Health Systems Management [HSM]

Cycles included in this report:
Jun 1, 2023 to May 31, 2024

Program Name: Health Systems Management [HSM]

Reporting Cycle: Jun 1, 2023 to May 31, 2024

1 Is this program offered via Distance Learning?

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2019-2020:
Further curriculum changes occurred as a result of student and faculty input. Duplication of information was being taught in some of the courses, as well as, new information was needed to stay abreast of current trends in healthcare. A curriculum revision was approved. New courses were added, courses were combined, and concentrations were removed. The new degree is a BS in Health Systems Management degree that offers courses in a variety of topics including information from the two concentrations that were deleted - Quality Improvement and Care Coordination. Faculty and Program Coordinators at SELU and MSU agreed on the changes and assisted in developing the new courses. HSM graduates are provided with courses that allow a broader range of information that supports the diverse, ever-changing, healthcare environment.

2020-2021:
COVID-19 requirements and two hurricanes in our area forced changes regarding the internship part of the HSM program. After discussion with faculty at SELU and McNeese, a plan "B" was established as many healthcare facilities would not allow interns to participate in internships at their organization or were not open due to damages from two hurricanes in the Fall 2020 semester. Plan "B" requirements were implemented allowing students to meet the revised requirements and were able to graduate as scheduled.

2021-2022:
HSM courses are taught once a year. When reviewing fall and spring semester course, we determined that order of courses needed to be rearranged to facilitate student learning in a succinct manner. HSM 270 Applying Evidence to Improve Healthcare Outcome should be taught the semester prior to HSM 315 Fundamentals of Healthcare Quality Improvement. A curriculum change required moving HSM 270 to Spring semesters and HSM 315 to fall semesters.

2022-2023:
A curriculum change was initiated in 2022 to meet the needs of the students and to increase enrollment. The HSM program was moved from 50-99% online to 100% online. Many students who had declared HSM as a major were taking their general education courses at other local schools because they did not have access to the online sections at McNeese because HSM was not declared an online major. Ninety five percent of the HSM student population are non traditional students who are currently working in entry level healthcare jobs.

2023-2024:
A curriculum change was initiated in 2023-2024 where COMM 201 Public Speaking was removed and COMM 105 Strategic Communication was added. This change was discussed with department head of mass communications, Dr. Tracey Standley. The HSM students had limited options with offering of COMM 201 online every semester. Dr. Standley felt that COMM 105 and COMM 205 would work in place of COMM 201 for the HSM students and are offered online every semester. After discussion, we agreed that COMM 105 Strategic Communication would meet the public speaking component that I was looking for in a communications course similar to COMM 201.

A change was made in the course HSM 375 Data Management. After teaching the course and reviewing prior instances where the course was taught, it was found that the primary focus of the textbook was data and statistical analysis. The core material of the current textbook was manipulating and analyzing data through statistical tools. It was found that the textbook was not a good fit for meeting the needs of a general introductory healthcare data course for students who had no prior knowledge to the healthcare profession with analyzing data or prior knowledge as a healthcare biller or coder. The HSM degree program does nor prepare students for coding as future healthcare professions in the healthcare industry. After a consult with our past consortium school SELU and performing a textbook search, the textbook was changed.
Current New Textbook

Davis, N. A., & Shiland, B. J. (2017). *Statistics & Data Analytics for Health Data Management* (1st ed.). Elsevier.

This course is taught every spring semester and for Spring 2025, another textbook will be incorporated into the course with the Davis & Shiland. This textbook, *Data Driven Quality Improvement and Sustainability in Healthcare: An Interprofessional Approach*, will be added to focus on the concepts of data as it relate to quality improvement in healthcare (data quality assessment and integrity and quality data management).
Addition textbook to adopt to incorporate in spring 2025
Data Driven Quality Improvement and Sustainability in Healthcare: An Interprofessional Approach

4 Program Highlights from the Reporting Year

2019-2020:
- Enrollment continued to grow each semester.
- Two full time faculty remained in HSM; however, 5 - 6 adjunct faculty are being used due to the increased enrollment and the increased number of HSM courses taught at MSU.
- MSU had 21 HSM graduates for the 2019-2020 academic year.
- An alumni survey was sent to 8 HSM graduates (graduating classes of Fall 17 and Spring 18) during the summer of 2019. No responses to the surveys were returned.
- Multiple new internship sites hosted the 21 HSM graduates.
- Curriculum changes were proposed, concentrations were dropped.

