



Presenting data in health professions program evaluation: **Lessons learned**

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Schools of Health Evaluation

Guiding question

How do we effectively and efficiently present health professions program data to a variety of audiences?

Overview

- ❖ Background
- ❖ Lessons learned
- ❖ Considerations

Background



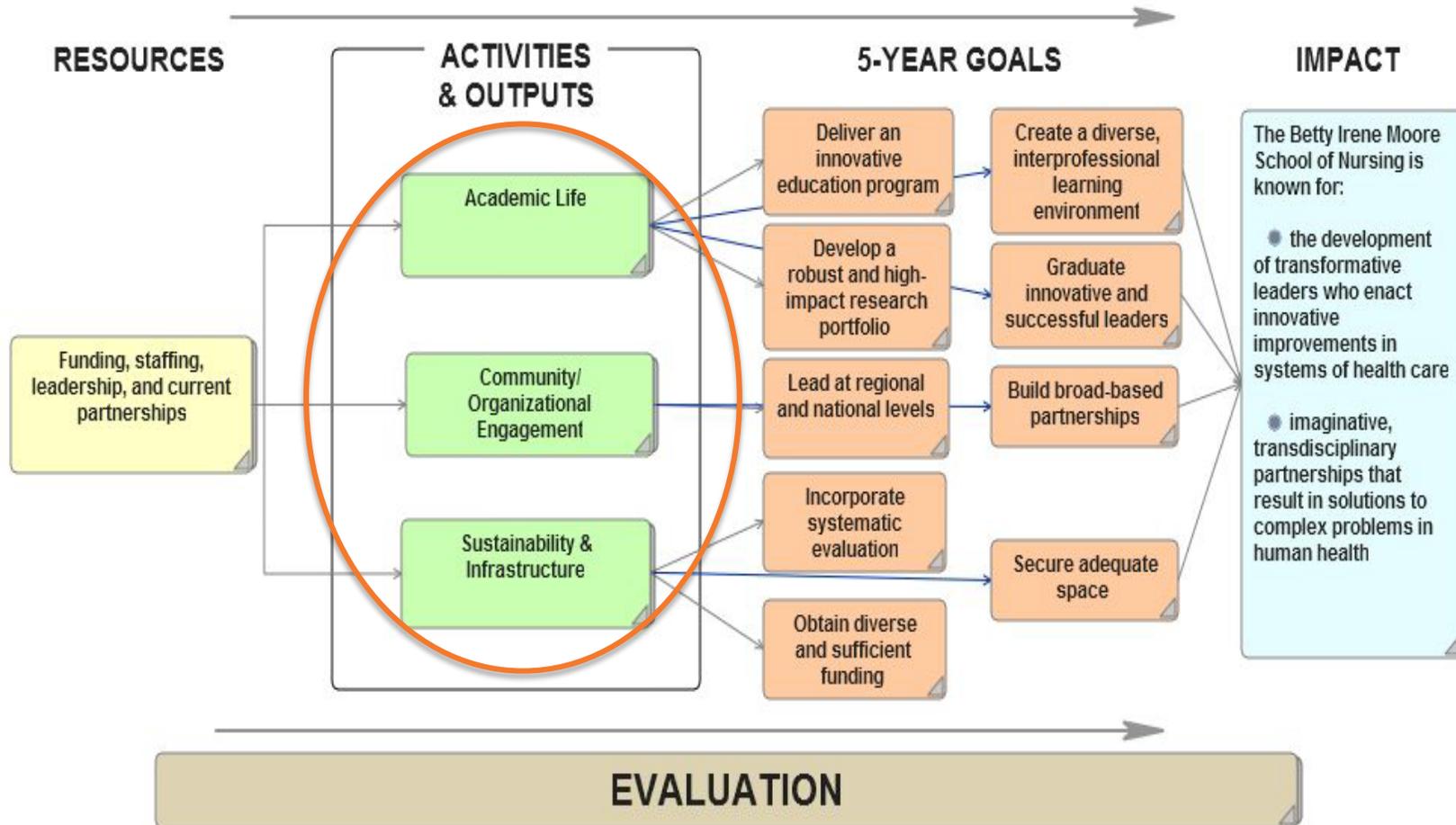
- New school—evaluate from the beginning
- Collaborative relationship
- Arm's length— “critical friend”
- Not focused on curriculum or accreditation
- Reporting to private foundation

