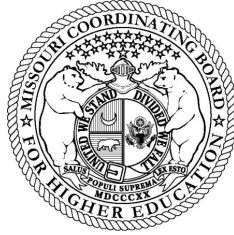




Coordinating Board for Higher Education

December 8-9, 2020

Teleconference
Call-in: (312) 626-6799
Meeting ID: 968 0628 5518
Join by Video: <https://morenet.zoom.us/j/96806285518>



COORDINATING BOARD FOR HIGHER EDUCATION

Doug Kennedy, Chair, District 8

Joe Cornelison, Vice Chair, At-Large

Shawn Saale, Secretary, District 3

VACANT, District 1

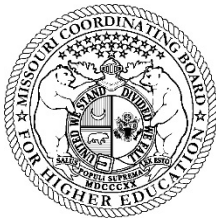
Dudley McCarter, District 2

VACANT, District 4

Gwendolyn Grant, Member, District 5

VACANT, District 6

Gary Nodler, Member, District 7



Schedule of Events

Coordinating Board for Higher Education
December 8-9, 2020
Committee Meeting Times are Estimated

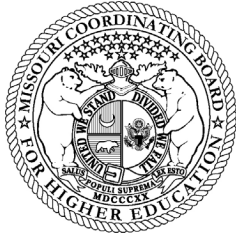
Tuesday, December 8, 2020

- 9:00-9:05 a.m. **General Business**
Call-in: (312) 626-6799
Meeting ID: 945 4325 7526
Join by Video: <https://morenet.zoom.us/j/94543257526>
- 9:05-9:25 a.m. **CBHE Audit Committee Meeting**
Call-in: (312) 626-6799
Meeting ID: 945 4325 7526
Join by Video: <https://morenet.zoom.us/j/94543257526>
- 9:25-9:50 a.m. **CBHE Strategic Planning & External Relations committee Meeting**
Call-in: (312) 626-6799
Meeting ID: 945 4325 7526
Join by Video: <https://morenet.zoom.us/j/94543257526>
- 9:50-10:00 a.m. **Break**
- 10:00-10:30 a.m. **CBHE Academic Affairs & Workforce Development Committee Meeting**
Call-in: (312) 626-6799
Meeting ID: 945 4325 7526
Join by Video: <https://morenet.zoom.us/j/94543257526>
- 10:30-11:00 a.m. **CBHE Budget & Financial Aid Committee Meeting**
Call-in: (312) 626-6799
Meeting ID: 945 4325 7526
Join by Video: <https://morenet.zoom.us/j/94543257526>
- 11:00 a.m.-12:00 p.m. **CBHE Work Session**
Call-in: (312) 626-6799
Meeting ID: 945 4325 7526
Join by Video: <https://morenet.zoom.us/j/94543257526>

Wednesday, December 9, 2020

- 9:00 a.m.-12:00 p.m. **CBHE Public Meeting**
Call-in: (312) 626-6799
Meeting ID: 968 0628 5518
Join by Video: <https://morenet.zoom.us/j/96806285518>

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COORDINATING BOARD FOR HIGHER EDUCATION

December 8, 2020 | 9:00 a.m.–12:00 p.m.

Teleconference

Call-In: (312) 626-6799 Passcode: 945 4325 7526
Join by Video: <https://morenet.zoom.us/j/94543257526>

Committee Meeting Times are Estimated

WORK SESSION AND COMMITTEE MEETINGS AGENDA

1. **General Business** (9:00-9:05 a.m.)
 - a. Welcome and Call to Order
 - b. Roll Call of Members and Determination of Quorum
 - c. Review Minutes of September 15, 2020, Work Session and Committee Meetings (Meeting Tab)
 - d. Review Minutes of September 16, CBHE Meeting (Meeting Tab)
2. **Audit Committee** (9:05-9:25 a.m.)
 - a. Call to order
 - b. Approve the Minutes of the September 15, 2020 Audit Committee Meeting
 - c. Audit Report from CliftonLarsonAllen
3. **Strategic Planning & External Relations Committee** (9:25-9:50 a.m.)
 - a. Call to Order
 - b. Approve the Minutes of the September 15, 2020 Strategic Planning External Relations Committee Meeting
 - c. Preview Issues on Next Day's Agenda
 - i. Strategic Planning Update (Tab 12)
 - d. Background on Establishment of the CBHE
4. **Break** (9:50-10:00 a.m.)
5. **Academic Affairs & Workforce Needs Committee** (10:00-10:30 a.m.)
 - a. Call to Order
 - b. Approve the Minutes of the September 15, 2020 Academic Affairs & Workforce Needs Committee Meeting
 - c. Community College Survey Form and Method
 - d. Letter from MCCA Regarding Ranken Technical Institute
 - e. Preview Issues on Next Day's Agenda
 - i. Metropolitan Community College Proposal for Respiratory Therapy (Tab 17)
 - ii. Comprehensive Review Update (Tab 19)
 - iii. Community College Taxing District in Southeast Missouri Letter of Intent (Tab 20)
6. **Budget & Financial Aid Committee** (10:30-11:00 a.m.)
 - a. Call to Order
 - b. Approve the Minutes of the September 15, 2020 Budget & Financial Aid Committee Meeting
 - c. Supplemental Request: Bright Flight and A+
7. **Work Session** (11:00 a.m.-12:00 p.m.)
 - a. Call to Order
 - b. National Geospatial Agency Expansion and Missouri Education Partnerships
 - c. Equity Statement (Tab 7)
 - d. Identification of Committee Chairs
 - e. Planning for March 2021 CBHE Meeting
 - f. Review Schedule and Logistics for Next Day's Meeting



COORDINATING BOARD FOR HIGHER EDUCATION

December 9, 2020 | 9:00 a.m. to 12:00 p.m.

Teleconference

Call-in: (312) 626-6799 Meeting ID: 968 0628 5518
Join by Video: <https://morenet.zoom.us/j/96806285518>

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 15, 2020, Work Session Meeting*
 2. Minutes of the September 16, 2020, Board Meeting*
 3. Distribution of Community College Funds (Tab 1)*
- v. Election of 2021 CBHE Officers (Tab 2)

b. Information

- i. 2022 Meeting Dates (Tab 3)

2. Report of the Commissioner

a. Action

- i. None

b. Information

- i. Department Leadership Team Update (Tab 4)
- ii. 2020 Annual Report and Big Goal Check-In (Tab 5)
- iii. Placemat Implementation Update (Tab 6)
- iv. Equity Update (Tab 7)
- v. COVID-19 Update (Tab 8)
- vi. 2021 Commissioner's Advisory Group Members and Meeting Dates (Tab 9)

3. Presidential Advisory Committee

a. Action

- i. None

b. Information

- i. Legislative Session Preview: FY 22 Budget Outlook and Making the Case for Higher Education (Tab 10)

4. Strategic Planning and External Affairs Committee

a. Action

- i. None

b. Information

- i. Minutes of the September 15, 2020, Strategic Planning and External Affairs Committee Meeting (Tab 11)*
- ii. Strategic Planning Update (Tab 12)

5. Budget and Financial Aid Committee

a. Action

- i. Certification of Institutional Participation in State Student Aid Programs (Tab 13)

b. Information

- i. Minutes of the September 15, 2020, Budget and Financial Aid Committee Meeting (Tab 14)*
- ii. CRF and GEER Update (Tab 15)
- iii. Performance Measures Report (Tab 16)*

6. Academic Affairs and Workforce Needs Committee

a. Action

- i. Metropolitan Community College Proposal to Offer Bachelor's Degree in Respiratory Therapy (Tab 17)

b. Information

- i. Minutes of the September 15, 2020, Academic Affairs and Workforce Needs Committee (Tab 18)*
- ii. Comprehensive Review Update (Tab 19)**
- iii. Notification of Establishment of Steering Committee for Great Rivers Community College District (Tab 20)
- iv. Fall Enrollment Report (Tab 21)
- v. Job Centers of the Future Update (Tab 22)
- vi. Equity in Missouri Higher Education Report (Tab 23)
- vii. Academic Program Actions Approved through Routine and Staff Review (Tab 24)*
- viii. Proprietary School Certification Actions and Reviews (Tab 25)*

7. Audit Committee

a. Action

- i. None

b. Information

- i. Minutes of the September 15, 2020, Audit Committee Meeting (Tab 26)*
- ii. Overview of Recent Audit Reports (Tab 27)*

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 28)*
- iv. CBHE Committee Roster (Tab 29)*
- v. CBHE Statutory Functions (Tab 30)*
- vi. CBHE Bylaws (Tab 31)*

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Meeting Minutes

Coordinating Board for Higher Education Work Session

Coordinating Board for Higher Education
September 15, 2020

The work session of the Coordinating Board for Higher Education was called to order at 11:37 a.m. on Tuesday, September 15, 2020, via teleconference. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

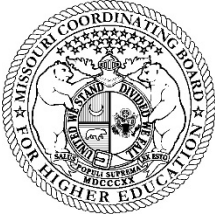
Gerren McHam, Special Assistant for External Relations, provided an update on the Joint Committee on Education's "General Education Requirements: A Look at the Structure of Higher Education" report.

Kristin Stokely, General Counsel, reviewed the rules on quorum.

Zora Mulligan, Commissioner of Higher Education, provided an update on the joint meeting with the State Board of Education, planning for the December 2020 public meeting, and planning for the June 2021 public meeting.

Alyssa McLeod, Board Secretary, provided an overview of the next day's schedule.

No action was taken. The meeting was adjourned at 11:49 a.m.



Meeting Minutes

Coordinating Board for Higher Education Public Meeting

Coordinating Board for Higher Education
September 16, 2020

The Coordinating Board for Higher Education's public meeting was called to order at 9:00 a.m. on Wednesday, September 16, 2020, via teleconference. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

General Business

1. Mr. Nodler moved to approve the agenda. Ms. Grant seconded. Motion carried unanimously.
2. Mr. Saale moved to approve the consent agenda in its entirety. Mr. Nodler seconded. Motion carried unanimously.
3. Mr. Kennedy announced the location of the 2021 June CBHE meeting. The meeting will be held at the University of Missouri-St. Louis campus.
4. Mr. Kennedy announced the nominating committee for CBHE officers including: Joe Cornelison, Shawn Saale, and Gary Nodler.

Report of the Commissioner

1. Zora Mulligan, Commissioner of Higher Education, provided an update on the 2020 and 2021 department strategic placemats.
2. Mr. Cornelison moved to recommend the Coordinating Board approve the 2021 strategic placemat, direct staff to proceed, and request regular updates on progress. Ms. Grant seconded. Motion carried unanimously.
3. Ms. Mulligan provided an update on COVID-19.
4. Ms. Mulligan provided an update on equity strategies.
5. Francine Pratt, Missouri College Access Network, presented on the education broadband expansion project.
6. Chancellor Kim Beatty, Metropolitan Community College, and President John Jasinski, Northwest Missouri State University, presented the preliminary data from the higher education institution equity survey.

Presidential Advisory Committee

1. Scott Dalrymple, PAC Chair, announced the new slate of PAC officers: Carlos Vargas, Chair, and Jon Bauer, Vice Chair.
2. President Dalrymple announced there will be no verbal report on the implementation of new laws due to legislation passed did not have a significant impact on higher education or workforce development.

Strategic Planning and External Affairs Committee

1. Kara Oberkrom, FAFSA Outreach Coordinator, presented on the Show-Me FAFSA Challenge.

Academic Affairs & Workforce Needs Committee

1. Mr. McCarter moved to recommend the Coordinating Board approve the appointment of Dr. Erica Lembke and Dr. Alicia Noddings to the Missouri Advisory Board for Education Preparation. Ms. Grant seconded. Motion carried unanimously.

2. Mr. Cornelison moved to recommend the Coordinating Board approve Northwest Missouri State University's request to pursue statewide mission designation in Educator Preparation, Emergency and Disaster Management, and Profession-Based Learning. Mr. Nodler seconded. Motion carried unanimously.
3. Mr. McCarter moved to recommend the Coordinating Board approve Ozarks Technical Community College and St. Louis Community College move to Phase II review. Mr. Nodler seconded. Motion carried unanimously.
4. Ms. Grant moved to recommend the Coordinating Board direct staff to continue to work with St. Charles Community College and Missouri State University to identify the information needed to complete the review, and to clarify the regulatory requirements with institutions associated with the comprehensive review process. Mr. Nodler seconded. Motion carried unanimously.
5. Mara Woody, Assistant Commissioner for Postsecondary Policy, presented the annual report on the condition of college and career readiness.

Budget & Financial Aid Committee

1. Leroy Wade, Deputy Commissioner for Operations, presented the FY 2022 budget request summary.
2. Mr. Nodler moved to recommend the Coordinating Board approve the budget requests described in the agenda materials behind tab 19 for submission to the Governor and General Assembly. Mr. McCarter seconded. Motion carried unanimously.
3. Mr. Nodler moved to recommend the Coordinating Board approve the budget requests described in tab 20 and in attachment A, C, and D for submission to the Governor and General Assembly. Ms. Grant seconded. Motion carried unanimously.

Audit Committee

1. Mr. Cornelison announced a new auditor for the department, CliftonLarsonAllen.

Adjournment

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

The meeting adjourned at 11:38 a.m.

5. Budget and Financial Aid Committee

a. Action

- i. Certification of Institutional Participation in State Student Aid Programs (Tab 13)

b. Information

- i. Minutes of the September 15, 2020, Budget and Financial Aid Committee Meeting (Tab 14)*
- ii. CRF and GEER Update (Tab 15)
- iii. Performance Measures Report (Tab 16)*

6. Academic Affairs and Workforce Needs Committee

a. Action

- i. Metropolitan Community College Proposal to Offer Bachelor's Degree in Respiratory Therapy (Tab 17)

b. Information

- i. Minutes of the September 15, 2020, Academic Affairs and Workforce Needs Committee (Tab 18)*
- ii. Comprehensive Review Update (Tab 19)**
- iii. Notification of Establishment of Steering Committee for Great Rivers Community College District (Tab 20)
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- vi. Equity in Missouri Higher Education Report (Tab 23)
- vii. Academic Program Actions Approved through Routine and Staff Review (Tab 24)*
- viii. Proprietary School Certification Actions and Reviews (Tab 25)*

7. Audit Committee

a. Action

- i. None

b. Information

- i. Minutes of the September 15, 2020, Audit Committee Meeting (Tab 26)*
- ii. Overview of Recent Audit Reports (Tab 27)*

8. General Business

a. Action

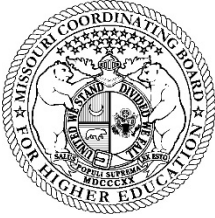
- i. Adjourn Public Session of the Coordinating Board for Higher Education

b. Information

- i. Good and Welfare of the Board*
- ii. Presidential Advisory Committee Roster*
- iii. CBHE Members by Congressional District (Tab 28)*
- iv. CBHE Committee Roster (Tab 29)*
- v. CBHE Statutory Functions (Tab 30)*
- vi. CBHE Bylaws (Tab 31)*

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Tab 1
Distribution of Community College Funds

Coordinating Board for Higher Education
 December 9, 2020

BACKGROUND

State aid payments to community colleges are made on a monthly basis. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations to community colleges includes line items for the core budget, an equity adjustment, and maintenance and repair. In addition, there is a separate line item for debt offset for the tax refund intercept program operated by the Missouri Department of Revenue to help institutions resolve outstanding student debt owed to the colleges.

CURRENT STATUS

The TAFP state aid appropriation for community colleges in House Bill 3 for FY 2021 is \$143,570,515 from state funding sources, federal appropriation authority of \$47,856,837 for Covid-19 and debt offset of \$2,856,000 for a TAFP total of \$194,283,352. It is important to note that the federal appropriation was a placeholder only and no funds were transferred to this line. The amount of state appropriation available to be distributed (TAFP appropriation less the three percent statutory reserve) is \$139,540,030. However, due to the impact on state revenues from Covid-19, additional restrictions of \$16,440,887 general revenue were placed on community colleges state aid payments, \$1,391,881 on community colleges' equity payments, and \$609,289 on community colleges' maintenance and repairs funding for a total additional restriction of \$18,442,057. In October, the Governor released half of the restrictions which lowered the amount of restrictions for State Aid to \$8,220,444, for Equity to \$695,938, and for Maintenance and Repair to \$304,646, giving a total remaining restriction of \$9,221,028.

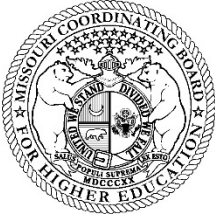
Payment of state aid distributions to community colleges is summarized below.

Community Colleges Budget after Restrictions	TAFP FY21 Budgeted less Gov Reserve	Restrictions on 7/1/20	Restrictions Released	Remaining Restrictions on 10/7/20 after partial release of Restrictions	Remaining Budgeted Authority	Expds July - September 2020
State Aid (excluding Maintenance & Repair - General Revenue	\$115,327,209	-\$16,440,887	\$8,220,443	-\$8,220,444	\$107,106,765	\$24,783,234
State Aid - Lottery Funds	\$10,175,292	\$0	\$0	\$0	\$10,175,292	\$2,543,823
Equity Distribution	\$9,769,860	-\$1,391,881	\$695,943	-\$695,938	\$9,073,922	\$2,098,143
Maintenance and Repair	\$4,267,669	-\$609,289	\$304,643	-\$304,646	\$3,963,023	\$118,928
Totals	\$139,540,030	-\$18,442,057	\$9,221,029	-\$9,221,028	\$130,319,002	\$29,544,128

RECOMMENDATION

Assigned to Consent Agenda

NO ATTACHMENTS



Tab 2 Election of 2021 CBHE Officers

Coordinating Board for Higher Education
December 9, 2020

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
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 Joe Cornelison, Gary Nodler, and Shawn Saale. The nominating committee met and identified the following slate of officers for the 2021 calendar year:

- Joe Cornelison, Chair
- Gary Nodler, Vice Chair
- Gwen Grant, Secretary

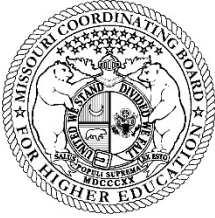
NEXT STEPS

The board will consider this slate at their December 9 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 3
2022 Meeting Dates

Coordinating Board for Higher Education
December 9, 2020

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 2021 meeting dates.

2021		
	Work Session Date	Public Meeting Date
March	2	3
June	15	16
September	14	15
December	7	8

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 19, 2021
- April 20, 2021
- July 20, 2021
- October 19, 2021

For 2022, meeting dates will include:

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

Potential teleconference meeting dates:

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

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 4

Department Leadership Team Update

Coordinating Board for Higher Education
December 9, 2020

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

As of January 1, 2021, Becky Dunn will serve as the department's chief of staff. Her responsibilities will include strategic planning, internal communication, leadership development, and initiatives that support the development of positive workplace culture.

Danielle Briot, who served as interim chief of staff, left the department to work in the Office of Administration Office of Equal Opportunity on December 1, 2020. Her vacant position has been restructured and is now the Director of Operational Excellence. The position will report to the chief of staff and the responsibilities will include development and execution of annual plans to implement the department's strategic plan, staff training, and operational problem-solving.

Ms. Dunn currently serves as the Assistant Commissioner for Communications & Outreach. That position will be filled at the conclusion of a search.

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. Dunn will serve as back-up when Commissioner Mulligan is unavailable.

RECOMMENDATION

This is an information item only.

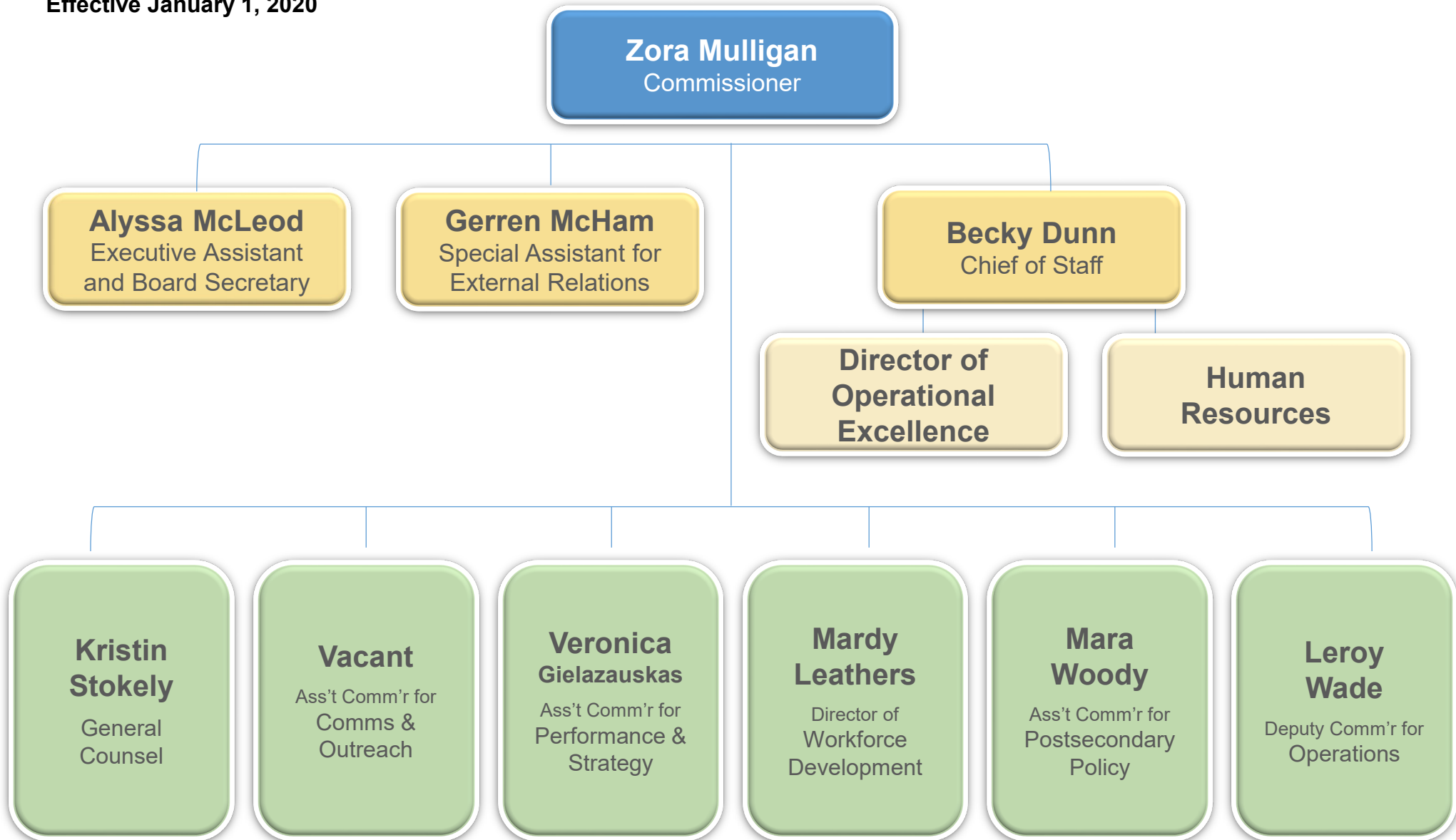
ATTACHMENT

- Updated DHEWD Organizational Chart

Tab 4 Attachment

DHEWD Organizational Chart

Effective January 1, 2020





Tab 5

2020 Annual Report and “Big Goal” Status Check

Coordinating Board for Higher Education
December 9, 2020

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, and to submit the same report to the general assembly within five days after the beginning of each regular session (§ 173.040, RSMo).

The law requires that the report include:

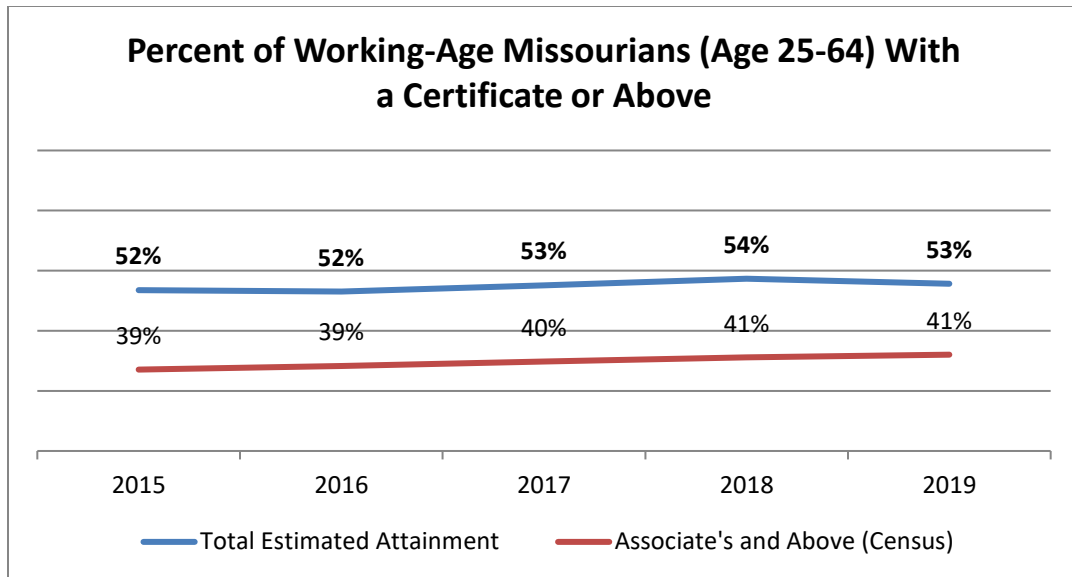
- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made 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 2020 annual report is attached.

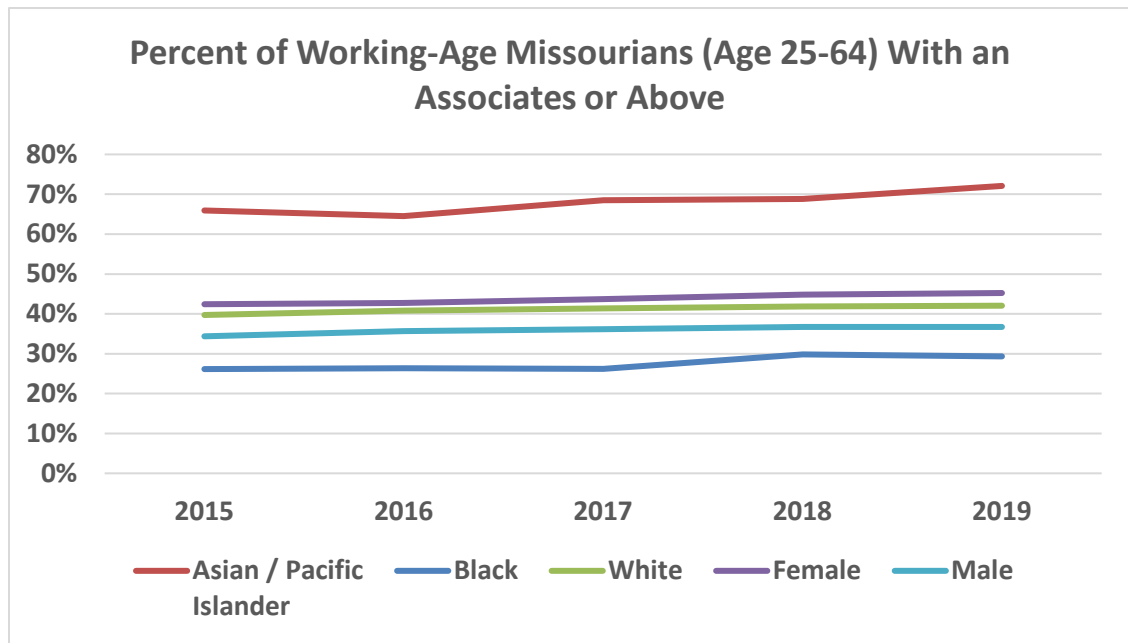
BIG GOAL

The Department of Higher Education and Workforce Development (DHEWD) has been tracking progress toward the “Big Goal”, a pledge initially adopted in 2011 for 60 percent of working-age adults to hold a degree or certificate by 2025. The Big Goal was formally incorporated into the Coordinating Board's *Blueprint for Higher Education* in 2015, and Missouri's higher education institutions have increased efforts to improve completion rates for all students, both independently and in partnership with the DHEWD and other organizations.

Progress toward the Big Goal is measured using survey data and annual estimates from the U.S. Census Bureau, since the state's overall educational attainment is driven by student completion at educational institutions, but also in- and out-migration and Missourians aging in and out of the working population. (DHEWD staff report the attainment of Missourians age 25-64, although of course many Missourians are working past the traditional retirement age.)



The percentage of Missourians with an associates degree or higher increased slightly, from 40.6 percent in 2018 to 41.0 percent in 2019, based on Census Bureau survey data. Missourian’s overall estimated educational attainment decreased from 53.7 to 52.8 percent in 2019. This percentage also includes an estimate of certificate attainment, which is not surveyed directly by the Census Bureau, but is based on the percentage of Missourians who tell the Census Bureau they have “some college but no degree” and who can logically be assumed have a certificate or similar credential (e.g. an industry certification or professional license) based on the difference between their income and that of those whose highest level of education is a high school diploma. This percentage does fluctuate annually in part based on economic conditions, although as a rolling three-year average, it has ranged between 12.5 and 12.8 percent over the past three years. The Council for Community and Economic Research (C2ER) used the Bureau of Labor Statistics’ data to estimate that about 3.2 percent of Missourians age 25 and older hold only a professional certification or license.



Focusing on attainment at the associates or above, Missouri ranked 33rd in the U.S. in 2019, and 5th among its surrounding states. Nebraska is 14th at 48.1 percent, and Arkansas ranked 50th at 32.7 percent. The top four

states and District of Columbia averaged 55.5 percent. Missouri's state rate does mask continuing inequity across gender and racial groups. 72.1 percent of Asian / Pacific islanders held at least an associates degree in 2019, compared to 29.3 percent of black Missourians and 42.1 percent of whites. 45.2 percent of working-age women held at least an associates degree, compared to 36.7 percent of men. All have seen some improvement since 2015.

Although there are many drivers for changes to educational attainment statewide, DHEWD staff also continue to monitor postsecondary degree production and graduation rates, particularly across the state's public and comprehensive independent institutions, which produce a majority of new credentials. Total completions at these institutions were up 4.0 percent from 2013-14 through 2018-19 and 0.3 percent from 2017-18 to 2018-19.

Independent Universities: Down 5.9 percent since 2014, and down 3.3 percent since 2018

Public Universities: Up 13.1 percent since 2014, and up 3.1 percent since 2018

Community and Technical Colleges: Up 8.8 percent since 2014, and up 1.9 percent since 2018

DHEWD staff also continue to monitor degree and certificate completion by minority students as part of its ongoing focus on equity. Minority completions at public and comprehensive independent institutions were up 22.4 percent from 2013-14 through 2018-19 and 2.9 percent from 2017-18 to 2018-19.

Independent Universities: Up 2.5 percent since 2014, but down 3.6 percent since 2018

Public Universities: Up 47.2 percent since 2014, and up 10.1 percent since 2018

Community and Technical Colleges: Up 58.7 percent since 2014, and up 9.5 percent since 2018

Finally, many institutions have made significant advances in improving graduation rates. Seven public and comprehensive independent institutions have increased graduation rates by more than 10 percentage points from 2013-14 to 2018-19: The University of Missouri-St. Louis, Culver-Stockton College, Park University, East Central College, State Fair Community College, State Technical College, and Three Rivers College. Twenty others have seen increases of at least five percentage points, including every other public two-year institution:

Avila University
College of the Ozarks
Crowder College
Evangel University
Fontbonne University
Hannibal-LaGrange University
Harris-Stowe State University
Jefferson College
Maryville University of Saint Louis
Metropolitan Community College

Mineral Area College
Missouri State University-West Plains
Moberly Area Community College
North Central Missouri College
Ozarks Technical Community College
Rockhurst University
St. Louis Community College
St. Louis University
St. Charles Community College
William Woods University

CURRENT STATUS

Missouri's colleges and universities are making significant progress toward achieving the Big Goal, by increasing completions and graduation rates, although enrollment trends will continue to present challenges. Minority graduation rates have also improved statewide over the past five years. Small enrollments at some institutions do complicate comparisons at that level of detail.

NEXT STEPS

DHEWD will continue to work with colleges and universities around the state to improve graduation rates, and with other stakeholders to increase the number of students entering postsecondary education. The department will also continue to improve its data-collection methods and to report out on meaningful measures related to the Big Goal.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

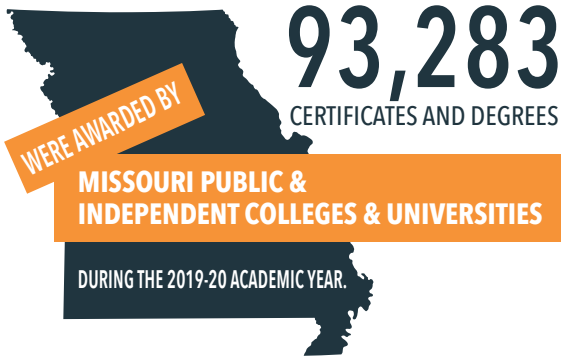
- A. Annual Report Infographic
- B. Big Goal Infographic

THE ANNUAL REPORT

FISCAL YEAR 2020 OVERVIEW

DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

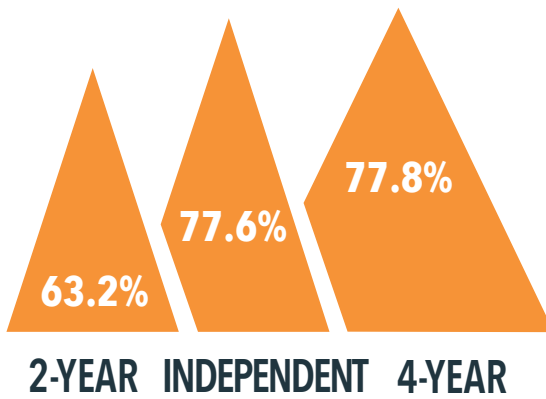
DHEWD.MO.GOV



90 PERCENT OF MISSOURI'S 4-YEAR PUBLIC UNIVERSITIES MET AT LEAST 5 PERFORMANCE MEASURES

ALL OF **MISSOURI'S 2-YEAR PUBLIC COLLEGES MET AT LEAST 4 PERFORMANCE MEASURES**

STUDENT PERSISTENCE



338,496
STUDENTS WERE ENROLLED AT MISSOURI'S PUBLIC AND INDEPENDENT COLLEGES AND UNIVERSITIES IN 2019.

NEW PROGRAMS APPROVED

236

MOST COMMON NEW PROGRAM AREAS:

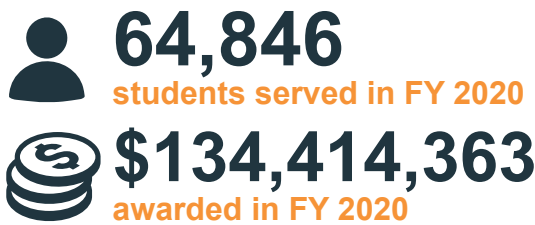
BUSINESS, MANAGEMENT, MARKETING, & RELATED

HEALTH PROFESSIONS & RELATED PROGRAMS

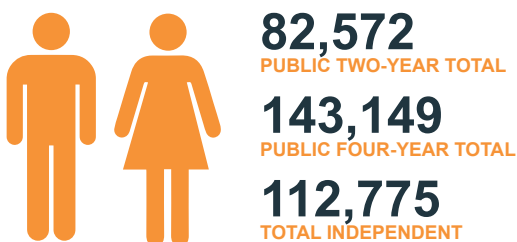
EDUCATION

COMPUTER & INFORMATION SCIENCES & SUPPORT SERVICES

FINANCIAL AID PROGRAMS



TOTAL HEADCOUNT STUDENT ENROLLMENT



DURING FISCAL YEAR 2020 PROPRIETARY STAFF

- RENEWED CERTIFICATION OF 136 EXISTING INSTITUTIONS & 19 BRANCH LOCATIONS**
- RECEIVED 17 APPLICATION REQUESTS**
- CERTIFIED 20 SCHOOLS TO OPERATE**
- EXEMPTED 8 SCHOOLS FROM STANDARDS**
- MONITORED 17 SCHOOL CLOSINGS**

MISSOURI'S BIG GOAL

60% OF WORKING-AGE ADULTS TO HOLD A DEGREE OR CERTIFICATE BY 2025



52.8%

ESTIMATED CERTIFICATE &
DEGREE ATTAINMENT

(41.0% ASSOCIATES & ABOVE)



BETTER
GRADUATION RATES

MORE THAN 10% INCREASE

THE UNIVERSITY OF MISSOURI-ST. LOUIS
CULVER-STOCKTON COLLEGE
PARK UNIVERSITY
EAST CENTRAL COLLEGE
STATE FAIR COMMUNITY COLLEGE
STATE TECHNICAL COLLEGE
THREE RIVERS COLLEGE

MORE THAN 5% INCREASE

20

MISSOURI COLLEGES AND
UNIVERSITIES HAVE
INCREASED GRADUATION
RATES MORE THAN 5%.
FROM 2014 TO 2019



MORE
GRADUATES OVERALL

FROM 2014 TO 2019

THE NUMBER OF
GRADUATES
HAS INCREASED

4.0%



13.1%
INCREASE
IN PUBLIC
UNIVERSITIES

FROM 2014 TO 2019



8.8%

INCREASE IN TECHNICAL &
COMMUNITY COLLEGE GRADUATES

FROM 2014 TO 2019

INCREASING ACCESS

FOR MINORITIES AND UNDERREPRESENTED POPULATIONS



22.4%

MORE GRADUATES
FROM 2014 TO 2019



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT



ANNUAL REPORT 2020

Fiscal Year 2020 Overview
dhewd.mo.gov

ANNUAL REPORT 2020

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 year, MDHEWD faced unpredictable and unprecedented challenges; 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 assisted postsecondary institutions as they converted to virtual learning, distributed PPE, and spent CARES Act funding. 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.

Access

- The department's Journey to College initiative provides assistance and information about planning and paying for college to more than 40,000 high school and college students through outreach events including Apply Missouri, FAFSA Frenzy, and Decision Day.
- In February 2020, Missouri expanded its Journey to College outreach to include elementary and middle school students. Twenty-two schools throughout the state participated in the Journey to College K-8 pilot program, which included a series of activities aimed to help students from kindergarten through eighth grade to start thinking about their future careers.
- A redesigned State Student Financial Aid Portal and Student Workspace were launched in the fall of 2019. The Financial Aid Portal allows students to submit digital applications for all of Missouri's state financial aid programs. The Student Workspace is a new tool to help students keep all of their materials in one place as they plan for college, pay for college, and finish their degree.

Affordability

- More than \$134 million in state financial aid was awarded to 64,846 Missouri students through 10 grant and scholarship programs, including the A+ Scholarship, Access Missouri Grant, and Bright Flight.
- In 2019, the Missouri General Assembly passed Senate Bill 68 to create the Fast Track Workforce Incentive Grant, a new state financial aid program for adults age 25 or older, or adults under 25 who have been not been enrolled in education in at least two years. Fast Track launched in August 2019. The average award amount was \$2,189, and almost half of all recipients were first-generation college students.
- The Higher Education Core Transfer Curriculum (CORE 42) completed its third year with more than 2,400 courses for Fall 2020 that transfer as equivalent credit among all public colleges and universities. Logan

University signed on to participate during this academic year, bringing the total of partner independent institutions to five. The Core Curriculum Advisory Committee, comprised of faculty from all public two- and four-year institutions, along with participating independent institutions, is currently working on processes to help enhance and streamline the course review process. The CORE 42 improves course transfer, saving students time and money as they work toward a degree.

