**Workforce Analysis Request Form**

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| Directions: An institution shall use this form to request workforce data analysis of a proposed degree program. In completing the form, the institution should refer to the document [AHECB Policy 5.11 Approval of New Degree Programs and Units](https://static.ark.org/eeuploads/adhe/New_Academic_Programs.pdf)*,* which prescribesspecific requirements for new degree programs*.* **Note:** This form is required to be submitted by the Chief Academic Officer or individual(s) they designate. Answers need not be confined to the space allotted but may extend to several pages. |

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| **Program Information for Analysis** |
| 1. Institution:  **University of Arkansas, Fayetteville** |
| 2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (*e.g., Bachelor of Business Administration or Associate of Science in Accounting*):    **Master of Healthcare Business Analytics** |
| 3. Proposed CIP Code: If the proposed program does not fit easily into one [CIP Code](https://nces.ed.gov/ipeds/cipcode/), provide the code it most closely falls into and explain differences / nuances of your program  **51.2706 – best description – *healthcare and business analytics*** |
| 4a. [Standard Occupational Classification (SOC)](https://www.bls.gov/soc/2018/home.htm) from CIP-SOC Crosswalk:  Take SOC codes from NCES Crosswalk of CIP to SOC, ranked in order of relevance (i.e., the degree to which program graduates are expected to desire and/or be qualified to work in each occupation) **(See Appendix A)**   |  |  |  |  | | --- | --- | --- | --- | | 51.2706 | Medical Informatics. | 15-1111 | Computer and Information Research Scientists | | 51.2706 | Medical Informatics. | 15-1132 | Software Developers, Applications | | 51.2706 | Medical Informatics. | 15-1199 | Computer Occupations, All Other | |
| 4b. Standard Occupational Classification (SOC) from Expert/Staff Opinion (optional): If you think the standard NCES crosswalk accurately represents the list of occupations in which graduates of the proposed program will be qualified to work, leave this blank. If you think the list of target occupations is longer, shorter, or different, please provide an alternative list here, ranked in order of relevance. Feel free to add qualitative information about the variety of jobs and pay scales that may exist within target occupations, and where you expect graduates to fit in. **(See Appendix A)**  Other-   * Healthcare and Business Analytics * Healthcare Patient Data and Analytics * Healthcare Patient Data Management * Healthcare Provider Analytics * Healthcare Provider Data Management  |  |  |  |  | | --- | --- | --- | --- | | 51.0706 | Health Information/Medical Records Administration/Administrator. | 11-9111 | Medical and Health Services Managers | | 51.0707 | Health Information/Medical Records Technology/Technician. | 29-2071 | Medical Records and Health Information Technicians | |
| 5. Brief Program Description – Describe the proposed program, the costs and investments involved in implementing it, the students you expect to recruit into it, and its educational objectives.  The **Master of Healthcare Business Analytics (M.H.B.A.)** degree is a professional thirty (30) hour degree focusing on business analytics applications in healthcare and healthcare analytics applications. This new and innovative graduate degree program is an intra-college program between the Sam M. Walton College of Business and the College of Education and Health Professions.  The degree will address barriers and facilitators to adoption of new procedures in the healthcare environment, as well as how analytics can achieve modern healthcare system goals: high-quality, responsive, affordable, and efficient care. Healthcare systems capture enormous amounts of information (such as electronic health records, billing information, patient wait times, supply records) as well as more novel forms of data (such as chronic disease monitoring, radio-frequency identification tracking, etc.). Managerial issues such as how to get electronic data users to employ it consistently for improving healthcare delivery, managing the reporting and sharing of data, and leveraging data and resources to improve health at a manageable cost. This degree program is designed to provide professional preparation for positions in healthcare business, government, and public service. Sufficient flexibility is provided to meet the needs of students with various backgrounds and foster lifelong learning and innovation.  