



New Careers in Nursing Models for Program Evaluation

"Tell us your nursing school story"

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Catherine M. Millett

Good afternoon. Here are a few elements of "my story":

- Raised in West Springfield, Mass.
- Middle child
- Favorite summer vegetable:
corn on the cob
- Favorite Ben & Jerry's flavor:
Coffee Heath Bar Crunch
- Favorite Sesame Street character:
Burt
- Favorite foreign word:
aubergine (eggplant in French)



Goals for Today

- Provide overview of evaluation models
- Provide a look into how I would tell “my nursing school story” to AACN and RWJF



EVALUATION

Why Conduct an Evaluation?

1. To gain direction for improving projects as they develop
 - Formative evaluations
2. To determine project's effectiveness after enough time elapses to produce results
 - Summative evaluations

Source: National Science Foundation (1997). *User-friendly handbook for mixed-methods evaluations*. NSF 97-153.

Formative vs. Summative

	Formative Evaluation	Summative Evaluation
Purpose	To improve program	To certify program utility
Audience	Program administrators & staff	Potential consumer or funding agency
Who Should Do It	Internal evaluator	External evaluator
Major Characteristic	Timely	Convincing
Measures	Often informal	Valid/reliable
Frequency of Data Collection	Frequent	Limited
Sample Size	Often small	Usually large
Questions Asked	What is working? What needs to be improved? How can it be improved?	What results occur? With whom? Under what conditions? With what training? At what cost?
Design Constraints	What information is needed? When?	What claims do you wish to make?

Source: Worthen, B. R. & Sanders, J. R. (1987) *Educational evaluation: Alternative approaches and practical guidelines*. New York, NY: Longman.

Stufflebeam

22 Approaches to Evaluation Programs

Pseudoevaluations

- Public Relations-Inspired
- Politically-Controlled

Questions – and Methods - Oriented Evaluation (Quasi-Evaluation Studies)

- Objectives-Based
- Accountability, Particularly Payment by Results
- Objective Testing Program
- **Outcome Evaluation as Value-Added Assessment**
- Performance Testing
- Experimental Studies
- Management Information Systems
- Benefit-Cost Analysis Approach
- Clarification Hearing
- **Case Study Evaluations**
- Criticism & Connoisseurship
- Program Theory Based Evaluations
- Mixed-methods studies

Improvement/Accountability – Oriented Evaluation Approaches

- **Decision/Accountability – Oriented Studies**
- **Consumer-Oriented Studies**
- **Accreditation/Certification Approach**

Social Agenda/Advocacy Approaches

- **Client-Centered Studies (or Responsive Evaluation)**
- **Constructive Evaluation**
- **Deliberate Democratic Evaluation**
- **Utilization-Focused Evaluation**

Approaches in **DARK RED** are best and most applicable of the 22.
Approach in **BOLD OLIVE GREEN** shows promise.

Source: Stufflebeam, D. (2001). Evaluation Models. *New Directions for Evaluation*, 2001(89), 7-98

Utilization-Focused Evaluation

Stufflebeam's analysis of Patton's work

- Process for making choices about an evaluation study in collaboration with a targeted group of priority users, selected from a broader set of stakeholders, in order to focus effectively on their intended uses of the evaluation
- All aspects of a utilization-focused program evaluation are chosen and applied to help the targeted users obtain and apply evaluation findings to their intended uses, and to maximize the likelihood that they will use them
- Evaluator engages client group to:
 - Clarify why they need the evaluation
 - How they intend to apply its findings
 - How they think it should be conducted
 - What types of reports should be provided
- Process labeled as “active-reactive-adaptive and situationally responsive”
- Limitation of this approach – turnover of involved users

Reference for your use: Patton, M. Q. (1997). *Utilization-Focused Evaluation: The New Century Text (3 ed.)*. Thousand Oaks: Sage Publications.

