

SONHP Program Evaluation Committee 2020-2021 Annual Program Evaluation Report

SONHP Program: Master of Science in Nursing (MSN)

Assessment Champion(s): Lauren Knapp, Sara Horton-Deutsch, and Susan Mortell

Terms Included: Fall 2020, Spring 2021 and Summer 2021

Date of Report: December 2021

1. Aggregate Student Outcomes

a. Retention and Graduation rates

TABLE A

	Spring 2019 Entry: On-time Graduation is Fall 2020	Summer 2019 Entry: On-time Graduation is Spring 2021	Fall 2019 Entry: On-time Graduation is Summer 2021
ME-MSN OC	95%		88.5%
ME-MSN Hilltop	83%	97%	
RN-MSN Online	85%		69%
RN-MSN Pleasanton			95%
RN-MSN Kaiser	84%		100%

- **Masters-Entry- Master of Science in Nursing (ME-MSN), Orange County Campus**
 - The Master's Entry MSN option prepares students for licensure as RNs while integrating graduate-level curriculum that prepares them for nurse-leader positions. Students complete 68 credits over the course of two (2) years (6 semesters, including summers) of full-time continuous study.
 - Entry each Spring (January start) and Fall (August start)
 - Delivery: Full-time for two years, six semesters
 - Retention and Graduation Rates for the Masters-Entry- Master of Science in Nursing (ME-MSN), Orange County Campus:
 - The strong and competitive on-time graduation rate (88.5 to 95%) data presented in the table above demonstrates the high caliber of students and faculty at the University
- **Masters-Entry- Master of Science in Nursing (ME-MSN), San Francisco Campus**
 - The Master's Entry MSN option prepares students for licensure as RNs while integrating graduate-level curriculum that prepares them for nurse-leader positions. Students complete 68 credits over the course of two (2) years (6 semesters, including summers) of full-time continuous study.
 - Entry each Spring (January start) and Summer (May start)
 - Delivery: Full-time for two years, six semesters

- Retention and Graduation Rates for the Masters-Entry- Master of Science in Nursing (ME-MSN), San Francisco Campus:
 - The ME-MSN San Francisco Campus on-time graduation rate data (83 to 97%) is robust and vigorous when compared to the national averages. This is reflective of the high caliber of students and faculty at the University.
- **Registered Nurse- Master of Science in Nursing (RN-MSN), Online Program**
 - The RN-MSN Online program comprises of 35 credits for RNs with a BSN and 46 credits for RNs with an ASN/ADN over the course of two (2) years (6 semesters) of study. Designed with a comprehensive online instruction plus evidence-based quality-improvement practicum coursework.
 - Entry point: Students enter in the Fall semester
 - Delivery: Online and asynchronous
 - Retention and Graduation Rates for the RN-MSN Online program:
 - The on-time graduation rates (69 to 85%) for the RN-MSN Online program demonstrate the success and caliber of students enrolled in the program.
- **Registered Nurse- Master of Science in Nursing (RN-MSN), Pleasanton Campus**
 - The program comprises of 33 credits for RNs with a BSN and 38 credits for RNs with an ASN/ADN over the course of two (2) years (6 semesters) of study. Designed with a comprehensive schedule of classroom and/or online instruction plus evidence-based quality-improvement practicum coursework.
 - Entry each year in the Fall semester
 - It is to be noted, that the RN-MSN Pleasanton Campus program, does not admit a cohort every semester.
 - Delivery: One evening per week
 - USF announced in May 2021 that it will not renew the lease of the Pleasanton Campus space when it expires in 2022 and will transition the campus' academic programs to other locations or formats by the end of 2021.
 - Retention and Graduation Rates for the RN-MSN, Pleasanton Campus:
 - The competitive overall on-time graduation rate data (95%) for the RN-MSN Pleasanton Campus program is reflective of the high caliber of students and faculty at the University.
- **Master of Science in Nursing (MSN), Kaiser Permanente Nurse Scholars Academy**
 - The MSN Kaiser Permanente Nurse Scholars Academy Program is offered to eligible nurse leaders selected for sponsorship by the Kaiser Permanente Nurse Scholars Academy (KP NSA)
 - This MSN Program is available only for KFH/HP non-represented benefited (20+ hours) registered nurse leaders (e.g., Assistant Nurse Managers, Nurse Managers, Nursing Shift Supervisors, Quality Nurse Consultants, Directors and other Non-Union Exempt or Non-Union Non-Exempt nurse leaders) in the KP Northern California region

- Entry Point: Students enter in the Fall or Spring which is dependent upon Kaiser Permanente funding.
- Delivery: 6 consecutive semesters (2 years) in the fall, spring, and summer and the delivery is remote with every other week being synchronous
- Retention and Graduation Rates for MSN, Kaiser Permanente Nurse Scholars Academy:
 - The MSN Kaiser Permanente Nurse Scholars Academy program on-time graduation rate data (84 to 100%) is robust and vigorous when compared to the national averages. This is reflective of the high caliber of students and faculty at the University of San Francisco.

b. Time to Degree

TABLE B

	Average Time to Degree for 2020-2021 Graduates
ME-MSN	6.2 semesters (n = 117)
RN-MSN	6.6 semesters (n = 89)

