THE COLLEGE OF NEW JERSEY  
SCHOOL OF NURSING  

Assessment Plan of Student Outcomes – BSN

Process Used to Develop Assessment Plan

The End of Program Objectives and Level Objectives for the School of Nursing BSN Curriculum were developed by the faculty of the School and are derived from the mission/philosophy and purposes of the program. The Preliminary Assessment Plan was developed by the School of Nursing Curriculum Committee and circulated to all faculty for feedback 12/15/89. A draft of the major student outcomes and assessment plan was further developed by the School of Nursing Curriculum Committee at its March 14, 1990 special meeting. A meeting for total faculty was held on April 6, 1990 to review, refine and accept the draft. All faculty have participated in the process. The Assessment Plan was implemented for the class graduating May 1995. It is reviewed annually and refined as necessary at the Annual Curriculum Workshop.

The selection of the student outcomes included was based on the following criteria: relevance of the outcome for assessing and improving the quality of the program; identification in professional standards and guidelines, whether it is representative of either cognitive, affective or performance outcomes; frequent identification as a relevant outcome currently being evaluated by a large number of the schools surveyed; emphasis in the literature; and measurability using existing tools and methods that are readily available, reliable and valid.

Major Outcomes to be Assessed/Outcome competencies (professional attributes)

Using the mission/philosophy and End of Program Objectives as a basis, specific major student outcome areas have been identified by the School of Nursing faculty. They are as follows:

1) Critical Thinking  
2) Communication  
3) Caring/Empathy  
4) Clinical Competence (therapeutic nursing interventions),  
5) Autonomy  
6) Leadership.

These major student outcomes have then been identified in the organizing framework of the BSN curriculum related to the three roles of Learner, Clinician and Leader. While specific student outcomes areas are identified with a specific role, this placement is somewhat arbitrary as all student outcomes areas are important to the professional graduate nurse who functions as a learner, clinician and leader.

The major student, outcomes identified are cognitive, affective and performance based and are evaluated in both a formative and summative manner. Outcomes assessment therefore includes course embedded measures, specialized assessment tools, a senior portfolio and graduate data. These are identified on the attached tables.
Table 1 lists the specific major student outcomes, their assessment within the program (course embedded assessment and specialized assessment tools) and graduate assessment measures (employer and graduate surveys). Table 2 lists and describes specialized assessment tools discussing validity and reliability, content areas measured, scoring, time of administration and cost. Table 3 describes the Senior Portfolio according to input, process and output data.

**How Outcome Assessment Information Is Used**

Findings and recommendations that result from implementation of the Outcomes Assessment Plan facilitate the following:

- Clarification and strengthening of the purposes and objectives of the program
- Valid assessment of student outcomes
- Curriculum refinement & quality improvement
- Refinement of teaching/learning strategies
- Utilization of student outcome data for policy making, strategic planning and resource allocation
- Effective utilization of student outcome data to market a quality nursing program and to improve the image of nursing
- The public’s understanding of the importance of the nursing profession in the delivery of high quality health care and nursing services
- The improvement of the quality of nursing services available to consumers
Process for Identifying End of Program Objectives/Student Learning Goals and Outcomes for BSN Program

The curriculum of the School of Nursing is derived from the philosophy, purposes and objectives of the program. The faculty espouses a philosophy which is humanistic in nature and emphasizes the uniqueness, dignity and worth of each person. Furthermore, the faculty believes that each person has a dynamic, creative drive with the potential toward higher levels of self-actualization which is energized by human caring. From this base, the beliefs relative to Nursing’s metaparadigm (human beings, environment, health and nursing practice) are derived. The faculty believes that professional nursing concerns itself with the provisions of essential services to society, which aim to maintain and improve the health of human beings, individually and as groups, in the community and society. Throughout the entire program, the educational process espoused in the philosophy encourages lifelong learning, development of beginning leadership qualities and maintenance of excellence in nursing practice.

Lower division courses focus on the development of a basic foundation of knowledge and skills that will enable beginning students to develop greater awareness and understanding of the nature of human beings (complex, multi-dimensional, bio-psychosocial). Upper division courses are organized to promote a better understanding of factors that promote optimal health in human beings, understanding the role of the nurse and the elements of professional nursing practice.

The purpose of the Bachelor of Science in Nursing Program at The College of New Jersey is to prepare nurses to:

1. Enter the practice of professional nursing as an advanced beginner
2. Assume responsibilities of an educated person in society
3. Participate in the advancement of the profession
4. Pursue advanced study
5. Engage in lifelong learning

The End of Program Objectives are derived from the program mission/philosophy and purposes and are reflective of the organizing framework. Achievement of the end of the program objectives enables fulfillment of the program purposes.

The curriculum of the School of Nursing is divided into three levels:

1. Level I - freshman, sophomore year
2. Level II - junior year
3. Level III - senior year

Each level has Level Objectives which are derived from the End of the Program Objectives. Finally specific course objectives flow from the Level Objectives. All objectives were developed using Bloom’s Taxonomy of Behavioral Objectives and are reflective of the AACN Essentials document, 1986 and 1998 and other professional standards and guidelines listed in the bibliography.
Selected Bibliography & Standards Referenced


Accepted 4/90
Revised 10/00
Revised 5/02
Revised 5/05