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| **California State University, Fresno****College of Health and Human Services****Nursing – Baccalaureate** **Department/Program Assessment Coordinator: Dr. Janine Spencer** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission StatementBACCALAREATE PROGRAMThe School of Nursing offers an undergraduate program which leads to a Bachelor of Science in Nursing. The baccalaureate program provides the learner with a broad-based knowledge from the arts, natural sciences, social sciences, and humanities to develop a foundation for nursing practice. The four-year Bachelor of Science in Nursing (BSN) degree provides the educational and experiential base not only for entry-level professional practice but also as the platform on which to build a career through graduate-level study. (American Association of Colleges of Nursing [AACN], 2024)**MISSION STATEMENT: SCHOOL OF NURSING***The mission of the School of Nursing is to prepare professional nurses for safe and competent practice.***Our philosophy includes faculty’s beliefs about person (humanity); art and science of nursing; nursing education, including the following individual differences among students: cultural milieu, ethnic background, learning styles, support systems.****Person (humanity)**The faculty believe all people are deserving of excellent care, administered with respect, dignity, and compassion. Nursing embodies the uniqueness of each person by developing a relationship that is person-centered, honest, transparent, and accountable. The faculty believes all people are deserving of health: physical, mental, social, and emotional well-being.**Art and science of nursing**The faculty believe that nursing is an art and science promoting health for diverse individuals and populations using an approach that is collaborative, comprehensive, multidimensional, and holistic.The core competencies are the basis of the nurse’s ability to provide, design, manage and coordinate caring practices, including clinical judgment, advocacy, caring practices, systems thinking, response to diversity, facilitation of learning, clinical inquiry, and collaboration. The faculty believes that technology will continue to play an important role in a dynamic healthcare environment. The use of technology is assessed and incorporated into student learning. An appropriate balance between technology and aspects of human caring is emphasized.**Nursing education, including the following individual differences among students: cultural milieu, ethnic background, learning styles, and support systems.** The faculty believe that nursing students are transformed, through their educational andclinical experiences, from lay people into professionals who care for people during their most vulnerable times. Nurses have an intimacy with patients that is unique, even within healthcare professions. Therefore, nursing education involves transformation, which includes role taking, affective learning, clinical decision making, and professional acculturation. Therefore, faculty believe that student-centered learning is the preferred pedagogy when the goal is transformation.The faculty believe that together we enhance the students' transition to professional nursing practice through strong role modeling behaviors. The faculty is dedicated to cultivating a sense of professional empowerment, a desire for lifelong learning, and a passion for social justice as a way of being in our school and as an integral part of our school community. An evidence-based curriculum is integral to the commitment of the faculty to students’ learning and development.The faculty view students as a community of learners in which all function at a high level of accountability, flexibility, and integrity. In that way, a true learning environment can be created that fosters the exchange of diverse ideas and opinions and advances collaboration. The faculty believe that each student has unique learning needs and through the provision of multiple teaching modalities, students with different learning needs will achieve success. The faculty supports student success through referral to various student-centered initiatives and programs across the campus, as well as individual consultation. The faculty is committed to the student’s personal health and well-being.Health and illness are viewed as continuing processes along a wellness-illness continuum, in which the individual attempts to achieve a sustainable balance between needs and available resources. Nursing responds to the reciprocal interaction between the person and the environment to facilitate a state of dynamic equilibrium or change in the level of health at any point along the wellness-illness continuum. Nursing is directed toward reducing stress factors that influence or could influence the attainment of an optimum level of wellness by an individual, family, or community.This goal is achieved through the nursing process, a systematic, problem-solving technique used for implementing independent, interdependent, and dependent nursing actions. This process consists of assessing the person’s actual and/or potential health problems, constructing a diagnostic statement, formulating goals and objectives with expected outcomes, implementing therapeutic interventions, and evaluating the effectiveness of these interventions/preventions. The philosophy of the school is actualized through the application of the Neuman Systems Model. Nursing is advancing into a new era of expanding roles, responsibilities, and functions in primary, secondary, and tertiary preventions.Faculty are responsible for the preparation of professional nurses who can assume current nursing roles and adapt to future health needs and evolving health care requirements. Thus, professional nursing education requires a flexible curriculum that emphasizes a total person approach and is based on evolving nursing theory and knowledge from the sciences and other related disciplines.The faculty believes that learning is a process that influences and promotes change in behavior. Learning is viewed as a life-long process involving the continuing development of personal, intellectual, and professional growth. Learning is facilitated by professional role modeling and an educational environment conducive to the exchange of ideas, critical thinking, decision-making, creativity, experimentation, and innovation.Inherent in the teaching/learning process is the reciprocal responsibility of faculty and students in influencing the process of learning outcomes. In this relationship, the faculty serves as role models and valuable resources in facilitating the advancement of nursing practice through leadership, research, and scientific inquiry. The faculty recognizes the unique diversity of the Central Valley including cultural and ethnic backgrounds, language, beliefs, values, learning styles, and support systems. This diversity is viewed as an asset that is incorporated into curriculum development, implementation, and evaluation. The learner is expected to exhibit self-direction, and a sense of responsibility and accountability in mastery of knowledge and skills consistent with professional practice.As scholars, nurses, citizens, and faculty accept the responsibility for the development of the profession and improvement of health care through continuing practice, study, and research. The faculty believes that well developed leadership abilities are essential in professional practice. Nurses need to seek improved ways of serving clients through research and effective dissemination of knowledge.The faculty is committed to an educational process that prepares undergraduate nurses for entry level positions in nursing. Consistent with the concept of career mobility, opportunities are provided for returning RNs to articulate with the program at appropriate academic levels. The generalist education of the baccalaureate program serves as a foundation for graduate education in nursing.  |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s