- **Masters-Entry- Master of Science in Nursing (ME-MSN) Program**
 - The data above demonstrate that students who graduated from the ME-MSN Program during the 2020-2021 academic year completed the program in a timely manner. This data reflects the commitment, preparation, and success of the students in this program.
- **Registered Nurse- Master of Science in Nursing (RN-MSN)**
 - Time to degree for RN-MSN students who graduated during the 2020-2021 academic year was 6.6 semesters. This data reflects the timely graduation and excellent outcomes for students in this program.

c. Academic Progression Requirements

- The Health Education Systems Incorporated (HESI) exams are created to act as a barometer of a student's ability to apply learned concepts in specific nursing content areas, and to adequately prepare students to successfully pass the NCLEX-RN.
- In the Master's Entry program, students must achieve a minimum 74% conversion score on the HESI to continue to progress in the program. Remediation is available for those students that do not pass the HESI exam on the first attempt.
- Students in the RN-MSN program are not required to take the HESI and NCLEX exams, as they already possess a Registered Nurse (RN) license.
- The HESI is available in multiple formats, both as HESI Specialty Exams RN and the HESI Exit Exams RN.
 - The HESI Specialty Exams RN provide the opportunity to assess students throughout the nursing curriculum.

- The HESI Exit Exams RN assist in identifying strengths and weaknesses in content areas and the potential need for remediation prior to completing the NCLEX exam.
- **HESI Specialty Exam: Fundamentals- ME-MSN Program, Orange County Campus**
 - Fall 2020
 - OC Fundamentals (27 Students)
 - Exam Date: 12/8/20
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was a 715 which is in the “needs further preparation” range set forth by Evolve. Evolve by Elsevier provides comprehensive curriculum solutions and data to assist in achieving positive program outcomes and helps prepare students to be successful in their future healthcare careers. It is to be noted that this course was in the midst of the COVID-19 pandemic and instruction was entirely online due to COVID-19 precautions. Due to this, we were limited in our ability to meet the various learning styles and needs of our students which could have impacted their performance on this exam. The national mean score for all RN programs was an 840. This HESI data was reviewed by the faculty and additional review courses were offered to assist in improving learning and performance.
 - Spring 2021
 - OC Fundamentals (25 students)
 - Exam date: 5/18/21
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was a 934 which is in the “recommended performance” range set forth by Evolve. Students who score in the recommended range have a higher probability of success on their board exams (NCLEX) in this specialty. The national mean score for all RN programs is an 840. The mean HESI score reflects students thorough understanding and mastery of this content. Previous HESI data was reviewed, and additional review courses were offered to students which has proven to be successful.
 - Summer 2021
 - The Fundamentals class is not offered in the summer semester at the USF Orange County campus. Therefore, there is no Fundamentals HESI data to report for the summer 2021 semester.
- **HESI Exit Exam: ME-MSN Program, Orange County Campus**

- Fall 2020
 - The Exit HESI Exam is taken in the Integration and Evaluation of the Clinical Leadership Role (NURS 645) course. This course is only offered in the Spring and Summer semesters. Therefore, there is no Exit HESI data to report for the fall 2020 semester.
- Spring 2021
 - OC Exit Exam (26 students)
 - Exam date: 2/24/21
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was a 922 which is in the “recommended performance” range set forth by Evolve. Students who score in the recommended range have a higher probability of success on their board exams (NCLEX). The national mean score for all RN programs is an 856. The mean HESI score reflects students thorough understanding and mastery of this content.
- Summer 2021
 - OC Exit Exam (27 students)
 - Exam date: 6/22/21
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was an 873 which is in the “acceptable performance” range set forth by Evolve. Students who score in the acceptable range have a greater probability of success on their board exams (NCLEX) in comparison to the “below acceptable performance” range. The national mean score for all RN programs is an 856. The mean HESI score reflects students thorough understanding and mastery of this content. The data was reviewed by Faculty and the course was updated to further support student success on future Exit HESI exams.
- **HESI Specialty Exam: Fundamentals- ME-MSN Program, Hilltop Campus**
 - Fall 2020
 - Hilltop Fundamentals
 - The Fundamentals course (NURS 624) is not offered in the Fall semester at the Hilltop campus. Therefore, there are no Fundamentals HESI scores for the Fall 2020 semester to report.
 - Spring 2021
 - Hilltop Fundamentals (36 students)
 - Exam date: 5/3/21
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was an 831 which is in the “below acceptable performance” range set forth by Evolve. Evolve

by Elsevier provides comprehensive curriculum solutions and data to assist in achieving positive program outcomes and helps prepare students to be successful in their future healthcare careers. The USF Hilltop mean HESI score was slightly below the national mean score for all RN programs, which is an 840. The HESI data was reviewed by faculty and adjustments were made to the courses to further support student learning and success.

