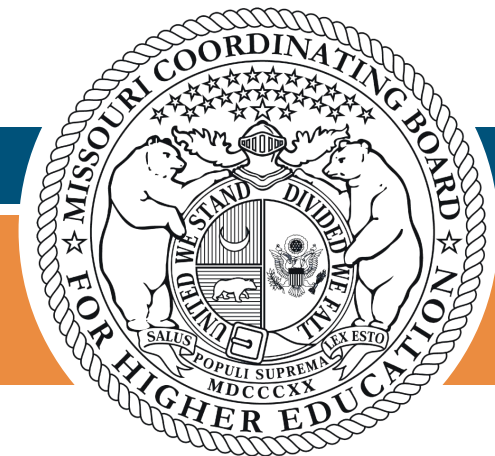


Coordinating Board for Higher Education Teleconference

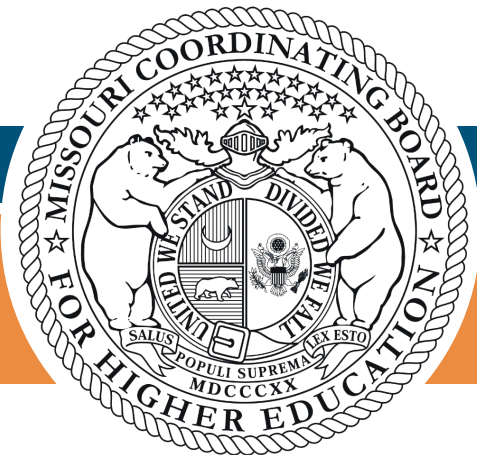
January 12, 2021

Welcome!



Online Meeting Rules of the Road

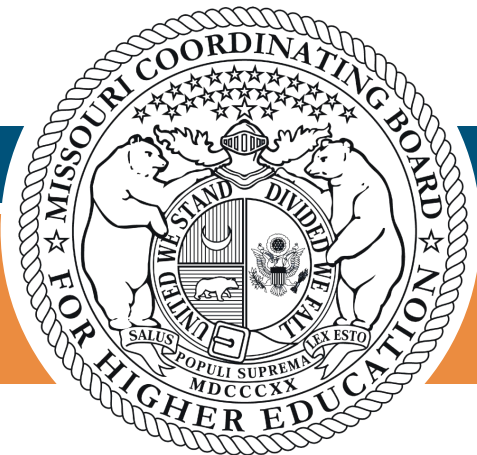
- All participants will be muted upon entry.
- Please keep your phone or computer microphone on **MUTE**.
- For those other than board members, please submit questions or comments during the meeting through the chat function in Zoom.
- The board secretary will monitor the chat box questions and direct them to the appropriate person at the end of each section or call on the commenter to speak.