Completion

- Institutions participating in the Guided Pathways to Success pilot were asked to identify elements that would help students have a clear path to credential completion, provide a timetable and milestones for the work, and agree to engage with the department as the program was developed and implemented. Among the components being implemented at the five participating institutions were early student assessments, degree maps, intrusive advising, meta-major plans, degree-based pathways with top transfer schools, targeted college seminars, and marketing and communications plans. There were four institutions participating in the pilot: Metropolitan Community College, North Central Missouri College, Southeast Missouri State University, and University of Missouri-Kansas City.
- The Concurrent Enrollment Pilot worked to provide students with a broader range of academic and student support services while streamlining the path to degree completion, by allowing students who meet admissions requirements to be enrolled at both a two-year and four-year institution. The partnering institutions in this pilot included shared services such as applications, enrollment, advising, academic support services, student activities, campus facilities, student success services, financial assistance, and technology. The institutions also agreed to provide periodic updates for MDHEWD staff and to remain engaged with the department as the program was developed and implemented. The Concurrent Enrollment Pilot Program include the following partnerships: Missouri University of Science & Technology and East Central College; Northwest Missouri State University and Metropolitan Community College; and Southeast Missouri State University, Jefferson College and Three Rivers College.
- Missouri's remedial education rates continue to decrease as institutions continue to implement best practices in remedial education, including using multiple measures for placement and credit-bearing corequisite courses. The percentage of recent high school graduates enrolling in remedial courses dropped from 28.2 percent in 2014 to 19.8 percent in 2019. Both enrollment and passing rates in corequisite courses have improved in recent years throughout the state. The percentage of students enrolled in a corequisite remediation who passed their gateway math course with a C or better almost doubled from 2014 to 2018, from 37.9 percent to 75.1 percent.



338,496 students were enrolled at Missouri's public two- and four-year and independent colleges and universities in 2019.

93,283 certificates and degrees were awarded by Missouri public and independent colleges and universities during the 2019-20 academic year.

Program Approval

- The department approved the addition of 236 new academic programs and the deletion or inactivation of 128 programs at Missouri's public colleges and universities. The department also reviewed 97 new academic programs, while deactivating or deleting 41 programs, offered by the state's independent institutions.

MoExcels

- The General Assembly appropriated \$18.3 million for workforce initiatives designed to target state and regional workforce needs. MoExcels funding was earmarked to facilitate development and expansion of employer-driven education and training programs and initiatives to substantially increase educational attainment. 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 2019 Economic Report and Business Survey, and many more.

Equity in Higher Education

- The Office of Postsecondary Policy worked with partners and stakeholders throughout the state to host the first Equity in Missouri Higher Education Summit in October 2019. In conjunction with the summit, the department released its first Equity in Missouri Higher Education Report, focused on student access and progress. Equity work continued through the fiscal year to include plans for a fall 2020 event and report.

Workforce Development

- The Office of Workforce Development (OWD) worked to connect displaced workers with employers throughout the state. In November 2019, Gov. Mike Parson signed Executive Order 19-20 to establish the Office of Apprenticeship & Work-Based Learning within OWD. The new apprenticeship office consists of five state agency leaders who work together to develop talent pipelines, policies, and procedures to modernize, sustain, and expand apprenticeships in Missouri. Missouri ranked second in the nation for completed apprenticeships, and third for the number of active apprenticeships. In response to challenges created by COVID-19, the department launched its Return Strong campaign in May 2020. OWD staff served as a valuable resource to help Missourians skill up and get back to work.

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 2019 Economic Report and Business Survey, and many more.



Our Vission:

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

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
- Missouri performance funding
- Academic program actions
- Proprietary school certification
- Core budget recommendations



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STUDENT ENROLLMENT

Total headcount enrollment at public universities

	2015	2016	2017	2018	2019
Harris-Stowe State University	1,390	1,470	1,442	1,716	1,630
Lincoln University	2,945	2,738	2,619	2,478	2,436
Missouri Southern State University	5,783	6,205	6,170	5,989	5,586
Missouri State University	22,268	23,537	23,696	23,697	23,450
Missouri University of Science & Technology	8,884	8,833	8,883	8,601	8,088
Missouri Western State University	5,530	5,377	5,551	5,684	5,413
Northwest Missouri State University	6,592	6,530	6,337	6,855	7,102
Southeast Missouri State University	11,786	11,791	11,437	11,038	10,603
Truman State University	6,196	6,364	6,260	5,842	5,222
University of Central Missouri	14,395	13,988	12,333	11,487	11,229
University of Missouri-Columbia	35,424	33,239	30,844	29,843	30,014
University of Missouri-Kansas City	16,685	16,936	16,372	16,375	16,388
University of Missouri-St Louis	16,738	16,989	16,715	16,441	15,988
Public university total	154,616	153,997	148,659	146,046	143,149

Total headcount enrollment at public community and technical colleges

	2015	2016	2017	2018	2019
Crowder College	5,584	5,434	4,959	4,521	4,398
East Central College	3,222	2,966	2,897	2,629	2,649
Jefferson College	4,705	4,692	4,439	4,431	4,196
Metropolitan Community College	17,680	18,138	16,788	16,351	15,770
Mineral Area College	4,387	4,173	3,700	2,885	2,640
Missouri State University - West Plains	1,970	1,941	1,918	1,869	1,951
Moberly Area Community College	4,823	5,004	4,865	5,174	4,834
North Central Missouri College	1,679	1,722	1,841	1,855	1,746
Ozarks Technical Community College	13,611	13,255	12,688	12,217	11,758
St. Charles Community College	6,865	6,755	6,563	6,269	6,363
St. Louis Community College	18,902	19,052	18,835	18,157	17,294
State Fair Community College	4,926	5,138	4,786	4,728	4,284
State Technical College	1,274	1,227	1,256	1,471	1,724
Three Rivers College	3,856	3,505	3,226	3,076	2,965
Public community and technical college total	93,484	93,002	88,761	85,633	82,572

Total headcount enrollment at not-for-profit independent institutions

	2015	2016	2017	2018	2019
Avila University	1,842	1,710	1,676	1,626	1,527
Central Methodist University-CLAS	1,094	1,093	1,060	1,148	1,145
Central Methodist University-CGES	4,665	4,483	4,199	3,433	3,821
College of the Ozarks	1,452	1,522	1,508	1,565	1,546
Columbia College	14,771	16,430	13,504	12,097	9,920
Cottey College	324	288	270	277	256
Culver-Stockton	1,066	1,095	1,134	1,068	1,010
Drury University	3,688	3,569	3,359	1,729	1,741
Drury University - CCPS				1,481	1,279
Evangel University	1,958	1,821	2,112	2,111	2,300
Fontbonne University	1,713	1,526	1,390	1,290	1,199
Hannibal-LaGrange	1,167	1,103	972	874	805
Lindenwood	11,584	10,749	10,010	9,473	8,389
Maryville	6,414	6,828	7,689	9,139	10,013
Missouri Baptist	5,275	5,732	5,488	5,313	5,309
Missouri Valley	1,728	1,808	1,820	1,869	1,769
Park University	11,762	10,866	10,795	11,243	11,319
Rockhurst University	2,930	2,845	3,039	3,134	2,980
Saint Louis University	17,595	16,485	14,458	14,438	12,799
Southwest Baptist	3,684	3,656	3,551	3,325	3,280
Stephens College	893	949	862	756	661
Washington University	14,688	15,047	15,303	15,852	16,191
Webster University	15,302	14,224	12,883	11,638	9,966
Westminster College	930	856	767	717	658
William Jewell College	1,063	997	933	808	739
William Woods University	2,172	2,076	2,212	2,240	2,153
Independent (not-for-profit) four-year total*	129,760	127,758	120,994	118,644	112,775
Wentworth	776	908	Closed	Closed	Closed
Independent (not-for-profit) two-year total*	776	908	Closed	Closed	Closed
Total independent	130,536	128,666	120,994	118,644	112,775

Headcount enrollment

	2015	2016	2017	2018	2019	Percent change 2015-2019	Percent change 2018-2019
Independent institutions	130,536	128,666	120,994	118,644	112,775	-13.6%	-4.9%
Independent (not-for-profit) four-year	129,760	127,758	120,994	118,644	112,775	-13.1%	-4.9%
Independent (not-for-profit) two-year	776	908	Closed	Closed	Closed	Closed	Closed
Public institutions	248,100	246,999	237,420	231,679	225,721	-9.0%	-2.6%
Public universities	154,616	153,997	148,659	146,046	143,149	-7.4%	-2.0%
Public community and technical colleges	93,484	93,002	88,761	85,633	82,572	-11.7%	-3.6%
Statewide public and independent institutions	378,636	375,665	358,414	350,323	338,496	-10.6%	-3.4%

Full-time equivalent enrollment

	2015	2016	2017	2018	2019	Percent change 2015-2019	Percent change 2018-2019
Independent institutions	94,662	90,857	87,954	86,759	83,707	-11.6%	-3.5%
Independent (not-for-profit) four-year	94,220	90,377	87,954	86,759	83,707	-11.2%	-3.5%
Independent (not-for-profit) two-year	442	480	Closed	Closed	Closed	N/A	N/A
Public institutions	180,347	177,924	172,034	166,414	161,289	-10.6%	-3.1%
Public universities	120,741	119,130	115,374	112,020	108,651	-10.0%	-3.0%
Public community and technical colleges	59,606	58,794	56,660	54,394	52,638	-11.7%	-3.2%
Statewide public and independent institutions	275,009	268,781	259,988	253,173	244,996	-10.9%	-3.2%

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

	2015	2016	2017	2018	2019	Percent change 2015-2019	Percent change 2018-2019
Independent institutions	10,693	10,550	10,552	10,622	10,258	-4.1%	-3.4%
Independent (not-for-profit) four-year	10,585	10,421	10,552	10,622	10,258	-3.1%	-3.4%
Independent (not-for-profit) two-year	108	129	Closed	Closed	Closed	Closed	Closed
Public institutions	34,273	33,114	33,112	32,882	31,692	-7.5%	-3.6%
Public universities	20,648	19,354	18,218	18,661	17,984	-12.9%	-3.6%
Public community and technical colleges	13,625	13,760	14,294	14,221	13,708	0.6%	-3.6%
Statewide public and independent institutions	44,966	43,664	43,664	43,504	41,950	-6.7%	-3.6%

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

Public community and technical colleges

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

STUDENT PERSISTENCE

Independent Institutions

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

STATE STUDENT FINANCIAL AID PROGRAMS

State student financial aid disbursed during Fiscal Year 2020

Program	Number of Scholarships/Grants	Dollar Amounts
A+ Scholarship	13,493	\$42,873,454
Access Missouri Grant	43,282	\$68,431,975
Advanced Placement Incentive Grant	12	\$6,000
Bright Flight Scholarship	7,742	\$22,049,149
Fast Track Workforce Incentive Grant	189	\$413,887
Kids' Chance Scholarship	2	\$8,400
Minority and Underrepresented Environmental Literacy	9	\$30,035
Public Safety Officer Survivor Grants	21	\$116,575
Marguerite Ross Barnett Memorial Scholarship	71	\$197,851
Wartime Veteran's Survivors Grant	25	\$287,037
Totals	64,846	\$134,414,363

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 2020, actual maximum and minimum award amounts were \$980 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 \$2,140 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.

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 2020, high school seniors had to achieve:

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

To be eligible in the top fourth and fifth percentiles in Fiscal Year 2020, high school seniors had to achieve:

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

Although the students qualifying in the top 3 percent received the maximum \$3,000 award in Fiscal Year 2020, program funding was insufficient to fund the students qualifying in the top fourth and fifth percentiles. 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.

Marguerite Ross Barnett Memorial Scholarship Program (Section 173.262, RSMo)

This scholarship, originally referred to as the Competitiveness Scholarship Program, is for students who are enrolled part time (six to 11 credit hours) and who are working at least 20 hours per week. Students must demonstrate financial need to qualify. The scholarship may be renewed annually for 150 semester credit hours or until students earn a baccalaureate degree, whichever occurs first. The maximum award is the lesser of the actual tuition charged at the school in which the student is enrolled part time, or the amount of tuition charged an undergraduate Missouri resident enrolled part time in the same class level and academic major at the University of Missouri-Columbia. The actual tuition charged is based on six credit hours for students enrolled in six, seven or eight credit hours and nine credit hours for students enrolled in nine, 10 or 11 credit hours.

The Marguerite Ross Barnett Memorial Scholarship, Advanced Placement Incentive Grant, Public Safety Officer or Employee's Child Survivor Grant, and Wartime Veteran's Survivors Grant programs are combined into a single line item appropriation. This allows any unspent funds from these programs, after awards are made to all eligible applicants to be used in the Marguerite Ross Barnett Memorial Scholarship.

This scholarship ended in FY 2020.

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. Spouses of officers killed or totally and permanently disabled in the line of duty are also eligible. 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 2020 was the third year in which the 25 recipient maximum was applicable.

Fast Track Workforce Incentive Grant

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.

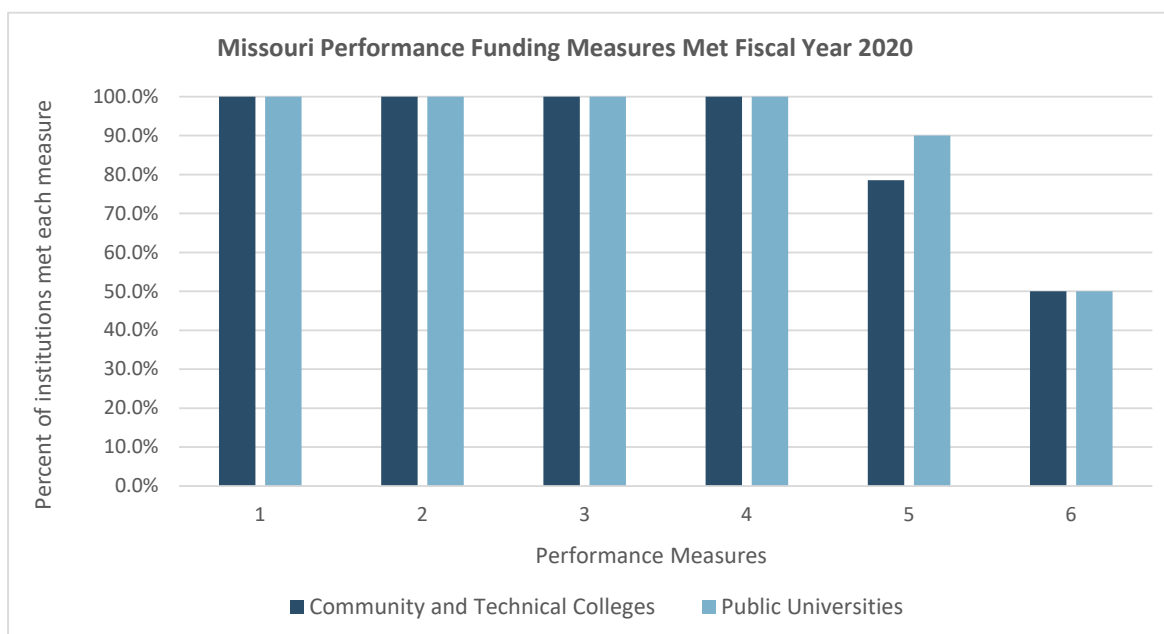
In the program's first year, the average award amount was \$2,189. Allied health, education, and computer science were the most popular program areas among grant recipients.

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PERFORMANCE FUNDING

In 2011, the Department of Higher Education & Workforce Development was directed to develop a formula to allocate future funding increases to higher education institutions based on their performance. A task force, appointed by the commissioner of higher education, developed a performance funding model in 2012 using five performance indicators. Each higher education institution could earn one-fifth of its available performance funding by demonstrating success in each one of the five performance measures.

Fiscal Year 2014 marked the first year Missouri's public higher education institutions received a portion of state funding based on the new performance funding model. During the 2014 legislative session, performance funding was also codified in state statute. The new legislation directed public institutions to develop a sixth performance measure: "student job placement in a field or position associated with the student's degree level and pursuit of a graduate degree." A second task force in 2017 recommended changes to the measures in response to feedback from the Governor's office, legislators, higher education institutions, and others.



In Fiscal Year 2020, no funding was appropriated through the performance model. For that fiscal year, all of Missouri's public universities met at least four performance measures, 90 percent met five measures, and 50 percent met six measures. All of Missouri's community and technical colleges met at least four performance measures; 79 percent met five measures, and 50 percent met six measures.

Performance funding indicators established for Missouri's public four-year colleges are:

- Degree and certificate completions per full-time-equivalent (FTE) student.
- Improvements in assessments of general education or major field of study or improvements on professional/occupational licensure tests.
- Percent of total education and general expenditures dispensed on the core mission of the college or university.
- Percent change in salary expenditures compared to Missouri median household income.
- Percent change in net tuition revenue per Missouri undergraduate FTE student compared to Missouri median household income.
- Percent of graduates employed full-time, participating in a volunteer or service program (e.g., Peace Corps), serving in the U.S. military, or enrolled in a program of continuing education.

Indicators established for Missouri's public community colleges and MSU-West Plains are:

- Three-year completion or transfer rate for first-time, full-time entering students.
- Percent of attempted courses successfully completed.
- Percentage of career/technical students who pass their required licensure/certification examination.
- Percent of total education and general expenditures not expended on the core mission of the college or university.
- Percent change in full-time student tuition and fees compared to Missouri median household income.
- Percent of graduates competitively employed or found in Missouri wage records, serving in the military, or enrolled in continuing education.

Indicators established for State Technical College are:

- Degree and certificate completions per full-time-equivalent (FTE) student.
- Three-year completion rate for first-time, full-time entering students.
- Percentage of career/technical students who pass their required technical skills (major field) examination.
- Percent of total education and general expenditures expended on the core mission of the college or university.
- Percent change in full-time student tuition and fees compared to Missouri median household income.
- Percent of graduates competitively employed, serving in the military, or enrolled in continuing education.

Most performance measures are evaluated based on a three-year rolling average. Success for each measure is defined as improvement over each institution's performance from the previous year or, when applicable, maintenance of a high level of performance in relation to a previously established threshold. In some instances, year-over-year performance can be substituted for the three-year rolling average.

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ACADEMIC PROGRAM ACTIONS

The Coordinating Board for Higher Education has 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 2019.

Public Institutions

Action	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	50	18	13	7	88
Inactivated	17	8	7	7	39
Program Changes*	71	26	82	94	273
New**	170	18	28	20	236

Independent Institutions

Action	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	8	8	16	7	39
Inactivated	0	0	2	0	2
Program Changes*	3	6	54	20	83
New**	34	10	38	15	97

Provisional Programs

Action	Two-Year	Four-Year	Total
Recommend full approval	6	11	17
Recommend review in two years	7	5	12
Programs deleted or inactivated	5	4	9

*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 2020

Degree abbreviations

- Certificates: C0, C1, GRCT
- Associate degrees: AS, AAS, AGS
- Baccalaureate degrees: BA, BS, BM, BSE, BFA, BHS, BSN, BSBA
- Graduate degrees: MA, MS, MBA, MED, EDSP, MFA, MSED, MPA, MHA, MSN, OTD, MAT

PUBLIC COMMUNITY & TECHNICAL COLLEGES

EAST CENTRAL COLLEGE

- C1, Industrial Maintenance Technology (at Aerofil), CIP 150612, August 2019

METROPOLITAN COMMUNITY COLLEGE

- AAS, Agriculture, with options in Agribusiness, Animal Science, and Plant Science, CIP 010102, March 2020

MINERAL AREA COLLEGE

- AA, General Studies (at Piney River Technical Center), CIP 240102, September 2019

MISSOURI STATE UNIVERSITY-WEST PLAINS

- AS, Technology, with options in Advanced Industrial Maintenance, Advanced Manufacturing Technology, Alternative Energy, Computer Graphics & Programming, General Technology, Technology Management, CIP 150699, July 2019
- C0, Advanced Child and Family Development, CIP 190706, August 2019
- C0, Basic Child and Family Development, CIP 190706, August 2019
- C0, Foundations of Business, CIP 520100, September 2019
- C1, Law Enforcement, CIP 430107, September 2019
- AA, Criminology, CIP 450401, September 2019
- C0, Medical Office Administrative Assistant, CIP 510709, February 2020
- C0, Certificate in Agricultural Business, CIP 010102, February 2020
- C0, Certificate in General Agriculture, CIP 010000, February 2020
- C1, Certificate in Animal Science, CIP 010901, February 2020
- C0, Certificate in Technology Management, CIP 150613, February 2020
- C0, Certificate in Criminology, CIP 450401, February 2020
- C0, Certificate in Horticulture, CIP 011103, February 2020
- C0, Certificate in Equine Studies, CIP 010307, February 2020
- AAS, Law Enforcement (substantive curriculum change), CIP 430107, February 2020
- C0, Information Technology, CIP 110103, June 2020

MOBERLY AREA COMMUNITY COLLEGE

- AAS, Veterinary Nursing (at MU College of Veterinary Medicine) CIP 510808, September 2019
- C0, Wind Energy (at Kirksville Higher Education Center), CIP 150503, December 2019
- AS, Biology (at MACC-Columbia Higher Education Center and MACC-Kirksville Higher Education Center), CIP 260101, December 2019
- AAS, Behavioral Health Support (at main campus, Columbia, Hannibal, Kirksville, and Mexico), CIP 512212, December 2019

NORTH CENTRAL MISSOURI COLLEGE

- C0, Agriculture Operations Technology (at main campus and Barton), CIP 010101, March 2020
- C0, Corrections, CIP 430107, March 2020
- C0, Law Enforcement, CIP 430107, March 2020

OZARKS TECHNICAL COMMUNITY COLLEGE

- C0, Emergency Medical Technician Certificate of Specialization, CIP 510904, November 2019
- C0, Critical Care Transport Certificate of Specialization (at main campus, Table Rock, Waynesville), CIP 510904, November 2019
- C1, Structural Certificate (at main campus and Waynesville), CIP 480508, November 2019
- AS, Information Technology, CIP 110201, November 2019
- AA, Associate of Arts, with options in Behavioral Science, Criminal Justice, English, Social Work (at OTC Republic Center), CIP 240199, December 2019
- AS, Biological Clinical Science (at OTC Republic Center), CIP 519999, December 2019
- AAS, Electrical Technician, CIP 150399, May 2020
- C1, AAS, Marine Service Technology (at main campus and Lebanon Education Center), CIP 470616, June 2020

ST. CHARLES COMMUNITY COLLEGE

- C1, Musical Theatre, CIP 500901, September 2019
- C0, Business of Art & Design, CIP 501002, December 2019
- AAS, Supply Chain & Logistics, CIP 520203, February 2020
- C0, Urban Studies, CIP 240101, April 2020
- C0, Social Problems, CIP 240101, April 2020
- C0, Public Policy, CIP 240101, April 2020
- C0, Literary Editing & Publishing, CIP 240101, April 2020
- C0, Behavioral Sciences, CIP 240101, April 2020

ST. LOUIS COMMUNITY COLLEGE

- C0, Emergency Medical Technology (at Logan University), CIP 510904, September 2019
- AA, Business Administration, CIP 240101, December 2019
- C0, Vehicle Inspection and Light Maintenance, CIP 470604, April 2020
- AAS, Engineering Technology, CIP 150000, April 2020
- AS, General STEM Transfer, CIP 240101, April 2020

STATE FAIR COMMUNITY COLLEGE

- C0, Skills Certificate in Medical Assisting (at main campus, Eldon Career Center, SFCC-Boonville, Stone Crest Mall, Truman Regional Education Center, and Whiteman Air Force Base), CIP 510801, February 2020
- C0, Computer User Support (at main campus and Stone Crest Mall), CIP 110202, February 2020
- C0, First Line Supervision in Production (at Stone Crest Mall and Truman Regional Education Center), CIP 520201, February 2020
- C0, First Line Supervision in Office Support (at main campus and Truman Regional Education Center), CIP 520201, February 2020
- C0, First Line Supervision in Retail (at main campus and Truman Regional Education Center), CIP 520201, February 2020
- C1, Manufacturing Production Technician (at main campus and SFCC-Boonville), CIP 150613, February 2020
- C1, Robotics and Automation Technician, CIP 150613, February 2020

- C1, Millwright Technician, CIP 150613, February 2020
- C1, Early Childhood Development (at main campus and Truman Regional Education Center), CIP 131210, February 2020
- C0, Early Childhood Development Skills Certificate (at main campus and Truman Regional Education Center), CIP 131210, February
- C0, Digital Media Communications, CIP 090702, March 2020
- AAS, Digital Media Communications, CIP 090702, March 2020
- C1, Professional Certificate in Web Design Applications, CIP 110202, May 2020

THREE RIVERS COLLEGE

- AAS, Forestry Technology (at main campus, TRCC at Dexter, TRCC at Kennett, and TRCC at Sikeston), CIP 030511, May 2020

PUBLIC UNIVERSITIES

HARRIS-STOWE STATE UNIVERSITY

- MA, Education Leadership, with options in K-12 and Higher Education Leadership, CIP 130401, July 2019
- MBA, Master of Business Administration, with options in Cybersecurity Management, Entrepreneurship and Innovation, Health Administration, and Marketing, CIP 520201, July 2019
- MPA, Master of Public Administration, CIP 440401, July 2019

LINCOLN UNIVERSITY

- C0, Public History, CIP 540105, March 2020
- C0, Technology for All CREATE, CIP 131309, June 2020
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MISSOURI SOUTHERN STATE UNIVERSITY

- C0, Certificate in Creative Writing, CIP 231302, November 2019
- C0, Spanish Medical Interpretation (Spanish/English), CIP 160103, December 2019
- C0, Chemical Laboratory Sciences Certificate, CIP 410301, December 2019
- C0, Healthcare Business Certificate, CIP 510701, December 2019
- C0, Linguistics Certificate, CIP 160102, December 2019
- C0, Linguistics Certificate, CIP 160102, December 2019
- C0, Theatre: Arts Administration & Leadership, CIP 500599, December 2019
- C0, Unmanned Aircraft Systems, CIP 490102, December 2019
- C0, Music Industry, CIP 500999, January 2020
- C0, Autism Spectrum Disorder, CIP 422814, February 2020
- C0, Political Communication, CIP 450101, February 2020
- C0, Advanced EMT, CIP 510904, February 2020
- BA, Theatre Performance, CIP 500501, February 2020
- BS, Theatre Performance, CIP 500501, February 2020
- BM, Music, CIP 500901, February 2020
- BFA, Theatre Performance, CIP 500501, February 2020
- BS, Theatre Production, CIP 500507, February 2020
- BA, Theatre Production, CIP 500507, February 2020

MISSOURI STATE UNIVERSITY

- GRCT, Science Content, CIP 131316, July 2019
- CO, Environmental STEM for Teachers, CIP 131316, July 2019
- CO, Sustainable Food Production, CIP 010304, July 2019
- CO, Online Entrepreneurship, CIP 520208, July 2019
- CO, Rhetoric and Argument Writing, CIP 231304, July 2019
- CO, Diversity in the United States, CIP 302301, July 2019
- CO, Video Production, CIP 500602, July 2019
- CO, Documentary Filmmaking, CIP 500602, July 2019
- CO, Medical Humanities, CIP 240101, July 2019
- CO, Paleontology, CIP 400604, July 2019
- GRCT, Local Government Management, CIP 440401, July 2019
- GRCT, Public Policy, CIP 440501, July 2019
- GRCT, Public Safety, CIP 430302, July 2019
- GRCT, Economic Development, CIP 450604, July 2019
- GRCT, Choral Studies, CIP 500908, July 2019
- GRCT, Music Education, CIP 131312, July 2019
- GRCT, Family and Consumer Sciences Education, CIP 131308, July 2019
- GRCT, Petroleum Geology, CIP 400601, July 2019
- BS, Business Analysis, CIP 110501, July 2019
- GRCT, School Counseling, CIP 131101, August 2019
- MA, Teaching & Learning (at West Plains Middle School, 730 E. Olden St., West Plains, MO 65775) CIP 131299, August 2019
- EDSP, Teacher Leadership (at West Plains Middle School, 730 E. Olden St., West Plains, MO 65775) CIP 131299, September 2019
- CO, Family and Juvenile Support Services, CIP 190707, November 2019
- CO, Soil Science, CIP 011201, November 2019
- CO, Archaeology, CIP 450301, January 2020
- CO, Information Technology, CIP 110103, January 2020
- CO, Recording Arts, CIP 100203, March 2020
- CO, Workplace Writing, CIP 231303, March 2020
- BS, Intercultural Communication, CIP 090907, March 2020
- GRCT, Sport and Human Performance, CIP 310501, April 2020
- GRCT, Sport Pedagogy, CIP 310501, April 2020
- CO, Business Principles, CIP 520101, April 2020
- GRCT, Sustainability, CIP 303301, April 2020
- CO, Financial Awareness, CIP 520801, April 2020
- CO, Insurance, CIP 521701, April 2020
- CO, Fashion Merchandising, CIP 190901, April 2020
- CO, Hispanic Studies, CIP 160905, April 2020
- BS, Interior Design, CIP 500408, April 2020
- MFA, Dramatic Writing, CIP 500504, April 2020
- MS, Kinesiology, with options in Sport and Human Performance and Sport Pedagogy, CIP 310501, April 2020
- EDSP, Teacher Leadership (SETL) (at OTC Waynesville Center), CIP 131299, April 2020
- MA, Teaching & Learning (OTC Waynesville Center), CIP 131299, April 2020
- MBA, Master of Business Administration (Truman Education Center, 4904 Constitution Ave., Fort Leonard Wood, 65473) CIP 520201, April 2020
- MPS, Professional Studies (at Truman Education Center, 4904 Constitution Ave., Fort Leonard Wood, 65473) CIP 440401, April 2020
- MS, Criminology and Criminal Justice (at Truman Education Center, 4904 Constitution Ave., Fort Leonard

Wood, 654730450401, April 2020

- CO, Advanced Hospitality Leadership, CIP 520901, May 2020
- CO, Basic Spanish Communication, CIP 160905, May 2020
- CO, Essentials of Hospitality, CIP 520901, May 2020
- CO, French for Communication, CIP 160901, May 2020
- CO, French for the Professions, CIP 160901, May 2020
- CO, French Translation, CIP 160103, May 2020
- CO, General Economics, CIP 450601, May 2020
- CO, Lodging Management, CIP 520904, May 2020
- CO, Non-Profit Leadership, CIP 520213, May 2020
- CO, The Modern Global Economy, CIP 450605, May 2020
- GRCT, College Teaching, CIP 131299, May 2020
- GRCT, Data Analytics, CIP 301601, May 2020
- GRCT, Online Teaching and Learning, CIP 131299, May 2020
- GRCT, Recreation and Parks Administration, CIP 310301, May 2020
- GRCT, Student Mental Health, Family, and Community Support, CIP 131101, May 2020
- BS, Agricultural Business, with options in Agricultural Finance & Management, Agricultural Marketing & Sales, and Agricultural Enterprise Management (at Crowder College, Cassville Crowder Campus, and Missouri State University-West Plains Outreach), CIP 010102, May 2020
- BS, Equine Science, CIP 010307, May 2020
- CO, Leadership Development, CIP 520213, June 2020
- CO, Working with Families, CIP 190704, June 2020
- CO, Agricultural Economics, CIP 010103, June 2020
- CO, Infant & Toddler Development, CIP 190701, June 2020
- GRCT, Comprehensive Systems of Support, CIP 130402, June 2020
- GRCT, Crime Prevention, CIP 430103, June 2020
- GRCT, Special Education Technology and Innovation, CIP 130501, June 2020
- CO, Cultural Competencies in International Nutrition, CIP 512210, June 2020
- CO, Foundations of Nutrition, CIP 513101, June 2020
- CO, Spanish for the Health and Human Services, CIP 440799, June 2020
- GRCT, Agricultural Business and Economics, CIP 010103, June 2020
- CO, Applied Economics, CIP 450602, June 2020
- BA, Visual Art and Culture, with options in Art History and Visual Culture, Museum Studies, and Studio Art, CIP 500701, June 2020

MISSOURI UNIVERSITY OF SCIENCE & TECHNOLOGY

- Missouri University of Science and Technology
- GRCT, Materials for Extreme Environments, CIP 141801, November 2019
- GRCT, Advanced Engineering Materials, CIP 141801, November 2019
- GRCT, Iron and Steel Metallurgy, CIP 142001, November 2019
- GRCT, Geologic Hazards, CIP143901, December 2019
- GRCT, Subsurface Water Resources, CIP 140805, December 2019
- GRCT, Space Resources, CIP 143901, December 2019
- GRCT, Geoanalytics and Geointelligence, CIP 290203, December 2019
- CO, Bioinnovation, CIP 261201, December 2019
- GRCT, Aggregates Management, CIP 142101, June 2020
- GRCT, Mine Reclamation, CIP 142101, June 2020
- GRCT, Sustainability in Mining, CIP 142101, June 2020
- BS, Mechanical Engineering, with options in General, Control Systems, Energy Conversion, Environmental Systems, Instrumentation, Manufacturing Processes, Materials Science, Mech Design & Analysis, and Thermal Science (at Missouri State University) CIP 141901, September 2019

MISSOURI WESTERN STATE

- BSE, Elementary Education, with options in Early Childhood Special Education, Mild-Moderate Cross Categorical Disabilities, Early Childhood Education, Special Reading, English Language Learners, General Concentration, and Non-Teaching Certification (at Kansas City Northland) CIP 131202, September 2019
- GRCT, Cybersecurity, CIP 111003, March 2020

NORTHWEST MISSOURI STATE UNIVERSITY

- MSED, Curriculum and Instruction: Teaching Technology, CIP 130501, August 2019
- MSN, Nursing, with options in Nurse Educator and Nurse Executive/Administration, CIP 513801, February 2020
- MSED, Educational Diagnostics, CIP 131001, April 2020
- MS, Data Analytics, CIP 110199, June 2020
- BS, Agricultural Media, with options in Advertising, Journalism, and Production/Broadcasting, CIP 010802, June 2020

SOUTHEAST MISSOURI STATE

- BSBA, Business Administration, with options in Human Resource Management and Management (at Southeast at Kennett and Southeast at Sikeston) CIP 520201, September 2019
- BS, Nutrition, CIP 513101, March 2020
- BS, Child and Family Studies (at main campus, Southeast at Kennett and Southeast at Sikeston), CIP 190101, March 2020
- BS, Fashion and Consumer Studies, CIP 190905, March 2020
- BS, Interior Design, CIP 500408, April 2020
- GRCT, Cloud Computing, CIP 110101, CIP June 2020
- C0, Web Development, CIP 110101, June 2020
- BS, Professional Pilot, CIP 490102, June 2020

UNIVERSITY OF CENTRAL MISSOURI

- MS, Sport Management, CIP 310504, March 2020
- MS, Physical Education, with options in Pedagogy and Coaching, CIP 131314, March 2020

UNIVERSITY OF MISSOURI-COLUMBIA

- C0, Biomaterials Engineering, CIP 144501, August 2019
- C0, Biomedical Sciences, CIP 512501, August 2019
- C0, Equine Science and Management, CIP 010507, August 2019
- C0, Sports Analytics, CIP 270501, August 2019
- GRCT, Healthcare Project Management, CIP 520211, August 2019
- GRCT, Global Education and Leadership, CIP 130401, August 2019
- BA, Constitutional Democracy, CIP 451002, August 2019
- MA, Atlantic History and Politics, CIP 540101, August 2019
- C0, Veterinary Science, CIP 512501, September 2019
- C0, Cyber Security, CIP 140901, September 2019
- BHS, Occupational Therapy Assistant, CIP 510803, October 2019
- MS, Business, CIP 520304, October 2019
- GRCT, Assurance Certificate, CIP 520301, November 2019

- GRCT, Tax Certificate, CIP 512601, November 2019
- GRCT, English, CIP 230101, November 2019
- GRCT, Investments, CIP 520801, November 2019
- GRCT, Public Health Communication, CIP 512201, November 2019
- GRCT, Sports Analytics, CIP 270501, November 2019
- GRCT, Family Nurse Practitioner, CIP 513801, December 2019
- GRCT, Pediatric Clinical Nurse Specialist, CIP 513801, December 2019
- GRCT, Adult Gerontology Clinical Nurse Specialist, CIP 513801, December 2019
- CO, Neuroscience, CIP 261501, December 2019
- GRCT, Care Management, CIP 513801, December 2019
- GRCT, Psychiatric Mental Health Nurse Practitioner, CIP 513801, December 2019
- CO, Neural Engineering Systems, CIP 261501, February 2020
- CO, Neural Engineering Signals, CIP 261501, February 2020
- GRCT, Construction Management, CIP 140801, March 2020
- GRCT, AI and Machine Learning, CIP 141001, March 2020
- GRCT, Aerospace Engineering, CIP 141901, March 2020
- BS, Fitness Programming and Management, CIP 260908, March 2020
- GRCT, Serious Game and Simulation Design, CIP 110804, April 2020
- MPA, Public Affairs (substantive curriculum change) (at main campus and Jefferson City) CIP 440401, April 2020
- GRCT, Dispute Resolution for Non-Lawyers, CIP 220299, May 2020
- CO, Marketing Analytics, CIP 521402, May 2020
- GRCT, Financial Management, CIP 520801, June 2020
- CO, Cultural Competencies in International Nutrition, CIP 512210, June 2020
- CO, Computational Physics, CIP 400801, June 2020
- CO, Ethical Theory and Practice, CIP 380101, June 2020
- CO, Fitness Programming and Management, 310501, June 2020
- CO, Writing Intensive, CIP 230101, June 2020

UNIVERSITY OF MISSOURI-KANSAS CITY

- GRCT, Business Analytics, CIP 521302, July 2019

UNIVERSITY OF MISSOURI-ST. LOUIS

- CO, Artificial Intelligence, CIP, 110102, July 2019
- GRCT, Artificial Intelligence, CIP 110102, July 2019
- BA, Organizational Leadership, CIP 450101, October 2019
- BS, Sport Management, CIP 310504, October 2019
- GRCT, Mobile Apps and Computing, CIP 110201, February 2020
- CO, Computer Programming Education, CIP 110201, February 2020
- CO, Labor Studies, CIP 521004, February 2020
- CO, Public Relations, CIP 090900, February 2020
- BA, Organizational Leadership, CIP 450101, October 2019
- BS, Sport Management, CIP 310504, October 2019

INDEPENDENT INSTITUTIONS

CENTRAL METHODIST UNIVERSITY

- BS, Cybersecurity, CIP 110101, March 2020
- BS, Occupational Therapist Assistant, CIP 510803, April 2020
- MSAT, Athletic Training, CIP 510913, April 2020
- BHS, Generic Health Sciences, CIP 519999, May 2020

COLLEGE OF THE OZARKS

- BA, Accounting, CIP 520301, October 2019
- BS, Accounting, CIP 520301, October 2019
- BA, Accounting-CPA Pathway, CIP 520301, October 2019
- BS, Accounting-CPA Pathway, CIP 52030, October 2019
- BS, Engineering, CIP 140101, October 2019
- BS, Engineering/Secondary Education, CIP 131319, October 2019
- BA, Family Studies and Social Services-Marriage & Family, CIP 451101, October 2019
- BS, Family Studies and Social Services-Marriage & Family, CIP 451101, October 2019