2020-2021:
- Enrollment continued to grow each semester.
- Two full time faculty remained in HSM; however, 5 - 6 adjunct faculty are being used due to the increased enrollment and the increased number of HSM courses taught at MSU.
- MSU had 14 HSM graduates for the 2020-2021 academic year.
- Curriculum changes were adopted, new courses were developed, concentrations were dropped.
- Temporary changes were implemented for internship programs due to COVID-19 restrictions and extensive damage to Lake Charles and surrounding areas from two major hurricanes.
- La BOR removed conditional approval from HSM degree; full approval was given.

2021-2022:
- Enrollment continues to grow. 5-6 adjunct faculty are used each semester.
- Program Coordinator retired and a new Program Coordinator was appointed.
- Hired new HSM faculty. New hire graduated from HSM program at McNeese State University and received MS in Health Care Administration from LSU Shreveport.
- Established student HSM organization. HSM Student Organization charter membership began in January 2022.
- Worked with Dept. of Education on Federal Grant Funding Project to provide pay for HSM Internship hours.

2022-2023:
- Continued to work with the Dept. of Education on Federal Grant Funding Project to provide pay for HSM Internship Hours
- HSM program transitioned to 50-99% online to 100% online allowing easier access for students allowing more flexibility for students
- HSM program began working with marketing on projects to gain visibility, HSM program obtained Facebook social media page
- HSM program coordinator finished doctoral education
- HSM began working on minor for the next catalog year

2023-2024:
- HSM minor submitted to McNeese Office of Institutional Research and Effectiveness, Minor to be in effect Summer 2024
- HSM Spring 2023-Spring 2024 enrollment figures increased by 13.1%
- HSM program gained a new intern site affiliates with the following agencies: Dequincy Memorial Hospital, Dequincy, LA, LA Dept. of Health, Natchitoches Regional Medical Center, Natchitoches, LA, Byrd Regional Medical Center, Leesville, LA, Cardiovascular Institute of the South, Lafayette, LA, Skylink Medical, Lafayette, LA, Jacksonville Children's and Multispecialty Clinic, Jacksonville, North Carolina
- HSM's programs 1st transfer agreement signed with LSUE's Associate of Science in Health Science
- HSM program tan its first Facebook ad through McNeese Marcom department in Spring 2024
- HSM initiated marketing plan in Fall 2024 and Spring 2024: HSM faculty in Spring 2024 LSUE transfer day. Fall 2023 Opelousas General Transfer Fair, Sowela's Career day, Visited Sowela's Medical Assistant Class, SLCC Nursing and Allied Health's career fair. (these do not include publicity from the activities the other dept. of health professions faculty are present at, and activities dept. of undergraduate nursing are present at where they have HSM's marketing materials)

5 Program Mission

The purposes of the HSM program are: to prepare graduates who are able to understand current and future healthcare industry trends and issues; to develop, communicate, and manage resources and solutions to challenges for healthcare systems; and to improve overall quality and outcomes of healthcare systems and services.

6 Institutional Mission Reference

The HSM supports McNeese State University's mission as an institution dedicated to successful education of the undergraduate and graduate students and services to the employers and communities in the southwest Louisiana region. All McNeese programs embrace a broad, general education foundation and foster studied acquisition of content knowledge, the demonstration of discipline-specific skills and dispositions. Our mission specifies that among our programs and services are those in support of allied health fields and industries.

7 Assessment and Benchmark

Assessment: HSM 200 Embedded Questions.

Benchmark: 85% of students will "meet expectations," or earn a score of 70% (C grade) or higher, when answering questions related to: the impacts of historical, political, social, and cultural events on the access to healthcare services.

