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# Assessment and evaluation in nursing education ppt

**What is evaluation in nursing education. What is assessment in nursing education.**

Introduction As I reflect on my learning from this course a key concept that stands out is the concept of knowledge, skills, and attitudes (KSA) as defined by Quality, Safety, and Education for Nurses (QSEN). Additionally, having knowledge of the National League of Nursing's (NLN) Core Competencies will guide my practice and teaching (National League for Nursing, n.d.). The learning objective identified align with the NLN Competencies: I Facilitate Learning, III Use Assessment and Evaluation Strategies, IV Participate in Curriculum Design and Evaluation of Program Outcomes.

## Criteria for selection of assessment techniques & methods

1. **Validity:**  
It means the extent to which a test measures what it is intended to measure. It is an important criterion to be met. Types are:
  1. Face validity
  2. Content validity
  3. Construct validity
  4. Criterion related validity

Overall, Competency VI Pursue Continuous Quality Improvements in the Nurse Educator Role, is considered as it ties in with the QSEN KSA goal. Self-Evaluation of Learning Objectives and Wellness Goal The first learning objective that I set was to demonstrate concepts of assessment and evaluation in course content development. Overall, the expectations of the course exceeded all of my learning objectives. Facilitating learning (NLN Competency I) includes supporting students to develop critical thinking skills by considering all domains of learning and aligning learning objectives with assessments that progress during the course. Formative assessments are valuable to create the opportunity to check-in with learners and provide opportunity to improve prior to the summative evaluations. It also contributes to academic due process and quality improvement measures for teaching.

## DEFINITIONS

- **EVALUATION:**  
“ It is a process of making judgment that to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth or lack of growth towards goals, making judgments about the evidence and revising procedures and goals in the light of the judgments.”  
\_\_\_\_\_ Wiles

Concreteness between didactic and clinical content should also be considered with the assessments. With practice and guidance, I hope to gain a better understanding of improving validity and reliability. The second learning objective was to select appropriate strategies and tools for evaluation of learning in course content development. Validity and reliability may also be considered to select appropriate assessment and evaluation strategies (NLN Competency III). Multiple-choice questions can be used to evaluate the student's cognitive knowledge, which includes item distractors, discrimination, and item difficulty. Having this understanding provides a framework to create the questions with greater intent and format compelling alternatives. Competency in selecting strategies and tools for evaluation of learning provides a foundation to create assignments to meet a variety of learning preferences and domains of learning. I found the concept map to be an effective learning tool because it challenges students to formulate concepts into a tangible form by internally processing the content. Creating analytical rubrics are especially useful to connect learning outcomes with the assessment of the learning because you can specify criteria and clearly distinguish the levels of accomplishment, clarifying expectations. It will require practice as it is challenging and takes time to create a comprehensive rubric. The last learning objective was to apply the roles of assessment and evaluation as quality improvement measures for my own teaching and course content development (NLN Competency IV and VI). I was surprised to learn that with nursing practice focusing on competence in practice, that the goal is for all students in nursing to be competent in practice. Competency in assessment and evaluation is due to the findings of the study to fail in nursing schools (Doherty & Dieckmann, 2015). Evaluating the systematic program evaluation (SPE) was the most difficult assignment. Learning how a program aligns with mission, goals, and outcomes helped me to understand the accreditation process and consequences that may result from a not meet standards or involving stakeholders. I found it challenging to identify opportunities for improvement, determine if outcomes aligned, and comprehend if there was adequate evidence. Finally, my wellness goal was to take time out at least three times a week to participate in an activity (sketching, yoga, writing) for 15 minutes to improve my mindfulness and focus. I established a regular yoga practice every morning. I realized that by starting my day this way, I pay myself first. It is beneficial in that as I build strength, I feel better and have improved focus.

**Self-Development Plan** The article that relates to my self-development plan is by Poorman and Mastorovich (2017), as having a mentor is essential to becoming a competent nurse educator. The first goal I have to improve teaching would be to gain knowledge about the educational environment and how different factors impact the teaching role (NLN Competency VIII). Having a network of support is critical to a nurse educator, as learned during the SPE, there are many stakeholders and legal considerations in a nursing program.

A mentor can be supportive in navigating the educational environment and be a resource to expand those connections. For example, instructional design support can assist to create an engaging classroom experience. The second goal I have is to gain competency in the evaluation of students (NLN Competency II). According to the article, mentoring can help bridge the gap of the role of a clinical nurse and a nurse educator. Additionally, working with a mentor can help develop communication skills to deal with these stressful situations. The final goal is to gain competency in analyzing evaluation results for the purpose of quality improvement to make revisions to the content (NLN Competency I).