Lesson 1

Develop a “story” or framework for reporting

Lesson 1 develop a story

Betty Irene Moore School of Nursing Logic Model Overview



Lesson 1 develop a story

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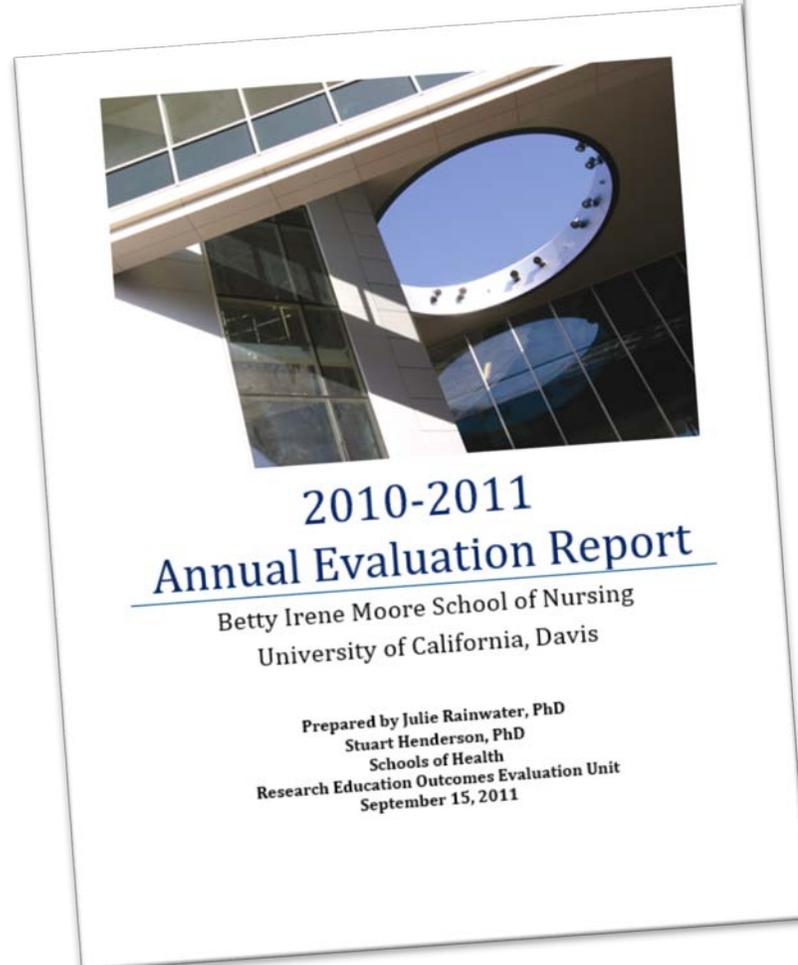
ACTIVITIES & OUTPUTS	EVALUATION OVERVIEW 8	FOUNDATIONAL ACTIVITIES 10	INTERMEDIATE IMPACTS 24	RECORD
Academic Life		<ul style="list-style-type: none">• ACADEMIC LIFE	<ul style="list-style-type: none">• ALUMNI	<ul style="list-style-type: none">• ACT 2018
Community/Organizational Engagement		<ul style="list-style-type: none">• PARTNERSHIPS	<ul style="list-style-type: none">• FACULTY	<ul style="list-style-type: none">• RECO
Sustainability & Infrastructure		<ul style="list-style-type: none">• SUSTAINABILITY	<ul style="list-style-type: none">• SCHOOL	

Lesson 2

Focus on usability

Lesson 2 usability

Then...



Introduction

The development and implementation of the Betty Irene Moore School of Nursing at UC Davis is informed by carefully planned and ongoing evaluation for each key aspect of the school. The evaluation is overseen by the Schools of Health Research Education Outcomes Evaluation (REOE) Unit, which has a supported infrastructure and uses a broad, integrated approach for the evaluation of research and education programs in the Schools of Health.