COLUMBIA COLLEGE

- MBA, Business Administration, General(at Columbia College-Springfield) CIP 520101, August 2019
- AS, Pre-Nursing Science (at Columbia College-Jefferson City), 65109 CIP 511105, September 2019
- CO, Certified Medical Assistant, CIP 510801, October 2019
- BSN, Bachelor of Science in Nursing, CIP 513818, October 2019
- CO, Marketing Management, CIP 521401, November 2019
- AGS, General Studies (at Columbia College-Ft. Leonard Wood), CIP 240102, December 2019
- AS, Business Administration (at Columbia College-Springfield), CIP 520101, December 2019
- BS, Cybersecurity (at Columbia College-Kansas City) CIP 430116, December 2019
- BS, Business Administration (at Columbia College-Springfield), CIP 520101, December 2019
- BA, Organizational Leadership (at Columbia College-Jefferson City), CIP 520213, December 2019
- BS, Organizational Leadership (at Columbia College-Jefferson City), CIP 520213, December 2019
- CO, Digital Marketing for Real Estate (at main campus, Ft. Leonard Wood, Jefferson City, Kansas City, Lake of the Ozarks, Rolla, Springfield, St. Louis, Waynesville), CIP 521501, January 2020
- CO, Real Estate Leadership (at main campus, Ft. Leonard Wood, Jefferson City, Kansas City, Lake of the Ozarks, Rolla, Springfield, St. Louis, Waynesville), CIP 521501, January 2020
- CO, Real Estate Negotiation (at main campus, Ft. Leonard Wood, Jefferson City, Kansas City, Lake of the Ozarks, Rolla, Springfield, St. Louis, Waynesville) CIP 521501, January 2020
- CO, Real Estate Management (at main campus, Ft. Leonard Wood, Jefferson City, Kansas City, Lake of the Ozarks, Rolla, Springfield, St. Louis, Waynesville) CIP 521501, January 2020
- AS, Real Estate Management (at main campus, Ft. Leonard Wood, Jefferson City, Kansas City, Lake of the Ozarks, Rolla, Springfield, St. Louis, and Waynesville) CIP 521501, January 2020
- AGS, General Studies (at Fort Leonard Wood) CIP 240102, April 2020

COTTEY COLLEGE

- AS, Medical Assisting, CIP 510801, November 2019
- AS, Nursing, CIP 513801, November 2019
- AS, Radiography, CIP 510911, November 2019
- BS, Diagnostic Imaging, with options in Computed Tomography, Diagnostic Medical Sonography, Interventional Radiography, Magnetic Resonance Imaging, CIP 510999, November 2019
- BSN, Nursing, CIP 513801, November 2019
- AA, Music, CIP 500901, April 2020

CULVER-STOCKTON COLLEGE

- BS, Business Education, CIP 131303, February 2020
- BS, Healthcare Management, CIP 510701, June 2020
- BS, Legal Studies, CIP 220000, June 2020
- BS, Marketing, CIP 521401, June 2020

DRURY UNIVERSITY

- GRCT, Cybersecurity Leadership, CIP 430116, September 2019
- CO, Substance Use and Behavioral Addictions, CIP 340104, December 2019
- GRCT, Dyslexia, CIP 320108, February 2020
- CO, Trauma and Resilience, CIP 511508 February 2020
- CO, Data Leadership, CIP 521302, March 2020
- GRCT, Instructional Technology Leadership, CIP 130501, March 2020
- GRCT, Business Ventures Leadership, CIP 520201, March 2020
- CO, Public Safety Leadership, CIP 440401, March 2020
- C1, Business Essentials, CIP 520101, March 2020
- CO, Workforce Essentials, CIP 520408, March 2020
- MA, Integrative Leadership, CIP 520213, June 2020
- BS, Psychology--Resilience and Performance Optimization, CIP 511508, June 2020
- AA, General Studies, CIP 240102, June 2020
- MA, Public Service and Safety Leadership, CIP 440401, June 2020

HANNIBAL-LAGRANGE UNIVERSITY

- BSE, Special Education, CIP 131001, July 2019

LINDENWOOD UNIVERSITY

- GRCT, Healthcare Administration, CIP 510701, October 2019
- GRCT, Project Management, CIP 520211, October 2019
- BS, Health Management, CIP 510701, October 2019
- MHA, Healthcare Administration, CIP 510701, October 2019
- MS, Athletic Training, CIP 510913, February 2020
- GRCT, Designing and Implementing K-12 E-Learning, CIP 139999, June 2020
- CO, Web Design, CIP 110801, June 2020
- CO, Data Visualization, CIP 110803, June 2020
- GRCT, Graphic Design, CIP 110803, June 2020
- CO, Virtual Communications, CIP 500706, June 2020
- GRCT, Digital Marketing, CIP 090101, CIP June 2020
- GRCT, Data Visualization, CIP 110803, June 2020

LOGAN UNIVERSITY

- MS, Integrative Pediatrics, with options in Manipulation Track and Non-Manipulation Track, CIP 513300, February 2020

MARYVILLE UNIVERSITY

- BA, Human Development and Family Studies, CIP 190701, September 2019
- BS, Human Resource Management, CIP 521001, October 2019
- BS, Sustainability, with options in Environmental Science, Business, and Policy, CIP 333301, October 2019
- BS, Computer Science, with options in Data Science, Artificial Intelligence, Software Development, Cybersecurity, User Experience, and Blockchain, CIP 110701, October 2019

MISSOURI VALLEY COLLEGE

- MSN, Family Nurse Practitioner, CIP 513805, December 2019
- BS, Computer Science, CIP 110701, December 2019

PARK UNIVERSITY

- GRCT, Global Governance, CIP 440504, October 2019
- GRCT, Business Analytics, CIP 110103, October 2019
- GRCT, Marketing, CIP 521401, October 2019
- GRCT, Quality and Innovation Management, CIP 520205, October 2019
- BA, Business Administration, with options in Finance, Human Resources, Management, Marketing, and International Business (at Metropolitan Kansas City) , CIP 520101, October 2019
- BA, Business Administration, with options in Finance, Human Resources, Management, Marketing, and International Business (at Independence Campus), CIP 520101, October 2019
- CO, Certificate in Professional and Technical Writing, CIP 230101, April 2020
- CO, Certificate on Cybersecurity, CIP 111003 April 2020
- Park University Certificate in Criminal Justice Administration, CIP 430103, April 2020

ROCKHURST UNIVERSITY

- GRCT, Advanced Leadership, CIP 520201, August 2019
- GRCT, Analytics and Insight, CIP521301, August 2019
- MED, Elementary Education, CIP 131202, August 2019
- MED, Education Studies, with options in Curriculum, Teaching & Assessment, Special Education, STEM Grades K-8, and Teacher Leadership, CIP 130101, October 2019
- MED, Secondary Education, CIP 131205, October 2019
- MED, Special Education, CIP 131001, October 2019
- BA, Public Policy, CIP 440501, February 2020
- BA, Peace and International Studies, CIP 302001, February 2020
- BS, Exercise Science, CIP 510001, February 2020
- BS, Sport Management, CIP 510001, February 2020
- BS, Materials Science, CIP 401001, March 2020
- EDD, Education and Leadership, CIP 130301, March 2020
- OTD, Occupational Therapy Doctorate, CIP 512306, May 2020

STEPHENS COLLEGE

- MS, Health Information Management, CIP 510706, January 2020
- BSN, Nursing, CIP 513801, June 2020

WILLIAM JEWELL COLLEGE

- GRCT, Artist Diploma in Voice, CIP 500908, March 2020
- MAT, Teaching, CIP 131206, January 2020

OFF-SITE, RESIDENCE & INSTRUCTIONAL SITE LOCATIONS

New Instructional Sites:

Metropolitan Community College
Hillyard Technical Center
3434 Faraon
St. Joseph, MO 64506

Rockhurst University
Saint Luke's College of Health Sciences
624 Westport Road
Kansas City, MO 64111
*added as new instructional site for Rockhurst
University and all programs transferred to Rockhurst
University

CLOSED LOCATIONS

Missouri Southern State University
Sikeston Higher Education Center
2401 N. Main St.
Sikeston, MO

Missouri Southern State University
Rolla Technical Center
505 Forum Drive
Rolla, MO 65401

Missouri Southern State University
Nevada Instructional Center
600 West Edwards Place
Nevada, MO 64772

Missouri Southern State University
Webb City School District R-7
411 North Madison
Webb City, MO 64780

Missouri Southern State University
Hometown Bank
21196 US Highway 71
Pineville, MO 64856

University of Missouri-Kansas City
UMKC-Liberty High School
200 Blue Jay Drive
Liberty, MO 64068

University of Missouri-Kansas City
UMKC-North Kansas City High School,
620 E. 23rd St.
Kansas City, MO 64116

University of Missouri-Kansas City
UMKC-Northland Educational Center
400 NW Barry Road
Kansas City, MO 64155

University of Missouri-Kansas City
UMKC-Park Hill Education Center
7703 NW Barry Road
Kansas City, MO 64153

University of Missouri-Kansas City
UMKC-Platte County RIII
Platte, MO 64079

University of Missouri-Kansas City
UMKC-Smithville High School
Smithville, MO 64089

University of Missouri-Kansas City
UMKC-Veterans' Administration Hospital
Kansas City, MO

UPDATED ADDRESS

East Central College
Four Rivers Career Center,
1978 Image Dr.
Washington, MO 63090

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

Moberly Area Community College
MACC-MU College of Veterinary Medicine
5703 E. Log Providence Road
Columbia, MO 65201-8845

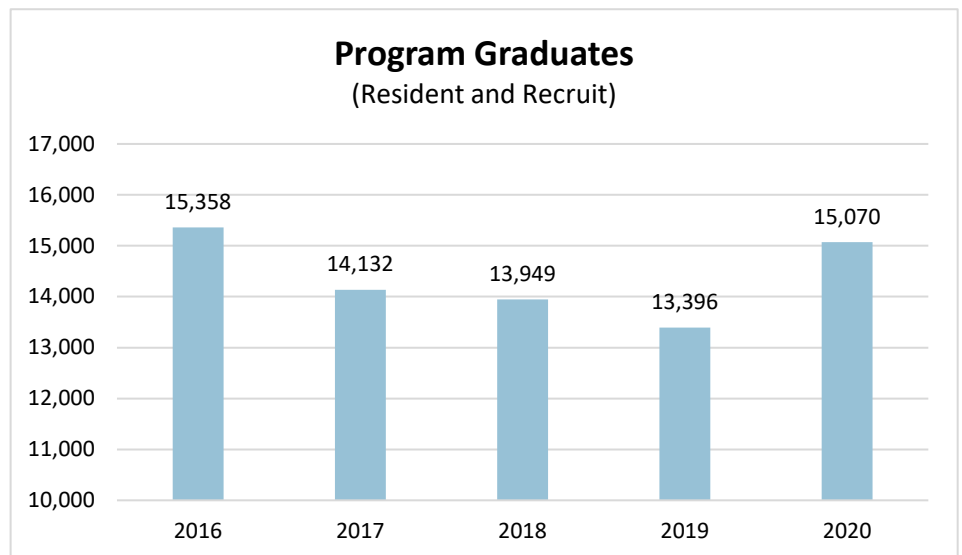
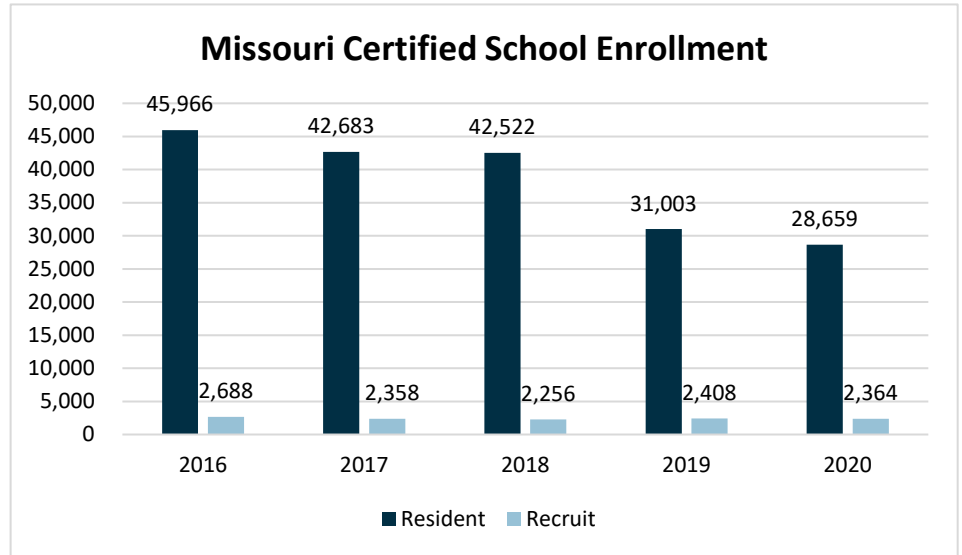
Southeast Missouri State University
Southeast at Sikeston
2401 N. Main
Sikeston, MO 63801

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 2020, department staff renewed the certification of 136 existing institutions and 19 branch locations, received 17 application requests, certified 20 schools to operate, granted or reauthorized exemption from certification standards to eight schools, denied five applications, and monitored the closing of 17 certified schools.

The number of students enrolled in a Missouri private career school in FY 2020 decreased to 31,023. Student recruitment into programs out-of-state or via distance education decreased from 2,408 to 2,364.



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 2021 core funding	Fiscal Year 2021 restrictions	Fiscal Year 2022 core request
Community Colleges	\$143,570,515	-\$18,442,057	\$18,442,057
State Technical College	\$5,480,956	-\$219,665	\$769,080
University of Central Missouri	\$50,409,617	-\$2,037,445	\$6,966,185
Southeast Missouri State University	\$41,785,098	-\$1,687,635	\$5,782,006
Missouri State University	\$85,567,966	-\$3,449,270	\$11,882,364
Lincoln University	\$16,003,293	-\$645,181	\$2,221,761
Truman State University	\$37,951,906	-\$1,534,246	\$5,242,662
Northwest Missouri State University	\$28,401,729	-\$1,146,869	\$3,931,257
Missouri Southern State University	\$21,871,269	-\$881,036	\$3,040,999
Missouri Western State University	\$20,261,512	-\$818,350	\$2,803,593
Harris-Stowe State University	\$9,530,032	-\$385,256	\$1,316,484
University of Missouri	\$379,297,463	-\$15,350,482	\$52,289,895
Four-Year Institution Subtotal	\$691,079,885	-\$27,935,760	\$95,477,206
Total All Sectors	\$840,131,356	-\$46,597,482	\$114,688,343



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

[DHEWD.MO.GOV](https://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 6 Placemat Implementation Update

Coordinating Board for Higher Education
December 9, 2020

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 2021 placemat will continue to work toward those themes with new or second-phase initiatives.

CURRENT STATUS – 2020 PLACEMAT

As noted in the September board book, staff had completed the tasks identified in the scope of several initiatives, including partnering with college public information offices to promote higher education (2), expanding Journey to College outreach to K-8 and adult high schools (5), expanding apprenticeships and work-based learning options (11), and developing a quality attainment strategy for modern students (12). Since the September meeting, staff have made progress on several other higher education-related initiatives.

Raise Awareness of Options

- **Promote Big Goal and 5 to Thrive (1).** Tab 5 provides an update on the state’s progress toward the Big Goal. Department staff will promote this progress and the importance of educational attainment in a news release after the December board meeting.

More Missourians on a Path

- **Benchmark best practices to increase FAFSA filing and begin implementation (8).** The Show-Me FAFSA Challenge launched on September 25. DHEWD staff conducted a webinar to provide information about the competition and how schools can monitor their progress by using the online tracker.
- **Complete roll-out and implementation of Fast Track (9).** The budget approved by the General Assembly and Governor includes General Revenue funds, which will allow students at private institutions to participate. Those institutions participated in a webinar about the program on November 6. Department staff are promoting the program through social media and other channels.

Increase Quality Attainment

- **Expand delivery of industry-recognized credentials (10).** The department’s Return Strong campaign has been a key component of Governor Parson’s Show-Me Strong Recovery initiative. Return Strong provides Missourians with information about short-term online training programs that are aligned with industry needs and, for many individuals, provides funding to cover the cost of that training. The Office of Workforce Development’s job center staff have also conducted outreach to unemployed Missourians to provide information about training available. Colleges and universities have provided

information about the training programs they offer, and funds also support programs offered by Coursera and CompTIA. The deadline to use CARES Act funding allocated to job training was October 30. Between July 1 and October 30, 811 Missourians enrolled in CARES Act-supported job training programs.

- **Expand apprenticeship and work-based learning options (11).** For the federal program year that ended October 1, DHEWD ranked second in the nation for completed apprenticeships. That number is not adjusted for population size. Missouri saw 3,388 registered apprenticeships completed in PY 2020, more than any state other than California. Dr. Mardy Leathers, director of workforce development, was recently named co-chair of the National Association of State Workforce Agency's (NASWA) Apprenticeship Workgroup and the Apprenticeship Affinity Group. Missouri has also become a member of the Increasing Apprenticeship Diversity Innovation cohort. The cohort brings states and partners together to hear from experts, expand their networks, and collaborate to create solutions for systemic issues facing states as they work to increase the diversity of apprenticeship participants. Finally, DHEWD held an Apprenticeship Summit November 10.
- **Study, implement, and convene individuals around equity strategies (13).** A complete update on the department's equity work is provided in Tabs 7 and 23.

CURRENT STATUS – 2021 PLACEMAT

The board approved the department's 2021 placemat at their September meeting. Each initiative has been assigned to an owner. Owners across the department are working as a team to develop detailed implementation plans and metrics. 2021 initiatives will launch January 1.

NEXT STEPS

Department staff will continue to move forward with their 2020 and 2021 priorities 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.

ATTACHMENTS

- A. 2020 Strategic Placemat
- B. 2021 Strategic Placemat

ASPIRATION

EVERY MISSOURIAN EMPOWERED WITH THE SKILLS AND EDUCATION NEEDED FOR SUCCESS.

THEMES

**RAISE
AWARENESS OF
OPTIONS**

**MORE MISSOURIANS
ON A PATH TO
SUCCESS**

**INCREASE QUALITY
ATTAINMENT**

**MAKE DHEWD THE
BEST PLACE TO
WORK**

**DRIVE
PERFORMANCE
AND OUTCOMES**

INITIATIVES

LAUNCH BIG GOAL AWARENESS CAMPAIGN

- (1) Promote 60% attainment goal and Five to Thrive postsecondary paths (new marketing materials, and digital and road campaign)
- (2) Partner with college public information officers to promote Missouri higher education

INCREASE AWARENESS OF RESOURCES TO PLAN CAREER AND POSTSECONDARY PATH

- (3) *Launch Phase 1 of job center marketing strategy (understand customers, services, and brand awareness and positioning) [no longer a standalone initiative; combined with (6)]*
- (4) Integrate and redesign DHEWD website; develop plan for MERIC and jobs.mo.gov websites

INCREASE HIGH SCHOOL MATRICULATION TO POST- SECONDARY EDUCATION

- (5) Expand Journey to College program outreach to K-8 and adult high schools (Five to Thrive focus)

INCREASE OUT-OF-SCHOOL MISSOURIANS IN QUALITY JOBS OR POSTSECONDARY EDUCATION

- (6) Develop strategy for job centers and partnerships
- (7) Develop strategy to improve WIOA performance

ENSURE AFFORDABILITY

- (8) Benchmark best practices to increase FAFSA filing and begin implementation
- (9) Complete roll-out and implementation of Fast Track as funding for adult education

BETTER ALIGN POST- SECONDARY EDUCATION WITH WORKFORCE NEEDS

- (10) Expand delivery of industry recognized credentials
- (11) Expand apprenticeship and work-based learning program options, and launch Apprenticeship Connect portal

DECREASE BARRIERS

- (12) Develop quality attainment strategy for modern students (e.g. military transfer equivalency, adult learners, etc.)
- (13) Study, implement, and convene individuals around equity strategies
- (14) *Advocate for resources to expand access to dual credit (removed to reflect new priority on core funding)*

INSPIRE TEAMS BY CONNECTING THEM TO MISSION AND VALUES

- (15) Connect staff to their role in DHEWD's mission
- (16) Develop and connect team members to organizational values (*on hold; will reevaluate on 8/15*)

ENSURE ALL STAFF HAVE OPPORTUNITIES TO LEARN AND GROW

- (17) Standardize onboarding for all new DHEWD employees
- (18) Establish professional development and training plans for all employees

CREATE ONE-TEAM CULTURE

- (19) Establish Best Place to Work committee and fun/social events calendar
- (20) Implement rewards and recognition program

USE FORWARD-LOOKING INSIGHTS TO DRIVE DECISIONS

- (21) Improve workforce data inputs, analyses, and outputs to drive usage and system outcomes
- (22) Design service model to provide analytical support internally and to partners

PROACTIVELY TRACK AND MANAGE PERFORMANCE

- (23) Develop performance management metric dashboards for education and workforce system
- (24) Launch regular organizational health survey and dashboard
- (25) Launch project management tool and initiatives dashboard

IMPROVE MANAGEMENT OF FINANCIAL RESOURCES

- (26) Overhaul fiscal and budget structure and processes



ASPIRATION

EVERY MISSOURIAN EMPOWERED WITH THE SKILLS AND EDUCATION NEEDED FOR SUCCESS.

THEMES

**RAISE
AWARENESS OF
OPTIONS**

**MORE MISSOURIANS
ON A PATH TO
SUCCESS**

**INCREASE QUALITY
ATTAINMENT**

**MAKE DHEWD THE
BEST PLACE TO
WORK**

**DRIVE
PERFORMANCE
AND OUTCOMES**

INITIATIVES

(1) Promote the value of postsecondary education and the 60% education attainment goal (OC)

(2) Make it easier for citizens and staff to find information on the department's websites (OC&O)

(3) Use disaggregated data to tell Missouri's postsecondary education and workforce story and inform decision-making (OP&S)

(4) Reengineer the customer delivery model for Missouri Job Centers (OWD)

(5) Increase affordability and accessibility of high-demand workforce programs (Ops)

(6) Serve more diverse Missourians in postsecondary and workforce programs to advance equity (OWD, OPP)

(7) Increase quantity and improve quality of postsecondary education data (OPP, OP&S)

(8) Lead a discussion about the value of higher education, opportunities, and challenges facing Missouri colleges and universities (OC)

(9) Increase alignment of postsecondary education with workforce needs (OWD)

(10) Increase staff engagement in department-wide activities and understanding of office roles (OC)

(11) Make the work easier and more efficient by creating digital processes (Ops)

(12) Improve the management of financial resources through implementation of the enterprise resource planning system (Ops)



Tab 7 Equity Update

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

To meet the “Big Goal” of having 60 percent of Missourians hold a high-quality postsecondary credential by 2025, the Missouri Department of Higher Education and Workforce Development has undertaken several efforts to identify equity gaps and disparities in educational attainment, and leverage a number of strategies through education, partnerships, and convenings to reduce these disparities. The department’s equity agenda aligns to goal 1.5 in the *Blueprint for Higher Education*, which commits the state to reduce inequities in higher education by race/ethnicity, socioeconomic status, gender, and disability by 50 percent.

CURRENT STATUS

Building Bridges to Success Monthly Webinars and White Paper Series: The annual Equity Summit and Hackathon in-person event scheduled in October was cancelled this year due to COVID-19. Instead, DHEWD has planned monthly 75-minute webinar sessions to cover varying equity topics to provide an opportunity for the department to engage with constituents and stakeholders around the state to facilitate, elevate conversations about equity, and to highlight best practices. During equity week October 26-30, DHEWD offered daily sessions and featured a welcome by Governor Mike Parson and Commissioner Zora Mulligan, the personal story of a Missouri student who created opportunities to expand the equity conversation on her campus, and much more. To view the recordings from prior webinars and equity week, or to register for future webinars, please go to the department’s [Equity Webpage](#).

DHEWD is also releasing a series of white papers to coincide with and complement the monthly webinar series. The monthly webinars will feature presentations from higher education and community partners from around the state, while the white papers will examine issues from the national context.

Equity Report – Success: A detailed report on DHEWD’s second Equity Report is provided at Tab 23. Work is already underway on the third Equity Report in the series focused on Affordability. That report is planned to be released during Equity Week in October 2021.

Missouri’s Equitable Access, Success and Engagement (MoEASE): The MoEASE Statewide Equity Leadership Council, comprised of commissioners and several assistant commissioners from the Department of Higher Education and Workforce Development and the Department of Elementary and Secondary Education, and staff from the Missouri Chamber of Commerce and Industry, has begun establishing the framework for improving communication and streamlining equity work across the agencies. The Council is working with both commissioners to craft a statement on equity that sends a strong message of commitment toward equitable outcomes. The Council is also working to finalize a state-level project and metrics for prioritization and piloting through an identified regional hub.

Internal Audit: DHEWD and DESE, the Council of Chief State School Officers (CCSSO), and the State Higher Education Executive Officers Association (SHEEO) have continued to meet to lay the groundwork for an internal audit of policies and procedures impacting equity. Currently, DESE and DHEWD are defining project goals and determining next steps.

Equity Statement: Department staff have drafted an Equity Statement that affirms the CBHE’s commitment to educational equity and commits the board and the department to embracing the challenges ahead and making the necessary changes to ensure every Missourian is empowered with the skills needed for success.

NEXT STEPS

The department will update the CBHE as each project continues. Further, the department will revise the Equity Statement based on feedback received in the December CBHE meeting, and will present an updated Equity Statement for approval at the March board meeting.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- CBHE Equity Statement



<Enter Date Here>

Being together today for our regularly scheduled board meeting gives our group the opportunity to weigh in on the important, historic conversations taking place in our country.

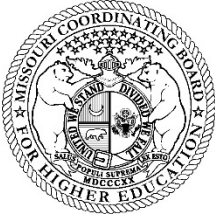
As members of the Missouri Coordinating Board for Higher Education (CBHE), we've been entrusted to provide coordination and oversight of our higher education institutions. With this trust, comes the obligation to act in the best interest of the Missouri's citizens, some of whom rely more heavily than others upon our institutions to prepare them to contribute meaningfully to our world.

Education must fulfill its promise of being the great equalizer. This important work must shed light on intolerance, discrimination, and systemic racism. But it doesn't stop there. Leaders together must further their efforts to identify and remove policies and practices that have fostered oppression of people of color and historically underrepresented, underserved, and marginalized groups for generations.

Today, we re-affirm our commitment to advancing educational equity and assert the following as the Coordinating Board for Higher Education:

1. Every Missourian deserves a quality education and the opportunity to develop into contributing, self-sufficient citizens.
2. In partnership with DHEWD and our legislature, we embrace the challenge to examine long-standing structures and policies that may now be hindering wide-spread educational equity and the preparing of a workforce-ready constituency.
3. We promise to look beyond our present approaches and explore new pathways and partnerships, mindsets and methodologies, and innovations and technology available to us to create the education system that all citizens in this great state deserve.

Our society has reached a race relations tipping point and we have been challenged to respond to the moment. History will judge us on what we do with this opportunity.



Tab 8 COVID-19 Update

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

During summer 2020, the Department of Higher Education and Workforce Development (DHEWD) created the Higher Education (HiEd) Support Microcell as part of the state's Fusion Cell response to COVID-19. This microcell was created to provide support to higher education institutions as classes resumed in the fall, and to help institutions keep campuses open throughout the entire school year.

CURRENT STATUS

The HiEd Microcell is made up of DHEWD staff and meets daily. This microcell partners with other agencies, including the Department of Health & Senior Services (DHSS), Department of Elementary and Secondary Education (DESE), and Office of Administration (OA), to complete various initiatives and projects to support higher education in COVID-19. These initiatives include:

- Weekly "Office Hours" meetings in partnership with DHSS to provide COVID-related information to institutions and answer questions.
- Providing COVID-related health, economic, and social impact related data to institutions.
- Coordinating meetings with health labs to discuss current lab tech shortages.
- Developing community testing strategies near campuses so institutions have access to community testing as part of testing strategy.
- Notifying institutions each week of community testing near their campus.
- Disseminating influenza vaccination communication campaign information to institutions.

Currently, the highest priority of the microcell is the distribution of Abbott BinaxNOW rapid antigen tests to higher education institutions. The state has received 1.84 million tests to distribute, and has allocated around 400,000 to higher education institutions. These tests are free to institutions, and may be used on symptomatic individuals. At this time, over 30 institutions have opted in to the testing program. Tests are distributed weekly to institutions, and are a valuable and much needed source of testing aid. Additionally, some institutions have reported utilizing the tests for students who do not have health insurance, providing additional safety to high-risk students who otherwise may not have access to COVID-19 testing.

Department staff are also working with other state agencies to prepare to distribute COVID-19 vaccines. The department participated in the development of the state's vaccine plan and identified several universities around the state that have the kind of ultra-cold storage needed for some vaccines. Hospitals will be the primary storage sites. Kansas City University, Lincoln University, Missouri State University, and Washington University have been identified as back-ups. Kansas City University's Joplin site, St. Louis University, the University of Central Missouri, the University of Missouri-Columbia, and the University of Missouri-St. Louis also have facilities that may be accessed if needed.

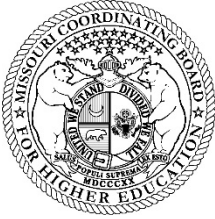
NEXT STEPS

The department will update the CBHE as the COVID-19 work continues.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 9

2021 Commissioner's Advisory Group Members & Meeting Dates

Coordinating Board for Higher Education
December 9, 2020

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 on January 27, 2021.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- A. 2021 Commissioner's Advisory Group Membership
- B. 2021 Commissioner's Advisory Group Meeting Schedule and Topics

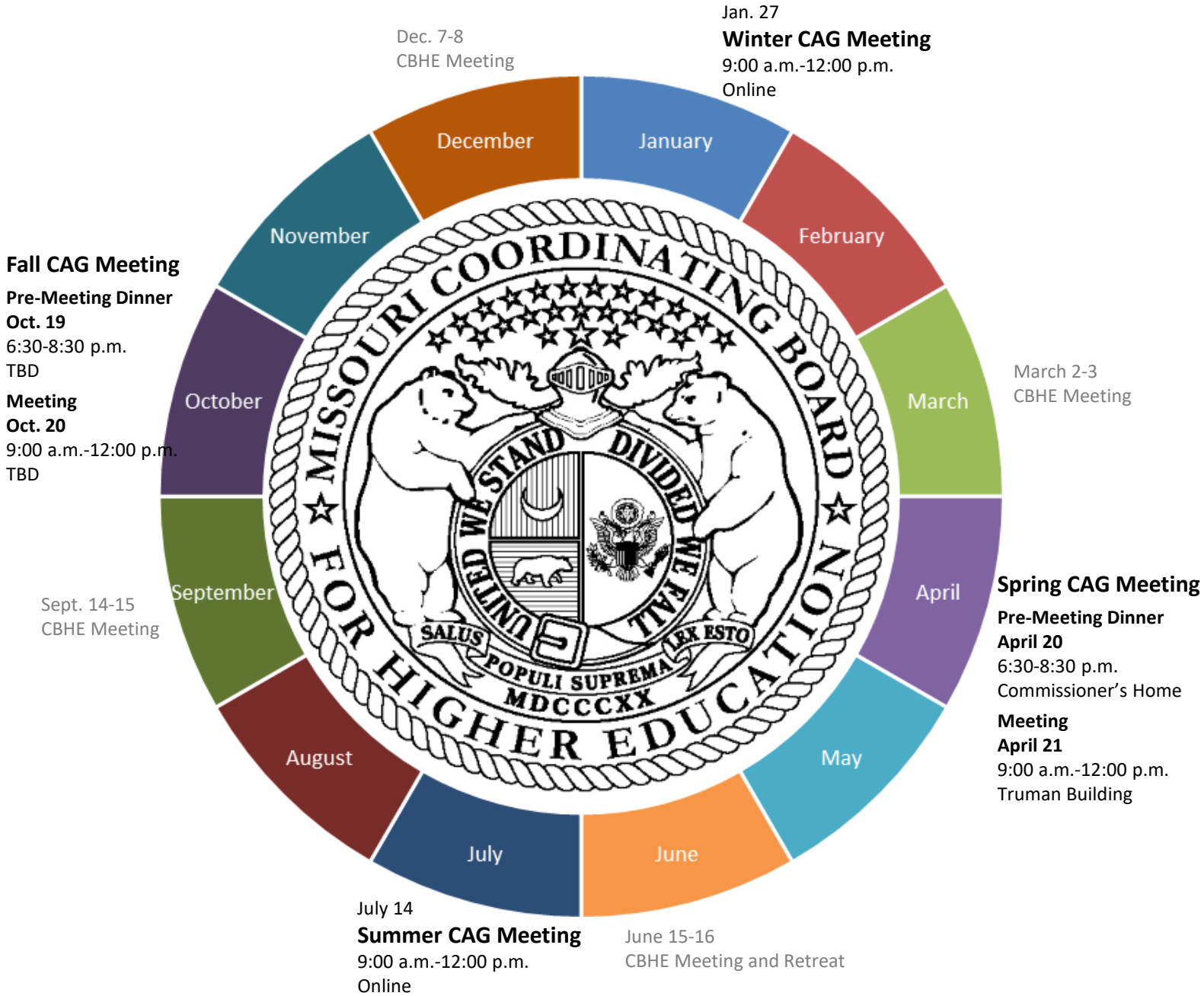
**Tab 9 Attachment A
Commissioner’s Advisory Group Membership**

Guidelines

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
2021		
<ol style="list-style-type: none"> 1. Roger Best 2. Clif Smart 3. Shawn Strong 4. Dean Van Galen 5. Carlos Vargas 6. Jerald Woolfolk 7. <i>Paul Wagner</i> 	<ol style="list-style-type: none"> 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
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



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

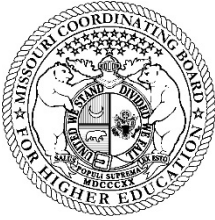
- Legislative session
- Budget
- First conversation about upcoming budget rec cycle
- DHEWD goals for current calendar year and planning for next year's goals

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 10

Legislative Session Preview: FY 22 Budget Outlook and Making the Case for Higher Education

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

The First Regular Session of the 101th General Assembly will begin on January 6, 2021. Pre-filing of legislation began on Monday, December 2. While lawmakers will introduce policies that could impact higher education, the primary focus and the top priority for the department is restoring core funding for institutions and continuing to support Missouri's student financial aid programs.

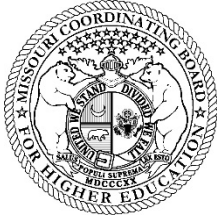
CURRENT STATUS

During the CBHE public session, Senate Appropriations Chairman Dan Hegeman (R-Cosby) and House Budget Chairman Cody Smith (R-Carthage) will share insight on the budget outlook and what it means for higher education funding.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 11
Meeting Minutes
Strategic Planning & External Relations Committee

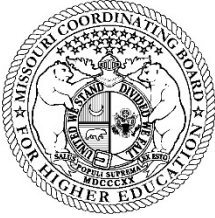
Coordinating Board for Higher Education
September 15, 2020

The Strategic Planning and External Relations Committee of the Coordinating Board for Higher Education was called to order at 9:03 a.m. on Tuesday, September 15, 2020, via teleconference. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present.

Zora Mulligan, Commissioner of Higher Education, moderated a panel of institution leadership on the challenges and opportunities for higher education institutions. The panel was comprised of President Gunderson, Park University; President Payne, Three Rivers College; President Thomas, Truman State University; and Dr. Sanders, Lincoln University. Veronica Gielazauskas, Assistant Commissioner for Performance and Strategy, presented on enrollment data.

Ms. Mulligan previewed the 2021 Department strategic placemat.

No action was taken. The meeting was adjourned at 10:21 a.m.



Tab 12 Strategic Planning Update

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

Pursuant to § 173.020, RSMo, the Coordinating Board for Higher Education is responsible for:

- “(1) Conducting studies of population and enrollment trends affecting institutions of higher education in the state;
- “(2) Identifying higher education needs in the state in terms of requirements and potential of the young people and in terms of labor force requirements for the development of commerce and industry, and of professional and public services;
- “(3) Developing arrangements for more effective and more economical specialization among institution in types of education programs offered and students served, and for more effective coordination of mutual support and public services; and
- “(4) Designing a coordinated plan for higher education in the state (hereafter referred to as the coordinated plan) and for subregions of the state, which shall be based on the studies indicated above and on such other matters may be deemed relevant by the coordinating board.

The board adopted a plan called *Imperatives for Change: Building a Higher Education System for the 21st Century* on July 30, 2008. The document was developed with support from a coordinating plan advisory committee comprised primarily of chief academic officers and was organized around three strategic issues:

1. Increase educational attainment
2. Develop a 21st century society and global economy
3. Enhance resources through increased investment, stewardship, and shared responsibility

More recently, the board adopted a framework of five goals outlined in *Preparing Missourians to Succeed: A Blueprint for Higher Education*:

1. **Attainment.** Missouri will increase the proportion of working-age adults with high quality, affordable postsecondary credentials to 60 percent by 2025.
2. **Affordability.** Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025.
3. **Quality.** Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities, and the state.
4. **Research and Innovation.** Missouri will be a top 10 state for investment in academic research by 2025.
5. **Investment, Advocacy, and Partnerships.** Missouri will promote increased investment in postsecondary education through increased advocacy and powerful partnerships with education, business, government, and communities.

The Blueprint was developed with input from a steering committee that included representatives from the business, nonprofit, and higher education communities, as well as the General Assembly. The Commissioner of Higher Education, members of the Coordinating Board’s Strategic Planning & External Relations Committee,

and a representative of from Governor's Nixon's office served as ex officio members of the steering committee. Between January 29 and December 11, 2015, the steering committee held nine public hearings around the state, including at Midwest Machine Tool Training Center in O'Fallon, the St. Louis Regional Chamber, Jefferson City, the University of Missouri-Columbia, Truman State University in Kirksville, Heartland Foundation in St. Joseph, Metropolitan Community College in Kansas City, Ozarks Technical Community College in Springfield, and Southeast Missouri State University in Cape Girardeau. The steering committee met on July 29 and September 2, 2015, and presented a draft report to the Coordinating Board on September 3, 2015.

CURRENT STATUS

Department staff have worked to implement *The Blueprint* since the board adopted its framework in 2015, to the extent the recommendations fell into the department's control.

1. **Affordability.** As noted in Tab 5, Missouri's colleges and universities have made significant gains in increasing educational attainment. Much of the work around that goal was done in partnership with the Department of Higher Education and external partners such as the Lumina Foundation, Complete College America, and the Dana Foundation.
2. **Affordability.** In terms of affordability, Missouri is not on track to be among the top 10 most affordable states in the nation, but that outcome depended largely on state support for student financial aid programs and operating budgets. In this environment, it is notable that tuition at Missouri's public universities, adjusted for inflation, actually decreased 0.7 percent from 2014-2019, significantly lower than the U.S. average (6.8 percent) and Midwestern states (Illinois, 2.9 percent; Iowa, 7.0 percent; Nebraska, 7.8 percent; Kansas, 9.1 percent; Arkansas, 11.3 percent; Kentucky, 14.1 percent; Tennessee 14.8 percent; Oklahoma, 23.2 percent).
3. **Quality.** The state has invested heavily in programs that will produce graduates with degrees and certificates in high-demand occupations since 2015. Governor Parson and the General Assembly carried the Coordinating Board's recommendation to fund MoExcels programs to establish or expand programs that lead to work in high-demand occupations, resulting in an \$18 million investment at public institutions around the state. Fast Track, the full-tuition grant program aimed that provides opportunities to adults, is another approach to this challenge, as is the department's Return Strong initiative.
4. **Research and Innovation.** Many of the action items identified in connection with this goal are outside of the department's scope of influence. In 2015, the state ranked 18th for academic research investment. Today, NSF data indicate that the state ranks 19th.
5. **Investment, Advocacy, and Partnerships.** Department staff have engaged external partners extensively since 2015. Business leaders, organizations, legislators, and representatives of the executive branch were integral to the department's 2018 Talent for Tomorrow initiative, which resulted in additional investments for specific projects but did not correspond to additional investments in core operating appropriations.

