

2024



2024

UCSF Data Smart for
Equity and Progress
Annual Report

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For any questions or further permissions, please contact Perla Sandoval at perla.sandoval@ucsf.edu.

Contributors

School of Nursing Data Team

With the aim of utilizing School of Nursing (SoN) data to inform and affirm our actions, we created the SoN Data Team, convened by the DIO Director of Data and Research. The team consists of data specialists from across various SON offices who have identified the types of data already captured by SoN and established data goals to increase equity and satisfaction in our community. This annual report is a collaborative effort of all members. Listed below are the members of the data strategy team. If you currently are responsible for SoN data and would like to join the data team, please contact Perla Sandoval at perla.sandoval@ucsf.edu

Greg Chuck, IT Business Analyst (Office of Administration and Finance)

Mica Estrada, PhD, Associate Dean (Office of Diversity, Inclusion and Outreach); Professor (Institute for Health and Aging)

Lorina Gee, Department Human Resource Supervisor

Shandel Roberts, Learner Funding Manager (Office of Administration and Finance)

Perla Sandoval, MS, Director of Research and Data (Office of Diversity, Inclusion and Outreach)

Teresa Scherzer, PhD, Academic Program Evaluator (Office of Academic Programs)

Janice Vong, BS, Research and Data Analyst (Office of Diversity, Inclusion and Outreach)

Peter Weber, BA, Data Administrator (Office of Administration and Finance)

Candace Wise, Academic Personnel Strategic Recruit Specialist (Office of Academic Affairs)

Joseph Zavala, PhD, Assistant Dean Learner Affairs (Office of Academic Programs)

Additional contributors

Shanna Abeloff, MBA, Program Manager (DNP Program in Nursing)

Debbie Acoba, Program Manager (PhD Program in Nursing)

Emebet Aklilu, MPH, MS, Director of Operations (Office of Diversity, Inclusion and Outreach)

Melissa Delaney, MA, Student Service and Operations Director (Office of Academic Programs)

Mimi Omoregie, Director of Outreach Recruitment & Retention (Office of Academic Programs)

Letter from Dr. Mica Estrada, Associate Dean of DIO

I was trained as a Social Psychologist to utilize action research to assess and incrementally improve programs, organizations, and large systems. When I assumed the role of Associate Dean of Diversity, Inclusion, and Outreach (DIO), my first question was “Where are the data showing where we are?” I quickly learned that the data were everywhere, spread across numerous staff positions and at times nowhere. Additionally, the university collected data such as the Gallup and Climate Survey, which provided outcomes that were summarized on websites and in presentations, but they had datasets completely unavailable for any nuanced analysis. The answer to the question, “Where are we as a school in terms of equity, inclusion, and experience?” was not simple to attain.

After talking with many of the persons who collect and process SON data, the DIO office convened staff currently working on data relevant to SON staff, faculty, clinicians, and learners. With approval from SON leadership, the DIO team coordinated the collaborative writing of a data team strategic plan and led the writing of this report to summarize what we know about the SON community. This first annual report is the result of a collaborative effort of members from 5 different SON offices. My hope is that this annual publication fulfills our collective vision to do the following for our school:

- **Capitalize on the hard work already being done:** Many people in our school collect data that is useful, important, and underutilized. This report pivots us from collected data being hidden and unused (and sometimes even lost in a file) to data joyfully informing action and measuring our quality improvements.
- **Make the invisible visible:** As we build new initiatives, policies, educational programs, and other creative endeavors, data can show us measurable, positive outcomes for our community in a variety of ways that would be invisible if left unmeasured. This enables us to know what to “scale up” and perhaps what to release as not working.
- **Confirms our commitment to inclusion and belonging:** The only way to know if people who come from marginalized and historically underrepresented (and sometimes outright excluded) groups are being treated with equity, inclusion, and kindness and experiencing belonging in ways like the majority, is to track experiences and analyze the data based on demographic groups. The past year’s learner data shows that we are making improvements (see page 22, and the results regarding people with disabilities show we have room for growth as well (see page 29). A commitment to ongoing data sharing is a commitment to acknowledging who we are as a community.
- **Iterate:** Without a doubt, this first report will be improved and refined based on feedback and the growth and coordination of our measurement approaches in year 2. Our Data Team is clear that while this is not the perfect report, it is an important first step in identifying what are the measures that matter to us as a community and hopefully inspire conversation and action regarding who we want to be in the years to come.

I invite everyone who reads pieces of this report to become a part of next year’s story by using the data to inform your work and practices. Let’s lean into being a welcoming, inclusive, and kind community in which people have well-being, are productive, and achieve their goals. And when we err, may we be the type of community that restores relationships and aims to do better in the future. These actions foster greater belonging and a healthy climate in which we all can work and learn.

Demographics

In this section, we will display historical and current SoN faculty, staff and Learner demographic data. While we have many charts to display data details, we will provide a quick snapshot and highlight of any observed changes across time.

Faculty

Faculty’s historical ethnicity data reported below spans from July 2019 to July 2024. In comparison to 2019, 2024 saw a decrease in the amount of White and American Indian/Alaskan Native-identifying faculty members. On the other hand, there was an increase in African American faculty members; see Figure 1 for a detailed breakdown. When looking at the gender breakdown for faculty, there was not much change between 2023 and 2024, but both years experienced a significant decrease in the amount of unknown-gender faculty members compared to prior years. Women identifying faculty members continuously have been the largest group, with these past two years being at the highest level since 2019. For further gender demographics, please see Figure 2.

Figure 1.
SoN Faculty Race/Ethnicity Percentages July 2019 to July 2024

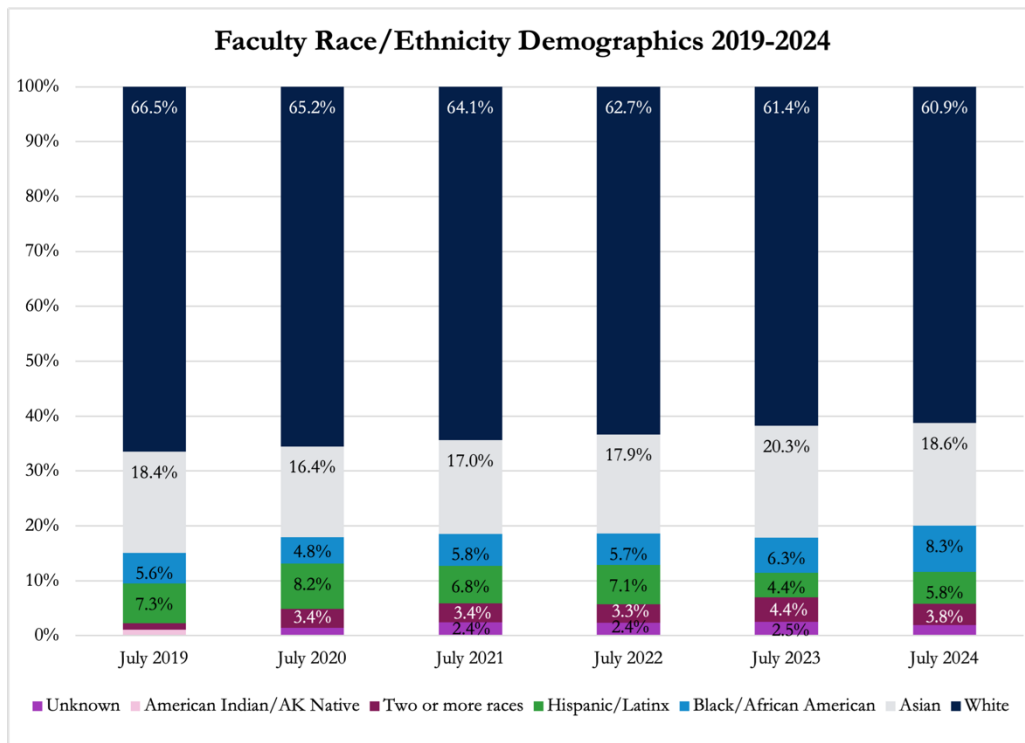
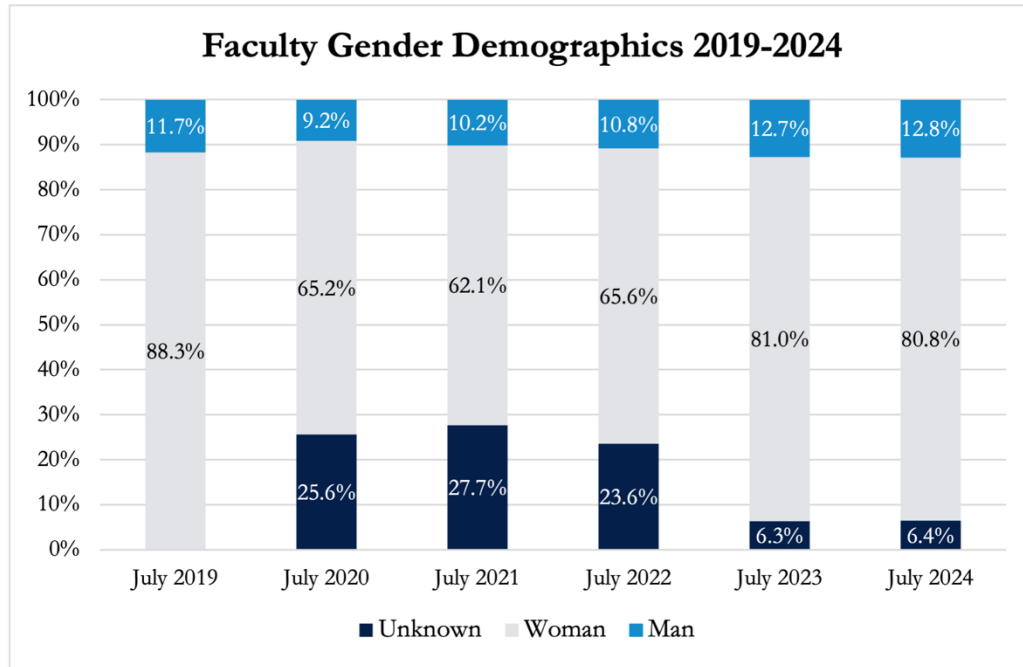


Figure 2.
SoN Faculty Gender Percentages from 2019 to 2024



Staff

Staff historical ethnicity demographics span from July 2019 to July 2024. Across those years we see that our White and Asian ethnicity groups are continuously the largest groups of staff. Our Hispanic/Latinx staff has peaked this year at 15.7%. Similarly, our African American staff population has increased this year to 13.2% after facing some decline after 2020. For a detailed breakdown of ethnicity representation please refer to Figure 3. In 2024, our staff workforce continues to be predominately Women at 74.4%, whereas Men staff make up 18.3% and unknown 7.3%. For the historical breakdown of gender demographics refer to Figure 4.

Figure 3.
Staff Race/Ethnicity Percentages July 2019 to July 2024

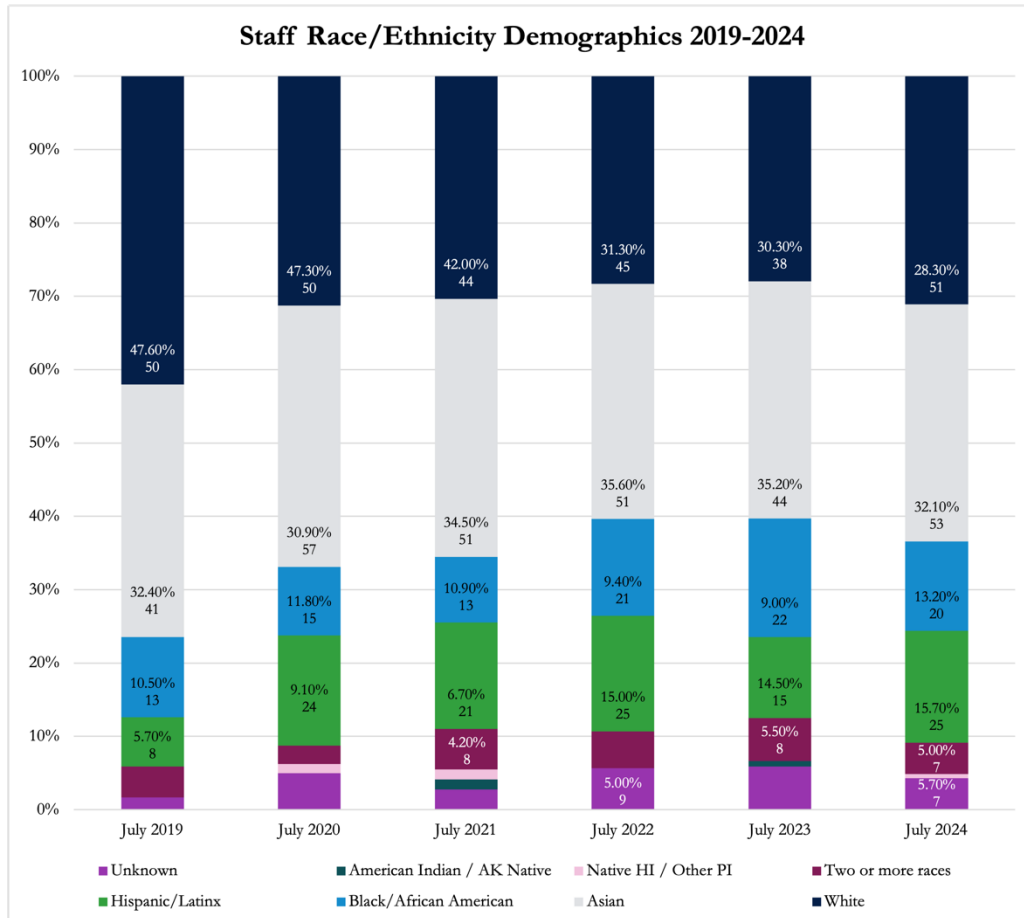
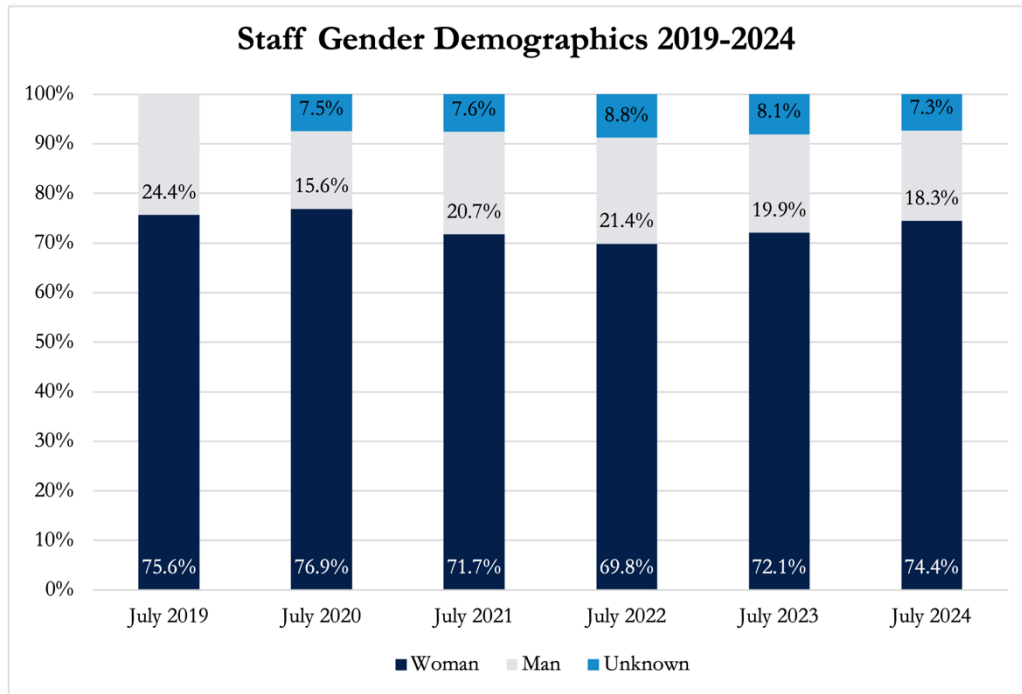


Figure 4.
Staff Gender Demographics from July 2019 to July 2024



Learners

2023 Application to Enrolled Statistics

In 2023 the SoN received 252 applications across the 4 degree program. Of those 252 applicants, 166 were admitted, demonstrating a 66% acceptance rate. Please refer to table 1 for a specific breakdown of applications. Furthermore, in the Post MS DNP, the Master's program, Sociology PhD, and the Nursing PhD program, at least 20% of those who applied, were offered admission, and accepted offers identified as Underrepresented Minorities (URM). First-generation college learners, or those whose parents do not have a college degree, were tracked as well. About 40% of those who accepted their offer in the Master's, MS-HAIL and Nursing PhD Programs are made up of first-generation college learners. See Figures 5-9, for details.