Coordinating Board for Higher Education

January 12, 2021

General Business



Coordinating Board for Higher Education

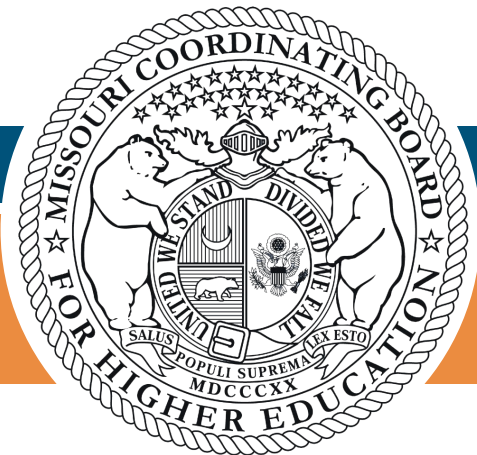
January 12, 2021

Call to Order

Roll Call

Determination of Quorum

Action Item

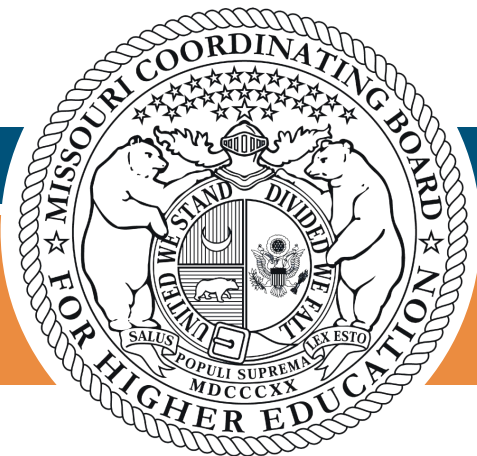


General Business

Coordinating Board for Higher Education

January 12, 2021

Budget & Financial Aid Committee



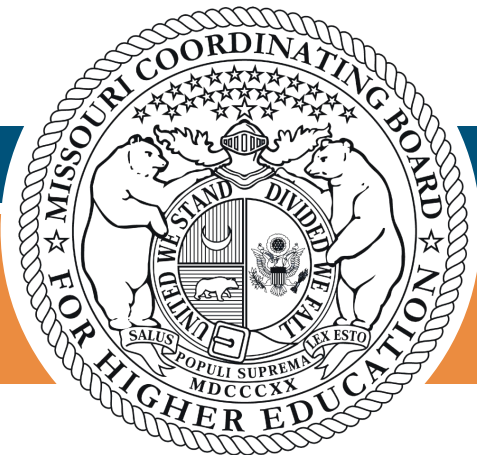
Coordinating Board for Higher Education

January 12, 2021

Supplemental Request: Bright Flight and A+

Action Item

Leroy Wade
Deputy Commissioner



BUDGET & FINANCIAL AID COMMITTEE

TAB 1

Coordinating Board for Higher Education

January 12, 2021

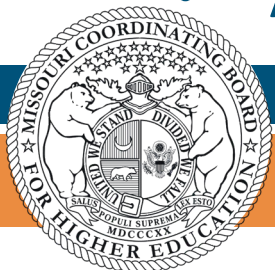
A+ Supplemental/NDI Background

FY 2020 Program

- Total Expenditures - \$42,873,454
- Total Recipients - 13,493
- Total Transfer - \$39,939,926
- Cash Flow Reserve - \$2,114,395
- Statutory Reserve Release - \$903,000

FY 2021 Appropriation (Transfer)

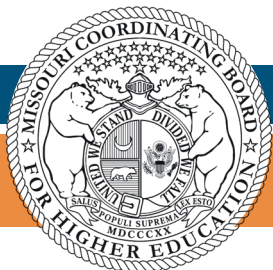
- Core Request - \$41,113,326
- DHEWD Requested Increase - \$4,800,000
- Available - \$39,939,926 (after statutory reserve)



Current FY 2021 Projections

Payment Period	Expenditures	% Change
Summer 20 (Actual)	\$3,207,786	24.2%
Fall 20 (Estimated)	\$26,527,889	19.6%
Spring 21 (Projected)	<u>\$21,532,730</u>	18.4%
Total Projected Expenditures	\$51,268,405	19.3%

Projection	Amount
Spring 21	\$21,532,730
Spring Available	<u>\$10,204,251</u>
Expected Shortfall	\$11,328,479



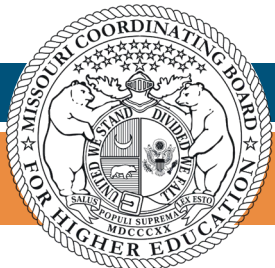
FY 2021 Supplemental

Request Approved in September

- \$6.2 million
- Based on 7 percent increase

Revised Supplemental Projection

- \$11,328,479 Needed
- (\$4,900,000) CRF funds
- \$6,428,479 Remaining shortfall
- \$6,621,333 Needed supplemental (including statutory reserve)
- \$6.6 million (rounded)



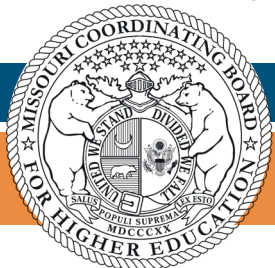
FY 2022 New Decision Item

Request Approved in September

- \$39,939,926 core (after statutory reserve)
- \$9.5 million requested increase
- \$3,570 average award
- Based on 6 percent increase

Revised NDI Projection

- \$51,268,405 projected FY 2021 expenditures
- \$52,806,503 projected FY 2022 Expenditures (3% Growth)
- NDI - \$13.2 million (allows for statutory reserve)



