




1



## A New Approach to the Program Evaluation Plan

Stephanie Woods RN, PhD  
Hunt Endowed Chair in Nursing  
Rick and Ginger Francis Endowed Dean

Hunt School of Nursing  
Texas Tech University Health Sciences Center El Paso

2



## Components of the Program Evaluation Plan

- Compliance with CCNE Standards
- Quality improvement opportunities based on academic risk data
- Evidence-based quality indicators for nursing education programs

3



## Compliance with CCNE Standards

- Designed to assure a baseline or threshold of program quality
- Preparation of mid-cycle review (CIPR) and site visits motivate schools to meet the standards
- Gaps in compliance should drive performance improvement
- But is there more schools could and should do to increase program quality?

4



## Quality improvement opportunities based upon academic risk data

- In late 2019 work began on building a student risk database
- Pressing questions were:
  - Are we admitting the right students?
  - What are the best predictors for failure?
  - How soon do those predictors manifest?
  - How do we stabilize the NCLEX pass rate?
  - What role does unmet financial need play in failure?

5



## Data elements in the risk database

- Academic data:
  - Applicant data
  - Teacher made exam scores
  - Standardized exam scores
- NCLEX results
- Unmet financial need
- In the near future interventions for at risk students

6



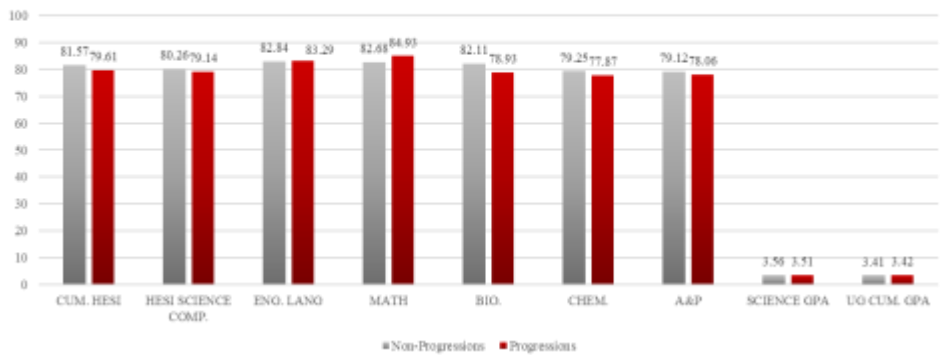
# So how do you define “at risk”?



## Pre-Admissions Data

1st Time NCLEX Exam Test-Taker Failures - On-time vs. Progressions Students  
Aggregate Averages of Entry HESI Scores and GPAs  
Cohort 5-17  
N=55, 35

No significant differences were seen in the aggregate averages of entry HESI section scores between progressions and non progressions students.

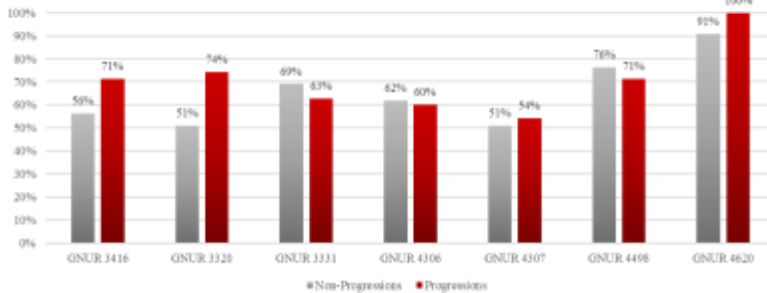




# Standardized Exam Performance

1st Time NCLEX Exam Test-Taker Failures - On-time vs. Progressions Students  
% of HESI Course Scores <900  
Cohort 5-17  
N=55, 35

Progressions students have a higher percentage of HESI scores below 900 in all courses except in GNUR 3331, 4306, and 4498 as compared to the on-time students.

