WELCOME

“HEAL US TO HEAL OTHERS”
EVALUATION OF EDUCATION PROGRAMME IN NURSING COURSE AND PROGRAMME

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“Heal us to heal others”
EVALUATION- It is the process of determining to what extent the educational objectives are being realised.

NURSING EDUCATION PROGRAMME- Is academic program in a post secondary institution leading to initial licensure or advanced preparation in nursing.
cont....

PROGRAMME EVALUATION is the assessment of all components of a program, from program planning through implementation, to determine program effectiveness.

PROGRAM EVALUATION THEORY - is a framework that guides the practice of program evaluation.

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PROGRAM EVALUATION PLAN

is a document that serves as the blueprint for the evaluation of a specific program.

CURRICULUM EVALUATION -

assess the implementation of the program plan, process and products of the learning and teaching transaction.
AIMS

- Measuring the progress
- Identifying and resolving conflicts
- Improving the use of available resources
- Providing baseline information
- Simulating increased efficiency and effectiveness
PURPOSES

- To determine how various elements of the program interact and influence program effectiveness.
- To determine the extent to which the missing, goals and outcomes of program are realized.
- To determine whether the program has been implemented as planned.
- To identify efficient use of resources to access and improve program quality.
- To provide a rationale for decision making that leads to improved program effectiveness.

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RELATIONSHIP OF PROGRAM EVALUATION TO ACCREDITATION

- Nursing education programs must be approved by the State Board of Nursing and by the Regional Accrediting Body.
## Types of Nursing Programs

<table>
<thead>
<tr>
<th>Nursing Program</th>
<th>Eligibility Criteria</th>
<th>Training Duration</th>
<th>Examination</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANM</td>
<td>10 PASS</td>
<td>11/2 YEARS</td>
<td>NURSING EXAMINATION BOARD</td>
<td>R.ANM</td>
</tr>
<tr>
<td>GNM</td>
<td>10/+2 PASS</td>
<td>3 1/2 YEARS</td>
<td>NURSING EXAMINATION BOARD</td>
<td>RN, RM</td>
</tr>
<tr>
<td>B.SC, (N)</td>
<td>+2 PASS</td>
<td>4 YEARS</td>
<td>UNIVERSITY</td>
<td>RN, RM</td>
</tr>
<tr>
<td>POST B.SC</td>
<td>GNM</td>
<td>2 YEARS</td>
<td>UNIVERSITY</td>
<td>ADDITIONAL QUALIFICATION</td>
</tr>
<tr>
<td>M.SC (N)</td>
<td>B.SC(N)</td>
<td>2 YEARS</td>
<td>UNIVERSITY</td>
<td>ADDITIONAL QUALIFICATION</td>
</tr>
<tr>
<td>M.PHIL</td>
<td>M.SC(N)</td>
<td>1 YEAR</td>
<td>UNIVERSITY</td>
<td>ADDITIONAL QUALIFICATION</td>
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<tr>
<td>PH.D</td>
<td>M.SC(N) M.PHIL</td>
<td>3-5 YEARS</td>
<td>UNIVERSITY</td>
<td>ADDITIONAL QUALIFICATION</td>
</tr>
</tbody>
</table>
HISTORICAL PERSPECTIVE

• 1960’S-FORMATIVE EVALUATION
• 1970’S-DELTA KAPPA NATIONAL STUDY COMMITTEE
• 1980’S-OUTCOME ASSESSMENT
• 1990’S-THEORIES DEVELOPED
• 2000’S-USES PROGRAM EVALUATION THEORY

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ROLE OF FACULTY, STUDENTS, CONSUMERS AND ADMINISTRATORS

FACULTY - GUIDING AND ASSESSMENT

STUDENTS - THEIR PERFORMANCE AND SATISFACTION

CONSUMERS - SERVE AS BAROMETER OF PROGRAMS

ADMINISTRATORS - CONSULTATION AND PROVISION OF FINANCIAL RESOURCES

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TOOLS

FORMATTIVE EVALUATION

SUMMATIVE EVALUATION

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EVALUATION MODEL

- SYSTEM MODEL APPROACH
- TYLER MODEL
- CIPP MODEL
  - Context evaluation
  - Input evaluation
  - Process evaluation
  - Product evaluation
- BALDRIGE EVALUATION SYSTEM
  - Leadership
  - Strategic planning
  - Student and stake folder
  - Information analysis
  - Faculty and staff focus
  - Process management
  - College performance results

