



# Evaluating Student Learning Baccalaureate Programs And The Community

**Christopher M. Mullin, Trudy H.  
Bers, Linda Serra Hagedorn**



## **Evaluating Student Learning Baccalaureate Programs And The Community:**

*Evaluating Student Learning* Edward J. Mullen, 1976      **Assessing Student Learning in the Community and Two-Year College** Megan Moore Gardner, Kimberly A. Kline, Marilee J. Bresciani Ludvik, 2023-07-03 This is a practical resource for community and two year college professionals engaged at all levels of learning outcomes assessment in both academic and co curricular environments It is designed as a guide both to inform the creation of new assessment efforts and to enhance and strengthen assessment programs already established or in development Each chapter addresses a key component of the assessment process beginning with the creation of a learning centered culture and the development and articulation of shared outcomes goals and priorities Subsequent chapters lead the reader through the development of a plan the selection of assessment methods and the analysis of results The book concludes by discussing the communication of results and their use in decision making integrating the conclusions in program review as well as to inform budgeting and finally evaluating the process for continuous improvement as well as engaging in reflection The book is illustrated by examples developed by faculty and student affairs services professionals at community and two year colleges from across the country Furthermore to ensure its relevance and applicability for its targeted readership each chapter has at least one author who is a community college or two year college professional Contributors are drawn from the following colleges Borough of Manhattan Community College David Phillips Buffalo State College Joy Battison Kimberly Kline Booker Piper Butler County Community College Sunday Faseyitan California State University Fullerton John Hoffman Genesee Community College Thomas Priester Virginia Taylor Heald College Megan Lawrence Stephanie Romano now with Education Affiliates Hobart and William Smith Colleges Stacey Pierce Miami Dade College John Frederick Barbara Rodriguez Northern Illinois University Victoria Livingston Paradise Valley Community College Paul Dale San Diego Mesa College Jill Baker Julianna Barnes San Diego State University Marilee Bresciani San Juan College David Eppich Stark State College Barbara Milliken University of Akron Sandra Coyner Megan Moore Gardner      **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1978

*Social Work Practice to the Benefit of Our Clients: Scholarly Legacy of Edward J. Mullen* Haluk Soydan, Walter Lorenz, Inge M. Bryderup, Mike Fisher, Peter Marsh, Mikko Mäntysaari, Karin Tengvald, Bruce A. Thyer, Dorian E. Traube, Jennifer L. Bellamy, Sarah E. Bledsoe, Edward J. Mullen, 2015-08-24 This book follows the intellectual track and legacy of one of the most illustrious social work educators of our time Edward J Mullen the Willma and Albert Musher Professor Emeritus of Columbia University and a fellow of the American Academy of Social Work and Social Welfare The collection of chapters is written by European and American scholars social work leaders in their respective countries and beyond Most of the contributions originate from a seminar organized by the Inter Centre Network for Evaluation of Social Work Practice Intoceval a network of social work scholars and hosted in 2014 by the Free University of Bozen Bolzano in Italy This volume provides a remarkable and unique perspective on not only the professional trajectory of an eminent social worker but also the

