



**WELCOME**



***"HEAL US TO HEAL OTHERS"***

# EVALUATION OF EDUCATION PROGRAMME IN NURSING COURSE AND PROGRAMME



Prepared By

Kavitha Jasmine

Lecturer



***“HEAL US TO HEAL OTHERS”***

# TERMINOLOGIES

**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



**"HEAL US TO HEAL OTHERS"**

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



***"HEAL US TO HEAL OTHERS"***

# Cont....

## PROGRAM EVALUATION PLAN

IS A DOCUMENT THAT SERVES AS THE  
BLUE PRINT 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



***“HEAL US TO HEAL OTHERS”***

# AIMS

- ❑ MEASURING THE PROGRESS
- ❑ IDENTIFYING AND RESOLVING CONFLICTS
- ❑ IMPROVING THE USE OF AVAILABLE RESOURCES
- ❑ PROVIDING BASELINE INFORMATION
- ❑ SIMULATING INCREASED EFFICIENCY AND EFFECTIVENESS



***“HEAL US TO HEAL OTHERS”***

# PURPOSES

- TO DETERMINE HOW VARIOUS ELEMENTS OF THE PROGRAM INTERACT AND INFLUENCE PROGRAM EFFECTIVENESS
- TO DETERMINE THE EXTENT TO WHICH THE MISSION, 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



***“HEAL US TO HEAL OTHERS”***



# RELATIONSHIP OF PROGRAM EVALUATION TO ACCREDITATION

❖ NURSING EDUCATION PROGRAMS MUST BE APPROVED BY THE STATE BOARD OF NURSING AND BY THE REGIONAL ACCREDITING BODY



***"HEAL US TO HEAL OTHERS"***



# TYPES OF NURSING PROGRAMS

NURSING PROGRAM	ELIGIBILITY CRITERIA	TRAINING DURATION	EXAMINATION	REGISTRATION
ANM	10 PASS	11/2 YEARS	NURSING EXAMINATION BOARD	R.ANM
GNM	10/+2 PASS	31/2 YEARS	NURSING EXAMINATION BOARD	RN RM
B.SC, (N)	+2 PASS	4 YEARS	UNIVERSITY	RN RM
POST B.SC	GNM	2 YEARS	UNIVERSITY	ADD. QUALIF.
M.SC (N)	B.SC(N)	2 YEARS	UNIVERSITY	ADDITIONAL QUALIFICATI ON
M.PHIL	M.SC(N)	1 YEAR	UNIVERSITY	ADDITIONAL QUALIFICATI ON
PH.D	M.SC(N) M.PHIL	3- 5YEARS	UNIVERSITY	ADDITIONAL QUALIFICATI ON



