Bachelor of Science in Health Systems Management Program

#8 Plan cycle - 8
Plan cycle 2022/2023
7/1/22 - 6/30/23

Performance Objective 1 **Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.**

1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019, the benchmark was:
Projected enrollment:
- Year 1: 10 (Fall 2015 - Spring 2016)
- Year 2: 20 (Fall 2016 - Spring 2017)
- Year 3: 25 (Fall 2017 - Spring 2018)
- Year 4: 25 (Fall 2018 - Spring 2019)
- Year 5: 30 (Fall 2019 - Spring 2020)

- HSM - Health Systems Management, BS
  - CCOR - Care Coordination Concentration (inactive effective 201940)
  - HCMG - Healthcare Management Concentration (inactive effective 202140)
  - HCQI - Healthcare Quality Improvement Concentration (inactive effective 202140)
  - HCSC - Healthcare Services Coordination Concentration (effective 201940; inactive effective 202040)

1.1 Data

2018-2019:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	CCOR	0	0	1	2	3	0	0	2	1	3
	HCMG	2	8	13	16	39	4	7	8	22	41
	HCQI	0	1	3	7	11	0	0	3	8	11
	(blank)	0	1	1	0	2	0	0	1	0	1
Total		**2**	**10**	**18**	**25**	**55**	**4**	**7**	**14**	**31**	**56**

2019-2020:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	CCOR	0	0	1	1	2	0	0	0	1	1
	HCMG	4	9	11	27	51	1	8	9	29	47
	HCQI	0	1	1	9	11	0	0	0	9	9
	HCSC	0	2	1	0	3	0	0	0	1	1
	(blank)	0	0	0	1	1	0	0	0	1	1
Total		**4**	**12**	**14**	**38**	**68**	**1**	**8**	**9**	**41**	**59**

2020-2021:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	CCOR	0	0	0	1	1	0	0	0	0	0
	HCMG	5	10	12	29	56	5	8	16	34	63
	HCQI	1	0	0	5	6	1	0	0	0	1

	HCSC	0	0	0	1	1	0	0	0	1	1
	(blank)	0	1	2	0	3	0	0	3	3	6
Total		**6**	**11**	**14**	**36**	**67**	**6**	**8**	**19**	**38**	**71**

2021-2022:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	HCMG	1	3	9	33	46	0	2	2	26	30
	(blank)	2	8	10	8	28	6	6	12	13	37
Total		**3**	**11**	**19**	**41**	**74**	**6**	**8**	**14**	**39**	**67**

2022-2023:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	HCMG	0	0	3	14	17	0	0	1	11	12
	(blank)	4	11	7	22	44	4	9	7	29	49
Total		**4**	**11**	**10**	**36**	**61**	**4**	**9**	**8**	**40**	**61**

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
HSM	2017	54	1.851%
	2018	55	
Total	**2017**	**54**	**1.851%**
	2018	**55**	

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
HSM	2018	55	23.636%
	2019	68	
Total	**2018**	**55**	**23.636%**
	2019	**68**	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
HSM	2019	68	-1.47%
	2020	67	
Total	**2019**	**68**	**-1.47%**
	2020	**67**	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
HSM	2020	67	10.447%
	2021	74	
Total	**2020**	**67**	**10.447%**
	2021	**74**	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
HSM	2021	74	-17.568%
	2022	61	
Total	**2021**	**74**	**-17.568%**
	2022	**61**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Exceeded projected enrollment Year 4: 25 MSU, 25 SELU. Will continue to monitor.

As of August 14, 2019, 66 McNeese State University HSM students were enrolled in the fall 2019 semester.

2019-2020:
Exceeded projected enrollment Year 5: 30 MSU, 30 SELU. SELU is not participating in MSU evaluation programs. MSU HSM had a 23.63% increase in enrollment from Fall 18 - Fall 19 student enrollment. Will continue to monitor.

2020-2021:
There was a change of -1.47% growth for the 2019-2020 academic year. Student enrollment was 67; down by 1 student from the 2018 - 2019 enrollment. This change was anticipated due to school closure related to COVID-19 in the spring 2020 semester.

2021-2022:
There was an increase of 10.447% for the 2020-2021 academic year. Student enrollment for 2020 was 67 and went up to 74 for the year 2021. Will continue to monitor.