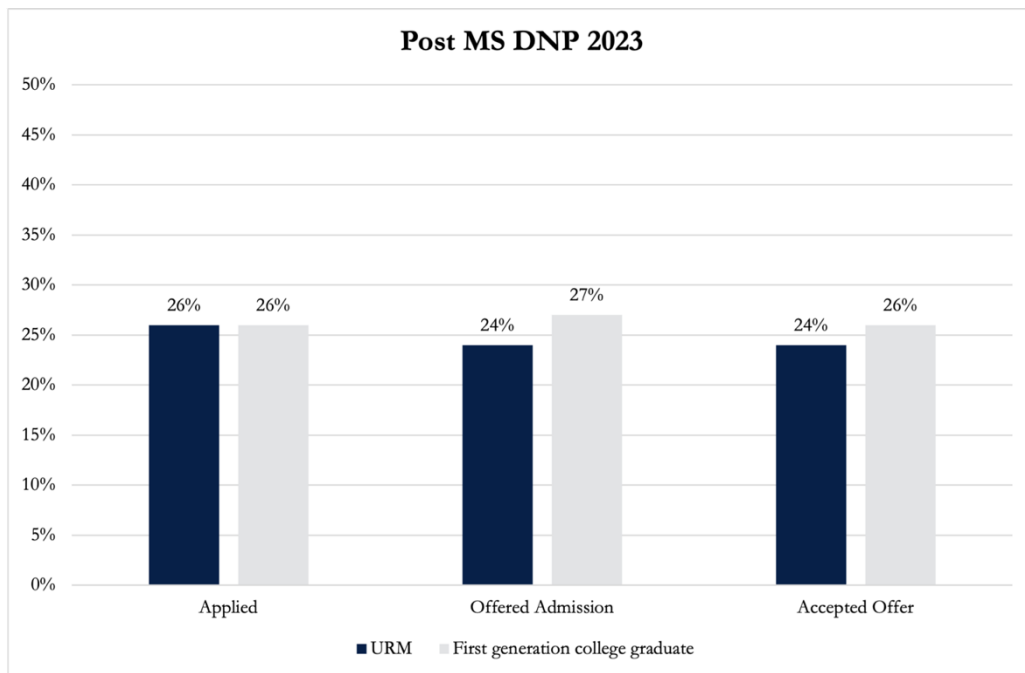
Table 1. 2023 Application to Enrollment Percentages Per Degree Track.

| | Applied | Admitted | Selectivity | Enrolled* | Yield |
|---|---------|----------|-------------|-----------|-------|
| MS Program | 159 | 104 | 65% | 82 | 79% |
| Nursing PhD | 22 | 14 | 64% | 10 | 71% |
| Sociology PhD | 28 | 7 | 25% | 4 | 57% |
| Post Master's Entry to Doctor of Nursing Practice | 43 | 41 | 95% | 34 | 83% |

*Including Deferrals

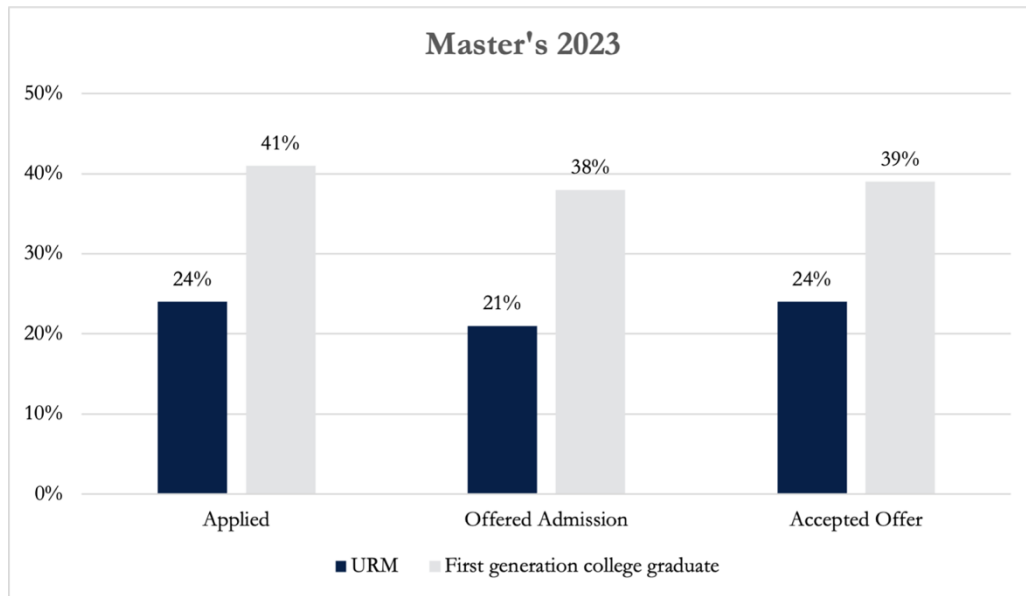
Figure 5.

2023 Post-Master's DNP's URM and First-Generation College Graduate Entry Statistics



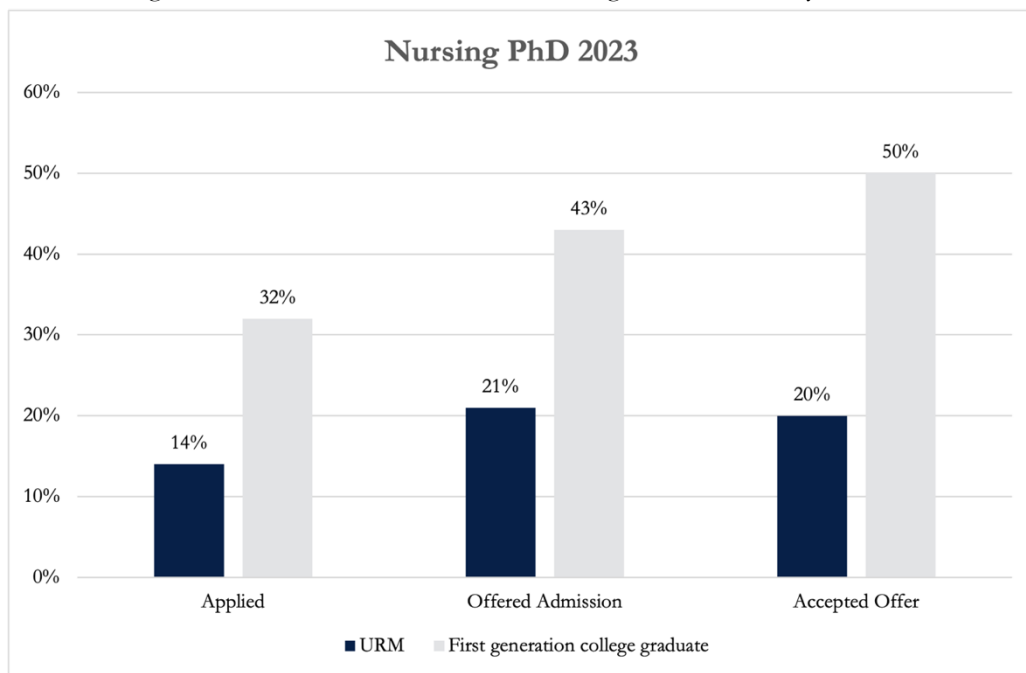
* Categories URM and First Gen are not mutually exclusive

Figure 6.
2023 Master's URM and First-Generation College Graduate Entry Statistics



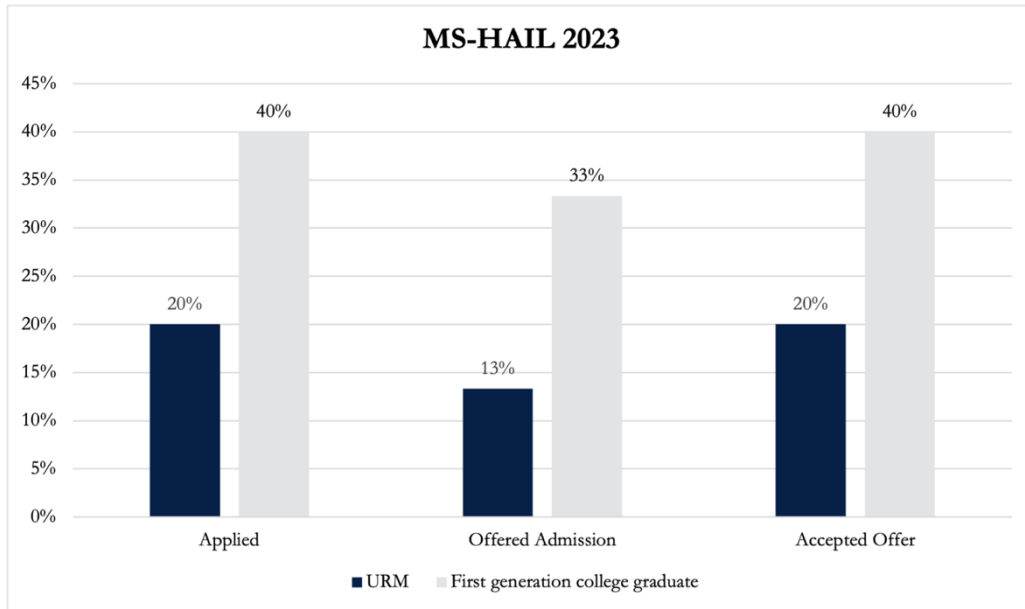
* Categories URM and First Gen are not mutually exclusive

Figure 7.
2023 Nursing PhD URM and First-Generation College Graduate Entry Statistics



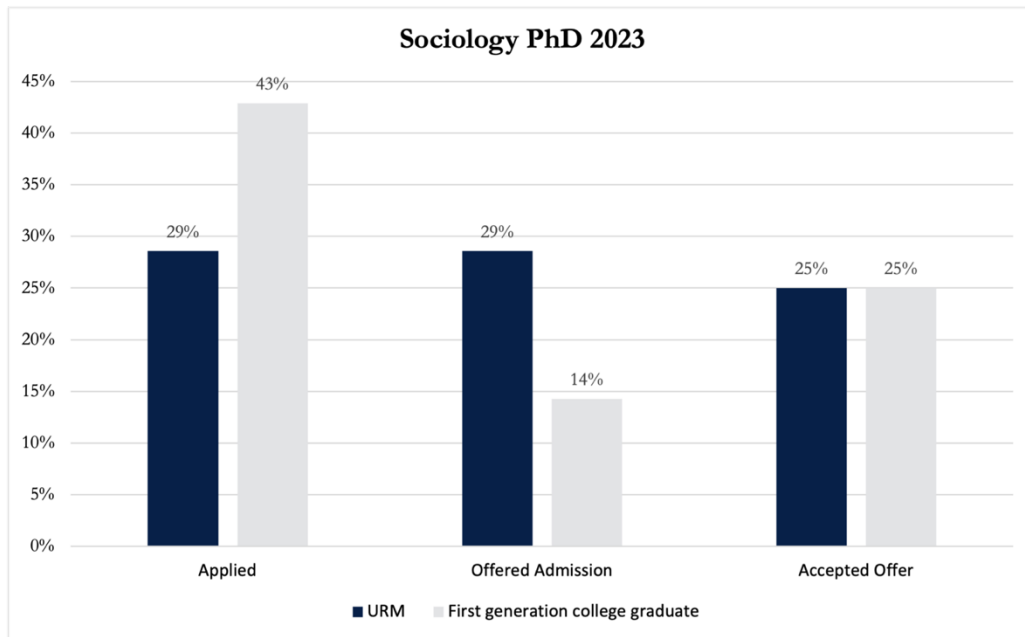
* Categories URM and First Gen are not mutually exclusive

Figure 8.
2023 MS-HAIL URM and First-Generation College Graduate Entry Statistics



* Categories URM and First Gen are not mutually exclusive

Figure 9.
2023 Sociology URM and First-Generation College Graduate Entry Statistics



* Categories URM and First Gen are not mutually exclusive

2023 SoN All Incoming Learner Cohort

The SoN’s 2023 cohort’s most populated categories for race and ethnicity continue to be White (38%) and Asian (22.6%), which is consistent with previous years. To see a detailed ethnicity breakdown of Fall 2023 learners please refer to Figure 10. When examining the 2023 cohort closely, we see that over half of the cohort are first-generation to graduate school Learners (64.2%), and 39.7% of all our learners are first-generation to college. These first-generation percentages have grown compared to 2018 (see Figure 11). Additionally, 32.4% of SoN 2023 cohorts are URM learners, which has been the highest percentage since 2018 (see Figure 13). Lastly, there has been a slight decline in our women population of learners compared to previous years, but the school remains largely composed of women-identifying learners, 81.7%. For a detailed breakdown of other key demographics see Figure 14.