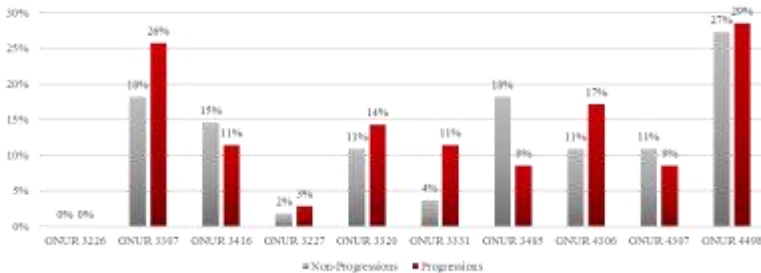


# Teacher-made Exam Averages

1st Time NCLEX Exam Test-Taker Failures - On-time vs. Progressions Students  
% of Aggregate Course Exam Averages <75  
Cohort 5-17  
N=55, 35

Note that for most courses there is no significant difference in risk between progressions and non-progressions students.

From prior data analyses we know that teacher made exam averages do not predict performance on the Transitions HESI.





## Quality improvement opportunities based on academic risk data

- Admission criteria remain the same but are now weighted
  - Weighting of admission criteria (Cumulative HESI, HESI Science and A&P, Science GPA, Cumulative GPA)
  - Has more clearly identified risk at the point of application and admission
- Redefined risk to include all students who have failed a course, within 3 points of course failure and those with poor performance on standardized tests
  - Teacher made exam scores are not predictive
  - Standardized exam scores are predictive at 850 or higher
  - All at risk students are now followed by the Progressions Committee
- Created a new approach to awarding nursing scholarships
- One progressions intervention shows high promise for at risk students

11



## Evidence-based quality indicators for nursing education ranked in descending order

- Evidence-based (EB) curriculum that:
  - Emphasizes safety (QSEN)
  - Emphasizes critical thinking/clinical judgement
- Faculty are able to role model professional behaviors
- Clinical experience with actual patients
- Systematic process for remediating student safety issues/errors
- Faculty are clinically current
- Consistent leadership in nursing program
- Collaboration between education and practice
- Ongoing systematic evaluation of program
- Institutional leadership support of program
- Consistent pattern of NCLEX pass rates that meet set standards
- Administrative support for ongoing faculty development
- Significant opportunities for variety of clinical experiences with diverse patients
- Consistent full-time faculty vs. dependence upon part-time faculty
- Quality simulation used to augment clinical experiences
- Comprehensive student support services
- National nursing accreditation
- Admission criteria that emphasizes a background in the sciences

12



## Evidence-based warning signs

- Lack of consistent and prepared clinical faculty
- Limited clinical experiences that do not prepare the students for practice
- Poor leadership in the nursing program
- Trend of NCLEX pass rates is inconsistent or decreasing
- Complaints to the nursing program or board of nursing from employers, students, or faculty
- Pattern of faculty attrition
- Pattern of nursing program administrator attrition
- Unwillingness of health care institutions to host clinical experiences for the nursing program's students
- Pattern of student attrition
- Curriculum "teaches to NCLEX"
- Over reliance on simulation to replace clinical experiences

13



## Evidence-based quality indicators for nursing education programs

- Quality Indicators for Nursing Programs Rating System
  - Red = Well below performance threshold, prioritize performance improvement and focus efforts in this area
  - Yellow = Below performance threshold, continue or begin performance improvement activities in this area
  - Green = At or above threshold
  - Blue = Not currently being measured OR no current mechanism for monitoring. Consider for future monitoring.

14



## References

- American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. Accessible online at <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>
- Spector, N., Silvestre, J., Alexander, M., Martin, B., et al (2020). NCSBN regulatory guidelines and evidence-based quality indicators for nursing education programs. *Journal of Nursing Regulation*, 11(2), S3-S64. [https://doi.org/10.1016/S2155-8256\(20\)30075-2](https://doi.org/10.1016/S2155-8256(20)30075-2).



## Contact information

Stephanie.Woods@ttuhsc.edu