Since 2015, the department has also adopted an annual strategic placemat process that generally supports the *Blueprint's* goals and the vision for the new Department of Higher Education & Workforce Development. That placemat includes goals department staff can implement over the course of a calendar year.

The Blueprint remains a relevant tool for prioritizing the department's work, but it does not reflect the complete scope of the new department. In addition, many of the strategies outlined in the document need to be revisited to determine whether they remain actionable recommendations and to align with potential support from external partners.

NEXT STEPS

Department staff tentatively plan to begin a process to refresh the strategic plan in June 2021 and will provide a detailed plan for moving forward at the board's March 2021 meeting.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 13

Certification of Institutional Participation in State Student Aid Programs

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

In order to maintain eligibility to participate in state student aid programs, institutions must meet the requirements outlined in § 173.1102, RSMo, which defines approved public and approved private institutions, and 6 CSR 10-2.140 Institutional Eligibility for Student Participation. These requirements specify that an approved private institution must be a non-profit educational institution operating privately under the control of an independent board and not directly controlled or administered by any public agency or political subdivision.

Under 6 CSR 10-2.140, during a period in which an institution is certified as an approved institution, if a substantial change occurs affecting the institution's compliance with § 173.1102, RSMo, the CBHE may consider whether to terminate the institution's approved status because of the change. The CBHE may, at its own discretion, hold one or more public hearings before terminating the institution's approved status.

The board recertified Texas County Technical College's participation in the state aid programs in June 2019, effective September 2019. However, the institution has had a status change that affects its participation in the state student aid programs and requires board action.

CURRENT STATUS

The department has received information from Rouse, Frets, White, Goss, Gentile, Rhodes, P.C. that effective September 1, 2020, Texas County Technical College was purchased by the for-profit company SPC Subsidiary I, LLC, a subsidiary of Sentinel Peak Capital, LLC, which owns and operates Arizona College in Glendale, Arizona. It was previously owned by Texas County Technical Institute, Inc., a nonprofit Missouri corporation. DHEWD staff have confirmed this conversion to for-profit status with the U.S. Department of Education and with the new ownership of the school. Based on that sale, Texas County Technical College no longer meets the requirements set forth in 173.1102(2), which requires an institution operate as a non-profit in order to be an "approved private institution." Staff does not believe a public hearing is needed as there is no dispute regarding the for-profit status of the institution. This institution was certified to participate in the following programs:

- Access Missouri Financial Assistance Program
- Competitiveness Scholarship Program (Marguerite Ross Barnett Scholarship)
- Higher Education Academic Scholarship Program (Bright Flight Scholarship)
- Kids' Chance Scholarship Program
- Minority and Underrepresented Environmental Literacy Program
- Public Safety Officer or Employee's Child Survivor Grant Program

The sale of Texas County Technical College did not include its sister school, Bolivar Technical College. Bolivar Technical College continues to be owned by the non-profit Texas County Technical Institute, Inc., and therefore continues to be eligible to participate in the state student aid programs.

NEXT STEPS

In follow up to action by the Coordinating Board, the department will send formal notification of the termination to Texas County Technical College to the new ownership of the institution.

RECOMMENDATION

Staff recommend that the Coordinating Board for Higher Education terminate Texas County Technical College's status as an "approved private institution" ending its participation in all state student aid programs effective immediately.

NO ATTACHMENTS



Tab 14
Meeting Minutes
Budget & Financial Aid Committee

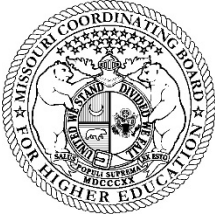
Coordinating Board for Higher Education
September 15, 2020

The Budget and Final Aid Committee of the Coordinating Board for Higher Education was called to order at 11:07 a.m. on Tuesday, September 15, 2020, via teleconference. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present. No members were absent.

Leroy Wade, Deputy Commissioner for Operations, provided an update on the Missouri Student Loan Program.

Mr. Wade provided an overview of the FY 2022 higher education budget request.

No action was taken. The meeting adjourned at 11:31 a.m.



Tab 15 CRF and GEER Update

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

On July 9, Governor Parson allocated \$113.6 million in Coronavirus Aid, Relief, and Economic Security (CARES) Act funding for to reimburse public higher education institutions and workforce development for Coronavirus-related expenses. The Governor allocated \$10 million in CARES Act funds to private and independent institutions on October 7. The department was tasked by the Office of Administration (OA) to establish a process by which to administer CARES Act allocations made through the Coronavirus Relief Fund (CRF) and the Governor's Emergency Education Relief (GEER) Fund.

CORONAVIRUS RELIEF FUND

The State of Missouri received approximately \$2 billion through the CRF. The CARES Act specifies that funds provided through the CRF are used to cover only those costs that:

“(1) are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID–19);

“(2) were not accounted for in the budget most recently approved as of the date of enactment of this section for the State or government; and

“(3) were incurred during the period that begins on March 1, 2020, and ends on December 30, 2020.”

These funds must be spent before December 30, 2020. Any unused funds is returned to the U.S. Department of the Treasury.

Institution Funding. Governor Parson provided \$90 million in CRF funds to public higher education institutions, including \$80 million for the safe return to in-person instruction and campus life and \$10 million to support the expansion of remote learning capabilities. The governor also approved \$10 million for private and independent higher education institutions to support any CRF allowable expenditures. Funding for each institution is based on the following models:

Public Institutions

- CRF Safe Return to In-Person Instruction: Each institution can seek reimbursement up to the cap based on its share of the state appropriation for public colleges and universities.
- CRF Expansion of Remoting Learning Capabilities: Each institution can seek reimbursement for expenses up to a cap based on its share of the total number of students, faculty, and staff at all public colleges and universities.

Private and Independent Institutions

Each institution can seek reimbursement up to the cap based on its share of the statewide enrollment among private and independent institutions (considering on-campus students only), Pell enrollment, faculty, and staff.

Workforce Development and Job Center Funding. The governor provided \$9.7 million to support the safe resumption of in-person service at Missouri job centers and to assist unemployed and underemployed Missourians access job training opportunities. Funds were allocated for the following initiatives:

- \$1 million to support Missourians safely resuming in-person job search assistance at job centers across the state. This included purchase of PPE and other safety supplies and job center modifications.
- \$6.7 million for local workforce development boards to assist dislocated workers who were displaced or otherwise affect by COVID-19.
- \$2 million to train Missourians for high-demand positions in information technology through the platforms CompTia and Coursera.

GOVERNOR’S EMERGENCY EDUCATION RELIEF FUND

Missouri received \$54.6 million through the GEER Fund upon completion and approval of a certification and agreement with the U.S. Department of Education (USDE). The certification and agreement with USDE included a description on how the state would use GEER funds and required the state to submit an initial report that details how it will award funds to local education agencies (LEAs), IHEs, or other education-related entities within 45 days of receiving the funds. Missouri submitted that report on July 15.

Maintenance of Effort. GEER funds are subject to a maintenance of effort requirement which stipulates that as a condition of receiving GEER funds “a State must maintain support for elementary and secondary education and State support for higher education (which must include State funding to IHEs and State need-based financial aid, and may not include support for capital projects or for research and development or tuition and fees paid by students) in fiscal years 2020 and 2021 at least at the levels of such support that is the average of such State’s support for elementary and secondary education and for higher education in the three fiscal years preceding March 27, 2020.” The CARES Act gives the U.S. Secretary of Education flexibility to waive the maintenance of effort requirement for “the purpose of relieving fiscal burdens on States that have experienced a precipitous decline in financial resources.” Neither the CARES Act nor USDE define “precipitous decline.” USDE will not consider waiver requests until after September 2021.

Funding. On July 9, Governor Parson allocated \$23.6 million in GEER funds to public higher education institutions and \$1 million for the Fast Track Workforce Incentive Grant program. Allocations of GEER funds are based on a model that takes several factors into consideration, including each institution's share of statewide enrollment, Pell enrollment, and faculty/staff, as well as FY 2020 expenditure restrictions.

While the department encourages all institutions to use their GEER allocation prior to the end of the state’s 2021 fiscal year, according to USDE’s May 2020 GEER FAQ regarding how long GEER funds are available for obligation by subrecipients, an “LEA, IHE, or education-related entity receiving a subgrant from the Governor must obligate the funds by September 30, 2022, which includes the Tydings Period (General Education Provisions Act §421(b)(1)).” However, the GEER fund is an emergency appropriation to address the harm to students and the ongoing functionality of LEAs and IHEs caused by COVID-19. As a result, the Secretary strongly urges LEAs, IHEs and education-related entities to deploy GEER funds quickly.”

CURRENT STATUS

Institutions had until December 1 to use their allocated CRF fund amounts. The target date allowed department staff time to process final payments in order to meet OA’s December 15 deadline. For workforce and job development, the department and local workforce development boards had to meet OA’s November 15 deadline. All unspent CRF funds will be returned to OA to reallocate for other needs across the state.

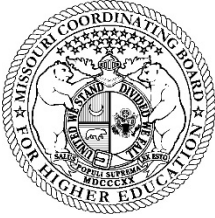
NEXT STEPS

The department will provide an update on expended fund totals for the CRF and remaining GEER fund balances during the December 9 CBHE meeting. The department is also closely monitoring federal action on any new COVID-19 related funding for higher education and workforce development.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 16

Performance Measures Report

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

The Department of Higher Education and Workforce Development (DHEWD) collects annual data on a set of performance measures that have historically supported institutional core budget requests. This year's budget request does not include performance funding, but the measures remain relevant indicators of institution performance.

CURRENT STATUS

The attached document summarizes an abbreviated set of performance measures. In recent years, DHEWD has collected data on six performance measures, but has identified three "priority" measures for use in a performance funding budget request. Due to extenuating circumstances faced by the institutions and the DHEWD this year, however, DHEWD staff collected only two of the "priority" measures to reduce reporting burden. The measures collected focus on student completion and assessment or professional licensure.

The third priority measure relates to graduate outcomes. No data on that measure was collected by DHEWD this year. Section 173.1006, RSMo, directs that the "institutional performance measure relating to job placement may not be used in any year in which the state unemployment rate has increased from the previous calendar year's state unemployment rate." Due to the pandemic and resulting economic shutdown, unemployment increased from 3.3 percent in June 2019 to 7.9 percent in June 2020. Data on graduates' employment and wages will continue to be available at <https://scorecard.mo.gov/>.

The two measures collected are also included in the department's budget book, where they provide measures for the institutions' core budget requests. No performance funding will be requested for FY 2022.

NEXT STEPS

DHEWD staff will work with institutions in 2021 to determine which, if any, measures will be collected to support the FY 2023 budget cycle.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- 2020 Performance Measure Results

Tab 16 Attachment
Performance Measures Report

Community Colleges and MSU-West Plains

	Crowder College	East Central College	Jefferson College	Metropolitan Community College	Mineral Area College	Missouri State University-West Plains	Moberly Area Community College	North Central Missouri College	Ozarks Technical Community College	St. Charles Community College	St. Louis Community College	State Fair Community College	Three Rivers College
Three-Year Graduation and Transfer Rate													
Fall 2013-Fall 2015	40.6%	39.5%	39.8%	38.1%	46.0%	31.7%	42.8%	53.4%	42.8%	40.7%	30.1%	44.3%	35.0%
Fall 2014-Fall 2016	42.5%	44.3%	41.1%	36.8%	46.7%	33.5%	45.7%	52.6%	42.7%	44.5%	32.1%	46.1%	35.1%
Top third of peers	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%	48.8%
In top third of peers								✓					
Improved	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
Did not improve, not in top third of peers				✓					✓				
Pass Rates on Professional Licensure Exams													
FY 2017 - 2019	98.9%	98.0%	93.0%	95.9%	96.0%	96.9%	92.3%	96.6%	97.8%	97.8%	94.6%	97.0%	87.8%
FY 2018 - 2020	98.7%	98.9%	92.0%	94.1%	94.1%	97.8%	93.2%	97.3%	98.6%	98.3%	94.0%	96.8%	89.5%
Benchmark	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%
Meets or exceeds benchmark	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improved		✓				✓	✓	✓	✓	✓			✓
Did not improve, not at benchmark													
Community College Totals													
Measures Made	2/2	2/2	2/2	1/2	2/2	2/2	2/2	2/2	1/2	2/2	2/2	2/2	2/2

Public Universities and State Technical College

Harris-Stowe State University	Lincoln University	Missouri State University	Missouri Southern State University	Missouri Western State University	Northwest Missouri State University	Southeast Missouri State University	University of Central Missouri	Truman State University	University of Missouri System	State Technical College
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Completions Per Full-Time Equivalent Student										
FY 2016-FY 2018	19.3	25.4	33.9	37.9	31.4	37.4	31.0	52.1	33.4	42.0
FY 2017-FY 2019	20.2	29.2	35.7	39.9	31.7	35.8	31.9	51.2	34.3	44.1
Benchmark	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
Meets or exceeds benchmark		✓	✓	✓	✓	✓	✓	✓	✓	✓
Improved	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Did not improve, not at benchmark										

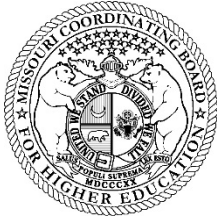
Completions Per FTE	
FY 2016-FY 2018	67.3
FY 2017-FY 2019	61.8
Benchmark	25.0
Meets or exceeds benchmark	✓
Improved	
Did not improve, not at benchmark	

Pass Rates on Learning Assessments or Professional Licensure Exams										
FY 2017-FY 2019 *	16.8%	31.6%	100.0%	95.3%	54.5%	71.2%	92.9%	68.8%	76.3%	94.4%
FY 2018-FY 2020	22.0%	30.4%	100.0%	90.8%	52.9%	68.6%	95.4%	69.4%	76.2%	94.8%
Benchmark	50.0%	50.0%	90.0%	90.0%	50.0%	60.0%	90.0%	60.0%	70.0%	90.0%
Meets or exceeds benchmark			✓	✓	✓	✓	✓	✓	✓	✓
Improved	✓						✓	✓		✓
Did not improve, not at benchmark		✓								

Technical Skill Attainment (Assessment)	
FY 2017-FY 2019	87.8%
FY 2018-FY 2020	87.8%
Top Third of Peers	60.0%
At or above top third	✓
Improved	
Did not improve, not at benchmark	

Public University and State Technical College Totals										
Measures Made	2/2	1/2	2/2	2/2	2/2	2/2	2/2	2/2	2/2	2/2

* Lincoln University's assessment measure compares FY2018-2020 to FY2018-2019 due to a change in assessment instrument for FY 2018. The University of Missouri's assessment measure compares FY2016-2018 to FY2017-2019 to include complete certification results.



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

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, 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%
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 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.

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
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

	FY22	FY23	FY24	FY25
REVENUE:				
District Resident Fee	109,782	219,564	329,346	439,128
Program Lab Fee	10,800	21,600	32,400	43,200
Total Revenue	120,582	241,164	361,746	482,328
EXPENSES:				
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
Total Expenses	330,000	330,000	482,328	\$482,328
Revenue less Expenses:	(209,418)	(88,836)	(120,582)	0

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

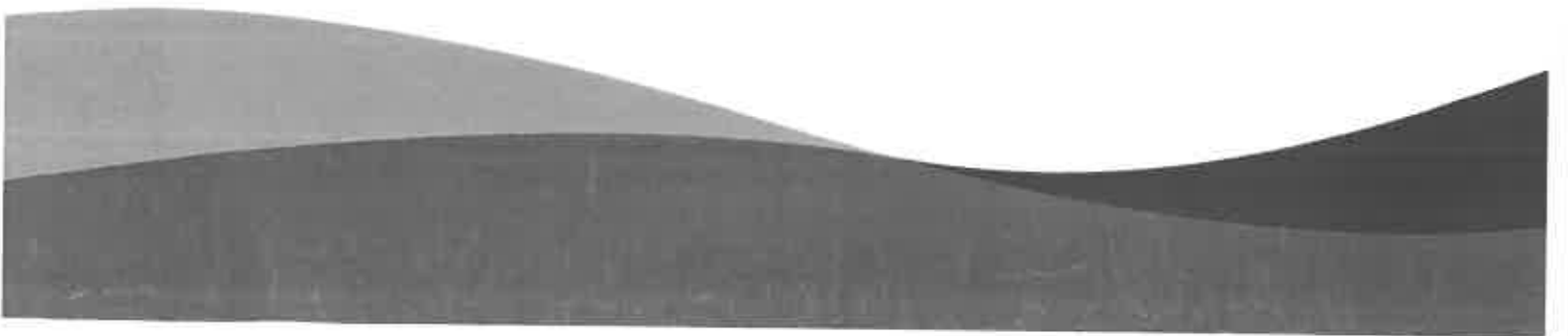


JOBS **eq**

Occupation Report

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, 2019Q4¹

Empl	Avg Ann Wages ²	Current		Unempl Rate	Online Job Ads ³	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®

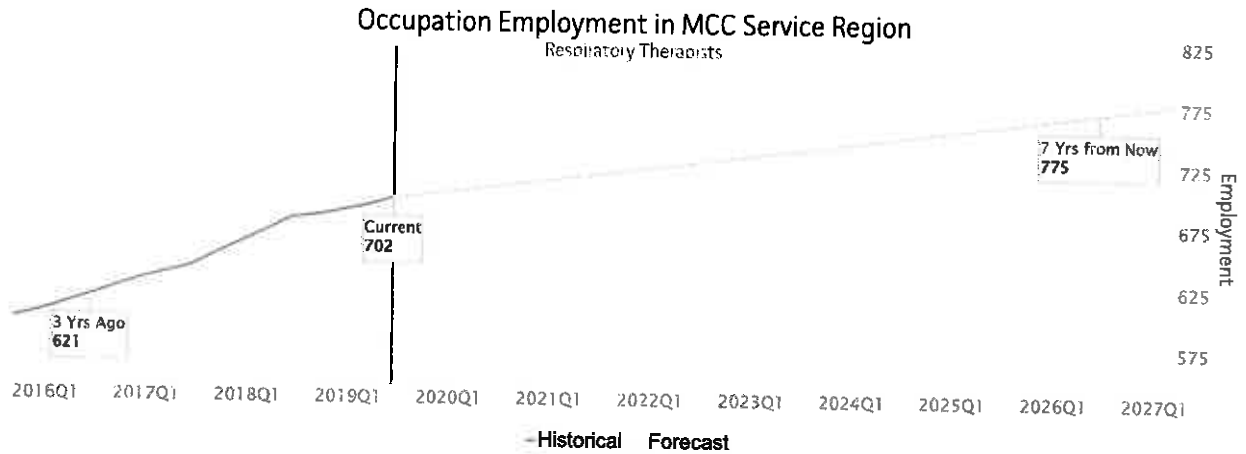
Data as of 2019Q4 unless noted otherwise

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).

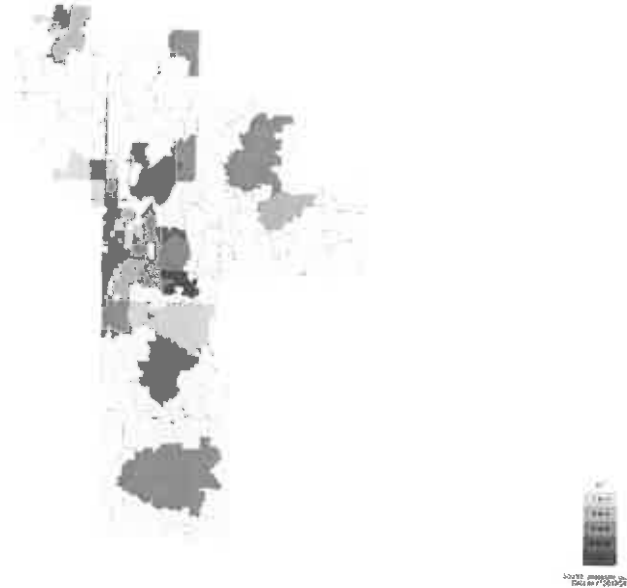


Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q2, imputed where necessary with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

Region	Employment
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*

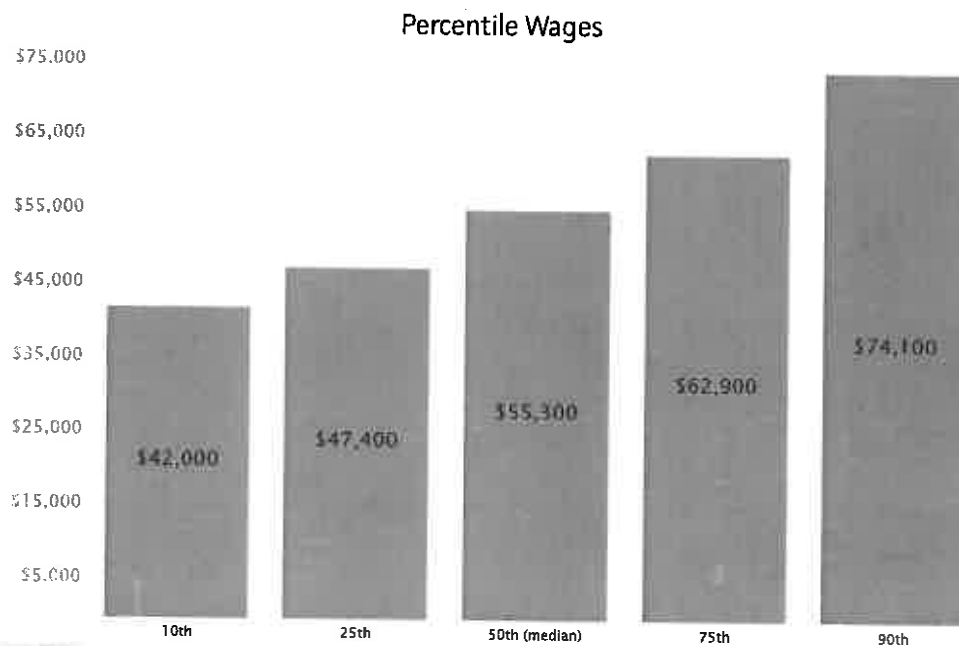
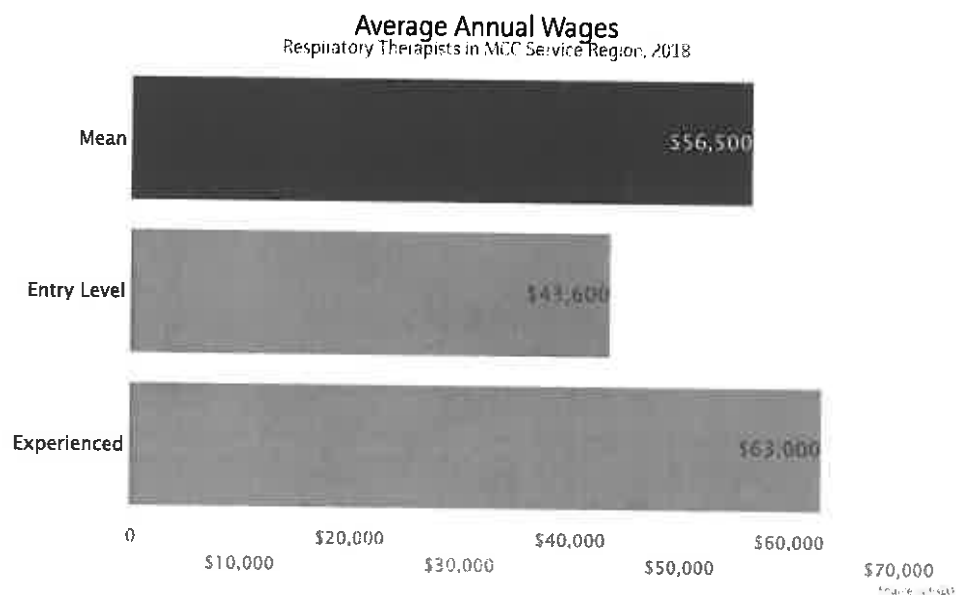
Data as of 2019Q4 except wages which are as of 2018. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

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:

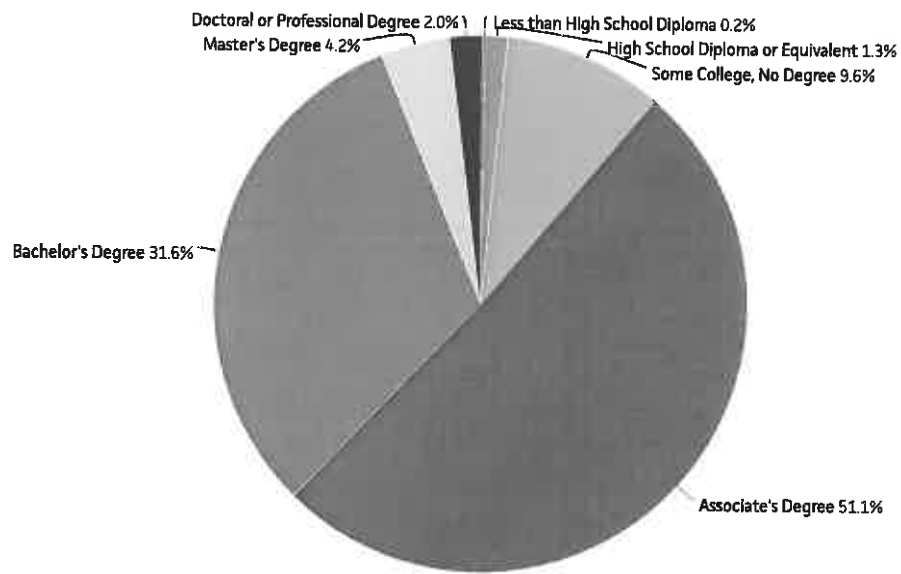
None

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
51.0908 Respiratory Care Therapy/Therapist			
Concorde Career College-Kansas City	9	0	0
Total			
Total	9	0	0

Source: JobsEQ®

Data as of the 2018 academic year

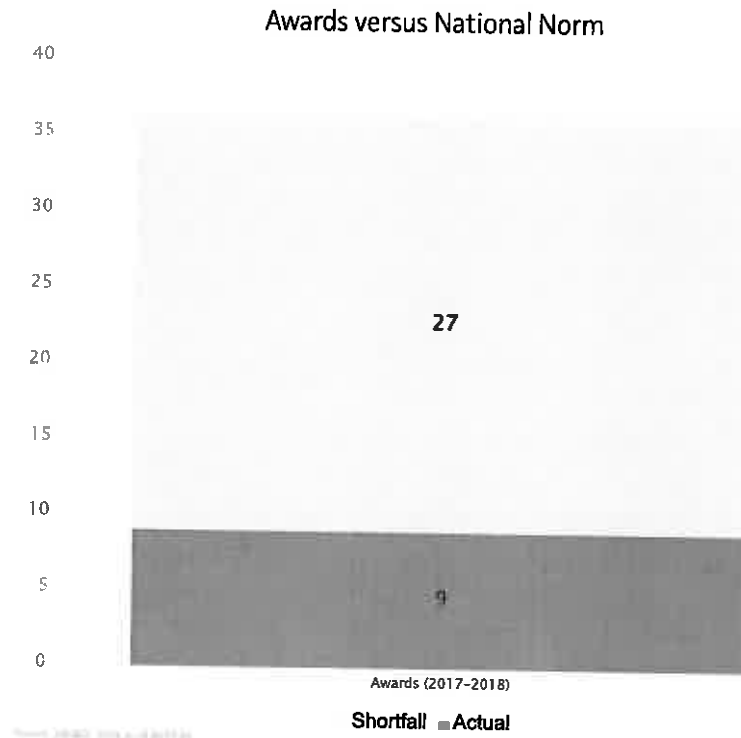
Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2018 academic year. Any programs shown here have been identified as being linked with the occupation being analyzed. Other existing programs may also provide training in the region for this occupation but have 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.¹ 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.

¹ 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

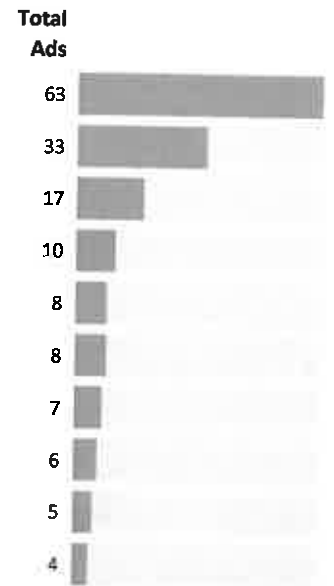
Source: [JobsEQ®](#)

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



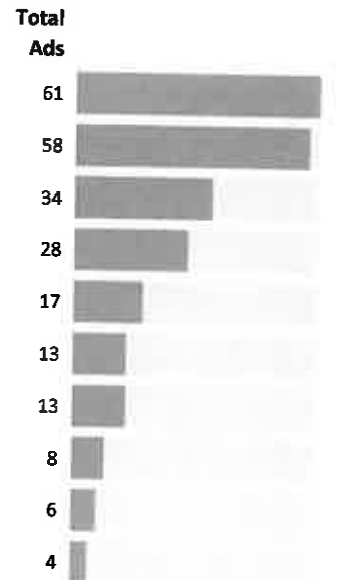
Source: [JobsEQ®](#)

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)



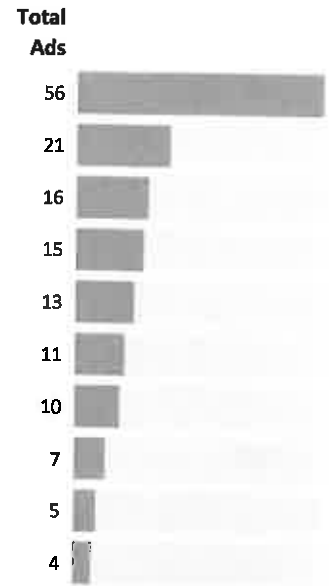
Source: [JobsEQ®](#)

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

Skill Name
Teaching/Training, Job
Critical Care
Pediatrics
Wound Care
Geriatric
Health/Wellness
Intensive Care Unit (ICU)
Electrocardiogram (ECG, EKG)
Keyboarding/Typing
MEDITECH Software



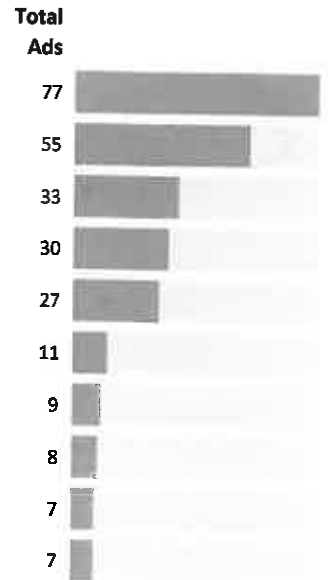
Source: [JobsEQ®](#)

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

Skill Name
Cooperative/Team Player
Ability to Work in a Fast Paced Environment
Customer Service
Interpersonal Relationships/Maintain Relationships
Communication (Verbal and written skills)
Accountable/Responsible/Reliable/Dependable/Trustworthy
Self-Motivated/Ability to Work Independently/Self Leadership
Supervision/Management
Organization
Problem Solving



Source: [JobsEQ®](#)

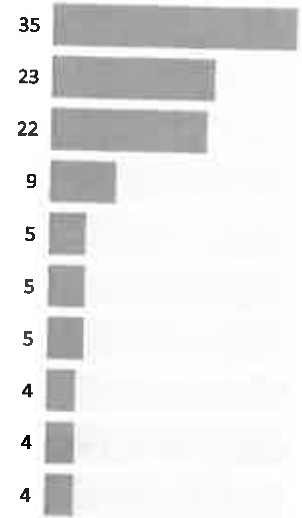
Data reflect online job postings for the 180 day period ending 4/23/2020

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)

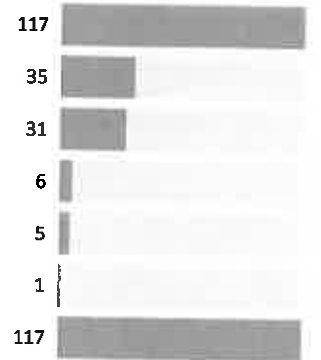
Temporary (short-term)

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

Dear Dr. Beatty:

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:

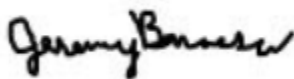
As the Director and Principal of the Summit Technology Academy (STA) at the Missouri Innovation Campus in Kansas City, I am writing this letter of support for the Respiratory Therapy Baccalaureate degree proposal at Metropolitan Community College.

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](#)

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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

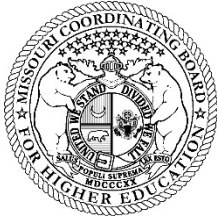
The University of Missouri, Kansas City

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

**Respiratory Therapy Review
Statutory Criteria**

For community colleges proposing to offer a bachelor's degree, the following additional criteria is required, as outlined in § 163.191(1), RSMo:	
Criterion	Criteria Met/Not Met
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	Met. 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	Met. 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.	Met. Evidence of cost and capacity submitted for review.
Elements of a Complete Proposal for Comprehensive Review. A complete proposal includes the following, as outlined in 6 CSR 10-4.010:	
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;	Met.
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"> 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. 	Met. 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"> 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); 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> 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>Met. 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"> 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 	<p>Met. Some evidence submitted regarding institutional capacity. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and 	<p>Met. 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"> 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; 	<p>Met. More detail to be provided as part of Phase II.</p>
<ul style="list-style-type: none"> 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 	<p>Met. 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"> A clear plan to meet the articulated workforce need, including: <ul style="list-style-type: none"> 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; Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and A plan for assessing the extent to which the new program meets that need when implemented. 	<p>Met. More detail to be provided as part of Phase II.</p>

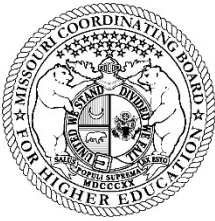


Tab 18
Meeting Minutes
Academic Affairs & Workforce Needs Committee
Coordinating Board for Higher Education
September 15, 2020

The Academic Affairs and Workforce Needs Committee of the Coordinating Board for Higher Education was called to order at 10:22 a.m. on Tuesday, September 15, 2020, via teleconference. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present.

Mara Woody, Assistant Commissioner for Postsecondary Policy, previewed topics on the public meeting agenda. The topics included the proposal for statewide mission from Northwest Missouri State University, St. Charles Community College's proposal to offer a Bachelor's degree in occupational therapy assistant, community college's proposal to offer Bachelor's degrees in respiratory therapy, and the proposal to establish a community college taxing district in southeast Missouri.

No action was taken. The meeting adjourned at 11:06 a.m..



Tab 19
Comprehensive Review Update

Coordinating Board for Higher Education
 December 9, 2020

BACKGROUND

Comprehensive reviews are designed for proposed programs that are outside an institution's CBHE-approved mission, outside the institution's service region, require substantial costs to launch and sustain, degrees at the baccalaureate level or higher that fall within the CIP code of 14 (Engineering), doctoral degrees as described in 6 CSR 10-4.010, or education specialist degrees.

CURRENT STATUS

There are a number of proposals for comprehensive review, all in various stages of review. This board item is to provide an update on the status of the proposals not being considered for action by the CBHE at the December 9, 2020, meeting. Institutions will need to have all documents for consideration by the CBHE submitted to DHEWD at least eight weeks in advance of a CBHE meeting in order for the proposal to be reviewed by staff in time for the meeting.

Institution	Proposal	Status	CBHE Board Meeting
St. Charles Community College and Missouri State University Collaboration	Bachelor's Degree in Occupational Therapy Assistant	Proposal under department review	Undetermined at this time*
St. Louis Community College	Bachelor's Degree in Respiratory Care	Phase II proposal in progress	Tentatively March 2021 or later
Ozarks Technical Community College	Bachelor's Degree in Respiratory Care	Phase II proposal in progress	Tentatively March 2021 or later
Metropolitan Community College	Bachelor's Degree in Respiratory Care	See board item for action on Phase I proposal	December 2021 Phase I
Missouri Health Pathways Consortium (East Central College, Moberly Area Community College, Three Rivers College, North Central Missouri College, State Fair Community College)	Bachelor's Degree in Respiratory Care	Proposal withdrawn to evaluate all possible structures to meet local RT need.	-----

St. Charles Community College and Missouri State University Collaboration

Commissioner Mulligan, along with DHEWD staff, met with SCC and MSU staff to discuss the OTA proposal on October 5, 2020. The department indicated that even with the collaboration, SCC's proposal would still need to be considered under comprehensive review, because SCC would be

conferring the bachelor's degree as a community college, which is outside of its mission. The department further stressed that the only collaborative arrangement that would take SCC out of the comprehensive review category is one where MSU (or another four-year institution with a mission to offer bachelor's degrees) would confer the bachelor degree. And, at this time, the evidence does not support that there has been a change in level of education required in the field for employment or licensure. SCC and MSU indicated they would reach out to the department regarding their next steps. As of this writing, SCC indicated they would like to place its joint BOTA degree on the CBHE meeting agenda. The Department advised its proposal may be considered at the March meeting in order to give staff time to review the proposal.

*DHEWD staff are continuing conversations with SCC staff and may change the placement of the agenda item before the December meeting. Board and PAC members will receive notice of any change.

St. Louis Community College and Ozarks Technical Community College

Assistant Commissioner Mara Woody and DHEWD staff met with SLCC and OTC on October 7, 2020, to discuss the timeline and requirements for Phase II proposal submission. Both institutions are reviewing the details regarding the consultants for the market analysis. DHEWD staff will meet with them again to finalize the submission timeline, with anticipated action by the CBHE in March 2021.

Metropolitan Community College

DHEWD staff met with MCC on October 9, 2020, to discuss additional information necessary to complete the Phase I proposal. MCC submitted the additional information and their Phase I proposal is being presented to the CBHE for action at this meeting. If approved to move to Phase II, DHEWD staff will meet with MCC to discuss the timeline and requirements for the Phase II proposal submission.

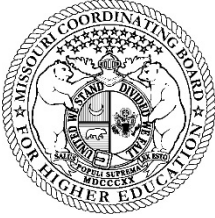
Missouri Health Pathways Consortium

DHEWD staff met with the MHPC on October 23, 2020, to discuss the additional information necessary to complete the Phase I proposal. The Consortium notified the department on November 6, 2020, that it is withdrawing its proposal at this time to further evaluate all structures to meet the local need for respiratory therapists.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 20

Notification of Establishment of Steering Committee for Great Rivers Community College District

Coordinating Board for Higher Education

December 9, 2020

BACKGROUND

The Coordinating Board for Higher Education has statutory responsibility for the state's procedures related to the establishment of new community college taxing districts. The process for implementing these procedures is included in the statutes found at §§ 178.780 and 178.800-178.800, RSMo, and in the administrative rule located at 6 CSR 10-6.010.

When citizens of one or more contiguous school districts initiate efforts to establish a new community college taxing district, the first required action is to create a steering committee of local taxpayers. That committee, and particularly its chair, work with the CBHE to develop materials and implement the required processes outlined in the statute and administrative rule.

CURRENT STATUS

The board received notice that a steering committee has been formed to begin the process of establishing a new community college taxing district in southeast Missouri, to be called the Great River Community College District. Although the letter of intent requested the CBHE discontinue granting 1456 sites and not allow expansion of current programs in the Great Rivers area, in discussions with the steering committee chair, the committee chair indicated this would not be necessary at this time. If it becomes necessary, a moratorium on program expansion will be brought to the CBHE for discussion at a future meeting. 1456 sites have not been funded since the 1990s and have no bearing on this proposal.

