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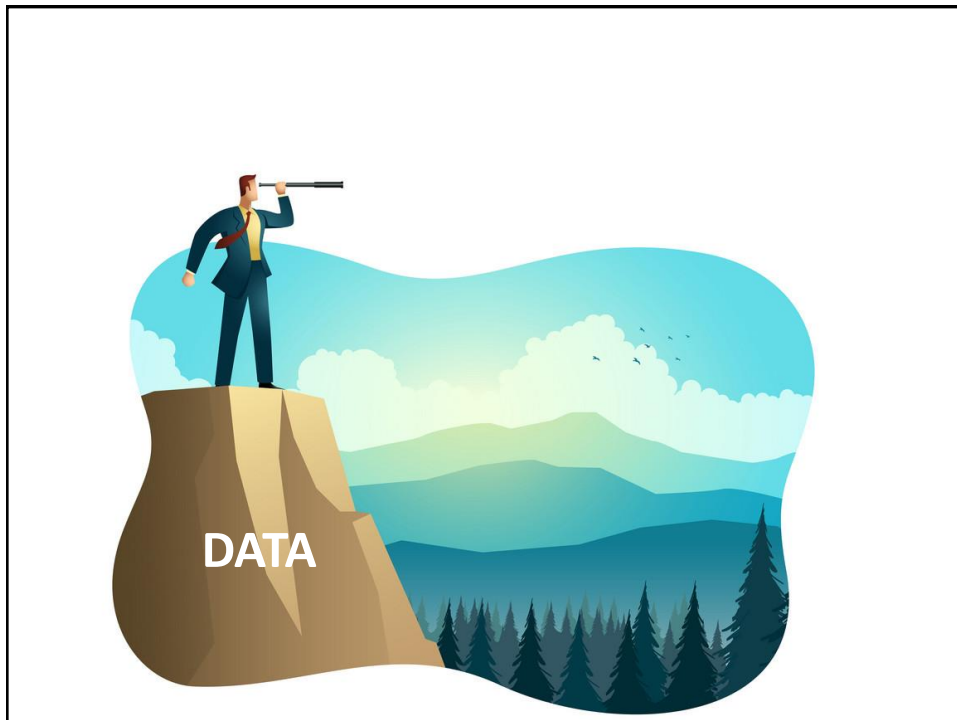
Texas Tech University Health Sciences Center El Paso

HUNT SCHOOL OF NURSING

Fostering Ongoing Program Improvement Through Data-driven Interventions

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Challenging your thinking about risk:

- Advancing Nursing Excellence for Public Protection
NCSBN Regulatory Guidelines and Evidence-based
Quality Indicators for Nursing Education Programs,
Journal of Nursing Regulation, July 2020
- Defining risk
 - Progressions Committee – Students who have failed a course(s)
 - Widening the definition to include students within 3 points of failing course(s)
- Building a student risk database
 - Data spanning admission to NCLEX completion
 - Currently have 15 out of 20 admission cohorts in the database

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Data elements in the database:

- Academic data:
 - Course grades
 - Standardized exam grades (HESI)
 - Grades on all teacher-made exams
 - Admission ranking
- NCLEX results
- Socio-economic data
 - Zip code
 - Pell Grant eligibility
 - Unmet financial need (for those who file FAFSA)
- Participation in community resources
 - Project Arriba
 - Workforce Solutions

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Data-driven decision making:

- Admission Criteria Weights:
 - HESI
 - Cumulative Score
 - Anatomy and Physiology
 - Biology
 - Science Cumulative GPA
 - Cumulative GPA on all courses
 - Considering additional weighted data

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Data-driven decision making:

- Expanding the definition of risk:
 - Unexpected NCLEX failures, students not on our radar
 - Progressions Committee was monitoring and intervening with students who had failed a course(s). Students being monitored performed well on NCLEX.
 - Unexpected NCLEX failures were in students who had not failed a course(s) but rather were within 3 points of failing. Course-based HESI scores were consistently below 900.
 - Now the Progressions Committee monitors all students who failed, were near failure in courses or HESIs <900.
 - Seminar course developed to allow assessment of these students, shoring up deficiencies and instilling confidence.

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Data-driven decision making:

- Scholarship award decisions:
 - Each semester students are ranked on academic performance (GPA) and unmet financial need (FAFSA)
 - High-performing students with high unmet need are the first priority
 - Lower-performing students who have a high unmet need are the second highest priority
 - We are entering unmet need and amounts of scholarships in the risk database attempting to determine what role unmet need plays in academic risk

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