



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Missouri State University-West Plains

Program Title: Health Information Technology

Degree/Certificate: AAS Health Information Technology

Options: None

Delivery Site(s): Missouri State University-West Plains Main Campus

CIP Classification: 51.0707

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory higher.ed.mo.gov/ProgramInventory/search.jsp

Implementation Date: February, 2014

Cooperative Partners: None

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Dr. Dennis Lancaster, Dean of Academic Affairs

Name/Title of Institutional Officer

Signature

Date



12-1-14

Constance Yates, MBA

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Person to Contact for More Information

Telephone



STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	10	12	15	20	15
Part Time	2	4	5	4	3
Total	12	16	20	24	18

Please provide a rationale regarding how student enrollment projections were calculated:

Students full time majoring in program by the end of five years. 15-20 students. Percent of full time and part time enrollment by the end of five years. 75% full time. It is expected that some attrition would occur, however it would not be expected to exceed 20% of the total declared majors

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

In recent years, the percentage increase in the number of students age 25 and over has been larger than the percentage increase in the number of younger students, but the difference between these rates of increase is expected to narrow. Between 2000 and 2011, the enrollment of students under age 25 increased by 35 percent. Enrollment of students 25 and over rose 41 percent during the same period. From 2011 to 2021, NCES projects a rise of 13 percent in enrollments of students under 25, and a rise of 14 percent in enrollments of students 25 and over. The characteristics of our student population include both traditional and non-traditional (under 25 and over 25). We assume an average of 20-33% projected growth over a five year period due to the critical need of certified Health Information Specialist in our local medical community and the Ozarks region, including southern Missouri and Northern Arkansas. In addition, the aging Baby Boomer population will create additional demand for the health care service area as patient

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needs increase. Lastly, with the passage of the Patient Protection and Affordable Care Act, all health care organizations must adhere to increased quality reporting requirements, specifically, the appropriate use of health care information beyond direct patient care, so, as to improve population health. We believe that our projections for enrollments correlate with our region's demand for certified billing and coding specialists. As the program progresses we are optimistic that enrollments will increase based upon the expansion of Missouri State University-West Plains' outreach from a nine county region to a state wide mission. Missouri State University West Plains' most recent statistical data reveals: Fall Enrollment: New Students (Applications +13.7%, Admissions +22.2%, Enrolled +14.9%) which does not include consideration of the new Health Information Technology Coding and Billing Certificate Program. The new program should perform at an average or slightly above average rate due to the pure increased demand for professionals in Health Information Technology. Market Demand Despite the recent economic uncertainties, the health care industry has experienced consistent and significant growth, serving as a steady source of employment for millions of Americans. The United States Bureau of Labor Statistics projects that between 2008 and 2018, approximately 3.2 million new jobs will be created in the healthcare industry. Changes in the national health care system, demographic shifts, and technological advances have all contributed to an increase in demand for health care information technology professionals. Missouri State has a public affairs mission. It's about helping the community, being a leader and being informed about the world and the people who live in it through: Community engagement, Cultural competence, Ethical leadership. By the numbers - the Missouri State community includes: 23,838 students in the Missouri State system making it the second largest university in the state, six academic colleges, one School of Agriculture and one Graduate College, almost 4,000 faculty and staff members with 90 percent of full-time ranked faculty holding the most advanced degree in their field, 4,000 students living in University housing, 1,500 international students studying on the Springfield campus, 16 NCAA Division I teams with 48 NCAA championship appearances, 85,000 alumni applying their education around the world. In addition, job vacancies are also expected to result from the retirement of current employees. As the "baby boomers" begin to retire, it is estimated that over 54 million job vacancies will result between the years 2010 and 2020. The healthcare industry also plays a significant role in Missouri's economic system. In 2009, hospital employment accounted for 5.5% of Missouri's total employment. Over the course of that same year, employment in Missouri hospitals remained steady while a total of 91,500 other jobs were lost statewide. According to Shelley C. Safian, PhD, CCS-P, CPC-H, CPC-I, CHA, the 2008-2018 National Employment Matrix from the U.S. Bureau of Labor Statistics identified an approximate 20 percent increase in job opportunities for medical record and health information technicians projected for the ten-year period 2008-2018. Within the industry, ambulatory facilities, including physicians' offices, are expected to require 34 percent more health information management