Further, 6 CSR 10-6.010 states the CBHE will provide the form and method for distribution of the community need survey to the steering committee. Staff are drafting the form and method for CBHE review, and will supply to the steering committee once complete.

Included as part of the process will be the review by the CBHE of the feasibility study to be conducted by the steering committee. Per 6 CSR 10-6.010(1)(B)2, the review will consist of:

If the board determines a bona fide need exists after examining the information regarding the establishment of a community college, the board will conduct a review to ascertain if alternative agencies can provide the identified services.

It is anticipated the feasibility study will be completed late spring 2021, and submitted as part of a community college proposal in summer 2021. The department and the chair of the steering committee will hold regular check-in meetings to ensure deadlines are met and necessary information is included in the proposal.

Pending the results of the CBHE review anticipated in fall 2021, a referendum on the question of establishing a new community college taxing district may go to the voters of the participating school districts in April 2022.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

- A. Letter of Intent
- B. Steering Committee Membership
- C. Proposed Timeline

Tab 20 Attachment A
Letter of Intent

Great River Community College District
Committee for Affordable Technical Education
2128 William Street, Box 133
Cape Girardeau, MO 63703

October 16, 2020

Mr. Douglas R. Kennedy
Chairman
Missouri Coordinating Board for Higher Education
301 W. High Street, Suite 860
Jefferson City, MO 65102

Dear Chairman Kennedy:

We have formed a Steering Committee for the purpose of organizing the Great River Community College District. A list of the membership is attached.

Our goal is to present proper documentation for this issue to be on the April 2022 ballot. The school districts represented in this proposal are Cape Girardeau 63 School District, Jackson R-2 School District, and Perry County School District 32.

In light of the formation of this Steering Committee and its goal, we kindly request that the Coordinating Board of Higher Education discontinues granting any future approval of "1456 sites" in the Great Rivers area. We also request that you do not allow the expansion of community college services in our area. Those services are currently offered by Three Rivers Community College and Mineral Area at Cape Girardeau and Perryville. We feel any expansion of those services will jeopardize our chances of passing our own formation levy.

If you have any questions, please contact me at the above address or by telephone at 573-837-6595. We thank you in advance for your attention to this matter.

Sincerely,



Rich Payne
Chairman

Attachment

Tab 20 Attachment B
Steering Committee Members

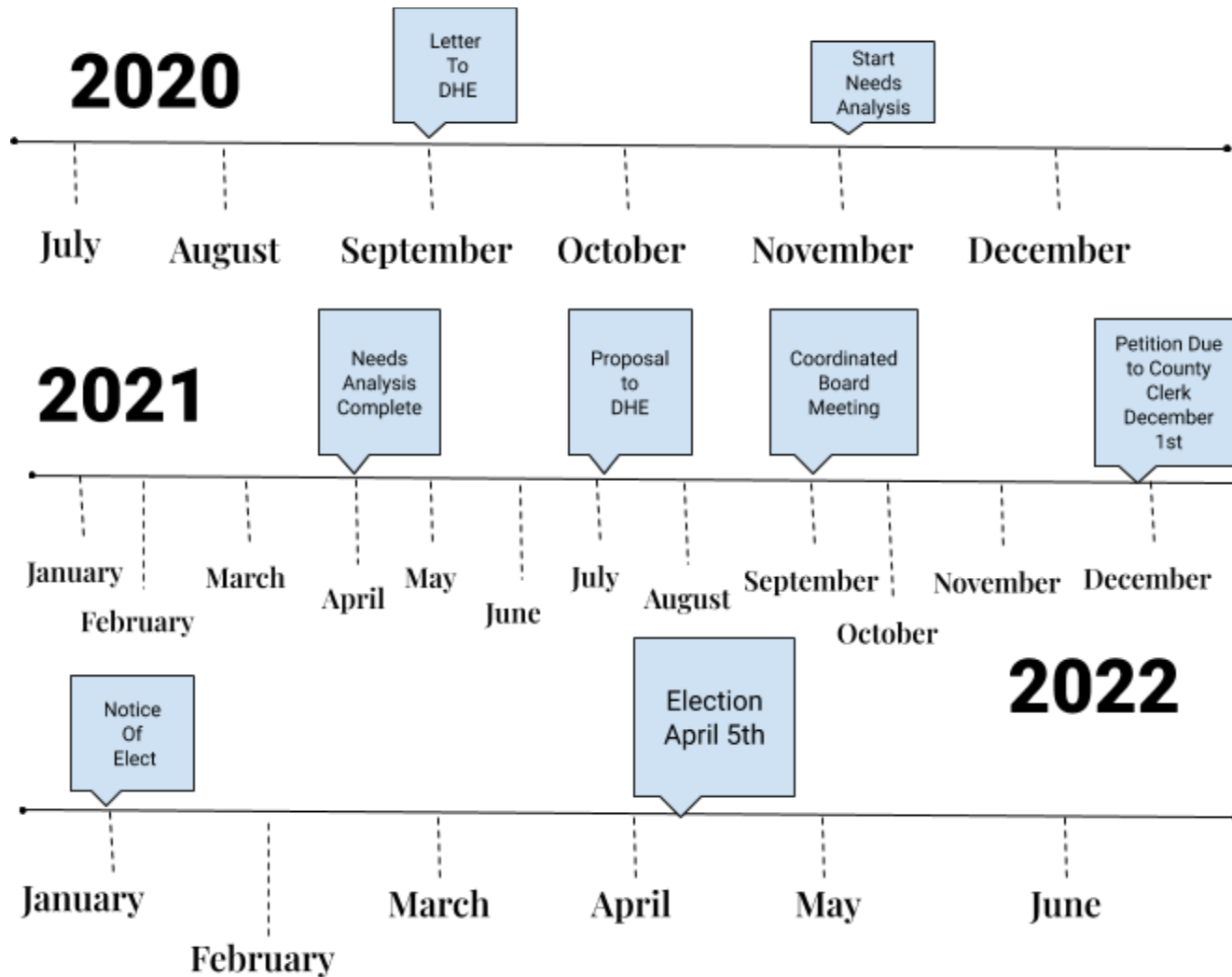
TECHNICAL COLLEGE STEERING COMMITTEE

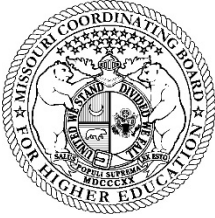
Name				
First	Last	E-Mail	Phone	Area
Brent	Buerck	brentbuerck@cityofperryville.com	573-547-2594	Perryville
Chris	Francis	Cfrancis1017@gmail.com	573-768-6073	Perryville
Paul	Gard	pgard@bankofmissouri.com	573-547-6541	Perryville
Brian	Gerau	director@jacksonmochamber.org	573-243-8131	Jackson
Jeff	Glenn	jglenn@glennpr.com	573-270-4053	Cape Girardeau
Charlie	Glueck	charlieglueck1@gmail.com		Jackson
Tim	Goodman	tgoodman@bhinv.com	573-332-1616	
Libby	Guilliams	guilliamsl@capetigers.com	573-576-1149	Cape Girardeau
Mayor	Hahs	dsjihahs@aol.com	573-803-7761	Jackson
Matt	Huber	huber@libertyutilities.com		Jackson
Jared	Kutz	jwmkutz@perrycountymo.us	573-547-4242	Perryville
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Danielle	Poyner	dpoyner@drurysw.com	573-335-3134	
Angela	Prost	Angela.prost@tqmissouri.com	573-547-1041 Ext 5512	Perryville
Jim	Riley	riley@rlci.com	573 270- 2408	Cape Girardeau
Scott	Sattler	perryedasattler@gmail.com	573-547-1097	Perryville
Andy	Stover	astover@jr2mail.org	573-579-9722	Jackson
Kathy	Swan	kathy.swan@jcs-wireless.com	573-270-0017	Cape Girardeau
Paul	Nenninger	Paul.nenninger@gmail.com	573-587-0496	
Steven	Taylor	staylor@firstmeansmore.com	573-334-9000	Cape Girardeau
Adrian	Taylor	successoutreach@yahoo.com	720-271-7478	Cape Girardeau
Rich	Payne	rpayne6161@gmail.com	573-837-6595	

Tab 20 Attachment C
Proposed Timeline

COMMUNITY COLLEGE TIMELINE

JULY 2020- APRIL 2022





Tab 21 Fall Enrollment Report

Coordinating Board for Higher Education
December 9, 2020

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 2020 enrollment reflects some continually challenging demographic trends in Missouri, in addition to the impact of the coronavirus pandemic and economic closures during the spring and early summer. While most institutions experienced enrollment declines compared to fall 2019, final fall enrollments were an improvement over some worst-case scenarios that might have been expected based on indicators through the summer, especially Missouri resident FAFSA filing.

Fall 2020 enrollment figures declined across all sectors from fall 2019. Public two-year FTE declined 6.7 percent in the past year, and 17.6 percent since fall 2015. Public two-year headcount declined 8.6 percent in the past year, and 19.3 percent since fall 2015. A greater decline in headcount than FTE suggests that slightly fewer part-time students returned in fall 2020, which is perhaps not surprising in the midst of the pandemic.

Public four-year FTE declined 3.9 percent in the past year, and 13.5 percent since fall 2015. Public four-year headcount declined 4.0 percent in the past year, and 11.1 percent since fall 2015. Headcount at comprehensive independent institutions declined 6.4 percent from fall 2019, and 19.1 percent since fall 2015. Independent FTE declined 4.7 percent in the past year, and 15.7 percent since 2015.

Overall, headcount at public and comprehensive independent institutions is down 5.9 percent from fall 2019 and 15.9 percent since fall 2015. Statewide FTE decreased 4.8 percent in the past year and 15.2 percent since fall 2015.

DHEWD staff monitored Missouri resident FAFSA filing throughout the summer as an early indicator of college-going intent in the midst of the pandemic. While down significantly for much of the summer, filing had recovered in early October to be down 6.3 percent from 2019-20, a figure very similar to the final 5.9 percent decline in statewide headcount.

The National Student Clearinghouse has also been tracking fall enrollment in a series of monthly updates based on the institutions' enrollment reporting. As of NSC's October 22 release, total postsecondary enrollment at participating institutions is down 3.3 percent nationally compared to a year ago. Undergraduate enrollment is down 4.4 percent, while graduate enrollment is up 2.9 percent. By region, however, NSC reports that the Midwest is down 5.7 percent, compared to 4.7 percent in the West, 4.4 percent in the Northeast, and 3.8 percent in the South. Undergraduate and graduate enrollments have increased in only four states (Idaho, New Hampshire, Utah, and West Virginia).

Finally, DHEWD staff continue to track demographic trends in the context of ongoing work to promote equity in Missouri higher education. Preliminary analysis indicates that despite declining overall enrollments, demographic characteristics remain largely stable. The percentage of students enrolled in public institutions who identify as Black/African-American has declined from 9.6 percent in fall 2015 to 9.1 percent in 2020, but

Hispanic students have increased from 3.7 to 5.1 percent. The percentage of students whose race/ethnicity is Other or Unknown has increased from 5.1 percent in 2015 to 5.8 percent, but this also includes students who identify as bi- or multiracial. Non-resident aliens have decreased from 5.8 to 3.2 percent in fall 2020, which is likely reflective of both the COVID pandemic and the national climate around immigration. White enrollment has also ticked up slightly, from 72.8 percent in 2015 to 73.3 percent in 2020.

DHEWD's 2019 Equity in Missouri Higher Education report found that minority enrollment in the public sector overall generally reflected the state's population, but that non-White students were more concentrated in less selective institutions and non-STEM majors. Further analysis will determine the extent to which these trends continue in 2020. Overall enrollment of male students also continues to decline from 45.0 percent of all students in fall 2015 to 42.0 percent in fall 2020, as did enrollment of non-traditional age students (age 25-64), from 20.7 to 18.4 percent. The 2019 equity report also noted this trend following a spike in the aftermath of the Great Recession.

CONCLUSION

The COVID-19 pandemic and related economic shutdown almost certainly amplified challenging ongoing demographic trends in Missouri that have resulted in declining enrollment in higher education in recent years. Enrollment declines did not reflect projections for some worst-case scenarios that appeared more likely in the late spring and early summer, however, and are generally in line with national and regional results reported by the National Student Clearinghouse. DHEWD staff will continue to validate enrollment data and report additional detail in support of the equity project and other major initiatives in 2021.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Fall 2015-2020 Enrollment Tables

Tab 21 Attachment
Fall Enrollment Report

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2015 - 2020
PUBLIC INSTITUTIONS

		2015	2016	2017	2018	2019	2020	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	5,584	5,434	4,959	4,521	4,398	4,197	-4.6%	-15.4%	-24.8%
	East Central College	3,222	2,966	2,897	2,629	2,649	2,593	-2.1%	-10.5%	-19.5%
	Jefferson College	4,705	4,692	4,439	4,431	4,196	3,735	-11.0%	-15.9%	-20.6%
	Metropolitan Community College	17,680	18,138	16,788	16,351	15,770	13,085	-17.0%	-22.1%	-26.0%
	Mineral Area College	4,387	4,173	3,700	2,885	2,640	2,411	-8.7%	-34.8%	-45.0%
	Missouri State University - West Plains	1,970	1,941	1,918	1,869	1,951	1,920	-1.6%	0.1%	-2.5%
	Moberly Area Community College	4,823	5,004	4,865	5,174	4,834	4,862	0.6%	-0.1%	0.8%
	North Central Missouri College	1,679	1,722	1,841	1,855	1,746	1,599	-8.4%	-13.1%	-4.8%
	Ozarks Technical Community College	13,611	13,255	12,688	12,217	11,758	11,236	-4.4%	-11.4%	-17.4%
	St. Charles Community College	6,865	6,755	6,563	6,269	6,363	6,014	-5.5%	-8.4%	-12.4%
	St. Louis Community College	18,902	19,052	18,835	18,157	17,294	15,206	-12.1%	-19.3%	-19.6%
	State Fair Community College	4,926	5,138	4,786	4,728	4,284	3,927	-8.3%	-17.9%	-20.3%
	State Technical College	1,274	1,227	1,256	1,471	1,724	1,927	11.8%	53.4%	51.3%
	Three Rivers College	3,856	3,505	3,226	3,076	2,965	2,753	-7.2%	-14.7%	-28.6%
Sector Subtotal	93,484	93,002	88,761	85,633	82,572	75,465	-8.6%	-15.0%	-19.3%	
Public Four-Year	Harris Stowe State University	1,390	1,470	1,442	1,716	1,630	1,400	-14.1%	-2.9%	0.7%
	Lincoln University	2,945	2,738	2,619	2,478	2,436	2,012	-17.4%	-23.2%	-31.7%
	Missouri Southern State University	5,783	6,205	6,170	5,989	5,586	5,036	-9.8%	-18.4%	-12.9%
	Missouri State University	22,268	23,537	23,696	23,697	23,450	23,502	0.2%	-0.8%	5.5%
	Missouri University of Science & Technology	8,884	8,833	8,883	8,601	8,088	7,642	-5.5%	-14.0%	-14.0%
	Missouri Western State University	5,530	5,377	5,551	5,684	5,413	4,902	-9.4%	-11.7%	-11.4%
	Northwest Missouri State University	6,592	6,530	6,337	6,855	7,102	7,262	2.3%	14.6%	10.2%
	Southeast Missouri State University	11,786	11,791	11,437	11,038	10,603	9,984	-5.8%	-12.7%	-15.3%
	Truman State University	6,196	6,364	6,260	5,842	5,222	4,655	-10.9%	-25.6%	-24.9%
	University of Central Missouri	14,395	13,988	12,333	11,487	11,229	9,959	-11.3%	-19.2%	-30.8%
	University of Missouri-Columbia	35,424	33,239	30,844	29,843	30,014	31,089	3.6%	0.8%	-12.2%
	University of Missouri-Kansas City	16,685	16,936	16,372	16,375	16,388	16,147	-1.5%	-1.4%	-3.2%
	University of Missouri-St. Louis	16,738	16,989	16,715	16,441	15,988	13,874	-13.2%	-17.0%	-17.1%
	Sector Subtotal	154,616	153,997	148,659	146,046	143,149	137,464	-4.0%	-7.5%	-11.1%
Statewide Totals - Publics		248,100	246,999	237,420	231,679	225,721	212,929	-5.7%	-10.3%	-14.2%

TRENDS IN FTE ENROLLMENT, FALL 2015 - 2020
PUBLIC INSTITUTIONS

		2015	2016	2017	2018	2019	2020	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	3,473	3,175	3,024	2,838	2,743	2,678	-2.4%	-11.4%	-22.9%
	East Central College	2,065	1,896	1,854	1,738	1,677	1,642	-2.1%	-11.4%	-20.5%
	Jefferson College	3,060	3,042	2,934	2,879	2,734	2,430	-11.1%	-17.2%	-20.6%
	Metropolitan Community College	10,483	10,669	10,274	10,045	9,786	8,530	-12.8%	-17.0%	-18.6%
	Mineral Area College	3,419	3,386	2,911	2,158	1,921	1,732	-9.8%	-40.5%	-49.3%
	Missouri State University - West Plains	1,086	1,243	1,197	1,127	1,124	1,084	-3.6%	-9.4%	-0.2%
	Moberly Area Community College	3,136	3,242	3,161	3,264	3,083	3,139	1.8%	-0.7%	0.1%
	North Central Missouri College	1,072	1,060	1,113	1,131	1,081	1,014	-6.2%	-8.9%	-5.4%
	Ozarks Technical Community College	8,622	8,440	8,167	7,889	7,674	7,428	-3.2%	-9.0%	-13.8%
	St. Charles Community College	4,605	4,491	4,408	4,216	4,312	4,223	-2.1%	-4.2%	-8.3%
	St. Louis Community College	11,487	11,223	11,152	10,614	10,056	8,935	-11.1%	-19.9%	-22.2%
	State Fair Community College	3,058	3,241	2,978	2,932	2,715	2,500	-7.9%	-16.1%	-18.2%
	State Technical College	1,273	1,226	1,242	1,467	1,710	1,866	9.1%	50.2%	46.6%
	Three Rivers College	2,767	2,460	2,245	2,096	2,022	1,926	-4.7%	-14.2%	-30.4%
Sector Subtotal	59,606	58,794	56,660	54,394	52,638	49,127	-6.7%	-13.3%	-17.6%	
Public Four-Year	Harris Stowe State University	1,136	1,251	1,254	1,523	1,453	1,179	-18.9%	-6.0%	3.8%
	Lincoln University	2,301	2,160	2,035	1,899	1,848	1,575	-14.8%	-22.6%	-31.6%
	Missouri Southern State University	4,561	4,869	4,859	4,682	4,295	3,875	-9.8%	-20.3%	-15.0%
	Missouri State University	17,528	18,375	18,544	18,195	17,464	17,014	-2.6%	-8.3%	-2.9%
	Missouri University of Science & Technology	7,487	7,456	7,448	7,235	6,724	6,345	-5.6%	-14.8%	-15.3%
	Missouri Western State University	4,152	3,991	4,074	4,155	3,955	3,579	-9.5%	-12.2%	-13.8%
	Northwest Missouri State University	5,550	5,495	5,316	5,594	5,740	5,781	0.7%	8.7%	4.2%
	Southeast Missouri State University	9,233	9,174	9,000	8,519	8,350	7,969	-4.6%	-11.5%	-13.7%
	Truman State University	5,488	5,505	5,482	5,098	4,507	3,944	-12.5%	-28.1%	-28.1%
	University of Central Missouri	10,985	10,532	9,468	8,852	8,437	7,566	-10.3%	-20.1%	-31.1%
	University of Missouri-Columbia	30,661	28,720	26,632	25,357	25,344	26,266	3.6%	-1.4%	-14.3%
	University of Missouri-Kansas City	11,742	11,814	11,579	11,424	11,335	11,073	-2.3%	-4.4%	-5.7%
	University of Missouri-St. Louis	9,917	9,788	9,683	9,487	9,199	8,277	-10.0%	-14.5%	-16.5%
	Sector Subtotal	120,741	119,130	115,374	112,020	108,651	104,443	-3.9%	-9.5%	-13.5%
Statewide Totals - Publics		180,347	177,924	172,034	166,414	161,289	153,570	-4.8%	-10.7%	-14.8%

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2015 - 2020
INDEPENDENT INSTITUTIONS

	2015	2016	2017	2018	2019	2020	1-year Change	3-year Change	5-year Change	
Indp Two- Year	Wentworth Military Academy ^a	776	908	**	**	**	**	**	**	
	Sector Subtotal	776	908	**	**	**	**	**	**	
Independent Four-Year	Avila University	1,842	1,710	1,676	1,626	1,527	1,413	-7.5%	-15.7%	-23.3%
	Central Methodist University - CGES	4,665	4,483	4,199	3,433	3,821	3,429	-10.3%	-18.3%	-26.5%
	Central Methodist University - CLAS	1,094	1,093	1,060	1,148	1,145	1,141	-0.3%	7.6%	4.3%
	College of the Ozarks	1,452	1,522	1,508	1,565	1,546	1,489	-3.7%	-1.3%	2.5%
	Columbia College ^b	14,771	16,430	13,504	12,097	9,920	8,347	-15.9%	-38.2%	-43.5%
	Cotley College	324	288	270	277	256	283	10.5%	4.8%	-12.7%
	Culver-Stockton College	1,066	1,095	1,134	1,068	1,010	1,006	-0.4%	-11.3%	-5.6%
	Drury University ^c	3,688	3,569	3,359	1,729	1,741	1,691	-2.9%	-19.2%	-26.4%
	Drury University - CCPS				1,481	1,279	1,024	-19.9%		
	Evangel University	1,958	1,821	2,112	2,111	2,300	2,185	-5.0%	3.5%	11.6%
	Fontbonne University	1,713	1,526	1,390	1,290	1,199	1,112	-7.3%	-20.0%	-35.1%
	Hannibal-LaGrange University	1,167	1,103	972	874	805	740	-8.1%	-23.9%	-36.6%
	Lindenwood University ^d	11,584	10,749	10,010	9,473	8,389	7,374	-12.1%	-26.3%	-36.3%
	Maryville University	6,414	6,828	7,689	9,139	10,013	10,979	9.6%	42.8%	71.2%
	Missouri Baptist University	5,275	5,732	5,488	5,313	5,309	4,855	-8.6%	-11.5%	-8.0%
	Missouri Valley College	1,728	1,808	1,820	1,869	1,769	1,675	-5.3%	-8.0%	-3.1%
	Park University	11,762	10,866	10,795	11,243	11,319	10,084	-10.9%	-6.6%	-14.3%
	Rockhurst University	2,930	2,845	3,039	3,134	2,980	3,683	23.6%	21.2%	25.7%
	Saint Louis University ^e	17,595	16,485	14,458	14,438	12,799	12,229	-4.5%	-15.4%	-30.5%
	Southwest Baptist University	3,684	3,656	3,551	3,325	3,280	3,039	-7.3%	-14.4%	-17.5%
	Stephens College	893	949	862	756	661	622	-5.9%	-27.8%	-30.3%
	Washington University	14,688	15,047	15,303	15,852	16,191	15,449	-4.6%	1.0%	5.2%
	Webster University	15,302	14,224	12,883	11,638	9,966	8,239	-17.3%	-36.0%	-46.2%
	Westminster College	930	856	767	717	658	609	-7.4%	-20.6%	-34.5%
	William Jewell College	1,063	997	933	808	739	751	1.6%	-19.5%	-29.4%
	William Woods University	2,172	2,076	2,212	2,240	2,153	2,109	-2.0%	-4.7%	-2.9%
	Sector Subtotal	129,760	127,758	120,994	118,644	112,775	105,557	-6.4%	-12.8%	-18.7%
	Statewide Totals - Independents									
	130,536	128,666	120,994	118,644	112,775	105,557	-6.4%	-12.8%	-19.1%	
Statewide Totals - ALL INSTITUTIONS										
	378,636	375,665	358,414	350,323	338,496	318,486	-5.9%	-11.1%	-15.9%	

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 2015 - 2020
INDEPENDENT INSTITUTIONS

	2015	2016	2017	2018	2019	2020	1-year Change	3-year Change	5-year Change	
Indp Two- Year	Wentworth Military Academy ^a	442	480	**	**	**	**	**	**	
	Sector Subtotal	442	480	**	**	**	**	**	**	
Independent Four-Year	Avila University	1,485	1,390	1,366	1,330	1,267	1,183	-6.6%	-13.4%	-20.3%
	Central Methodist University - CGES	2,184	2,062	2,493	1,814	2,002	1,773	-11.4%	-28.9%	-18.8%
	Central Methodist University - CLAS	1,147	1,113	1,084	1,172	1,124	1,173	4.4%	8.2%	2.3%
	College of the Ozarks	1,595	1,716	1,660	1,718	1,655	1,616	-2.4%	-2.7%	1.3%
	Columbia College ^b	10,483	9,288	7,690	6,855	5,600	4,837	-13.6%	-37.1%	-53.9%
	Cotter College	337	295	276	282	259	285	10.0%	3.3%	-15.4%
	Culver-Stockton College	1,027	1,055	1,095	1,035	984	972	-1.2%	-11.2%	-5.4%
	Drury University ^c	2,837	2,811	2,812	1,599	1,593	1,532	-3.8%	-21.2%	-21.9%
	Drury University - CCPS				1,031	859	685	-20.3%		
	Evangel University	1,830	1,723	1,792	1,788	1,907	1,826	-4.2%	1.9%	-0.2%
	Fontbonne University	1,373	1,217	1,125	1,049	1,006	945	-6.1%	-16.0%	-31.2%
	Hannibal-LaGrange University	944	895	834	730	692	608	-12.1%	-27.1%	-35.6%
	Lindenwood University ^d	8,952	8,372	7,797	7,465	6,467	5,886	-9.0%	-24.5%	-34.2%
	Maryville University	4,201	4,605	5,245	6,150	6,695	7,290	8.9%	39.0%	73.5%
	Missouri Baptist University	2,784	2,978	2,839	2,872	2,875	2,618	-8.9%	-7.8%	-6.0%
	Missouri Valley College	1,490	1,481	1,495	1,544	1,514	1,472	-2.8%	-1.5%	-1.2%
	Park University	6,383	5,715	5,823	6,338	6,526	5,894	-9.7%	1.2%	-7.7%
	Rockhurst University	2,391	2,311	2,415	2,439	2,273	2,822	24.2%	16.9%	18.0%
	Saint Louis University ^e	12,666	11,824	11,208	11,174	10,809	10,706	-1.0%	-4.5%	-15.5%
	Southwest Baptist University	2,927	2,876	2,797	2,702	2,635	2,483	-5.8%	-11.2%	-15.2%
	Stephens College	780	864	798	714	640	611	-4.5%	-23.4%	-21.7%
	Washington University	13,795	13,966	14,296	14,825	15,184	14,508	-4.5%	1.5%	5.2%
	Webster University	9,133	8,519	7,848	7,158	6,407	5,408	-15.6%	-31.1%	-40.8%
	Westminster College	939	864	757	714	657	606	-7.8%	-19.9%	-35.5%
	William Jewell College	1,072	1,021	950	816	746	757	1.5%	-20.3%	-29.4%
	William Woods University	1,465	1,416	1,459	1,445	1,331	1,271	-4.5%	-12.9%	-13.2%
	Sector Subtotal	94,220	90,377	87,954	86,759	83,707	79,767	-4.7%	-9.3%	-15.3%
Statewide Totals - Independents										
	94,662	90,857	87,954	86,759	83,707	79,767	-4.7%	-9.3%	-15.7%	
Statewide Totals - ALL INSTITUTIONS										
	275,009	268,781	259,988	253,173	244,996	233,337	-4.8%	-10.3%	-15.2%	

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 22

Job Centers of the Future Update

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

The Job Centers for the Future (JCF) initiative will compare Missouri to its 14 Midwestern states on key workforce development data elements, workforce strategies, and policies. The collection of this information and strategies will inform the JCF taskforce on areas of improvement for Missouri and other ideas to possibly implement in the public workforce system.

Further, this initiative will conduct focus groups for each region in four stakeholder areas including: employers, front line workforce staff (state staff and one-stop operator staff), local partner staff, and job seekers. These focus groups will inform Missouri's customer journey maps to understand the user experience.

The initiative will establish a marketing and outreach plan to promote Missouri's job center services to the public. Currently, there is not a statewide approach to promoting workforce development services and it may be confusing to job seekers and employers what services American Job Centers can provide.

Lastly, this initiative will have a finalized set of recommendations that will be presented and approved by the JCF taskforce and other stakeholders. This could be opportunities for technological investments, or policy changes by the Governor, Missouri Legislature, local governments or Chief Local Elected Officials to create a more effective and efficient public workforce system.

CURRENT STATUS

JCF is in the process of completing employer and job seeker focus groups among all 14 Local Workforce Development Areas. JCF is planning front line staff and partner focus groups that will help build the customer journey maps and process maps.

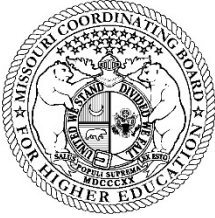
NEXT STEPS

Job Centers for the Future (JCF) will host its second JCF Taskforce meeting on November 17. During this meeting the taskforce will consider a draft of the customer journey maps and help identify the various omnichannel avenues to engage with job seekers and employers.

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 23

2020 Equity in Missouri Higher Education Report

Coordinating Board for Higher Education
December 9, 2020

BACKGROUND

In 2019, the Missouri Department of Higher Education and Workforce Development began the process of undertaking a multi-year research effort to identify equity gaps and disparities in postsecondary educational attainment in an effort to meet the “Big Goal” of having 60 percent of Missourians hold a high-quality postsecondary credential by 2025. The first report in the series, released last year, focused on access to and progress through public postsecondary education in Missouri. This year’s report is centered on postsecondary attainment and completion, and workforce outcomes—including wages—of recent graduates.

This research agenda aligns to goal 1.5 in *The Blueprint for Higher Education*, which commits the state to reduce inequities in higher education by race/ethnicity, socioeconomic status, gender, and disability, in addition to creating a postsecondary faculty that proportionately reflects the diversity and demographic makeup of the state.

CURRENT STATUS

This report outlines inequities and disparities among subpopulations of the state—race/ethnicity, gender, age, income, parental education, and geographic location—in terms of postsecondary attainment and completions, and workforce outcomes for recent graduates. The data analyzed reveal the most persistent equity gaps occur along racial/ethnic lines, and by parental income levels. The report was released during the Bridges to Success Equity Week Series on October 26, 2020, and DHEWD staff presented the data and research findings. The following are highlights from the *2020 Equity in Missouri Higher Education report*.

Postsecondary Attainment

To measure attainment and the state’s progress toward the Big Goal, DHEWD staff used American Community Survey (ACS) annual estimates for working-age adults between 25 and 64 to capture overall educational attainment. This calculation includes not only those who earned an associate or baccalaureate degree, but also estimates of postsecondary certificate attainment. Since 2011, Missouri’s overall postsecondary attainment has steadily increased, resulting in a 9.8 percent increase between 2011 and 2018, the most recent year available. However, when broken out by demographic category, these gains have not been equal across all populations throughout the state.

- Data indicate that overall attainment rates across all racial and ethnic categories are increasing. However, people of color, especially Black and Hispanic, have attainment rates well below the statewide average.
- Women tend to have higher education attainment levels than men, but men are more likely to earn graduate and professional degrees than women, which may, in part, help explain the gender disparities in postsecondary faculty that appeared in the *2019 Equity Report*.
- Those living in urban regions are nearly 1.5 times more likely to have a postsecondary credential as those in rural regions. Those in rural areas are more likely to have a high school diploma or equivalent as the highest level of education, while those in urban areas are more likely to have a baccalaureate degree.
- Individuals at or below 200 percent of the poverty level are over three times as likely to have not completed high school. Those from lower income levels are also over three times as likely to have started college but left before earning a certificate or credential.

Postsecondary Completions

The number of undergraduate completers at Missouri's public postsecondary institutions has increased over 28 percent between 2009 and 2018, ensuring statewide progress to the Big Goal. However, when disaggregating completions data by demographic information and other factors, these gains have not been distributed equally, and more work is needed to ensure every Missourian is empowered with the skills and education needed for success.

- Compared to their white peers, Black students were four times less likely to graduate on-time at public two-year institutions and almost 2.5 times less likely to graduate on-time at public four-year institutions. While Hispanic students had the largest increase in graduation rates at the two-year sector, they only saw slight improvements at the four-year sector.
- Black Missourians are also underrepresented when further disaggregating data by program of study and degree type; Black students were vastly underrepresented in STEM and Education programs, and comprised around seven percent of all associate and baccalaureate degree completers – half the rate of the state's demographic makeup (around 14 percent).
- Parental income is a strong predictor of postsecondary success; the lower the household income, the less likely a student is to graduate. Within both the two- and four-year sectors, low-income students completed degrees on time at half the rates of higher-income students.
- Students of color and low-income students were more likely to complete a degree at open-enrollment institutions; as selectivity levels increase, the proportion of low-income and black completers decreased.
- Parental education levels appear to be a factor in graduation rates; students with two parents who completed college were more likely to graduate than those with only one parent or first-generation students.
- Age appears to be a factor in graduation rates at four-year institutions but not at two-year institutions. Unlike adults who attended a two-year institution, those who attended a four-year institution were nearly five times less likely to complete on time as their younger peers, and these gaps persisted when looking at graduation within 150 percent of time.

Workforce Outcomes

While the employment rate for recent graduates, pre-COVID-19, remained fairly constant, with decreases coming from out-of-state students, the median earnings for graduates within the first year have climbed steadily, from around \$19,000 annually in AY2009 to just over \$26,000 annually in AY2018. These statewide trends hold up when disaggregated by key demographic characteristics, but are not even across the board.

- The median earnings for black graduates increased by 17.8 percent for AY2018 graduates, but increased 38.5 percent for white graduates. In fact, the annual median earnings for white graduates is nearly \$3,500 greater than those for black graduates.
- Students at the poverty level earned only 65 percent of the wages of their higher income peers in AY2009. For graduates in AY2018, the median wages for those from higher income levels was annually \$7,000 greater than those at the poverty level, and \$4,000 greater than those at or below 200 percent of poverty.
- Over the past ten years, females have held a more than four percent employment advantage over their male counterparts. However, the median wages for males increased by 45 percent from AY2009 and

AY2018, but only around 29 percent for females: in AY2018, the difference in annual median earnings was around \$2,500.

NEXT STEPS

As part of its equity work and in recognizing the diverse needs across the state of Missouri, the DHEWD is collaborating with the Missouri Department of Elementary and Secondary Education (DESE) and the business community to create the Missouri Equitable Access, Success, and Engagement Framework (MoEASE). Recognizing each region of the state is best able to determine its largest equity barriers and overcome inequities as a community, this initiative will engage local communities in evaluating, analyzing, and implementing strategies to close educational gaps. Additionally, DHEWD is undertaking an internal audit to uncover what policies, procedures, and practices may contribute to these opportunity gaps.

Inequities that contribute to differences in enrollment and completion rates were heightened due to the events of 2020. Missouri state government, working together as partners with higher education institutions, must do more to support students as they work to complete a quality postsecondary credential, which include: collaborating between state agencies to identify gaps in meeting student needs; identifying best practices throughout the nation to address education inequities; and conducting statewide convenings (virtually, as need be) to share information, create networks, and establish opportunities for collaboration.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Equity Report 2020



**EQUITY IN
MISSOURI
HIGHER
EDUCATION
REPORT
2020**

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DEMOGRAPHICS OF MISSOURI

2014-2018 ACS 5-YEAR ESTIMATES

GENDER



2,988,772



3,101,290

AGE

22.7%

>18 1,385,063

9.5%

18-24 580,161

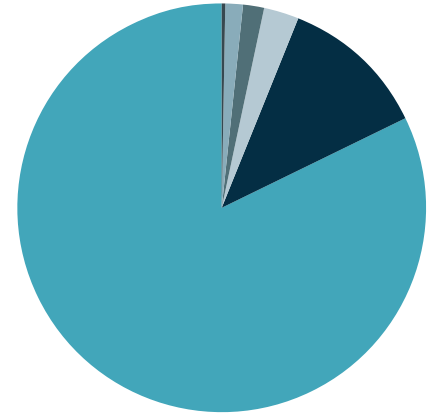
51.6%

25-64 3,143,146

16.1%

65+ 981,692

RACE



NATIVE AMERICAN
0.4% 24,360



OTHER
1.3% 79,171



ASIAN
1.9% 115,711



TWO OR MORE RACES
2.6% 158,342



AFRICAN AMERICAN
11.6% 706,447



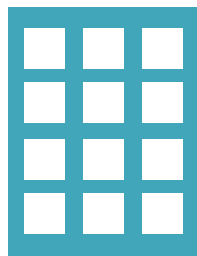
CAUCASIAN
82.2% 5,006,031

RESIDENTIAL LOCATION



RURAL
36.6%

2,225,949



URBAN
63.4%

3,864,113

INCOME
33.0%

1,947,248

200 Percent of Poverty Level

ETHNICITY



HISPANIC
4.1% 249,693



LETTER FROM KIONA SINKS

SOCIAL & CIVIC INNOVATOR

Dear Education Leaders,

Central Methodist University's Spring 2018 issue of *The Talon* included the following remarks from university president Dr. Roger Drake about a graduating student: "She didn't just make it to campus – she soaked the campus in. As if the campus was a wet cloth, she wrung every last drop of benefit from CMU. She became a campus leader, a driving force resulting in our students of color feeling supported and treasured on our campus." That student was me. My story teaches many leaders within higher education that long-term institutional success depends on representation in the community at postsecondary institutions.

College simply was not promised before my arrival to Central Methodist University in Fall 2014. I reflect back to moving from low-income housing into my first dorm, filling out my first FAFSA, picking my first semester of classes for college, and trying to work toward attaining financial stability. Not knowing how to implement those foundational college necessities was very difficult because I did not have the expected guaranteed resources. Mentors, friends, and extended family invested more time helping me overcome challenges, than time spent actually picking a college.

Luckily the odds were in my favor because failure was not an option. I knew I always wanted to attend college, experiencing the excitement of decision day or having the "big moment" of campus visits. Wanting to seek and create more opportunities, to elevate my future path in society, motivated and inspired me to choose college. Understanding the significance and importance of education seemed so small, when so many loomed large in my daily in my life; coming from a neighborhood that was located in low-income housing, I was just surviving day to day.

As a woman of color, it's been critical for my personal growth to acknowledge over the years that many mentors, the majority of them being women, have shaped my perspective; leading me to success and changing the outcomes of my life. From the time I vocalized to my counselor and mentors about wanting to attend college, they worked on my behalf to ensure it became reality.

I look back knowing I made the right decision, not just wanting more education, but allowing college to shape my life experiences and cultivate my heart, opening me up to servant leadership. In these most recent times where social injustice concerns are heightened, I find inspiration from Kansas City legends like Buck O'Neil who dedicated his life towards preserving Black baseball, and fighting for equality while overcoming so much during his time here in Kansas City. My story shows that success in part depends on equal access at postsecondary institutions.

Participating in this year's Equity Week in Missouri is more important than ever before. I am honored to share my journey of hope, and showing the work that others have done, creating more equitable opportunities, has permanently moved my success onward. We all can agree there has never been a moment more important in our country surrounding diversity, inclusion, and moving policy into practice to ensure equal accessibility towards a better future. Many of you have already used education as a tool to help spark the next generation of young people, as they transform their lives, and contribute back to society, while creating stronger foundational change. May we all know we all have something to contribute to make our communities better. This moment will illustrate less about us and more about what's good civically, socially, and morally in our respective fields. I have hope in our leaders within education to create, mobilize, and connect policy towards equity.

