

Curriculum and Program Evaluation

Janet Landeen, RN, PhD

Associate Professor, School of Nursing

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Overview of Session

- Curriculum Definitions & Models
- Rationales for Evaluation
- Program Evaluation: 2 Models
- Curriculum Evaluation



Inspire.

Engage.

Lead.



Definitions of curriculum

- Program of studies
- Planned learning experiences
- All experiences that students have under auspices of school
- Structured series of intended learning outcomes

(Bevis & Watson, 1989)

Teaching as Indwelling between Two Curriculum Worlds

- Curriculum-as-Plan
- Curriculum-as-Lived-Experience

(Aoki, 1986/1991)



Evolution of Curricula in Canada

- Ordered Curriculum-apprenticeship model within hospitals
- Assimilated Curriculum-behaviorism within academia
- Empowered Curriculum-shift to caring curricula-mutuality
- Emancipatory Curriculum-advocacy for change

(Anthony & Landeen, 2010)



Why Evaluate?

Inspire.

Engage.

Lead.



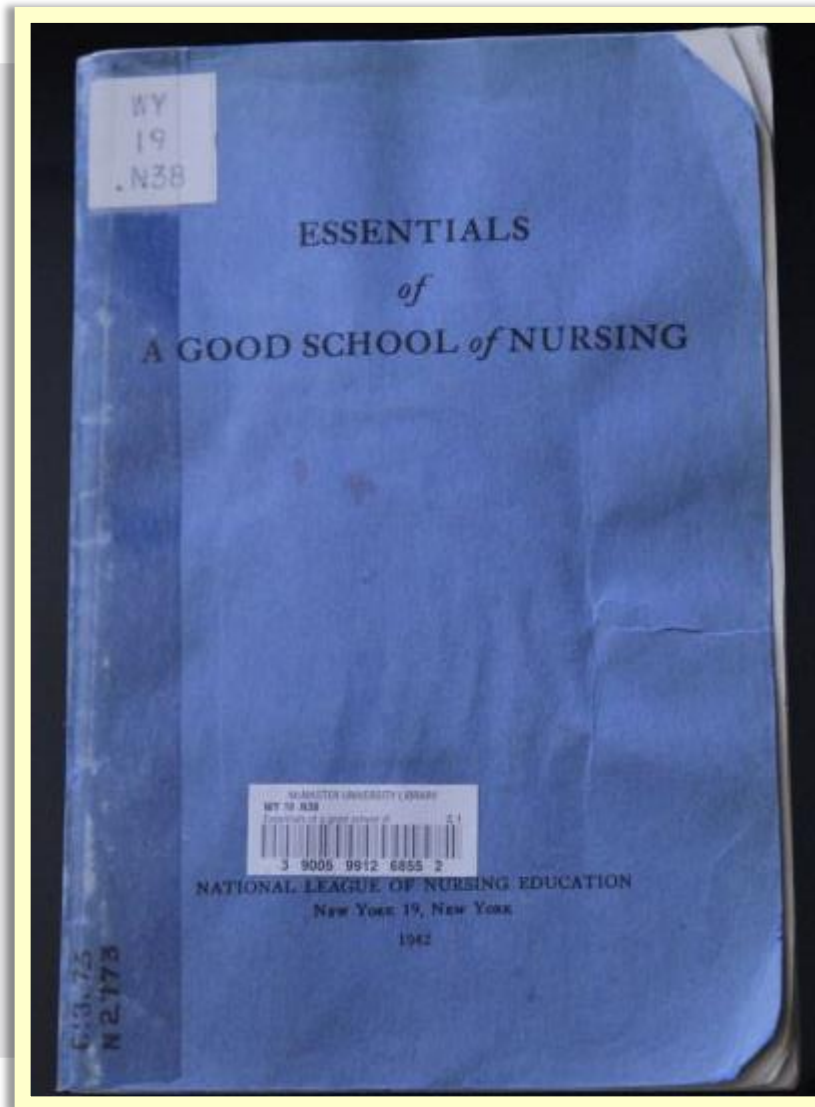


Essentials of A Good School of Nursing

Inspire.

Engage.

Lead.





Canadian Accreditation Standards

Inspire.

- On-going comprehensive evaluation continually improves program outcomes.
(CASN, 2013)

Engage.

- Clearly articulated plan that includes
 - Systematic ongoing feedback from students, faculty, alumni, and employers
 - Evidence of using that feedback to improve quality of program

Lead.

