating Board for Higher Education created by section 173.005.2, RSMo.

(F) Department shall mean the Department of Higher Education and Workforce Development created by section 173.005.1, RSMo.

(G) Dual Credit coursework shall mean college level courses taught by high school instructors to high school students who are simultaneously earning both high school and college credit for these courses.

(H) Dual Enrollment coursework shall mean college level courses taught by postsecondary faculty to high school students who are earning college credit, and may be earning high school credit, for these courses.

(I) Eligible coursework shall mean dual credit or dual enrollment coursework provided by an approved institution.

(J) Eligible student shall mean a student at an A+ designated high school who has applied for the Dual Credit/Dual Enrollment Scholarship program and who has been verified by the A+ designated high school in accordance with subsection (2)(A) of this rule.

(K) Recipient shall mean an eligible student who has been verified by an approved institution in accordance with subsection (3)(A) of this rule and has been paid an award.

(L) Repeat coursework shall be any coursework for which the recipient has been assigned a grade under the institution's standard grading policy, excluding coursework for which the recipient was placed in an incomplete or withdrawn status, in a previous term.

(M) Student shall mean a student attending an A+ designated high school who is applying for, or has applied for, a Dual Credit/Dual Enrollment Scholarship award.

(N) Tuition and fees shall mean any charges to eligible students classified as tuition and any institutional fees charged to all dual credit or dual enrollment students, excluding course-specific fees.

(O) Tuition reimbursement shall mean an amount of money paid by the state of Missouri to an eligible student enrolled in dual credit or dual enrollment coursework under the Dual Credit/Dual Enrollment Scholarship program for costs related to tuition and general fees, subject to state appropriations, after all other sources of non-loan funding have been applied.

(2) Responsibilities of A+ Designated High Schools.

(A) For students who have completed a dual credit/dual enrollment scholarship application, verify they are enrolled in dual credit or dual enrollment coursework and have met the eligibility requirements listed in section (4) of this rule except for paragraph 2 of subsection (4)(A).

(B) Submit the information required to verify student eligibility to the department. Student eligibility for an award will not be evaluated until this information is provided to the department.

(3) Responsibilities of Approved Institutions.

(A) Before requesting reimbursement for an eligible student, verify the following:
1. The eligible student is enrolled in eligible coursework;

2. The amount of the reimbursement request, including the number of hours in which the eligible student is enrolled and the credit hour rate for those hours; and

3. The eligible student is a U.S. citizen or permanent resident.

(B) Comply with the institutional responsibilities required in section 6 CSR 10-2.140(5), with the exception of paragraph 6 CSR 10-2.140(5)(A)5.

(C) Verify all other sources of non-loan funding are applied correctly to tuition and general fees, as specified in subsection (6)(C) of this rule.

(4) Eligibility Policy.

(A) To qualify for tuition reimbursement, a student must meet the following criteria:

1. Attend an A+ designated high school or high schools for at least two (2) years prior to the semester in which tuition reimbursement is being sought. Enrollment during the two (2) years in which the student was in attendance at one (1) or more A+ designated high schools must total a minimum of seventy-five percent (75%) of the instructional days required by the high school at which the student is enrolled while taking the dual credit or dual enrollment coursework. Interruptions in enrollment cumulatively totaling no more than twenty-five percent (25%) of instructional days in the two (2) years in which the student was in attendance at one (1) or more A+ designated high schools may occur consecutively or intermittently;
2. Be a U.S. citizen or permanent resident;
3. Meet the high school's requirements for taking dual credit or dual enrollment coursework, except that students must have a minimum overall unweighted high school grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, through the semester immediately preceding the semester in which tuition reimbursement is being sought;
4. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol through the semester immediately preceding the semester in which reimbursement is being sought as determined by the A+ high school the eligible student is attending. Student participation in the Constitution Project of Missouri may be included in a student's record of good citizenship in accordance with the A+ designated high school's policy; and
5. Be enrolled in eligible coursework.

(5) Application and Evaluation.

(A) The department shall prescribe the time and method for filing applications for tuition reimbursement under the Dual Credit/Dual Enrollment Scholarship program.

(B) Students must submit a completed application by the following deadlines to be considered for tuition reimbursement.

1. The priority deadline for the fall semester (August through December) shall be October 1 and for the spring semester (January through May) shall be February 1 of the current academic year.
2. The final deadline shall be December 1 for the fall semester and April 1 for the spring semester
3. Students filing after the priority deadline has passed and on or before the final deadline shall be considered for payment if funds are available.

(C) The department will evaluate each application and assign the eligible student's payment rank in accordance with subsection (6)(E) of this rule.

(6) Award Policy.

(A) Tuition reimbursement shall occur each semester within one (1) award year.

(B) Tuition reimbursement will be as specified for the following categories of eligible coursework:

1. Completed coursework for which a grade is assigned under the institution's standard grading policy, including coursework assigned a grade of Incomplete, will be reimbursed;
2. Dropped or withdrawn coursework will be reimbursed, based on the approved institution's tuition refund policy;
3. Repeat high school dual credit or dual enrollment coursework will not be reimbursed.

(C) The amount of the tuition reimbursement must be calculated based on the remaining costs of actual tuition and fees after all other non-loan aid has been applied.

(D) Tuition reimbursement is subject to legislative appropriation.

(E) If insufficient funds are available to pay all eligible students, the department will rank eligible students first from lowest to highest Adjusted Gross Income as provided in the eligible student's application and then from earliest application received date, and will

make reimbursement according to rank order until all available funds for the semester are expended:

(F) Tuition reimbursement will be made for dual credit or dual enrollment coursework taken in the fall and spring semesters, but no tuition reimbursement will be made for such coursework taken in summer school.

(G) No tuition reimbursement will be made retroactive to a previous award year. Tuition reimbursement will be made retroactive to a previous semester only upon the sole discretion of the department.

(H) Tuition reimbursement will be made only after institutional certification of the eligible student's eligibility and the amount of the tuition reimbursement.

(I) The recipient's award will be sent to the approved institution to be delivered to the student's account.

(J) An eligible student's failure to provide required information by the established deadlines may result in loss of the Dual Credit/Dual Enrollment Scholarship for the period covered by the deadline.

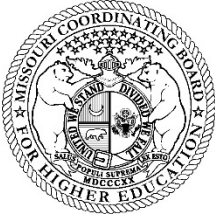
(K) The CBHE has the discretion to withhold payments of any tuition reimbursements after initiating an inquiry into the eligibility or continued eligibility of an eligible student or recipient.

(L) A recipient may receive tuition reimbursement from more than one approved institution in a semester or award year.

(7) Information Sharing Policy. All information on an individual's Dual Credit/Dual Enrollment Scholarship application may be shared with the financial aid office of the approved institution providing the individual's dual credit or dual enrollment coursework, or the A+ designated high school the student is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices, if necessary, to verify data furnished by state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

Authority: section 160.545, RSMo Supp. 2019 and Executive Order 10-16, dated January 29, 2010. Original rule filed August 27, 2021..*

**Original authority: 160.545, RSMo 1993, amended 2002, 2008, 2009, 2010, 2014, 2015, 2016, 2018.*



Tab 25

Bright Flight Score Change and Superscoring

Coordinating Board for Higher Education
December 8, 2021

BACKGROUND

The Higher Education Academic Scholarship Program, aka Bright Flight, was established in 1986 and is codified in section 173.250, RSMo. It is a merit-based program that establishes student eligibility based on a “composite score on the ACT or the SAT achieved in an eligible student’s high school sophomore, junior, or senior year that is in the top five percent of Missouri test-takers, as established at the beginning of an eligible student’s final year of secondary coursework.” Awards are differentiated in that students who score in the top three percent of test takers are eligible to receive a maximum award of \$3,000 and those in the top fourth and fifth percentiles are eligible for a maximum award of \$1,000. All students in the top three percent must receive awards of \$3,000 before any student in the top fourth and fifth percentiles receives any award. To date, students in the top fourth and fifth percentiles have never received an award.

CURRENT STATUS

Score Change

Each fall, the department receives information from ACT and the College Board that includes the score distribution for the prior academic year’s high school graduating class. This score distribution is what is used to determine the minimum qualifying score for the program. Because the qualifying score is based on a percentage of test takers, qualifying scores can change from year to year. For example, although the qualifying ACT score had been 30 for more than 20 years, in 2008 the score for the top three percent increased to a 31 on the ACT. It is important to keep in mind that the second tier of awards was not established until 2010.

In October of this year, the department received score distribution information from ACT for the 2021 high school seniors. That data indicated the score required to be considered within the top three percent of test takers had increased to a 32. Since the department was unable to meet the statutory requirement to notify the 2022 high school seniors of this change “at the beginning of an eligible student’s final year of secondary coursework,” the change will not be implemented until the fall 2023 semester, impacting 2023 high school seniors. While SAT scores can qualify a student for Bright Flight, less than one percent of qualifying students take the SAT. Since the qualifying score is already at near maximum for the SAT, primarily due to the small number of students taking the test, any score change should not impact students that qualify with only an SAT score. The department has not yet received the information necessary to determine the qualifying SAT scores for the 2023 seniors from the College Board.

Obviously, we do not have information regarding the number of 2023 high school seniors the change in the ACT score will impact. Based on the data for 2021 seniors, we would estimate this will reduce the number of eligible incoming freshmen in the fall of 2023 by approximately 900 individuals. Renewal students, those that received a payment before the 2022-2023 academic year, are not impacted by this change and will remain eligible as long as they meet the other requirements (GPA, full-time enrollment, and continuous enrollment).

Superscoring

In April of this year, ACT announced that it will provide an automatically calculated ACT superscore to all students who have taken the ACT test more than once since September of 2016. Although questions had been circulating about a move toward superscoring for more than a year and some postsecondary institutions had been calculating and using a superscore for some purposes, this was the first time this approach was formally adopted by ACT.

The superscore is the average of the four best subject scores (English, math, reading and science) across all ACT tests taken by the individual. Consequently, a student must have scores from at least two test administrations for ACT to calculate a superscore.

ACT has conducted extensive research related to superscoring. That research suggests that—among students who take the ACT more than once—superscoring is the best scoring method for predicting how students will perform in their college courses. This is true across income level, race/ethnicity, gender, and other subgroups, meaning students from traditionally underserved populations may benefit most from superscoring.

Based on this information, staff is planning to begin accepting superscores as qualifying a student for Bright Flight beginning with the 2022-2023 high school seniors. Since a superscore is considered a “composite” score, this approach remains consistent with the statutory definition of a qualifying score. Based on the data available from ACT, staff estimate this change will increase the number of eligible Bright Flight students by between 700 and 800 individuals. As with the score change, this change will not impact renewal students.

