



Schedule of Events
Coordinating Board of Higher Education
September 12 – 13, 2023
Committee Meeting Times are Estimated

Tuesday, September 12th, 2023

- 1:00 p.m. – 4:00 p.m. CBHE Work Session and Committee Meetings
Harry S Truman Building, Suite 860 CBHE Board Room
301 W. High St, Jefferson City, MO 65101
- 5:30 p.m. – 8:00 p.m. Reception (CBHE, DHEWD Staff, and PAC only)
Courtyard by Marriott – Café
610 Bolivar St, Jefferson City, MO 65101

Wednesday, September 13th, 2023

- 9:00 a.m. – 12:00 p.m. CBHE Public Meeting
Courtyard by Marriott
610 Bolivar St, Jefferson City, MO 65101



COORDINATING BOARD FOR HIGHER EDUCATION

September 12, 2023 | 1:00–4:00 p.m.

Harry S Truman Building – 301 W. High Jefferson City
Suite 860 – CBHE Board Room

Committee Meeting Times are Estimated

WORK SESSION AND COMMITTEE MEETINGS AGENDA

1. **General Business** (1:00-1:10 p.m.)
 - a. Welcome and Call to Order
 - b. Roll Call of Members and Determination of Quorum
 - c. Review Minutes of June 13, 2023, Work Session and Committee Meetings (Minutes Tab)
 - d. Review Minutes of June 14, 2023, CBHE Session (Minutes Tab)
 - e. Information
 - i. Chair's Appointment of a Nominating Committee for CBHE Officers (Tab 2)
2. **Report of the Commissioner** (1:10 – 2:40)
 - a. Preview Issues on Next Day's Agenda
 - b. Panel Discussion – Higher Education Enrollment Challenges
3. **Strategic Planning & External Affairs Committee** (2:40 – 2:50 p.m.)
 - a. Information
 - i. FY 2024 Strategic Placemat Update (Tab 4)
 - ii. P20W Update (Tab 5)
4. **Academic Affairs & Workforce Needs Committee** (2:50 – 3:20 p.m.)
 - a. Preview Issues on Next Day's Agenda
 - i. Proprietary School Certification Program Update (Tab 6)
 - ii. Missouri Southern State University Proposed Statewide Mission Change (Tab 10)
 - iii. Consumer Information Rule Revision (Tab 11)
 - iv. Proprietary School Certification Actions and Reviews (Tab 13)



COORDINATING BOARD FOR HIGHER EDUCATION

September 12, 2023 | 1:00–4:00 p.m.

Harry S Truman Building – 301 W. High Jefferson City
Suite 860 – CBHE Board Room

Committee Meeting Times are Estimated

5. **Budget & Financial Aid Committee (3:20 – 3:40 p.m.)**
 - a. Preview Issue on Next Day's Agenda
 - i. MoExcels Recommendations (Tab 14)
 - ii. FY 2025 Budget Request Summary (Tab 17)
6. **Audit Committee (3:40 – 3:50 p.m.)**
 - a. Overview of Recent Audits (Tab 18)
7. **Work Session (3:50 – 4:00 p.m.)**
 - a. Planning for December 2023 CBHE Meeting
 - b. Other Matters for Discussion
8. **Review Schedule and Logistics for Next Day's Meeting**
9. **Adjourn Work Session of the Coordinating Board for Higher Education**

It is the policy of the Coordinating Board for Higher Education that all public meetings and events are accessible to people with disabilities. Individuals needing special accommodations relating to a disability should contact Kristin Stokely at the Department of Higher Education and Workforce Development, 301 W. High St., PO Box 1469 Jefferson City, MO 65102, by emailing Kristin.Stokely@dhewd.mo.gov.

For media inquiries, please contact info@dhewd.mo.gov.



COORDINATING BOARD FOR HIGHER EDUCATION

September 13, 2023 | 9:00 – 12:00 p.m.

Courtyard by Marriott, 610 Bolivar St., Jefferson City

Call-In: 1 312 626 6799

Meeting ID: 935 0720 9302

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. Review Minutes of June 13, 2023, Work Session and Committee Meetings (Minutes Tab)
 2. Review Minutes of June 14, 2023, CBHE Session (Minutes Tab)

b. Information

- i. Call for Offers to Host the June 2024 CBHE Meeting (Tab 1)
- ii. Chair's Appointment of a Nominating Committee for CBHE Officers (Tab 2)*

2. Report of the Commissioner

a. Action

- i. (NONE)

b. Information

- i. Commissioner's Report

3. Presidential Advisory Committee

a. Action

- i. (NONE)

b. Information

- i. Update on Implementation of New Laws (Tab 3)

4. Strategic Planning & External Affairs Committee

a. Action

b. Information

- i. FY 2024 Strategic Placemat Update (Tab 4)*
- ii. P20W Update (Tab 5)*



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Call-In: 1 312 626 6799

Meeting ID: 935 0720 9302

5. Academic Affairs & Workforce Needs Committee

a. Action

- i. Academic Program Actions on Provisionally Approved Programs (Tab 9)
- ii. Missouri Southern State University Proposed Statewide Mission Change (Tab 10)
- iii. Consumer Information Rule Revision (Tab 11)

b. Information

- i. Proprietary School Certification Program Update (Tab 6)*
- ii. Job Centers of the Future Update (Tab 7)
- iii. Career and Technical Education WS Report (Tab 8)
- iv. Academic Program Actions Approved through Routine and Staff Review (Tab 12)
- v. Proprietary School Certification Actions and Reviews (Tab 13)*

6. Budget & Financial Aid Committee

a. Action

- i. MoExcels Recommendations (Tab 14)
- ii. FY 2025 Department and Student Financial Aid Budget Recommendations (Tab 15)
- iii. FY 2025 Public College and University Operating Budget Recommendations (Tab 16)

b. Information

- i. FY 2025 Budget Request Summary (Tab 17)*

7. Audit Committee

- a. Overview of Recent Audits (Tab 18)*



COORDINATING BOARD FOR HIGHER EDUCATION

September 13, 2023 | 9:00 – 12:00 p.m.

Courtyard by Marriott, 610 Bolivar St., Jefferson City

Call-In: 1 312 626 6799

Meeting ID: 935 0720 9302

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 (Tab 19)*
- ii. Presidential Advisory Committee Roster (Tab 19)*
- iii. CBHE Members by Congressional District (Tab 19)*
- iv. CBHE Committee Roster (Tab 19)*
- v. CBHE Statutory Functions (Tab 19)*
- vi. CBHE Bylaws (Tab 19)*

**Items marked with an asterisk will not be the subject of a verbal report unless a report is requested.*

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

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Tab 1

Call for Offers to Host the June 2024 CBHE Meeting

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The Coordinating Board for Higher Education (CBHE) is statutorily required to meet at least four times annually with an advisory committee (§ 173.005.3, RSMo). Regular meetings generally take place in March, June, September, and December. The June meeting is generally held on a college or university campus. For the June 2023 meeting, the board met at University of Missouri - St. Louis in St. Louis, Missouri.

CURRENT STATUS

The board will issue a call for offers to host the June 2024 CBHE meeting.

NEXT STEPS

The CBHE will vote to determine the host institution for the June 2024 meeting at their December 2023 meeting.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Attachment A: Coordinating Board On-Campus Meeting Location History

Tab 1 Attachment A

Coordinating Board On-Campus Meeting Location History

HISTORY OF HOST INSTITUTIONS		
Year	Month	Host
2023	June	University of Missouri - St. Louis
2022	June	Missouri Southern State University
2021	June	University of Missouri-St. Louis (moved online)
2020	June	University of Missouri-St. Louis (moved online)
2019	June	Southeast Missouri State University
2018	June	Missouri State University & Ozarks Technical Community College
2017	April	Lincoln University
	June	Northwest Missouri State University
2016	April	Harris-Stowe State University
	April	Metropolitan Community College (Blueprint Meeting)
	June	State Technical College of Missouri
2015	February	University of Missouri-Columbia (Blueprint Meeting)
	March	Truman State University (Blueprint Meeting)
	April	Missouri Western State University
	June	Missouri State University
	June	Ozarks Technical Community College (Blueprint Meeting)
	June	Southeast Missouri State University (Blueprint Meeting)
2014	November	Lincoln University
	December	St. Charles Community College
2013	December	University of Missouri-Columbia
2010	February	Wentworth Military Academy
	June	Missouri Baptist University
	September	State Fair Community College
	December	University of Missouri-Columbia
2009	February	St. Louis Community College-Wildwood
	April	Lincoln University



Tab 2

Chair’s Appointment of a Nominating Committee for CBHE Officers

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Article III of the Coordinating Board for Higher Education Bylaws provides:

- 1) The officers of the Board shall be the 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 by 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
2023	Gary Nodler	Hollie Elliott	Allan Brooks
2022	Gwendolyn Grant	Gary Nodler	Dudley McCarter
2021	Joe Cornelison	Gary Nodler	Shawn Saale
2019	Doug Kennedy	Mike Thomson	Joe Cornelison



Tab 2

Chair's Appointment of a Nominating Committee for CBHE Officers

Coordinating Board for Higher Education
September 13, 2023

CURRENT STATUS

The CBHE bylaws provide that the CBHE chair shall appoint a nominating committee of three members. Current CBHE chair Gary Nodler has indicated that he will appoint himself, Dudley McCarter, and Shawn Saale to the nominating committee.

NEXT STEPS

The nominating committee will nominate a slate of members to serve as Chair, Vice Chair, and Secretary for the CBHE to vote on at the December meeting. After the report of the nominating committee at the December meeting, but before the election of the new officers, additional nominations from the floor will be permitted. The new officers will assume their roles after the close of the December meeting.

RECOMMENDATION

Information item only. The nominating committee will meet prior to the December CBHE meeting to make nominations.

NO ATTACHMENTS



Tab 3

Update on Implementation of New Laws

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The Regular Session of the 102nd General Assembly began on Wednesday, January 4, 2023, and concluded on Friday, May 12, 2023. For bills that were agreed upon and passed during session, the Governor had 15 days to sign or veto the bills. For bills that were agreed upon and finally passed and delivered to the Governor after session concluded, the Governor had 45 days to sign or veto the bills.

CURRENT STATUS

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

- House Bill 3 – DHEWD Budget Bill
- House Bill 5 – ITSD Budget Bill
- House Bill 17 – Reappropriation Budget Bill
- House Bill 19 – Planning and Capital Projects
- House Bill 20 – ARPA Budget Bill
- House Bill 402 – Health Care
- House Bill 417 – Upskilling

NEXT STEPS

The department is working to implement all 2023 legislation. See the Attachment New Law Implementation Matrix for more detailed information.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

- Attachment A: New Law Implementation Matrix

Tab 3, Attachment A
New Law Implementation Matrix

PLAN FOR IMPLEMENTATION OF NEW LAWS
2023 NEW HIGHER EDUCATION-RELATED LAWS
ITEMS REQUIRING ACTION BY THE DHEWD/CBHE

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
Bills Passed in 2023						
HB 3	DHEWD Budget	Section 3.010 provides \$38,336,840 for MO excels - VETOED	July 1, 2023	N/A	Postsecondary Policy	Vetoed
HB 3	DHEWD Budget	Section 3.103 provides \$600,000 to fund MO Returning Heroes waived tuition	July 1, 2023	Administer the funds	Operations	Administer the funds.
HB 3	DHEWD Budget	Section 3.125 provides: <ul style="list-style-type: none"> \$250,000 SE MO org working with persons with autism; \$2,500,000 for the P20W work 	July 1, 2023	None	Operations; Performance & Strategy	Issue a contract renewal for SE MO Org; continue to work on P20W.
HB 3	DHEWD Budget	Section 3.130 provides numerous budget line items for the following programs: <ul style="list-style-type: none"> \$1,459,000 for a statewide, competitively-bid, virtual education program for high school students for in-demand industry sectors; \$350,000 for an org in KC to provide education curriculum, training, access to capital, and mentoring; \$1,000,000 for a statewide, competitively-bid program for cost-free education, training, and apprenticeships for computer programming, minimum of 2 vendors; \$1,000,000 for STL City org that facilitates supplemental education 	July 1, 2023	Procure the services	Office of Administration	Almost all contracts are issued. DHEWD is continuing to wrap up the few remaining contracts.

			Effective Date/Deadline	New Duties	Area Responsible	
		<p>programs, job development and training, and community service programs for under-resourced individuals;</p> <ul style="list-style-type: none"> • \$3,010,180 promoting and developing registered apprenticeships; • \$300,000 for a construction workforce program statewide that serves underrepresented individuals; • \$300,000 minorities and women pre-apprenticeship program in STL City; • \$100,000 for KC historical local national org to enable disadvantaged persons to obtain self-sufficiency; • \$700,000 for a workforce pre-apprenticeship training in KC for minorities and women; • \$3,000,000 for a geospatial training program in STL City; • \$2,000,000 for HyperCare program; - \$1M VETOED • \$100,000 STL City org providing youth and their family with mentorship; • \$300,000 for a social work pilot program 				
HB 3	DHEWD Budget	Section 3.132 provides \$1,000,000 for a nursing simulation lab for an online statewide nursing education program	July 1, 2023	Procure Services	Operations	Extended contract with Platte County.
HB 3	DHEWD Budget	Section 3.133 provides \$2,300,000 for a statewide program to increase collaboration and workforce opportunities via industry partnership in precision health and agricultural sciences.	July 1, 2023	Procure Services	Operations	Contracted with MSSU.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
HB 3	DHEWD Budget	Section 3.135 – provides \$250,000 to UM S&T for Project Lead the Way	July 1, 2023	Pass through the funds	Operations	Contract and pass through the funds.
HB 5	ITSD Budget Bill	Section 5.030 provides ITSD funding to work on: <ul style="list-style-type: none"> • CORE 42 • Fast Track Admin System • Enhanced Data for Better Decision Making 	July 1, 2023	N/A	Operations; Performance & Strategy; Postsecondary Policy	Continue to work with ITSD.
HB 17	Capital Projects	17.060 – \$900,000 to community colleges for Deferred Maintenance	July 1, 2023	Allocate and disburse funds	Operations	Work to disburse funds.
HB 17	Capital Projects	17.070 - \$800,000 for the design of a medical school in a specific location	July 1, 2023	Renew the contract	Operations	Contract issued to UMKC.
HB 19	Capital Projects	19.260 provides \$15,000,000 for the design and construction in STL City for a manufacturing innovation center.	July 1, 2023	Procure services	Operations	Contracting with UMSL.
HB 19	Capital Projects	19.261 provides \$700,000 for the design and construction of a medical school in St. Joseph.	July 1, 2023	Procure services	Operations	Contract issued to UMKC
HB 19	Capital Projects	19.262 and .263 provides \$3,000,000 to UM for the Fischer Delta Research, Extension and Education Center	July 1, 2023	Pass through funds	Operations	Reimburse UM
HB 20	ARPA Budget Bill	Section 20.005 provides \$10,000,000 for a MO Excels program for private IHEs	July 1, 2023	Administer the funds	Operations	Extended existing contracts.
HB 20	ARPA Budget Bill	Section 20.010 provides \$2,365,343 to OWD to modernize Missouri's Job Centers	July 1, 2023	Spend the funds	OWD	OWD will use the funds as appropriate.
HB 20	ARPA Budget Bill	Section 20.215 provides \$7,500,000 to the MSU West Plains Autism Center	July 1, 2023	Pass through the funds	Operations	Extended existing contract and removed match requirement.
HB 20	ARPA Budget Bill	Section 20.216 provides \$31,500,000 to the UM School of Medicine Thompson Center	July 1, 2023	Pass through the funds	Operations	Extended existing contract.
HB 20	ARPA Budget Bill	Section 20.505 provides \$10,000,000 to IHES for Agriculture Innovation Grants	July 1, 2023	Administer the grant funds	Operations	Extended existing contracts.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
HB 20	ARPA Budget Bill	Section 20.700 provides \$3,000,000 to Crowder College	July 1, 2023	Pass through the funds	Operations	New project. Issued a new contract.
HB 20	ARPA Budget Bill	Section 20.705 provides \$9,750,000 to East Central College	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.710 provides \$2,731,898 to Jefferson College	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.715 provides \$15,000,000 to MCC	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.720 provides \$7,500,000 to MAC	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.725 provides \$2,233,722 to MACC	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.730 provides \$1,750,000 to North Central Missouri College	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.735 provides \$5,000,000 to Ozarks Technical Community College	July 1, 2023	Pass through the funds	Operations	Extended the existing contract.
HB 20	ARPA Budget Bill	Section 20.736 provides \$11,500,000 in GR to Ozarks Technical Community College	July 1, 2023	Pass through the funds	Operations	New GR project. DHEWD will administer the funds.
HB 20	ARPA Budget Bill	Section 20.740 provides \$27,000,000 to St. Charles Community College	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.745 provides \$20,000,000 to SLCC	July 1, 2023	Pass through the funds	Operations	Extended existing contract.
HB 20	ARPA Budget Bill	Section 20.746 provides \$21,000,000 in GR to SLCC	July 1, 2023	Pass through the funds	Operations	New GR project. DHEWD will administer the funds.
HB 20	ARPA Budget Bill	Section 20.750 provides \$7,500,000 to SFCC	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.755 provides \$1,500,000 to Three Rivers College	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.760 provides \$30,000,000 to State Tech	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
HB 20	ARPA Budget Bill	Section 20.765 provides \$29,850,000 to UCM	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.770 provides \$11,000,000 to SEMO	July 1, 2023	Pass through the funds	Operations	Extended existing contract.
HB 20	ARPA Budget Bill	Section 20.771 provides \$18,500,000 in GR to SEMO	July 1, 2023	Pass through the funds	Operations	New GR project. DHEWD will administer the funds.
HB 20	ARPA Budget Bill	Section 20.775 provides \$47,500,000 to MSU (\$17,500,000 in GR and \$30,000,000 in ARPA)	July 1, 2023	Pass through the funds	Operations	Extended the existing contract and added the GR funding.
HB 20	ARPA Budget Bill	Section 20.780 provides \$30,000,000 to Lincoln	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.785 provides \$15,767,500 to Truman	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.790 provides \$8,500,000 to Northwest	July 1, 2023	Pass through the funds	Operations	Extended existing contract.
HB 20	ARPA Budget Bill	Section 20.791 provides \$25,000,000 in GR to Northwest	July 1, 2023	Pass through the funds	Operations	New GR project. DHEWD will administer the funds.
HB 20	ARPA Budget Bill	Section 20.795 provides \$22,500,000 to MSSU	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.800 provides \$7,500,000 to MO Western	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.805 provides \$23,250,000 to HSSU	July 1, 2023	Pass through the funds	Operations	Extend existing contract and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.815 provides \$156,750,000 (\$52,250,000 in GR and \$104,500,000 in ARPA) to UM	July 1, 2023	Pass through the funds	Operations	Extend existing contract, added GR funding, and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.816 provides \$1,000,000 to UM for the TE "Jake" Fisher Delta Research Center	July 1, 2023	Pass through the funds	Operations	Extended the contract.

Bill	Subject	Description	Implementation			Next Steps
			Effective Date/Deadline	New Duties	Area Responsible	
HB 20	ARPA Budget Bill	Section 20.820 provides \$41,250,000 to UM S&T	July 1, 2023	Pass through the funds	Operations	Extended the contract.
HB 20	ARPA Budget Bill	Section 20.821 provides \$25,000,000 in GR to UM	July 1, 2023	Pass through the funds	Operations	New GR project. DHEWD will administer the funds.
HB 20	ARPA Budget Bill	Section 20.825 provides \$60,000,000 to UMKC (\$20,000,000 in GR and \$40,000,000 in ARPA)	July 1, 2023	Pass through the funds	Operations	Extended existing contract, added GR, and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.830 provides \$60,000,000 to UMSL (\$20,000,000 in GR and \$40,000,000 in ARPA)	July 1, 2023	Pass through the funds	Operations	Extended existing contract, added GR, and removed the match requirement.
HB 20	ARPA Budget Bill	Section 20.847 provides \$3,260,000 for the UM MO Foundation Seed Program – VETOED	July 1, 2023	n/a	Operations	Vetoed
HB 20	ARPA Budget Bill	Section 20.848 provides \$4,000,000 for the planning and construction of an agency to connect job seekers to training and employment in a county with more than one million inhabitants.	July 1, 2023	Procure the services	Operations	Extended existing contract.
HB 20	ARPA Budget Bill	Section 20.862 provides \$350,000 for a nonprofit organization providing serving business	July 1, 2023	Procure the services	Operations	Extended existing contract.
HB 402	Health Professional Bill	Section 191.430 creates the Health Professional Loan Repayment Program.	July 1, 2023	Coordinate the DHSS	OWD	Coordinate with DHSS to identify appropriate health professionals or disciplines eligible for the forgivable loan used to pay existing student loans.
HB 417	Upskilling	105.1600 hiring based on postsecondary degree requirements	August 28, 2023	Implement new policy	Commissioner's Office	HR is implementing new rules into the DHEWD hiring process.
HB 417	Upskilling	135.457 Intern and Apprentice Recruitment Act	August 28, 2023	Coordinate with DED	OWD	Work with DED on what programs qualify as a registered apprenticeship.



Tab 4

FY 2024 Strategic Placemat Update

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Beginning in 2019, the department developed an annual “strategic placemat” to drive its work for the calendar year. In 2022, the cycle for the strategic placemat changed from calendar to fiscal year.

The FY 2024 Strategic Placemat focuses on the department’s vision, “Every Missourian empowered with the skills and education needed for success,” and includes 11 initiatives that are guided by four themes:

- Access: Removing barriers to enrollment and employment
- Success: Supporting learners and workers through a holistic lens
- Affordability: Identifying resources and creating opportunities
- Best Place to Work: Continuous improvement in culture and process

CURRENT STATUS

Placemat initiative owners have been developing project charters detailing goals, scope, outcomes, and deliverables for each initiative. The Placemat Steering Committee meets bi-monthly to report on progress, identify and troubleshoot challenges, and celebrate reaching milestones.

The following are highlights of progress made on placemat initiatives.

Access

- The Adult Learner Network is collaborating with the Education Strategy Group (ESG)) and the Missouri College & Career Attainment Network (MOCAN) to increase postsecondary education attainment rates for adult learners, especially Black, Hispanic, and rural adults. Per its strategic plan, MDHEWD's larger strategy is to reach 60% postsecondary attainment for the state across the subpopulations listed. The Adult Learner Network is developing a long-term strategic plan to advance adult prosperity in Missouri.

Affordability

- The Financial Aid Office is developing an annual financial aid report to produce a single source for information about state aid programs administered by the department. When developed, the report is designed for legislators, stakeholders, and the public to inform, guide decision making, and evaluate impact.

Success

- The Office of Workforce Development is developing a best-in-class customer experience model for Missouri’s Job Centers. Recent progress includes a redesigned mechanism for gathering customer feedback from job seekers on their interaction with the Job Center to inform decisions about service provided. A team OWD staff and partners will help design and document the



Tab 4

FY 2024 Strategic Placemat Update

Coordinating Board for Higher Education
September 13, 2023

process of connecting the customer with community resources to meet immediate needs and providing employment services that will lead to long-term career opportunities.

NEXT STEPS

Placemat initiative owners continue to refine project charters as they prioritize the goals and tasks ahead. Regular updates will be provided to the board in future meetings.

ATTACHMENTS

- Attachment A: FY 2024 Strategic Placemat

ASPIRATION

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

THEMES

ACCESS

Removing barriers to enrollment and employment

SUCCESS

Supporting learners and workers through a holistic lens

AFFORDABILITY

Identifying resources and creating opportunities

BEST PLACE TO WORK

Continuous improvement in culture and process

INITIATIVES

OWD.1 Expand

opportunities for youth through partnership programs (Donna Brake)

OC&O.1 Develop targeted marketing and resources to inform specialized populations about education and workforce options (Paula Clay)

OPP.1 Develop and implement an adult learner strategic plan (Samantha Dickey)

OWD.2 Increase access to apprenticeships through Apprenticeship Missouri (Donna Brake)

OWD.3 Create and deliver a best-in-class customer experience in Missouri's Job Centers (Ronda Anderson)

OP&S.1 Establish a P20W Research and Data Center (Jeremy Kintzel)

OPP.2 Update Consumer Information Disclosures with public institutions to ensure required information is on their websites and is accessible to the general public (Joshua Fischer)

CO.1 Collaborate on and promote an institutional performance-funding model (Dr. Boggs, Leroy Wade)

Ops.1 Develop financial aid annual report (Erik Anderson)

CO.2 Strengthen the culture of DHEWD through an intentional unity and integration model (Carla McDaniel)

CO.3 Improve team member retention with addition of mentor program, career ladder opportunities, and succession planning strategies (Laura Hoskins)





Tab 5 P20W Update

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

P20W data systems securely and privately connect statewide information from early childhood through K–12 education, postsecondary education, and the workforce enabling cross-sector data insights to help leaders answer pressing policy questions, direct resources, and better support individuals along their education and workforce journeys. The “P” generally refers to preschool or early childhood, the “20” represents grades of elementary, secondary, and postsecondary education, and the “W” refers to the journey in the workforce. Benefits of P20W data include:

- Providing state policymakers with clear, measurable, and actionable insights supporting efficient, data-driven decision-making.
- Leaders will have better visibility into the talent pipeline and workforce development opportunities.
- Individuals and communities become better consumers of information leading to improved outcomes for all citizens.

In FY 2023, the Governor’s Office requested the Department to engage with consultants to solicit wants and needs for a P20W system from a range of stakeholders, as well as to conduct an environmental scan of similar units in other states and do an initial evaluation of the current systems related to this effort in Missouri. Approximately one-half of states have an existing system that is more established than Missouri. Examples of leading states are Kentucky and Indiana.

Following that study, a budget proposal was included for the FY 2024 Department budget to include a request for \$2.5 million and five (5) staff to develop a P20W unit. This request was approved by the General Assembly and signed into the Department’s budget (House Bill 3) by Governor Parson on June 20, 2023.

The P20W Research and Data Center is housed within the Department’s Office of Performance and Strategy as part of the Missouri Economic Research and Information Center (MERIC). This unit will focus on collaboration and coordination with other state agencies to securely and privately link administrative data for research and analysis purposes; development of the structure and maintenance of such a data system; research of education-to-workforce policy issues of importance to the state of Missouri; and work with internal and external stakeholders to improve secure access to the data.

CURRENT STATUS

Current priorities include hiring staff for the unit, work on fiscal and logistic considerations in establishing a new unit, legal consultation for data sharing agreements, linking K-12 data to the existing higher education and workforce data, and communication with partners and stakeholders. Jeremy Kintzel was hired as the Director of the P20W unit on July 16, 2023. The Director and Assistant Commissioner are working to hire additional team members.



Tab 5
P20W Update

Coordinating Board for Higher Education
September 13, 2023

NEXT STEPS

Once additional team members are hired, the next steps include conducting research on known areas of interest and establishing an advisory group of key cabinet leaders and others involved in the effort. Work will also continue on establishing system architecture, data connections, and documentation. The Department will provide regular updates to the Coordinating Board for Higher Education on this unit's work and progress.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

- None



Tab 6

Proprietary School Certification Program Update

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Section 173.614, RSMo, directs the Proprietary School Advisory Committee (PSAC) to submit a report to the Coordinating Board for Higher Education (CBHE) at least twice annually to update the Board on matters within the scope of the Proprietary School Certification Program. The CBHE receives a report during the December meeting advising on the overall status of the program. Staff are providing this report to update the Board on the status of the annual recertification process, which concluded June 30, 2023.

Schools certified to operate in Missouri are required to submit an application to renew their approval to operate. The recertification window opens January 1st each year, and schools must submit all application items to the department by March 15th in order to avoid late fees. Proprietary staff review the applications for completeness then work with the institution to correct any information that is unclear or fails to meet certification standards. The final step in the process is verification of the school's security deposit and payment of the annual recertification fee. Temporary certificates may be issued if staff review and/or security deposit verifications delay approval past the June 30 deadline for completion.

CURRENT STATUS

There are 171 schools certified through this program:

- 144 main Missouri locations
- 12 Missouri branch locations
- 14 out-of-state recruit main institutions
- 1 out-of-state recruit branch location

Proprietary staff have completed the recertification process and issued new certificates to 142 locations (88%), 18 locations have been reviewed and are waiting on verification of security deposits (11%), and one location has had the application reverted for corrections (1%). Ten new schools were not required to complete the process this year.

NEXT STEPS

Proprietary staff will continue to work with institutions on completing the recertification process.

RECOMMENDATION

This is an information item only.

ATTACHMENTS

- None



Tab 7

Job Centers of the Future Update

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

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

The JCF taskforce has initiated various process improvements for the public workforce system. Key accomplishments include the developing and implementing the Wagner-Peyser Standardization process, completed ahead of schedule in calendar year 2022. The goal is to serve 100,000 Missourians by December 2023, providing services such as resume, job search, and application assistance, and interview coaching.

As JCF evolved, increasing access to workforce services has been a focus, including offering virtual services and creating more service delivery points through the local workforce development boards. Increasing access also requires standardized training in key case management areas. A Case Management taskforce has been underway, developing materials and providing training statewide to Job Center staff.

CURRENT STATUS

To further the goals of JCF, referred to also as Job Center Connect, the Case Management task force is currently providing training for employer services. Additionally, in an effort to create standard training for OWD Job Center staff, OWD is pursuing the development of a Workforce Specialist registered apprenticeship program. Training will result in Certified Workforce Development Specialists, ensuring that all OWD staff receiving quality, consistent training and understand how to work with individuals accessing Job Center services to ensure success in their professional journeys.

To provide easier access to Job Center services, OWD are in discussions with a few colleges regarding having a presence on campuses. In June, OWD joined SEMO at their Catapult location, which services as an affiliate job center and is open to the public 5 days per week.

NEXT STEPS

OWD will continue developing and providing training under the Case Management Taskforce as needs are identified. Plan is to complete the registration process for the Workforce Development Specialist registered apprenticeship program by October 2023.

RECOMMENDATION

This is an informational item.

ATTACHMENTS

- None



Tab 8

Career and Technical Education Engagement Report

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

On August 28, 2022, RSMo 167.908 went into effect. The statute requires that DHEWD provide the means for high school students in Career and Technical Education (CTE) programs to complete an application for federal funding under the Workforce Innovation and Opportunity Act (WIOA) Program. In order to meet this requirement, DHEWD must ensure engagement with CTE programs every year, until 100% engagement has been met; DHEWD must maintain that engagement at 100% every school year thereafter.

- For the 2022-2023 school year, fifty percent;
- **For the 2023-2024 school year, seventy percent;**
- For the 2024-2025 school year, ninety percent; and
- For the 2025-2026 school year and every school year thereafter, one hundred percent.

CURRENT STATUS

The Office of Workforce Development (OWD) is responsible for this initiative. To date, OWD has engaged 52 of the 57 CTEs (91%), exceeding the required percentage for the current school year. Engagement has been through two key events in partnership with Department of Elementary and Secondary Education's (DESE). A tracking mechanism is in place to record all activity across multiple teams.

OWD works closely with DESE's Career Pathways Manager to create opportunities for engagement. The engagement plan for the remainder of this school year includes:

- Scheduled visits with CTEs during professional development
- OWD to speak at DESE's Spring Apprenticeship Boot Camp, dates TBD

NEXT STEPS

OWD will continue engagement with CTEs as planned. CTEs with no history of engaging with OWD will be a priority for the remainder of the year. Discussions on how to engage with these CTEs underway.

RECOMMENDATION

This is an informational item.

ATTACHMENTS

- Attachment A: CTE Engagement List

CTE ENGAGEMENT COUNT (SCHOOL YEAR 2023-2024)		
REQUIREMENT: 70%		
Engagement Percentage to Date		91%
Missouri CTEs	Y	Contact Event/Date
Arcadia Valley Career Technology Center		
Boonslick Technical Education Center	X	MCCTA Summer Conference (7/27)
Cape Girardeau Career and Technology Center	X	MCCTA Summer Conference (7/27)
Carrollton Area Career Center	X	MCCTA Summer Conference (7/27)
Carthage Technical Center	X	MCCTA Summer Conference (7/27)
Cass Career Center	X	MCCTA Summer Conference (7/27)
Clinton Technical School	X	MCCTA Summer Conference (7/27)
Columbia Area Career Center	X	MCCTA Summer Conference (7/27)
Crowder College Technical Education Center	X	MCCTA Summer Conference (7/27)
Current River Career Center	X	MCCTA Summer Conference (7/27)
Dallas County Technical Center	X	DESE Summer Boot Camp (8/1-8/2)
Davis H. Hart Career Center	X	DESE Summer Boot Camp (8/1-8/2)
Eldon Career Center	X	MCCTA Summer Conference (7/27)
Excelsior Springs Area Career Center	X	MCCTA Summer Conference (7/27)
Fort Osage Career and Technology Center	X	MCCTA Summer Conference (7/27)
Four Rivers Career Center		
Franklin Technology Center	X	MCCTA Summer Conference (7/27)
Gibson Technical Center	X	MCCTA Summer Conference (7/27)
Grand River Technical School	X	DESE Summer Boot Camp (8/1-8/2)
Hannibal Career and Technical Center	X	MCCTA Summer Conference (7/27)
Herndon Career Center	X	MCCTA Summer Conference (7/27)
Hillyard Technical Center	X	MCCTA Summer Conference (7/27)
Jefferson College Area Technical School	X	DESE Summer Boot Camp (8/1-8/2)
Kennett Career and Technology Center	X	MCCTA Summer Conference (7/27)
Kirkville Area Technical Center	X	MCCTA Summer Conference (7/27)
Lake Career and Technical Center	X	MCCTA Summer Conference (7/27)
Lamar Career & Technical Center	X	MCCTA Summer Conference (7/27)
Lebanon Technology and Career Center	X	MCCTA Summer Conference (7/27)
Lewis and Clark Career Center	X	MCCTA Summer Conference (7/27)
Lex La-Ray Technical Center	X	MCCTA Summer Conference (7/27)
Linn County Area Career and Technical Center		
Macon Area Career and Technical Education Center	X	MCCTA Summer Conference (7/27)
Manual Career and Technical Education Center	X	MCCTA Summer Conference (7/27)
Moberly Area Technical Center	X	MCCTA Summer Conference (7/27)
Nevada Regional Technical Center	X	MCCTA Summer Conference (7/27)
New Madrid County R-I Technical Skills Center	X	MCCTA Summer Conference (7/27)
Nichols Career Center	X	MCCTA Summer Conference (7/27)
North Central Career Center	X	MCCTA Summer Conference (7/27)
Northland Career Center	X	MCCTA Summer Conference (7/27)
Northwest Technical School	X	MCCTA Summer Conference (7/27)
Ozark Mountain Technical Center	X	MCCTA Summer Conference (7/27)
Ozarks Technical Community College	X	MCCTA Summer Conference (7/27)
Pemscot Co. Career and Technology Center	X	MCCTA Summer Conference (7/27)
Perryville Area Career and Technology Center		
Pike/Lincoln Technical Center	X	MCCTA Summer Conference (7/27)
Poplar Bluff Technical Career Center	X	MCCTA Summer Conference (7/27)
Rolla Technical Institute/Center	X	MCCTA Summer Conference (7/27)
Saline County Career Center	X	MCCTA Summer Conference (7/27)
Scott Regional Technology Center	X	MCCTA Summer Conference (7/27)
Sikeston Career and Technology Center	X	MCCTA Summer Conference (7/27)
South Central Career Center	X	MCCTA Summer Conference (7/27)
		MCCTA Summer Conference (7/27)
Special School District, St. Louis County North Tech HS	X	DESE Summer Boot Camp (8/1-8/2)
		MCCTA Summer Conference (7/27)
Special School District, St. Louis County South Tech HS	X	DESE Summer Boot Camp (8/1-8/2)
State Fair Career and Technology Center	X	MCCTA Summer Conference (7/27)
UniTec Career Center		
Warrensburg Area Career Center	X	MCCTA Summer Conference (7/27)
		MCCTA Summer Conference (7/27)
Waynesville Career Center	X	DESE Summer Boot Camp (8/1-8/2)
Total Engaged 2023-2024	52	
Percentage Goal	91%	



Tab 9

Academic Program Actions on Provisionally Approved Programs

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

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

CURRENT STATUS

The CBHE gave provisional approval to the programs listed below in 2017 and 2018. MDHEWD staff have reviewed each program and recommend the board take the following action:

Table 1: Programs Recommended for Full Approval

Institution	Program Name	Program CIP Code
Metropolitan Community College	AS, Pre-Professional Studies, Health Emphasis	510000
Truman State University	BS, Biochemistry and Molecular Biology	260210

Table 2: Recommended Review in Two Years for Provisionally Approved Programs

Institution	Program Name	Program CIP Code
Metropolitan Community College	C0, AAS, Building Maintenance and Construction	460401
Missouri Southern State University	BS, Dental Hygiene	510602
Southeast Missouri State University	BAS, Applied Technology	151501
Truman State University	MA, Counseling: Mental Health Counseling (in collaboration with A.T. Still University)	511508
Truman State University	MA, Counseling: School Counseling (in collaboration with A.T. Still University)	131101
University of Central Missouri	BS/MA, Accelerated Program, MA in Science Education and BS in Chemistry	131316
University of Central Missouri	BS/MA, Accelerated Program, MA in Science Education and BS in Biology	131316

RECOMMENDATION

Staff recommend approval of the recommendations listed above.

ATTACHMENTS

- None



Tab 10

Missouri Southern State University Proposed Statewide Mission Change

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

A statewide mission designation is integrally related to the Coordinating Board for Higher Education's (CBHE) responsibility for statewide planning, requiring identification of the needs of the state, an examination of the ways educational resources can best respond, and an examination of the mission and purpose of institutions in light of identified state needs.

In 1995, the General Assembly passed SB 340, which provides the framework the CBHE currently uses for evaluating requests for statewide missions. Section 173.030(8), RSMo, charges the CBHE with providing a report to the General Assembly if the Board determines a public institution has qualified for a mission change based on criteria outlined in Section 173.030(9), RSMo. The statute requires submission of an application and implementation plan based on that criteria. Any proposed statewide mission or change of statewide mission designation approved by the CBHE must be approved by concurrent resolution of the General Assembly before the revised statewide mission may become effective.

CURRENT STATUS

In 1995, Missouri Southern State University (MSSU) received a statewide mission in International / Global Education. In July 2023, the University submitted an application to expand its statewide mission to include Health and Life Sciences and Immersive Learning Experiences. After review of the initial proposal, department staff requested and received additional information regarding the number of students from specific populations enrolled from outside of the school's historic service region and the programs in which those students are enrolled; the licensure exam pass rates and job placement rates for health sciences program graduates; and, the number of students who participate in immersive learning experiences at the institution. The complete proposal is included as Attachment A.