2022-2023:
There was a decrease in enrollment by -17.568% (74 to 61) for the 2021 to 2022 academic year. This change was expected due to the 2020 natural disasters our area experienced and pandemic as well as the decrease in college enrollment nationally. One action that has been initiated since the year 2022 is to move the HSM program from 50-99% online to 100% online. This change has been approved for the start of this current summer 2023 semester. A plan has been outlined to market to non traditional students who are already working in entry level healthcare fields starting in the Fall 2023. An estimated 90% of HSM students are transfer and readmitted students who are working in a healthcare facility. A major reason for non-traditional students not returning to college, is because they still have to work outside of attending school. The move to 100% online will help support the needs for non-traditional students. There are also plans set forth to meet with stakeholders at community colleges to share information with students about the program. Finally, the HSM program would like to see more affiliation agreements with community colleges. The HSM program is currently working on its first affiliation agreement with LSU-E.

2 Assessment and Benchmark

Benchmark: Projected completers:
- Year 3: 5 (Spring 2018)
- Year 4: 10 (Spring 2019)
- Year 5: 10 (Spring 2020)

- HSM - Health Systems Management
    - CCOR - Care Coordination
    - HCMG - Healthcare Management
    - HCQI - Healthcare Quality Improvement

2.1 Data

Completers:

Major	Conc.	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
HSM	CCOR	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	HCMG	0	0	5	0	0	2	0	4	14	0	4	7	0	11	12
	HCQI	0	0	2	0	0	2	0	1	2	0	3	0	0	0	0
	(blank)	—	—	—	—	—	—	—	—	—	—	—	—	0	0	2
Total		**0**	**1**	**7**	**0**	**0**	**4**	**0**	**5**	**16**	**0**	**7**	**7**	**0**	**11**	**14**

Major	Conc.	2022-2023			2023-2024			2024-2025			2025-2026			2026-2027		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
HSM	HCMG	0	5	5												
	(blank)	0	0	4												
Total		**0**	**5**	**9**												

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Spring 2019 - 4 MSU and 10 SELU HSM graduates.

Exceeded the projection for year 4: 10 MSU and 10 SELU graduates.

MSU did not meet the projection of 10; however, there are 5 graduate candidates for the Fall 2019 semester and 19 graduate candidates for the Spring 2020 semester.

2019-2020:
Fall 2019-Spring 2020 exceeded the projection for year 5: 10 MSU and 10 SELU students. MSU had a total of 21 students graduating for the 2019 - 2020 academic year. SELU did not report graduating numbers for this academic year. Due to the continued decrease in numbers graduating from Healthcare Quality Improvement and Care Coordination concentrations, a decision was made to delete the concentrations. Proposed curriculum changes and deletion of concentrations will go into effect in the Fall 2021 catalog. Course information taught in the two deleted concentrations will be incorporated into existing courses or will be added as course curriculum changes. These changes will go into effect for the Fall 2021 catalog.

2020-2021:
Fall 2020-Spring 2021 exceeded the projection for year 5: 10 MSU and 10 SELU students. MSU had a total of 14 students graduating for the 2020-2021 academic year.

2021-2022:
Fall 2021-Spring 2022 exceeded the projection for year 5: 10 MSU and 10 SELU students. MSU had a total of 24 students graduating for the 2021-2022 academic year.

2022-2023:
Fall 2022 the HSM program had a total of 5 graduates and Spring 2023 the HSM program had a total of 9 graduates. The HSM program had a total of 14 graduates for the 2022-2023 academic year.

3 Assessment and Benchmark

Benchmarks:
- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:
- HSM - Bachelor of Science in Health Systems Management

3.1 Data

Fall 2015 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	2	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Fall 2016 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	2	2	100	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	1	50.0

Fall 2017 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	5	3	60.0	3	60.0	2	40.0	2	40.0						

Fall 2018 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	1	0	0.0	0	0.0	0	0.0	0	0.0						

Fall 2019 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	1	1	100	1	100	0	0.0	0	0.0						

Fall 2020 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	2	2	100	2	100	2	100								

Fall 2021 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	1	1	100	1	100										

Fall 2022 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	3	3	100												

Summary of Benchmark Achievement:

Fall Cohort	Cohort Size	Persistence Rate	Retention Rate			Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year
2015	2	N	N	N	N	N	N	N
2016	2	Y	N	N	N	N	N	Y
2017	5	N	N	N	N			
2018	1	N	N	N	N			
2019	1	Y	Y	N	N			
2020	2	Y	Y	Y				
2021	1	Y	Y					
2022	3	Y						

Average	2.1	Y	N	N	N	N	N	N

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

<u>2015   Cohort - 2 Freshman declared HSM as major.</u>

Persistence Rate: 0% Benchmark of 85% not met.

