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.

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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)

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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?

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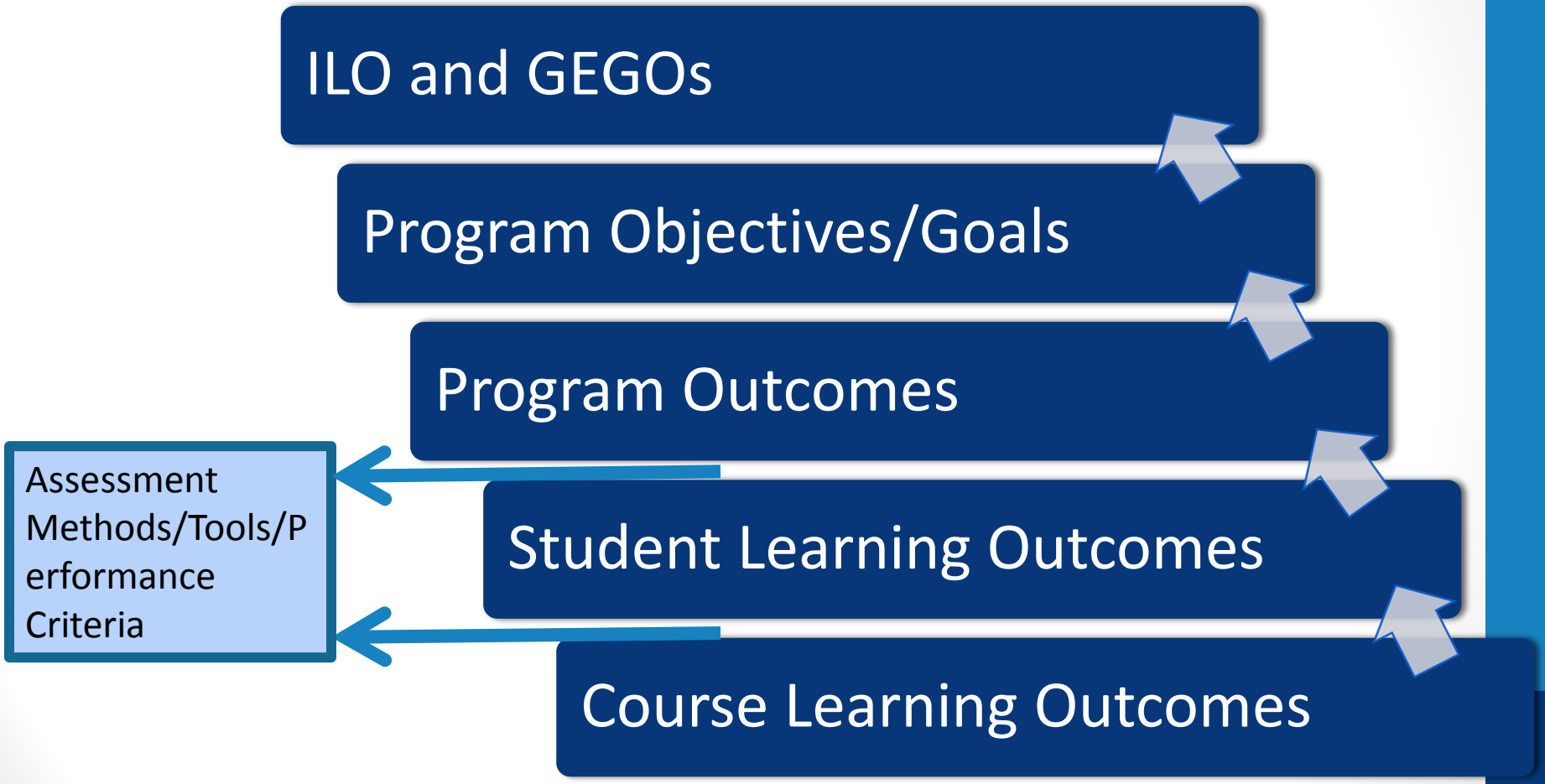
Student Learning Outcomes (SLOs) Assessment & Institutional Learning Objectives



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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.