7.1 Data

Term	Students with 70% or higher final grade for HSM 200		Benchmark Met?
	#	%	
Fall 2016	37/40	92.50%	Yes
Fall 2017	33/40	82.5%	No
Spring 2018	15/15	100%	Yes
Fall 2018	29/30	96.67%	Yes
Spring 2019	42/44	95.45%	Yes
Fall 2019	12/17	70.58%	Yes
Fall 2020	—	—	—
Fall 2021	32/38	84.21%	No
Fall 2022	34/37	91.89%	Yes
Fall 2023	18/25	72%	Yes

7.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Fall 2019 8/17 students did not make a 71% or higher on the new assignment - reflective journal addressing Affordable Care Act and Healthy People 2020 Goals. The benchmark was not met. Since this was the first semester the new assignment was taught, will continue to assess this assignment for a trend.

2020-2021:
A change was made to the curriculum schedule. HSM 200 is taught in the fall semesters only. The assignment was due at the beginning of the semester at which time our area experienced two major hurricanes. Students were unable to complete the assignment. No data was available.

2021-2022:
Fall 2021 18/38 students did not make a 71% or higher on the assignment - reflective journal addressing Affordable Care Act and Healthy People 2020 Goals. The benchmark was not met. Even though this was the second semester that this assignment was used in HSM 200, students were returning to school after being out for part of the Spring 2020 and all of the Fall 2020/Spring 2021 semesters. We will begin trending this assignment with data from the Fall 2021 semester. No actions taken at this time.

2022-2023:
Fall 2022 34/37 students did meet the benchmark (91.89% on their final grade). This course has a combination of HSM, dietary, and general studies students. This course is interdisciplinary. In the Fall 2023 semester, the book has upgraded editions and I plan to incorporate a group activity that the students will work through the semester. This time I will compose the groups of a mixture of disciplines instead of groups with all students from the same majors. The activity will create an interdisciplinary teamwork activity for the students.

2023-2024:
Fall 2023 The benchmark was met. The edition of the textbook changed and all course materials (syllabi, assessments, Moodle, quizzes, discussion questions, reflective journals) were updated to reflect the updated textbook edition. Interdisciplinary activity will be added Fall 2024 due to previous update with new textbook edition.

Files:

HSM 200 Assignment 2 Rubric

8 Assessment and Benchmark

Assessment: Students will critique health care management of a real world case study in HSM 210.

Benchmark: 85% of students will "meet expectations," or earn a score of 70% (C grade) or higher, when applying and critiquing healthcare management theory to real world case studies.

8.1 Data

Case Study 1:

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2016	36/37	97.29%	Yes
Fall 2017	41/43	95.34%	Yes
Fall 2018	17/19	89.47%	Yes
Fall 2019	14/18	77.7%	Yes
Fall 2020*	17/22	77.2%	Yes
Fall 2021	10/26	38%	No
Fall 2022	9/18	50%	No
Fall 2023	14/17	82%	Yes

Case Study 2:

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2018	8/19	42.10%	No
Fall 2019	14/18	77.7%	Yes
Fall 2020*	20/22	90%	Yes
Fall 2021	5/26	81%	No
Fall 2022	6/18	33%	No
Fall 2023	14/17	82%	Yes

*New edition of the textbook used beginning Fall 2020

8.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Case Study 1 - Benchmark met. 77.7% of students successfully completed Case Study 1. A new grading rubric was added to assist the student in completing the case study successfully. Will continue to monitor for another semester to see if more direction is needed to improved the percentage for this assignment.

Case Study 2 - Benchmark met. 77.7% of students successfully completed Case Study 2. The percentage increased from Fall 2018. A new grading rubric was added to assist the student in completing the case study successfully. A decision was made to keep this case study in the course since the percentage of success improved. Will continue to monitor for another semester.

2020-2021:
The two case studies are different in content but format and concept remained the same.
Case study 1 topic - Executive Ethics: Inflating the numbers.
Case study 2 topic - Plight After Oversight of Community Medical Services. The new grading rubrics for the case studies are attached.

Case Study 1 - Benchmark met. 77.2% of students successfully completed Case Study 1. Revised grading rubric was used. Since this is the first semester the new case study content was used, will monitor for trend.