In Community,

Kiona Sinks

MISSOURI EQUITY REPORT 2020

INTRODUCTION

In Missouri and across the nation, individuals are struggling with complex issues surrounding questions of systemic inequities and social unrest. This nation is at a pivotal time in its history to not only confront these issues, but to also make lasting changes for future generations. Missouri's postsecondary institutions are rising to the challenge of evaluating how they serve all students, facing uncomfortable truths, and making substantial changes to advance educational equity. But even with these improvements, there is much to achieve before postsecondary education may be considered equitable for all.

Last year, the Missouri Department of Higher Education & Workforce Development (MDHEWD) released the 2019 Equity in Missouri Higher Education Report, focused on access to and progress through public postsecondary education. The report reinforces that Missouri must eliminate educational disparities for underserved and underrepresented populations to achieve its Big Goal of 60 percent of working-age adults holding a high-quality postsecondary credential by 2025. This second report in the equity series advances this work by untangling postsecondary completion barriers among the state's diverse population.

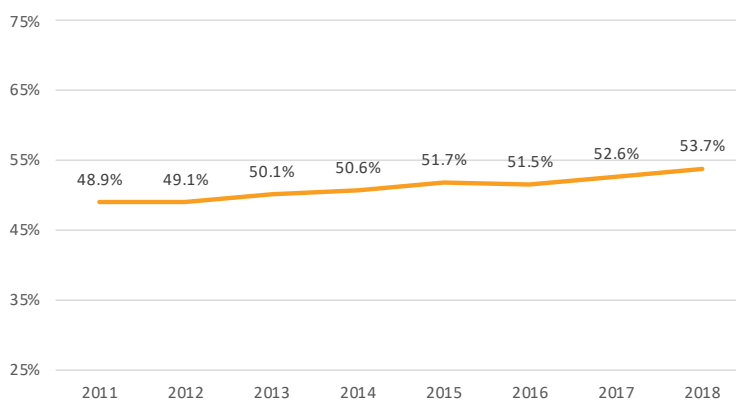
The focus of this 2020 Equity Report hinges on a central question: Is postsecondary attainment improving around the state? The answer drawn from the analysis is yes, but not for all populations. Missouri's overall postsecondary credential completion increased between 2011 and 2018 (Figure 1). However, when analyzing Missouri's diverse population and student body, the data show clear differences between populations. Not all Missourians are achieving the same postsecondary success or workforce outcomes. This report utilizes trend data to highlight attainment inequities in undergraduate programs and will focus on the major findings for each of these demographics:

- Race/ethnicity
- Geographic location
- Parental income level
- Parental Education level
- Age
- Gender

Educational inequities vary among populations; it is important to note that many individuals fall into more than one population, meaning those individuals may encounter the distinct barriers of each population they fit into. Additionally, this report highlights the largest disparities for each population, starting with the subpopulations most negatively affected by current education inequities. It is worth noting that in the analysis of each metric within this report, there are some subpopulations that consistently perform lower in relation to other groups. Opportunity gaps in terms of race/ethnicity and income levels are consistently larger, relatively speaking, than the differences in gender or for those between rural and urban students.

Analyzing data is the first step to understanding these complex issues and is critical to developing solutions to ensure every Missourian is empowered with the skills and education needed for success. The goal of this report is for postsecondary institutions, stakeholders, and policymakers to utilize these findings to analyze the disparities within campuses and address equity issues so that measurable positive results are realized.

Figure 1: Percent of Working-Age Missourians (Age 25-64) with a Certificate or Above



Source: ACS 1-year estimates

CRITICAL FINDINGS

- Missouri credential completion increased 28 percent from 2009 to 2018.
- Graduation rates of low-income students increased, regardless of sector or selectivity.
- The completion gap persisted between low- and high-income students and between students of color, particularly Black and Hispanic students, and their White peers.
- Black students were vastly underrepresented in graduates from STEM and Education programs.
- There are substantial gaps in the wage premium between students from low- and high-income backgrounds, as well as earnings of Black and Hispanic graduates in comparison to White graduates.
- Income levels and parental education levels influence student success much more than geography, regardless of whether students are from rural or urban areas.

MISSOURI EQUITY REPORT 2020

METHODOLOGY

Information on Missouri's population profile primarily comes from the U.S. Census Bureau's American Community Survey (ACS), which collects vital population and housing information. The state data include the Enhanced Missouri Student Achievement Study (EMSAS) records and the Missouri Financial Aid database (FAMOUS). EMSAS data, collected on an annual basis, includes student record level data for Missouri's public university and college fall enrollments, term completions, and credential completions.

Where possible, MDHEWD staff used methodologies and definitions similar to the ACS data, including race/ethnicity and sex, to standardize data.

Postsecondary Attainment

To measure attainment and the state's progress toward the Big Goal, MDHEWD staff used ACS annual estimates for working-age adults between the ages of 25 and 64 to capture overall **educational attainment**. This calculation included not only those who earned an associate or baccalaureate degree, but also estimates of postsecondary certificate attainment.¹

Attainment data covers the years 2011 to 2018, and estimates those living in the state with a postsecondary credential, regardless of where the degree was earned. This includes those who earned degrees from out-of-state institutions, and includes both public and private institutions.

Success and Outcomes Metrics

MDHEWD staff also utilized EMSAS and FAMOUS data to analyze annual **completions** data from public postsecondary institutions. While attainment refers to the percentage of degree holders in the state, regardless of where the degree was earned, completions focus on those earning undergraduate credentials at Missouri's public postsecondary institutions. Trend data for completions metrics covers academic years 2009 through 2018.

This report utilizes the following success and outcomes indicators to underscore distinct disparities among disaggregated populations.

.....
¹ While Census data does not provide the number of individuals earning a certificate, MDHEWD staff have estimated this from the population with "some college but no degree" and an income premium above the threshold of those who earned only a high school diploma.

- **Annual Completion Proportions** – The proportional demographic makeup of public postsecondary completers. In an equitable world, the demographics of completers match the state demographics. For example, if one in three Missourians are considered low-income, then one in three completers should also be low-income.
- **Selectivity** – In Missouri, there are four levels of institutional selectivity: open enrollment, moderately selective, selective, and highly selective. Institutional selectivity is determined by accepted high school percentile rank and ACT/SAT score.
- **Credit Accumulation** – The number of credits accumulated by a student at the point of degree completion. The minimum requirement for an associate degree is 60 credit hours and a baccalaureate degree is 120 credit hours. MDHEWD encourages institutions to stick as closely to these minimums as possible.
- **Programs of Study** – Majors are organized into seven broad categories, commonly referred to as metamajors: Arts and Humanities, Business and Communications, Education, Health Professions, Social Sciences & Human Services, STEM, and Trades. Metamajor categories are important for future salary implications since earnings vary by job industry.
- **Degree Type** – Undergraduate degree types are divided into three categories: certificates, associate degrees, and baccalaureate degrees.
- **Graduation Rates** – Graduation rates are cohort-based and are analyzed in two ways: on-time and 150 percent of time. For two-year institutions, on-time graduation is within two years, while 150 percent of time is within three years. At the four-year sector, on-time graduation is within four years and 150 percent of time is within six years. Unlike the metrics above, graduation rates compare subpopulations within demographic categories to each other, and not to the state demographic data.
- **Post-Completion/Workforce Outcomes** – Post-completion outcomes describe those who go on to advance their education after completion, whereas workforce outcomes focus solely on those who enter the workforce within one year of completion, including their median salaries. Like graduation rates, outcomes metrics compare subpopulations within demographic groups and not to the state population.

KEY DEFINITIONS

COMPLETER: An individual who completes a postsecondary credential.

POSTSECONDARY CREDENTIAL: Postsecondary level certificates or degrees; a formal award, which includes career and vocational training programs as well as liberal arts and science programs.

SUCCESS: Completion of a degree or certificate, irrespective of time to complete.

RACE/ETHNICITY: EMSAS records, like Census data and IPEDS, use multi-race fields for students. Additionally, MDHEWD staff have followed Census data and reports Hispanic individuals separately. Due to small sample sizes, this report is unable to adequately comment on the equity gaps affecting Missouri's students of indigenous backgrounds.

INCOME LEVEL: Using FAMOUS data, MDHEWD staff identified income levels for students from Free Application for Federal Student Aid (FAFSA) records. MDHEWD staff assumed students who needed financial aid were likely to complete a FAFSA, while students who did not require financial aid did not. Therefore, it is likely this report slightly undercounts students in lower-income levels—which has been defined at or below 200 percent of the federal poverty level. Data for poverty threshold came from the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services (<https://aspe.hhs.gov/prior-hhs-poverty-guidelines-and-federal-register-references>).

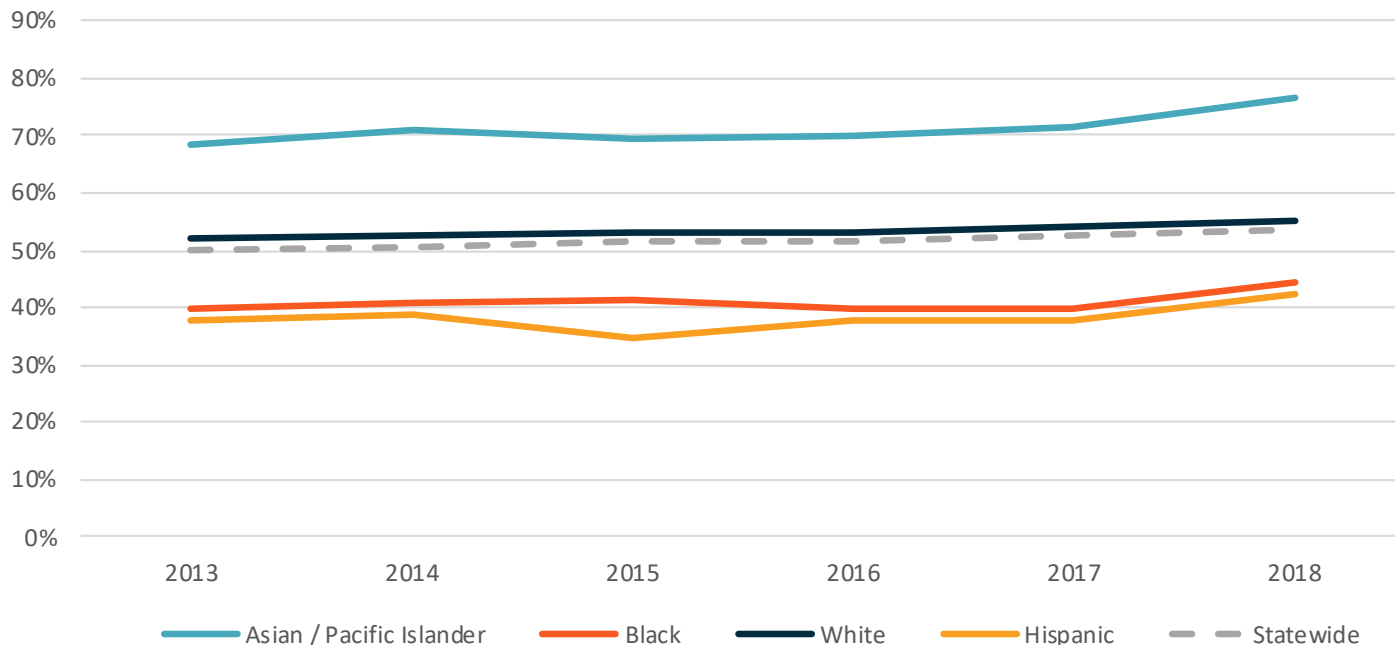
RURAL/URBAN: Because of data limitations, department staff were able to determine geographic location for Missouri residents only; urban/rural designation was then determined by county. The Missouri Economic Research and Information Center (MERIC) and the Missouri Department of Health and Senior Services have identified 14 counties considered to be urban, based upon population density. These counties are Boone, Buchanan, Cass, Clay, Cole, Greene, Jackson, Jasper, Jefferson, Newton, Platte, St. Charles, St. Louis, and St. Louis City.

“THE GOAL OF THIS REPORT IS FOR POSTSECONDARY INSTITUTIONS, STAKEHOLDERS, AND POLICYMAKERS TO UTILIZE THESE FINDINGS TO ANALYZE THE DISPARITIES WITHIN CAMPUSES AND ADDRESS EQUITY ISSUES SO THAT MEASURABLE POSITIVE RESULTS ARE REALIZED. “

MISSOURI EQUITY REPORT 2020

RACE/ETHNICITY

Figure 2: Attainment Levels by Race/Ethnicity



Source: ACS 1-year Estimates

Overall, attainment rates across all races and ethnicities have increased since 2013. However, people of color, especially Black and Hispanic students, have attainment rates well below the statewide average (Figure 2). These gaps were especially pervasive across other measures of success for Black students, leading to future inequitable employment opportunities and lost wages.

Though Black Missourians comprised 14 percent of the college-age population and 11.5 percent of postsecondary enrollments, they made up only 7.5 percent of completions; this indicates there are systemic or other barriers that prevent Black students from completing at the same rate as their peers. Further analysis found persistent equity gaps across institutional sector, regardless of the cohort graduation rate used. For example, Black students were four times less likely to graduate on-time at public two-year institutions (Figure 3a) and almost 2.5 times less likely to graduate on-time at public four-year institutions (Figure 3b) in the most recent year for which data are available. While Hispanic students had the largest increase in graduation rates at the two-year sector, they only saw slight improvements at the four-year sector.

It is important to note the role Missouri's two Historically Black Colleges and Universities (HBCUs) had in enrollment and completions across the state. Missouri's HBCUs added five percentage points to the share of Black students among all enrollments (from 7.7 percent to 11.7 percent) and one percentage point to the share of Black students among total completers (from 7 to 8 percent). While the two-year sector

BY THE NUMBERS:

- **14 OF 100:**
BLACK COLLEGE-AGE (AGE 18-24) MISSOURIANS.
- **11.5 OF 100:**
STUDENT ENROLLMENTS WHO ARE BLACK.
- **7.5 OF 100:**
GRADUATES WHO ARE BLACK.

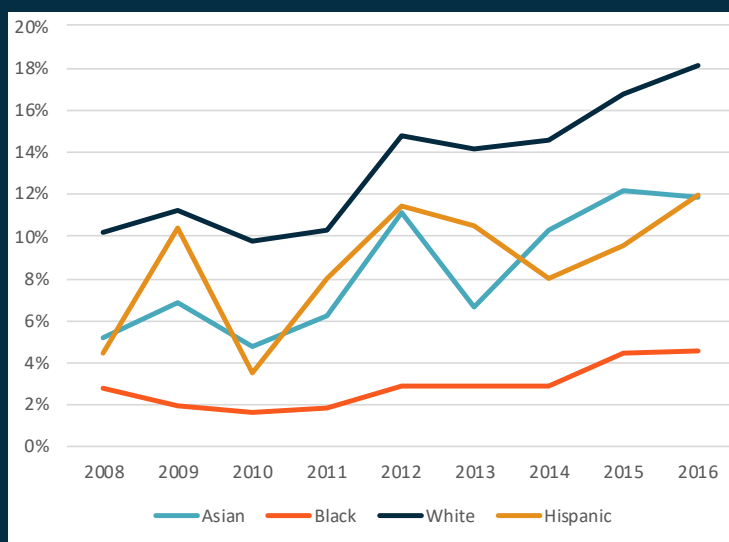
RACE/ETHNICITY

had a larger share of Black completers in the first half of the time period analyzed, removing HBCUs from the four-year sector widened the gap between the two sectors. Starting in 2016, however, this gap disappears; the share of Black students among all completers for both the two-year and four-year sector, without HBCUs, was only seven percent in 2018, less than half of what it should be to match the demographic profile of the state (Figure 4).

These gaps are indicative of systemic and other barriers impacting Black students in Missouri, regardless of sector or institution type.

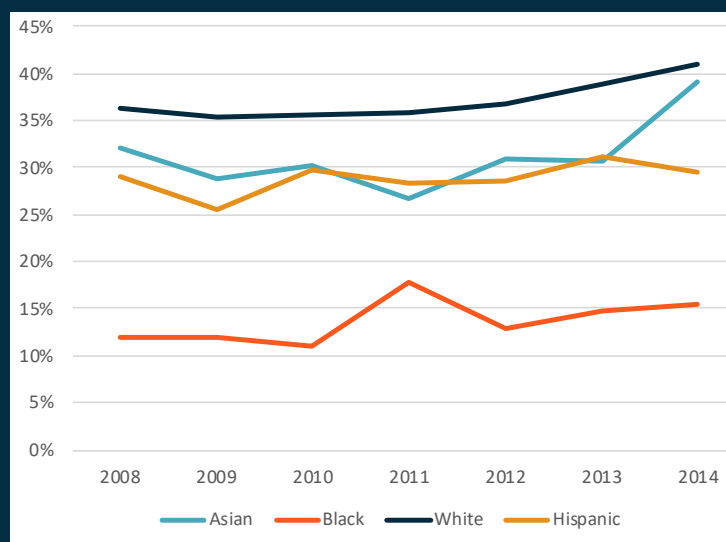
Differences in attainment for Black students also existed across categories of institutional selectivity (Table 1). At open enrollment institutions, Black student enrollments match representation within the state (around 14 percent), but only make up 8.6 percent of annual total completions.

Figure 3a: On-time Fall Cohort Graduation Rates at public two-year IHEs, by race/ethnicity



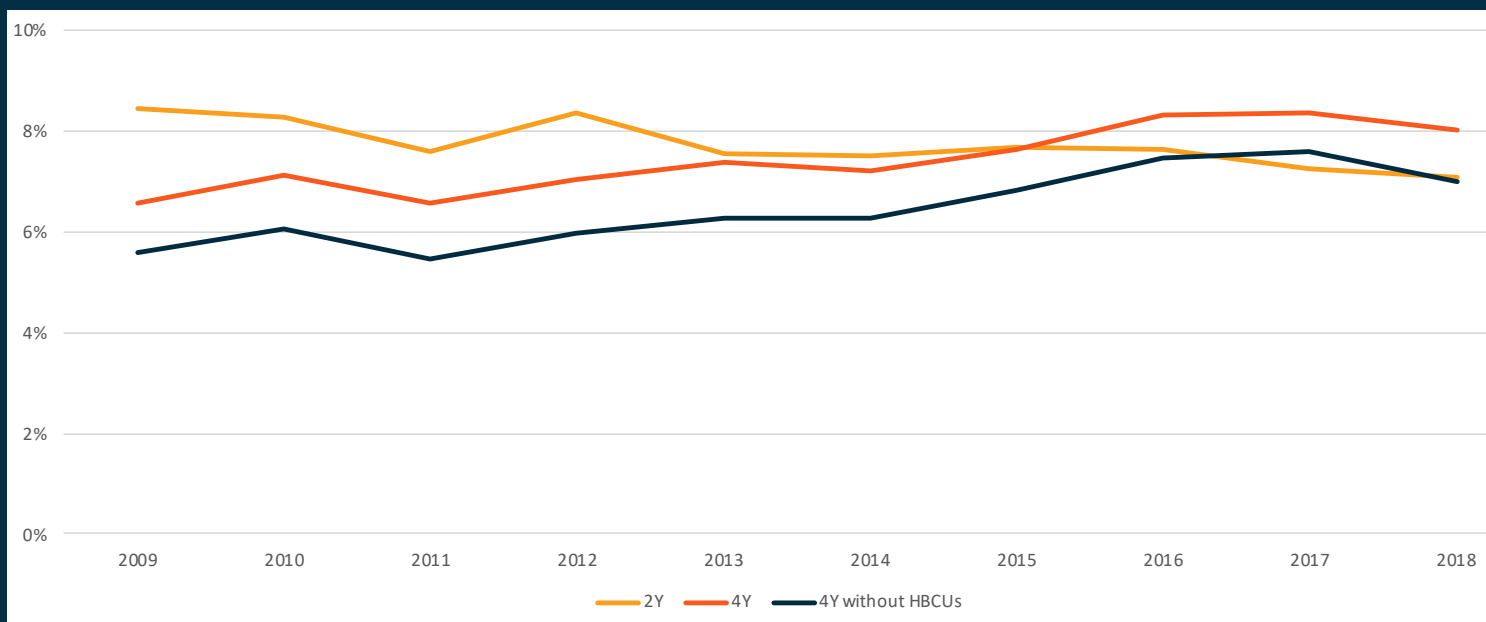
Source: EMSAS Fall Enrollment files and Completion files

Figure 3b: On-time Fall Cohort Graduation Rates at public four-year IHEs, by race/ethnicity



Source: EMSAS Fall Enrollment files and Completion files

Figure 4: Black students as a percentage of public completers, by sector



Source: EMSAS Fall Enrollment files and Completion files

RACE/ETHNICITY

Table 1: Public Enrollments vs Completions of Black Students by Selectivity Level

Selectivity	Share of Enrollments (Fall 2017)	Share of Completions (2017-2018)
Open Enrollment	15.0%	8.6%
Moderately Selective	10.1%	7.0%
Selective	7.9%	7.8%
Highly Selective	3.6%	2.7%

Source: EMSAS Enrollment and Completions files

Black Missourians are also underrepresented after further disaggregating the data by program of study and degree type. These findings include:

- The underrepresentation of Black students as a share of total graduates carried across almost every broad degree path, or metamajor², with the exception of the Social Sciences (Figure 5). The gaps were widest for Education and STEM programs, two sectors that have goals of recruiting more diverse practitioners.
- Black students comprised 13.2 percent of all certificate earners in 2009, but that share dropped to 6.3 percent in 2018. Hispanic students, however, earned certificates at a rate over five times higher than in 2009.
- Black students were the least likely to enroll in a four-year institution after completing at a two-year institution compared to all other racial and ethnic groups. This gap has persisted over time and has resulted in a 12 percent gap when compared to Hispanic students and a 15 percent gap compared to White students.
- Black students comprised around 7 percent of all associate and baccalaureate degree completers – half the rate of the state demographic profile (around 14 percent).

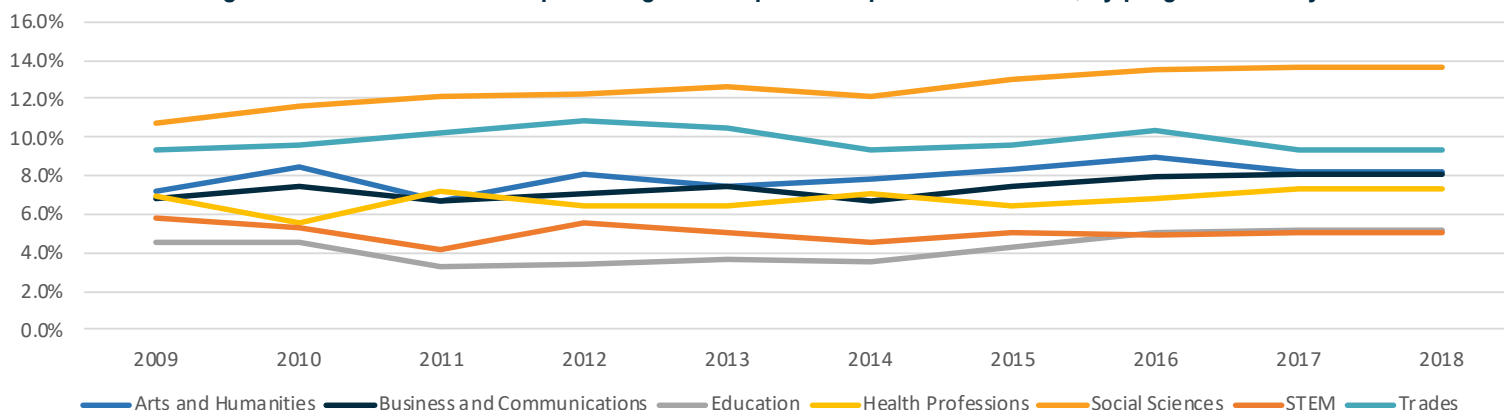
WHILE MEDIAN EARNINGS FOR BLACK GRADUATES INCREASED BY 17.8 PERCENT, THEY INCREASED 38.5 PERCENT FOR WHITE GRADUATES, A SIGNIFICANT DIFFERENCE OF \$3,500 IN 2018, AND A MARKED INCREASE IN WAGE GAPS BETWEEN THE TWO POPULATIONS SINCE 2009.

Systemic and other barriers, including persistent underrepresentation across programs, may have a chilling effect on economic prospects for Black Missourians. Over the past 10 years, median wages have increased for all racial and ethnic groups; however, the increase in earnings was uneven when disaggregated by race. While median earnings for Black graduates increased by 17.8 percent, they increased 38.5 percent for White graduates, a significant difference of \$3,500 in 2018, and a marked increase in wage gaps between the two populations since 2009.

The evidence regarding racial education disparities in the state of Missouri paint a clear picture: Black students do not complete at the same rate or have the same earnings outcomes as their peers of other races and ethnicities. Even when Black students do complete postsecondary education, the inequities continue into the future – income levels for Black graduates still remain lower than those of White graduates.

² Majors are organized into seven broad categories, commonly referred to as metamajors: Arts and Humanities, Business and Communications, Education, Health Professions, Social Sciences & Human Services, STEM, and Trades.

Figure 5: Black students as a percentage of completers at public institutions, by program of study



Source: EMSAS Completions Files

MISSOURI EQUITY REPORT 2020

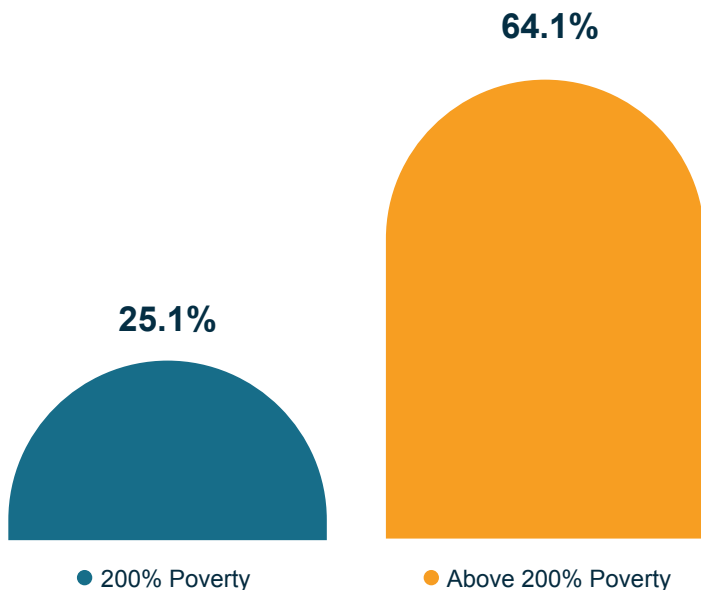
PARENTAL INCOME

Parental income is a strong predictor of postsecondary success; the lower the household income, the less likely a student is to graduate from a postsecondary program. While the data highlighted marked improvements in lower-income completion levels, there is still a clear difference in postsecondary completions between those from different socioeconomic backgrounds.

Analyzing statewide attainment data, low-income students — those at or below 200 percent of the federal poverty level, which for a family of four was \$50,200 in 2018 — were over three times more likely to leave college before earning a certificate or degree than students from a higher-income background. Attainment gaps have widened since 2013, having increased slightly for higher-income students (those above 200 percent of the federal poverty level) but remained relatively flat for low-income students (Figure 6).

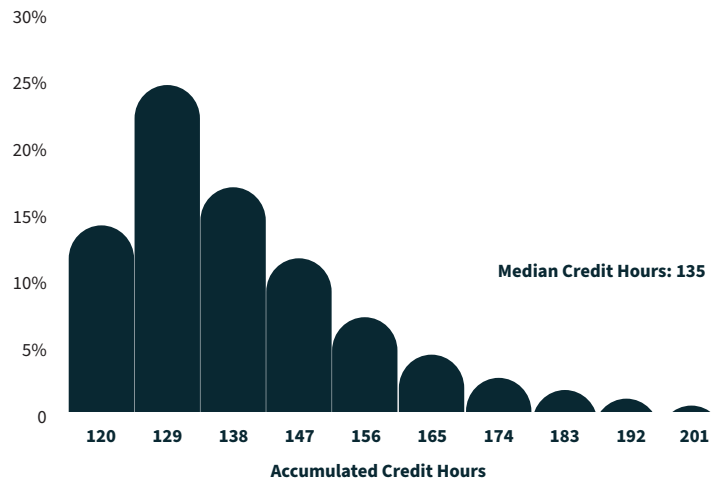
Within both the two- and four-year sectors, low-income students completed degrees on time at half the rates of higher-income students. The gap narrowed slightly, but persisted, over the 10-year period analyzed for graduation rates within 150 percent of time; low-income students are between 1.5 and 1.8 times less likely to complete within 150 percent of time than their higher-income peers, depending on the year analyzed.

Figure 6: Postsecondary Attainment by Income Levels



Source: ACS 1-year Estimates

Figure 7: Distribution of Accumulated Credit Hours for Baccalaureate Degree, AY2009-AY2019



Source: EMSAS Completion and Term Files

Despite the lack of progress in graduation rates, low-income students made up a 9.5 percent larger share of statewide completions in 2018 than 2009. However, these completions were not evenly distributed between sectors or degree levels. Low-income students made up roughly 46 percent of all two-year completers over the 10 years analyzed (compared to 44 percent of enrollments), and 34 percent at the four-year sector (compared to 22.3 percent of enrollments), indicating that most the gains in this area are occurring at the two-year sector. Further, low-income students made up 44.7 percent of certificate completers, 45.9 percent of associate degree completers, and 34.2 percent of baccalaureate completers. When earning a baccalaureate degree, however, lower-income students are at a disadvantage to their higher-income peers. A vast majority of students earn more credits than the state recommended 120-credit hour minimum (Figure 7). While this is burdensome for all students, the additional costs associated with these extra hours has disproportionate effects on low-income students as compared to high-income students.

PARENTAL INCOME

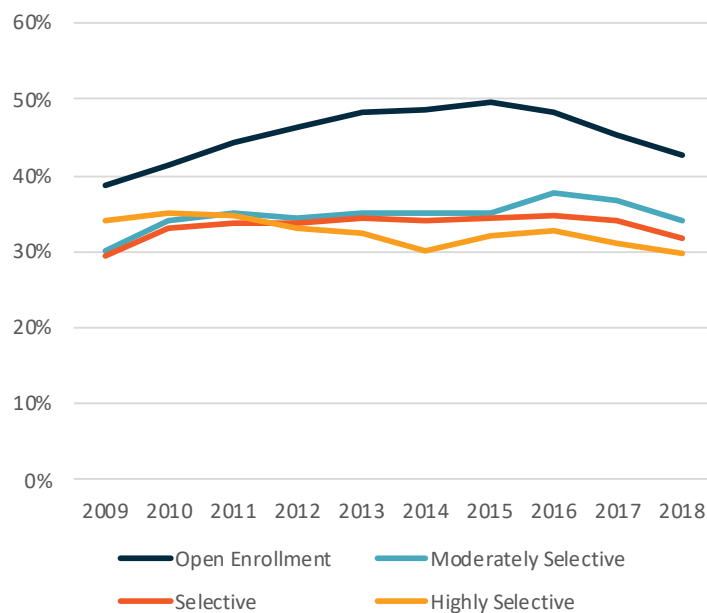
Based on the Missouri population, low-income students would comprise 34.5 percent of students across selectivity designations. Low-income students represented the largest share of completions at open enrollment institutions – a 10-year average completion proportion of 45.7 percent.

AS SELECTIVITY LEVELS INCREASED, HOWEVER, THE PROPORTION OF LOW-INCOME STUDENT COMPLETERS DECREASED.

This indicates that low-income students are overrepresented at open enrollment institutions but underrepresented at all other selectivity levels. Further, while the share of low-income students increased over the time period analyzed at open enrollment, moderately selective, and selective institutions, it decreased at highly selective institutions (Figure 8).

Despite these inequities, the employment rate for low-income students increased 3.7 percent since 2009 and decreased 7.3 percent for their higher-income peers. The wage gap between these populations is also shrinking; however, higher-income students still maintained a \$4,000 higher median salary in 2018.

Figure 8: Students at or below 200 percent poverty as a percentage of completers at public institutions, by selectivity



Source: EMSAS Completions files and FAMOUS student records

OTHER MEASURES OF INCOME

Pell Grant eligibility is often used as a proxy for income in analyzing student success metrics. However, this population is excluded from this report because the qualifications for Pell were adjusted in 2011, potentially confusing any potential findings. Additionally, ACS data from Census does not include data on Pell eligibility, but instead records data based on federal poverty guidelines.

Staff instead analyzed the outcomes of students living at or below the federal poverty level, and the findings are interesting. This population saw a 48 percent increase in completions in the 10-year period analyzed, and made up 24 percent of completions at two-year institutions and 21 percent of completions at four-year institutions, much higher than the 13.2 percent statewide poverty rate in 2018.

Despite this progress, 2018 median wages for graduates coming from households at or below the poverty level was \$7,000 less than their peers with parental incomes above 200 percent of the federal poverty level (just under \$17,000 compared to just under \$24,000). This gap is the largest disparity in the post-completion workforce outcomes across all demographic categories.

While it is difficult from the data sources utilized to know which variable influences the other – whether low completion rates contribute to lower income levels or vice-versa – the data suggest that income level is a compounding and cyclical variable, and individuals who began college in a lower income level, may be unlikely to leave that level. Further research is needed to understand why this may be.

MISSOURI EQUITY REPORT 2020

PARENTAL EDUCATION

Table 2. Public Graduation Rates, by parental education level and sector, most recent years available

	On-time Completion			Within 150 percent of time		
	First Generation	One-Parent	Both Parents	First Generation	One Parent	Both Parents
2-Year	15.4%	16.8%	18.6%	27.5%	28.7%	34.5%
4-Year	26.4%	33.4%	44.0%	48.3%	59.6%	71.3%

Source: EMSAS Completions files and FAMOUS student records

It is generally accepted that first-generation students, students for whom neither parent attended college, hold a particular disadvantage when navigating the postsecondary education space. This is typically attributed to the fact that they lack the same supports or social capital as students with college-educated parents. Between 2009 and 2018, first-generation students made up over one in four of all total undergraduate enrollments and completers.

However, there were significant differences between the two-year and four-year sectors for first-generation students. First-generation students made up 35.6 percent of completions at two-year institutions (compared to 28.9 percent of enrollments), and 20.9 percent of the share of completions at four-year institutions (compared to 18.9 percent of enrollments), over the 10-year period analyzed. The data also indicated the following:

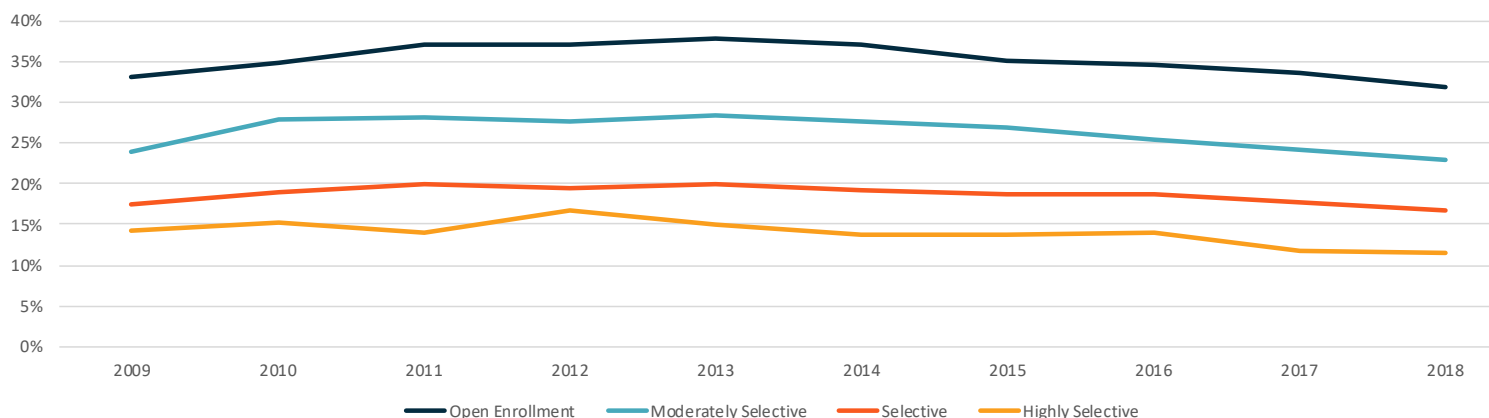
- The graduation rate of first-generation students within the two-year sector increased, but they still graduated at lower rates than their peers.
- At the four-year sector, graduation rates did not significantly change; first-generation students were 1.7 times less likely to graduate on time and 1.5 times less likely to graduate within 150 percent of time.

- Parental education levels appear to be a factor in graduation rates; students with two parents who completed college were much more likely to graduate than those with only one parent or first-generation students (Table 2).

Given the greatest share of completions fell within the two-year sector, it is unsurprising that first-generation students represented a larger proportion of completers at open enrollment institutions than other selectivity levels. Data indicate that first-generation students comprised roughly one in three total enrollments. As the selectivity level increased, the share of first-generation students decreased. This trend, highlighted in the 2019 Equity in Missouri Higher Education Report, is reflected in the completions data (Figure 9).

Analyzing first-generation completion by degree mirrors the same pattern as selectivity level completions. First-generation students consistently comprise a larger share of certificate and associate degree completions than their peers with college educated parents. Conversely, first-generation students made up a much smaller share of baccalaureate degree earners by a roughly six percentage point gap.

Figure 9: First-Generation students as a percentage of completers at public institutions, by selectivity



Source: EMSAS Completions files and FAMOUS student records

MISSOURI EQUITY REPORT 2020

AGE

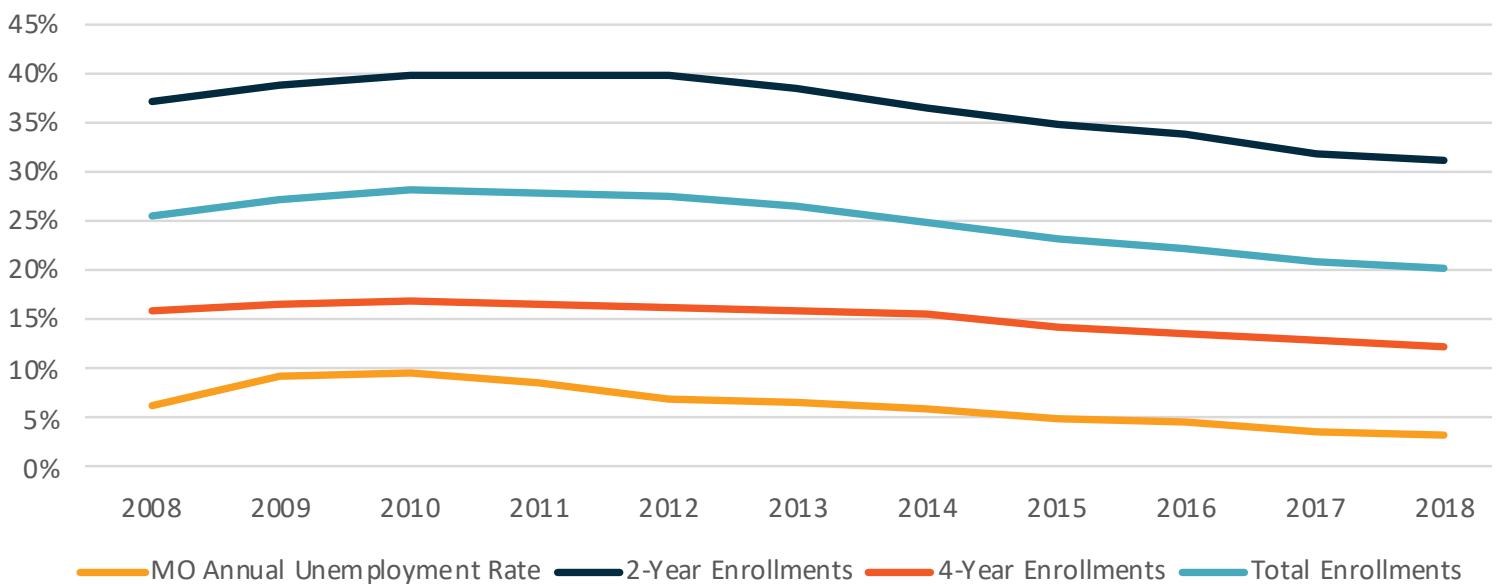
The population of adult learners – those between the ages of 25 and 64 – are referred to as a “non-traditional” population due to their unique needs. They often balance life priorities, such as full-time employment and family, along with postsecondary studies. As a result, it is important to understand this population’s completion outcomes compared to traditional-aged students to determine how postsecondary education may respond to the needs of these learners.