Figure 10.
Fall 2023 SoN Cohort Race/Ethnicity Breakdown

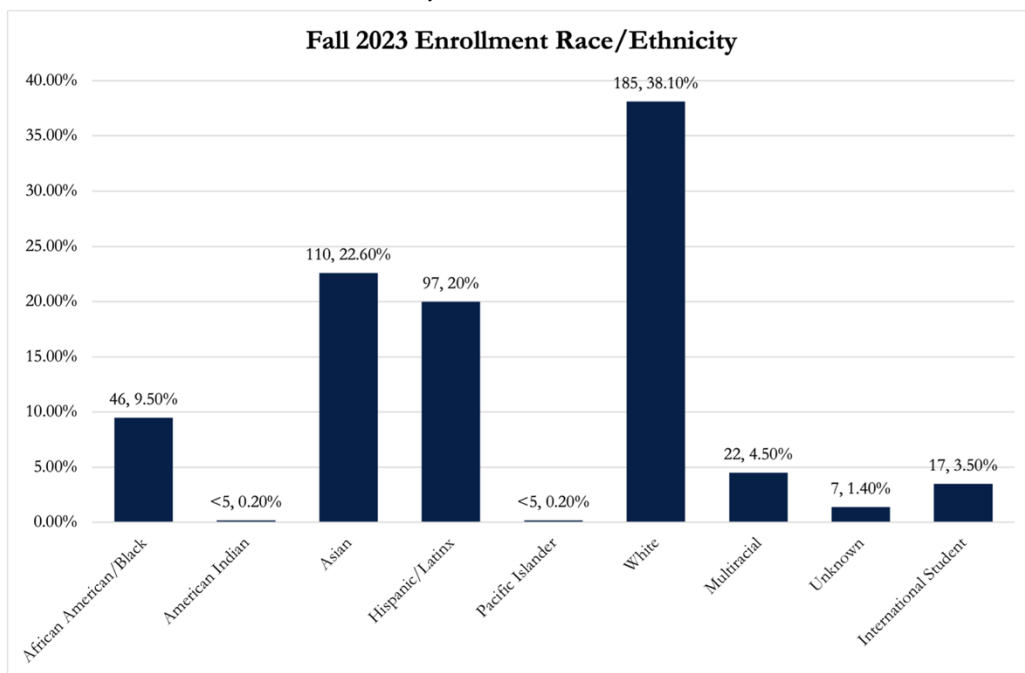


Figure 11.
SoN Cohort First Generation Percentages From 2018 to 2023

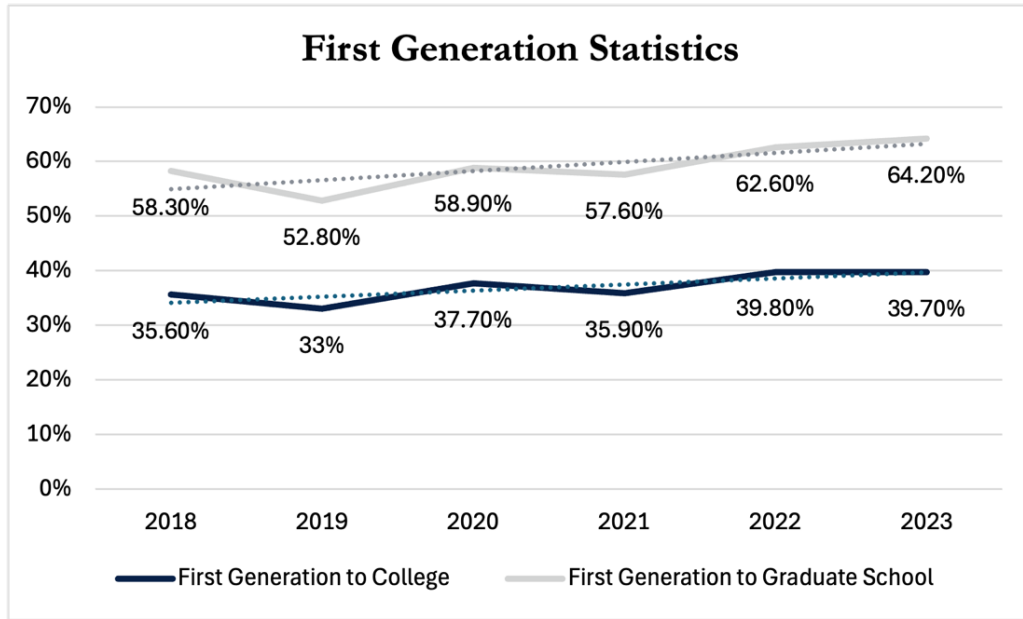


Figure 12.
SoN International Learner Percentages From 2018 to 2023

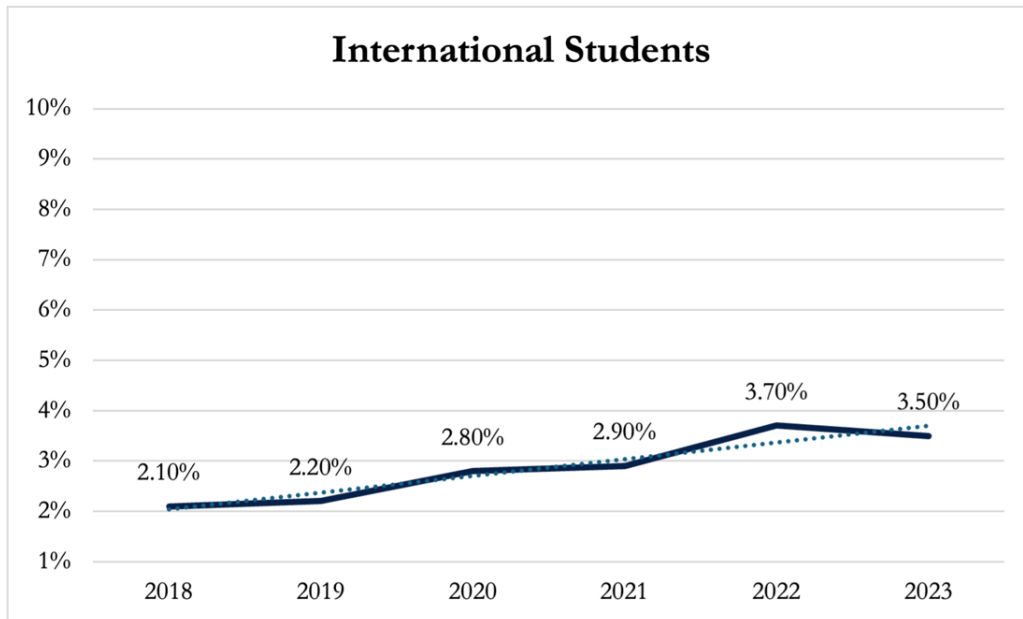


Figure 13.
SoN Underrepresented Minority Learner Percentages From 2018 to 2023

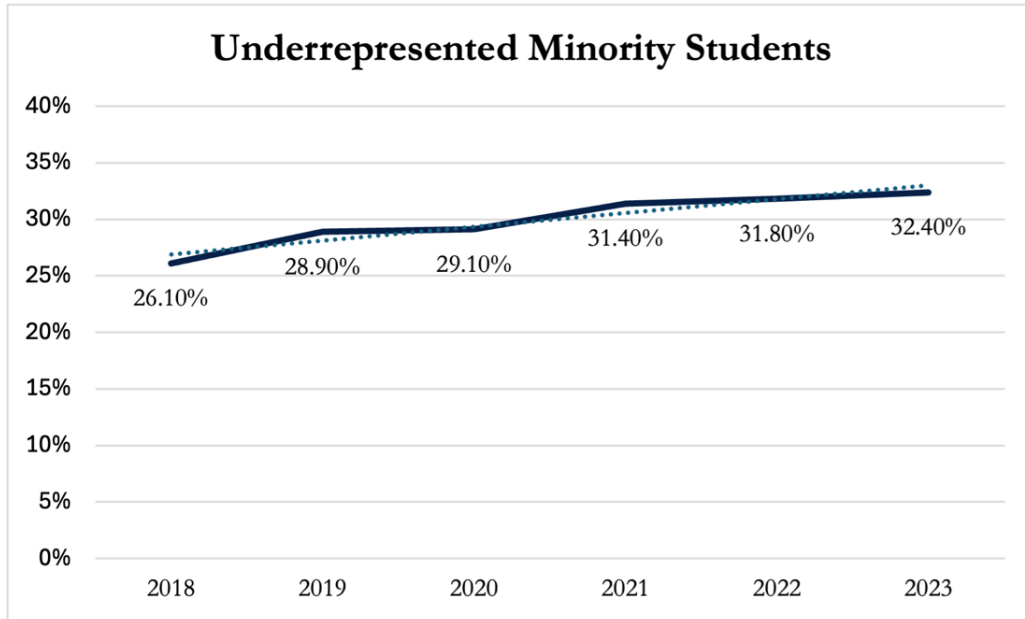
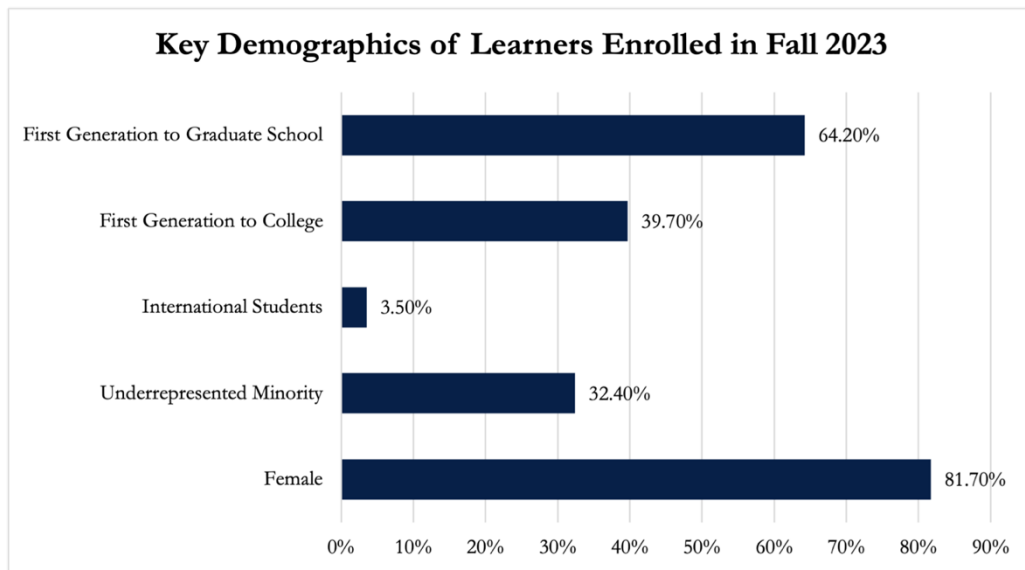


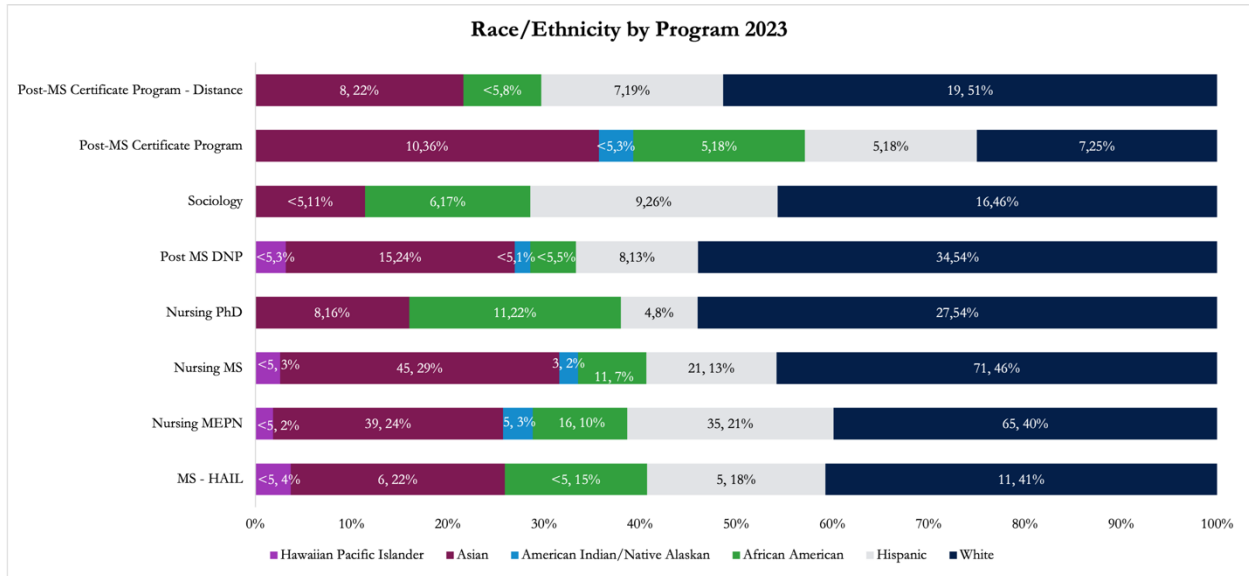
Figure 14.
Fall 2023 SoN Cohort Key Demographic Percentages



Race & Ethnicity by Program 2023

The SoN’s 2023 cohort’s most populated categories for race and ethnicity continue to be White and Asian which is consistent with previous years. This is reflected when looking at the demographic breakdowns of each program except for the Sociology and Nursing PhD program, whose top two racial/ethnic groups are White and White and Hispanic/Latinx (Sociology) and White and African American (Nursing PhD). For a detailed breakdown refer to Figure 15 below.

Figure 15.
Race/Ethnicity Frequencies and Percentages by SoN Program for 2023



Gender Breakdown by Program and Specialties 2023

Most learners at the SoN are women, with 81.7% in 2023, and this remains true when looking at specific breakdowns within the programs see Figure 17. However, when examining specialties, there are a few cases where this does not apply, and women are not the majority; MEPN’s Adult-Gerontology Clinical Nurse Specialty and Advanced Public Health Nursing (see Figure 18) and Nursing MS’s Neonatal NP and Adult-Gerontology Clinical Nurse Specialist-Critical Care/Trauma specialty (see Figure 19).

Figure 16.
Historical Learner Gender Demographics 2019 to 2023

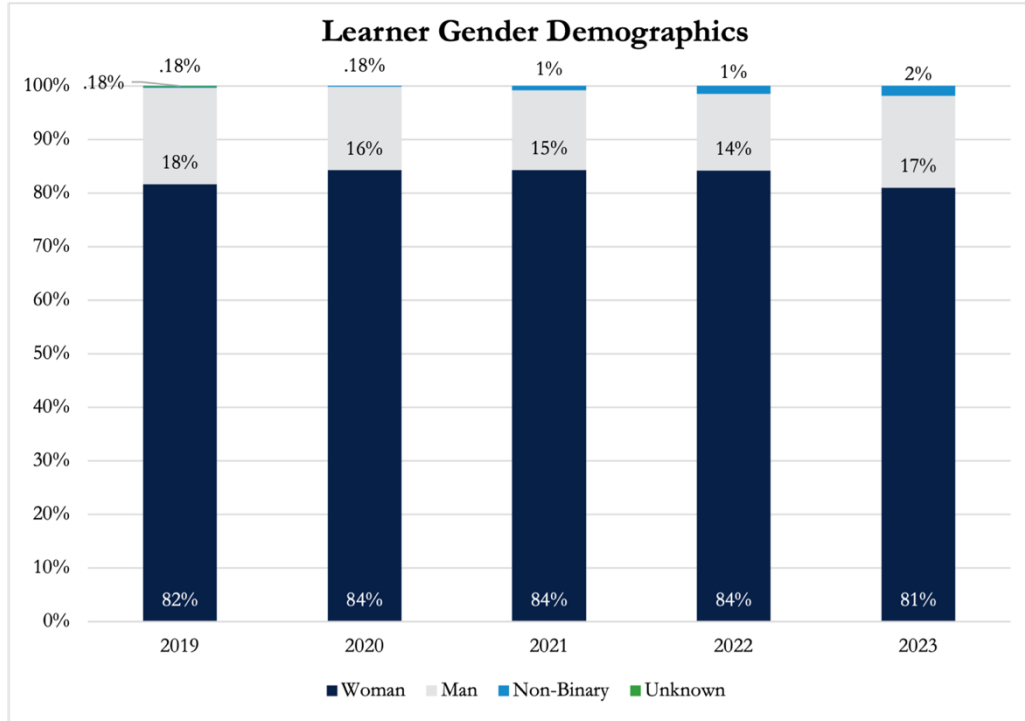


Figure 17.
Gender Breakdown by SoN Programs Fall 2023

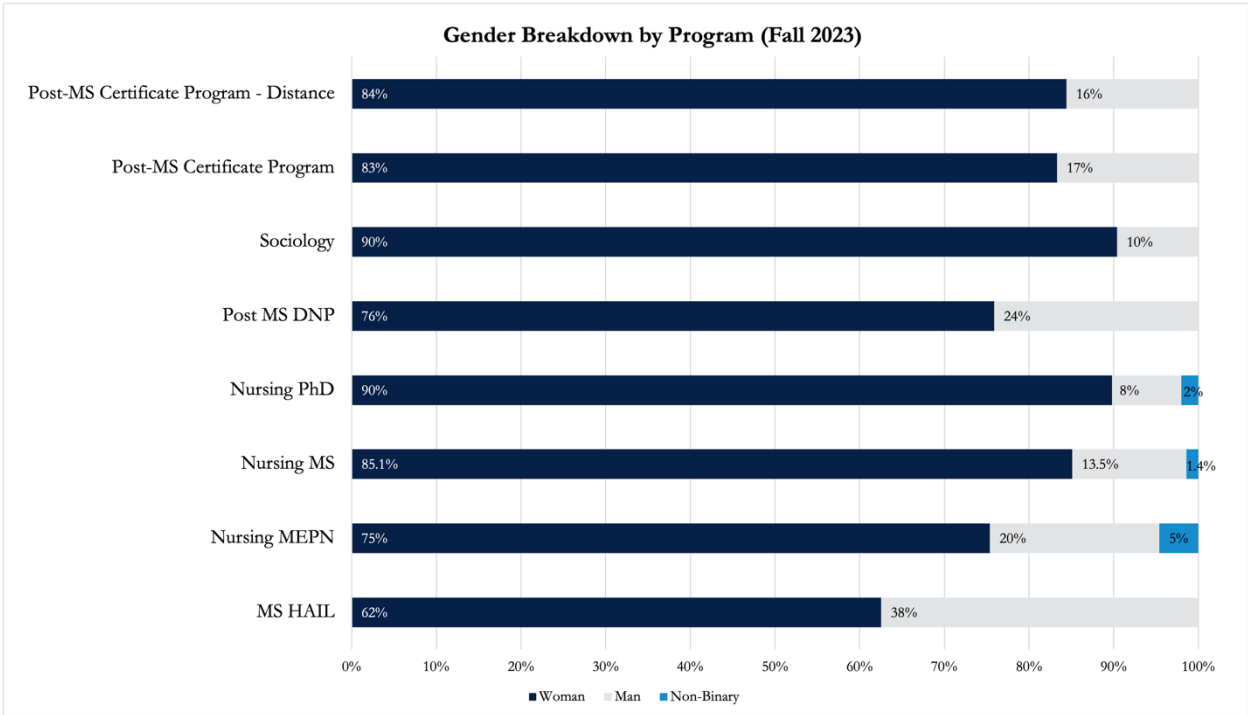
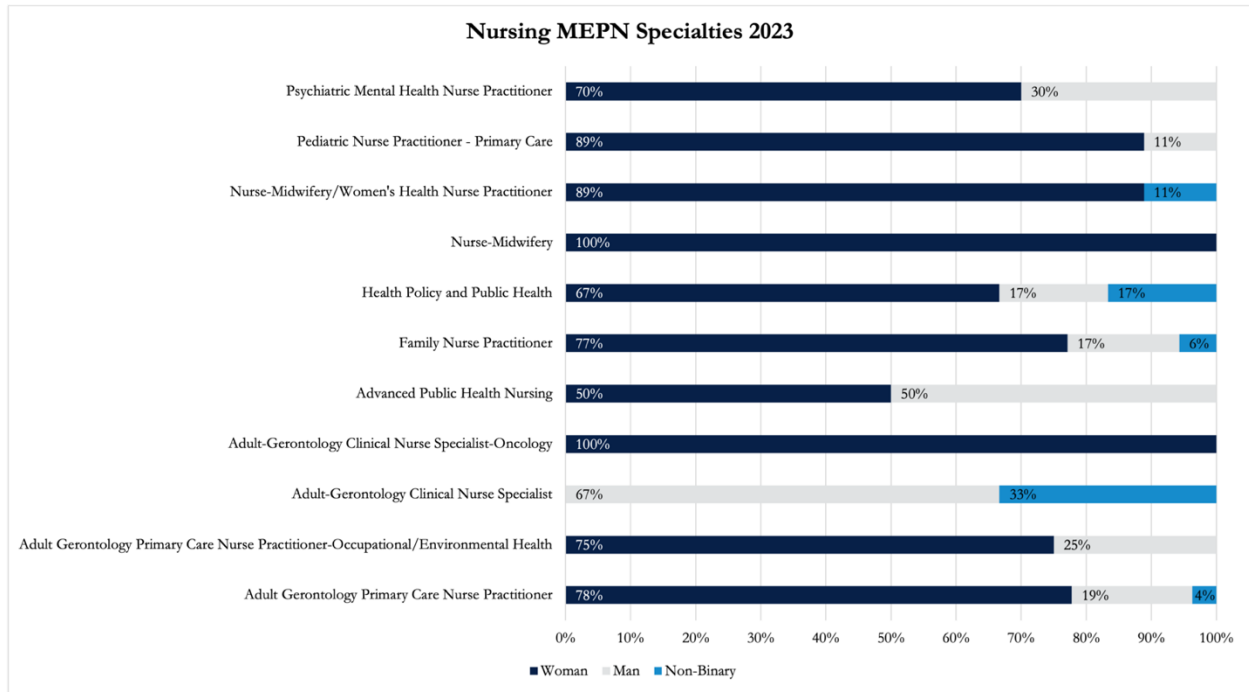


Figure 18.
Gender Percentages for Nursing MEPN Specialties 2023 Cohort.