The proposal was posted for a twenty day public comment period and received two comments (Attachment B), one from Metropolitan Community College (MCC) and one from Missouri State University (MSU). Missouri Southern State University provided a response (Attachment C) to each comment.

An analysis of staff findings related to each statutory criterion is provided in Attachment D.

RECOMMENDATION

Staff recommend approval of Missouri Southern State University's request to expand its statewide mission to include Health and Life Sciences and Immersive Learning Experiences.

ATTACHMENTS

- Attachment A: Missouri Southern State University's Proposal for Statewide Mission Designation
- Attachment B: Public Comments on Proposal
- Attachment C: MSSU Response to Public Comments
- Attachment D: Criteria for Statewide Mission Designation

Coordinating Board for Higher Education

Tab 10, Missouri Southern State University Request for a Statewide Mission

September 13, 2023 Page | 1



MISSOURI SOUTHERN STATE UNIVERSITY

Office of the President

May 22, 2023

Dear Commissioner Boggs:

On behalf of Missouri Southern State University, I write to express the university's intent to request an update to the university's statewide mission. Currently, the statewide mission of Missouri Southern is **International/Global Education**. The university seeks to update its statewide mission to encompass three areas: **International/Global Education, Health and Life Sciences**, and **Immersive Learning Experiences**.

The university looks forward to providing significant rationale and information in support of the request. Briefly, our rationale includes:

International/Global Education: Since 1995 Missouri Southern has excelled in achieving this aspect of our mission and is committed to continuing this unique focus into the future.

Health and Life Sciences: The university has a strong array of high-quality programs in the health and life sciences, areas critical to address current and future workforce needs in the region and state. In support of this mission, the Joplin region has a unique set of healthcare and health sciences assets, and community leaders are collaborating to strategically build upon this existing strength. Also, Missouri Southern's transformation project supported by Governor Parson is a Health Science Innovation Center—a facility that will provide a foundation for further excellence and growth in the health and life sciences.

Immersive Learning Experiences: Immersive Learning has been defined by Missouri Southern Faculty as:

Immersive Learning: Learning through comprehensive experiences within realistic environments that promote cognitive and skills development, investigation, problem-solving, adaptation, and application. Examples: capstone projects, cultural immersion (study away), internships, research, service learning, community-based learning, clinical placement (clinical rotations, student teaching), practicums, hands-on laboratories, civic engagement, creative works, field studies, simulations, virtual environments, etc.

Many of the university's academic programs and facilities are designed to provide students with opportunities to experience Immersive Learning, including the Anatomy and Physiology Human Cadaver Lab, the Health Sciences Simulation Learning Lab, the Criminal Justice Crime Scene Lab, the Nursing Virtual Reality Lab, the Edward Jones Trading Lab, and others. Students and faculty recognize that this type of education provides greater opportunity for retention of material and synthesis of information.

By including Immersive Learning in the CBHE-approved statewide mission, we would indicate our intention to highlight our existing programs that contain Immersive Learning opportunities and to seek to expand those opportunities in other programs.

I would appreciate it if you would provide the university with an application to submit a formal request for an update to our statewide mission. We look forward to working with your office on a timeline, but it would be our intent for this matter to be discussed at the Coordinating Board for Higher Education meeting in September.

The person responsible for follow up regarding the application is:

Dr. Lisa Toms, Provost and Vice President for Academic Affairs
Toms-L@mssu.edu
(417) 625-3172

Thank you for your consideration, and please let me know if you have any questions or guidance.

Best wishes,

A handwritten signature in black ink that reads "Dean Van Galen". The signature is written in a cursive style with a long horizontal line extending from the start of the word "Dean".

Dean Van Galen, Ph.D.

President

cc: Samantha Dickey, Interim Assistant Commissioner of Postsecondary Policy

MSSU Proposal for Statewide Mission Expansion



MISSOURI SOUTHERN STATE UNIVERSITY

Office of the President

July 14, 2023

Dr. Bennett Boggs
Commissioner, MDHEWD
Post Office Box 1469
Jefferson, City, MO 65102

Dear Commissioner Boggs:

On behalf of the students, faculty, staff, and supporters of Missouri Southern State University, it is my great honor to submit to you the institution's application for an expanded statewide mission. For nearly 30 years, Missouri Southern has successfully executed our current statewide mission in international/global education, which we propose to continue. Now, as Missouri Southern grows and responds to specific workforce needs in the state, we write to request the Coordinating Board for Higher Education consider and support our effort to include health and life sciences and immersive learning experiences into our statewide mission.

While the application itself provides extensive rationale for an expanded statewide mission, in short, we believe we have more than adequately demonstrated Missouri Southern:

- Enrolls a cross-section of Missouri students and effectively serves several of the state's special populations, including minorities and economically disadvantaged students;
- Has unusual strength in the health and life sciences and immersive learning experiences that respond to Missouri's current workforce needs, with licensure pass rates and placement rates that exceed the average in the state;
- Has the capacity to provide significant public service to address statewide needs beyond our service region in Southwest Missouri; and
- Has adopted and maintains a robust program of continuous quality improvement as evidenced by, for example, licensure exam pass rates and job placement rates in the health and life sciences.

As you will see in the application, not only does Missouri Southern have an impressive breadth of undergraduate degree programs in the health and life sciences, but we also have unique facilities, immersive learning experiences, and external stakeholder engagement activities that provide the margin of excellence in our programs. All told, Missouri Southern is a statewide leader in the health and life sciences and immersive learning experiences and we ask the Coordinating Board for Higher Education to recognize our strengths in these areas with a new statewide mission.

3950 E. Newman Rd • Joplin, MO 64801-1595

Ph: 417-625-9501 • Fx: 417-625-3540 • vangalen-d@mssu.edu •

www.mssu.edu

If you have questions or need clarification or additional information regarding our application, please do not hesitate to reach out to me at your convenience. We stand ready to work collaboratively with the Department of Higher Education and Workforce Development staff and members of the Coordinating Board to facilitate a thorough review of these materials.

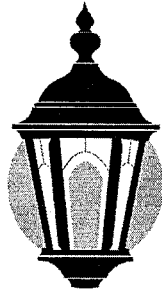
In the interim, please know how much we appreciate your consideration of this application, and we look forward to discussing it further as the process unfolds this Fall.

Best regards,

A handwritten signature in black ink, appearing to read "Dean Van Galen". The signature is fluid and cursive, with a long horizontal stroke at the beginning.

Dean Van Galen, Ph.D.
President

cc: Samantha Dickey, Interim Assistant Commissioner of Postsecondary Policy



MISSOURI SOUTHERN STATE UNIVERSITY®

Application for Statewide Mission

Institution Name: Missouri Southern State University

Requested Areas for Statewide Mission Designation: International/Global Education, Health and Life Sciences, and Immersive Learning Experiences

Does any other public four-year institution have a statewide mission in the requested areas? No

Does the institution understand that if a statewide mission is approved in the requested areas, it will not prohibit other four-year institutions from offering the same or similar programs? Yes

Submission Date: July 14, 2023

Section I Institutional Background

History and General Information

Missouri Southern State University (MSSU) is a four-year public regional university that enrolls 4,144 students (*Fall 2022*) through 168 undergraduate and graduate degrees in a variety of academic areas. MSSU has served the State of Missouri and beyond for the past 86 years and continues to evolve to meet the dynamic needs of students, the community, business and industry, and healthcare organizations, to name but a few stakeholders. Established in 1937 as Joplin Junior College, the State of Missouri expanded the institution's scope to a four-year college in 1967 and granted university status in 2003. Today, Missouri Southern enrolls a diverse population of students from across the United States and numerous foreign countries.

Missouri Southern has been fully accredited by the Higher Learning Commission since 1949 and has a Carnegie classification of "Master's Colleges and Universities: Small Programs." The Board of Governors has delegated day-to-day governance of the university, depending on topic and role, to the administration, Faculty Senate, Staff Senate, and Student Senate. As a result, Missouri Southern maintains a very robust shared governance environment.

The Academic Experience

The academic programs at Missouri Southern State University are organized into three professional colleges: The College of Arts and Sciences, the College of Business, Communication, and Technology, and the College of Health, Life Sciences, and Education. Each academic college is headed by a dean who oversees faculty and curricular matters.

- The College of Arts and Sciences is comprised of six departments: social science, justice studies, chemical and physical science, language and literature, art and design, and performing arts. This college offers the most diverse range of subjects at Missouri Southern. As the home for the majority of MSSU's general education curriculum, the College of Arts and Sciences provides the academic basis for every degree program on campus. The college is also home to the International Institute, which provides support and coordination of the university's current statewide mission in international/global education.
- The College of Business, Communication, and Technology is comprised of several disciplines, including business, computer information science, communication, mathematics, and industrial engineering technology. Much of the college's academic programming is housed in the Plaster School of Business, which provides education in traditional business disciplines such as management, marketing, international business, finance, accounting, entrepreneurship, and economics. Understanding the central role communication and technology play in the daily work of business graduates, the addition of those two departments in 2022 allowed the college to coalesce around a core set of current business skills.
- The College of Health, Life Sciences, and Education houses more than 50% of student majors at Missouri Southern and is comprised of six departments: biology and environmental health, allied health (radiology, dental hygiene, emergency medicine, respiratory therapy, and healthcare administration), nursing, psychology, teacher education, and kinesiology. Long a center of excellence for Missouri Southern, the academic programs in health and life sciences are directly related to the workforce demands of the State of Missouri, the region, and beyond.

Programs in the College of Health, Life Sciences, and Education are notable not only for their high-quality, workforce relevance, and engaged faculty, but also for their immersive facilities that enhance classroom and laboratory instruction. The college is home to a wide variety of simulation labs and other hands-on learning opportunities. Most of the programs in this college have external advisory boards comprised of thought leaders and practitioners from across Missouri and the Midwest who provide input on curriculum, student placement, facilities, and internships.

Missouri Southern's 134 full-time faculty are very engaged in the academic life of the institution and its students. Faculty lead program and curriculum development, academic advising, employer relations, internship, and post-graduation opportunities, and much more within their discipline.

The Student Experience

Missouri Southern attracts students from over 80 counties in Missouri and 36 U.S. states, as well as foreign countries. The average class size at Missouri Southern State University is less than 20 students with 87% of classes enrolling 30 or fewer students. The student to faculty ratio is 17:1, and 100% of classes are taught by professional faculty, not graduate students. These factors lead to a student experience that is highly personalized with faculty and students developing collaborative relationships that extend beyond graduation and into professional life.

Many of the university's 4,144 students (*Fall 2022*) report being involved in at least one of MSSU's 73 student organizations. These opportunities for engagement with campus, the community, and fellow students range from Greek life and departmental clubs to intramural sports and political/cultural interest. Students, both on-campus and online, residential and commuter alike have ample opportunity to become involved in the life of the institution.

Within the recently completed strategic plan is an emphasis on campus vibrancy with an aim of enhancing the student experience. Objectives within this strategic goal of campus vibrancy include providing comfortable and supportive facilities, become a destination for statewide academic, educational, and cultural events, providing activities that appeal to students, and recommitting the university to excellence in our intercollegiate athletic programs. Combined, this strategic focus on campus vibrancy and the student experience will only serve to enhance students' academic and social development leading to greater rates of persistence in and completion of their chosen academic program.

Facilities and Infrastructure

When Missouri Southern became a four-year baccalaureate degree granting institution in 1967, it moved from its original home in downtown Joplin, Missouri, to a 374-acre campus on the northeast corner of the city. This move allowed the institution to build from the ground up a modern, cohesive, and highly functional physical environment. Today, Missouri Southern has over 1.6 million square feet contained in over fifty unique structures that provide students, faculty, staff, and the community instructional, support, engagement, and residential spaces.

The campus' facilities are modern, attractive, appropriate for the scope and level of instruction provided, and, as with all university campuses, a challenge to maintain. Given its strength in immersive learning experiences, Missouri Southern has invested in state-of-the-art facilities in many of its disciplines, but particularly in the health and life sciences.

A recently adopted three-year facilities improvement plan aims to take a strategic approach in four key areas: instructional spaces, infrastructure, safety and security, and wayfinding and aesthetics. Campus constituents had input on the importance of improving different facilities on campus and, in 2023, the MSSU Board of Governors allocated a specific set of funds to begin a multi-year improvement of the institution's most in-need facilities.

Section II – Statutory Criteria

Statutory Requirement

RSMo §173.030(9) requires institutions seeking a statewide mission to “provide to the Coordinating Board that they have the capacity to discharge successfully such a mission.” This is demonstrated by evidence supporting the following:

- a) The institution enrolls a representative cross-section of Missouri residents;
- b) The institution offers one or more programs of unusual strength, which responds to a specific statewide need;
- c) The institution has a clearly articulated admission standard;
- d) The institution is characterized by a focused academic environment, which identifies specific but limited areas of academic emphasis at the undergraduate or graduate level with a demonstrated capacity to provide significant public service or research support that address statewide needs for constituencies beyond its historic service region; and
- e) The institution has adopted and maintains a program of continuous quality improvement, or the equivalent of such a program, and reports annual appropriate and verifiable measures of institutional accountability related to such programs.

In response, Missouri Southern State University submits the following evidence demonstrating satisfaction of the five criteria listed above. Also, several letters of support have been provided by statewide entities and our governing body in support of this application. They are attached to this communication in a separate document.

The institution enrolls a representative cross-section of Missouri residents

The statewide mission designation checklist identifies three examples in which a university can demonstrate capacity to discharge such a mission. Missouri Southern meets two areas within the “special population” category:

- 1) **Economically Disadvantaged Students** – In fall 2020, Missouri Southern enrolled 883 undergraduate students who were Missouri residents but lived outside the university’s historic service region. Forty-two percent (42%) of these students received Pell grants. In this same period, the percentage of undergraduates at Missouri’s thirteen public universities receiving Pell grants was 26%. Therefore, Missouri Southern enrolls a greater percentage of economically disadvantaged students from outside its historic statutory service region than the average of such students enrolled at other Missouri public higher education. This demonstrates MSSU meets the first statutory criterion of enrolling a cross-section of Missouri students.
- 2) **Minority Students** – In Fall 2020, Missouri Southern’s undergraduate student body was 24% black, indigenous, or people of color (BIPOC). When broken down by residency, 22% of MSSU students are BIPOC and come from outside the university’s traditional service region. The state BIPOC student average for public universities is 21%. Therefore, Missouri Southern serves a greater percentage of BIPOC students from outside our historic service region than the state average.

While the overall BIPOC statistic demonstrates compliance with this portion of the statewide mission designation checklist, that same fact is true for specific populations. For example, at Missouri public universities, American Indian and Alaska Native students make up 0.4% of all undergraduates. At Missouri Southern, American Indian and Alaska Native student from outside the university's traditional statutory service region make up 1.7% of the institution's total undergraduate population.

A second example is black or African American students. Within Missouri's public universities, 9% of the undergraduate population is black or African American. At Missouri Southern 12.5% of the undergraduate population are students who are black or African American and come from outside the university's historic statutory service region. Therefore, in both specific populations, Missouri Southern serves students at a higher rate than average for the state's other public institutions of higher education.

The institution offers one or more programs of unusual strength, which responds to a specific statewide need

International/Global Education

In 1995, Missouri Southern requested and was granted a statewide mission in international/global education. While it is the university's understanding from MDHEWD staff that we need not demonstrate compliance in our existing statewide mission in this application, we believe providing examples of achievement in international/global education demonstrates the institution's capacity for an expanded statewide mission in health and life sciences and immersive learning experiences.

In the last three decades since being granted a statewide mission, the university has excelled at achieving this aspect of our work and proposes continuing this unique focus into the future. Examples of how Missouri Southern embraces international/global education include:

- **Internationalized Curriculum** – Beginning in 1995, faculty began to identify opportunities to integrate international/global education into the curriculum. Now, nearly 30 years later, almost all aspects of MSSU's curriculum have an international education component. In 2004, Missouri Southern was recognized by the Association of International Educators as one of only thirteen U.S. colleges and universities that had successfully integrated international/global education into its curriculum. In addition, MSSU received the Theodore Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning. This recognition was directly tied to the university's international curriculum development program. To this day, Missouri Southern continues to be a national leader in international/global education.
- **Themed Semester** – Each year, a foreign country or region is selected for the “themed semester.” During the fall, faculty, staff, students, and community members participate in programming related to the history, art, music, food, cinema, language, and culture of a selected themed country. Over the last 25 years of this program's existence, countries of focus in the themed semester have included China, Japan, India, Cuba, Russia, Mexico, France, Germany, Brazil, Egypt, Thailand, Italy, Turkey, and Spain. For fall 2022, the Czech Republic was chosen and Fall 2023 will feature Ireland. Nearly fifty diverse and

unique engagement opportunities occur each fall ranging from guest lectures to cultural meals, film festivals to immersive travel. The themed semester is the primary way Missouri Southern brings international/global education to Missouri.

- **Study Abroad** – Currently, Missouri Southern has exchange articulation agreements with fourteen universities spread across the globe. From Sweden to Japan, Germany to South Korea, and beyond, the institution takes seriously its effort to not only send domestic students abroad to study, but also bring international students to Missouri. These opportunities to study abroad can last a few weeks to an entire academic year and allow students, both domestic outgoing and international incoming, to immerse themselves in the history and culture of a new country. In addition, studying abroad fosters a greater understanding of peoples of diverse backgrounds and perspectives. This is incredibly valuable in a world where many businesses operate on a global scale, well beyond a particular city or region.

This need for a globally educated workforce is true in the State of Missouri as well. Developing a globally competitive workforce includes acquiring a second language, better leadership and time management skills, the ability to successfully work in diverse teams, and other soft skills so desperately sought after by a variety of industries and occupations. Each of these attributes are acquired through international/global education like that offered at Missouri Southern.

Nearly every one of Missouri's largest employers has international operations. These include Boeing, Walmart, Ford Motor Company, Hallmark, O'Reilly Automotive, Purina, and Monsanto. These companies and hundreds like them seek employees who have an understanding and appreciate for other cultures and who can work seamlessly with diverse colleagues, suppliers, manufacturers, and transportation networks around the world.

Missouri Southern's 30+ year commitment to international/global education is evident in the quality of our graduates and the response of the state's workforce to that mission. Therefore, the institution is dedicated to continuing a statewide mission in international/global education.

Health and Life Sciences

Currently, Missouri Southern offers fourteen (14) high-quality programs in the health and life sciences. In these programs, **Missouri Southern has the greatest number of undergraduate degree programs in the health and life sciences among public universities in Missouri (MU-Columbia also has fourteen)**. See Appendix 1 for more information. This concentration of programs represents a core strength of the institution's academic offerings, with over 50% of the university's undergraduate students, who come from across the State of Missouri and beyond, who have declared a major have chosen the fields of health and life sciences. These two facts support Missouri Southern's long-standing reputation as unique among Missouri's universities for having an extraordinarily broad array of health and life science academic programs.

The timing of this request to add health and life sciences to Missouri Southern's statewide mission could not come at a more critical moment. The workforce demand in Missouri for respiratory therapists, radiological technicians, nurses, dental hygienists, paramedics, and many others has never been more acute. A 2022 study by the Missouri Hospital Association found an all-time

record turnover rate (19.5%) in 28 of the state's most critical healthcare occupations. In that same report, the MHA noted that the Missouri industry with the most job postings in the state was healthcare with over 41,435 total postings in both urban and rural areas.

These two data points (*turnover rate and vacancies*) are especially relevant in areas where Missouri Southern excels. For example, in Missouri in 2022:

- Staff nurses (R.N.) had a 17.4% vacancy rate and a 19.4% turnover rate
- Radiology technicians had a vacancy rate of 14.2% and turnover rate of 16.3%
- Respiratory therapists had a vacancy rate of 11.6% and a turnover rate of 16.5%

This level of vacancy and turnover are indicative of position after position in the health and life sciences, necessitating a statewide mission imperative for Missouri Southern to continue to strengthen and expand its offerings in these areas.

As this core academic strength in health and life sciences has developed over the last thirty years, Missouri Southern has invested in its faculty, facilities, and infrastructure to support these fourteen high-quality academic programs. Recent examples of investment include:

- An extensive renovation of the university's science facility, Reynolds Hall, to include state-of-the-art laboratory and teaching facilities that support both the health and life sciences.
- Construction of the Leon Health Sciences Building, a modern facility containing clinical facilities for all the institution's health science programs. This includes simulation facilities for nursing, respiratory therapy, EMT/paramedic, and radiology.
- Plans to construct a \$40 million Health Science Innovation Center to expand clinical facilities in support of nearly all MSSU's health and life science programs. This includes a full simulation hospital, expanded cadaver lab, and collaborative research labs for both internal and external research partners.

Finally, most of Missouri Southern's academic programs in the health and life sciences have received specialized accreditation, thereby ensuring current and prospective students a high degree of quality and workforce relevance. External accreditations include:

- Nursing – the Accreditation Commission for Education and Nursing (ACEN).
- Dental Hygiene – The Commission on Dental Accreditation of the American Dental Association (CODA).
- Allied Health – The Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Commission on Accreditation for Respiratory Care (CoARC).
- Environmental Health and Safety – The National Environmental Health Science and Protection Accreditation Council (NEHSPAC)

Missouri Southern State University currently has a core strength in the health and life sciences as demonstrated by its high-quality academic programs, facilities, and faculty. As a leading academic center in the health and life sciences in Missouri, MSSU is responding to a critical workforce need

in the state that will allow Missouri to continue to grow economically. As evidence of this fact, healthcare providers are three of the top seven employers of Missouri Southern graduates. Based on these facts, the institution's request to add health and life sciences to its statewide mission is therefore appropriate and clearly justified.

Immersive Learning Experiences

Founded first as a community college and then expanded over 55 years ago to a four-year institution, Missouri Southern has always had a focus on engaging students in their learning. Many of our strongest academic programs are enhanced because of this focus on immersive learning. With several recent additions, Missouri Southern has developed a core body of programs and facilities that allow the students to learn by doing.

The critical role immersive learning plays in a student's educational experience was recently codified into Missouri Southern's five-year strategic plan. Objective #1 under strategic goal #1 (*academic excellence and quality programs*) reads: Immersive learning experiences . . . will be essential to academic programs. By placing immersive learning front and center in the university's new 2023-2028 strategic plan, Missouri Southern is very clearly communicating to current and prospective students and employers its commitment to and the value of hands-on learning.

As part of that strategic planning process, university faculty developed a definition of immersive learning experiences:

Immersive learning is learning through comprehensive experiences within realistic environments that promotes cognitive and skills development, investigation, problem solving, adaptation, and application.

Missouri Southern believes immersive learning experiences enhance the students' classroom, laboratory, and studio experiences by helping them develop skills that will make them more effective on the job. For example, a life science major could utilize virtual reality (VR) to enter the blood stream, see red blood cells flow through veins, arteries, and the heart, and learn firsthand how blockages can be addressed through intervention both surgical and therapeutic. Experiences such as these are possible using immersive learning without ever stepping foot in a clinical setting and are replicable and customizable to a degree impossible in the real world. They, therefore, strengthen a student's academic learning and, ultimately, their efficacy in the workforce.

Examples of immersive learning experiences at Missouri Southern include:

- **Cadaver Lab** – Currently, Missouri Southern is the only Missouri public college or university that has a cadaver lab open to undergraduate students. This facility gives students majoring in health and life sciences a distinctive advantage not only in the workforce, but also in their pursuit of graduate degrees.
- **Dental Hygiene Clinic** – Dental hygiene students can work on real patients and practice their clinical skills under the guidance of MSSU faculty and a supervising dentist. Open two days per week, this immersive learning experience is critical to mastering proper technique, patient interaction, and working with a supervising dentist.

- Patient Simulation Lab – To allow students the opportunity to have simulated patient experiences before engaging in clinicals with real patients, MSSU’s simulation lab is a state-of-the-art high-fidelity lab containing six adult patients and two youths.
- Study Abroad – Last year, 132 Missouri Southern students traveled abroad to immerse themselves in the language and culture of a foreign country. This experience transforms their perspective of both their academic discipline and working in a global economy.
- Global Leaders Program – In 2021, Missouri Southern launched the Global Leaders program to enhance the leadership development of its most academically talented students. As part of this program, unique among Missouri universities, students receive a \$4,000 stipend to travel, participate in internships, and travel to academic conferences. Leadership speakers are also brought to campus regularly as part of the Global Leaders initiative.
- Nursing VR Lab – Funded by private gifts in 2022, the nursing virtual reality (VR) lab provides students with a truly immersive experience in a wide variety of patient care scenarios. Students who slip on the VR goggles are transported to real-world learning experience that is very difficult, if not impossible, to replicate in actual clinical experiences.
- Ambulance Simulator – EMT/paramedic students at Missouri Southern graduate knowing exactly what it feels like to treat a patient while moving down a bumpy road at a high rate of speed. MSSU’s two-bay ambulance simulators provide immersion into that cramped environment where time, accuracy, and quick thinking are critical to quality patient care.
- Acacia Center – Students studying in MSSU’s applied behavioral analysis program can work directly with autistic clients and their families. The Acacia Center is a real-world environment that offers ABA therapy, treatments focused on social skills, emotional regulation, vocational/daily living skills, as well as parent/caregiver consultation.
- Mock Courtroom – Missouri Southern is home to a courtroom that precisely replicates the layout and feel of a real facility. The mock court room allows the university’s pre-law and criminal justice students to immerse themselves in the experience of litigating and testifying in a trial – something of great value as they prepare for careers in the law.
- Student Investment Portfolio – For over 20 years, Missouri Southern’s economics and finance majors have had the opportunity to invest actual dollars as part of the Missouri Southern Foundation’s investment portfolio. Initially a \$250,000 fund, the student’s diligence in researching and investing has more than doubled the fund’s value.
- Lion Cub Academy – Early childhood education students receive hands on experience working with children ages one to six in MSSU’s Lion Cub Academy. A fully licensed operating day-care, the LCA provides hands-on experience in this high-demand field.
- TV Production Studio – Communication students at Missouri Southern can experience live broadcasts both in front of and behind the camera. The university’s state-of-the-art television production studio allows hands on practice for students entering a wide range of workforce opportunities in the state.

- Digital Media Lab – Using a MoExcels grant in 2022, Missouri Southern created a digital media lab to enhance its programs in digital art, design, and communication.
- MOSO CAPS – Started in 2022, Missouri Southern is home to the nation’s only CAPS (Center for Advanced Professional Studies) program housed on a university campus. High school students are placed in jobs with industry to “test drive” high-demand careers in Missouri. This immersive experience is coupled with college courses in relevant disciplines to better prepare them for the rigors and expectations of college study.
- Shooting Range – As a licensed basic training center for the Missouri Peace Officer Standards and Training program, Missouri Southern is one of the few institutions to have a fully-functioning indoor firing range. This allows both criminal justice and law enforcement academy students to hone their firearms skills in a safe environment.
- Work-Based Learning – Industrial engineering technology students at Missouri Southern gain real-world experience through project work with industry partners in four courses during their undergraduate program. All students do a 5S project, capability study, facilities management project, and six sigma project at an organization as part of the curriculum.

In its current fundraising campaign, Lions Forward, Missouri Southern is seeking a \$3 million investment from private philanthropy to enhance existing and create new immersive learning experiences across campus. This goal represents roughly 10% of the overall campaign goal of \$31.5 million and demonstrates the institution’s commitment to immersive learning and the impact it can have on our graduates and the state’s workforce needs for generations to come.

Given the breadth and depth of immersive learning experiences at Missouri Southern and the degree to which they have been integrated into the curriculum, it is appropriate that the State of Missouri recognize this core strength of the institution by designating MSSU as having a statewide mission in immersive learning experiences.

The institution has a clearly articulated admission standard

Missouri Southern State University’s clearly articulated admission standard is “moderately selective” as defined by RSMo §173.0052(6) and approved by the Coordinating Board for Higher Education.

The institution is characterized by a focused academic environment, which identifies specific but limited areas of academic emphasis at the undergraduate or graduate level including the identification of programs to be continued, reduced, terminated, or targeted for excellence.

Over the last decade, Missouri Southern, like many institutions of higher learning in the state, has gone through several cycles of program evaluation, reduction, and termination. This exercise is a valuable and ongoing process as the institution attempts to maintain its academic focus, financial sustainability, and service to the state.

The institution will, consistent with its focused academic environment, also have the demonstrated capacity to provide significant public service to address statewide needs for constituencies beyond its historic statutory service region.

Missouri Southern's historic statutory service region is defined in RSMo §174.453(4) as Barton, Jasper, Newton, McDonald, Dade, Lawrence, and Barry Counties in the State of Missouri.

International/Global Education

Having had a statewide mission in international/global education for nearly three decades, Missouri Southern is a national leader in this arena as characterized by the institution's academic and co-curricular programming. The following two examples illustrate how Missouri Southern is uniquely providing significant public service in the area of international/global education:

- **Themed Semester** – Each year, a foreign country is selected for the “themed semester.” During the fall, faculty, staff, students, and community members participate in programming related to the history, art, music, food, cinema, language, and culture of a selected themed country. For fall 2022, the Czech Republic was chosen and Fall 2023 will feature Ireland. Nearly fifty engagement opportunities occur each fall. For example, each year MSSU hosts an international food and beverage festival, widely attended by members of the public and campus community.
- **Southern Safari** – For many years, Missouri Southern has produced an international travel program for alumni, community members, and other constituents. Known as Southern Safari, this program allows adult learners to immerse themselves into the themed semester country through guided tours with MSSU faculty and staff. For example, in 2003, the themed semester country was Cuba. Subsequently, nearly forty alumni and friends traveled with MSSU faculty to Cuba to better understand the country, its history and culture.

Missouri Southern has long felt its statewide mission in international/global education was created to bring the world to Missouri Southern and Missouri Southern to the world. In achieving that mission, Missouri Southern has developed and annually produces a broad spectrum of unique activities not typically found on other university campuses.

Health and Life Sciences

As was mentioned earlier, over half of Missouri Southern's current undergraduate students major in disciplines in the health and life sciences. Such a high concentration of academic emphasis brings the health and life sciences to the forefront and provides Missouri Southern the opportunity to serve the State of Missouri in a way unique among the state's public universities. The following three examples illustrate how Missouri Southern is providing significant public service to address statewide needs of constituents beyond its historic service region:

- **Early Acceptance Program** – Missouri Southern, through a unique partnership, attracts high-achieving students from across the State of Missouri, including metropolitan areas such as Kansas City, St. Louis, and Springfield, and the state's rural areas. In 2017, Missouri Southern entered a one-of-a-kind partnership with Kansas City University's medical school located in Joplin, Missouri. Known today as the Missouri Southern-Kansas

City University Early Acceptance Program (MKEAP), this program allows high-achieving students graduating from high school to be simultaneously accepted to both MSSU's accelerated three-year pre-medicine undergraduate program and KCU's Doctor of Osteopathic Medicine program. This seamless early acceptance program means a student graduating from MSSU does not have to take the MCAT nor apply for admission to KCU. Instead, they walk across the stage at commencement and move directly into their first year of medical school. The 2017 medical school early acceptance partnership provided Missouri Southern 25 spots each year in KCU's entering medical school class. A separate agreement reached in 2022 created an identical program for ten MSSU students entering KCU's dental school.

Currently, Missouri Southern is the only university with whom Kansas City University has such a unique partnership and, to our knowledge, the only public university in the nation with both an accelerated pre-med program, customized pre-med curriculum, and early acceptance programs to both a medical and dental school.

Many of these MKEAP students will stay in Missouri and help mitigate the state's critical shortage of doctors and dentists, particularly in rural areas.

- **Health Science Innovation Center** – Missouri Southern is currently in the design phase of constructing a transformational, best-in-class education and training facility to serve its burgeoning health and life science academic programs. Known as the Health Science Innovation Center, this \$40 million facility will be constructed on MSSU's campus and opened in 2026. Containing several spaces that will dramatically enhance not only the university's current health and life science programs, but new programs currently being developed. These spaces include a full simulation hospital with suites for critical care, surgery, emergency medicine, obstetrics/gynecology, and home health care; a radiology laboratory containing a ceiling-mounted x-ray system, a mobile x-ray unit, c-arm mobile imaging unit, and a 16-slice CT scanner; and collaborative research space to facilitate both undergraduate research and faculty research within Missouri Southern and with statewide partners in education and industry. This magnificent facility will allow Missouri Southern to not only produce more graduates in the health and life sciences, but also provide training opportunities for industry professionals across the State of Missouri and the region. Both of these steps forward will significantly impact the university public service profile.
- **Engagement with Missouri Biotechnology Association (MOBIO)** – The university has established a growing relationship with the Missouri Biotechnology Association (MOBIO), Missouri's statewide industry association dedicated to championing the life sciences. This relationship provides the university with a statewide perspective on the life sciences and an opportunity to collaborate with leading Missouri life science entities. A letter from MOBIO in support of Missouri Southern's request for a statewide mission in health and life sciences is included as part of this proposal. Currently, MSSU is working with MOBIO to develop collaborative outreach and education programs, focused on high school students, that would help expand the state's talent pipeline in the health and life sciences. The President of Missouri Southern State University, Dr. Dean Van Galen serves on the MOBIO Board of Directors.

- **Responsiveness to Workforce Needs** – Through contact with individual health systems and employers as well as through the Joplin Regional Alliance for Healthcare and Health Science, Missouri Southern is closely aligning its programs and initiatives with the state and region's workforce demands. For example, Missouri Southern is currently working collaboratively with the Missouri State Board of Nursing to chart a path whereby the university could, in the coming years, expand its annual cohort of nursing students from 30 to 60, and perhaps beyond. While this will require the approval of the MSBN, factors such as the Health Science Innovation Center will have a significant impact on that application and the university's ability to impact the public's healthcare in the decades to come.

Immersive Learning Experiences

Missouri Southern has long had a reputation as an institution that values learning by doing. A number of the university's academic programs have immersive learning experiences built into their curriculum and facilities (*see list previously in application*). Missouri Southern believes immersive learning brings technical competence to our graduates beyond that found simply in traditional classroom or laboratory experiences. To that end, the university has proactively invested in immersive learning, even including it as one of the seven strategic priorities in its current comprehensive fundraising campaign, *Lions Forward*. The following two examples illustrate how MSSU is providing significant public service in immersive learning experiences:

- **Elementary Student Free Sealant** – First- and second-year health science students at Missouri Southern participate in an annual program that provides free dental sealants to second and sixth graders in rural Missouri school districts. The program is a benefit not only to university students who learn hands-on skills, but it also provides low-income elementary school students with free sealants, which in the long run helps to prevent cavities. Prior to the sealant application, MSSU dental hygiene students, under the supervision of faculty, perform a routine dental exam. Results of this exam also help these students with early intervention on oral health problems that might otherwise go undetected. In addition, MSSU nursing students provide education classes related to good oral healthcare (*e.g. the impact of soda on one's teeth and the importance of brushing and flossing*). The elementary school free sealant program is offered both on Missouri Southern's campus and remotely thanks to the purchase of a dental hygiene trailer, thereby providing significant public service to rural elementary schools across Missouri. While this program is used here to illustrate immersive learning experiences, it also is indicative of the broader statewide impact of our academic programs in health and life sciences.
- **Law Enforcement Academy** – Located in the same campus facility as the university's criminal justice undergraduate and graduate programs, the MSSU Law Enforcement Academy trains police officers to fill the state's critical demand for such public safety officials. A significant amount of the training in the law enforcement academy is immersive in nature, including gun safety and proficiency using the university firing range; offensive and defensive driving skills in the institution's auto simulation laboratory; crime scene investigation skills in the in-house crime scene and laboratory; and safety protocols related to traffic stops. All combined, these immersive learning experiences through the law enforcement academy, available to both students and the state's current officers, provides an important way to teaching tactical skills that previously could only be learned on the job – a dangerous situation for all involved.

The institution has adopted and maintains a program of continuous quality improvement, or the equivalent of such a program, and reports annual appropriate and verifiable measures of institutional accountability related to such programs.

Missouri Southern is highly attentive to indicators of quality such as student learning, retention, persistence, and graduation rates, graduate placement rates, and employer satisfaction. The university utilizes these measures to help inform an ongoing commitment to quality improvement across the institution. Additional information is available upon request and was recently provided extensively to the Higher Learning Commission as part of our year four mid-cycle review in 2023.

Missouri Southern State University maintains a robust protocol of course and program assessment as well as a comprehensive schedule of program review. The university's Program Assessment and Review Committee manages these processes for all academic units. Historically, academic programs complete a comprehensive program review process every five years and an assessment report every two years. Continuous quality improvement specific to the areas for which Missouri Southern is applying for a statewide mission:

International/Global Education

For courses that have international/global content, the performance of faculty and the curriculum is evaluated every semester. In addition, Missouri Southern has robust relationships with partner institutions of higher education around the globe. These relationships allow MSSU to know of opportunities for improvement on an ongoing basis. Changes to improve the quality of the international/global experience are made continuously as cultural and political climates shift around the world.

Health and Life Sciences

Because of the licensure requirements for many programs in the health and life sciences, assurance of quality is built into the pass rates on licensing examinations. The most recent pass rates for Missouri Southern graduates include:

LICENSURE EXAM PASS RATES

<i>Program</i>	<i>2023</i>	<i>2022</i>	<i>2021</i>	<i>2020</i>
Nursing	92%	87.8%	88%	79%
Dental Hygiene	100%	96%	91%	100%
Respiratory Therapy	73%	90%	87%	90%
Radiology	100%	100%	100%	100%
Paramedicine	Not Available	72%	50%	50%

Each of the above pass rates represents a benchmark above the industry standard, thereby demonstrating the quality of MSSU's health and life science programs when compared to other post-secondary peers.

Another measure of quality and continuous improvement in the health and life sciences is the job placement rate for recent graduates. Given the workforce demands for such graduates, a high placement rate might be anticipated, the strength of the academic program and the skills those students bring to industry is also a factor in high placement rates. For the last four years, the job placement rate in the health sciences has been:

JOB PLACEMENT RATES

<i>Program</i>	<i>2023</i>	<i>2022</i>	<i>2021</i>	<i>2020</i>
Nursing	100%	94%	87%	98%
Dental Hygiene	100%	100%	100%	100%
Respiratory Therapy	91%	100%	87%	90%
Radiology	100%	100%	100%	100%
Paramedicine	100%	100%	100%	100%
Healthcare Administration	Not Available	85%	100%	100%

Finally, most of the academic programs in the health and life sciences at Missouri Southern State University are externally accredited, thereby ensuring current and prospective students a high degree of quality and workforce relevance. External accreditations include:

- Nursing – the Accreditation Commission for Education and Nursing (ACEN).
- Dental Hygiene – The Commission on Dental Accreditation of the American Dental Association (CODA).
- Allied Health – The Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Commission on Accreditation for Respiratory Care (CoARC).
- Environmental Health and Safety – The National Environmental Health Science and Protection Accreditation Council (NEHSPAC)

Immersive Learning Experiences

While immersive learning experiences themselves are not individually accredited nor evaluated, they are an important component of specialized accreditation within the degree program they serve. For example, the simulation hospital is an important element of accreditation for both the nursing, dental hygiene, and allied health fields. The value of immersive learning experiences is found in the enhanced technical skills practiced in those environments. The outcomes of those enhanced skills are, therefore, to be found in licensure pass rates and job placement rates.

