

MISSOURI STATE UNIVERSITY

Baccalaureate Degree in

Health Services

A Proposal for the Missouri Department of Higher Education

6/27/2012

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Missouri State University

Program Title: Bachelor of Science Health Services (BSHS)

Degree/Certificate: Bachelor of Science

Options: Clinical Services

Health Services

Delivery Site(s): Springfield, MO

CIP Classification: 51.0000 (Please provide a CIP code)

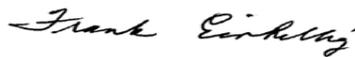
Implementation Date: January 2013

Cooperative Partners: N/A

Expected Date of First Graduation: December 2015

AUTHORIZATION

Dr. Frank Einhellig, Interim Provost
Name/Title of Institutional Officer



Signature

07/01/2012

Date

Dr. Helen Reid
Person to Contact for More Information

417-836-4176
Telephone

NEED

A. Student Demand

It is anticipated that student demand for the Bachelor of Science in Health Services will be strong. Overall, programs within the College of Health and Human Services have experienced rapid and consistent growth over the course of the past several years. A comparison of College total enrollment in 1997 to that of 2012 shows an increase of over 56%. This degree program is expected to appeal to three main groups of students: prospective and current students who wish to pursue a career in the healthcare industry, but who do not wish to secure a clinically-oriented position; students who were unable to secure admission into highly competitive, limited enrollment degree programs, and who are seeking a health-related alternative major; and allied health professionals who have earned an Associate of Applied Science (AAS), an Associate of Science (AS), or professional certificate from an accredited institution and who wish to further develop their professional non-clinical skills for the purposes of professional advancement.

Current enrollment data for the College of Health and Human Services indicates over 500 students are listed as pre-admitted students in selective entry degree programs. An additional 97 students have declared a major in an area with rigorous admission criteria, but is not considered competitive entry (note: these figures do not include students who have indicated a pre-health professional interest such as Pre-Physical Therapy, Pre-Occupational Therapy, Pre-Medicine, Pre-Optometry, Pre-Pharmacy, Pre-Physician Assistant Studies, Pre-Dentistry, Pre-Podiatry, Pre-Chiropractic, who would be expected to select more science-based undergraduate degree programs). The Bachelor of Science in Health Services provides students who are unable to gain admission to their desired degree programs the option of completing a health-related degree at Missouri State University, facilitating student success and retention.

The need for a bachelor degree completion option for allied health professionals has been established through conversations with professionals at target feeder schools. These contacts have indicated a strong interest in completion degree programs for allied health professionals and have indicated that graduates are seeking ways to further develop their professional skills and supplement their clinical backgrounds with coursework in leadership, interdisciplinary experience, and health services resource management. Nine allied health program directors/coordinators were contacted about the level of interest their graduates would have in a Bachelor of Science in Health Services degree completion program at Missouri State University. Of those contacted, five allied health program directors/coordinators provided feedback regarding the proposed program. Only one respondent indicated a low level of interest in a completion program, citing that most of the graduates from this particular program already held bachelor level degrees and were more interested in a bridge program that would result in a professional, entry-level Master of Science degree. The other respondents indicated a baccalaureate degree completion option would benefit their graduates professionally; a

moderate to high level of interest in a completion program was also stated. Data available on the Missouri Department of Higher Education website further supports the need for such programs. In 2010, a total of 1,427 health-related associate degrees from public certificate and associate degree-granting institutions were conferred (no students graduated from private not-for-profit certificate and associate degree-granting institutions). Approximately 282 of those two-year degrees were granted from institutions within a reasonable physical proximity to Missouri State University in Springfield, MO¹.

Please see the projected student enrollment for the Bachelor of Science in Health Services degree program in the table below:

FORM SE

Year	1	2	3	4	5
Full Time	10	20	30	40	50
Part Time	10	10	12	12	14
Total	20	30	42	52	64

At this time, an enrollment cap is not anticipated for this major.

B. 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 increased demand for healthcare sector employees². Professionals seeking advancement within the health services areas will find themselves securing positions requiring more responsibility, which can be gained through additional years of experience or additional levels of education and training. The possibility for advancement into managerial or administrative positions will also be present². 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 2020².