Fall YI – spring Y1: 2 students changed from HSM to another major

Retention Rate: **50% Benchmark of 70% not met**

Y1 – Y2: 1 student remained at MSU, 1 student dropped out of MSU

Retention Rate: 50% Benchmark of 55% not met

Y1 - Y3: 1 student remained at MSU.

Retention Rate: 50% Benchmark of 45% met

Y1 – Y4: the student continued at MSU.

<u>2016   Cohort - 2 Freshman declared HSM as major.</u>

Persistence Rate: 100% Benchmark of 85% met.

Fall YI – spring Y1: 2 students remained in HSM major

Retention Rate: **100% Benchmark of 70% met**

Y1 – Y2: 1 student remained in HSM major, 1 student changed major. Both students remained enrolled at MSU.

Retention Rate: 100% Benchmark of 55% met

Y1 - Y3: Students continued at MSU, 1 student remained in HSM major, 1 student was in another major.

<u>2017   Cohort – 5 Freshman declared HSM as major.</u>

Persistence Rate: 80% Benchmark of 85% not met.

Fall YI – spring Y1: 3 students remained in HSM major. 1 student changed major. 1 student dropped out of MSU.

Retention Rate: 6 **0% Benchmark of 70% not met**

Y1 – Y2: 3 students remained in HSM major, 1 student dropped out of MSU.

<u>2018   Cohort – 1 Freshman declared HSM as major.</u>

Persistence Rate: 0% Benchmark of 85% not met.

Fall YI – spring Y1: 1 student dropped out of MSU.

Plan of action: HSM Program Coordinator would like to meet with all freshman students that declared HSM as major during the first semester they are enrolled at MSU. There is not any contact with HSM Program Coordinator until the student is transferred into HSM department, which may never occur if the student changes major during the first year at MSU. HSM Program Coordinator discussed with Director of Freshman Advising. Process for initial contact being discussed.

2019-2020:

Cohort - 1 Freshman declared HSM as major.

Persistence Rate: 100% Benchmark of 85% met.

Fall YI – spring Y1: 1 student remained in HSM major

Retention Rate: **100% Benchmark of 70% met**

Y1 – Y2: 1 student remained in HSM major.

Retention Rate: 100% Benchmark of 55% met

Y1 - Y3: Students continued at MSU, 1 student remained in HSM major, 1 student was in another major.

2020-2021:

Cohort - 2 Freshman declared HSM as a major

Persistence Rate: 100% Benchmark of 85% met

Fall Y1 -Spring Y1: 2 students remained in HSM major

Retention Rate: 100% Benchmark of 70% met

Y1 - Y2: 2 students remained in HSM

Retention Rate:

Y1 -Y3 no additional data in the table

2021-2022:

Cohort - 1 Freshman declared HSM as a major
Persistence Rate: 100% Benchmark of 85% met
Fall Y1 to Spring Y1: 1 student remained in HSM major
Retention Rate: No additional data in the table
Plan of action: HSM Coordinator would like to meet with freshman students who have declared their major HSM to stay in contact with the HSM department to provide mentoring to try to increase retention.

2022-2023:
Cohort - 3 Freshman declared HSM as a major
Persistence Rate: 100% Benchmark of 85% met
Fall Y1 to Spring Y1:
Retention Rate: No additional data in the table

Performance Objective 2 **Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.**

1 Assessment and Benchmark

Benchmark: Conduct at least one faculty meeting per term within the institution to review student progress, program implementation, and progress toward goal achievement.

1.1 Data

Meetings conducted in:
- December 2015
- May 2016
- August 2016
- January 2017
- August 2017
- January 2018
- July 2018
- January 2019
- May 2019
- July 2020
- Fall 2021 and Spring 2022
- May 2023
- July 2023 (pending) - will enter

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Fall 2018 - Due to the number of students enrolled in HSM-200 level courses, a decision was made by SELU and MSU to each teach 200-level courses. At this time, we will share 300- and 400-level courses. Faculty at both universities agreed to share course information between faculty to ensure the same content, requirements, grading scale, course description, and textbooks remain the same. Evaluation strategies were discussed and decided to evaluate students in the same manner.