Section III Mission Implementation

Over the past nearly three decades, Missouri Southern has demonstrated success in implementing and living out its current statewide international/global education mission. This level of commitment will also be exhibited in implementing two new elements of its statewide mission: health and life sciences, and immersive learning experiences. Examples of how Missouri Southern plans to implement new elements of its statewide mission include:

Health and Life Sciences

- **Academic Program Development:** Missouri Southern has already begun to develop new academic programs that will further enhance its strength in the health and life sciences and provide evidence of implementation of a new statewide mission. These master's degree programs include healthcare administration, nursing, and a healthcare emphasis within the new Master of Science in data analytics degree.
- **Talent Recruitment:** The university will continue and intensify its efforts to recruit students, and faculty, in the health and life sciences. Initiatives will include intensified admissions and marketing to majors in those two fields, continued development of new high-demand academic programs, and ensuring a supportive environment for faculty, staff and students.
- **Facilities:** A new \$40 million Health Science Innovation Center is currently in the design phase with groundbreaking planned for spring 2024 and opening in early 2026. Containing a full simulation hospital, radiological laboratory, collaborative research space, and training/conference facilities, this state-of-the-art facility will play a critical role in implementing the new statewide mission. It will also serve as a training and education resource in the health and life sciences in collaboration for industry throughout Missouri.
- **External Engagement:** In addition to engagement by faculty with their respective disciplines, the university will engage external groups focused specifically on the health and life sciences. This includes the Joplin Regional Alliance for Healthcare and Health Science (a group of business, education and community leaders that was established in 2022) and the Missouri Biotechnology Association. In addition, Missouri Southern seeks national perspectives on the growing fields of health and life sciences and is currently engaged with TEconomy, a consulting group assisting in the development of a strategic plan in healthcare and health education. Crowder College and Kansas City University's schools of osteopathic and dental medicine are also part of this initiative.
- **External and Philanthropy Support:** The university will continue its robust and successful efforts in seeking external funding to support health and life sciences at MSSU. The university has already secured over two-thirds of matching funds originally required by the State of Missouri for the Health Science Innovation Center. In addition, through a recent \$1 million gift, the university will launch the Willcoxon Innovation in Healthcare Summit and the Willcoxon Scholars program in 2024.

- **Faculty Development:** Missouri Southern faculty in the health and life sciences will have numerous professional development opportunities to learn best practices when it comes to integrating immersive learning experiences into their classroom and field activities. For example, a recent philanthropic gift allowed the university to create a virtual reality lab in its nursing program. Faculty in nursing have received training in how to use that VR lab across the program's curriculum. Such training will be vital to the ongoing implementation and success of immersive learning experiences at Missouri Southern.

Immersive Learning Experiences

- **Facilities:** The university will continue to invest in existing and develop new immersive learning spaces and platforms (including virtual). As an example, the new Health Science Innovation Center will include a simulation hospital and new virtual learning spaces. The university's commitment to immersive learning is documented in its 2023-2028 strategic plan as well as being one of the seven goals of the institution's current comprehensive fundraising campaign and, as such, will provide a platform for multiple academic units to strengthen immersive learning experiences in their curricula.

Is there evidence the institution requesting statewide mission has consulted with the institution's board members regarding the change in form and function of the board.

Missouri Southern State University's Board of Governors voted on May 17, 2023, to approve the institution's proposal to expand its statewide mission to include health and life sciences and immersive learning experiences. While this new mission will significantly enhance the institution's academic programs, no change in the form and function of the MSSU Board of Governors is anticipated.

Section IV Conclusion

A History of Service to the State

Since 1995, Missouri Southern State University has successfully implemented a statewide mission in international/global education. The institution's leadership in this area and service to the state are well documented both within this application and in the minds of the thousands of internal and external constituents served over the past 28 years. While Missouri Southern wishes to continue its statewide mission in international/global education, two new centers of excellence have emerged that clearly merit acknowledgement by the state: health and life sciences and immersive learning experiences.

Recognizing Strengths

As Missouri Southern continues to grow and serve the state's academic, cultural, and workforce needs, the university sees an opportunity to formally acknowledge a long-identified strength in the areas of health and life sciences and immersive learning experiences. Academic vibrancy in these

two areas has emerged because of Missouri Southern's strong ties to business and industry. As the State of Missouri experienced greater demand in the health and life sciences, Missouri Southern responded with expanded programs and capacity. As industry leaders recognized the benefit of immersive learning experiences in better educating graduates and preparing them for an immediate impact in the workforce, Missouri Southern responded by adding more such opportunities.

All told, MSSU has emerged as a leader in the health and life sciences and immersive learning experiences not simply because it chose to do so, but because it embraced its founding role in expanding opportunities for Missouri residents to live a better life by fueling the state's burgeoning economy – a win for both citizen and state.

Formal Request

MSSU's students, faculty, staff, alumni, and stakeholders from across Missouri respectfully request the Coordinating Board for Higher Education formally acknowledge the statewide impact Missouri Southern is having in the areas of global/international education, health and life sciences, and immersive learning experiences by expanding the university's mission. A statewide mission in these three areas will allow Missouri Southern to better meet the growing demand for talent in a state that has no limits to its long-term potential.

Justification for this expanded mission, as the university has demonstrated throughout this application, is that Missouri Southern:

- Serves students and employers from across the state;
- Has unusual strength in global/international education, health and life sciences, and immersive learning experiences;
- Has the capacity to provide significant public service to the state in these areas; and
- Is focused on continuous quality improvement in pursuit of this new statewide mission.

Your thoughtful consideration of this application is greatly appreciated.

Appendix I: Undergraduate Degree Programs in the Health and Life Sciences at Missouri Public Universities

Includes Associate and Bachelor's Degree Counts by CIP codes using the Missouri College and Degree Inventory from Missouri Department of Higher Education and Workforce Development

CIP	Harris-Stowe	Truman	Northwest Missouri	Central Missouri	Lincoln	Missouri Southern	Missouri State	Missouri Western	Southeast Missouri	MU - Columbia	MU - Kansas City	MU - Science & Tech	MU - St. Louis
Biology, General	26.01	1	2	2	1	1	2	3	1	1	2	2	2
Biochemistry, Biophysics and Molecular Biology	26.02		1					1		1			1
Microbiological Sciences and Immunology	28.05									1			
Physiology, Pathology and Related Sciences	26.09									1			
Biomathematics, Bioinformatics, and Computational Biology	26.11			1									
Ecology, Evolution, Systematics, and Population Biology	26.13		1										
Sports, Kinesiology, and Physical Education/Fitness	31.05	1		2		2	1	1	2				1
Health Services/Allied Health/Health Sciences, General	51.00		1	1			1		1	1	1		
Communication Disorders Sciences and Services	51.02		2	1			1		1	1			
Dental Support Services and Allied Professions	51.06					2					2		
Health and Medical Administrative Services	51.07	1				1		1	1				
Allied Health and Medical Assisting Services	51.08							1		1			
Allied Health Diagnostic, Intervention, and Treatment Professions	51.09		1	3	1	1	2	3	1	1	1		
Clinical/Medical Laboratory Science/Research and Allied Professions	51.10		1	1	1	1	1	1	1				
Public and Environmental Health	51.22		1				2		1	1	1	1	
Rehabilitation and Therapeutic Professions	51.23		1							1			
Dietetics and Clinical Nutrition Services	51.31			1				1		1			
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	51.38		1	1	1	2	1	2	1	1	2	2	2
Health Professions and Related Clinical Sciences, Other	51.99					1							
TOTAL		2	10	10	9	5	14	13	9	11	14	8	2

JOPLIN REGIONAL ALLIANCE FOR HEALTHCARE & HEALTH SCIENCE



July 13, 2023

Dear Commissioner Boggs:

The *Joplin Regional Alliance for Healthcare and Health Science* is a collaborative coalition of key regional leaders who are envisioning, supporting and advancing excellence and growth in health-related initiatives. Our group understands the critical importance of healthcare and the life sciences as a driver of Missouri's economy and quality of life, and the need to develop talent and models of excellence in the health and life sciences. Based on the unique strengths and clear commitment of Missouri Southern to these areas, we are writing to strongly support the request of Missouri Southern State University to expand its statewide mission to include health and life sciences.

Missouri Southern supports a significant number of high-quality programs in health and life sciences. These academic areas constitute historical and current strength of MSSU—over 50% of the university's students with declared majors in the health and life sciences—and the university's array of health and life science academic programs is extraordinarily broad for a regional public university. This includes some relatively unique programs such as dental hygiene and environmental health and safety, and recently added programs in healthcare administration and biomedical sciences.

We are excited about the university's clear commitment to further the development of its health and life science programs to serve the region and the State of Missouri. Of special note is a facility that will support future collaboration and growth—the \$37.5 million Health Science Innovation Center that is currently in the design phase with completion scheduled for spring 2026.

Beyond the obvious academic strengths of Missouri Southern, we point out that the university's location in Joplin and far southwest Missouri makes it especially well-suited for this distinctive statewide mission:

- The Joplin metropolitan area is a regional hub for health care and health and life science education. The region benefits from two strong healthcare systems (Mercy-Joplin and Freeman), and an extraordinary array of educational institutions including Missouri Southern, Crowder College, and the Kansas City University (KCU) medical school (opened in 2017) and the KCU dental school (opened in 2023). Missouri Southern is actively collaborating with these entities on academic pathways, internships, clinical placements, and the MOSO CAPS program.
- Missouri Southern is in a region of the state that exemplifies the serious population health challenges and disparities that plague much of Missouri. Missouri Southern is a critical part of the *Joplin Regional Alliance for Healthcare and Health Science*, and part of our goal is to build a new model for economic and community development to help address challenges faced by underserved populations in much of rural Missouri. Much can be learned here.

It is these unique challenges and opportunities that have brought us together as a group of leaders—to benefit not only Joplin but the State of Missouri—and potentially to serve as a national role model.

We urge you to support the inclusion of Health and Life Sciences in the Coordinating Board for Higher Education's statewide mission for Missouri Southern State University.

Sincerely,

Jeremy Drinkwitz

President, Mercy Health SW MO, KS,
Mercy Hospital Joplin

Nick Edwards

Joplin City Manager

Paula Baker

President and CEO, Freeman Health System

Katricia Pierson, Ph.D.

President, Crowder College

Stephanie Brady

Executive Director, Community Clinic of SW Missouri

Rudy Farber

Chair, Community Bank & Trust

Bryan Vowels

CEO/Financial Advisor, Vowels Stovern Wealth, LLC

Keenan Cortez

Joplin Council Member/Mayor Pro-Tem

Ryan Stanley

Civic Leader/Former Joplin Mayor

Travis Stephens

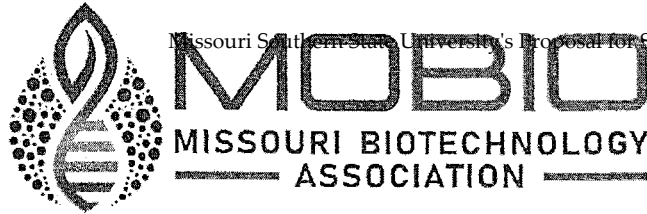
President, Joplin Area Chamber of Commerce

Dr. Tracy Godfrey

Chief Medical Officer, Access Family Care

Dean Van Galen, Ph.D.

President, Missouri Southern State University



July 12, 2023

Dr. Bennett Boggs
Commissioner
Missouri Department of Higher Education
and Workforce Development
301 West High Street; Suite 860
Jefferson City, MO 65101

Commissioner Boggs:

I am writing on behalf of the collective membership of the Missouri Biotechnology Association (MOBIO). MOBIO is Missouri's only statewide industry association dedicated to championing life sciences. MOBIO was recently made aware of Missouri Southern State University's application to the Missouri Department of Higher Education and Workforce Development (MDHEWD) for an expanded statewide mission, most notably the addition of the health and life sciences. We have reviewed materials provided by Missouri Southern and enthusiastically write today to endorse this application for a mission change.

Missouri Southern has a significant number of high-quality health and life sciences programs that form a solid core to the university's academic programs. As we understand it, over 50% of the university's students have declared majors in the health and life sciences areas. Many of these academic programs hold significance to MOBIO and the industries we represent, including the university's outstanding program in environmental health and safety – one of the finest such baccalaureate programs in that field in the Midwest. The State of Missouri made a significant investment in that program recently with a MoExcels grant. These funds allowed Missouri Southern to modernize and expand its curriculum in environmental health and safety to help meet the growing workforce demands of the state.

In addition, Missouri Southern has made a clear commitment to further develop its academic capacity in health and life sciences. Missouri Southern recently completed a comprehensive renovation of its science facility – completely modernizing its labs and classrooms to better prepare graduates for the industry. Planning is underway for a \$40 million health science innovation center. This center will positively impact how Missouri Southern educates health and life sciences students. The addition of simulation laboratories, collaborative research space, and expanded teaching facilities will dramatically impact the university's quality of graduates, thereby benefiting the entire State of Missouri.

Finally, we are impressed that Missouri Southern is taking a leadership role in convening the industry in collaborative, strategic conversations about how to leverage best the university's strengths in the health and life sciences. The creation of a regional healthcare alliance and Missouri Southern's active participation in MOBIO activities leads us to believe the institution takes seriously its role in responding to industry needs in educating students in these two critical areas.

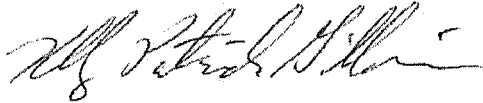
P.O. Box 148 • Jefferson City, MO 65102-0148 • PHONE: 573.690.9267 • mobio.org

MOBIO's definition of the life sciences is intentionally broad and all-inclusive. It would be a critical mistake to categorize the life sciences as only human-health oriented when agricultural technology like plant sciences, animal health and nutrition, and biofuel developments will continue to have their systems discovered over the next century. Our industry is comprised of top Ph.D. / M.D. researchers, but these positions can only be effective in Missouri if the entire workforce pipeline is filled with educated and up-skilled talent that can continue to learn and evolve to succeed in tomorrow's knowledge-based ecosystem. Many institutions across Missouri have incredible life sciences successes, from conducting novel research to training health care clinicians. We are thrilled that Missouri Southern is directly steering into this great economic opportunity that will continue strengthening our state and country.

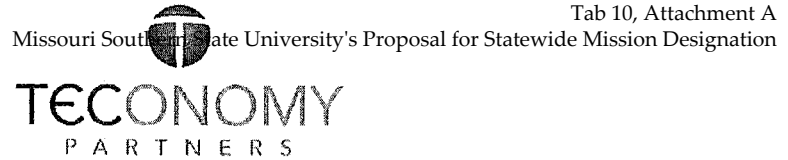
Based on the factors described above, Missouri Southern is clearly positioned to effectively carry a statewide designation as a leading institution of higher education in the areas of health and life sciences. We applaud their focus in these two areas, endorse their application for an expanded statewide mission, and encourage MDHEWD and the Coordinating Board for Higher Education to approve this initiative.

If you, your staff, or members of the Coordinating Board have questions about our endorsement of this application, we stand ready to visit at any time.

Best regards,



Kelly Patrick Gillespie
Executive Director



July 12, 2023

Dear Commissioner Boggs:

TEconomy Partners is a global leader in research, analysis, and strategy for innovation-driven economic development. Our firm has a long history of working in Missouri, including projects for the Missouri Technology Corporation, Missouri Department of Economic Development, Missouri Agricultural Foundation, the University of Missouri, Cortex, and the STL GeoFutures Initiative. Currently, we are developing a comprehensive strategy for advancing the Joplin regional economy, focusing on the community's education and healthcare assets. On behalf of TEconomy, I am writing to strongly support the request of Missouri Southern State University to expand its statewide mission to include health and life sciences.

We are finding that the Joplin region has an extraordinary base of assets in higher education and advanced healthcare for an area of its size. Two large hospital systems (Freeman and Mercy-Joplin) serve a critical role as healthcare providers for a multi-state regional population. In addition, the presence of both a medical school and dental school (unique for a community of Joplin's size), in combination with Missouri Southern State University and a robust community college system, provide broad assets across a spectrum of post-secondary education. While these assets are real signatures for Joplin, there are evident gaps in alignment between the higher education and healthcare sectors regarding the supply of graduates with the credentials and education needed to fulfill a wide spectrum of healthcare careers. For example, our analysis shows that the hospital systems can absorb upwards of two times the number of nurses educated across the broad SW MO and adjacent multi-state region. This imbalance between supply and demand exists also in multiple allied health occupations.

MSSU plays a critical role in helping the region solve its healthcare workforce challenges, and we believe an expansion of MSSU's mission to include health and life sciences can play a supportive role in advancing these efforts. The University is already engaged in extensive educational programs that bring high-quality education to students studying healthcare and life science-focused majors. Indeed, upwards of 50% of the student body at MSSU is enrolled in programs in these fields. Healthcare and life sciences education delivery will be further enhanced by forthcoming investment on the MSSU campus in the Health Science Innovation Center, a \$37.5 million facility set to open in 2026.

MSSU is clearly a key strategic institution in meeting the region's current and future needs and opportunities for economic advancement rooted in the large and fast-growing healthcare sector. We believe the ongoing growth and development of MSSU in meeting regional and state needs would be enhanced by formally recognizing Health and Life Sciences as a statewide mission for the University. We respectfully encourage the Coordinating Board for Higher Education to consider expanding the designated mission of Missouri Southern State University to include Health and Life Sciences.

Sincerely,



Simon J Tripp
Principal and Senior Director

Innovating Tomorrow's Economic Landscape

TEconomy Partners, LLC | 1355 Oakview Drive, Columbus, Ohio 43235 | 1.800.TEC.1296 | www.teconomypartners.com

Figure 1: There is a significant supply and demand imbalance between regional job postings for graduates with healthcare credentials and regional higher education output. Source: TEconomy analysis of NCES IPEDS and Lightcast Job Postings data (Datarun 2023.2).

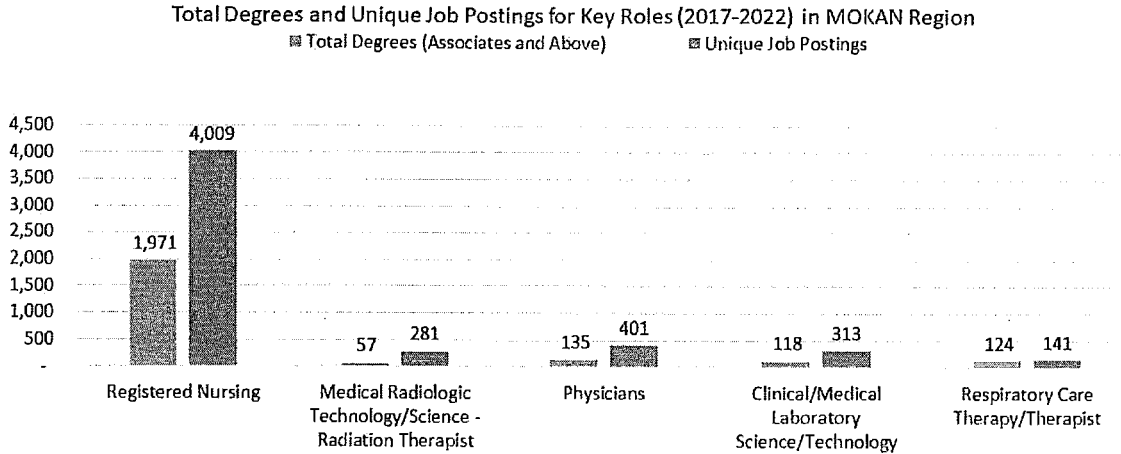


Figure 2: The region has experienced overall increases in demand for healthcare workers since 2018, with an especially steep rise in job postings starting in January of 2022. Source: TEconomy analysis of Lightcast Job Postings data (Datarun 2023.2)

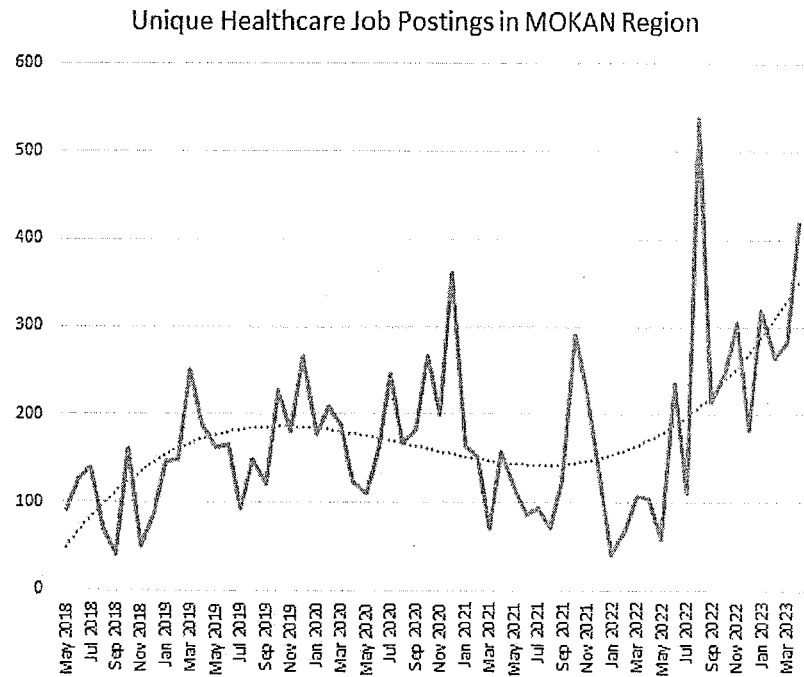
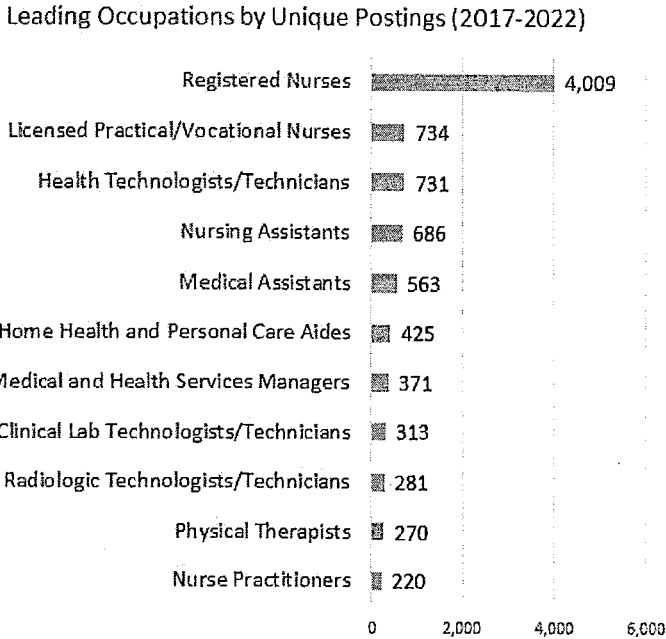


Figure 3: Nursing is the highest demand occupation, but multiple allied health positions are also evident. Source: TEconomy analysis of Lightcast Job Postings data (Datarun 2023.2)





MISSOURI SOUTHERN STATE UNIVERSITY

Board of Governors

July 11, 2023

Dear Commissioner Boggs:

Missouri Southern State University is proposing to update its statewide mission to add **Health and Life Sciences** and **Immersive Learning Experiences** to our current statewide mission of **International/Global Education**. One of the requirements of a successful proposal to the Coordinating Board for Higher Education is to provide evidence that the institution's governing board, in this case the Missouri Southern State University Board of Governors, has been consulted on this matter. In this case, approval of an expanded mission for Missouri Southern will not result in any change to the form and function of the board.

However, on behalf of the Board of Governors, I want to communicate that the Board is fully informed and is unequivocally supportive of this request. President Van Galen provided the Board with extensive background on the process and rationale for the requested update in statewide mission prior to a special meeting of the Board held on May 17, 2023. At that meeting, the Missouri Southern Board of Governors unanimously approved the following resolution:

- Maintain our selectivity status as moderately selective.
- Maintain international/global education concept as part of our Statewide Mission.
- Add Health and Life Sciences to our Statewide Mission.
- Add Immersive Learning Experiences to our Statewide Mission.

The proposed update in the university's mission would be an important acknowledgement of Missouri Southern's current strengths and statewide impact and would support the university in its commitment to be appropriately strategic and focused. I would appreciate your positive consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Anita Y. Oplotnik".

Anita Y. Oplotnik

Chair, Missouri Southern State University Board of Governors

Additional Data for Proposal

Missouri Southern State University Response to MDHEWD Request for Additional Data Related to Expansion of CBHE-Approved Statewide Mission

1. We are requesting additional information about the evidence of “Enrolling one or more groups of special population students such as minorities, economically disadvantaged, or physically disadvantaged from outside its historic statutory service region at rates exceeding state averages of such populations enrolled in the higher educational institutions of this state;” (173.030(9), RSMo):
 - The documents identified data from Fall 2020 indicating MSSU enrolled approximately 24% BIPOC students and that 22% of those students were from outside of the university’s traditional service region. Please clarify if IPEDS is the data source, and please provide updated data for Fall 2022.
 - - **Overall undergraduate figures come from IPEDS Fall 2020 Enrollment data. IPEDS data is the only way to select data from other institutions. Fall 2020 date was used because in that section to have access to financial aid data. Academic year 2020-2021 is the most recent IPEDS financial aid data available.**
 - **Fall 2021 IPEDS enrollment data for all Missouri Public Institutions indicates those figures are the same as Fall 2020. MSSU enrolls 24% black, indigenous, and people of color (BIPOC) students whereas the rate for public universities in Missouri is 21%.**
 - **The rate for BIPOC students is still 24% at MSSU for fall 2022. IPEDS data for Fall 2022 has not been released, so the rate for public universities in Missouri is not available.**
 - **The source of data for service region information is a MSSU generated file because county of origin is not reported to IPEDS. For Fall 2022, 23% of undergraduates from our historic service region are BIPOC, and 19% of undergraduates from outside the university’s traditional service region are BIPOC, which represents a decrease from 22% in Fall 2020.**
 - The documents provided compelling information regarding specific populations enrolled outside the school’s historic service region. Would your institution please provide more recent data regarding MSSU’s enrollments compared to the state average?
 - **IPEDS comparison data to other public universities in Missouri is only available for Fall 2021.**
 - **For Fall 2021, within the state of Missouri, American Indian and Alaska Native students make up 0.4% of the undergraduate enrollment in public Missouri universities. At Missouri Southern, American Indian**

- and Alaska Native students comprise 3.5% of our total undergraduate population. Of our undergraduate students from Missouri, 1.3% are American Indian or Alaska Native students from outside our historic statutory service region. Thus, MSSU serves this population at a higher rate than average.**
- **For Fall 2021, within the state of Missouri, Black or African American students make up 9% of the undergraduate enrollment in public Missouri universities. Of our undergraduate students from Missouri, 11.6% are Black or African American students from outside our historic statutory service region. Thus, MSSU serves this population at a higher rate than average.**
 - **We can provide MSSU data only for Fall 2022, but we do not have state averages because IPEDS data is not available for Fall 2022.**
 - **Fall 2022 undergraduate enrollment of American Indian and Alaska Native Missouri residents at MSSU from outside our historic statutory service region is 1.6%**
 - **Fall 2022 undergraduate enrollment of Black or African American Missouri Residents at MSSU from outside our historic statutory service region is 10.0%**
- **Please provide the most recent data on which programs students from those populations enrolled.**
 - **The chart below reflects the Fall 2022 enrollment of undergraduate students.**
 - **Twenty-eight percent (28%) (266/957) of our BIPOC students are enrolled in Health & Life Sciences programs.**
 - **Our overall enrollment in Health & Life Sciences program consists of 27% (266/997) BIPOC students.**

MSSU Undergraduate Students by Program and Race (Fall 2022)					
	BIPOC	White	Non US Resident	Unknown	Grand Total
<i>Life & Health Sciences Majors Total</i>	266	688	19	24	997
Biology, General	76	191	6	10	283
Biochemistry, Biophysics and Molecular Biology		1			1
Sports, Kinesiology, and Physical Education/Fitness	32	78	2	2	114
Dental Support Services and Allied Professions	24	47		3	74
Health and Medical Administrative Services	21	41		2	64
Allied Health Diagnostic, Intervention, and Treatment Professions	10	37		1	48
Clinical/Medical Laboratory Science/Research and Allied Professions	5	5			10
Public and Environmental Health	16	49	1		66
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	35	95	5	2	137
Health Professions and Related Clinical Sciences, Other	47	144	5	4	200
Other Undergraduate Majors	579	1525	67	77	2248
Non-Degree Seeking	112	544	48	103	807
Grand Total	957	2757	134	204	4052

2. We are requesting additional information about the evidence of one or more programs “of unusual strength” particularly “placement rate significantly higher than average” and/or “licensure or registration rates...significantly higher than average.”
 - In the tables for the licensure exam pass rates and the job placement rates for health sciences program graduates, do you have data that shows these rates are higher than the state average?

**Nursing Licensure Exam Pass Rates and Placement
MSSU vs. State Average**

	2023 MSSU	2023 State Avg. Pass Rate	2022 MSSU	2022 State Avg. Pass Rate	2021 MSSU	2021 State Avg. Pass Rate	2020 MSSU	2020 State Avg. Pass Rate
First Time NCLX Pass Rate	92%	89.2% (2 nd qtr. Only)	87.8%	83.96%	88%	86.74%	79%	89.99%
Placement Rates	100%	NA	94%	95%	87%	93%	98%	94%

The licensure exams for the other health science programs, which include dental hygiene, respiratory therapy, radiology, and paramedicine do not publish the state averages for pass rates. The placement rates are also not available through the accrediting agencies. However, we do have access to the national pass rates, with the exception that the 2023 pass rates are not yet available. They are indicated in the table below. There are no statewide nor national placement rate data available.

Other Health Science Licensure Pass Rates

<i>Program</i>	<i>MSSU 2023</i>	<i>MSSU 2022</i>	<i>Natl Avg. 2022</i>	<i>MSSU 2021</i>	<i>Natl Avg. 2021</i>	<i>MSSU 2020</i>	<i>Natl Avg. 2021</i>
Dental Hygiene	100%	96%	84%	91%	97%	96%	84%
Respiratory Therapy	73%	90%	77.3%	87%	75.2%	90%	80.4%
Radiology	100%	100%	83.5%	100%	83.8%	100%	83.5%
Paramedicine	100%	72%	77%	50%	76%	50%	77%

- Finally, please provide the most recent data on the number of undergraduates who participate in each of the immersive learning experiences noted in the documents.

The Immersive Learning experiences listed in the application document are only a small sample of the opportunities available to students. The number of students who studied abroad in 2022-2023 are listed below.

Study Abroad 2022-2023

Country	Faculty	Number of Students
Czech Republic, Austria	Dr. Chad Stebbins, Dr. Dom Buccieri, Dr. Amber Mintert	20
Spain	Dr. Andrea Cullers, Ms. Stephanie Schiding	20
Summer in Sweden	Dr. Ed Outhouse	6
Italy (MSSU/KCU Early Acceptance Program)	Dr. Christine Bentley, Dr. Victoria Rhodes	14
Belize	Dr. David Penning, Dr. James Willand	17
Ireland (Honors)	Dr. Michael Howarth, Dr. Jody Jensen	17
Ireland (Art)	Kyle Mckenzie	11
Summer in South Korea		7
Fall Full Semester Study Abroad Students		5 to UK, 1 to Japan, 1 to Czech Republic
Spring Full Semester Study Abroad Students		4 to Spain, 1 to Austria, 1 to South Korea, 2 to France, 1 to Australia, 1 to UK, 1 to Japan
Grand Total		130

The table below summarizes the number of courses in most disciplines that contain immersive learning components and the student enrollment in those for each of the last two years.

Enrollment in Courses with Immersive Learning Component

Disciplines	Number of Courses with Immersive Learning	Student Enrollment in IL Courses 2021-2022	Student Enrollment in IL Courses 2022-2023
Art	33	472	492
Chemistry	18	443	472
Criminal Justice	10	320	327
Geography	3	86	44
Geology	2	23	23
History	6	35	35
International Studies	2	28	22
Music	39	548	604
Physical Science/Physics	10	187	137
Theatre	41	249	110
Communication	12	130	94
Industrial Engineering Technology	16	186	142
Business Internships	4	36	48
Biology	40	1457	1350
Dental Hygiene	11	300	293
Education	21	757	795
Environmental Health	10	185	222
Kinesiology	12	341	318
Medical Technology	7	12	14
Nursing	20	312	268
Paramedicine	9	88	70
Psychology	8	165	165
Radiology	10	165	103
Respiratory	8	74	87
Honors	4	49	52

Examples of unique learning environments and activities include the following:

In **CJ 200 Crime Scene Investigation I** and **CJ 340 Crime Scene Investigation II**, students use the Crime Scene House in Anderson Justice Center to observe and process mock crime scenes. The Crime Scene House is a group of rooms in the basement of the building that are set up to look like various rooms of a house or office building. Instructors set up a mock crime scene complete with evidence and bodies represented by dummies. Students find, document, and process evidence in the mock crime scene. There are cameras set up in each room so that an instructor can record the student's actions in the crime scene. Instructors review these recordings and show students what they did well, what they missed, and how to improve their observation and investigation skills before they must participate in an actual crime scene investigation.

In **HIST 395 Reacting to the Past**, Dr. Rebecca Schriver uses active learning role-playing games. Students are assigned the roles of historical figures. They must research the historical figure and act as that person would during the game. Each student is required to make at least two public speeches during each game. Students are required to research and write to prepare for their roles and must learn diplomacy and to work with others with whom they might not agree. They also must think on their feet as the game progresses. They are actively immersed in the historical event that the game is portraying.

In **IET 471 Senior Design**, students apply their technical and non-technical knowledge to actual industrial problems. The design activity includes identification of problem, objective, financial benefits, activity plan, customer analysis, data collection and analysis, generation and evaluation of solutions, and recommendations for and where possible, development of systems improvement. Students present their project to a diverse audience that consists of fellow classmates, the students enrolled in IET 271 Engineering Technology Seminar I and IET 271 Engineering Technology Seminar II (mostly freshmen and sophomores), invited alumni and invited IET industrial advisory board members. Other deliverables, besides the presentation, include a report and a poster. Several companies from the community sponsor a variety of projects.

In **multiple nursing courses**, the lack of clinical experiences to prepare students for real clinical environments is shown to contribute to nursing procedure error. Thus, the MSSU Nursing VR program works towards narrowing that gap and its many challenges. Simulation is a valuable teaching-learning strategy and now considered a key component of nursing education. MSSU Nursing is unique by offering its students directed learning in a Virtual Reality environment for over 200 patient case scenarios carefully integrated into the curriculum and clinical experience. MSSU Nursing is the first in the 4-state corner region to incorporate Virtual Reality simulation into its nursing curriculum with its implementation in the Fall of 2021. Additionally, the model of approach for simulation has evolved in the MSSU Nursing program to include the use of both VR and high-fidelity simulation offering students yet another innovative way of enhancing the needed learning. An example is the learning of women's health concepts and neonatal resuscitation. In **NURS 407 Concepts of Women's Health and Obstetrical Nursing**, students participate in the role of the RN during a precipitous delivery using Virtual Reality technology and then after delivery move to the high-fidelity simulation lab to perform neonatal resuscitation in a highly realistic situation. In a hospital setting, these situations are rare, but nursing performance must be at its most ready state to prevent disastrous outcomes. This same model of completing care in Virtual Reality and then transference to the high-fidelity simulation aspect is used in

pediatric and adult simulation scenarios. Additionally, Senior students in the last semester of the program complete a mass casualty Virtual Reality scenario as a team of caregivers pulling together, collectively, the knowledge and skills gained from all previous scenarios in addressing an explosion at a chemical plant.

New technology, purchased through the MOExcels grant, will offer even more unique opportunities for students in the communication major. They will be involved in the editing of virtual sets - called 'assets' and then will utilize those as backgrounds for shows through both our green screen studio and on the new LED wall. The LED wall will give them the opportunity to create 3D virtual world videos working both in front of and behind the camera. **COMM 201 Video Production** and **COMM 200 Audio Production** classes will give students the educational framework to utilize the LED wall and green screen for class projects and even possible productions requested by the community.

Considering the demands of gross anatomy curricula in professional schools, MSSU installed a cadaver dissection suite on campus in 2011 and incorporated prosected human specimens into undergraduate anatomy courses such as **BIO 201 Human Anatomy**, **BIO 221 Anatomy and Physiology II**, **BIO 331 Comparative Anatomy**. To take full advantage of the cadaveric facility, a novel dissection-based course, **BIO 0475 Advanced Human Dissection**, was developed for highly motivated pre-professional students to complete as part of their undergraduate degree. The course was conceived as an advanced exploration of human anatomy designed to prepare students for professional school or specialized graduate study. The AHD course is taught in terms of the 'patient' by incorporating a clinical-based approach to dissection. Medical imaging, such as an X-ray or CT scan, and histology are utilized during the investigation. At the end of the semester, students present a summary hypothesizing the whole-body donors' lifestyle, possible diagnoses of chronic and acute illness, and a probable cause of death. The presentation of patient cases plays a significant role in developing critical thinking, effective communication, and teamwork skills.

Eighty percent (80%) of respondents to a survey of former AHD students indicated they were selected for an anatomy fellowship, as an anatomy teaching assistant, or as an anatomy tutor in professional schools. With the cadaver lab expansion, we've grown our anatomical research. We presented more than 30 studies at national conferences such as the American Association of Clinical Anatomists (ACA), American Association for Anatomy (AAA), American Association of Veterinary Anatomy, International Federation of Associations of Anatomists and received multiple awards for oral and poster presentations. Additionally, **CJ 498 Forensic Death Investigations** utilizes the lab in their curriculum and **MUS 166 Applied Performance: Voice** and **MUS 366 Advanced Applied Performance: Voice** utilize the lab to examine the portion of the anatomy that serves as the instrument of the vocalist.

Tab 10 Attachment B

Public Comments on Proposal

Comment #1 – Metropolitan Community College

Name	Thomas Meyer
Email	thomas.meyer@mccckc.edu
School/Organization	Metropolitan Community College
Program *	Missouri Southern State University Statewide Mission
Comments	Should this be approved, I would like to voice concern over them offering Health related AS degrees (Dental Hygiene, Radiologic Technology, and Respiratory Therapy) statewide since the state community colleges already offer these programs in our service areas. Many of the community colleges have outstanding outcomes for these programs as well and we do not offer them statewide out of respect for the recognized areas we serve.

