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SONHP Program Evaluation Committee
2020-2021 Annual Program Evaluation Report

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SONHP Program: MSHI
Assessment Champion(s): Freddie Seba and Andrew Arellano
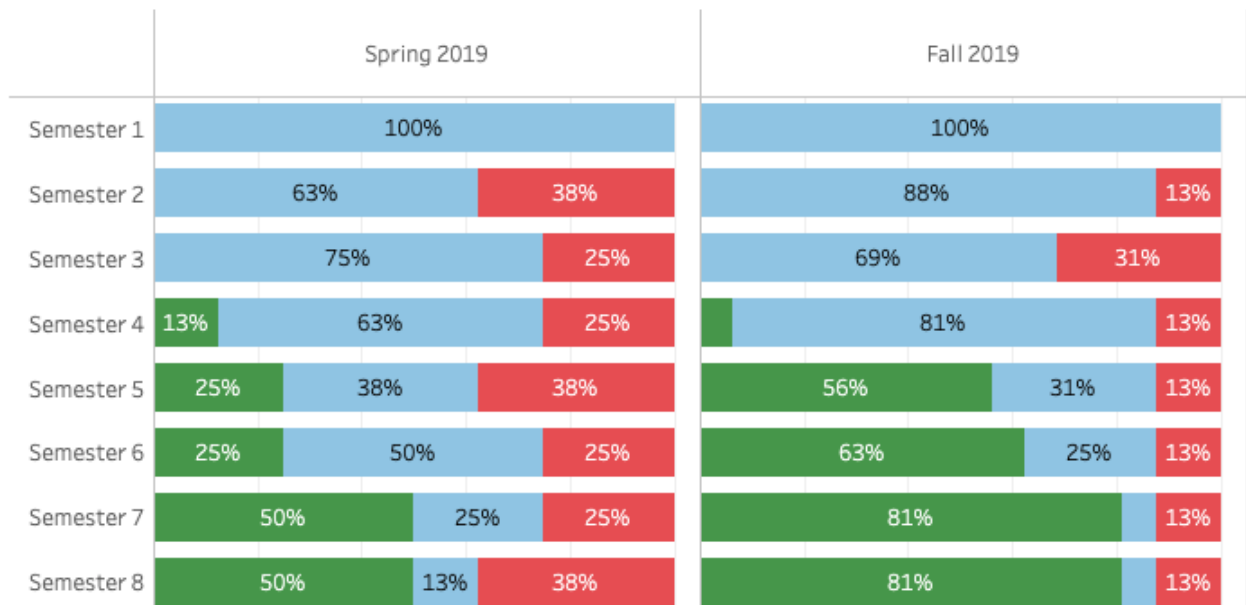**Terms Included:** Fall 2020, Spring 2021 and Summer 2021
Date of Report: January 2022

1. **Aggregate Student Outcomes**

   A. **Retention and Graduation rates**

	Spring 2019	Fall 2019
Entry Cohort	8	16
Avg. Time to Degree	5.2	4.2
Overall Grad %	62.5%	81.3%
Exp. Enrolled Semesters	6	6

On Time Grad Rate	Spring 2021 Semester 7	Fall 2021 Semester 7

■ 1-Graduated   ■ 2-Registered   ■ 3-NotRegistered

	Spring 2019	Fall 2019
Semester 1	100%	100%
Semester 2	63% / 38%	88% / 13%
Semester 3	75% / 25%	69% / 31%
Semester 4	13% / 63% / 25%	/ 81% / 13%
Semester 5	25% / 38% / 38%	56% / 31% / 13%
Semester 6	25% / 50% / 25%	63% / 25% / 13%
Semester 7	50% / 25% / 25%	81% / 13%
Semester 8	50% / 13% / 38%	81% / 13%

For the Spring 2019 entering cohort, only 25% of students had graduated at the end of six semesters (in Fall 2020) for several reasons - pause in enrollment in the program for Fall 2020 while changes were made to the curriculum and aims, the COVID-19 global pandemic, and individual student circumstances. For the cohort with an entry term of Fall 2019, at the end of six semesters (Summer 2021), 63% of students had graduated (which is good), 25% of students were still enrolled, and 13% of students were not registered. Note that this program's students are mostly working professionals

who optimize for workload (i.e., number of courses they can take each semester) instead of speed to graduate.