Bright Flight Supplemental Background

FY 2020

- Total Expenditures - \$22,049,149
- Total Recipients - 7,742

FY 2021

- Total Appropriation - \$20,176,666
- Total Available - \$19,631,366 (after reserve)
- Restricted (July 1) - \$6,470,893
- Released (October 1) - \$3,235,447
- Total Available - \$16,492,983



FY 2021 Supplemental

Request Approved in September

- \$10.1 million increase
- Projecting 7,968 recipients
- Fully fund \$3,000 award for top 3 percent

Revised Supplemental Projection

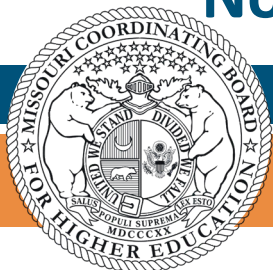
- Goal is to raise spring award to \$1,500
- \$19,159,200 total appropriation needed
- \$1 million from carry over funds committed
- \$1.7 million needed (allows for statutory reserve)

No change to original FY 2022 NDI - \$3.9

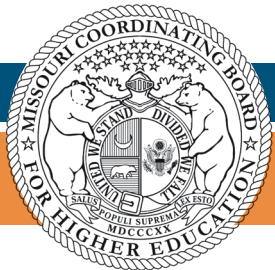
BUDGET & FINANCIAL AID COMMITTEE

TAB 1

Coordinating Board for Higher Education
January 12, 2021



Questions or Discussion



BUDGET & FINANCIAL AID COMMITTEE

TAB 1

Coordinating Board for Higher Education
January 12, 2021

Recommendation

Staff recommend that the Coordinating Board for Higher Education approve the revised FY 2021 supplemental and FY 2022 new decision item requests described in Tab 1 for the A+ and Bright Flight student assistance programs.

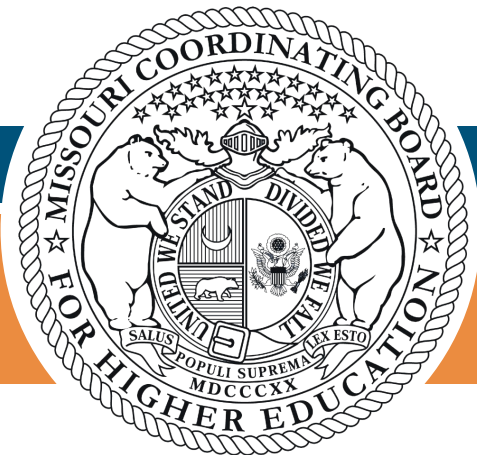


BUDGET & FINANCIAL AID COMMITTEE

TAB 1

**Coordinating Board for Higher Education
January 12, 2021**

Academic Affairs & Workforce Needs Committee



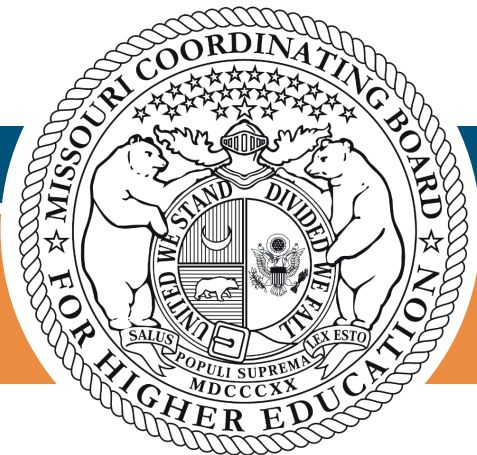
Coordinating Board for Higher Education

January 12, 2021

St. Charles Community College Proposal to Offer an Applied Bachelor's of Science in Occupational Therapy Assistant

Information Item

Dr. Mara Woody
Assistant Commissioner
for Postsecondary Policy



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB 2

Coordinating Board for Higher Education

January 12, 2021

Comprehensive Review Meeting Structure

MDHEWD review the evaluation checklist

- Criteria met
- Criteria not met and further necessary information

SCC review outstanding items

- How it feels its proposal meets criteria
- Further evidence will submit

Department staff read public comments received to date and SCC will respond

Questions and points of clarification from the board



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

Comprehensive Review Criteria

The following criteria still need to be met for comprehensive review to be approved:

- 1. Not Met.** Statutory trigger (accreditation, licensure, or entry requirement)
- 5. Not Met.** Evidence the program is needed.
Not Met. Workforce analysis demonstrating strong and compelling workforce need for program



1. Statutory Trigger: Accreditation, Licensure, or Entry Requirement

Statutory Requirements are set forth in § 163.191 RSMo:

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



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

1. Statutory Trigger: Accreditation, Licensure, or Entry Requirement

One of three possible criteria have to be met.