history of contemporary social work *The Social and Rehabilitation Record*, 1976 Development, Implementation and Evaluation of Curricula in Nursing and Midwifery Education Ingrid Darmann-Finck, Karin Reiber, 2021-09-01 This book provides a review of central contributions from a variety of countries and is intended to enhance and expand the national professional dialogue on curricula in nursing and midwifery education All questions of a general nature related to the topic of curricula are dealt within the framework of this internationally oriented anthology Though the contributions may address challenges concerning curriculum work in a specific country they have been selected and structured to ensure their applicability to other countries The book's main goals are to highlight the various phases and aspects of curriculum development and to offer a broad international perspective on the topic It provides an overview of the international status quo of the theory development and seeks to promote an ongoing international discussion and cooperation in curriculum work in nursing and midwifery education When there are major changes in nursing and midwifery care nursing and midwifery education has to change too Curricula offer an important basis for shaping educational processes at vocational schools and universities The discussion of nursing and midwifery curricula is currently primarily taking place at the national level The book shows that the approaches and instruments used in the development construction implementation and evaluation of curricula in nursing and midwifery education in different countries relate to very similar theoretical foundations This finding can be seen as a confirmation of the national approaches Although the book chiefly focuses on nursing education examples from midwifery education are also included so as to foster international and interprofessional cooperation *Cumulated Index Medicus*, 1994 **The National Assessment of College Student Learning** Sal Corrallo, 1996 This report summarizes proceedings and conclusions of a two day national planning workshop to further the assessment of national postsecondary outcomes as suggested by Goal 6.5 of the National Education Goals and to determine how the National Center for Education Statistics NCES and the states might work more effectively to develop mutually supportive postsecondary assessment activities and policies Conclusions of the workshop indicate that there is no immediate possibility of aggregating state level data on postsecondary outcomes to create a usable national indicator But they do suggest other ways in which the states and the federal government might work together to improve the quality of the data Section 1 provides background information and an overview of the workshop Section 2 presents results of an inventory of state activities Section 3 describes the workshop's major discussion themes and conclusions concerning 1 the current political context for postsecondary assessment 2 the corresponding methodological context and 3 results of working sessions Section 4 provides conclusions policy implications and possible next steps Appendices include in addition to the workshop agenda and participants list a paper describing current activities of the NCES and individual background papers on each state's activities in postsecondary assessment Also appended are the texts of the following prepared papers What Political Leaders Expect from Postsecondary Assessment Charles S. Lenth Perspective from the National Education Goals Panel Ken Nelson The State Perspective Mark D

Musick The Virginia Experience Margaret A Miller Making Assessment Essential without Legislative Mandates The Missouri Experience Ava L Fajen et al and Methodological Concerns An ETS Perspective John Mazzeo MAH *Research in Education*, 1972 **Resources in Education**, 2000 **Keating's Curriculum Development and Evaluation in Nursing Education** Stephanie S. DeBoer, 2021-12-25 Praise for Earlier Edition This is a detailed yet practical guide to planning developing and evaluating nursing curricula and educational programs It provides a comprehensive and critical perspective on the totality of variables impacting curricular decisions This book provides readers with a comprehensive overview of curriculum development redesign and evaluation processes 92 4 Stars Doody sBook Reviews The fifth edition of Keating s Curriculum Development and Evaluation in Nursing Education provides comprehensive detailed coverage of developing a quality curriculum that addresses competencies and accreditation standards and most importantly prepares students to become first rate professionals It includes a timely discussion of the Covid pandemic and its sizable impact on nursing education expanded coverage of online learning a new chapter on developing curriculum for clinical environments current examples of specific strategies in practice updated AACN essentials and an upgraded format that enhances readability With step by step guidance and detailed case studies the fifth edition provides essential content for nursing students and novice educators on how to develop a quality curriculum while also helping advanced nursing educators and faculty to meet the challenges of a rapidly changing nursing education environment Each chapter reinforces learning by providing an introduction summary and multiple clear objectives along with examples addressing specific teaching strategies particularly clinical training and staff development At the end of each chapter are separate sets of questions and learning activities for nursing faculty and graduate students An extensive Faculty Resource package includes a course syllabus suggested teaching strategies and resources PowerPoints for each section and supplemental and reflective student learning activities New to the Fifth Edition New chapter on developing curriculum for staff development nursing professional development specialists in clinical environments New chapter on taxonomies and development on critical thinking Updated information on distance education online learning informatics and technology Updated information on course development strategies for application of learning theories educational taxonomies and team building Provides example of preparation for and participation in a virtual CCNE site visit implemented during the pandemic Updated AACN Essentials Domains and application to curriculum development and evaluation Upgraded format including two color design and improved readability Key Features Offers the most in depth coverage of nursing curriculum development Supports new faculty as they transition to academia Discusses the theories concepts and tools needed for curriculum development and program evaluation Describes the scope of academic curriculum models at every practice and academic level Weaves the concept of interdisciplinary collaboration in education throughout Includes an Instructor s Manual and PowerPoints Serves as a CNE certification review [Integrative Learning in US Undergraduate Public Health Education: Effective High-Impact Practices](#) Andrew Harver, Katie Darby Hein, Terrel Lee

