



2010

Assessment for Improvement: Closing the Loop

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Jones, Joni and Searing, Kim, "Assessment for Improvement: Closing the Loop" (2010). *Assessment in Action Conference*. 7.

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Assessment for Improvement: Closing the Loop

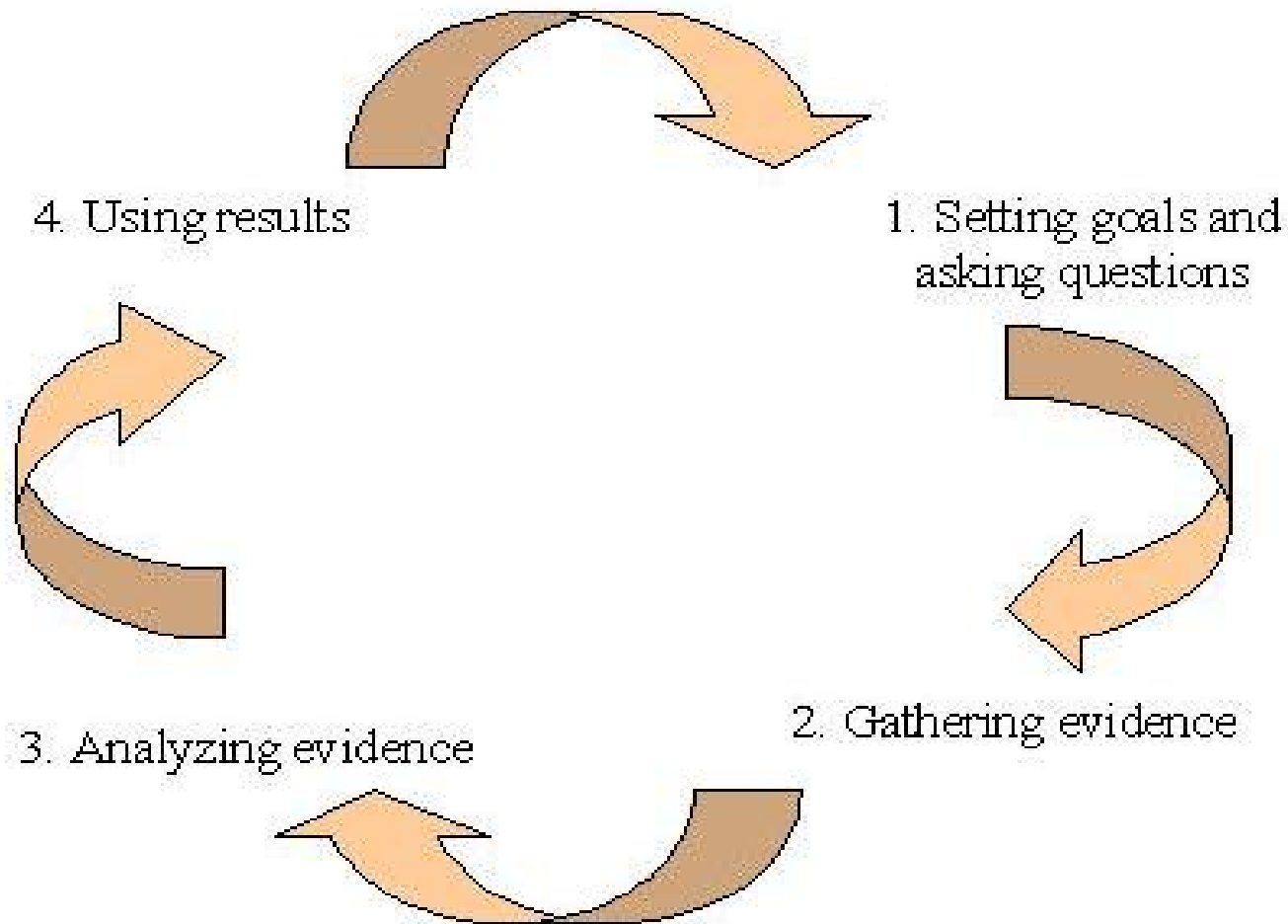
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March 12, 2010