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PROCESS FOR EDUCATIONAL EVALUATION

COLLECTION OF DATA

ANALYSES

FORMULATION OF RECOMMENDATION FOR DECISION MAKING
MASTER PLAN OF EVALUATION

- Collect Data
- Analyze the Findings
- Prepare Reports
- Disseminate the Reports
- Set the Time Lines
- Collect Data

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ADAPTATION OF MODELS OF EVALUATION

A) stake’s model for evaluation

FUNCTIONS
- Describing program
- Render judgement

COMPONENTS
- Antecedents
- Transactions
- Outcomes

CONCEPTS
- Contingencies
- Congruence
TOTAL QUALITY MANAGEMENT

SALLIS (2002) describes:

- Upside down hierarchy of management
- Role of administration

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PROGRAM EVALUATION THEORIES

TYPES

A) METHOD ORIENTED - PERFORMING EVALUATION

B) THEORY DRIVEN - DEVELOPING AND IMPLEMENTING EVALUATION

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METHOD ORIENTED

**FOCUSES** on relationship between program inputs and outputs and emphasis on preferred method for conducting program evaluation

**METHODS USED**

Qualitative method - reliable and valid

Quantitative method - understanding programs strength and limitation

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THEORY DRIVEN APPROACH

USES

- To test whether the program theory is correct and correctly implement.
- To determine desired goals
- How actions should be organised
- What outcome criteria should be investigated
THEORIES

NORMATIVE THEORY

TREATMENT

IMPLEMENTATION
ENVIRONMENT

OUTCOME

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THEORIES

- **TREATMENT THEORY** - NATURE OF TREATMENT AND ITS MEASUREMENT
- **IMPLEMENTATION ENVIRONMENT THEORY** - ENVIRONMENT IN WHICH TREATMENT IS DELIVERED
- **OUTCOME THEORY** - OUTCOME OF PROGRAM

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CAUSATIVE THEORY

- Impact Theory
- Intervening Mechanism
- Generalization Theory

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# SIX EVALUATION TYPES

## DOMAINS OF PROGRAM THEORY

<table>
<thead>
<tr>
<th>Normative Outcome</th>
<th>Normative Treatment</th>
<th>Implementation Environment</th>
<th>Impact</th>
<th>Intervening Mechanism</th>
<th>Generalization</th>
</tr>
</thead>
</table>

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NORMATIVE OUTCOME EVALUATION

THREE ACTIVITIES

- Goal revelation
- Goal priority consensus
- Goal realizability evaluation

METHODS TO ACHIEVE

- Surveying stakeholders
- Using focus groups

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NORMATIVE TREATMENT EVALUATION

- Evaluation for congruency between expected and implemented treatment
IMPLEMENTATION ENVIRONMENT EVALUATION

EVALUATES HOW IMPLEMENTERS DELIVER THE PROGRAM. CHEN DEFINES SEVEN DIMENSIONS OF THE ENVIRONMENT

- Participant dimension
- Implementer evaluation dimension
- Delivery mode dimension
- Implementing organization dimension inter organizational dimension
- Micro context dimension
- Macro context dimension

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IMPACT EVALUATION

• IT DETERMINES WHETHER THE PROGRAM IS SUCCESSFUL IN ACHIEVING OUTCOMES
INTERVENING MECHANISM EVALUATION

- THE PURPOSE IS TO UNCOVER THE CASUAL PROCESSES THAT LINK THE TREATMENT WITH THE OUTCOMES.