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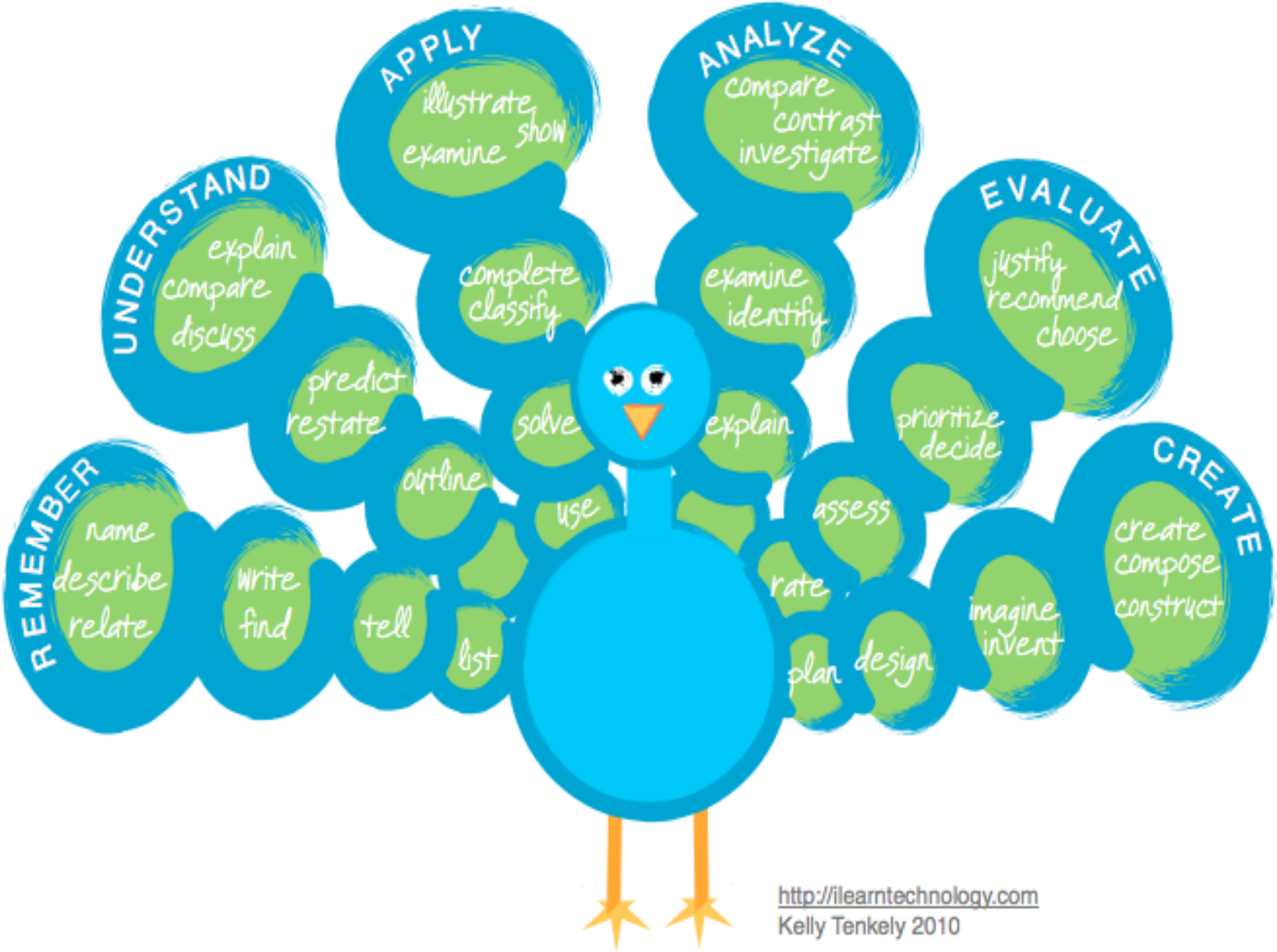
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Kelly Tenkely 2010