Conclusion

Taken in tandem, these two changes will have a minimal impact on the number of eligible students and the overall cost of the program. However, the changes will ensure the program remains compliant with statutory requirements while also implementing a process that will improve access to this program for all Missouri students.

NEXT STEPS

As indicated above, these changes will not go into effect for high school seniors until the 2022-2023 academic year. In preparation, the department intends to provide early information about the impending change in order to allow students time to adapt and prepare. The following is the proposed timeline for that process.

December 2021	Coordinating Board agenda information item
	News release about coming changes
	Preliminary conversations with legislative leaders
	Preliminary communication with school counselors, financial aid officers, and other interested constituencies.
January – May 2022	Update interested legislators/other policymakers about change and its impact
	Follow up information to high schools and students
August 2022	Formal notification to students and high schools of score change
September 2022	Update to Coordinating Board
January 2023	Reminder of upcoming changes to the program
Fall 2023	Implementation of score change and superscore acceptance

RECOMMENDATION

This is an information item only

ATTACHMENT

- Statutory Provisions

Tab 25 Attachment Bright Flight Score Change and Superscoring

173.250. Higher education academic scholarship program, definitions, board to administer — requirements, amounts — transfer, withdrawal, illness or disability of student. — 1. There is hereby established a “Higher Education Academic Scholarship Program” and any moneys appropriated by the general assembly for this program shall be used to provide scholarships for Missouri citizens to attend a Missouri college or university of their choice pursuant to the provisions of this section.

2. The definitions of terms set forth in section 173.1102 shall be applicable to such terms as used in this section. In addition, the following definitions shall apply:

(1) “**Academic scholarship**”, an amount of money paid by the state of Missouri to a student pursuant to the provisions of this section;

(2) “**ACT**”, the American College Testing program examination;

(3) “**Approved institution**”, an approved public or approved private institution as defined in section 173.1102;

(4) “**Eligible student**”, an individual who meets the criteria set forth in section 173.1104, excluding the requirements of financial need and undergraduate status and, in addition, meets the following requirements:

(a) Has achieved a qualifying score on the ACT or SAT;

(b) Is a Missouri resident who has completed secondary coursework through graduation from high school or the virtual public school established in section 161.670, receipt of a general education development (GED) diploma, completion of a program of study through homeschooling or any other program of academic instruction that satisfies the compulsory attendance requirement under section 167.031; and

(c) Is enrolled full time or accepted for full-time enrollment as a postsecondary student at an approved institution during the academic year immediately following the completion of his or her secondary coursework;

(5) “**Missouri test-takers**”, all Missouri high school seniors who take the ACT or the SAT;

(6) “**Qualifying score**”, a composite score on the ACT or the SAT achieved in an eligible student's high school sophomore, junior, or senior year that is in the top five percent of Missouri test-takers, as established at the beginning of an eligible student's final year of secondary coursework;

(7) “**Recipient**”, an eligible or renewal student who receives an academic scholarship pursuant to this section;

(8) “**Renewal student**”, an eligible student who remains in compliance with the provisions of section 173.1104, maintains continuous enrollment, and makes satisfactory academic degree progress; and

(9) “**SAT**”, the Scholastic Aptitude Test.

3. The coordinating board for higher education shall be the administrative agency for the implementation of the program established by this section, and shall:

(1) Promulgate reasonable rules and regulations for the exercise of its functions and the effectuation of the purposes of this section, including regulations for granting scholarship deferments;

(2) Prescribe the form and the time and method of awarding academic scholarships, and shall supervise the processing thereof; and

(3) Select qualified recipients to receive academic scholarships, make such awards of academic scholarships to qualified recipients and determine the manner and method of payment to the recipient.

4. Eligible students shall be offered academic scholarships in the following amounts and in the following order of priority, within the limits of the funds appropriated and made available:

(1) Each eligible student with a qualifying score in the top three percent of all Missouri test-takers shall be offered an academic scholarship of up to three thousand dollars per year. All students in the top three percent shall receive awards of three thousand dollars before any student in the top fourth and fifth percentiles receives any award;

(2) Provided sufficient funds are appropriated, each eligible student with a qualifying score in the top fourth and fifth percentiles shall be offered an academic scholarship of up to one thousand dollars per year.

5. Eligible students may renew academic scholarships for their second, third, and fourth years of postsecondary education, or as long as the recipient is in compliance with the criteria to be a renewal student.

6. If an eligible student is unable to enroll during the first academic year or a renewal student ceases attendance

at an approved institution for the purpose of providing service to a nonprofit organization, a state or federal government agency, or any branch of the Armed Forces of the United States, such student shall be offered an academic scholarship upon enrollment in any approved institution after the completion of their service, if the student meets all other requirements for an initial or renewal award and if the following criteria are met:

(1) For an eligible student who cannot attend an approved institution as a result of service to a nonprofit organization or the state or federal government, the student returns to full-time status within twenty-seven months and provides verification to the coordinating board for higher education that the service to the nonprofit organization was satisfactorily completed and was not compensated other than for expenses, or that the service to the state or federal government was satisfactorily completed; or

(2) For an eligible student who cannot attend an approved institution as a result of military service in the Armed Forces of the United States, the student returns to full-time status within six months after the eligible student first ceases service to the Armed Forces and provides verification to the coordinating board for higher education that the military service was satisfactorily completed.

7. A recipient of an academic scholarship awarded under this section may transfer from one approved institution to another without losing eligibility for the academic scholarship.

8. If a recipient of an academic scholarship at any time withdraws from an approved institution so that under the rules and regulations of that institution he or she is entitled to a refund of any tuition, fees or other charges, the institution shall pay the portion of the refund attributable to the academic scholarship for that term to the coordinating board for higher education.

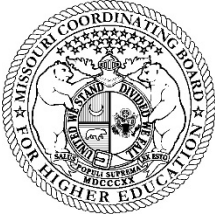
9. Other provisions of this section to the contrary notwithstanding, if an eligible student has been awarded an initial academic scholarship pursuant to the provisions of this section but is unable to attend an approved institution during the first academic year because of illness, disability, pregnancy or other medical need or if a renewal student ceases all attendance at an approved institution because of illness, disability, pregnancy or other medical need, the recipient shall be eligible for an initial or renewal academic scholarship upon enrollment in or return to any approved institution, provided the recipient:

(1) Enrolls in or returns to full-time status within twenty-seven months;

(2) Provides verification in compliance with coordinating board for higher education rules of sufficient medical evidence documenting an illness, disability, pregnancy or other medical need of such person to require that that person will not be able to use the academic scholarship during the time period for which it was originally offered; and

(3) Meets all other requirements established for eligibility to receive an academic scholarship.

(L. 1986 H.B. 1356 § 1, A.L. 1988 H.B. 1456, A.L. 1990 H.B. 1141, A.L. 1990 H.B. 1142, A.L. 1991 H.B. 51, et al., A.L. 2007 S.B. 389, A.L. 2010 S.B. 733)



Tab 26

Overview of Recent Audit Reports

Coordinating Board for Higher Education
December 8, 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 began the Missouri Annual Comprehensive Financial Reports (CAFR) audit on September 30, 2021. This audit will include a review of the financial records of the Department, the loan program, and the WIOA program.

Office of the Inspector General (OIG) – United States Department of Education

The OIG issued its Missouri Draft GEER Audit Report on November 11, 2021. There are no findings against DHEWD. A copy of the report is attached.

NEXT STEPS

State Auditor

DHEWD staff will continue to work with the SAO on the CAFR.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Missouri GEER Draft Audit Report



U.S. Department of Education
Office of Inspector General

Missouri's Administration
of the Governor's
Emergency Education Relief
Fund Grant

DRAFT REPORT

November 10, 2021
ED-OIG/ A20GA0018

We are providing this draft report to obtain advance review and comment from those with responsibility for the subjects it discusses. This report is predecisional and subject to revision.

You should not show or release the contents of this draft report for purposes other than official review and comment, except where required by law. You must safeguard this report to prevent publication or improper disclosure of the information it contains. This draft and all copies of it remain the property of the Office of Inspector General, and you must return it at our request.

NOTICE

Statements that managerial practices need improvements, as well as other conclusions and recommendations in this report, represent the opinions of the Office of Inspector General. The appropriate Department of Education officials will determine what corrective actions should be taken.

In accordance with Freedom of Information Act (Title 5, United States Code, Section 552), reports that the Office of Inspector General issues are available to members of the press and general public to the extent information they contain is not subject to exemptions in the Act.

November 10, 2021

The Honorable Michael L. Parson
Governor, State of Missouri
P.O. Box 720
Jefferson City, MO 65102

Dear Governor Parson:

This draft audit report, "Missouri's Administration of the Governor's Emergency Education Relief Fund Grant," Control Number ED-OIG/A20GA0018, presents the results of our audit. Please review this draft report and provide us with your written comments on the findings and recommendations by December 10, 2021.

Please state whether you agree with each finding and recommendation.

- If you agree, describe the corrective actions you have already taken or those you plan to take and provide the targeted completion dates.
- If you do not agree with a finding or recommendation, give your reasons for disagreement and information to support your position. For recommendations, you may present alternative corrective actions you have taken or plan to take and the targeted completion dates.

Please provide your comments to Teri L. Lewis, Assistant Regional Inspector General for Audit, at Teri.Lewis@ed.gov using a PDF file to show your organization letterhead and an official signature. In addition, please provide a copy of your comments in a Microsoft Word file to meet accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended. Please refer to the control number above in all correspondence.

If we do not receive your comments by the date above, we may not consider them as we prepare the final audit report.

This draft report is subject to further review and revision, so please safeguard it against unauthorized use.

If you have any questions, please call me at (404) 974-9424.

Sincerely,

/s/

Selina Boyd
Regional Inspector General for Audit

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Results in Brief

What We Did

The objectives of the audit were to determine whether the State of Missouri (Missouri) designed and implemented awarding processes that ensured that the Governor's Emergency Education Relief Fund (GEER grant) was used to support local educational agencies (LEAs) and institutions of higher education (IHEs) that were most significantly impacted by the coronavirus or LEAs, IHEs, or other education-related entities within the State that were deemed essential for carrying out emergency educational services; and monitoring processes to ensure that subgrantees used GEER grant funds in accordance with the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and other applicable Federal requirements.¹ Our review covered the first of two GEER grants that Missouri received, including the processes that it used to award and monitor GEER grant funds, for the period March 13, 2020, through October 1, 2021.

