Evaluating Student Success After a Change in the Teaching/Learning Environment

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Disclosure Statement:
No conflict of interest or commercial support
Purpose

To demonstrate a process of development, preparation and support in creating and facilitating student-centered learning options in a pre-licensure program.
Objectives

• Describe the background and need for specific faculty development
• Evaluate effective teaching/learning environments
• Describe a process of faculty development around improved outcomes
• Develop strategies to improve education environment of students
• Develop strategies that support faculty workload in teaching environments
DEVELOPMENT PROGRAM

STEPS TO IMPLEMENTATION
Background

- Transformational Education
- Situated Learning
- Paradigm Shift
- Novice Educators
Challenges

PREP

TIME

CONTENT

APPLICATION

LEARNER READINESS
Process

• Develop a philosophy of the teaching/learning culture
• Develop a process of implementation
• Prescribe a timetable of implementation along with deliverables
• Develop a process to reinforce the program after implementation
Opportunities

- Culture Shift
- Learner-Centered Strategies
- Faculty Confidence
- Student Success
Development Process

1. Preparation reading
2. Face-to-face workshop
3. Train the Trainer
4. Follow up/next steps

Purpose

1. Prepare the participant
2. Experience the strategies
3. Create sustainability
4. Sustain culture
PROGRAM EVALUATION

DATA
Self-Efficacy Survey

- Much stronger than before
- Stronger than before
- Same as before

<table>
<thead>
<tr>
<th>Activity</th>
<th>Much stronger than before</th>
<th>Stronger than before</th>
<th>Same as before</th>
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<tbody>
<tr>
<td>Find Course Materials</td>
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<td>Active Learning</td>
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<td>Analyze Materials</td>
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<td>Reflect on Materials</td>
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Grade Distribution-Fundamentals Nursing Course (A-C)

- **PRE-PILOT**: 78.62%
- **SUMMER 2012**: 92%
- **FALL 2012**: 100%
- **SPRING 2013**: 100%
- **SUMMER 2013**: 100%
Conclusion

• Programs need to encourage innovative methodologies
• Faculty need support, encouragement and specific steps to make changes to courses
• Changes in teaching learning strategies are not just academic but necessary to prepare adaptive practitioners to meet current healthcare demands
References

