Assessment for Improvement: Closing the Loop

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Assessment for Improvement:
Closing the Loop

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March 12, 2010
The Assessment Loop

1. Setting goals and asking questions
2. Gathering evidence
3. Analyzing evidence
4. Using results
“Begin with the end in mind.”

Steven Covey
WMU Bronson School of Nursing
Student Learning Outcomes

1. Provide holistic, caring and culturally sensitive nursing care for communities, groups, and individuals.

2. Develop community health partnerships with clients and other providers in order to shape health policy, promote health, and prevent disease.

3. Analyze and apply nursing research and scholarly inquiry to inform professional practice.

4. Accept responsibility and accountability for behavior consistent with the profession’s code of ethics and standards of professional practice.

5. Employ critical thinking to guide professional practice.

6. Utilize effective human and technologic communication in professional practice in order to enhance the health and well-being of diverse individuals, families, and communities.
Assessment of Student Learning Plan

**Assessment Area:**

- **Critical Thinking** (Program Objective 5)
- **Therapeutic Nursing Interventions** (Program Objectives 1, 2, 3 & 4)
- **Communication** (Program Objective 6)

**Examples of Data Sources:**

- ATI Critical Thinking Exams
- ATI Comp. Predictor Exam
- Selected course projects
- Validation of skills performance in clinical courses
- Evaluation of clinical performance
- Subscores on ATI Content Mastery Exams
- Evaluation of selected course projects
- Subscores on ATI Content Mastery Exams
Assessment of Student Learning Plan (cont’d)

- **Assessment Area:**
  - NCLEX scores (Program Objectives 1-6)
  - Graduation rates
  - Employment rates

- **Examples of Data Sources:**
  - Quarterly licensure reports
  - Approval for graduation
  - Annual alumni survey
WMU BSON Process for the Evaluation & Assessment of Student Learning

NCLEX Results → Course Grades → ATI Scores → Alumni Surveys → Employer Surveys → Assessment Data

Assessment Data → Faculty Organization → Compile & analyze data → Present reports → Evaluation-Assessment Committee

(Possible changes) → Curriculum Committee

(If an immediate problem identified)
Identified Problems in Student Learning

• Failure to meet established benchmarks on standardized tests (ATI Critical Thinking & Comprehensive Predictors)

• Deficient pharmacology content knowledge and application

• Performance on the NCLEX-RN (licensure exam) consistently below the Michigan and National Average

• Feedback from local & regional employers concerning perceived lack of preparation for acute care employment
Development & Implementation of Program Changes

- **Revised curriculum**
  - added second medical-surgical nursing course
  - added course focused on leadership and management
  - added foundational critical thinking course
  - moved medical-surgical nursing to junior & senior levels
  - engaged students in the assessment process
  - faculty encouraged to use assessment data for both formative & summative purposes
Development & Implementation of Program Changes, cont’d

• **Revised grading scale** ⇒
  - 75% minimum for course grade of C

• **Integrated ATI Standardized Tests** ⇒
  - Content Mastery Exams
  - Comprehensive Exam (Predictive of NCLEX performance)

• **Pharmacology course redesigned** ⇒
  - Focus on nursing implications & safety
  - Application of content to patient-care situations
Critical Thinking Trends:
Percentage of WMU BSON Students Scoring > 50th Percentile on ATI Exit Critical Thinking Test

[Bar graph showing trends from 2004 to 2009]
Pharmacology Trends: ATI Aggregate Percentile Rankings
NCLEX-RN (Licensure) Results

% Pass

Year

2004 2005 2006 2007 2008 2009
Continuous Quality Improvement: Next Steps

- Determine predictors of NCLEX-RN success and degree completion (SPSS Student Tracking Database)
- Compare curriculum to current practice standards (AACN Essentials)
- Continue to engage all faculty in the assessment process
- Maintain transparency of assessment and program evaluation data (Trac Dat)
“Institutional assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring that which is valued.”