* 1. Institutional Learning Outcomes.
		1. **Developing a foundational, broad, and integrative knowledge** of the humanities, the arts, the sciences, and social sciences, and their integration with their major field of study. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications, and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice to assess a problem better and offer solutions to it.
		2. **Acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory, and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.
		3. **Improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning. Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.
		4. **Applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge.
		5. **Exemplifying equity, ethics, and engagement.** Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in theclassroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.
	2. **Program Learning Outcomes (Also known as Goals) and related SLO’s**

The student outcome assessment plan for the School of Nursing at California State University Fresno (Baccalaureate) has been developed to measure student outcomes as a part of curriculum and program evaluation. The faculty of the School of Nursing identified specific student outcomes, developed level outcomes, and have agreed upon performance indicators that will be used to measure outcome achievement.

**Conceptual Framework**

**American Association of Colleges of Nursing’s The Essentials of Baccalaureate Education for Professional Nursing Practice (2021).**

**Domain 1: Knowledge for Nursing Practice**

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

**Domain 2: Person-Centered Care**

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

**Domain 3: Population Health**

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

**Domain 4: Scholarship for the Nursing Discipline**

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

**Domain 5: Quality and Safety**

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

**Domain 6: Interprofessional Partnerships**

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

**Domain 7: Systems-Based Practice**

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

**Domain 8: Informatics and Healthcare Technologies**

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

**Domain 9: Professionalism**

Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s characteristics and values.

**Domain 10: Personal, Professional, and Leadership Development**

Descriptor: Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.

**Program Terminal Objectives**

* + 1. **PLO:** Integrates knowledge from the human sciences when implementing care for individuals, families, groups, and communities. (Domain 1)

**SLOs**

Outcome 1: Implement holistic, patient centered care that reflects an understanding of pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum.

Outcome 2: Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients.

Outcome 3: Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.

Outcome 4: Implement the nursing process to achieve optimal health care outcomes for individuals, families, and communities.

**Indicators**

* + - * 90% of students will receive a 3 (demonstrates attainment) or above rating on all applicable items evaluated on Clinical Evaluation Tools.
			* 100% of students will reach Level Two\* on all ATI RN Mastery Exams” and if not will remediate appropriately (\*As defined by ATI policy).
			* At least an average rating of “adequate” on all applicable items on the Employer Survey.
		1. **PLO:** Provides holistic person-centered care to diverse populations. (Domain 2)

**SLOs**

Outcome 1: Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults and vulnerable populations.

Outcome 2: Participate in service-learning activities that serve vulnerable populations.

Outcome 3: Apply knowledge of social / cultural factors to the care of diverse populations.

