



## MORAVIAN COLLEGE

### NURS 613: Assessment and Evaluation Methods Spring 2016

**FACULTY INFORMATION:** Lori Hoffman, PhD, RN  
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**CLASS SESSIONS:** Thursdays, Jan. 21-Mar. 4, 2016 (Hybrid)  
5:00-8:00 pm in PPHAC 233

#### **COURSE DESCRIPTION:**

This course provides a framework to assess and evaluate learning in the academic and clinical settings preparing the student for the role of the novice educator. Students will learn to prepare and evaluate educational programs, as well as evaluate student, staff, and patient learning. Various assessment and measurement instruments will be identified and utilized in relation to projects geared toward their target population.

#### **COURSE OBJECTIVES:**

At the conclusion of this course, the student will be able to:

1. Discuss assessment strategies suitable to the needs of the target population.
2. Develop course objectives and educational outcomes based on the learning needs of the target population.
3. Determine the most appropriate assessments applicable to specific course or program objectives and desired outcomes.
4. Use assessment data to improve the effectiveness of courses and/or educational programs.
5. Analyze quantitative and qualitative feedback and benchmarks in the assessment of educational programmatic outcomes.

#### **REQUIRED TEXTBOOKS:**

Oermann, M. H., & Gaberson, K. B. (2009). *Evaluation and testing in nursing education* (4<sup>th</sup> ed.). New York: Springer Publishing.

#### **RECOMMENDED TEXTBOOKS:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington DC: APA.

Bastable, S. B. (2014). *Nurse as educator: Principles of teaching and learning* (3<sup>rd</sup> ed.). Burlington, MA: Jones and Bartlett.

**PREREQUISITES:** None

## **COURSE REQUIREMENTS**

### **Class Attendance**

Students are expected to attend class and be engaged in the work of the course. Oftentimes, circumstances develop which may prevent class attendance. Please contact me in the event you will not be attending class. It is the responsibility of the student to stay current with course readings and learning activities. If two or more classes are missed, the student may be advised to withdraw from the class or may have the course grade lowered commensurately. Students are expected to read assigned readings prior to class. Students who are experiencing course-related difficulty should consult the course faculty in a timely and constructive manner.

### **Academic Integrity**

Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. This policy is described in the Moravian College Student Handbook. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words without appropriate citation. *It also includes obtaining a paper from someone else, using text or images from the Internet, or submitting written material from a professional writing service.* Note: Using text or images on Powerpoint and web pages without proper citation is also considered plagiarism.

### **ADA/Learning support statement**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (610 861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center

### **Inclement Weather Policy**

The college policy for cancellation of classes due to inclement weather will be followed. Please check blackboard course site and AMOS for any announcements relative to weather and the cancellation of class.

### **TEACHING METHODS:**

Case studies, class discussions, lecture, presentation of student projects related to assessment and evaluation

Course grades are based on the following numerical equivalencies:

A = 93-100	C = 73-76.99
A- = 90-92.99	C- = 70-72.99
B+ = 87-89.99	D+ = 67-69.99
B = 83-86.99	D = 64-66.99
B- = 80-82.99	D- = 60-63.99
C+ = 77-79.99	F = Below 60

It is the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

**GRADED REQUIREMENTS:**

Assignment		%	Due Date
<b>1. Class Design: Assessment and Evaluation (Paper)</b>  <i>Final Paper Due, 3/7; Submit with Elements A-D; include summary statements.</i>	A. Discussion of Target Audience: Learning Needs	15%	1/28
	B. Written Learning Outcomes	15%	2/4
	C. Test Construction and Analysis	20%	2/18
	D. Authentic Assessment Strategy	20%	3/3
<b>2. Critique of Evaluation Instrument (Class Discussion)</b>		20%	2/25
<b>3. Class Preparation and Participation</b>		10%	Ongoing

**GRADED REQUIREMENTS:****1) Class Design: Assessment and Evaluation**

This requirement is a paper with four graded elements – the identification of the target audience, determination of learning outcomes, construction of a 10-item test blue print, and description of an authentic assessment strategy. The final paper should include a title and references page, as well as a table of contents for the four grade elements. Grading of each element, as well as the final paper, will be based on quality, creativity, organization, and analyses.

**A. Discussion of Target Audience: Learning Needs 15%**

Select a specific content area which is either relevant to your clinical area or is an area of great interest for you. A narrative portion of this assignment should include the purpose of testing as well as a description of the population to be tested. (Due, 1/28)

**B. Written Learning Outcomes 15%**

Write three learning outcomes that you anticipate covering if you were responsible for teaching a short class on this topic of interest. Develop learning outcomes, one from each taxonomic domain, e.g. Bloom's domains of cognitive, psychomotor, and affective learning or QSEN KSA's. (Knowledge, Skills, and Attitude. (Due, 2/4; submit along with Element A.)