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(HIM) workers, home healthcare services are projected to need 33 percent more trained HIM workers, and nursing care facilities are looking at a potential 25 percent increase in need for these skilled employees. The upcoming adoption of electronic health records as well as the implementation of ICD-10-CM/PCS (International Classification of Diseases, Tenth Revision, Clinical Modification, and International Classification of Diseases, Tenth Revision, Procedure Coding System) will also increase the need for educated individuals to manage patient data. The study found that an environmental source, specifically career job opportunities, was statistically significant as the greatest source of influence for these participants. This research aims to support efforts to provide the health information management subsector of the healthcare industry with a sufficient number of trained professionals to fill the identified need for trained HIM professionals, particularly medical coding specialists. Within the state, approximately 1,307 medical and health services manager vacancies are expected over the course of the next decade.⁴ Nationwide, employment is projected to grow faster than average. The United States Bureau of Labor Statistics predicted that employment of these professionals would grow approximately 16 percent between 2008 and 2018, which is faster than average for all professions.⁶ Societal Needs The nation's HCOs are the point of implementation for a healthcare system that has grown from its commitment to "promote the general welfare" (as stated in the Preamble to the Constitution) to be one of America's largest collective endeavors. The American healthcare system can be viewed as an investment, contributing to national productivity by adding years of healthy life. Despite the cost, the investment is highly profitable in terms of community employment, as an HCO is often a community's largest employer. The demand for qualified health care professionals has been driven by several significant structural, political, social, demographic and economic changes. Generally, population growth has slowed, leading to what has been referred to as the "graying" of America. It has been reported that over seventy million Americans will be 65 or older by the year 2030.⁷ This trend has resulted in an increasing amount of stress upon the current health care system. Elderly populations tend to have co-morbid chronic illnesses, require more expensive and long-term care, and tend to require more hospital admissions annually when compared to generally to other populations.⁷ According to the Agency for Healthcare Research and Quality, an understanding of how to "best improve and integrate preventative, acute, chronic, rehabilitative, and long-term care for the purposes of reducing illness burden and improving health-related quality of life" is essential. The coordination of patient care and delivery will become increasingly important as the settings in which care is provided becomes increasingly fragmented.⁸ Health services support staff are needed to support the infrastructure and management of care delivery. Professionals with the skills to efficiently manage existing resources and electronic information, and who have knowledge of patient safety guidelines will be necessary to avoid interruptions in quality patient services. Data obtained from federal and state reports of employment demand and placement

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(Missouri Economic Research and Information Center, United States Department of Labor Statistics, and Missouri Hospital Association) was used to determine market demand for health services professionals. Additional information regarding program need was obtained through direct consultation with regional community college representatives. Individual advisement consultations with current students have also supported the need for the proposed degree program. Students have expressed an interest in pursuing a more generalized health services degree rather than the existing options available to them on campus. Requirements for thesis, internship or other capstone experience: Students will be required to complete a capstone experience which includes a preceptorship in or multiple healthcare organizations. In this course, students will apply leadership practices that support collaborative practice and synthesize prior learning to plan, implement, and evaluate a health project designed to improve patient/client health outcomes. Structural changes in the health care system have also resulted in an increasing need for interprofessional collaboration. The Institute of Medicine (IOM) called on academic institutions to begin educating health professionals to work collaboratively in its report, *Crossing the Quality Chasm: A New Health System for the 21st Century* (Washington: National Academy of Sciences, 2001). In 2011, the Interprofessional Education Collaborative (IPEC) proposed a redesign of workforce training to provide more opportunities for interdisciplinary training and more emphasis on teaching evidence-based practices in their respective curriculums. Faculty across multiple disciplines will be responsible for teaching courses within the degree program. All faculty will be academically and/or professionally qualified to teach available courses. All faculty will be expected to maintain up-to-date knowledge in their field through professional development activities. Faculty will be encouraged to enhance courses through the development of materials and alternative course delivery methods (online learning, ITV delivery, and hybrid structures). The degree program will focus on enhancing/developing the following: critical thinking skills, leadership, professionalism; knowledge and application of evidence-based practices in patient care. The mission of the program is to provide educational opportunities that emphasize skills and knowledge that will allow the student to adjust through a lifetime of social and technological change. We recognize that education is vital in developing skills needed for a productive society and essential in promoting self-worth, values, and high ethical standards. The college is committed to offering quality education that meets the needs of its students and assisting them in clarifying and pursuing their professional and educational goals. The mission of the Associate of Applied Science in Health Information Technology program is to provide educational opportunities to develop skills and knowledge that will allow students to pursue careers in the Health Information Management field. The program promotes professional development and supports the Code of Ethics of the American Health Information Management Association. The Commission on Certification for Health Informatics and Information Management (CAHIIM) is an AHIMA commission, dedicated to assuring the competency of

