Recasting Assessment to Transform Learning: An Integrated Approach

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Program Objectives:

• Describe the process of developing a meaningful comprehensive assessment plan connecting best practice, curriculum and student outcomes.

• Discuss how the development of high impact practices lead to the development of meaningful assessment of student leaning.
Assessment:

◆ Assessment all by itself is an insufficient condition for powerful learning and improvement .... more and better evidence of student learning is important (AAC&U, 2007)

◆ Knowing what to make of the evidence, and how to act on it, means getting down to core questions about the educational experience and goals of learning (AAC&U, 2007)

◆ Cultures of evidence will not automatically lead to educational improvement, if what counts as evidence does not count as education (AAC&U, 2007)
Assessment is the process which guides courses, academic programs, and support programs toward improvement by continually asking

✓ How will you know you are successful?
✓ How successful were you?
Student Learning Outcomes (SLOs) Assessment & Institutional Learning Objectives

- ILO and GEGOs
- Program Objectives/Goals
- Program Outcomes
- Student Learning Outcomes
- Course Learning Outcomes

Assessment Methods/Tools/Performance Criteria
SLO’s

*Instructional objectives*: describe what instructors do and the content of material presented during classroom instruction

*NOW*

*Student learning outcomes*: describe what students can do as a result of their educational experiences.
http://ilearntechnology.com
Kelly Tenkely 2010
ASSESSMENT CYCLE

Stakeholders:
- Community
- Students
- Graduates
- Parents
- Prospective Students

SON Leadership Shared Governance Faculty

Widener University:
- Leadership
- Board of Trustees
- Shared Governance

Advisory Board Employers

SON Leadership Shared Governance Faculty:
- Assessment Plan
- Measures
- Data Collection
- Data Analysis
- Implementation
- Best Practice

Regulatory Bodies:
- Board of Nursing
- Department of Education (DOE)
- Accreditation Standards

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ASSESSMENT PLAN:

• Assessment plan aligned to academic institution’s mission, vision & goals
• Leads to developing the process and expected outcomes that inform decisions
• Identify outcomes and align with the GEGOs and ILOs
Making Linkages

**MISSION** = Values and principles that guide the curriculum

**GOALS** = Broad categories of abilities

**LEARNING OBJECTIVES** = Intended outcomes

**LEARNING OUTCOMES** = Actual outcomes (evidence of objectives met)
MEASURES:

• Develop a structured assessment plan by developing meaningful assessment along the curriculum
• Align to accreditation & regulatory standards
• Align expected outcomes to course objectives and methods of evaluation
Curriculum Map

Create using various sources of information.

Based on three different types of information:

1) Evidence the course addresses a program-level learning outcome,
2) Presence of assignments that evaluate a learning outcome, and
3) Level of skill expected of students on a given learning outcome.
DATA COLLECTION:

- Inform and improve practices that impact student learning and program success

NCLEX pass rate, alumni survey, preceptor satisfaction survey, end of program evaluation, employer survey, course evaluation, and faculty satisfaction survey, & student learning outcomes
DATA ANALYSIS:

- Pass rates on licensing exams
- Return rates on surveys
- Standardize test scores
- Graduation rate
- Satisfactions scores
- Employment rate
- Student learning outcomes

ACTUAL OUTCOMES

Associations to:

- General Education Goals and Objectives (GEGOs)
- Institutional Learning Objectives (ILOs)
IMPLEMENTATION:

INTERPRET & REPORT THE DATA

assessments

levels

feedback

transparency

quantifiers

descriptors

reporting

challenge

alignment

judgments

tasks

teaching

weighting

certification

achievement

credit

balance

teaching

principles

manageability

outcomes

decisions

explicitness

quality

fairness

learning

grades

reliability

equity

descriptors

feedback

transparency

quantifiers

levels
Assessment: Linking Best Practices to Outcomes

CURRICULUM AND STUDENT OUTCOMES: CONNECT TO BEST PRACTICES

Implement the Changes
Graduation Rate:
80% of students who start the BSN program (calculated based upon entry into the upper division courses) will graduate in less than or equal to 5 years.

Therapeutic Nursing Intervention:
90% of students will earn a C or better in senior year clinical courses.

Employer Satisfaction:
Mean of greater than or equal to a 4.0 on a scale of 5 on at least 90% of items on the employer satisfaction survey.

Employment Rates:
90% of graduates who respond to the alumni survey will report employment in nursing.

