

Tab 17

## Metropolitan Community College Proposal to Offer a Bachelor's Degree in Respiratory Therapy

Coordinating Board for Higher Education  
December 9, 2020

### BACKGROUND

The Coordinating Board for Higher Education discharges its responsibility for coordinating, reviewing, and approving proposed new degree programs by the authority given in [§§ 173.005](#) and [173.030, RSMo](#). The process for reviewing new degree program proposals is codified in administrative rule [6 CSR 10-4.010](#) *Submission of Academic Information, Data and New Programs*.

A 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;
- The program will include the offering of a doctoral degree (applicable only to non-University of Missouri institutions); or
- 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](#):

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

The comprehensive review process is triggered for this proposal because the proposed program falls outside of the community college's CBHE-approved mission to offer baccalaureate degrees in Missouri without the express approval of the CBHE. Also of note, the Commission on Accreditation for Respiratory Care (CoARC) is currently no longer accepting applications for new programs in respiratory therapy at the associate degree level as of January 1, 2018, and the profession plans to move the entry level of the profession to the bachelor's degree by 2030.

### CURRENT STATUS

Metropolitan Community College's initial request was submitted as part of a joint proposal representing eight Missouri community colleges submitted to the CBHE for review in September 2020. The CBHE requested additional information from institutions, asking them to specify which were seeking to offer the RT degree individually versus those seeking to offer the degree as part of a consortia arrangement. Metropolitan Community College is proposing to individually offer the Bachelor of Applied Science in

Respiratory Therapy [Attachment A] and has submitted the attached additional documents to be included as part of its Phase I application for comprehensive review. For transparency, public comment has been solicited for 20 working days, through November 18, 2020. Any public comments received will be provided to the CBHE at its next regularly scheduled meeting.

The proposal seeks to establish a new program at Metropolitan Community College, to be offered in their existing Health Sciences Institute [Attachment B]. Metropolitan Community College states it is uniquely positioned as a Missouri Innovation Campus, and is focused on providing educational opportunities in high demand areas in partnership with K-12 and business/healthcare industries in the region. The attached documentation provides the additional requested information regarding regional need [Attachment C], programmatic cost, accreditation, and institutional capacity, including letters of support [Attachments D, E]. Also attached is an email from the University of Missouri-Kansas City declining an opportunity to collaborate with Metropolitan Community College [Attachment F].

## **RECOMMENDATION**

Staff recommend the Coordinating Board approve Metropolitan Community College to move to Phase II review.

## **ATTACHMENTS**

- A. Metropolitan Community College Proposal
- B. Health Sciences Institute Instructional Suites
- C. Regional Need Report
- D. Medical Letters of Support
- E. Missouri Innovation Campus Letter of Support
- F. UMKC Email
- G. Metropolitan Community College Phase I Checklist



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

Metropolitan Community College  
3200 Broadway  
Kansas City, MO 64111  
816-604-1000  
[www.mcckc.edu](http://www.mcckc.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 baccalaureate degree requirements. This will create new demand for education and training in the respiratory care field. The Jobs eQ Occupation Report from the Spring of 2020 (Attachment A) documents the need for Respiratory Therapists. 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 B). 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 27 students, growing to 108 students in the program overall after four years, there will be a vibrant and continual applicant and graduate base for 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 area that currently offer a respiratory care baccalaureate degree. Furthermore, MCC has reached out to all 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 (Attachment C) and states that no local collaborative programming is possible. It is for this reason that MCC is pursuing this opportunity alone.

### **Part III: Alignment with Blueprint for Higher Education Goals**

**Attainment.** MCC would be able to provide 27 additional seats for training in the state each year, building to a capacity of 108 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 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 as the entry level minimum standard citing the respiratory therapist should be a mid-level provider able to function as a physician extender. 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. Letters from Truman Medical Center and Children's Mercy Hospital (Attachment D) demonstrate the energy and excitement of our local medical partners to support MCC efforts in this program.

#### **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 E). 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.

One unique aspect of the MCC proposal is that MCC has fostered a strong relationship with Raymond Hernandez, an RT instructor and Dean at one of the first community colleges successfully implement an RT Bachelor’s Degree (Skyline College). His expertise has proven invaluable in assisting the District with a realistic and detailed framework in planning for a successful RT program at MCC. He serves as the New Program Chair for community colleges in the Coalition for Baccalaureate and Graduate Respiratory Therapy Education, [www.cobgrte.org](http://www.cobgrte.org), and has been an active Respiratory Care Practitioner and instructor for many years. Mr. Hernandez will serve as an excellent resource for the District in the development of the program.

**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%
<b>Total Revenue</b>	<b>\$133,900,000</b>	<b>100%</b>

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 large campaign for student scholarships and student programs. 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.