Two Methodological Approaches

Qualitative Methods

- Observations
- Interviews
- Focus groups
- Document studies
- Key informants
(a person or group of people)
- Performance assessments
- Case studies

Quantitative Methods

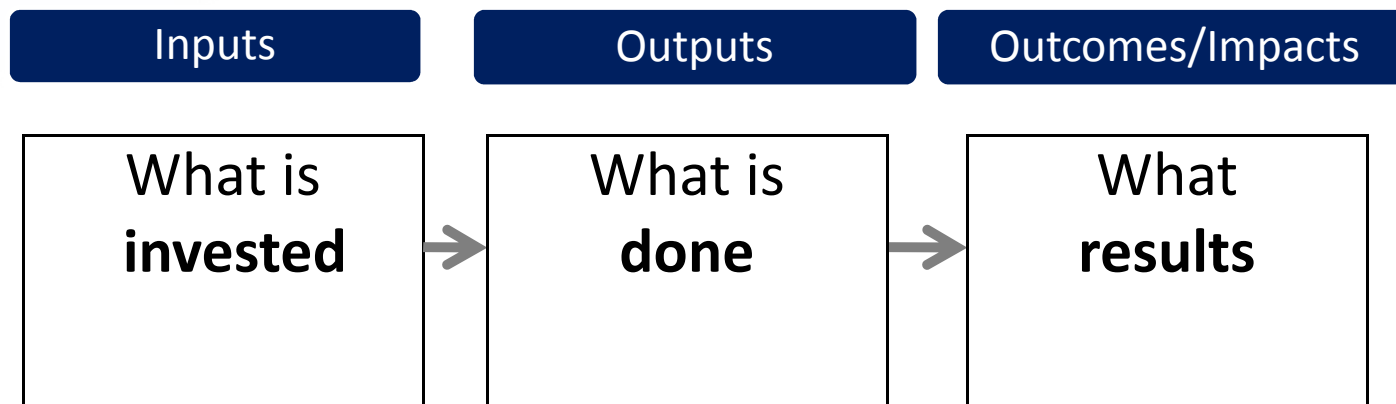
- Questionnaires
- Student achievement
(e.g., grades, honors, graduation rates)
- Tests (e.g., NCLEX)

Source: National Science Foundation (1997). *User-friendly handbook for mixed-methods evaluations*. NSF 97-153.

Logic Models

- “A logic model is the simplified, idealized, graphic depiction of a program or project.”
- Illustrates how a program is suppose to work