Outcome 4: Promote active participation of the client in the health care process through mutual goal setting.

Outcome 5: Integrate pertinent social and cultural factors in planning care for individuals, families, and communities.

**Indicators**

* + - * 90% of students will receive a 3 (demonstrates attainment) or above rating on all applicable items evaluated on assignments and Clinical Evaluation Tools.
			* At least 60% of the hospital and community sites will offer student experience with underserved vulnerable populations.
			* At least an average rating of “adequate” on all applicable items on the Employer Survey.
		1. **PLO:** Evaluate and describe health inequities and identify stakeholders to improve population health. (Domain 3)

**SLOs**

Outcome 1: Act to prevent unsafe, illegal, or unethical care practices.

Outcome 2: Identify personal and professional risks that impact professional choices and behaviors.

Outcome 3: Demonstrate responsibility and accountability for nursing practice within the scope of the law, standards of practice, and ethical principles.

**Indicators**

* 90% of students will receive a 3 (demonstrates attainment) or above rating on all applicable items evaluated on assignments and Clinical Evaluation Tools.
* 90% of students will report participation in service-learning activities with vulnerable populations on the Exit survey.
* At least 60% of the hospital and community sites will offer student experience with underserved vulnerable populations.
	+ 1. **PLO:** Applies evolving nursing knowledge and evidence-based care in the delivery of healthcare in all client settings. (Domain 4)

**SLOs**

Outcome 1: Critically evaluate the role of and need for both theoretical and practice-based research in the field of nursing.

Outcome 2: Utilize evidence-based research to support patient care intervention and quality improvement.

Outcome 3: Written work will demonstrate synthesis of recent evidence-based research.

**Indicators**

* 90% of students will receive a 3 (demonstrates attainment) or above rating on all applicable items evaluated on the Clinical Evaluation Tool.
* 100% of students will reach Level Two\* on all ATI RN Mastery Exams” and if not will remediate appropriately (\*As defined by ATI policy).
* At least an average of “adequate” on all items related to professional demeanor and role on the Employer Survey.
* At least 80% of the students will report confidence in their preparation for the professional role Exit Survey.
	+ 1. **PLO:** Utilizes nursing science to provide quality care and maintain client safety. (Domain 5)

**SLOs**

Outcome 1: Demonstrate leadership skills when working with individuals, student groups, and other members of the health care team.

Outcome 2: Value the knowledge and methods of a variety of health care disciplines to improve care to individuals, families, and communities.

**Indicators**

* 100% of students will receive a 3 (demonstrates attainment) or above on all applicable items evaluated on the Clinical Evaluation Tool.
* 100% of students will reach Level Two\* on all ATI RN Mastery Exams” and if not will remediate appropriately (\*As defined by ATI policy).
* At least an average of “adequate” on all applicable items related to professional ethics on the Employer Survey.
	+ 1. **PLO:** Participates in both interprofessional and interprofessional collaboration to improve health outcomes for all clients. (Domain 6)

**SLOs**

Outcome 1: Articulate the role of the professional nurse to other members of the health care team, policy makers, and health care organizations.

Outcome 2: Participate in inter-professional groups within selected clinical environments.

Outcome 3: Participate in beginning health policy discussions with members of the health care team.

Outcome 4: Collaborate with other health care professionals and patients to provide spiritually and culturally appropriate patient care.

Outcome 5: Advocate for high quality and safe patient care as a member of the inter-professional team.

Outcome 6: Demonstrate teambuilding and collaborative strategies when working with inter-professional teams.

**Indicators**

* 90% of students will receive a 3 (demonstrates attainment) or above rating on all applicable items evaluated on the Clinical Evaluation Tool.
* At least a 3 (demonstrates attainment) or above on all applicable items on the Simulated Clinical Evaluations
* At least an average of “adequate” on all applicable items measuring competence in professional working relationship on the Employer Survey
* 90% of students will receive a Level 2 or above on the Final Preceptor Evaluation in NURS 150L.
	+ 1. **PLO:** Implements and evaluates system-based resources to maximize client outcomes. (Domain 7)

**SLOs**

Outcome 1: Act as a patient advocate in varied clinical environments.

Outcome 2: Recognize the importance of accessing inter-professional and intra-professional resources to advocate for patients in clinical environments.

