



# CALIBRATING COMPETENCY: A LONGITUDINAL ANALYSIS OF STUDENT SELF-PERCEPTION VERSUS OBJECTIVE FACULTY EVALUATION IN SIMULATION



Jennifer Ashcraft, EdD, MSN Ed., RN, CNE  
East Texas A&M University

## Purpose

Evaluate the evolution of self-perceived clinical competency versus objective faculty evaluation among BSN students during simulations over the course of a single academic semester.

## Objective

To analyze how the gap between student self-perception and objective faculty evaluation changes over the course of the semester.

## Background

Undergraduate nursing education is shifting to Competency-Based Education (CBE), where program progression be validated by objective, observable mastery rather than arbitrary clinical hours. The need exists to utilize standardized evaluation frameworks longitudinally to align student self-awareness with objective faculty benchmarks, ensuring safe and equitable entry-level practice.

## Methodology

- Quantitative, longitudinal study
- Convenience sample of S2 Cohort
  - Evaluated Individually
  - Single evaluator
- Conducted over one academic semester
  - Each student will complete 4 simulations

## Instrumentation

- Standardized Simulation Prewrite Packets
- Laerdal/NLN Advanced Med-Surg Scenarios
  - Urinary Retention with Sepsis
  - Autonomic Dysreflexia
  - Acute Ischemic Stroke
  - Gastrointestinal Bleeding
- Creighton Competency Evaluation Instrument 2.0 (CCEI 2.0)
  - Objective evaluation
  - Valid and reliable
  - Categorical instrument
  - Reflects competency-based education

## Proposed Steps

- Obtain IRB Approval
- Map specific learning objectives to the CCEI items and AACN Essentials
- Conduct Study Fall 2026
- Analyze data using repeated measure ANOVA

## Future Potential

- An objective measure for clinical performance?
- Potential validation of competency in a competency-based programs

## References





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### Biography

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**Dr. Jennifer Ashcraft is an accomplished nursing educator, researcher, and clinical expert with over three decades of diverse experience spanning higher education, emergency nursing, and educational product development. She currently serves as Interim Department Head for the School of Nursing and Health Sciences, Assistant Professor, and BSN Coordinator at East Texas A&M University.**

**Dr. Ashcraft recently earned her Doctorate of Education in Higher Education from East Texas A&M University. Her doctoral research focused on the efficacy of teaching psychomotor skills in nursing, specifically evaluating the differences between online and face-to-face instruction. She holds a Master of Science in Nursing Education from Texas A&M University-Corpus Christi, a Bachelor of Science in Nursing from Arkansas Tech University, and is a Certified Nurse Educator (CNE). Her excellence in the classroom was formally recognized in 2021 when she received the Collegiate Learning and Students Succeeding Award for teaching excellence.**

**Complementing her academic career is an extensive background in emergency and critical care clinical practice. Dr. Ashcraft spent a decade as an Emergency Department Nurse and shift manager at Hunt Regional Medical Center. Prior clinical roles include serving as a Flight Nurse and Training Coordinator for Air Evac Lifeteam, a Stroke Coordinator for Methodist Health Care, and an ED staff nurse at a Level II trauma.**

**Dr. Ashcraft has also made significant contributions to nursing education on a national level. As a former Senior Product Manager for the American Heart Association (AHA), she was the Senior Managing Editor for the 2010 PALS and PEARS courses and the AHA Handbook of Emergency Cardiovascular Care, and led development teams for adaptive learning platforms like HeartCode BLS, ACLS, and PALS. Since leaving the AHA she has worked as a Content Consultant for the AHA and has lent her expertise to Nursing.com as a content reviewer and NextGen NCLEX-style exam item writer. Additionally, she has contributed as an exam item writer and reviewer for the Emergency Nurses Association's TNCC and ENPC courses. She remains an active instructor for BLS, ACLS, PALS, and NRP.**

**She is a lifetime member of the Emergency Nurses Association, a member of the National League for Nursing, Sigma Theta Tau International Nursing Honor Society, Delta Kappa Gamma Society International for women educators, American Association of Colleges of Nursing, American Association of Critical-Care Nurses, and the International Nursing Association for Clinical Simulation and Learning. She is also a co-recipient of a substantial Texas Higher Education Coordinating Board grant dedicated to nursing and allied health-related education.**

## Contact Information

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Jennifer Ashcraft, EdD, MSN Ed., RN, CNE  
Interim Department Head/Assistant Professor/BSN  
Coordinator  
East Texas A&M University  
[Jennifer.Ashcraft@etamu.edu](mailto:Jennifer.Ashcraft@etamu.edu)