To accomplish our objectives, we reviewed relevant Federal laws, regulations, and guidance. We assessed Missouri's awarding processes for the three initiatives (LEA Transportation Supplement, LEA Connectivity, and IHE initiatives) it funded with the GEER grant, including Missouri's methodology for identifying LEAs and IHEs that were most significantly impacted by the coronavirus. To assess Missouri's awarding processes, we reviewed samples of grant applications for the three initiatives Missouri funded, in order to determine whether the subgrantees submitted the required documentation and signed the required assurances; allocations Missouri awarded to LEAs and IHEs, in order to assess the accuracy and completeness of the allocation methodology; and Missouri's drawdown transactions from the U.S. Department of Education's (Department) G5 grants management system, in order to determine whether Missouri complied with cash management requirements. We also assessed Missouri's processes for monitoring its GEER grant subgrantees. Our assessment included a review of Missouri's Department of Elementary and Secondary Education's (DESE) and Department of Higher Education and Workforce Development's (DHEWD) monitoring plans and processes. We also reviewed a sample of IHE expenditures to

¹ The CARES Act authorizes Governors to provide grants to LEAs and IHEs within their jurisdiction that have been most significantly impacted by coronavirus, and to use funds to provide support to other LEAs, IHEs, and education-related entities that the Governor deems essential for carrying out emergency educational services, providing childcare and early childhood education, providing social and emotional support, and protecting education-related jobs.

determine whether subgrantees under Missouri's IHE Initiative used GEER grant funds for allowable purposes.²

What We Found

We found that for two of the initiatives Missouri funded with its GEER grant (LEA Transportation Supplement Initiative and IHE Initiative), Missouri's DESE and DHEWD designed and implemented awarding processes that ensured the GEER grant was used to support LEAs and IHEs that were most significantly impacted by the coronavirus, as determined by the State. However, for the third initiative (LEA Connectivity Initiative), while DESE created a methodology designed to ensure the GEER grant funds were used to support LEAs that were most significantly impacted by the coronavirus, it did not correctly implement the process it designed. Specifically, DESE's implementation included an error in its written allocation methodology for a data element used to identify the LEAs most significantly impacted by the coronavirus and a formula error in the calculation used to rank LEAs as most significantly impacted by coronavirus. DESE's implementation also lacked documentation to fully support that reallocations due to changes in guidance for equitable services to nonpublic schools and the correction of a formula error were accurate and complete.³ Because DESE did not provide documentation to fully support its LEA Connectivity Initiative reallocations, the audit team could not determine whether Missouri awarded GEER grant funds to LEAs most significantly impacted by the coronavirus.

We found that for all three initiatives, Missouri ensured that the LEAs and IHEs that received a GEER grant allocation submitted the required applications and assurances. We also found that Missouri followed cash management requirements.

We found that Missouri's DHEWD designed and implemented a comprehensive reimbursement process as its monitoring strategy to ensure that subgrantees of its IHE Initiative used GEER grant funds in accordance with the CARES Act and other applicable Federal requirements. However, we found that DESE's plan for monitoring subgrantees of its LEA Connectivity and LEA Transportation Supplement initiatives could be strengthened. Specifically, DESE should include in its monitoring plan a requirement for

² We did not review a sample of LEA reimbursements for allowability because DESE's process for reimbursement did not include the collection and review of supporting documentation related to LEAs' expenditures under Missouri's LEA Connectivity and LEA Transportation Supplement initiatives.

³ Before this draft audit report was issued, DESE revised its written allocation methodology and corrected the formula error in the calculation used to rank LEAs.

LEAs to certify their responses to the self-assessment questionnaire DESE will use for monitoring, and develop protocols to review LEAs' expenditures, as this will provide additional assurance that subgrantees used GEER grant funds for allowable purposes.

After the exit conference, DESE added a requirement in its GEER Fiscal Monitoring Guide for LEAs to certify their responses to the self-assessment monitoring questionnaire, and revised the guide to include a review of high-risk LEAs' expenditures during on-site monitoring reviews. However, because the number of LEAs likely to be identified as high-risk based on DESE's risk assessment process is small, also reviewing a sample of medium-risk LEAs' expenditures would increase the likelihood that DESE's monitoring process would identify unallowable expenditures.

What We Recommend

We recommend that the Assistant Secretary for the Office of Elementary and Secondary Education require Missouri to—

- provide evidence that its May 2021 LEA Connectivity Initiative reallocations are accurate and complete, and if not, make proper corrections as needed, and inform the affected LEAs accordingly;
- develop and implement controls to ensure that allocation methodologies are implemented as designed, and funding decisions are fully supported; and
- develop and implement protocols to review a sample of medium-risk LEAs' expenditures for allowability.

Introduction

Purpose

The objectives of the audit were to determine whether the State of Missouri (Missouri) designed and implemented awarding processes that ensured that the Governor's Emergency Education Relief Fund (GEER grant) was used to support local educational agencies (LEA) and institutions of higher education (IHE) that were most significantly impacted by the coronavirus or LEAs, IHEs, or other education-related entities within the State that were deemed essential for carrying out emergency educational services; and monitoring processes to ensure that subgrantees used GEER grant funds in accordance with the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and other applicable Federal requirements. Our review covered March 13, 2020, through October 1, 2021.

Background

GEER Grant Authorized by the CARES Act

The CARES Act,⁴ which was signed into law on March 27, 2020, provides a total of \$30.75 billion for the Education Stabilization Fund, of which approximately \$3 billion was provided to Governors to make awards to LEAs, IHEs, and other education-related entities⁵ within each State through the GEER grant. Congress intended the GEER grant to be an emergency appropriation to address coronavirus-related disruptions and support a State's ability to continue to provide educational services to students and to support the ongoing functionality of the LEAs and IHEs. In accordance with section 18002(b) of the CARES Act, the Secretary of the U.S. Department of Education (Department) awarded GEER grant funds to Governors using the following factors: 60 percent of the State's allocation was based on the State's relative population of individuals aged 5 through 24, and 40 percent of the State's allocation was based on the relative number of children counted⁶ under section 1124(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Governors that received a GEER grant were required by

⁴ Public Law No. 116-136.

⁵ The Department's Frequently Asked Questions About the GEER Fund document defines an education-related entity as a governmental, nonprofit or for-profit entity within the State that provides services that support preschool, elementary, secondary, or higher education.

⁶ For example, children counted for the purposes of making Title I, Part A formula grants to local educational agencies, or the Title I, Part A formula count.

the Department to designate a State agency as the fiscal agent to administer the GEER grant. The fiscal agent is responsible for overseeing and monitoring all GEER grant activities in the State.

The Department was required to obligate funds by September 30, 2021, and States and their subgrantees are required to obligate funds by September 30, 2022. Unused funds must be returned to the Department.

Allowable Uses of GEER Grant Funds

Section 18002(c) of the CARES Act authorized GEER grant funds to be used to provide

- emergency support through grants to LEAs that the State educational agency (SEA) deems have been most significantly impacted by coronavirus to support the ability of such LEAs to continue to provide educational services to their students and to support the ongoing functionality of the LEA;
- emergency support through grants to IHEs serving students within the State that the Governor determines have been most significantly impacted by coronavirus to support the ability of such institutions to continue to provide educational services and support the ongoing functionality of the institution; and
- support to any other IHE, LEA, or education-related entity within the State that the Governor deems essential for carrying out emergency educational services to students for authorized activities described in section 18003(d)(1)⁷ of the CARES Act or the Higher Education Act of 1965, as amended, the provision of childcare and early childhood education, social and emotional support, and the protection of education-related jobs.

U.S. Department of Education's Administration of the GEER Grant

The Department notified Governors of their GEER grant allocations in April 2020 and provided guidance on how to apply for the funds. To receive the State's GEER grant allocation, the Governors submitted a signed Certification and Agreement to the

⁷ Section 18003(d)(1) of the CARES Act authorizes LEAs to use GEER grant funds for any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act, the Carl D. Perkins Career and Technical Education Act of 2006, or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.

Department by June 8, 2020.⁸ The Certification and Agreement served as the application to receive funds under the GEER grant, as provided in section 18002(a) of the CARES Act. The Certification and Agreement included information on the State's planned use of the GEER grant funds and programmatic, fiscal, and reporting assurances.

The Department's Certification and Agreement required States, within 45 days of receiving a GEER grant award, to submit an initial report to the Department detailing their process for awarding the funds to LEAs, IHEs, or other education-related entities, including the criteria for determining entities that are most significantly impacted by coronavirus or deemed essential for carrying out emergency educational services, and the State's methodology for formulating those criteria. The Certification and Agreement also included a requirement that States submit quarterly reports to the Secretary on their uses of funds.

To answer questions about information that may not be easily understood from reading section 18002 and other parts of the CARES Act, the Department issued a Frequently Asked Questions document. The Department also encouraged SEAs to consult with the Governor when making determinations of which LEAs were most significantly impacted by coronavirus. In addition to the guidance document provided, the Department provided technical assistance to State agencies through conference calls to discuss their allocation methodologies and plans for using the funds, and to answer any questions they might have.

Missouri's GEER Grant Initiatives

The Governor of Missouri received \$54.6 million in GEER grant funds. Missouri allocated \$30 million to its Department of Elementary and Secondary Education (DESE), which was the State's fiscal agent, and \$24.6 million to its Department of Higher Education and Workforce Development (DHEWD).

DESE conducted webinars to inform LEAs of its initiatives funded by the GEER grant, and DESE and DHEWD provided grant packages to LEAs and public IHEs, respectively, that included an application; instructions on the application and reimbursement processes; and the programmatic, fiscal, and reporting assurances from the Department's Certification and Agreement for GEER grant funds. The packages also included compliance requirements and guidance on allowable and unallowable expenditures. By signing the application, LEAs and IHEs agreed to comply with all applicable GEER grant requirements.

⁸ The deadline was extended from its original date of June 1, 2020, to June 8, 2020.

DESE Initiatives

DESE allotted \$15 million of its GEER grant funds for its LEA Connectivity Initiative that was intended to increase the number of elementary and secondary education students who have access to the internet and digital learning resources. Allowable expenditures included Wi-Fi enabled devices and costs to provide Wi-Fi enabled device functionality. DESE allotted the remaining \$15 million in GEER grant funds for its LEA Transportation Supplement Initiative to assist LEAs with transportation-related expenses arising from the coronavirus. Allowable expenditures included school bus and fuel purchases, medical and cleaning supplies, and salary and benefits for bus drivers and aides.

