

# SONHP Program Evaluation Committee 2020-2021 Annual Program Evaluation Report

**SONHP Program:** Bachelor of Science in Nursing (BSN)

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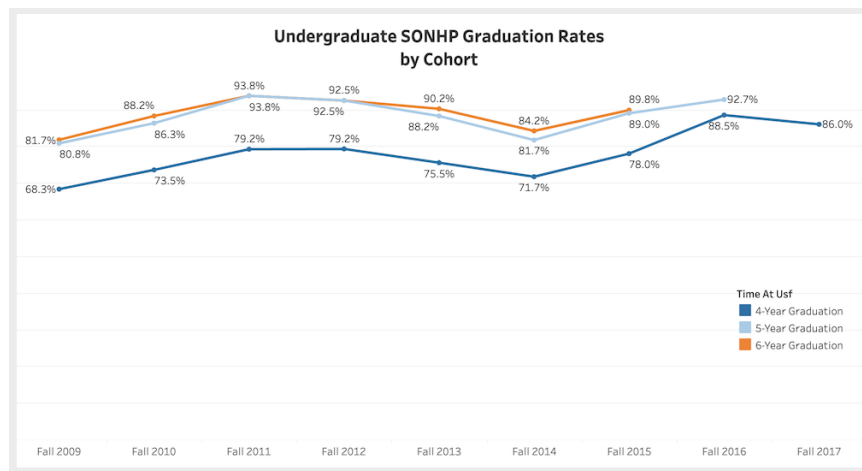
**Terms Included:** Fall 2020, Spring 2021 and Summer 2021

**Date of Report:** January 2022

## 1. Aggregate Student Outcomes

### a. Retention and Graduation rates

#### Hilltop Campus (8 semester program )

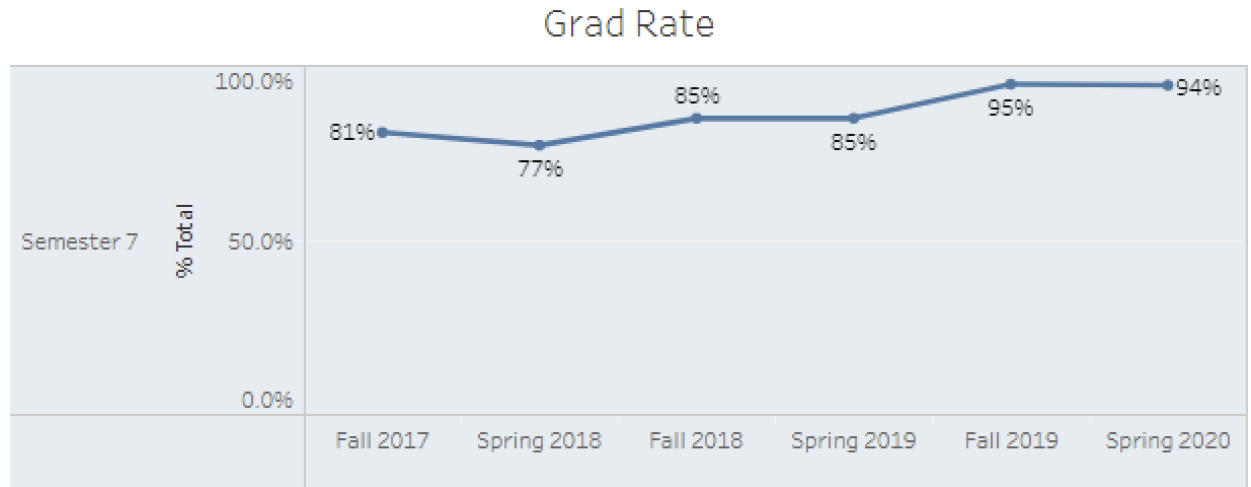


The chart above demonstrates strong retention and graduation rates for the 2020-2021 academic year. Eighty-six percent (86%) of students at the hilltop campus who matriculated in Fall 2016 graduated by Fall 2020 (within 8 semesters or 4 years with no summer terms) and ninety-two (92%) graduated within 10 semesters or 5 years (no summer terms).

#### Sacramento Campus (6 semester program including summer terms)

### Graduation Rate Trend

Semester 7 (Completed Semesters Since Cohort Began= 6)



The chart above demonstrates excellent retention and graduation rates (85% and 95%, respectively) for students who entered the Sacramento BSN program in Spring 2019 and Fall 2019 and who were therefore expected to graduate in Fall 2020 and Summer 2021.

#### b. Time to Degree

##### Hilltop Campus and Sacramento BSN Students

The average time to degree for BSN students at the hilltop campus who graduated during the 2020-2021 academic year, as indicated in the chart below, is 7.6 semesters. Given that the expected time to degree for students in the BSN Program at the hilltop campus is 8 semesters, this result strongly indicates on-time degree progression.