Spring 2019 - Discussed proposed changes in HSM curriculum. Final planning session with SELU scheduled for July 2019. Discussed change in University policy for online courses related to online exams. Online exams are to be given in a single, 24 hour, block of time. Courses designated as W classes cannot require face-to-face class meetings but we can require face-to-face class meetings with WH (web hybrid) course designation.

2019-2020:
Summer 2020 - Curriculum changes were discussed. Removal of Healthcare Quality and Care Coordination Concentration - This will go into effect for the Fall 2021 - Spring 2022 catalog. Discussed course and curriculum changes. Deletion of courses and addition of courses - a description of the courses added and deleted are contained in the minutes from HSM meeting July 6, 2021 between MSU and SELU.

The minutes are attached. Decision was made to have annual meetings instead of each semester unless needed.

2020-2021; 2021-2022:
Meeting were held via phone conference and face to face when Covid-19 protocols were lifted with permanent and temporary faculty. Discussions included student issues, retention and recruitment efforts, forming HSM student organization, use of grant funding for internship hours, transition to a new Program Coordinator and hiring new faculty member to replace retiring faculty. Decisions were made on reorganization of curriculum courses from fall to spring to improve the flow of information from one course to another.

2022-2023:
May 2023 - Met with Dr. Hershberger regarding LA-DRA grant that will be written in summer 2024 for the RN to BSN, HSM, RT to BS programs. Currently conducting needs review for health service worker to include this information in the grant proposal.

7-6-20 MSU SELU Faculty Meeting   [DOCX 15 KB 7/7/21]

2 Assessment and Benchmark

Benchmark: Conduct at least one consortial meeting per year between MSU and SELU to review student progress, program implementation, and progress toward goal achievement.

2.1 Data

Meetings conducted in:
- September 2015
- September 2016
- July 2017
- September 2018
- July 2019
- July 2020
- In summer 2021, an informal meeting was held with SELU Program Coordinator to discuss the distancing of the programs due to large enrollment with both programs.
- Became program coordinator fall 2022. Programs have separated due to large enrollment. I have spoke to Dr. Tufts Spring 2023 at SELU via telephone regarding textbooks.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Two formal meetings were held with SELU in Baton Rouge. Many informal meeting were held throughout the academic year as the need arose. Discussions included enrollment growth, class size, course sharing, and fall and spring course offerings. A graduate exit survey was developed by MSU and shared with SELU. Two surveys were given to MSU HSM graduating seniors, one in Spring 2018 and one in Spring 2019. The survey was revised prior to giving in Spring 2019 to include a statement related to satisfaction with the HSM internship. Results were reviewed and data analyzed. Due to the low number of participants and less than three years of data, results will continue to be monitored for trends as participation numbers increase.

Major curriculum changes were discussed in the Summer 2019 meeting. It was felt by all attendees that changes within the healthcare environment warranted changes in HSM courses. Courses were combined that had similar information and new courses were added that met the current trends of today's healthcare market. A microcomputer application in healthcare course was proposed that supported the use of healthcare business applications and software programs, such as Excel, QuickBooks, etc. A population health course, an Anatomy and Physiology course specific for business majors, a leadership and management course, and a foundation course in healthcare quality improvement were all accepted as part of the curricular changes. The proposed curriculum changes will go into effect Fall 2020 or Spring 2021. Discussions and planning sessions will continue on these proposed curriculum changes between SELU and MSU HSM faculty.

2019-2020:
A meeting was held via Zoom during the summer of 2020 due to COVID-19 restrictions. Curriculum

changes were discussed. Removal of Healthcare Quality and Care Coordination Concentration - This will go into effect for the Fall 2021 - Spring 2022 catalog. Discussed course and curriculum changes. Deletion of courses and addition of courses - a description of the courses added and deleted are contained in the minutes from HSM meeting July 6, 2021 between MSU and SELU. The minutes are attached. Decision was made to have annual meetings instead of each semester unless needed.

2020-2021:
No meetings were held due to two hurricanes and university shutdowns from Covid-19 and damage from hurricanes at McNeese and Southeastern Louisiana University.