DHEWD Initiatives

DHEWD allotted \$23.6 million of its GEER grant funds to an IHE Initiative that was intended to provide institutional support to its 23 public IHEs, all of which had a 12 percent reduction in funding for fiscal year 2021 due to shortfalls in Missouri's General Revenue Fund. Allowable expenditures included salaries for staff and infrastructure and technological expenses incurred to provide educational services and institutional support in a remote environment. DHEWD plans to use its remaining \$1 million in GEER grant funds for a pilot program, Re-Enrollment and Persistence Coaching, that is expected to provide coaching to students who have prior college credit but are not currently enrolled. We did not review DHEWD's plans for this pilot program because the program was still being developed at the time of our review.

Finding 1. Missouri Designed and Generally Implemented Awarding Processes that Ensured that GEER Grant Funds Supported LEAs and IHEs that Were Most Significantly Impacted by the Coronavirus

We found that for two of the initiatives Missouri funded with its GEER grant (LEA Transportation Supplement Initiative and IHE Initiative), Missouri's DESE and DHEWD designed and implemented awarding processes that ensured that the GEER grant was used to support LEAs and IHEs that were most significantly impacted by the coronavirus, as determined by the State. We also found that the factors Missouri included in the allocation methodologies for the two initiatives aligned with the intent of the CARES Act to support LEAs and IHEs most significantly impacted by coronavirus.

For a third initiative that Missouri funded with its GEER grant (LEA Connectivity Initiative), although DESE created a methodology designed to ensure that the GEER grant funds were used to support LEAs that were most significantly impacted by the coronavirus, it did not correctly implement the process it designed. DESE's implementation included an error in a data element in its written allocation methodology to identify the LEAs most significantly impacted by the coronavirus and a formula error in the calculation used to rank LEAs as most significantly impacted by coronavirus. DESE's implementation also lacked documentation to fully support that reallocations due to changes in guidance for equitable services to nonpublic schools and correction of a formula error were accurate and complete. As such, we could not determine whether Missouri awarded GEER grant funds to LEAs most significantly impacted by the coronavirus.

Allocation Methodology for LEA Transportation Supplement and IHE Initiatives

DESE's LEA Transportation Supplement Initiative allocation methodology used DESE's annual transportation allocation formula, which considers factors such as the number of miles driven, the number of students transported, and annual transportation expenses to identify LEAs with the greatest transportation burden. The purpose of the LEA Transportation Initiative was to address LEAs' additional transportation needs, such as the need for additional sanitation for buses, and additional routes, buses, and drivers to allow for social distancing of riders, due to coronavirus. DESE allocated GEER grant funds to 539 of its 558 LEAs for this initiative.

DHEWD's IHE Initiative allocation methodology used the number of students enrolled, the number of faculty and staff employed, and the number of Pell grant recipients

enrolled at the State's public IHEs to identify those with the greatest need, reasoning that these IHEs would have the largest number of students, faculty, and staff affected by coronavirus. Public IHEs experienced a 12-percent reduction in funding for fiscal year 2021 due to shortfalls in Missouri's General Revenue Fund, and the GEER grant helped to alleviate that reduction. DHEWD allocated GEER grant funds to 23 public IHEs for this initiative.

Allocation Methodology for DESE's LEA Connectivity Initiative

To fund the LEA Connectivity Initiative, DESE initially allotted \$15 million in GEER grant funds and \$4.9 million in ESSER grant funds. According to DESE's written allocation methodology for the LEA Connectivity Initiative, DESE was to allocate the GEER grant funds to LEAs that DESE identified as most significantly impacted by the coronavirus, as required. The written methodology did not specify how the ESSER funds were to be allocated to LEAs for this initiative; however, DESE explained that after it applied all the LEA Connectivity Initiative's GEER grant funds, it continued down the ranked list of LEAs, funding LEAs until the ESSER grant funds were exhausted. The purpose of the LEA Connectivity Initiative was to increase the number of students who have access to the internet and digital learning resources by providing Wi-Fi enabled devices and hotspots to students. Missouri has an estimated 200,000 students who lack access to digital learning resources, which poses a challenge for schools to maintain continuity of learning when public health factors (such as coronavirus) cause school closures. Affordability contributes to the lack of digital learning resources and some families cannot afford wi-fi enabled devices, cellular data, or monthly broadband charges.

To allocate GEER grant funds related to its LEA Connectivity Initiative, DESE first used two factors that provided a basis for determining the LEAs that were most significantly impacted by the coronavirus: the DDI socioeconomic score for the county where the LEA is located and the LEA's free and reduced lunch (FRL) rate. The DDI socioeconomic score originates from a study conducted by Purdue University, and provides a measure of socioeconomic characteristics⁹ that are known to impact people's adoption of technology. The FRL rate is the rate of students in the district that qualify for free and reduced lunch prices.

In an allocation spreadsheet, DESE averaged the DDI socioeconomic score and FRL rate for each LEA to arrive at a calculated score for each of the 555 LEAs that had

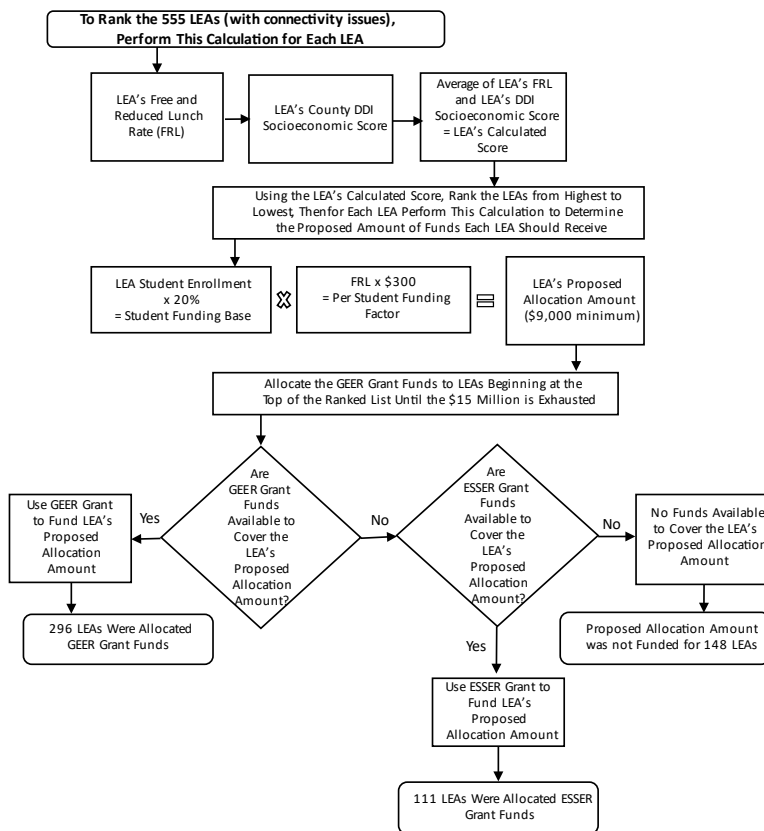
⁹ Examples of socioeconomic characteristics known to impact technology adoption are the percent of the population that is age 65 and over, the percent of the population that is age 25 and older that has less than a high school education, and the individual poverty rate for the county.

connectivity issues.¹⁰ The LEAs with the highest scores were considered most significantly impacted by the coronavirus. DESE ranked the 555 LEAs by score, highest to lowest, and then performed a calculation using two additional factors to determine the amount of GEER grant funds each LEA should be allocated: Student Funding Base (20 percent of the LEA's 2019 student enrollment) and Per Student Funding (FRL rate multiplied by \$300). DESE then multiplied the Student Funding Base factor by the Per Student Funding factor to determine the amount of funds each LEA should be allocated for the Connectivity Initiative. However, because there was only \$15 million of GEER grant funds and \$4.9 million of ESSER grant funds allotted to the LEA Connectivity Initiative, not all of the 555 LEAs could receive funds for the LEA Connectivity Initiative based on the proposed allocation amounts in the spreadsheet. Therefore, DESE applied the GEER grant funds to LEAs by starting at the top of the ranking list of 555 LEAs (highest scores represent most significantly impacted) and working down the list until the \$15 million in GEER grant funds were exhausted. As such, DESE allocated the GEER grant funds to 296 of the 555 LEAs. Next, using the \$4.9 million in ESSER grant funds, DESE was able to apply ESSER grant funds to the next 111 LEAs on the ranking list. The remaining LEAs on the ranking list did not receive funds for the Connectivity Initiative. See Figure 1 for DESE's Connectivity Initiative allocation process illustrated as described above.

DESE notified the LEAs of their GEER grant allocation amount, required the LEAs to submit an application and a budget to receive the allocation, and informed them that the funds will be available on a reimbursement basis. As of September 22, 2021, not all of the original 296 LEAs had applied for their GEER grant allocation; however, DESE stated that it believed that all of them would apply for the funds before the obligation deadline, which was September 30, 2021.

¹⁰ Three of Missouri's 558 LEAs were not eligible for GEER grant funds under the LEA Connectivity Initiative because they did not have connectivity issues: Missouri Schools for the Severely Disabled, Pemiscot County Special School District, and Voluntary Interdistrict Choice Corporation.

Figure 1. DESE’s Connectivity Initiative Allocation Process



Data Element Error in Implementation of Allocation Methodology

We found that the DDI score that DESE used to determine the LEAs’ coronavirus impact in its calculation to rank the 555 LEAs was not the DDI score included in the written allocation methodology DESE published on its website in its Guidance for the Missouri Student Connectivity Grant, dated August 6, 2020, and reported to the Department in its 45-day report. According to DESE’s written allocation methodology, one of the factors that it planned to use to rank the LEAs was the DDI infrastructure score, which measures the percentage of the population that does not have internet access or computing devices in a specific county. However, as described in the section above, DESE used the DDI socioeconomic score in the allocation spreadsheet. Although both factors relate to what is known as the “digital divide”—the gap between those who have access to technology and those who do not—and could therefore be used to determine coronavirus impact for the purpose of this initiative, anyone who viewed Missouri’s

website and 45-day report to learn how it allocated GEER grant funds to LEAs would not have had an accurate understanding of the factors that Missouri actually used.

According to the Assistant Commissioner for the Office of Quality Schools (OQS), DESE's intent was to use the DDI socioeconomic score and not the DDI infrastructure score, but somehow, they included the wrong language in the written allocation methodology. The Assistant Commissioner stated that several staff members reviewed the written allocation methodology but did not identify the error. Before this draft audit report was issued, Missouri provided additional documentation as evidence that it revised the allocation methodology on its website to include its use of Purdue University's DDI socioeconomic score instead of the DDI infrastructure score.