The average time to degree for BSN students who graduated at the Sacramento campus during the 2020-2021 academic year as indicated in the chart below, is 6.32 semesters (or 2.1 years). Given that the expected time to degree for students in the BSN Program at the Sacramento campus is 6 semesters, this result indicates on-time degree progression for most students.

Entry Major Group	Academic Year of Graduation (Fall-Summer)				
	2016-17	2017-18	2018-19	2019-20	2020-21
BSN - Hilltop	<b>8.0 Sem.</b> Yrs:4.0 - HC: 180	<b>7.8 Sem.</b> Yrs:3.9 - HC: 152	<b>7.8 Sem.</b> Yrs:3.9 - HC: 196	<b>7.9 Sem.</b> Yrs:3.9 - HC: 227	<b>7.6 Sem.</b> Yrs:3.8 - HC: 173

Entry Major Group	Academic Year of Graduation (Fall-Summer)				
	2016-17	2017-18	2018-19	2019-20	2020-21
BSN-Sacramento	<b>6.8 Sem.</b> Yrs:2.3 - HC: 16	<b>6.1 Sem.</b> Yrs:2.0 - HC: 12	<b>6.3 Sem.</b> Yrs:2.1 - HC: 44	<b>6.2 Sem.</b> Yrs:2.1 - HC: 39	<b>6.3 Sem.</b> Yrs:2.1 - HC: 40

### c. Academic Progression Requirements

The HESI exam is an assessment exam used by various schools of nursing to determine whether a student is ready to take and pass the NCLEX Registered Nurse licensing exam to practice as a professional nurse. The SONHP administers two HESI exams - one in the Sophomore II semester (Fundamentals HESI) and one in the Senior II semester Exit HESI). The exams are comprehensive in nature and are constructed to mirror the content of the NCLEX exam.

The passing score for both HESI exams is 850. If unsuccessful on the first attempt at the Fundamentals HESI, Sophomore II students may take a second exam. If unsuccessful on the second exam, students must take a remediation course and may not progress in the nursing program. With the Exit HESI in the Senior II semester, a student may repeat the exam a total of three times. If unsuccessful after three attempts, they fail their Seminar Course and must repeat the course, thereby delaying graduation.

The Fundamental HESI exam is administered at the Hilltop campus in Fall and Spring semesters and at the Sacramento campus in Spring and Summer semesters. The Exit HESI is administered at the Hilltop campus in Spring, Summer, and Fall semesters and at the Sacramento campus in Summer and Fall semesters (see the [USF SONHP HESI Exams Administration and Remediation Summary](#) table for more detail).

HESI first time pass rates for Fall 2020, Spring 2021, and Summer 2021 are depicted in the table below. Sacramento did not have any students taking Sophomore 2 or exit HESI in Fall 2020

Fundamentals HESI	Fall 2020		Spring 2021		Summer 2021	
Hilltop	N=90	Pass rate 60%	N=112	Pass rate 71%		
Sacramento			N=17	Pass rate 82.3%	N=19	Pass rate 73.6%
Exit HESI	Fall 2020		Spring 2021		Summer 2021	
Hilltop	N=43	Pass rate 58.1%	N=105	Pass rate 60%	N=31	Pass rate 74.1%
Sacramento					Fall 2021 N=21	Pass rate 66.6%

To increase first time pass rates for the Exit HESI and improve NCLEX pass rates, the faculty discussed and agreed to the following changes: weekly Evolve case studies,

practice HESI quizzes, practice HESI exams and practice comprehensive exam equal 50% of Senior Seminar course grade (implemented in Fall 2021).

#### d. Licensure and Certification Rates

The National Council Licensure (NCLEX) is a nationwide examination for the licensing of nurses in the United States. The exam assesses the knowledge, skills and behaviors that are essential for the entry-level nurse to use in order to meet the needs of the clients requiring promotion, maintenance or restoration of health. The tables below present combined Hilltop and Sacramento student success rates for Fall 2020 through Summer 2021.