The Assessment Loop



"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)

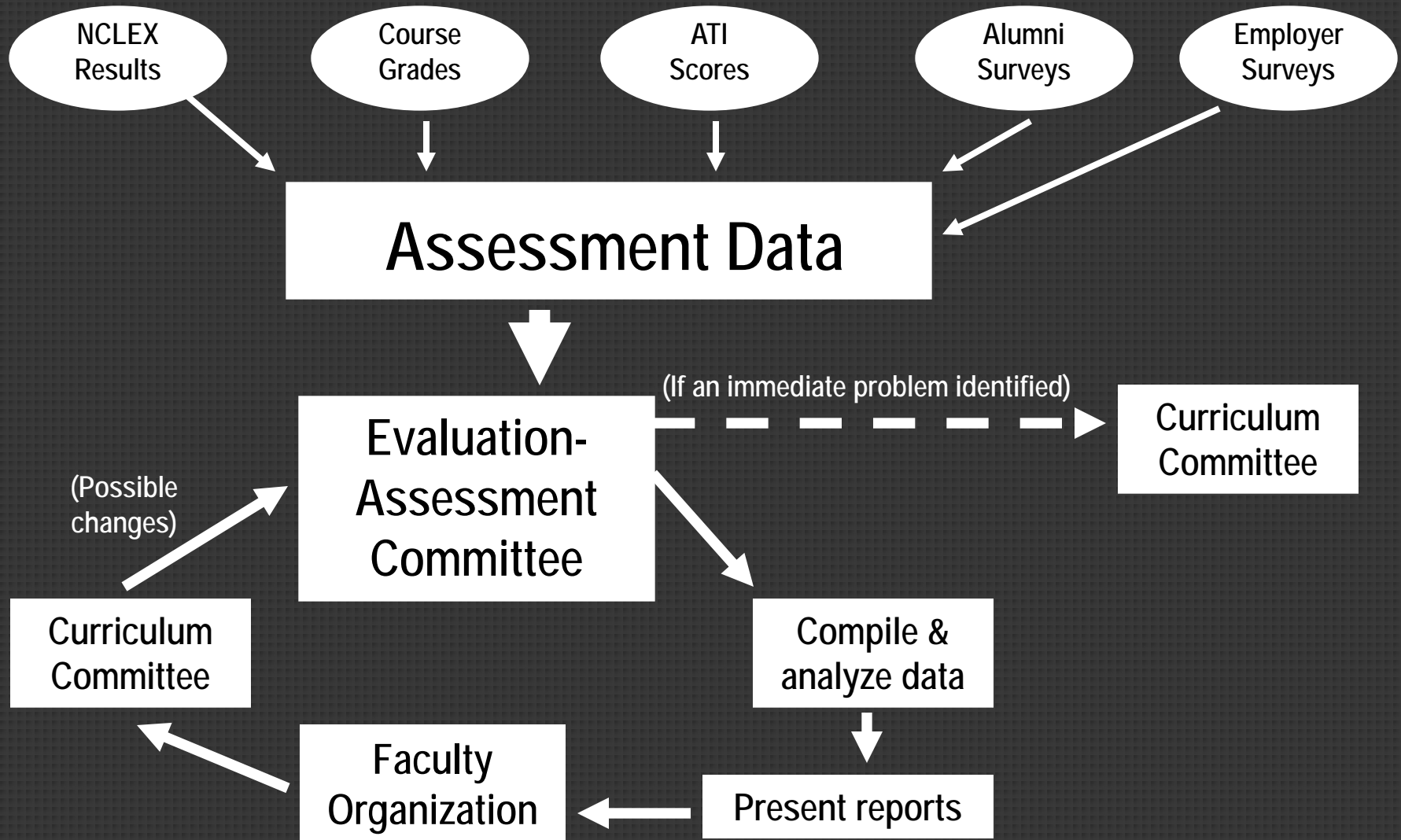
- **Assessment Area:**

- **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



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

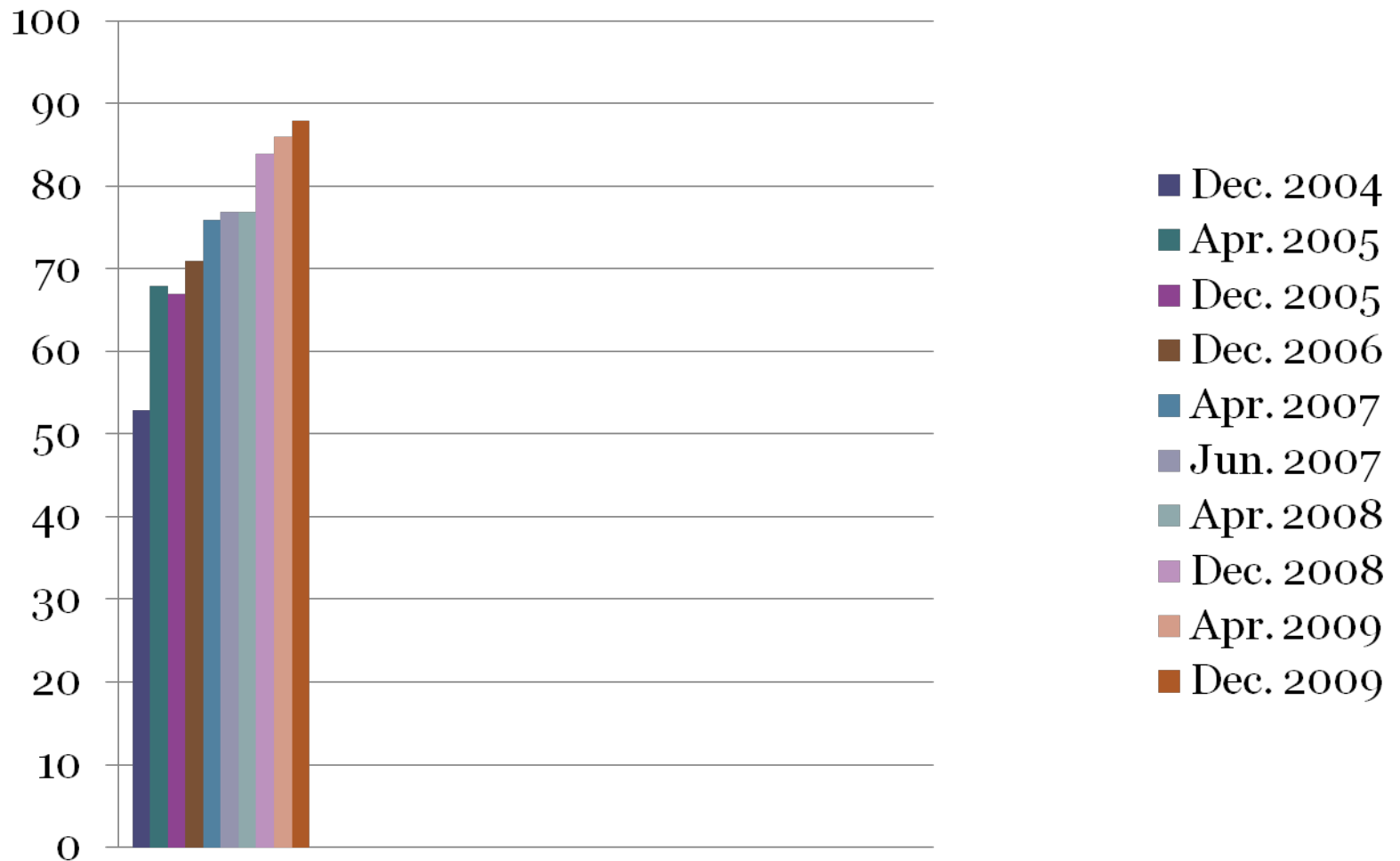
- **Revised curriculum** ⇒
 - **added second medical-surgical nursing course**
 - **added course focused on leadership and management**
 - **added foundational critical thinking course**
 - **moved medical-surgical nursing to junior & senior levels**
 - **engaged students in the assessment process**
 - **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 $\geq 50^{\text{th}}$ Percentile on ATI Exit Critical Thinking Test

