



# Data Driven Decisions & Why It Matters

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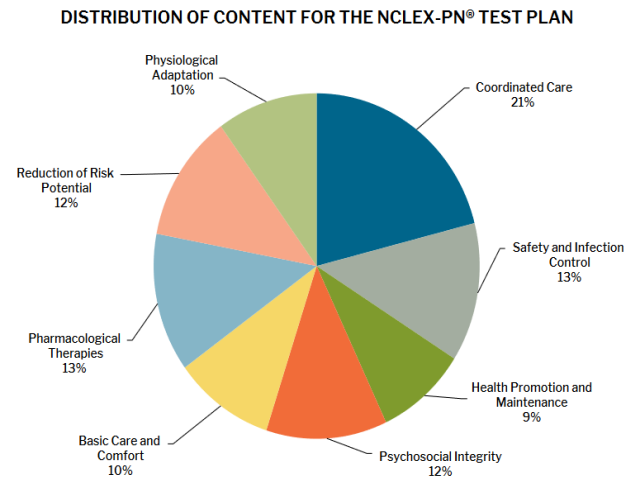
## Learning Objectives:

- 1) Describe data points that are used to drive program outcomes.
- 2) Identify various methods within a nursing program to trend data.
- 3) Verbalize the importance of program data.

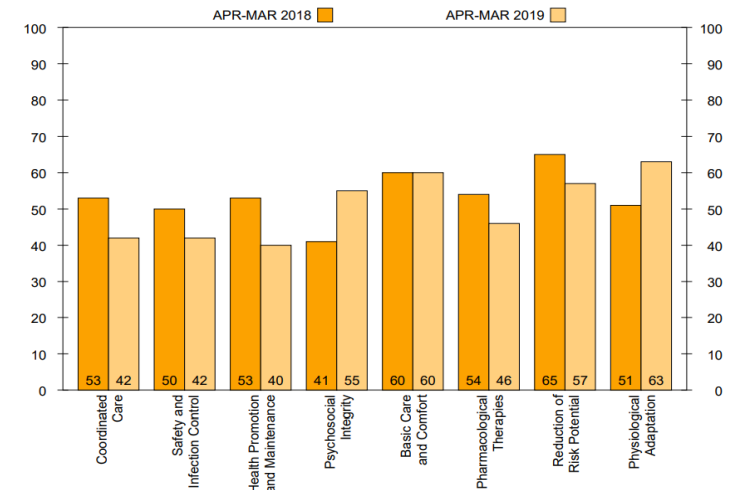
# Data Points to Drive Program Outcomes

- Course Exam Data
- Exit Exam Data
- Mountain Measurement Data (NCSBN)
- NCLEX Data

Subject Area	Sub-Specialty			
	HESI Score	Deviation From Acceptable	Deviation From Recommended	Number of Questions Answered Correctly
<b>Fundamentals</b>				
(1) Basic Nursing Skills	669	-181	-231	(2 out of 5)
<b>Maternity</b>				
(2) Antepartum	1118	268	218	(1 out of 1)
<b>Professional Issues</b>				
(3) Documentation	1252	402	352	(2 out of 2)
(4) Nursing Process	1307	457	407	(1 out of 1)
<b>Psychiatric/Mental Hlth</b>				
(5) Abuse	0	-850	-900	(0 out of 1)
<b>Clinical Concepts: Med-Surg/Pedi/Geri</b>				
(6) Cardiovascular	704	-146	-196	(6 out of 10)
(7) Endocrine	554	-296	-346	(2 out of 4)
(8) GI/Hepatic	865	15	-35	(5 out of 7)
(9) Gwth & Devlp	0	-850	-900	(0 out of 1)
(10) Immune/Hematology	1072	222	172	(3 out of 4)
(11) Integumentary	783	-67	-117	(5 out of 7)
(12) Musculoskeletal	815	-35	-85	(3 out of 6)
(13) Neurological	1041	191	141	(9 out of 11)
(14) Oncology	1123	273	223	(2 out of 3)
(15) Physical Assessment	1005	155	105	(33 out of 44)
(16) Renal	1304	454	404	(3 out of 3)
(17) Respiratory	1133	283	233	(6 out of 7)
(18) Reproductive	1417	567	517	(3 out of 3)
(19) Sensory	1457	607	557	(3 out of 3)
(20) Trauma/Emergency	0	-850	-900	(0 out of 1)



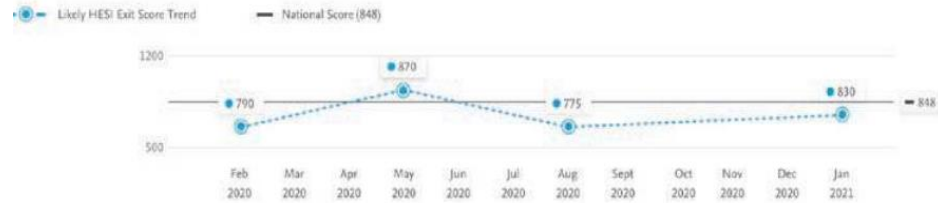
**CLIENT NEEDS**  
Percentile Ranks of Your Graduates Compared to National Population of Graduates



# Trending Data

- Overall Course Performance
- Curriculum Gaps (Course Mapping)
- DEC's
- Dashboards