### **C. Test Construction and Analysis**

**20%**

Develop a test blueprint which addresses the three learning outcomes and the cognitive levels of each question. A variety of cognitive levels should be used. You will need to identify the target population (patients, nursing students, or nursing staff). Construct 10 test questions that are specific for the learning outcomes for the target population. Each test question should include the following elements:

- A. Stem
- B. Options
- C. Correct response
- D. Rationale for the correct response
- E. Taxonomic level
- F. Phase of the nursing process (if applicable)

Students distribute the 10 questions to class members in class on 2/11. Students will score the tests and analyze statistical data on the tests. Students will then write a paper including an evaluation of each test question, the level of difficulty of each question, the range of scores and their distribution and if/how you would revise the test question(s) to strengthen for use in the future. (Due, 2/18; submit with Elements A and B).

### **D. Authentic Assessment Strategy**

**20%**

Review the literature and find an authentic assessment that you believe may work well with your target population and content area of interest. This paper should include description of the authentic assessment that you found (will create) including:

- How it will be used
- Where it has been used/where it can be used
- Rationale for use
- How validity and reliability are addressed/ or can be established
- Feasibility of use for the target population

(Due by 3/3; submit with Elements A, B, & C)

### **2. Critique of Evaluation Instrument (Class Discussion)**

**20%**

Each student will be assigned to critique *one of the two options* below. Each student will present this critique and lead class members in discussion of the instrument.

#### **A. Critique of an Evaluation Instrument**

- a. Describe a method of evaluation; identify the behavioral objective(s) to be measured; evaluate the items and directions for administration; describe how validity and reliability were/would be established and how a cut score was/would be set. Identify any problems associated with the tool and describe how you would improve the tool.

#### **B. Critique of a Standardized Test**

- a. Describe one standardized aptitude or achievement test used in nursing education to prepare students of their NCLEX-RN; evaluate the test's validity and reliability; discuss the strengths and weaknesses of the test including any limitations or potential problems in administering the test and in interpreting the test results.

### 3. Class Participation

10%

Students are expected to come to class prepared, having read the assigned readings and reflected on applicability to nursing education. During the class seminars all students are expected to participate at a level commensurate with their education and clinical experiences. Students are expected to also engage in respectful discourse with their peers, acting as a team and coaching each others' responses.

#### COURSE OUTLINE Spring 2016

Date	Topic	Reading
January 21	Course Overview  Discuss: What is: Assessment? Measurement? Evaluation?  The concept of "Authentic Assessment"	Chapter Readings are from the Oermann & Gaberson Textbook  <i>Additional readings may be distributed or posted on Blackboard. Check Blackboard at least two days before a class.</i>
January 28	Basic Concepts of Assessment <ul style="list-style-type: none"><li>• Writing objectives</li><li>• Measurement &amp; Evaluation Concepts</li><li>• Associated Statistics (validity &amp; reliability) – related to measurement</li></ul> Planning for Testing	Textbook: Chapters: 1-3  <b>Draft due:</b> Target Audience and Learning Needs
February 4	<i>All Department Event, HUB Pavilion, 4:00-7:00 (Required)</i>  <b>Draft due:</b> Written Learning Objectives (i.e. KSA/Cognitive, Psychomotor, and Affective (3+))	
February 11	Classroom Tests and Assessments <ul style="list-style-type: none"><li>• Developing Rubrics, Blueprints</li><li>• Test Construction</li><li>• Types of Questions</li></ul>	Textbook: Chapters: 4-6, 10  <b>Test questions due:</b> Bring 7 copies of 10-item Test for class members
February 18	Assessment of Higher Level Learning  Scoring and Analyzing Tests	Textbook: Chapters: 7, 9, & 12  <b>Draft due:</b> Test Construction and Analysis: Bring 7 copies of 10-item Test for classmates.

**COURSE OUTLINE Spring 2016 (continued)**

February 25	Standardized Tests and Other Evaluation Instruments  <b>Critique Presentations Due:</b> Critique of Evaluation Instrument as assigned	Textbook: Chapters 8, 13, & 14
March 3	Social, Ethical, and Legal Issues  Programmatic Assessment	Textbook: Chapters 15 & 18
March 10	<b>Spring Break</b>	<b>Final Due:</b> Class Design Elements/Paper

Articles may be assigned as the course progresses.  
*The syllabus is subject to change at the instructor's discretion.*