Comment #2 – Missouri State University

Name	Clifton Smart, III
Email	President@missouristate.edu
School/Organization	Missouri State University
Program *	Missouri Southern State University Statewide Mission
Comments	<p>Missouri State University supports Missouri Southern’s unique offerings and enjoys serving the southwest Missouri region with Missouri Southern. That said, we offer observations and food for thought for MDHEWD and CBHE leaders as you consider Missouri Southern’s application.</p> <p><u>International/Global Education</u></p> <p>Please note that state public and private institutions all address International/Global Education. In Missouri State’s case, we have numerous significant partnerships and programs that are International-based, and our VP of Community and Global Partnerships oversees a broad International set of offerings spanning academics, student affairs and teaching, research and service embedded endeavors.</p> <p><u>Health and Life Sciences</u></p> <p>The application states that Missouri Southern has “has unusual strength in health and life sciences ... with licensure pass rates and placement rates that exceed the average in the state.” Please note Missouri Southern’s total enrollment is 4,358 and enrollment within Missouri State’s McQueary College of Health and Human Services is 4,144.</p> <p>Missouri Southern’s application states, “Missouri Southern offers 14 high-quality programs in the health and life sciences ... the greatest number of undergraduate degree programs in the health and</p>

life sciences among public universities in Missouri (Mizzou has 14).” CIP codes within Missouri State’s McQueary College of Health and Human Services include 14 undergraduate health and life science related programs, not including two additional programs in the College of Natural and Applied Sciences, and premedical and prepharmacy codes. Further, Missouri State offers several masters programs, seven doctoral programs and will be seeking approval to add another master’s degree and comprehensive health programs at all levels.

Missouri Southern’s application states it is the only state public university with a cadaver lab open to undergraduate students. Please know that Missouri State undergraduates access a cadaver lab through BMS 307 and 308 as well as through research projects. Missouri Southern also highlights other facilities and sim/virtual reality labs. The McQueary College of Health and Human Services also operates within several renovated facilities and has a sim lab and operates a Speech, Language and Hearing Clinic, a Preschool for Deaf and Hard of Hearing, an Early Childhood Preschool, a Physical Therapy Clinic, a Learning Diagnostic Clinic, and a Counseling Clinic. It also includes an Operating Room Simulation Center and provides Occupational Therapy services. Additionally, it is launching a School of Mental and Behavioral Health – combining several existing programs into one interdisciplinary-based school. Further, through a unique and innovative collaboration between Mercy Hospital and the McQueary College/MSU, free health care services are offered at the on-campus MSUCare Clinic to uninsured members of the community who meet income guidelines. Further, due to substantial appropriations made possible by our federal and state elected leaders, Missouri State University has begun the first of multiple projects to invest more than \$130 million into its life, physical, and health science facilities – specifically Roy Blunt Hall, Cheek Hall, and Kampeter Hall – creating state of the art and industry-leading laboratories and applied learning spaces establishing a Center for Transformational Education for Life, Physical, and Health Sciences.

Missouri Southern is proud of its licensure pass rates. As one example, please note that Missouri Southern’s Nursing program consists of 30 students/cohort, admitted 1x/year. Its BSN NCLEX pass rates are as follows: 2019, 75.76 percent; 2020, 79.03 percent; 2021, 88.33 percent; and 2022, 87.80 percent – with 2019 and 2020 falling below accreditation standards. The BSN is under conditional State

Board of Nursing approval and a site visit is scheduled in the fall of 2023. In contrast, Missouri State's Nursing program consists of 56 students/cohort, admitted 2x/year. BSN NCLEX pass rates are as follows: 2019, 96.36 percent; 2020, 96.77 percent; 2021, 95.31 percent; and 2022, 90.36 percent.

Missouri Southern also discusses partnerships within its health and life sciences offerings. Missouri State has innumerable partnerships with key stakeholders locally and regionally, including with UMKC for the PharmD program, Mid-America Transplant, CoxHealth, Mercy, Burrell Behavioral Health, etc. Missouri State has 500+ affiliation agreements within the McQueary College of Health and Human Services and the McQueary College of Health and Human Services holds accreditations from 12 accrediting bodies across numerous programs.

Immersive Learning Experiences

Missouri Southern's application addresses the institution's focus on immersive learning experiences, provides several examples and indicates that these learning experiences are embedded in its strategic plan.

Active learning, immersive learning, problem-based learning, high impact educational experiences – whatever the term, these are becoming the norm today across higher education. At Missouri State, we too, can provide a long list of examples of immersive learning experiences – and these are growing. We know the same can be said of most other public and private institutions as well.

In closing, we offer these observations for consideration and discussion. Please contact me if you have further questions.

Tab 10 Attachment C

MSSU Response to Public Comments

Response to Comment from Metropolitan Community College

Missouri Southern State University is a four-year institution who offers Health and Life Science programs at both the associate and bachelor's degree levels. As such, we currently recruit from across the state of Missouri, nationally and internationally. In particular, the two categories of programs highlighted in yellow in the table below contain the associate degree programs and have a significant number of students from outside the seven-county area where Missouri Southern is located. We do not anticipate that gaining approval of the statewide mission would alter the geographic focus of our recruitment strategies for the associate programs in question.

Geographic Origins of Health and Life Science Majors

Fall 2022

Major	Local Seven County Area	State of Missouri – outside of seven county area	Other States	Foreign Countries
Dental Support Services and Allied Professions	29	21	24	0
Allied Health Diagnostic, Intervention, and Treatment Professions	30	7	10	1

Response to Comment from Missouri State University

We have thoroughly reviewed the comments submitted by Missouri State University regarding Missouri Southern State University's application for a statewide mission in international/global education, health and life sciences, and immersive learning experiences. Missouri Southern and Missouri State have long been partners on numerous projects of mutual interest and we look forward to continuing that collaboration in the future.

Missouri State's comments related to the mission application seem to center on two themes: "we also do that" and "we do it on a larger scale." We'd like to address each of those themes individually.

First, the statewide mission program was developed to allow individual institutions to highlight areas of strength that benefit the entire State of Missouri. Statewide missions are not areas in which an individual institution has exclusivity regarding an academic discipline or program. For example, Missouri State's own statewide mission in public affairs is duplicated programmatically to some degree by nearly every other public university in the state, including Missouri Southern. Likewise, statewide missions in the visual and performing arts (Southeast Missouri State) and educator preparation (Northwest Missouri State) do not indicate those institutions are the only universities in the state offering those programs, rather that they have a particular strength in those areas.

It's also worth noting that Missouri Southern readily acknowledges other public universities in Missouri have programs in international/global education, health and life science, and immersive learning opportunities. However, no other university has chosen to apply to the Coordinating Board for statewide missions in those areas. We understand Missouri State being very proud of its offerings in these three areas. Missouri Southern believes these areas represent its own specific institutional strengths and we therefore seek recognition of those strengths by the CBHE and the Missouri General Assembly. Programmatic "overlap" is not a determining factor in approving a statewide mission.

Second, as for the issue of scale, Missouri State is correct: as an institution of over 22,000 students, may very well have a larger number of international/global education opportunities, health and life science students, and immersive learning opportunities. But, as stated above, the purpose of the statewide mission program is not to determine who does it on the largest scale, rather it is an opportunity for an individual institution to highlight its own areas of strength to statewide external constituents, such as leaders in government, industry, and philanthropy. If scale were a determining factor in assigning statewide missions, certainly the University of Missouri would eclipse other public universities, including Missouri State, in the number of students, programs, opportunities, and experiences offered in numerous areas. We acknowledge MSSU has 4,346 students as noted in Missouri State's comments. However, for example, more than half of those students who have declared a major have selected the health and life sciences. Statewide missions are assigned not on the basis of scale, but rather to acknowledge centers of excellence for each institution.

Finally, we do wish to clarify three statements made in Missouri State's comments regarding MSSU's application for a statewide mission. These are:

- Missouri Southern's BSN and LPN to BSN programs are fully approved by the Missouri State Board of Nursing and are nationally accredited by the Accreditation Commission of Nursing Education. The Missouri State Board of Nursing moved the program from conditional approval to full approval at the August 2023 full board meeting and commended the program on the efforts it has made in enhancing the quality of the program and most importantly, the supportive environment offered to the nursing students.
- Missouri State noted it too had 14 programs in the health and life sciences. The determination of programs in those areas was made using CIP codes (Classification of Instructional Programs through the National Center for Educational Statistics). These are the same codes used by the Missouri College and Degree Inventory, and, therefore, are a standard means of grouping programs in specific disciplines (e.g. health and life sciences). While we cannot discern the nature of the fourteenth program cited by Missouri State in their comments, we stand by our CIP code analysis and the results noted in our application.
- Missouri Southern noted in its application that undergraduate students in the health and life sciences had wide access to the institution's on-campus cadaver lab – a highly unusual opportunity for undergraduates in such a variety of academic programs. We were unaware that Missouri State had recently renovated the former professional building near campus and created the Kampeter Health Science Hall. Our understanding is that the facility now includes a cadaver lab, which undergraduates access for two courses. We apologize for the misstatement.

Again, we have a long and productive history of working collaboratively with Missouri State to advance the educational and workforce needs of Southwest Missouri and beyond. We look forward to many more years of building on that partnership. We do, however, in this instance believe Missouri State is basing its comments on two themes that do not represent the spirit and practice in which the Coordinating Board developed and manages the statewide mission program. We stand ready to provide additional information the CBHE believes would be helpful in making this decision.

Tab 10 Attachment: D

Criteria for Statewide Mission Designation

**Missouri Southern State University
Request for Statewide Mission Expansion**

Section 173.030(9), RSMo: Institutions seeking a statewide mission designation to provide evidence to the Coordinating Board that they have the capacity to discharge successfully such a mission.

(a) That the institution enrolls a representative cross-section of Missouri students. Examples of	
Enrolling at least forty percent of its Missouri resident, first-time degree-seeking freshmen from outside its historic statutory service region;	<u>Criterion not addressed.</u>
Enrolling its Missouri undergraduate students from at least eighty percent of all Missouri counties; or	<u>Criterion not addressed.</u>
Enrolling one or more groups of special population students such as minorities, economically disadvantaged, or physically disadvantaged from outside its historic statutory service region at rates exceeding state averages of such populations enrolled in the higher educational institutions of this state;	<u>Criterion addressed.</u> MSSU provided data that showed American Indian, Alaska Native, and Black or African American students are enrolled from outside the institution’s statutory historic statutory service region at a rate higher than the state average of these populations.

(b) That the institution offers one or more programs of unusual strength which respond to a specific statewide need. Examples of evidence of meeting this requirement which the institution may present include, but are not limited to, the following:	
Receipt of national, discipline-specific accreditation when available;	<u>Criterion addressed.</u>
Receipt of independent certification for meeting national or state standards or requirements when discipline- specific accreditation is not available;	<u>Criterion addressed.</u>
For occupationally specific programs, placement rates significantly higher than average;	<u>Criterion partially addressed.</u> Placement rates were provided for health and life sciences programs. Staff was unable to determine if they were significantly higher than average. However,

	multiple placement rates were 100%, so how to measure statistical significance is unclear.
For programs for which state or national licensure is required or for which state or national licensure or registration is available on a voluntary basis, licensure or registration rates for graduates seeking such recognition significantly higher than average; or	Criterion addressed. Licensure rates were provided for applicable health and life sciences programs. While staff could not verify significantly higher percentages than other MO institutions, NCLEX passing rates for the bachelor’s degree exceeded overall national average.
Quality of program faculty as measured by the percentage holding terminal degrees, the percentage writing publications in professional journals or other appropriate media, and the percentage securing competitively awarded research grants which are higher than average;	Criterion addressed. Some of this information is available on the institution’s website. 134 full-time faculty (no graduate students); class sizes appear to support the learning environment.
Meets statewide need standard (established through Talent for Tomorrow)	Criterion addressed. Not TFT, but many programs (health and life sciences) noted in 2022 MHA report identifying critical healthcare occupations with record turnover.

(c) That the institution has a clearly articulated admission standard consistent with the provisions of subdivision (6)* of subsection 2 of section 173.005 or section 174.130;	
§173.005.2(6), RSMo: “The coordinating board for higher education shall establish admission guidelines consistent with institutional missions”	Criterion addressed. MSSU is designated a moderately selective institution.
§174.130, RSMo: “Each board may make such rules and regulations for the admission of students as may be deemed proper.”	Criterion addressed. Letter of support from Board dtd July 11, 2023

(d)	
That the institution is characterized by a focused academic environment which identifies specific but limited areas of academic emphasis at the undergraduate, and if appropriate, at the graduate and professional school levels, including	Criterion addressed. In the last four years, the institutions has deleted or inactivated 19 low performing programs.

the identification of programs to be continued, reduced, terminated or targeted for excellence.	
The institution shall, consistent with its focused academic environment, also have the demonstrable capacity to provide significant public service or research support that address statewide needs for constituencies beyond its historic statutory service region; and	<u>Criterion addressed.</u>

(e) That the institution has adopted and maintains a program of continuous quality improvement, or the equivalent of such a program, and reports annually appropriate and verifiable measures of institutional accountability related to such program. Such measures shall include, but not be limited to:	
Indicators of student achievement and institutional mission attainment such as percentage of students meeting institutional admission standards;	<u>Criterion addressed.</u> MSSU has a Program Assessment and Review Committee that conducts a comprehensive review every two years.
Success of remediation programs, if offered;	<u>Criterion addressed.</u>
Student retention rate;	<u>Criterion addressed.</u>
Student graduation rate;	<u>Criterion addressed.</u>
Objective measures of student, alumni, and employer satisfaction;	<u>Criterion addressed.</u>
Objective measures of student learning in general education and the major, including written and oral communication skills and critical thinking skills;	<u>Criterion addressed.</u>
Percentage of students attending graduate or professional schools;	<u>Criterion addressed.</u>
Student placement, licensure and professional registration rates when appropriate to a program's objectives;	<u>Criterion addressed.</u>

<p>Objective measures of successful attainment of statewide goals as may be expressed from time to time by the coordinating board or by the general assembly; and Objective measures of faculty teaching effectiveness.</p> <p>In the development and evaluation of these institutional accountability reports, the coordinating board and institutions are expected to use multiple measures of success, including:</p> <p>Locally developed and independently verified assessment instruments; however, Preference shall be given to nationally developed instruments when they are available and if they are appropriate.</p>	<p><u>Criterion addressed.</u></p>
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Tab 11

Consumer Information Rule Revision

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Section 173.1004, RSMo, outlines the requirements for information that must be posted on public institution websites regarding faculty names, credentials, instructor ratings by students, and course schedules. The department seeks to update language and references in the rule and clarify institutions will work with the department when consumer information does not appear to meet the requirements of the statute and rule.

CURRENT STATUS

An informal audit in 2022 indicated a significant number of institutions had fallen out of compliance with the rule. The department initiated discussion with Chief Academic Officers who indicated the rule was difficult to understand. The rule was revised in cooperation with the Council of Chief Academic Officers. The revised rule removes several confusing phrases and updates language while holding true to the requirements of the statute.

NEXT STEPS

Upon approval by the CBHE, the department will file a proposed rulemaking with the Secretary of State's Office. The department will initiate a five year review cycle with institutions to ensure the website disclosures maintain compliance with the authorizing statute and the rule.

RECOMMENDATION

Staff recommend approval of the proposed Consumer Information Rule Revision and direct staff to begin the rulemaking process.

ATTACHMENTS

- Attachment A: Proposed Consumer Information Rule Revision
- Attachment B: Proposed Consumer Information Rule Revision Redline Version

Tab 11 Attachment A

Proposed Consumer Information Rule Revision

**Title 6—DEPARTMENT OF
HIGHER EDUCATION AND WORKFORCE DEVELOPMENT
Division 10—Commissioner
of Higher Education
Chapter 9—Consumer Information**

6 CSR 10-9.010 Rules for the Posting of Consumer Information

PURPOSE: This rule describes the information that public institutions of higher education must post on their websites.

(1) Definitions.

(A) The term “course” shall mean any regularly scheduled instructional activity:

1. For which, upon successful completion thereof, enrolled students are given credit that can be applied to meet the requirements for achieving a degree, certificate, or similar academic award; or
2. That provides remedial instruction to students enrolled in the institution;
3. But need not include thesis or dissertation supervision; independent study; directed study or reading courses; internship supervision; individual lessons, mentoring, or supervised experiences; or any other similar activity with such a low number of enrolled students as to allow respondents to be personally identified.

(B) The term “course information” shall include a schedule listing all courses that will be offered during an academic term, all sections of each course, the name(s) and credentials of the faculty member(s) who will teach each class, and the time and location at which each course will be offered.

(C) The term “credentials” shall include the highest post-secondary degree or certificate earned by the faculty member and the faculty member’s title (e.g., full professor, adjunct professor, part-time professor, graduate student, graduate assistant, and/or teaching assistant).

(D) The term “department” means the Missouri Department of Higher Education and Workforce Development.

(E) The terms “faculty” and “faculty member” shall refer to each person assigned full or partial responsibility for delivery of academic course(s) at a Missouri public higher education institution.

(F) The term “feasible” shall mean capable of being performed.

(G) The terms “instructor ratings by students” and “ratings” shall mean evaluative information, as designated by each institution, collected at least annually, provided by students enrolled in a course about the performance of the faculty member(s) responsible for delivery of all or part of the course. Ratings posted on an institution’s web site need not include all information collected in regularly conducted evaluations of faculty by students and may consist of information gathered specifically for publication on the institution’s web site.

(H) The term “post” shall mean to publish on an institution’s web site.

(I) The terms “public higher education institution” and “institution” shall mean an approved public institution as defined in section 173.1102, RSMo.

(J) The term “section” shall mean:

1. In cases where more than one (1) course with the same prefix, course number, and course title are offered, each distinct offering in which students may enroll; and/or
2. Each separate subdivision within one (1) course in which students break into groups in a formal manner to discuss and/or practice course content.

(2) Each institution shall post each of the following on a portion of its web site that is available to the general public without a login, student ID, user ID, or other password, except that no institution shall be required to post any item the publication of which would constitute a violation of state or federal law:

(A) The Names and Credentials of all Faculty Members. This information must be posted no later than the first day of the first academic term starting on or after August 1, 2008, and for each academic term thereafter.

(B) All Course Information. This information must be posted before enrollment begins for the first academic term starting on or after August 1, 2008, and every academic term thereafter. Course information must thereafter be posted no later than ten (10) calendar days before the first day that any student may enroll for the next academic term. If course information is not available ten (10) calendar days before the first day that any student may enroll for the next academic term, the institution shall post the information on its web site as soon as the information is available. If course information changes at any time before the conclusion of the semester, the institution must update its website to reflect the change(s).

(3) Where feasible, each institution shall post on its web site instructor ratings by students, except that no institution shall be required to post any item the publication of which would constitute a violation of state or federal law.

(A) The ratings must include a faculty member's ratings for multiple academic terms, including the most recent ratings available.

(B) Each institution may determine whether to post each faculty member's ratings:

1. As an aggregate representing ratings received for all courses taught by that faculty member; or
2. For each individual course taught by the faculty member.

(C) Institutions need not post ratings of faculty members who are teaching for the first time at the institution if no such ratings exist.

(D) If an institution decides to post ratings for each individual course taught by the faculty member and a faculty member is teaching a course for the first time, the institution need not post ratings for that course if no such ratings exist.

(E) This information must be posted at least ten (10) calendar days before the first day that any student may enroll for the next academic term, starting with the first academic term starting on or after August 1, 2009, and every academic term thereafter.

(F) If the department determines that the ratings posted by an institution do not provide sufficient information as prescribed by the authorizing statute and this rule, that institution shall work cooperatively with the department to develop ratings that do comply with the requirements of the authorizing statute and this rule.

(G) Ratings must be posted on a portion of the institution's web site that may be viewed by currently enrolled students and by all new students participating in the enrollment process at the institution.

AUTHORITY: section 173.1004, RSMo Supp. 2007. Original rule filed Oct. 25, 2007, effective May 30, 2008.*

**Original authority: 173.1004, RSMo 2007.*

Tab 11 Attachment B

Proposed Consumer Information Rule Revision

**Title 6—DEPARTMENT OF
HIGHER EDUCATION AND WORKFORCE DEVELOPMENT
Division 10—Commissioner
of Higher Education
Chapter 9—Consumer Information**

6 CSR 10-9.010 Rules for the Posting of Consumer Information

PURPOSE: This rule describes the information that public institutions of higher education must post on their web sites.

(1) Definitions.

(A) The term “course” shall mean any regularly scheduled instructional activity:

1. For which, upon successful completion thereof, enrolled students are given credit that can be applied to meet the requirements for achieving a degree, certificate, or similar academic award; or

2. That provides remedial instruction to students enrolled in the institution;

3. But need not include thesis or dissertation supervision; independent study; directed study or reading courses; internship supervision; individual lessons, mentoring, or supervised experiences; or any other similar activity with such a low number of enrolled students as to allow respondents to be personally identified.

(B) The term “course information” shall include a schedule listing all courses that will be offered during an academic term, all sections of each course, the name(s) and credentials of the faculty member(s) who will teach each class, and the time and location at which each course will be offered.

(C) The term “credentials” shall include the highest post-secondary degree or certificate earned by the faculty member and the faculty member’s rank-title (e.g., full professor, adjunct professor, part-time professor, graduate student, graduate assistant and/or teaching assistant).

(D) The term “department” means the Missouri Department of Higher Education and Workforce Development.

~~(DE) The terms “faculty” and “faculty member” shall refer to each person assigned full or partial responsibility for delivery of academic course(s) at a Missouri public higher education institution and includes but is not limited to the following categories: adjunct, part time, and full time instructors and lecturers; and graduate students and graduate assistants who teach all or part of any course. The terms “faculty” and “faculty member” shall not include guest speakers, tutors, and practicum or internship supervisors.~~

(EF) The term “feasible” shall mean capable of being performed.

(FG) The terms “instructor ratings by students” and “ratings” shall mean ~~certain~~ evaluative information, as designated by each institution, collected at least annually, provided by students enrolled in a course about the performance of the faculty member(s) responsible for delivery of all or part of the course. Ratings posted on an institution’s web site need not include all information collected in regularly conducted evaluations of faculty by students and may consist of information gathered specifically for publication on the institution’s web site.

(GH) The term “post” shall mean to publish on an institution’s web site.

(HI) The terms “public higher education institution” and “institution” shall mean an ~~educational—approved public~~ institution as defined in section ~~173.205.2—or 173.205.3~~173.1102, RSMo.

(IJ) The term “section” shall mean:

1. In cases where more than one (1) course with the same prefix, course number, and course title are offered, each distinct offering in which students may enroll; and/or

2. Each separate subdivision within one (1) course in which students break into groups in a formal manner to discuss and/or practice course content.

(2) Each institution shall post each of the following on a portion of its web site that is available to the general public without a login, student ID, user ID, or other password, except that no institution shall be required to post any item the publication of which would constitute a violation of state or federal law:

(A) The Names and Credentials of all Faculty Members. This information must be posted no later than the first day of the first academic term starting on or after August 1, 2008, and for each academic term thereafter.

~~(B) Each Faculty Member’s Credentials. This information must be posted no later than the first day of the first academic term starting on or after August 1, 2008, and for each academic term thereafter.~~

~~(CB) All Course Information. This information must be posted before enrollment begins for the first academic term starting on or after August 1, 2008, and every academic term thereafter. Course information must thereafter be posted no No later than ten (10) calendar days before the first day that any student may enroll for the next academic term; all available course information for the next academic term.~~ If course information is not available ten (10) calendar days before the first day that any student may enroll for the next academic term, the institution shall post the information on its web site as soon as the information is available. If course information changes at any time before the conclusion of the semester, the institution must update its web site to reflect the change(s). ~~This information must be posted before enrollment begins for the first academic term starting on or after August 1, 2008, and every academic term thereafter.~~

(3) Where feasible, each institution shall post on its web site instructor ratings by students, except that no institution shall be required to post any item the publication of which would constitute a violation of state or federal law.

(A) The ratings must include a faculty member’s ratings for multiple academic terms, including the most recent ratings available.:

~~1. The most recent ratings available; or~~

~~2. A faculty member's ratings for multiple academic terms, whether data for each term are presented separately or in aggregate form, so long as the ratings posted include the most recent ratings available.~~

(B) Each institution may determine whether to post each faculty member's ratings:

1. As an aggregate representing ratings received for all courses taught by that faculty member; or

2. For each individual course taught by the faculty member.

(C) Institutions need not post ratings of faculty members who are teaching for the first time at the institution if no such ratings exist.

(D) If an institution decides to post ratings for each individual course taught by the faculty member and a faculty member is teaching a course for the first time, the institution need not post ratings for that course if no such ratings exist.

(E) This information must be posted at least ten (10) calendar days before the first day that any student may enroll for the next academic term, starting with the first academic term starting on or after August 1, 2009, and every academic term thereafter.

(F) If the ~~Missouri Department of Higher Education~~ (department) determines that the ratings posted by an institution do not provide sufficient information as prescribed by the authorizing statute and this rule, that institution shall work cooperatively with the department to develop ratings that do ~~provide information the department deems sufficient~~ comply with the requirements of the authorizing statute and this rule.

(G) Ratings must be posted on a portion of the institution's web site that may be viewed by currently enrolled students and by all new students participating in the enrollment process at the institution.

AUTHORITY: section 173.1004, RSMo Supp. 2007. Original rule filed Oct. 25, 2007, effective May 30, 2008.*

**Original authority: 173.1004, RSMo 2007.*



Tab 12

Academic Program Actions Approved through Routine and Staff Review

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Section 173.005.2(1), RSMo, authorizes the Coordinating Board for Higher Education to approve new programs to be offered by state institutions of higher education. The CBHE delegated to the commissioner of higher education the authority to approve proposals for new programs that meet the criteria for Routine review. Routine review applies to proposals that are clearly within an institution’s CBHE-approved mission and service region, do not unnecessarily duplicate an existing program in the geographic area, will be offered at the institution’s main campus or at an 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 existing program changes 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 department staff from May 2023 – July 2023.

CURRENT STATUS

Table 1 summarizes proposed program actions submitted to the CBHE by public institutions. Table 2 summarizes proposed program actions submitted by independent institutions. Table 3 lists location updates submitted by institutions. An itemized list of program actions is included in the attachment to this agenda item.

Academic Program Changes Approved Routine Review

Table 1: Public Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	21	3	12	0	36
Inactivated	8	2	1	1	12
Other Program Changes*	18	4	47	7	76
New Main Campus/Online**	46	1	11	1	59
New Off-Site	7	11	0	0	18
Programs Withdrawn	0	0	0	0	0

Comments: None received.

Table 2: Independent Institutions	Certificates	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	5	1	6
Inactivated	0	0	0	0	0
Other Program Changes*	3	0	89	1	93
New**	32	10	5	10	57
Off-Site	12	6	4	5	27
Programs Withdrawn	0	0	0	0	0

Comments: None received.

*Includes options, CIP code changes, titles changes, combination programs, and reactivations.

**Includes certificates added through the program changes process.

Coordinating Board for Higher Education

Tab 12, Academic Program Actions Approved through Routine and Staff Review

September 13, 2023, Page | 1

Table 3: Location Notices	
Site	Site Update
State Fair Community College Saline County Career Center 900 West Vest Street Marshall, MO 65340	Close location
State Fair Community College Johnson Controls, LLC 1101 East 8 th Street Eldon, MO 65026	Close location
State Fair Community College Warrensburg Area Vocational School 205 S. Ridgeview Drive Warrensburg, MO 64093	Close location
Webster University Columbia Coll.-Truman Educ. Center 268 Constitution St., Suite 14 Fort Leonard Wood, MO 65473	Close location
Webster University Whiteman AFB PO Box 5065 Whiteman AFB, MO 65305	Close location
Webster University Ozarks Metro Campus Springfield, MO	Close location
Webster University Gateway Campus 812 Olive St. St. Louis, MO 63101	New address

NEXT STEPS

Staff will continue to work with institutions on maintaining an accurate inventory of approved programs.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Attachment A: Academic Program Actions Approved through Routine and Staff Review

Academic Program Actions Approved Through Routine and Staff Review

Public Two-Year Institutions: Recommended for Provisional Approval					
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Mineral Area College	AA	Liberal Arts and Sciences	Jackson School District, 315 S. Missouri, Jackson, MO 63755	240101	Jul-23
Mineral Area College	AAS	Machine Tool Technology	Jackson School District, 315 S. Missouri, Jackson, MO 63755	480501	Jul-23
Mineral Area College	C1	Machine Tool Technology	Jackson School District, 315 S. Missouri, Jackson, MO 63755	480501	Jul-23
Mineral Area College	AAS	Welding Technology	Jackson School District, 315 S. Missouri, Jackson, MO 63755	480508	Jul-23
Mineral Area College	C1	Welding Technology	Jackson School District, 315 S. Missouri, Jackson, MO 63755	480508	Jul-23
Mineral Area College	C1	Advanced Multi-Process Welding Certificate	Jackson School District, 315 S. Missouri, Jackson, MO 63755	480508	Jul-23
Moberly Area Community College	AAS	Surgical Technology	MACC-Columbia	510909	Jun-23
Moberly Area Community College	C1	Practical Nursing	MACC-Columbia	513901	Jun-23
Moberly Area Community College	A.D.N.	Associate Degree in Nursing	MACC-Columbia	513801	Jun-23
State Fair Community College	AAT	Teaching	820 Chestnut Street, Jefferson City, MO 65101	131399	May-23
State Fair Community College	AA	General Studies	820 Chestnut Street, Jefferson City, MO 65101	240101	May-23
State Fair Community College	AA	General Studies	Smithton High School, 505 Myrtle Ave., Smithton, MO 65350	240101	May-23

State Fair Community College	AAS	Heating, Ventilation, Air Conditioning, Refrigeration, & Controls Technology	main campus	470201	Jul-23
State Fair Community College	C0	HVAC Technician	main campus	470201	July 2023
Three Rivers College	C1	Advanced EMT	main campus, Dexter, Kennett, Sikeston	510904	May-23
Three Rivers College	AAS	Cybersecurity	main campus, Dexter, Kennett, Sikeston	111003	May-23
Three Rivers College	AAS	Surgical Technology	main campus	510909	May-23
Three Rivers College	C1	Diesel Technology	main campus, Kennett, Sikeston	470605	Jun-23
Three Rivers College	C1	Diesel Technology	Sikeston Tech Lab, 945 South Kingshighway, Sikeston, MO 63801	470605	Jul-23
Three Rivers College	AA	Associate of Arts	Southeast Correctional Center, 300 Pedro Simmons Dr., Charleston, MO 63834	240101	Jul-23
Three Rivers College	AAS	Manufacturing Technology	Southeast Correctional Center, 300 Pedro Simmons Dr., Charleston, MO 63834	150613	Jul-23
Public Four-Year Institutions: Recommended for Provisional Approval					
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	DELIVERY LOCATION	CIP	APPROVAL DATE
Missouri Southern State University	BS	Theatre Industry	main campus	501004	May-23
Missouri Southern State University	BSN	RN to BSN Completion Program	main campus	513801	Jun-23
Missouri Southern State University	BS	Social Sciences	main campus	450101	Jul-23
Missouri State University	BA	Culture, Literature & Media	main campus	302601	Jun-23
Missouri State University	BS	Culture, Literature & Media	main campus	302601	Jun-23
Missouri Western State University	BS	Chemistry (substantive curricular change only)	main campus	400501	May-23
Northwest Missouri State University	PMCT	Central Office/Superintendent-District Level Certificate	main campus	130411	May-23

Northwest Missouri State University	PMCT	Central Office/Special Education Director-District Level	main campus	130402	May-23
Northwest Missouri State University	BA	Public Relations	main campus	090902	May-23
Northwest Missouri State University	BS	Public Relations	main campus	090902	May-23
Southeast Missouri State University	BS	Financial Econometrics	main campus	450603	Jun-23
Southeast Missouri State University	BSBA	Business Analytics	main campus	307102	Jun-23
University of Central Missouri	GRCT	Teaching English as a Second Language	Lee's Summit	131401	Jun-23
University of Missouri-Columbia	BA	Health Humanities	main campus	513204	Jul-23
University of Missouri-Kansas City	MA/MS	Master's in Legal Studies	main campus	220201	Jul-23
Independent Institutions					
Columbia College	BS	Bachelor of Science in Business Analysis	main campus, Jefferson City, Kansas City, Lake Ozark, Rolla, Springfield, St. Louis, Waynesville	307102	Jun-23
Columbia College	MS	Master of Science in Business Analysis	main campus, Jefferson City, Kansas City, Lake Ozark, Rolla, Springfield, St. Louis, Waynesville	307102	Jun-23
Columbia College	MS	Master of Science in Finance	main campus, Jefferson City, Kansas City, Lake Ozark, Rolla, Springfield, St. Louis, Waynesville	520801	Jun-23
Kansas City University	MA	Health Service Psychology	main campus	422801	Jun-23
Kansas City University	DDM	Doctor of Dental Medicine	2901 St. John's Blvd., Joplin, MO 64804	510401	Jun-23
Kansas City University	PsyD	Health Service Psychology	main campus	422801	Jun-23
Lindenwood University	BA	Secondary Education	main campus	139999	Jul-23
Missouri Baptist University	GRCT	Trauma Informed Educator	main campus	131299	May-23
Missouri Baptist University	MS	Science Education-Biology	main campus	131322	May-23
Missouri Baptist University	GRCT	Strategic Leadership	main campus	520213	May-23

Missouri Baptist University	GRCT	Family Ministry	main campus	390702	May-23
Missouri Baptist University	GRCT	Church Revitalization	main campus	390699	May-23
Missouri Baptist University	GRCT	Chemistry Education	main campus	131323	May-23
Missouri Baptist University	MS	Science Education-Chemistry	main campus	131323	May-23
Missouri Baptist University	GRCT	Biology Education	main campus	131322	May-23
Missouri Baptist University	GRCT	Mathematics Education	main campus	131311	May-23
Missouri Baptist University	MS	Science Education-Mathematics	main campus	131311	May-23
Missouri Baptist University	BFA	Musical Theatre	main campus	500509	May-23
Missouri Valley College	MAE	Master of Arts Education	main campus	139999	Jul-23
Park University	BA	Criminal Justice	Independence Campus	430103	May-23
Park University	MSE	Educational Administration	Independence Campus	130101	May-23
Park University	MHA	Healthcare Administration	Independence Campus	510706	May-23
Park University	MPA	Public Affairs	Independence Campus	449999	May-23
Park University	GRCT	Management Accounting	Independence Campus	520205	May-23
Park University	GRCT	Marketing	Independence Campus	521401	May-23
Park University	GRCT	Project Management Certificate	Independence Campus	520211	May-23
Park University	BA	Public Administration	Independence Campus	440401	May-23
Park University	GRCT	Homeland Security	Independence Campus	430301	May-23
Park University	MBA	Business Administration	Independence Campus	520201	May-23
Park University	AS	Construction Management	Park-Ft. Leonard Wood	522001	Jun-23
Park University	BS	Interdisciplinary Studies	Whiteman AFB	300000	Jun-23
Park University	BA	Public Administration	Park-Ft. Leonard Wood	440401	Jun-23
Park University	GRCT	Human Resource Management	Independence Campus	450102	Jun-23
Park University	BS	Social Psychology	main campus	422707	Jun-23
Ranken Technical College	AS	Industrial Engineering Technology	main campus and Ranken Southeast	470303	May-23
Ranken Technical College	AT	Industrial Engineering Technology	main campus and Ranken Southeast	470303	May-23
Ranken Technical College	C1	Advanced Precision Machining	main campus and Ranken West	480501	May-23
Ranken Technical College	AS	Advanced Precision Machining	main campus and Ranken West	480501	May-23
Ranken Technical College	AT	Advanced Precision Machining	main campus and Ranken West	480501	May-23
Ranken Technical College	C2	Major Appliance Technology	main campus	470106	May-23

Ranken Technical College	AS	Major Appliance Technology	main campus	470106	May-23
Ranken Technical College	AT	Major Appliance Technology	main campus	470106	May-23
Ranken Technical College	C1	Diesel Technology	Ranken Southeast and Ranken West	470605	May-23
Ranken Technical College	AS	Diesel Technology	Ranken Southeast and Ranken West	470605	May-23
Ranken Technical College	AT	Diesel Technology	Ranken Southeast and Ranken West	470605	May-23
Ranken Technical College	C2	Diesel Technology (Daytime)	Ranken West	470605	May-23
Ranken Technical College	AS	Diesel Technology (Daytime)	Ranken West	470605	May-23
Ranken Technical College	AT	Diesel Technology (Daytime)	Ranken West	470605	May-23
Ranken Technical College	C2	Heating, Ventilation, Air Conditioning and Refrigeration Technology	main campus and Ranken Southeast	150501	May-23
Ranken Technical College	AS	Heating, Ventilation, Air Conditioning and Refrigeration Technology	main campus and Ranken Southeast	150501	May-23
Ranken Technical College	AT	Heating, Ventilation, Air Conditioning and Refrigeration Technology	main campus and Ranken Southeast	150501	May-23
Ranken Technical College	C1	Industrial Technology	Ranken West-Lincoln County Workforce Development	470303	Jul-23
Ranken Technical College	AS	Applied Engineering Technology	main campus and Ranken West	150613	Jul-23
Ranken Technical College	AT	Applied Engineering Technology	main campus and Ranken West	150613	Jul-23
Webster University	MS	Business Analytics	main campus	307102	Jun-23
Webster University	GRCT	Administration of Justice	main campus	430103	Jul-23
Webster University	BA	Art History and Criticism	main campus	500703	Jul-23
Webster University	MS	Biomedical Sciences	main campus	260102	Jul-23

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
Jefferson College	AAS	Precision Machining Technology	480501	Add certificate from parent degree	C0	Machining Career Readiness	480501	Jun-23
Metropolitan Community College	AAS	Engineering Technology, with options in Computer Aided Drafting and Design, Architectural & Civil, Mechatronics, Architectural, Civil, Computer and Electronics, Mechanical/Manufacturing Engineering Technology	150000	Delete options	AAS	Engineering Technology, with options in Computer Aided Drafting and Design, Architectural & Civil, Mechatronics, Architectural, Civil, Computer and Electronics, Mechanical/Manufacturing Engineering Technology	150000	Jun-23
Metropolitan Community College	AAS	Computer Aided Drafting & Design Technology	151301	Inactivate program	AAS	Computer Aided Drafting & Design Technology (inactive)	151301	Jun-23
Missouri State University-West Plains	AAS	Information Technology	110103	Title change, CIP change	AAS	Information Science & Technology	110101	May-23
Missouri State University-West Plains	C0	Information Technology	110103	CIP change, Change mode of delivery	C0	Information Technology (delivered hybrid)	110103	May-23
Missouri State University-West Plains	N/A	N/A	N/A	Add free-standing certificate program	C0	Aerial & Geospatial Technology	110101	May-23
Missouri State University-West Plains	AAT	Teaching	131399	Title change, Add mode of delivery	AAT	Elementary Education	131399	May-23
Missouri State University-West Plains	C1	Basic Office Management	520499	CIP change	C1	Basic Office Management	520101	May-23
Missouri State University-West Plains	C1	Advanced Welding and Fabrication Technology	150613	Delete program	C1	Advanced Welding and Fabrication Technology	150613	May-23
Missouri State University-West Plains	C0	Advanced Welding and Fabrication Technology	150613	Delete program	C0	Advanced Welding and Fabrication Technology	150613	May-23
Missouri State University-West Plains	C0	Ozark Studies	050199	Delete program	C0	Ozark Studies	050199	May-23