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 employment³. Over the course of that same year, employment in Missouri hospitals remained steady while a total of 91,500 other jobs were lost statewide³. According to the Missouri Economic Research and Information Center, it is projected that a total of 394,172 positions requiring a baccalaureate degree will be

available within the state of Missouri by the year 2018; this is an increase of 30,246 over those available in the base year of 2008⁴. Listed among Missouri's Hot Jobs are Medical and Health Services Managers⁵. Individuals in these positions are generally expected to perform job duties related to planning, directing, coordinating, and supervising health care systems and delivery. The Bachelor of Science in Health Services would provide the foundation needed for graduates to progress into these, or similar mid-level positions. Within the state, approximately 1,307 medical and health services manager vacancies are expected over the course of the next decade⁴. 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 professions⁶.

C. Societal Need

Demographic Changes:

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 2030⁷. 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 populations⁷. 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 fragmented⁸. 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.

Health Care Reform and Redesign:

The Patient Protection and Affordable Care Act "will ensure that all Americans have access to quality, affordable health care and will create the transformation within the health care system necessary to contain costs." At full implementation, it is expected that the Act will result in health care coverage for approximately 94% of Americans⁹. Included in the Act is a provision that permits states to expand Medicaid eligibility. According to the Missouri Hospital Association, this expanded coverage could result in an additional 300,000 Medicaid recipients statewide.

Policy and 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 practice¹⁰. The proposed B.S. in Health Services degree program incorporates competencies IPEC identified as needed to perform interprofessional teamwork.

D. Methodology

Data obtained from federal and state reports of employment demand and placement (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.

DUPLICATION AND COLLABORATION

According to the Missouri Department of Higher Education website, there are currently two Health Services baccalaureate degree programs available in the state of Missouri. Both programs, offered through Drury University in Springfield and University of Phoenix-Kansas City, are only available at private institutions. The program available at Drury University is only available as a degree completion program for allied health professionals and emphasizes leadership. The proposed Bachelor of Science in Health Services at Missouri State University differs from this existing program in that it would also serve non-allied health professional students and would provide an emphasis in interprofessional collaboration and evidence-based practice in the health care setting. Additionally, the Bachelor of Science in Health Services at Missouri State University would be the only program available at a public institution.

Other similarly titled programs exist within the state, but they carry different program/major objectives¹. These include the following:

- Avila University – Health Care Services
- College of the Ozarks – Allied Health Sciences
- Colorado Technical University – Health Services Administration
- Missouri Baptist University – Health Science
- Missouri Southern State University – Health Science
- Truman State University – Health Science
- University of Central Missouri - Health Studies

University of Missouri-Columbia – Health Science
University of Missouri–Kansas City – Health Science
Washington University – Health Science & Administration

Many of these programs include coursework that would allow students to progress into professional level, clinically-oriented graduate programs (such as occupational therapy, physical therapy, medicine, physician assistant studies, etc.). The proposed Bachelor of Science in Health Services at Missouri State is not intended to serve the pre-professional student population. This program would provide an educational background that would prepare students for entry into non-clinical positions in the health care setting, or would allow allied health professionals to advance within their professional areas.

FORM CL: N/A

PROGRAM STRUCTURE: See FORM PS in Appendix

A. Total credits required for graduation: 125 credit hours

B. Residency requirements, if any:

Missouri State University requires that a candidate for a comprehensive degree who transfers credit from another college must meet the following residence requirements: 1. Complete a minimum of at least 30 hours of courses administered by the Springfield Campus; 2. Complete at least 12 hours of upper division credit in the major in courses administered by the Springfield Campus; 3. Complete at least 20 out of the last 30 hours in courses administered by the Springfield Campus.

C. General education: Total credits: 43-48 credit hours

Courses (specific courses OR distribution area and credits):

GEP 101: First Year Foundations	_2__cr.
CIS/CSC 101: Computers for Learning	_2__cr.
COM 115: Fundamentals of Public Speaking	_3__cr.
ENG 110: Writing I	_3__cr.
Writing II (various options)	_3__cr.
MTH 130: Contemporary Mathematics (or greater)	_3__cr.
KIN 100: Fitness for Living	_2__cr.
BMS 110: Concepts in Biomedical Sciences (or equivalent)	_4__cr.
CHM 105: Fundamentals of Chemistry or	
CHM 160: General Chemistry	_5 or 4__cr.
PSY121: Introductory to Psychology	_3__cr.
HST121: Survey of U.S. History to 1877 or	
HST 122: Survey of U.S. History From 1877	_3__cr.
PLS 101: American Democracy and Citizenship	_3__cr.
Culture and Society – Humanities course (various options)	_3__cr.
Culture and Society – Social Science course (various options)	_3__cr.

