Health Systems Management [HSM]

Cycles included in this report:
Jun 1, 2021 to May 31, 2022

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Program Name: Health Systems Management [HSM]

Reporting Cycle: Jun 1, 2021 to May 31, 2022

1 Is this program offered via Distance Learning?

50-99% Distance/Traditional

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

2017-2018:
The HSM program began admitting students in fall 2015. The first cohort to graduate was in spring 2018. SEI averages for MSU & SELU are used to address "Ensure student satisfaction with course instruction: Course SEI averages will aggregate to 3.75 on a 5.0 scale".

Beginning in fall 2015, global mean scores were combined and averaged for student satisfaction with course instruction from MSU and SELU. The benchmark was met for each semester; however, the global mean score averages were noted to have dropped to 4.15 in the fall 2017 semester. The global mean score increased to 4.30 in the spring 2018 semester but remained lower than the previous five semesters, excluding fall 2017.

Even though we are above the benchmark, SELU and MSU will have a meeting to discuss the fluctuation in global means for satisfaction with course instruction and decide if changes in the delivery of instruction should be made.

Plan: Communicate findings with MSU and SELU Program Coordinators. Continue to monitor and evaluate different strategies in the delivery of content.

Results: A decision was made between the two University's Program Coordinators and Faculty to assess courses taught in fall and spring semesters. Courses were redesigned to include more interaction between students and faculty. Also, it was decided that faculty would return email or phone calls within 24 hours during the week and on Monday after the weekend in the hopes of improving the SEI rates for satisfaction with course instruction.

2018-2019:
After assessing the growing number of students declaring HSM as a major, a decision was made by both universities to offer HSM courses at each university unless enrollment numbers for a course was exceptionally low. It was also decided that no more than 30 students would be allowed in each course. Courses with low enrollment continued to be shared so that the minimum number of students were met to prevent courses being cancelled and prolonging graduation date. To ensure course content remained the same between the universities, information was shared between the faculty at each University. Because the universities would be sharing a minimal number of courses, a decision was made by SELU to continue from this point on to have separate evaluations from MSU for faculty and instruction. Fall 18 and Spring 19 evaluations were given at MSU for courses taught by MSU faculty. The few faculty from SELU teaching MSU students continued to be evaluated; however, the results remained at MSU as SELU was completing their own SEI's for their faculty and students.

A curriculum change occurred during the Fall 2018 semester. A decision was made to use the University Gen Ed requirements for physical science instead of only allowing Chemistry 120 Integrated Chemistry as the only course used to meet the physical science requirement. Students at both universities were having difficulty scheduling this course due to high enrollment of health

science majors required to take this chemistry course. HSM students now have more options to meet the physical science requirements promoting faster progression through the gen ed courses at each university.

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 MSU, 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.

4 Program Highlights from the Reporting Year

2017-2018:
Spring 2018 - Enrollment and interest in the HSM program continued to grow in the University and the community of interest.

- Enrollment for spring 2018 for MSU: 51, and for SELU: 125. Enrollment continues to grow.
- Due to the high number of students enrolled in HSM 200-level courses for fall 2018, SELU and MSU will each offer HSM 200-level courses at each University. We will continue to share HSM 300 and HSM 400-level courses.
- Community of interest: the seven internship sites used for spring 2018 have agreed to host interns spring 2019. Three new internship sites contacted program coordinator and would like to host interns in spring 2019.

2018-2019:

- Enrollment continued to grow each semester.
- Two full time faculty were dedicated to the HSM program due to the increased enrollment and the increased number of courses taught at both universities.
- MSU had 13 HSM graduates since Fall 17. An alumni survey was sent to 8 of these graduates (graduating classes of Fall 17 and Spring 18) during the summer of 2019. Awaiting results of this survey at the time this report was completed.

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.

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 71% (C grade) or higher, when answering questions related to: the impacts of historical, political, social, and cultural events on the access to healthcare services.

Outcome Links

Societal impacts on healthcare [Program]
Health Systems Management students will be able to critically evaluate the impacts of historical, political, social, and cultural events on healthcare trends and healthcare systems.

7.1 Data

Term	Students with 70% or higher final grade for HSM 200		Benchmark Met?
	#	%	
Fall 2015	18/19	94.73%	Yes
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

7.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
In the fall 2017 semester, the average for students passing HSM 200 fell below the benchmark of 85% to 82.5%. HSM 200 was offered in spring 2018. The benchmark of 85% was met for the spring 2018 semester as 100% of students passed. Will continue to monitor for trends. A deficiency noted for three semesters will be addressed and changes will be made.

