

SONHP Program Evaluation Committee – AY 2018-2019 Annual Report

During the academic year 2018-2019, the SONHP PEC Committee meet most months at with 13 committee members and one student representative from the BSN program (Hana Tabbaa, BSN student). The committee was lead by Anna Kwong and Scott Ziehm as co-chairs. Anna Kwong transitioned into this role early in 2019 Helen Nguyen, who was the co-chair, left her USF position in early 2019. At the first PEC Committee meeting, the following lines of communication were determined to ensure that departments and academic programs were informed about PEC activities and decisions:

- BSN – Anna Kwong, Jason Speaks, Octavia Struve
- MSN (4+1 BSN-MSN; ME-MSN, RN-MSN) – Helen Nguyen, Mary Donnelly
- MSHI – Bill Bosl
- MPH – Dory Escobar (Laura Chyu added later in 2019)
- PsyD – Dellanira Garcia
- DNP (BSN-DNP, FNP, PMHNP, Population Health DNP, Exec DNP) – Juli Maxworthy, Mary Donnelly
- MSBH – Dory Escobar (program moved to MPH as a concentration in 2019)

At the onset of this AY, PEC committee members agreed to the following goals for the AY 2018-2019:

1. Follow up on fall 2018 deliverables for each academic program (BSN, MSN, DNP, PSYD, MSHI, MSBH, MPH)
2. Finalize SONHP Evaluation Plan
3. Address monitoring/tracking program assessment evaluation of dual degree options
4. Revise the 2016-2017 PEC Scorecard
5. Finalize the PEC Charter

PEC Committee was productive over this AY. Of note, committee members received the USF Educational Effectiveness Award in 2019 for the development and implementation of the PEC Scorecard. The PEC has been a productive committee over the 2018-2019 AY.

1. The following are outstanding deliverables:
 - BSN - complete
 - MSHI – finalize written program assessment/evaluation plan and plan program review
 - MSN – finalize and implement direct measure (poster or final paper)
 - MPH – finalize written program assessment/evaluation plan
 - DNP – finalize written program assessment/evaluation plan
 - PsyD – finalize written program assessment/evaluation plan
2. Progress was made to finalize the SONHP Evaluation Plan. Since 2015, PEC Committee members wanted to broaden the SONHP Program Evaluation Plan (PEP) to include all the health professions beyond nursing.
 - Some programs have determined program outcome benchmarks (except for MSHI, MPH, PsyD).
 - Some programs have yet to submit a written program assessment/evaluation plan (see #1 above)
3. PEC Committee has begun an assessment of existing dual degree programs using the Dual Degree Assessment/Evaluation Guidelines – Check-Off List (developed by the PEC Committee

3/26/19). Committee members presented information about existing dual options and identified what assessment related processes are in place and what is yet to be determine. Efforts to move this forward were agreed to at the last PEC meeting in May, these efforts stalled over the summer but should be a priority when this committee commences in Fall 2019.

4. The PEC Scorecard was successfully revised during this AY. Specific revisions included the addition of criteria to clarify what application admission criteria faculty approved for each academic program.
5. PEC Charter was finalized and submitted to FASONHP for faculty voting. PEC charter was approved.

Respectfully submitted,



Anna Y. Kwong, EdD, RN



Scott R. Ziehm, DNP, RN

SONHP Program Evaluation Plan- minimum requirements for each academic program

Evaluation Plan

A written plan that defines:

- A. Identified program learning outcomes (PLOs) with a program goal (summary statement of the PLOs that often includes values of the institution e.g. Jesuit Education)
- B. Program's evaluation process
 - a. Frequency of collecting program outcome data
 - b. Identified program outcome benchmarks (minimally to include time to graduation, license/certification pass rates, employment, retention/attrition rates)
- C. Includes provision for a direct measure: Use of a direct measure is a method used to generate data as evidence about if students are learning what faculty teach. Course assignments or a program required milestone (posters, written assignments, external exam e.g. HESI) aligned to a curriculum map are the basis of this data collection. Faculty grading an assignment (typically using a rubric) that is aligned to a curriculum map. The rubric then offers individual student feedback about their performance but aggregated data helps determine if the courses are functioning effectively (this generates data that answers the question, how do we know students are learning what we are teaching?).
- D. Identifies processes for closing the loop
 - a. Frequency
 - b. Stakeholders (minimally students, faculty, alumni, applicants)
 - c. Outcome shared in faculty meetings, captured in meeting minutes