*Specialties not listed have no reported students

Figure 19.
Gender Percentages for Nursing MS Specialties 2023 Cohort

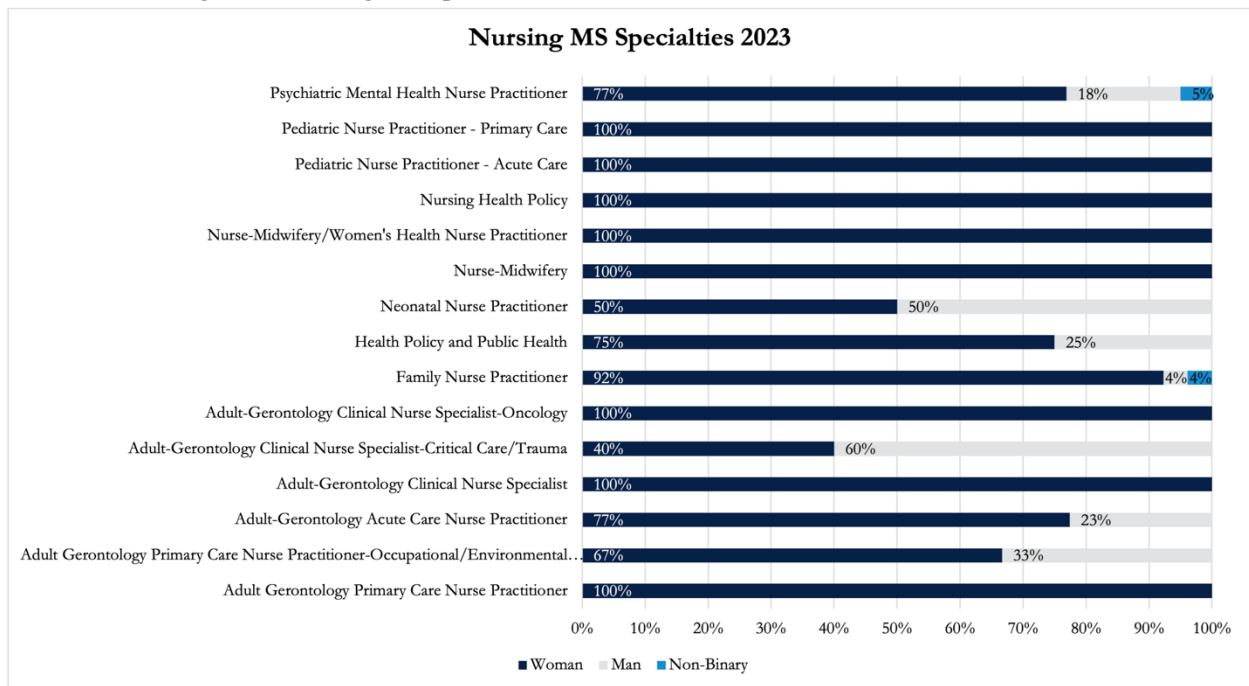
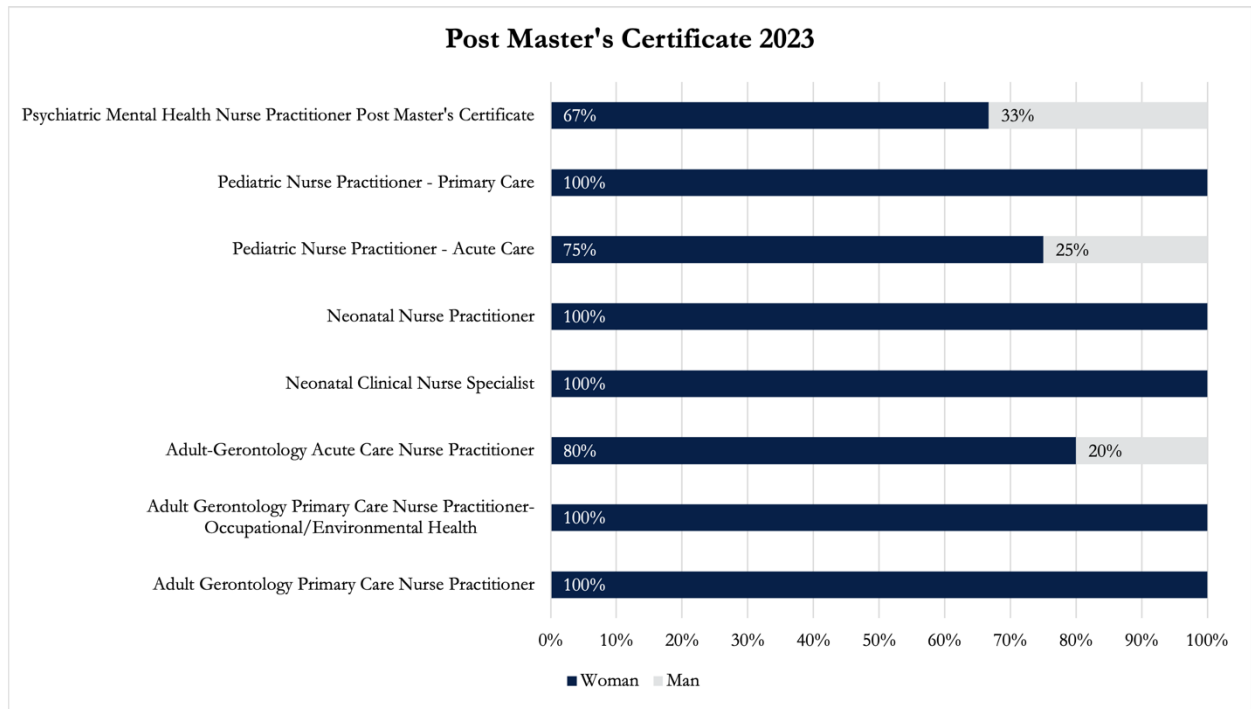


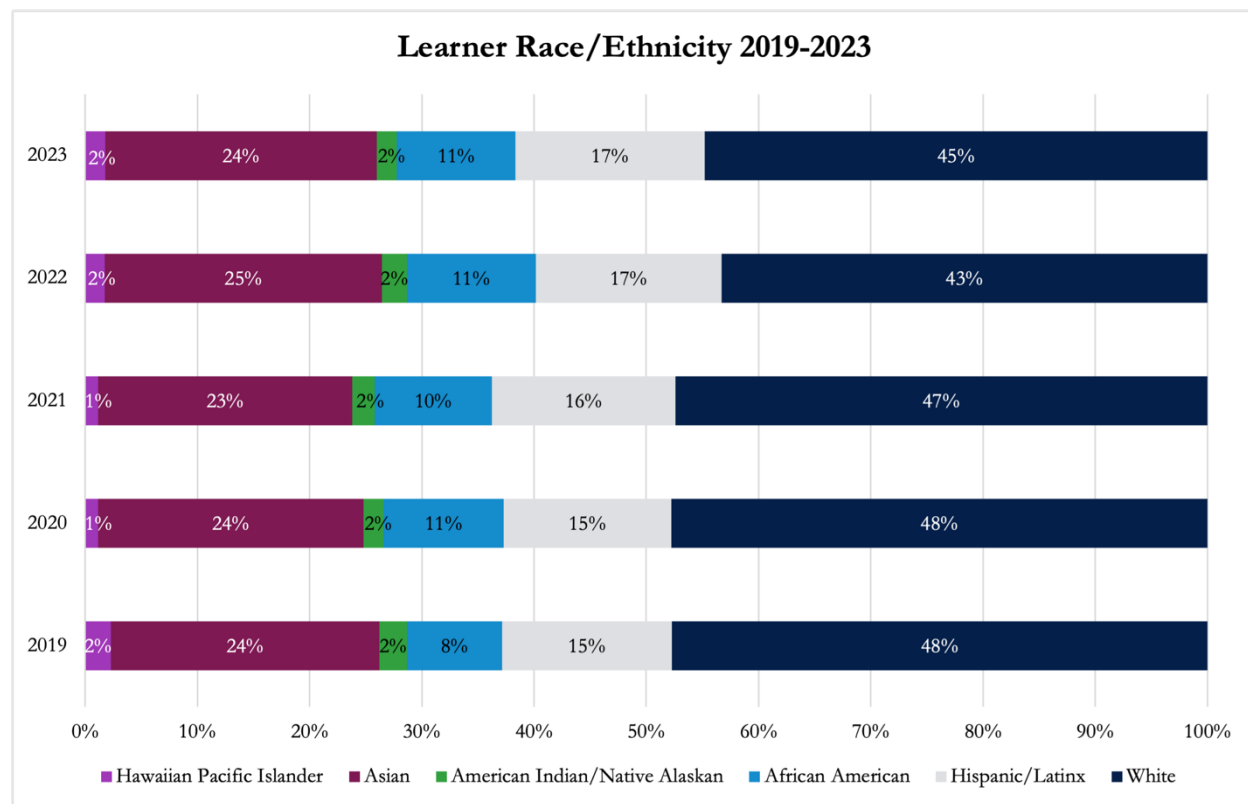
Figure 20.
Gender Percentages for Post Master’s Certificate Specialties 2023 Cohort



SoN Learner Historical Race/Ethnicity Data 2019 to 2023

Historical data for SoN learners spans from 2019 to 2023. As previously stated, the SoN learner population has historically been primarily composed of White and Asian-identifying learners. However, over time we do observe some increases in our Latinx and African American identifying learners. See Figure 21 for the historical learner race/ethnicity data for the SoN.

Figure 21.
SoN Learner Race/Ethnicity Historical Data 2019-2023



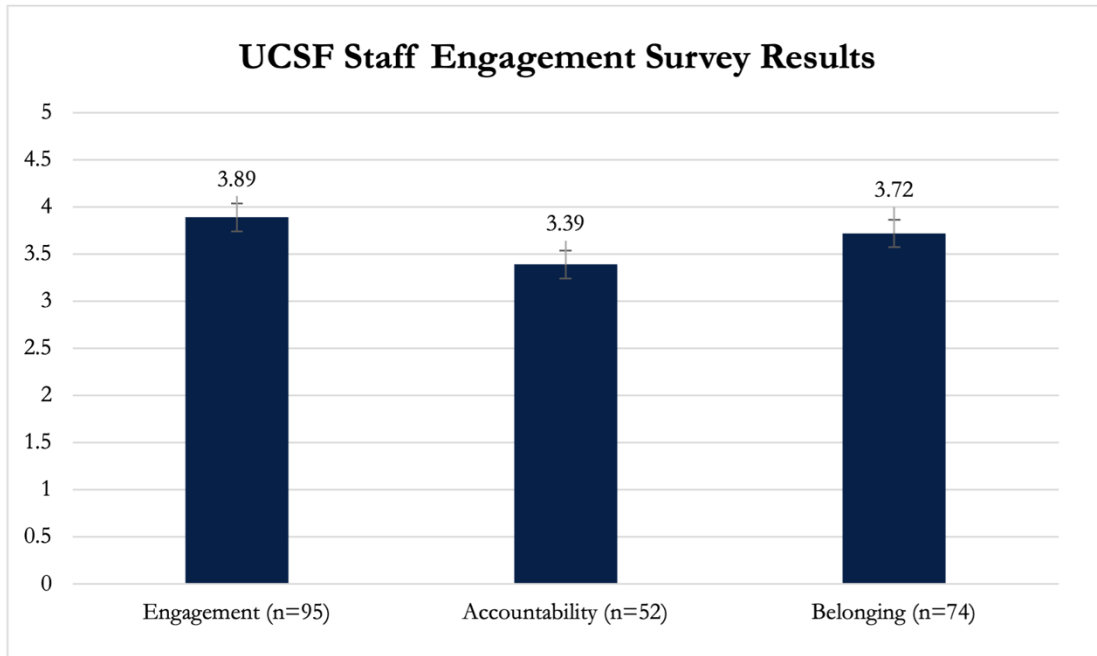
2024 BSN to DNP Belonging Initiative

During the 2024 DNP admissions process, learners were engaged through informative sessions, personalized communications, and supportive interactions, as part of a new SoN Sense of Belonging Initiative to help alleviate anxiety, clarify expectations, and build a sense of community early on. This proactive approach not only helped in retaining admitted learners (i.e., reducing “melt”) and set the stage for a positive academic experience. Effective outreach during admissions demonstrates a commitment to learner success and inclusivity, laying the foundation for a diverse and engaged cohort. Ultimately, by prioritizing outreach efforts through the Sense of Belonging group, SoN tried to mitigate melt rates, enhance learner satisfaction, and promote a welcoming academic environment. In the coming years, we hope to track the impact.

UCSF Staff Engagement Survey Gallup Poll Results

The 2024 UCSF Staff Engagement Survey poll, administered through Gallup, provided a summary of staff experiences in the SoN. This poll measured three indexes: engagement ($m=3.89, n=95$), accountability ($m=3.39, n=52$), and belonging ($m=3.71, n=74$). Each index was measured on a scale of 1-5 with higher scores presenting a positive experience at the SoN. Of the three indexes, the highest scoring index was engagement, and the lowest scoring was accountability, which also had the fewest respondents ($n=52$).

Figure 22.
Gallup Poll Index Means Across All Staff

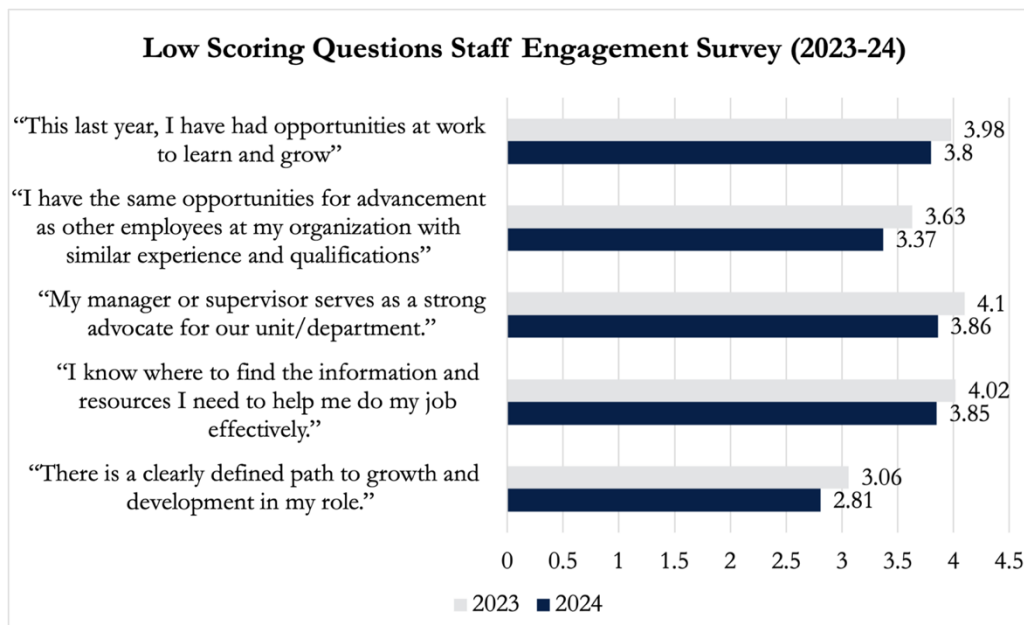


2024-2025 Goals

In the following year, the SoN will be focusing on increasing our belonging and accountability indexes by 0.2. The Dean’s Office has an initiative for faculty and staff activities that bolster engagement and belonging. Furthermore, the DIO office is leading the SoN Gallup results action planning that each team will undergo. Below you will see the 2023 and 2024 results of some items of the belongingness index as well as other noteworthy questions. For a full report on the SoN Gallup results please refer to the posted report in the [UCSF box folder](#).

Figure 23.

2024 Low Scoring Questions for Gallup Poll Results Compared to 2023



Learner Pulse Survey

The second annual Learner Pulse Survey, conducted by the DIO Office, occurred in March 2024. The survey aims at measuring the current state of diversity, inclusion, and the overall learner experience at UCSF SoN, and collects both qualitative and quantitative data. The survey measures SoN learners’ experiences across demographics.

2024 Overall Picture

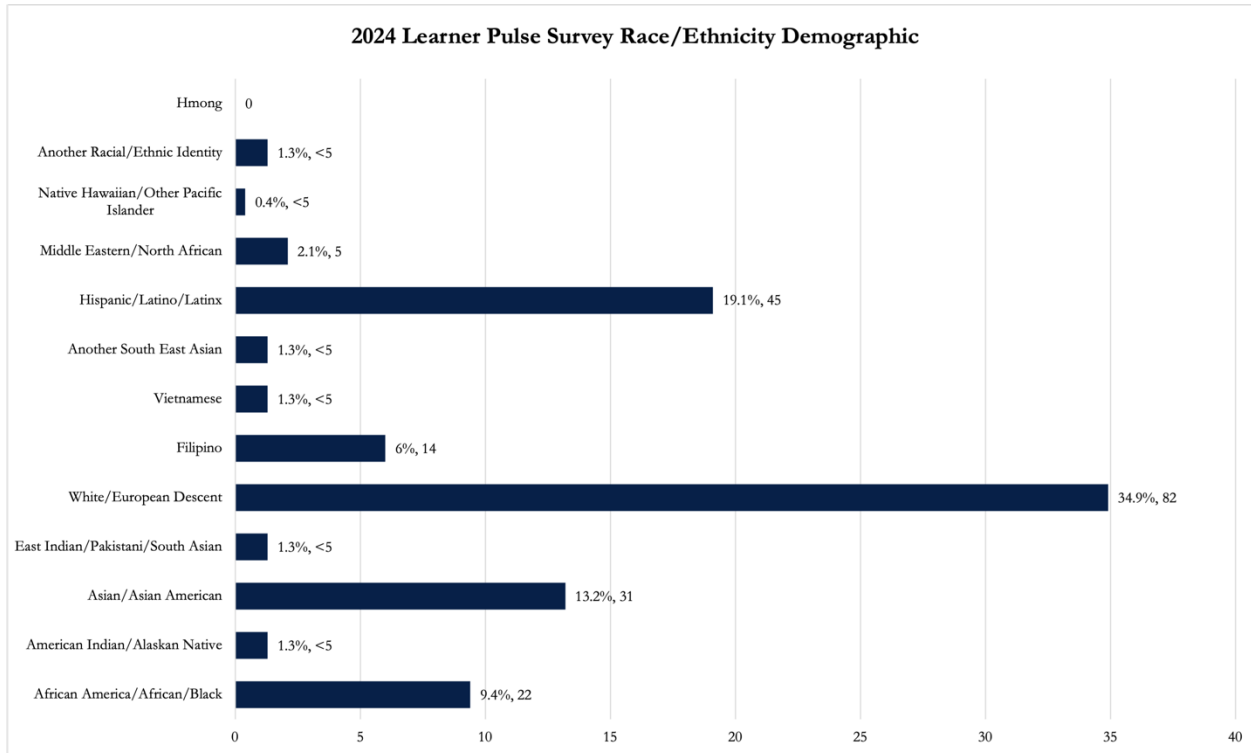
A total of 439 learners were invited to participate. Overall, 235 surveys were collected. Of those 235 surveys, 10 participants declined to participate, and 23 participants (9.8%) filled out only 4% of the survey. Excluding those participants who declined and only filled out 4%, 202 participants were included in our analysis. Our final response rate is 46%. We have observed a significant increase in engagement for the Learner Pulse Survey from 2023 (n=74, 13.5% response rate) to 2024 (n=202, 43% response rate).

Participant Demographics

Ethnicity Breakdown

Our top 4 ethnicity groups of respondents were White/European Descent 34.9%, Asian/ Asian American 13.2%, Hispanic/Latino/Latinx 19.1%, and African American/African/Black 9.4%, which is reflective of the top four most populated race and ethnicity groups in the SoN learner population. For all other ethnicity percentages see Figure 24 below.

