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Development Of A Nursing Training Programs Evaluation: An Application Of Alignment Concepts

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Abstract

Educational training program evaluation models have been developed by the time. So that the evaluation can provide absolutely and comprehensively information that it measure the evaluation of the training program in term of retention for all stakeholders and related parties objectives. Meanwhile, the evaluation of continuing training programs for registered nurses does not develop as that said. Therefore, this research purposes to study and modify an evaluation model, standards, indicators, and criteria with application of alignment concepts. The concept of alignment is aligning between standard and evaluation. In addition, another important purpose is to develop the alignment index, to be used to assess the value and compare various programs. The study process consist 3 steps: 1) To analyze the context and model that is currently used and also needs of evaluation information for used to develop an evaluation model and determine the alignment index. 2) To assess the propriety and feasibility of the model by stakeholder’s brainstorming and standards of evaluation by experts. 3) To trial use at the selected nursing organization and the other similar organization for evaluate, develop and improve the generated evaluation model and alignment index to be able use into practically and generally processing.

Keywords: Evaluation model, Nursing training program evaluation, Alignment, Alignment Index;

1. Introduction

Continuing training programs are important mechanism in order to improve the proficient of manpower in human resource management, especially competence and expertise of employees for their responsibilities. The Training
programs are systematic planning process to learning how to build or increase the knowledge, skills and attitude for personnel in organization. The advantages of program brought effectiveness and achievement. (Smithikai, 2008; Bramley, 2003) Therefore we shall conclude that the continuing program can raise value of organization in both short and long term, it gains more and more expert of personnel without any depreciation. However, even though the continuing training is very important for employee in organization, it still be very costly for implementation. (Kaejarananan, 2000) The management always concern how to know that it will be effectiveness if allow employee to attend the program. The answer is the program evaluation must be reliable and standardization. Initially, the evaluation concepts focused only the results of participants before and after training such as; satisfaction, knowledge and skills, and expect the results shall bring positive impact in organization. After that the concepts began to focus on needs of all stakeholders; participants, trainers, organizers, agencies, sponsors, administrators, organization, etc. Stakeholder needs are effectiveness, efficiency and worthiness of their projects. The effectiveness of program is similar to prior concepts. For the efficiency of program can show by number of participant, greater and higher of powerful work output in organization, etc. And the worthiness of program are results of investment value such as output and outcome per training cost or how it get more output and outcome per cost. However, the quality of training program are not only effective of concept or model for evaluation, but standards, indicators and criteria what use to assessment are also important. The alignment concept can be using for develop all of important element to effective and efficient evaluation as well. Concept of alignment was used in education evaluation first time by Webb in 1995 (Webb, 1997a) and another by Porter in 2001 (Porter, Smithson, Blank, & Zeidner, 2007) for evaluation the curriculum in USA. Alignment is a tool of evaluator for investigate correspond between standard and result of evaluation in multiple level such as class, subject, school, state etc. Subsequently, the alignment concept has been developed until present the quality of curriculum (Cowan, George, & Pinheiro-Torres, 2004) by Alignment Index (Porter, McMaken, Hwang, & Yang, 2011). The alignment index, Porter is first presenter, is not only show the program quality but it also use to compare the curriculum between various schools, provinces, states and countries. Nevertheless, we can reverse the concepts of alignment to plan or development of standardized program or curriculum. (Porter et al., 2011) In this study, researchers have planned to develop the evaluation model for continuing training program for registered nurses by application of alignment concepts. We investigated the strength and weak point of Webb and Porter concepts to apply our research such as use criteria for the assessment of Webb to develop the standards, indicators, and criteria to approach, call for all stakeholders and expert to evaluate the program form both Webb and Porter, present the result of evaluation in percent of alignment like Webb. And our research highlight is we will adopt the alignment index, from Porter concept, for judge the quality of each program and compare between various programs. Because we hope to improve the effectiveness, efficiency and worthiness of our continuing training program in higher standardized.

1.1. Continuing nursing education in Thailand

Thailand Nursing and Midwifery Council (TNC) have policy about continuing education for nurses. This policy is encourage graduated nurses to develop their proficient continuously, or be developed according to the needs of specialized areas. (Seeda, 2010) TNC have the mandatory for all registered nurses must be collecting the Continuing Nursing Education Unit (CNEU) by attending conferences or continuing education courses that certified by Center for Continuing Nursing Education (CCNE). All registered nurses must keep at least 50 CNEU in 5 years for use to renew their license. Hence, it becomes an artificial reason of many major nursing organizations to set up the training program for their nurse employee and other who interested to collect the CNEU. While they create a lot of continuing program but they have never improved their assessment. The evaluation of almost programs has only assessment the satisfaction of participants. They do not show what are effectiveness, efficiency and worthiness of their program. This is a necessary information for nurse evaluator and administer in those organization to consider about their project management. Nursing administrators in the selected nursing organization in this study was awareness in this issue then support major researcher to develop an effective evaluation model for assesses their continuing training program.
1.2. The Alignment Concepts

The methodologies of alignments are 2 main concepts, Webb and Porter. First, in 1995, Webb used alignment concept in educational evaluation to evaluate the curriculum of school in USA. Webb (1997) defined meaning of alignment is a consistent align between the expectation or standard and the assessment. He presented to determine the alignment in 4 major criteria; Content Focus, Articulation Across Grades and Ages, Equity and Fairness and Pedagogical Implication (Webb, 1997). And the content focus have 5 minor criteria; Categorical Concurrence (CC), Depth-of-Knowledge Correspondence (DOK), Range-of-Knowledge Consistency (ROK), Balance of Representation (BR), and Source-of-Challenge (Webb, 1999). His evaluators in his project are covered all of education and evaluation experts. After evaluation, he presented the results in percentage of alignment (Webb, 2000). But experts assessment and the presented of percentage of alignment are weakness point in his study also. Because the judgments from experts may be not cover, they relate by only opinion from experts. And percentage of alignments gave less information (Webb, 2000).