Q4 2020 Oct 1-Dec 31

##### **Pass Rate Summary**

	<b>First Timers</b>	<b>Repeaters</b>	<b>Total</b>
Total Delivered	60	9	69
Total Passed	51	7	58
Total Failed	9	2	11
Total On Hold	0	0	0
Total Pass Rate	85.00%	77.78%	84.06%

Q1 2021 Jan1-March 31 2021

##### **Pass Rate Summary**

	<b>First Timers</b>	<b>Repeaters</b>	<b>Total</b>
Total Delivered	37	9	46
Total Passed	34	4	38
Total Failed	3	5	8
Total On Hold	0	0	0
Total Pass Rate	91.89%	44.44%	82.61%

Q2 2021 April 21-June 2021

##### **Pass Rate Summary**

	<b>First Timers</b>	<b>Repeaters</b>	<b>Total</b>
Total Delivered	25	10	35
Total Passed	16	7	23
Total Failed	9	3	12
Total On Hold	0	0	0
Total Pass Rate	64.00%	70.00%	65.71%

Q3 2021 July-September

**Pass Rate Summary**

	<b>First Timers</b>	<b>Repeaters</b>	<b>Total</b>
Total Delivered	103	12	115
Total Passed	87	6	93
Total Failed	16	6	22
Total On Hold	0	0	0
Total Pass Rate	84.47%	50.00%	80.87%

These NCLEX pass rates for our BSN alumni in 2020-2021 are all above the SONHP benchmark of 80% first-time NCLEX pass 2021 with the rate below the benchmark.

**2. Assessment of Student Learning**

*For 2020-2021, summarize the results of assessment of student learning (i.e., results of measurement of student achievement of competencies via student work products).*

**a. What aspect of student learning in your program did you assess?**

The project assessed program learning outcomes:

PLO 1: Work collaboratively as a member of the interdisciplinary healthcare team, utilizing effective written and oral communication, and professional behaviors to foster shared decision making and accountability among team members for patient care outcomes.

PLO 3: Participate in critical analyses of systems and utilize data to continuously monitor patient outcomes and to inform decisions for change that improve the quality of care delivered to individuals, families, and communities

PLO 5: Demonstrate health care technology and information literacy to access, monitor, manage, and communicate data to plan, deliver, and evaluate direct and indirect patient care to improve healthcare outcomes.

**b. How did you measure it?**

We assessed these program learning outcomes through an examination of BSN students' N478 capstone project paper. We identified this paper as an appropriate assessment tool because it reflects the learning outcomes all students must demonstrate at the completion of the BSN program.

We developed and approved an assessment rubric to assess these outcomes (Appendix A). We conducted a rubric norming session that was attended by most faculty reviewers. Faculty that could not attend were provided a video recording of

the norming session. Sixteen faculty members participated and blind-reviewed 11-12 student papers with the rubric. Reviewers assessed four paper sections composed of eight criteria: Problem Statement, Review of Literature, Methods, and On-Unit Collaboration. Reviewers assessed each criterion using a 3-point scale (1=Unsatisfactory, 2=Satisfactory, 3=Exemplary). The project evaluated 92 student papers for a total of 184 reviews.

### c. What were the results?

#### Overall Performance

Overall, reviewers scored students highest on *project necessity* ( $M= 2.43$ ,  $SD= .61$ ), and lowest on a description of *on-unit collaboration* ( $M= 1.67$ ,  $SD= .70$ ).

#### Average Performance of Criteria by Semester

- Spring 2020 N478 students scored highest on *project focus/necessity* ( $M= 2.49$ ,  $SD= .65$ ) and lowest on description of *on-unit collaboration* ( $M= 1.48$ ,  $SD= .59$ ). This cohort's mean scores demonstrated an overall satisfactory performance on describing the focus of the Capstone projects as well as why the project was a unit need at their assigned hospitals. Spring 2020 N478 project papers demonstrated lower mean scores (between unsatisfactory and satisfactory) on their descriptions of on-unit collaboration, which details how the student worked with different disciplines at the clinical setting throughout the project.
- Summer 2020 N478 students scored highest on *target population and setting* ( $M= 2.42$ ,  $SD= .55$ ) and lowest on description of *on-unit collaboration* ( $M= 1.83$ ,  $SD= .74$ ). This cohort's mean scores demonstrated students' overall satisfactory performance on describing projects' target populations and the setting in which the project took place. Similar to the Spring 2020, Summer 2020 N478 student project papers demonstrated mean scores (between unsatisfactory and satisfactory) on their descriptions of on-unit collaboration.

#### Average Performance of Criteria by Location

- Spring 2020 Nurs478 students scored highest on *Project focus/necessity* ( $M = 2.49$ ,  $SD = .65$ ) and lowest on *Description of on-unit collaboration* ( $M = 1.48$ ,  $SD = .59$ ).
- Summer 2020 Nurs478 scored highest on *Target population & setting* ( $M = 2.42$ ,  $SD = .55$ ) and lowest on *Description of on-unit collaboration* ( $M = 1.83$ ,  $SD = .74$ ).

#### Overall Competence by Criteria Across All Semesters and Locations

The highest percentage of students met or exceeded standards on the *Target population & setting* criterion (95%) and the lowest percentage of students (41%) met or exceeded standards on the *Description of on-unit collaboration* criterion.

