

1. Off-site Delivery Proposal Form:

Form OS

OFF-SITE DELIVERY OF AN EXISTING PROGRAM FORM

Sponsoring Institution (s): Crowder College; Crowder College Moss Center – Nevada; Crowder College Watley Center – Cassville; Crowder College – Webb City Center

Name of Institution (Campus or off-campus residential center in the case of multi-campus institutions).

Program Title: Office Administration - Medical Office Specialist

Degree/Certificate: Associate of Applied Science, Office Administration – Medical Office Specialist

Institution Granting Degree: Crowder College

Delivery Site(s): Crowder College Moss Center – Nevada; Crowder College Watley Center – Cassville; Crowder College – Webb City Center

Mode of Program Delivery: traditional classroom, labs, online coursework

Geographic Location of Student Access: Crowder College Moss Center – Nevada; Crowder College Watley Center – Cassville; Crowder College – Webb City Center

CIP Classification: 520499 (Please provide CIP code)

Implementation Date: Fall 2010
Semester and Year

Cooperative Partners: None

AUTHORIZATION

Dr. Brad Tyndall, Chief Academic Officer

Person to Contact for More Information:

Kali Bard, Business Division Chair

(417) 455-5503

2. Need:

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

Form SE

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	35	35	35	35	35
Part Time	5	5	5	5	5
Total	40	40	40	40	40

- ii. Will enrollment be capped in the future? **NO**

B. Market Demand:

- i. National, state, regional, or local assessment of labor need for citizens with these skills

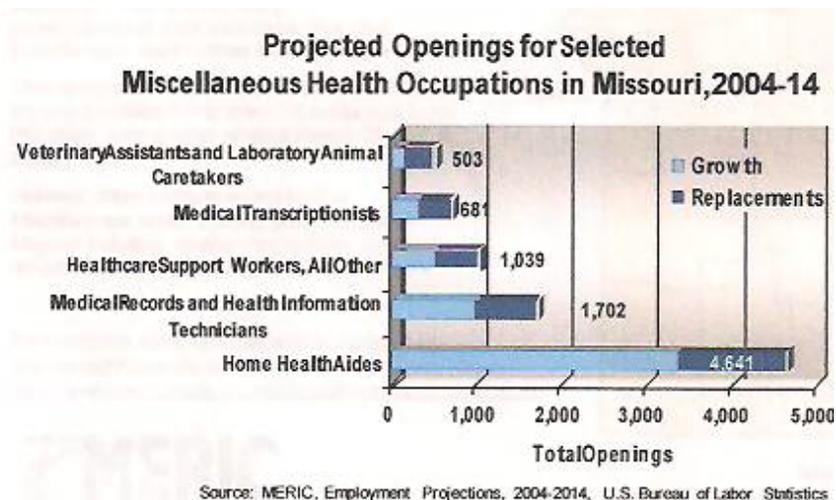
Southwest Missouri has experienced growth in the past several decades, causing an increase in the demand for many services including health care services. The visual evidence exists in the construction and expansion of health care facilities, the demand for health care providers and the growth in educational programs for health care education. The statistical evidence exists in data compiled by national, state and local organizations about the health care industry. Currently, health care represents 13 of the top 20 fastest-growing occupations in the United States.

Allied Health occupations comprise 22.5 percent of the health care occupations in Missouri and nearly 44 percent of workers in Allied Health careers will be employed in occupations that typically require moderate-term on the job training to post-secondary vocational training. These expected job openings will place demands on higher education over the next 10 years. From 2004-2014, miscellaneous health careers are projected to add over 6,400 jobs due to growth – an increase of over 22 percent during the period.

Despite efforts to maintain an adequate workforce for all medical professions in Missouri, new shortages are emerging. For example, the Ozark and southwest regions are experiencing the highest RN vacancy rates and the largest percent growth in population. The highest population increases in Missouri follow the Interstate 44 corridor diagonally from the Joplin and Springfield areas through the Lake of the Ozarks and into St. Louis. Consequently, the increase in population growth results in a need for expansion of health care services. (University of Missouri, 2005) Financial stability and personnel stability are two of the biggest challenges facing health care administrators.

Source: Missouri Economic Research and Information Center (MERIC)

Job openings in Missouri for a 10 year period:



Total job openings over the ten-year period are a combination of both growth and replacements. Growth openings are new jobs that are added to the economy. Replacement openings are vacancies created by worker mobility or retirements. Miscellaneous health occupations are projected to have 6,465 openings due to growth and 4,587 due to replacements.