Formula Errors in the Allocation Spreadsheet

We also found that the DDI socioeconomic scores DESE used to rank LEAs for GEER grant allocations were incorrect for 73 of the 555 LEAs, which resulted in 554 LEAs being incorrectly ranked on DESE's August 2020 allocation calculation spreadsheet. To rank LEAs, DESE used a spreadsheet it obtained from a Purdue University study that contained a DDI socioeconomic score for each county in Missouri. In the allocation calculation spreadsheet that DESE created, DESE used a Microsoft Excel VLOOKUP formula that was intended to pull the DDI socioeconomic score from the Purdue University spreadsheet for the county where each LEA is located.¹¹ However, DESE's allocation calculation spreadsheet contained an error in the VLOOKUP formula that caused 73 LEAs to be assigned the incorrect socioeconomic score and the 554 LEAs to be incorrectly ranked.

In March 2021, DESE revised the August 2020 allocation calculation spreadsheet to correct the DDI socioeconomic scores for the 73 LEAs, after we informed DESE of the errors. The corrections resulted in the re-ranking of the 554 LEAs. Because the ranking of the LEAs changed with the March 2021 correction, DESE had to reallocate the GEER grant funds to ensure the LEAs most significantly impacted by the coronavirus (as determined by DESE's corrected LEA rankings list) were allocated GEER grant funds.

¹¹ The Vlookup function is a built-in function in Microsoft Excel that makes Excel "look up" data in a table and places that data into another location in the same spreadsheet or in a different spreadsheet located in the same Microsoft Excel workbook as the source data.

DESE performed this reallocation in May 2021, which resulted in 290 LEAs being allocated \$14.7 million in GEER grant funds.¹²

DESE provided us with Excel spreadsheets to support its May 2021 reallocation of GEER grant funds; however, the spreadsheets did not contain sufficient data for us to determine whether the new LEA allocation amounts for the 290 LEAs were correct. For example, the spreadsheets did not include the formulas used to calculate the 555 LEAs' preliminary reallocation amount, which would dictate those LEAs that should ultimately be offered a GEER grant allocation versus LEAs that should be offered an ESSER grant allocation versus LEAs that should not be offered any allocation for the LEA Connectivity Initiative. Because DESE did not provide documentation to fully support the reallocation amounts, we are not able to determine if the LEAs that were allocated GEER grant funds were those that were most significantly impacted by the coronavirus as determined by DESE's March 2021 corrected LEA rankings list.

According to the CARES Act Section 18002(c)(1), GEER grant funds may be used to provide emergency support through grants to LEAs that the SEA deems have been most significantly impacted by coronavirus to support the ability of such LEAs to continue to provide educational services to their students and to support the ongoing functionality of the LEA.

According to 2 Code of Federal Regulations (C.F.R.) section 200.303(a) and (c), a non-Federal entity should establish and maintain effective internal control over the Federal award that provides reasonable assurance that it is managing the award in compliance with applicable Federal statutes, regulations, and the terms and conditions of the Federal award. Further, the non-Federal entity must also evaluate and monitor its compliance with statutes, regulations, and the terms and conditions of Federal awards.

The U.S. Government Accountability Office's "Standards for Internal Control in the Federal Government" Principle 10 states that management should design appropriate types of control activities for the entity's internal control system. Control activities help management fulfill responsibilities and address identified risk responses in the internal control system. Principle 13 states that management should process obtained data into quality information that supports the internal control system. Quality information is appropriate, current, complete, accurate, accessible, and provided on a timely basis.

¹² The amount of GEER grant funds available for the LEA Connectivity Initiative's reallocations had changed in November 2020 to comply with the Department's updated guidance on allocating GEER grant funds for equitable services to nonpublic schools, which resulted in less money allocated to LEAs (\$14.7 million instead of \$15 million).

Management considers these characteristics as well as the information processing objectives in evaluating processed information and makes revisions when necessary, so that the information is quality information. Management processes relevant data from reliable sources into quality information within the entity's information system. Management uses the quality information to make informed decisions and evaluate the entity's performance in achieving key objectives and addressing risks.

The issues described above occurred because DESE did not have sufficient controls in place to ensure that staff followed the written allocation methodology and correctly applied the formulas in the allocation spreadsheets. Specifically, DESE did not have written procedures or a formal review process to compare its planned allocation methodology (as reported to the Department) with the allocation methodology that it implemented, or processes to ensure the accuracy and completeness of its allocation spreadsheets. In addition, DESE did not have sufficient controls in place to ensure that it had adequate documentation to fully support its May 2021 LEA Connectivity awarding decisions.

As previously discussed, errors in DESE's initial LEA Connectivity allocation calculation spreadsheet resulted in DESE having to reallocate GEER grant funds to ensure that LEAs most significantly impacted by the coronavirus received a GEER grant. However, because the spreadsheets that were supposed to support the reallocations did not contain sufficient data, we are not able to determine if the LEAs that were allocated GEER grant funds were those that were most significantly impacted by the coronavirus.

Recommendations

We recommend that the Assistant Secretary for the Office of Elementary and Secondary Education require Missouri to—

- 1.1 provide evidence that its May 2021 LEA Connectivity Initiative reallocations are accurate and complete, and if not, make proper corrections as needed, and inform the affected LEAs accordingly; and
- 1.2 develop and implement controls to ensure that allocation methodologies are implemented as designed, and funding decisions are fully supported.

Finding 2. Missouri Generally Designed and Implemented Adequate Monitoring Processes Over IHEs' and LEAs' Use of the GEER Grant, But the SEA's Process Could Be Strengthened

We found that Missouri's DHEWD designed and implemented a comprehensive reimbursement and monitoring process to ensure that subgrantees for its IHE Initiative used GEER grant funds in accordance with the CARES Act and other applicable Federal requirements. For a sample of expenditures related to the IHE Initiative, we reviewed supporting documentation and found that DHEWD's reimbursement process provided effective monitoring and ensured that IHEs used GEER grant funds for allowable purposes. We also found that Missouri's DESE designed and implemented a reimbursement process for LEAs that provided some level of assurance that LEAs used GEER grant funds for allowable purposes for the LEA Connectivity and LEA Transportation Supplement initiatives. Although the monitoring plan that DESE designed for those initiatives includes several activities to address LEAs' compliance with applicable requirements, the plan could be strengthened. Specifically, DESE's monitoring plan did not include protocols for reviewing supporting documentation for LEAs' expenditures or a requirement that LEAs certify the information provided to DESE as a part of their self-assessment monitoring process. After we discussed this area for improvement with Missouri during our exit conference, DESE provided a revised GEER Fiscal Monitoring Guide, Fiscal Year 2022, that included a review of high-risk LEAs' supporting documentation related to GEER grant-funded expenditures during onsite reviews and a requirement for LEAs to certify their responses to the self-assessment questionnaire. However, LEA monitoring could be strengthened to provide additional assurance that LEAs used GEER grant funds for allowable purposes and that the information provided was accurate.

DHEWD's GEER Grant Reimbursement and Monitoring Process for IHEs

DHEWD designed and implemented a comprehensive reimbursement process that it used to monitor IHE's expenditures. We found that the reimbursement process ensured IHEs used GEER grant funds for allowable purposes. Initially, DHEWD provided IHEs with a grant package that included a list of allowable expenditures, guidelines, required assurances, and instructions on the application and reimbursement processes. DHEWD included a "Federal Funding Certification for GEER Funds" form in the grant package and required IHEs to submit the form before submitting any reimbursement requests. By signing the form, the IHE is bound by all terms and conditions outlined in the grant package. DHEWD also required IHEs to submit a certified request form that included

details of how the funds were used, an invoice or other supporting documentation, and proof of payment for the full amount of the payment requested, with their reimbursement request. DHEWD officials documented their review and approval of the reimbursement request by emailing DESE's Accounting and Procurement Division to request the transfer of funds. DHEWD officials also maintained a ledger separately from the Statewide Advantage for Missouri (SAM II) accounting system to track each IHE's payments and allocation balances to ensure that the IHEs were not reimbursed for more than they were awarded.¹³ We selected a judgmental sample of 17 from a population of 48 expenditures. For the sample of expenditures, we reviewed supporting documentation and confirmed that DHEWD officials followed their reimbursement and monitoring process, documented their approvals, and that the IHEs used expenditures for allowable purposes. We found that for the sample tested, DHEWD's reimbursement process provided effective monitoring and ensured that IHEs used GEER grant funds for allowable purposes.

DESE's GEER Grant Reimbursement and Monitoring Processes for LEAs

We found that DESE developed and implemented a GEER grant reimbursement process that provides some level of assurance on the allowability of expenditures for which LEAs requested reimbursement with GEER grant funds. We also found that DESE developed but has not begun implementing a monitoring process that will rely on risk assessments so that DESE can target its efforts and which will entail a combination of self-assessments and desk reviews, on-site reviews, and desk audits. However, the monitoring plan that DESE designed for the GEER grant could be strengthened.

DESE's GEER Grant Reimbursement Process for its LEA Connectivity and LEA Transportation Supplement Initiatives

DESE developed and implemented a process to disburse GEER grant funds to applicable LEAs on a reimbursement basis (for the LEA Connectivity and LEA Transportation Supplement Initiatives), that provided some level of assurance on the allowability of expenditures. Initially, DESE provided LEAs with a grant package that included a list of allowable expenditures, guidelines, required assurances, and instructions on the application and reimbursement processes. DESE also created a GEER grant webpage to

¹³ The SAM II is Missouri's integrated financial, human resource, and payroll system. The SAM II system incorporates accounts payable, accounts receivable, fixed asset accounting, grants and project accounting, budget preparation and budget control, purchasing, human resources, and payroll processing for all State departments and agencies.

provide LEAs with information to assist them in complying with GEER grant requirements. To receive GEER grant reimbursements for its LEA Connectivity and LEA Transportation Supplement Initiatives, DESE requires LEAs to submit an online reimbursement request form that lists the amount(s) requested and the related accounting code(s) that were in their approved budgets. DESE requires LEAs to retain supporting documentation for expenditures included in the reimbursement request; however, they were not required to submit the supporting documentation along with the reimbursement request.

DESE also required LEAs to certify that the expenditures listed in their reimbursement requests were allowable, complied with GEER grant requirements, and were included in the pre-determined categories¹⁴ listed on the LEAs' approved budgets. DESE Regional Supervisors review the LEA Connectivity Initiative reimbursement requests and DESE's Student Transportation Manager reviews the LEA Transportation Supplement Initiative reimbursement requests. In addition, DESE's CARES Act Coordinator conducts a second-level review of the LEA Connectivity Initiative reimbursements. According to DESE's CARES Act Coordinator and Student Transportation Manager, the reviewers verify that the required assurance is included with the reimbursement request, the accounting code(s) and the amount(s) expended are in line with the LEA's approved budget, and there are sufficient funds budgeted to cover the amount of reimbursement requested.