SONHP APPROVED PROGRAM OUTCOME BENCHMARKS

Degree Program	Indicator	SONHP Benchmark (minimally or higher)	Accrediting Body or Program Approval (CA BRN)	Faculty Review/Action Plans
BSN	Time to Degree		CCNE	Spring
	8 semesters (Hilltop)	70%		
	6 semesters (Sacramento)	70%		
	Retention Rate	75%	CA BRN	
	1st Time Pass Rate on Licensing Exams	80%		
	Employment within 1st 12 months of graduation	70%		
	Direct Measure	YES HESI		
MSN	Time to Degree		CCNE	Spring
ME-MSN	6 semesters	80%		
	7 semesters	95%		
BSN-MS	6 semesters	80%		
	7 semesters	95%		
AD-MSN	6 semesters	80%		
	7 semesters	95%		
4+1 BSN-MSN (7 or 8 semester option)	7 or 8 semesters	90%		
All Pathways	Retention Rate	80%		
ME-MSN Pathway	1st Time Pass Rate on NCLEX	80%		
All Pathways	CNL 1st Time Pass Rate on Certification	80%		
All Pathways	Employment Rate within 1st 12 months of graduation	70%		
	Direct Measure			
ME-MSN		YES HESI		
All Pathways		YES Final Poster		
MSBH	Time to Degree		NONE	
	3 semesters	85%		
	6 semester	100%		
	Retention Rate	90%		
	Employment Rate	85% will be employed 10% will continue to graduate education		
	Direct Measure	YES final paper		
MPH	Time to Degree		CEPH	
	6 semesters	70%		
	Retention Rate	75%		
	Employment Rate within 1st 12 months of graduation	80%		

	Direct Measure	YES – CEPH requirement (22 Foundational Competencies)		
MSHI	Time to Degree		NONE	
	6 semesters			
	Retention Rate			
	Employment Rate within 1st ? months of graduation			
	Direct Measure			
DNP (FNP/PMH, Pop Hlth & ELDNP	Time to Degree		CCNE	
DNP	12 semesters	70%		
DNP	-10 semesters	70%		
DNP	-12 semesters	90%		
	Retention Rate	75%		
FNP/PMH	1st Time Pass Rate on Certification Exam	80%		
	Employment Rate within 1st 12 months of graduation	70%		
	Direct Measure	Yes N749 Prospectus		
PsyD	Time to Degree		APA - SOA	
	-15 semesters			
	Retention Rate			
	1st Time Pass Rate on Licensing Exams			
	Employment Rate within 1st 12 months of graduation			
	Direct Measure			

SONHP Program Evaluation Committee - PEC Approved 3/26/2019
Dual Degree Assessment/Evaluation Guidelines – Check-Off List

- Curriculum map for each academic program
- Curriculum map for the dual degree option
- PLOs for the dual degree developed/approved
- Benchmarks for the dual degree developed/approved
 - Time to degree – benchmark _____
 - Retention rate – benchmark _____
 - Employment rate – benchmark _____
 - Licensure/certification rate – benchmark _____
- Is there at least one direct measure being used to assess if the students are learning what is being taught? If so, what is it?
- Explain the faculty advisor(s) configuration (e.g. one from each program?) functioning to monitor student progression
- Have the admission criteria for the dual degree option been developed and approved by faculty?

NOTE: prior to admitting students to the dual degree, accrediting bodies should have been notified and this program change should have been approved.

SONHP Program Evaluation Committee - PEC Approved 3/26/2019 Dual Degree Assessment/Evaluation Guidelines – Check-Off List

Goal:

To create a common understanding among SONHP faculty about requirements for developing USF-approved and transcriptable “dual degree” programs.

Intended Outcome:

- Ensure that students know program expectations prior to enrollment.
- Maintain good standing with accrediting bodies.

NOTE: Recruitment for and admission to a USF-approved dual degree program may only take place once relevant accreditors have approved the substantive change regarding the dual degree program.

DUAL DEGREES PRESENTED 4/23/19: BSN-MSN (4+1)

Presenters: Anna Kwong and Mary Donnelly

PEC Dual Degree Assessment/Evaluation Guideline Check-Off List:

- Curriculum map for each academic program?
Yes
- Curriculum map for the dual degree option?
Yes
- PLOs for the dual degree developed/approved?
Yes (BSN and for MSN separately)
- Benchmarks for the dual degree developed/approved?
 - Time to degree – benchmark **No**
 - Retention rate – benchmark **No**
 - Employment rate – benchmark **No**
 - Licensure/certification rate – benchmark **Yes**
- Is there at least one direct measure being used to assess if the students are learning what is being taught? If so, what is it?
Yes (BSN-HESI; MSN-Quality Improvement Project)
- Explain the faculty advisor(s) configuration (e.g. one from each program?) functioning to monitor student progression

Faculty advisors regularly assigned for each program?
No (there are BSN advisors for BSN portion)
MSN followed by the 4+1 Program Director
- Have the admission criteria for the dual degree option been developed and approved by faculty?
Yes (GPA, Letters of Recommendation, Interview, Essay of Intent)
- Was an NCAP submitted and was it approved?
Yes

SONHP Program Evaluation Committee - PEC Approved 3/26/2019

Dual Degree Assessment/Evaluation Guidelines – Check-Off List

Goal:

To create a common understanding among SONHP faculty about requirements for developing USF-approved and transcriptable “dual degree” programs.

