

SONHP Program Evaluation Committee

Spring 2021 Annual Program Evaluation Report MSHI

SONHP Program: MSHI

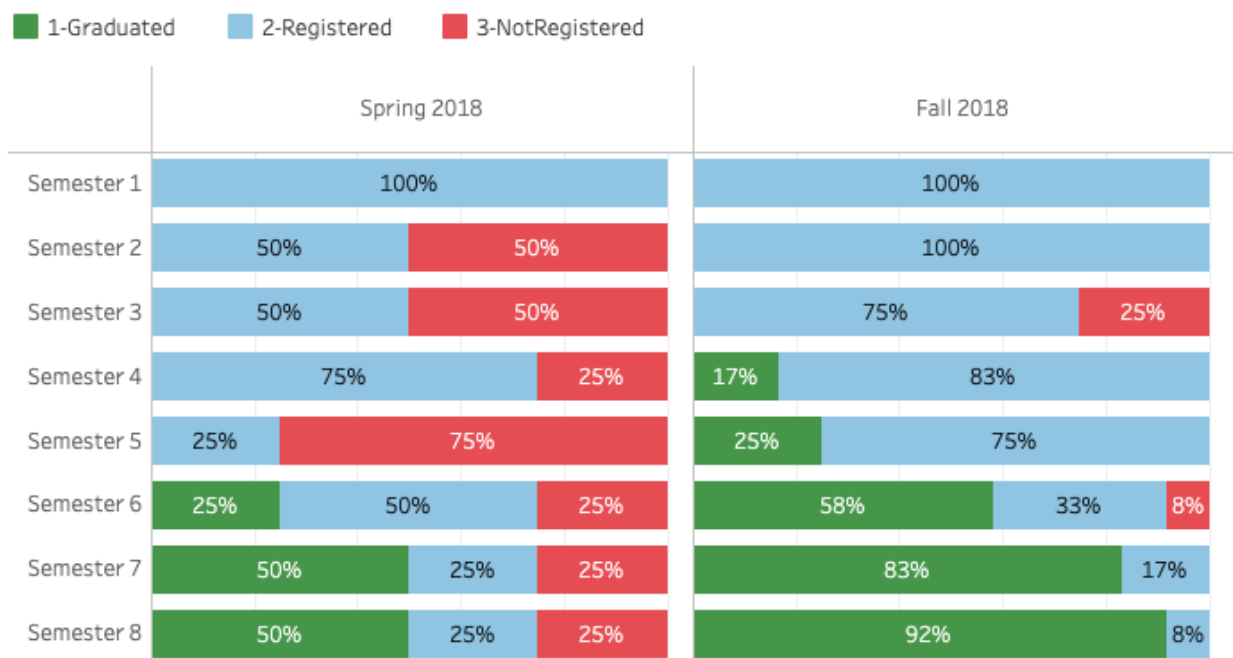
Assessment Champion(s): Freddie Seba and Andrew Arellano

Date of Report: June 2021

1. Aggregate Student Outcomes

a. Retention and Graduation rates

	Spring 2018	Fall 2018
Entry Cohort	4	12
Avg. Time to Degree	5.0	4.9
Overall Grad %	75.0%	100.0%
Exp. Enrolled Semesters	6	6
On Time Grad Rate	Spring 2020 Semester 7	Fall 2020 Semester 7



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. And, 83% of students from the Fall 2018 cohort had graduated the program by the end of the seventh semester (Fall 2020)

b. Time to Degree

(Guideline: Utilize [CIPE](#), through the Data Assist process, to obtain accurate data)

For the Masters of Health Informatics (MSHI) program graduating in the 2019-2020 academic year, time to degree is 5.6 semesters, as seen in the visual below.

Academic Year of Graduation (Fall-Summer)
2019-20
5.6 Sem. Yrs:1.9 - HC: 16
5.6 Sem. Yrs:1.9 - HC: 16

This suggests most of our students who graduated in 2019-2020 completed the program within the designed time frame.

c. Academic Progression Requirements

The Masters of Health Informatics (MSHI) Program at the University of San Francisco strives to foster holistic student success as students 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.