Components of a logic model

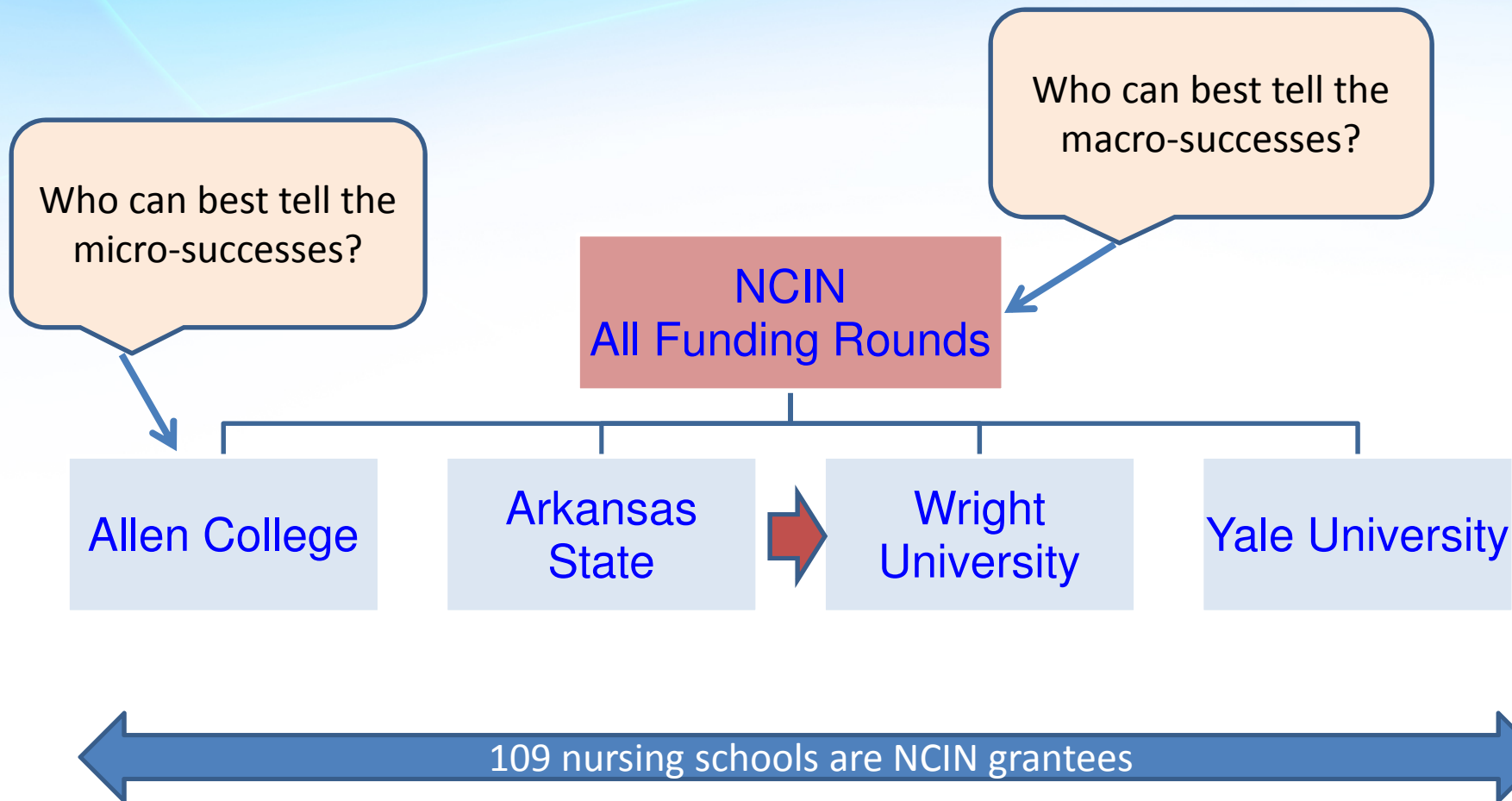


Source: Clewell, B.C. & Campbell, P. B. (2008). *Building evaluation capacity: Designing a cross-project evaluation (Guide 1)*. Washington, DC. The Urban Institute.

