Texas A & M University, Corpus Christi
College of Nursing and Health Sciences
Graduate Program

Course Title: Assessment, Measurement, and Evaluation in Nursing Education
Course Number: Nursing 5354
Credits: 3 hours
PRE/CO REQUISITES: None
Course Delivery: Blackboard

Course Description:
This course provides students with an overview of assessment, measurement, and evaluation strategies in the classroom and clinical areas. Students develop evaluation skills emphasizing unit, course and program outcomes. The process of evaluation within the teaching role is framed as a continuous quality improvement educational practice. This course is designed for graduate nursing students.

Course Objectives:
1. Examine the ethical and legal responsibilities of the nurse educator in the evaluation process;
2. Summarize contemporary sources used to develop evidenced-based assessment and evaluation;
3. Differentiate areas in a program where formative, summative and confirmative evaluations are used;
4. Differentiate between the advantages, limitations and relevance of subjective and objective methods of evaluation;
5. Create appropriate assessment instruments to evaluate educational outcomes;
6. Apply the principles of test construction for multiple-choice examinations
7. Apply the principles of test item analysis to examinations;
8. Critique models used to develop clinical evaluations;
9. Analyze assessment and evaluation data that can be used to enhance the teaching-learning process.
## Student Outcomes Assessment Matrix

<table>
<thead>
<tr>
<th>CONHS MSN Program Objectives</th>
<th>NLN Framework Core Competency 3: Use Assessment &amp; Evaluation Strategies; Competency 7: Engage in Scholarship</th>
<th>Course Objectives</th>
<th>Assessment Techniques</th>
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</thead>
<tbody>
<tr>
<td>5). Develop competence &amp; accountability in an advanced practice nursing role 7). Value commitment to the advancement of the profession and discipline of nursing</td>
<td>#3 Uses extant literature to develop evidence-based assessment &amp; evaluation practices</td>
<td>1, 2</td>
<td>▪ Assigned readings  ▪ Discussion Question</td>
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<tr>
<td>4). Evaluate theory &amp; research findings for integration into professional nursing practice</td>
<td>#3 Uses extant literature to develop evidence-based assessment &amp; evaluation practices</td>
<td>3, 4</td>
<td>▪ Assigned readings  ▪ Discussion Question</td>
</tr>
<tr>
<td>4). Evaluate theory &amp; research findings for integration into professional nursing practice 5). Develop competence &amp; accountability in an advanced practice nursing role</td>
<td>#3 Uses extant literature to develop evidence-based assessment &amp; evaluation practices  #3 Implements evidence-based assessment &amp; evaluation strategies that are appropriate to the learner &amp; to learning goals</td>
<td>5, 6</td>
<td>▪ Assigned readings  ▪ Discussion Question  ▪ Test Item Construction Paper</td>
</tr>
<tr>
<td>4). Evaluate theory &amp; research findings for integration into professional nursing practice</td>
<td>#3 Uses assessment and evaluation data to enhance the teaching-learning process;  #3 Demonstrates skill in the design &amp; use of tools for assessing clinical practice  #7 Draws on extant literature to design evidence-based teaching &amp; evaluation practices</td>
<td>7, 8, 9</td>
<td>▪ Assigned readings  ▪ Discussion Question  ▪ Test Item Analysis Paper  ▪ Critique of the Clinical Evaluation Tool</td>
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</table>
**Required Textbooks:**


**Optional:**


**COURSE REQUIREMENTS:**

Students are expected to:

- Complete all course assignments on time unless prior arrangements are made with the faculty; 10% per day penalty will be assessed for late work.
- Participate in group discussions using scholarly resources as a basis for the discussion. Each Unit develops over two weeks and has a discussion component on the second week. For each discussion week, begin on Monday and end on Sunday at 11:55p. **Discussion will be graded according to the Discussion Rubric on the Information page.**
- Use the highest level of on-line etiquette, respect and professional communication is expected: Communication should be respectful of other views and have a positive and polite tone. **PLEASE REVIEW DISCUSSION Rules Of Engagement.**
CONHS GRADING POLICY