**Indicators**

* 90 % of students will a 3 (demonstrates attainment) or above on all applicable items evaluated on the Clinical Evaluation Tool.
* 100% of students will reach Level Two\* on all ATI RN Mastery Exams” and if not will remediate appropriately (\*As defined by ATI policy).
	+ 1. **PLO:** Utilizes informatics to deliver safe and quality healthcare. (Domain 8)

**SLOs**

Outcome 1: Use emerging technology such as PDA, computers, and the internet to support patient care and professional growth.

Outcome 2: Evaluate the credibility of sources of information.

Outcome 3: Use data from all relevant sources to inform the delivery of care.

Outcome 4: Utilize research-derived knowledge and findings in the investigation and evaluation of nursing phenomena for the improvement of nursing practice.

Outcome 5: Protect patient privacy and confidentiality of patient records.

**Indicators**

* 90% of students will receive a 3 (demonstrates attainment) or above on all applicable items evaluated on the Clinical Evaluation Tool.
* 90% of students will reach a 3 (demonstrates attainment) or above scores on all items applicable on the Simulated Clinical Evaluation.
* 100% of students will reach Level Two\* on all ATI RN Mastery Exams” and if not will remediate appropriately (\*As defined by ATI policy).
* 90% of all candidates will pass the National Council Licensing Exam (the first attempt).
	+ 1. **PLO:** Models the values of professional nursing. (Domain 9)

**SLOs**

Outcome 1: Articulate the role of the professional nurse to other members of the health care team, policy makers, and health care organizations.

Outcome 2: Participate in inter-professional groups within selected clinical environments.

Outcome 3: Participate in beginning health policy discussions with members of the health care team.

Outcome 4: Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate patient care.

**Indicators**

* 90% of students will receive a 3 (demonstrates attainment) or above on all applicable items evaluated on the Clinical Evaluation Tool
* 80% of students will receive a 3 (demonstrates attainment) or above score on all items applicable on the Simulated Clinical Exam.
* 80% percent of students will respond with at least an adequate or higher rating on all items related to evidence-based practice application on the Exit Survey.
	+ 1. **PLO:** Demonstrate accountability for ethical practice, client advocacy, personal and professional development. (Domain 10)

**SLOs**

Outcome 1: Explore your own beliefs and values.

Outcome 2: Recognize how students’ own personal values can impact their individual ability to provide nursing care.

Outcome 3: Acquire lifelong learning skills to support excellence in nursing practice.

**Indicators**

* 90% of students will receive a 3 (demonstrates attainment) or above on all applicable items evaluated on the Clinical Evaluation Tool.
* 100% of students will reach Level Two\* on all ATI RN Mastery Exams” and if not will remediate appropriately (\*As defined by ATI policy).
* 90% percent of students will respond with at least an adequate or higher rating on all items related to their ability to value ethical and professional applications of practice on the Exit Survey.

## Curriculum Map: Courses in which PLO’s are addressed and evaluated.

| Course | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| N10 | I | I | I | I | I | I | I | I | I | I |
| N10AL | I | I | I | I | I | I | I | I | I | I |
| N112 | I | I |  | I | I |  | I | I |  | D |
| N110 | D | D | I | D | D | D | D | D | D | D |
| N110L | D | D | D | D | D | D | D | D | D | D |
| N124 | D | D |  | D | D |  |  | D | D |  |
| N121 | D | D | D | D | D | D | D | D | D | D |
| N121L | D | D | D | D | D | D | D | D | D | D |
| N131 | D | D | D | D | D | D | D | D | D | D |
| N131L | D | D | D | D | D | D | D | D | D | D |
| N132 | D | D | D | D | D | D | D | D | D | D |
| N132L | D | D | D | D | D | D | D | D | D | D |
| N145 | D | D |  |  |  | I | D | D |  |  |
| N140 | D |  |  | D |  |  | D | M |  |  |
| N140AL | D | M | D | M | M | M | D | M | D | M |
| N141 | D | D | D | D | D |  | D | D |  | D |
| N141L | M | M | M | D | M | D | D | D | D | M |
| N142 |  | D | D |  |  | I | D | D |  |  |
| N150 | D | D | D | D | D | D | M | D | M | M |
| N150L | M | M | D | D | M | M | M | M | M | M |
| N151 | D | D | D | D | D | D | D | D | D | D |
| N155 | D | M | D | M | M | M | M | M | M | M |
| N158 | D | M | D | D | M | D | D | D | D | D |
| N158L | I | I | M | D | M | M | M | M | M | M |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that course.