- Summer 2021
 - Hilltop Fundamentals (33 students)
 - Exam date: 8/9/21
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was an 896 which is in the “acceptable performance” range set forth by Evolve. Evolve by Elsevier provides comprehensive curriculum solutions and data to assist in achieving positive program outcomes and helps prepare students to be successful in their future healthcare careers. Students who score in the acceptable range have a greater probability of success on their board exams (NCLEX) in comparison to the “below acceptable performance” range. The national mean score for all RN programs is an 842.
- **HESI Exit Exam- ME-MSN Program, Hilltop Campus**
 - Fall 2020
 - Hilltop Exit Exam (22 students)
 - Exam date: 10/2/20
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was a 906 which is in the “recommended performance” range set forth by Evolve. Evolve by Elsevier provides comprehensive curriculum solutions and data to assist in achieving positive program outcomes and helps prepare students to be successful in their future healthcare careers. Students who score in the recommended range have a higher probability of success on their board exams (NCLEX). The national mean score for all RN programs is an 856. The mean HESI score reflects students thorough understanding and mastery of this content.
 - Fall 2020
 - Hilltop Exit Exam (37 students)
 - Exam date: 9/18/20
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was a 978 which is in the “recommended performance” range set forth by Evolve. Students who score in the recommended range have a higher probability of success on their board exams (NCLEX). The national mean score for all

RN programs is an 856. The mean HESI score reflects students thorough understanding and mastery of this content.

- Spring 2021
 - The Integration and Evaluation of the Clinical Leadership Role (NURS 645) is not offered in the Spring semester at the Hilltop campus. Therefore, there are no Exit HESI scores for the Spring 2021 semester to report.
- Summer 2021
 - Hilltop Exit Exam (37 students)
 - Exam date: 6/25/21
 - See *Appendix A* for HESI Specialty Exam Results and Score Reference Table
 - The mean HESI score was a 946 which is in the “recommended performance” range set forth by Evolve. Evolve by Elsevier provides comprehensive curriculum solutions and data to assist in achieving positive program outcomes and helps prepare students to be successful in their future healthcare careers Students who score in the recommended range have a higher probability of success on their board exams (NCLEX). The national mean score for all RN programs is an 856. The mean HESI score reflects students thorough understanding and mastery of this content.

d. Licensure and Certification Rates

- The National Council of State Boards of Nursing (NCSBN) develops the National Council Licensure Examination (NCLEX) exam to test the competency of nursing school graduates in the U.S. (National Council of State Boards of Nursing, 2021).
- The NCLEX is taken during the fifth semester of the ME-MSN program; students in the RN-MSN do not take the NCLEX as they have already passed this exam and are registered nurses
 - **NCLEX Pass Rates**

Campus	Semester	Number of Students Who Passed NCLEX on the First Attempt	Number of Students Who did not Pass NCLEX on the First Attempt	Total Number of Students Who Took the NCLEX
USF Orange County Campus	Fall 2020	22	0	22
USF Hilltop Campus	Fall 2020	30	1	31
USF Orange County Campus	Spring 2021			
USF Hilltop Campus	Spring 2021	33	4	37
USF Orange County Campus	Summer 2021	24	2	26

USF Hilltop Campus	Summer 2021			
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- The NCLEX data for each campus in the ME-MSN program is by term of graduation
- The ME-MSN students take the NCLEX after the fifth semester, after completion of NURS 644, NURS 645, and NURS 646.
- The ME-MSN program at the Orange County campus admits students in the Fall and Spring. The ME-MSN program at the hilltop campus admits students in the Spring and Summer. Therefore, the cycles are different for each campus.

2. Assessment of Student Learning

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

- PLO #1 Clinical leadership for patient-care practices and delivery, including design, coordination, and evaluation of care for individuals, families, groups, and populations
- PLO #2 Participation in identification and collection of healthcare outcomes
- PLO #4 Risk anticipation for individual's and cohorts of patients

b. How did you measure it?

The MSN Program Directors chose the final capstone paper in NURS 653 Internship course as a student product that could be used to assess student mastery of the PLOs. The NURS 653 Internship course reflects the current health care delivery system and provides the student with the opportunity to practice in a chosen health care environment(s). The focus is on taking primary responsibility for the design, coordination, and management of health care appropriate to the client/patient population. Communication, collaboration, negotiation, delegation, coordination, and evaluation of interdisciplinary work skills are integrated within the practice setting. The students design, implement, and evaluate an evidence-based quality improvement project which reflects the skills essential to the application, design, and evaluation of an outcome-based practice model.

Students develop a scholarly manuscript describing the improvement project. The MSN faculty developed a rubric that is used to evaluate elements of the paper that is based on SQUIRE II guidelines for describing a quality improvement project. Students are instructed to use the rubric descriptions in each section to develop the project manuscript.

- A sample set of 86 papers were collected for the MSN program. Of those papers 21 were ME-MSN papers. Within the ME-MSN program there are 2 campuses, Hilltop and Orange County and each campus was evaluated separately. Some papers from the Orange County Campus were group papers which accounts for the smaller number of samples.
- For the RN-MSN program there were 65 papers. Within the RN-MSN program there are three modalities of teaching, online, hybrid and the Kaiser Nurse Scholar Program Academy; each population was evaluated separately.

- A standardized rubric for the assessment of the final paper in NURS 653 was utilized. See the *Appendix B* for the standardized rubric that was utilized for the assessment of the final paper in NURS 653.
- Each paper was collected, redacted of any references to student names, or faculty members by the Program Team. They were then distributed to 2 blind reviewers who were not the original faculty of record. This resulted in 172 reviews being completed. Faculty then used the established rubric to evaluate effectiveness of learning. There were 8 faculty members who participated in the review process.

