Title:
Standard VI: Lessons Learned and Future Directions

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Session Title:
Mission Possible: ACEN 2017 Standards, Challenges, Strategies, and Future Direction for an Online RN-BSN Curriculum

Slot:
D 05: Sunday, 29 October 2017: 2:45 PM-4:00 PM  
Scheduled Time:
3:25 PM

Keywords:
ACEN 2017 Standards, Program Evaluation of Outcome Measures and RN-BSN Curriculum

References:


Abstract Summary:
The purpose of this presentation is to describe strategies that work in assessing program and student learning outcomes as a measure of academic quality from a
diverse curricular perspective. Participants in this presentation will learn about the various methods of evaluation in the RN-BSN online program at Clarion University.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the strategies of assessing a RN-BSN online program</td>
<td>Provide an overview of the program evaluation that was developed to meet the 2017 AACN standards; identify what has worked and what is not working within the curriculum.</td>
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<td>Summarize the steps needed for program evaluation for standard VI</td>
<td>Summarize the steps that were taken to educate faculty on the standards and process for evaluation.</td>
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<td>Composes examples that constructs the value of program evaluation for online RN to BSN programs</td>
<td>Develops the process to improve program and student learning outcomes and describes the future plans of curriculum development based on findings.</td>
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Abstract Text:

The purpose of this presentation is to describe strategies that work in assessing end of program and student learning outcomes as a measure of academic quality from a diverse curricular perspective (Horne & Sandmann, 2012; McEwen, Pullis, White, & Krawtz, 2013; Russell, 2015). Assessment of student achievement and academic quality continues to be the primary foci of the American Association of Colleges of Nursing (AACN) (2015). Faculty who use a systemic approach to program evaluation increases the probability that evaluation activities will lead to program improvement (Richardson, 2015). Historically, the evaluation process at Clarion University fell short during the accreditation process as program outcomes and student learning outcomes were difficult to evaluate. As the curriculum advanced to an evidence-based practice model, measurements in the form of qualitative reflection journals were used and further revision resulted in measurements of student's application of knowledge.

End of Program outcomes include evaluation findings from student and employer surveys. These outcomes are not used in isolation as student learning outcomes and employer satisfaction measures are obtained to measure the program's ability to meet employer's expectations. Student-focused evaluation topics include affective outcomes relative to research and theory in evidence-based practice, health promotion, leadership, clinical thinking skills, communication, and professionalism in nursing practice. Faculty-focused evaluation topics included course redesign and determining what data is important to collect and to streamline the amount of data collected. Participants in this presentation will learn about the various methods of evaluation in the RN-BSN online program at Clarion University. Continuous efforts to align course, program, and student learning outcomes will enhance assessment activities contributing
to evidence-based improvement in teaching and learning. Nurse educators continue to be challenged to determine which student outcomes are most appropriate to assess, as well as how best to assess these outcomes.

Participants will also understand how research, faculty engagement, and teamwork is needed to plan for curriculum evaluation, establish standards, and determine data collection approaches. Examples of Student and employer outcomes instruments will be shared. A brief discussion of faculty development activities related to planning for curriculum evaluation is included.