Learning Objective

- Examine strategies to promote meaningful assessment to assist faculty with decision-making to improve student learning and program outcomes.
Faculty Role in Program Assessment
• Selection of assessment methods and identification of expected levels of achievement for each assessment method
• Collect and aggregate data from these assessment methods for analysis
• Analysis of data and identification and implementation of program-wide strategies to maintain or improve student learning achievement
• Document data, analysis, and actions (typically in the Systematic Plan of Evaluation) for trending and reference

Student Learning & Program Outcomes

Student Learning
- End-of-Program Student Learning
- Other (e.g., unit, course, level)

Program
- Licensure
- Program Completion
- Job Placement
- Other (e.g., satisfaction, continuing education)

Assessment Definition
“...measurement of what an individual knows and can do...”
“...aggregating individual measures for the purpose of discovering group strengths and weaknesses that can guide improvement actions...”
(Berra & Palermo, 2015)

Goal: Learning and Program Improvement
Meaningful Assessment of Program Outcomes

Consider your Program Outcomes

• Program Completion
  - What percentage of students who start your program actually complete it?
  - What are the barriers to progression and completion?
• Licensure Pass Rate
  - What is the trend of your licensure pass rates? Are you ready for the Next Gen? How do you know?
• Job Placement
  - Are your graduates able to find jobs as an RN? Are there barriers to becoming employed?

Meaningful Assessment of Student Learning

Consider your End-of-Program Student Learning Outcomes

• Which outcomes do your graduating students perform the best?
• Which outcomes do your graduating students struggle to meet?
• If you are not sure, what would you need to know to answer these questions?

Remember, this is not about student grading. This is about program assessment of student learning so you know where to target improvements!

Identifying Assessment Methods

• Program Outcomes
  • Program Completion Data
  • Licensure Pass Rate Reports
  • Job Placement Data
Identifying Assessment Methods

- Student Learning Outcomes
  - Methods in each course for course level assessment
  - Methods at or near the end of the program for program level assessment

Common Assessment Methods for Student Learning

- Examinations (Standardized/Locally Developed)
- Clinical Evaluation Tools
- Assignment/Project Rubrics
- Portfolios
- Simulations
- Surveys

Assessment Data Collection Considerations

- Sufficiency
  - Frequency
  - Variety of methods
- Method Diversity
  - Multiple methods to cover all concepts/competencies in the outcome
  - Demonstration of learning achievement
## Expected Levels of Achievement (ELAs)

- “Early Alert” for the faculty about the program. ELAs should be:
  - Specific
  - Measurable
  - Congruent with the assessment method

## Program Outcome ELAs

- What is an appropriate goal for:
  - Program completion?
  - Licensure pass?
  - Job Placement?
- What is reasonable! Achievable?

## Student Learning Outcome ELAs

- Not as straightforward as the program outcomes
- ELA for each assessment method
- To get meaningful data we must set our goals appropriately
  - ELAs consistently at 100% is not the goal, nor is it typically meaningful if all data indicate the ELA is met at 100%.
  - Reminder: This is not the same as grading!
Assessment Methods

<table>
<thead>
<tr>
<th>EFSCO Assessment Methods</th>
<th>ELA Example #1</th>
<th>ELA Example #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200 Interprofessional Collaboration Paper Rubric</td>
<td>75% of students achieve a 75% or greater on the Content section of the Interprofessional Collaboration Paper Rubric.</td>
<td>95% of students achieve an 85% or greater on the Content section of the Interprofessional Collaboration Paper Rubric.</td>
</tr>
<tr>
<td>Communication and Interprofessional Collaboration Section of NUR 250 Clinical Evaluation Tool</td>
<td>80% students achieve a Satisfactory on the Communication and Interprofessional Collaboration Section of NUR 250 Clinical Evaluation Tool.</td>
<td>The cohort average is 3.25 or higher (on a 4-Point Scale) in the Communication and Interprofessional Collaboration Section of NUR 250 Clinical Evaluation Tool.</td>
</tr>
<tr>
<td>Communication Question Set on Final Examination</td>
<td>80% of students get the majority of Communication questions correct on the final examination.</td>
<td>100% of students achieve an 85% or higher on the Communication question set on the final examination.</td>
</tr>
</tbody>
</table>

Which example is more likely to yield discriminating assessment data about student learning achievement?

Assessment Data Analysis

- Faculty determine the analysis timeframe
  - Could be annually or on an assessment cycle

- Disaggregation
  - Not currently required by the ACEN relative to end-of-program student learning outcomes
  - However, aggregate data can conceal patterns

- If we really want to know about student learning achievement, we should consider examining equity in our assessments.

Actions

- Faculty review and discuss the data to decide if actions need to be taken to maintain or to improve student learning achievement or program outcomes.

- Faculty should take time to reflect on and respond to the data. Remember, learning improvement takes time and does not happen overnight!
Documentation

• If it wasn’t documented…
  
• Systematic Plan of Evaluation template (optional)
  
  • https://www.acenursing.org/for-programs/report-writing-and-site-visit-preparation-resources/

Final Thoughts

• Taking time to reflect on the data you are currently collecting
• Ask yourself:
  • Is the data meaningful?
  • Does the data point me to the opportunities for learning improvement?
  • If not, what changes/fixes should be made?

ACEN Resources for Program Assessment

• Professional Staff
• Becoming a Peer Evaluator/ Site Visit Observer
• Website Resources (guidelines, templates, policies)
  
  • https://www.acenursing.org/for-programs/
  • Self-Study Forums, ACEN Conference, and Workshops
• Advisory Review
• Candidacy Mentoring Program
Articles


Questions & Comments

https://www.acenursing.org/contact-us/
(404) 975-5000

References

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