G. Any unique features such as interdepartmental cooperation:

The Bachelor of Science in Health Services is an interdisciplinary program focusing on developing health care professionals who can function effectively in an interprofessional environment. Policy and 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 practice. Additionally, a Bachelor of Science degree completion option is available for individuals who have earned an AS/AAS in an area of allied health from an accredited institution. Students will be given the chance to take courses within a variety of disciplines, including biomedical sciences, communication, healthcare management, general management, nursing, nutrition, and social work.

FINANCIAL PROJECTIONS: See FORM FP in Appendix

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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.

Students may be formally admitted to the degree program when they have successfully completed at least 30 credit hours and have achieved at least a 2.50 cumulative GPA.

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

The Clinical Services option is intended to serve students who have earned an Associate of Applied Science (AAS), Associate of Science (AS), or a certificate in an allied health profession from an accredited institution. The Health Services option is intended to serve two groups of students – prospective and current students who wish to pursue a career in the healthcare industry, but who do not wish to secure a clinically-oriented position; and students who were unable to secure admission into highly competitive, limited enrollment degree programs, and who are seeking a health-related alternative major.

Faculty Characteristics

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

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.

- 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.

Approximately 90% of coursework will be taught by full time faculty.

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

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 (use of blended format, Blackboard, itunes, etc.).

Enrollment Projections

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

It is expected that the majority of students pursuing the Health Services Option will be full time students. Those in the Clinical Services Option are expected to be working professionals and be enrolled part-time. By the end of year five, student FTE in the program is expected to equate to 57 (50 full-time, and 14 part-time).

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

By the end of year five, it is expected that full time student enrollment will account for approximately 78% of total enrollment; approximately 22% of students are expected to be enrolled part time.

Student and Program Outcomes

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

Year 3: 10 graduates; Year 5: 30 graduates

- 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.

This degree will not result in licensing, certification, or registration.

- 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.

Students are expected to complete the ETS Proficiency Profile exam prior to graduation from Missouri State University. Students in the program are expected to achieve a mean score on the exam that would exceed the University mean. Students will also be expected to complete a locally-developed assessment of their student learning outcomes as part of their capstone course. Overall learning outcomes for the Bachelor of Science in Health Services program include: utilize appropriate technology in health care delivery and management; interact with persons from diverse backgrounds in a culturally competent manner; manage human and fiscal resources in a cost-effective manner to provide quality health care; practice within ethical and legal boundaries in the health care setting; integrate best current evidence with clinical expertise and patient preferences for delivery of optimal health care; communicate effectively with interprofessional team members, patients, and patient families; provide leadership in interprofessional education and practice to improve patient safety and health care quality.

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

It is anticipated that students pursuing the Clinical Services Option will be employed full time within their allied health profession while completing the program. It is expected that these students would not necessarily report an initial placement, but a record of career advancement/development opportunities. The Missouri State University Career Center has implemented a graduate tracking system meant to help assess placement rates for alumni. For those seeking employment after graduation, it is expected that similar placement rates to those of other College of Health and Human Services graduates will be achieved. Students may also choose to apply for study in a graduate program upon completion of the degree program. It is expected that the acceptance rate of these students into a graduate program be similar to that of other College of Health and Human Services program graduates. It is anticipated that approximately 80% of program graduates will gain employment/remain employed in the state of Missouri.

- Transfer rates, continuous study.

Students in the Clinical Services Option will be transferring credit from other accredited programs of study. It is not expected that these students would transfer to another institution for degree completion. It is expected that some attrition would occur, however it would not be expected to exceed 20% of the total declared majors.

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.

There is currently no disciplinary accreditation available for a Bachelor of Science in Health Services. Missouri State University is accredited through the Higher Learning Commission.

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, and 3 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.

INSTITUTIONAL CHARACTERISTICS

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement.

The College of Health and Human Services works to instill the public affairs mission and focuses on improving the health and well-being of people in Missouri, the nation, and the global community through education, research, and service. The College offers a variety of strong undergraduate and graduate in programs in the health and human services with interdisciplinary learning opportunities. The proposed Bachelor of Science in Health Services interprofessional leadership core would be supported by existing courses and highly qualified faculty who teach in other programs within the College and the University.