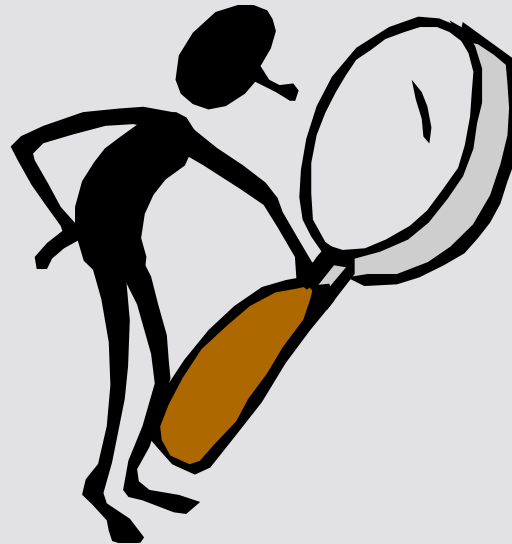


Inspire •

Engage.

Lead.

Program Evaluation





Program Evaluation

- Purpose: to determine if a particular program is effective in producing the desired outcome (Aoki, 1986/1991)
- Comprehensive-including multiple perspectives, & multiple data sources (Stufflebeam, 2003)
- Continuous quality improvement (Keating, 2011)



CIPP Model of Program Evaluation

- Developed for evaluation of Educational Programs
- Philosophy: “not to prove, but to improve”
- Begins with identification of Core Values:
sets priorities of activities

(Stufflebeam, 2003-a)

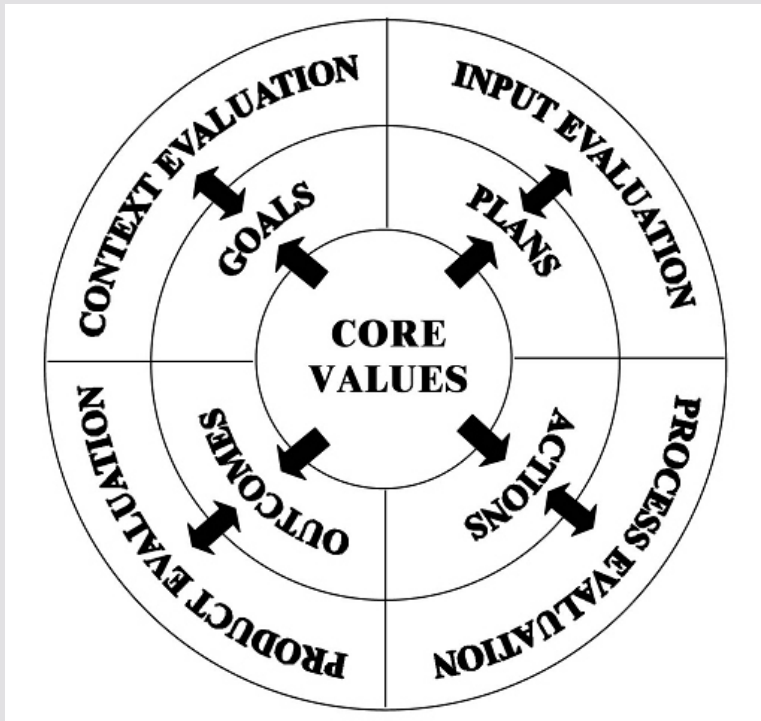


CIPP Model

- Context:
 - Internal: School/Educational Institution
 - External: Health Care System, Accreditation Standards, National Requirements
- Input: Students, Faculty, Staff, Resources
- Process: Curriculum, Policies, Procedures, Supports/Resources, Student, Faculty & Staff Satisfaction
- Product: Learning Outcomes, Retention & Graduation Rates, Grades, National Exam Pass Rates, Employer & Alumni Satisfaction



Development of Systematic Program Evaluation Matrix



(Stufflebeam, 2003-b)

Components

- What to be evaluated?
- Who to be involved?
- Who is responsible?
- When will it be conducted?
- How will it be conducted?
- How will information be reported & used?



Levels of Evaluation

- Reaction: immediate satisfaction
- Learning: improvement in knowledge, skills, & attitudes
- Behaviour: transfer of knowledge beyond classroom
- Results: change in health care system, health of populations

(Kirkpatrick, 1996)



Curriculum Evaluation

- Which components of curriculum?
- Consistent student feedback after course & program completion
- Consistent evaluation of learning





Discussion

What will work for you?



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