Intended Outcome:

- Ensure that students know program expectations prior to enrollment.
- Maintain good standing with accrediting bodies.

NOTE: Recruitment for and admission to a USF-approved dual degree program may only take place once relevant accreditors have approved the substantive change regarding the dual degree program.

DUAL DEGREES PRESENTED 4/23/19: MPH-DNP/FNP

Presenter: Juli Maxoworthy and Laura Chyu

PEC Dual Degree Assessment/Evaluation Guideline Check-Off List:

- Curriculum map for each academic program?
Yes
- Curriculum map for the dual degree option?
No
- PLOs for the dual degree developed/approved?
Yes
- Benchmarks for the dual degree developed/approved?
 - Time to degree – benchmark Yes
 - Retention rate – benchmark Yes
 - Employment rate – benchmark Not collected
 - Licensure/certification rate – benchmark Yes
- Is there at least one direct measure being used to assess if the students are learning what is being taught? If so, what is it?
Yes
- Explain the faculty advisor(s) configuration (e.g. one from each program?) functioning to monitor student progression Different advising processes have been employed within NP programs.

Faculty advisors regularly assigned for each program?
Yes
- Have the admission criteria for the dual degree option been developed and approved by faculty?
Yes
- Was an NCAP submitted and was it approved?
Yes

SONHP Program Evaluation Committee - PEC Approved 3/26/2019

Dual Degree Assessment/Evaluation Guidelines – Check-Off List

Goal:

To create a common understanding among SONHP faculty about requirements for developing USF-approved and transcriptable “dual degree” programs.

Intended Outcome:

- Ensure that students know program expectations prior to enrollment.
- Maintain good standing with accrediting bodies.

NOTE: Recruitment for and admission to a USF-approved dual degree program may only take place once relevant accreditors have approved the substantive change regarding the dual degree program.

DUAL DEGREES PRESENTED 4/23/19: MPH-MSBH

Presenter: Dory Escobar

PEC Dual Degree Assessment/Evaluation Guideline Check-Off List:

- Curriculum map for each academic program?
Yes
- Curriculum map for the dual degree option?
Yes
- PLOs for the dual degree developed/approved?
No
- Benchmarks for the dual degree developed/approved?
 - Time to degree – benchmark Yes
 - Retention rate – benchmark Yes
 - Employment rate – benchmark Yes
 - Licensure/certification rate – benchmark Yes
- Is there at least one direct measure being used to assess if the students are learning what is being taught? If so, what is it?
No
- Explain the faculty advisor(s) configuration (e.g. one from each program?) functioning to monitor student progression

Faculty advisors regularly assigned for each program?
Yes
- Have the admission criteria for the dual degree option been developed and approved by faculty?
Yes (but needs clarity on the admissions letters)
- Was an NCAP submitted and was it approved?
Yes

SONHP Program Evaluation Committee - PEC Approved 3/26/2019

Dual Degree Assessment/Evaluation Guidelines – Check-Off List

Goal:

To create a common understanding among SONHP faculty about requirements for developing USF-approved and transcriptable “dual degree” programs.

Intended Outcome:

- Ensure that students know program expectations prior to enrollment.
- Maintain good standing with accrediting bodies.

NOTE: Recruitment for and admission to a USF-approved dual degree program may only take place once relevant accreditors have approved the substantive change regarding the dual degree program.

DUAL DEGREES PRESENTED 4/23/19: MPH-MSN

Presenters: Laura Chyu and Mary Donnelly

PEC Dual Degree Assessment/Evaluation Guideline Check-Off List:

- Curriculum map for each academic program?
No: Undergoing review/approval
- Curriculum map for the dual degree option?
Yes
- PLOs for the dual degree developed/approved?
Yes
- Benchmarks for the dual degree developed/approved?
 - Time to degree – benchmark **Yes - Maximum of 10 semesters (target ≥80%)**.
 - Retention rate – benchmark **No**
 - Employment rate – benchmark **No**
 - Licensure/certification rate – benchmark **Yes (NCLEX - rate unknown)**
- Is there at least one direct measure being used to assess if the students are learning what is being taught? If so, what is it?
Yes
- Explain the faculty advisor(s) configuration (e.g. one from each program?) functioning to monitor student progression
Major advisor: Nursing faculty; Secondary advisor: MPH faculty
Nursing advisor needs to know pattern, admission process and acceptance to MPH program

Faculty advisors regularly assigned for each program?
Yes
- Have the admission criteria for the dual degree option been developed and approved by faculty?
Yes
- Was an NCAP submitted and was it approved?
Yes