2021-2022:
Meeting not held in summer of 2021. Meeting to be scheduled for Summer 2022 to discuss transition of new HSM program coordinator and changes in faculty at SELU. Also, discussions should include continuance of collaborative partnership between universities since curricula are stand alone at each University due to increase in student enrollment. Faculty sharing of teaching resources are not feasible at this time.

2022-2023:
No meeting in summer 2022 from previous note, programs have discontinued collaboration due to SELU's large enrollment

7-6-20 MSU SELU Faculty Meeting   [DOCX 15 KB 7/7/21]

3 Assessment and Benchmark

Benchmark: Ensure student satisfaction with course instruction; course SEI averages will aggregate to 3.75 on a 5.00 scale.

3.1 Data

Aggregate Course SEI Averages:

Semester	Global Mean - MSU and SELU Combined Score
Fall 2015	4.74
Spring 2016	4.39
Fall 2016	4.64
Spring 2017	4.56
Fall 2017	4.15
Spring 2018	4.30
Fall 2018	4.42
Spring 2019	3.86

Aggregate Course SEI Averages:

Semester	Global Mean - MSU Composite Score
Fall 2019/Spring 2020	4.4
Fall 2020	—
Spring 2021	4.31
Fall 2021	4.51
Spring 2022	3.47
Fall 2022	4.45
Spring 2023	4.02

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Benchmark met; Fall 18 aggregate score increased; however, in Spring 19 aggregate score decreased but remained above the benchmark. Results of the SEI for fall 2018 and spring 2019 will be shared with faculty at MSU and SELU. In the spring 2019 semester, SELU HSM Program Coordinator announced they would be collecting their own SEI information. For the 2019-2020 semester, the aggregate data will be MSU information only.

2019-2020:
Benchmark met; Fall 2019 & Spring 2020 reports were combined and contained data from MSU students enrolled in Health Systems Management courses. A decision was made by SELU to collect their own data for their HSM program. The global mean scores increased from Fall 18 - Spring 19.

2020-2021:
Fall 2020 - SEI's were not given due to damage from two hurricanes during the fall semester.

Benchmark met; Spring 2021 - Since MSU HSM students are only taking HSM courses at MSU, the SEI's are a composite of HSM courses taught at MSU.

2021-2022:
Fall 2021 benchmark met, Spring 2022 benchmark not met. The global mean decreased; therefore, discussions will be had with HSM faculty on ways to improve the results for the SEI.

2022-2023:
Benchmark met. HSM program plans for continuous improvement in online course instruction. Faculty are encouraged to respond to students within a 48 hour time frame and to complete their required annual online education.

Performance Objective 3 Health Systems Management students will demonstrate preparedness for employment or graduate school in Healthcare Management, Healthcare Quality Improvement, Care Coordination, or a closely related field.

1 Assessment and Benchmark

Benchmark: 85% of the students will demonstrate "Exceeds expectations-Usually meets expectations" in the concentration's internship skills behaviors.
- Measure: HSM 497, HSM 498, HSM 499 Internship Rubric to be developed

HSM 448 and HSM 499 concentrations were dropped. Health Systems Management - HSM 497 remains.

1.1 Data

Term	Students scoring at least "Usually Meets Expectations"		Average Score
	#	%	
Fall 2017	1/1	100%	5.00
Spring 2018	7/7	100%	4.93
Fall 2018	—	—	—
Spring 2019	4/4	100%	4.62
Fall 2019	5/5	100%	—
Spring 2020	16/16	100%	**
Fall 2020	7/7	100%	**
Spring 2021	7/7	100%	4.5
Fall 2021	8/10	80%	4.5

Spring 2022	14/15	93%	4.46
Fall 2022	6/6	100%	4.38
Spring 2023	7/7	100%	4.93

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Fall 2018: No internship offered this semester.

Spring 2019: 4/4 students - benchmark met. 4/4 students demonstrated "Exceeds expectations" in the concentration's internship skills behaviors.

2019-2020:
Fall 2019: 5/5 students - benchmark met. 4/4 students demonstrated "Exceeds expectations" in the concentration's internship skills behaviors.