<b>Table 2.0: Identified Positions to Support the Program</b>
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
Program Coordinator 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 Table 3.0 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**

	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
<b>REVENUE:</b>				
District Resident Fee	109,782	219,564	329,346	439,128
Program Lab Fee	10,800	21,600	32,400	43,200
<b>Total Revenue</b>	<b>120,582</b>	<b>241,164</b>	<b>361,746</b>	<b>482,328</b>
<b>EXPENSES:</b>				
Full-Time Faculty	160,000	160,000	270,000	270,000
Part-Time Faculty	25,000	25,000	66,328	66,328
Part-time Staff	9,000	9,000	12,000	12,000
All Benefits	60,000	60,000	100,000	100,000
Supplies - Instructional	12,000	12,000	7,000	7,000
Equipment	52,000	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
<b>Total Expenses</b>	<b>330,000</b>	<b>330,000</b>	<b>482,328</b>	<b>\$482,328</b>
<b>Revenue less Expenses:</b>	<b>(209,418)</b>	<b>(88,836)</b>	<b>(120,582)</b>	<b>0</b>

The MCC RT program is projected to be self-sustaining by the fourth year of the program. The program revenue and expenses are reflected in the table above, accounting for an additional cohort of 27 students each year until year four, for an eventual total of 108 students in the program.

## Special Instructional Suites for MCC Allied Health Training

In addition to the Virtual Hospital, other hands-on learning areas throughout the Health Science Institute create a simulated clinical environment where students use real clinical equipment and tools to practice patient care scenarios.

- EMS suite, real-life simulators make learning as real as possible:
  - i. A real car for practicing how to remove injured patients without causing further physical harm
  - ii. A mock bar and convenience store for assessing and treating patients in low light, cluttered environments
  - iii. An ambulance bay for practice with loading patients and providing in-depth evaluation and treatment
  
- Health Information Technology suite:
  - i. State-of-the-Art Electronic Health Record
  - ii. Dual-monitor work stations for coding electronic health records while using industry-leading encoder software
  - iii. A networked scanner for creating digital medical records to bridge today's hybrid state of paper and electronic records
  - iv. Studying coding and medical transcription at the HSI gives students the opportunity to experience remote office settings in the Home Living Suite. HIT students also work side-by-side with clinical students to gain insight into the clinical care behind the documentation and data they manage.
  
- Dental Assistant suite looks and functions just like a dental office and includes the latest in equipment, such as:
  - i. Six fully functional dental chairs, equipped with dental units for practicing cleaning, polishing, x-rays and more
  - ii. Intra oral x-ray
  - iii. Materials laboratory
  - iv. Sterilization
  - v. A panoramic x-ray machine for exposing and developing x-rays
  - vi. Ten seat computer station
  - vii. Locker room
  - viii. Consultation room
  
- Home living suite gives students a homelike place to practice patient interaction. Students can practice patient skills with cooking, bathing, toileting, home management, bed mobility, ambulation, wheelchair mobility, interaction and more. The suite includes:
  - i. A living room
  - ii. A laundry area
  - iii. A bedroom
  - iv. A kitchen
  - v. A bathroom
  - vi. A home office

- Nursing suite includes:
  - i. Twenty hospital beds with accessories for suction, oxygen and air regulators
  - ii. Human patient simulators for practice and demonstration of skill check-off
  - iii. Bathroom with shower
  - iv. Electronic medication systems
  - v. Ceiling-mounted patient transfer system
  
- Occupational and Physical Therapist Assistant suite includes:
  - i. A physical therapy gym to practice therapeutic exercises, manual techniques and instruction in functional skills such as walking
  - ii. An OTA/PTA laboratory with access to computer exercise programs for simulated patient instruction
  - iii. A hydrotherapy room with whirlpool
  - iv. Wound models for training in the latest treatments in wound care
  - v. Splinting laboratory
  - vi. Assistive technology and low vision
  
- Radiology suite includes:
  - i. A classroom for 40 students
  - ii. State-of-the-art x-ray machines (provided in part by a grant from the Health Care Foundation of Greater Kansas City) for instruction in:
    - Radiography - both film and screen imaging
    - Computed radiography - using phosphor plate imaging and digital conversion
    - Digital radiography - direct capture imaging
  
- HSI's surgical technology suite gives students the ultimate practice environment, with a fully-equipped operating room where students can learn:
  - i. Sterilization techniques
  - ii. Instrument setups
  - iii. Vital-signs monitoring
  - iv. Emergency assessment and treatment
  - v. Patient-care interaction



JOBS **eq**

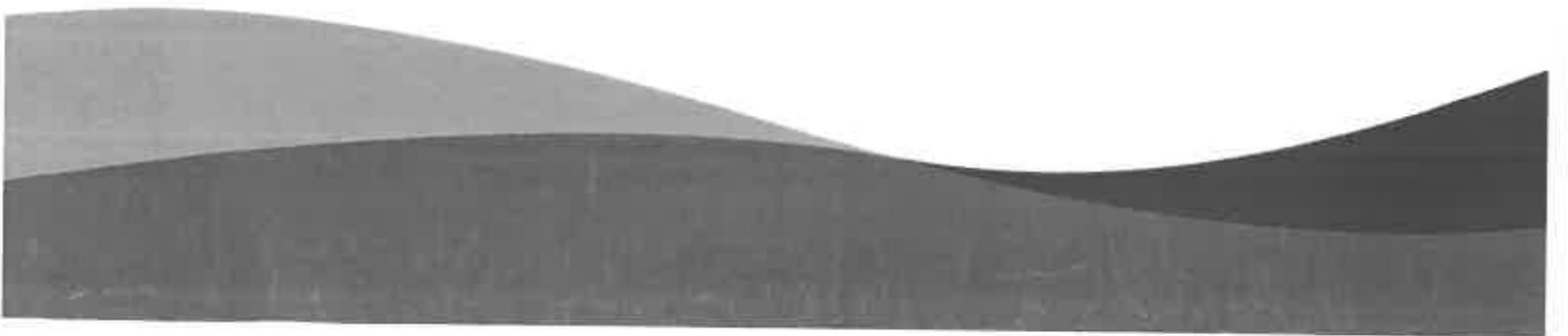
# Occupation Report

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# **Respiratory Therapists**