Case Study 2 - Benchmark met. 90% of students successfully completed Case Study 2. Revised grading rubric was used. Since this is the first semester the new case study content was used, will monitor for trend.

2021-2022:
Fall 2021 Case Study 1 - Benchmark not met. 62% of students successfully completed Case Study 1. Revised grading rubric was used. There were four students who did not submit the assignment, which brought the percentage passing down. Will monitor for one more semester (Fall 2022) and discuss changes if needed. The faculty plans to add some multimedia videos to support the case study content.

Case Study 2 - Benchmark met. 81% of students successfully completed Case Study 2. Revised grading rubric was used. There were eight students that did not submit the assignment. 5/26 that did submit the assignment did not score 71% or higher. Will monitor for one more semester (Fall 2022) and discuss changes if needed. The faculty plans to add some multimedia videos to support the case study content.

2022-2023:
Case study 1 - Benchmark not met. 9/18 students met the benchmark. Many points were deducted in this assignment due to grammar, spelling, references and content. This semester faculty for HSM 210 have restructured the rubric and point distribution. Faculty plan to reinforce information about the McNeese writing center and post info in the course.

Case study 2 - Benchmark not met. 6/18 students met the benchmark. This semester course faculty for HSM 210 is restructuring the course rubric. One student did not receive credit due to no submission. Faculty also plan to post reminders in the course about assignment deadlines.

2023-2024:
Case Study 1 - Benchmark met. 14/17 (82%) students met the benchmark. Faculty placed many reminders in the course announcements related to course assignments including case study due to many students receiving zeros in the previous semesters from not completing the assignment. Faculty have introduced in the course supplemental information about the McNeese writing center in the course.

Case Study 2 - Benchmark met. 14/17 (82%) students met the benchmark. Faculty placed many reminders in the course announcements related to course assignments including case study due to many students receiving zeros the previous semesters from not completing the assignment. Faculty have introduced in the course supplemental information about the McNeese writing center in the course.

Files:

HSM 210 Case Study 1 Grading Rubric
HSM 210 Case Study 2 Grading Rubric

9 Assessment and Benchmark

Assessment: Students will complete a critique of research and/or evaluation methods and findings found in related literature through critique of a research article in HSM 270.

Benchmark: 85% of students will "meet expectations," or earn a score of 75% (C grade) or higher, when completing a critique of research and/or evaluation methods and findings found in related literature.

9.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2016	8/10	80%	No
Fall 2017	30/31	96.8%	Yes

Term	Students with 75% or higher		Benchmark Met?
	#	%	
Fall 2018	25/26	96.15%	Yes
Fall 2019	11/15	73%	No
Fall 2020	—	—	—
Fall 2021	14/15	93%	Yes
Spring 2023	17/18	94%	Yes
Spring 2024	26/26	100%	Yes

9.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Benchmark of 75% was not met. 11/15 successfully completed the assignment with a score of 75% or above. The benchmark was increased from the Fall 2018 semester to the Fall 19 semester. The benchmark will remain the same and will be evaluated in the Fall 2020 semester. Since the new benchmark was only measured for one semester, will continue to monitor for a trend.

2020-2021:
The assignment was not used in the Fall 2020 semester due to the two major hurricanes that impacted our area early in the semester. The assignments, in HSM 270, were revised to reflect the time the students had available to complete assignments. Will use the assignment in the Fall 2021 semester.

2021-2022:
A decision was made to move HSM 270 to the Spring semester in the HSM curriculum. Fall 2021 will be the last time this course will be taught in the fall semester. The benchmark was met. 93% of students scored a 75% or higher in the Research Article Critique assignment. Due to the assignment not being used in the Fall 2020 semester, because of two natural disasters that impacted our area, this is the second time the new benchmark is assessed. Will monitor for the Spring 2023 semester and make changes as needed.

2022-2023:
HSM 270 has been moved to the spring semester only from a prior curriculum change. This course was taught Spring 2022 by the prior retired faculty.

Spring 2023:
The benchmark was met for the article critique. 17/18 students received a 70% or better on their article critique grade.