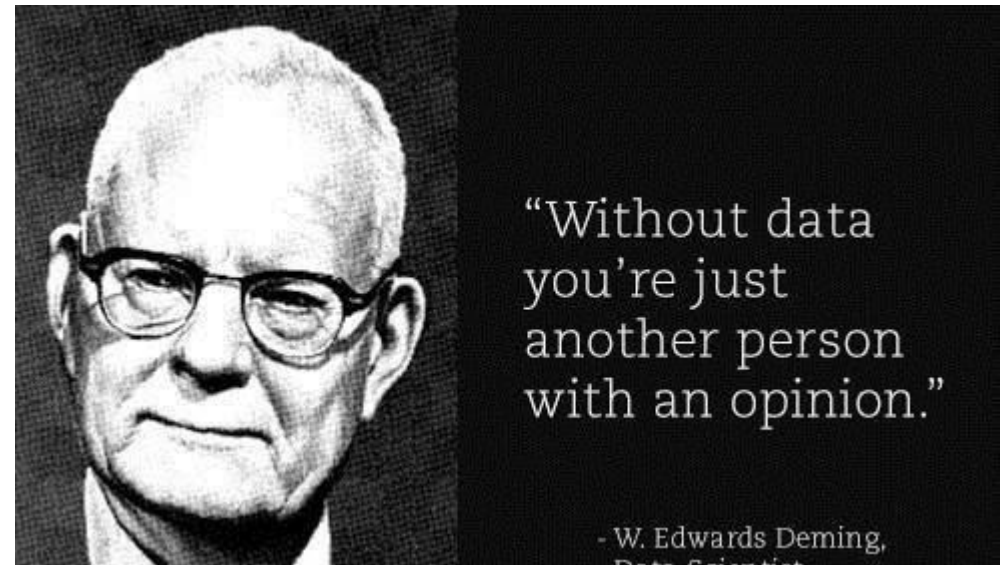
Step 1	Review Standards and Guidelines
Help your team develop a detailed working knowledge of all relevant nursing accreditation standards and national guidelines.	
Step 1 Process Check	Does our program meet all of the appropriate standards and guidelines identified by professional associations and governing bodies?
Step 2	
Identify End-of-Program Outcomes	
Map all relevant standards and guidelines into clearly stated end-of-program student learning outcomes; what do you want students to know and be able to do at the end of the program?	
Step 2 Process Check	Have we identified exactly what we want our student to know and be able to do at the end of the program?
Step 3	
Identify End-of-Course Outcomes	
Organize your end-of-program student learning outcomes into end-of-course student learning outcomes, which provide necessary sequence, coverage, and depth.	
Step 3 Process Check	Taken together, do our end-of-course student learning outcomes provide excellent coverage of our end-of-program student learning outcomes?
Step 4	
Create Course Maps	
Now that you know exactly what learning outcomes you want for students for both the program and individual courses, and you know that these outcomes are aligned with national standards, collaborate with stakeholders to develop course maps. Course maps identify the specific learning objectives for the units that make up the course.	
Step 4 Process Check	Have we "drilled down" from our course outcomes to identify exactly what students need to learn week-by-week or unit-by-unit in the course? These are the component pieces of the more general course outcomes.
Step 5	
Define Course Assessment Strategies	
There are many ways to determine if students know and can do what you have in the course outcomes. Provide formative (ongoing feedback) and summative assessments for both performance (What should students be able to DO?) and knowledge (What should students KNOW?) as appropriate.	
Step 5 Process Check	Do both students and instructors know how achievement of learning outcomes will be measured and grades determined?
Step 6	
Stakeholder Analysis of Course Maps	
After building course maps, you have enough detail to get your work out to as many stakeholders as possible for review. Give them a review guide that prompts them to give feedback on course strengths, limitations, gaps, redundancies, and so on.	
Step 6 Process Check	Have we had our work to date looked at by others not involved in the process? Have we acknowledged that it is good to have "other eyes" review our work?
Step 7	
Develop Instructional Activities	
Collaborate to develop and share the highest quality instructional activities possible. Integrate available technology and other resources. Don't leave instructors to invent and develop too much on their own.	
Step 7 Process Check	What are the best ways we know of to teach the objective in our course map? Are we providing instructors (especially the newest) the instructional support they need?
Step 8	
Evaluate After Using Course Maps	
After the course map has been used, bring all instructors together to discuss and improve your work.	
Step 8 Process Check	Have we provided a structured way for on-the-ground instructors to discuss and give suggestions to improve the course?
Step 9	
Repeat Steps 1 through 8 as Necessary	
Follow the process! Whether for a whole program, a sequence of courses, or an individual course, keep the process alive and working so all stakeholders maintain confidence in the product.	
Step 9 Process Check	Are we seeing the curriculum mapping process as an ongoing way of maintaining quality and excellence, rather than a one-time task?



Fundamentals	2/13/2020 – 2/18/2020	770	-80	140	85
Management	5/5/2020 – 5/8/2020	865	+15	140	26
Medical/Surgical	5/20/2020 – 5/25/2020	870	+20	140	22
Maternity	8/11/2020 – 8/13/2020	750	-100	140	78
Pediatrics VI	1/12/2021 – 1/14/2021	892	+42	140	27

# Importance of Data

- Improve program outcomes
- Advance nursing education
- Improve quality outcomes
- Improve patient outcomes



Questions?



# References:

- Data is important and you must confirm what the data actually says. The W. Edwards Deming Institute. (n.d.). <https://deming.org/data-is-important-and-you-must-confirm-what-the-data-actually-says/>
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