The evaluation provides school leadership, staff and students, National Advisory Council members, and Gordon and Betty Moore Foundation officials with measurable and actionable information about the Betty Irene Moore School of Nursing, including the implementation of programs and activities, student satisfaction with courses and the program, and program outcomes and impact. In the past year, the evaluation team has worked closely with the School to specify evaluation objectives, principal measures/indicators, and data sources.

This report reviews the first year of the evaluation, highlighting the evaluation approach, methods, and findings from the 2010-2011 evaluation.

Approach

To ensure a comprehensive evaluation, the evaluation includes assessment of both processes and outcomes. *Process evaluation* is concerned with the extent to which planned activities are successfully carried out, whereas *outcomes evaluation* examines whether the expected outcomes have been achieved. The first year evaluation focused on process evaluation metrics. Process analysis includes assessing implementation, curriculum, and activities and collecting direct feedback from students, faculty and others via focus groups, interviews, and surveys. The process data provides a foundation for future outcomes-level data.

Program Theory-Driven Evaluation

For the School of Nursing evaluation, we use program theory-driven evaluation science.¹ In this approach, the theory or logic that underlies a program guides the evaluation and is used to prioritize evaluation questions. Thus, an important first step of program theory-driven evaluation is to articulate the "cause and effect" theory that supports the program model. To make the program logic transparent, we diagramed it using the widely-adopted logic model.²

¹ Donaldson, Stewart I. 2007. *Program Theory-Driven Evaluation Science: Strategies and Applications*. Taylor & Francis: New York.

² W.K. Kellogg Foundation *Logic Model Development Guide: Using Logic Models to Bring Together Planning, Evaluation and Action*, January 2004. www.wkkellogg.org; U.S. Department of Health and Human Services Centers for Disease Control and Prevention, *Evaluation Working Group*, November 2004. www.cdc.gov/eval/; University of Wisconsin-Cooperative Extension - *Enhancing Program Performance with Logic Models* (2002) <http://www1.uwex.edu/ces/1mcourse/>.

Lesson 2 usability

Then...

Table 2. Satisfaction ratings of 2010-2011 School of Nursing courses

Course	Overall satisfaction*	# of students
NRS 201 - Health Status and Care Systems	4.6	3
NRS 202 - Implementation Science	4.7	3
NRS 203 - Leadership in Health Care	4.5	
NRS 204 - Quantitative Skills for Change	4.5	
NRS 205 - Research Design in Nursing and Health Care	4.7	
NRS 206 - Community Connections	4.8	
NRS 290 - Master's Seminar	4.9	
NRS 291 - Doctoral Seminar	4.6	
NRS 299 - Nursing Science and Health-Care Leadership	5.0	

*Overall satisfaction rated on a 5-point scale, with 1="not very satisfied" to 5="very satisfied"

Table 3: Student satisfaction with their overall experience in first year of program

Response	Master's	PhD
Very dissatisfied	0% (0)	0% (0)
Somewhat dissatisfied	0% (0)	0% (0)
Neither satisfied or dissatisfied	0% (0)	0% (0)
Somewhat satisfied	0% (0)	0% (0)
Very satisfied	0% (0)	0% (0)

Table 4: Student rating of how the program has met their expectations

Response	Master's	PhD
Far below my expectations	0% (0)	0% (0)
Somewhat below my expectations	0% (0)	0% (0)
Equal to my expectations	0% (2)	0% (0)
Somewhat above my expectations	0% (7)	0% (2)
Far above my expectations	100% (13)	100% (6)

Lesson 2 usability

Now...



2018-2019
**ANNUAL
EVALUATION
REPORT**

BETTY IRENE MOORE SCHOOL OF NURSING

UC DAVIS HEALTH Stuart Henderson, PhD • Julie Rainwater, PhD
Schools of Health Evaluation

EVALUATION OVERVIEW

The Betty Irene Moore School of Nursing at UC Davis (School of Nursing) was established in March 2009 with a stated objective to transform health care through nursing education and research. The school admitted its first classes for the Master of Science (MS-L) and Doctor of Philosophy (PhD) in Nursing Science and Health-Care Leadership degree programs in Fall 2010. In 2014, the school began offering the Master of Science-Family Nurse Practitioner (NP) and Master of Health Services-Physician Assistant (PA) programs. The School of Nursing developed a fifth graduate program, the Master's Entry Program in Nursing (MEPN), which began in Summer 2016.