Rhodes,2020-01-28 This current Research Topic does not derive directly from Boyer s Model of Scholarship but nonetheless represents a well timed exploration and example of where higher education has progressed in bringing the innovative integrative conceptualization of higher education scholarship and practice laid out by Boyer to realization through the growing arena of undergraduate public health programs At the same time the authors included here were invited to specifically address a second arena of scholarly practice associated with additional elements of Boyer s legacy effective High Impact Practices HIPs practices that engage students faculty and often broader communities in integrative learning that connect academic and extra academic learning environments Undergraduate public health programs are perfectly positioned to provide a framework for integrated learning through High Impact Practices Such practices encompass not only the essential learning outcomes that employers continue to demand critical thinking working with diverse others written and oral communications ethics analysis etc but also a curriculum that is scaffolded and replete with opportunities to practice and enhance performance and application of knowledge and abilities to important personal social and global challenges and needs

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**Curriculum Development and Evaluation in Nursing Education** Sarah B. Keating, EdD, MPH, RN, C-PNP, FAAN, Stephanie S. DeBoor, PhD, APRN, ACNS-BC, CCRN,2017-12-02 This is a detailed yet practical guide to planning developing and evaluating nursing curricula and educational programs It provides a comprehensive and critical perspective on the totality of variables impacting curricular decisions This book provides readers with a comprehensive overview of curriculum development redesign and evaluation processes 92 4 Stars Doody s Book Reviews Reorganized and updated to deliver practical guidelines for evidence based curricular change and development the fourth edition of this classic text highlights current research in nursing education as a springboard for graduate students and faculty in their quest for research projects theses dissertations and scholarly activities It also focuses on the specific sciences of nursing education and program evaluation as they pertain to nursing educators New chapters address the role of faculty regarding curriculum development and approval processes in changing educational environments course development strategies for applying learning theories educational taxonomies and team building needs assessment and the frame factors model ADN and BSN and pathways to higher degrees and planning for doctoral education The fourth edition continues to provide the detailed knowledge and practical applications necessary for new and experienced faculty to participate in essential components of the academic role instruction curriculum and evaluation At its core the text discusses the importance of needs assessment and evidence as a basis for revising or developing new programs and highlights requisite resources and political support With a focus on interdisciplinary collaboration the book addresses the growth of simulation how to help new faculty transition into the academic role and use of curriculum in both practice and academic settings Additionally the book describes the history and evolution of current

nursing curricula and presents the theories concepts and tools necessary for curriculum development Chapters include objectives discussion points learning activities references and a glossary New to the Fourth Edition Reorganized and updated to reflect recent evidence based curricular changes and developments Highlights current research New chapter Implementation of Curriculum Course Development Strategies for the Application of Learning Theories Educational Taxonomies and Instruction Team Building New chapter on Planning for Undergraduate Programs New content on Needs Assessment and the Frame Factors Model New content on Planning for Doctoral Education in Nursing New content on curriculum evaluation financial support budget management and use of evidence Key Features Supports new faculty as they transition to academe Addresses the need for preparing more faculty educators as defined by IOM report the ACA and the Consensus Model Describes the scope of academic curriculum models at every practice and academic level Threads the concept of interdisciplinary collaboration in education throughout Serves as a CNE Certification Review

**Handbook on Measurement, Assessment, and Evaluation in Higher Education** Charles Secolsky, D. Brian Denison, 2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application

*Public Administration Series--Bibliography*, 1982-07

*STEM Models of Success* J. Luke Wood, Robert T. Palmer, 2014-03-01 As the U S focuses on positioning itself to retain and advance its status as a world leader in technology and scientific innovation a recognition that community colleges are a critical site for intervention has become apparent Community colleges serve the lion s share of the nation s postsecondary students In fact 40% of all undergraduate students are enrolled in community colleges these students account for nearly 30% of all STEM undergraduate majors in postsecondary institutions These students serve as a core element of the STEM pipeline into four year colleges and universities via the community college transfer function Moreover community colleges are the primary postsecondary access point for non traditional students including students of color first generation low income and adult students This is a particularly salient point given that these populations are sordidly underrepresented among STEM graduates and in the STEM workforce Increasing success among these populations can contribute significantly to advancing the nation s interests in STEM As such the community college is situated as an important site for innovative practices that have strong implications for bolstering the nation s production and sustenance of a STEM labor force In recognition of this role the National Science Foundation and private funding agencies have invested millions of dollars into research and programs designed to bolster the STEM pipeline From this funding and other

independently sponsored inquiry promising programs initiatives and research recommendations have been identified These efforts hold great promise for change with the potential to transform the education and outcome of STEM students at all levels This important book discusses many of these promising programs initiatives and research based recommendations that can impact the success of STEM students in the community college This compilation is timely on the national landscape as the federal government has placed increasing importance on improving STEM degree production as a strategy for America s future stability in an increasingly competitive global marketplace Informed by research and theory each chapter in this volume blazes new territory in articulating how community colleges can advance outcomes for students in STEM particularly those from historically underrepresented and underserved communities

