Fostering Educational Excellence: The Role Stakeholders Play in Assessment Planning

Kathleen Williamson, PhD, MSN, RN
Indiana University
School of Nursing

Sharon F. Beasley, PhD, RN, CNE, NEA-BC
Mercer University
College of Health Professions

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SCHOOL OF NURSING
Bloomington | Fort Wayne | Indianapolis

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Learning Objectives

1. Describe the process of developing a meaningful comprehensive plan connecting best assessment practices, curriculum, and student outcomes.

2. Discuss ways in which leaders can engage stakeholders in various elements of program assessment.

3. Foster audience engagement by encouraging discussion, questions, and real-life examples related to assessment practices.

Comprehensive Assessment Plan

Definition: Systematic process for educational programs to determine educational effectiveness focusing on achievement of learning outcomes, programs outcomes, and stakeholder satisfaction.

Components of Systematic Assessment

Mission statements: university, college, and/or program

Program goals

Stakeholder engagement

Measurable outcomes/ben chmarks

Connection between the curriculum and student learning

Components of Systematic Assessment, cont.

Description of assessment methods

Timeline for implementation

Systematic collection and analysis of data

Recommendations for improvement of student learning

Assessment Practices

Goal setting/Outcome Setting

→

Organizational – broad, high-level goals that affect the entire organization

→

Process – Targeted, measurable objectives that contribute to accomplishing the goals.

Examples: Fiscal commitments, administrative policies, and student support services.

Example: student admission (college and department)

Assessment Practices

Benchmarks

Six Sigma defines benchmarking as an:

"Improvement tool whereby a company measures its performance or process against other companies' best practices, determines how those companies achieved their performance levels, and uses the information to improve its own performance."

Standard in which assessment results will be compared

Sources: Local, national, and state organizations and Institutional departments/units

Assessment Practices

- Selecting Assessment Methods and Tools

- Inventory current assessment tools and processes and match them to the goals

- When gaps in data occur, select tools that:

  - Measure what you intend to assess.

  - Produce robust data.

  - Are administered to the target constituents within the specified timeframe.

  - Provide quantitative data (especially for student learning and qualitative data)

- New tools should be piloted prior to full implementation

Assessment Practices for the Curriculum

Connect the SLOs to Student Learning

Connect the SLOs to Student Learning

Alignment

Student Learning Outcomes

Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors students should demonstrate upon completion of the nursing program.

Course Learning Outcomes

User-friendly statements that tell students what they will be able to do at the end of a period of time. They are measurable and often observable.

Assessment Tools (Direct and Indirect)

Techniques, tools, strategies, and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes.

Connect the SLOs to Student Learning

Critical Questions for Assessment Tools

- Are concepts/competencies evident in the assessment tools?
- How should we determine which assessment tools measure the concepts/competencies embedded in the SLOs?
- Do the assessment methods result in sufficient and meaningful data to inform decision-making?
- How many assessment tools are sufficient?
- Which assessment method is better - direct or indirect?