2018-2019:
For both the fall 18 and spring 19 semesters, students met the benchmark. No actions are required at this time. No deficiency was noted for three semesters - no trend was identified. In addition to the embedded questions in the exams, an assignment was added that addressed the same concepts. The assignment rubric is attached. The assignment was added into the fall 19 semester.

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.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

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 71% (C grade) or higher, when applying and critiquing healthcare management theory to real world case studies.

Outcome Links

Research and Evaluation [Program]
Health Systems Management students will be able to conduct research and evaluation to improve healthcare outcomes.

Utilize healthcare management principles [Program]
Health Systems Management students will utilize principles of health care management to design and improve healthcare management programs.

8.1 Data

Case Study 1:

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2015	13/15	86.66%	Yes
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	62%	No

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

*New edition of the textbook used beginning Fall 2020

8.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
A revised edition of the textbook was used in fall 2017. The same case study was used; however, more components were addressed related to new information regarding health care management and motivation theory from the new edition textbook. 95.34% of students successfully completed the Case Study Critique assignment (Chapter 3 - Set up for failure?) with a grade of C or higher. Will continue to monitor and change information as needed.

2018-2019:
95.34% of students successfully completed the Case Study Critique assignment (Chapter 3 - Set up for failure?) with a grade of C or higher.

To further assess the benchmark, another Case Study Critique was added to the course. The information within the case study is different but the concepts for answering a second case study remain the same.

42.10% of students successfully completed the second Case Study Critique - Module III - Case Study 2 assignment. The benchmark was not met for this assignment. Because this was the first time this case study was completed in this course, we will use the case study for Fall 19 semester and monitor the results.

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 4 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.

Case Study 2 - Benchmark met. 81% of students successfully completed Case Study 2. Revised grading rubric was used. There were 8 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.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

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.

Outcome Links

Research and Evaluation [Program]
Health Systems Management students will be able to conduct research and evaluation to improve healthcare outcomes.

9.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Spring 2016	46/46	100%	Yes
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

9.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
30/31 students met expectations for this assignment. 96.8% of students successfully completed the research article critique assignment with a grade of C or higher. Benchmark was increased to 75% - assessment will occur in Fall 18 with new benchmark.

2018-2019:
25/26 students met expectations for this assignment. New benchmark of 75% was used. If students meet the benchmark for this assignment in the fall 19 semester, changes to the assignment will be discussed and addressed. Attached are the documents student use to complete this assignment.

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.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

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.

Outcome Links

Research and Evaluation [Program]
Health Systems Management students will be able to conduct research and evaluation to improve healthcare outcomes.

10.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Spring 2016	44/46	91.3%	Yes
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

10.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
In fall 2017, 28/32 students met expectations for the descriptive data analysis assignment. 87.5% of students successfully completed the descriptive data analysis assignment with a grade of C or higher. A new edition of the textbook will be used for the fall 2018 semester. The assignment will be revised to reflect the changes in the textbook.

2018-2019:
In fall 2018, 26/26 students met expectations for the descriptive data analysis assignment. 100% of students successfully completed the descriptive data analysis assignment with a grade of C or higher. The assignment remained the same; however, the page numbers, information within the chapter, and the chapter numbers were changed. The benchmark of 70% will be raised to 75% for evaluating the fall 2019 descriptive data analysis assignment.

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.

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.

Outcome Links

Research and Evaluation [Program]
Health Systems Management students will be able to conduct research and evaluation to improve healthcare outcomes.

11.1 Data

Term	Students receiving certificate of completion		Benchmark Met?
	#	%	
Fall 2021	19/22	86.36%	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.

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 "meet expectations" when analyzing data with descriptive statistics.

Outcome Links

Research and Evaluation [Program]
Health Systems Management students will be able to conduct research and evaluation to improve healthcare outcomes.

12.1 Data

Term	Students with 70% or higher		Benchmark Met?
	#	%	
Fall 2016	16/16	100%	Yes
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

12.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
100% of MSU/SELU students successfully completed the course with a grade of C or higher. New topics were added to the course information to stay current with present healthcare data trends.

2018-2019:
88.88% of students successfully completed the course with a grade of C or higher. This course is taught by SELU faculty. The course content and assignments were revised to address current trends and issues. New content included skills and competencies required

for health data structures, usage and data collection tools, data quality assessment and integrity, types and content of health records, and addressed health information standards and regulations for documentation.