Critical Thinking:
80% or greater of graduating senior nursing students who achieve a mean of 850 or better on the final Comprehensive HESI predictor examination.
END OF YEAR OUTCOME MEASURES: Communication

- **100% of students earn a passing grade for the communication objective for each of the final clinical evaluations in senior year**
- **90% of students will earn a C or better in written, oral and/or instructional media presentation**
The Essentials of Baccalaureate Education

- Curriculum Development
- BSN Student Outcomes
- Leveled Objectives
- Course Objectives

Program Evaluation

Course Evaluation

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BSN Outcome Mapping

◆ AACN Essential IV:
  ◆ Interprofessional communication and collaboration for improving patient health outcomes

◆ Institutional Learning Objective
  ◆ Students will be able to think critically and communicate effectively

◆ BSN Student Outcome
  ◆ Use effective communication techniques to produce positive interprofessional and intraprofessional working relationships
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Objective</th>
<th>Introduced, Reinforced or Emphasized</th>
<th>Course level evaluation</th>
<th>Program level evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 125 Introduction to Nursing</td>
<td>Demonstrate an awareness of effective communication skills as an essential component of nursing.</td>
<td>Introduced</td>
<td>PowerPoint presentation of Service Learning Activity</td>
<td>80% of students will achieve a C or better on the service learning presentation</td>
</tr>
<tr>
<td>NURS 261 Health Assessment</td>
<td>Communicate health assessment findings clearly, concisely and accurately</td>
<td>Reinforced</td>
<td>Health history and interview paper</td>
<td>80% of students will achieve a C or better on the health history and interview paper</td>
</tr>
<tr>
<td>NURS 332 Evidence- Based Nursing Practice</td>
<td>Discuss strategies to implement evidence-based findings in different health care organizations.</td>
<td>Reinforced</td>
<td>Poster presentation</td>
<td>80% of students will achieve a C or better on the EBP poster presentation</td>
</tr>
<tr>
<td>NURS 445 Nursing Leadership</td>
<td>Manage care in partnership with clients/patients/families through coordination, collaboration, prioritization, and delegation.</td>
<td>Emphasized</td>
<td>Leadership project</td>
<td>Survey of preceptors and students in the leadership clinical assessing interprofessional and intraprofessional communication.</td>
</tr>
</tbody>
</table>
Each and every step you take must move you toward your goal.
ASSESSMENT: LINKING OUTCOMES TO IMPACT
Implementation & Impact

Faculty engagement

• Collaborative, team effort
• Reflected in content taught
• Reflected in content assessed
Illustration: Progression of Concepts

- AACN Essential #1: *Liberal education for baccalaureate generalist nursing practice*

- WUSON BSN Learning Outcome
  - Synthesize theoretical concepts & constructs from the humanities, social sciences, mathematical, natural, & physical sciences into nursing practice
Illustration: Leveled Objectives

- **Freshman:** Demonstrate beginning understanding
- **Sophomore:** Apply theoretical concepts/constructs
- **Junior:** Apply into Nursing Practice
- **Senior:** Synthesize into Nursing Practice

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Identify Best Practices

• Students apply, synthesize content
  • Via coaching, cultural competence/diversity, clinical experiences, technology/simulation, service-learning, exams/testing

• Reflected in, informed by feedback
  • NCLEX pass rates, alumni surveys, input from other communities of interest and student learning outcomes
Drivers and Influencers: Stakeholders/Community of Interest

- Leadership
- Governance structure
- Accreditation, CCNE
- Regulatory bodies, DOE
- Advisory board
- Community of interest: employers, faculty, students, graduates, parents, and prospective students
CLOSING THE LOOP:

- **FEEDBACK TO INFORM PROGRAM SUCCESS**
- Data impact decision-making and inform curricular changes
- Linked to accreditation standards and aligns with academic institution’s and program’s mission, goals, and program outcomes
Questions to Ask?

🔹 Are the learning outcomes addressed in a logical order that allows students to progress from novice to greater levels of expertise?

🔹 Do all required courses contribute to one or more program-level student learning outcomes?
Questions to Ask?

✧ What were you trying to accomplish by using assessment in your department?

✧ What assessment methods did you use? Why did you select these?

✧ How will it affect what you do with your department’s courses and/or with program requirements?
Resources:

Assessment/Mapping:

✓ http://manoa.hawaii.edu/assessment/howto/mapping.htm
✓ http://uwf.edu/cutla/curriculum_maps.cfm
✓ http://uwf.edu/cutla/writingslo.cfm

Blooms:

✓ http://uwf.edu/cutla/SLO/ActionWords.pdf
✓ http://online.fiu.edu/faculty/resources/bloomstaxonomy