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ASSESSMENT: REFOCUSING AND REALIGNING OUTCOMES

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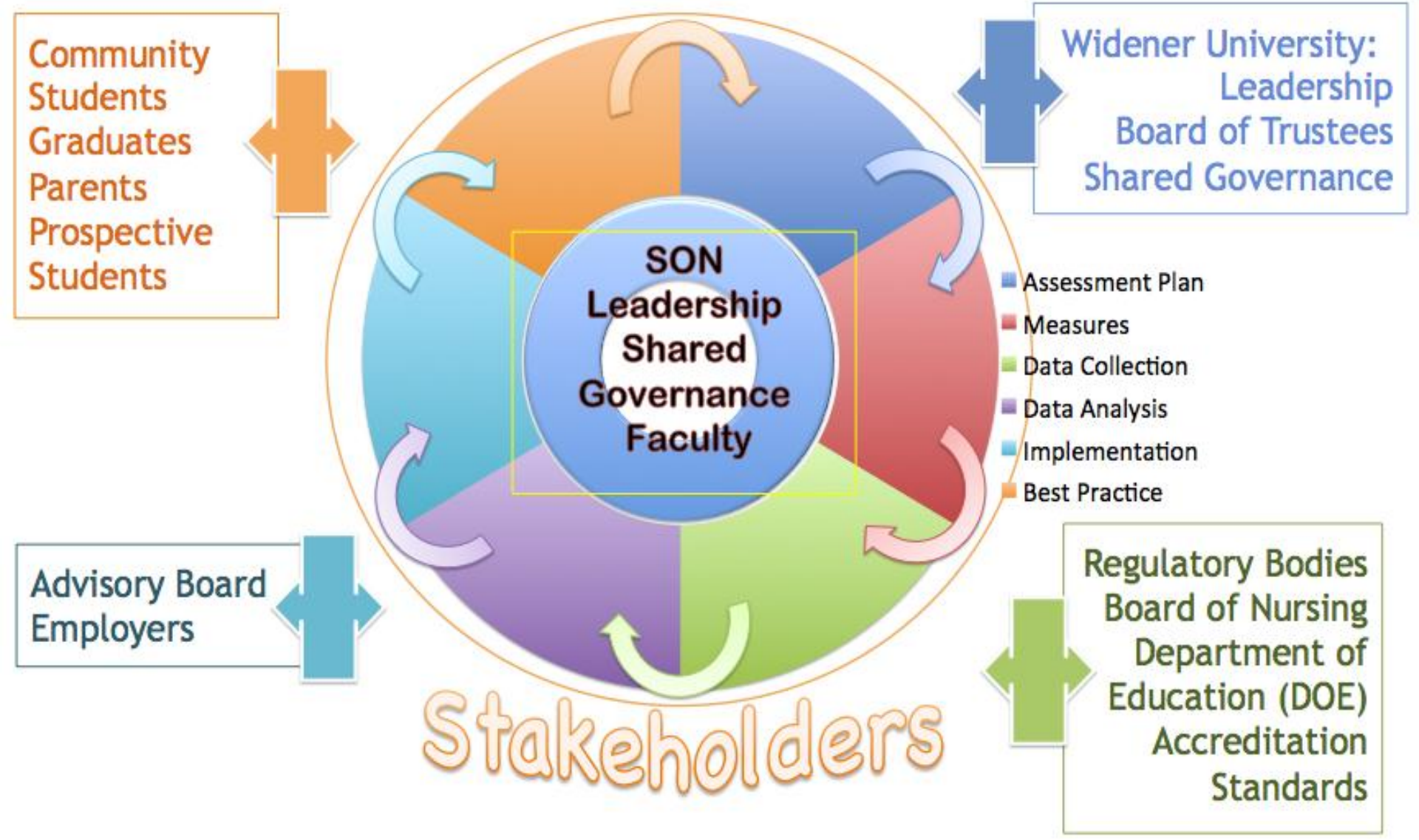
ASSESSMENT CYCLE



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ASSESSMENT PLAN:

INSTITUTION'S MISSION, STRATEGIC PLAN, GOALS, OBJECTIVES/OUTCOMES

- 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

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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)

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MEASURES:

DEVELOP ASSESSMENT PLAN: INCLUDING GOALS, OBJECTIVES/OUTCOMES, TARGETS AND 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

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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.