2023-2024:
The benchmark was met for the article critique. 26/26 students received a 75% or better on their article critique grade. A plan to provide additional learning supports to this module for the Spring 2025. A video component will be added to the module to explain the basic components of a research article (title, abstract, intro, literature review, objectives of the study, etc.).
Files:

HSM 270 Framework for How to Read and Critique a Research Study
HSM 270 how_to_read_a_research_study_article
HSM 270 research article

10 Assessment and Benchmark

Assessment: Students will analyze data with descriptive statistics through the evaluation and analysis of varied data assignment in HSM 270.

Benchmark: 75% of students will "meet expectations," or earn a score of 75% or higher on the final grade.

Prior to 2019-2020, the benchmark was 75% of students will "meet expectations," or earn a score of 71% (C grade) or higher, when analyzing data with descriptive statistics.

10.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2016	8/10	80%	No
Fall 2017	28/32	87.5%	Yes
Fall 2018	26/26	100%	Yes

Term	Students with 75% or higher		Benchmark Met?
	#	%	
Fall 2019	11/15	73.3%	No
Fall 2020	26/29	89.6%	Yes
Fall 2021	14/15	93%	Yes
Spring 2023	14/18	77%	Yes
Fall 2023	—	—	—
Spring 2024	13/30	43%	Yes

10.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Benchmark not met; 73.3% of students successfully completed the course with a final grade of 75% or higher. A final grade in this course provides a better analysis of meeting expectations for analyzing data with descriptive statistics.

2020-2021:
Benchmark met; 89.76% of students successfully completed the course with a final grade of 75% or higher. Will continue to monitor for trends in fluctuations of students successfully completing this course.

2021-2022:
Benchmark met; 93% of students successfully completed the course with a 75% or higher. This is the second time this benchmark was measured and met the benchmark. HSM 270 will be assessed Spring 2023 as the course is moved in the curriculum to the spring semester. Will continue to monitor and make changes if needed. If the benchmark is met for a third consecutive semester, the benchmark will be increased to 80% of students will "meet expectations," or earn a score of 75% or higher on the final grade.

2022-2023:
Benchmark met 14/18 students met the benchmark. Course offered every spring now so that the course will align with the other healthcare quality course. At this time, I will leave the benchmark at 75%.

2023-2024:
The benchmark for the final course grade was not met. 13/30 (43%) students received 75% or better on their final course grade.

For Spring 2024, there were many of the same students who failed to turn in assignments. Our plan is to provide additional learning supports to this module for the Spring 2025. A video component will be added to the module to explain the basic components of a research article (title, abstract, intro, literature review, objectives of the study, etc.).

For the next academic year 2024-2025, the new benchmark will state "75% of students will "meet expectations," or earn a score of 75% or higher on the final exam".

11 Assessment and Benchmark HSM 315 Certificate of Completion

Assessment: Students will complete an Institute for Healthcare Improvement (IHI) webinar course (QI: 101 or its equivalent) and receive a certificate of completion. Students will receive 100% if proof of certificate is provided and a zero for the assignment if certificate is not provided.

Benchmark: 85% of students will "meet expectations" by receiving a certificate of completion.

11.1 Data

Term	Students receiving certificate of completion		Benchmark met?
	#	%	
Fall 2021	19/22	86.36%	Yes
Fall 2022	15/19	78.94%	No
Fall 2023	15/16	93.75%	Yes

11.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:
19/22 86.36% students submitted proof of certificate of completion from the Institute for Healthcare Improvement (IHI Webinar course) Q101 or equivalent during the fall semester. This is an assignment required in HSM 315 Fundamentals of Healthcare Quality Improvement. This course is taught in the fall semester each academic year. Will continue to monitor this assignment and make changes as needed.

2022-2023:
Benchmark not met. One student did not turn in a submission and received no credit. Three students received partial credit for late submission. No changes noted at this time.

2023-2024:
Benchmark met. 15/16 (93.75%) of students received credit for the certificate of completion for the Institute for Healthcare Improvement (IHI Webinar course) Q101. To improve student learning a Fundamentals of Healthcare Improvement powerpoint will be added to the module that supports the three lessons under the Q101 module.