This new innovative intra-college Master’s degree program utilizes five (5) new courses in healthcare analytics as well as five (5) existing graduate courses in business analytics. Existing graduate faculty will be used in the program with two (2) additional teaching faculty and two (2) additional research faculty.  With the need for high-quality, responsive, affordable, and efficient healthcare systems, the demand for healthcare analytics professionals has significantly increased. As a consequence, students from the healthcare industry and the health provider industry (insurance providers) will be recruited. Moreover, the proposed degree program will provide professional education to address the significant increased demand for healthcare analytics professionals as well as those workers seeking to position themselves in the healthcare industry. |
| 6. [North American Industry Classification System (NAICS)](https://www.census.gov/smallbusiness/html/naics.html) – List some industries and/or companies which graduates would be most likely and/or qualified to work in (optional), and feel free to comment on why/in what capacity. Also, a description of the target industry in your region, its relative strength or weakness relative to other regions, and the reasons for that relative strength or weakness, is welcome. [Lookup NAICS Code](https://www.census.gov/econ/isp/)  **General -**   * **Healthcare Industry** * **Hospitals and Healthcare Facilities** * **Insurance Industry** * **Federal, State, and Local Government Agencies**   **Some possible NAICS Codes that could be applicable:**  **62 Health Care and Social Assistance**  **6211 Offices of Physicians**  **622 Hospitals**  **623 Nursing and Residential Care Facilities**  **624 Social Assistance**  **524291 Claims adjusting, insurance**  **524291 Insurance claims adjusting**  **524291 Insurance claims investigation services**  **524292 Claims processing services, insurance, third party**  **524292 Insurance claims processing services, third party**  **524292 Insurance fund, third party administrative services (except claims adjusting only)**  **524292 Insurance plan administrative services (except claims adjusting only), third party**  **524298 Insurance investigation services (except claims investigation)** |
| 7. Region of Possible Position(s) – Describe the region where you think graduates are most likely to work, e.g., in terms of a list of counties, a metropolitan statistical area, or a commuting radius:  **Northwest Arkansas**  **Ft. Smith, AR**  **Little Rock, AR**  **State of Arkansas**  **Region – Arkansas, Texas, Oklahoma, Missouri, Kansas, & Louisiana** |
| 8. Existing Data – Describe any existing anecdotes or data you have that would shed light on the job prospects of graduates from the proposed academic program. This data can be helpful to ADFA in conducting labor market analysis.   * Comments and input from Walton College Enterprise Systems Advisory Council * The **Master of Healthcare Business Analytics (M.H.B.A.)** degree is a professional thirty (30) hour degree focusing on business analytics applications in healthcare and healthcare analytics applications. This new and innovative graduate degree program is an intra-college program between the Sam M. Walton College of Business and the College of Education and Health Professions. * The degree will address barriers and facilitators to adoption of new procedures in the healthcare environment, as well as how analytics can achieve modern healthcare system goals: high-quality, responsive, affordable, and efficient care. Healthcare systems capture enormous amounts of information (such as electronic health records, billing information, patient wait times, supply records) as well as more novel forms of data (such as chronic disease monitoring, radio-frequency identification tracking, etc.). Managerial issues such as how to get electronic data users to employ it consistently for improving healthcare delivery, managing the reporting and sharing of data, and leveraging data and resources to improve health at a manageable cost. This degree program is designed to provide professional preparation for positions in healthcare business, government, and public service. Sufficient flexibility is provided to meet the needs of students with various backgrounds and foster lifelong learning and innovation. |
| 9. ProposedImplementation Date – (MM/DD/YY):   * **Fall, 2022 (08/15/2022)** |
| 10. Contact Person – Provide contact information for the person who can answer specific questions about the program:  Name: **Paul Cronan**  Title: **Professor**    E-mail: **cronan@uark.edu**  Phone: **(479) 575-6130** |
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Email the completed form: Dr. Nicolas Aguelakakis ([Nicolas.Aguelakakis@arkansas.gov](mailto:Nicolas.Aguelakakis@arkansas.gov)).