University of San Francisco
 School of Nursing and Health Professions Program Evaluation Committee
 (Revisions Approved December 2018)
 SONHP PEC Score Card

Program: _____

Presenter(s): _____

Date: _____

PEC Scorecard	Yes	No	Feedback
1. Program's assessment/evaluation plan (must include one direct measure)			
a. Is there a program goal? (summary statement of PLOs)			
b. Is there a comprehensive assessment/evaluation plan with benchmarks?			
c. Evidence of approved curriculum map(s) for faculty, students and prospective applicants?			
d. Are curriculum maps aligned to PLOs, ILOs (for undergraduate only), and other essential/required documents (AACN Essentials, APA requirements, CEPH requirements)			
d. Is there a direct measure used to assess if students' learn what is being taught?			
2. Does the program have clear admission criteria?			
3.. Outcomes data must minimally include: time to degree, retention rate, 1 st time pass rate (NCLEX/NP certification), employment rate, and results from using one direct measure).			
a. Once program outcome data was analyzed, were program benchmarks reached?			
b. Did faculty discuss and then developed action plans?			
c. Were faculty developed action plans captured in department committee minutes?			
4. Closing the loop (CTL)			
a. Was program outcome data shared and with who? (evidence)			
c. Identify the specific impact CTL had.			

PEC Feedback/Priorities:



Appendix I

Charter: Program Evaluation Committee

Purpose

The School of Nursing and Health Professions Program Evaluation Committee shall:

1. Facilitate a continuous quality improvement approach an Evaluation Plan for the School of Nursing and Health Professions.
2. Review the approved Program Evaluation Plan (PEP) for the School of Nursing and Health Professions according to the schedule in the plan.
3. Serve as a resource for departments, programs, and individuals seeking assistance with data collection and evaluation related to program outcomes.
4. Select or develop, and periodically reevaluate instruments to measure specific program outcomes.
5. Monitor and track procedures for collection, analysis, interpretation, and dissemination of data related to program outcomes.
6. Receive feedback about actions taken by departments and committees in response to data outcomes to ensure continuous quality improvement.
7. Address areas with programs to correct any identified outcomes needing improvement
8. Discuss matters related to the objectives of FASONHP as a standing committee of FASONHP.

Desired Outcomes

1. Documentation of summative and formative components of curriculum evaluation that can include: end of program student satisfaction, licensing pass rates, certification pass rates, outcomes from faculty retreats, outcomes from focused groups with clinical partners.
2. Review graduate performance, including performance on certification examination annually
3. Support the assessment, evaluation and accreditation efforts of the Associate Dean charged with these responsibilities
4. Recommend school-wide quality metrics for annual evaluation with oversight from the Deans
5. Communicate assessment and evaluation results regularly
6. Provide resources to program and departments to support program evaluation
7. Provide practical information and possible suggestions through the SONHP Course Evaluation Process

Scope of Authority

Reporting relationships:

- Committee recommends program assessment/evaluation changes to Program Directors/Department Chairs and/or Program/Director PEC Committee.
- Elected Committee Co-Chair reports highlights in Full Faculty Meetings

Data communication (reports):

- Minutes/outcomes posted on Faculty & Staff Portal (and on JADE server for archives); report highlights presented by committee Chair in full faculty meetings
- Annual report prepared by Co-Chairs and posted on SONHP Faculty & Staff Portal

Decision making: internal

- Majority

Decision making: external

- Appropriate FASONHP committee, SONHP Leadership council or Dean/Associate Dean



- Full faculty for adoption
- Accrediting bodies: CCNE (9/2017), CEPH (10/2016), APA (2015), WASC (2013), SoA (2017)

Others to involve (key stakeholders)

- USF Office of Assessment and Accreditation Support

Roles and Responsibilities

Membership: There shall be one faculty representative from each SONHP program and one assigned administrative representative who is the Associate Dean for Pre-Licensure Programs and Accreditation. This administrator serves as Co-Chair of the committee (non-voting member) and a faculty Co-Chair elected by the committee for a 1-year term. In addition to faculty members, the following ex officio members are:

Representative from USF Assessment Office
Representative from CIPE
Manager, Graduate Nursing Programs
Manager, Undergraduate Nursing Programs
Manager, Health Professions programs
Student representative

Member selection process

- Faculty members serve a 3-year term

Term of participation

- Upon initiation of committee: 1, 2, and 3-year terms of service (to manage membership continuity and succession).
- Ongoing after first year: 3-year term of service (renewable).

Sponsor(s)

- FASONHP (charter authorization and activation)
- Dean (human and fiscal resources)

Meeting Frequency

- Minimum 1x per month; additional meetings scheduled as per projects

Charter Activation

By whom: FASONHP

Date of charter activation: May 2019

Distribution: ALL School of Nursing & Health Professions