**Spring 2020: 16/16 students passed the course and met the benchmark "Exceeds expectations" in the concentration's internship skill behaviors. Due to Covid-19 closures for the University and Internship Organizations, in March 2020, internship students were not able to complete their internship rotation. The students completed enough hours to use the grade for the internship analysis paper and final grade to evaluate internship skill behaviors. An alternative plan (Plan B) will be developed that will measure internship skill behaviors if students are not able to complete internship hours.

2020-2021:
**Fall 2020: 7/7 students - benchmark met. In addition to Covid-19 precautions at healthcare organizations, Lake Charles, La experienced two major hurricanes in a month causing some internships to be cancelled for the semester, due to major hurricane damage at the internship facility. 4/7 students were able to complete the internship and met the benchmark "Exceeds expectations" in the concentration's internship skill behaviors. 3/7 students completed the alternative plan (Plan B) as their internship. The students were required to complete a research paper and a portfolio that included webinars and summaries. 3/7 students successfully completed Plan B. A file is attached with the requirements for Plan B.

Spring 2021: 7/7 students - benchmark met. 7/7 students demonstrated "Exceeds expectations" in the internship skill behaviors.

2021-2022:
Fall 2021: 8/10 80% of HSM students demonstrated "Exceeds expectations" in the internship skill behaviors. Benchmark not met. Will reevaluate for Spring 2022 semester and monitor for trends. Changes will be made as needed.

Spring 2022: 14/15 93% of HSM students demonstrated "Exceeds expectations" in the internship skill behaviors. Benchmark met. Improvement noted in internship skill behaviors.

2022-2023:
Fall 2022 - 6/6 students met the benchmark. 1 student fell in the category of "usually meets expectations." The one student was in a virtual internship that focused on the revenue cycle. Feedback from preceptor was weakness in communication and interpersonal skills. Recommendations for continuation of faculty integrating group activities in online HSM program since students in an online environment lack traditional face to face classroom interactions.
Spring 2023 - 7/7 students met the benchmark. HSM internships continue to be effective. HSM program continue to form relationships with a wide variety healthcare leaders in various settings for students in their chosen city.

Part 1 Alternative project (Plan B) for HSM 497 498   [DOCX 19 KB 5/20/21]

Part 2 Alternative project (Plan B) for HSM 497 498   [DOCX 14 KB 5/20/21]

2 Assessment and Benchmark

Benchmark: 70% of graduates completing the Exit Survey will indicate satisfaction with their internship experience.

- Measure: Program Exit Survey and Internship Analysis paper with question specific to satisfaction with internship experience. Information to be collected during the final semester at the end of the student internship.

2.1 Data

2018-2019:
Fall 2018 - No internship students.

Spring 2019 - 2/4 students completed the Graduate Exit Survey. A new question was added to the Graduate Exit Survey that addressed satisfaction with internship experience. 2/2 (100%) students strongly agreed with the statement "I was satisfied with the internship experience".

As part of the capstone course, students are required to submit an "Internship Analysis Paper". One of the items to be addressed in the paper is satisfaction with the internship program. 3/4 students stated satisfaction with the internship program.

See attached file for comments from students.

2019-2020:
Fall 2019 - 2/5 students completed the Graduate Exit Survey. 2/2 (100%) students strongly agreed with the statement, "I was satisfied with the internship experience".

As part of the capstone course, students are required to submit an "Internship Analysis Paper". One of the items to be addressed in the paper is satisfaction with the internship program. 5/5 students stated satisfaction with the internship program.

See attached file for comments from students.

Spring 2020 - 12/16 students completed the Graduate Exit Survey. 12/12 (100%) students strongly agreed with the statement, "I was satisfied with the internship experience".

As part of the capstone course, students are required to submit an "Internship Analysis Paper". One of the items to be addressed in the paper is satisfaction with the internship program. 16/16 students stated satisfaction with the internship program. However, 1 student complained of the length of time needed to complete the 320 required hours.

See attached file for comments from students.

2020-2021:
Fall 2020 - 2/7 students completed the Graduate Exit Survey. 2/2 (100%) students strongly agreed with the statement, "I was satisfied with the internship experience".
As part of the capstone course, students are required to submit an "Internship Analysis Paper". One of the items to be addressed in the paper is satisfaction with the internship program. 4/4 students, able to complete the internship, stated satisfaction with the internship program.

See attached file for comments from students.