MCC Service Region

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# Definition of Respiratory Therapists, SOC 29-1126

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

# Occupation Snapshot

As of 2019Q4, total employment for Respiratory Therapists in the MCC Service Region was 702. Over the past three years, this occupation added 81 jobs in the region and is expected to increase by 73 jobs over the next seven years, or at an annual average rate of 1.4%.

## Respiratory Therapists in MCC Service Region, 2019Q4<sup>1</sup>

Empl	Avg Ann Wages <sup>2</sup>	Current		Unempl Rate	Online Job Ads <sup>3</sup>	3-Year History		Total Demand	7-Year Forecast		Empl Growth	Ann % Growth
		LQ	Unempl			Empl Change	Ann %		Exits	Transfers		
702	\$56,500	1.25	5	0.8%	125	81	4.2%	319	125	120	73	1.4%

Source: JobsEQ®

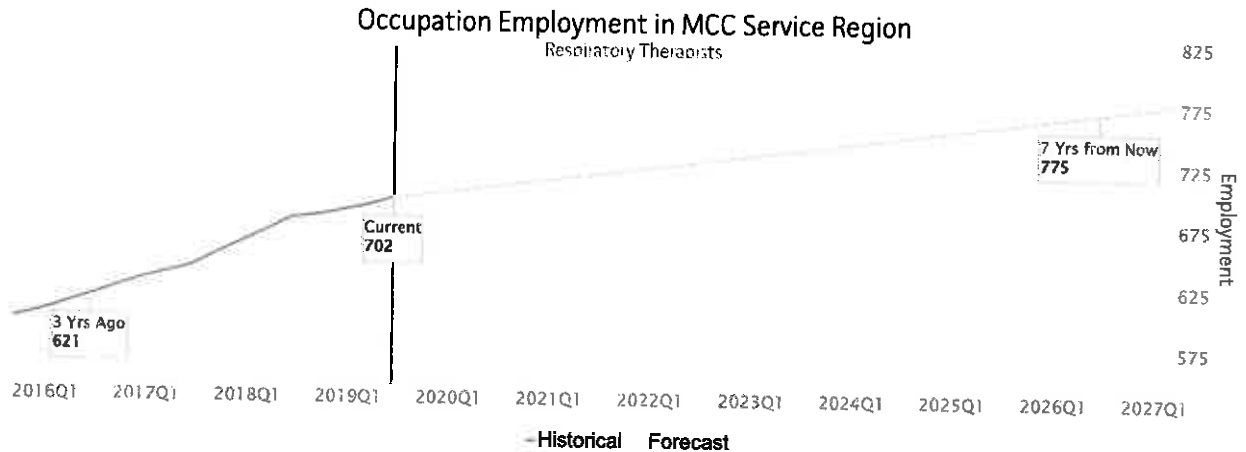
Data as of 2019Q4 unless noted otherwise

Note: Figures may not sum due to rounding.

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

2. Wage data are as of 2018 and represent the average for all Covered Employment

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

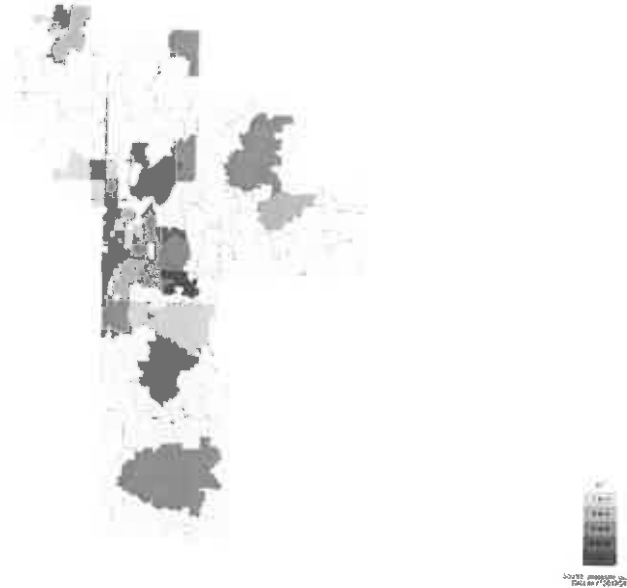


Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q2, imputed where necessary with preliminary estimates updated to 2019Q4. Wages by occupation are as of 2018 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

# Geographic Distribution

The below maps illustrate the ZCTA-level distribution of employed Respiratory Therapists in the MCC Service Region. Employment is shown by place of work and by residence.