The number of adult learners attending Missouri institutions of higher education generally mirrors unemployment trends; as unemployment in the state goes up, so do the number of enrolled adult learners (Figure 10). As unemployment in Missouri decreased over the past 10 years, the percentage of adult learner enrollments also decreased, from 25 percent in 2008 to 20 percent in 2018. While enrollments are more responsive to economic situations, completions are delayed because of the time it takes to earn a degree. As a result, during that same time period, adult learner completions increased from 28 percent of all completions to 29 percent (Figure 11). It is still too early, however, to determine if the economic downturn related to COVID-19 will follow similar trends, and more research is needed as data become available.

The 10-year average on-time completion rate for adult learners within the two-year sector was 41.3 percent, the same as their traditional counterparts. In some years, the adult learner completion rate eclipsed that of traditional students (Figure 12a). This held true even when looking at completions within 150 percent of time. Similarly, a significant majority of all certificate earners were adult learners in the years analyzed; in some years, they comprised nearly two out of every three certificate completions. This trend held even while the raw number of certificate earners more than doubled from 2009 to 2018.

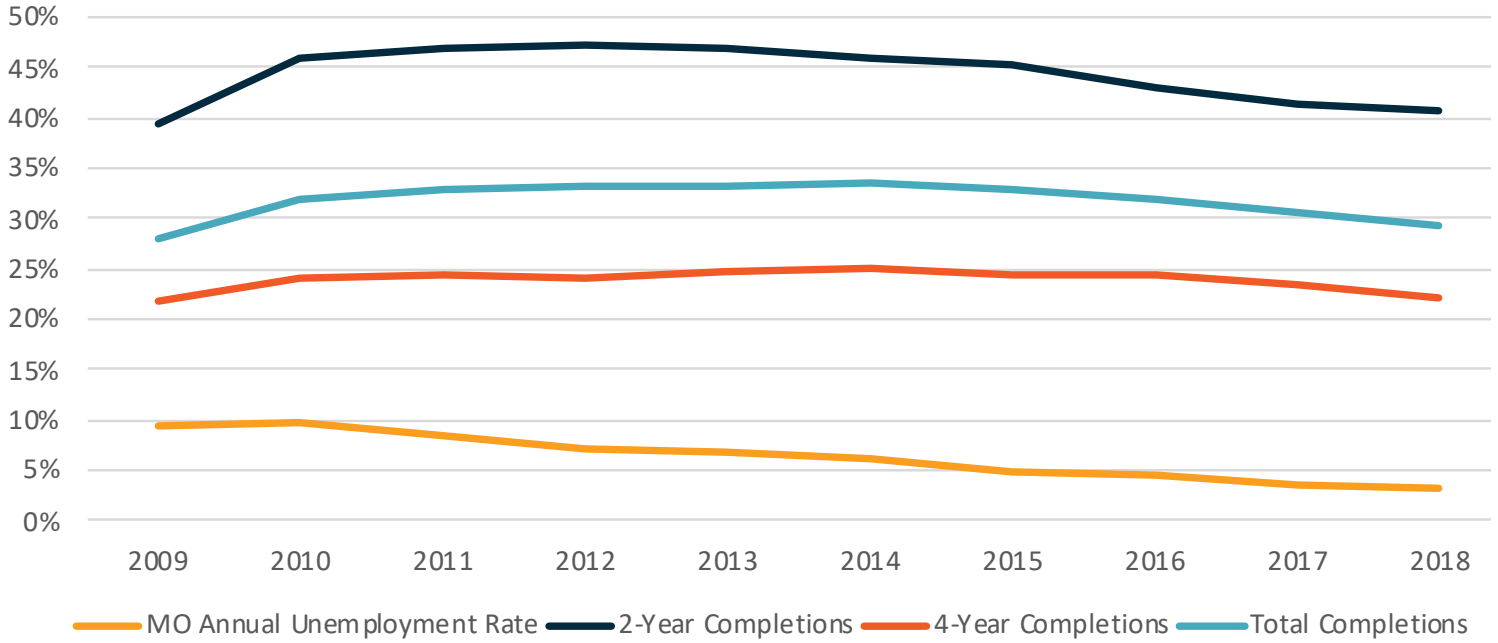
In the four-year sector, the 10-year average on-time completion rate for adult learners was 6.4 percent. Unlike adults who attended a two-year institution, those who attended a four-year institution were nearly five times less likely to complete as their younger peers (Figure 12b). That gap persisted within 150 percent of time graduation rates as well. Further, adult learners earned at least 10 more credit hours than traditional age students, increasing the overall cost of education for both associate and baccalaureate degrees.

Figure 10: Undergraduate Enrollment of Adult Learners (25-64) at public institutions



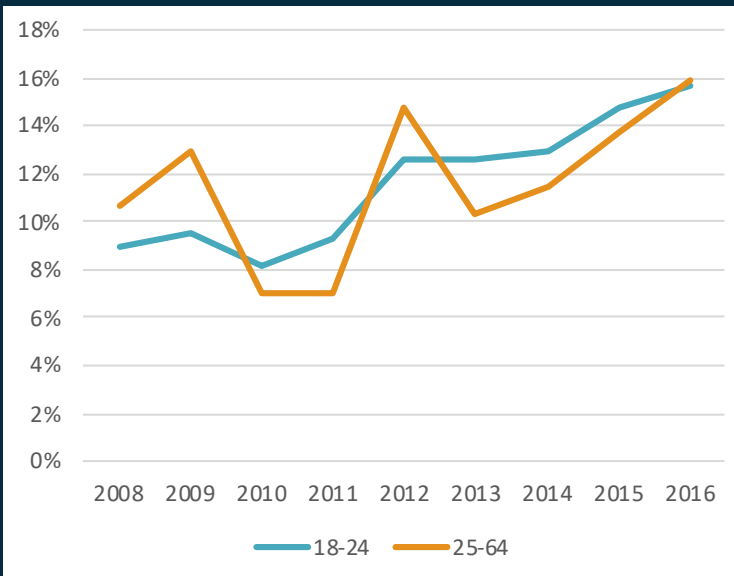
Source: EMSAS DATA, Federal Reserve Bank of St. Louis. NOTE: <https://fred.stlouisfed.org/series/MOUR#0>

Figure 11: Public Undergrad Completions of Adult Learners (25-64)



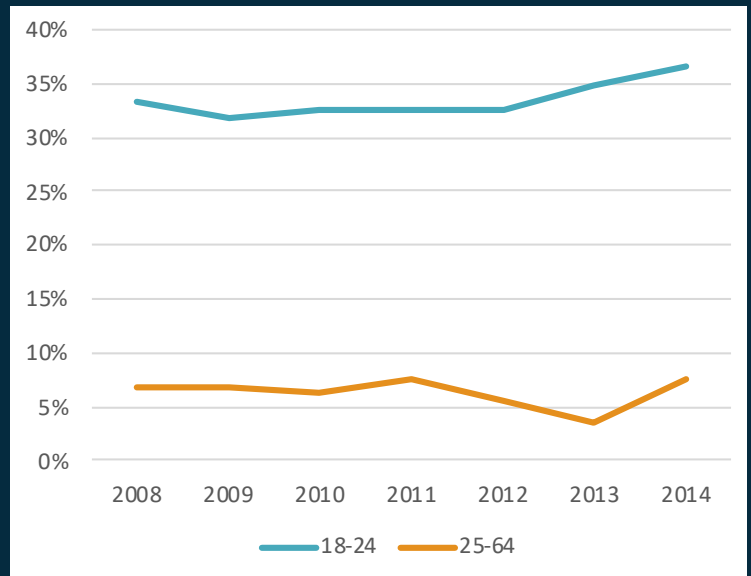
Source: EMSAS DATA, Federal Reserve Bank of St. Louis. NOTE: <https://fred.stlouisfed.org/series/MOUR#0>

Figure 12a: Cohort Graduation Rate at Public Two-year IHEs, within 100 percent of time



Source: EMSAS Fall Enrollment files and Completion files

Figure 12b: Cohort Graduation Rate at Public Four-year IHEs, within 100 percent of time

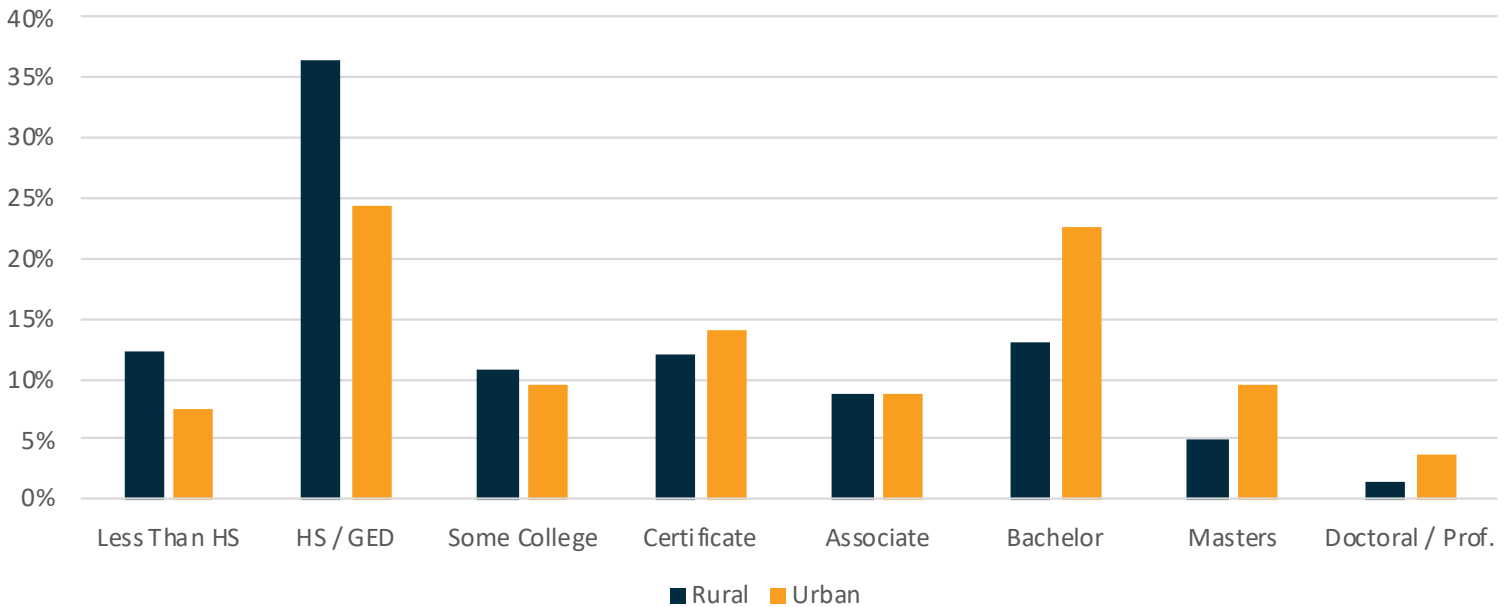


Source: EMSAS Fall Enrollment files and Completion files

MISSOURI EQUITY REPORT 2020

RURAL/URBAN

Figure 13: Attainment levels of highest degree by geographic region



Source: ACS 5-year Estimates

Missouri is a large state with extensive diversity in terms of rural and urban regions. However, in most metrics analyzed, there was little meaningful difference in completion between rural and urban students. This held true at the four-year sector for graduation both on-time and within 150 percent of time. However, at two-year institutions, rural students were nearly twice as likely to graduate on-time as urban students, though the gap narrowed to about 1.5 times more likely for graduation within 150 percent of time.

Rural students were also more likely to enroll at a four-year institution after completing at a two-year

institution than their urban counterparts (42 percent compared to 33 percent, respectively); there was virtually no difference between rural and urban students in pursuing graduate studies. In contrast, those living in urban regions were nearly 1.5 times as likely to have a postsecondary credential as those in rural regions (Figure 13).

In summary, rural students are slightly more successful in postsecondary education, completing more undergraduate degrees and seeking higher level degrees than their urban peers, but this is not reflected in education attainment rates for the rural communities from which they came.

MISSOURI EQUITY REPORT 2020

GENDER

As with geography, the data finds surprising trends in educational equity based on gender. The enrollment figures show female enrollment and completion outnumber those of males at Missouri public institutions by about 20 percent. However, programmatic completions and employment trends reveal an inverse effect in regard to recent median income.

When looking at completions among gender, many of the same gaps that exist in the enrollment data are still present, with one notable exception: Business and Communications programs. While men were overrepresented in enrollments, women slightly outnumbered men in completions. Men are vastly overrepresented in STEM and Trades programs, while women are vastly overrepresented in Education and Health Professions programs (Figure 14).

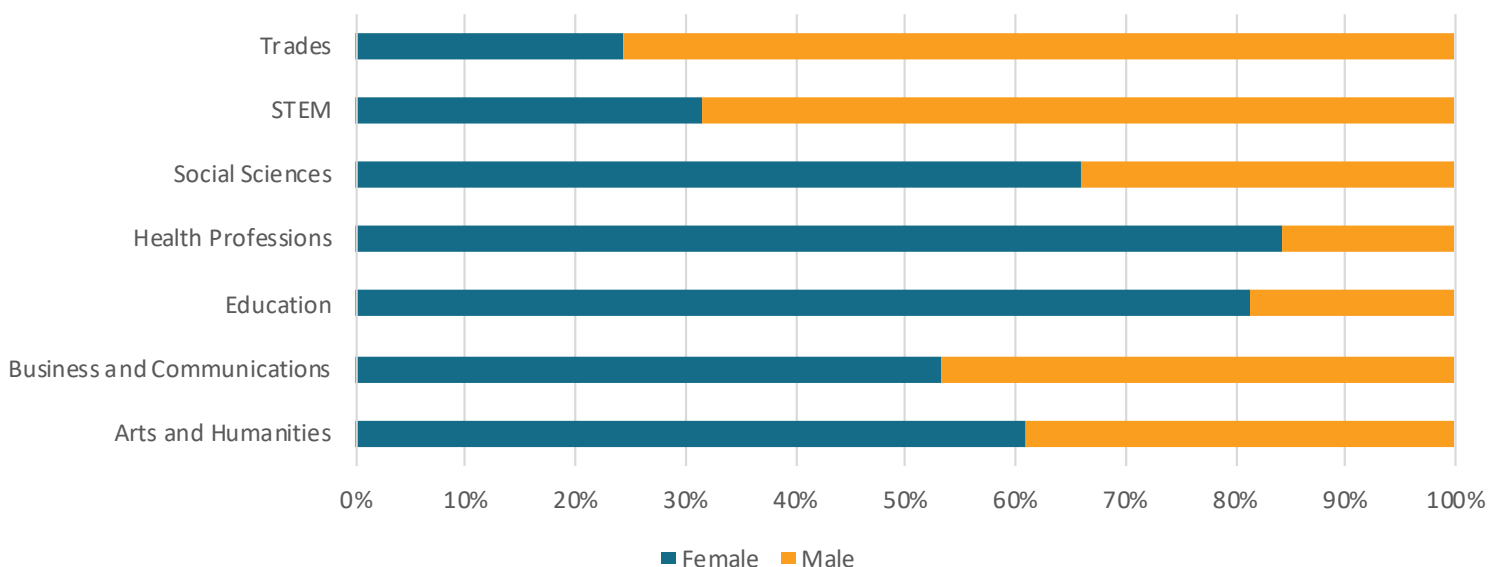
While the scope of this equity report series is on undergraduate education, it is worth noting that contrary to other trends in relation to gender, women are still underrepresented in doctoral and first professional degree attainment; 55.4 percent of doctoral or first professional degrees are held by men compared to 44.6 percent held by women.

IN 2009 AND 2010 THERE WAS GENERAL PARITY IN MEDIAN WAGES BETWEEN MALES AND FEMALES, BUT SINCE THAT TIME MALES HAVE STEADILY OUT-EARNED THEIR FEMALE COUNTERPARTS.

When reviewing workforce outcomes, the difference by gender is noteworthy. Over the past 10 years, females held an employment rate 4 percentage points higher than their male counterparts. This trend does not hold, however, in median earnings: in 2009, women earned over \$500 more than men annually. Since that time, the median wages for males increased by 45 percent and only around 29 percent for females. By 2018, this resulted in men earning \$2,500 a year more than women.

The major finding in the attainment analysis based on gender is that while women attend and complete postsecondary undergraduate education at rates above their male counterparts, women's average salaries have not kept pace with men's.

Figure 14: Completions of Metamajor (2018), by gender



Source: 2018 EMSAS Completions files

MISSOURI EQUITY REPORT 2020

CONCLUSION

By analyzing Missouri's diverse population and student body, the data in this report show clear differences between populations and demonstrate that not all Missourians are achieving the same postsecondary success. Since postsecondary degree attainment is a path many Missourians take to ready themselves for the workforce, these inequities are likely to carry over to the workforce as well. It is important to investigate trends and use this information to advise real change at the statewide level. This work is critical; identifying demographic attainment gaps and crafting policy to close these gaps leads to a more educated and productive Missouri population.

As part of its equity work and in recognizing the diverse needs across the state of Missouri, the MDHEWD is collaborating with the Missouri Department of Elementary and Secondary Education (DESE) and the business community to create the Missouri Equitable Access, Success, and Engagement (MoEASE) Framework. Recognizing each region of the state is best able to determine its largest equity barriers and overcome inequities as a community, this initiative will engage local communities in evaluating, analyzing, and implementing strategies to close educational gaps.

Inequities that contribute to differences in enrollment and completion rates were likely heightened due to the COVID-19 pandemic and racial tensions throughout 2020, and research into the impact of the pandemic is needed as data become available. Missouri state government, working together as partners with higher education institutions, must do more to support students as they work to complete a quality postsecondary credential:

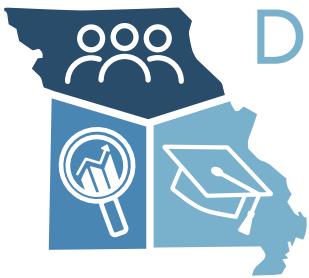
- Collaborate between state agencies to identify gaps in meeting student needs and aid institutions as they address those gaps holistically.
- Identify best practices throughout the nation to address educational inequities.
- Conduct statewide convenings to share information, create networks, and establish opportunities for collaboration in equity work.
- Design support mechanisms to aid institutions in implementing equitable best practices.
- Strongly encourage all campuses to adopt an equity and inclusion framework similar to an Inclusive Excellence Model³.
- Design more professional development opportunities for students through such programs as apprenticeships, job shadowing, or mentorships, so students may arrive prepared to the workforce.

Conducting equity work throughout the state is a critical component to reaching Missouri's Big Goal of 60 percent of working-age Missourians having a high quality postsecondary credential by 2025. It is also the right thing to do. It is imperative a democratic society ensures all its communities have equal opportunities to succeed. By addressing the inequities highlighted in this report, Missouri will build a stronger state for students and residents to thrive today and in the future.

³ For more information and examples:

> <https://www.aacu.org/making-excellence-inclusive>

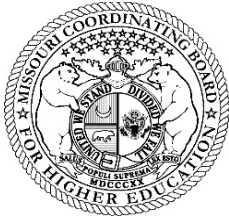
> <https://diversity.missouri.edu/our-work/inclusive-excellence-framework/>



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Tab 24

Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education
December 9, 2020

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 2020, and are submitted to the Coordinating Board for Higher Education for information.

CURRENT STATUS

Table 1 summarizes proposed program actions submitted to the CBHE by public institutions, and Table 2 summarizes proposed program actions submitted by independent institutions. Table 3 lists changes to institutions' locations. 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	1	0	1	1	3
Inactivated	6	3	0	1	10
Other Program Changes*	30	6	18	32	86
New Main Campus/Online**	13	3	1	2	19
New Off-Site	5	1	0	0	6
Programs Withdrawn	0	0	0	2	2

*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised. **Includes certificates added through the program change process.

Independent Institutions

Table 2: Independent Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	3	0	3
Inactivated	0	0	0	0	0
Other Program Changes*	0	3	7	1	11
New	4	0	3	1	8
Off-Site	0	0	8	0	8
Programs Withdrawn	0	0	0	0	0

*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised

Location Actions

Table 3	Site	Action Taken
Public Institutions		
State Technical College of Missouri	Osage Country Club, 193 County Road 605, Linn, MO 65051	New instructional site
University of Missouri-Columbia	Audrain County Public Library	Location closed
University of Missouri-Columbia	Brookfield Area Career Center	Location closed
University of Missouri-Columbia	Camdenton Telecommunications.	Location closed
University of Missouri-Columbia	Cooper County Hospital	Location closed
University of Missouri-Columbia	Mount Vernon Hospital	Location closed
University of Missouri-Columbia	North Central Missouri College	Location closed
University of Missouri-Columbia	Skaggs Hospital	Location closed
University of Missouri-Columbia	Sullivan County Hospital	Location closed
University of Missouri-Columbia	Tri-Lake Telecommunications	Location closed
Independent Institutions		
Columbia College	4904 Constitution Avenue, Fort Leonard Wood, MO 65270	Address change
St. Louis College of Pharmacy	University of Health Sciences & Pharmacy	Name change
Webster University	Winghaven Campus, 2299 Technology Dr. #300, O'Fallon, MO 63368	Location closed

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

- Academic Program Actions Approved through Routine and Staff Review

Routine Programs Recommended for Provisional Approval August-October 2020

Public Four-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Missouri State University	BSED	Elementary Education	main campus	131202	Aug-20
University of Missouri-Columbia	MA	Defense and Strategic Studies	main campus-online only	450902	Oct-20
University of Missouri-St. Louis	MS	Supply Chain & Analytics	main campus	571301	Oct-20

Public Two-Year Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Moberly Area Community College	AAS	Veterinary Technology	MACC-Mexico	018301	Aug-20
State Technical College of Missouri	AAS	Civil Construction Technology	main campus	460412	Sep-20
State Technical College of Missouri	AS	Business	main campus	520201	Oct-20
State Technical College of Missouri	AAS	Power Generation Technology	main campus	151702	Oct-20

Independent Institutions

INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	REVIEW DATE
Columbia College	BA	Human Resource Management	Columbia College-Jefferson City	521001	Oct-20

Columbia College	BA	Management	Columbia College-Waynesville	520201	Oct-20
Columbia College	BS	Accounting	Columbia College-Waynesville	520301	Oct-20
Columbia College	BS	Finance	Columbia College-Waynesville	520801	Oct-20
Columbia College	BS	Human Resource Management	Columbia College-Waynesville	521001	Oct-20
Columbia College	BA	Psychology	Columbia College-Waynesville	420101	Oct-20
Culver-Stockton College	MBA	Business Administration	main campus	520201	Aug-20
Hannibal-LaGrange University	BS	Biblical Studies	Jefferson City Correctional Center, 8200 No More Victims Road, Jefferson City, MO 65101	390201	Aug-20
Hannibal-LaGrange University	BA	Worship Arts, with options in Music Leadership, and Sound, Stage, and Media Production	main campus	390502	Aug-20
Hannibal-LaGrange University	BS	Worship Arts, with options in Music Leadership, and Sound, Stage, and Media Production	main campus	390502	Aug-20
Hannibal-LaGrange University	BSE	Early Childhood Education (Completion-Only)	Three Rivers Community College, Three Rivers Road, Poplar Bluff, MO 63901	131210	Aug-20
Hannibal-LaGrange University	BA	Interdisciplinary Studies	main campus	309999	Aug-20

Hannibal-LaGrange University	BS	Interdisciplinary Studies	main campus	309999	Aug-20
Midwest Baptist Theological Seminary	EDD	Doctor of Education	main campus	130101	Oct-20
Programs Withdrawn					
Missouri State University	MA	Teaching & Learning	Paul Kinder Middle School, 3930 NW Mize Rd., Blue Springs, MO 64015	131299	Sep-20
Missouri State University	EDSp	Teacher Leadership (SETL)	Paul Kinder Middle School, 3930 NW Mize Rd., Blue Springs, MO 64015	131299	Sep-20

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
East Central College	C2	Computer Information Systems	110901	Correct degree type	C1	Computer Information Systems	110901	Aug-20
East Central College	C1	Culinary Arts	120503	Correct degree type	C0	Culinary Arts	120503	Aug-20
East Central College	C2	Industrial Engineering Technology	150602	Correct degree type	C1	Industrial Engineering Technology	150602	Aug-20
East Central College	C1	Industrial Maintenance Technology	150612	Correct degree type	C0	Industrial Maintenance Technology	150612	Aug-20
East Central College	C2	Medical Assistant	510801	Correct degree type	C2	Medical Assistant	510801	Aug-20
East Central College	C2	Paramedic Technology	510904	Correct degree type	C1	Paramedic Technology	510904	Aug-20

East Central College	C2	Precision Machining	480501	Correct degree type	C1	Precision Machining	480501	Aug-20
East Central College	C2	Welding	480508	Correct degree type	C1	Welding	480508	Aug-20
East Central College	C1	Welding	480508	Correct degree type	C0	Welding	480508	Aug-20
Metropolitan Community College	AAS	Computer Science & Information Systems, with options in Advanced Networking, CISCO Security, Secure Systems Administration Engineering, and Software Development	110202	Delete options	AAS	Computer Science & Information Systems, with options in Advanced Networking, CISCO Security, Secure Systems Administration Engineering, and Software Development	110202	Oct-20
Metropolitan Community College	AAS	Environmental Health and Safety	150507	Inactivate program	AAS	Environmental Health and Safety (inactive)	150507	Oct-20
Metropolitan Community College	C1	CCNA & Technology Certificate	110202	Inactivate program	C1	CCNA & Technology Certificate (inactive)	110202	Oct-20
Metropolitan Community College	C1	CCNA & Security Certificate	110202	Inactivate program	C1	CCNA & Security Certificate (inactive)	110202	Oct-20
Metropolitan Community College	C1	CCNA & CCNP Certificate	110202	Inactivate program	C1	CCNA & CCNP Certificate (inactive)	110202	Oct-20
Metropolitan Community College	C1	CCENT 7 & CCNA Certificate	110202	Inactivate program	C1	CCENT 7 & CCNA Certificate (inactive)	110202	Oct-20
Metropolitan Community College	C1	Environmental Health and Safety Technology Certificate	150507	Inactivate program	C1	Environmental Health and Safety Technology Certificate	150507	Oct-20
Missouri State University-West Plains	AAS	Business, with options in Entrepreneurship, Human Resources, Computer Information, Management, Accounting, Technology Management	520101	Option title change	AAS	Business, with options in Entrepreneurship, Human Resources, Information Technology, Management, Accounting, Technology Management	520101	Aug-20
North Central Missouri College	AAS	Dental Hygiene	510602	Inactivate program	AAS	Dental Hygiene (inactive)	510602	Aug-20

North Central Missouri College	AAS	Diagnostic Medical Sonography (coll. w/Hillyard Technical Center)	510910	Inactivate program	AAS	Diagnostic Medical Sonography (coll. w/Hillyard Technical Center) (inactive)	510910	Aug-20
St. Louis Community College	CO	Robotics and Automation	150613	Delete program	CO	Robotics and Automation	150613	Aug-20
State Fair Community College	AAS	Business Management, with options in Marketing, Management, and Office Management	520201	Option title change, Delete options	AAS	Business Management, with option in Business Management	520201	Aug-20
State Fair Community College	AAS	Industrial Technology, with options in Biomass Energy, Wind Electric, and Solar Electric	150613	Delete options	AAS	Industrial Technology	150613	Aug-20
State Fair Community College	CO	Early Childhood Development Skills Certificate	190708	Title change	CO	Early Childhood Development	190708	Aug-20
State Technical College of Missouri	AAS	Business Administration, with options in General, Accounting, Technical Specialty	520204	Add options	AAS	Business Administration, with options in General, Accounting, Technical Specialty, Digital Marketing, and Agribusiness	520204	Oct-20
Four-Year Public Institutions								
Lincoln University	BS	Agriculture, with options in Natural Resource Management, Animal Science, Plant & Soil Science, and Agribusiness	010000	Add options	BS	Agriculture, with options in Natural Resource Management, Animal Science, Plant & Soil Science, Agribusiness, and Pre-Professional	010000	Aug-20
Lincoln University	MBA	Business Administration	520201	Change mode of delivery	MBA	Business Administration (delivered online)	520201	Oct-20
Missouri Southern State University	BS	Environmental Health & Safety	512202	Add certificate from approved parent degree	CO	Hazardous Materials Management Certificate	150508	Sep-20
Missouri Southern State University	BA	History	540101	Add certificate from approved parent degree	CO	European Studies Certificate	540103	Sep-20

Missouri Southern State University	BS	International & Political Affairs, with options in Geography & Environmental Affairs, International Affairs, Public & Political Affairs	440504	Add option	BS	International & Political Affairs, with options in Geography & Environmental Affairs, International Affairs, Public & Political Affairs, Social Science Education	440504	Sep-20
Missouri State University	BS	Digital Film and Television Production	090102	CIP change	BS	Digital Film and Television Production	500602	Oct-20
Missouri State University	CO	Documentary Filmmaking	500602	CIP change	CO	Documentary Filmmaking	500607	Oct-20
Missouri State University	CO	Writing for Television and Film	090701	CIP change	CO	Writing for Television and Film	500504	Oct-20
Missouri State University	GRCT	Screen Writing for Television & Film	090701	CIP change	GRCT	Screen Writing for Television & Film	500504	Oct-20
Missouri State University	BSED	Art & Design	131302	CIP change	BSED	Art & Design	131205	Oct-20
Missouri University of Science & Technology	BS	Philosophy	380101	Add certificate from approved parent degree	CO	Technology, Philosophy, and Ethical Futures	380101	Aug-20
Missouri University of Science & Technology	BS	Philosophy	380101	Add certificate from approved parent degree	CO	Professional Ethics and Moral Reasoning	380103	Aug-20
Missouri University of Science & Technology	BS	Philosophy	380101	Add certificate from approved parent degree	CO	Logic and the Philosophical Foundations of STEM	380102	Aug-20
Missouri University of Science and Technology	GRCT	Geoanalytics & Geointelligence	290203	Add mode of delivery	GRCT	Geoanalytics & Geointelligence (delivered classroom and online)	290203	Oct-20
Missouri University of Science and Technology	BA/BS	History	540101	Add certificate from parent degree	CO	Medieval and Renaissance Studies	540103	Oct-20
Northwest Missouri State University	BSED	Social Science Comprehensive	131317	Title change	BSED	Social Studies-History	131317	Aug-20

Northwest Missouri State University	MSE	Teaching: Instructional Tech. (Joint MSSU/NMSU)	131321	Delete program	MSE	Teaching: Instructional Tech. (Joint MSSU/NMSU)	131321	Oct-20
Truman State University	MA	English	230101	Add modes of delivery	MA	English (delivered classroom, hybrid, and online)	230101	Aug-20
University of Central Missouri	MA	English	230101	Add certificate from approved parent degree	GRCT	Teaching Writing	231304	Aug-20
University of Central Missouri	MS	Library & Information Services	250101	Add certificate from approved parent degree	GRCT	K-12 School Librarianship	131334	Aug-20
University of Central Missouri	MS	Kinesiology, with options in Pedagogy, Exercise Science, Sports Management, and Fitness/Wellness	310505	Delete options	MS	Kinesiology, with options in Pedagogy, Exercise Science, Sports Management, and Fitness/Wellness	310505	Aug-20
University of Central Missouri	GRCT	Public Administration	440401	Change mode of delivery	GRCT	Public Administration (delivered online)	440401	Oct-20
University of Central Missouri	MS	Social Gerontology	301101	Add certificate from parent degree at Lee's Summit site	GRCT	Social Gerontology	301101	Oct-20
University of Central Missouri	MS	Social Gerontology	301101	Add mode of delivery	MS	Social Gerontology (delivered online)	301101	Oct-20
University of Central Missouri	GRCT	Teaching English as a Second Language	131101	Add modes of delivery	GRCT	Teaching English as a Second Language (delivered classroom, hybrid, and online)	131101	Oct-20
University of Central Missouri	GRCT	Academic Advising in Higher Education	130406	Add modes of delivery	GRCT	Academic Advising in Higher Education (delivered classroom, hybrid, and online)	130406	Oct-20
University of Central Missouri	MS	Career & Technology Education	131399	Change mode of delivery	MS	Career & Technology Education (delivered hybrid and online)	131399	Oct-20
University of Central Missouri	MS	College Student Personnel Education	130406	Add modes of delivery	MS	College Student Personnel Education (delivered classroom, hybrid, and online)	130406	Oct-20
University of Central Missouri	GRCT	College Teaching	130406	Add mode of delivery	GRCT	College Teaching (delivered classroom, hybrid, and online)	130406	Oct-20

University of Central Missouri	GRCT	Community College Leadership	130406	Add modes of delivery	GRCT	Community College Leadership (delivered classroom, hybrid, and online)	130406	Oct-20
University of Central Missouri	GRCT	CTE Administration Leadership	131399	Change mode of delivery	GRCT	CTE Administration Leadership (delivered hybrid and online)	131399	Oct-20
University of Central Missouri	GRCT	Diversity Issues in Higher Education	130406	Add modes of delivery	GRCT	Diversity Issues in Higher Education (delivered classroom, hybrid, and online)	130406	Oct-20
University of Central Missouri	EDSp	Educational Leadership	130401	Add modes of delivery	EDSp	Educational Leadership (delivered classroom and hybrid)	130401	Oct-20
University of Central Missouri	MSED	Educational Leadership	130401	Add mode of delivery at main campus and Lee's Summit	MSED	Educational Leadership (delivered classroom and hybrid)	130401	Oct-20
University of Central Missouri	EDSp	Educational Technology	130501	Change mode of delivery	EDSp	Educational Technology (delivered online)	130501	Oct-20
University of Central Missouri	MS	Educational Technology	130501	Change mode of delivery	MS	Educational Technology (delivered online)	130501	Oct-20
University of Central Missouri	MSE	English Language Learners	131401	Delete mode of delivery at main campus and Lee's Summit	MSE	English Language Learners (delivered classroom)	131401	Oct-20
University of Central Missouri	MS	Library Science & Information Services	250101	Change mode of delivery	MS	Library Science & Information Services (delivered online)	250101	Oct-20
University of Central Missouri	GRCT	Online Teaching & Learning	250101	Change mode of delivery	GRCT	Online Teaching & Learning (delivered online)	250101	Oct-20
University of Central Missouri	EDSp	Professional Leadership	139999	Add modes of delivery	EDSp	Professional Leadership (delivered classroom, hybrid, and online)	139999	Oct-20
University of Central Missouri	MS	Industrial Hygiene	150701	Add modes of delivery	MS	Industrial Hygiene (delivered classroom, hybrid, and online)	150701	Oct-20
University of Central Missouri	MS	Occupational Safety Management	150701	Add modes of delivery	MS	Occupational Safety Management (delivered classroom, hybrid, and online)	150701	Oct-20

University of Central Missouri	GRCT	Agriculture	010000	Delete mode of delivery	GRCT	Agriculture (delivered classroom and hybrid)	010000	Oct-20
University of Central Missouri	MS	Nursing	513805	Change mode of delivery	MS	Nursing (delivered online)	513805	Oct-20
University of Central Missouri	MS	Nursing	513805	Add certificate from parent at Lee's Summit	GRCT	Simulation Education in Health Sciences	513805	Oct-20
University of Central Missouri	MS	Aviation Safety	490104	Change mode of delivery	MS	Aviation Safety (delivered online)	490104	Oct-20
University of Central Missouri	MS	Criminal Justice	430103	Add modes of delivery	MS	Criminal Justice (delivered classroom, hybrid, and online)	430103	Oct-20
University of Central Missouri	GRCT	Policy and Planning	430103	Change mode of delivery	GRCT	Policy and Planning (delivered online)	430103	Oct-20
University of Central Missouri	GRCT	Terrorism and Homeland Security	430103	Add modes of delivery	GRCT	Terrorism and Homeland Security (delivered classroom, hybrid, and online)	430103	Oct-20
University of Central Missouri	C0	Terrorism and Homeland Security	430103	Add modes of delivery	C0	Terrorism and Homeland Security (delivered classroom, hybrid, and online)	430103	Oct-20
University of Central Missouri	C1	Spanish for Healthcare Professionals	160101	Correct degree type, Change mode of delivery	C0	Spanish for Healthcare Professionals (delivered online)	160101	Oct-20
University of Central Missouri	BSED	Elementary Education	131202	Add certificate from parent degree at Lee's Summit site	C0	Program and Community Partnership in Education	131202	Oct-20
University of Central Missouri	BSED	Elementary Education	131202	Add certificate from parent degree at Lee's Summit site	C0	Teaching in the Early Childhood Classroom	131202	Oct-20
University of Central Missouri	BSED	Elementary Education	131202	Add certificate from parent degree at Lee's Summit site	C0	Understanding the Child in Early Childhood Education	131202	Oct-20
University of Central Missouri	BS	Aviation Maintenance Management	490104	Delete program at Whiteman Air Force Base	BS	Aviation Maintenance Management	490104	Oct-20
University of Central Missouri	C0	Business Continuity	430302	Change mode of delivery	C0	Business Continuity (delivered online)	430302	Oct-20

University of Central Missouri	BS	Crisis and Disaster Management	430302	Add modes of delivery	BS	Crisis and Disaster Management (delivered classroom, hybrid, and online)	430302	Oct-20
University of Central Missouri	CO	Emergency Management	430302	Add modes of delivery	CO	Emergency Management (delivered classroom, hybrid, and online)	430302	Oct-20
University of Central Missouri	CO	Emergency Services Management	430302	Add modes of delivery	CO	Emergency Services Management	430302	Oct-20
University of Missouri-Columbia	MS	Rural Sociology	451101	Inactivate program	MS	Rural Sociology (inactive)	451101	Aug-20
University of Missouri-Columbia	PhD	Rural Sociology	451101	Inactivate program	PhD	Rural Sociology (inactive)	451101	Aug-20
University of Missouri-Columbia	BA	Psychology	420101	Add certificate from approved parent degree	CO	Addiction Studies	422810	Aug-20
University of Missouri-Columbia	PhD	Human Environmental Sciences, with options in Architectural Studies, Human Development & Family Studies, Personal Financial Planning, and Textile & Apparel Management	190101	Option title change	PhD	Human Environmental Sciences, with options in Architectural Studies, Human Development and Family Science, Personal Financial Planning, and Textile & Apparel Management	190101	Aug-20
University of Missouri-Columbia	BS	Agricultural Systems Management	010201	Title change	BS	Agricultural Systems Technology	010201	Sep-20
University of Missouri-Columbia	EDD	Learning, Teaching and Curriculum, with option in Reading Education	130301	Delete option	EDD	Learning, Teaching and Curriculum	130301	Sep-20
University of Missouri-Columbia	BSED	Secondary Education, with options in Social Studies, Physics, Mathematics Education, Language Arts, General Science, Earth Science, Chemistry, Biology, Art Education	131205	Delete option	BSED	Secondary Education, with options in Social Studies, Physics, Mathematics Education, Language Arts, General Science , Earth Science, Chemistry, Biology, Art Education	131205	Sep-20

