

Building a Culture of Assessment Using Nuventive

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Learning Objectives

Participants will:

- Describe the relevance of a culture of assessment in schools and colleges.
- Identify requirements for developing a culture of assessment.
- Discuss the process for preparing academic programs for standardized, digital assessment processes.
- Discuss a sample process used for course level assessment using Nuventive.



What is the goal of assessment?

What is a culture of assessment?



“An organizational environment in which decisions are based on facts, research and analysis, where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders” (Lakos 2002, Conference Proceedings on Performance Measurement)



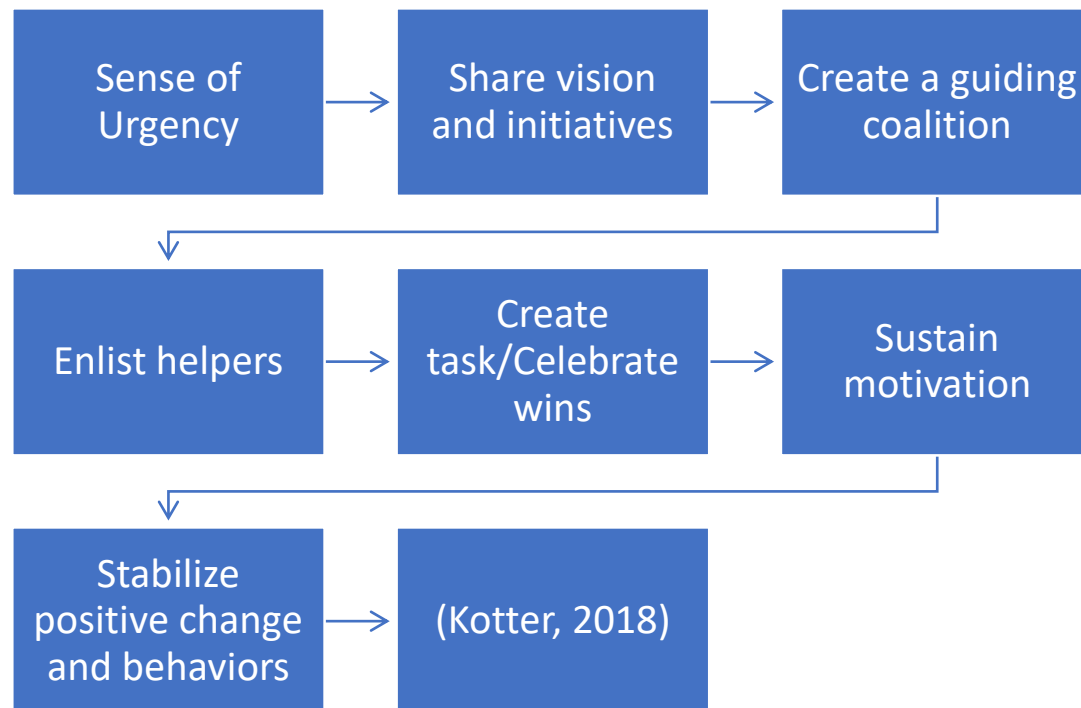
It is an environment where assessment and continuous improvement are valued by everyone.



There is understanding of assessment processes and group's end goal(s).