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professionals practicing HIIM. CAHIIM serves the public by establishing, implementing, and enforcing standards and procedures for certification and recertification of HIIM professionals. CAHIIM provides strategic oversight of all AHIMA certification programs. This standing commission of AHIMA is empowered with the sole and independent authority in all matters pertaining to both the initial certification and ongoing recertification (certification maintenance) of HIIM professionals. AHIMA and CAHIIM support the following professional competencies:

The application of evidence-based best practices for certification: the validation of workforce competence through professional certification, the commitment to ongoing professional development, lifelong learning and workforce excellence, and the recognition of CAHIIM-certified professionals' role in maintaining and enhancing quality health information for the safety of the public and the improvement of health care. CCHIIM serves the public by establishing, implementing and enforcing standards and procedures for certification and recertification of health informatics and information management (HIIM) professionals. All AHIMA certification examinations voluntarily comply with "The Standards for Educational and Psychological Testing," (current edition). In addition, results from comprehensive and continuous examination development and subsequent analysis of examination performance, in compliance with "The Standards for Educational and Psychological Testing. "The Standards is a comprehensive technical guide that provides criteria for the evaluation of tests, testing practices, and the effects of test use. It was developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The guidelines presented in The Standards, by professional consensus, have come to define the necessary components of quality testing.

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Form SE - Student Enrollment Projections

E. Free elective credits:

0

(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

0

G. Any unique features such as interdepartmental cooperation:

Interdepartmental collaboration is critical to ensure successful student outcomes and is characterized by:

- Increased success in organizational problem-solving (as it pertains to organization-wide issues) and better strategic planning.
- Increased communications and shared learning lead to becoming “a true learning organization”
- Leadership engagement and accountability overcome barriers to diversity resulting in increased accountability and servant leadership

The full report may be accessed via the organization’s website, www.affirmativeaction.org.

The American Association for Affirmative Action (AAAA) is an association of equal employment opportunity (EEO), diversity and affirmative action professionals founded in 1974.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri State University-West Plains
Program Name AAS Health Information Technology
Date 11/24/2014

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

There are no special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, Compass, completion of core curriculum, portfolio, personal interview, etc.

- Characteristics of a specific population to be served, if applicable.
Missouri State University West Plains does not discriminate with respect to race, color, creed, sex, religion, disabilities, and national origin in recruitment, open admissions, and program administration. Missouri State University West Plains welcomes applications from men and women whose academic record, personal ability, and desire to succeed show promise for success. General education courses provide a solid foundation for the core curriculum. Each candidate for admission is considered individually on merit and potential. A high school diploma or GED serves as an entrance requirement for all students. Counseling is provided by an admissions representative during a personal conference during all open enrollment periods. Admission is based on the following criteria: official high school transcript or GED - high school graduation or GED is required; official transcripts of any courses completed to date; satisfactory score on the college's preadmission testing; ACT score of 21 or a combined reading comprehension and quantitative thinking score of 12. The Trade Adjustment Assistance (TAA) Program is a federal program that assists US workers who have lost their jobs as a result of foreign trade. The TAA program seeks to provide these trade-affected workers with opportunities to obtain the skills, resources, and support they need to become reemployed. TAA was created as part of the Trade Expansion Act of 1962, with a training program added under the Trade Act of 1974. The program was designed to assist individuals who lose their jobs as a result of increased competition from foreign imports, and originally was limited