Three Program Learning Outcomes (PLOs) were assessed for the MSN program:

- PLO 1: Clinical leadership for patient-care practices and delivery, including design, coordination, and evaluation of care for individuals, families, groups and populations.
- PLO 2: Participation in identification and collection of healthcare outcomes.
- PLO 4: Risk anticipation for individuals and cohorts of patients.

Faculty raters scored student work using a rubric (see Appendix B). Raters scored each criterion on a 3-pt. scale (1 = Does not meet; 2 = Meets; 3 = Exceeds) and assessed seven sections of the papers:

- Title and Abstract
- Introduction
- Methods
- Results
- Discussion
- References
- Appendices

Title and Abstract was composed of one criterion labeled Abstract. Introduction was composed of five criteria labeled as follows: Introduction; Problem Description; PICOT; Conceptual Framework; and Specific Project Aim. Methods was composed of four criteria labeled as follows: Context; Intervention; Measures; and Ethical Considerations. Results was composed of one criterion labeled Outcome Measure Results. Discussion was composed of two criteria labeled as follows: Summary and Conclusion. References was comprised of one criterion labeled APA and Appendices was comprised of one criterion labeled Appendices.

PLO 1 was assessed using the criteria included in all sections of the paper. PLO 2 was assessed using criteria in the Introduction, Methods, Results, Discussion, References, and Appendices sections. PLO 4 was assessed using criteria included in the Introduction and Methods sections.

c. What were the results?

- Overall MSN Competence by Criteria

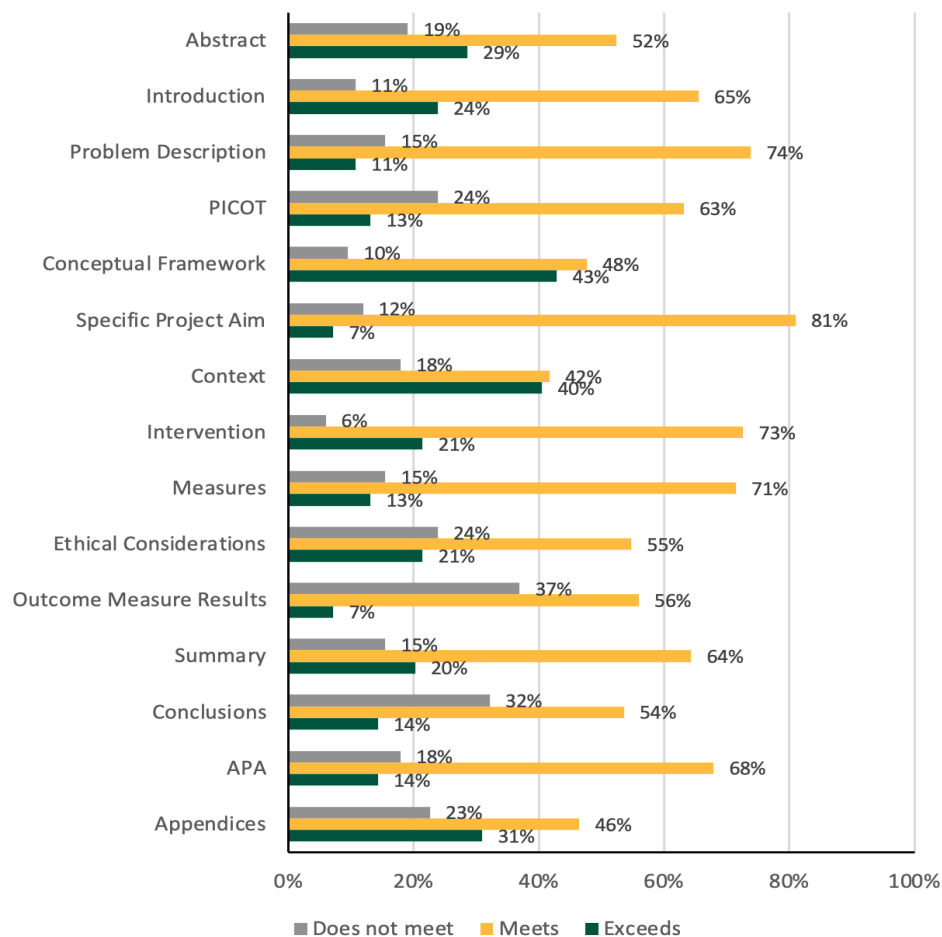
- For the purposes of determining the percentage of each competency level, the competency levels were defined as follows: Does not Meet = average score of 1.0 to 1.5; Meets = average score was 2.0 to 2.5; and Exceeds = average score of 3.0.

MSN Competence by Criteria

Overall MSN Competence by Criteria

The highest percentage of students (94%) met or exceeded standards on the *Intervention* criterion and the lowest percentage of students (63%) met or exceeded standards on the *Outcome Measure Results* criterion.

The figure below details the percentage of each competency level (Does Not Meet, Meets, Exceeds) for all criteria across the overall MSN program ($n = 84$).