**The American Community College** Arthur M. Cohen, Florence B. Brawer, 2003 Since it was first published in 1982 The American Community College has become the primary resource that faculty administrators trustees and researchers look to for a comprehensive analysis of the most recent findings and up to date information on the American community college Throughout this important book Arthur M Cohen and Florence B Brawer describe how community colleges fit into the American educational system the services they provide and the effects they have on the community This completely revised and updated edition contains information about recent changes in the community college landscape including consolidation of faculty power mandatory testing and placement of students the greater prominence of developmental education and the attention given to state level directives regarding institutional functioning and funding The authors also present the current information on a number of other topics including student flow instruction student services and curricular functions In addition The American Community College includes updated tables and graphs that reflect the most current data and incorporate new examples of the services that colleges provide The American Community College is a comprehensive book that will be useful to anyone concerned with the role and purpose of two year institutions in American higher education The descriptions and analyses of each of the institution s functions can be used by administrators who want to learn about practices that have proven successful at other colleges curriculum planners involved in program revisions faculty members seeking ideas for modifying their courses trustees and officials concerned with college policies regarding curriculum and student services and graduate students preparing for careers in these institutions

Data Use in the Community College Christopher M. Mullin, Trudy H. Bers, Linda Serra Hagedorn, 2012-04-19 American community colleges represent a true success story With their multiple missions they have provided access and opportunity to millions of students But community colleges are held accountable for their services and must be able to show that they are indeed serving their variety of students appropriately This volume speaks of the multiplicity of data required to tell the community college story The authors explore and detail how various sources workforce data market data state level data federal data and of course institutional data such as transcript files all have something to say about the life of a community college Much like an orchestral score where the different parts played by



individual instruments become music under the hands of a conductor these data can be coordinated and assembled into a message that answers questions of student success and institutional effectiveness This is the 153rd volume of this Jossey Bass quarterly report series Always timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management      *Public Health Nursing - E-Book* Marcia Stanhope, Jeanette Lancaster, 2015-09-16 Prepare for a successful career as a community public health nurse Public Health Nursing Population Centered Health Care in the Community 9th Edition provides up to date information on issues that impact public health nursing such as infectious diseases natural and man made disasters and health care policies affecting individuals families and communities Real life scenarios show examples of health promotion and public health interventions New to this edition is an emphasis on QSEN skills and an explanation of the influence of the Affordable Care Act on public health Written by well known nursing educators Marcia Stanhope and Jeanette Lancaster this comprehensive bestselling text is ideal for students in both BSN and Advanced Practice Nursing programs Evidence Based Practice and Cutting Edge boxes illustrate the use and application of the latest research findings in public community health nursing Healthy People 2020 boxes highlight goals and objectives for promoting the nation s health and wellness over the next decade Levels of Prevention boxes identify specific nursing interventions at the primary secondary and tertiary levels Practice Application scenarios help you apply chapter content to the practice setting by analyzing case situations and answering critical thinking questions Linking Content to Practice boxes provide examples of the nurse s role in caring for individuals families and populations in community health settings Unique Separate chapters on healthy cities the Minnesota Intervention Wheel and nursing centers describe different approaches to community health initiatives Community Public Health Nursing Online consists of 14 modules that bring community health situations to life each including a reading assignment case scenarios with learning activities an assessment quiz and critical thinking questions Sold separately NEW Coverage of health care reform discusses the impact of The Patient Protection and Affordable Care Act of 2010 ACA on public health nursing NEW Focus on Quality and Safety Education for Nurses boxes give examples of how quality and safety goals knowledge competencies and skills and attitudes can be applied to nursing practice in the community

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