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NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

Sponsoring Institution: Stephens College

Program Title: Health Information Management

Degree/Certificate: MS-Master of Science If other, please list: _____

Options: _____

Delivery Site(s): Online, Stephens College Campus, Columbia, MO

CIP Classification: 51.0706
**CIP Code can be cross-referenced with programs offered in your region on MDHE's program inventory.
[Click here for link to NCES CIP site.](#)*

Implementation Date 01/20 *please use MM/YY date format.*

Is this a new off-site location? No Yes

If yes, is the new off-site location within your institution's current CBHE-approved service region? Yes

**If no, public institutions should consult the comprehensive review process.*

Is this a collaborative program? Yes No *If yes, please complete the collaborative programs form on page 6.*

CERTIFICATIONS:

- The program is within the institution's CBHE approved mission. *(public institutions only)*
- The program will be offered within the institution's CBHE approved service region. *(public institutions only)*
- The program builds upon existing programs and faculty expertise.
- The program does not unnecessarily duplicate an existing program in the geographically applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public institutions only)*

AUTHORIZATION:

Leslie Willey, Vice President for Academic Affairs		12-6-19
Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although 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.

Qualifications of performance goals should be included wherever possible.

If you need more than one line of text to answer questions 1–5, please attach a Word .doc.

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.

Please see attached Word Document.

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

Please see attached Word Document.

2. Faculty Characteristics

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

Terminal degree, doctorate preferred, qualified by education or experience in areas of knowledge in assigned 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 full time faculty will be assigned 67-70% of credit hours

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

Please see attached Word Document

3. Enrollment Projections

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

Enrollment projections of 66 FTE students majoring in the program by the end of five years.

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

It is estimated that enrollment will consist of 25% full time and 75% part time by the end of five years.

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
FULL TIME	6	11	14	16	19
PART TIME	19	34	41	49	56
TOTAL	25	45	55	65	75

4. Student and Program Outcomes

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

36 graduates at 3 years and 105 at 5 years after implementation.

- Special skills specific to the program.

Please see attached Word Document.

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

75%

- 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.

Please see attached Word Document.

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

Please see attached Word Document.

- Transfer rates, continuous study.

Estimated 5% transfer rate to other institution. Estimated 5% transfer to doctorate program after completion.

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

Commission on Accreditation of Health Informatics and Information Management (CAHIIM), 2021

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

F. Requirements for thesis, internship or other capstone experience: Two capstone courses for research and thesis.

G. Any unique features such as interdepartmental cooperation: Collaboration with other health science students.

7. Need/Demand

Student demand

Market demand

Societal need

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

Program Characteristics and Performance Goals

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.

Applicants must meet the following minimum requirements to be eligible for admission to the MS-HIM Program at Stephens College:

A bachelor's degree from a regionally accredited institution with an overall grade point average (GPA) of 3.0 or better (on a 4.0 scale) is highly preferred.

Students with a GPA below 3.0 who maintained a GPA of 3.0 or above in their last 60 college credit hours, will be considered for provisional admission.

Proof of successful completion of undergraduate courses in information systems, statistics, anatomy and physiology, pathophysiology and pharmacology, medical terminology and management typically found in health, informatics and healthcare business disciplines must be provided. Applications who lack evidence will be required to take appropriate undergraduate prerequisite courses.

Prerequisites:

Medical Terminology (2-3 credit hours)

Human Anatomy and Physiology (5-6 credit hours)

Computer Concepts and Applications (3 credit hours)

Pathophysiology and Pharmacology (3-4 credit hours)

Statistics (3-4 credit hours)

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

This program will attract current Health Information Management (HIM) professionals who would like to advance in their careers as well as those individuals looking to enter the healthcare field from non-medical fields where there might be a potential bridge. Examples of these bridges would include those with information technology backgrounds or those with management experience as well as students with liberal arts degrees. Due to the increased demand for HIM professionals, individuals from a wide variety of academic and professional disciplines have been attracted to this field of study.

2. Faculty Characteristics

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

Faculty are required to remain credentialed in their disciplines. The program director is required to hold the Registered Health Information Administrator (RHIA) credential. Faculty will be expected to provide advising to students each semester. Faculty will be expected to use technology, e.g. Zoom, Virtual Office Hours etc., in

Program Characteristics and Performance Goals

communicating with students. Faculty will be provided professional development in online education, course design, and student engagement.

4. Student and Program Outcomes

- Special skills specific to the program.

Analytical thinking, inductive reasoning, medical software, project management, time management, social perceptiveness, problem sensitivity, deductive reasoning, use of classification systems.

- 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.

90% of graduating students will score at or above 75% on the Mock RHIA Exam used as an exit assessment. The program will monitor the national RHIA exam scores after achieving the Commission on Accreditation of Health Informatics and Information Management (CAHIIM) education program accreditation. 90% of students taking the national RHIA exam will score higher than the national average. These performance measures will be used for the program's self-assessment and institutional program assessment reporting.

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

It is expected that placement rates in related fields, other fields, and unemployed will be minimal as this is a career in which the demand is accelerating and those with a master degree and RHIA credentials will have multiple opportunities for employment. Estimated rates will be at or below 10%.