DESE's GEER Grant Monitoring Process for LEAs

DESE developed a monitoring process but has not yet begun monitoring the LEAs' use of GEER grant funds.¹⁵ Although the monitoring process includes several activities meant to address LEAs' compliance with applicable requirements, we found that it could be strengthened. Specifically, DESE's monitoring process did not include a protocol to review supporting documentation related to LEAs' expenditures. Adding such a review would strengthen DESE's monitoring process and provide additional assurance that LEAs used GEER grant funds for allowable purposes. In addition, LEAs are not required to certify their responses to the questions included in DESE's self-assessment monitoring process. Requiring LEAs to certify their responses would provide DESE with additional assurance that the information provided was accurate. DESE plans to monitor LEAs that were awarded GEER grant funds for the LEA Connectivity and LEA Transportation Supplement Initiatives by conducting a risk assessment to determine what level of

¹⁴ Some of the pre-determined expenditure categories include salaries, employee benefits, purchased services, materials, supplies, contracted services, and transportation equipment purchases.

¹⁵ DESE provided a draft version of its GEER Fiscal Monitoring Guide, Fiscal Year 2022.

monitoring an LEA selected for review will receive. After we discussed these areas for improvement with Missouri during our exit conference, DESE provided a revised GEER Fiscal Monitoring Guide, Fiscal Year 2022, that included a review of high-risk LEAs' supporting documentation related to GEER grant-funded expenditures during onsite reviews and a requirement for LEAs to certify their responses to the self-assessment questionnaire.

Risk Assessment Process

To determine the level of monitoring LEAs will undergo, DESE will conduct two annual risk assessments: one for LEAs that received GEER grant funds for the LEA Connectivity Initiative and one for LEAs that received GEER grant funds for the LEA Transportation Supplement Initiative. DESE will categorize all LEAs as high, medium, or low-risk during its risk assessment process. Each risk assessment uses 12 risk indicators, and for each indicator the LEA is scored either a "0" for no or a "5" for yes, for a maximum risk score of 60 points. Since the scoring system for the risk assessments essentially requires a yes or no response, having multiple identified issues in a single risk indicator does not increase the score. For example, issues included under the "Financial Concerns" risk indicator include financial distress, impending school closure, indications of fraud or abuse, Cash Management Plan assignment, and award restrictions in the fiscal year under review. The risk assessments also include indicators specific to the grant being monitored. Some of the indicators DESE plans to use to assess risk for GEER grants include an allocation above \$90,000 for the LEA Connectivity Initiative or above \$50,000 for the LEA Transportation Supplement Initiative, prior audit findings, and whether the LEA had five or more budget revisions.

DESE will classify LEAs with issues in fewer than 5 of the 12 risk indicators (which results in a risk score of 20 or less) as low-risk with no monitoring required. LEAs that have issues identified for 5 to 8 of the 12 risk indicators (which results in a risk score between 25 and 40) are assessed as medium-risk and will be monitored by a self-assessment and desk review. LEAs that have issues identified for 9 to 12 of the 12 risk indicators (which results in a risk score of 45 or more) are assessed as high-risk and will be monitored by an on-site review. Table 1 shows the type of monitoring that will be conducted based on the results of the monitoring risk assessments. DESE will conduct the risk assessments for the GEER grant in October 2021 and expects to complete the monitoring process in March 2022. Because DESE has not yet conducted the risk assessments, it has not determined how many of the 290 LEAs that received funds for its LEA Connectivity Initiative or how many of the 539 LEAs that received funds for its LEA Transportation Supplement Initiative will receive a self-assessment and desk review, on-site review, or no review.

Table 1. Monitoring Actions Based on Risk Scores

Risk Assessment Levels	Risk Score	Action
High-Risk	Risk score of 45 or more (issues in 9 to 12 risk areas)	On-Site Review
Medium-Risk	Risk score between 25 and 40 (issues in 5 to 8 risk areas)	Self-Assessment and Desk Review
Low-Risk	Risk Score 20 or less (issues in 1 to 4 risk areas)	No Action

Self-Assessment and Desk Review Process

LEAs assessed as medium-risk will be required to perform a self-assessment. The self-assessment consists of 31 questions that LEAs must answer with either “yes,” “no,” or “not applicable,” and provide comments where required.¹⁶ The questions relate to allowable uses of funds, obligation of funds, coding of expenditures, cash management, procurement, time and effort, inventory, and nonpublic school services or equitable services. DESE’s monitoring team conducts a desk review of the self-assessment responses for compliance with Department guidance, Federal laws, and regulations. If the LEA responds to questions with “no” or “not applicable,” the LEA may be asked to provide additional information or upload supporting documentation for further review. Additionally, if the reviewer identifies discrepancies between the LEA’s responses, the reviewer may ask the LEA to provide additional information or upload supporting documentation. For example, if the LEA responds that it did not spend funds on payroll but then reports an amount for expenditures under salaries in another question then the reviewer may ask for additional documentation to reconcile the discrepancy between the two responses. DESE’s self-assessment process does not include a review of supporting documentation related to LEAs’ expenditures or a requirement for LEAs to certify their responses; however, after we discussed this area for improvement with Missouri at the exit conference, DESE provided documentation to support that it revised its process to require LEAs to certify their responses to the self-assessment.

¹⁶ LEAs respond to the questionnaire in DESE’s Tiered Monitoring System, a web-based platform that serves as a repository for LEAs to upload documents, respond to questions, and complete assessments. DESE uses this system to conduct monitoring of LEAs.

On-site Review Process

In DESE's monitoring plan, LEAs that will be required to have an on-site review must provide the DESE monitoring team with the documents listed below, before the start of the on-site review. The CARES Coordinator and the monitoring team review the documentation and fill out the same questionnaire used in the self-assessment and desk review process described above, using the following documents:

- General Ledger for the fiscal year sorted by project code for all expenditures;
- Monthly General Ledgers for the fiscal year for all expenditures;
- Payroll Report for all staff paid with GEER grant funds;
- List of LEA staff paid with GEER grant funds; and
- Time and Effort documentation for the fiscal year under review.

Although the monitoring plan states that DESE may ask the LEA to provide additional supporting documentation for further review, this is at the monitoring team's discretion, so it may not include supporting documentation for expenditures or may not occur at all. However, after we discussed this issue with Missouri at the exit conference, DESE provided documentation to support that it revised its on-site review process to include a review of supporting documentation related to GEER grant-funded expenditures for the high-risk LEAs.

After the self-assessment and desk reviews or on-site reviews are completed, DESE plans to issue a report to each LEA that indicates whether the LEA complied with Federal requirements. If the LEA was not in compliance with the requirements, the report will identify the deficiencies and include a corrective action plan. The LEA must correct any deficiencies within 30 days.

Desk Audits

As an additional step in its monitoring plan, DESE also plans to perform desk audits each fiscal year, to review all LEAs' GEER grant-related documentation, separate from the tiered monitoring process described above. This review is a second look at LEAs' applications, budget revisions, payment requests, final expenditure reports and revisions, cash management plans, and audit findings for other Federal grants that passed through DESE, using documentation housed in Missouri's electronic grants management system.¹⁷ However, DESE does not plan to review any supporting

¹⁷ Missouri's electronic Planning and electronic Grants System, known as ePeGS, is a web-based system for managing grants including related documentation and reporting requirements.

documentation related to expenditures during this process and would not identify whether LEAs' expenditures were used for unallowable purposes.

LEA Monitoring Could Be Improved

Because the reimbursement requests, self-assessments and desk reviews, on-site reviews, and desk audits do not include protocols for when DESE would review LEAs' expenditures, adding such a protocol to the monitoring plan would provide DESE with additional assurance that LEAs used GEER grant funds for allowable purposes. In addition, requiring LEAs to certify their responses to the self-assessment would add assurance that the answers provided were accurate.

According to 2 C.F.R. section 200.303(a) and (c), a non-Federal entity should establish and maintain effective internal control over the Federal award that provides reasonable assurance that it is managing the award in compliance with applicable Federal statutes, regulations, terms, and conditions. Further, the non-Federal entity must also evaluate and monitor its compliance with statute, regulations, and the terms and conditions of Federal awards.

According to 2 C.F.R. section 200.400(d), the accounting practices of a non-Federal entity must be consistent with the cost principles and support the accumulation of costs as required by the principles and must provide for adequate documentation to support costs charged to the Federal award.

The U.S. Government Accountability Office's "Standards for Internal Control in the Federal Government" Principle 10 states that management should design appropriate types of control activities for the entity's internal control system. Control activities help to reasonably ensure compliance with applicable requirements. Control activities also work to identify and address weaknesses in the system of internal controls.

Although DESE has some controls in place to help ensure subgrantees use GEER grant funds for allowable purposes, having protocols to review all or a sample of LEAs' supporting documentation related to expenditures charged to the GEER grant during its monitoring process and requiring LEAs to certify their responses to the self-assessment questionnaire further reduces the risk of GEER grant funds being used for unallowable purposes. After we discussed these issues with Missouri at the exit conference, DESE revised the on-site review process to include a review of supporting documentation related to GEER grant-funded expenditures for the high-risk LEAs. However, because only a small number of LEAs are likely to be identified as high-risk and require on-site reviews, also reviewing a sample of medium-risk LEAs' supporting documentation related to GEER grant-funded expenditures would increase the likelihood that DESE's

monitoring process would identify unallowable expenditures and provide assurances that funds were used as intended.

Recommendation

We recommend that the Assistant Secretary for the Office of Elementary and Secondary Education require that Missouri—

- 2.1 develop and implement protocols to sample and review supporting documentation related to expenditures charged to the GEER grant for LEAs identified as medium-risk.