12 Assessment and Benchmark

Assessment: Students will analyze data with descriptive statistics through the evaluation and analysis of varied data assignment in HSM 375.

Benchmark: 85% of students will earn a score of 70% or higher ("meet expectations") when analyzing data with descriptive statistics.

12.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Spring 2017	20/30	93%	Yes
Spring 2018	20/20	100%	Yes
Spring 2019	16/18	88%	Yes
Spring 2020	25/25	100%	Yes
Spring 2021	17/17	100%	Yes
Spring 2022	18/18	100%	Yes
Spring 2023	—	—	—
Spring 2024	9/11	82%	Yes

12.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
This is the first semester the course was taught by McNeese faculty for students. Benchmark met; 100% of students successfully completed the course with a grade of C or higher. New topics and quizzes were added to the course information to stay current with present healthcare data trends.

2020-2021:
Benchmark met; 100% of students successfully completed the course with a grade of C or higher. Discussed concerns with the rigor of this course with the faculty teaching the course. It was decided to add more data analysis assignments/case studies to the course to give the students opportunities to apply course information to real life case studies. Course assignments will be revised for the Spring 2022 semester.

2021-2022:
Benchmark met; 100% of students successfully completed the course with a grade of C or higher in HSM 375 Data Management. A new faculty member taught this course for Spring 2022. Discussed rigor of course with faculty and Program Coordinator. A decision was made to revise the course to reflect higher levels of data analysis for assignments. New Program Coordinator will work with new faculty member to revise the assignments for HSM 375.

2022-2023:
A curriculum change was made by the previous program director where HSM 275 was move to the Fall semesters only to proper sequence this course with HSM 380 (human diseases and conditions).

2023-2024:
The benchmark was met, with 9 out of 11 students (82%) passing the course with a grade of C or better. Data for this year only reported final course grades, rather than on descriptive statistics as outlined in the assessment. For the 2024-2025 academic year, the new benchmark will be: "85% of students will score 75% or higher when analyzing data with descriptive statistics."

This semester marked the first use of a newly adopted textbook, aimed at improving student learning and program quality in the HSM program. After teaching the course and reviewing previous instances, it was found that the textbook primarily focused on data and statistical analysis, emphasizing the use of statistical tools for manipulating and analyzing data.

However, it became clear that the textbook was not a good fit for an introductory healthcare data course, especially for students with no prior knowledge of the healthcare profession or experience in data analysis, billing, or coding. The HSM degree program does not prepare students for coding roles in healthcare. After consulting with our former consortium partner, SELU, and conducting a textbook search, the decision was made to change the textbook.

An additional textbook will be adopted in Spring 2025 to provide further learning support and more instruction on quality improvement in healthcare as it relates to data.

13 Assessment and Benchmark

Assessment: HSM 420 Embedded Questions.

Benchmark: 85% of students will "meet expectations," or earn a score of 70% or higher, when answering questions related to: the impacts of historical, political, social, and cultural events on the access to healthcare services.

13.1 Data

Term	Students with 70% or higher		Benchmark met?
	#	%	
Fall 2016*	7/8	87.5%	Yes
Fall 2017	30/40	88.23%	Yes
Fall 2018	40/42	95.23%	Yes
Fall 2019	19/19	100%	Yes
Fall 2020	23/24	95.83%	Yes
Fall 2021	17/17	100%	Yes
Fall 2022	18/18	100%	Yes
Fall 2023	13/13	100%	Yes

*HSM 420 offered in Fall 2016 for the first time.

13.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
100% of students successfully completed the course with a grade of C or higher. HSM 420 was taught by McNeese faculty. Questions were embedded in the final exam and assignments. The final grade was used to evaluate this assessment. This is the last time this course will be taught as a two credit hour course. Beginning in Fall 2020, HSM 420 will be a three credit hour course.

2020-2021:
95.83% of students successfully completed the course with a grade of C or higher. Questions were embedded in the final exam and assignments. Assignments were added and/or revised to meet the three credit hour requirements; however, damage from hurricanes closed the campus for part of the semester. Students were unable to complete all of the assignments that were required for this course. Faculty, teaching this course, was notified to have students complete all the assignments for the upcoming fall semester. The final grade was used to evaluate this assessment. Will continue to monitor and assess for trends due to revisions in assignments and for completion of all assignments during a normal, 16 week semester.