Occupation Concentration by Place of Work for Respiratory Therapists



Top ZCTAs by Place of Work for Respiratory Therapists, 2019Q4

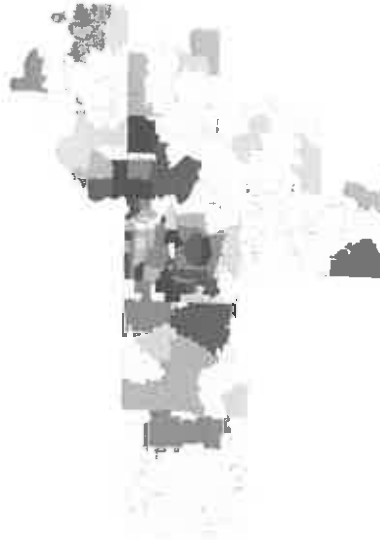
Region	Employment
ZCTA 64108	136
ZCTA 64116	56
ZCTA 64111	48
ZCTA 64132	45
ZCTA 64506 (Buchanan County, MO portion)	44
ZCTA 64086	40
ZCTA 64057	37
ZCTA 64139	30
ZCTA 64068	28
ZCTA 64114	23

Source: JobsEQ®

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



Occupation Concentration by Place of Residence for Respiratory Therapists



**Top ZCTAs by Place of Residence for Respiratory Therapists, 2019Q4**

<b>Region</b>	<b>Employment</b>
ZCTA 64081	45
ZCTA 64014	41
ZCTA 64118 (Clay County, MO portion)	23
ZCTA 64119	23
ZCTA 64137	22
ZCTA 64154	21
ZCTA 64151	19
ZCTA 64082 (Jackson County, MO portion)	18
ZCTA 64089 (Clay County, MO portion)	17
ZCTA 64055	14

Source: JobsEQ®

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



# Employment by Industry

The following table illustrates the industries in the MCC Service Region which most employ Respiratory Therapists. The single industry most employing this occupation in the region is General Medical and Surgical Hospitals, NAICS 6221. This industry employs 583 Respiratory Therapists—employment which is expected to increase by 78 jobs over the next ten years; furthermore, 289 additional new workers in this occupation will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

**Top Industry Distribution for Respiratory Therapists (29-1126) in MCC Service Region**

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
6221	General Medical and Surgical Hospitals	83.0%	583	148	142	78	367
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	4.2%	30	9	8	16	33
6231	Nursing Care Facilities (Skilled Nursing Facilities)	3.7%	26	6	6	2	14
6211	Offices of Physicians	1.8%	13	3	3	3	10
4461	Health and Personal Care Stores	1.1%	8	2	2	0	4
6216	Home Health Care Services	1.0%	7	2	2	3	7
5324	Commercial and Industrial Machinery and Equipment Rental and Leasing	0.8%	6	1	1	1	3
6213	Offices of Other Health Practitioners	0.7%	5	1	1	1	4
5322	Consumer Goods Rental	0.6%	4	1	1	0	2
6214	Outpatient Care Centers	0.6%	4	1	1	2	4
	All Others	2.5%	17	4	4	1	9

Source: JobsEQ\*

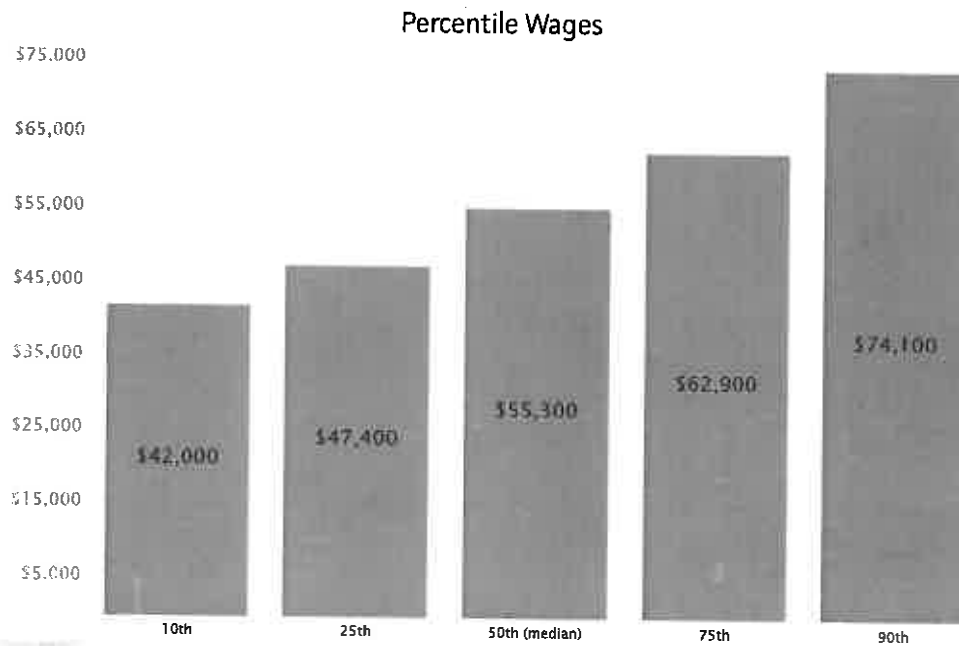
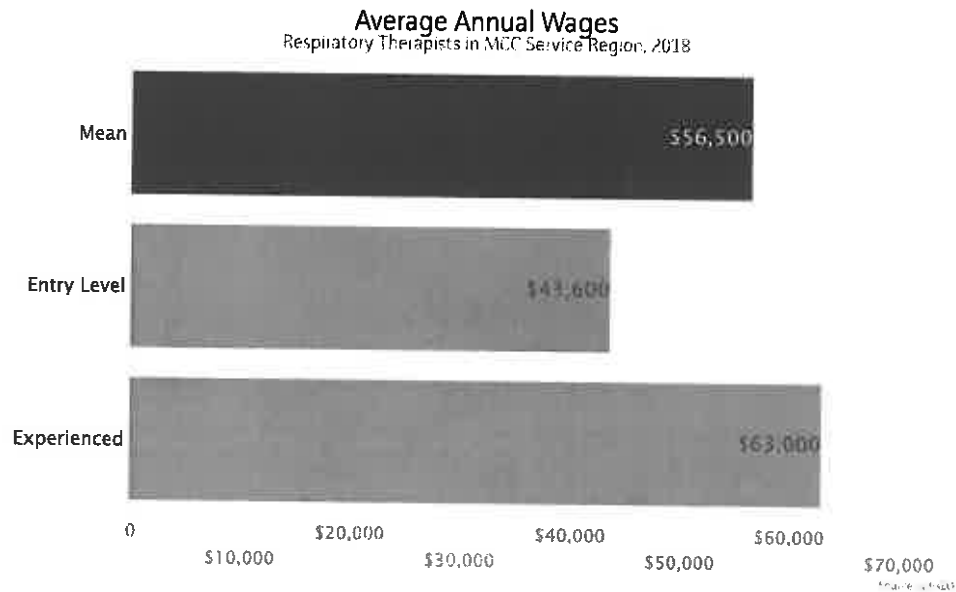
Data as of 2019Q4 except wages which are as of 2018. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