Appendix A. Scope and Methodology

Our audit covered Missouri’s control activities related to the administration of the GEER grant. Specifically, our audit covered Missouri’s policies, procedures, and other controls to ensure that GEER grant funds were used to support LEAs and IHEs that were most significantly impacted by the coronavirus or LEAs, IHEs, or other education-related entities that were deemed essential for carrying out emergency educational services. Our audit also covered Missouri’s policies, procedures, and other controls to ensure that subgrantees used GEER grant funds in accordance with the CARES Act and other applicable Federal requirements. Our review covered Missouri’s GEER grant award and monitoring processes from March 13, 2020, through October 1, 2021. We conducted fieldwork virtually due to the national pandemic from December 7, 2020, through October 1, 2021. We performed testing on Missouri’s grant allocations through March 15, 2021, applications through July 23, 2021, and expenditures through March 10, 2021. We held an exit conference with Missouri officials on June 16, 2021, to discuss the results of our audit.¹⁸

To achieve our audit objectives, we gained an understanding of the CARES Act, the Uniform Grant Guidance at 2 C.F.R. Part 200, and Department guidance relevant to our audit objectives, including the Department’s 2020 GEER Frequently Asked Questions. We reviewed 2 C.F.R. section 200.303 and the U.S. Government Accountability Office’s “Standards for Internal Control in the Federal Government.” We also reviewed requirements for managing Federal funds, including 2 C.F.R. section 200.302, Financial Management, and 2 C.F.R. section 200.305, Payment.

We also performed the following procedures:

- Reviewed the organization charts for the Governor’s Office, DESE, and DHEWD to determine those positions or personnel responsible for awarding, administering, and monitoring the GEER grant.
- Interviewed Missouri officials to obtain the rationale for selecting DESE as the designated State agency to administer the funds and to gain an understanding of the processes used for determining how the GEER grant funds were appropriated, allocated, awarded, and used.
- Reviewed Missouri’s GEER grant Certification and Agreement (application), its required 45-day report submitted to the Department, documentation related to

¹⁸ Although we held the exit conference on June 16, 2021, Missouri provided additional information after the exit conference which we reviewed and considered through October 1, 2021.

the use of funds, and any communications with the Department to gain an understanding of how Missouri intended for the funds to be used.

- Reviewed DESE's and DHEWD's GEER grant awards to LEAs and IHEs and tested a sample of these awards to determine whether DESE and DHEWD followed their award processes (In the Sampling Methodology section of this report, see the LEA Connectivity Initiative Samples, the LEA Transportation Supplement Initiative Samples, and the IHE Initiatives Samples).
- Reviewed and recalculated the allocation spreadsheets for the LEA Connectivity, LEA Transportation Supplement, and IHE initiatives to determine whether the allocations were correct.
- Determined whether the data DESE and DHEWD used in the LEA Connectivity, LEA Transportation Supplement, and IHE allocation spreadsheets were accurate. We tested samples of LEA allocation data for the first two initiatives and a sample of IHE allocation data for the other initiative. (In the Sampling Methodology section of this report, see the LEA Connectivity Initiative Samples, the LEA Transportation Supplement Initiative Samples, and the IHE Initiative Samples).
- Determined whether the data DESE used in the LEA Connectivity and LEA Transportation Supplement allocation spreadsheets were complete. We reviewed a list of LEAs that were allocated funds for the LEA Connectivity Initiative and a list of those that did not receive an allocation and compared it to a list of all of Missouri's 558 LEAs. We reconciled any differences to ensure all LEAs were accounted for. We also compared the amount of funds allocated to LEAs for the LEA Connectivity Initiative to the amount of funds awarded to DESE for this initiative to ensure that the entire amount was allocated. We performed the same procedures for the LEA Transportation Supplement Initiative.
- Determined whether the data DHEWD used in the IHE Initiative allocation spreadsheet were complete. We reviewed a list of IHEs that were allocated funds for the IHE Initiative and a list of those that did not receive an allocation and compared it to a list of all of Missouri's 23 public IHEs. We reconciled any differences to ensure all IHEs were accounted for. We also compared the amount of funds allocated to the IHEs for the IHE Initiative to the amount of funds awarded to DHEWD for the IHE initiative to ensure that the entire amount was allocated.
- Obtained and reviewed the status of Missouri's maintenance of effort agreement.

- Reviewed and evaluated the criteria, policies, procedures, and internal controls Missouri used to determine which LEAs and IHEs were “most significantly impacted by the coronavirus.”
- Reviewed all of Missouri’s GEER grant drawdowns to determine whether Missouri complied with cash management regulations and guidance. We compared the drawdown amounts for all 81 of Missouri’s drawdowns to the amounts included in its expenditure reports. For each drawdown, we subtracted the expenditure amounts from the same date to determine whether Missouri had any periods with excess cash on hand. We also calculated the number of days between Missouri’s receipt of the funds drawn down and the dates that Missouri expended the funds.
- Reviewed and evaluated DESE’s monitoring plan procedures for ensuring that GEER grant funds were used in accordance with the CARES Act and other applicable Federal requirements.
- Reviewed DHEWD’s monitoring procedures and related supporting documentation such as its IHE reimbursement tracking ledger and IHE requests for reimbursement (including invoices, proof of payment, and evidence of the review and approval of the requests) and tested a sample of expenditures to ensure that GEER grant funds were used in accordance with the CARES Act and other applicable Federal requirements.¹⁹ (In the Sampling Methodology section of this report, see the IHE Initiatives Samples.)

Sampling Methodology

To determine whether DESE and DHEWD followed their award processes for the LEA Connectivity, LEA Transportation Supplement, and IHE initiatives, we selected samples of LEAs and IHEs to review. To determine the accuracy of the data that DESE and DHEWD used in the LEA Connectivity, LEA Transportation Supplement, and IHE allocation spreadsheets, we also selected samples of LEAs and IHEs to review. To determine whether DHEWD followed its reimbursement process, which it also used as its monitoring mechanism to ensure IHEs use GEER grant funds for allowable purposes, we selected a sample of reimbursement payments that DHEWD made to IHEs that were allocated GEER grant funds for the IHE Initiative.

¹⁹ We did not review a sample of LEA reimbursements for allowability because DESE’s process for reimbursement did not include the collection and review of supporting documentation related to LEAs’ expenditures.

Regarding the awarding process, not all LEAs that were allocated GEER grant funds applied to receive the funds. For the selected samples, we confirmed that the LEA received an award notification letter from Missouri, applied, signed Missouri's required assurances, and offered equitable services to nonpublic schools. All LEAs that were awarded an allocation were required to go through these steps regardless of whether they applied for the GEER grant funds. However, to receive the funds, the LEAs had to apply for the funds.

The sections below describe the sampling in detail.

LEA Connectivity Initiative Samples

To determine whether DESE followed its award process for the LEA Connectivity Initiative, we selected a sample of 25 (8 percent, rounded up to 25) of the 296 LEAs that were awarded an LEA Connectivity allocation. We judgmentally selected 12 LEAs, which were those LEAs with the highest allocation amounts (over \$200,000) and randomly selected 13 LEAs. For each of the 25 LEAs, we confirmed whether DESE followed its award processes. In addition, for the 23 LEAs in our sample that had applied for the LEA Connectivity funds, we confirmed that the LEA had applied, and for the 2 LEAs in our sample that had not yet applied, we confirmed that there was no payment made to the LEA through May 5, 2021.

To determine the accuracy of the data in the LEA Connectivity allocation spreadsheet, we selected a random sample of 15 (5 percent) of 296 LEAs that were allocated GEER grant funds for the LEA Connectivity Initiative. We compared the student enrollment numbers and DDI scores recorded in the allocation spreadsheet to the student enrollment data from the Elementary/Secondary Information System²⁰ and to the DDI score spreadsheet DESE used from Purdue University, respectively, for the 15 sampled LEAs.

Table 2 shows the universe, sample sizes, and sampling methodologies related to our testing of the LEA Connectivity Initiative.

²⁰ The Elementary/Secondary Information System is a National Center for Education Statistics web application that allows users to quickly view public and private school data.

Table 2. LEA Universes and Samples for the LEA Connectivity Initiative Testing

Testing Purpose	Universe	Sample Size	Methodology
Award Process	296	25 (8 percent)	Twelve judgmentally selected with allocations over \$200,000 each, and 13 selected using a simple random sample.
Accuracy of Data in Allocation Spreadsheet	296	15 (5 percent)	Simple random sample.

LEA Transportation Supplement Initiative Samples

To determine whether DESE followed its award process for the LEA Transportation Supplement Initiative, we selected a sample of 40 (7 percent) of the 539 LEAs that were awarded an LEA Transportation Supplement allocation. We judgmentally selected 19 LEAs, which were those LEAs with the highest allocation amounts (over \$150,000); and randomly selected 21 LEAs. For each of the 40 LEAs, we confirmed whether DESE followed its award processes. In addition, for the 24 LEAs in our sample that had applied for the LEA Transportation Supplement funds, we confirmed that the LEA had applied, and for the 16 LEAs in our sample that had not yet applied, we confirmed that there was no payment made to the LEA through May 5, 2021.

To determine the accuracy of the data in the LEA Transportation Supplement allocation spreadsheet, we selected a random sample of 27 (5 percent) of 539 LEAs that were allocated GEER grant funds for the LEA Transportation Supplement Initiative. We compared the prior year transportation payment amounts recorded in the allocation spreadsheet for the 27 sampled LEAs to DESE's prior year transportation funding report.

Table 3 shows the universe, sample sizes, and sampling methodologies related to our testing of the LEA Transportation Supplement Initiative.

Table 3. LEA Universes and Samples for the LEA Transportation Supplement Testing

Testing Purpose	Universe	Sample Size	Methodology
Award Process	539	40 (7 percent)	Nineteen judgmentally selected with allocations over \$150,000 each, and 21 selected using a simple random sample.
Accuracy of Data in Allocation Spreadsheet	539	27 (5 percent)	Simple random sample.

IHE Initiative Samples

To determine whether DHEWD followed its award process for the IHE Initiative, we selected a sample of 5 (22 percent) of 23 IHEs that were allocated GEER grant funds.²¹ We judgmentally selected three IHEs with allocation amounts over \$1.5 million and randomly selected two IHEs. For each of the five IHEs, we confirmed that the IHE received an award notification letter from Missouri, submitted an application, and signed Missouri's required assurances.

To determine whether DHEWD followed its reimbursement process (which it also used as its monitoring mechanism to ensure IHEs use GEER grant funds for allowable purposes), we selected a judgmental sample of 17 (35 percent) of 48 reimbursement payments that DHEWD made to IHEs that were allocated grant funds.²² We selected the judgmental sample by first analyzing the 48 reimbursement payments to determine how many IHEs had submitted reimbursement requests. We found that most of the funds were disbursed to 15 of the 19 IHEs that had submitted reimbursement requests. From the 15 IHEs, we selected a total of 17 payments. We selected the payment with the largest dollar amount from each of 15 IHEs.²³ In addition, we selected the only 2 remaining disbursements over \$1 million. For the 17 reimbursement payments, we reviewed the reimbursement form, the supporting documentation (including invoices and proof of payment), and evidence of Missouri's review and approval.