Missouri State University-West Plains	C0	Workplace Essential Skills	350103	Delete program	C0	Workplace Essential Skills	350103	May-23
Missouri State University-West Plains	AAS	Technology	150613	Add certificate from parent degree	C0	Welding & Fabrication Technology	150613	Jun-23
Missouri State University-West Plains	AAS	Technology	150613	Add certificate from parent degree	C0	Mechatronics	150613	Jun-23
Missouri State University-West Plains	AAS	Agriculture	010000	Add certificate from parent degree	C0	Veterinary Assistant	018301	Jun-23
Missouri State University-West Plains	N/A	N/A	N/A	Add free-standing certificate program	C0	Data Analytics	110101	Jun-23
North Central Missouri College	AAS	Computer Science & Information	110101	Add certificate from parent degree	C0	Information Technology Technician	110101	May-23
North Central Missouri College	AAS	Computer Science & Information	110101	Add certificate from parent degree	C0	Information Technology Specialist	110101	May-23
Ozarks Technical Community College	C1	Turf & Landscape Management	010601	Delete program	C1	Turf & Landscape Management	010601	Jun-23
Ozarks Technical Community College	AAS	Turf & Landscape Management	010601	Delete program	AAS	Turf & Landscape Management	010601	Jun-23
Ozarks Technical Community College	AAS	Emergency Management & Disaster Preparedness	430302	Inactivate program	AAS	Emergency Management & Disaster Preparedness (inactive)	430302	Jun-23
Ozarks Technical Community College	AAT	Teaching	131399	Delete program	AAT	Teaching	131399	Jun-23
Ozarks Technical Community College	C1	Hearing Instrument Science	510918	Delete program	C1	Hearing Instrument Science	510918	Jun-23
Ozarks Technical Community College	AAS	Hearing Instrument Science	510918	Delete program	AAS	Hearing Instrument Science	510918	Jun-23
St. Charles Community College	C1	Plumbing & Pipefitters Pre-Apprenticeship	460599	Title change	C1	Plumbing & Pipefitters Pre-Training	460599	Jul-23
St. Charles Community College	AAS	Skilled Trades Industrial Apprenticeship	489999	Title change	AAS	Skilled Trades Training	489999	Jul-23
St. Louis Community College	AAS	Nursing	513801	Add certificate from parent degree	C1	Practical Nursing	513901	Jul-23
St. Louis Community College	AAS	Radiologic Technology	510911	Add certificate from parent degree	C0	Computed Technology	510911	Jul-23
State Fair Community College	AAS	Digital Media Communications	090702	Add certificate from parent degree	C0	Digital Video	100105	Jul-23
State Fair Community College	N/A	N/A	N/A	Add free-standing certificate program	C0	HVAC Technician	470201	Jul-23
Three Rivers College	C0	Criminal Justice Technology Specialist	430107	Inactivate at main	C0	Criminal Justice Technology Specialist	430107	Jun-23
Three Rivers College	C1	Criminal Justice Technology Specialist	430107	Inactivate at main, Dexter, Kennett, and Sikeston	C1	Criminal Justice Technology Specialist	430107	Jun-23

						(inactive)		
Three Rivers College	C1	Construction Specialist	151001	CIP change at main, Dexter, Kennett, and Sikeston	C1	Construction Specialist	460000	Jul-23
Three Rivers College	C1	Plumbing Technician	460503	Title change at main, Dexter, Kennett, and Sikeston	C1	Plumbing Technology	460503	Jul-23
Four-Year Public Institutions								
Harris Stowe State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Biotechnology Certificate	261201	Jun-23
Harris Stowe State University	BS	Criminal Justice	430104	Add mode of delivery	BS	Criminal Justice (delivered classroom and online)	430104	Jul-23
Harris Stowe State University	BS	Health Care Management	510701	Add mode of delivery	BS	Health Care Management (delivered classroom and online)	510701	Jul-23
Missouri Southern State University	MSE D	Curriculum & Instruction	130301	Add certificate from parent degree	GRC T	Teacher Leadership Graduate Certificate	130401	May-23
Missouri Southern State University	MSE D	Curriculum & Instruction	130301	Add certificate from parent degree	GRC T	Digital Course Design and Delivery Graduate Certificate	130501	May-23
Missouri Southern State University	BA	Modern Languages	160900	Add certificate from parent degree	C0	Spanish for the Professions Certificate	160905	May-23
Missouri Southern State University	BA	Sociology	451101	Add certificate from parent degree	C0	Certificate in Cultural Anthropology	450204	May-23
Missouri Southern State University	N/A	N/A	N/A	Add free-standing certificate program	GRC T	Graduate Studies in History Certificate	540101	May-23
Missouri Southern State University	C0	Entrepreneurial Planning and Management Certificate	520701	Delete program	C0	Entrepreneurial Planning and Management Certificate	520701	May-23
Missouri Southern State University	C0	Entrepreneurial Operations Certificate	520701	Delete program	C0	Entrepreneurial Operations Certificate	520701	May-23
Missouri Southern State University	C1	Specialist in Management	520201	Delete program	C1	Specialist in Management	520201	May-23
Missouri Southern State University	BA	Theatre Performance	500501	Delete program	BA	Theatre Performance	500501	May-23
Missouri Southern State University	BFA	Theatre Performance	500501	Delete program	BFA	Theatre Performance	500501	May-23
Missouri Southern State University	BS	Theatre Performance	500501	Delete program	BS	Theatre Performance	500501	May-23
Missouri Southern State University	BA	Theatre Production	500507	Delete program	BA	Theatre Production	500507	May-23
Missouri Southern State University	BFA	Theatre Production	500507	Delete program	BFA	Theatre Production	500507	May-23

Missouri Southern State University	BS	Theatre Production	500507	Delete program	BS	Theatre Production	500507	May-23
Missouri Southern State University	BFA	Musical Theatre Performance	500509	Delete program	BFA	Musical Theatre Performance	500509	May-23
Missouri Southern State University	C0	Undergraduate Certificate in Theatre Dance and Movement	500512	Delete program	C0	Undergraduate Certificate in Theatre Dance and Movement	500512	May-23
Missouri Southern State University	C0	Theatrical Design	500502	Delete program	C0	Theatrical Design	500502	May-23
Missouri Southern State University	C0	Undergraduate Certificate in Theatre-Educational Theatre	500501	Delete program	C0	Undergraduate Certificate in Theatre-Educational Theatre	500501	May-23
Missouri Southern State University	C0	Undergraduate Certificate in Theatre-Equity, Diversity, Inclusion and Representation in the Performing Arts	500501	Delete program	C0	Undergraduate Certificate in Theatre-Equity, Diversity, Inclusion and Representation in the Performing Arts	500501	May-23
Missouri Southern State University	C0	Undergraduate Certificate in Theatre-Theatrical Movement	500501	Delete program	C0	Undergraduate Certificate in Theatre-Theatrical Movement	500501	May-23
Missouri Southern State University	C0	Undergraduate Certificate in Theatre-Theatre for Social Change	500599	Delete program	C0	Undergraduate Certificate in Theatre-Theatre for Social Change	500599	May-23
Missouri Southern State University	C0	Advanced Practice Paramedic	510904	Delete program	C0	Advanced Practice Paramedic	510904	May-23
Missouri Southern State University	C0	Theatre Stage Technology	500509	Delete program	C0	Theatre Stage Technology	500509	May-23
Missouri Southern State University	C0	Undergraduate Certificate in Theatre: Entertainment Business	500509	Delete program	C0	Undergraduate Certificate in Theatre: Entertainment Business	500509	May-23
Missouri Southern State University	C0	Language Proficiency: Chinese	160301	Inactivate program	C0	Language Proficiency: Chinese (inactive)	160301	May-23
Missouri Southern State University	C0	Language Proficiency: French	160901	Inactivate program	C0	Language Proficiency: French (inactivate)	160901	May-23
Missouri Southern State University	C0	Language Proficiency: Japanese	160302	Inactivate program	C0	Language Proficiency: Japanese (inactive)	160302	May-23

Missouri Southern State University	BS	Health Science, with options in Business/Life- Health Science Emphasis, Radiology Technology Emphasis, Respiratory Therapy Emphasis, Dental Hygiene Emphasis, Paramedic	510000	Delete option, Change mode of delivery	BS	Health Science, with options in Business/Life Health Science Emphasis , Radiology Technology Emphasis, Respiratory Therapy Emphasis, Dental Hygiene Emphasis, Paramedic (delivered hybrid)	510000	May-23
Missouri Southern State University	C1	Population Health	512207	Title change	C1	Community Health Certificate	512207	May-23
Missouri Southern State University	BA	Theatre	500501	Add certificate from parent degree	C0	Certificate in Theatre Industry	501004	May-23
Missouri Southern State University	BA	Theatre	500501	Add certificate from parent degree	C0	Certificate in Theatre Instruction	500501	May-23
Missouri Southern State University	BGS	General Studies, with option in Business	240101	Option title change	BGS	General Studies, with option in Business Management	240101	May-23
Missouri Southern State University	C1	Automation	150406	Change degree type	C0	Automation	150406	May-23
Missouri Southern State University	BS	Biomedical Sciences	260102	Add options	BS	Biomedical Sciences, with options in Pre-Pharmacy, Pre-Medical MKEAP, Pre-Optometry, Pre-Dental, Pre-Veterinary, Pre-Medical/PA	260102	May-23
Missouri Southern State University	BS	Biology, with options in General Biology, Biotechnology/Microbiology/Genetics, Ecology/Marine Biology/Conservation, Preprofessional Dentistry, Pre-Professional Medicine & Physician Assistant, Preprofessional - Optometry, Preprofessional-Pharmacy, Preprofessional- Physical Occupational, Preprofessional- Veterinary	260101	Delete options	BS	Biology, with options in General Biology, Biotechnology/Microbiology/Genetics, Ecology/Marine Biology/Conservation, Preprofessional Dentistry, Preprofessional Medicine & Physician Assistant, Preprofessional - Optometry, Preprofessional- Pharmacy, Preprofessional-Physical Occupational, Preprofessional- Veterinary	260101	May-23
Missouri Southern State University	C0	Undergraduate Certificate in Music: Musical Theatre	500509	Title change, Change mode of delivery	C0	Certificate in Musical Theatre (delivered classroom)	500509	Jun-23
Missouri Southern State University	C0	Theatre: Arts Administration & Leadership	500599	Title change	C0	Certificate in Arts Administration & Leadership	500599	Jun-23

Missouri Southern State University	MS	Justice Studies	450101	Add certificate from parent degree	GRC T	Graduate Studies in Sociology	451101	Jul-23
Missouri Southern State University	BS	Logistics & Transportation	520203	Inactivate program	BS	Logistics & Transportation (inactive)	520203	Jul-23
Missouri Southern State University	C0	Exercise Science Certificate	310505	Title change, Change mode of delivery	C0	Rehabilitation Science (delivered classroom)	310505	Jul-23
Missouri State University	BS	Communication Sciences & Disorders, with options in Education of the Deaf & Hard of Hearing, Speech-Language Pathology, Audiology	510204	Delete option	BS	Communication Sciences & Disorders, with options in Education of the Deaf & Hard of Hearing, Speech-Language Pathology, Audiology	510204	May-23
Missouri State University	BA	Film and Media Studies	090102	Title change	BA	Screenwriting and Film Studies	090102	May-23
Missouri State University	BS	Film and Media Studies	090102	Title change	BS	Screenwriting and Film Studies	090102	May-23
Missouri State University	GRC T	Health Administration	510702	Title change	GRCT	Health Professions Administrative Leadership	510702	May-23
Missouri State University	C0	Financial Planning	520801	Delete program	C0	Financial Planning	520801	Jun-23
Missouri State University	N/A	N/A	N/A	Add free-standing certificate program	C0	Event Planning	520907	Jun-23
Missouri State University	BS	Criminology	450401	Change mode of delivery	BS	Criminology (delivered classroom and online)	450401	Jun-23
Missouri State University	BS	Finance	520801	Change mode of delivery	BS	Finance (delivered classroom and online)	520801	Jun-23
Missouri State University	BS	General Business	520101	Change mode of delivery	BS	General Business (delivered classroom and online)	520101	Jun-23
Missouri State University	BS	Health Services	510000	Change mode of delivery	BS	Health Services (delivered classroom and online)	510000	Jun-23
Missouri State University	BAS	Hospitality Leadership	520901	Change mode of delivery	BAS	Hospitality Leadership (delivered classroom and online)	520901	June 2023
Missouri State University	BS	Hospitality Leadership	520901	Change mode of delivery	BS	Hospitality Leadership (delivered classroom and online)	520901	June 2023
Missouri State University	BS	Professional Writing	231303	Change mode of delivery	BS	Professional Writing (delivered classroom and online)	231303	Jun-23

Missouri State University	BA	Psychology	420101	Change mode of delivery	BA	Psychology (delivered classroom and online)	420101	Jun-23
Missouri State University	BA	Religious Studies	380201	Change mode of delivery	BA	Religious Studies (delivered classroom and online)	380201	Jun-23
Missouri State University	BS	Religious Studies	380201	Change mode of delivery	BS	Religious Studies (delivered classroom and online)	380201	Jun-23
Missouri State University	BSW	Social Work	440701	Change mode of delivery	BSW	Social Work (delivered classroom and online)	440701	Jun-23
Missouri State University	BS	Sociology	451101	Change mode of delivery	BS	Sociology (delivered classroom and online)	451101	June 2023
Missouri State University	C0	Writing for Television and Film	500504	Change mode of delivery	C0	Writing for Television and Film (delivered classroom and online)	500504	Jun-23
Missouri University of Science & Technology	GRC T	Model Based Systems Engineering	142701	Title change, Add modes of delivery	GRCT	Digital Engineering (classroom, hybrid, online)	142701	May-23
Missouri University of Science & Technology	MBA	Business Administration	520201	CIP change	MBA	Business Administration	521399	Jul-23
Missouri Western State University	BS	Chemistry	400501	Add option	BS	Chemistry, with option in ACS Certified Chemistry	400501	May-23

Northwest Missouri State University	BAS	Bachelor of Applied Science	150699	Add options	BAS	Bachelor of Applied Science, with options in Information Technology, Cyber Assurance, Information Technology-Data Analytics, Criminology, Emergency and Disaster Management, Political Science-American Institutions, Political Science-Global Affairs, Communications: Public Relations, Political Science, Political Science- Public Administration, Information Technology-Cybersecurity	150699	May-23
Northwest Missouri State University	BS	Computer Science	110101	Title change at Maryville and Kansas City	BS	Applied Computing	110101	May-23
Northwest Missouri State University	BS	Business Technology	520407	Title change at Maryville and Kansas City	BS	Computer Business Applications	520407	May-23
Northwest Missouri State University	BS	Management Information Systems	521201	Title change at Maryville and Kansas City	BS	Information Technology	521201	May-23
Northwest Missouri State University	BS	Chemistry, with options in ACS Accredited, Biochemistry, General, Medicinal Chemistry	400501	Option title change	BS	Chemistry, with options in ACS Certified, Biochemistry, General, Medicinal Chemistry	400501	May-23
Northwest Missouri State University	BS	Food and Nutrition, with options in Plan IV Dietetics, Foods and Nutrition (non-RD)	513101	Add options, Delete options	BS	Food and Nutrition, with options in Dietetics and General	513101	May-23
Northwest Missouri State University	BA	Communication	090101	Add options, Add mode of delivery	BA	Communication, with options in Interpersonal Communication and Organizational Communication (delivered classroom and online)	090101	May-23
Northwest Missouri State University	MSE D	Educational Diagnostician	131001	CIP change	MSED	Educational Diagnostician	130604	Jul-23
Northwest Missouri State University	MSE D	Educational Diagnostician with School Psychological Examiner	131001	CIP change	MSED	Educational Diagnostician with School Psychological Examiner	130604	Jul-23
Southeast Missouri State University	BS	Industrial Tech: Technical Graphics	150612	Delete program at Flo Val	BS	Industrial Tech: Technical Graphics	150612	Jun-23
Southeast Missouri State University	BS	Agribusiness (collaboration w/SEMUS, UMSL)	010102	Delete program at Meramec	BS	Agribusiness (collaboration w/SEMUS, UMSL)	010102	Jun-23

Southeast Missouri State University	BS	Geographic Information Sciences	450102	CIP change	BS	Geographic Information Sciences	450702	Jun-23
Southeast Missouri State University	MA	Higher Education Administration	130406	Add mode of delivery	MA	Higher Education Administration (delivered classroom and online)	130406	Jun-23
Southeast Missouri State University	BA	Philosophy	380100	Delete program	BA	Philosophy	380100	Jun-23
Southeast Missouri State University	BS	Interior Design	500408	Delete program	BS	Interior Design	500408	Jul-23
Southeast Missouri State University	MPA	Public Administration	440401	Add mode of delivery	MPA	Public Administration (delivered classroom, hybrid, online)	440401	Jul-23
Truman State University	BFA	Design	500499	Add certificate from parent degree	C0	3D Modeling and Animation Foundations	500499	May-23
Truman State University	BFA	Design	500499	Add certificate from parent degree	C0	Design Foundations	500499	May-23
Truman State University	BFA	Design	500499	Add certificate from parent degree	C0	Digital Illustration and Motion Graphics Foundations	500499	May-23
Truman State University	BFA	Design	500499	Add certificate from parent degree	C0	Motions Graphics Foundations	500401	May-23
Truman State University	BFA	Design	500499	Add certificate from parent degree	C0	Web Design Foundations	110801	May-23
Truman State University	BA	Economics	450601	CIP change	BA	Economics	450603	May-23
Truman State University	BS	Economics	450601	CIP change	BS	Economics	450603	May-23
Truman State University	BA	Spanish	160905	Add certificate from parent degree	C0	Intermediate Spanish Proficiency	160905	May-23
Truman State University	BA	Business Administration	520101	Add certificate from parent degree	C0	Human Resource Management	521001	May-23
Truman State University	BS	Accounting	520301	Add certificate from parent degree	C0	Fraud Examination	520301	May-23
Truman State University	BS	Biology	260101	Add certificate from parent degree	C0	Laboratory Animal Care	260101	May-23
Truman State University	BS	Biology	260101	Add certificate from parent degree	C0	Molecular and Cell Biology Methods	260101	May-23
Truman State University	BS	Biology	260101	Add certificate from parent degree	C0	Laboratory Management and Safety	260101	May-23
Truman State University	BS	Agricultural Science	010000	Add certificate from parent degree	C0	Laboratory Plant Care	01011	May-23
Truman State University	BS	Biology	260101	Add certificate from parent degree	C0	Microbiology	260101	May-23
University of Central Missouri	BA	History	540101	Add modes of delivery	BA	History (delivered classroom, hybrid, online)	540101	May-23
University of Central Missouri	BS	History	540101	Add modes of delivery	BS	History (delivered classroom, hybrid, online)	540101	May-23
University of Central Missouri	BA	Sociology	451101	Add mode of delivery	BA	Sociology (delivered classroom and online)	451101	Jun-23

University of Central Missouri	GRC T	Public Administration	440401	Delete program	GRCT	Public Administration	440401	Jul-23
University of Central Missouri	BME	Music Education, with options in Instrumental, Vocal	131312	Delete options	BME	Music Education	131312	Jul-23
University of Central Missouri	BFA	Musical Theatre	500509	Delete program	BFA	Musical Theatre	500509	Jul-23
University of Central Missouri	BS	Physical Education, with options in Adapted Sport Education, Sports & Recreation Education, Elementary/Secondary K-12 Certification	139999	Delete options	BS	Physical Education, with options in Adapted Sport Education, Sports & Recreation Education, Elementary/Secondary K-12 Certification	139999	Jul-23
University of Missouri-Columbia	BGS	General Studies	240102	Add mode of delivery	BGS	General Studies (delivered classroom, hybrid, online)	240102	May-23
University of Missouri-Columbia	BS	Architectural Studies	190601	CIP change	BS	Architectural Studies	040902	May-23
University of Missouri-Columbia	GRC T	Global Public Health	512201	Inactivate program	GRCT	Global Public Health (inactive)	512201	May-23
University of Missouri-Columbia	BSBA	Business Administration, with options in Finance and Banking, International Business- Economics, International Business-Finance, International Business-Management, International Business-Marketing, Management, Marketing, Real Estate	520101	Delete option	BSBA	Business Administration, with options in Finance and Banking, International Business- Economics, International Business-Finance, International Business-Management, International Business-Marketing, Management, Marketing, Real Estate	520101	May-23
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRC T	Science of Reading and Special Education	131001	Jun-23
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program	GRC T	Evidence and Equity Based Literacy Instruction	130301	Jun-23
University of Missouri-Columbia	GRCT	Grantsmanship	440401	Delete program	GRC T	Grantsmanship	440401	Jun-23
University of Missouri-Columbia	N/A	N/A	N/A	Add free-standing certificate program		Academic Advising	130406	Jun-23
University of Missouri-Columbia	BGS	General Studies	240102	CIP change, Change mode of delivery	BGS	General Studies (delivered classroom, hybrid, online)	300000	Jun-23

University of Missouri-Columbia	BS	Human Development and Family Science, with options in Family & Lifespan Development, Early Childhood Education in a Mobile Society, 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, Child Life Specialist, Child Development & Education	190701	Jul-23
University of Missouri-Columbia	BSA	Accountancy	520301	CIP change	BSA	Accountancy	521399	Jul-23
University of Missouri-Columbia	GRCT	Public Policy	440501	Change mode of delivery	GRC T	Public Policy (delivered classroom and online)	440501	Jul-23
University of Missouri-Kansas City	BM	Performance, with options in Tuba, Viola, Violin, Voice, General, Bassoon, Cello, Clarinet, Euphonium, Flute, Guitar, Horn, Oboe, Organ, Percussion, Piano Pedagogy, Saxophone, String Bass, Trombone, Trumpet	500903	Delete option	BM	Performance, with options in Tuba, Viola, Violin, Voice, General, Bassoon, Cello, Clarinet, Euphonium, Flute, Guitar, Horn, Oboe, Organ, Percussion, Piano Pedagogy, Saxophone, String Bass, Trombone, Trumpet	500903	May-23
University of Missouri-Kansas City	PhD	Nursing, with options in Family Nurse Practitioner, Pediatric Nurse Practitioner, Women's Health Nurse Practitioner, Nurse Anesthesia, Adult-Gerontology Nurse Practitioner, Acute Care Pediatric Nurse Practitioner, Dual Acute Care and Primary Care Nurse Practitioner	513818	Add option	PhD	Nursing, with options in Family Nurse Practitioner, Pediatric Nurse Practitioner, Women's Health Nurse Practitioner, Nurse Anesthesia, Adult-Gerontology Nurse Practitioner, Acute Care Pediatric Nurse Practitioner, Dual Acute Care and Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner	513818	May-23
University of Missouri-Kansas City	BA	English	230101	Add modes of delivery	BA	English (delivered classroom, hybrid, online)	230101	May-23
University of Missouri-Kansas City	BBA	Business Administration, with options in Entrepreneurship, Marketing, Finance, Health Administration, Nonprofit Management, Real Estate, Management, Supply Chain Management, Analytics and Business Intelligence	520101	Add option, Delete option	BBA	Business Administration, with options in Entrepreneurship, Marketing, Finance, Health Administration, Nonprofit Management, Real Estate, Management, Supply Chain Management, Analytics and Business Intelligence, Human Resources Management and	520101	May-23

						Leadership		
University of Missouri-Kansas City	MA	English	230101	Add certificate from parent degree	GRCT	English Language and Literature	230101	May-23
University of Missouri-Kansas City	MS	Civil Engineering	140803	Add certificate from parent degree	GRCT	Graduate Certificate in Structural Engineering	140801	May-23
University of Missouri-Kansas City	BA	English	230101	Add certificate from parent degree	C0	Writing, Editing, and Publishing	230101	May-23
University of Missouri-Kansas City	GRC T	Artist's Certificate	500904	CIP change	GRCT	Artist's Certificate	500903	Jun-23
University of Missouri-Kansas City	MS	Accounting	520301	CIP change	MS	Accounting	521399	May-23
University of Missouri-Kansas City	GRC T	Urban Policy Administration	451201	Title change	GRCT	Urban Policy Management	451201	Jun-23
University of Missouri-Kansas City	GRC T	Business Analytics	307102	CIP change, Add mode of delivery	GRCT	Business Analytics (delivered hybrid and online)	521302	Jun-23
University of Missouri-Kansas City	PhD	Counseling Psychology	422803	Inactivate program	PhD	Counseling Psychology (inactive)	422803	Jun-23
University of Missouri-St. Louis	N/A	N/A	N/A	Add free-standing certificate program	C0	Geographic Information Systems	450702	May-23
University of Missouri-St. Louis	N/A	N/A	N/A	Add free-standing certificate program	C0	East Asian Studies	050104	Jun-23
University of Missouri-St. Louis	MED	Special Education, with options in Early Childhood Special Education, Autism & Developmental Disabilities, Cross Categorical Disabilities	131001	Add options, Delete options	MED	Special Education, with options in Early Childhood Special Education, Autism & Developmental Disabilities, Cross Categorical Disabilities, Behavior Principles & Interventions Emphasis, Inclusive Education Emphasis, Transition Studies Emphasis	131001	Jun-23
University of Missouri-St. Louis	BSW	Social Work	440701	Change mode of delivery	BSW	Social Work (delivered classroom, hybrid, online)	440701	Jul-23
University of Missouri-St. Louis	MSW	Social Work	440701	Change mode of delivery	MSW	Social Work (delivered classroom, hybrid, online)	440701	Jul-23

Louis								
University of Missouri-St. Louis	C0	Actuarial Science	270305	Delete program	C0	Actuarial Science	270305	Jul-23
University of Missouri-St. Louis	C0	Mobile apps and Ubiquitous Computing	151204	Title change, Add modes of delivery	C0	Mobile Apps and Computing	151204	Jul-23
Independent Institutions-Program Changes								
INSTITUTION	DEGREE TYPE	PROGRAM TITLE	CIP CODE	PROPOSED CHANGE	DEGREE TYPE AFTER CHANGE	PROGRAM TITLE AFTER CHANGE	CIP CODE AFTER CHANGE	APPROVAL DATE
College of the Ozarks	BS	Accounting	520301	Add mode of delivery	BS	Accounting (delivered classroom and online)	520301	Jul-23
College of the Ozarks	BS	Accounting-CPA Pathway	520301	Add mode of delivery	BS	Accounting-CPA Pathway (delivered classroom and online)	520301	Jul-23
College of the Ozarks	BS	Agribusiness	010101	Add mode of delivery	BS	Agribusiness (delivered classroom and online)	10101	Jul-23
College of the Ozarks	BA	Agricultural Development	010701	Add mode of delivery	BA	Agricultural Development (delivered classroom and online)	10701	Jul-23
College of the Ozarks	BS	Agricultural Education/Secondary Education	131301	Add mode of delivery	BS	Agricultural Education/Secondary Education (delivered classroom and online)	131301	Jul-23
College of the Ozarks	BS	Agronomy	011102	Add mode of delivery	BS	Agronomy (delivered classroom and online)	11102	Jul-23
College of the Ozarks	BA	Art-Studio Art	500701	Add mode of delivery	BA	Art-Studio Art (delivered classroom and online)	500701	Jul-23
College of the Ozarks	BA	Art Education K-12/Secondary Education	131302	Add mode of delivery	BA	Art Education K-12/Secondary Education	131302	Jul-23
College of the Ozarks	BA	Biblical & Theological Studies	390201	Add mode of delivery	BA	Biblical & Theological Studies (delivered classroom and online)	390201	Jul-23
College of the Ozarks	BS	Biochemistry	260202	Add mode of delivery	BS	Biochemistry (delivered classroom and online)	260202	Jul-23
College of the Ozarks	BS	Biology Education/Secondary Education	131322	Add mode of delivery	BS	Biology Education/Secondary Education (delivered classroom and online)	131322	Jul-23

College of the Ozarks	BS	Allied Health Science	510000	Add mode of delivery	BS	Allied Health Science (delivered classroom and online)	510000	Jul-23
College of the Ozarks	BS	Animal Science	010901	Add mode of delivery	BS	Animal Science (delivered classroom and online)	10901	Jul-23
College of the Ozarks	BS	Applied Nutrition	190501	Add mode of delivery	BS	Applied Nutrition (delivered classroom and online)	190501	Jul-23
College of the Ozarks	BS	Business Administration	520101	Add mode of delivery	BS	Business Administration (delivered classroom and online)	520101	Jul-23
College of the Ozarks	BS	Computer Information Science	110103	Add mode of delivery	BS	Computer Information Science (delivered classroom and online)	110103	Jul-23
College of the Ozarks	BS	Computer Science	110701	Add mode of delivery	BS	Computer Science (delivered classroom and online)	110701	Jul-23
College of the Ozarks	BS	Conservation & Wildlife Management	030601	Add mode of delivery	BS	Conservation & Wildlife Management (delivered classroom and online)	30601	Jul-23
College of the Ozarks	BS	Criminal Justice	430104	Add mode of delivery	BS	Criminal Justice (delivered classroom and online)	430104	Jul-23
College of the Ozarks	BS	Culinary Arts	120503	Add mode of delivery	BS	Culinary Arts (delivered classroom and online)	120503	Jul-23
College of the Ozarks	BS	Chemistry	400501	Add mode of delivery	BS	Chemistry (delivered classroom and online)	400501	Jul-23
College of the Ozarks	BS	Child Studies	190711	Add mode of delivery	BS	Child Studies (delivered classroom and online)	190711	Jul-23
College of the Ozarks	BA	Instrumental Music Education/Secondary Education	131312	Add mode of delivery	BA	Instrumental Music Education/Secondary Education (delivered classroom and online)	131312	Jul-23
College of the Ozarks	BA	Journalism	090401	Add mode of delivery	BA	Journalism (delivered classroom and online)	90401	Jul-23
College of the Ozarks	BS	Management	520201	Add mode of delivery	BS	Management (delivered classroom and online)	520201	Jul-23
College of the Ozarks	BS	Marketing	521401	Add mode of delivery	BS	Marketing (delivered classroom and online)	521401	Jul-23
College of the Ozarks	BS	Ecology & Field Biology	261301	Delete program	BS	Ecology & Field Biology	261301	Jul-23
College of the Ozarks	BS	Elementary Education	131202	Add mode of delivery	BS	Elementary Education (delivered classroom and online)	131202	Jul-23
College of the Ozarks	BS	Elementary Education Early Childhood	131210	Add mode of delivery	BS	Elementary Education Early Childhood (delivered classroom and online)	131210	Jul-23
College of the Ozarks	BS	Engineering	140101	Add mode of delivery	BS	Engineering (delivered classroom and online)	140101	Jul-23

College of the Ozarks	BA	English	230101	Add mode of delivery	BA	English (delivered classroom and online)	230101	Jul-23
College of the Ozarks	BA	English Education/Secondary Education	131305	Add mode of delivery	BA	English Education/Secondary Education (delivered classroom and online)	131305	Jul-23
College of the Ozarks	BA	Event Management	520907	Add mode of delivery	BA	Event Management (delivered classroom and online)	520907	Jul-23
College of the Ozarks	BS	Exercise Science	310501	Add mode of delivery	BS	Exercise Science (delivered classroom and online)	310501	Jul-23
College of the Ozarks	BS	Family Studies and Social Services-Marriage and Family	451101	Add mode of delivery	BS	Family Studies and Social Services-Marriage and Family (delivered classroom and online)	451101	Jul-23
College of the Ozarks	BS	Family Studies and Social Services-Social Work	440701	Add mode of delivery	BS	Family Studies and Social Services-Social Work (delivered classroom and online)	440701	Jul-23
College of the Ozarks	BS	Finance	520801	Add mode of delivery	BS	Finance (delivered classroom and online)	520801	Jul-23
College of the Ozarks	BA	History	540101	Add mode of delivery	BA	History (delivered classroom and online)	540101	Jul-23
College of the Ozarks	BA	History Education (Social Science)/Secondary Education	131328	Add mode of delivery	BA	History Education (Social Science)/Secondary Education (delivered classroom and online)	131328	Jul-23
College of the Ozarks	BS	Horticulture	011103	Add mode of delivery	BS	Horticulture (delivered classroom and online)	11103	Jul-23
College of the Ozarks	BS	Hospitality Management	520901	Add mode of delivery	BS	Hospitality Management (delivered classroom and online)	520901	Jul-23
College of the Ozarks	BS	Human & Molecular Biology	260102	Add mode of delivery	BS	Human & Molecular Biology (delivered classroom and online)	260102	Jul-23
College of the Ozarks	BSN	Nursing	513801	Add mode of delivery	BSN	Nursing (delivered classroom and online)	513801	Jul-23
College of the Ozarks	BA	Physical Education K-12/Secondary Education	131314	Add mode of delivery	BA	Physical Education K-12/Secondary Education (delivered classroom and online)	131314	Jul-23
College of the Ozarks	BA	Piano	500907	Title change, Add mode of delivery	BA	Piano Performance (delivered classroom and online)	500907	Jul-23
College of the Ozarks	BS	Psychology	420101	Add mode of delivery	BS	Psychology (delivered classroom and online)	420101	Jul-23
College of the Ozarks	BA	Public Relations	90900	Add mode of delivery	BA	Public Relations (delivered classroom and online)	90900	Jul-23
College of the Ozarks	BS	Mathematics	270101	Add mode of delivery	BS	Mathematics (delivered classroom and online)	270101	Jul-23

College of the Ozarks	BS	Mathematics/Secondary Education	131311	Add mode of delivery	BS	Mathematics/Secondary Education (delivered classroom and online)	131311	Jul-23
College of the Ozarks	BA	Music	500901	Add mode of delivery	BA	Music (delivered classroom and online)	500901	Jul-23
College of the Ozarks	BA	Music Ministry	390501	Add mode of delivery	BA	Music Ministry (delivered classroom and online)	390501	Jul-23
College of the Ozarks	BA	Music Theatre	500509	Add mode of delivery	BA	Music Theatre (delivered classroom and online)	500509	Jul-23
College of the Ozarks	BA	Music Theory and Composition	500904	Add mode of delivery	BA	Music Theory and Composition (delivered classroom and online)	500904	Jul-23
College of the Ozarks	BS	Recreation & Sports Management	310301	Add mode of delivery	BS	Recreation & Sports Management (delivered classroom and online)	310301	Jul-23
College of the Ozarks	BA	Spanish	160905	Add mode of delivery	BA	Spanish (delivered classroom and online)	160905	Jul-23
College of the Ozarks	BA	Spanish Education (World Language) K-12/Secondary Education	131330	Add mode of delivery	BA	Spanish Education (World Language) K 12/Secondary Education (delivered classroom and online)	131330	Jul-23
College of the Ozarks	BA	Speech & Theatre Education/Secondary Education	131224	Add mode of delivery	BA	Speech & Theatre Education/Secondary Education	131224	Jul-23
College of the Ozarks	BA	Speech Communication	090101	Add mode of delivery	BA	Speech Communication (delivered classroom and online)	90101	Jul-23
College of the Ozarks	BA	Theatre	500501	Add mode of delivery	BA	Theatre (delivered classroom and online)	500501	Jul-23
College of the Ozarks	BA	Video Production	100201	Add mode of delivery	BA	Video Production (delivered classroom and online)	100201	Jul-23
College of the Ozarks	BA	Vocal Music Education/Secondary Education	131312	Add mode of delivery	BA	Vocal Music Education/Secondary Education (delivered classroom and online)	131312	Jul-23
College of the Ozarks	BA	Vocal Performance	500908	Add mode of delivery	BA	Vocal Performance (delivered classroom and online)	500908	Jul-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Supply Chain Analytics	307102	Jun-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Sports Analytics	307102	Jun-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Business Analytics	307102	Jun-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Supply Chain Management: Procurement and Sourcing Certificate	520203	Jun-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Financial Planning and Services	520804	Jun-23

Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Supply Chain Management: Logistics and Transportation Certificate	520203	Jun-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Organizational Leadership Certificate	520213	Jun-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Organizational Leadership: Fiscal and Analytical Certificate	520213	Jun-23
Columbia College	N/A	N/A	N/A	Add free-standing certificate program	C0	Logistics Materials and Supply Chain Management Certificate	520203	Jun-23
Drury University	C1	Law Enforcement	430103	Add mode of delivery	C1	Law Enforcement (delivered classroom and hybrid)	430103	May-23
Drury University	C1	Law Enforcement Studies Certificate	430103	Add mode of delivery	C1	Law Enforcement Studies Certificate (delivered classroom, hybrid, online)	430103	June 2023
Evangel University	BS	Philosophy (inactive)	380101	Reactivate program	BS	Philosophy	380101	May-23
Evangel University	BA	Community Relief and Development	440201	Title change	BA	Humanitarian Relief and Development	440201	May-23
Evangel University	BS	Community Relief and Development	440201	Title change	BS	Humanitarian Relief and Development	440201	May-23
Evangel University	BS	Biology	260101	Change mode of delivery	BS	Biology (delivered classroom)	260101	Jun-23
Lindenwood University	MBA	MBA with Supply Chain Management Emphasis	521908	CIP change	MBA	MBA with Supply Chain Management Emphasis	521301	Jul-23
Logan University	DHP	Health Professions Education	513202	Degree type change, Change mode of delivery	EDD	Health Professions Education	513202	May-23
Maryville University	MS	Cybersecurity	290207	Add certificate from parent degree	GRC T	Cybersecurity Penetration Testing	290207	Jun-23
Maryville University	MS	Cybersecurity	290207	Add certificate from parent degree	GRC T	Cybersecurity Incident Response Certificate	290207	Jun-23
Maryville University	GRC T	Project Management	520211	Change mode of delivery	GRC T	Project Management (delivered classroom and online)	520211	Jun-23
Missouri Baptist University	BS	Information Technology	110103	Delete program	BS	Information Technology	110103	May-23
Missouri Baptist University	BS	Physical Education	131314	Change degree type, Title change	BSE	Physical Education with K-12	131314	Jul-23
Missouri Baptist University	BSE	Early Childhood	131210	Title change at Troy/Wentzville	BSE	Early Childhood Education	131210	Jul-23
Missouri Baptist University	BS	Physical Education	131314	Title change at Jefferson RLC	BA	Physical Education with K-12	131312	Jul-23

Park University	BS	Accounting, Bachelor of Science, Business Administration	520101	Add mode of delivery	BS	Accounting, Bachelor of Science, Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Business Analytics, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Business Analytics, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Business Administration, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Business Administration, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Corporate Financial Management, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Corporate Financial Management, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Digital Marketing, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Digital Marketing, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Healthcare, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Healthcare, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Human Resources, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Human Resources, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	International Business, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	International Business, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Logistics, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Logistics, Bachelor of Science Business Administration	520101	May-23
Park University	BS	Management, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Management, Bachelor of Science Business Administration	520101	May-23
Park University	BS	Marketing, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Marketing, Bachelor of Science Business Administration	520101	May-23

Park University	BS	Personal Financial Planning, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Personal Financial Planning, Bachelor of Science Business Administration	520101	May-23
Park University	BS	Professional Sales, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Professional Sales, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	BS	Project Management, Bachelor of Science Business Administration	520101	Add mode of delivery	BS	Project Management, Bachelor of Science Business Administration (delivered classroom, hybrid, online)	520101	May-23
Park University	N/A	N/A	N/A	Add free-standing certificate program at Independence and Metropolitan Kansas City	C0	Global Communications	90907	May-23
Park University	GRC T	Homeland Security	430301	Title change, Add modes of delivery	GRC T	Terrorism and Homeland Security (delivered classroom, hybrid, online)	430301	May-23
Park University	MSE	Educational Administration	130101	Title change, Add modes of delivery	MSE	Master of Education (delivered classroom, hybrid, online)	130101	May-23
Park University	N/A	N/A	N/A	Add free-standing certificate program at Independence	C0	Global Communications	90907	May-23
Ranken Technical College	BS	Applied Management	520101	CIP change	BS	Applied Management	520201	May-23
Ranken Technical College	AS	Agricultural Engineering Technology	010201	Add certificate from parent degree at Ranken West-Lincoln County Workforce Development Center	C1	Agricultural Engineering Technology	10201	Jun-23
Ranken Technical College	N/A	N/A	N/A	Add free-standing certificate program	C0	Electrical Maintenance	470105	Jul-23
Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	GIS Certificate	450702	Jun-23
Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	Certificate in Data Analytics	110301	June 2023
Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	Healthcare Transition Certificate	510899	Jun-23
Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	Certificate in Leadership & Organization Development	520201	Jun-23
Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	Certificate in Business Writing	520201	Jun-23
Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	Certificate in Project Management	520211	Jun-23

Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	Certificate in Business	520201	Jun-23
Washington University	N/A	N/A	N/A	Add free-standing certificate program	C0	Certificate in Marketing	521401	Jun-23
Webster University	MA	Gerontology	301101	Delete program	MA	Gerontology	301101	Jul-23
Webster University	BA	Criminology	450401	Title change, Add mode of delivery	BA	Criminology and Criminal Justice (delivered classroom, hybrid, online)	450401	Jul-23
Westminster College	BA	Management Information Systems	521201	Delete program	BA	Management Information Systems	521201	Jul-23
Westminster College	BA	French	160901	Delete program	BA	French	160901	Jul-23
Westminster College	BA	Sociology and Anthropology	459999	Delete program	BA	Sociology and Anthropology	459999	Jul-23
William Jewell College	BS	Business Administration	520201	Title change, Add mode of delivery	BS	Business (delivered classroom and online)	520201	May-23
William Jewell College	BS	Healthcare Management	510701	Title change	BS	Healthcare Leadership	510101	May-23



Tab 13

Proprietary School Certification Actions and Reviews

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The Proprietary School Certification Program (§173.600-618, RSMo) provides oversight for certain types of Missouri-based and out-of-state private, postsecondary education providers. This item provides an update on issues regarding the certification program as well as a summary of recent program actions.