2021-2022:
100% of students successfully completed HSM 420 with a grade of C or higher. All assignments were taught as originally designed for the 16 week semester. The final grade was used to evaluate this assessment. Will continue to monitor this course for trends and to implement new content as new trends and issues in healthcare arises.

2022-2023:
100% of students successfully completed HSM 420 with a grade of a C or higher. The final grade was used to assess this benchmark. No changes needed at this time.

2023-2024:
100% of the students successfully completed HSM 420 with a grade C or higher. To improve student learning to the module five mind map assignment, a five minute or less video recording will be added to the assignment of the students explaining their mindmap. This will be discussed with the faculty teaching the course where a rubric will be created and point distribution will be adjusted. Media options will be provided to students such as Screencast-o-Matic, Screencastify, and Animoto.

Effective 2024-2025, we will no longer assess this benchmark.

14 Assessment and Benchmark HSM 420 Case Study Critique

Assessment: Students will critique healthcare management of a real-world case study in HSM 420. The Healthcare Feasibility Study Discussion Forum was revised to contain two important components and is used in two different assessments:

1. Discuss the components needed to create a healthcare feasibility study as relates to developing a healthcare business plan (Assessment and Benchmark field #14).
2. Identify the steps for writing a business plan as discussed in the video "How to write a business plan to start your own business" and summarize how these steps could be applied to writing a healthcare business plan (Assessment and Benchmark field #15).

Benchmark: 85% of students will "meet expectations" or earn a score of 75% or higher when applying healthcare management theory to real-world case studies (i.e., Healthcare Feasibility Case Study - components to create a healthcare feasibility study).

Prior to 2021-2022, the benchmark was 85% of students will "meet expectations" or earn a score of 70% or higher when applying and critiquing healthcare management theory to real-world case studies.

14.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2016	7/8	87.5%	Yes
Fall 2017	25/33*	75.75%	No
Fall 2018	40/42	95.23%	Yes**
Fall 2019	18/19	94.73%	Yes
Fall 2020	21/24	87.5%	Yes

*One withdrew from the course.
**See 14.1.1 for explanation.

Term	Students with 75% or higher		Benchmark Met?
	#	%	
Fall 2021	16/17	94%	Yes
Fall 2022	17/19	89%	Yes
Fall 2023	12/13	92%	Yes

14.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Benchmark met; 94.73% of students completed the Healthcare Feasibility Study Discussion Forum with a grade of "C" or higher. Will monitor for trends in scores.

2020-2021:
Benchmark met; 87.5% of students completed the Healthcare Feasibility Study Discussion Forum with a grade of "C" or higher. Even though the semester was shortened due to the damaging effects of the hurricane, students were able to complete the Healthcare Feasibility Study Discussion Forum. The benchmark for this assignment will be increased to 85% of students completing this assignment with a 75% or higher. The new benchmark will be monitored for trends and revised as needed.

2021-2022:
HSM 420 Feasibility Study Discussion Forum had another component added. With the new components added and the increased benchmark of 85%, the benchmark was met. 85% of students completed the assignment with a 75% or higher. Will continue to monitor for another fall semester and make changes as needed.

2022-2023:
Benchmark met. 85% (17/19) or more of the students earned a 75% or higher. This benchmark was previously 70% and raised to 75%.

2023-2024:
Benchmark met; 92% of students completed the Healthcare Feasibility Study Discussion Forum with a grade of "C" or higher. To improve this course, a discussion forum rubric will be added to ensure forums are assessed consistently.

Files:

HSM 420 Module 6 DF Feasibility Study

15 Assessment and Benchmark HSM 420 Theoretical Program Design

Assessment: Students will critique healthcare management of a real-world case study in HSM 420. The Healthcare Feasibility Study Discussion Forum was revised to contain two important components and is used in two different assessments:

1. Discuss the components needed to create a healthcare feasibility study as relates to developing a healthcare business plan (Assessment and Benchmark field #14).
2. Identify the steps for writing a business plan as discussed in the video "How to write a business plan to start your own business" and summarize how these steps could be applied to writing a healthcare business plan (Assessment and Benchmark field #15).