²¹ A five percent sample would have only resulted in the selection of two IHEs so we selected five IHEs.

²² Missouri reimbursed 19 of 23 IHEs with GEER grant funds; the remaining 4 IHEs had not received reimbursements at the time of our testing.

²³ The largest dollar amount varied for each IHE, which ranged from \$206,458 to \$2.16 million.

To determine the accuracy of the data in the IHE Initiative allocation spreadsheet, we selected a random sample of 5 of the 23 IHEs that were allocated GEER grant funds for the IHE initiative. We compared the student enrollment and faculty and staff employment data recorded in the allocation spreadsheet for the five IHEs, to the student enrollment and faculty and staff employment data from the Integrated Postsecondary Education Data System (IPEDS).

We determined the number of IHEs that were allocated funds for the IHE Initiative and the number of IHEs that were not and compared the total IHEs allocated and not allocated funds to the number of all of Missouri’s IHEs (23) to ensure all IHEs were accounted for. We also compared the amount of funds allocated to the IHEs for the IHE Initiative to the amount of funds awarded to DHEWD for the IHE initiative to ensure that the entire amount was allocated. Table 4 shows the universe, sample sizes, and sampling methodologies related to our testing of the IHE Initiative.

Table 4. Universes and Samples for IHE Initiative Testing

Testing Purpose	Universe	Sample Size	Methodology
Award Process	23 IHEs	5 IHEs (22 percent)	Three judgmentally selected with allocations over \$1.5 million, and 2 IHEs selected using a simple random sample.
Monitoring Process	48 reimbursement payments	17 reimbursement payments (35 percent)	Fifteen judgmentally selected (the largest payment from each IHE), and 2 judgmentally selected payments over \$1 million.
Accuracy of Data in Allocation Spreadsheet	23 IHEs	5 IHEs (22 percent)	Simple random sample.

Use of Computer-Processed Data

We relied, in part, on computer-processed data contained in Missouri’s financial management system, specifically, IHE reimbursement payments related to the IHE Initiative. We used the reimbursement payment data to determine whether DHEWD followed its reimbursement process, which it also used as its monitoring mechanism to ensure IHEs use GEER grant funds for allowable purposes. To test the reliability of the

reimbursement payment data in Missouri's financial management system, we used the same sample of 17 of 48 reimbursement payments that we used to test DHEWD's reimbursement process. For the 17 reimbursement payments, we compared the expenditure amounts to supporting documentation. We also obtained a list of all of Missouri's GEER grant expenditures for the IHE Initiative as of May 5, 2021, and compared the totals to Missouri's GEER grant drawdown transactions to ensure that there were no additional funds drawn down that were not accounted for. Based on the work we performed, we determined that the information was sufficiently reliable for us to use in meeting the audit objectives.

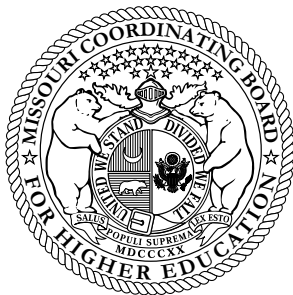
We also relied on computer-processed data obtained from the Department's G5 system. We used the G5 grants management system to identify the amount of GEER grant funds Missouri drew down as of April 30, 2021. The G5 grants management system is the official system of record for the Department's grants data. As a result, we considered it to be the best available data for its intended purpose.

We also used computer-processed data from two other Department systems: IPEDS and the Elementary/Secondary Information System. We used the IPEDS to confirm IHE student enrollment and staff employment data used in Missouri's IHE Initiative allocation spreadsheets. We used the Elementary/Secondary Information System data to confirm LEA student enrollment data used in Missouri's LEA Connectivity and LEA Transportation Supplement initiatives. Both systems are administered by the Department's National Center for Education Statistics (NCES), the primary Federal entity for collecting and analyzing data related to education. NCES develops statistical standards, methodologies, handbooks, and webinars to ensure the data it reports is timely, useful, and high-quality. For example, data reported to IPEDS undergoes a rigorous process that includes multiple validation reviews and procedures for data quality. We considered this to be the best available data for the intended purpose.

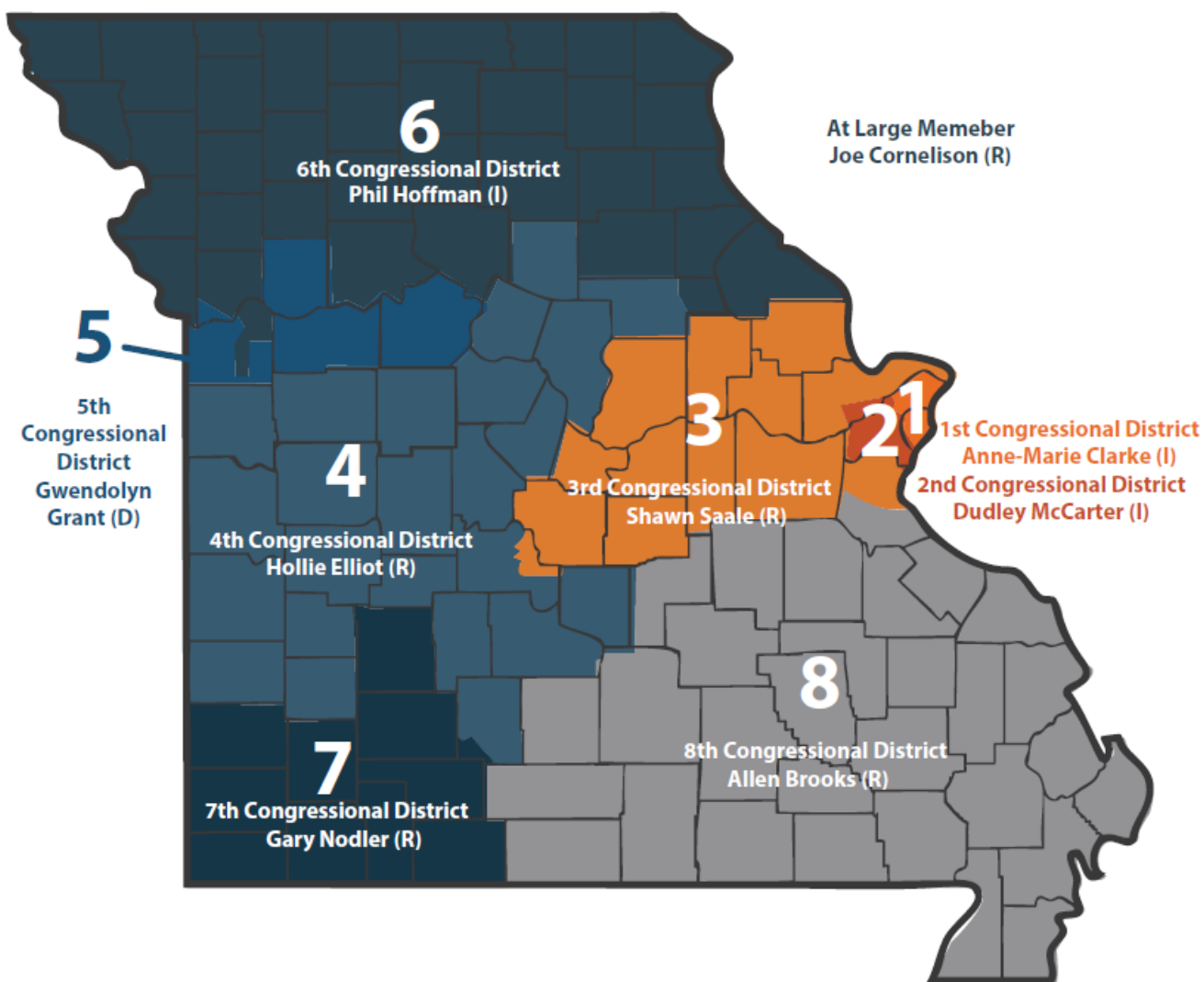
We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objective. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objective.

Appendix B. Acronyms and Abbreviations

C.F.R.	Code of Federal Regulations
CARES Act	Coronavirus Aid, Relief, and Economic Security Act
DDI	Digital Divide Index
Department	U.S. Department of Education
DESE	Department of Elementary and Secondary Education
DHEWD	Department of Higher Education and Workforce Development
ESEA	Elementary and Secondary Education Act
ESSER	Elementary And Secondary School Emergency Relief Fund
FRL	Free and Reduced Lunch
GEER grant	Governor’s Emergency Education Relief Fund
IHE	Institution of Higher Education
IPEDS	Integrated Postsecondary Education Data System
LEA	Local Education Agency
Missouri	State of Missouri
OQS	Office of Quality Schools
SAM II	Statewide Advantage for Missouri
SEA	State Educational Agency



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: Ms. Anne-Marie Clarke - 3/4/2021 to 6/26/2026

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: Ms. Hollie Elliott - 3/4/2021 to 6/27/2026

5th District: Ms. Gwendolyn Grant - 8/29/2018 to 6/27/2022

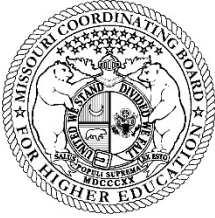
6th District: Mr. Phil Hoffman - 3/4/2021 to 6/27/2022

7th District: Mr. Gary Nodler - 8/29/2018 to 6/27/2024

8th District: Mr. Allen Brooks - 7/2/2021 to 6/27/2027

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 28
Committee Roster

Coordinating Board for Higher Education
 December 8, 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.

Committee	Members
Audit	Dudley McCarter (chair) Allen Brooks Anne-Marie Clarke Joe Cornelison Hollie Elliott Gwen Grant Phil Hoffman Gary Nodler Shawn Saale
Budget & Financial Aid	Gary Nodler (chair) Allen Brooks Anne-Marie Clarke Joe Cornelison Hollie Elliott Gwen Grant Phil Hoffman Dudley McCarter Shawn Saale
Academic Affairs & Workforce Needs	Gwen Grant (chair) Allen Brooks Anne-Marie Clarke Joe Cornelison Hollie Elliott Phil Hoffman Dudley McCarter Gary Nodler Shawn Saale
Strategic Planning & External Affairs	Shawn Saale (chair) Allen Brooks Anne-Marie Clarke Joe Cornelison Hollie Elliott Gwen Grant Phil Hoffman Dudley McCarter Gary Nodler

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 Aid¹

- 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)

¹ 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 Program²

- 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))

² 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)

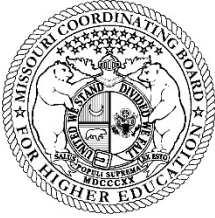
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- Assist in determining prevailing wage (§ 290.257)

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.