CURRENT STATUS

All program actions that have occurred since the June 14, 2023, 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.

NEXT STEPS

Staff will continue to work with institutions to successfully administer the program.

RECOMMENDATION

This is an information item only.

ATTACHMENT

- Attachment A: Proprietary School Certification Actions and Reviews

Tab 13 – Attachment A

Proprietary School Certification Actions and Reviews

Certificates of Approval Issued (Authorization for Instructional Delivery)

A Gathering Place Massage Therapy School – Springfield
Springfield, MO

- This non-profit institution offers massage therapy certificate programs. The school is not accredited.

DAEOC Adult Education and Job Training Center
Portageville, Missouri

- This non-profit institution offers certificate programs in allied health, beekeeping, horticulture, business, and Microsoft Office. The school is not accredited.

Green Creek Education
Hazelwood, Missouri

- This for-profit institution offers medical certificate programs. The school is not accredited.

Taylor Nursing Academy
Grandview, Missouri

- This for-profit institution offers a certified nursing assistant program. The school is not accredited.

The Palms School of Massage
Carthage, Missouri

- This for-profit institution offers a massage therapy certificate program. The school is not accredited.

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

NONE

Exemptions Granted

Empirical Training Solutions, LLC
Belleville, Illinois

- This for-profit organization was approved for exemption as “a course of instruction, study, or training program sponsored by an employer for the training and preparation of its own employees.” The primary clients of this organization are Missouri municipalities and small business seeking to train their employees.

Meet the Need, Inc.
Charleston, Missouri

- This not-for-profit organization was approved for exemption as “a not-for-profit school owned, controlled and operated by a bona fide eleemosynary (charitable) organization that provides instruction with no financial charge to its students and at which no part of the instructional cost is defrayed by or through programs of governmental student financial aid, including grants and loans, provided directly to or for individual students.” The organization received a grant from the Department of Economic Development to develop curriculum and assist in providing training in needed areas, particularly the Bootheel region of the state. The exemption will remain in effect until such time as grant activities are completed or the organization receives certification. The organization has attested it will not enroll students whose training is subsidized by government student financial aid.

Schools Closed

NONE

Certifications Denied

NONE



Tab 14 FY 2025 MoExcels Recommendations

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The MoExcels initiative facilitates development and expansion of employer-driven education and training programs to substantially increase educational attainment and career opportunities for populations historically underserved by higher education.

Since FY 2020, 75 higher education projects have been funded through MoExcels providing institutions with nearly \$108 million in funding to establish or expand these workforce-connected projects. The table below provides a summary of the program by fiscal year. In FY 2021, due to the disruption caused by the COVID-19 pandemic, no MoExcels projects were funded. However, the Governor and General Assembly did fund 17 of those proposals in FY 2022.

Fiscal Year	Proposals Submitted	Dollars Requested (millions)	Proposals Funded	Dollars Appropriated (millions)
2020	39	\$74.8	18	\$16.3
2021	26	\$37.8		
2022	17 ¹	\$21.8	17	\$21.8
2023	28	\$50.8	21	\$31.5
2024	25	\$50.3	19	\$38.3

CURRENT STATUS

The application process for MoExcels for FY 2025 started on May 4, 2023 when the call for proposals was released against a deadline of July 3. Staff reviewed and scored the submitted proposals using the rubric found in Attachment C, which was posted online and distributed to institutions along with proposal instructions. Once the submission deadline had passed, MDHEWD staff followed up with institutions to seek additional information and clarify proposals. Staff from MDHEWD and the Department of Economic Development then reviewed scoring on August 14 and 15, and the attached ranked list (Attachment D) is the product of those processes.

For FY 2025, institutions submitted and the review team ranked 22 requests for new funds for a total of \$49.4 million. One request was submitted too late to be reviewed and ranked in time for this meeting agenda. Because that project is contingent on action by the local community, the scoring/ranking of the project will be delayed until those results are known. That project is noted with an asterisk in Attachment D. Proposal summaries are found in Attachment E.

NEXT STEPS

Upon approval from the Coordinating Board for Higher Education, the funding recommendations in Attachment D will be sent to the Governor's Office and Office of Administration for consideration in the FY 2025 budget.

RECOMMENDATION

Staff recommend approval of the MoExcels funding recommendations contained in Attachment D.

ATTACHMENTS

- A. FY 2025 MoExcels Request for Proposals
- B. FY 2025 MoExcels Application
- C. FY 2025 MoExcels Scoring Rubric
- D. FY 2025 MoExcels Recommendations
- E. FY 2025 MoExcels Proposal Summaries

¹ Please note: Although 26 projects were approved for \$37.8 million by the Coordinating Board for FY 2021, the Governor only recommended 17 of those projects for funding. However, due to the expected economic impact of the pandemic, those funds were withheld and not released. Consequently, no projects were funded for FY 2021. During the 2021 legislative session, the 17 projects recommended by the Governor the year before were "reapproved" by the Board and funded for \$21.8 million for FY 2022.

Coordinating Board for Higher Education

September 13, 2023

Tab 14 Attachment A

FY 2025 MoExcels Request for Proposals



MoExcels

FY 2025 Request for Proposals

The Missouri Department of Higher Education and Workforce Development (MDHEWD) is pleased to provide this MoExcels Request for Proposals (RFP). We look forward to receiving your submissions. Please send questions and submissions to the Reimbursements inbox at Reimbursements@dhewd.mo.gov.

Background Information

MoExcels funding will facilitate development and expansion of employer-driven education and training programs, including entrepreneurship, to increase educational attainment and career opportunities for populations historically underserved by higher education. Funding recommended through MoExcels, if appropriated, will be available for a single fiscal year. If full funding of a project requires a multi-year phase-in, each year's funding should stand on its own in the event that funds are not appropriated in subsequent years. A core funding increase may be requested after the third year in which a funded project achieves its performance goals.

General Information

Purpose. MoExcels awards will fund projects that allow institutions to reach and serve new populations and to enhance support for underrepresented students in order to give individuals the opportunity to train for entrepreneurship and other in-demand occupations.

Who May Seek Funding. Proposals may be submitted by individual institutions or consortia of institutions. Only public institutions of higher education, including community colleges, State Technical College, and public universities, may submit proposals.

Allowable Activities. Funds appropriated through MoExcels may be used for outreach and recruitment efforts, student support services, professional and curriculum development, renovation of classroom space, and the purchase of equipment. Institutions may request reimbursement for other purposes, but those requests must be submitted in writing by June 16, 2023. MDHEWD will provide a written determination to those requests by June 21, 2023. A copy of all approved requests must accompany the submitted application. Funds will not be approved to pay students' tuition, fees, or other expenses.

Match. All proposals must include a match to cover a substantial portion of the cost of the new or expanded program, with a match of at least half being strongly preferred. Matching funds may be in-kind contributions but may not include the cost of staff time from the institution(s) proposing the project. The match can be provided by the institution; an organization; an individual; a local, state, or federal agency; or a grant. Institutions may not use special project appropriations from the General Assembly, such as capital appropriations. While the match does not have to be in-hand, it must be firmly committed and documented.

Funding. Funding will be released as a reimbursement to institutions for project expenditures. Institutions must submit the MoExcels Reimbursement Form and supply copies of all invoices to MDHEWD to receive reimbursement.

Performance and Project Reporting. Funding recipients must report on performance on October 30, January 30, April 30, and June 30 each year until the program has achieved its objectives. MDHEWD may invite grant recipients engaging in similar activities to meet periodically to provide updates, identify best practices, problem-solve, and celebrate successes.

Proposal Requirements

Applicants must complete the MoExcels application form. You do not need to submit any additional documents unless you are asked to do so by the review committee.

Timeline

- May 4, 2023:** Call for proposals issued
- June 16, 2023:** 5:00 p.m.: Deadline to request approval to fund expenses other than outreach and recruitment efforts, student support services, professional and curriculum development, renovation of classroom space, and the purchase of equipment. Requests should be sent to Reimbursements@dhewd.mo.gov
- June 21, 2023:** Institutions notified of determination regarding other fund requests
- July 3, 2023:** 5:00 p.m.: Deadline to submit proposals to Reimbursements@dhewd.mo.gov
- September 13, 2023:** Recommendations presented to the Coordinating Board for Higher Education

Review and Award Process

Proposals will be scored by a committee comprised of staff from MDHEWD and the Department of Economic Development. The committee will score proposals based on a standardized rubric (attached). The committee's recommendations will be conveyed to the Coordinating Board for Higher Education, which will make final ranking and funding recommendations to the Governor.

Funding

MDHEWD reserves the right to recommend funding for a project in whole or in part, to request additional information, to reject any of the proposals submitted, and to re-issue this RFP and accept new proposals if the review committee determines that doing so is in the best interest of the state of Missouri. In the event that available funds exceed the total amount requested by all institutions, MDHEWD may invite institutions to submit requests for additional funding.

All costs incurred in preparation of proposals submitted in response to this RFP shall be borne by the institutions that apply for funding.

Proposal Overview

Short name of project

Institution

Contact with questions:

Name

Title

Email address

Phone number

What problem are you addressing? (no more than 200 words)

What is your proposed solution? Is your proposal a new solution or based on a previously proven approach? (no more than 200 words)

Projected credentials to be delivered

A credential is defined by USDOL as "an award in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation"

	Baseline (AY 22-23)	AY 23-24	AY 24-25	AY 25-26	AY 26-27	AY 27-28
Annual Total	0	0	0	0	0	0
Five-Year Total	0					

Short Name of Project

0

Institution

0

Labor Market Analysis

For each credential listed on the proposal overview, provide evidence of current and future labor market demand.

Credential	Current Supply	Projected Demand	Gap	Date Range of Data	Link to Source

Please provide additional notes regarding labor market analysis provided:

Employer/Partner Commitment

Mark each applicable column with an X. Level of support noted in the matrix must be consistent with the level of support specifically stated in attached letters of commitment.

Employer/Partner	General Support	Financial Support	Input into Curriculum	Provide Work-Based Learning Opportunities or Hiring Consideration	Other (Describe)

Alignment with Strategic Plans

How does this proposal align with long-term local, regional, and statewide strategic plans for economic development?

Short Name of Project

0

Institution

0

Project Plan

Be as detailed as possible in your implementation plan, including enrollment and completion milestones for each credential proposed.

Activity	Milestone	Span of Time

Characteristics of Students Served by the Project

Identify the population of students anticipated to be served through this project who are underrepresented in higher education or the program of study.

Student characteristics	Current percentage of students	Targeted percentage of students	Source

Please provide additional narrative to clarify your institutional goals:

Recruitment Efforts

Detail how to you will recruit and support underrepresented students on your campus.

Educating Missouri's Workforce

Identify the geographic area in which program completers are likely to work and any special efforts that will be made to ensure completers do so.

Financial Sustainability Plan

How will this funding enable the institution to achieve discrete, sustainable objectives? How will additional operating costs be covered by the institution after the grant expires?

Budget

Short Name of Project

0

Institution

0

Expenses	State Dollars Requested	Local Match Amount	Local Match Source & Status of Match Investment
Outreach and Recruitment Efforts			
Student Support Services			
Professional and Curriculum Development			
Classroom Renovation			
Equipment			
Other <i>Provide a detailed list of additional costs that do not fall into any of the above categories. Note that any expenses other than these five categories must be submitted to the Department of Higher Education & Workforce Development for approval by 5:00 p.m. on June 16, 2023. Requests for approval should be sent to Reimbursements@dhewd.mo.gov.</i>			
Total	\$ -	\$ -	
Total Project Cost	\$ -	\$ -	

Percent of Total Requested from State #DIV/0!

Cost per Additional Completer #DIV/0!

Short Name of Project

0

Institution

0

Report of Progress

Please provide a detailed report of progress made since receipt of previous MoExcels funding, including credential enrollment and completion, state and match dollars expended, and any outstanding project tasks.

MoExcels Scoring Rubric

Tab 14 Attachment C

FY 2025 MoExcels Scoring Rubric

	Maximum Points	Points Assigned
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Proposal provides evidence of a current and future labor market demand that is validated by Talent for Tomorrow labor market projections, MERIC, or other credible data source	8	
Proposal provides a credible plan for substantially addressing current and future labor market demand	9	
Proposal is supported by statements of need from employers and/or other partners in the area to be served that express real need and commitment	10	
Proposal aligns with long-term local, regional, and/or statewide strategic plan for economic development	5	
Proposal includes a detailed, realistic timeline	10	
Proposal provides evidence that students anticipated to be served through the program are underrepresented in higher education or the program of study	8	
Proposal provides a credible plan for recruiting and supporting underrepresented students on the campus	9	
Proposal identifies geographic area(s) in which program completers are likely to work and those areas are primarily in Missouri	8	
Proposal articulates a plan by which funded activities will be sustained after the funding period ends	5	
Proposal includes a detailed, realistic budget	5	
Proposal includes a funding match of at least 50%	5	
Proposal is well-written, follows the format requested, and reflects substantial thought and planning	8	
Cost per additional student served as a result of funding, annually		
In top quartile of proposals (lowest cost per completer)	10	
In second quartile of proposals	7	
In third quartile of proposals	4	
In lowest quartile of proposals (highest cost per completer)	1	
Fidelity to work plan: Has the institution fallen short of its performance goals in previous MoExcels cycles?*	-5	
Fidelity to budget: Has the institution struggled to spend the funding it's received and/or not done its due diligence in documenting expenditures (including match)?*	-5	

*Fidelity scores are determined based on invoices and quarterly reports received at the time of scoring, as well as the Report of Progress question of the application.

Total Points	100	0
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Rank	Institution	Project Title	Funding Request
1	University of Central Missouri	Capacity Building Through XR and Simulation	\$ 1,012,645.00
2	University of Missouri--Columbia	MO Child Care Workforce Development (FY25)	\$ 1,838,100.00
3	University of Missouri--St. Louis	Workforce Development and Career Advancement Center	\$ 675,000.00
4	State Technical College of Missouri	Agriculture Demonstration Center	\$ 4,000,000.00
5	State Fair Community College	Advanced Health Science Expansion	\$ 3,496,000.00
6	University of Missouri--Columbia	MU Engineering - CEEIT	\$ 3,460,000.00
7	Missouri State University Missouri University of Science & Technology, East Central College, & St. Charles Community College	Interdisciplinary Clinical Training Facilities: Health Care Workforce Development	\$ 1,600,000.00
8	Missouri Western State University	Bridging the Missouri Manufacturing Critical Skills Gap	\$ 9,124,339.00
9	Northwest Missouri State University	Digital Solutions for a Modern Missouri	\$ 1,208,368.00
10	Missouri Southern State University	Growing Missouri's Healthcare Workforce, Phase II	\$ 1,190,000.00
11	University of Missouri--Kansas City	Public Safety and Forensics Institute	\$ 132,608.00
12	Jefferson College	Student Career Pathways & Student Success Space	\$ 4,000,000.00
13	Missouri State University--West Plains	Workforce & Employment Space Renovation	\$ 400,000.00
14	St. Louis Community College	Veterinary Technician and Veterinary Assistant Program	\$ 815,000.00
15	University of Missouri--St. Louis	Expanding nursing training in north St. Louis	\$ 2,000,000.00
16	North Central Missouri College	Center for Entrepreneurship & Innovation	\$ 1,015,000.00
17	Metropolitan Community College	Agriculture Training Facility	\$ 1,000,000.00
18	University of Missouri--Columbia	High-tech (HT) Automotive Institute	\$ 3,000,000.00
19	St. Charles Community College	Unmanned Aircraft Systems (Drones) Hands-on Training	\$ 3,696,000.00
20	Harris-Stowe State University	GROWING Missouri - By Advancing the Health Sciences, Agriculture and Bioscience Workforce	\$ 4,000,000.00
21	Mineral Area College	Accelerated Certification Track (ACT) Project	\$ 340,000.00
22	Ozarks Technical Community College	Farm Management	\$ 1,397,945.00
*		Bolivar Education Center	\$ 10,000,000.00
		TOTAL	\$ 59,401,005.00

* The OTC proposal was submitted too late to be reviewed and ranked in time for this meeting agenda. Because the project is contingent on action by the local community, the scoring/ranking of the project will be delayed until those results are known.

Coordinating Board for Higher Education
September 13, 2023

Tab 14, Attachment E
FY 2025 MoExcels Proposal Summaries



Harris-Stowe State University Accelerated Certification Track (ACT) Project

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

One of the many challenges facing schools today is hiring and retaining qualified, experienced, effective, and diverse educators. Due in part to the unprecedented challenges brought on by the COVID-19 pandemic, teachers are leaving the profession at a higher rate than usual. Pre-existing teacher shortages have been exacerbated by the pandemic and historically these teacher shortages have had a disproportionate effect on students of color and students from low-income backgrounds. Even before the pandemic, students of color and students from low-income backgrounds were more likely to experience inequities in access to qualified and experienced teachers. In addition to the ongoing overall shortage, efforts to diversify the educator workforce can be a challenge. The rates of African American teachers who plan to leave the teaching field are even higher than teachers overall. We are addressing the problem of a shortage of teachers and specifically teachers of color.

PROPOSED SOLUTION

Our proposed solution is based on a previously proven approach of "Grow Your Own". We will provide an accelerated pathway for certification to current school staff such as paraprofessionals, substitute teachers, and those from the community who meet the criteria so they can obtain certification in the critical shortage area of Elementary Education. This program will provide them with opportunities to learn and grow into the profession and will be particularly effective in recruiting educators who reflect the diversity and understand the specific needs of underserved students. Creating these type of teacher apprenticeships allows teacher apprentices to earn a good wage while learning the skills on-the-job and a higher education partner we will integrate coursework into their experiences. We will be supporting paraeducators, high-quality substitute teachers, and others in the community who are interested in expanding their roles as educators by supporting their training and path to certification. As a result of the expanded effort to identify and recruit potential teachers there will be a desperate need to renovate our existing college of education to accommodate the increased student and staff population. Thus, the proposed solution is two folded: identify and recruit additional teachers and renovate our facility to meet the new demand of additional staff and students.



Jefferson College Workforce & Employment Space Renovation

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Workforce and Employment Services (WES) supports local businesses with training and development, writes and administers grants, manages all non-credit programming focused primarily on manufacturing and healthcare, and oversees career and employment services at Jefferson College (JC). Currently, WES shares classroom space with the Precision Machining Technology program, Health Services program, or wherever space is available; there is no WES dedicated classroom space on campus. This creates problems finding space for our training, classes, and workshops and prevents the department from serving the students and community of Jefferson County as effectively as possible. Our space issues limit our ability to provide customized training on campus when our employer partners request it as well as limit our training options. Our staff also lacks a central office space. One of our team members is located down the hall from the other offices and the layout does not allow staff to easily connect and communicate as a team. Due to these constraints, WES has been limited in growing and expanding programs, such as supporting small businesses and entrepreneurs with resources and space.

PROPOSED SOLUTION

JC has recognized the need for dedicated space for WES. The renovation of the former Veterinary Technology program space will provide classrooms, a conference room, a small business resource center, and dedicated office space for the WES team. The classroom space will allow us to support and expand workforce training, non-credit programs, career services workshops, and individual appointments. Last year WES non-credit programs served 236 individuals. With additional space, the new programs being explored include automation training, introduction to electricity, utility pole climbing, and geospatial support, among others. Additional education will come from providing career and employment workshops. It is a goal to have all students have a career development checklist to help them transition to work or to their transfer institution. The conference room will provide a professional space to conduct WES and business meetings. The business center will provide resources to small businesses as well as guest office space for visiting partners. The Career Closet provides job seekers with gently used business attire for students to find appropriate clothing for interviews or jobs. Finally, dedicated office space will allow effective collaboration and communication among the WES team.



Metropolitan Community College High-Tech (HT) Automotive Institute

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Metropolitan Community College (MCC) currently lacks sufficient space to house training labs that are both large enough and equipped to accommodate the volume of students necessary to meet automotive industry needs in the Kansas City region. According to the Missouri Economic Research and Information Center (MERIC), the state has a projected need of more than 6,000 automotive repair professionals in the areas of service technicians and mechanics, auto body repairers, and diesel engine specialists over the next two years. In addition, many auto industry experts, corporate partners, and program advisory board members have advised MCC automotive program staff about the demand for auto technicians. The Bureau of Labor Statistics (BLS) 10-year outlook for vehicle repair occupational categories predicts average to faster than average growth. MCC has recently re-launched its collision repair program and requires additional space and resources to expand its footprint and accommodate additional students. In addition, MCC does not currently have the facility space to accommodate its proposed program in Diesel Technology, which it is in the process of developing in response to industry need as demonstrated by the above data and at the urging of its program advisory board.

PROPOSED SOLUTION

The MCC High-tech (HT) Automotive Institute expansion will enhance existing automotive campus programs and allow development of new programs in high demand training areas, including automotive technology, electric vehicle repair, diesel, collision, large vehicle, and agriculture technology. This expansion includes lab spaces, equipment, and general instruction facilities to support these programs. The project also involves major infrastructure changes, including new construction and renovations. Renovation of the current space will accommodate new programs in Collision and Diesel Technology, and expansion of the facility will provide state-of-the-art training labs for students in the general automotive programs and related high technology fields. The program and building are located at the MCC-Longview campus in Lee's Summit. Expanding the physical facilities will allow MCC to enroll multiple cohorts of students, resulting in meeting more of the industry needs for our region and for the State of Missouri. This project will contribute significantly to the regional economy by helping to address critical shortages in high priority occupations.



Mineral Area College Farm Management

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Demand for animal science and farm management training and degree programs. This region of Missouri deals heavily in livestock and farm management related to animals. Multiple high schools and reps from organizations like the cattleman's association have said horticulture (previous focus) is not needed; Animal Science should be the focus.

PROPOSED SOLUTION

MAC Proposes a 100 acre working farm that will be a co-op with local high schools and FFA programs in the area. MAC students and High School students will manage the livestock, maintenance, and other aspects of running a farm. Students will have the opportunity to earn a credential and certificate. They will learn the business side of raising and maintaining livestock from purchase, reproduction, veterinary relations, and other aspects of farm management.



Missouri Southern State University Public Safety and Forensics Institute

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

This MOExcels grant application seeks to improve training and employment for two careers: Law Enforcement officers, which are Protective Service Occupations, and Forensic Science Technicians, which are Life, Physical, and Social Science Occupations. In today's changing employment environment, employers are increasingly challenged to attract and retain qualified applicants in both the public safety and forensics sector. Dwindling applicant pools negatively impact department recruiting and ultimately reduces the number of qualified applicants resulting in an inability to fill current openings. This training area within the Missouri Southern State University Department of Justice Studies will address two components of the need. First, students who participate in the training for this program will be skilled on the most current technology available to industry partners, thus enhancing this workforce. Second, this training center is likely to attract new students to the program and therefore increase the qualified applicant pool for regional employers.

PROPOSED SOLUTION

Missouri Southern State University proposes to create the Public Safety and Forensics Institute by renovating space in the Mills Anderson Justice Center. This facility will utilize a combination of current technology upgrades as well as new equipment purchases to enhance student certificate and degree completion while preparing students for immediate employment by training on the most up-to-date technology in collaboration with area and regional industry partners. This proposal will utilize funding to update such technology as the firearms decision-making software along with updating the forensic camera workstations. New purchases will expand the training to include fingerprint analysis, drug-impaired driver training, and enhanced forensic evidence collection. Data suggests a great employer need in public safety and forensics with job opening outpacing qualified applicants. Students learning outcomes and curriculum will be determined by the current and future needs of potential employers. Requested support from industry partners will include potential internships and projects for students, as well as to provide research opportunities for current and future students.



Missouri State University

Interdisciplinary Clinical Training Facilities: Health Care Workforce Development

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The health care industry is suffering from documented workforce challenges related to both recruitment and retention. Factors impacting these challenges include changing demographics, burnout, limited talent pipeline, and lack of instructors to train and educate. The Missouri Hospital Association recently reported that vacancy and turnover rates are significantly higher than those reported pre-pandemic. Therefore, it is imperative that higher education recruit the next workforce and train them in state-of-the-art facilities that allow clinical experiences and rotations during onsite training. Simultaneously, through active and clinical learning experiences the ever-increasing mental and physical health needs of local communities can be targeted. To address the growing community needs and the workforce challenges of the future, it is critically important that new and more diverse segments of the population understand the career options available within health care. This proposal aims to create a balanced approach to outreach activities and expanded space for clinical skill development for multiple mental and physical health care professions housed at MSU.

PROPOSED SOLUTION

This proposal will support the creation of a multi- and interdisciplinary educational training facility for mental health/health care programs at MSU. Funds will be used to consolidate existing clinics and renovate space in MSU's Kampeter Hall, and to recruit more students into programs that lead to work in mental health/health care. Occupations impacted by this proposal include mental health professionals (psychology and counseling), speech-language pathologists, audiologists, occupational therapists, and physical therapists.

The new space will include clinics that will allow the university to:

- (1) Expand enrollment in existing programs;
- (2) Increase the quality of the educational experience by creating spaces that will increase opportunities for hands-on skills development and interdisciplinary interaction, which reflects the multidisciplinary nature of working in a modern mental health/health care setting; and
- (3) Serve more community members who receive treatment in our clinics.

Renovation of the clinical space will be complete in Fall 2025. That will allow the impacted programs to accommodate larger cohorts of students beginning that fall. MSU plans to grow enrollment in each program by 3-5%. Higher numbers of completers will appear 2-5 years after Fall 2025, depending on the time it takes to complete each program.



Missouri State University - West Plains Veterinary Technician and Veterinary Assistant Program

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Missouri has a shortage of individuals working in veterinary clinics as technicians and assistants as well as a shortage of programs to train them. MERIC data projects that Missouri will have 346 veterinary assistant openings and 156 veterinary technician openings annually between 2020 and 2030 (<https://meric.mo.gov/data/occupation/occupational-projections>). Currently, there are only four programs at public two-year colleges in the state of Missouri to train individuals to fill these openings. Of these programs, all are a three-hour drive from the West Plains area, leaving a large population who would have to relocate or drive a great distance if they were interested in entering the field. A survey of 20 veterinary clinics in south central Missouri revealed a large need for trained veterinary technicians and assistants. The majority indicated that they see a need for trained individuals in the next three to five years and all would be willing to pay more.

PROPOSED SOLUTION

Missouri State University-West Plains will address the need for veterinary technicians and veterinary assistants in the region by beginning the first program in south central Missouri designed to train individuals to work in a veterinary setting. Currently, Missouri State University-West Plains does not have the space or equipment to begin such a program. However, a gift of a 7 acre farm to the university will provide the space and the funds through MoExcels will provide the monies to purchase equipment and add renovate existing space to create classroom and lab facilities.



Missouri University of Science & Technology, East Central College, & St. Charles Community College Bridging the Missouri Manufacturing Critical Skills Gap

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

At the 2023 Missouri Association of Manufacturers Conference, there was an outcry from the Missouri manufacturing companies about the shortage of manufacturing engineers and tradespeople available for hire. The shortage of manufacturing workers is much more severe in Missouri than the rest of the nation, with only 47 qualified workers for every 100 manufacturing jobs, and is acute in rural counties that are home to major manufacturers. Missouri employers noted their concern that the Missouri colleges and universities are not adequately preparing graduates with the critical skills needed to produce today's advanced technology products (e.g., advanced manufacturing, solar, and battery manufacturing, and others). Employers shared that the curricula of current manufacturing programs is not aligned with their needs, that students lack experience with advanced manufacturing machines, and that there is insufficient K-12 outreach specifically targeted toward manufacturing professions. These factors contribute to low recruitment, education, and graduation of modern manufacturing engineers and technicians needed by today's manufacturers. To address these issues, Missouri S&T, East Central College, and St. Charles Community College have teamed to submit a cooperative request that will allow engagement with a much greater number of students than what could occur through separate isolated efforts.

PROPOSED SOLUTION

S&T, ECC, and SCC will team up to mitigate the manufacturing workforce shortage.

S&T

- 1) Curriculum Development: S&T will comprehensively modernize its undergraduate manufacturing curriculum to incorporate new in-demand technologies, workforce-aligned coursework, and hands-on experience with production-scale equipment.
- 2) Equipment: S&T will purchase production-scale advanced manufacturing machines, similar to that used by Missouri manufacturers, to support the modernized manufacturing curriculum.

SCC

- 3) Collaborative Outreach: SCC and S&T will develop and expand joint K-12 outreach efforts to focus on rural students to create awareness of manufacturing professions and engage students in community college and university manufacturing career pathway programs. The collaborative outreach activities will impact over 6,000 youth.
- 4) SCC and S&T will develop a joint strategy to streamline student progression from K-12 to community college and university to industry employment.
- 5) SCC will develop a new curriculum in the emerging energy technologies.

ECC

6) ECC Rolla Campus: ECC has received approval from DHEWD to request MoExcels funding to construct a Center for Advanced Manufacturing with start-of-the-art equipment, classroom, and lab spaces as part of its planned new campus in Rolla, MO. The center will provide S&T engineering students with short-term workforce training programs that they will participate in during summers



Missouri Western State University Digital Solutions for a Modern Missouri

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Modern digital communications represent the lifeblood of business, industry, and healthcare, education, as well as nonprofit and government entities connecting with citizens. Videos, 3D models, animations, and infographics have rapidly become ubiquitous precisely because of their incredible power to quickly and efficiently communicate important information and complex concepts. Expertise creating this critical digital content has diverse workforce utility in marketing and sales for business and industry, training and professional development, K-12 education, and developing healthcare interfaces for patients in both urban and rural settings. Ensuring Missouri can serve the needs of its population and position businesses to effectively compete in the modern marketplace entails producing enough well-trained digital content specialists to meet workforce demand. The US Bureau of Labor Statistics expects the need for web developers and digital designers to grow by nearly 25% in just eight years with almost 22,000 openings projected over the next decade. Missouri is already falling behind, with design and media professions comprising its 9th largest employment deficit, and Specialized Design Services representing the single largest category of employment (8%) in Missouri's JobsEQ data. These weaknesses leave students – especially rural, first-generation, and underrepresented populations - at a disadvantage in northwest Missouri workforce markets.

PROPOSED SOLUTION

Through the Digital Solutions for a Modern Missouri program, Missouri Western State University (MWSU) will implement cutting-edge training of Digital Content Specialists for the state's commercial and industrial workforce. We will create dynamic learning spaces—classrooms, computer labs, collaborative spaces—and acquire state-of-the-profession technologies that reflect current industry innovations, prepare workforce-ready graduates, and ensure long-term academic program stability and growth. A Digital Content Advisory Board, composed of industry professionals, employers, faculty, administrators, and community partners will advise on program content and curriculum, provide applied-learning opportunities such as internships, and will work with Missouri Western State University's four existing academic programs, each designed to meet the state's digital content workforce demands: Digital Animation, Graphic Design, Interactive Design, and Performing & Cinematic Arts. As the creation of digital content becomes more critical to the state's growth and economic development, the ability to train students using modern equipment in a professionalized environment is imperative. Given the high proportion of rural, first-generation, and underrepresented students at MWSU, training in these enhanced learning environments will have an even greater impact on student success and career placement.



North Central Missouri College Agriculture Training Facility

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The economy of northern Missouri is heavily dependent on production agriculture, which increasingly relies on advanced technologies. North Central Missouri College has excellent training programs available in production agriculture, but suffers from some facility constraints. In particular, there are several specialty spaces required to give students the best learning opportunities. NCMC does not currently have good indoor space for hands-on demonstrations with livestock evaluation and work with larger farm implements. For example, the program has had to cancel classroom activities due to weather when they involve equipment that is too large to fit current buildings. The college also currently offers its equine program off-site at a privately owned ranch, and may soon lose that access.

PROPOSED SOLUTION

NCMC proposes to construct an agriculture training facility with approximately 9600 sf of finished space, giving the college more suitable learning environments to offer key classes in its agriculture programs including AAS degrees in Agriculture and Applied Technology, as well as Livestock Management, Equine Management, Ag Operations, and Crop Production certificates. It will have a major impact on our agriculture program courses in several ways:

1. A livestock accessible classroom allows indoor study and evaluation of livestock, combining hands-on learning with classroom technology available year-round.
2. A precision agriculture lab space will allow all-weather instruction activities involving farm implements. There will also be instructional and storage space for an expanded precision agriculture emphasis, as well as an office for a precision agronomy specialist the college is adding to its full-time faculty.
3. A 4800 sf covered riding area and stalls to allow continuation of the Equine Management program. This covered area would also be useful during rainy weather for outdoor activities like drone piloting.



Northwest Missouri State University Growing Missouri's Healthcare Workforce, Phase II

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Workforce gaps in healthcare and related fields are an ongoing challenge in Missouri. To address this issue, Northwest Missouri State University is engaged in an eight-year process of healthcare-related program development and realignment activities. As a result, academic programs are better aligned with the needs of our region and state, providing professional preparation for those pursuing careers in areas such as Dietetics, Nursing, Physical Therapy, Occupational Therapy, Recreation Therapy, Athletic Training, Social Work and Counseling, Cardiac Rehabilitation and health sciences in general. Overall enrollment within health science-related majors increased 30% during this strategic realignment. Enrollments and program completers are expected to continue to trend upward in our health science majors despite declining college-aged population. One challenge to this continued growth and quality educational experience is the lagging facilities (laboratories and equipment) that are necessary to support these specialized academic programs. In particular, the academic programs associated with these fields require academic lab space that can meet the diverse needs of our growing student population, as well as state-of-the-art laboratory equipment necessary for providing training that reflects current best practices.

PROPOSED SOLUTION

This project will enhance program capacity and quality of training available to students in healthcare and wellness-related programs at Northwest Missouri State University. Capacity and quality of training will be enhanced through the renovation and modernization of four academic laboratories in the Garrett Strong science building and acquisition of leading-edge, industry-standard equipment and learning tools associated with the field of health science. These four labs - physiology, anatomy, immunology, biochemistry (and associated support rooms) - are heavily used by multiple healthcare-related undergraduate programs. The labs, however, have not been updated in nearly 30 years and lack the equipment and industry-standard fixtures and furnishings graduates will use in their post-graduation careers. The modernized labs and equipment will significantly enhance teaching and learning within Northwest's healthcare programs, having a positive impact on anatomy and physiology, medical nutrition, exercise prescription, health and wellness, biology, biochemistry, and biomechanics that are critical to the fields of nutrition, nursing, public health, physical therapy, occupational therapy, biology, biochemistry, and other professional areas in health and physical medicine.



St. Charles Community College GROWING Missouri - By Advancing the Health Sciences, Agriculture, and Bioscience Workforce

Coordinating Board for Higher Education
September 13, 2023

Missouri agriculture, biosciences, and healthcare industries combine to represent over 25% of the state's workforce. Agriculture as a driver in Missouri's economy contributes \$93.7 billion and supports 456,618 jobs, while healthcare and bioscience industries represent over 362,436 jobs in Missouri (MERIC April 2022 Career Pathway report). In addition, the Missouri Hospital Association, in its 2023 Workforce Report, predicts a need in the next eight years for more than 2.6 million qualified workers nationally. Therefore, to sustain and GROW Missouri we must engage current residents and attract more to the state. With a workforce participation rate just now reaching 63.40% (as of May 2023); we must create and reimagine workforce programs which not only attract new and emerging workers but engage, support, and retain incumbent workers.