Spring 2021 - 3/7 students completed the Graduate Exit Survey. 2/3 (66.7%) students strongly agreed with the statement, "I was satisfied with the internship experience". 1/3 (33.33%) students neither agreed or disagreed with the statement, "I was satisfied with the internship experience".

As part of the capstone course, students are required to submit an "Internship Analysis Paper". One of the items to be addressed in the paper is satisfaction with the internship program. 7/7 students stated satisfaction with the internship program.

See attached file for comments from students.

2021-2022:
Fall 2021 - 4/10 students completed the Graduate Exit Survey. 2/4 (50%) students strongly agreed with the statement, "I was satisfied with the internship experience". 2/4 (50%) students agreed with the statement, "I was satisfied with the internship experience".

As part of the capstone course, students are required to submit an "Internship Analysis Paper". One of the items to be addressed in the paper is satisfaction with the internship program. 7/7 students stated satisfaction with the internship program.

Spring 2022 - 4/15 students completed the Graduate Exit Survey. 2/4 (50%) students strongly agreed with the statement, "I was satisfied with the internship experience". 1/4 (25%) students neither agreed/or disagreed with the statement, "I was satisfied with the internship experience". 1/4 (25%) students disagreed with the statement, "I was satisfied with the internship experience".

Internship Analysis Paper - satisfaction with the internship program. 13/15 stated dissatisfaction with the internship experience. Reasons were mentor not attentive to student requests and too far to drive with price of gasoline being high.

2022-2023:
Fall 2022 - A total of 4 students out of the 6 students enrolled in the course completed the graduation exit survey. 50% (2) of the students who completed the survey reported that they **strongly agreed** with the statement "I was satisfied with the internship experience." The other 50% (2) of the students reported that they **agreed** with the statement "I was satisfied with the internship experience." All students reported that they were satisfied with their internship experience in their internship analysis paper. Even though only 4/6 students completed the graduation exit survey, I would still conclude that the benchmark was met from the internship analysis paper combined with the survey results.

Spring 2023 - A total of 2 students out of the 7 students enrolled in the course completed the graduation exit survey. 50% (1) student completed the survey reported that they **strongly agreed** with the statement "I was satisfied with the internship experience. The other 50% (1) student reported that they **agreed** with the statement "I was satisfied with the internship experience." All students reported that they were satisfied with their internship experience in their internship analysis paper.

Fall 2019 Internship Analysis Paper Comments   [DOCX 12 KB 5/20/21]

Fall 2020 Internship Analysis Paper Comments   [DOCX 13 KB 5/20/21]

Spring 2020 Internship Analysis Paper Comments   [DOCX 18 KB 5/20/21]

Spring 2021 Internship Analysis Paper Comments   [DOCX 14 KB 5/20/21]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
3/4 students voiced satisfaction with the internship they completed in the final project. One student voiced dissatisfaction with internship related to issues with mentor on Internship Analysis paper. Student did not voice concerns with internship mentor with faculty during the semester.

Action Plan: Internship faculty will contact students twice during the semester to discuss any issues with internship site or mentor.

A new question was added to the Graduate Exit Survey that addressed satisfaction with internship experience. Only 2/4 students completed the Graduate Exit Survey.

Action Plan: Achieve higher number of graduates completing Graduate Exit Survey. The Graduate Exit Survey will be given the week before the internship is complete instead of after finals are given.

2019-2020:
14/21 students voiced satisfaction with the internship they completed in the final project. One student voiced dissatisfaction with internship related to completion of 320 hours. In the item analysis paper, students wished they could have completed the required number of hours; however, The internships were

cut short, in the spring 2020 semester, due to COVID-19 restrictions.

Action Plan: To prepare a Plan B for internships when internships are unable to be completed. COVID-19 brought this to the faculty's attention; however, other issues may arise that would prevent a student from completing the 320 hours for the internship.

2020-2021:
A Plan B was developed for students unable to compete all of the required internship hours due to illness or unforeseen circumstances. Even though we were in the midst of the COVID-19 pandemic, faculty worked with healthcare organizations to secure internships for 7 students. However, during the fall 2020 semester, two major hurricanes hit our area damaging 3 of the healthcare organizations where the students planned to intern. Plan B was initiated for 3/7 students. 4/7 students were able to complete the internship.

Action Plan: Even though the Plan B for the internship was successful, an evaluation rubric will be developed to enable evaluation of project effectiveness for student learning capstone competencies if Plan B is initiated again.