Connect the Assessment Plan to Improvement of Learning
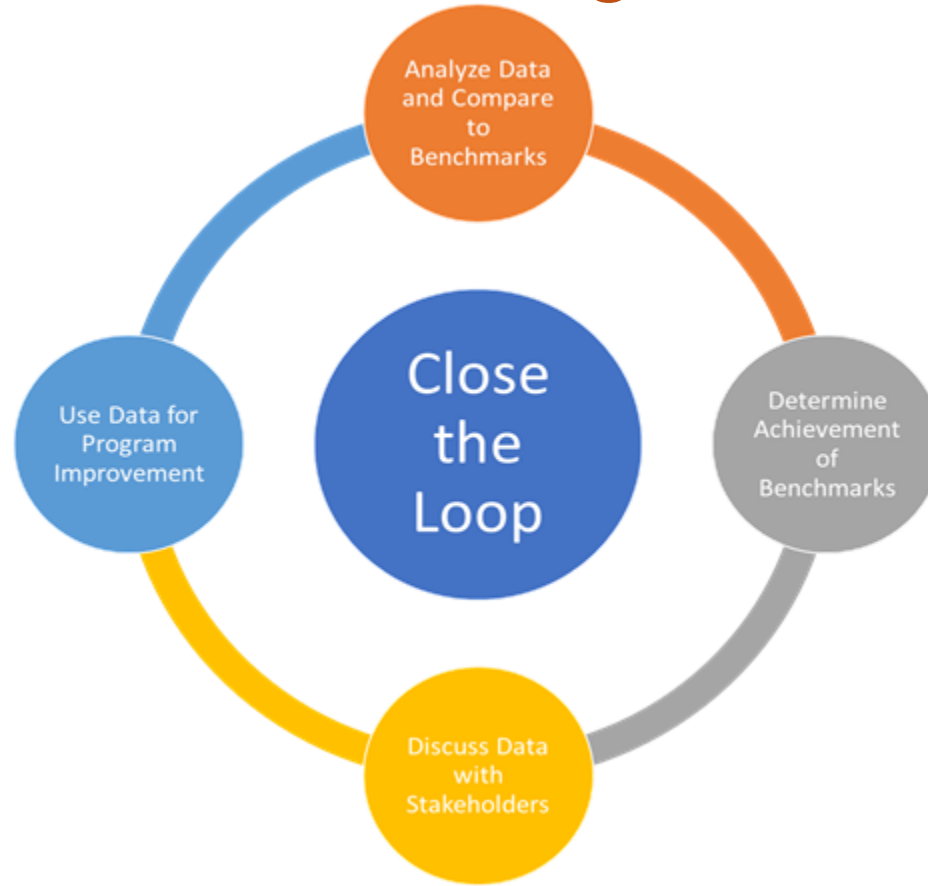
Connect the Assessment Plan to the Student Learning Outcomes

SLO	Benchmark	Assessment Tool	Data	Data Analysis	Measures to Improve Learning
Integrate *clinical reasoning*, substantiated with current research, to provide and promote *safe, quality care for patients and their families.*	85% of students in NURS 420 will demonstrate *clinical reasoning* by achieving 85% on the Family Health Survey Rubric in Fall 2023 and Spring 2024.	NURS 420 Family Health Survey Rubric	**Fall 2023** Of 56 students enrolled in NURS 420, 48 (85.7%) demonstrated clinical reasoning by achieving 85% or higher on the Family Health Survey assignment.	**Fall 2023** ***Benchmark Achieved*** 1. **70%–84%** = 14.2% (8) 2. **85%–95%** = 53.57% (30) 3. **94%–100%** = 32.14% (18)	The faculty will add a formative family health survey to NURS 420 in Fall 2024 to increase the number of students who demonstrate a higher level (94% - 100%) of clinical reasoning (⅓ of the students will score 94% or higher).
			Spring 2024 Of 60 students enrolled in NURS 420, 52 (86.66%) demonstrated clinical reasoning by achieving 85% or higher on the Family Health Survey assignment.	**Spring 2024** ***Benchmark Achieved*** 1. **70%–84%** = 13.3% (8) 2. **85%–95%** = 63.3% (38) 3. **94%–100%** = 23.33% (14)	