Preparation is needed

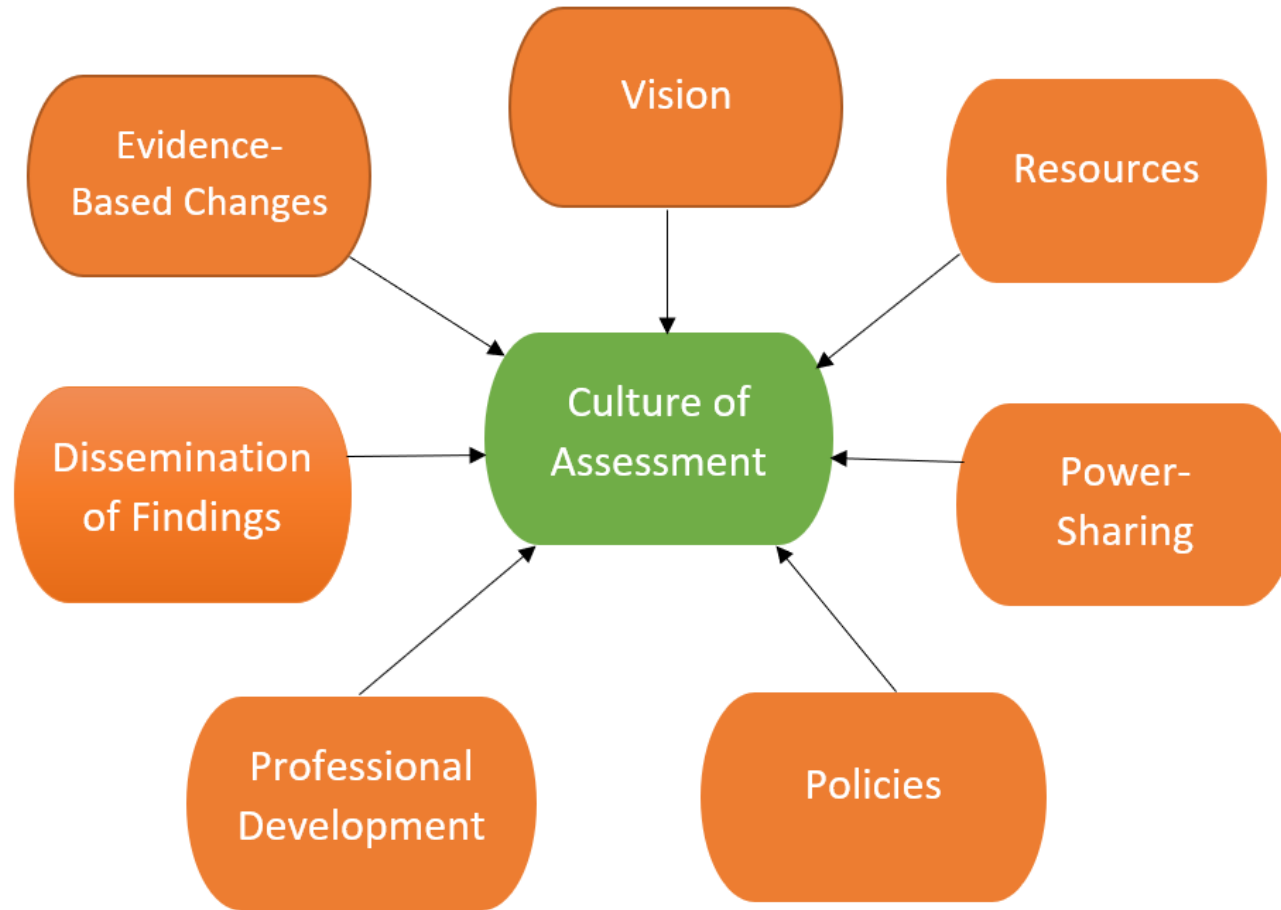
Kotter's Change Model



Application to the SON

- Education on programmatic and course level assessments.
- Form committees
- Set up the policies, collection, evaluation, dissemination processes.
- Assign resources, responsibilities w/accountability measures and rewards
- Be consistent, adaptive, patient, and responsive

Developing a Culture of Assessment



Prep for Standardization and Digitization

Why Standardize?



Shows commitment to the plan



Consistency



Adherence to the plan
(Curriculum and Assessment)

Why Digitize?