***“HEAL US TO HEAL OTHERS”***

# 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



***"HEAL US TO HEAL OTHERS"***

# 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*



***"HEAL US TO HEAL OTHERS"***

# TOOLS

FORMATTIVE EVALUATION

SUMMATIVE EVALUATION



***“HEAL US TO HEAL OTHERS”***

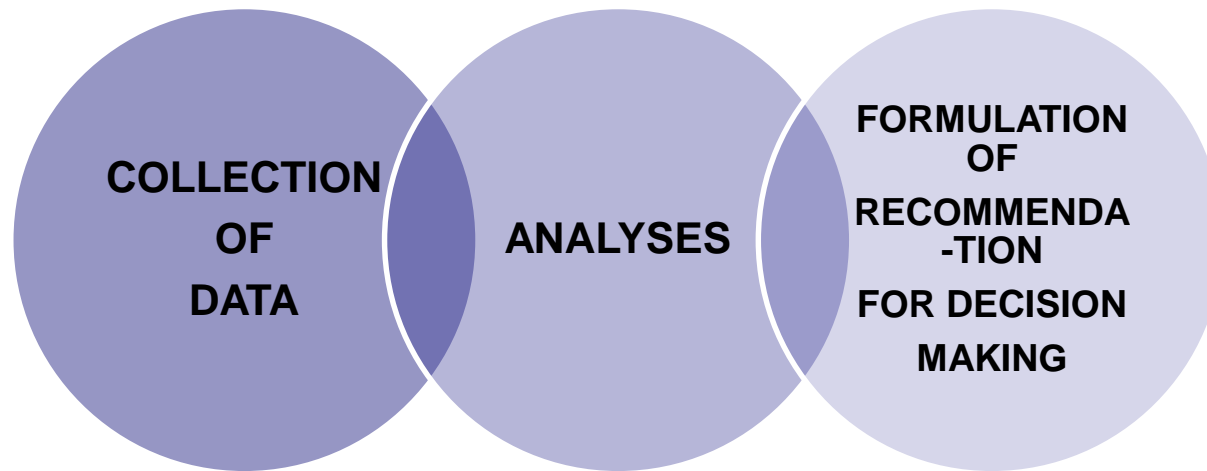
# EVALUATION MODEL

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



***“HEAL US TO HEAL OTHERS”***

# PROCESS FOR EDUCATIONAL EVALUATION



***“HEAL US TO HEAL OTHERS”***

# MASTER PLAN OF EVALUATION



***"HEAL US TO HEAL OTHERS"***



# ADAPTATION OF MODELS OF EVALUATION

**A)** stake's model for evaluation

## FUNCTIONS

- Describing program
- Render judgement

## COMPONENTS

- Antecedents
- Transactions
- Outcomes

## CONCEPTS

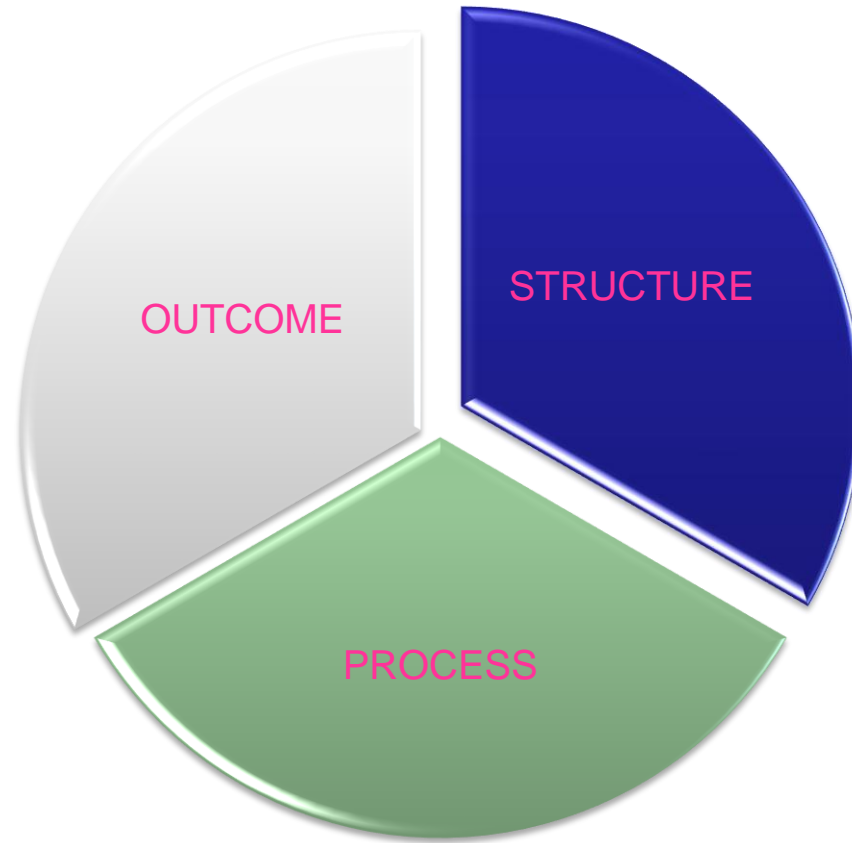