University of Missouri-Columbia	PhD	Learning, Teaching and Curriculum, with options in Art Education, Early Childhood Education, Elementary Education, Language and Literacies for Social Transformation, Mathematics Education, Reading Education, Science Education, Social Studies Education, General, Foreign Language Education,	130301	Delete options	PhD	Learning, Teaching and Curriculum, with options in Art Education, Early Childhood Education, Elementary Education, Language and Literacies for Social Transformation, Mathematics Education, Reading Education, Science Education, Social Studies Education, General, Foreign Language Education,	130301	Sep-20
University of Missouri-Columbia	MED	Educational Leadership & Policy Analysis, with options in Higher Education, PK-12 Educ. Leadership & Administration, Elementary Principal, Certif., PK-12 Educ. Leadership & Administration, Secondary Principal, Cert., PK-12 Educ. Leadership & Administration, Elem. and Second. Princ. cert	130401	Delete options	MED	Educational Leadership & Policy Analysis, with options in Higher Education, PK-12 Educ. Leadership & Administration, Elementary Principal, Certif., PK-12 Educ. Leadership & Administration, Secondary Principal, Cert., PK-12 Educ. Leadership & Administration, Elem. and Second. Princ. cert	130401	Sep-20
University of Missouri-Columbia	PhD	Special Education, with options in Administration and Supervision of Special Education, Behavioral Disorders, Learning Disabilities, Early Childhood Special Education	131001	Delete options	PhD	Special Education, with options in Administration and Supervision of Special Education, Behavioral Disorders, Learning Disabilities, Early Childhood Special Education	131001	Sep-20
University of Missouri-Columbia	MM	Music, with options in Music Education, Composition, Conducting, Music Theory, Performance, Piano Pedagogy, Collaborative Piano, Jazz Performance & Pedagogy	500901	Delete options	MM	Music, with options in Music Education, Composition, Conducting, Music Theory, Performance, Piano Pedagogy, Collaborative Piano, Jazz Performance & Pedagogy	500901	Sep-20
University of Missouri-Columbia	MA	Political Science, with option in Public Policy	451001	Delete option	MA	Political Science	451001	Sep-20

University of Missouri-Columbia	BS	Human Development and Family Science, with options in Family & Lifespan Development, Early Childhood Education in a Mobile Society, Family & Consumer Sciences Education, Child Life Specialist, Child Development & Education	190701	Delete option	BS	Human Development and Family Science, with options in Family & Lifespan Development, Early Childhood Education in a Mobile Society, Family & Consumer Sciences Education , Child Life Specialist, Child Development & Education	190701	Sep-20
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	CO	Floral Artistry and Management	360122	Sep-20
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	CO	Natural Environment and Human Health	030104	Sep-20
University of Missouri-Columbia	EDSp	Educational Leadership & Policy Analysis with options in PK-12 Educ. Leadership & Administration, Elem. and Second. Princ. Cert; PK-12 Educ. Leadership & Administration, Elem. Princ. And Supt., Cert.; PK-12 Educ. Leadership & Administration, Elementary Principal, Certif.; PK-12 Educ. Leadership & Administration, Secondary Principal, Cert; PK-12 Educ. Leadership & Administration, Superintendent Cert.; PK-12 Educ. Leadership & Administration, Second. Princ. and Supt., Cert.	130401	Delete options	EDSp	Educational Leadership & Policy Analysis with options in PK-12 Educ. Leadership & Administration, Elem. and Second. Princ. Cert; PK-12 Educ. Leadership & Administration, Superintendent Cert.	130401	Sep-20
University of Missouri-Columbia	GRCT	Geriatric Care Management	301101	Inactivate program	GRCT	Geriatric Care Management (inactive)	301101	Sep-20

University of Missouri-Columbia	BS	Natural Resource Science and Management, with options in Forest Resources, Fisheries & Wildlife Sciences, Human Dimensions, and Terrestrial Ecosystems	300101	CIP change	BS	Natural Resource Science and Management, with options in Forest Resources, Fisheries & Wildlife Sciences, Human Dimensions, and Terrestrial Ecosystems	030101	Sep-20
University of Missouri-Columbia	BS	Personal Financial Planning, with options in Financial Counseling, Personal Financial Planning, Personal Financial Management	190401	CIP change	BS	Personal Financial Planning, with options in Financial Counseling, Personal Financial Planning, Personal Financial Management	520804	Sep-20
University of Missouri-Columbia	MS	Personal Financial Planning, with options in Personal Financial Planning (non-thesis) and Consumer & Family Economics (thesis)	190401	CIP change	MS	Personal Financial Planning, with options in Personal Financial Planning (non-thesis) and Consumer & Family Economics (thesis)	520804	Sep-20
University of Missouri-Columbia	GRCT	Personal Financial Planning	190401	CIP change	GRCT	Personal Financial Planning	520804	Sep-20
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	CO	Public Health and Gender	512201	Sep-20
University of Missouri-Columbia	MSW	Social Work	440701	CIP change	MSW	Social Work	511503	Oct-20
University of Missouri-Columbia	PhD	Romance Languages	160101	Inactivate program	PhD	Romance Languages (inactive)	160101	Oct-20
University of Missouri-Columbia	MA	Human Development and Family Science	190701	Add certificate from parent degree	GRCT	Administration and Management of Family and Community Services	190701	Oct-20
University of Missouri-Kansas City	N/A	N/A	N/A	Add free-standing certificate program	CO	Arts Entrepreneurship	501001	Aug-20
University of Missouri-Kansas City	MS	Global Entrepreneurship (inactive)	520799	Reactivate program	MS	Global Entrepreneurship	520799	Aug-20

University of Missouri-St. Louis	BSBA	Business Administration, with options in Entrepreneurship, Finance, International Business, Management, Marketing, Supply Chain Management	520101	Add option, Add modes of delivery	BSBA	Business Administration, with options in Entrepreneurship, Finance, International Business, Management, Marketing, Supply Chain Management, Information Systems and Technology (delivered classroom, hybrid, and online)	520101	Oct-20
University of Missouri-St. Louis	BS	Information Systems and Technology	110103	Add mode of delivery	BS	Information Systems and Technology (delivered classroom, hybrid, and online)	110103	Oct-20
University of Missouri-St. Louis	MS	Information Systems and Technology	110103	Add mode of delivery	MS	Information Systems and Technology (delivered classroom, hybrid, and online)	110103	Oct-20
University of Missouri-St. Louis	MBA	Business Administration	520101	Add mode of delivery	MBA	Business Administration (delivered classroom, hybrid, and online)	520101	Oct-20
University of Missouri-St. Louis	BA	Psychology	420101	Add mode of delivery	BA	Psychology (delivered classroom, hybrid, and online)	420101	Oct-20
University of Missouri-St. Louis	BS	Computing Technology	110202	Add mode of delivery	BS	Computing Technology	110202	Oct-20
University of Missouri-St. Louis	BS	Computer Science	110701	Add mode of delivery	BS	Computer Science	110701	Oct-20
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
Hannibal-LaGrange University	BA	Christian Theatre	500501	Delete program	BA	Christian Theatre	500501	Aug-20
Hannibal-LaGrange University	BS	Christian Theatre	500501	Delete program	BS	Christian Theatre	500501	Aug-20

Hannibal-LaGrange University	BM	Music, with options in Instrumental, Vocal, and Worship	500901	Delete option	BM	Music with options in Instrumental and Vocal	500901	Aug-20
Hannibal-LaGrange University	BA	Liberal Studies	240199	Title change, Add mode of delivery	BA	University Studies (delivered classroom and online)	240199	Aug-20
Hannibal-LaGrange University	AAS	Associate of Applied Science	240199	Add mode of delivery	AAS	Associate of Applied Science (delivered classroom and online)	240199	Oct-20
Hannibal-LaGrange University	AA	Associate of Arts	240199	Add mode of delivery	AA	Associate of Arts (delivered classroom and online)	240199	Oct-20
Hannibal-LaGrange University	AS	Associate of Science	240199	Add mode of delivery	AS	Associate of Science (delivered classroom and online)	240199	Oct-20
Lindenwood University	BS	Public Health, with options in Cell Science and Population Health	512201	Option title changes	BS	Public Health, with options in Cell Science and Biology and Communities and Population Health	512201	Aug-20
Maryville University	BS	Healthcare Management	510718	Add certificate from approved parent degree	C0	Senior Living Management	510718	Aug-20
Maryville University	BS	Senior Living Management	510718	Delete program	BS	Senior Living Management	510718	Aug-20
Rockhurst University	EDD	Education and Leadership	130301	Add option	EDD	Education and Leadership, with option in Health Care Education	130301	Oct-20
Rockhurst University	BS	Biology, with options in Molecular Biology, Organismal Biology	260101	Add options	BS	Biology, with options in Molecular Biology, Organismal Biology, Environmental Biology, General Biology	260101	Oct-20
Rockhurst University	BS	Exercise Science	510001	Add certificate from parent degree	C1	Pre-Physical Therapy Studies	511109	Oct-20
Rockhurst University	BA	Psychology	420101	Add certificate from parent degree	C1	Pre-Occupational Therapy Studies	511107	Oct-20
Rockhurst University	BS	Physics	400801	Add certificate from parent degree	C1	Pre-Prosthetic and Orthotic Post Baccalaureate	511199	Oct-20



Tab 25

Proprietary School Certification Actions and Reviews

Coordinating Board for Higher Education
December 9, 2020

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 16, 2020, Coordinating Board for Higher Education meeting are reported in the attachment to this item. The report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Proprietary School Certification Actions and Reviews

Tab 25 Attachment

Proprietary School Certification Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

BCI Skills Center
St. Peters, Missouri

This non-profit institution offers certificate programs in Salesforce, manufacturing, and hospitality. The mission of the school is to prepare students with disabilities to move directly into the competitive workforce where they work alongside non-disabled individuals for entry level employment as diesel mechanics. The school is not accredited.

COMO Institute of Massage & Bodyworks
Columbia, Missouri

This for-profit institution offers a non-degree program in therapeutic massage. The mission of the school is to prepare massage therapy professionals capable of promoting wellness and public safety and to pass the Missouri state licensure exam. The school is not accredited.

Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)

National American University
Rapid City, South Dakota

This for-profit institution offers certificates and degrees in the business and technology fields. The mission of the school is to prepare students for careers in technical and professional fields by providing quality higher education in a caring and supportive environment. The school is accredited by the Higher Learning Commission (HLC).

Temporary Certificates of Approval Issued (Temporary Authorization for Instructional Delivery)

Alambda Systems, LLC
St. Louis, Missouri

This for-profit institution offers certificates in information technology. The mission of the school is to provide the best accelerated computer coding and computer networking learning experience for adult learners through hands-on training and small class sizes, bringing students from little to no coding our computer networking experience to job ready. The school is not accredited.

Beyond EDU
St. Louis, Missouri

This for-profit institution offers a certificate in nurse assisting. The mission of the school is to provide students with the skills necessary to function safely and efficiently in a health care setting. The school is not accredited.

KC Medical Coding Training
Kansas City, Missouri

This for-profit institution offers a certificate in medical coding in preparation for the national exam. The mission of the schools is to graduate competent Medical Coders to work in variety of healthcare settings. The school is not accredited.

Exemptions Granted

None

Schools Closed

None

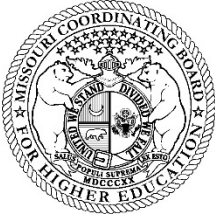
Certifications Denied

Quality Testing Services
Maryland Heights, Missouri

The school was approved to offer certificate programs in non-destructive testing. The school's owners failed to submit a recertification application and after multiple attempts to contact the owner, the school's certificate lapsed and the school is officially closed. Department staff are continuing to attempt contact in order to verify the appropriate storage of all student-related records, as required by Missouri statutes.

The Bartending Institute
St. Louis, Missouri

The school was approved to offer a certificate program in bartending/mixology. The school's owners failed to submit a recertification application and after multiple attempts to contact the owner, the school's certificate lapsed and the school is officially closed. Department staff are continuing to attempt contact in order to verify the appropriate storage of all student-related records, as required by Missouri statutes.



Tab 26
Meeting Minutes
Audit Committee

Coordinating Board for Higher Education
September 15, 2020

The Audit Committee of the Coordinating Board for Higher Education was called to order at 11:31 a.m. on Tuesday, September 15, 2020, via teleconference. Board members Joe Cornelison, Gwendolyn Grant, Doug Kennedy, Dudley McCarter, Gary Nodler, and Shawn Saale were present.

Kristin Stokely, General Counsel, previewed upcoming audits from the State Auditor and provided updates on the U.S. Department of Education Self-Assessment Program Audit.

No action was taken, and the meeting was adjourned at 11:36 a.m.



Tab 27

Overview of Recent Audit Reports

Coordinating Board for Higher Education
December 9, 2020

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 – 2020

The State Auditor is currently conducting an audit of the DHEWD loan program, sampling some GR funds against the DHEWD internal control plan, and reviewing other federal funds (not WIOA) for the CAFR. DHEWD staff continue to work with the State Auditor daily, providing requested information.

USDE Program Audit of DHEWD – 2019

USDE conducted its Program of Review of DHEWD from September 17, 2019, through September 19, 2019, for the period of October 1, 2017, through September 30, 2018. The draft report identified one finding. DHEWD provided a copy of the report during the June board meeting. The finding identifies an issue with the DHEWD contract with Ascendium. USDE believes that DHEWD's contract with Ascendium asks Ascendium to do both default aversion and post default collections, in violation of 34 CFR 682.404(j)(4). DHEWD submitted its response to the finding on June 1, 2020, and provided a copy of its response to the CBHE at the September board meeting. To date, DHEWD has not received a response to its submission.

USDE Information Security Audit- 2019

DHEWD staff continue to work with the USDE on resolving findings in the USDE Information Security Audit. There are three findings remaining, CP-4 was due by July 7, 2020, and RA-5 and SI-2 are due by September 7, 2020. CP-4 is related to the ITSD disaster recovery testing exercise that is required. Due to the ongoing COVID-19 situation, ITSD postponed the exercise. The Loan DR testing began October 27, 2020, and is currently ongoing but we expect it to conclude November 6, 2020. DHEWD sent a CAP Update to USDE July 7, 2020, to identify the DR exercise was postponed due to COVID-19. USDE has not indicated it has any issue with the delay. RA-5 and SI-2 are both related to vulnerability testing. DHEWD and ITSD implemented a new software called Nessus and are now conducting and resolving vulnerability tests. By the end of November,

DHEWD will supply evidence that it is conducting scans. DHEWD will not provide the actual vulnerability scans themselves. It remains to be seen whether USDE will close the findings without receiving the actual scans.

USDE Information Security Self-Assessment – 2020

Guaranty Agencies that did not have an on-site audit in 2020 completed a 2020 Self-Assessment of their security controls. DHEWD staff originally had between February and May of 2020 to complete the self-assessment. Due to the COVID-19 crisis, the completion deadline was extended until July 31, 2020. DHEWD completed and submitted the self-assessment on all 256 NIST Controls on time. The USDE contractor, Blue Canopy, provided a draft Self-Assessment Security Review Report dated August 25, 2020. A copy of the report was provided during the September board meeting. The report provides an overall rating of DHEWD as “good.” There are 21 findings noted. DHEWD received the Final Security Review Report (attached) on November 20, 2020 noting that all findings as resolved. There are no outstanding audit issues with the self-assessment.

Clifton Larson Allen (CLA) Audit

CLA conducted its interim field work for the annual independent audit of the financial statements and is presenting its update to the CBHE today.

Office of Inspector General (OIG) – United States Department of Education

The OIG is conducting its first audit of the State of Missouri’s administration of the Governor’s Emergency Education Relief (GEER) Fund grant. The audit will review our awarding process and planned monitoring process. The audit will continue into January of 2021.

NEXT STEPS

State Auditor – 2020

DHEWD will continue to work with the State Auditor on all pending audits.

USDE Program Audit of DHEWD – 2019

DHEWD will continue to work with USDE to find an acceptable corrective action to the single finding in the USDE Program Review of DHEWD.

USDE Information Security Audit – 2019

DHEWD will continue to provide the USDE corrective action plans as scheduled required in the DHEWD response to the USDE Information Security Audit.

Office of Inspector General (OIG) – United States Department of Education

DHEWD staff will work with DESE staff to comply with the OIG audit.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

- A. CLA Audit Report
- B. USDE Information Security Self-Assessment Final Security Review Report

Missouri Department of Higher Education and
Workforce Development (MDHEWD)
Guaranty Agency (GA) FY20 GASATRAQ
Self-Assessment
GA Security Review Report (SRR)

Friday, November 20, 2020

Version 1.0 (Final)

Delivered by JACOBS Technologies Inc.

Document Version Control

Version	Date	Author	Description
0.1	2020-11-18	Blue Canopy Team	Initial version.
0.2	2020-11-19	Blue Canopy Team	Quality Assurance review (Peer).
0.3	2020-11-19	Blue Canopy Team	Quality Assurance review (Team Lead).
0.4	2020-11-19	Blue Canopy Team	Management review.
1.0	2020-11-20	Blue Canopy Team	Released for FSA/ GA-MDHEWD for review and signature.

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1 Introduction

1.1 Background

Starting in 2017, Federal Student Aid (FSA) required all Guaranty Agencies (GAs) to complete a Security Self-Assessment by the Agency to identify the GA's official Information System (IS) security posture baseline. The intent of the GA Self-Assessment is to ensure GAs meet NIST security standards with plans to support broader cybersecurity-related programs, initiatives, and functions.

Each year, FSA selects a group of GAs to complete this self-assessment.

1.2 Scope and Methodology

In support of the FSA Security and Privacy (S&P) Guaranty Agency Security Assessment (GASA) Program, the Missouri Department of Higher Education and Workforce Development (MDHEWD) conducted a self-assessment of the MDHEWD information system using FSA's GASATRAQ 2.0 ("GASATRAQ") tool.

Testing methodologies consisted of GA personnel conducting a self-assessment of the FSA-selected security controls (see Table 1: Controls Reviewed). The Blue Canopy Group, LLC ("Blue Canopy") Security Assessment (SA) Team ("SA Team") then conducted an independent Security Control Review of the responses received, including reviewing supporting artifacts uploaded into the GASATRAQ self-assessment tool. The SA Team uses NIST SP 800-53A to determine if a control is effectively implemented and operating as intended.

1.3 Purpose

The purpose of this Security Review Report (SRR) is to provide FSA and MDHEWD with an analysis of the general security and internal controls implemented in the security environment of MDHEWD. The emphasis of this SRR is on the adequacy of the management, operational, and technical security controls implemented to protect the confidentiality, integrity, and availability for information entered, processed, and stored by and within the system. The SRR captures the results of the self-assessment review, including recommendations for correcting any weaknesses or deficiencies in the controls.

1.4 NIST Security Control Set

Table 1: Controls Reviewed

Control Family	Controls Reviewed
ACCESS CONTROL	AC-1, AC-2(1)(2)(3)(4), AC-3, AC-4, AC-5, AC-6(1)(2)(5)(9)(10), AC-7, AC-8, AC-11(1), AC-12, AC-14, AC-17(1)(2)(3)(4), AC-18(1), AC-19(5), AC-20(1)(2), AC-21, AC-22
AUDIT AND ACCOUNTABILITY	AU-1, AU-2(3), AU-3(1), AU-4, AU-5, AU-6(1)(3), AU-7(1), AU-8(1), AU-9(4), AU-11, AU-12
AWARENESS AND TRAINING	AT-1, AT-2(2), AT-3, AT-4
CONFIGURATION MANAGEMENT	CM-1, CM-2(1)(3)(7), CM-3(2), CM-4, CM-5, CM-6, CM-7(1)(2)(4), CM-8(1)(3)(5), CM-9, CM-10, CM-11
CONTINGENCY PLANNING	CP-1, CP-2(1)(3)(8), CP-3, CP-4(1), CP-6(1)(3), CP-7(1)(2)(3), CP-8(1)(2), CP-9(1), CP-10(2)
IDENTIFICATION AND AUTHENTICATION	IA-1, IA-2(1)(2)(3)(8)(11)(12), IA-3, IA-4, IA-5(1)(2)(3)(11), IA-6, IA-7, IA-8(1)(2)(3)(4)
INCIDENT RESPONSE	IR-1, IR-2, IR-3(2), IR-4(1), IR-5, IR-6(1), IR-7(1), IR-8
MAINTENANCE	MA-1, MA-2, MA-3(1)(2), MA-4(2), MA-5, MA-6
MEDIA PROTECTION	MP-1, MP-2, MP-3, MP-4, MP-5(4), MP-6, MP-7(1)
PERSONNEL SECURITY	PS-1, PS-2, PS-3, PS-4, PS-5, PS-6, PS-7, PS-8
PHYSICAL AND ENVIRONMENTAL PROTECTION	PE-1, PE-2, PE-3, PE-4, PE-5, PE-6(1), PE-8, PE-9, PE-10, PE-11, PE-12, PE-13(3), PE-14, PE-15, PE-16, PE-17
PLANNING	PL-1, PL-2(3), PL-4(1), PL-8
RISK ASSESSMENT	RA-1, RA-2, RA-3, RA-5(1)(2)(5)
SECURITY ASSESSMENT AND AUTHORIZATION	CA-1, CA-2(1), CA-3(5), CA-5, CA-6, CA-7(1), CA-9
SYSTEM AND COMMUNICATIONS PROTECTION	SC-1, SC-2, SC-4, SC-5, SC-7(3)(4)(5)(7), SC-8(1), SC-10, SC-12, SC-13, SC-15, SC-17, SC-18, SC-19, SC-20, SC-21, SC-22, SC-23, SC-28, SC-39
SYSTEM AND INFORMATION INTEGRITY	SI-1, SI-2(2), SI-3(1)(2), SI-4(2)(4)(5), SI-5, SI-7(1)(7), SI-8(1)(2), SI-10, SI-11, SI-12, SI-16
SYSTEM AND SERVICES ACQUISITION	SA-1, SA-2, SA-3, SA-4(1)(2)(9)(10), SA-5, SA-8, SA-9(2), SA-10, SA-11

Table 2: Controls Reviewed (Privacy)

Control Family	Controls Reviewed
AUTHORITY AND PURPOSE (Privacy)	AP-1, AP-2
ACCOUNTABILITY, AUDIT, AND RISK MANAGEMENT (Privacy)	AR-1, AR-2, AR-3, AR-4, AR-5, AR-6, AR-7, AR-8
DATA MINIMIZATION AND RETENTION (Privacy)	DM-1(1), DM-2(1), DM-3(1)
DATA QUALITY AND INTEGRITY (Privacy)	DI-1(1)(2), DI-2(1)
INDIVIDUAL PARTICIPATION AND REDRESS (Privacy)	IP-1(1), IP-2, IP-3, IP-4(1)
SECURITY (Privacy)	SE-1, SE-2
TRANSPARENCY (Privacy)	TR-1(1), TR-2(1), TR-3
USE LIMITATION (Privacy)	UL-1, UL-2

1.5 FSA Team Points of Contact

Table 3: FSA Team Points of Contact lists the members of the FSA Program Management Team for the FY20 GASATRAQ Self-Assessment Review.

Table 3: FSA Team Points of Contact

Name	Role/Responsibility	Contact Information
Daniel Commons	CISO	Daniel.Commons@ed.gov
Theon Dam	GASA Program Manager	Theon.S.Dam@ed.gov Office: +1 (202) 377-3106

1.6 SA Team Points of Contact

Table 4: SA Team Points of Contact lists the members of the SA Team for the FY20 GASATRAQ Self-Assessment Review.

Table 4: SA Team Points of Contact

Name	Role/Responsibility	Contact Information
Mitchell Barth	Program Manager (PM)	MBarth@bluecanopy.com Cell: +1 (703) 217-9523
Phyllis Rhodes	GASA Team Lead	PRhodes@bluecanopy.com Cell: +1 (540) 845-4911
Sarah Krueger (Fletcher)	GASA Deputy Team Lead	SFletcher@bluecanopy.com Cell: +1 (703) 431-6109
Kola Onamade	Lead Assessor	KOnamade@bluecanopy.com Cell: + (240) 460-0633Chris
Christopher Heizer	Support Assessor	CHeizer_CE@bluecanopy.com Cell: + (703) 969-7504

1.7 MDHEWD Points of Contact

Table 5: GA Team Points of Contact lists the members of the MDHEWD Team for the FY20 GASATRAQ Self-Assessment Review.

Table 5: GA Team Points of Contact

Name	Role/Responsibility	Contact Information
Marla Robertson	Director	Marla.Robertson@hewd.mo.gov Cell: + (573) 751-1791
Jeff Ferguson	Secondary Contact	Jeff.Ferguson@oa.mo.gov

2 Analysis Criteria

The SA Team provided the GAs a Draft SRR with an initial rating that was solely established on a rating methodology. This rating was normalized so that each question, security control, or security control family were assessed equitably. Blue Canopy then conducted a Draft SRR Out-brief and follow-up phone interviews with each GA. The SA Team allowed the GAs to submit additional evidence to remediate any of the findings addressed in the Draft SRR. Upon the conclusion of the interviews and additional analysis of the artifacts provided, Blue Canopy subject matter experts (SMEs) made a determination of the GA's rating.

FSA used two (2) metrics for rating criteria:

1. Security control responses
2. Uploaded implementation evidence

Table 6: Analysis Criteria

Effectiveness of the GA Response In Meeting the Security Objective	Strength of Evidence Identified In Meeting the Security Compliance Requirement
Good	<ul style="list-style-type: none"> • >= 80% of the security controls within the control family are Satisfied <ul style="list-style-type: none"> ○ Good = Assessment evidence satisfactory and/or interview notes indicate security controls are implemented and operating as intended.
Medium	<ul style="list-style-type: none"> • >=60% to < 80% of the security controls within the control family are Satisfied or Partially-Satisfied <ul style="list-style-type: none"> ○ Medium = Assessment evidence and/or interview notes indicate security controls are mostly implemented and operating as intended. • Rating Override: If deficiencies were discovered for controls within the control family with a High User Defined Criticality, the rating is determined using the criteria below: <ul style="list-style-type: none"> ○ High = 1 to 14 Findings
Poor	<ul style="list-style-type: none"> • >=30% to < 60% of the security controls within the control family are Satisfied or Partially-Satisfied <ul style="list-style-type: none"> ○ Poor = Assessment evidence and/or interview notes indicate security controls are somewhat implemented and operating as intended. • Rating Override: If deficiencies were discovered for controls within the control family with a High User Defined Criticality, the rating is determined using the criteria below: <ul style="list-style-type: none"> ○ High = 15 to 19 Findings

Effectiveness of the GA Response In Meeting the Security Objective	Strength of Evidence Identified In Meeting the Security Compliance Requirement
Critical	<ul style="list-style-type: none"> • >=0% to < 30% of the security controls within the control family are Satisfied or Partially-Satisfied <ul style="list-style-type: none"> ○ Critical = Assessment evidence is not provided and/or interview notes indicate a majority of the security controls are not implemented and operating as intended. • Rating Override: If deficiencies were discovered for controls within the control family with a High User Defined Criticality, the rating is determined using the criteria below: <ul style="list-style-type: none"> ○ High = 20 or more Findings

Based on the GA's responses to the Security Self-Assessment questionnaire, the rating methodology, and the results of implementation evidence review, FSA provided a rating for each security control and then calculated an overall rating of Good, Medium, Poor, or Critical for each security control family.

3 Control Family Ratings

FSA calculated a rating based on the GAs responses to the Security Self-Assessment questionnaire. The following results are average ratings for each security control family. The overall rating is an average of all individual NIST control ratings.

Table 7: Control Family Ratings

Control Family Name	2019 Control Family Security Rating	2020 Control Family Security Rating
Access Control (AC)	Medium	Good
Security Awareness and Training (AT)	Good	Good
Auditing and Logging (AU)	Medium	Good
Security Assessments (CA)	Good	Good
Configuration Management (CM)	Medium	Good
Contingency Planning (CP)	Medium	Good
Identification and Authentication (IA)	Good	Good
Incident Response (IR)	Good	Good
Maintenance (MA)	Good	Good
Media Protection (MP)	Good	Good
Physical and Environmental (PE)	Good	Good
Security Planning (PL)	Good	Good
Personnel Security (PS)	Good	Good
Risk Assessment (RA)	Medium	Good
Systems Acquisition (SA)	Good	Good
System and Communications Protection (SC)	Good	Good
System and Information Integrity (SI)	Medium	Good
Privacy (AP, AR, DI, DM, IP, SE, TR, UL)	Good	Good
Overall Rating	Medium	Good

4 Summary of Findings

The independent analysis of the self-assessment responses identified the following deficient controls for the GA. Detailed weakness information and assessor recommendations are included in Appendix A: MDHEWD Self-Assessment Security Review Analysis Corrective Action Plan (CAP).

Table 8: Summary of Findings

Control Family Name	Finding(s)	Status
Access Control (AC)	AC-11: SESSION LOCK	Remediated
	AC-12: SESSION TERMINATION	Remediated
Auditing and Logging (AU)	AU-2: AUDIT EVENTS	Remediated
	AU-3: CONTENT OF AUDIT RECORDS	Remediated
	AU-6: AUDIT REVIEW, ANALYSIS, AND REPORTING	Remediated
	AU-7: AUDIT REDUCTION AND REPORT GENERATION	Remediated
	AU-8: TIME STAMPS	Remediated
	AU-12: AUDIT GENERATION	Remediated
Security Assessments (CA)	CA-3: SYSTEM INTERCONNECTIONS	Remediated
	CA-5: PLAN OF ACTION AND MILESTONES	Remediated
	CA-7: CONTINUOUS MONITORING	Remediated
	CA-9: INTERNAL SYSTEM CONNECTIONS	Remediated
Configuration Management (CM)	CM-4: SECURITY IMPACT ANALYSIS	Remediated
	CM-5: ACCESS RESTRICTIONS FOR CHANGE	Remediated
	CM-7: LEAST FUNCTIONALITY	Remediated
Systems Acquisition (SA)	SA-1: SYSTEM AND SERVICES ACQUISITION POLICY AND PROCEDURES	Remediated
System and Information Integrity (SI)	SI-5: SECURITY ALERTS, ADVISORIES, AND DIRECTIVES	Remediated

5 Signature Page

CISO Recommendations:

- Concur with SA Team's GA review
- The GA must:
 - Update all documentation to reflect changes to the information system

Marla Robertson Digitally signed by Marla Robertson
Date: 2020.11.20 15:25:30 -06'00'

Marla Robertson, or designee
MDHEWD Signatory

Date

Lisa Ortiz (affiliate) Digitally signed by Lisa Ortiz (affiliate)
Date: 2020.11.20 11:47:58 -05'00'

Mitchell Barth, or designee
Blue Canopy - Program Management Office

Date

Theon Dam
Federal Student Aid - GASA Program Manager (PM)

Date

Daniel Commons, or designee
Director, Enterprise Cybersecurity Group
Federal Student Aid - Chief Information Security Officer (CISO)

Date

6 MDHEWD Finding Details

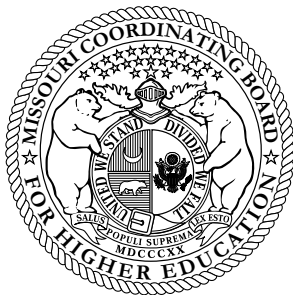
During the Remediation Window (Monday, August 31 to Friday, November 13, 2020*), GA-MDHEWD submitted additional evidence/ artifacts to the SA Team for review. Upon reviewing the remediation evidence, the SA Team determined that there are no remaining findings for GA-MDHEWD, and the security control requirements have been satisfied.

***NOTE:** Due to unforeseen circumstances, GA-MDHEWD was granted a Remediation Window extension through the end of November 2020 by the FSA CISO. They submitted their remediation evidence prior to the extension end date.

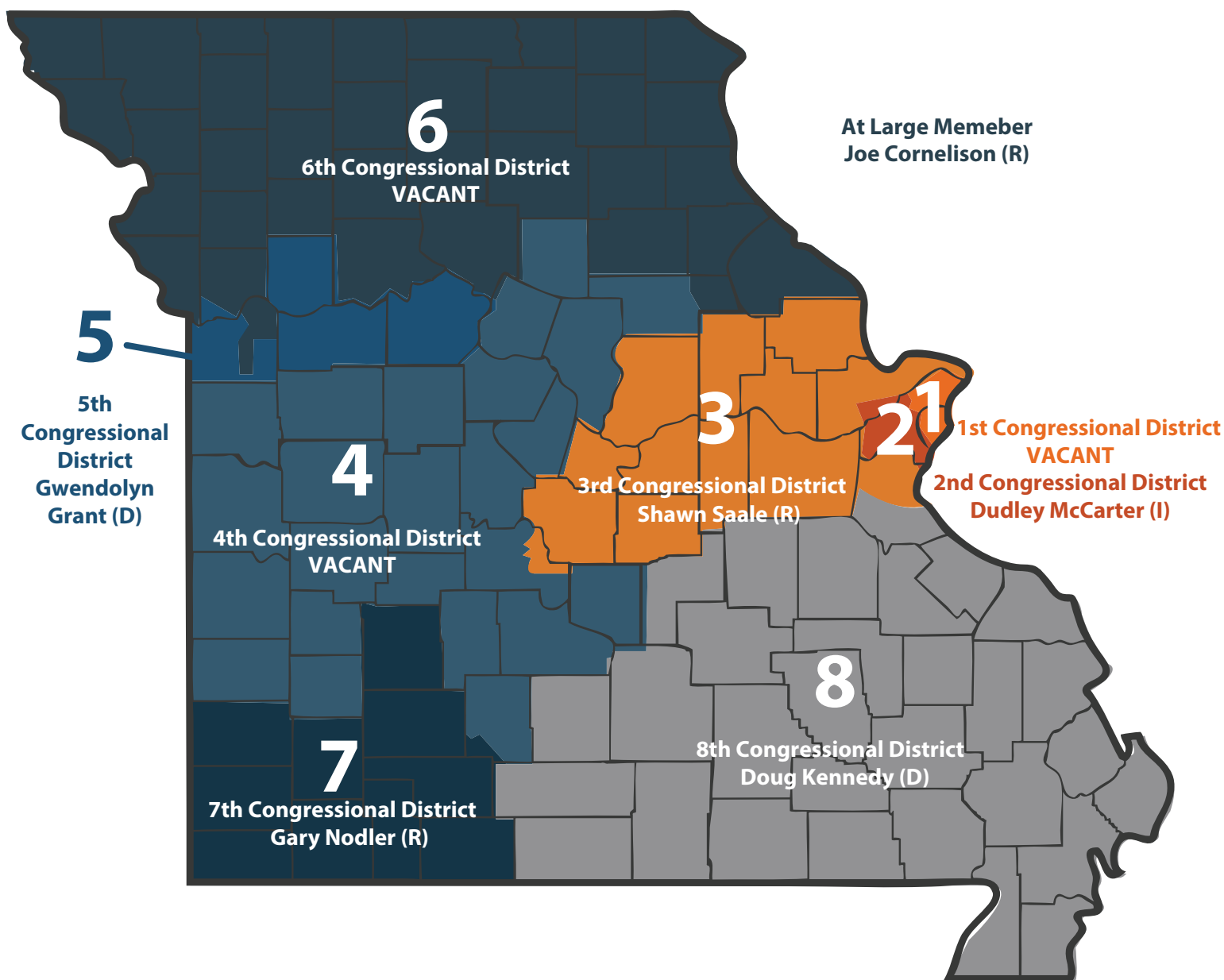
Appendix A: MDHEWD Self-Assessment Security Review Analysis Corrective Action Plan (CAP)

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Coordinating Board for Higher Education Members by Congressional District





Coordinating Board for Higher Education Members by Congressional District

Term expirations for Coordinating Board for Higher Education Members:

1st District: VACANT

2nd District: Mr. Dudley McCarter-9/18/2019 to 6/27/2022

3rd District: Mr. Shawn Saale - 8/23/2017 to 6/27/2021

4th District: VACANT

5th District: Ms. Gwendolyn Grant - 8/29/2018 to 6/27/2022

6th District: VACANT

7th District: Mr. Gary Nodler - 8/29/2018 to 6/27/2022

8th District: Mr. Douglas Kennedy - 11/5/2015 to 6/27/2020

At Large Member: Mr. Joe Cornelison - 12/13/2017 to 6/27/2020

District	Description of boundary	Population
1	St. Louis County (part of), St. Louis City	736,055
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	767,531
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles (part of), Miller, Camden (part of)	774,899
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	762,763
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	757,920
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	765,667
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	770,073
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,764



**Tab 29
Committee Roster**

Coordinating Board for Higher Education
December 9, 2020

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

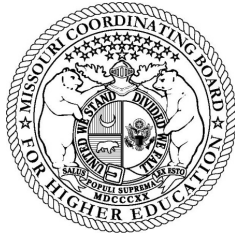
After the December 2019 CBHE meeting, board chair Doug Kennedy appointed the following committee members and chairs.

	Previous	Current
Audit	Joe Cornelison (chair) Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Robin Wenneker Dudley McCarter	Joe Cornelison (chair) Gwen Grant Doug Kennedy Gary Nodler Shawn Saale Dudley McCarter
Budget & Financial Aid	Gary Nodler (chair) Joe Cornelison Gwen Grant Doug Kennedy Shawn Saale Robin Wenneker Dudley McCarter	Gary Nodler (chair) Joe Cornelison Gwen Grant Doug Kennedy Shawn Saale Dudley McCarter
Academic Affairs & Workforce Needs	Gwen Grant (chair) Joe Cornelison Doug Kennedy Gary Nodler Shawn Saale Robin Wenneker Dudley McCarter	Gwen Grant (chair) Joe Cornelison Doug Kennedy Gary Nodler Shawn Saale Dudley McCarter
Strategic Planning & External Affairs	Shawn Saale (chair) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Robin Wenneker Dudley McCarter	Shawn Saale (chair) Joe Cornelison Gwen Grant Doug Kennedy Gary Nodler Dudley McCarter

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



ORGANIZATIONAL INFORMATION: DEPARTMENT DUTIES

The Coordinating Board for Higher Education (CBHE) and its administrative arm, the Missouri Department of Higher Education and Workforce Development (DHEWD), have a varied portfolio of duties. The following provides a high-level summary of those duties.

Planning is one of the DHEWD'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 MDHE 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).

Finally, the department offers resources that help students **plan for** and **complete** postsecondary programs. The DHEWD'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 DHEWD 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 DHEWD 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 MDHE 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 DHEWD 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 their loans and restore their credit if they default (20 U.S.C. § 1072b).

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

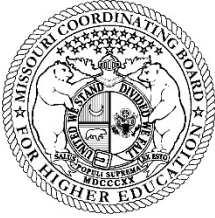
- Compliance with requests from the coordinating board is a prerequisite to the receipt of any funds which the coordinating board is responsible for administering (§ 173.005.2(11))
- Institutions that willfully disregard CBHE policy may be subject to penalties including inability to receive students 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.

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)



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.