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 objectives (PLOs). The selected element of the PLO is bolded in the following: “Assure that **healthcare information technology advances patient information security and confidentiality** and promotes ethical health care decisions”. The Program recognized that **promoting ethical health care decisions** in the context of students' projects is not easily measured and presumes that hosting institutions share such goals.

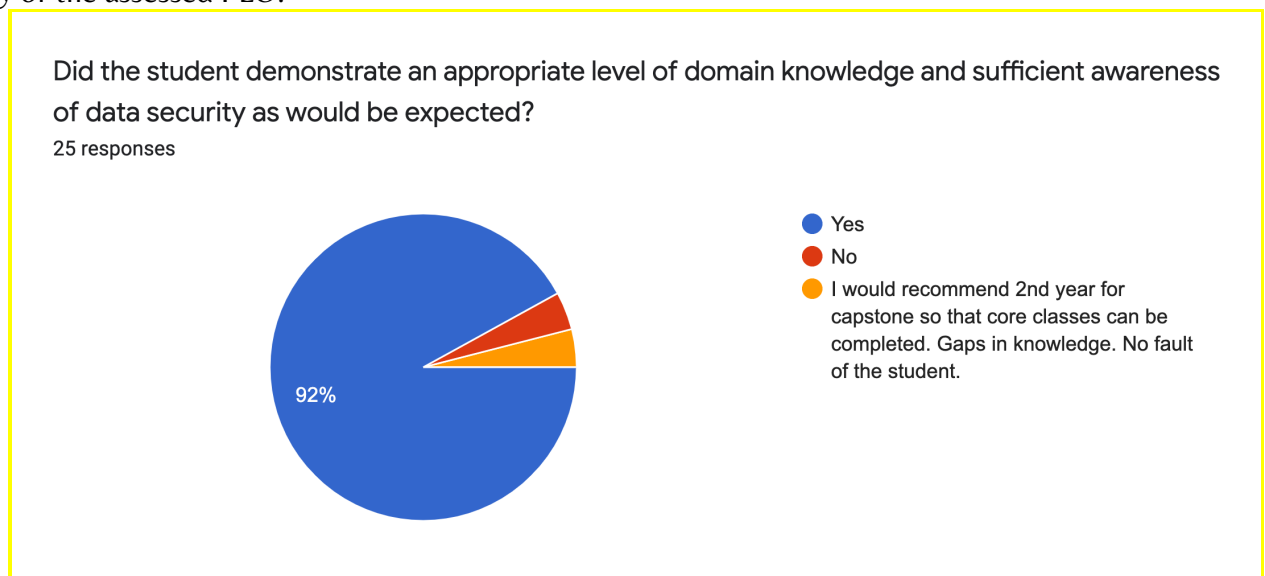
b. How did you measure it?

A survey was developed for preceptors at host institutions to comprehensively evaluate student performance and PLOs in their capstones. Preceptors evaluated student preparation on health care **data security, among other things**. The question posed to the preceptor host institution was “did the student demonstrate an appropriate level of domain knowledge and sufficient awareness of data security as would be expected of working health informatics professionals ?” This is inspired by the Healthcare Information and Management Systems Society, Inc. (HIMSS) security and privacy [guidelines](#). HIMSS is a global advisor and thought leader supporting the transformation of the health ecosystem through information and technology.

Additionally, this evaluation form solicits information to improve our program. The survey includes the one required PLO question and three additional questions that solicit information used to improve the program in preparing students for the job market. Preceptors are asked what went well, what could be improved in the capstone experience, and for recommendations on preparing students for careers. It is expected that the majority of capstone students attain or exceed each preceptor minimum standard.

c. What were the results?

The exceeding majority, ninety two percent (92%), of preceptors indicated students demonstrated mastery of the assessed PLO.



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

The Program will continue using practicum evaluations to measure student mastery of PLOs and will develop additional language to measure the promotion of the **ethical health care decisions component of this PLO**.

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

Given that the evaluation results were positive, we decided to continue to embed health care privacy and data security protocols and requirements on the courses and projects, instead of offering stand-alone courses on these subjects. We also took this into consideration in the program redesign. Hence, students not only learn these concepts but also get to apply them in projects during the program, including capstones and internships. We plan to evaluate their comprehension of the material in smaller increments versus an entire course embedded within the curriculum.