Either:

- Licensure, OR
- Accreditation, OR
- Level of degree required for entry to the field (for applied bachelor's)...

Have to increase to the bachelor's degree level.



Accreditation: Accreditation Council for Occupational Education (ACOTE)

Question to answer: Has the level of education required for accreditation in OTA field increased to baccalaureate degree level?



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

Accreditation: Accreditation Council for Occupational Education (ACOTE)

2018 Accreditation Council for Occupational Education Standards:

This criterion is not met.

ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited baccalaureate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> • Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models 	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited associate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> • Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

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Coordinating Board for Higher Education
January 12, 2021

Licensure: National Board for Certification in Occupational Therapy (NBCOT)

Question to answer: Has the level of education required for licensure in OTA field increased to baccalaureate degree level?



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

Licensure: National Board for Certification in Occupational Therapy (NBCOT)

National Board for Certification in Occupational Therapy:

Certification Eligibility Requirements

U.S. Educated Internationally Educated

To be eligible to take the NBCOT certification exam, you must have obtained an occupational therapy degree that meets current entry-level degree requirements.

- OTR candidates must graduate with an entry-level occupational therapy degree from an ACOTE®-accredited occupational therapy (OT) program.
- COTA candidates must graduate with an entry-level occupational therapy degree from an ACOTE®-accredited occupational therapy assistant (OTA) program.

This criterion is not met.



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

Level of Degree Required for Entry to the Field

Question data needs to answer: Has the level of education needed for entry to the OTA field increased to the level of baccalaureate degree?

- Data/evidence has not been submitted that a bachelor's degree is needed for entry to the field.
- MDHEWD impartial data sources to determine level of education required:



Level of Degree Required for Entry to the Field

- **U.S. Bureau of Labor Statistics:** “Occupational therapy assistants need an associate degrees from an accredited occupational therapy assistant program.”
- **O*Net OnLine:** 82 percent of respondents stated associate degree required for entry to the field.
- **Burning Glass:** 100 percent of job postings in Missouri require associate degrees.