The UC Davis Schools of Health Evaluation Program has overseen the ongoing evaluation of the Betty Irene Moore School of Nursing since its inception. The objective of the evaluation is to provide school leadership, faculty, National Advisory Council members, and Gordon and Betty Moore Foundation leaders with actionable data and outcomes about the School of Nursing.

This report presents findings from the 2018-2019 academic year for the PhD, MS-L, NP, PA and MEPN programs. Prior years' evaluations are available by request. Details about the evaluation approach, data collection and methods can be found in Appendices A and B.

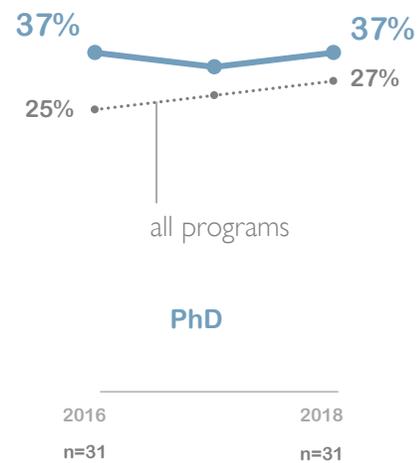


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Lesson 2 usability

Now...

UNDERREPRESENTED MINORITY STUDENTS BY PROGRAM 2016-2018



AVERAGE COURSE SATISFACTION RATINGS BY PROGRAM

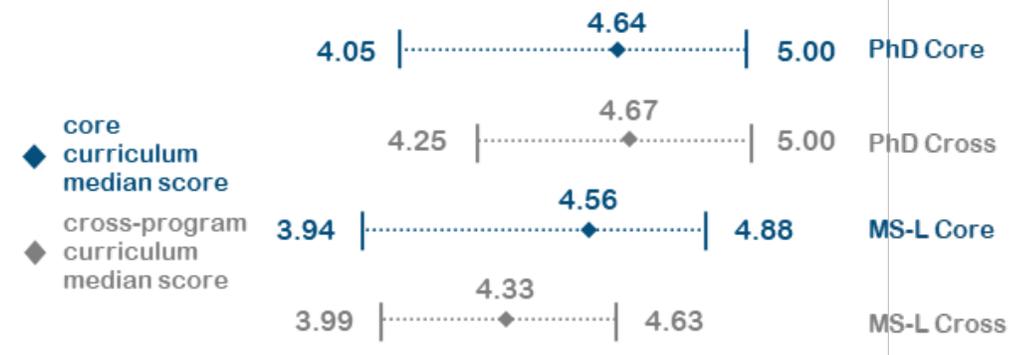
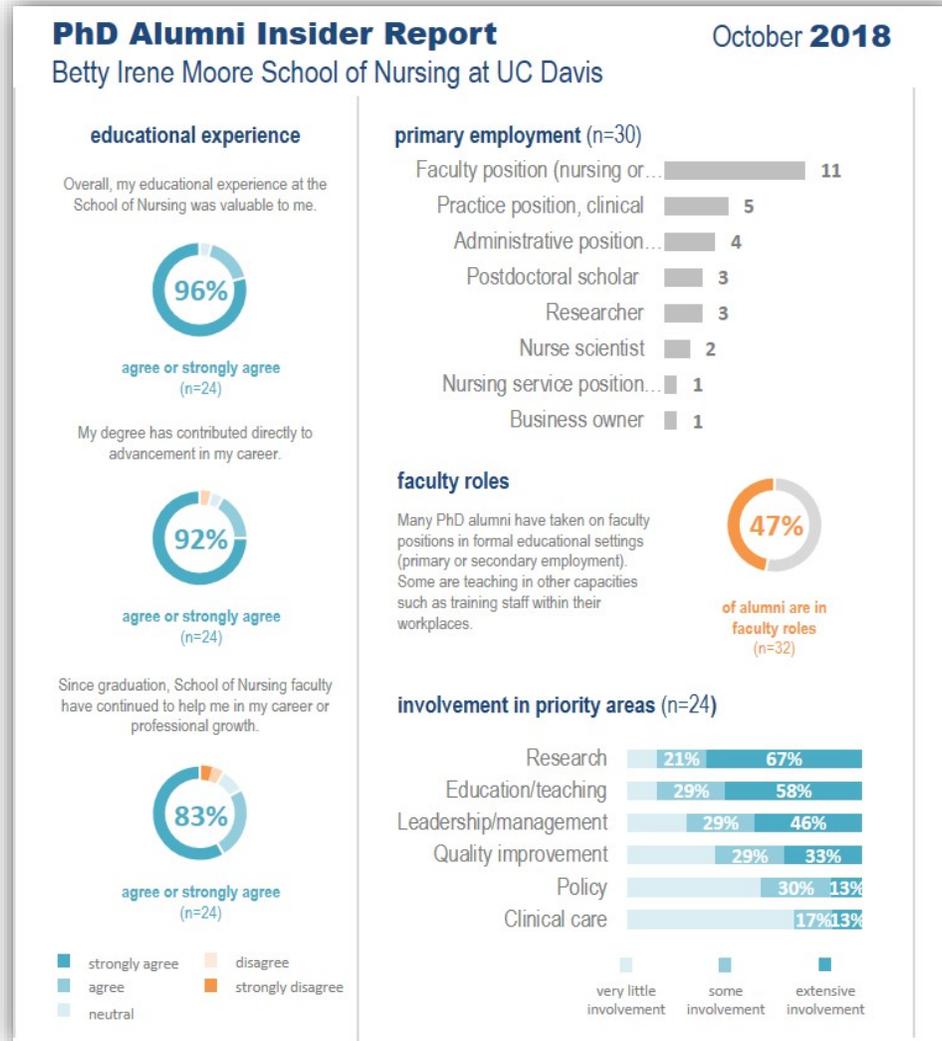


