Health Systems Management

#6 Plan cycle - 6
Plan cycle 2020/2021
7/1/20 - 6/30/21

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
  - HCQI - Healthcare Quality Improvement Concentration
  - HCSC - Healthcare Services Coordination Concentration (effective 201940; inactive effective 202040)
  - Effective 2021 - 2022 catalog - concentrations were deleted from HSM degree

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:

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**

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**	

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.

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.

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			
	HCMG	0	0	5	0	0	2	0	4	14	0	4	7			
	HCQI	0	0	2	0	0	2	0	1	2	0	3	0			
Total		**0**	**1**	**7**	**0**	**0**	**4**	**0**	**5**	**16**	**0**	**7**	**7**			

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.

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.

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	0	0.0						
		Changed	0	0.0	1	50.0	1	50.0	1	50.0						
		Total	**2**	**100**	**2**	**100**	**2**	**100**	**1**	**50.0**						

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	2	40.0	2	40.0						
		Changed	1	20.0	0	0.0	1	20.0	1	20.0						
		Total	**4**	**80.0**	**3**	**60.0**	**3**	**60.0**	**3**	**60.0**						

2018:

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	1	Same	0	0.0	0	0.0	0	0.0								
		Changed	0	0.0	0	0.0	0	0.0									
		Total	**0**	**0.0**	**0**	**0.0**	**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	1	Same	1	100	1	100										
		Changed	0	0.0	0	0.0											
		Total	**1**	**100**	**1**	**100**										

2020:

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												
		Changed	0	0.0												
		Total	**2**	**100**												

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
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.

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:

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

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.

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:

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.

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

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.

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.

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

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

2019-2020:
N/A

2020-2021:
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.

2019-2020:
At this time, we do not have any courses that are taught in both on-site and online modalities.

2020-2021:
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

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

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.

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.

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

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 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.

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

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:
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.

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

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.

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.

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

2017-2018:
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.

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.

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. 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.