Figure 24.
Pulse Survey 2024 Race/Ethnicity Demographic Percentages



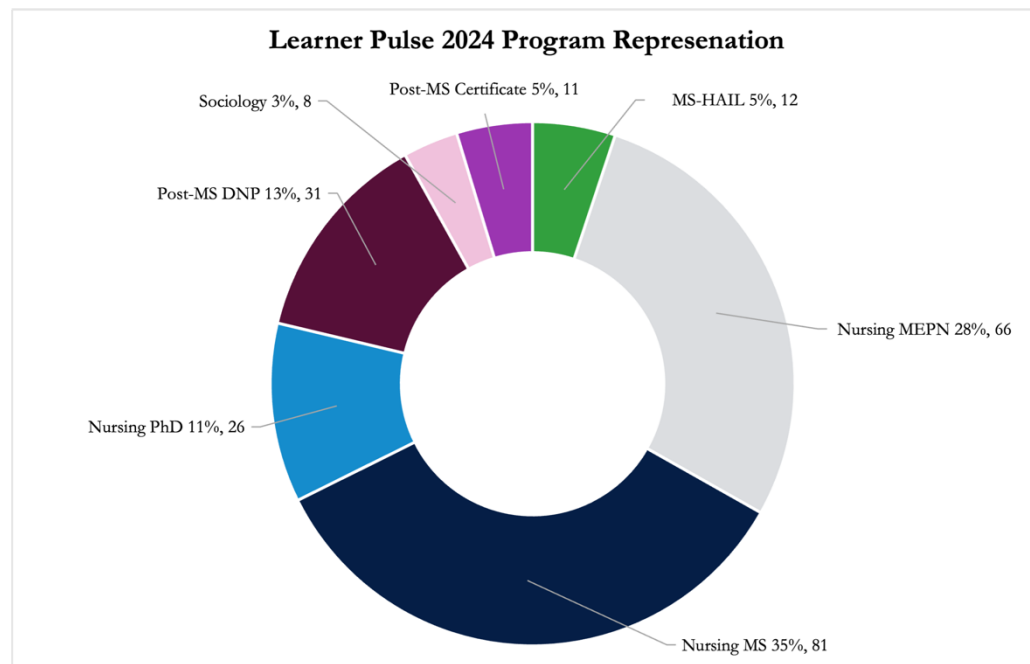
Gender Breakdown

The gender representation of our participants is majority women at 63.8%. Men participants make up 13.6% while Genderqueer/Gender Nonbinary/Gender Non-conforming participants make up 1.7%.

Program Breakdown

Most of our survey participants belonged to the following programs: Nursing MS program 34.5%, Nursing MEPN 28.1%, Post MS DNP 13.2%, and Nursing PhD 11.1%. For more details, see Figure 25 below.

Figure 25.
Pulse Survey 2024 Program Representation Percentages



What Was Measured

The Pulse Learner Survey consisted of several questions that can be split mainly into 4 different variables: receiving dignity & kindness, learner experience, identity, and life satisfaction. The survey also asks learners demographic and mentorship questions.

Receiving Dignity and Kindness

Kindness is the act of affirming the dignity of the recipient of the action^{1, 2}. Perceptions of experiencing kindness in academia have been tied to Learners' integration into their science/academic community which in turn predicts learner retention/persistence^{1,3}. This measure contains 11 questions on a scale of Never (1) to Every Time (5). These items were averaged to derive an average receiving dignity and kindness score. See Table A in the appendix for questions.

Learner Experience

Learner experience was measured through a series of 8 questions that had to do with learner experiences in and out of the classroom and course-related questions. All 8 questions were averaged to derive a learner experience score. A higher score for learner experience would point to a more positive learner experience at the SoN. See Table B in the appendix for questions.

Identity

Identity scale measured how much a learner felt that the School of Nursing was part of their identity (citation 4). This 3-question measure has a scale of Strongly Disagree (1) to Strongly Agree (5). Learners in STEM who incorporate their academics into their identity have a higher likelihood of retention and persistence in STEM⁴.

When learners strongly identify with the UCSF School of Nursing, it reflects how well they are embracing the school's culture, which in turn influences their likelihood of continuing their education. See Table C in the appendix for questions.

Life Satisfaction

Life satisfaction reflects how satisfied a learner feels with their overall life⁵. This measure has been used to predict positive health outcomes and stress management in learners⁶. Furthermore, learners with high levels of life satisfaction have been tied to greater academic outcomes such as higher GPAs and higher learner engagement⁷.

Mentorship

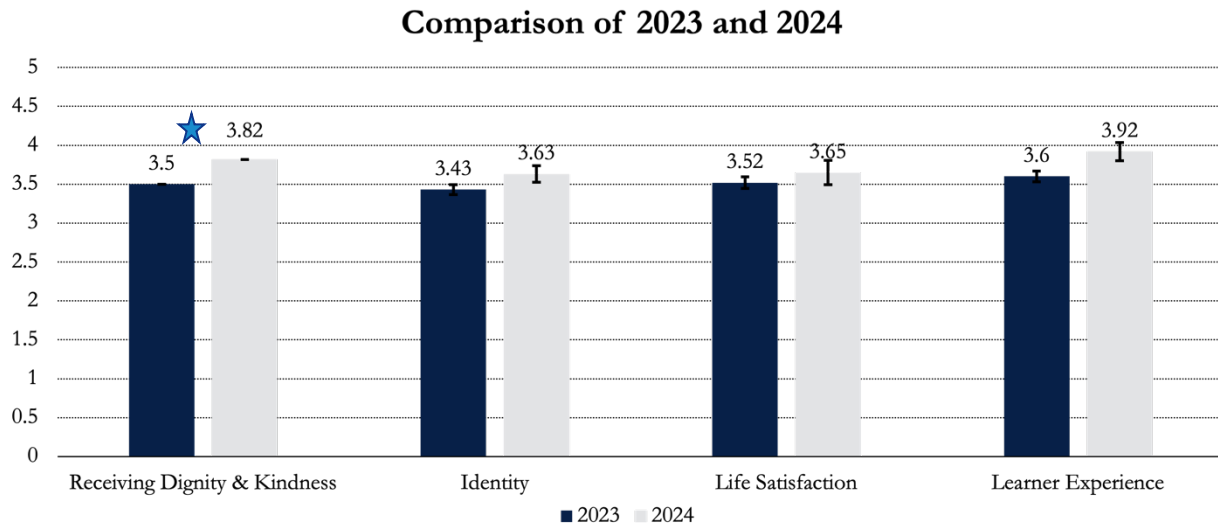
A mentor is defined as “someone who provides guidance, assistance, and encouragement on professional and academic issues”. Questions in the survey regarding mentorship applied to both formal and informal mentors to assess to what extent learners in our school have active mentorship. When asked “How many people at UCSF have been a mentor to you in the past year?”, 96% of learners reported having at least one mentor. On average, learners reported having 3 mentors. 80% of learners with mentors had at least one of their mentors come from the School of Nursing. 63.3% of learners with mentors considered their mentor to be similar to them.

2023 and 2024 comparison

When comparing the 2023 Learner Pulse Survey with 2024, our statistical analysis demonstrates an overall growth in learner experience and identity with a significant growth in receiving dignity and kindness, for all SoN Learners (see Figure 25). A closer look at our data revealed that our URM group experienced a significantly higher level of receiving dignity and kindness ($t(94)=2.46$, $p\text{-value}<.05$) in 2024 ($m=3.86$, $sd=.79$, $n=65$) compared to 2023 ($m=3.61$, $sd=.69$, $n=27$). This growth is depicted in Figure 26

Figure 25.

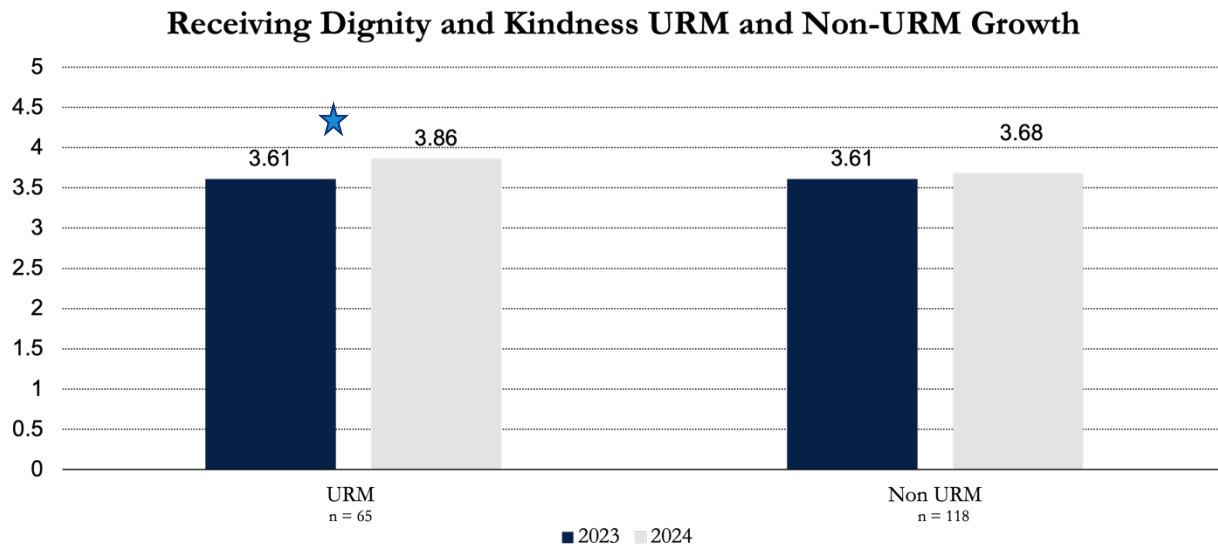
Pulse Learner Survey Variables Comparison of 2023 and 2024 Across All Learners



*Significantly growth between 2023 and 2024, $p\text{-value} < .05$

Figure 26.

Pulse Learner Survey 2024 and 2023 URM vs Non-URM Comparison for Receiving Dignity & Kindness



*Significantly growth between 2023 and 2024, $p\text{-value} < .05$

Results Across Demographics

Ethnicity

Overall, there were no significant differences in the experiences that ethnicity groups have at UCSF regarding receiving dignity and kindness, learner experience, identity scores, and life satisfaction. However, there is a data trend in which Non-URM scores higher than URM participants in receiving dignity and kindness, learner experience, and identity. While this difference is not statistically significant, these differences do signal room for growth. For a detailed view of means across ethnicity groups see Figures 27-29

Figure 27.

Pulse Learner Survey 2024 Means of Learner Experience Across Ethnicity/Race Groups

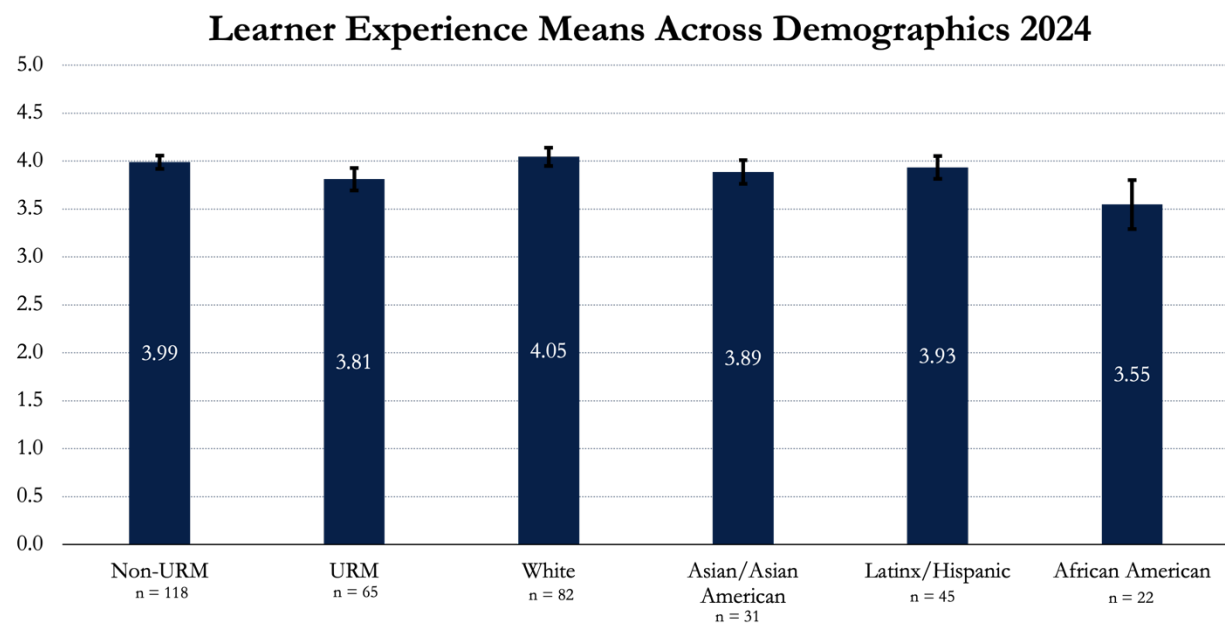


Figure 28.
Pulse Learner Survey 2024 Means of Academic Identity Across Ethnicity/Race Groups

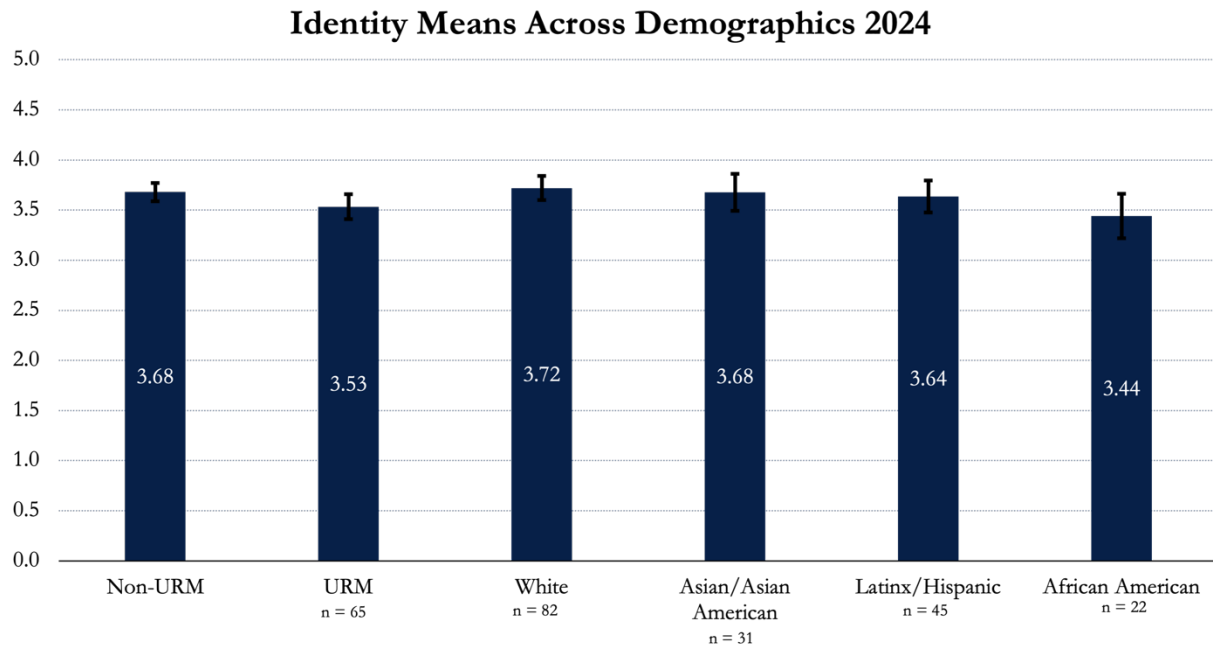
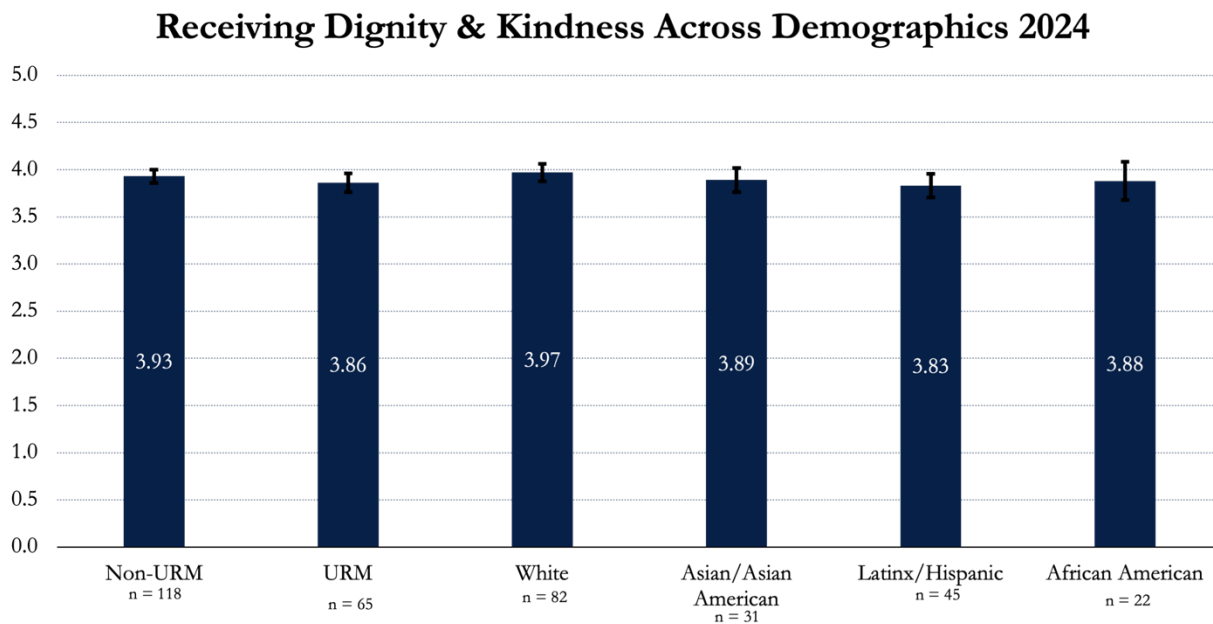


Figure 29.
Pulse Learner Survey 2024 Means of Receiving Dignity & Kindness Across Ethnicity/Race Groups