Figure 2. Average course satisfaction ratings by program. Range and median of 2018-2019 course satisfaction ratings on a 5-point scale (1=very dissatisfied; 5=very satisfied).

Lesson 2 usability

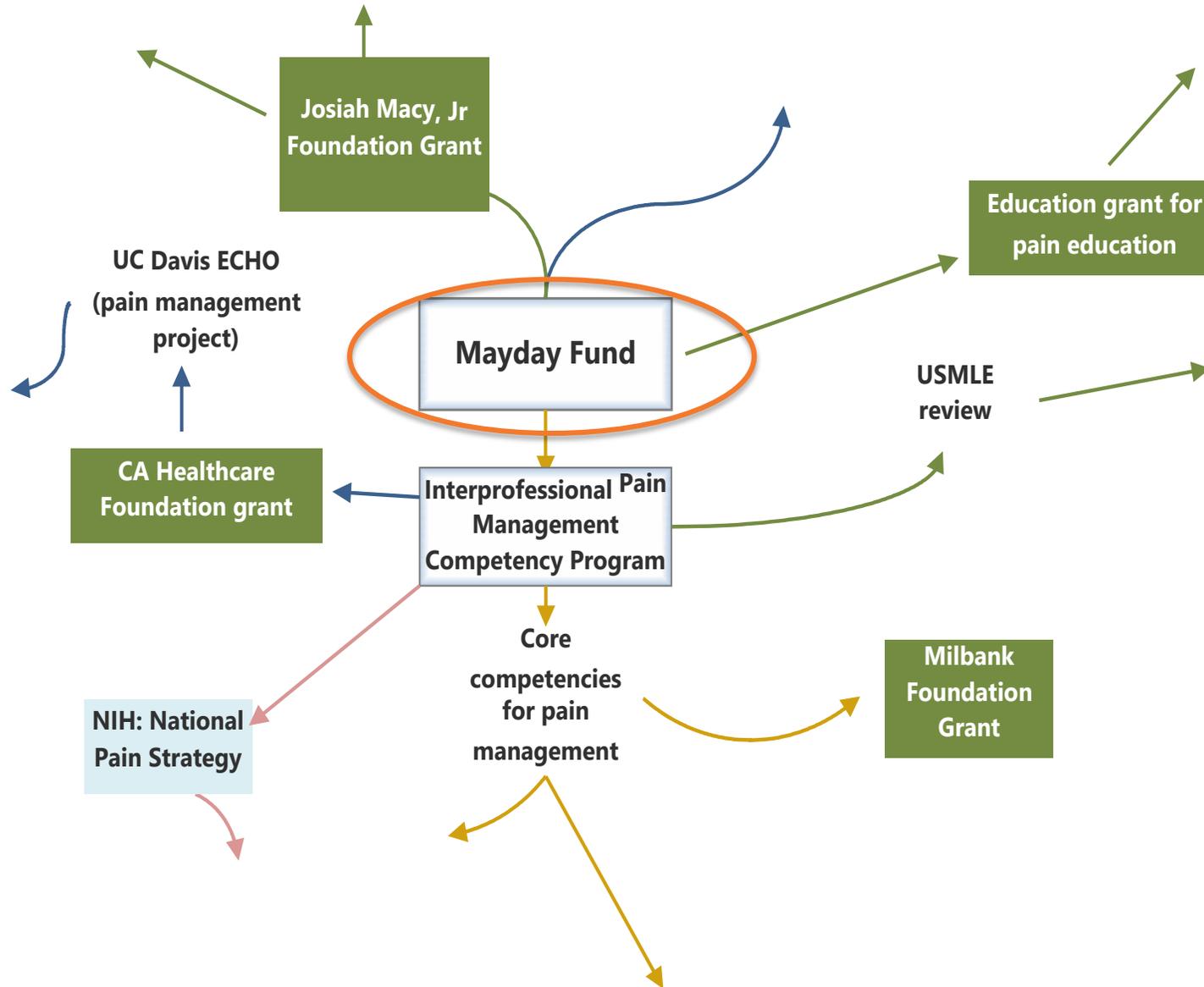


data
placemats

Lesson 3

Risk being innovative

Lesson 3 innovate

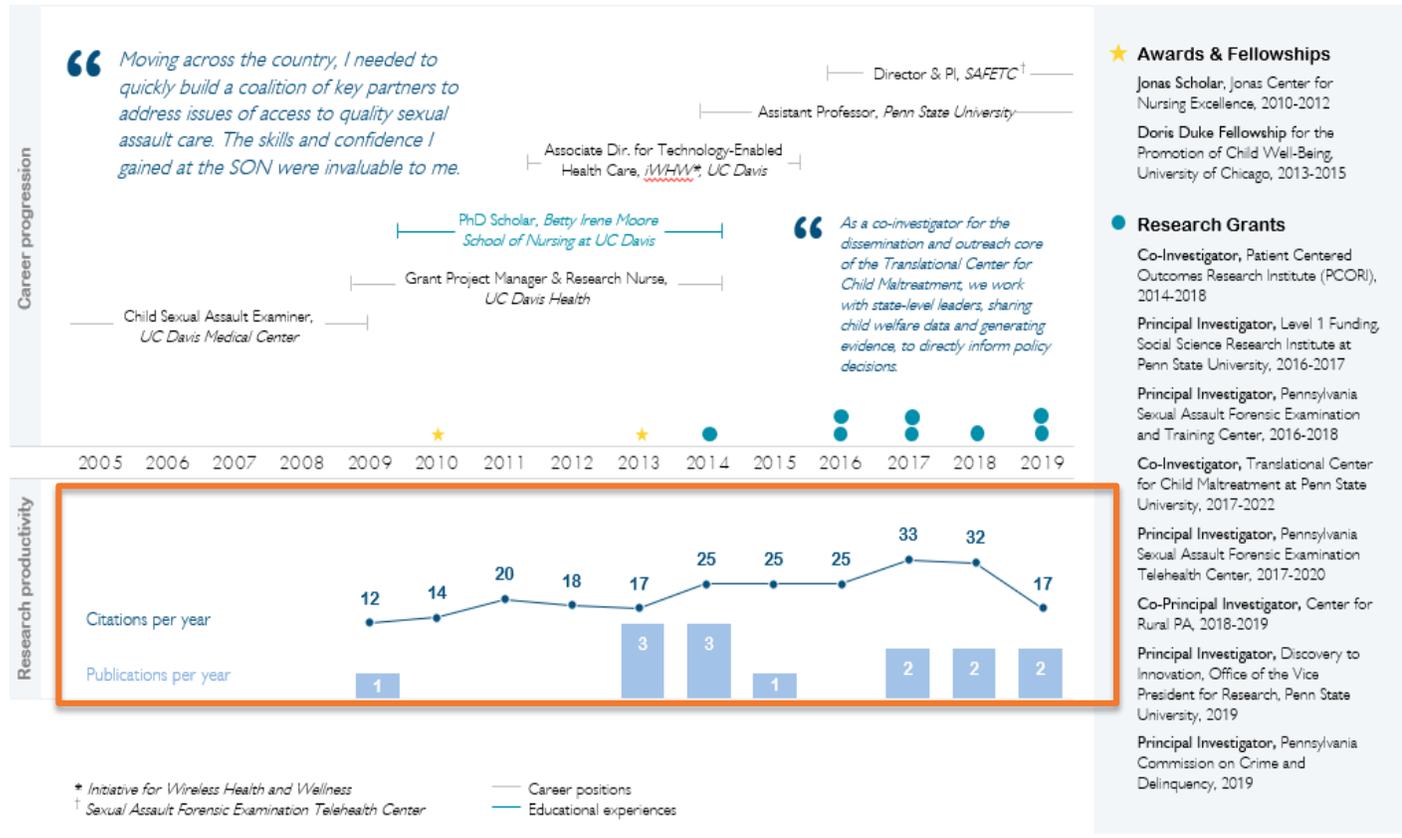


Lesson 3 innovate

INTERMEDIATE IMPACTS *ALUMNI*

Doctoral Program Spotlight | Sheridan Miyamoto, PhD, FNP, RN