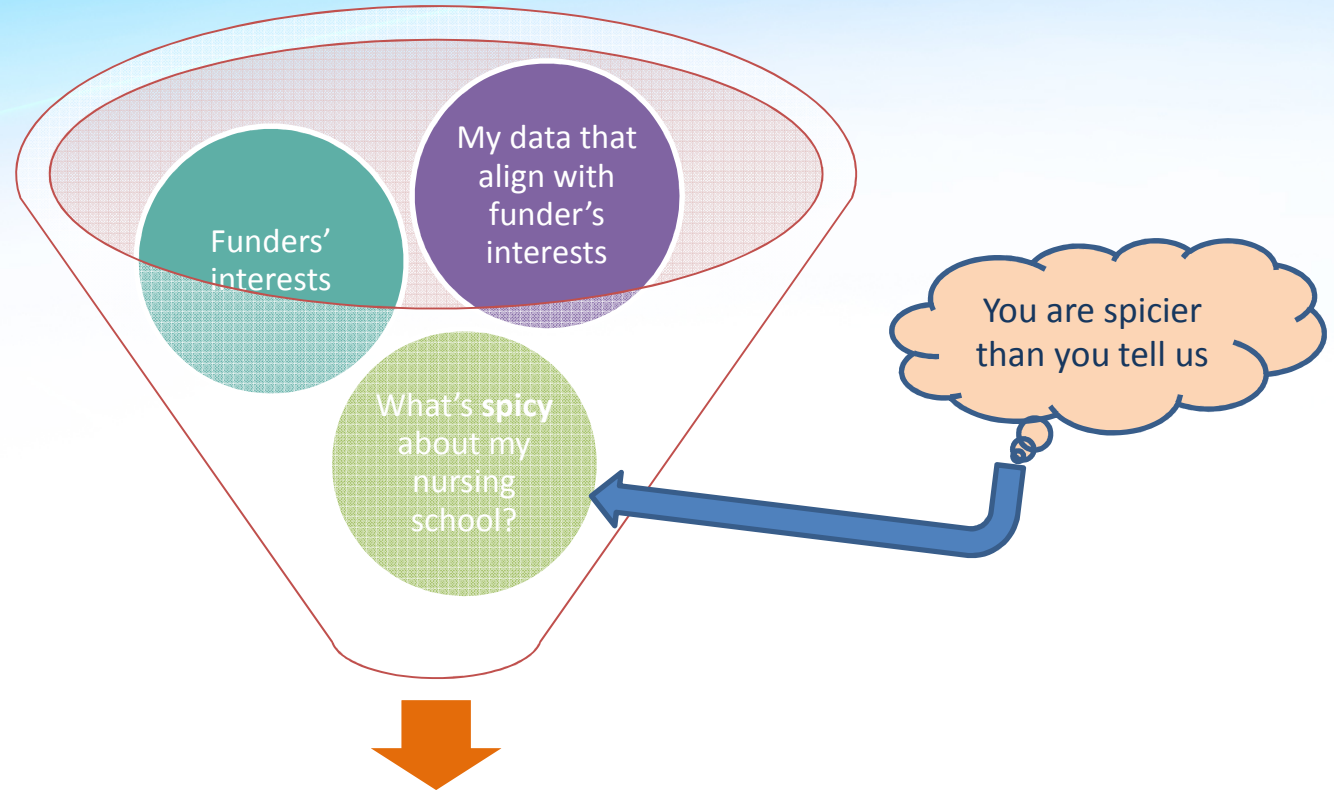


"Telling Your Nursing School Story" **EVALUATION**

NCIN Micro and Macro Views



**One of my mentors said,
“Catherine, writing these reports is like making sausage.”**



Grant Application or Final Narrative Report

Clues About RWJF's Interests

(Hint: Check out the NCIN website)

About NCIN (www.newcareersinnursing.org/about-ncin)

- Alleviate the national nursing shortage
- Increase the diversity of nursing professionals
- Expand capacity in baccalaureate and graduate nursing programs
- Enhance the pipeline of potential nurse faculty

Program Details (www.newcareersinnursing.org/about-ncin/program-details)

- Evidence that scholarship funds will expand enrollment in accelerated nursing programs
- Monitor progress of NS in recruiting students