Creating well-constructed exams is helpful to assess student learning and effectiveness of instruction, which may be revealed with test result analysis.

## types of evaluation

- Formative Evaluation:**
  - Formative Evaluation  
(To monitor learning progress)
  - Are the students achieving the intended learning outcomes?
  - No**
    - Remediation of individual/group
      - Diagnostic testing  
(To study persistent difficulty)
      - Proceed with planned instructions
  - Yes**
    - Feedback to reinforce learning

Working with a peer expert clinician can be helpful in the development of the evaluation and making revisions to improve outcomes. References Billings, D. M., & Halstead, J. A. (2016). Teaching in nursing: A guide for faculty (5th ed.). Elsevier. Docherty, A., & Dieckmann, N. (2015). Is there evidence of failing to fail in our schools of nursing? *Nursing Education Perspectives*, 36(4), 226–231. King, T. (2021a).

<b>SOUTH COLONIE CENTRAL SCHOOLS</b> <b>NURSING STUDENT EMPLOYEE ANNUAL EVALUATION</b>														
<b>NAME OF EMPLOYEE _____</b> <b>SCHOOL LOCATION _____</b> <b>CIVIL SERVICE CLASSIFICATION _____</b>														
										E	G	M	N	U
<b>GENERAL WORK SKILLS:</b>														
<input type="checkbox"/> Willingness and ability to communicate effectively														
<input type="checkbox"/> Ability to address students in a positive manner														
<input type="checkbox"/> Works well with others														
<input type="checkbox"/> Gets along well with members of the staff														
<input type="checkbox"/> Reliable and consistent in carrying out duties														
<input type="checkbox"/> Has good judgment														
<b>PERSONAL SKILLS:</b>														
<input type="checkbox"/> Shows initiative														
<input type="checkbox"/> Displays teamwork														
<input type="checkbox"/> Actively reaches for new challenges														
<input type="checkbox"/> Actively reaches for new assignments														
<input type="checkbox"/> Actively reaches constructive critics														
<input type="checkbox"/> Responds to a critical situation														
<input type="checkbox"/> Ability to understand directions														
<input type="checkbox"/> Displays neatness														
<input type="checkbox"/> Self-controlled														
<input type="checkbox"/> Dependable														
<input type="checkbox"/> Neat and well groomed														
<input type="checkbox"/> Friendly														
<input type="checkbox"/> Shows signs of attendance (no absences)														
<input type="checkbox"/> Punctual														
<b>JOB SPECIFIC:</b>														
<input type="checkbox"/> Is able to perform a accurate process for staff services.														
<input type="checkbox"/> Always shows attention to safety and/or problem														
<input type="checkbox"/> Provides health experience for														
<input type="checkbox"/> Completes modern practice by school's end														
<input type="checkbox"/> Maintains up-to-date knowledge, skills, certification														
<b>SUGGESTIONS FOR FUTURE GOALS (IMPROVEMENT OF JOB PERFORMANCE):</b>														
<b>OTHER PERFORMANCE COMMENTS:</b>														
<b>Evaluator's Signature _____</b>										<b>Date _____</b>				
<b>Evaluator Printed by _____</b>										<b>Date _____</b>				
<b>Employee's Signature _____</b>														
<i>(Signature must be notarized and received a copy of the report and does not necessarily mean agreement with evaluation.)</i>														
<b>Key:</b>														
<b>E = Exceeded:</b> Is superior to the area to which is performed, is a positive factor in finding new and better ways to perform the tasks, and assumes a great deal of responsibility for the job.														
<b>G = Good:</b> Consistently good and demonstrates the responsibility of the job.														
<b>M = Meets Job Requirements:</b> Consistently performs all the duties and responsibilities and fulfills all the requirements of the position.														
<b>N = Needs Improvement:</b> Some of the tasks for the position must be improved and does not meet all the job requirements.														
<b>U = Unsatisfactory:</b> Not performing tasks that are required for the position.														

Reading: Week 5—Interpreting data, academic and clinical performance, curriculum, national standards. National League for Nursing. (n.d.). Nurse educator core competency. Poorman, S. G., & Mastorovich, M. L. (2017). Promoting faculty competence, satisfaction and retention: Faculty stories supporting the crucial need for mentoring when evaluating nursing students. *Teaching and Learning in Nursing*, 12, 183-190. QSEN Institute. (n.d.). QSEN competencies.