Connect the Assessment Plan to Program Outcomes

Program Outcome	Benchmark	Assessment Tool	Data	Data Analysis	Measures to Improve Learning
On-Time Completion Rate	85% of students will complete the program on time in eight consecutive semesters (terms).	Program progression and graduation reports	**Fall 2023 (Entered Spring 2021)** 1.) Of the 56 students who entered the program in Spring 2021, 80.35% (45/56) completed the program on time within eight uninterrupted semesters. **Note:** *classes were not offered in the Summer of 2021.*	**Fall 2023** **Benchmark Unmet** 80.35% (45/56) completed on time. 1.) 4 withdrew from the program for academic reasons. 2.) 7 are in progress and scheduled to complete the program in Spring 2024	1.) Implement an Exit Survey for students who withdraw from the program to determine the etiology of non-persistence and develop student support services based on feedback from the Exit Survey. 2.) Implement a focused examination after the second, fourth, and sixth semesters to determine areas of weakness and require remediation for students who score below the benchmark.
			Spring 2024 (Entered Fall 2021) 1.) Of 60 students who entered the program in Fall 2021, 83.33% (50/60) completed the program on time within eight uninterrupted semesters.	**Spring 2024** **Benchmark Unmet** 83.33% (50/60) completed on time. 1.) 3 withdrew from the program for personal reasons. 2.) 3 withdrew from the program for academic reasons. 3.) 4 are in progress and scheduled to complete the program in Summer 2024	

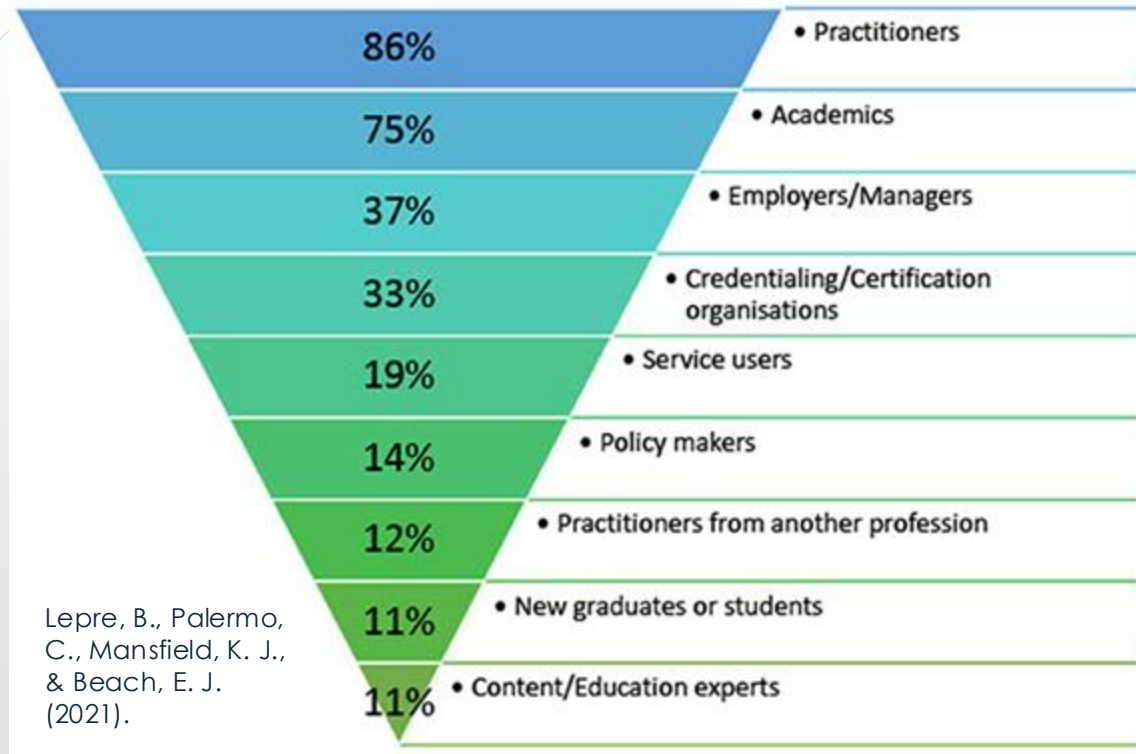# Poll

Stakeholder Identification

- A person, group, and or an organization that has a vested interest in supporting the program and can influence strategic decisions.