What Does RWJF Consider When Evaluating Proposals

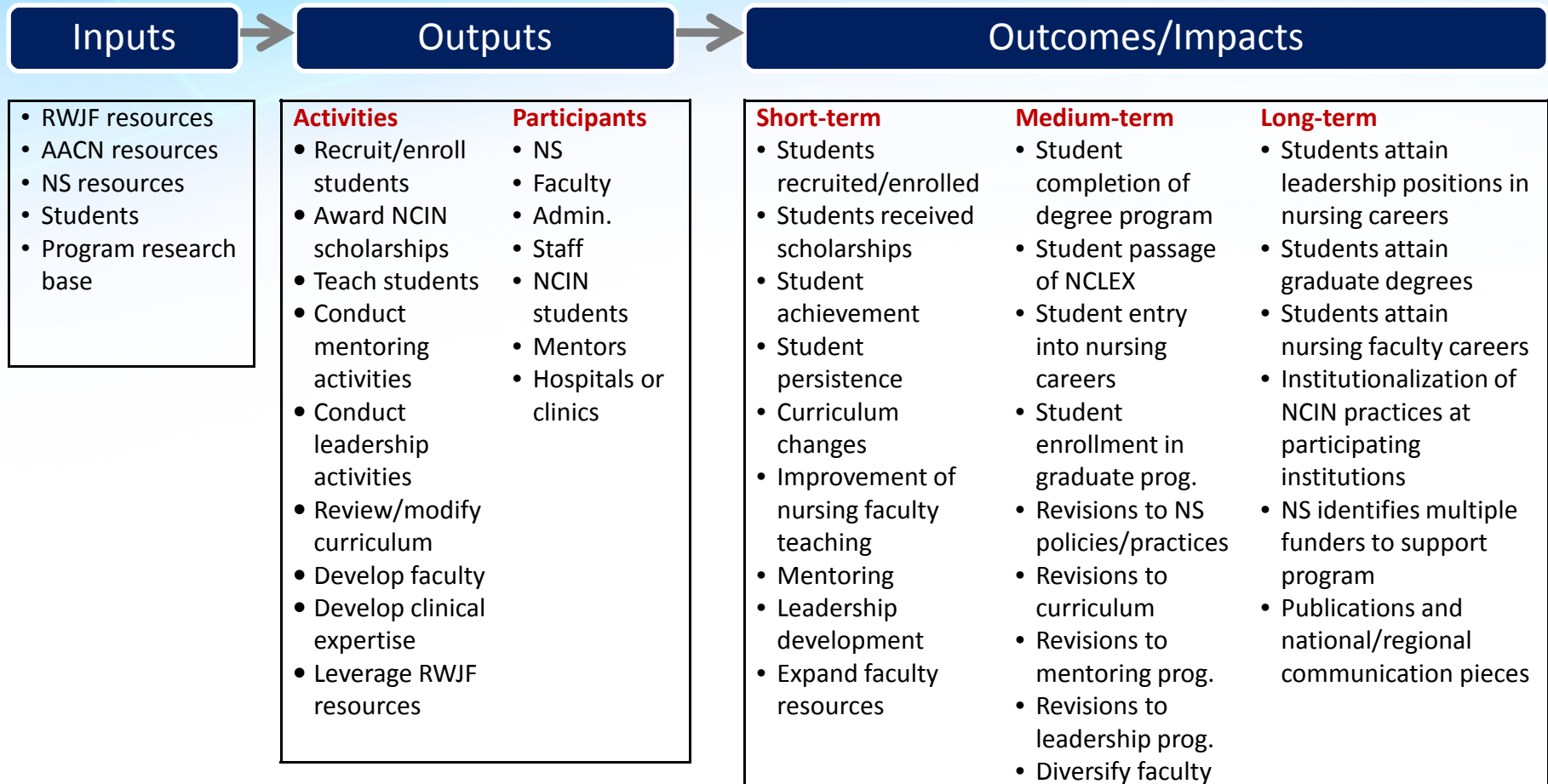
- Provide evidence that funds will be used to
 - Expand enrollment
 - Enhance recruitment of students from groups underrepresented in nursing or disadvantaged backgrounds.
 - Leverage funding to expand faculty resources
 - Provide mentorship and leadership development activities

SMART Objectives

- **Specific** – Are they specific?
- **Measurable** – Are they measurable?
- **Achievable** – Are they achievable?
- **Realistic** – Are they realistic given the resources available?
- **Time** – Are they time-bound?