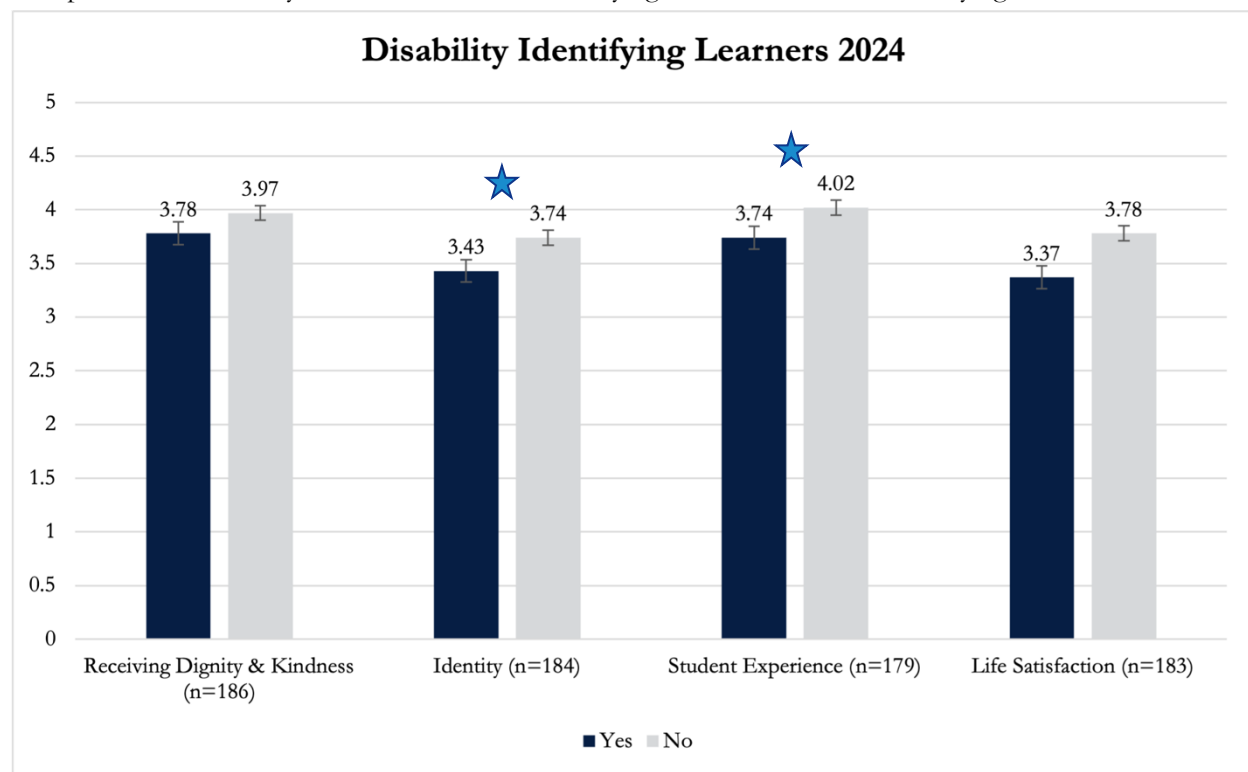


Disability/Chronic Condition

In the survey, learners can self-identify by answering, “Do you have a disability or chronic condition that impacts your ability to study, work, or live? (This is regardless of whether you've registered with Learner Disability Services or if you have accommodations.)”. Across the SoN, 62 learners self-identified as having a disability or chronic condition, and 124 participants identified as not having either. When compared to those who do not have a chronic condition or disability, learners with chronic conditions or a disability experienced significantly lower levels of identity ($t(1,182)=3.65, p=.057$), learner experience ($t(1,177)=4.58, p<.05$), and life satisfaction ($t(1,18)=8.38, p<.05$) but experienced similar levels of receiving dignity and kindness. See Figure 30 for details.

Figure 30.

Comparison of Disability/Chronic Condition Identifying Learners and Non-Identifying Learners



*Significantly different, $p\text{-value}=.05$

Results Across Programs

A comparison of each program within the SoN was made across all measured variables. Learners were categorized into each program based on the student information system assigned categorization. Overall, MS-HAIL had the highest averages across all programs in receiving dignity & kindness ($m=4.38, sd=0.54, n=9$) and learner experience ($m=4.73, sd=0.29, n=8$). However, the Post Master's DNP learners, on average, experienced higher levels of identity ($m=4.18, sd=.92, n=26$) and life satisfaction ($m=4.06, sd=.69, n=26$).

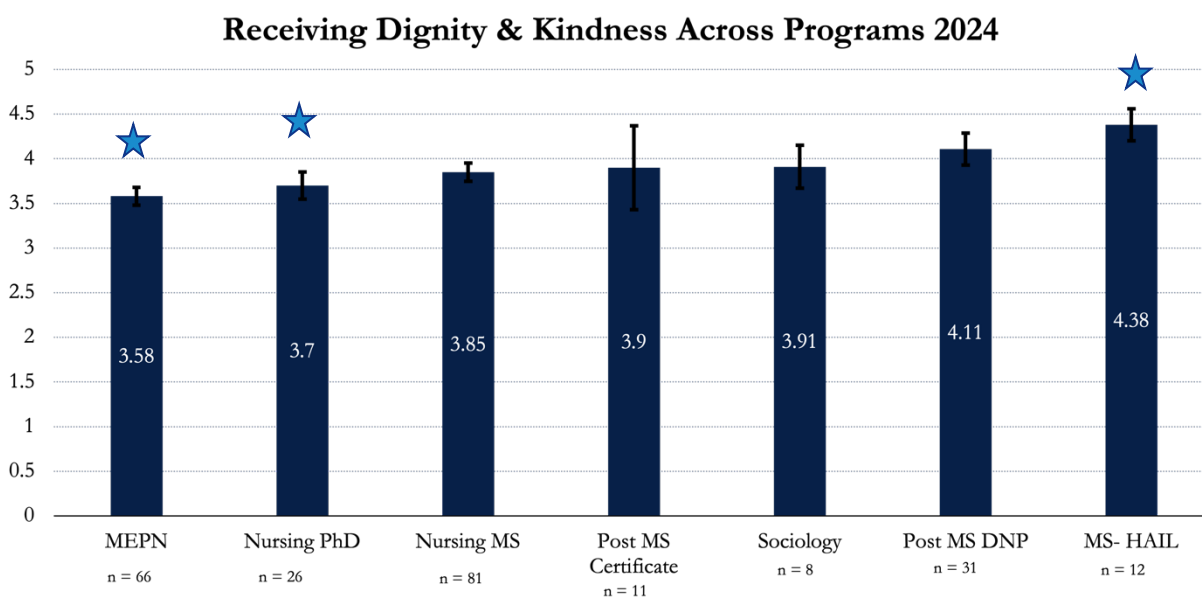
A multivariate analysis was conducted to analyze the mean differences in learner experience, receiving dignity & kindness, life satisfaction, and identity, between programs. The initial analysis highlighted statistically

significant differences across programs for learner experience, receiving dignity & kindness, and identity ($f(6, 176)=2.86, p<.05, \text{partial } \eta^2 =.09$) but not for life satisfaction. To identify which programs are statistically significantly different a post hoc Games Howell analysis was conducted.

The post hoc analysis revealed that there was a significant difference between MS- Hail and Nursing PhD ($p<.05, \text{CI } 95\% [.01,1.56]$) as well as MS- Hail and MEPN learners ($p=.01, \text{CI } 95\% [.14,1.54]$) in receiving dignity & kindness. MS-Hail experienced significantly higher levels of receiving dignity & kindness ($m=4.38, sd=.54, n=9$) than Nursing PhD ($m=3.7, sd=.77, n=24$), and MEPN learners ($m=3.58, sd=.80, n=55$). See Figure 31 for more details.

Figure 31.

Pulse Learner Survey 2024 Means of Receiving Dignity & Kindness Across Programs

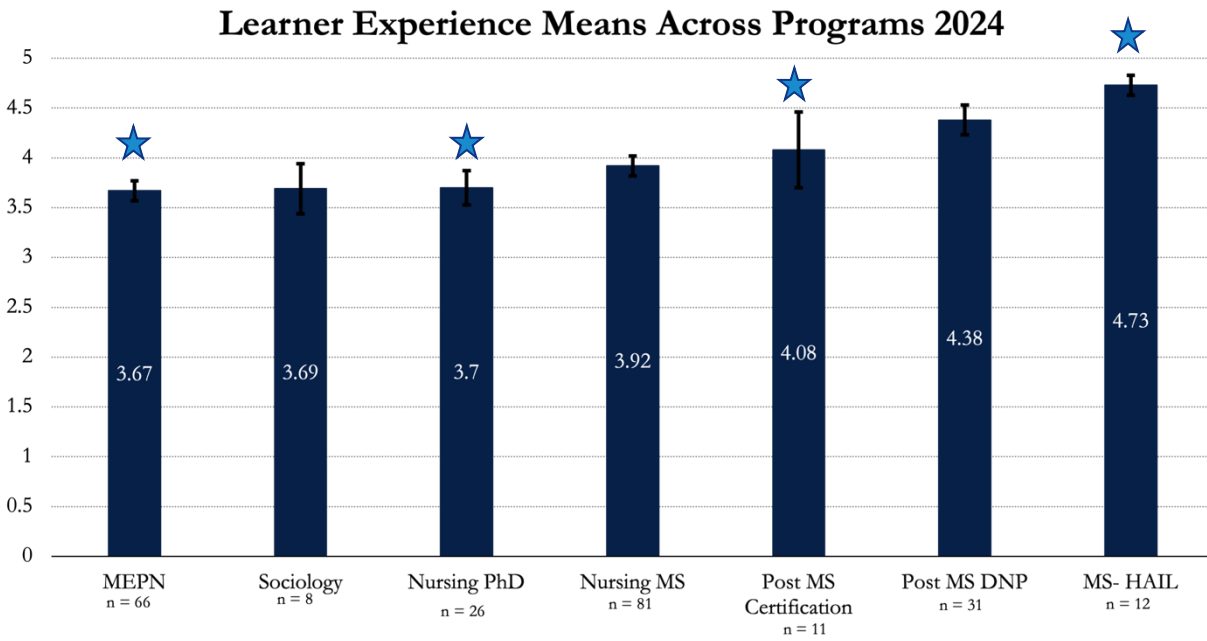


*There is a significant difference between MS-Hail and Nursing PhD ($p<.05$) & MS-Hail and MEPN ($p<.05$)

Furthermore, there was a significant difference between MS- Hail and Nursing MS ($p<.001, \text{CI } 95\% [.34,1.29]$), MS-Hail and Nursing PhD ($p<.001, \text{CI } 95\% [.39,1.66]$), as well as MS- Hail and MEPN learners ($p<.001, \text{CI } 95\% [.58,1.52]$) in the learner experience. MS-Hail experienced significantly higher levels of learner experience ($m=4.73, sd=.29, n=8$) than Nursing PhD ($m=3.7, sd=.83, n=23$) and MEPN learners ($m=3.67, sd=.75, n=51$). Additionally, Post MS DNP and MEPN also experienced a significantly different learner experience score ($p<.05, \text{CI } 95\% [-1.28,-.12]$). Overall, Post MS DNP ($m= 4.38, sd=.77, n=25$) experienced a higher learner experience than MEPN Learners ($m=3.67, sd=.75, n=51$). See Figure 32 for more details.

Figure 32.

Pulse Learner Survey 2024 Means of Learner Experience Across Programs

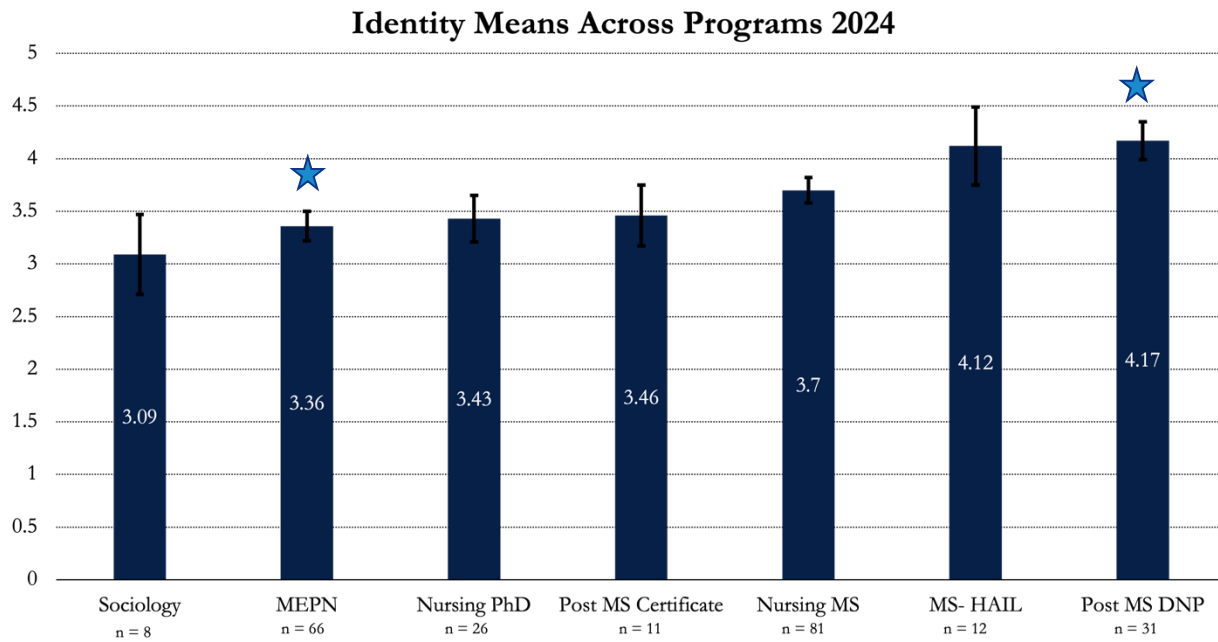


* Sig.diff. between MS-Hail and MEPN (p -value<.001) , Sig. diff. between MS-Hail and Nursing PhD (p -value<.001), Sig diff. between MS-Hail and Nursing MS (p -value<.001), Sig. diff. between Post MS DNP. and MEPN (p -value<.05)

Significant differences in Identity means were also explored. There was a significant difference between Post MS DNP and MEPN ($p < .05$, CI 95% [-1.52, -.08]). The Post MS DNP group experienced the highest level of identity ($m = 4.17$, $sd = .92$, $n = 26$) compared to all groups but was only significantly different than the MEPN group ($m = 3.36$, $sd = 1.03$, $n = 53$). See Figure 33 for more details.

Figure 33.

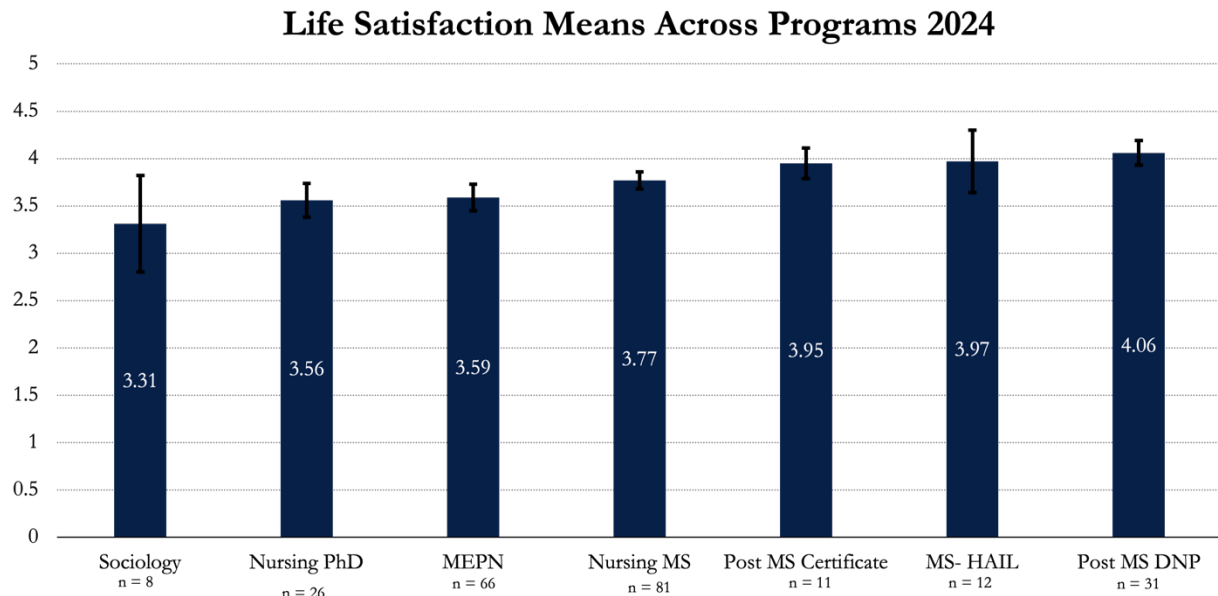
Pulse Learner Survey 2024 Means of Identity Across Programs



*Sig. diff. between Post MS DNP and MEPN ($p\text{-value} < .05$)

Figure 34.

Pulse Learner Survey 2024 Means of Life Satisfaction Across Programs



Annual Metrics of Student Affairs Activities

Enrollment Management, Academic Achievement, & Certifications & Activities

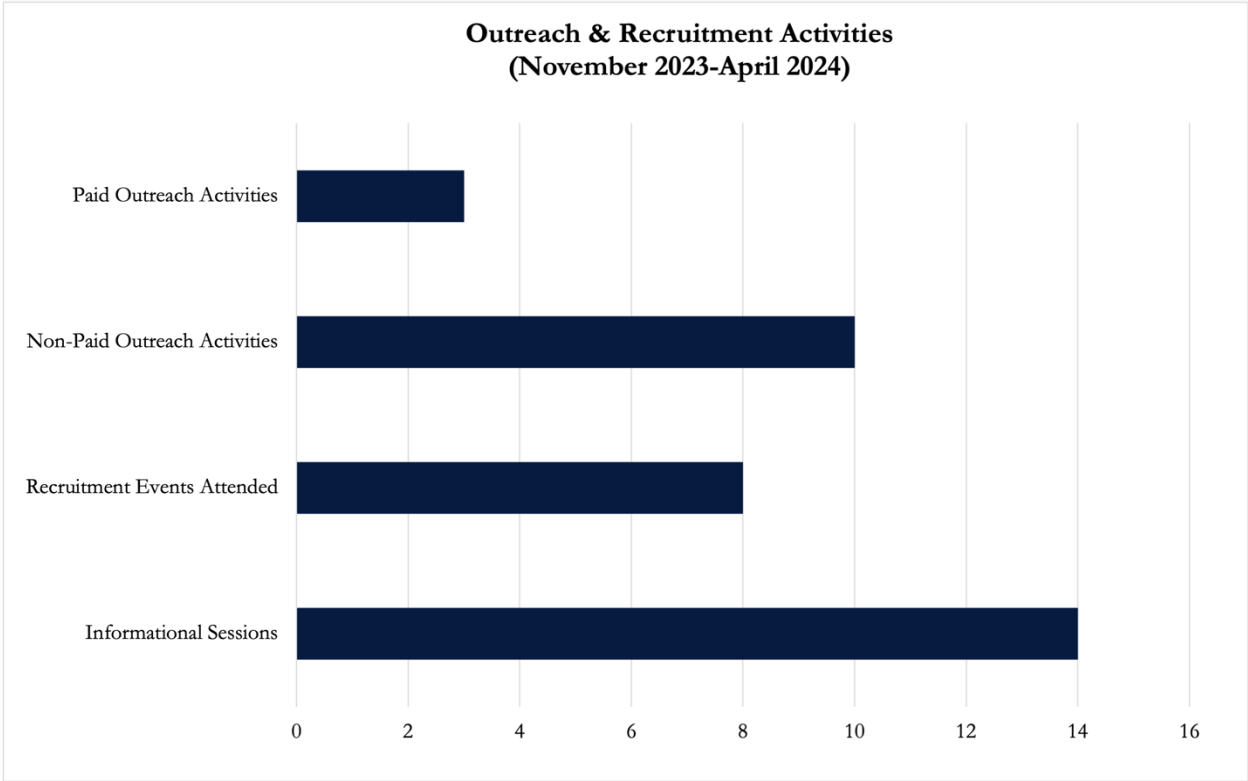
The following are metrics of progress for the Office of Student Affairs (OSA) in 2024.