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DATA COLLECTION:

COLLECT THE DATA AND GATHER BEST PRACTICE INITIATIVES

- 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

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DATA ANALYSIS:

ACTUAL OUTCOMES

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

Associations to:

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

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IMPLEMENTATION:

INTERPRET & REPORT THE DATA

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Assessment: Linking Best Practices to Outcomes

Implement the Changes

CURRICULUM AND STUDENT OUTCOMES: CONNECT TO BEST PRACTICES

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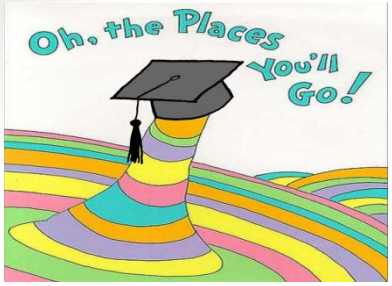
END OF YEAR OUTCOME MEASURES



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.

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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*

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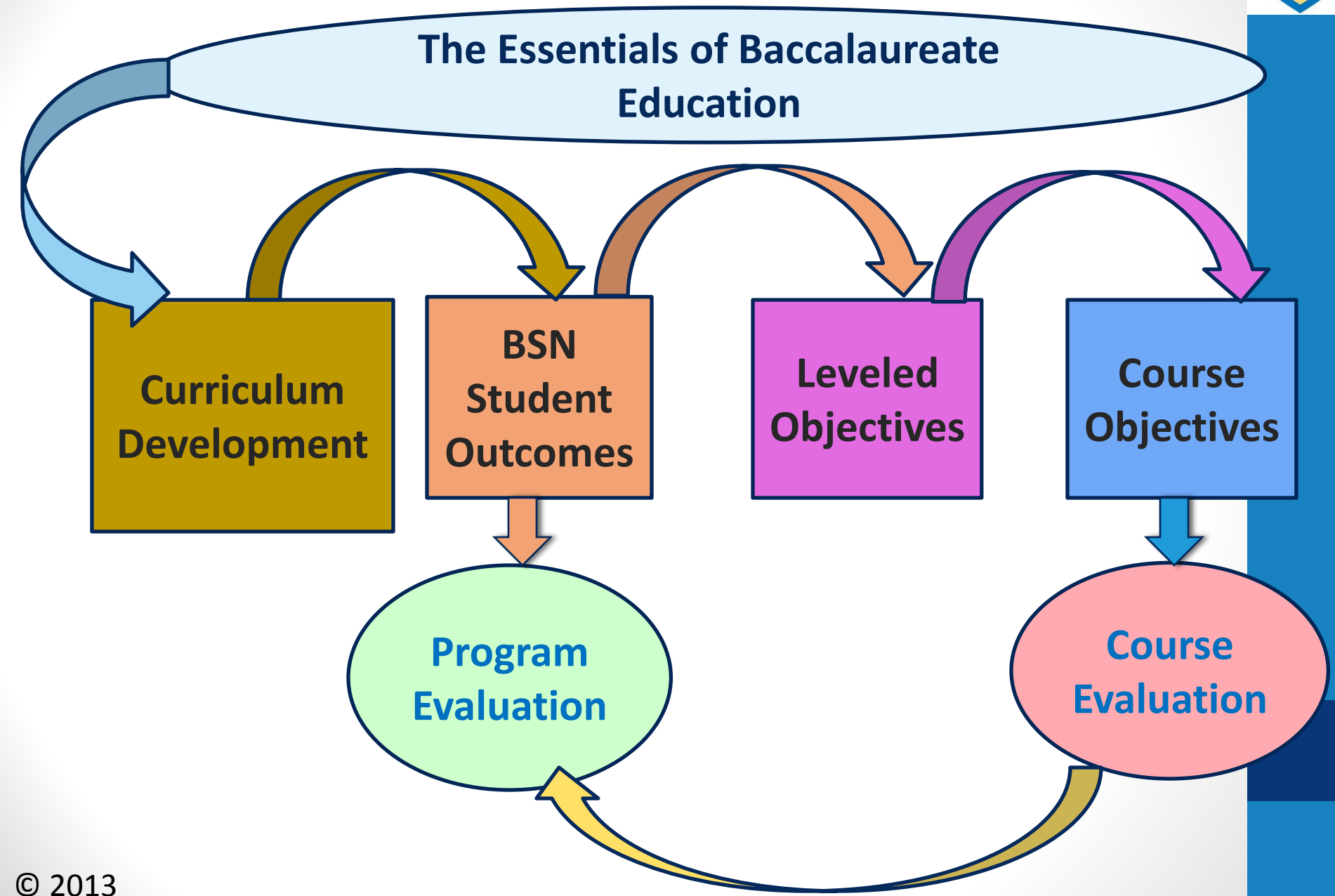
The Essentials of Baccalaureate Education
Curriculum Development
BSN Student Outcomes
Leveled Objectives
Course Objectives
Program Evaluation
Course Evaluation