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Stakeholder Engagement in Competency Framework Development in Health Professions

- Practitioners — 86%
- Academics — 75%
- Employers/Managers — 37%
- Credentialing/Certification organisations — 33%
- Service users — 19%
- Policy makers — 14%
- Practitioners from another profession — 12%
- New graduates or students — 11%
- Content/Education experts — 11%

Lepre, B., Palermo, C., Mansfield, K. J., & Beach, E. J. (2021).

https://www.frontiersin.org/journals/medicine/articles/10.3389/fmed.2021.759848/full

Stakeholder Involvement Approaches

Collaborative

Participatory

Empowerment

Stakeholder Involvement

- Recruit the best possible person/group/organization to meet your goals.

- Establish clear roles and expectations.

- Provide engagement opportunities that utilize their knowledge, skills, and expertise.

- Create a meaningful return of investment for their time and energy.

Stakeholder Contributions

- Create connections to the community of interest.
- Exchange knowledge.
- Create and maintain partnerships.
- Identify and support activities that need to be evaluated.
- Review evaluation findings and make recommendations for program improvement.
- Carry the vision/expectations/outcomes into the community.

Roles & Responsibilities

Shared set of expectations: education, assessment and regulations.

Structured relationship between education and practice.

Sharing the needs and expectations of the workforce.

Continuous improvement of the quality of education at all program levels.

Changes based on the changing landscape of higher education and healthcare practices.

Stakeholder Responsibilities: Assessment

- Faculty-driven process

- Faculty should be involved in:

  – Data Collection

  – Revision

  – Updates

  – Reports

  – Feedback

- Review and update regularly

Note: Faculty are responsible for developing and revising the systematic plan.

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Kotter and Fox, 1995

Importance of Stakeholder Involvement
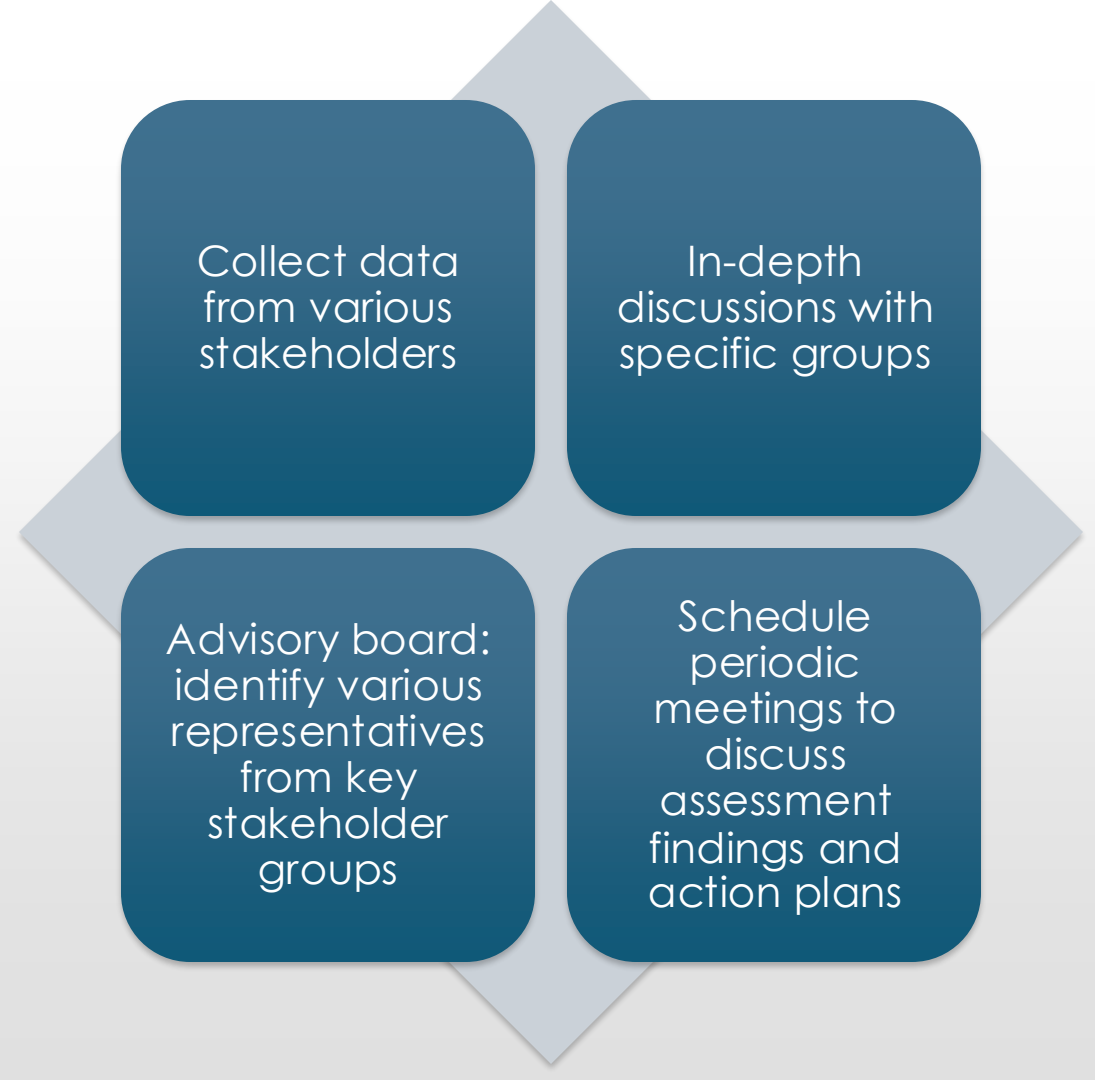
DIVERSE PERSPECTIVES