A = 90 to 100 B = 83 to 89 C = 75 to 82 D = 67-74 F = Below 67

Evaluation Method
Test Item Construction Paper: Students will identify content that is consistent with their clinical area of expertise and develop a multiple-choice examination following the principles of test item construction. (Grade weight = 25%)

Test Item Analysis Paper: Students will use the principles of test item analysis to assess their test items created in the Test Item Construction Paper. (Grade weight = 25%)

Critique of the Clinical Evaluation Tool: Students will use defined criteria (Oermann & Gaberson, 2009) to critique TAMUCC Undergraduate Clinical Evaluation Tool. (Grade weight = 30%)

Discussion Participation (20%) Group discussion is used to facilitate reflective thinking about the Unit concepts and provide opportunities to ask relevant questions. Each Unit discussion areas will be posted by the instructor. Minimally, students are expected to post 1-2 substantive postings and to post thoughtful responses to a minimum of 2 peer postings on at least 2 different days each discussion week. To earn the full 10-points for each discussion the student must participate at a higher level than minimum requirements.

Learning Experiences

The objectives for this online course should be met through individual study using the required texts and resources presented throughout the semester, successful completion of all assignments, requirements and evaluations. The assignments and course requirements have been designed as opportunities for the application of principles learned through the coursework in this program. Skill demonstration, personal reflection independent reading and study, and online discussions are used to stimulate the development of an understanding of theory, process and principles of organizational behavior, theory and design as they influence the organization and delivery of nursing care and healthcare systems operations. While the professor will provide guidance and consultation, the student is responsible for identification of individual learning needs, self-direction, seeking consultation and demonstration of the achievement of the course objectives.

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Blackboard. It is the student’s responsibility to regularly monitor Blackboard.
Course Communication

The Blackboard 9.1 Mail tool (Bb Mail) is required for communication within the course. When contacting Dr. Sall or your co-learners in the course, always use the Blackboard 9.1 Mail tool rather than an e-mail account that you may have for other personal use. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Blackboard will not get lost and stay within the course shell. Using the Bb Mail tool will allow access to assignments, questions, and course material more efficiently. I can also be reached by telephone.

Web Class Specifics

- *The online weekly schedule begins on Tuesday and ends on Sunday.* Monday can be considered a day off.
- All assignments are due at 2355 the date they are due unless prior arrangements have been made with the instructor.
- You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course. **Computer or Internet problems are not an excuse for late work or lack of participation – have a back-up plan in place in case of emergencies**
- Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule.
- Those with limited experience in Web-based learning should inform Dr. Sall immediately.

Requirements and Evaluation Criteria

Assignments are designed as opportunities for the application of principles learned through coursework in this program. Skill demonstration, personal reflection, independent reading and study, and online discussions are used to stimulate the development of an understanding of theory, process, and principles of organizational behavior as they affect the delivery of nursing care and healthcare organization operations. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist every student’s successful completion of this course.

Note: Refer to the Course Schedule for specific information about each course requirement and its due date. Detailed assignment guidelines are available in the Assignment section of the Course Menu. Students are strongly advised to read the detailed guidelines before completing the assignments.

Expectations for Student Behaviors

1. Students are expected to have access to a computer that can support Blackboard 9.1 applications and all related course materials.

2. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.
3. All email communication should occur through the Blackboard 9.1 structure. Students should review email at least every 48 hours as well as the general announcements area of the course.

4. All assignments are due on the scheduled date unless other arrangements have been made with the course instructor before the due date. Late work is generally not accepted. Assignments are made in a time frame allowing the student sufficient time to plan the necessary work to accomplish the assigned course components. Exceptions would be considered for extreme and unplanned emergencies. No, the flu or a cold is not in this category. Students should review the syllabus and course schedule throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of the syllabus and course schedule as a reference.

5. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

6. The nature of the content of this course may promote debate in the discussion forums. As students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. Disrespect to classmates will NOT be tolerated.

7. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

8. Each assignment is designed to provide students with an opportunity to demonstrate their understanding of the principles covered in the course and their ability to apply them to management and leadership problems. To successfully complete these assignments it is imperative that students prepare for each class and use the communication tools to clarify content that may be confusing.