Missouri must become one of the best places to live and to work. This will be accomplished by developing educational and workforce opportunities that advance quality of life and quality of place; thereby attracting and retaining new talent and advancing our current talent pipeline. To support this SCC intends to build and expand partnerships which support health sciences, agriculture and bioscience industries and their workforce.

PROPOSED SOLUTION

Focusing on the critical workforce in demand areas of Health Sciences, Agriculture, and Bioscience; this proposal seeks to create a visionary infrastructure that strengthens the connections with business and industry, education, and the future workforce by:

- Developing and expanding pathway alignment and advancement with industry integration - credentials, certificates, and degrees (earn and learn).
- Creating and leveraging programmatic structures which include competency-based learning (earn and learn), emerging technologies and dual enrollment (K-12, CC and University) in order to support attraction, promote retention, and reduce barriers.
- Creating an immersive learning environment which includes development and remodeling of specialized spaces to support hands-on learning, acquisition of simulation and industry specific technology/equipment.

Focus areas:

Health Sciences

Entry Level and Career Progression Health Sciences Programs (i.e. programs of interest include - Patient Care Technician/Certified Nurse Aide, Pharmacy Technician and Medical Billing & Coding/Information Technology & Security Certifications, Telehealth; Nursing; Medical Assisting; Surgical Technician, Sterile Processing; Sonography/CT; and Physical Therapy Technician).

Agriculture/Bioscience

Emerging and innovative growing and farming strategies (i.e. controlled environment agriculture – aquaponics, hydroponics, aquaculture, and produce cultivation).

Application of technology in production and processing (i.e. automation, systems/analytics, drone/autonomous controls, alternative energy, laboratory/analytical techniques, equipment/technology).

Coordinating Board for Higher Education
September 13, 2023
Tab 14, Attachment E



St. Louis Community College Expanding Nursing Training in North St. Louis

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The U.S. is experiencing a widespread nursing shortage, creating a crisis in providing essential services that meet increasing patient demand. Widely reported, the situation was in crisis before the pandemic and is worse in 2023. According to the U.S. Bureau of Labor Statistics, the national healthcare delivery system will need 2.6 million additional workers in the next eight years to accommodate demand. In the St. Louis region, nursing training programs will neither keep pace with the hospital turnover rates nor fill the existing vacancies. In the St. Louis region, hospitals alone ended 2022 with 826 Patient Care Technicians vacancies, 134 Licensed Practical Nurses vacancies, and 3,116 Registered Nurse vacancies (Missouri Hospital Association, 2023 St. Louis Region Survey). Moreover, high-quality, supportive, affordable, and accelerated opportunities for students to receive nursing training in St. Louis are limited. Two-year nursing programs in the St. Louis area average approximately \$65,000, excluding the costs for equipment, uniforms, books, transportation, childcare, and other expenses. Additionally, traditional nursing programs often take a minimum of one year to complete, require students to defer earning income until completion, and lack robust student support services. These factors create a burden too significant for many.

PROPOSED SOLUTION

St. Louis Community College proposes the expansion of accredited, hands-on, and affordable nursing programs at the STLCC campus in Florissant Valley, the heart of the nation's largest federally-designated Promise Zone. This project will (1) update and modernize the curriculum for the Associate of Applied Science (AAS) in nursing, (2) commence a Licensed Practical Nurse (LPN) program, (3) commence a Patient Care Technician (PCT) program, (4) create a lab and instructor manual for the PCT program, and (5) market the new nursing programs to prospective students, specifically targeting populations traditionally underserved by institutions of higher education. Program completers will fill "now," "next," and "later" jobs in the St. Louis metropolitan region. Specifically, PCT students will be selected in collaboration with BJC HealthCare and SSM Health and begin working in hospital jobs that do not require experience while completing the nine to eleven-week program. The accelerated, nine-month LPN and the two-year AAS in Nursing prepare students for immediate healthcare work and serve as a bridge program to the AAS or a Bachelor of Science at a four-year university. All programs immediately fill essential healthcare positions in hospitals, nursing homes, and home healthcare settings, meet patient demand, and contribute to overall community health.



State Fair Community College Advanced Health Science Expansion

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

State and national data indicate unmet workforce needs in areas of Dental Hygiene (DH), Occupational Therapy Assistant (OTA), Medical Assisting (MEA), and Emergency Medical Services (Emergency Medical Technicians and Paramedics). Healthcare industry reports high levels of stress and frustration surrounding lack of staff and qualified workforce to enter the professions. State Fair Community College (SFCC) seeks to be responsive to this problem by expanding programming to increase the number of qualified workers entering the healthcare fields. SFCC's current DH program accepts 12 students out of an average of 40 qualified applicants each year, which translates to turning away 70% of qualified students. The current OTA program has ability for expansion at SFCC campus, but the lab space is too small to meet accreditation requirements for increased students. An expansion could significantly increase enrollment at Sedalia campus. There is currently no equipped lab space on Sedalia campus for MEA. Having a designated space will increase enrollment capacity by 25%. Through the Mo Excels funding, SFCC plans to address student access to high-quality health sciences education and the healthcare industry needs for skilled and credentialed Dental Hygienists, Occupational Therapy Assistants, Medical Assistants, Emergency Medical Technicians, and Paramedics.

PROPOSED SOLUTION

SFCC currently offers Dental Hygiene, OTA, and MEA programs. The proposed solution is to renovate existing campus facilities to enable all three programs to expand and support high-quality health science education access and increases in student enrollment all in one Sedalia campus facility. In addition, the solution to purchase educational technologies and training resources to support EMT and paramedic programs, thereby properly preparing students for a career and addressing the workforce gap in emergency services. The dental hygiene clinic will allow for more than double the enrollment of students and number of community patients able to be served in the on-campus clinic, thereby increasing dental services provided to the underserved population of the SFCC service area. The current OTA consortium (MHPC) model improves accessibility to OTA education across Missouri. This project will allow for increased OTA enrollment at SFCC and for all students enrolled in MHPC OTA program to meet on the SFCC campus for centralized labs and student learning activities. The MEA program is hybrid with in-person labs held at three campuses. The addition of an MEA lab on Sedalia campus will allow for increased program enrollment and promote program accessibility through the addition of another lab site.



State Technical College of Missouri Agriculture Demonstration Center

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Agriculture-related industries make a significant contribution to Missouri's economy. Of all manufacturing organizations, food manufacturing establishments are the second largest employer in Missouri (MERIC, 2021).

The shortage of trained agriculture production workers is particularly acute in Missouri, with a decrease of 25,000 persons employed in this industry between 2015 and 2020. That is despite the fact that there was an 18.3% increase in the average annual wage of those employed by the agribusiness industry in the same timeframe (MERIC, 2022). Market disruptions such as lower production values (meat, dairy, crop) and increased costs caused by COVID further exacerbated production (USDA, 2022). All of this has had a negative impact on Missouri's economy and economic growth.

In spite of this demand, the State Technical College of Missouri (State Tech) does not offer agriculture degree programs and has limited capacity in agriculture-related programs.

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PROPOSED SOLUTION

Recognizing the need for a technically-literate agriculture workforce, State Tech created an Agriculture Operations AAS degree program, with options in Business and Production, launching August 2024. State Tech is also offering the agriculture-related Facilities Operations and Management AAS degree program in August 2023 and expanding capacity in the agriculture-related Diesel Technology programs.

With funding from a \$2 million FY23 Agriculture Innovation Grant, State Tech purchased approximately 350 acres for Phase A of the Agriculture Demonstration Farm facility. Continuing that vision, Phase B, being proposed as the FY25 MoExcels project, is construction of the Agriculture Demonstration Center. Students will receive real-world experience that will translate to the workforce opportunities available in Missouri farms and food production facilities.

An instructional building, with food production laboratories, will be constructed. The plant-based lab will provide for controlled plant growth and genetic analysis, in addition to preparation for consumption. The animal-based lab will expose students to modern meat processing. Both labs will also include the creation and distribution of end products. In addition, a livestock arena, greenhouse, and classrooms will be included. The application of technologically advanced equipment and processes will prepare future technicians for high-demand careers in agriculture.



University of Central Missouri Capacity Building Through XR and Simulation

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Technology is fundamentally and rapidly changing the educational and workforce experience. According to The Industry Report, in 2022 over \$100 billion was spent for employee training with a third (\$29B) spent on logistics. To reduce costs and save time, organizations are investing in extended reality (XR) technology (virtual reality (VR), augmented reality (AR), and mixed reality (MR)). Anticipated industry training expenditures for this year include an increase of 16% in augmented and virtual reality equipment.

Businesses are incorporating XR within their operations. Precedence Research suggests the XR market size was \$35B last year and is projected to hit \$345B by 2030. Organizations recognize XR technology can help improve operational efficiencies by making training more accessible and delivered at higher standards. XR technology aids employees hired into fast-paced organizations and who are often expected to manage multiple, time sensitive situations in a rapidly changing environment. Higher Education can bridge the gap between traditional education and the demands of a rapidly changing workforce. XR presents an opportunity to enhance and foster deeper learning experiences for a variety of industries. Through the design and implementation of cutting-edge curriculum, UCM will leverage XR technologies to cultivate innovation, creativity, and adaptability among our diverse workforce.

PROPOSED SOLUTION

Building on our initial MoExcels proposal, where Governor Parson lauded the early contributions of our Mixed Reality Studio by sharing, "This is exactly what we need to do, and the only thing is, we need to do more of it," when highlighting education and industry collaboration. UCM will continue to collaborate with industry experts and educators to design a comprehensive curriculum that integrates XR technologies across various disciplines. This curriculum will be tailored to meet the needs of individuals from diverse backgrounds and skill levels. UCM will create immersive and interactive learning experiences that enable participants to engage with real-world entrepreneurial challenges and simulated business environments by leveraging XR technologies. IHRIM reported that students utilizing XR technology have higher cognitive retention rates opposed to traditional classroom teaching which reduces training time by 70%. XR technology provides students the opportunity to practice industry readiness through real world simulations, safely and effectively. Students can overcome limitations, interview patients in real time, assess and diagnose critical situations, play a lifesaving role, or coordinate disaster relief within virtual spaces. Established partnerships with industry will provide additional networking opportunities, mentorship, and access to entrepreneurial resources through virtual collaboration spaces and XR-enabled platforms.



University of Missouri - Columbia MO Childcare Workforce Development

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

There is a critical need to expand and support Missouri's early childhood education workforce. A 2021 report by the US Chamber of Commerce Foundation and the Missouri Chamber of Commerce and Industry showed that 78% of Missouri counties are child care deserts, and 7 out of 10 child care providers in the state are not operating at full capacity due to staffing shortages. Importantly, nearly one third (28%) of the respondents indicated that they or someone in their household has left or not taken a job or drastically changed their jobs or careers due to limited child care availability. This is particularly true in rural areas where issues with child care access and affordability are compounded.

Missouri loses an estimated \$1.35 billion annually (\$280 million in tax revenue) due to limited child care availability and the ensuing challenges it presents, including parents missing work, forgoing promotions or furthering education, or leaving the workforce. Establishing high-quality child care and early childhood education programs throughout Missouri, especially in child care deserts, is essential to attract businesses and promote economic development. Expanding Missouri's early childhood education workforce is a key step in this direction.

PROPOSED SOLUTION

This project aims to professionalize the early childhood workforce development pipeline and build new credentials and bridges between existing credentials. Utilizing a "MU Child Development Lab (CDL) School Virtual Lab" platform, this project will:

- 1) Develop middle and high school career counseling programs to spur interest in the field, including Social Media Badges in best practices;
- 2) Develop a High School Course Sequence with Mizzou Academy that leads to the Child Development Associate (CDA);
- 3) Develop two online undergraduate certificates at MU: a 12-credit Director's Certificate and a 12-credit Business of Childcare Certificate focused on opening and financing a childcare business, both culminating in the Missouri Association for the Education of Young Children's Director Credential; and
- 4) Create an evidence-based consulting service for industry-supported child care.

The first three aims will create an early childhood state-wide career pipeline leading to existing Associate Degrees at community colleges, expanding articulation agreements with colleges, and leading to the online BA degree in Early Childhood Education in a Mobile Society at MU. Graduate degrees and certificates in these areas are also currently available. The fourth aim will allow us to work directly with industries to hire these graduates at on-site child care centers.



University of Missouri - Columbia Center of Excellence for Engineering and Information Technology (CEEIT)

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The significance of engineering and information technology has grown exponentially in recent years, as more industries heavily rely on advanced technology to manage and maintain complex systems. For Missouri industries to effectively compete on the national stage of fast-growing high-tech industry it must produce highly skilled technicians, technologists, and engineers. However, a recent Regional Labor Supply and Demand study shows that the state's Science and Technology sector has the largest distribution gap in terms of labor supply and demand.

While the state has made notable growth with its 4-year engineering and 2-year technical degree programs, 4-year skilled technology programs are not keeping up with the demand. Based on Lightcast's Q1 2023 data, currently there are 716 completions regionally (MO+8 surrounding states) from baccalaureate level engineering technology programs (CIP 15.0000 and 15.0613) compared to 60,149 annual openings with a median annual salary of \$67,100/year and 12.6% projected growth. Currently no Engineering Technology programs exist in the UM System.

According to a review by the Engineering Technology National Forum, technology programs provide a more viable avenue to the skilled technical workforce for veterans, non-traditional adult students, community college students, and adults seeking to change professions than traditional engineering programs.

PROPOSED SOLUTION

The MU College of Engineering proposes to establish a new state of the art Center of Excellence for Engineering and Information Technology (CEEIT) that integrates advanced manufacturing technologies and cutting-edge information disciplines. CEEIT will facilitate the expansion of our existing BS in Information Technology program and support our forthcoming BS degree in Engineering Technology. This new Center of Excellence will provide students with a strong foundation in engineering technology and information principles and technology, along with providing them with the practical hands-on experience they need to succeed in the workforce.

The degree programs supported by this new CEEIT will effectively address the workforce needs of regional employers who employ engineers in manufacturing engineering and information technology roles by serving as a hub for new partnerships with community colleges and high schools, with an eye toward articulation agreements and that streamline the pathway to a degree. With their community college partners, CEEIT will also facilitate entry into manufacturing engineering and information technology jobs for non-traditional adult students. The facility will become a vital asset in our institution's efforts of the development and expansion of employer-driven education and training programs.



University of Missouri - Columbia Unmanned Aircraft Systems (Drones) Hands-on Training

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Labor market projections suggest that Missouri workers need additional technical training to be competitive in the labor market. This is especially true in the agriculture industry, which is not currently equipped with the advanced skills needed to be competitive in an industry that increasingly requires a deep understanding of unmanned aircraft systems (UAS). Use of UAS requires licensure and skills in mapping, imagery collection and analysis, and other skills currently out of reach for many Missouri workers. The value of the agricultural drone market is expected to exceed \$1 billion in 2024, indicative of its importance in an industry that employs 460,000 people around the state and generates \$93.7B in economic value to the state. While UAS training is of particular importance to the agriculture industry, UAS also have significant implications for the public safety sector as they are increasingly utilized by fire and police departments. The benefits of UAS training will be felt throughout the state and put it in a strong position for the future.

PROPOSED SOLUTION

MU is uniquely positioned as the state's R1, land-grant institution to provide accessible UAS education throughout the state. Through the combined power of MU Extension and the College of Agriculture, Food and Natural Resources (CAFNR), regional faculty situated throughout the state are well positioned to create four Centers of UAS Training that will provide industry-driven certificates in partnership with local industry. MU will utilize MoExcels to develop region-specific UAS curricula in partnership with local employers to develop a train-the-trainer model, enabling the program to persist for years to come. Participants that complete the course will earn an FAA required pilot's license. Stackable credentials after receiving the license will include mapping, imagery collection and analysis, and application of pesticides and fertilizer. The credentials will allow the workforce to work in a broad range of industries using these skillsets acquired from the certification program. Professional law enforcement and safety trainings can also be established in the future to expand the number of participants.



University of Missouri - Kansas City Student Career Pathways & Student Success Space

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The Division of Student Success, established in 2020 has made many significant investments including the revisioning of Career Services, the launch and now expansion of the Professional Career Escalators (PCE) program, and the expansion of various retention programs that target historically underserved populations. This has led to record retention rates and improvements in graduation rates and career outcomes. MoExcels funding has been critical and will continue to be so in supporting the integrated career focus that has been established in various units and programs. Unfortunately, these student-facing services are spread across campus in ways that challenge student access and easy coordination and collaboration between many offices. Students are not well served and can easily give up rather than walk across campus multiple times as they are referred on to a variety of offices. Additionally, we do not have adequate staffing in Career Services or the Escalator program to build student serving partnerships with industries and employers to meet local workforce needs or to create a paid internship program. These shortcomings create particularly acute challenges for the success of students historically underserved by higher education institutions.

PROPOSED SOLUTION

This year's request will enable us to expand the accessibility, scope, and impact of prior MoExcels-initiated projects. We hope to continue to support an on-campus paid internship program, recruitment into the High School Professional Career Escalator cohort, existing Career Services platforms, and the provision of professional development. New components include the development of an off campus paid internship program and the addition of two greatly needed staff positions to support experiential learning within growing industries. National trends in higher education support the physical centralization of student support services, allowing for a coordinated, welcoming, intuitive network of services. Two co-located spaces have been identified for renovation to achieve this end: the Atterbury Student Success Center and the fourth floor of the Miller Nichols Library. Work has been done to identify which offices should be co-located to enhance their collaborative efforts, for example Career Services and Academic Advising. We expect the increased centralization of and access to career focused services will lead to campus-wide improvements in student success metrics and position UMKC as a destination for career development and support that takes students beyond the academic degree into meaningful, well-paying careers, taking better advantage of Kansas City's career opportunities.



University of Missouri – St. Louis Center for Entrepreneurship & Innovation

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Startups are a significant component of the regional and state economy responsible for over 80% of new job creation in Missouri. St. Louis-based startups created on average 6,895 firms and 14,722 jobs over the last seven years (2022 St. Louis State of the Workforce). St. Louis is recognized as one of the best cities for startups and has an outstanding entrepreneurial ecosystem. However, despite these strengths, Missouri has the second highest one-year business failure rate and a 60% five-year business failure rate (LendingTree, BLS Data Analysis). Thus, there is a critical need to support startups and reduce the barriers to entrepreneurial success, particularly for Blacks and women. In addition to access to capital, The Kaufman Foundation found that startups face several challenges including access to customers, employees, networks, and mentors, limited understanding of laws and regulations, branding, marketing, pricing, cash flow as well as self-doubt. Black entrepreneurs and especially Black women entrepreneurs often lack access to a customer, mentors, workspaces, capital, and support needed to grow their businesses (STL 2030 Jobs Plan).

PROPOSED SOLUTION

The proposed Center for Entrepreneurship and Innovation at the University of Missouri-St. Louis will serve the unmet needs of entrepreneurs and startups and addresses a critical gap for business planning, mentoring, networking, and co-working spaces. The center builds upon UMSL's nationally regarded work in leading startup accelerators including the Ameren Accelerator focused on energy technologies and the UMSL Diversity, Equity and Inclusion Accelerator which has supported 17 local minority startups with capital, mentoring, and small business planning. The center will serve as a vital hub for entrepreneurial training and innovation and will provide an overarching structure for existing undergraduate and certificate programs in entrepreneurship, Accelerators, our Entrepreneur in Residence program, co-working space for early-stage startups, and a Distinguished Speakers Series. Two stackable micro credentials will be offered targeting aspiring entrepreneurs, startups, and students and the unique needs of minority and female entrepreneurs. Credentials will be accessible to the needs of small business owners including non-credit, two-hour modules scheduled on weeknights and weekends. Renovation of an existing campus space will provide modern technology-enabled classrooms, collaborative spaces, 3D printing, and co-worker spaces vital to supporting early-stage startups. Early-stage space, near anchor institutions plays a major role in startup growth (STL20230 Jobs Plan). All project activities will be on the UMSL campus and certificates will be awarded by UMSL.



University of Missouri – St. Louis Workforce Development and Career Advancement Center

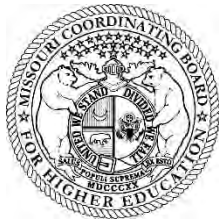
Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

The University of Missouri – St. Louis (UMSL) is a vital workforce development resource in the St. Louis region and Missouri, particularly in business management, geospatial and computer literacy education. With over 85% of UMSL graduates living and working in Missouri. Despite this, major employers throughout the STL MO-IL MSA have identified a growing skills gap in job applicants (49%) possessing adequate communication, leadership, geographic information systems (GIS), and basic computer programming and application skills. Demand for major occupational groups like management, computer & mathematics, and transportation are projected to increase at a higher than expected rate both locally and statewide through 2030. To fulfill UMSL's promise of workforce development, provide GIS educational solutions as part of our Educational Partnership agreement with the NGA, and meet the growing skill gap among workers, the university needs a centralized approach to non-credit hour professional development programming.

PROPOSED SOLUTION

UMSL proposes the creation of an on-site workforce development center that will offer professional development certifications in Operational Management, Geospatial, and Computer Programming & Applications. Certificate content will be informed with the support of faculty experts and regional employers, strengthening communication, management, office application, GIS, and computer programming skillsets. This workforce development center will incorporate UMSL's Computer Education Training Center (CETC), which over 41 years, has provided nearly 4000 certificates to workers in the St. Louis area. The funding will renovate over 10K SF of campus facilities and upgrade computer hardware and teaching spaces to meet the pedagogical needs to scale up talents and workforce in St. Louis and Missouri through technology-enhanced training. While there is already a critical skills gap for the identified occupational groups, professions like general/operational managers, accountants/auditors, GIS analysts, and software quality assurance analysts will see rapid growth of 6%, 5.5%, 9%, and 11%, respectively. Employers expect formalized education to prepare individuals for the workforce, yet these skills are primarily left to be learned on the job. Establishing a workforce development center focused on upskilling the highest in-demand professional skills through a non-degree-focused structure will allow for affordable professional development while meeting employer needs in a fast-paced setting.



Ozarks Technical Community College OTC Bolivar Education Center

Coordinating Board for Higher Education

September 13, 2023

BACKGROUND

This project is in response to local requests for OTC to provide increased educational opportunity in Bolivar and the decision by the Bolivar R-I School Board to place joining the OTC District on the ballot in November 2023. Construction, equipment, and land acquisition for this project are estimated at \$20 million. OTC is requesting \$10 million from the state and would provide the match through other sources. This funding request is contingent upon voter approval of Bolivar joining the OTC community college district in November 2023.

PROPOSED SOLUTION

The OTC Bolivar Education Center would be an anticipated 30,000 square foot facility serving Bolivar and the greater Polk County region. This Center would include training facilities for high demand health care and technical workforce program, as well as general education courses. The specific programs offered would be selected through market analysis and community engagement to be sustainable and best aligned with local industry needs. The Center would also house student services utilizing the OTC Cares Navigator model to provide area students with access to personalized, holistic support. It would provide space for services, such as early childhood care, to meet student and community needs.



Tab 15
**FY 2025 Department and Student Financial Aid Budget
Recommendations**

Coordinating Board for Higher Education
September 13, 2023

DESCRIPTION

Staff recommendations for the FY 2025 internal operating appropriation request for the Department of Higher Education and Workforce Development and the state student financial assistance programs are included in this agenda item. Most items where the FY 2025 request is only to maintain the core are included in an attachment.

Coordination

Administration

FY 2024 Core Appropriation	\$4,653,229	(48.63 FTE)
FY 2025 Core Request	\$4,546,692	(48.63 FTE)

The Missouri Department of Higher Education and Workforce Development seeks to implement the vision of the Coordinating Board to empower every Missourian “with the skills and education needed for success.” This is accomplished by partnering with the state system of higher education through the public institutions, the independent colleges and universities and proprietary schools, to serve an approximate total of 340,000 enrolled students. In addition, the department works with a variety of partners, both direct and indirect, to strengthen the state’s workforce development system. Primary responsibilities include statewide planning for postsecondary education, submission of a unified annual budget request, approval/review of new degree programs, and the administration of the proprietary school certification program, state student financial assistance programs, and administration of Missouri’s workforce development system.

This appropriation includes the Quality Improvement Revolving Fund that allows the collection of revenue on a cost-recovery basis from workshops and conferences sponsored by MDHEWD to be used to support future workshops and conferences. The fund may also be used for distribution of certain federal money to institutions.

In FY 2024, there was a core increase from FY 2023 of \$1,129,937 in GR, \$3,794 in other funds, and \$100,000 in Lottery for Student Journey Mapping. Of this increase, \$106,537 are one-time funds that will be removed from the FY 2025 budget.

MoExcels Workforce Initiative

FY 2024 One-time Appropriation	\$38,336,840	(0 FTE)
FY 2025 One-time Request	\$49,401,005	(0 FTE)

MoExcels was established to facilitate development and expansion of employer-driven education and training programs to increase educational attainment and career opportunities for populations historically underserved by higher education. For FY 2025, a total of 22 requests for new funds were submitted to the department. The deadline to submit proposals was July 3, 2023. Proposal summaries can be found in Tab 13, Attachment E.

Indirect Cost Rate Conversion

FY 2024 Core	\$0
FY 2025 One-time Request	\$1,763,140

As has been the case for many years, a certain percentage of department staff are paid from a variety of fund sources based on the nature and scope of the work in which they are engaged. When this involves funding from external grants, particularly from the federal government, it is necessary to establish a mechanism to determine what proportion of indirect costs each program or grant should bear. Indirect costs include items like overhead (rent, utilities, etc.) and general and administrative services (administrative salaries, accounting department costs and human resources costs).

DHEWD currently administers a substantial number of federal grants, primarily from the U.S. Department of Labor (DOL) that require some form of cost allocation. At the present time, the department utilizes as cost allocation plan that is complex to maintain and requires a substantial commitment of staff time to establish the allocations and verify accuracy. At the encouragement of DOL, DHEWD has begun the process to convert from a Cost Allocation Plan to a much simpler Indirect Cost Rate approach. An indirect cost rate is essentially the ratio between the total of indirect expenses and a predetermined direct cost base. The current plan is to convert to the indirect cost rate approach beginning on July 1, 2024. In order to accomplish the conversion, an initial pool of GR funds must be established for approximately six months which will provide time for the transition to the indirect cost pool funded from grant funds.

Student Financial Assistance

While there is no request for increased funding for our student aid programs, some adjustments to those appropriation levels are needed for certain programs. Over the past year, with substantial changes in enrollment patterns and levels and the legislature and Governor's support for full funding of our student financial aid programs, appropriation levels have become out of sync with the awards disbursed in three programs: Bright Flight, Fast Track, and Dual Credit/Dual Enrollment. This has created a situation where program fund balances are growing and there are no built in mechanisms within these programs for addressing this situation.

Bright Flight: Fiscal Year 2023 was the first year funding was provided for the top fourth and fifth percentile students, which had been potentially eligible for awards since FY 2011. An appropriation increase was passed by the legislature to change this situation but fewer than projected students in the top fourth and fifth percentiles took advantage of the scholarship. Additionally, now that the backlog of eligible students has been eliminated, we expect to pay fewer students in that award category. If a change is not made, the FY 2025 core appropriation will be \$27.6 million (before withholdings) while the FY 2023 expenditures totaled only \$21.1 million. As a result, DHEWD staff is requesting a \$4.6 million core reduction to bring the appropriation into better alignment with expected disbursements.

FY 2024 Core Appropriation	\$27,576,666
FY 2025 Request	\$23,000,000

Fast Track: While there have been substantial changes to the structure of this program, including the elimination of the loan component and expansion to additional training providers, low utilization since the program was implemented in 2019 has led to a substantial fund balance (approximately \$9 million) in this program. That situation was the impetus behind an effort during the 2023 legislative session to eliminate funding for the program. While we believe the program will continue to experience growth, it is important to address this fund balance situation promptly to address the fund balance issue and in order to avoid a repeat of last session. As a result, staff is requesting a \$1.7 million core reduction in this program.

FY 2024 Core Appropriation	\$4,700,000
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FY 2025 Request	\$3,000,000
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Dual Credit/Dual Enrollment: FY 2023 was the first year for this new, need-based program designed to assist low income high school students access and complete college-level coursework while enrolled in high school. As a result, projections of the number of recipients and program costs were difficult to estimate and the FY 2024 appropriation of \$7 million was maintained the prior dual credit/dual enrollment program. While it is expected that FY 2025 will show substantial growth in this program, the experience of the first year would indicate that the current appropriation level is not in alignment with the likely level of ongoing program need. Consequently, staff is requesting a \$5 million core reduction in this program.

FY 2024 Core Appropriation	\$7,000,000
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FY 2025 Request	\$2,000,000
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Missouri Student Loan Program

The Loan Program ended operations and the portfolio of loans was transferred to Educational Credit Management Corporation (ECMC) effective October 1, 2022. Once all of the close out bills are paid out of the operating fund and the financial reporting is closed out, a core request needs to be maintained to provide spending authority for any leftover funds. While the current appropriation is only for default prevention, the department can request to use these funds for another program or other outreach needs as long as the uses are consistent with the federal regulatory requirements.

Default Prevention Activities

FY 2024 Core Appropriation	\$640,001
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FY 2025 Core Request	\$640,001
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Transfer Appropriation

From Federal Student Loan Reserve Fund to Guaranty Agency Operating Fund

FY 2024 Core Appropriation	\$0
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FY 2024 Core Appropriation Supplemental Request	\$5,000,000
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The FY 2024 Supplemental for a transfer from the Federal Student Loan Reserve Fund to the Guaranty Agency Operating Fund is to ensure the department has transfer authority to close out the Federal Fund during this fiscal year.

Office of Workforce Development

Administration

FY 2024 Core Appropriation	\$26,305,247	(343.62 FTE)
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FY 2025 Core Request	\$26,289,990	(343.62 FTE)
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The Office of Workforce Development manages multiple federally funded programs through the central office and its 24 job centers statewide. The basic purpose is to improve the functioning of the Missouri labor market by bringing together individuals who are seeking employment and employers who are seeking workers. These funds are primarily staffing grants but they also operate under the umbrella of employment service. Also included in this core is \$500,000 for the Show-Me Heroes program, \$250,000 for an autism program in Southeast Missouri, and \$2.5 million for the P20W System. Of this, \$15,257 are one-time funds and are being removed from the FY 2025 budget.

Workforce Programs

FY 2024 Core Appropriation	\$80,598,259
FY 2025 Core Request	\$55,002,594

The Office of Workforce Development's budget is almost entirely comprised of federal funding. This funding includes a statewide mission and a variety of programs and sub-awards to groups such as the 13 local workforce development boards.

Included within this item is the spending authority appropriation for the Job Development and Training Fund, which allows pass through federal funding primarily for the operation of the Missouri Job Centers and related operation expenses. Previously, this budget line has been set at \$66,595,665 but actual expenditures in FY 2023 were only \$29.2 million and the average expenditures over the last four years has been approximately \$30 million. In order more closely align spending authority and actual expenditures while maintaining some excess authority in case it is needed for emergency situations, staff is recommending a core reduction of \$25,595,665 to this line. This will maintain approximately \$10 million in additional spending authority in case that need arises.

The following specific programs were earmarked in House Bill 3 in the FY 2024 budget and may or may not be earmarked in this fashion again in the FY 2025 budget:

- \$100,000 in GR for a certified work ready program
- \$1,459,000 in GR for Virtual Education Program
- \$350,000 in GR for providing education curriculum, training, access to capital, and mentoring "Launch KC"
- \$1,000,000 in GR for a computer programming apprenticeship program
- \$1,000,000 in GR for facilitating supplemental educational programs, job development and training, and community service programs for under-resourced individuals
- \$300,000 in GR for a construction workforce program that operates statewide "MO Works Pre-Apprenticeship"
- \$300,000 for construction apprenticeship program "St. Louis Pre-Apprenticeship"
- \$100,000 for a disadvantaged person self-sufficiency program "KC Pre-Apprenticeship"
- \$700,000 for assisting minorities and women to obtain self-sufficiency through job training "Pre-Apprenticeship KC"
- \$3,000,000 in GR for Geospatial Training
- \$1,000,000 in GR for ACCESSPOINT to give comprehensive counseling and solution generation service
- \$100,000 in GR for Future In Action to provide youth and their family with mentorship
- \$300,000 in GR for a Social Work Program with Missouri Western State University

Office of Workforce Development Programs - Apprenticeship Missouri

FY 2024 Core Appropriation	\$3,010,180 (2.25 FTE)
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The Office of Workforce Development has been building the apprenticeship model in Missouri for several years, achieving the status of second in the nation for the number of new apprentices and fourth in the nation for active apprentices as of August 1. Apprenticeships serve two purposes 1) providing training and work experience for individuals, leading to long-term employment and family-sustaining wages, and 2) employers will have workers with the skillsets to meet their business needs as they serve their customers. The general revenue funding request for FY 2024 was moved into OWD’s federal funds. While it may appear that OWD has federal funding available, that budget line represents spending authority, not actual dollars. Federal funding has decreased over the past few years, and most of the funds are disbursed to the local workforce boards and projects to support the workforce system. The intent of again requesting this GR fund switch is to establish a stable funding source for apprenticeships in order to will ensure growth in the “earn and learn” model for both workers and employers. The focus for apprenticeships will continue to be in-demand occupations that employers across Missouri need to continue to grow and thrive.

Office of Workforce Development Programs – Modernize Missouri Job Centers

FY 2024 Core Appropriation	\$2,365,343
FY 2025 Core Appropriation	\$2,365,343

The Office of Workforce Development provides job training and career services in 24 physical job centers across Missouri. To improve the delivery of services and ensure Missouri citizens are provided exceptional customer service, updating of equipment and technology is necessary. Funding will be used for the purchase of technology and equipment, maintenance and updating of physical job centers, and implementation of resources to expand capabilities to serve citizens both in person and virtually across Missouri. The FY 2024 funding for this project was provided in House Bill 20 from American Rescue Plan Act (ARPA) funding. While additional funding is needed to complete this project, current budget instructions from the Office of Administration do not allow requests for additional ARPA funding. DHEWD staff will work with the Governor’s Office to continue to fund this important effort in FY 2025. Additional funding would be used to upgrade technology and physical space used by Missouri employers and training providers to prepare Missourians for new careers, to engage in upskilling, and to conduct employment services. This funding will be used to also implement the recommendations of the Missouri Workforce Connect Facilities (formally the Missouri Job Centers) Master Plan.

STATUTORY REFERENCE

Sections 173.005, RSMo, through 173.750

RECOMMENDATION

Staff recommend approval of the budget requests described above and in the accompanying attachment for submission to the Governor and General Assembly.

