Measurement and Leadership Role in Communicating Assessment of Learning

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In nursing education assessment typically focused on the successful prediction of NCLEX by using tests such as ATI predictors and HESI. Much research has been carried out on predictive exam trends (Leung, Mok, & Wong, 2008). These exams focus on tests that are given at the start and end of the nursing program. Nursing schools focus on accepting and recruiting students that are based on different variables such as SAT scores and grade point average (GPA). However, recent research has shown that only 68% of nursing students who have matric in a nursing program can progress and graduate in nursing. Nursing schools are judged totally by the state board of nursing (SBNs) and also by higher education accrediting bodies.

**Direct assessment**

The HESI assessment test is used by the nursing school to help in their admission process. Different HESI exams (ten potential exams) are scored differently on a scale of zero to a hundred. HESI provides a wide range of exams, such as HESI admission assessment. This is an entrance and specialty exam that is used to assess the specific clinical content. Custom exams are specialty exams that are designed to determine the faculty specifies the content of nursing. HESI exit exam is a comprehensive exit exam that is found in both practical nurses and registered nurse version. RN-BSN is an exam that is outcome measures for Registered nurses who are pursuing a bachelor's degree in nursing. Faculties usually use these scores as a substitute for the teacher-designed final exam (Russell, 2014). HESI reports provide scores that can be used to evaluate the strength and weaknesses of curricula.

**HESI Exit Exam**

HESI exit exam is a comprehensive exam that is formulated for administration near the curriculum completion to measure the preparedness of students for the NCLEX PN and NCLEX-RN. It is used to determine the weakness and strength of nursing students and the remediation need before taking nursing exams. The HESI exit exam includes questions covering reading comprehension, mathematics, physiology, biology, chemistry, anatomy, grammar, and general knowledge. This exam is computerized, and students are given up to 4 hours to complete this test. HESI is very important because much emphasis is placed on the nursing graduate performance on NCLEX. There are different phases of the HESI exam and testing. The first exam HESI A2 is an admission assessment.

**ATI Assessment test**

ATI nursing assessment test is conducted by some universities and nursing programs to help students of nursing in preparation for the NCLEX test. ATI is usually administered at different stages throughout the nursing program. For example, entrance exam, mid curricular exam, and exit exam). This assessment test is similar to the HESI nursing test. This test is very important for nursing students to get familiar with common techniques, practices, and definitions. This test helps the nursing student to prepare for the NCLEX exam that is a final test taken after graduation. Two ATI assessment tools that are used by nursing schools are ATI review modules known as Review program and the Comprehensive Assessment entrance exam. Some of the nursing schools use this testing as a required test to get admission in the program.

**SAT Assessment**

SAT assessment is needed in nursing education. This test includes three sections: writing, language, and math sections. This test covers all skills that are required to succeed in bachelor's programs. This test usually comprises of multiple-choice questions. This assessment measures the writing, reading, and math skills of students. There is also an optional essay writing section that is necessary to build critical thinking ability among students.

**Indirect Assessment method**

Indirect assessment methods usually provide a less concrete view of the learning of students. For example, values, feelings, perceptions, etc. Indirect assessment methods employ self-reported data. These assessment methods help to assess student learning. Indirect assessment methods include surveys, course evaluation, interviews, and reports on placement, retention, and graduation, etc. Indirect assessment methods are best suited for university or college level programs. These methods are used commonly in conjunction with direct assessment methods. These methods provide information on the extent of the learning of students. These methods assess the thoughts and opinions of students. They are also helpful in assessing the skills and knowledge of students. These assessment methods provide information about the perception of students in their learning and how learning is valued by different constituencies. However, indirect assessment methods are not as strong as direct methods. These are only helpful when the attitude, perception, and beliefs of students have to be determined from a different perspective(Jassim, Moria, Varghase, Aletani, & Hadi, 2017).

**Pre-course**

Direct assessment methods are helpful in pre-learning as it provides evidence of value-added and growth. By giving the entrance exam, these tests help to assess the student potential for success. These are also helpful in knowing the determination of students towards the program in which student is enrolled. This test provides students a ladder to a path of success who understands concepts and do not study just for the sake of the test. These assessments are meant to predict best which students are more successful in a program and in passing the National Council Licensure Exam for registered nurses. HESI scores help the nursing school to determine whether the student is capable of completing a nursing program successfully or not.

Interviews and surveys are very effective at measuring the effectiveness of the department and program. Well-designed interview questions, surveys, and course evaluation can found to be very helpful in determining the perceptions and attitudes of students about a course and program. It will help in informing key stakeholders about what is working or what is not. Indirect assessment methods such as reports are very effective as different types of reports such as on retention, recruitment, and placement can provide information in determining the department and program effectiveness. This will inform the department as well as a teacher how to tailor existing strategies to meet the need of students and universities. These assessments intend to measure the student's knowledge of prerequisite courses.