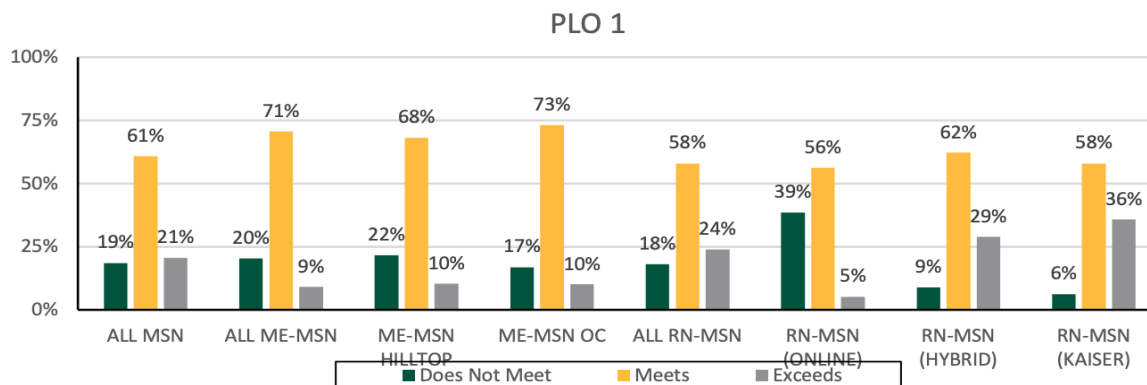
- PLO 1 was assessed using the criteria included in all sections of the paper.
- PLO 2 was assessed using criteria in the Introduction, Methods, Results, Discussion, References, and Appendices sections.
- PLO 4 was assessed using criteria included in the Introduction and Methods sections.
- Overall MSN Competency by PLO

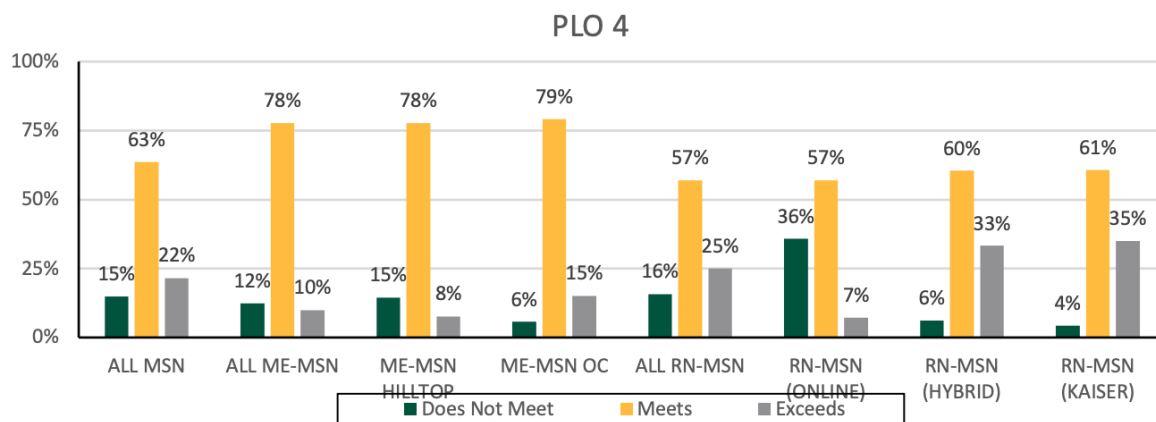
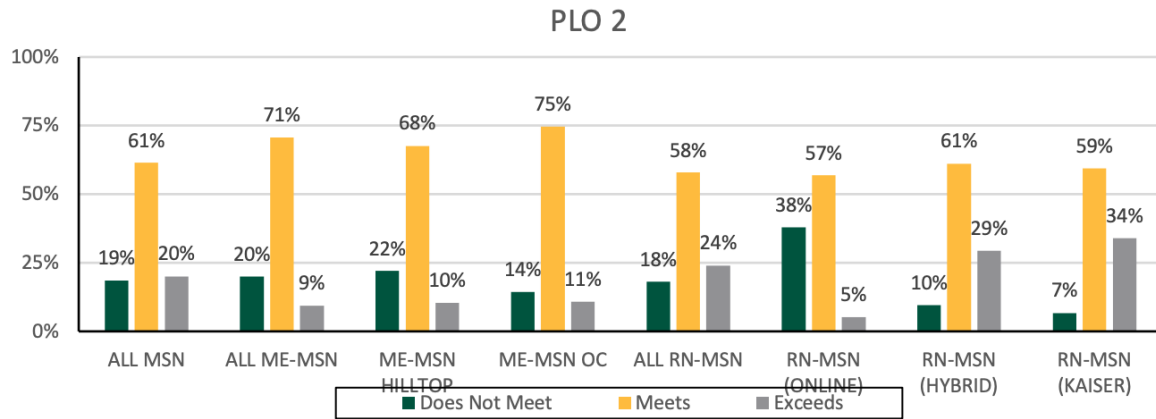
- For purposes of determining the percentage of each competency level, the competency levels were defined as follows: Does not Meet = average score of 1.0 to 1.5; Meets = average score was 2.0 to 2.5; and Exceeds = average score of 3.0.

MSN Competency by PLO³

The data below indicate the percentage of students who met or exceeded standards for PLO 1, PLO 2 and PLO 4 disaggregated by program, modality, and location.