B. Time to Degree

Time to degree for all students who graduated during the 2020-2021 academic year, was 5.7 semesters, as depicted below.

2020-21
5.7 Sem. Yrs:1.9 - HC: 23
5.7 Sem. Yrs:1.9 - HC: 23

This suggests most of our students who graduated during 2020-2021 completed the program within the designated time frame. In addition to their regular course load, typically electives, some students were able to complete their capstone course during the summer. This allowed these students to finish the program in less time than designed (i.e., less than 6 semesters).

C. Academic Progression Requirements

The Masters of Health Informatics (MSHI) Program at the University of San Francisco strives to foster holistic student success as they progress through their degree program. Helping students reach their full potential that encompasses both academic achievement and personal growth comes through strong academic collaborations between instructors, advisors, program leadership, staff, and students. The MSHI program requires thirty-six (36) units total. Required and elective courses, together with a master's project (HS 650), round out the program. Core courses are offered every year. Students in this program have the opportunity to work with faculty, administration, and staff at the Program, School and University level to make successful progress. Students are expected to work independently, contribute proportionately to group projects, and adhere to the University's guidelines of Student Academic Honesty Policy and Procedures. Earning a grade of "B-" or better in each course is essential in order to remain in good standing in the program. Every course has criteria that may be included as part of the final grade achieved in the class. Individual course syllabi explain the requirements for each course. The criteria used for grading in individual classes may include (but are not limited to) quizzes, comprehensive examinations, written papers, group projects, and class participation. There are no other qualifying exams or defense of thesis academic progression requirements beyond the university's guidelines.

As discussed earlier, to be eligible for the conferment of a graduate degree, a student must attain at least a B (3.0) cumulative grade point average in all courses counted towards that degree. The "Minimum Academic Requirements at Graduation" policy can be found in the USF Catalog within the Graduate Student Regulations.

D. Licensure and Certification Rates

N/A

2. Assessment of Student Learning

A. What aspect of student learning in your program did you assess?

We assessed students on selected aspects of one of the program learning outcomes (PLOs). Specifically, we assessed whether students were able to navigate the rules around using medical data. The PLO that we measured is articulated as follows:

- Utilize health information technology for decision support, knowledge management, strategic planning, and outcomes assessment.

This PLO was inspired by the American Medical Informatics Association (AMIA) Public Policy Principles and Policy Principles. AMIA is a community committed to the vision of a world where informatics transforms people's care. Over the last 35 years, the use of informatics has grown exponentially to improve health and to make better healthcare decisions. AMIA is also a global advisor and thought leader supporting the transformation of the health ecosystem through information and technology.
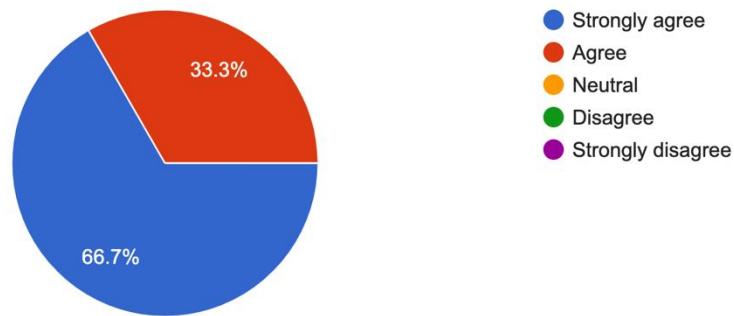
B. How did you measure it?

A survey was developed for preceptors (the individuals each student worked with to complete their project) and host institutions (the organization at which the preceptor is located) to comprehensively evaluate student performance and achievement of PLOs (Appendix 1) during their capstone semester. This data is collected every semester; the data presented here was collected in Summer 2021 from preceptors who evaluated the students' ability to navigate the rules around using medical data, among other topics. The question on the *Post Practicum Survey* (Appendix 2) regarding the PLO being assessed was "Did the student navigate the rules around using medical data?"