Benchmark: 85% of students will "meet expectations" or earn a score of 75% or higher when applying healthcare management theory to real-world case studies (i.e., Healthcare Feasibility Case Study - components to create a healthcare feasibility study).

Prior to 2021-2022, the benchmark was 85% of students will "meet expectations" or earn a score of 70% or higher when applying and critiquing healthcare management theory to real-world case studies.

15.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2016	8/8	100%	Yes
Fall 2017	31/32	97%	Yes
Fall 2018	40/42	95.23%	Yes
Fall 2019	18/19	94.73%	Yes
Fall 2020	21/24	87.5%	Yes

Term	Students with 75% or higher		Benchmark Met?
	#	%	
Fall 2021	16/17	94%	Yes
Fall 2022	17/19	89%	Yes
Fall 2023	12/13	92%	Yes

15.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Benchmark met; 100% of students completed the Healthcare Feasibility Study Discussion Forum with a grade of "C" or higher. Will monitor for trends in scores.

2020-2021:
Benchmark met; 100% of students completed the Healthcare Feasibility Study Discussion Forum with a grade of "C" or higher. Even though the semester was shortened due to the damaging effects of the hurricane, students were able to complete the Healthcare Feasibility Study Discussion Forum. The benchmark for this assignment will be increased to 85% of students completing this assignment with a 75% or higher. The new benchmark will be monitored for trends and revised as needed.

2021-2022:
Benchmark met; 94% of students completed the Healthcare Feasibility Study Discussion Forum with a grade of "C" or higher. The benchmark for this assignment was increased to 85% of students completing this assignment with a 75% or higher. The new benchmark will be monitored for trends and revised as needed for two more semesters.

2022-2023:
Benchmark met. 85% (17/19) or more of the students earned a 75% or higher. This benchmark was previously 70% and raised to 75%.

2023-2024:
Benchmark met; 92% of students completed the Healthcare Feasibility Study Discussion Forum with a grade of "C" or higher. To improve this course, a discussion forum rubric will be added to ensure forums are assessed consistently.

Files:

HSM 420 Module 6 DF Feasibility Study

16 Assessment and Benchmark

Assessment: Design and evaluation of program in HSM 480 - Project Management Fundamentals for Healthcare Systems.

Benchmark: 85% of students will "meet expectations" when designing and evaluating healthcare management programs.

16.1 Data

Term	Students with 70% or higher		Benchmark met?
	#	%	
Spring 2018*	20/20	100%	Yes
Spring 2019	3/3	100%	Yes
Spring 2020	12/12	100%	Yes
Spring 2021	16/18	88.88%	Yes
Spring 2022	19/19	100%	Yes
Spring 2023	22/22	100%	Yes
Spring 2024	10/10	100%	Yes

*Includes SELU students

16.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
100% of students successfully completed the course with a grade of C or higher. Will continue to monitor for any trends due to the change in requirements for the project.

2020-2021:
88.88% of students successfully completed the course with a grade of C or higher. The name of the project was changed to research project. The requirements for the Research Project Paper, the grading rubric, and the outline requirements are attached. Will continue to monitor for one more semester for trends. The benchmark will be changed as needed.

2021-2022:
Spring 2022 - 100% of students successfully completed the course with a grade of C or higher. The new project and requirements were used to evaluate this benchmark. The requirements for the new Research Project paper, grading rubric, and outline requirements are attached. This course will continue to be monitored and changes will be made as needed.

2022-2023:
Spring 2023 - 100% of HSM students successfully completed the course with a C or higher. The benchmark will be changes as needed. No changes will be made at this time.

2023-2024:
The benchmark for the research paper was met. 100% of the HSM students successfully completed the research paper with a C or higher. A requirement for the research paper is to include three references in addition to the textbook. A change will be made to this assessment to require one of the references to be a research article related to the topic Hepatitis C.

Files:

Research Project Paper
Research Project Paper Grading Rubric
Research Project Paper Outline

End of report