2021-2022:
Spring 2022 only 4/15 students completed the graduation exit survey. 2/4 students reported satisfaction with the HSM internship experience. 4/4 students reported satisfaction with the HSM program. I do not have data for Fall 2021 as I currently do not have access to the course in Moodle.

Action Plan: I will increase the participation of students in the graduation exit survey. I will communicate the importance of completion of the survey at the end of the course. I will add the information about the graduation exit survey in the syllabus. My goal is at least a 40% increase in participation.

2022-2023:
Fall 2022 - All students reported that they were satisfied with their internship experience in their internship analysis paper. Only 4/6 students completed the graduation exit survey. The students who completed the survey either reported they strongly agreed or agreed with the statement "I was satisfied with the internship experience." I would conclude that the benchmark was met based on both the internship analysis paper and graduation exit survey.

Action Plan: Post in Moodle announcements the importance of completing the graduation exit survey in relation to program improvement.

Spring 2023 - A total of 2/7 students completed the graduation exit survey. The students who completed the survey either reported strongly agreed or agreed with the statement "I was satisfied with the internship experience." Unable to determine if benchmark met. More student need to complete the graduation exit survey.

Action Plan: Post in Moodle announcements reminders to complete the graduation exit survey.
Actions Plans to take into effect Fall 2023

Part 1 Alternative project (Plan B) for HSM 497 498   [DOCX 19 KB 5/20/21]
Part 2 Alternative project (Plan B) for HSM 497 498   [DOCX 14 KB 5/20/21]

3 Assessment and Benchmark

Benchmark: 70% of graduates completing the Alumni Survey will indicate placement in a major field-related employment or a graduate program.

- Measure: Alumni Survey, HSM Program Alumni Survey to be collected one year after graduation by the HSM program coordinator.

HSM Alumni Survey - Fall 2019 Spring 2020   [DOCX 15 KB 5/26/22]

3.1 Data

2018-2019:

Alumni Survey sent, via email, in August 2019 to eight HSM graduates. One for Fall 17 and seven for Spring 18. Awaiting results at time of completion of report. Will update when results are submitted.

Update: No alumni surveys were returned.

2019-2020:
Alumni Survey was to be sent for 2018 - 2019 HSM graduates in August. However, Hurricane Laura hit in August and internet services were not available. A second Hurricane hit in September causing more extensive damage. Good internet service was not available until the end of October. Many graduates were displaced or dealing with Hurricane damage and Covid-19 issues so poor response was anticipated. A decision was made to send 2018-2019 and 2019-2020 alumni surveys in August 2021.

2020-2021:
An alumni survey will be sent in August 2021 to 2018-2019 and 2019-2020 alumni. A new format will be used to submit the survey. Faculty will review several options during the summer 2021.

2021-2022:
An alumni survey was sent, via email, on August 17, 2021, to HSM graduates from the Fall 2019 and Spring 2020 classes. No completed surveys were returned. Will discuss with other departments how to improve responses for alumni surveys.

2022-2023:
New role as program coordinator Fall 2022. No awareness of alumni survey for HSM program.
Action Plan: Locate previous utilized alumni survey or create a new alumni survey for start to be sent in Fall 2023 semester from the Fall 2022 and Spring 2023 semesters.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
Alumni survey sent to 8 HSM graduates in August 2019 (1 from Fall 17 and 7 from Spring 18). Awaiting responses. Will update plan when responses are recorded. No responses were returned for alumni graduating in Fall 17 or Spring 18.

2019-2020:
Alumni surveys are sent in August each year. No survey's were sent due to damage from two hurricanes in August and September 2020. Internet service was not available. Will submit alumni surveys to 2018-2019 and 2019-2020 alumni in August 2021. Due to the poor response in the past, faculty will review alternative formats for submitting alumni surveys.

2020-2021:
Plan is to send alumni surveys to HSM graduates Spring 2019, Fall 2019, & Fall 2020 in August 2021. No HSM graduates for Fall 2018.

2021-2022:
No completed alumni surveys were returned from the surveys sent out on August 17, 2021.

2022-2023:
Action Plan: Locate previous utilized alumni survey or create a new alumni survey for start to be sent in Fall 2023 semester from the Fall 2022 and Spring 2023 semesters.