Missouri 2006-2016 Occupational Projections				
Occupational Title	Employment		Change	
	2006	2016	Numeric	Percentage
Medical Records & Health Information	5,200	5680	480	9.2%

Source: MERIC, Occupational Employment Projections

C. Societal Need:

i. General needs that are not directly related to employment

Crowder College is a dynamic institution of learning, striving to meet the needs of a nine county service area in southwest Missouri. The college is actively engaged in monitoring the changes in industry and the required workforce to be prepared to meet its demands. One area of high growth is the healthcare industry. Most of the allied health training providers are centered in the two metropolitan areas of Kansas City and St. Louis. Crowder College has a long and successful history with the Associate of Applied Science Degree in Medical Office Specialist program. Additional health care programs will provide more opportunities for students and fill industry needs.

D. Methodology used to determine "B" and "C" above.

Evaluation of industry need included online research of state reporting agencies and communication with the local/regional/national organizations and industry. An advisory committee of local and regional representatives are supportive and have encouraged the development of additional health care programs.

3. Duplication and Collaboration:

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Standard admission requirements for the institution.

- Characteristics of a specific population to be served, if applicable.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

The teaching for this degree entails the same requirements as for other career, technical, and general education courses.

- 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.

It is estimated that fifty percent of the credit hours will be assigned to full time faculty and the other fifty percent will be assigned to part time or adjunct faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

No special expectations for professional activities, student contact, or teaching innovation.

Enrollment Projections:

- Student FTE majoring in program by the end of five years.

Year	1	2	3	4	5
Full Time	35	35	35	35	35
Part Time	5	5	5	5	5
Equiv FT students	37.5	37.5	37.5	37.5	37.5
Student Credit-hours (x15)	562.50	562.50	562.50	562.50	562.50
Annual FTE (div by 30)	18.75	18.75	18.75	18.75	18.75

- Percent of full time and part time enrollment by the end of five years.

Year	1		2		3		4		5	
Full Time	35	87.5%	35	87.5%	35	87.5%	35	87.5%	35	87.5%
Part Time	5	12.5%	5	12.5%	5	12.5%	5	12.5%	5	12.5%

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

Since this program involves a 63 credit degree, full-time students graduate within 4 semesters. Part-time students may graduate in 5 or more semesters. Thus, the number of graduates roughly equals the number of full time students in a program in the given year. With an 80 percent success rate, the following table shows the number of expected graduates.

Year	1	2	3	4	5
Full Time	35	35	35	35	35
Part Time	5	5	5	5	5
Total Students	40	40	40	40	40
Graduates w/ 80% success rate	0	28	28	28	28

- Special skills specific to the program.

The AAS degree has a vocational/career minded goal in the selection of course work that students take. This degree program is already approved for our Neosho Campus. The Medical Office Specialist degree incorporates many of the medical office skills necessary for today's demanding medical office environment.

- Proportion of students who will achieve licensing, certification, or registration.

No special certification will be awarded.

- 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.

Graduates from this program will take the College's CAAP test. We expect students to achieve scores slightly less than the college's current average scores as is typical with Crowder's AAS students: 61.2 in Reading, 57.0 in Math, and 62.8 in Writing.

- Placement rates in related fields, in other fields, unemployed.

Placement rates are expected to be excellent. The projected demand for skilled medical office workers continues to be very optimistic thru 2030. Job placement should be about 90 percent.

- Transfer rates, continuous study.

At this time there is no specific transfer plan.

Program Accreditation

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

Degree is already approved by CBHE for the Neosho Main Campus.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

Through the office of Career Services, the college uses the Perkins 180-day follow-up survey/questionnaire that goes to all career and technical program (degree and certificate) graduates.

- Expected satisfaction rates for employers, including timing and method of surveys

Through the office of Career Services, the college conducts its own employer satisfaction survey 300 days after students graduate. We anticipate 80 percent or higher satisfaction rates.

6. Quality Assurance for Off-Site Programs:

- A. General Oversight: Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?

The Medical Office Specialist degree program is supervised by the Business Division Chair. The Business Division Chair reports to the Chief Academic Officer and Dean of Instruction.

- B. Faculty Qualifications: How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.

The faculty qualifications will be the same as faculty teaching at the main campus. Courses will be taught 50% by adjuncts and 50% by full time faculty.

- C. Support Services: Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.

All College Support Services are available and easy accessible at each campus site.