Note: Figures may not sum due to rounding.

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

# Wages

The average (mean) annual wage for Respiratory Therapists was \$56,500 in the MCC Service Region as of 2018. For the same year, average entry level wages were approximately \$43,600 compared to an average of \$63,000 for experienced workers.



Occupation wages (mean, median, and percentiles) are as of 2018 provided by the BLS, modified and imputed by Chmura where necessary. Entry-level and experienced wages are derived from these source data, computed by Chmura.

# Education Profile

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

## Education and Training Requirements

Typical Entry-Level Education:

Associate's degree

Previous Work Experience:

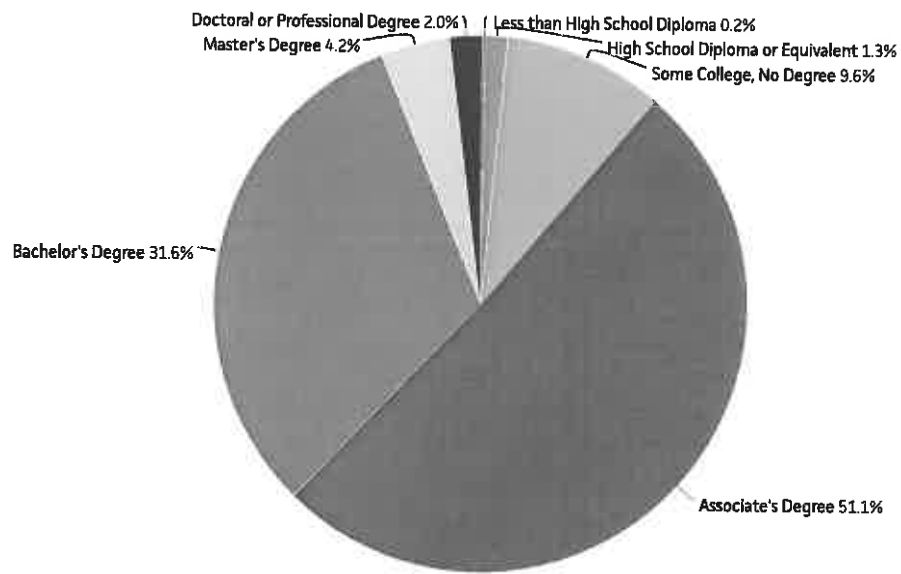
None

Typical On-the-Job Training:

None

Source: JobsEQ®

## Educational Attainment Profile



Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2019Q4 along with source data from the BLS.

# Awards

The table below is a list of postsecondary program awards that were granted by postsecondary institutions located in the MCC Service Region in the 2018 academic year. These programs have been identified as providing training for Respiratory Therapists (for further details, see the source note).

Title/School	Annual Awards - MCC Service Region		
	Certificates and 2yr Degrees	4yr Degrees	Postgraduate Degrees
<b>51.0908 Respiratory Care Therapy/Therapist</b>			
Concorde Career College-Kansas City	9	0	0
<b>Total</b>			
<b>Total</b>	9	0	0