- Contingencies
- Congruence



**"HEAL US TO HEAL OTHERS"**

# DONABEDIAN MODEL

## COMPONENTS



***"HEAL US TO HEAL OTHERS"***

# TOTAL QUALITY MANAGEMENT

SALLIS(2002) DESCRIBES

- ❑ UPSIDE DOWN HIERARCHY OF MANAGEMENT
- ❑ ROLE OF ADMINISTRATION



***“HEAL US TO HEAL OTHERS”***

# PROGRAM EVALUATION THEORIES

## TYPES

### **A)METHOD ORIENTED-**

PERFORMING  
EVALUATION

### **B)THEORY DRIVEN-**

DEVELOPING AND  
IMPLEMENTING  
EVALUATION



***“HEAL US TO HEAL OTHERS”***

# 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



**"HEAL US TO HEAL OTHERS"**

# THEORY DRIVEN APPROACH

## USES

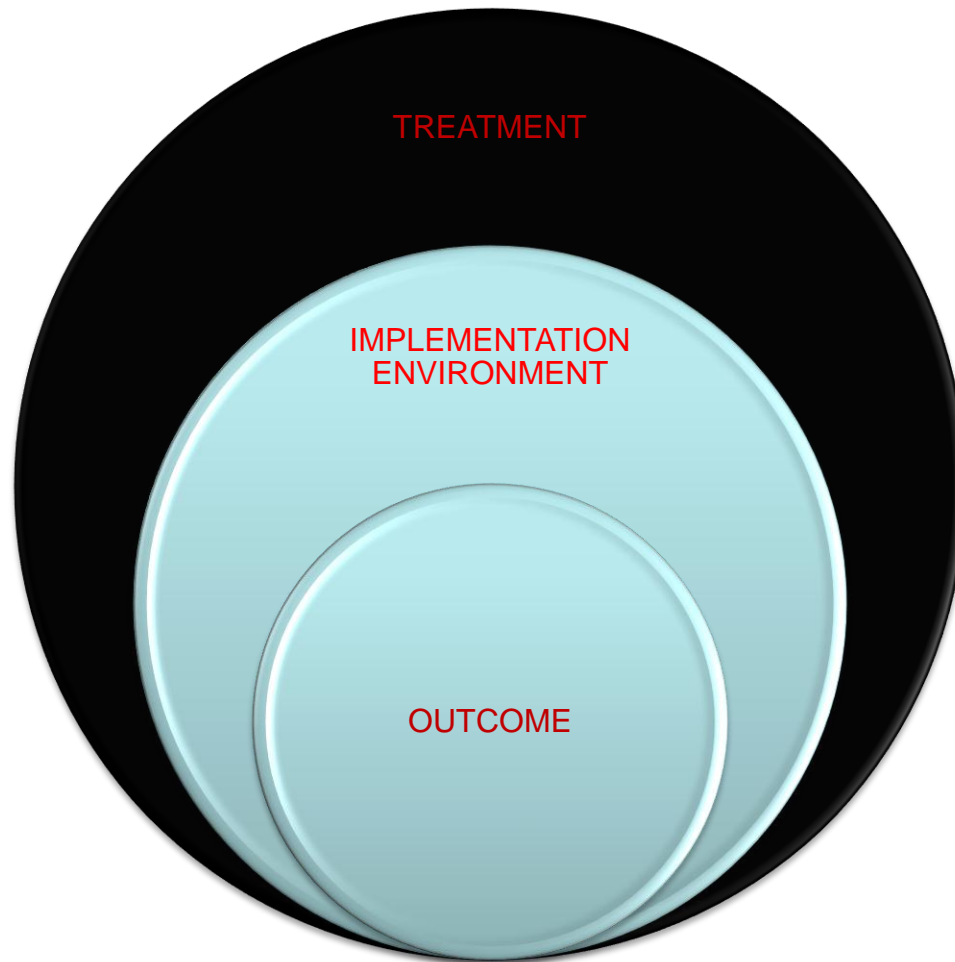
- To test wheather the program theory is correct and correctly implement.
- To determine desired goals
- How actions should be organised
- What outcome criteria should be investigated