**Expectations for Faculty Behavior**

1. Dr. Sall will monitor Blackboard 9.1 email and discussion comments regularly. Students can expect a response to email messages or telephone messages within 48 hours unless messages are sent on Friday. The instructor will not regularly check for new messages on weekends and holidays.
2. Students will generally receive feedback on assignments within 14 days of assignment due dates unless notified by the course faculty.
3. Dr. Sall is available to talk with individual students through email, texting, or telephone.

**Guidelines For Form And Style Of Written Assignments**

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact Dr. Sall in a timely manner to insure satisfactory completion of the assignment on the date it is
due. **Unless otherwise instructed**, students must adhere to the APA Publication Manual, 6th Edition guidelines for formatting and organizing written assignments. Review the format specified before writing papers AND before submitting completed assignments.

Scientific writing is precise and formal. Writing within the corporate world frequently uses a less formal structure. This course will use both styles of written communication.

Numerous resources are available to assist students to develop these new writing skills. The Center for Academic Student Achievement provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is [http://casa.tamucc.edu](http://casa.tamucc.edu). You are able to set an appointment with a consultant and meet online in a whiteboard space to consider your writing needs. Please do not hesitate to use this resource.

**POLICIES:**

**Evaluation Input From Students**

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information: University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students) University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/) University Rules and Procedures: University Procedure 13.02.99.C3.01 Academic Misconduct Cases

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Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Important Information

Academic Advising
The College of Nursing & Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. Once the plan is completed it will be filed in the student’s record. The College’s Academic Advising Center is located in Island Hall on the 3rd floor and the Graduate Academic Advisor is Barton Bailey 361-825-5893, Barton.Bailey@tamucc.edu

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Corpus Christi Hall, 116.

Academic Honesty
All students are expected to conduct themselves as mature adults engaged in university-level academic activities. They should act with dignity and respect for classmates, faculty and themselves. Students will be held responsible for their behavior, which includes conforming to ethical standards for academic honesty. By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Group interactions, investigations, and studying are encouraged; however, duplicative work will be treated as cheating and will receive a grade of zero. Anything that is viewed as cheating on an exam will be given the most severe penalty possible, most likely an “F” for the course, but may include more severe punishments.

Plagiarism is a specific form of cheating.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your understanding of what you read without looking at the original. Keep the source book closed!


Refer to the APA Manual for the proper way to use and cite quoted material. The TAMU-CC Writing Center can assist students to develop writing skills that prevent incidents of plagiarism.

Grade Appeal Process
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/130299C2.pdf.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Bibliography


American Psychological Association Testing & Assessment Rights & Responsibilities of Test Takers: Guidelines & Expectations


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HESI Exams An Overview of Reliability & Validity

Joint Commission on Accreditation of Health Care Organizations: Mission & Position Statement
http://www.jointcommission.org/AboutUs/joint_comission_facts.htm

JACHO 2008 National Hospital Patient Safety Goals
http://www.jointcommission.org/NR/rdonlyres/82B717D8-B16A-4442-AD00-CE3188CF00A/0/08_HAP_NPSGs_Master.pdf

Joint Committee on Testing Practices


Lindeman C.A. (200). Pressures on Nursing Education. *Creative Nursing*. 6 (4) p.10


NHLN Certified Nurse Educator Examination

NHLN Hallmark Indicators
http://www.nh.org/excellence/hallmarks_indicators.htm

National Council of State Board of Nursing: Current NCLEX Test Plans
https://www.nCSbn.org/1287.htm


Rutgers University Academic Integrity Policy.
http://academicintegrity.rutgers.edu/integrity.shtml

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Southern Association of Colleges & Schools (SACS) http://www.sacs.org/

TAMUCC College of Nursing & Health Sciences Academic Honesty & Professional Integrity Policy
http://conhs.tamucc.edu/nursingstudenthandbook/007/AcademicHonesty.pdf

Texas A & M University, Corpus Christi Student Grade Appeals Code: 13.02.99.C2
www.tamucc.edu/provost/university_rules/students/130299C2.htm

Texas Board of Nurse Examiners: How Can Clinical Evaluation Tools Show Progression of Students’ Cognitive, Affective, & Psychomotor Achievements?
http://www.bon.state.tx.us/nursingeducator/faq_clinical.html#