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| **I = Introduced** | **D = Developed (reinforced)** | **M=Mastered** |

## Mapped to Assessment Measures and Methods

| *Assessment Measure* | *Evaluation**Method* | *PLO* | *PLO*  | *PLO*  | *PLO*  | *PLO*  | *PLO* | *PLO* | *PLO* | *PLO* | *PLO* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *(Assignment or survey)* | *Criteria, Rubric, Score*  | *#1* | *#2* | *#3* | *#4* | *#5* | *#6* | *#7* | *#8* | *#9* | *#10* |
| Student Clinical Evaluations | 90% of students will receive a 3 (attainment) or above | x | x | x | x | x | x | x | x | x | x |
| Simulated Clinical Exam | 80% of students will receive a 3 (attainment) or above  |  |  |  |  |  | x |  | x | x |  |
| ATI RN Mastery Exams | 100% of students will reach Level Two on all and if not will remediate  | x |  |  | x | x | x | x | x |  | x |
| Hospital and Community sites | At least 60% of the will experience underserved populations |  | x | x |  |  |  |  |  |  |  |
| Final Preceptor Evaluation N150L | 90% of students will receive a Level 2 or above  |  |  |  |  |  | x |  |  |  |  |
| National Council Licensing Exam  | 90% of all candidates will pass the (first attempt) |  |  |  |  |  |  |  | x |  |  |
| Exit Survey | 90% of students will report applicable activities  |  |  | x | x |  |  |  |  | x | x |
| Employee Survey | At least an average rating of “adequate” on all applicable  | x | x |  | x | x | x |  |  |  |  |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment.

* 1. **Direct Measures**
		1. STUDENT CLINICAL EVALUATIONS: DIRECT MEASURE

Students are evaluated in all clinical courses and the AACN Essentials are addressed in each evaluation tool. Students and faculty evaluate all clinical courses. The program utilizes a standard student evaluation form that links outcomes with ratings. The school also utilizes a standard faculty evaluation form called; Course Evaluation Summary Action Plan (CESAP). This form links the actual content of courses, course objectives, program outcomes, and student ratings. An analysis is completed to determine if adjustments are required.

* + 1. ATI TESTING: DIRECT MEASURE

ATI is a formative testing program that evaluates content mastery and supports success on national standardized testing. Students are required to take proctored assessments in the following RN Content Mastery areas: Fundamentals, Pharmacology, Mental Health, Obstetric, Pediatric, Medical Surgical, Leadership and Nutrition. Students are required to achieve a level two on each assessment. Additionally, ATI Medication Mathematics assessments are conducted in semesters 1, 2, 3, and 4.

* + 1. RN COMPREHENSIVE Predictor DIRECT MEASURE

The RN ATI Comprehensive Predictor is an exam that predicts successful completion of the National Council Licensing Exam (NCLEX-RN). The exam is administered to all students at the beginning and at the completion of the fifth semester. Students are required to remediate following the first proctored assessment. Currently the School has a benchmark of 90% on the RN Comprehensive Predictor. Students who not achieve the benchmark are required to remediate and retest.

* + 1. NCLEX RESULTS: DIRECT MEASURE

The NCLEX is a nationally standardized test developed and administered by the National Council of State Boards of Nursing that is required for practice as a registered nurse. The percentage of students passing is calculated and reported each academic year. Students who are unsuccessful on the examination are encouraged to seek appropriate resources.

* 1. **Indirect Measures**
		1. EXIT SURVEY: INDIRECT MEASURE

Each baccalaureate student is asked to fill out an exit survey at the end of the fifth and final semester of the program. Those items related to student outcomes are averaged and tracked across semesters. The results are presented to the faculty for consideration and identification of potential curricular change.

* + 1. EMPLOYER SURVEY: INDIRECT MEASURE

The Employer survey is electronically mailed every three years. The results of items related to the identified student outcomes are averaged and presented to the faculty for consideration and evaluation of student outcome mastery and curricular review.