**General education**

These exams are helpful in assessing not only theoretical knowledge of students but also intelligence. In general education, these tests are important because these exams also judge student vocabulary, grammar, and mathematics. Therefore, these students who pass this exam possess excellent knowledge in these subjects. These direct assessment methods also help nursing students to build skills in the specific content of general subjects such as basic math, grammar, decimal functions, and reading comprehension. By reviewing these subject areas provide students with the best opportunity for success in the test. The comprehensive assessment program provides nursing students with comprehensive solutions to learning material. This helps nurse students with diverse learning styles of understanding. This assessment tool offers reading material, practice assessment, videos, and internet sources to enhance the learning of students. All of the direct assessment methods are usually MCQs based. These questions provide an appropriate method of assessment. They are usually formulated to test the student's cognitive domain instead of simple facts. Other than building critical thinking in students, these assessments are also enhanced both surface and deep learning approach. The approach of surface learning helps to cope with heavy workload during the whole course of study within the strict time constraints.

**Course level**

These tests are important in teaching students time management skills. Regular assessment during the course should be updated regularly, depending on the new data availability. This will help to assess the student outcomes about the expected outcomes. This will help in the continuous improvement of implementation. Course level assessment collects data from different tools, from the assignments of students as well as indirect learning measures. This helps to understand whether the students are meeting their goals of a particular course. At the course level, the assessment will be helpful for several reasons. It can help to identify those things which are working well in the course. It will also help to identify things that need improvement. This will help to make a strategic decision in future and then evaluate the success of the changes. It will also help determine whether the course fits in with the established curriculum. This will also tell whether the resources have been used efficiently or not. HESI specialty exams are used to assess the knowledge of nursing students and their ability to apply the concepts of nursing within specific content areas. The ATI testing helps the nursing faculty members to evaluate their current curricula. This helps to improve in areas where needed. Both direct and indirect assessment is important to identify the weaknesses and strengths of students so that they can take the NCLEX examination. These assessment tools help teachers to give feedback to their nursing students throughout the education

**Program level**

Program-level assessment collects all course-level assessments along with data collected from indirect assessment methods at the program level to find whether a program is effective or not in accomplishing the goals it has set forth for the nursing graduates. Assessing the student progress throughout the program rather than at the end will allow teachers to have required information to make an effective decision. During their education, students may also have to enroll in different testing. This assessment tool helps students of nursing to improve in areas in which they are lacking. One of the advantages of these assessment tests is that these are online, and students can easily access tools at their convenience. This assessment tool helps provide clear indicators to nursing students on how well they will do in the NCLEX exam. Indirect assessment methods are useful in both program-level and course-level assessment. At the departmental and program level, indirect assessment methods are helpful to determine the efficacy of programs, processes, services, and initiatives. Professors can use indirect assessment methods to determine the attitudes and perceptions of students that can provide insights about the performance of students.

While it is very important to assess and track the success of the program, it is also vital to effectively communicate with other people about the progress that is being observed. Program results and progress can be equally shared with staff members and other interested stakeholders such as teams, outside groups, and other programs within the college. Once the assessment is done, the communication of course or program is required. Communication can occur in different ways, such as reports, through the meeting, management dashboard, and other relevant media. Communication the program status is not easy; therefore, it is necessary to devise effective communicating strategies at the early course and program planning process(Flood & Higbie, 2016).

The College leaders should assume a proactive role that supports teacher's instructional efforts. They should communicate effectively and directly with other teachers about the students' needs and instructions. The college leaders should make conscious efforts to interact with teachers positively daily. College leaders communicate consistently that academic gains are the main priority. Thirdly teacher analysis should be done by college leaders. The proper amount of time should be allocated in meeting with teachers, and principals should be flexible to meet the need of students. College leaders should assign those roles to the teacher in which they have expertise. College leaders should be aware of what's happening in the classroom. They should provide all the material and resources that are necessary to support teacher instructional efforts. College leaders should arrange a regular meeting with students. Secondly, regular visits to the classroom should be conducted to observe teacher instructional methods. College leaders should use faculty input and data to assess the staff development activities that strengthen the instructional skills of teachers. College leaders should make and implement strategies that are important for the professional development of teachers. The decision about the development of staff should be made based on student progress (Vierula, Haavisto, Hupli, & Talman, 2019). The prompt teacher evaluation will help in achieving the high results of students.

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| Setting a compelling and clear direction | * Develop coherent efforts and shared purpose through belief, mission, and vision. * Develop, communicate and implement a result based strategic action plan |
| Shaping the culture for learning | * Promote a positive, safe and interactive, supportive environment * Sustain and build collaborative relationship and structure for work and learning * Establish college desired culture through traditions, norms, culture competencies, and rituals * Use persuasion, Influence, and advocacy to engage all key stakeholders. * Infuse perspectives, experiences, ideas, and diversity of people into work |
| Leading and change management | * Use group, individuals and organization change process, results and tools. ‘ * Use assessment, inquiry and reflection practices for continuous improvement and learning * Excellent leadership to sustain the excellent image of the college. |
| Transforming learning and teaching | * Expect high-quality learning and teaching * Observe the practice of teaching and provide positive feedback for professional learning * Ensure that all students are engaged in the relevant, rigorous and student-centered experience of learning * Become literate as digital learning environment leader * Ensure alignment of teaching assessment, curriculum, professional learning, and standards. |
| Accountability system Management | * Use student performance accountability system in making decisions based * Use a teacher performance-based accountability system to make decisions. * Allocate, acquire and distribute resources equitably * Adopt implications from emerging and current knowledge to improve student and teacher performance and learning |

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