- Across all of MSN, 81% of students met or exceeded standards for PLO 1, 81% met or exceeded standards for PLO 2, and 85% met or exceeded standards for PLO 4.
 - Across all of ME-MSN, 80% of students met or exceeded standards for PLO 1, 80% met or exceeded standards for PLO 2, and 88% met or exceeded standards for PLO 4.
 - 78% of students at the ME-MSN Hilltop location met or exceeded standards for PLO 1, 78% met or exceeded standards for PLO 2, and 85% met or exceeded standards for PLO 4.
 - 83% of students at the ME-MSN Orange County location met or exceed standards for PLO 1, 86% met or exceeded standards for PLO 2, and 94% met or exceeded standards for PLO 4.
 - Across all of RN-MSN, 82% met or exceed standards for PLO 1, 82% met or exceeded standards for PLO 2, and 82% met or exceeded standards for PLO 4.
 - 61% of students in the RN-MSN Online modality met or exceeded standards for PLO 1, 62% met or exceeded standards for PLO 2, and 64% met or exceeded standards for PLO 4.
 - 91% of students in the RN-MSN Hybrid modality met or exceeded standards for PLO 1, 90% met or exceeded standards for PLO 2, and 94% met or exceeded standards for PLO 4.
 - 94% of students in the Kaiser Nurse Scholar Program Academy met or exceeded standards for PLO 1, 93% met or exceeded standards for PLO 2, and 96% met or exceeded standards for PLO 4.
- The figures below indicate the percentage of each competency level by PLO, for all of MSN and disaggregated by program, modality, and location.





- The following three sections of the project manuscripts did not meet 80% threshold of meets or exceeds the required content:

- PLO 1 and 4:

Project Intervention: Identify interventions to improve the quality problem. Describe the project interventions and list Plan-Do-Study-Act (PDSA) cycles and how they were used to refine the intervention

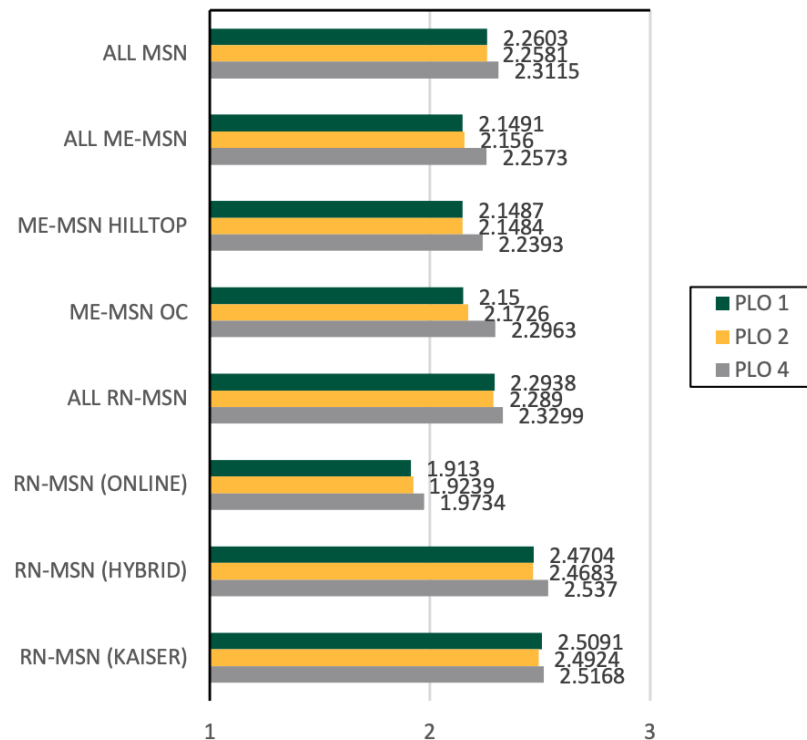
- PLO 1:

Ethical Considerations: Provide a reflection of the project as it relates to the Jesuit values and the American Nurses Association Ethical Standards. Include QI wording: This project has been approved as a quality improvement project by faculty using QI review guidelines and does not require IRB approval

- PLO 4:

Outcome Measures: Describe the project measurement strategy. List the family of measures; Outcome, Process, Balancing measures.

The figure below indicates the average score for all MSN students and disaggregated by program for each of the three PLOs. The competency levels were defined as follows: Does not Meet = average score of 1.0 to 1.5; Meets = average score was 2.0 to 2.5; and Exceeds = average score of 3.0.



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

- The manuscript rubric was reviewed and refined after this assessment project was completed. All faculty members who teach in the program will be oriented to the rubric. The naming conventions for assignments in each course are now matched to headings in the final project manuscript. This will facilitate students seeing the connections between the content of courses and their final project manuscript and makes learning outcomes visible.
- Faculty agreed that all campuses in the ME-MSN program utilize the same rubric criteria for this assignment that reflects the PLOs in grading this course assignment.
- For the RN-MSN program, given the number of KP-MSN students who overall exceeded expectations on the criterion, it was recommended that they may need to be written more precisely to further differentiate between met and exceeded expectations. Further faculty development and consensus building

will also lead to more interrater reliability. Finally, ensuring all faculty are using the same rubric to evaluate projects is important for improving measures of student learning outcomes.