2019-2020:
This is the first semester the course was taught by MSU faculty for MSU students. Benchmark met; 100% of MSU 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 MSU 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 MSU 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.

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.

Outcome Links

Societal impacts on healthcare [Program]
Health Systems Management students will be able to critically evaluate the impacts of historical, political, social, and cultural events on healthcare trends and healthcare systems.

Utilize healthcare management principles [Program]
Health Systems Management students will utilize principles of health care management to design and improve healthcare management programs.

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

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

13.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
88.23% of MSU/SELU students successfully completed the course with a grade of C or higher. Course content was assessed for relevance to Health Systems Management

environments. Revisions to course content and layout were required to specifically address innovation in healthcare environments.

2018-2019:
95.23% of MSU/SELU students successfully completed the course with a grade of C or higher. HSM 420 was taught by SELU. Questions were embedded in the final exam and assignments. The final grade was used to evaluate this assessment.

2019-2020:
100% of MSU students successfully completed the course with a grade of C or higher. HSM 420 was taught by MSU. 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 2 credit hour course. Beginning in fall 2020, HSM 420 will be a 3 credit hour course.

2020-2021:
95.83% of MSU 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 3 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.

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.

Outcome Links

Research and Evaluation [Program]
Health Systems Management students will be able to conduct research and evaluation to improve healthcare outcomes.

Utilize healthcare management principles [Program]
Health Systems Management students will utilize principles of health care management to design and improve healthcare management programs.

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

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
75.75% of MSU/SELU students successfully completed the Case Study Critique (Healthcare Feasibility Study) assignment with a grade of C or higher in HSM 420. The percentage fell below the benchmark. This is the second time this course was taught in the HSM curriculum. SELU faculty will teach HSM 420 for the Fall 2018 semester.

2018-2019:
HSM 420 was taught at SELU for the fall 2018 semester. The Healthcare Feasibility Study was not included in the assignments developed for this semester by SELU faculty. However, an assignment addressed the components needed to create a healthcare feasibility study as it related to the development of a healthcare business plan. 95.23% MSU /SELU students successfully completed the assignment with a grade of "C" or higher.

HSM 420 will be taught by MSU faculty in future semesters. The Program Coordinator at MSU added a Feasibility Case Study discussion forum for the fall 2019 semester.

2019-2020:
Benchmark met; 94.73% of MSU 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 MSU 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, MSU 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.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

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.

Outcome Links

Utilize healthcare management principles [Program]
Health Systems Management students will utilize principles of health care management to design and improve healthcare management programs.

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

15.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
97% of MSU/SELU students successfully completed the theoretical program design (Business Plan) assignment with a grade of C or higher in HSM 420. This was the second time this course was taught in the HSM curriculum. The assignment will be reviewed and revised as needed.

2018-2019:
HSM 420 was taught at SELU for the fall 2018 semester. The development of a business plan assignment was modified by SELU faculty, into a discussion forum question. The question addressed the components needed to create a healthcare feasibility study as it related to the development of a **healthcare business plan**. This healthcare business plan was used to evaluate 95.23% MSU/SELU students successfully completed the assignment with a grade of "C" or higher.

HSM 420 will be taught by MSU faculty in future semesters. The Program Coordinator at MSU added healthcare feasibility Study/Business Plan discussion forum for the fall 2019 semester.

2019-2020:
Benchmark met; 100% of MSU 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 MSU 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, MSU 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 MSU 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.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

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.

Outcome Links

Employment or Grad School Preparedness [Program]
Health Systems Management students will demonstrate preparedness for employment or graduate school in Healthcare Management, Healthcare Quality Improvement, Care Coordination or closely related field.

Utilize healthcare management principles [Program]
Health Systems Management students will utilize principles of health care management to design and improve 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			

*Includes SELU students

16.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
100% of MSU/SELU students successfully completed the course with a grade of C or higher. The course is taught by SELU and uses a case study to simulate the development of a vaccination project regarding an epidemic in the United States. The vaccination project is

a semester long project that required several assignments to be completed during the semester culminating into a final exam grade. This assignment includes research, teamwork, designing a plan for vaccinating high risk populations at an organization and in the community, creating an outline for the project, and writing a 12-14 page paper.

2018-2019:
100% of MSU/SELU students successfully completed the course with a grade of C or higher. The vaccination project was modified to include a powerpoint presentation of the completed project.

2019-2020:
100% of MSU 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 MSU 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 MSU 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.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

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

End of report