DRAFT NCIN

Model Inputs, Outputs & Outcomes



DRAFT NCIN Questions & Indicators

Key Evaluation Questions

Indicators

Short-term	Medium-term	Long-term	Short-term	Medium-term	Long-term
<ul style="list-style-type: none"> • Are NS recruiting UR students? • Are NCIN scholarships awarded? • Are NCIN students achieving at a higher rate? • Are NCIN students persisting? • Are NS reforming the curriculum? • Has the instruction of NS faculty improved? • Has the NS institutionalized a mentoring program? • Has the NS institutionalized leadership strategies and practices? 	<ul style="list-style-type: none"> • Have NCIN students graduated? • Have NCIN students passed NCLEX? • Have NCIN students entered the workforce? • Have NS revised institutional policies/practices? • Have NS revised courses? • Have NS revised mentoring programs? • Have NS revised leadership programs? • Have NS hired UR faculty? 	<ul style="list-style-type: none"> • Have NCIN students attained leadership positions in field? • Have NCIN students enrolled in graduate degree programs? • Have NCIN students become NS faculty? • Have NS institutionalized NCIN practices? • Have NS obtained other funding support? • Have NS produced publications and national/regional communication pieces? 	<ul style="list-style-type: none"> • #/% of UR students recruited and enrolled • #/% of NCIN scholarships awarded • Distribution of NCIN GPA • #/% of NCIN students persisting • # type of curriculum changes • #/% of faculty participating in faculty develop. activities • #/% of students, faculty, staff participating in mentoring • #/% of students, faculty, staff participating in leadership activities 	<ul style="list-style-type: none"> • #/% of NCIN students graduate • #/% of students who pass NCLEX • #/% of NCIN students enter nursing workforce • # of revisions to institutional policies/practices • # of revisions to curriculum • # of revisions to mentoring programs • # of Revisions to leadership programs • #/% of faculty who are from UR backgrounds 	<ul style="list-style-type: none"> • #/% of NCIN students who attain leadership positions • #/% of students who pursue graduate degrees • #/% of students who hold faculty positions • # of NCIN practices that are institutionalized • # of grants received to support NCIN program • # of publications and national/regional communication pieces

Three Common Challenges

1. Collecting data
2. Analyzing data
3. Reporting

Reporting

- Stick to the facts
- What do funders/stakeholders care about?
 - May need several report formats
- Put your program in context
 - Do you have comparative data? (e.g., before and after NCIN, NCIN vs. non-NCIN students)
 - Cite national data (e.g., NCLEX scores)
- Discuss how you use data to shape your program

**Millett Nursing Sch.
Princeton, N.J.**
4-Year NCIN Grantee
Special focus on geriatrics

Current Profile:

- 50 students
- 10 full-time faculty
- 8 clinical faculty
- 2 administrators

Changes over NCIN cycle:

- Overall student enrollment increased by 10 students (25%)
- UR student enrollment increased by 20 students (50%)
- UR full-time faculty increased by 2 faculty members (200%)

Recruitment/Enrollment

- UR apps increased by 100% (200)
- UR enrollments increased by 50% (80% were NCIN students)

Student Completion

- 95% NCIN students complete (80% non-NCIN)
- 25% decrease in departure due to financial reasons

Curriculum

- As a result of student feedback, faculty redesigned course sequence

Faculty Teaching

- As a result of student feedback, faculty assign more group projects

Mentoring

- 100% NCIN students have mentors
- Students with mentors have higher rate of grad school enrollment

Leadership Development

- Leadership development component in all classes
- 100% students join prof. assoc.
- 100% NCIN students complete a leadership project

Institutional Changes

- All students do PIP
- All faculty participate in workshop on adult learning styles

Post Nursing School

- 95% NCLEX pass rate (Natl. 90%)
- 80% employed
- 20% in graduate school (non-NCIN rate is 5%)

Pubs/Communications

- Profiled on local NBC station

Funding

- NS matches RWJF grants
- Awarded 3 grants (\$200,000)

To Summarize Our Time Together

- Select an evaluation model and your methodological approach
- State your evaluation questions
- Remember SMART objectives
- Plan for the 3 challenges

Don't hold back - you are the only one who can tell "your nursing school story"