#### **Average Performance by Program Learning Outcome 1, 3, and 5**

- **Overall Performance**
  - Across all semesters and locations combined, students on average, were scored highest on PLO 5 ( $M = 2.34, SD = .72$ ) and lowest on PLO 1 ( $M = 2.12, SD = .69$ ).
  
- **Average Performance by PLO Disaggregated by Semester**
  - N478 Spring 2020 students, on average, scored highest on PLO 5 ( $M = 2.42, SD = .75$ ) and lowest on PLO 1 ( $M = 2.05, SD = .74$ ).
  - N478 Summer 2020 students, on average, scored highest on PLO 3 ( $M = 2.32, SD = .57$ ) and lowest on PLO 1 ( $M = 2.19, SD = .65$ ).
  
- **Average Performance by PLO Disaggregated by Location**
  - Hilltop campus students, on average, scored highest on PLO 5 ( $M = 2.43, SD = .67$ ) and lowest on PLO 1 ( $M = 2.15, SD = .71$ ).
  - Sacramento campus students, on average, scored highest on PLO 3 ( $M = 2.08, SD = .55$ ) and lowest on PLO 5 ( $M = 1.96, SD = .79$ ).

#### **d. What changes to the assessment methodology will you make if/when you evaluate this aspect of student learning again in the future?**

Although this project included one rubric norming session, reviewers agreed future evaluations of this student learning should include additional sessions to reinforce reliability. On average, BSN raters reached complete agreement 52% of the time and either agreed or were within one point 96% of the time. Average complete agreement ranged from 38% for *Description of on-unit collaboration* and 63% for *Materials Used*.

#### **e. What changes to curriculum or programming did you make (or are you planning to make) in light of these results?**

PLO 1: Work collaboratively as a member of the interdisciplinary healthcare team, utilizing effective written and oral communication, and professional behaviors to foster shared decision making and accountability among team members for patient care outcomes.

- A revised Capstone Project outline and rubric was added to the course syllabus to support students' understanding of the program's PLOs. Started Summer 2021.

- Content on interdisciplinary decision making and on-unit healthcare team collaboration was added to nursing leadership and seminar courses. Started Summer 2021.

PLO 3: Participate in critical analyses of systems and utilize data to continuously monitor patient outcomes and to inform decisions for change that improve the quality of care delivered to individuals, families, and communities

- Provided focused content on research design, system analysis, and data appraisal to BSN students during their Junior 1 semester. Content also incorporated into seminar courses. Started Fall 2021.

PLO 5: Demonstrate health care technology and information literacy to access, monitor, manage, and communicate data to plan, deliver, and evaluate direct and indirect patient care to improve healthcare outcomes.

- Provided focused content on health care technology and information literacy during theory and clinical courses.
- Updated Evidence-based Inquiry course to include focused subject matter on literature synthesis and research information literacy. Started Fall 2021.

**Appendix A: N478 Capstone Project Rubric**

<b>Project Criteria</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b><i>Problem Statement - PLO #3</i></b>			
Student defined project focus/learning needs of target population and project necessity	Statement clearly describes the project focus, the learning needs of the target population, AND project necessity.	Statement presents the project focus or learning needs of target population and	The statement does not contain a description <b>AND</b> connection between the project focus, learning needs of



Project Criteria	Exemplary	Satisfactory	Unsatisfactory
		project necessity.	target population, or project necessity
Student bases topic selection on unit data or an analysis of unit's need for the topic	Statement clearly describes unit-based data analyzed to form project <b>AND</b> provides an analysis of why project is a unit need	Statement describes unit-based data analyzed to form project topic, <b>OR</b> provides an analysis of why project is a unit need	Statement does not describe any data as to why project topic was chosen <b>AND</b> does not provide analysis of why project is a unit need

### ***Review of the Literature - PLO #5***

Student composed a literature review with at least 6 peer-reviewed articles from the last 5 years.	Review has at least 6 articles from the last 5 years. All articles are from peer-reviewed journals.	Six articles are present, 1-3 articles are not from required time frame or peer reviewed.	Little to no conformation to review of literature requirements: fewer than 6 articles are present, or 4 or more articles are not from peer reviewed journals or are not within last five-year time requirement.
Student provides summary and synthesis of literature review. Student explains how each article supports project focus	All six articles support project focus. Displays synthesis of <b>all six</b> included literature sources	All six articles support project focus. Review includes a synthesis of some, but not all, six literature sources	One or more of the six articles do not support project focus or there is minimal synthesis of literature present

### ***On-Unit Collaboration - PLO #1***

Students provides description of on-unit collaboration during project development	Student clearly describes on-unit collaboration <b>AND</b> shared decision making with unit team members during project development	Student describes collaboration on-unit with discipline/disciplines during project development.	Student does not provide any description of collaboration during project development
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