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to workers laid off from firms (or their upstream or downstream suppliers) engaged in manufacturing. Programs under TAA are administered by the U.S. Departments of Commerce, Treasury, and Labor; TAA for Workers, the principal education and training program under TAA, is administered by the U.S. Department of Labor's (DOL) Employment and Training Administration (ETA) Current Legislative Status TAA participants come from a variety of backgrounds and industries, and therefore many enter the program with a wide array of skills and experience. However, the majority of TAA participants who enter the program face similar challenges in obtaining reemployment, which may include no education beyond high school; job skills solely in the manufacturing sector; and an average age of 46 with over 12 years of experience in a specific job that may no longer exist due to obsolescence of the manufacturing industry. The individuals typically had relatively high-paying positions with generous employment benefits that typically included health insurance, paid vacations, paid holidays, and a retirement pension benefit. Most individuals lost their position when their plant closed or moved, and few expected to be recalled. Unlike many layoffs in the manufacturing sector, most TAA eligible workers were faced with a permanent job loss. The TAA program has been developed through legislation, regulation, and administrative guidance to best serve the needs of this unique population.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty should present with a Bachelor's of Science in a related field with corresponding credentialing in Health Information Technology or a Master's Degree in a related field with corresponding credentialing in Health Information Technology.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Missouri State University West Plains allows two full time faculty with a maximum of 12 credit hours per faculty member per semester or term based upon University protocols.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Each faculty member will be encouraged to actively participate and become members of AHIMA and to attend regional and national meetings as the opportunity presents. Full time faculty will be responsible for maintaining continuing education as required under their respective certifications. All faculty will be expected to maintain up-to-date knowledge in their field through professional development activities. Faculty will be

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encouraged to enhance courses through the development of materials and alternative course delivery methods (use of blended format, blackboard, ITV).

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
Student full time enrollments in the program by the end of five years (accumulative) should be an estimated 73 students.
- Percent of full time and part time enrollment by the end of five years.
75% full time, 25% part time. It is expected that some attrition would occur, however it would not be expected to exceed 20% of the total enrolled.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
27 full time graduates at year 3 and 35 full time graduates at year 5
- Special skills specific to the program.
The degree program will focus on enhancing/developing the following: critical thinking skills, leadership, professionalism; knowledge and application of evidence-based practice, patient safety guidelines, and interprofessional collaboration.
- Proportion of students who will achieve licensing, certification, or registration.
85% pass rate for the CSC examination (projected)
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
Missouri State University -West Plains is an open enrollment learning institution.
Criterion for accuracy in student placement includes COMPASS or ACT
- Placement rates in related fields, in other fields, unemployed.
90% placement in the industry of billing and coding; 5% placement in other field (transference of skills); 5% unemployed
- Transfer rates, continuous study.
The student may choose to transfer seamlessly from the AAS Health Information Technology Program to one of multiple pre-selected learning organizations to achieve a

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Bachelor's of Science in Health Information Technology/Administration, once deemed accreditation requirements are satisfied through the CBHE, CAHIIM, respectively.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

Missouri State University- West Plains will, after approvals by CBHE, apply for candidacy for certification by CAHIIM

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*. Exit surveys/interviews will be conducted during the required capstone course. Alumni will then be surveyed through the use of an online questionnaire at 6 months, 1.5 years following graduation. It is expected that at least 90% of alumni will be "satisfied" to "completely satisfied" as a result of knowledge gained in the program. Alumni surveys will be used to determine areas of further program improvement and development as well as areas of program strength.
- Expected satisfaction rates for employers, including timing and method of surveys. Employer surveys will be conducted at 6 months, 1.5 years, and 3 years to determine employer satisfaction with alumni. It is expected that employers will report being "satisfied" to "extremely satisfied" with employees. It is expected that employer surveys will assist with identifying areas of potential program improvement and development as well as areas of program strength. Through a 360 degree feedback loop, our University will be enabled to integrate the necessary improvements to the program on a continuum.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri State has a public affairs mission. It's about helping the community, being a leader and being informed about the world and the people who live in it through: Community engagement; Cultural competence; and Ethical leadership. The Missouri State community includes: 23,838 students in the Missouri State system making it the second largest university in the state; six academic colleges, one School of Agriculture and one Graduate College; almost 4,000 faculty and staff members with 90 percent of full-time ranked faculty holding the most advanced degree in their field; 4,000 students living in University housing; 1,500 international students studying on the Springfield campus; 16 NCAA Division I teams with 48 NCAA championship appearances; and 85,000 alumni applying their education around the world.

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