The Biomedical Sciences Department provides a strong science foundation intended to prepare students for careers in the health and medical professions. The Bachelor of Science in Health Services program complements the other programs of study within the Department, which include Cell and Molecular Biology, Dietetics, Clinical Laboratory Sciences, and Nurse Anesthesia.

References:

- ¹Missouri Department of Higher Education. (n.d.). *Program Inventory*. Retrieved February 3, 2012. <http://highered.mo.gov/ProgramInventory/>.
- ² Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics. Retrieved February 7, 2012. www.bls.gov/oes/.
- ³Missouri Hospital Association. (n.d.). *Workforce 2011: Is Your Hospital Ready?*. Retrieved January 9, 2012. <http://web.mhanet.com>.
- ⁴ Missouri Economic Research and Information Center. (n.d.). *Missouri's Hot Jobs*. Retrieved February 3, 2012. <http://dese.mo.gov/divcareered/>.
- ⁵Missouri Economic Research and Information Center. (n.d.). *Occupational Projections*. Retrieved February 3, 2012. <http://www.missourieconomy.org/occupations>.
- ⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*. Retrieved January 23, 2012. <http://www.bls.gov/oco/>.
- ⁷ Dawson, S. (2012, February 1). *Aging America creates demand for health-care workers*. In MedlinePlus. Retrieved February 7, 2012, from http://www.nlm.nih.gov/medlineplus/news/fullstory_121477.html.
- ⁸Agency for Healthcare Research and Quality. (n.d.). *Improving the Health and Health Care of Older Americans: A Report of the AHRQ Task Force on Aging*. Retrieved February 3, 2012, from <http://www.ahrq.gov/research/olderam/oldam1.htm>.
- ⁹ <http://dpc.senate.gov/healthreformbill/healthbill04.pdf>.
- ¹⁰Institute of Medicine. (February 25 – 27, 2009). *Summit on Integrative Medicine and the Health of the Public*. Retrieved November 14, 2011. <http://imsummitwebcast.org/>.

APPENDIX: MDHE RELATED FORMS

MDHE Form SE: STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	10	20	30	40	50
Part Time	10	10	12	12	14
Total	20	30	42	52	64

MDHE Form PS

PROGRAM STRUCTURE

A. Total credits required for graduation: 125 credit hours

B. Residency requirements, if any:

Missouri State University requires that a candidate for a comprehensive degree who transfers credit from another college must meet the following residence requirements: 1. Complete a minimum of at least 30 hours of courses administered by the Springfield Campus; 2. Complete at least 12 hours of upper division credit in the major in courses administered by the Springfield Campus; 3. Complete at least 20 out of the last 30 hours in courses administered by the Springfield Campus.

C. General education: Total credits: 43-48 credit hours

Courses (specific courses OR distribution area and credits):

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CIS/CSC 101: Computers for Learning	_2__cr.
COM 115: Fundamentals of Public Speaking	_3__cr.
ENG 110: Writing I	_3__cr.
Writing II (various options)	_3__cr.
MTH 130: Contemporary Mathematics (or greater)	_3__cr.
KIN 100: Fitness for Living	_2__cr.
BMS 110: Concepts in Biomedical Sciences (or equivalent)	_4__cr.
CHM 105: Fundamentals of Chemistry or	
CHM 160: General Chemistry	_5 or 4__cr.
PSY121: Introductory to Psychology	_3__cr.
HST121: Survey of U.S. History to 1877 or	
HST 122: Survey of U.S. History From 1877	_3__cr.
PLS 101: American Democracy and Citizenship	_3__cr.
Culture and Society – Humanities course (various options)	_3__cr.
Culture and Society – Social Science course (various options)	_3__cr.
Self-Understanding – Humanities course (various options)	_3__cr.
Self-Understanding – Creativity/Vision course (various options)	_3__cr.

D. Major requirements: Total credits: 57-83 credit hours

IPE 375: Introduction to Interprofessional Health Care	_3__cr.
IPE 470: Foundations of Patient Safety for Health Professionals	_3__cr.
IPE475: Evidence-Based Health Care Practices	_3__cr.
IPE 575: Collaborative Health Care Leadership	_3__cr.
BMS 599: Health Literacy in the Human Services	_3__cr.
COM521: Communication, Mediation, and Negotiation	_3__cr.