After the labor market analysis has been completed, the institution will be invited to respond, providing further information that might shed light and help to interpret the data provided.

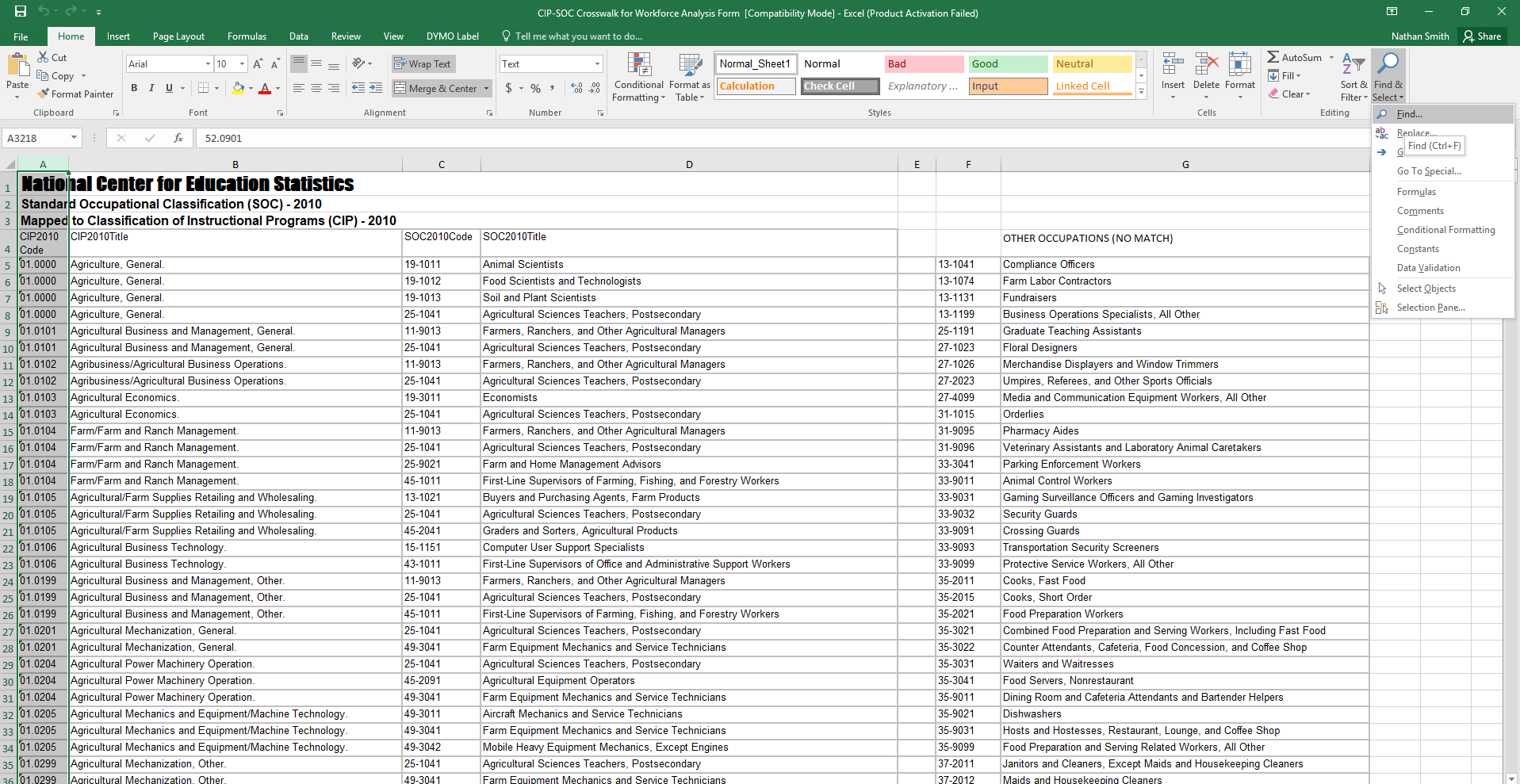
**APPENDIX A. CIP-SOC MATCHING AND THE NCES CROSSWALK** (**Question 4a & 4b**)

Labor market analysis for academic program requires the combination of diverse data sources. The National Center for Education Statistics (NCES) and the Bureau of Labor Statistics (BLS) developed a “CIP-SOC crosswalk” linking fields of study, classified by a well-established classification scheme called Classification of Instructional Programs (CIP), with occupations, classified by a well-established classification scheme called Standard Occupational Classifications (SOC). The CIP-SOC crosswalk is available [here](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=16&cad=rja&uact=8&ved=2ahUKEwjF14CDtP_gAhUFG6wKHR8OD5wQFjAPegQIARAC&url=https%3A%2F%2Fwww.ode.state.or.us%2Fteachlearn%2Fpte%2Ffinalsoctocipcrosswalk_022811.xls&usg=AOvVaw0265OSLKpNiEPFJXYvgJvJ), and guidelines on how to use the scheme are posted online [here](https://www.immagic.com/eLibrary/ARCHIVES/FIN_AID/US_ED/N110315G.pdf).