Sheridan Miyamoto is an Assistant Professor in the College of Nursing at Pennsylvania State University. In her position, she has influenced change in clinical practice, research, health systems, education and policy. She established and is director of the Pennsylvania Sexual Assault Forensic Examination and Training (SAFE-T) Center and has become an important contributor to the conversation on child maltreatment and sexual assault. Through the center and related activities, Dr. Miyamoto has impacted the accessibility of sexual assault examinations in underserved, rural communities in Pennsylvania. Early outcomes from her work demonstrate hospitals are changing policy and procedures around nursing workforce.



Lesson 3 innovate

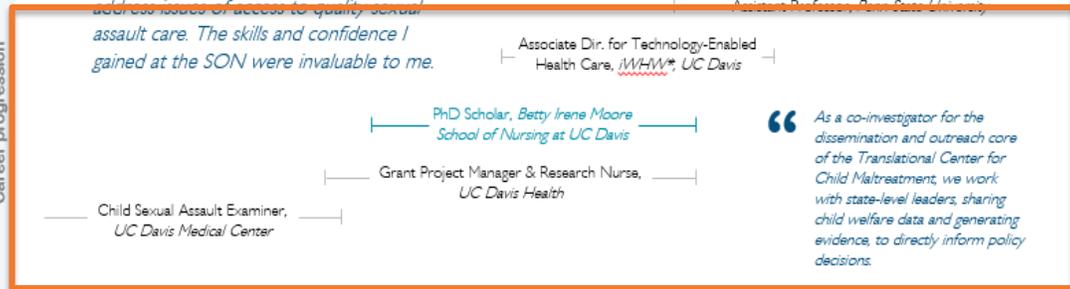
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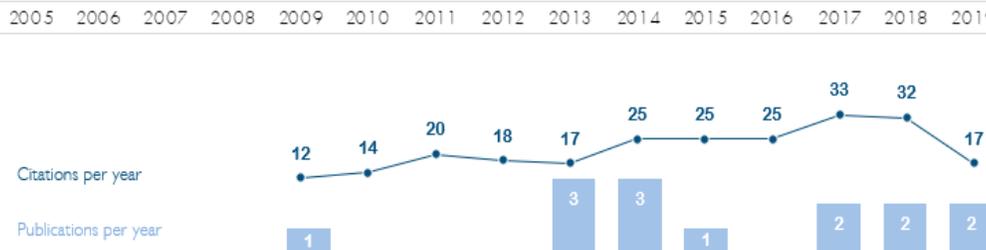
“Moving across the country, I needed to quickly build a coalition of key partners to address issues of access to quality sexual assault care. The skills and confidence I gained at the SON were invaluable to me.”