***"HEAL US TO HEAL OTHERS"***

# THEORIES

## NORMATIVE THEORY



***"HEAL US TO HEAL OTHERS"***



# THEORIES

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



***“HEAL US TO HEAL OTHERS”***

# CAUSATIVE THEORY

IMPACT THEORY

INTERVENING  
MECHANISM

GENERALIZATION  
THEORY



***"HEAL US TO HEAL OTHERS"***

# SIX EVALUATION TYPES

## DOMAINS OF PROGRAM THEORY

**NORMATIVE  
OUTCOME**

**NORMATIVE  
TREATMENT**

**IMPLEMENTATI  
ON  
ENVIRONMENT**

**IMPACT**

**INTERVENING  
MECHANISM**

**GENERALIZATIO  
N**



***“HEAL US TO HEAL OTHERS”***

# NORMATIVE OUTCOME EVALUATION

## **THREE ACTIVITIES**

- ❖ *Goal revelation*
- ❖ *Goal priority consensus*
- ❖ *Goal realizability evaluation*

## **METHODS TO ACHIEVE**

- ❖ *Surveying stakeholders*
- ❖ *using focus groups*



***“HEAL US TO HEAL OTHERS”***

# NORMATIVE TREATMENT EVALUATION

- EVALUATION FOR CONGRUENCY  
BETWEEN EXPECTED AND  
IMPLEMENTED TREATMENT



***"HEAL US TO HEAL OTHERS"***

# 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*



***“HEAL US TO HEAL OTHERS”***

# IMPACT EVALUATION

- IT DETERMINES WHETHER THE PROGRAM IS SUCCESSFUL IN ACHIEVING OUTCOMES



***“HEAL US TO HEAL OTHERS”***



# 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*



***"HEAL US TO HEAL OTHERS"***

# PROGRAM EVALUATION PLAN



***"HEAL US TO HEAL OTHERS"***

# 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



***“HEAL US TO HEAL OTHERS”***

# MODEL FOR NURSING EDUCATION AND CHENS THEORY

MISSION AND GOAL EVALUATION

CURRICULUM EVALUATION

EVALUATION OF TEACHING EFFECTIVENESS

*Student dimension*

- ❖ *Faculty dimension*
- ❖ *Delivery mode dimension*
- ❖ *Implenting organization dimension inter organization*
- ❖ *Micro context dimension*
- ❖ *Macro context dimension*

OUTCOME ASSESSMENT

INTERVENING MECHANISM EVALUATION

GENERALISATION EVALUATION



***"HEAL US TO HEAL OTHERS"***

# COURSE EVALUATION

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

## APPROACH

- ❖ *Faculty*
- ❖ *Student*
- ❖ *Materials review*



***"HEAL US TO HEAL OTHERS"***

# EVALUATION OF TEACHING EFFECTIVENES

## ❑ TEACHING STRATERGIES

- *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*



***"HEAL US TO HEAL OTHERS"***

# 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*



***“HEAL US TO HEAL OTHERS”***



# FACULTY DIMENSION

## QUALIFICATION

- Credentials
- Diversity
- Professional experience

## FACULTY DEVELOPMENT

- Orientation
- Socialization
- Introduction to mission and goals



**“HEAL US TO HEAL OTHERS”**

# CONTD..

## FACULTY SCHOLARSHIP

### BOYER

① SCHOLARSHIP OF DISCOVERY

② SCHOLARSHIP OF INTEGRATION

③ SCHOLARSHIP OF APPLICATION

④ SCHOLARSHIP OF TEACHING

## EVALUATION OF FACULTY PERFORMANCE



*"HEAL US TO HEAL OTHERS"*

# DELIVERY MODE DIMENSION

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



***“HEAL US TO HEAL OTHERS”***

# 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



***"HEAL US TO HEAL OTHERS"***

# INTER ORGANISATIONAL DIMENSION

- Advisory board
- Articulation agreements



***"HEAL US TO HEAL OTHERS"***

# 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



***"HEAL US TO HEAL OTHERS"***

# MACRO CONTEXT DIMENSION

- Trends In Health Care Is Reviewed And Incorporated
- Changes In Health Care Delivery Known And Incorporated
- Trends In Higher Education



***“HEAL US TO HEAL OTHERS”***

# 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*



***"HEAL US TO HEAL OTHERS"***



# INTERVENING MECHANISM EVALUATION

- Defining Intervening Variables
- Determining Intervening Variables
- Evaluation Of Intervening Variables



***"HEAL US TO HEAL OTHERS"***

# 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



**"HEAL US TO HEAL OTHERS"**

# THANK YOU



***"HEAL US TO HEAL OTHERS"***