- Decrease manual labor
- Secure storage
- Ease of data collection, aggregation, and evaluation
- Increased transparency and sharing with stakeholders

Diagnostics – Content Mastery

BSN Nursing Program Level Metrics

Level 1					Level 2				Level 3					Level 4				Level 5				
3126	3064	3064L	3138	3133L	3326	3326L	3825	3145	3431	3431L	3505	3505L	3169	4267	4267L	4358	4358L	4671	4671L	4827	4828	4948L
Pathophysiology	Health Assessment	Health Assessment L	Promoting & Maintaining	Foundations of Clinical Practice	Adult Health	Adult Health Clinical	Nursing Concepts & Practice	Pharmacology	Women & Childbearing	Women & Childbearing	Mental Health	Mental Health Clinical	Evidence-based Practice	Advanced Med-Surg	Advanced Med-Surg	Pediatrics	Pediatrics Clin	Population Health	Population Health Clinical	Leadership & Management	Professional Development	Professional Transition Clin
<p>ATI Content Exams:</p> <ul style="list-style-type: none"> - TEAS (Sophomore Year) (90% of Student will attain Level 2 proficiency) - Critical Thinking - Pretest (3064) (90% of Student will attain Level 2 proficiency) - Nutrition for Nursing (3138) (90% of Student will attain Level 2 proficiency) 					<p>ATI Content Exams:</p> <ul style="list-style-type: none"> - Fundamentals of Nursing (3326) (90% of Student will attain Level 2 proficiency) - Customized Med-Surg (3326) (90% of Student will attain Level 2 proficiency) 				<p>ATI Content Exams:</p> <ul style="list-style-type: none"> - Mental Health (3505) (90% of Student will attain Level 2 proficiency) - Maternal-Newborn (3431) (90% of Student will attain Level 2 proficiency) 					<p>ATI Content Exams:</p> <ul style="list-style-type: none"> - Med/Surg (4267) (90% of Student will attain Level 2 proficiency) - Peds (4358) (90% of Student will attain Level 2 proficiency) - Pharmacology (4267) - (90% of Student will attain Level 2 proficiency) 				<p>ATI Content Exams:</p> <ul style="list-style-type: none"> - Community/Population Health (4671) (90% of Student will attain Level 2 proficiency) - Leadership (4827) (90% of Student will attain Level 2 proficiency) - Comprehensive Predictor (90% of Student will attain Predictor Value (90th Probability) (4828) 				

BSN Nursing Program Level Metrics Non-Standardized & Experiential Assessments

Level 1					Level 2				Level 3					Level 4				Level 5				
3126	3064	3064L	3138	3133L	3326	3326L	3825	3145	3431	3431L	3505	3505L	3169	4267	4267L	4358	4358L	4671	4671L	4827	4828	4948L
Pathophysiology	Health Assessment	Health Assessment II	Promoting & Maintaining	Foundations of Clinical Practice	Adult Health	Adult Health Clinical	Nursing Concepts & Practice	Pharmacology	Women & Childbearing	Women & Childbearing	Mental Health	Mental Health Clinical	Evidence-based Practice	Advanced Med-Surg	Advanced Med-Surg	Pediatrics	Pediatrics Clinical	Population Health	Population Health Clinical	Leadership & Management	Professional Development	Professional Transition Clinical
Signature Assessments - Fundamentals skills test out (3133L) <i>(90% of students pass on the first attempt)</i> - Med-Calc (3133L) <i>(90% of students pass on the first attempt)</i>					Signature Assessments - Focused skills test out (3431) <i>(90% of students pass on the first attempt)</i> - Med-Calc (3431) <i>(90% of students pass on the first attempt)</i> - Simulation (NUR3825) <i>(90% of students pass with "S" on the first attempt)</i>				Signature Assessments - Final EBP Project (QEP) – Writing - (3169) <i>(90% of students pass on the first attempt)</i> - Focused skills test out (3431) <i>(90% of students pass on the first attempt)</i> - Med-Calc (3431) <i>(90% of students pass on the first attempt)</i> - Simulation (3431)/(3505) <i>(90% of students pass with "S" on the first attempt)</i>					Signature Assessments - Focused skills test out (90% of students pass on the first attempt) - Med-Calc (90% of students pass on the first attempt) - NUR4671L (QEP) – (Ex 90% of students will receive a grade of 85% or better) - Simulation (4267)/(4358) <i>(90% of students pass with "S" on the first attempt)</i>				Signature Assessments - Focused skills test out (90% of students pass on the first attempt) - Med-Calc (90% of students pass on the first attempt) - Communication – (4671L) Patient education (90% of students pass on the first attempt) - Simulation (4671 & 4827) <i>(90% of students pass with "S" on the first attempt)</i>				

****NOTE:** Clinical judgment assessment part of simulation evaluation

Barriers to Successful Assessment Culture

Fear - Lack of guidance and mentoring

Devaluation - Failure to include assessment work as service and/or scholarship towards tenure and promotion

Perceived lack of commitment - Failure to allocate resources to assessment – Time, education, software, social marketing, etc.

