Health Systems Management

Department of Health Systems Management

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
  - CCOR - Care Coordination - Care Coordination was changed to Healthcare Services Coordination in Fall 2018
  - HCMG - Healthcare Management
  - HCQI - Healthcare Quality Improvement

1.1 Data

2015-2016:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	CCOR	1	0	0	1	2	0	0	2	2	4
	HCMG	3	3	4	0	10	3	3	4	4	14
	HCQI	1	2	0	0	3	0	1	2	1	4
	(blank)	3	0	0	2	5	1	0	1	3	5
Total		**8**	**5**	**4**	**3**	**20**	**4**	**4**	**9**	**10**	**27**

2016-2017:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	CCOR	2	0	0	3	5	1	1	0	3	5
	HCMG	5	5	3	11	24	4	11	3	12	30
	HCQI	0	0	3	0	3	0	0	2	3	5
	(blank)	1	0	0	0	1	2	0	1	1	3
Total		**8**	**5**	**6**	**14**	**33**	**7**	**12**	**6**	**19**	**43**

2017-2018:

Major	Conc.	Fall					Spring				
		F	S	J	Sr	T	F	S	J	Sr	T
HSM	CCOR	0	3	0	1	4	0	0	1	1	2
	HCMG	7	6	9	12	34	6	6	9	15	36
	HCQI	0	3	2	5	10	0	2	3	7	12
	(blank)	1	2	1	2	6	0	1	0	0	1
Total		**8**	**14**	**12**	**20**	**54**	**6**	**9**	**13**	**23**	**51**

2018-2019:

		Fall					Spring				

Major	Conc.	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**

Percentage Change between 2017-2018:

Major	Fall	Total	% Change	Spring	Total	% Change
HSM	2017	54	1.851%	2017	51	9.803%
	2018	55		2018	56	
Total	**2017**	**54**	**1.851%**	**2017**	**51**	**9.803%**
	2018	**55**		**2018**	**56**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Exceeded projected enrollment Year 2: 20 MSU, 20 SELU. Will continue to monitor.

2017-2018:
Exceeded projected enrollment Year 3: 25 MSU, 25 SELU. Will continue to monitor.
As of July 12, 2018, 64 McNeese State University HSM students were advised for the fall 2018 semester.

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.

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									
	HCMG	0	0	5	0	0	2									
	HCQI	0	0	2	0	0	2									
Total		**0**	**1**	**7**	**0**	**0**	**4**									

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Will begin reporting data after the Spring 2018 semester. One MSU and one SELU student graduate candidate for Fall 2017 commencement.

2017-2018:

Fall 2017 - 1 MSU and 1 SELU HSM graduate. Spring 2018 - 7 MSU and 7 SELU HSM graduates.

Exceeded the projection for year 3: 5 MSU and 5 SELU graduates.

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.

3 Assessment and Benchmark

Benchmarks:

- A persistence rate (retained students 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

2015:

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

2016:

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

2017:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	5	Same	3	60.0	3	60.0										
		Changed	1	20.0	0	0.0										
		Total	**4**	**80.0**	**3**	**60.0**										

2018:

			Persistence		Retention Rate						Graduation Rate					

Major	Cohort Size	Same Major?	Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM	1	Same	0	0.0												
		Changed	0	0.0												
		Total	**0**	**0.0**												

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HSM		Same														
		Changed														
		Total														

3.1.1 Analysis of Data and Plan for Continuous Improvement

Enrollment, retention, and graduation rates – freshman cohorts
- A persistence rate (retained students 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

2015 Cohort - 2 Freshman declared HSM as major.

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.

2016 Cohort - 2 Freshman declared HSM as major.

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.

2017 Cohort – 5 Freshman declared HSM as major.

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.

2018 Cohort – 1 Freshman declared HSM as major.

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.

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

1-10-17 MSU Faculty Meeting   [DOCX 12 KB 8/14/19]

1-11-18 HSM Faculty Meeting   [DOCX 12 KB 8/14/19]

1-9-19 HSM Faculty Meeting   [DOCX 13 KB 8/14/19]

5-4-16 HSM Faculty Meeting   [DOCX 13 KB 8/14/19]

5-9-19 HSM Faculty Meeting   [DOCX 15 KB 8/14/19]

7-8-18 HSM Faculty Meeting   [DOCX 13 KB 8/14/19]

8-16-17 HSM Faculty Meeting   [DOCX 12 KB 8/14/19]

8-17-16 HSM Faculty Meeting   [DOCX 12 KB 8/14/19]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Will continue to have at least one meeting per semester with faculty teaching HSM courses. Additional meetings will be scheduled as needed.

2017-2018:
Fall 2017 - discussed revision of time allotted for online, multiple-choice exams. Changed time allowed from a 24-hour window to a two-hour window. Time for online exams are 1.5 hours for 50-question multiple-choice exams and two hours for comprehensive final exams. Students are notified of date and times on the first day of class and the dates and times are posted in the Calendar of Weekly Requirements on Moodle. Implement revision for spring 2018 semester.

Spring 2018 - Implemented the revised timeline for online, multiple-choice exams. No problems were noted. Discussed late submissions or missed exam policies. No late submissions are allowed, as stated in the syllabus, unless for an emergency or prior arrangements are made between faculty and student. Plan to discuss results of Graduate Exit Exam analysis during the fall 2018 faculty meeting.

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.