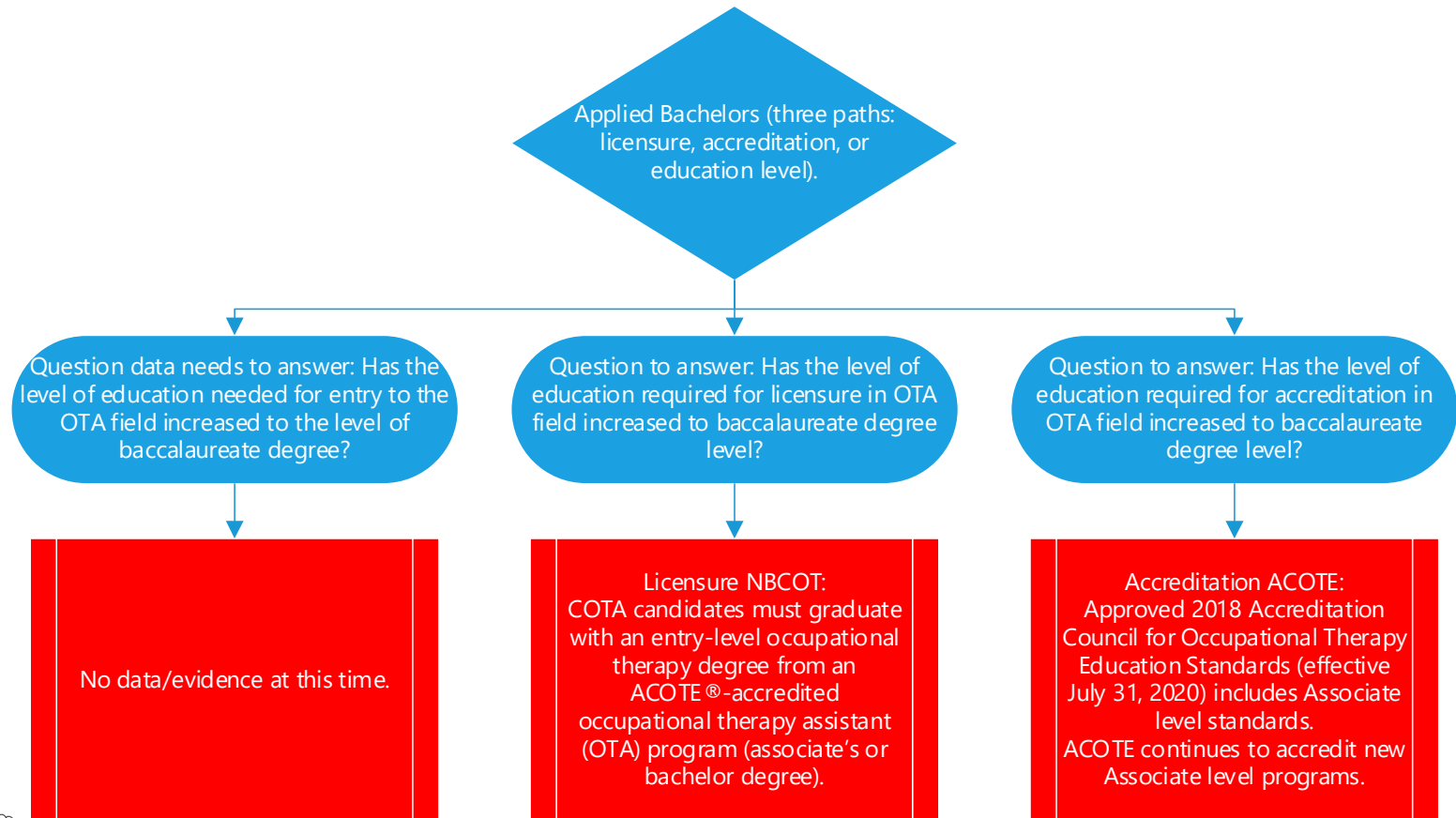
Level of Degree Required for Entry to the Field

Conclusion: all three data sources indicate an associate degree is required for entry to field, not a bachelor's degree. SCC's proposal does not contain any evidence or data that supports a bachelor's degree is required for entry to the OTA field.

This criterion is not met.



OTA Comprehensive Review Trigger for CC to Offer Bachelor's Degree



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

1. Meeting Statutory Criteria for a CC to Offer a Bachelor's Degree

- The requirement has not increased to bachelor's level for any of the three statutory triggers for occupational therapy assistant.
- **This criteria is not met.**



1. Meeting Statutory Criteria for a CC to Offer a Bachelor's Degree

One of the three triggers must occur:

- ACOTE accreditation requirement increases to bachelor's level
- NBCOT licensure requirement increases to bachelor's level
- Data/evidence submitted that proves the level of education required for employment in a field increases to bachelor's level



Comprehensive Review

5. Evidence the program is needed: Workforce need analysis

- Attachment A: Letters of support from local employers (pages 29-33).
- Attachment H: Rigorous analysis demonstrating workforce need – OTA Market Report (pages 44-54).
- Attachment O: Letters of support from local employers (pages 80-83)



Comprehensive Review

5. Evidence the program is needed: Workforce need analysis

Level of education required for entry to the field has increased to the baccalaureate level:

Source	Level of Education
U.S. Bureau Labor Statistics Educational Attainment	associate
O*Net OnLine	associate
Job Postings	associate
Does at least one source show bachelor's degree?	No

Data sources do not find a bachelor's degree is required for entry to the field of OTA.



Comprehensive Review

5. Evidence the program is needed: Workforce need analysis

This criterion has not been met.

- Need evidence/data that bachelor's in occupational therapy assistant program is needed. Current letters of support from local employers do not state bachelor's is needed, nor does data show bachelor's degree is needed in region.