3 STEPS INVOLVED

- Specification of intervening variables
- Observation
- Inference of casual mechanism
USES

IT IS A WRITTEN DOCUMENT THAT CONTAINS THE EVALUATION FRAMEWORK, ACTIVITIES AND TIME FRAME.

IT PROVIDES

- A road map
- Maintain continuous evaluation
- Information for program decision
MODEL FOR NURSING EDUCATION AND CHENS THEORY

MISSION AND GOAL EVALUATION
CURRICULUM EVALUATION
EVALUATION OF TEACHING EFFECTIVENESS

Student dimension
- Faculty dimension
- Delivery mode dimension
- Implementing organization dimension inter organization
- Micro context dimension
- Macro context dimension

OUTCOME ASSESSMENT
INTERVENING MECHANISM EVALUATION
GENERALISATION EVALUATION

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COURSE EVALUATION

- Content elements
- Learning activities
- Evaluation measures
- Learner outcome

APPROACH

- Faculty
- Student
- Materials review

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EVALUATION OF TEACHING EFFECTIVENESS

- **TEACHING STRATEGIES**
  - Evaluation of teaching learning materials
  - Formal measures for evaluating teaching strategies
  - Peer review of teaching strategies
  - Student evaluation of teaching strategies

- **ASSESSMENT OF STUDENT LEARNING**
  - Evaluating student performance measure

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ENVIRONMENT EVALUATION

Student dimension

- Examination
- Admission policies should be clearly defined and support program goals
- Entrance examination
- Progression fair and congruent with institutional standards
- Record student satisfaction and formal complaints
FACULTY DIMENSION

QUALIFICATION
- Credentials
- Diversity
- Professional experience

FACULTY DEVELOPMENT
- Orientation
- Socialization
- Introduction to mission and goals

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CONT'D..

FACULTY SCHOLARSHIP

BOYER

- SCHOLARSHIP OF DISCOVERY
- SCHOLARSHIP OF INTEGRATION
- SCHOLARSHIP OF APPLICATION
- SCHOLARSHIP OF TEACHING

EVALUATION OF FACULTY PERFORMANCE
DELIVERY MODE DIMENSION

- INSTRUCTIONAL SPACE
- SUPPORT SPACE
- CLINICAL FACILITIES
- INSTRUCTIONAL TECHNOLOGY
- LIBRARY RESOURCES
- DISTANCE EDUCATION

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ORGANIZATION DIMENSION

It includes annual

- Review by administrators
- Immediate supervision
- Comprehensive evaluation

For program effectiveness

- Qualification and skills of program administrators
- Structure and governance of department
- Adequate fiscal resources
- Active participation of faculty
- Adequate number of qualified staff

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INTER ORGANISATIONAL DIMENSION

• Advisory board
• Articulation agreements
MICRO CONTEXT DIMENSION

- Examines the effect of immediate environment on program implementation

**ELEMENTS**

- Current and accurate information
- Transcript evaluation
- New student registration
- Orientation
- Academic advising
- Maintaining advising records
- Student final preparation

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MACRO CONTEXT DIMENSION

• Trends In Health Care Is Reviewed And Incorporated
• Changes In Health Care Delivery Known And Incorporated
• Trends In Higher Education
OUTCOME EVALUATION

• IS TO DETERMINE HOW WELL THE PROGRAM HAS ACHIEVED THE EXPECTED OUTCOMES

ELEMENTS

✓ TERMINAL PROGRAM GOAL
✓ TECHNICAL COMPETENCIES
✓ BENCHMARK FOR GRADUATION AND EMPLOYMENT RATES
✓ SATISFACTION OF STUDENTS AND EMPLOYERS

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INTERVENING MECHANISM EVALUATION

• Defining Intervening Variables
• Determining Intervening Variables
• Evaluation Of Intervening Variables
GENERALIZATION EVALUATION

• IT IS TO EXAMINE THE PROGRAM EVALUATION PLAN

ELEMENTS

✓ Assessment Strategies Are Reliable And Valid
✓ Evaluation Activities
✓ Evaluation Plan Is Reviewed And Modified
THANK YOU

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