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2019-2020 Annual Report

Program Evaluation Committee

School of Nursing and Health Professions

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The Program Evaluation Committee (PEC) in the School of Nursing and Health Professions (SONHP) is one of eight committees of the Faculty Association of the School of Nursing and Health Professions (FASONHP). The PEC supports and coordinates program evaluation and assessment of student learning efforts within SONHP for the purpose of continuous quality improvement and in order to meet the requirements of multiple regulators and accreditors of our health professions programs. Members include full-time faculty representatives from each of SONHP's programs and an administrative representative, designated by the Dean, who serves as Co-Chair alongside one of the faculty representatives.

Each of SONHP's six programs has submitted a *Spring 2021 Annual Program Evaluation Report* which summarizes aggregate student outcomes and student learning assessment efforts during the 2019-2020 academic year. Faculty within each program worked with their program colleagues to draft these reports, using a template provided by the Senior Associate Dean. With the support of the Senior Associate Dean, the Program Assistant who supports the PEC, and the Center for Institutional Planning and Effectiveness (CIPE), reports were strengthened and finalized. These detailed final reports are available on the webpage of the Office of Assessment and Accreditation Support in the section on Annual Assessment of Student Learning. Note that, due to the onset of the COVID-19 global pandemic in March 2020, plans for assessment of student learning were modified or paused in

many of our programs. Listed below is a very brief overview of the *Spring 2021 Annual Program Evaluation Report* for each SONHP program.

Bachelor of Science in Nursing (BSN)

Retention rates for students in our 8-semester hilltop campus undergraduate nursing program and for students in our 6-semester Sacramento campus undergraduate program are very strong and graduation rates indicate on-time degree completion for the exceeding majority of our students. Nursing licensure (NCLEX) pass rates in 2019-2020 for our students taking the test for their first time were all well above the benchmark of 80%. BSN faculty articulated a plan to assess student achievement of Program Learning Outcome (PLO) #1 ("Work collaboratively as a member of the interdisciplinary healthcare team, utilizing effective written and oral communication, and professional behaviors to foster shared decision-making and accountability among team members for patient care outcomes") in early Spring 2020; however, the onset of the COVID -19 global pandemic interrupted this work and the project was tabled.

Master of Science in Nursing (MSN)

Retention rates for students in our 6-semester ME-MSN program at the hilltop campus and for students at the Orange County campus are very high and retention rates for our 6-semester RN-MSN programs (Pleasanton campus, the Kaiser Cohort, and the online program) are also very strong. Graduation rates indicate on-time degree completion for the exceeding majority of our students in the ME-MSN program at both campuses and for students in the RN-MSN Pleasanton campus program and Kaiser cohorts; time to degree is notably longer for students in our online RN-MSN program. Nursing licensure (NCLEX) pass rates in 2019-2020 for our students taking the test for their first time were all well above the benchmark of 80%. Due to the onset of the COVID -19 global pandemic in March 2020, MSN faculty were not able to finalize plans for assessment of student learning in the spring semester.

Doctor of Nursing Practice (DNP)

Retention and graduation rates for students in our 6-semester DNP- Executive Leadership (DNP-EL) track remained strong (above 80%) and, for students in our 7-semester DNP – Population Health (DNP-PHL) track, were very strong (100%); students in our DNP – Family Nurse Practitioner track typically required 3 to 4 semesters more than designed but then half to two-thirds were able to complete their degree. Time to degree analysis shows that, despite the challenges of the onset of the COVID-19 pandemic in Spring 2022, 89% of DNP-EL students who were expected to graduate in 2020 completed their degree within the designed 6-semester timeframe. Similarly, students in the DNP-PHL track who graduated in 2020 completed their degree, which is designed to be 7 semesters, on average, in 7.3 semesters. Students in the DNP-FNP track took longer to complete their degree than designed; time to degree for those graduating in 2020 was 13.4 semesters (for BSN entry students) and 10 semesters (for MSN entry students), each of which is one semester longer than expected. NP certification pass rates for DNP alumni is exceedingly high (100% in all but one test point). Program learning outcomes focused on social justice, equity, and ethical policies in health care and on advancing USF's mission and core values were assessed by faculty ratings of student work products in the final semester of the program; results suggested a gap in student learning around Jesuit values. Faculty met with university colleagues who have expertise in this area and developed a new module on nursing in the Jesuit tradition, to be implemented in Summer 2021.

Master of Public Health (MPH)

Retention rates for students in our 6-semester MPH program (across all campuses) are moderately strong and average time to degree completion for the Fall 2018 entry cohort (graduating in Summer 2020) was 6.0 semesters, indicating that students who stay in the program graduate on time. Given the ongoing academic challenges posed by the COVID-19 pandemic, faculty in the MPH program conducted an online survey of all currently enrolled MPH students in Spring 2020. Results indicated that half of MPH students were impacted through changes to their work and financial situation, 55% reported experiencing mental health concerns as

a result of COVID-19, 84% reported experiencing challenges maintaining performance with schoolwork.

Master of Science in Health Informatics (MSHI)

For the cohort with an entry term of Spring 2018, at the end of six semesters (Fall 2019), 25% of students had graduated, 50% of students were still enrolled and 25% had dropped from the program. However, 50% of the Spring 2018 cohort had graduated at the end of the following semester (at the end of seven semesters Spring 2020). For the cohort with an entry term of Fall 2018, at the end of six semesters (Summer 2020), 58% of students had graduated, 33% of students were still enrolled and 8% of students were not registered. Nearly all of the students who graduated during the 2019-202 academic year completed the program on-time. MSHI faculty assessed student achievement in PLO " Assure that healthcare information technology advances patient information security and confidentiality and promotes ethical health care decisions" by survey preceptors who supervised students in their externships. Results show that ninety two percent (92%), of preceptors indicated students demonstrated mastery of the assessed PLO.

Clinical Psychology PsyD Program (PSYD)

The first three entry cohorts of the 5-year PsyD program, which started in Fall 2013, demonstrate good retention and graduation rates for a new program; approximately three-quarters of entering students have graduated or are on track to complete their degrees soon. Time to degree is aligned with expectations of the accreditor, with students in the first three cohorts completing the degree in 14.5 to 17.7 semesters (in a 15 semester program). Due to the onset of the COVID -19 global pandemic in March 2020, PSYD faculty were not able to implement their planned assessment of student learning, focused on effectiveness of training culturally competent psychologists.

During the 2019-2020 year, the following interactions occurred with SONHP regulators and accreditors:

- September 2019
  - Annual Report Online (ARO) submitted by the Clinical Psychology PsyD Program to the American Psychological Association's (APA) Commission on Accreditation (CoA)

- October 2019
  - Annual Survey results submitted to the American Association of Colleges of Nursing (AACN) by the BSN, MSN, and DNP programs

- November 2019
  - Annual Survey results submitted to the Board of Registered Nursing (BRN) by the BSN, Master's Entry MSN (ME-MSN), DNP – Nurse Practitioner (DNP-NP), and DNP- Psychiatric Mental Health Nurse Practitioner (DNP-PMHNP) programs

- December 2019
  - Annual Report submitted to the Council on Education for Public Health by the MPH Program

- May 2020
  - APA Substantive Change for Change in Program Director and Director of Clinical Training submitted to APA's CoA

- July 2020
  - Continuous Improvement Progress Report (CIPR) submitted to the Commission on Collegiate Nursing Education (CCNE) for the BSN, MSN, and DNP Programs