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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

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CURRICULUM MAPPING

Course Title	Course Objective	Introduced, Reinforced or emphasized	Course level evaluation	Program level evaluation
NURS 125 Introduction to Nursing	Demonstrate an awareness of effective communication skills as an essential component of nursing.	Introduced	PowerPoint presentation of Service Learning Activity	80% of students will achieve a C or better on the service learning presentation
NURS 261 Health Assessment	Communicate health assessment findings clearly, concisely and accurately	Reinforced	Health history and interview paper	80% of students will achieve a C or better on the health history and interview paper
NURS 332 Evidence- Based Nursing Practice	Discuss strategies to implement evidence-based findings in different health care organizations.	Reinforced	Poster presentation	80% of students will achieve a C or better on the EBP poster presentation
NURS 445 Nursing Leadership	Manage care in partnership with clients/patients/families through coordination, collaboration, prioritization, and delegation.	Emphasized	Leadership project	Survey of preceptors and students in the leadership clinical assessing interprofessional and intraprofessional communication.

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Each and every
STEP
you take
MUST
MOVE
you toward
your
GOAL.

ASSESSMENT: LINKING OUTCOMES TO IMPACT

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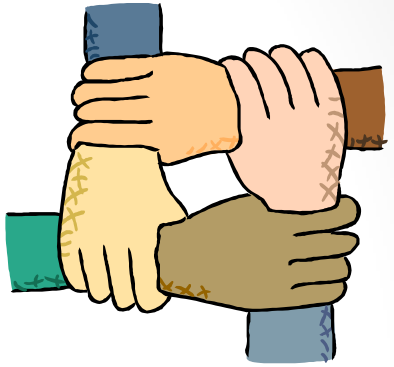
Implementation & Impact

Faculty engagement



- Collaborative, team effort
- Reflected in content taught
- Reflected in content assessed

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Illustration: Progression of Concepts

- AACN Essential #I: *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*

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Illustration: Leveled Objectives

Senior:
Synthesize into
Nursing Practice

Junior:
Apply into
Nursing Practice

Sophomore:
Apply theoretical concepts/constructs

Freshman:
Demonstrate beginning understanding

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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

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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

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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

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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?

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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?

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Q&A

Resources:

Assessment/Mapping:

- ✓ http://www.wwu.edu/depts/vpue/assessment/documents/prog_handbook.pdf
- ✓ 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

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