Comprehensive Curriculum Outcome Review
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PROBLEM
As part of the Saint Anthony College of Nursing (SACN) Institutional Improvement plan through the Open Pathway option of the Higher Learning Commission (HLC) quality initiative, objective assessment of student performance will be implemented across all curriculums.

SYNTHESIS
Research suggests that in order to adequately evaluate the level of comprehension and skills achieved to enter into nursing practice, competence-based evaluation tools must be utilized in the curriculum (The Higher Education Academy, 2014). The goal of the curriculum is to provide quality and diverse education to meet the expectations of higher education (HLC, 2015).

PURPOSE AND RATIONALE
The purpose of this project is:
- to develop a pedagogical pathway to assess student’s knowledge and skills
- To assist faculty in course evaluation
- To ensure quality student performance.

APPLICATION OF THEORY
To assist faculty at SACN in evaluating the curriculum, a pedagogical evaluation model was developed utilizing Patricia Benner (1984) and Jerome Bruner’s (1960) theoretical frameworks.

Patricia Benner’s Theory

Jerome Bruner’s Spiral Curriculum Mastery

APPLICATION OF THEORY

EVALUATION
The evaluation model uses the outcomes of testing and skill achievement throughout the curriculum based on the essentials of nursing education developed by the American Association of the Colleges of Nursing (AACN) for the Baccalaureate, Masters, and Doctoral programs.

IMPLEMENTATION TIMELINE
The recommendation will be to phase-in the evaluation model in the order of application, combination, and finally theory courses.

REFERENCES