Comprehensive Review

Criteria is met, EXCEPT

- One of three statutory triggers necessary for a community college to offer a bachelor's level degree is not present in the OTA field at this time
- Workforce need

Limitation of current data

- It is a snapshot in time and does not reflect future changes in the industry



St. Charles Community College Presentation



Dr. Barbara Kavalier
St. Charles Community College
President



Amy Koehler
St. Charles Community College
Provost



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

Coordinating Board for Higher Education
January 12, 2021

Public Comments Received to Date



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

Public Comments Received

Central Methodist University

- What is the proposed timeline for ACOTE accreditation?
- Positions that are vacant due to lack of bachelor-qualified applicants – are they OTA positions or general Health Care Practitioner positions?
- Is it worth waiting to see how MU's and CMU's new programs serve workforce need to see if expansion is still necessary?



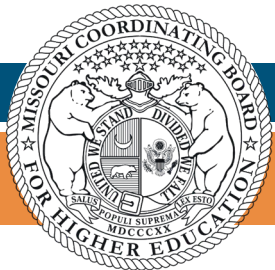
Public Comments Received

University of Missouri System

- Does not demonstrate level of education required for employment increased to bachelor.
- Dual entry because shifting to bachelors would create greater need for practitioners.
- SCC's high-quality two-year program allows students to obtain their licenses more quickly to address workforce needs.
- MU sent a note to SCC in Jan 2020 regarding potential collaboration.



Questions or Discussion

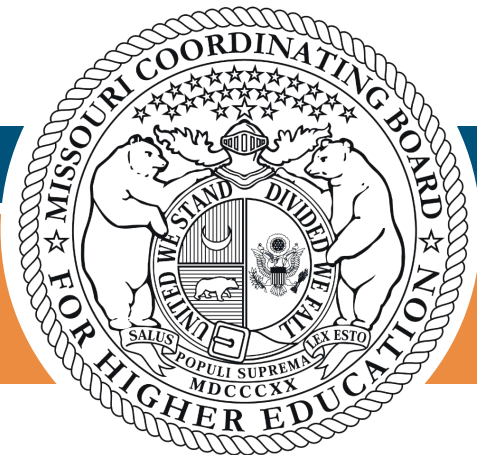


ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

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Coordinating Board for Higher Education
January 12, 2021