After that, in 2001, Porter (Porter & Smithson, 2001) also studied a method for measuring alignment for educational evaluation. But some of his processes were different form Webb such as his evaluators are all stakeholders in the subject or curriculum, and he gave change for all stakeholders to participate in his work plan (Porter et al., 2007). And the outstanding of his studying were the Content Maps and Alignment Index. Content Maps is 3 dimension figure of scale of alignment. Alignment Index is degree of align, it can be used for compare level of alignment between subjects, classes, schools, states, countries (Porter, Polikoff, & Smithson, 2009). Those are strength of Porter’s methodology. His weakness is criteria for measurement that only focused on content. According to both methodologies, Webb and Porter, can conclude their main idea in table 1.

Table 1. Comparison of main ideal between Webb and Porter methodology alignment

<table>
<thead>
<tr>
<th>Consider issue</th>
<th>Webb’s methodology</th>
<th>Porter’s methodology</th>
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</thead>
<tbody>
<tr>
<td>1. Measuring focus and criteria</td>
<td>• Alignment of standard and practice in 4 major criteria and 5 minor criteria in content focus</td>
<td>• Alignment between standard and practice in content focus criteria</td>
</tr>
<tr>
<td>2. Evaluators</td>
<td>• Many experts from education and evaluation</td>
<td>• All stakeholders in their subject, class, school, etc.</td>
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<tr>
<td>3. Evaluation results</td>
<td>• Percent of alignment</td>
<td>• Alignment Index</td>
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<tr>
<td></td>
<td></td>
<td>• content maps</td>
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<tr>
<td>4. Benefits of the result</td>
<td>• Show consistency between standards and management of each institution or state</td>
<td>• Use alignment index to correlate and compare between class, school, state, nation, etc.</td>
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</table>

1.3. An Application of Alignment concept in the evaluation of continuing training program for registered nurses

From the main idea of alignment methodology as later present, researchers are interested to use them for design the evaluation model, standards, indicators, and criteria for evaluate the continuing training program by considering the advantages and limitations of those approaches, Webb and Porter. Our plan will apply the criteria for the assessment of Webb; 4 major and 5 minor criteria, present the evaluation results as a percentage of alignment, and adopt the alignment index and give chances for all stakeholders to joining their program evaluation. Further, we also plan to use the training program evaluation models, concept of develop standards, indicators, and criteria to determine them. The research framework as show in figure 1;
2. Research objectives

This research purposes to develop an evaluation model for continuing training programs for registered nurses and modify standards, indicators and criteria with application of alignment concepts. Not only those purposes but this study purpose to emerge the alignment index also. Then confirm their propriety and feasibility in the selected nursing organizations and another one that similar feature.

3. Research Methodology

Research process consists of 3 phases as follow:

Phase 1: Development of an evaluation model for continuing training program for registered nurse by applying alignment concepts

This phase start by analysis contextual and model that use for evaluation of currently operation and determine the information requirements in the selected nursing organization by fill up the checklist and opened questionnaire form and non-structured interview. Participants in this phase are all of continuing training programs, program organizers, and nurse administrators who conduct training program and human resource management. After analyzed content, the data will be used for modify the evaluation model, standards, indicators, criteria, and alignment index.

Phase 2: Confirm the propriety and feasibility of the evaluation model, standards, indicators, criteria, and alignment index

All stakeholders, who join in first phase and who have plan for training in research period, will participate in seminars and brainstorming class about propriety and feasibility of the evaluation model, standards, indicators, criteria and alignment index. The critique data will be used to complete the model, standards, indicators, criteria and alignment index to suitability. Then send any data after updated to peer review by expert form education, evaluation, nursing, nursing education, and nursing evaluation for re-assessment. We apply the evaluation standards (utility, accuracy, propriety, and feasibility) for use in all of this phase. The data analysis in seminars use content
analysis and consider of the distribution coefficient (Coefficient of Variation: CV) will use to analyze data from peer review.

**Phase 3: Trial and evaluating the evaluation model and the alignment index**

The last phase is to trial the evaluation model, standards, indicators, criteria and alignment index for evaluating the continuing training program for registered nurses in the selected nursing organization and in another nursing organization that have similar feature. Purposive of this phase want to evaluate the practically and generally of our evaluation model, standards, indicators, criteria, and alignment index in actually situation.

**4. Expectation of this research**

From this study, the researcher has expected to getting the evaluation model for continuing training program for registered nurses, standards, indicators, criteria, and alignment index are consistent, effective and practical to use. The federation and various professional organizations recognize them to approach in continuing training programs evaluation. And these findings can be used as direction for operation and organization of project in higher quality. And the alignment index have been utilized to correlate the potential and capabilities of the responsible education and training agency both of within and between organizations.

**5. Conclusion**

As major researcher is practitioner nurse who involve with continuing training program for registered nurses, and administrators of the selected nursing organizations in this research have same opinion that the training program evaluation must be developed the effectiveness, efficiency and worthiness. In this study, the alignment concepts have been used to modify the evaluation model, standards, indicators, criteria, and alignment index. Under the belief, that the findings of this research will be able to response our requirement as well.

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**References**