Faculty leadership deficits

Program Level Assessments

Nuventive Solutions Nuventive Improvement Platform Essential Edition Welcome, lisa.gardner@famuedu!

IP - Nursing (BSN)

Program Assessment and Alignments > Assessment Report

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- ▶ **4** Communications (Outcome #1)
Graduating seniors will demonstrate the ability to communicate effectively, verbally, nonverbally and in writing with clients, family, community, health team members, and other individuals.
Objective/Outcome Status: Active SLO - Student Learning Outcome
Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022
- ▶ **4** Therapeutic Nursing Interventions including Psychomotor and Psychosocial Therapeutics (Outcome #2)
Graduating seniors will demonstrate the ability to use therapeutic nursing interventions including psychomotor and psychosocial therapeutics directed at individuals, families, groups and communities.
Objective/Outcome Status: Active SLO - Student Learning Outcome
Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022
- ▶ **8** Critical Thinking (Outcome #3)
Graduating students will demonstrate that the School of Nursing adequately prepared them to use critical thinking to make sound judgments and decisions.
Objective/Outcome Status: Active SLO - Student Learning Outcome
Assessment Year(s): 2019 - 2020, 2020 - 2021, 2021 - 2022
- ▶ **4** Drug Calculations (Outcome #4)
Graduating seniors will demonstrate the ability to accurately solve drug calculation using quantitative techniques.
Objective/Outcome Status: Active SLO - Student Learning Outcome

Course Level Assessment - STARS Report (Outcome #1)

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IP - Nursing (BSN)

Course Assessment > Assessment Results

or vulnerable populations.

CO/CLO 4 Function as a leader and advocate ensuring that the unique needs of vulnerable populations and the public at large are met.

- Direct - Internships and Clinical Evaluation** The objectives described on the clinical evaluation tool will be evaluated in each clinical practicum.
Students clinical performance will be evaluated based on the clinical evaluation tool.
- Direct - Course Embedded Assessment** The objective of the log is to reflect the critical thinking and leadership skills used during the community health nursing experiences. This learning activity should reflect your critical thinking and leadership skills.

2020 - 2021: Spring 2021 Criteria Met 11/07/2021

Spring 2021: 94% of students (n=32) received Satisfactory on the Reflective Journal. [\[more\]](#)

* Plans of Action

Plan of Action Students will continue to engage in this critical thinking and leadership skill assessment. Faculty will assess changing the assignment grading to a letter grade (A, B, C, etc.) (11/07/2021)

Follow-Up

Assignment

Related Documents

Question #1

Which of the following are reasons for having a culture of assessment? (***Select all that apply***)

- a. To ensure data driven decision-making.
- b. To promote assessment as part of daily life for faculty and staff.
- c. To ensure continuous progress towards the set goals.
- d. To meet accreditation and regulatory requirements.
- e. All of the above.

Question #2

Developing a Culture of Assessment requires preparation. What is a Model that has been utilized to lead and accelerate change within organizations?

- a. Promotional Model
- b. Decision Model
- c. Beginning Model
- d. Kotter's Model

Question #3

Conducting an assessment is a unified process. What are key components to creating and sustaining a culture of assessment? ***Select all that apply.***

- a. Vision
- b. Professional Development
- c. Limited involvement
- d. Power and Ownership
- e. Policies
- f. Resource Support

Question #4

What is a key intervention in standardizing processes?

- a. Using technology
- b. Educating on the rationale
- c. Setting up policies
- d. Mandating compliance



thank
you