C. What were the results?

Six (6) surveys were distributed and all preceptors responded. The small sample reflects the program enrollment hiatus and teach out of the previous curriculum. As presented below, 66.7% "strongly agreed" and 33.3% "agreed" that our students navigated the rules around using medical data.

The student navigated the rules around using medical data.

6 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

66.7% Strongly agree, 33.3% Agree

D. What changes to the assessment methodology will you make if/when you evaluate this aspect of student learning again in the future?

We are asking potential employers to evaluate the actual performance of students who worked with real world projects during their capstone project or externship. This gave us insight to actual performance evaluations for each program learning object based on direct feedback from preceptors. The methodology will continue to be employed in measuring this aspect of student learning as well as additional PLOs. Given the direct nature of each question we are satisfied with the neutrality of each response without bias.

Response rate to survey requests has been strong; moving forward, we will continue our focus on relationship building and maintenance with preceptors and project managers to ensure continued strong response rates to surveys evaluating our students' learning.

E. What changes to curriculum or programming did you make (or are you planning to make) in light of these results?

Given that a hundred percent of preceptors who responded rated their student positively on this PLO, the program will continue embedding the management of medical data in all courses as opposed to creating a specific course addressing this objective. Some of the courses in which this content is covered are *HS 610 Perspective in Health Informatics*, *HS 609 Global Health Informatics*, and *HS 620 Digital Health Entrepreneurship*.

Appendix 1:

Program Learning Outcomes (PLOs)

Graduates with a Master of Science in Digital Health Informatics are prepared to:

- Lead the development and application of emerging information technologies to improve all aspects of health care delivery.
- Utilize health information technology for decision support, knowledge management, strategic planning, and outcomes assessment.
- Master the "language" of health care, navigate the rules around using medical data, and utilize relevant information to assess changes in the health care system.
- Assure that health care information technology advances patient information security and confidentiality and promotes ethical health care decisions.
- Effectively interface between the technology developers and the clinical user community.

Appendix 2:

University of San Francisco MSHI Post-Practicum Questionnaire 2021

In order to help us improve the practicum program for both students and hosting organizations, we have developed the following questionnaire. We ask that a different questionnaire be completed for each team of students.

aarellano5@usfca.edu Switch account

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* Required

Email *

Your email

Institution Name *

Your answer

Organization Type *

○ Healthcare Analytics Company

○ Hospital/Medical Center

○ EHR/EMR Company

○ Other

○ Clinic

○ Digital Health Startup

Brief Synopsis of the Project(s)

Please provide a brief description of the project that the student actually worked on during their practicum. We will use this to catalog the opportunity and also in evaluating the student's understanding of their project, especially in those instances where the project takes a different path than originally planned.

Your answer

The student navigated the rules around using medical data. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

This practicum project led to the development or application of emerging information technologies to improve aspects of health care delivery. *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly disagree

Overall rating of the MSHI Practicum Program *

Please rate your overall experience with the MSHI Practicum Program (5 being the best)

	1	2	3	4	5
	○	○	○	○	○

What worked well? *

From the initial engagement with the MSHI Program to the end of the semester.

Your answer

What can we improve on? *

From the initial engagement with the MSHI Program to the end of the semester.

Your answer

Gaps in MSHI curriculum

Based on your personal experience and working with our students, please list anything you feel we are missing in our program's curriculum. This can be specific areas of theory or practice.

Your answer

Would you consider USF MSHI students for future projects?

○ Yes

○ No

○ Maybe

May we share your comments? *

We would like to share your comments with others (e.g., USF faculty, current and prospective students, practicum partners, etc.) in order to recruit for and improve the program. Comments related to specific students will remain confidential to only MSHI program faculty.

- [ ] Yes, you may use my comments, name, and organization name
- [ ] Yes, you may use my comments, and organization name
- [ ] Yes, you may use my comments but anonymously
- [ ] No
- [ ] Other: _____

Page 1 of 4

Next   Clear form

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