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

To address the three sections of the project manuscripts that did not meet the 80% threshold of meets or exceeds the required content, the following changes have been made in the program courses:

PLO 1 and 4 (Project Intervention):

- Introduce assignments in earlier courses that help students explore interventions based on evidence-informed best practices to address quality gaps in their microsystems, and possible interventions to improve patient and system outcomes.
- Semester 1: Microsystem assessment assignment moved from Semester 4 to Semester 1 to lay a foundation for their projects. (Semester 1 Course: N609 Foundations of Leadership in the Healthcare Microsystem)
- Semester 2: Evidence paper assignment in the N633 Knowledge Development and Evidence-Informed Quality Improvement course will now focus on articulating the quality gap identified in the microsystem assessment. (Semester 2 Course: N633 Knowledge Development)

PLO 1 (Ethical Considerations):

- Semester 2: Interactive class discussions were incorporated into the course on ethical issues. Students now evaluate research articles and determine which elements are consistent with the ANA Code of Ethics (Semester 2 Course: N633 Knowledge Development and Evidence-Informed Quality Improvement)
- Semester 6: Students will write a reflection paper in the N676 Health Policy, Ethics, and Advocacy course describing their project as it relates to Jesuit values and the American Nurses Association Ethical Standards. They will address the following questions - How are they visible in your project? What are the Ethical Considerations?

PLO 4 (Outcome Measures):

- Semester 4: Students will develop outcome measures for the project intervention that require ongoing refinement and discussion. The Project charter assignment with outcome measures and measurement strategy will be moved to Semester 4 in course N641, from Semester 5. This allows

adequate time for students to develop the measures and time for faculty to provide needed guidance before the Semester 6 course, N641 Quality, Improvement and Patient Safety in the Microsystem.

Appendix A

HESI Specialty Exam Results and Score Reference Table

Program	HESI Specialty Exam	Term	Exam Date	Mean HESI Score	National Comparison Overall Mean Score for All RN Programs
ME-MSN Program, Orange County Campus	HESI Specialty Exam: Fundamentals	Fall 2020	12/8/20	715	840
ME-MSN Program, Orange County Campus	HESI Specialty Exam: Fundamentals	Spring 2021	5/18/21	934	840
ME-MSN Program, Orange County Campus	The Fundamentals class is not offered in the summer semester at the USF Orange County campus	Summer 2021			
ME-MSN Program, Orange County Campus	<p>HESI Specialty Exam: Exit HESI</p> <p>The Exit HESI Exam is taken in the Integration and Evaluation of the Clinical Leadership Role (NURS 645) course. This course is only offered in the Spring and Summer semesters.</p>	Fall 2020			

ME-MSN Program, Orange County Campus	HESI Specialty Exam: Exit HESI	Spring 2021	2/24/21	922	856
ME-MSN Program, Orange County Campus	HESI Specialty Exam: Exit HESI	Summer 2021	6/22/21	873	856
ME-MSN Program, Hilltop Campus	HESI Specialty Exam: Fundamentals The Fundamentals course (NURS 624) is not offered in the Fall semester at the Hilltop campus.	Fall 2020			
ME-MSN Program, Hilltop Campus	HESI Specialty Exam: Fundamentals	Spring 2021	5/3/21	831	840
ME-MSN Program, Hilltop Campus	HESI Specialty Exam: Fundamentals	Summer 2021	8/9/21	896	842
ME-MSN Program, Hilltop Campus	HESI Specialty Exam: Exit HESI	Fall 2020	10/2/20	906	856
ME-MSN Program, Hilltop Campus	HESI Specialty Exam: Exit HESI	Fall 2020	9/18/20	978	856
ME-MSN Program, Hilltop Campus	HESI Specialty Exam: Exit HESI The Integration and Evaluation of the Clinical Leadership	Spring 2021			

	Role (NURS 645) is not offered in the Spring semester at the Hilltop campus.				
ME-MSN Program, Hilltop Campus	HESI Specialty Exam: Exit HESI	Summer 2021	6/25/21	946	856

HESI SPECIALTY EXAM SCORES PRESENTED BY SCORING INTERVAL			
HESI Scoring Interval	Performance Level	# of Students	% of Students
> or = 950	★ Recommended Performance	2	7%
900 - 949		1	4%
850 - 899	✚ Acceptable Performance	0	0%
800 - 849	✚ Below Acceptable Performance	4	15%
750 - 799		4	15%
700 - 749	! Needs Further Preparation	5	19%
650 - 699		1	4%
< or = 649		10	37%

