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

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

(Stufflebeam, 2003-b)
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?
References


- Canadian Association of Schools of Nursing. (2013). CASN accreditation program standards. Ottawa: CASN. Available at: [https://www.casn.ca/vm/newvisual/attachments/856/Media/20133FINALAccredprogramstandardsFINAL.pdf](https://www.casn.ca/vm/newvisual/attachments/856/Media/20133FINALAccredprogramstandardsFINAL.pdf)
References