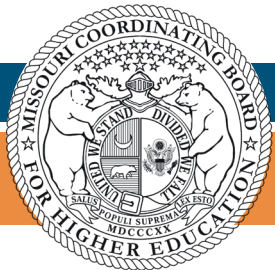
Adjourn Public Session



Coordinating Board for Higher Education

January 12, 2021

Appendix: Common Questions and Answers

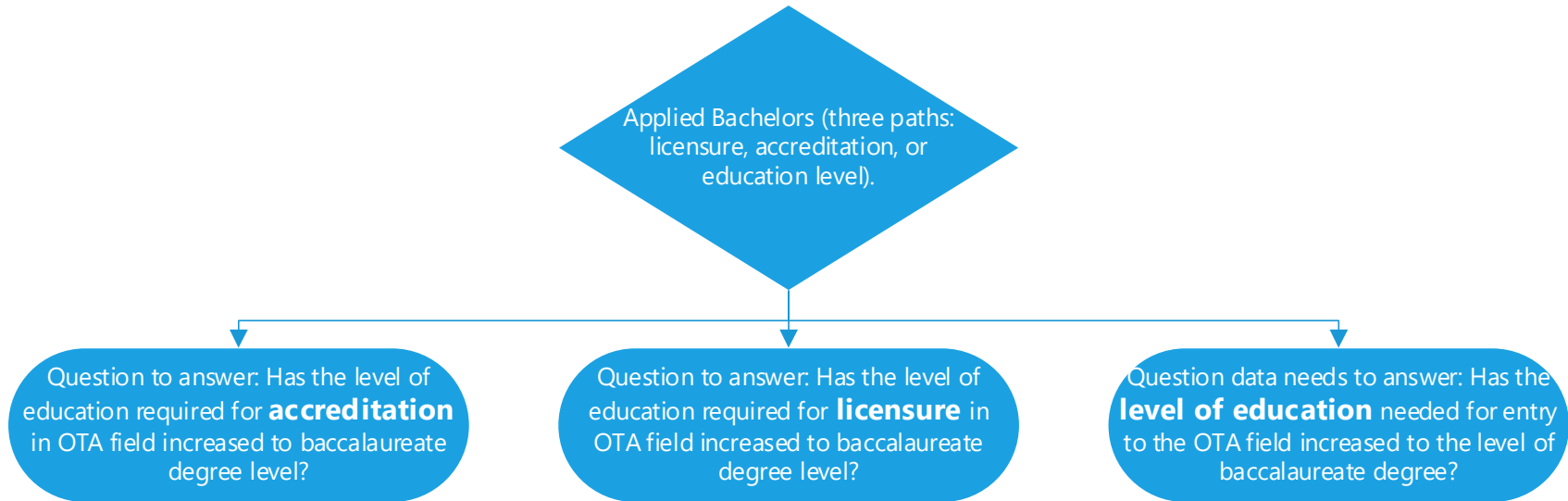


ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

1. Statutory Trigger: Accreditation, Licensure, or Entry Requirement



These three questions stem from the statutory requirement, at least one must be answered yes.



OTA Accreditation History

In August 2017, the Accreditation Council for Occupational Therapy Education (ACOTE) made the decision to “mandate the entry-level degree requirement for the occupational therapy assistant move to the baccalaureate level by July 1, 2027”.*

In October 2017, ACOTE held this decision in abeyance to “conduct a forum to discuss and open the process by which individuals can formally submit comments to ACOTE.”*

*[American Occupational Therapy Association website](#)



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

OTA Accreditation History

In August 2018, ACOTE made the decision to “lift the abeyance on the OTA mandate decision and rescind the mandate for a single point of entry for the occupational therapy assistant at the baccalaureate degree level,”* resulting in a “dual point of entry for the occupational therapy assistant.”

*[American Occupational Therapy Association website](#)



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

OTA Accreditation History

The 2018 Accreditation Council for Occupational Therapy Education (ACOTE) Standards (effective July 31, 2020) lists standards for an associate degree level educational program for the occupational therapy assistant.

Since August 2018, OTA has been a dual entry system, accrediting both associate and bachelor's degrees.

***[American Occupational Therapy Association website](#)**



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

OTA Accreditation History

The decision to move to a dual entry system was made for many reasons, among those reasons practitioners' concerns regarding*:

- Student debt load and salary
- Diversity in the profession

***Education Advisory Board**

****AOTA Special Task Force February 2019 Summary Report**

*****AOTA 2015 Salary & Workforce Survey cited from 2019 Summary Report.**



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

OTA Accreditation History

- Cost of education
- Lack of evidence of higher entry-level degree on outcomes

***Education Advisory Board**

****AOTA Special Task Force February 2019 Summary Report**

*****AOTA 2015 Salary & Workforce Survey cited from 2019 Summary Report.**



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

OTA Accreditation History

“ No evidence that would allow for absolute statements regarding the impact of the entry level of occupational therapy practitioners on job obtainment.”**

***Education Advisory Board**

****AOTA Special Task Force February 2019 Summary Report**

*****AOTA 2015 Salary & Workforce Survey cited from 2019 Summary Report.**



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

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Coordinating Board for Higher Education
January 12, 2021

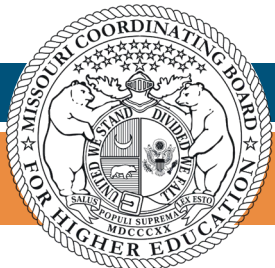
OTA Accreditation History

- Most job search platforms do not reveal specified degree levels, only licensure.**
- No difference has been found in salary based on entry-level degree.***

***Education Advisory Board**

****AOTA Special Task Force February 2019 Summary Report**

*****AOTA 2015 Salary & Workforce Survey cited from 2019 Summary Report.**



ACADEMIC AFFAIRS & WORKFORCE NEEDS COMMITTEE

TAB

Coordinating Board for Higher Education
January 12, 2021

Potential Review Paths

There are four review paths for SCC's BOTA proposal:

Comprehensive Review	Routine Review
Community college proposes offering the degree on its own (RSMo 163.191 ; 6 CSR 10-4.010)	Community college and university offer the degree jointly; university confers degree (RSMo 163.191 ; 6 CSR 10-4.010)
Community college proposes offering the degree in partnership with a university but it still confers the degree (RSMo 163.191 ; 6 CSR 10-4.010)	
Community college and university offer the degree jointly; both institutions' names are on the diploma (RSMo 163.191 ; 6 CSR 10-4.010)	