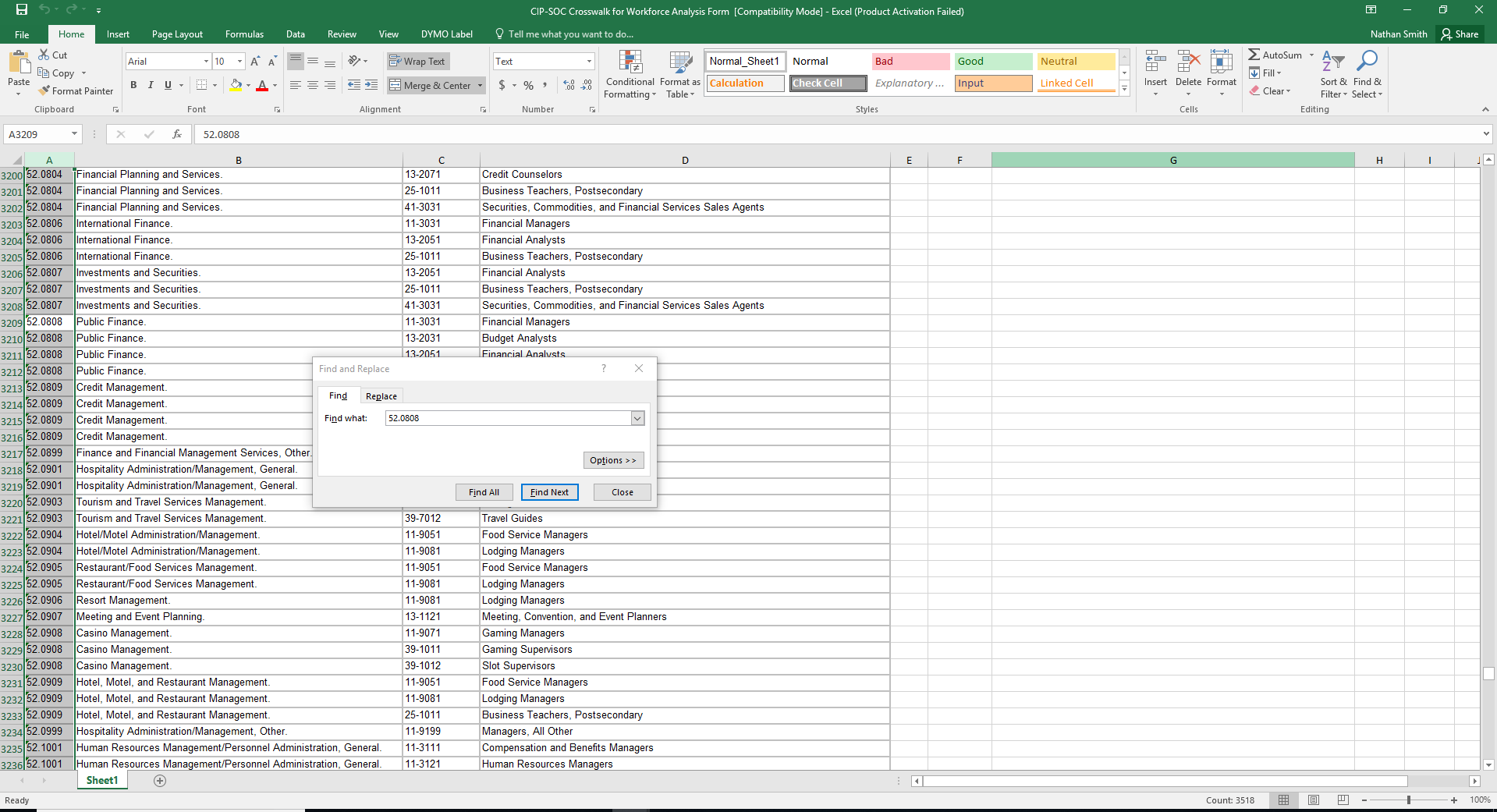
In question 4a of the form, institutions are asked to copy and paste a list of occupations that match with their instructional programs, taken directly from the NCES CIP-SOC crosswalk, which can be downloaded here: <https://static.ark.org/eeuploads/adhe/CIP-SOC_Crosswalk_for_Workforce_Analysis_Form.xls>

To use this file to answer question 4a:

1. Select Column A.
2. In the Home ribbon, Editing section of the toolbar, click Find & Select to get a drop-down menu, and select the Find command. As you do this, your screen should look something like this.



1. In the Find and Replace dialog box, enter the CIP code that you’re interested in, and click “Find Next.” Your screen should then look like this:



1. Since the CIP-SOC crosswalk file is already sorted by row, you can find all the rows corresponding to your CIP simply by starting from the first cell selected and then reading down in column A until you encounter a different CIP code.
2. Select all of these rows, columns A through D, this will form a table that can be pasted directly into the response field for question 4a.

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| 52.0808 | Public Finance. | 11-3031 | Financial Managers |
| 52.0808 | Public Finance. | 13-2031 | Budget Analysts |
| 52.0808 | Public Finance. | 13-2051 | Financial Analysts |
| 52.0808 | Public Finance. | 25-1011 | Business Teachers, Postsecondary |

1. If desired, ask a faculty or staff member to sort the matched occupations from the CIP-SOC crosswalk by relevancy/importance, with the occupations that seem most likely to employ your graduates ranked first.
2. Missing occupations from the list should be addressed in question 4b.

Question 4b, is requesting information from your local staff/workforce experts at your institution on the applicability of the NCES list. We are aware that the NCES might be “globally” wrong—the CIP/SOC match may never have been very accurate, or may become obsolete as fields and occupations evolve—or “locally” wrong—the CIP/SOC match may be reasonably robust in general, but fail to capture the role your particular program plays in students’ career paths. Graduates of a particular program may be over or underqualified for some of the matched occupations. Also, there may be SOCs not matched to your CIP by NCES for which, however, your program does help to prepare students, and which are likely to provide gainful employment for your graduates. Question 4b is the place to tell us about those as well.