## Assessment Schedule/Timeline

| AcademicYear | Measure | SLOs |
| --- | --- | --- |
| 2022-2023 | Clinical EvalFinal Preceptor Eval (150L)Exit SurveyRN Comprehensive Exam  | PLO #1: SLO 1-4, PLO #2: SLO 1-5, PLO #3: SLO 1-3, PLO #4: SLO 1-3, PLO #5: SLO 1-2, PLO #6: SLO 1-6.PLO #7: SLO 1-2, PLO #8: SLO 1-5, PLO #9: SLO 1-4, PLO #10: SLO 1-3 |
| 2023-2024 | Clinical EvalFinal Preceptor Eval (150L)Exit SurveyEmployee Survey RN Comprehensive Exam  | PLO #1: SLO 1-4, PLO #2: SLO 1-5, PLO #3: SLO 1-3, PLO #4: SLO 1-3, PLO #5: SLO 1-2, PLO #6: SLO 1-6.PLO #7: SLO 1-2, PLO #8: SLO 1-5, PLO #9: SLO 1-4, PLO #10: SLO 1-3 |
| 2024-2025 | Clinical EvalFinal Preceptor Eval (150L)Exit SurveyRN Comprehensive Exam  | PLO #1: SLO 1-4, PLO #2: SLO 1-5, PLO #3: SLO 1-3, PLO #4: SLO 1-3, PLO #5: SLO 1-2, PLO #6: SLO 1-6.PLO #7: SLO 1-2, PLO #8: SLO 1-5, PLO #9: SLO 1-4, PLO #10: SLO 1-3 |
| 2025-2026 | Clinical EvalFinal Preceptor Eval (150L)Exit SurveyRN Comprehensive Exam  | PLO #1: SLO 1-4, PLO #2: SLO 1-5, PLO #3: SLO 1-3, PLO #4: SLO 1-3, PLO #5: SLO 1-2, PLO #6: SLO 1-6.PLO #7: SLO 1-2, PLO #8: SLO 1-5, PLO #9: SLO 1-4, PLO #10: SLO 1-3 |
| 2026-2027 | Clinical EvalFinal Preceptor Eval (150L)Exit SurveyEmployee Survey RN Comprehensive Exam  | PLO #1: SLO 1-4, PLO #2: SLO 1-5, PLO #3: SLO 1-3, PLO #4: SLO 1-3, PLO #5: SLO 1-2, PLO #6: SLO 1-6.PLO #7: SLO 1-2, PLO #8: SLO 1-5, PLO #9: SLO 1-4, PLO #10: SLO 1-3 |

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| Closing the Loop  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process:**Annual Assessment Process** Assessment of Curriculum:o Yearly review and approval by Baccalaureate Committeeo Evaluation of course content effectiveness by students (student course evaluations)o Course Evaluation Summary Action Plan (CESAP) (faculty evaluation of course)o Evaluation and revision of course and course syllabus as needed by Baccalaureate CommitteeReview of Student work: (Direct Measures)o Student clinical evaluations/Medication Mathematics Examinationo ATI assessmentso RN comprehensive assessmento NCLEX pass ratesReview of data: (Indirect Measure)o Exit interviewso Employer SurveyStudent Satisfaction:o Administration of standardized departmental course evaluationso Administration of standardized university instruction effectiveness Please find below an example of an annual assessment plan:Each semester students take clinical course they are evaluated upon completion.1. Students are administered the appropriate Content Mastery ATI assessment.2. Students participate in clinical simulation experience each semester.3. Students rate instruction effectiveness 4. Students evaluate course (course evaluation)5. Faculty evaluate course (CESAP)6. Employer Survey (every 3 years)7. Alumni Survey (every 3 years)8. NCLEX results (provided approximately every 4-6 months cycle)9. Final semester evaluation:a. RN Comprehensiveb. Exit SurveyAll data is collected, analyzed, and presented to Baccalaureate Committee by the evaluation’s coordinator at the last meeting in spring. Discussions are held and decisions are made to implement changes.The first Baccalaureate Committee meeting in fall is used to complete any necessary discussions and readdress any areas of concerns. Implementations of any necessary changes will be (if possible) made at that time. |