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

6-19-19 MSU SELU Faculty Meeting   [DOCX 15 KB 8/19/19]

7-14-17 MSU SELU meeting   [DOCX 12 KB 8/16/19]

9-17-18 MSU SELU Faculty Meeting   [DOCX 14 KB 8/19/19]

9-8-15 MSU SELU Faculty Meeting   [DOCX 14 KB 8/14/19]

9-9-16 MSU SELU Faculty Meeting   [DOCX 13 KB 8/15/19]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
We met at the Baton Rouge SELU campus for the meeting. We had numerous phone conferences and web meetings using MSU BBB site on Moodle and SELU Polycom program. Will continue to have at least one formal meeting each year between MSU and SELU. Additional meetings will be scheduled as needed.

2017-2018:
Four formal meetings using Skype or phone conferences were held to discuss future course development, coordination of course schedule of HSM courses, student enrollment, potential changes to curriculum, student evaluation procedures, renaming of concentrations, student academic integrity issues, technical issues with Polycom equipment, etc. Informal meetings, via email or phone, were conducted as needed. Due to the increase in student enrollment in the HSM degree, each university agreed to teach own 200 level courses for fall 2018 but will continue to share faculty resources for 300 and 400 level courses. Additional meetings will be scheduled as needed.

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.

3 Assessment and Benchmark

Benchmark: Ensure comparable student success in cases where same course is taught in both on-site/online modalities by evaluating:
- SLO assessment results (if applicable)
- Pass rates
- Withdrawal rates

- Course GPAs

(Data available from SEI reports.)

3.1 Data

2017-2018:
N/A

2018-2019:
N/A

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
At this time, we do not have any courses that are taught in both on-site and online modalities.

2018-2019:
At this time, we do not have any courses that are taught in both on-site and online modalities.

4 Assessment and Benchmark

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

4.1 Data

Semester	Aggregate course SEI averages 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
Fall 2019	
Spring 2020	

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
No actions needed at this time. Will continue to monitor each semester.

2017-2018:
Benchmark met; however, the trend is showing that the global mean is decreasing. Results of the SEI for fall 2017 and spring 2018 will be shared with faculty at MSU and SELU. Discussions will address ways to improve satisfaction with SEI. Changes were made in spring 2018 on the delivery of instruction including time limit for online multiple-choice exams, not accepting late assignments, and use of different formats for evaluation of student learning (essay exams, individual and group projects, case studies, and group presentations). Will continue to monitor.

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.

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 Internship Evaluation Rubric   [DOC 72 KB 8/20/19]

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

1.1.1 Analysis of Data and Plan for Continuous Improvement

The competencies evaluated are Industry Issues and Trends, Human Diseases, Organization and Management, Policy and Law, Leadership, Professionalism, and Communication.

2016-2017:
First internship will be fall 2017. Internship rubric was developed and will be completed by the students' mentors at the end of the internship rotation.

2017-2018:
Fall 2017: 1/1 student - benchmark met. 1/1 student demonstrated "Exceeds expectations" in the concentration's internship skills behaviors.
Spring 2018: 7/7 students - benchmark met. 7/7 students demonstrated "Exceeds expectations" in the concentration's internship skills behaviors.

2018-2019:
Fall 2018: No internship offered this semester.
Spring 2018: 4/4 students - benchmark met. 4/4 students demonstrated "Exceeds expectations" in the concentration's internship skills behaviors.

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.

HSM Graduate Exit Survey template   [DOCX 30 KB 8/21/19]

2.1 Data

2016-2017:
Survey to be given fall 2017 - one student.

2017-2018:
Fall 2017:
HSM Graduate Exit Survey sent to the fall 2017 graduate. No response received from student.
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. 1/1 student stated satisfaction with the internship program.

See attached file for comments

Spring 2018:

6/7 students completed the spring 2018 HSM Graduate Exit Survey. 100% of students strongly agreed with the statement, "Overall, I am satisfied with the HSM Program at McNeese State University".

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

2018-2019:

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

FA 17 Satisfaction of Internship Comments   [DOCX 13 KB 8/21/19]

Sp 18 Satisfaction of Internship Comments   [DOCX 14 KB 8/21/19]

Sp 19 Satisfaction of Internship Comments   [DOCX 16 KB 8/21/19]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Health Systems Management Exit Survey developed for graduate candidate fall 2017.

2017-2018:

Even though questions on the exit survey did not address the internship specifically, the information provided in each student's internship analysis paper addressed student satisfaction with the internship program.

8/8 students voiced satisfaction with the internship they completed in the final project - Internship Analysis paper. 6/8 students reported satisfaction with the HSM program at McNeese State University.

Action plan: A question will be added to the Graduate Exit Survey that is directly related to the following statement: "70% of graduates completing the Exit Survey will indicate satisfaction with their internship experience."

Attached to the Assessment and Benchmark field is the revised Graduate Exit Survey - Next Graduating HSM cohort is spring 2019.

The requirements and questions for the Internship Analysis paper will remain the same.

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.

HSM Graduate Exit Survey template   [DOCX 30 KB 8/20/19]

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.

3.1 Data

Alumni survey was created. See attached file.
Fall 17 1 HSM graduate - did not send Fall 18 as sample too small. Will include this graduate with the Spring 18 HSM graduates.

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.

Alumni survey   [DOCX 15 KB 8/22/19]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Alumni survey not sent as no students have graduated.

2017-2018:
Alumni survey not sent. 1 HSM graduate Fall 17, 7 HSM graduates Spring 18

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.

alumni survey email sent August 2019   [PDF 933 KB 8/22/19]