ENHANCED DECISION-MAKING

ACCOUNTABILITY AND TRANSPARENCY

Engaging Stakeholders

Collect data from various stakeholders

In-depth discussions with specific groups

Advisory board: identify various representatives from key stakeholder groups

Schedule periodic meetings to discuss assessment findings and action plans

Steps In a Collaborative Process

Initial planning meeting

Stakeholder surveys

Focus groups

Advisory board meeting

Faculty workshop

Accreditation expectations and preparation

Implementation and follow-up

Stakeholder collaboration in Assessment Planning

Update curriculum to better reflect current practices

Strengthen partnerships: more diverse and high-quality experiences

Enhance student services, leading to retention and graduation rates

Successful accreditation review, ensuring program continued excellence

Track participation of the number and diversity of stakeholders involved in the assessment planning process

Measure the extent to which stakeholder recommendations are implemented

Evaluate changes based on stakeholder input

Track student outcomes

Track program improvment

Facilitate a Culture of Assessment

Provide faculty orientation, workshops, and updates regarding the assessment process

Assign faculty to assessment responsibilities within the program and for the college/university

Implement an Outcomes Assessment Committee or subcommittee for regular review and reporting

Provide faculty development for outcomes assessment

Facilitate a Culture of Assessment

Share assessment data in committee, leadership, faculty meetings, and constituent reports

Develop dashboards for review and accountability

Include discussion and decision-making about program improvement (based on analyzed outcomes data in faculty and curriculum committee meetings)

Participate in university assessment presentations to showcase the nursing program/school/college

Celebrate wins and post/share results on the school's web page/newsletter

Unified Commitment

Mutual Trust

Good Communication

Clear Goals

High Performing Teams

Negotiating Skills

Internal Support

External Support

Effective Leadership

Think - Pair - Share

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Maintain Long-Term Stakeholder Engagement

Build personal relationships to foster trust and loyalty

Provide consistent updates

Open communication about challenges and successes

Involve stakeholder early – foster a sense of ownership

Regular feedback

Recognize and appreciate contributions

Build a sense of community

Opportunities for networking with others

Action on feedback

Thank you

Kathie Williamson

email: kw140@iu.edu

Sharon Beasley

email: Beasley_sf@mercer.edu

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