- Contributed to successfully onboarding and orienting 148 new learners across three major programs: MS, Nursing PhD, and BSN to DNP
- Provided 200 Education Verification requests
- Provided 92 BRN Certifications
- Responded to 746 Study List petitions for current or former learners
- Academic achievement counselor conducted 130 one-on-one counseling sessions with learners
- Provided 52 consultations with faculty to address learner support needs
- Classroom scheduling staff successfully scheduled 463 courses for our faculty between September 2023 and June 2024.
- Advised 149 learners for graduation through our Pathways to Graduation program

Outreach & Recruitment

Across the School of Nursing, a plethora of recruitment and outreach activities were conducted from paid to non-paid activities. Please see Figure 35 for a detailed breakdown. For more information regarding applications, offers, and admissions, please see page 8 in the learner’s section of this report.

Figure 35.
Outreach & Recruitment Activities Across SoN Programs



Course Evaluations

Course evaluations are offered at the end of each quarter. The below scores are aggregated averages out of 5. These evaluations are not reflective of guest lecturers and preceptor faculty surveys. Overall, from Summer 2023 to Spring 2024, there was an annual average aggregated course objectives rating of 4.57 out of 5.

When it comes to response rates, there was an increase in each quarter for course evaluations from Summer 2023 to Spring 2024. Spring 2024 had a 23.56% increase in comparison to the Summer 2023 term.

Altogether, there is a combined average response rate of 33.94%. For a breakdown of response rates by quarter for the 2023-2024 school year please refer to Figure 36.

There were 34 faculty members who received a perfect score of 5 for their aggregated course evaluation score. Additionally, 109 faculty members scored greater than a 4.5 aggregated course evaluation score. When looking at specific items asked on the evaluation, “The FOR was a knowledgeable and effective instructor” and “The FOR fostered an engaging learning environment” were two items that received high average scores with 4.59 and 4.55, respectively.

Figure 36.

Learner Response Rate Percentages from Summer 2023 to Spring 2024

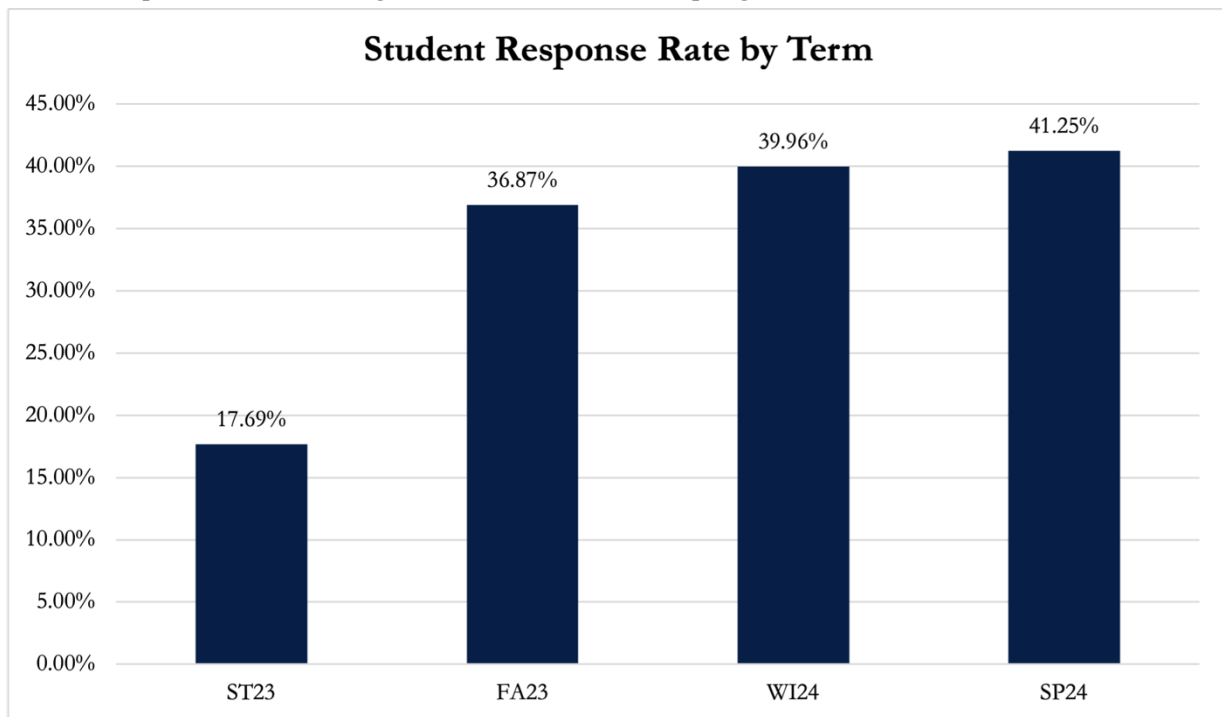
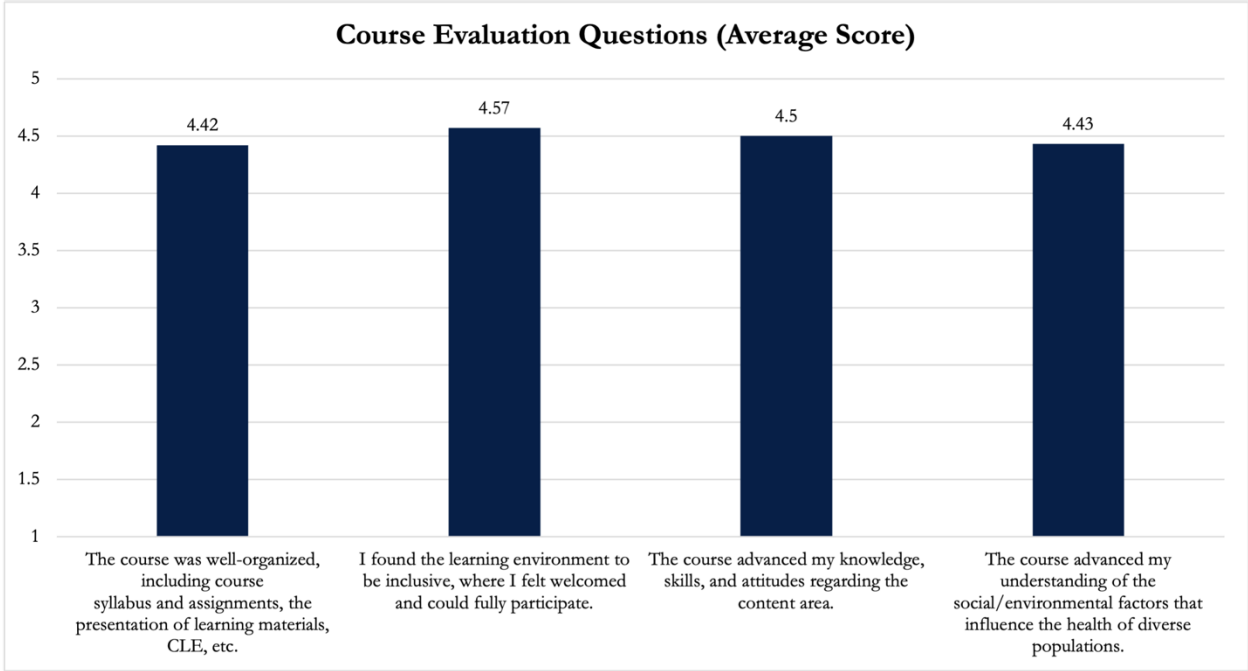


Figure 37.
Course Evaluation Question Average Scores from Summer 2023 to Spring 2024



Alumni Statistics

Where do our Graduates Work?

Every spring, the SoN surveys graduates from the previous year are surveyed. This alumni survey has a response rate ranging from 50 to 85%. Below you will see Figures 38-40 that depict the sectors and locations our graduates are employed in. Overall, our graduates tend to work in California (65%-82%). For more/updated information please visit this [link](#).

Figure 38.

Employment Sectors of PhD Nursing Graduates/Alumni from 2020-21, 2021-22, and 2022-23.

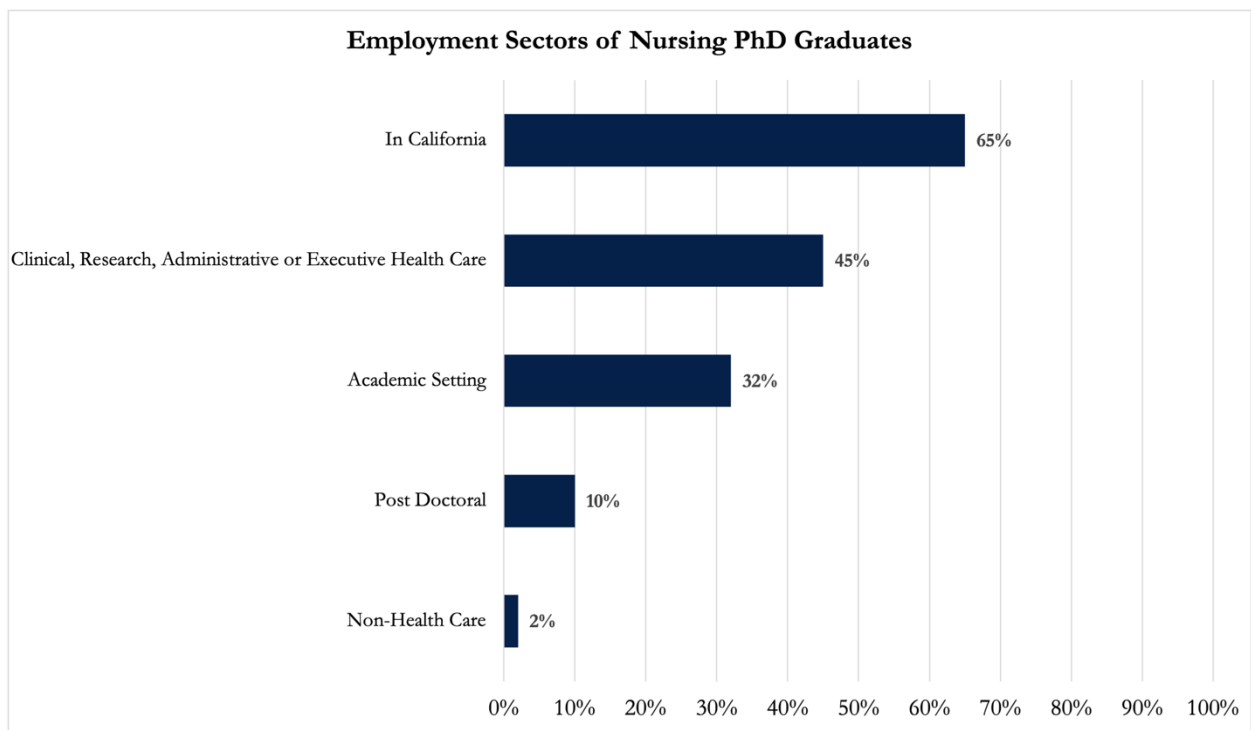


Figure 39.
Employment of MS Graduates/Alumni from 2020-21, 2021-22, and 2022-23.

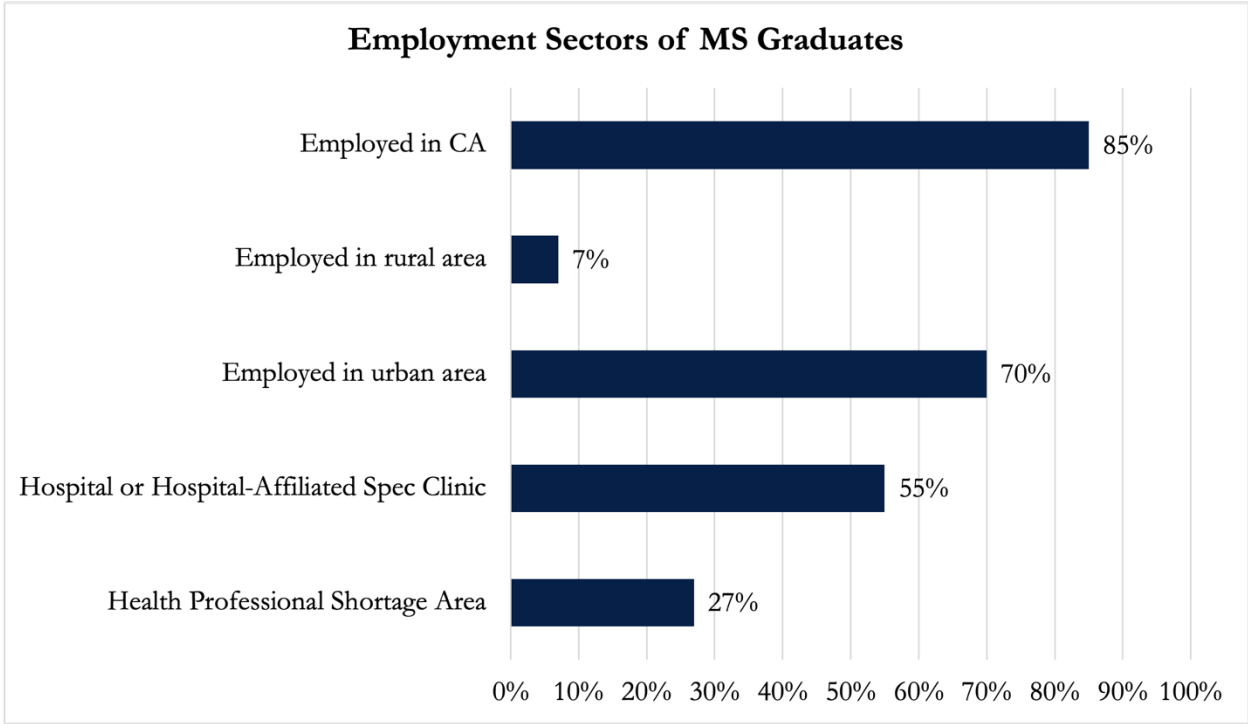
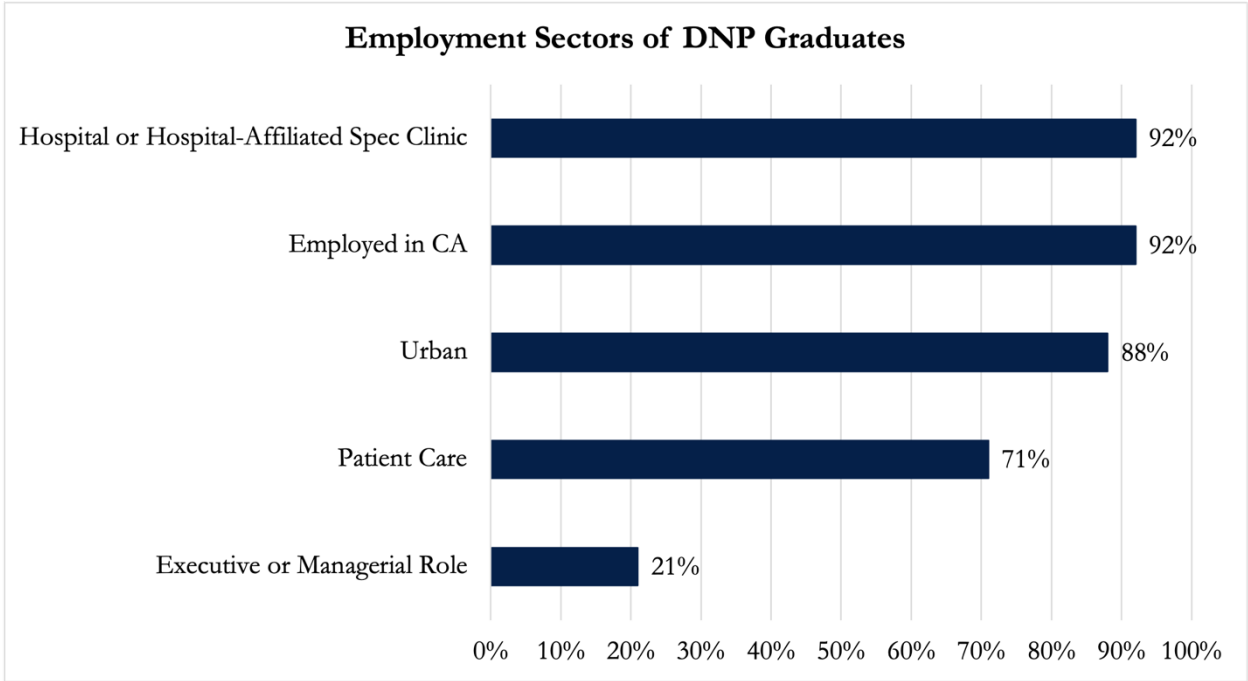


Figure 40.
Employment Sectors of DNP Graduates/Alumni from 2020-21, 2021-22, and 2022-23.



