



PURE NURSING

Using Evaluation Data Strategically: The Evolution of Evaluations and Strategic Decision-Making at Galen College of Nursing

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Moving from Operations to Strategy

As per Samer Saab yesterday...

Operations:

- Response rates
- Transition from paper to electronic
- Etc.

Strategy:

- Where is this going in terms of improving the institution?



Starting Questions

1. Did you originally adopt Blue for 'operational' reasons?
2. Have you transitioned from that purpose?
 - If so, how long did that take?
3. How do you use Blue for strategic improvements?





Talk Outline

1. The Context of Galen College of Nursing
2. Operational Start with Blue
3. More Strategic Use of Blue





Galen College of Nursing

“...driven by a culture dedicated to **expanding access to nursing education, prepares diverse learners to demonstrate excellence and compassion in nursing** through an educational approach immersed in innovation, technology, and student support.”

- “College of opportunity”





Galen College of Nursing

- Single-purpose nursing college
- 3 program levels
 - Practical/Vocational nursing certificate
 - Associate degree in nursing
 - Bachelor of Science in Nursing
- ~4500 students
- ~600 employees





Galen College of Nursing

- 5 campuses
 - Louisville, KY (main)
 - Cincinnati, OH
 - San Antonio, TX
 - Tampa, FL
 - Hazard, KY (opened in March 2017)





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Operational Use of Blue

Implemented in spring of 2014

1. Courses with multiple components and multiple instructors
2. Automatic link to course schedule
3. Make course evaluations accessible on laptop, mobile phone, etc.
4. Access to survey data for aggregation, etc.





Now What?

Are we being strategic in our use of the data?





Institutional Effectiveness

IE: Are we effective as an organization [at accomplishing our mission]?

Assessment: Are our students meeting the outcomes we have outlined for them?

IR: Are we making data-driven decisions?

→ **Data-driven decision making**



Galen College of Nursing

- Data/analytic needs are driven by:
 1. Internal improvement efforts!
 2. Accreditation
 3. Other regulatory pressures (e.g., Boards of Nursing)





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Data Analytic Goals

What do colleges/universities have to prove?

- That students are learning
- That [percentage] of students graduate (and in a reasonable amount of time)
- That graduates are able to become professionals (e.g., pass licensing exam)
- That graduates get jobs so they can repay their student loans

→ These are program outcomes.



Strategic Evaluation and Assessment

- Do faculty differ in their ability to deliver content?
- Are employees engaged in the organization?
- Would students/faculty/staff recommend Galen to someone who wants to become a nurse?
- Do faculty engage in ongoing professional development, specific to their expertise?





Strategic Use of Blue: Example 1

- Do faculty differ in their ability to deliver content?





Faculty Walkthrough Survey for Subject

Without disrupting the learning environment, look for each of the items below and mark the appropriate box. If the items are not observable due to testing, then the observation will need to be performed again another date.

	Yes	No	Not Observed
Class (lesson) objectives posted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks questions about previously covered material to evaluate student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of subject matter (i.e. does not read directly from textbook, notes, and/or PowerPoint)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses creative teaching modality strategies to keep students focused on same point during class and enhance critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks questions to encourage students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaches content / objectives in an organized manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies priority content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translates knowledge into meaningful-understandable parts and relays to students without difficulty (i.e. discusses all topics in a simple to complex manner without difficulty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates classroom management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are engaged (i.e. watching instructor, taking notes, participating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors non-verbal feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities to ask questions and/or practice skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains eye contact throughout the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently articulates words clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows enthusiasm for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moves about room (i.e. does not sit behind podium)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any comments you may have.



Strategic Use of Blue: Example 2

- Are employees engaged in the organization?





Final Piece of Strategic Data Use

SHARE THE DATA!





Access to and Availability of Data

1. Electronic ticketing system
2. Intranet for all employees
 - Includes interactive dashboard
3. Standardized reporting from Blue



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