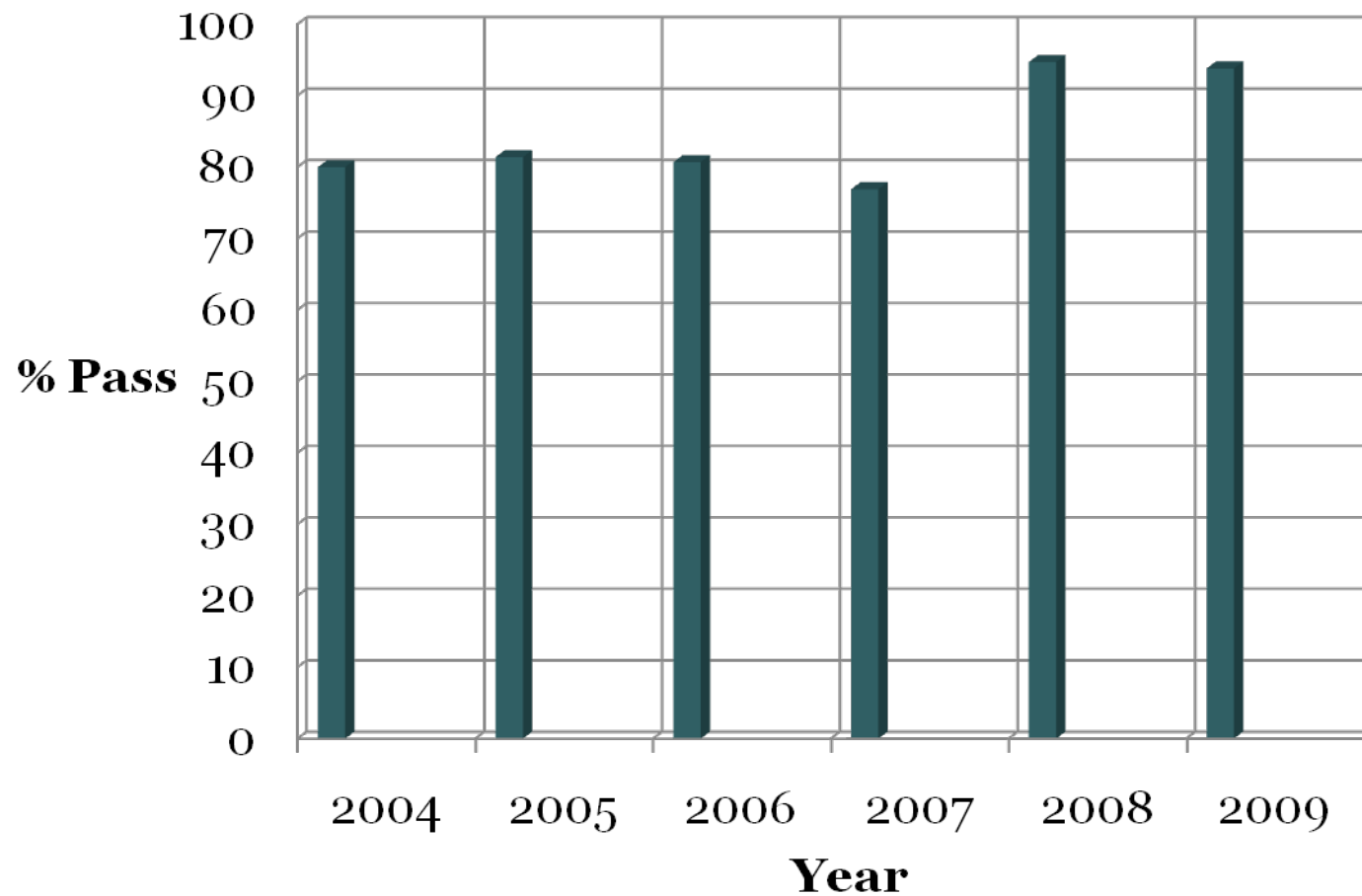


Pharmacology Trends:

ATI Aggregate Percentile Rankings



NCLEX-RN (Licensure) Results



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.”

Banta, T., Lund, J., Black, K., & Oblander, F., (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.



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