ATTACHMENTS

Attachment A: Listing of Additional Unchanged Core Items

Tab 15 Attachment A

FY 2025 Department and Student Financial Aid Budget Recommendations

Budget Item	Core Amount	Description
Proprietary Schools Certification Fund	\$359,916	A key responsibility of DHEWD is to certify and monitor proprietary schools, including private out-of-state institutions that offer instruction, grant degrees or certificates, or recruit students in Missouri. The Proprietary School Certification Fund was created in HB 1042 (2012) as a fund into which fees collected from certified schools and those seeking certification or exemption are deposited. Proprietary School Certification administration expenses are paid from the Proprietary School Certification Fund.
Proprietary School Bond Fund – Administration	\$151,605	In FY 2022, a new section was added to House Bill 3 to permit the use of bond funds for administrative purposes allowed by statute. Once funds have been distributed to students, the remaining funds can be used to help with records management. This appropriation will be used for both personnel services and expense and equipment to help DHEWD serve as the custodian of records (transcripts) for these closed schools. At the start of FY 2024, there was a balance of \$177,392 left over in the fund after all student damages were paid.
Proprietary School Bond Fund	\$400,000	Section 173.612, RSMo, requires each proprietary school to file a security deposit with MDHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student records in an acceptable manner upon school closure. DHEWD holds a security deposit from each proprietary school with a minimum of \$5,000 and maximum of \$100,000. This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.
Midwest Higher Education Compact	\$115,000	Section 173.700, RSMo, authorizes Missouri’s membership in the Midwestern Higher Education Compact and names the Coordinating Board as the administrative agent. All of Missouri’s public two-year and four-year institutions and numerous independent institutions use the services of MHEC, and some cost savings programs are also available to K-12 school districts. As a member, Missouri participates in

Budget Item	Core Amount	Description
		the Midwest Student Exchange Program. This program allows Missouri residents to enroll at participating public out-of-state institutions at 150 percent of the in-state resident student tuition rates. Private institutions offer a 10 percent reduction on their tuition rates. Other cost-saving programs are available for property insurance, technology initiatives, student health insurance, and state authorization reciprocity and pharmacy benefits.
Federal and Donated Funds	\$500,000	This appropriation provides DHEWD with spending authority for federal grants received by the agency. Continuation of this appropriation at the current level would allow for prompt spending of any potential grants awarded during fiscal year 2025.
Donated and Other Funds	\$1,000,000	This appropriation provides DHEWD with spending authority for non-federal grants and donations received. Continuation of this appropriation at the current level would allow for timely spending of any potential grants awarded during fiscal year 2025.
Academic Scholarship Program (Bright Flight)	\$27,576,666	The Missouri Higher Education Academic Scholarship Program (commonly known as Bright Flight) provides scholarships to students who, as high school seniors, have a composite score in the top five percent of all Missouri students taking the ACT or the SAT. The maximum scholarship award is \$3,000 per academic year for students in the top three percent of test takers, and \$1,000 for students in the top fourth and fifth percentiles. The top three percent must receive a full award (\$3,000) before students in the top fourth and fifth percentiles receive any award. Scholarships are renewable until the first bachelor's degree is received or the scholarship has been received for ten semesters, whichever occurs first. Core funding is sufficient to serve the top three percent and top fourth and fifth percentiles in FY 2023.
Access Missouri Financial Assistance Program	\$75,421,052	The Access Missouri Financial Assistance Program provides assistance to students who demonstrate financial need based on an annual evaluation of the applicant's federally calculated expected family contribution (EFC), and meet the other statutory eligibility requirements for this grant. Access Missouri is the state's primary need-based student assistance program. The statutory maximum award for students attending public two-year institutions is \$1,300 and the maximum award for students attending all other

Budget Item	Core Amount	Description
		<p>types of eligible institutions is \$2,850. The Free Application for Federal Student Aid (FAFSA) serves as the only application for this program. For FY 2023, award levels are set at the statutory maximum for the first time in over a decade. This program served more than 36,000 students in FY 2022.</p> <p>Over the past several years, the number of applicants with an EFC at or below the established cutoff (\$12,000) has been declining. By establishing a more flexible application deadline, the department has somewhat ameliorated that trend but the number of eligible applicants has continued to shrink. Currently, the department maintains a “priority deadline” of February 1, which ensures individuals who file a FAFSA by this date will receive an award. For FY 2023, the department was able to extend the deadline to the “final deadline” of April 1, providing an effective mechanism to balance the number of eligible applicants, the award levels, and the appropriated funding. Core funding is projected to be sufficient to continue providing statutory maximum awards to eligible students in FY 2024.</p> <p>This request does not include the \$5 million transfer in House Bill 8 from the Missouri Gaming Commission.</p>
A+ Schools Program – A+ Scholarship	\$60,313,326	<p>The A+ Scholarship program, which provided almost \$49.3 million to approximately 14,180 students in FY 2022, reimburses tuition and general fees at participating postsecondary institutions for students who attended A+ designated high schools for two years prior to graduation. While in high school, students must meet certain eligibility requirements, including maintenance of a 2.5 grade point average, a 95 percent attendance records, and performance of at least 50 hours of tutoring or mentoring. Upon high school graduation, eligible students have four years to utilize the A+ benefit at participating public community colleges, public vocational technical schools, or two-year private vocational technical schools that meet the statutory criteria.</p> <p>Consistent with past history, staff expect some increase in the number of recipients for FY 2023 and FY 2024. At this point in the life of the program, the primary cost drivers are increased tuition and fees at participating institutions and changes in the average number of credit hours completed by recipients. The requested amount will be sufficient to address the estimated eight percent increase in program cost.</p>

Budget Item	Core Amount	Description
Advanced Placement Grants	\$100,000	The Advanced Placement Incentive Grant is a nonrenewable grant of \$500 available to any student who receives an Access Missouri or A+ award and has received two grades of three or higher on Advanced Placement tests in mathematics or science while attending a Missouri public high school. In FY 2023, seven students received grants through this program. Funding is provided through a donation from MOHELA.
Public Service Officer or Employee Survivor Grant	\$160,500	The Public Service Officer's Survivor Grant provides tuition assistance to the spouses and children of certain public employees who were killed or permanently and totally disabled in the line of duty. Dependents are eligible up to the age of 24. Eligible individuals can receive a grant to enroll in any program leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. In FY 2023, 13 students were served by this program. The maximum annual grant is the least of the tuition for a full-time undergraduate Missouri resident at the University of Missouri—Columbia, or the actual tuition and incidental fees paid at the institution that the student attends.
Wartime Veterans' Survivor Grant	\$325,000	The Wartime Veteran's Survivor Grant was established to provide scholarships for the spouses or children of veterans who were Missouri residents when first entering the military or at the time of their death/injury, and who (1) died as a result of combat action or of an illness contracted while serving in combat or (2) became at least 80 percent disabled as a result of injuries or accidents sustained in combat action. In FY 2022, 23 individuals received this grant. The maximum number of recipients allowed by statute is 25. The law allows for awards of full tuition (the University of Missouri—Columbia rate is the maximum allowed), provides for a \$2,000 room and board allowance, and a book allowance of up to \$500 per semester. In FY 2023, 19 students were served by this program.
Kids' Chance Scholarship	\$15,000	The Kids' Chance Scholarship Program, established by section 173.254, RSMo, authorizes the Coordinating Board for Higher Education to provide scholarships for the children of workers who were seriously injured or died in a work-related accident or occupational disease covered by workers' compensation and compensable pursuant to chapter 287, RSMo, to attend a college, university, or accredited vocational institution of their choice. The Kids'

Budget Item	Core Amount	Description
		<p>Chance Scholarship Fund was created by statute and funded by the Division of Workers' Compensation. The fund contains a \$1 million corpus but awards can only be made using the interest earnings in the fund. The requested amount is set based on the size of the fund and projected interest earned. In FY 2023, two students received scholarships under this program.</p>
<p>Minority and Underrepresented Environmental Literacy Program</p>	<p>\$36,964</p>	<p>This program provides scholarships to full-time students who are members of minority and underrepresented groups who pursue a bachelor's or master's degree in an environmental-related field of study at a Missouri college or university and meet certain academic standards. This program served five students in FY 2023.</p>



Tab 16

FY 2025 Public College & University Operating Budget Recommendations

Coordinating Board for Higher Education
September 13, 2023

BACKGROUND

Section 173.1540, RSMo, requires public universities to prepare annual budget requests and submit them to the Department of Higher Education and Workforce Development. The department is required to review those requests and prepare unified appropriation recommendations. Section 163.191.2, RSMo, contains a similar provision pertaining to the appropriation of state funds to community colleges. Section 178.638, RSMo, indicates that “all funds designated for [State Technical College] shall be included in the coordinating board’s budget request.” Although the law assigns responsibility to the department – at least for the public universities and community colleges – the department’s practice has been to seek the Coordinating Board’s approval of those recommendations.

CURRENT STATUS

Earlier this year, the department developed and solicited feedback on specific priorities for the FY 2025 institutional budget requests. The FY 2025 draft budget instructions were first published on the department’s website as a part of the CBHE’s March 16, 2023 meeting materials. These draft instructions were later modified based on input from college and university leadership and finalized during the CBHE meeting on June 14, 2023. The instructions were sent to the public institutions’ chief financial officers (CFOs) on July 7th with a reminder to submit any new decision items and other budget materials by August 4th. On July 19th, State Budget Director Dan Haug released the official FY 2025 budget instructions.

The following items are structured around the priorities established as part of the budget instruction document and for the consideration of the CBHE for inclusion in the department’s formal FY 2025 budget request. Additional institution requests are provided for informational purposes only and will not be submitted as a part of the department’s formal FY 2025 budget request unless the CBHE chooses to include them.

- 1) **Institutional Operating Core:** DHEWD staff recommend an across the board percent increase to core operating appropriations (base plus). Staff recognize that on a fiscal year basis (July to June), the increase in the official Consumer Price Index for all urban consumers (CPI-U) from July 1, 2022 until June 30, 2023 is three percent. In addition, staff recommend an additional two percent core increase in recognition of the need for funding to address ongoing campus maintenance and repair needs.

This five percent total increase continues the trend of substantial increases to the institutions’ operating core and should be sufficient to provide support for expected levels of salary increases and other increased financial demands faced by the institutions. This inflationary factor is applied to each four-year institution and State Technical College of Missouri’s base core appropriation in order to determine the amount of the new decision item. For community colleges, the inflationary factor would be applied to the total core state appropriation to the sector, with the result constituting the related new decision item.

Since the recommendation is for an across the board increase, it is important to reference the status of the funding model contained in the final report submitted by the National Center for Higher Education Management Systems (NCHEMS) in July. As is recommended in that report, phased implementation of any new funding mechanism is essential in order to avoid the negative consequences of a major financial disruption. Consequently, the focus for the current fiscal year is to develop and promote the passage of the legislative framework necessary to establish a sustainable and rational funding approach. Work will, however, continue in collaboration with public colleges and universities and other constituencies on the refinement of the model for possible first stage implementation in FY 2026.

Attachment A includes a breakdown by sector. A total increase of \$8,659,688 is recommended for community colleges; \$45,103,737 for public universities; and \$452,825 for the State Technical College of Missouri. The combined total new decision item for all three sectors is \$54,216,250.

- 2) **MoExcels:** For the past several budget cycles, DHEWD has highlighted the need to focus on strengthening our workforce development pipeline through the MoExcels process. The MoExcels process solicits institutional proposals, developed in collaboration with business and industry, for one-time increases to establish or expand academic programs linked to high-demand occupations. The pandemic has further elevated this need as we recover from the resulting economic disruption.

Under the previous approach to requests for MoExcels funding, this agenda item included a request for a dollar amount based on specific projects proposed by public institutions. As with last year, this year's request is contained in a separate agenda item. To see more information about this budget request, including additional detail about each proposed project, see Tab 13. The department is requesting \$49.4 million to fund the 22 FY 2025 MoExcels projects.

- 3) **Missouri Returning Heroes:** The statute that established the Missouri Returning Heroes Education Act allows the Coordinating Board to include in its appropriation recommendations the amount of tuition waived during the prior fiscal year by public colleges and universities pursuant to the act. Contained in Attachment B are the amounts of tuition waived during FY 2023 in compliance with this statute, as reported by public colleges and universities. Although this request has never been funded, legislative interest has continued to grow and staff believe it is important to continue to request this reimbursement. The total requested is \$1,043,401.

- 4) **Institution-Specific Requests:** Institutions can submit requests for funding for new decision items. Attachment C to this agenda item details the requests received by DHEWD. Staff have reviewed the submitted requests and recommend the Lincoln University request for supplemental FY 2024 and FY 2025 appropriations to provide the additional state match necessary to fully access available federal land grant funds be included in the Coordinating Board budget request. The total requested for both the supplemental and regular appropriations is \$2,227,669.

The remaining institutional NDIs will not be formally entered into the budget process. The CBHE may opt to elevate some of those requests for inclusion in the formal budget request and they provide additional background when additional funding is available.

Other Department Budget Requests:

Administratively, the department's budget includes funding for the State Historical Society of Missouri. This state entity has its own governing board and the recommendation is to pass along their requests to the governor and the General Assembly. It has requested the following decision item:

- \$611,407 is requested to help cover cost of living and benefit cost increases. Because historical society staff are not considered regular state employees, they do not automatically receive the salary or benefit increases granted to state team members. This request allows them to continue to keep pace with increases in personnel costs.

NEXT STEPS

The Coordinating Board's recommendations become "department recommendations," which are submitted to the Office of Administration's Division of Budget & Planning by October 1. Budget and Planning then compiles requests for the governor and his staff to review. The governor decides whether to include department recommendations in his or her executive budget, which is released in connection with the State of the State address in late January or early February.

RECOMMENDATION

Staff recommend approval of the budget requests described above for submission to the governor and General Assembly and as described in Attachments A, B, and C.

ATTACHMENTS

- A. Institutional Core Inflationary Increase
- B. Returning Heroes Reimbursement Request
- C. FY 2025 Public College and University New Decision Items

Tab 16 Attachment A
Institutional Core Inflationary Increase

FY 2025 Institutional Core Increase of 5%

NAME	FY 2024 CORE	5% INCREASE	FY 2025 CORE
COMMUNITY COLLEGE APPROPS	\$173,193,756	\$8,659,688	\$181,853,444
STATE TECHNICAL COLLEGE OF MO	\$9,056,492	\$452,825	\$9,509,317
UNIVERSITY OF CENTRAL MO	\$64,720,087	\$3,236,004	\$67,956,091
SOUTHEAST MO STATE UNIVERSITY	\$53,656,399	\$2,682,820	\$56,339,219
MISSOURI STATE UNIVERSITY	\$109,934,978	\$5,496,749	\$115,431,727
LINCOLN UNIVERSITY	\$22,708,026	\$1,135,401	\$23,843,427
LINCOLN UNIV LAND GRANT MATCH	\$10,444,439	\$522,222	\$10,966,661
TRUMAN STATE UNIVERSITY	\$48,722,074	\$2,436,104	\$51,158,178
NORTHWEST MO STATE UNIVERSITY	\$36,472,408	\$1,823,620	\$38,296,028
MO SOUTHERN STATE UNIVERSITY	\$30,360,286	\$1,518,014	\$31,878,300
MO WESTERN STATE UNIVERSITY	26,017,755	\$1,300,888	\$27,318,643
HARRIS-STOWE STATE UNIVERSITY	\$12,234,527	\$611,726	\$12,846,253
UNIV OF MISSOURI CAMPUSES	\$486,803,773	\$24,340,189	\$511,143,962
Universities Subtotal	\$902,074,752	\$45,103,737	\$947,178,489
Total	\$1,084,325,000	\$54,216,250	\$1,138,541,250

Tab 16 Attachment B
Returning Heroes Reimbursement Request

Higher Education Institutions FY 2025 Requested Reimbursement

Four - Year	
Harris-Stowe	-
Lincoln University	-
Missouri Southern	15,051.00
Missouri State	150,660.00
Missouri Western	15,578.00
Northwest Missouri	28,689.00
Southeast Missouri	54,565.00
State Tech	15,797.00
Truman State	-
University of Central Missouri	152,646.00
University of Missouri System	567,912.00
Sub Total	\$ 1,000,898.00
Two-Year	
Crowder College	6,360.00
East Central	6,638.00
Jefferson	2,159.00
Metropolitan	11,169.00
Mineral Area	1,210.00
Moberly Area	3,007.00
North Central	-
Ozarks Technical	-
St. Charles	2,806.00
St. Louis	2,744.00
State Fair	5,708.00
Three Rivers	702.00
Sub Total	\$ 42,503.00
Total	\$ 1,043,401.00

Tab 16, Attachment C
FY 2025 Public College & University New Decision Items

Per statute, institutions can submit requests for funding for new decision items. NDIs will generally be part of the department's informal communication about budget requests, not formally entered into the budget process. The CBHE may opt to elevate some or all of those NDI requests for inclusion in the formal budget request. Staff will not rank NDIs included in informal communications.

FY 2025 requests received from institutions for consideration by the CBHE are as follows:

Mineral Area College	<p><u>Lights for Athletic Fields</u> – Requesting one-time funds of \$1,000,000 general revenue. MAC Student athletes must plan schedules to only have classes in the morning or must miss class for home games since all games have to be during daylight. The fields we have are designed to be used by the community as well, due to lack of lighting, there are scheduling conflicts that limit community use. Lighting provides expanded hours as well as safety of players and spectators. Each field is \$250,000-\$350,000 to light and we have three fields (1/3 in progress). Costs will cover lights and engineering/concrete/electrical work that will need to be done at the site. Maintenance and ongoing expenses of lights will be handled by MAC. The time of the field availability will nearly double. We will advertise and work with local community groups to use the field but anyone who has kids that play sports knows these types of fields are never empty.</p> <p><u>Expansion of Outreach Center Services</u> – Requesting \$144,000 of general revenue. The funding would enhance financial aid services, advising, career placement, recruitment, and retention of students in our three rural outreach center locations. We are seeking two full time positions that include financial aid advisor, career planning, and advising that would cover all three centers on a rotating basis. Funding is requested for travel expenses, office equipment, and consumables. Salaries are based on MAC's salary schedule. Expenses are based on current market value of equipment. Mileage is based on IRS standard rate. Performance would be defined by increased enrollment, retention of students, program completion and increased graduation rates. Student contacts will be tracked, as well as student retention. Retention data will be reviewed on students who take the courses at the outreach centers.</p> <p><u>Automotive Technology</u> - \$144,000 in general revenue. The funding will enhance the Automotive Technology program that will start in Fall of 2024. We will be able to provide students an authentic workplace structure and equipment training. Lifts, tools, EV stations, etc, will all be part of the program as well as supporting the salary of the lead instructor. Salaries are based on MAC's salary schedule. Expenses are based on current market value of equipment. Performance would be defined by increased enrollment, retention of students, program completion and increased graduation rates. Student contacts will be tracked, as well as student retention. Retention data will be reviewed on students who take the courses in auto tech.</p>
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<p>Harris-Stowe State University</p>	<p><u>Expansion of Geo INT and Geosciences Certificates</u> - \$150,000 general revenue for a new program expansion. An aspect of the University's Strategic Plan is to design discipline-specific certifications that are applied toward scholars' degrees. In order to create more flexible learning paths for all students, additional funding is requested to expand awareness of and enrollment in the University's Geo-INT and Geosciences certificates. The University will need to hire additional, credentialed adjunct and full-time faculty members to support instruction in this field, and faculty will further develop the current curriculum. Technology will be purchased. Partnerships with community-based organizations will also be cultivated. Additionally, students who pursue Geo-INT and Geosciences Certificates will need to develop expertise using the most recent GIS technology: software and hardware; with this funding.</p> <p><u>Information Technology Certificate</u> - \$200,000 general revenue for new program. An aspect of the University's Strategic Plan is to design discipline-specific certifications that are applied toward scholars' degrees. In order to create more flexible learning paths for all students, additional funding is requested to create an Information Technology (IT) certificate which is aligned with the University's STEM-oriented mission.</p> <p><u>Aviation Mechanic Certification Program</u> - \$383,000 general revenue for new program. The aviation industry is facing a current and growing shortage of individuals with the skills to maintain privately owned, commercial, and military-grade aircraft. The St. Louis region is a hub for several airlines, and, importantly, is home to one of the largest assemblers of private, commercial and military aircraft. Specifically, Boeing Company has recently announced plans for a nearly \$2 billion expansion of its North St. Louis County complex - a project they term the "Project Voyager" aerospace program. Project Voyager is projected to add at least 500 new jobs to Boeing's current local workforce. Overall production at the Boeing facility is also expected to increase. A talented, diverse workforce is needed to meet the increasing job demand and the concurrent greater need for aircraft maintenance. Harris Stowe State University is ready to explore leveraging a key partnership with Cape Cod Community College's accredited aviation maintenance program to rapidly become a satellite for Cape Cod's Aviation Program and become a continuing pathway for Cape Cod's students to pursue and complete certificate and degree program at Harris-Stowe.</p> <p><u>Expansion of BS in Communication Studies</u> - \$150,000 general revenue to expand communication studies. The University's Strategic Plan is to design a broader set of degree paths that are in alignment with scholars' preferences and needs. In order to create more flexible learning paths for traditional and non-traditional students, the University will expand its current B.S. in Communication Studies to include audio technology, multimedia and podcasting, and social media marketing. The University will need to hire additional full-time faculty members who are credentialed to support instruction and have experience in audio technology, multimedia and podcasting, and social media marketing.</p> <p><u>Enhancement of Amazon Partnership</u> - \$100,000 general revenue requested to hire additional faculty members who are experienced in hybrid and flexible teaching modalities. These faculty members will also design hybrid course offerings. The University's admission and leadership teams will collaborate with external partners to develop specialized recruitment materials.</p>
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Lincoln University	<u>Land Grant Match</u> - \$2,227,669 general revenue and \$2,227,669 federal totaling \$4,455,338 requested. The Land Grant Program is a federal mandate for a 1:1 match. The federal government is expected to appropriate \$12,358,775 in land grant funds to Lincoln University that require the 1:1 match. Currently, LU is appropriated \$10,131,106 after the 3% reserve is deducted. That leaves a balance of \$2,227,669 as the necessary federal match required. This request assumes the federal grant amount would stay the same in FY 2025 as in FY 2024. The additional funds will be used to enhance and expand programs for both the land grant research and extension efforts in Missouri. A detailed grant funding plan is developed and approved by the U.S. Department of Agriculture (NIFA).
Missouri State University	<u>Increase Debt-Offset</u> - \$100,000 other funds requested. This is an increase in spending authority only. The debt-offset collections in FY 2023 exceeded appropriation authority, therefore, an increase is needed so that all the funds collected by Department of Revenue can be collected.
Missouri Southern State University	<p><u>Mast of Business Administration</u> - \$325,710 general revenue is requested. Missouri Southern will proposed to offer a Master of Business Administration with tracks in Data Analytics, Human Resources, Education, Healthcare Administration, and Management. The program will be offered through both synchronous and asynchronous online delivery and will be marketed widely. Regional industry partners have indicated an interest in having current employees enroll in the program and in hiring graduates of the program. A faculty committee has developed the curriculum after consultation with industry partners. Once the program is established, the Dean of the College of Business, Communication, and Technology and the Associate Dean of the Plaster School of Business will meet with industry partners, donors, and friends to solicit additional financial and non-financial support.</p> <p><u>RS to BSN Program</u> - \$456,682 general revenue requested. In response to demand for nurses qualified at the BSN level, Missouri Southern has developed a fully online RN to BSN program. This plan purposes to offer program expansion in three phases over the timeframe of five years. The plan aims to continue adding to the nursing workforce with the expansion of the pre-licensure programs, enhance career growth for Registered Nurses desiring a baccalaureate or graduate degree, and offer a center for excellence aimed at innovation in nursing education, leadership, and practice.</p> <p><u>Master of Science in Health Care Administration</u> - \$301,920 general revenue requested. Missouri Southern State University began offering a Master of Science in Health Care Administration beginning fall 2023. This program will facilitate the establishment of MSSU as the regional leader and a nationally recognized University in Health Administration and Management. The projected job growth and income for Health Administrators is listed third by the US Bureau of Labor Statistics and should attract both regional and non-regional traditional and non-traditional students. The evolution of health care over the next 20 years will include a greater emphasis on managing the health of populations and community-based health. Population change in the United States includes projected growth of individuals 65 years and older at 50% while total population growth comes in at 11%.</p> <p><u>Master of Science in Data Analytics</u> - \$220,000 general revenue requested. Missouri Southern State University has developed a Master of Science degree as well as a graduate certificate in Data Analytics housed within the new Center for Applied Data Analytics (CADA). Space in Plaster Hall on campus has been designated for renovations to accommodate</p>

	<p>CADA. Both the academic program and the Center will be built through collaboration with area and regional industry partners. Student learning outcomes and curriculum will be determined by the current and future needs of potential employers. Requested support from industry partners will include potential internships and projects for students, as well as large "scrubbed" data sets for faculty to use in courses. Possible research opportunities for faculty and industry partners would be to work together to develop best practices in the gathering and analysis of data, but also in developing best practices for communicating and "storytelling" of the results and recommendations to management. Other outcomes of MSSU/industry collaboration could include training for existing employees to update their skill sets in gathering and analyzing data, to understand basic statistics and data testing, and to learn the newest platforms for data visualization.</p>
<p>Northwest Missouri State University</p>	<p><u>School of Education: Horace Mann and Leet Center Lab School and Childcare</u> - \$1,603,064 general revenue requested. Educator Preparation is a significant part of the Northwest Missouri State University Statewide Mission. Support for the on-campus laboratory school operations is needed to maintain excellent teacher preparation during a teacher shortage. As one of the largest preparation programs for Elementary and Early Childhood teachers, Northwest uses an innovative laboratory school approach to prepare future teachers, affording them real-world practice to improve their teaching impact at an on-campus K-6 elementary school with B-3 infant-toddler center. Candidates benefit from excellent, hands-on practice with Master Teachers and are effective from day one on the job in Missouri's public schools. Our placement rate for teachers is 100%.</p>
<p>Southeast Missouri State University</p>	<p><u>Critical Maintenance & Repair</u> - \$5,000,000 general revenue requested demolish multiple buildings on Southeast Missouri State University's campus in Cape Girardeau. SEMO's current Master Plan recommends that the Hoover Center, 902 College Hill, International Village Cottages, Henderson Hall, and Dearmont Hall be demolished due to their physical condition, per a Facility Inventory Condition Assessment System (FICAS) Report required by the State of Missouri. The estimated renovation costs of other buildings such as Cheney Hall, and others, may add to this list. Demolition of these buildings will provide opportunities for additional campus parking, potential green space, and possible recreation areas for students. Additionally, demolition will generate financial savings for SEMO in future years in the form of reduced utility, property insurance and maintenance and repair costs. Renovation costs to bring these buildings to current standards to make them usable spaces would exceed \$82 million, which is significantly more than the estimated \$5 million it will cost to demolish them.</p> <p><u>Economic Development</u> - \$4,500,000 general revenue requested for program expansion. This is to help enhance economic development, workforce development, training and education, and public-private partnerships in rural southeast Missouri via Southeast's regional campuses in Sikeston and Kennett, MO and at its facility in Malden. Funds would be utilized to enhance staff, program development, operations, equipment, renovation, and related overhead for the respective facilities.</p> <p><u>Online Programs</u> - \$1,200,000 general revenue requested for program expansion. Southeast's historical record of developing and delivering online programs is a pride point for the institution. As of Fall 2022, the University offers more than 40 programs online with nearly 1,300 students enrolled. The online market is growing extraordinary fast, competition is increasing, and students are increasingly expanding their expectations for access to multiple program delivery modalities. As such, Southeast seeks \$1,200,000 to enhance SEMO Online with the goal of increasing</p>

	<p>recruitment, enrollment, and graduation of students in undergraduate and graduate online programs. Funds would be utilized to add staff, increase marketing, develop a master template studio, and strengthen support services for students and faculty.</p> <p><u>Debt-Offset</u> - \$25,000 other funds requested. This is an increase in spending authority only. The debt-offset collections in FY 2023 exceeded appropriation authority, therefore, an increase is needed so that all the funds collected by Department of Revenue can be collected.</p>
<p>Truman State University</p>	<p><u>Institutional Operating Core</u> - \$2,436,104 general revenue requested for inflationary costs. This includes an increase in the MOSERS rate, higher insurance rate, and the Missouri minimum wage hikes that impact operating costs. General inflation is also estimated at 5 percent based on the rate of the first quarter of 2023. The inflationary adjustments will help sustain educational operations and programs already in place.</p> <p><u>Additional Maintenance & Repair funds</u> – \$3,250,000 general revenue requested for maintenance and repair. Truman has over 1 million square feet of state-funded buildings, and additional funds are needed to maintain campus facilities. This request is designed to preserve and maintain the state's investment in academic facilities and infrastructure on the campus. Truman has many relatively large buildings. Renovation and repairs will focus on zoning structures for multiple users so they can be operated more efficiently during different periods of use. Based on projected FY 2025 building replacement costs of \$336 million, and the generally accepted standard of 2 percent of replacement costs, Truman needs \$6.7 million annually for maintenance and repair. Combined with its current maintenance and repair budget (\$456,000), additional state funding would allow Truman to make significant progress towards improving the campus (including repurposing existing space to accommodate growth in specific academic programs).</p> <p><u>Greenwood Inter-professional Autism Center</u> - \$540,000 general revenue requested to provide operational funds for the new Greenwood Inter-professional Autism Center, including staff, as well as supplies, and consumables. Construction is due to be completed in late 2023. Partnerships are planned with area school districts and health care providers to help identify clients for these services.</p> <p><u>Student Success/Skills Center</u> - \$525,000 general revenue requested to provide operational funds for the new Student Success/SKILLS Center in the Kirk building, which is being renovated utilizing the recent capital funds appropriated for FY 2024. The Kirk building will house a new Student Success Center to be utilized by Truman students and a Sustained Knowledge of Integrated Lifelong Learning Skills (SKILLS) Center for area K-12 students, non-student community members, and other adult learners. The Student Success Center will be comprised of the Career Center, Center for Academic Excellence, Communication Lab, Counseling Services, Student Access and Disability Services, Student Health Center, Tutoring Services, and the Writing Center.</p> <p><u>Rural Telehealth Counseling Center</u> - \$200,000 general revenue requested to provide counseling services in northeast Missouri and other rural areas of the state. Funds would be utilized for staff, equipment, and related overhead costs for the center. This includes funds for technology and software needed to provide the services. Start-up costs also include furnishings and technology. No new space is required. Internships and practicum opportunities will be created for students in Truman's graduate counseling program. A need for counseling services in rural areas is</p>

	<p>documented and this provides a sustainable model to reach underserved populations. Partnerships are planned with doctoral level counseling programs to help provide these services. Outreach to health providers in rural regions will be used to build awareness of this clinic.</p>
<p>University of Central Missouri</p>	<p><u>Future of Agriculture</u> - \$670,000 general revenue requested to fund sustainability initiatives and infrastructure modernization at the two University of Central Missouri farms. A key challenge for agriculture is ensuring a sufficient supply of healthy and safe food, while limiting the environmental impact and coping with climate change. An increasing global population, volatile weather conditions, and diseases such as the COVID-pandemic, worldwide demand for food, feed, and fuel will continue to rise. Plan is to deploy solar panels for renewable energy; water wells to support cattle; hog and goat operations; restroom and public convenience facilities for students, staff, and visitors.</p>
<p>University of Missouri System</p>	<p><u>Inflation Increase on Core</u> - \$14,754,113 general revenue requested. Desire to participate in the requested inflationary increase with CBHE, with any increase split based on share of current core budget. Inflationary core increases will be requested for each mission area. This additional support is vital to continuing to provide affordable, quality education and research in a rising inflationary environment.</p> <p><u>Alzheimer's</u> – \$667,260 general revenue requested. The statute indicates the amount of the request to be computed annually to be not less than \$200,000 (in 1987 dollars) adjusted for the appropriation year's estimated inflation, plus up to ten percent for administrative costs.</p> <p><u>State Historical Society</u> - \$611,407 general revenue requested. The State Historical Society of Missouri (SHSMO) derives almost its entire funding from state general revenue. Therefore, appropriation increases must be requested to cover employee salary and benefit cost increases. SHSMO request recurring funds of \$277,999 to provide employees a cost of living increase. An additional \$137,895 which is needed for one FTE for a strategic communications position, and one FTE for an assistant museum preparatory position. An additional \$50,000 which is needed for the purchase and ongoing costs for a digital records preservation platform. SHSMO request one time appropriation of \$145,513 to pay time off leave payout. The total SHSMO new request is \$465,894 recurring and \$145,513 one-time.</p>



Tab 17

FY 2025 Budget Request Summary

Coordinating Board for Higher Education
September 13, 2023

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) submits requests for funding for Department of Higher Education and Workforce Development operations, state student financial aid programs administered by the department, and higher education institutions' operating budgets and initiatives each year. In addition, the CBHE may request supplemental funding when additional funds are needed to continue to operate a program for the remainder of the current fiscal year. Decisions about request levels are made in close consultation with the Office of Administration's Division of Budget and Planning and the state budget director.

In July of each year, the state budget director issues budget instructions that provide guidelines for the preparation of each agency's budget request. The FY 2025 budget instructions from Dan Haug, State Budget Director, provided a state economic forecast. Of particular importance are the statements that:

"Departments may request mandatory and high priority Fiscal Year 2025 new decision items. For priority items, departments need to look at existing resources as a funding source."

and

"No requests for additional funding from ARPA State Fiscal Recovery Funds shall be included in the department request."

This informational item is a summary of DHEWD staff recommendations for the FY 2025 department operations, student financial assistance programs, institutions' operating budgets and initiatives. Additional detail is provided in the agenda items dedicated to these topics.

FY 2024 Supplemental Budget

The following items are supplemental requests that the department expects to need for FY 2024.

- \$5,000,000 Transfer appropriation from Federal Student Loan Fund to Loan Operating Fund
- \$2,227,669 increase for Lincoln University to fully fund the institution's land grant match
- \$100,000 increase in the Debt Offset Appropriation Fund for Missouri State University
- \$25,000 increase in the Debt Offset Appropriation Fund for Southeast Missouri State University

FY 2024 Eliminations/Reductions

The following items were passed as one-time appropriations in FY 2024 totaling \$59,958,634 and will be eliminated in FY 2025 unless reauthorized under a new appropriation.

- \$6,537 in E&E for Coordination Administration
- \$100,000 for Future In Action
- \$38,336,840 for MoExcels
- \$100,000 for Student Journey Mapping
- \$15 million for University of Missouri eMINTS Program
- \$2 million ACCESSPOINT
- \$3 million Geospatial Intelligence Training
- \$100,000 KC Pre-Apprenticeship

- \$1,000,000 for an organization providing services in a city not within a county, that facilitates supplemental educational programs, job development and training and community service programs for under-resourced individuals
- \$300,000 for MO Works Pre-Apprenticeship

FY 2025 Proposed Increases

Office of Workforce Development – Apprenticeship

A \$3,000,000 new decision item is recommended for Apprenticeship Missouri which is essentially a fund switch from federal funds to General Revenue. The General Revenue funding request for FY 2024 was moved into Workforce’s federal funds. While it may appear that federal funding is available, the budget represents spending authority and not actual cash funds available. Federal funding for the workforce programs have decreased over the past few years, and most of the funds are disbursed to the local workforce boards and projects to support the workforce system. A stable funding source for Apprenticeships will ensure growth in the “earn and learn” model for both workers and employers. The focus for apprenticeships will continue to be in-demand occupations that employers across Missouri need to continue to grow and thrive.

Workforce Outreach

The Workforce Innovation and Opportunity Act (WIOA) does not allow federal funds to be used for marketing or advertising of Job Center services. However, some of the best ways to reach individuals and employers are through paid means. One of DHEWD's placemat initiatives is to create and deliver a best-in-class customer experience in Missouri's Job Centers.

The funding request for marketing will be used to develop campaigns focused on raising awareness of the resources available to both job seekers and employers, reaching larger audiences, including underserved communities. This funding will support advertising to increase the awareness of services such as support for resume writing, employability skills, interview assistance, and training and education opportunities to increase skill sets for today's jobs. Employers will benefit as the pool of job seekers will grow, providing more individuals with the right skills to fill open positions needed to grow businesses in the state.

DHEWD's strategic goals are increasing educational attainment and increasing the labor participation rate. Marketing the services of Job Centers will contribute to both of these goals.

Returning Heroes

Per state statute, institutions are allowed to ask for the amount of tuition they have waived in complying with the Missouri Returning Heroes Act. For FY 2025, an appropriation of \$1,043,401 is requested to reimburse the institutions.

Institutions’ Core CPI Increase

Based upon a 5 percent increase, a total increase of \$8,659,688 is needed for community colleges; \$45,103,737 for public universities; and \$452,825 for the State Technical College of Missouri. The combined total for all three sectors is \$54,216,250.

Other Institutional Requests

Institutions and other organizations funded by House Bill 3 were invited to submit specific new decision items for consideration. These can be found in Tab 16, Attachment C – Institutional FY 2025 Requests.

Other Requests

State Historical Society - \$611,407 is requested to help cover employee salary and benefit cost increases. SHSMO requests recurring funds of \$611,407 to provide employees a 5 percent cost of living increase.

STATUTORY REFERENCE

Sections 173.005-750, RSMo

RECOMMENDATION

This is an information item only.

NO ATTACHMENTS



Tab 18

Overview of Recent Audit Reports

Coordinating Board for Higher Education
September 13, 2023

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. CliftonLarsonAllen, LLP (CLA) – Through a contract awarded by the Office of Administration, CLA audits the Missouri Student Loan Program's annual comparative financial statements. An independent audit is required by the United States Department of Education (USDE) of all guaranty agencies; the department must submit a copy of its audited financial statements to the USDE each year.

CURRENT STATUS

State Auditor

The SAO issued DHEWD its notice of no findings in the 2022 SEFA and CAFR. A copy of the letter is attached.

CLA

CLA began work on the FY 2022 financial statements audit. CLA is taking on additional work for this audit. Historically, department staff prepared the loan program financial statements and provided them to CLA to audit. Currently there are no department staff to prepare the financial statements for FY22. CLA is both preparing the financial statements and auditing them. As a result, CLA needs additional time and money to complete this audit. The contract with CLA authorizes them to complete the additional work of preparing the financial statements for an additional fee.

NEXT STEPS

The SAO will begin the FY 2023 SEFA this month. The department will comply with all document requests and assist the SAO as required.

Department staff will continue to work with CLA to provide required documents for the FY 2022 loan program financial statements audit.

RECOMMENDATION

Information item only.

ATTACHMENTS

- Attachment A: SAO Letter for FY 2022 Audits

Coordinating Board for Higher Education
September 13, 2023



Tab 18, Attachment A

SAO FY 2022 Letter

SCOTT FITZPATRICK
MISSOURI STATE AUDITOR

Honorable Michael L. Parson, Governor
and
Members of the General Assembly
and
Coordinating Board for Higher Education
and
Dr. Bennett Boggs, Commissioner
Department of Higher Education and Workforce Development
Jefferson City, Missouri

We completed audit work at the Department of Higher Education and Workforce Development (DHEWD) as part of our annual statewide audits of the State of Missouri's financial statements and federal awards for the fiscal year ended June 30, 2022. We issued audit reports (Report Nos. 2023-010 and 2023-022) of the state's Annual Comprehensive Financial Report, in March and May 2023; and issued the Single Audit Report (Report No. 2023-030), in July 2023.¹ The purpose of this letter is to summarize, and communicate to stakeholders, the audit work performed at the department during these audits and the audit results.

Statewide Audits and Methodology

We conducted the annual financial statement audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The financial statement audit includes, among other things, expressing an opinion on whether the state's financial statements are fairly presented, in all material respects. The Office of Administration (OA) prepared the Annual Comprehensive Financial Report (financial statements) from various sources including the statewide accounting (SAM II) system and survey data received from state agencies and offices. The state's financial statements covered \$57 billion in total assets and \$34 billion in total expenses for fiscal year 2022. To satisfy our audit objectives, we evaluated and identified the accounts significant to each opinion unit within the state's financial statements and performed various audit procedures, including reviews of internal controls for each of those accounts. For fiscal year 2022, our financial statement audit included work at the OA and 14 other state agencies and offices. To avoid the appearance of a conflict of interest, the State Auditor recused himself from participation in the financial statement audit because he managed various cash and investment balances in his role as State Treasurer as of June 30, 2022. He directed the Audit Director to oversee procedures performed by the State Auditor's professional audit staff.

We conducted the annual Single Audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). The Single Audit includes, among other things, expressing an opinion on whether the state complied with federal statutes, regulations, and the terms

¹Audit reports are available at: <<https://auditor.mo.gov/AuditReport/Menu>>.

and conditions of federal awards that could have a direct and material effect on each of its major federal programs. The state's Schedule of Expenditures of Federal Awards (SEFA), which did not include federal award expenditures of the public universities and other component units, reported the state expended \$18.4 billion in federal funds for 311 programs in fiscal year 2022. We performed risk assessments on each of the state's 40 Type A programs (programs with federal award expenditures more than \$30 million) and 26 larger Type B programs (programs with federal award expenditures between \$7.5 million and \$30 million) and audited (as major) each program assessed as high risk in accordance with the Uniform Guidance. For each major program, we performed various audit procedures, including testing and reviews of internal control over compliance requirements that could have a direct and material effect on the program. For fiscal year 2022, our Single Audit included 19 major federal programs with expenditures totaling \$13.9 billion, administered by 7 state agencies.

Financial Statement Audit Work at the DHEWD

For the DHEWD, we audited expenditure activity of \$849.8 million for the General Revenue Fund.

Single Audit Work at the DHEWD

The DHEWD reported federal award expenditures totaling \$101.5 million for fiscal year 2022. No programs at the DHEWD were assessed as high risk; therefore, no programs were audited as major. We performed limited audit procedures related to risk assessments and the SEFA.

Audit Results and Findings at the DHEWD

Our responsibility for the statewide audits is limited to the previously stated objectives. The audit reports of the state's financial statements reported no material misstatements for the DHEWD. The Single Audit reported no material issues related to the work performed at the DHEWD.

We are required by the audit standards and single audit requirements to report as audit findings certain significant or material conditions such as weaknesses in internal control; noncompliance with provisions of laws, regulations, contracts, or grant agreements; fraud; and/or known or likely questioned costs greater than \$25,000. The reports issued reported no audit findings related to the audit procedures performed at the DHEWD.

Kim Spraggs, CPA, CGAP
Director of Audits

Month 2023
Report No. 2023-0XX