Source: JobsEQ®

Data as of the 2018 academic year

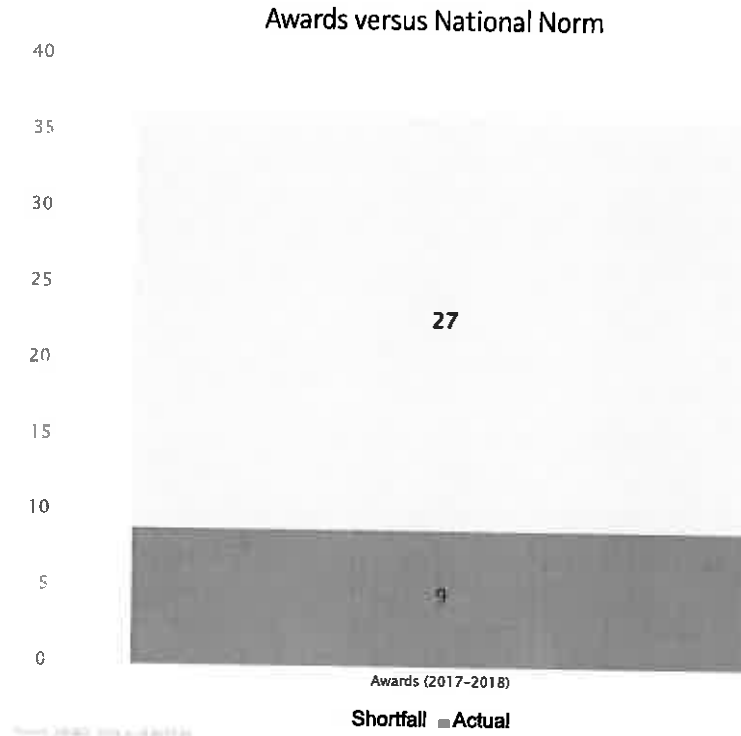
Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2018 academic year. Any programs shown here have been identified as being linked with the occupation being analyzed. Other existing programs may also provide training in the region for this occupation but have not been so identified by the program-occupation crosswalk (see the FAQ section at the end of this report for more details). Furthermore, any programs shown here reflect only data reported to the NCES; reporting is required of all schools participating in any federal finance assistance program authorized by Title IV of the Higher Education Act of 1965, as amended—other training providers in the region that do not report data to the NCES are not reflected in the above.



# Training Concentration

In the 2017-2018 academic year, it is estimated that postsecondary schools in the MCC Service Region granted awards for a potential 9 new Respiratory Therapists.<sup>1</sup> Given the size of this occupation in the region, this award output is below the national norm of 36 awards per year—put another way; it is at 25% of the national average.

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



Awards data by occupation are estimates produced by JobsEQ and for the academic year 2017-2018.

<sup>1</sup> This figure may not match the total awards shown in the prior section since some of those awards may flow into more than one occupation.

# RTI (Job Postings)

## Occupations

SOC	Occupation
29-1126.00	Respiratory Therapists

**Total  
Ads**

264



Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 4/23/2020

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

## Locations

Location
Kansas City, Missouri
Independence, Missouri
Lees Summit, Missouri
Belton, Missouri
64506
Kansas City, MO 64106
MO-Kansas City-Kindred Hospital Northland
North Kansas City, Missouri
KANSAS CITY, Missouri 64101
Kansas City, MO 64132

**Total  
Ads**

75

34

14

12

8

8

8

8

6

6



Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 4/23/2020

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

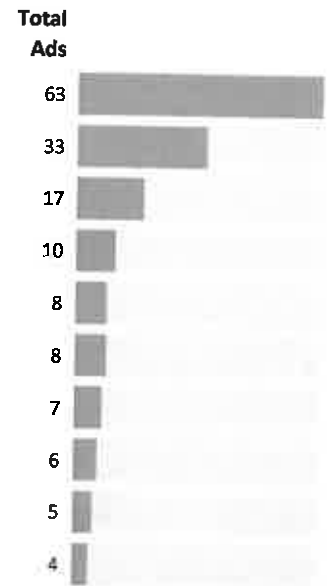
## Employers

Employer Name
HCA
SunBelt Staffing
Kindred
Maxim Healthcare
CoreMedical Group
Mosaic Life Care
Favorite Healthcare Staffing
Supplemental Health Care
Soliant Health
All Medical Staffing

Source: [JobsEQ®](#)

Data reflect online Job postings for the 180 day period ending 4/23/2020

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



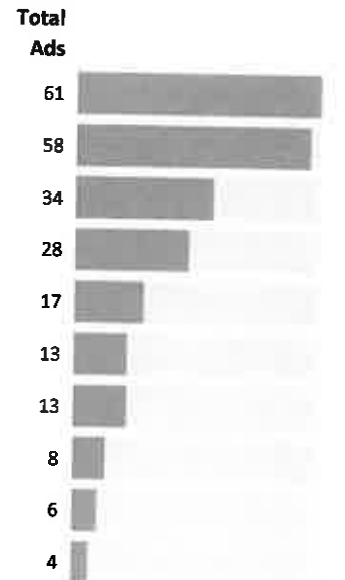
## Certifications

Certificate Name
Basic Life Support (BLS)
Registered Respiratory Therapist (RRT)
Advanced Cardiac Life Support Certification (ACLS)
Certified Respiratory Therapist (CRT)
Licensed Respiratory Care Practitioner (RCP)
Neonatal Resuscitation Program (NRP)
Pediatric Advanced Life Support (PALS)
Certification in Cardiopulmonary Resuscitation (CPR)
Registered Nurse (RN)
Licensed Practical Nurse (LPN)

Source: [JobsEQ®](#)