Appendix B

MSN January 2021 End of Program Student Assessment Rubric

Definition: SQUIRE 2.0 guidelines applied to empirical studies on development and testing of quality improvement interventions			Work Product	Comments	Exceeds =3	Meets = 2	Does not meet = 1
MSN Program Learning Outcome(PLO) #1	MSN Program Learning Outcome #2	MSN Program Learning Outcome #4	CNL Final Project Characteristic		Concisely and clearly responds to required element; reflective thought and insight	Clearly and sufficiently satisfies basic requirements	Does not address required element; explanation is not understandable
Section 1 : Title and Abstract							
PLO #1 Clinical leadership for patient- care practices and delivery, including design, coordination, and evaluation of care for individuals, families, groups, and populations			Abstract includes the following elements: Problem Context Interventions Measures Results Conclusions	Address each heading in the abstract In conclusion, what are the implications for practice based on this project	Address each heading in the abstract In conclusion, what are the implications for practice based on this project	Addresses each element. Does not clearly define each element. Conclusion not completely supported by elements	Missing 1 or more element. Conclusion not supported by elements
Section II: Introduction							
PLO #1 Clinical leadership for patient- care practices and delivery, including design, coordination, and evaluation of care for individuals, families, groups, and populations	PLO #2 Participation in identification and collection of healthcare outcomes	PLO #4 Risk anticipation for individuals and cohorts of patients					
			Introduction (Why this improvement topic; impact for patients, system; link to organizational priorities)	Overview of the topic	Shows clear impact on pts or process related to organizational goals.	Improvement impact good, not clearly associated with organizational goals	Impact on pts not clear and organization goals not identified
			Problem description (Describe the setting; summarize current knowledge about the problem as it relates to the setting: metrics that matter, benchmark data, baseline data and current performance)	What is the quality gap .	Quality gap identified and based on 5 Ps assessment. Provides a brief, summary of current knowledge of the care problem being addressed, and characteristics of organizations in which it occurs	Gap identified but not clearly identified with 5P assessment	5 P assessment not complete and does not support quality gap. Quality gap not clearly identified
			Available knowledge (PICOT question; synthesis of exiting literature and evaluation table)	This section has 5 parts 1. PICOT question 2.Search Strategy 3.Synthesis of your evidence. 4.Level and quality of your evidence- strong or weak? 5.How will it guide project	All 5 parts of this section clearly identified	All parts mentioned but depth of discussion is not specific to the work site or area.	One or more of 5 parts is missing

			Rationale (conceptual framework or theory used to guide the project)	1.Describe theory 2.Describe how it will guide your project	Clear description of framework and applied to intervention	Description of framework present but applicability to intervention not clear.	Framework used is missing or not applicable to intervention
			Specific project aim	Specific Project aim	Describes the specific aim (changes/improvements in care processes and patient outcomes) of the proposed intervention. Specifies who (champions, supporters) and what (events, observations) triggered the decision to make changes, and why now (timing)	Aim clear but missing champions or the importance of why this change needs to occur now.	Aim too general or missing. The importance of why the change should occur is missing

Section III: Methods

PLO #1 Clinical leadership for patient-care practices and delivery, including design, coordination, and evaluation of care for individuals, families, groups, and populations	PLO #2 Participation in identification and collection of healthcare outcomes	PLO #4 Risk anticipation for individuals and cohorts of patients					
			Context Microsystem assessment, IHI culture assessment, SWOT analysis, ROI plan, communication plan	1.Summary of key findings from 5 P's microsystem assessment 2.Brief description of one or more tools for improvement such as: SWOT analysis, fishbone, PDSA (as examples) 3.Summary of financial analysis of return on investment (ROI); cost-benefit analysis, cost avoidance (as	Clearly identifies all 3 elements.	The 3 elements are not clear or not specific to project	Missing elements
			Intervention: Description of changes to test		Describes the intervention and its component parts in sufficient detail that others could reproduce it	Describes the intervention, but a few details missing for replication. Strikethrough	Many elements of the intervention missing, so that it may not be replicated.

			Measures Family of measures	1. Describe the measurement strategy 2. Briefly list PDSA cycles and how they were used to implement and test the intervention (s)	(a) Outlines plans for assessing how well the intervention was implemented; b) Describes mechanisms by which intervention components were expected to cause changes, and plans for testing whether those mechanisms were effective; (c) Identifies the study design (for example, observational) chosen for measuring impact of the intervention on primary outcome.	(a) Outlines plans to assess intervention; (b) missing a few mechanisms by which intervention components are expected to cause change; (c) clearly identifies the study design	Plans to assess intervention are not clearly described; the mechanisms which are expected to cause change are not clearly identified; study design not identified
			Ethical considerations	1. Provide a reflection of the project as it relates to the Jesuit values and the American Nurses Association Ethical Standards. 2. Include QI wording: This project has been approved as a quality improvement project by faculty using QI review guidelines and does not require IRB approval.	Ethical issues addressed, clearly identified with Jesuit values and/or ANA Standards; QI wording included.	Ethical issues addressed, but not clearly identified with Jesuit values or ANA standards	Missing ethical consideration or QI wording that project does not require IRB approval.

Section VII: Appendices

PLO #1 Clinical leadership for patient-care practices and delivery, including design, coordination, and evaluation of care for individuals, families, groups, and populations	PLO #2 Participation in identification and collection of healthcare outcomes				<p>All relevant appendices include: IRB Non-research determination form (required); Literature Review and/or Evaluation Table*; Project Charter* (Aim, Background, Measures, Driver Diagram, Sponsors, Team, Measurement Strategy, & Timeline); At least one QI Tool: Process map, SWOT analysis, Run chart; Cost benefit Analysis or Budget; All relevant materials for implementation and evaluation (data forms, surveys, teaching aids, PPTs, etc. (required) * Applicable to Kaiser cohorts only until ME-MSN and RN-MSN approved curriculum patterns and individual N653 & N670 courses are finalized (N 670 in Summer 2021 for RN-MSN & N 670 in Summer 2023 for ME-MSN)</p>	All relevant appendices included Literature review lacking minor detail; QI tool included with minor details missing	One or more appendices missing
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