Career progression



“As a co-investigator for the dissemination and outreach core of the Translational Center for Child Maltreatment, we work with state-level leaders, sharing child welfare data and generating evidence, to directly inform policy decisions.”

Research productivity



* Initiative for Wireless Health and Wellness
 † Sexual Assault Forensic Examination Telehealth Center

— Career positions
 — Educational experiences

★ Awards & Fellowships

- Jonas Scholar, Jonas Center for Nursing Excellence, 2010-2012
- Doris Duke Fellowship for the Promotion of Child Well-Being, University of Chicago, 2013-2015

● Research Grants

- Co-Investigator, Patient Centered Outcomes Research Institute (PCORI), 2014-2018
- Principal Investigator, Level 1 Funding, Social Science Research Institute at Penn State University, 2016-2017
- Principal Investigator, Pennsylvania Sexual Assault Forensic Examination and Training Center, 2016-2018
- Co-Investigator, Translational Center for Child Maltreatment at Penn State University, 2017-2022
- Principal Investigator, Pennsylvania Sexual Assault Forensic Examination Telehealth Center, 2017-2020
- Co-Principal Investigator, Center for Rural PA, 2018-2019
- Principal Investigator, Discovery to Innovation, Office of the Vice President for Research, Penn State University, 2019
- Principal Investigator, Pennsylvania Commission on Crime and Delinquency, 2019

Lesson 4

Be intentional about design choices

Lesson 4 design intentionally

Colors

5 / 79 / 124	229 / 237 / 243	254 / 210 / 44	89 / 89 / 89	242 / 242 / 242
0 / 142 / 170	162 / 194 / 232	229 / 130 / 0	127 / 127 / 127	191 / 191 / 191

Shapes

Typography

Arial Black Rounded, 26pt
HEADING

Body

GILL SANS NOVA LT, 11

Tiramisu sugar plum cupcake toffee jujubes halvah lemon drops pie donut. Gummi bears fruitcake chupa chups gingerbread pie bonbon cake dessert jelly. Candy canes liquorice cake bonbon topping gummies carrot cake. Tiramisu sugar plum cupcake toffee jujubes halvah lemon drops pie donut. Gummi bears fruitcake chupa chups gingerbread pie bonbon cake dessert jelly. Candy canes liquorice cake bonbon topping gummies carrot cake.

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Student Diversity

Year	MEPN	PhD	Overall	PA	MS-L	NP
2016	42%	36%	25%	20%	20%	20%
2017	38%	28%	26%	25%	25%	20%
2018	33%	28%	27%	25%	25%	18%

Border-less figures

Lines: =< 1.0

Max sizes

Category 1 Category 2

NP (n=10)

Community setting or non-profit organization	Outpatient/ambulatory	Urgent care	Emergency department	Inpatient
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PA (n=25)

Outpatient/ambulatory	Urgent care	Operating room	Other	Emerg. dept.	Inpatient
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Figure 2. Range and median of 2 ratings (1 = not very satisfied to 5 = very satisfied)

Considerations

Turn to the health professions program and others for feedback

Develop a report that can be used in multiple venues with multiple audiences, including funders, advisory boards, faculty

Not all innovations or ideas will stick

References

Slidedocs:

<https://www.duarte.com/slidedocs/>

Ripple Effect Mapping:

<https://extension.umn.edu/community-development/ripple-effect-mapping>

Report Design:

<https://stephanieevergreen.com/>

Data Placemats:

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/ev.20181>

Thank you!



UCDAVIS
HEALTH

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