Data reflect online Job postings for the 180 day period ending 4/23/2020

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





## Hard Skills

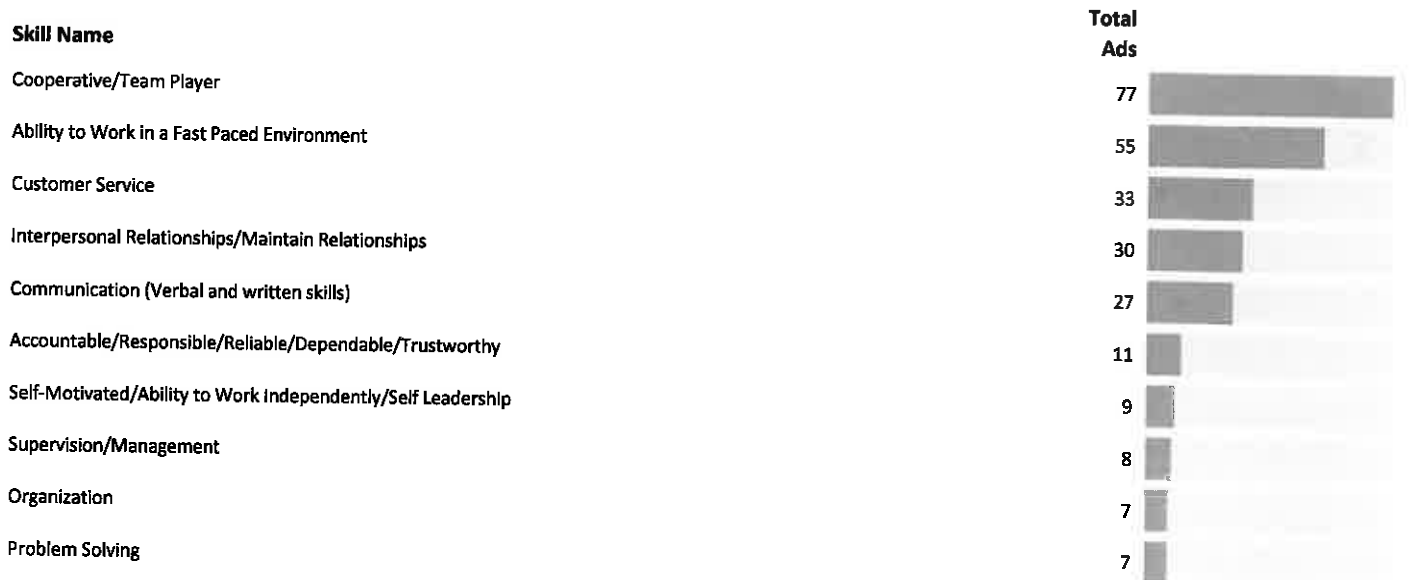


Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 4/23/2020

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

## Soft Skills



Source: [JobsEQ®](#)

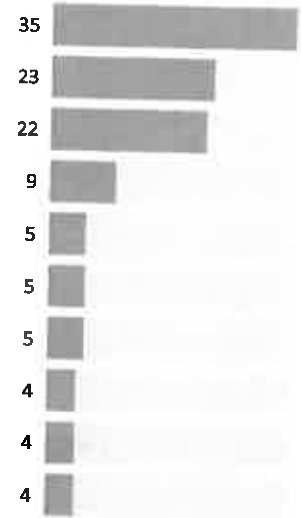
Data reflect online job postings for the 180 day period ending 4/23/2020

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

## Job Titles

Total  
Ads

Job Title	Total Ads
Registered Respiratory Therapist	35
Respiratory Therapist	23
RRT	22
Respiratory Therapist - Other	9
Registered Respiratory Therapist   RRT   RESP (Contract)	5
Respiratory Therapist (RRT)	5
Travel Respiratory Therapist	5
Certified Respiratory Therapist	4
Registered Respiratory Therapist RRT	4
Respiratory Therapist - Full-Time - Day Shift - Hospital Northland	4



Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 4/23/2020

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

## Education Levels

Total  
Ads

Minimum Education Level	Total Ads
Associate's degree	32
Bachelor's degree	7
Unspecified/other	225



Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 4/23/2020

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

## Programs

### Program Name

Respiratory Therapy

Science

Education

Healthcare Administration

Total  
Ads



Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 4/23/2020

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

## Job Types

### Type

Full-Time

Part-Time

Temporary (unspecified)

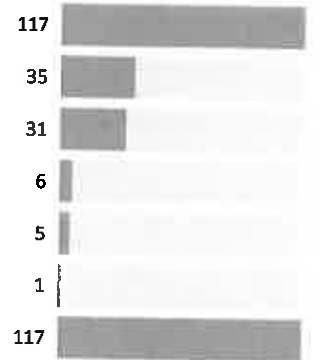
Temporary (short-term)

Permanent

Temp-to-Hire

Unspecified/other

Total  
Ads



Source: [JobsEQ®](#)

Data reflect online job postings for the 180 day period ending 4/23/2020

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

# MCC Service Region Regional Map



# Region Definition

**MCC Service Region is defined as the following counties:**

Bates County, Missouri

Buchanan County, Missouri

Cass County, Missouri

Clay County, Missouri

Clinton County, Missouri

Jackson County, Missouri

Lafayette County, Missouri

Platte County, Missouri

Ray County, Missouri

# FAQ

## What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 840 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 23 major groups, 97 minor groups, and 461 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

## What is a location quotient?

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

## What is training concentration?

The training concentration analysis compares local postsecondary training output compared to the national norm. Let's consider registered nurses as an example. If in the nation, one RN award is granted for every ten RNs employed, that 1:10 ratio is the national norm. If in your region your schools also grant one RN award for every ten RNs employed, then your region will be right at the national norm, or we say at 100% of the national norm which is termed a 100% training concentration. If your region grants two RN awards for every ten employed, your region would be at twice the national norm or have a 200% training concentration. Similarly, if your region grants one RN award for every twenty employed, your region would be at half the national norm or have a 50% training concentration.