Learner Awarded Funds

In the academic year of 2023-2024, over 4 million dollars of various department funding was awarded to 88 learners across the School of Nursing. See table 2 below to see the breakdown of funding across degrees.

Table 2.
Total Learners Awarded 2023 Awarded Funding Across Degree Programs

| Degree | Total Learners by Program |
|-------------------------------|---------------------------|
| PhD's | 31 |
| MS | 22 |
| MEPN | 19 |
| Nurse Advanced Practice - DNP | 16 |
| Total learners | 88 |
| Total Funding: | \$4,036,248.51 |

Data team recommendations approved by Dean Dawson-Rose

Data Strategy Team Recommendations for SoN 2024

To build on our developing data protocol, the SoN Data Strategy Team has compiled a list of data guidelines/recommendations for the SoN.

Official Guidelines/Recommendations:

1. All surveys, data collection efforts, and data analysis regarding staff, faculty and Learners will be reported to the DIO Data office, who will maintain a transparent list of when and what data is collected annually. The data strategy team will review the list at each meeting and the list will be available to the Dean's Council for reference and use.
 - Purpose: Having one shared list will help identify what data is missing, where we can focus future efforts, when there are redundancies, and increase collaboration across teams when data collection occurs.
2. Track data requests made to each office from internal and external stakeholders. We request that at the end of the academic year, all persons who have data requests will report on the type of data requests received and what they were or were not able to fulfill.
 - Strategy for achieving this: The Data Strategy team has created a short data request form that the DIO office oversees ([link](#)). Once a request is received it is forwarded to the appropriate party, depending on the request. At the end of the academic year, DIO will release a report on the number of requests and what type. While not everyone must use this form, something similar is recommended to make it easier for each office to track their requests. The DIO office is available to any department that may need assistance establishing their own tracking system.
 - Purpose: Tracking data requests will allow SoN to identify what data needs we have as a school.
3. Establish a Learner data tracking system that leverages our holistic evaluation planning for this coming academic year. This work will be led in by the Assistant Dean of Curriculum and Program Evaluation in collaboration with the DIO Office. Data will be kept in a shared BOX folder established by the DIO office.
4. The DIO office will establish a shared BOX folder into which all data collected in and for the SoN (that is not a part of institutional data held by HR, ODO or other UCSF wide entities) will be held for those who hold positions that utilize this data.
5. Revisit our strategic goals and identify what data will help us measure progress towards them.
 - <https://nursing.ucsf.edu/our-organization/strategic-plan>

Citations

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2. Estrada, M., Hosoda, K. (2023). Leading with Heroic Kindness. In: Encyclopedia of Heroism Studies. Springer, Cham. https://doi.org/10.1007/978-3-031-17125-3_311-1
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4. Estrada, M., Woodcock, A., Hernandez, P. R., & Schultz, P. W. (2011). Toward a Model of Social Influence that Explains Minority Student Integration into the Scientific Community. *Journal of educational psychology*, 103(1), 206–222. <https://doi.org/10.1037/a0020743>
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6. Pettay, R. F. (2008). Health behaviors and life satisfaction in college students. Kansas State University.
7. Antaramian, S. (2017). The importance of very high life satisfaction for students' academic success. *Cogent Education*, 4(1). <https://doi.org/10.1080/2331186X.2017.1307622>

Definitions

Underrepresented Minority (URM)

Individuals who identify as any of the following ethnicities: African American/Black, Asian: Filipino, Hmong or Vietnamese, Hispanic/Latinx, Native American/Alaskan Native, Native Hawaiian/Other Pacific Islander, and two or more races, when one or more are from the preceding racial and ethnic categories in this list

First Generation College Learners

Individuals whose parents' highest level of education is high school degree.

Appendix

Table A. Receiving Dignity and Kindness Items and Overall Means, SD and N

| Item | <i>M</i> | <i>SD</i> | <i>n</i> |
|--|----------|-----------|----------|
| Felt free to express your authentic self without being negatively judged | 3.74 | 0.97 | 202 |
| Your efforts, thoughtfulness and/or talents were positively recognized | 3.83 | 0.908 | 201 |
| Your feelings, concerns and experiences were acknowledged as valid | 3.82 | 1.007 | 199 |
| Others conveyed you were included (e.g., in family, team, club, community, profession, etc.) | 3.92 | 0.918 | 194 |
| Others' actions made you feel safe with them | 3.95 | 0.941 | 200 |
| You were treated fairly | 4.09 | 0.837 | 200 |
| Your choices were respected | 4.09 | 0.869 | 200 |
| Others made an effort to understand you | 3.92 | 0.995 | 199 |
| You received an apology when your dignity felt violated | 3.7 | 1.241 | 183 |
| You experienced kindness from others in the School of Nursing | 4.16 | 0.845 | 200 |

Table B. Learner Experience Items and Overall Means, SD and N

| Item | <i>M</i> | <i>SD</i> | <i>n</i> |
|---|----------|-----------|----------|
| I can easily build connections with others who share similar demographic characteristics to me. | 3.91 | 1.073 | 188 |
| I feel very comfortable expressing my culture in this institution. | 3.86 | 1.137 | 187 |
| My innovative ideas are welcomed by faculty. | 3.88 | 1.014 | 187 |
| I am encouraged to use my lived experiences as a tool for my learning. | 3.99 | 1.154 | 188 |
| All my courses contain anti-racist content. | 3.82 | 1.269 | 188 |
| Course content is inclusive of people like me. | 3.88 | 1.147 | 189 |
| Course content often aligns with my values. | 4.01 | .964 | 187 |
| SoN education is about developing my talent through teaching, clinical training and quality mentorship. | 4.02 | 1.013 | 186 |

Table C. Identity Items and Overall Means, SD and N

| Item | <i>M</i> | <i>SD</i> | <i>n</i> |
|--|----------|-----------|----------|
| I have a strong sense of belonging to the UCSF School of Nursing. | 3.42 | 1.23 | 195 |
| I derive great personal satisfaction from being around other people from the UCSF School of Nursing. | 3.85 | 0.991 | 195 |
| I have come to think of myself as a member of the UCSF School of Nursing. | 3.6 | 1.177 | 195 |

Historical Gender Breakdown by Program 2019-2022

Figure 40.

Gender Percentage by Program Fall 2022

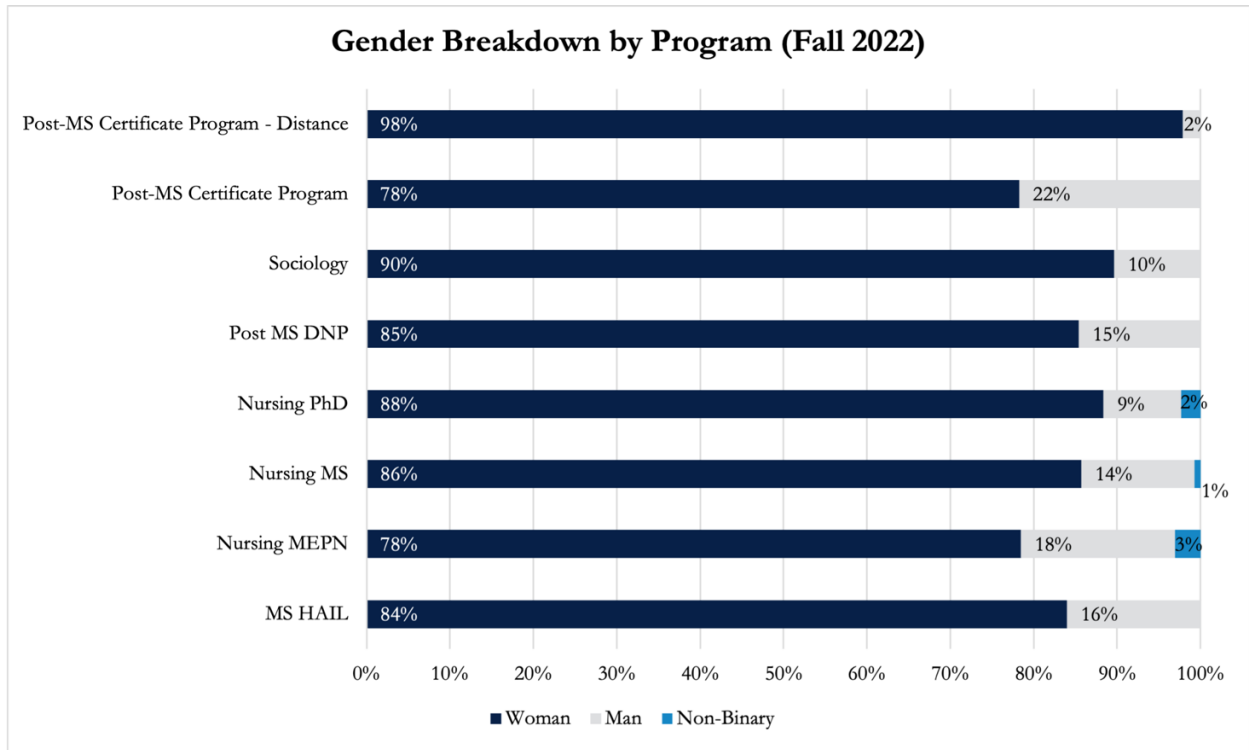


Figure 41.
Gender Percentage by Program Fall 2021

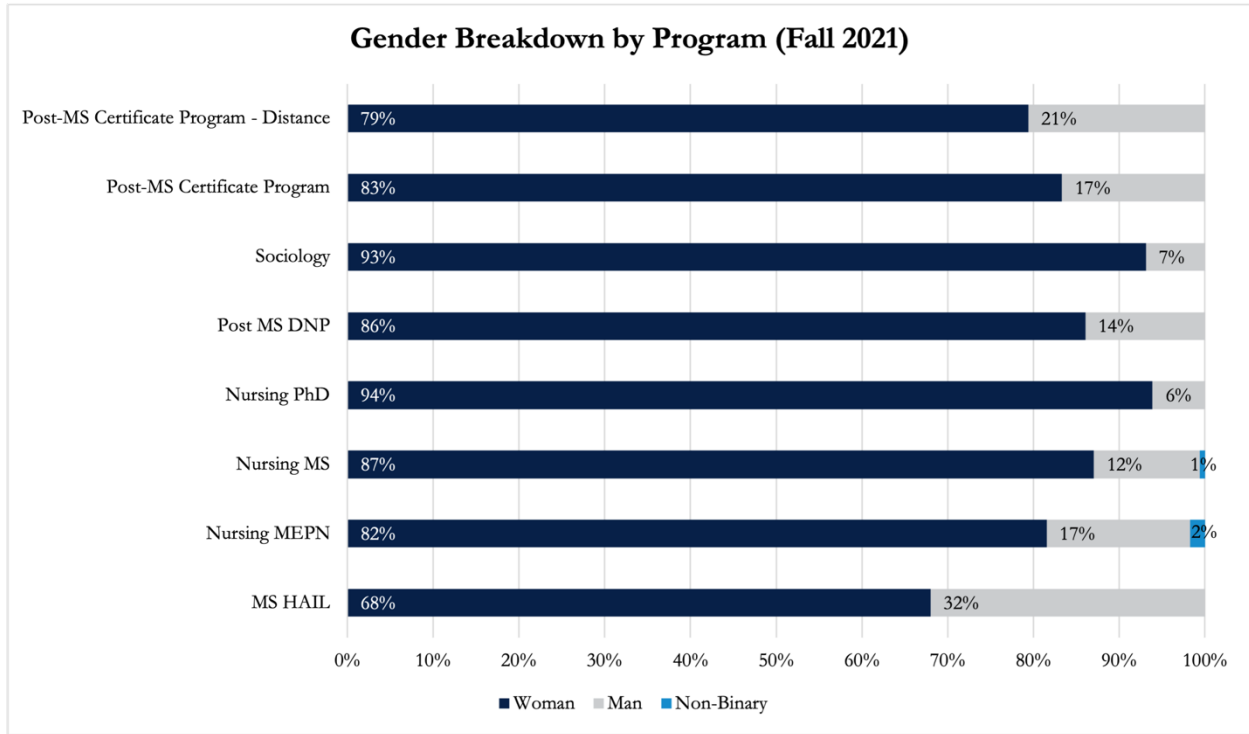


Figure 42.
Gender Percentage by Program Fall 2020

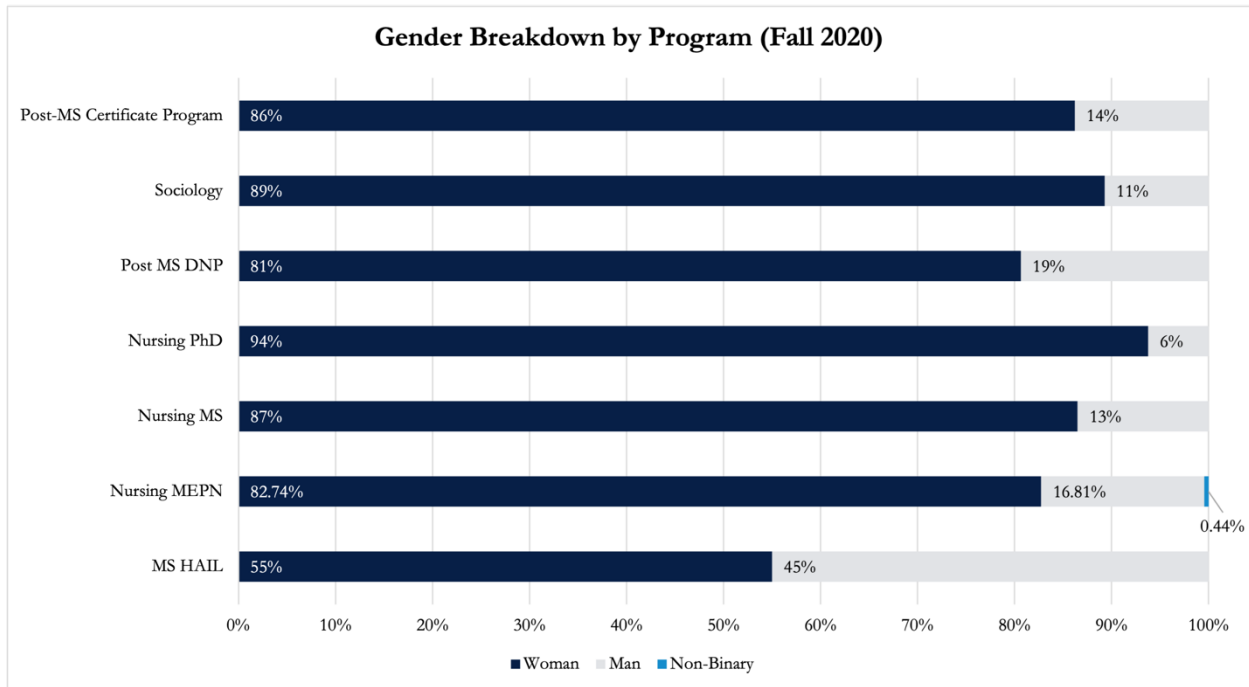
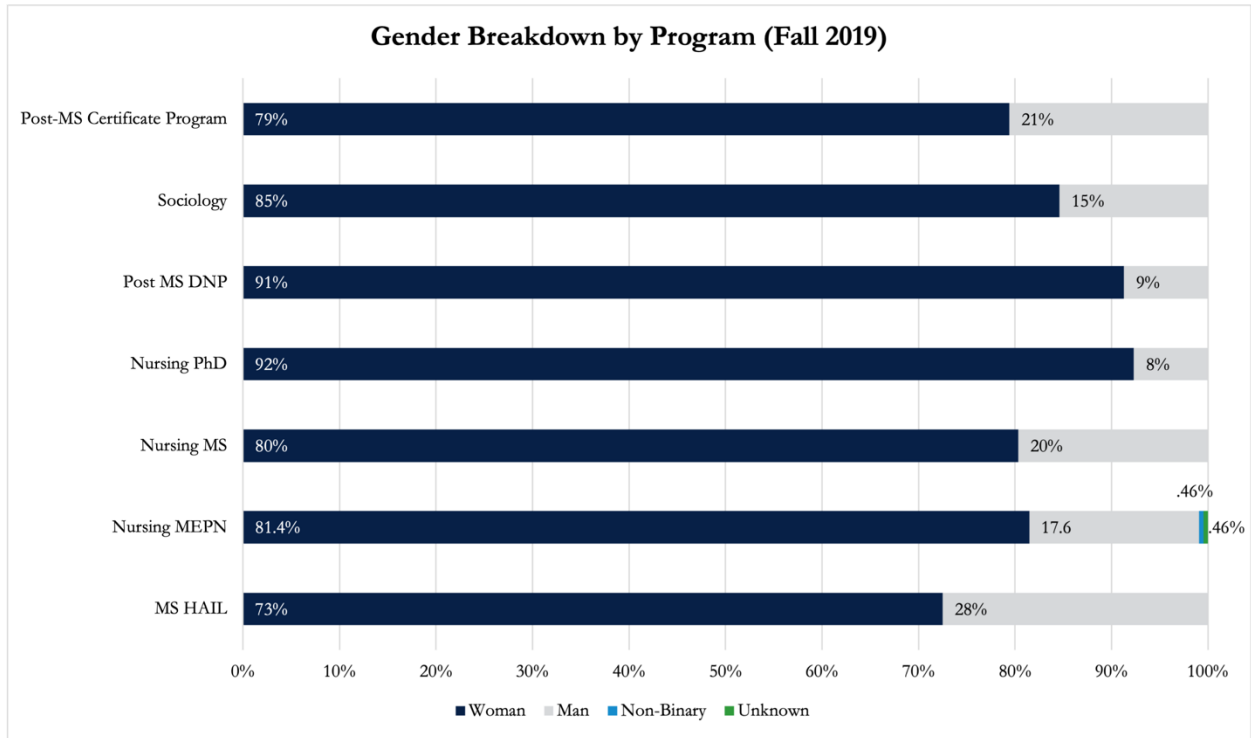


Figure 43.
Gender Percentage by Program Fall 2019



California Census Ethnicity/Race Data 2020

Figure 44.
California Census Ethnicity/Race Data 2020