HCM 301: Health Care Organization or	
HCM 303: Health Care Legal Issues	_3__cr.
MGT 340: Organizational Behavior Management	_3__cr.
NUR 515: Healthcare Informatics	_3__cr.
SWK 595: Grant Writing in the Health and Human Services	_3__cr.

Students must also select from one of the following options:

Health Services Option (27 credit hours)

BMS 110: Concepts in Biomedical Sciences	_4__cr.
BMS 230 Human Genetics	_3__cr.
BMS 240: Introduction to Nutrition	_3__cr.
BMS 307: Human Anatomy	_3__cr.
BMS 332: Food and Culture	_3__cr.
BMS 334: Introduction to Nutrition Assessment and Sports Nutrition	_3__cr.
BMS 345: World Hunger	_3__cr.

Select at least four credit hours from BMS 460 (1 cr.), BMS 397 (1-3 crs.) and BMS 497 (1-3 crs.)

Clinical Services Option (30-53 credit hours)

Transfer of approved discipline-specific clinical course block from an accredited institution (30-53 crs.)

E. Free elective credits: 0-25 (Sum of C, D, and E should equal A.)

Students may select from 0 – 25 elective hours to bring minimum total number of credit hours to 125

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

Students will be required to complete a capstone experience, IPE 575. 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. Students will document and communicate results in written report and oral presentation.

G. Any unique features such as interdepartmental cooperation:

The Bachelor of Science in Health Services is an interdisciplinary program focusing on developing health care professionals who can function effectively in an interprofessional environment. Policy and 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 practice. Additionally, a Bachelor of Science degree completion option is available for individuals who have earned an AS/AAS in an area of allied health from an accredited institution. Students will be given the chance to take courses within a variety of disciplines, including biomedical sciences, communication, healthcare management, general management, nursing, nutrition, and social work.

MDHE Form PG

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Missouri State University

Program Name: Bachelor of Science Health Services (BSHS)

Date 6/27/12

(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.)

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.

Students may be formally admitted to the degree program when they have successfully completed at least 30 credit hours and have achieved at least a 2.50 cumulative GPA.

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

The Clinical Services option is intended to serve students who have earned an Associate of Applied Science (AAS), Associate of Science (AS), or a certificate in an allied health profession from an accredited institution. The Health Services option is intended to serve two groups of students – prospective and current students who wish to pursue a career in the healthcare industry, but who do not wish to secure a clinically-oriented position; and students who were unable to secure admission into highly competitive, limited enrollment degree programs, and who are seeking a health-related alternative major.

Faculty Characteristics

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

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.

- 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.

Approximately 90% of coursework will be taught by full time faculty.

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

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 (use of blended format, Blackboard, iTunes, etc.).

Enrollment Projections

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

It is expected that the majority of students pursuing the Health Services Option will be full time students. Those in the Clinical Services Option are expected to be working professionals and be enrolled part-time. By the end of year five, student FTE in the program is expected to equate to 57 (50 full-time, and 14 part-time).

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

By the end of year five, it is expected that full time student enrollment will account for approximately 78% of total enrollment; approximately 22% of students are expected to be enrolled part time.

Student and Program Outcomes

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

Year 3: 10 graduates; Year 5: 30 graduates

- 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.

This degree will not result in licensing, certification, or registration.

- 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.

Students are expected to complete the ETS Proficiency Profile exam prior to graduation from Missouri State University. Students in the program are expected to achieve a mean score on the exam that would exceed the University mean. Students will also be expected to complete a

locally-developed assessment of their student learning outcomes as part of their capstone course. Overall learning outcomes for the Bachelor of Science in Health Services program include: utilize appropriate technology in health care delivery and management; interact with persons from diverse backgrounds in a culturally competent manner; manage human and fiscal resources in a cost-effective manner to provide quality health care; practice within ethical and legal boundaries in the health care setting; integrate best current evidence with clinical expertise and patient preferences for delivery of optimal health care; communicate effectively with interprofessional team members, patients, and patient families; provide leadership in interprofessional education and practice to improve patient safety and health care quality.

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

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- Transfer rates, continuous study.

Students in the Clinical Services Option will be transferring credit from other accredited programs of study. It is not expected that these students would transfer to another institution for degree completion. It is expected that some attrition would occur, however it would not be expected to exceed 20% of the total declared majors.

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.

There is currently no disciplinary accreditation available for a Bachelor of Science in Health Services. Missouri State University is accredited through the Higher Learning Commission.

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, and 3 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.