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

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

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

## What is separation demand?

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

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

### **What is NAICS?**

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

#### **About This Report**

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



**Children's Mercy**  
**KANSAS CITY**

2401 Gillham Road  
Kansas City, Missouri 64108  
(816) 234-3000

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 6, 2020

Kimberly Beauty, Ph.D.  
Chancellor  
Metropolitan Community College  
1700 Broadway  
Kansas City, MO 64111

Dear Dr. Beauty:

Truman Medical Centers (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 proposed expansion of its health professions workforce programs is a timely and practical way to address the critical shortage of health care professionals in the 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 1,500 health care professionals, we can attest to the dire need for qualified registered 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

10-1-20

To: The Missouri Department of Higher Education:

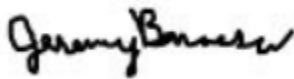
As the Director and Principal of the Summit Technology Academy (STA) at the Missouri Innovation Campus in Kansas City, I am writing this letter of support for the Respiratory Therapy Baccalaureate degree proposal at Metropolitan Community College.

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](http://sta.lsr7.org)**



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Agrawal, Mauli <agrawalcm@umkc.edu>

Mon 9/28/2020 1:45 PM

To: Beatty, Kimberly

Cc: Gochis,Suzanne M;; Lundgren, Jennifer

Dear Chancellor Beatty,

Thank you for your note. At this point in time, UMKC does not intend to offer a Bachelor's degree in Respiratory Therapy and will not be able to partner with your school in developing such a degree program. I will be happy to provide a letter to this effect if this e-mail does not suffice.

CMA

C. Mauli Agrawal, Ph.D.

Chancellor

The University of Missouri, Kansas City

**Tab 17 Attachment G  
Metropolitan Community College Phase I Criteria Review**

**Respiratory Therapy Review  
Statutory Criteria**

<b>For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:</b>	
<b>Criterion</b>	<b>Criteria Met/Not Met</b>
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	<b>Met.</b> Program expansion is no longer allowed within the RT profession. Submitted September 2020.
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	<b>Met.</b> Letter received from UMKC declining opportunity to collaborate. No other programs in the area.
The institution has the academic and financial capacity to offer the program in a high-quality manner.	<b>Met.</b> Evidence of cost and capacity submitted for review.
<b>Elements of a Complete Proposal for Comprehensive Review. A complete proposal includes the following, as outlined in 6 CSR 10-4.010:</b>	
Evidence of good faith effort to explore the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program. At a minimum, this will include letters from the chief academic officers of both the proposing institution and other institutions involved in exploring the feasibility of collaboration attesting to the nature of the discussions and explaining why collaboration in this instance is not feasible;	<b>Met.</b>
Evidence that the offering institution is contributing substantially to the CBHE's Blueprint for Higher Education as adopted on February 4, 2016, pursuant to section 173.020(4), RSMo, and is committed to advancing the goals of that plan; Evidence of institutional capacity to launch the program in a high-quality manner, including: <ul style="list-style-type: none"> <li>An external review conducted by a team including faculty experts in the discipline to be offered and administrators from institutions already offering programs in the discipline and at the degree level proposed.</li> </ul>	<b>Met.</b> More detail to be provided as part of Phase II. An external review team will be established to assist with review of the Phase II proposal.  Evidence provided supporting contribution to Blueprint for Higher Education in September 2020.

<ul style="list-style-type: none"> <li>The review must include an assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads);</li> </ul>	<p><b>Met.</b> More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> <li>A comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program;</li> </ul>	<p><b>Met.</b> A cost/revenue analysis was provided for Phase I, to be expanded upon as part of Phase II.</p>
<ul style="list-style-type: none"> <li>Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities, and instruction equipment; and</li> </ul>	<p><b>Met.</b> Some evidence submitted regarding institutional capacity. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> <li>Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and</li> </ul>	<p><b>Met.</b> Some evidence submitted as part of Phase I. More detail to be provided as part of Phase II.</p>
<p>Evidence that the proposed program is needed, including:</p> <ul style="list-style-type: none"> <li>Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (9)(C) of this rule;</li> </ul>	<p><b>Met.</b> More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> <li>A rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce, and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program; and</li> </ul>	<p><b>Met.</b> Some information submitted as part of Phase I. Additional detail to be provided as part of the market analysis submitted as part of Phase II.</p>
<ul style="list-style-type: none"> <li>A clear plan to meet the articulated workforce need, including: <ul style="list-style-type: none"> <li>Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need analysis in part (II) of this subparagraph;</li> <li>Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and</li> <li>A plan for assessing the extent to which the new program meets that need when implemented.</li> </ul> </li> </ul>	<p><b>Met.</b> More detail to be provided as part of Phase II.</p>