

California State University, Fresno

College of Health and Human Services (CHHS)

School of Nursing

MSN/Nurse Practitioner/Primary Care/Family

Nursing/Kammi Sayaseng

2024 Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The mission of the School of Nursing is to offer quality nursing education to undergraduate and graduate nursing students. This education prepares nurses with clinical decision-making skills based on EBP. Additionally, the School seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared to deliver Holistic health care to diverse populations across Health Care settings. (Approved by Faculty Council: 8/23/13; reviewed 4/20/18, 4/26/19, ?2022).

II. Institutional Learning Outcomes (University Goals), Program Learning Outcomes/Program Goals, and SLO's

- A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

Students who graduate from California State University, Fresno will demonstrate the importance of discovery, diversity, and distinction by

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 so as 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.

4. **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 the classroom 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.

B. Program Learning Outcomes (PLO) or Program Goals (PG) and related SLO's

Program Learning Outcomes or Program Goals are the specific knowledge and skills that the department/program will develop or strengthen in students. These Program Goals may be broader than SLO's but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

1. PG 1: Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
 - a. SLO (NURS 210) Perform a complete health assessment including health history, physical assessment, and identification of risk factors and creation of a problem list on clients varied ages.
 - b. SLO (NURS 210): Organize assessments to maximize efficiency and comprehensively obtain information while simultaneously addressing the comfort of the client.
2. PG 2: Demonstrate leadership skills that emphasize ethical and critical decision-making, effective working relationships, and a systems-perspective.

- a. SLO (NURS 225): Compare ethical theories, principles, and concepts.
 - b. SLO (NURS 225): Evaluate ethical decision making from both a personal and organizational perspectives and develop an understanding of how conflict may arise from these two perspectives.
3. PG 3: Demonstrate knowledge of the methods, tools, performance, measures, and standards related to quality.
 - a. SLO (NURS 223): Integrate theory, evidence, clinical judgement, research, and inter-professional perspective using translational processes to improve practice and associated health outcomes for patient aggregates.
 - b. SLO (NURS 223): Synthesize practice guidelines to improve practice and the care environment.
4. PG 4: Apply research to outcomes within the practice setting.
 - a. SLO (NURS 223): Apply, leading when appropriate, in collaborative teams to improve outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation.
 - b. SLO (NURS 223): Apply the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant).
5. PG 5: Use patient-care and communication technologies to deliver, enhance, integrate, and coordinate care.
 - a. SLO (NURS 264): Demonstrate appropriate communication strategies with patients, families, and other health care providers.
 - b. SLO (NURS 265): Select appropriate management modalities for specific patient situations based on the principles of evidence-based medicine, standardized procedures, risk/benefit ration, cost containment, cultural relevance, and patient acceptability.
6. PG 6: Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.
 - a. SLO (NURS 225): Evaluate ethical decision-making from both a personal and organizational perspectives and develop an understanding of how conflict may arise from these two perspectives.
 - b. SLO (NURS 225): Evaluate own skills in planning alternate solutions to issues; using legislative, political, economic, and social strategies.
7. PG 7: Communicate, collaborate, and consult with other health professionals to manage and coordinate care.
 - a. SLO (NURS 267): Formulate a plan of care, including pharmacological agents, for primary prevention in consultation with a preceptor.
 - b. SLO (NURS 267): Demonstrate appropriate communication strategies with patients, families, and other health care providers.
8. PG 8: Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management and evaluation of evidenced-based clinical prevention and population care and services to individuals, families, and aggregates.

- a. SLO (NURS 210): Interpret history, physical exam, screening tests and lab tests finding, with differential diagnosis as part of the diagnostic process.
 - b. SLO (NURS 210): Formulate a complete assessment of physiological, psychological, developmental, and sociocultural of an individual and family.
9. Demonstrate understanding of nursing and relevant sciences and integrate this knowledge into practice.
- a. SLO (NURS 277): Synthesize appropriate management strategies that acknowledge psychosocial and cultural impacts related to common chronic conditions. Includes patient education related to common chronic conditions encountered.
 - b. SLO (NURS 298): Formulate an evidence-based project that has systems level impact for the improvement of health outcomes

III. Curriculum Map: Courses in which SLO’s are addressed and evaluated

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

I = Introduced D/P = Developed M=Mastered

Developed is the standard for most departments/programs at Fresno State. However, for the Nursing MSN, the standard is developed/practiced indicating students have demonstrated competency.

Course	PG 1	PG 2	PG 3	PG 4	PG 5	PG 6	PG 7	PG 8	PG 9
	ME 1	ME 2	ME 3	ME 4	ME 5	ME 6	ME 7	ME 8	ME 9
NURS 210	I	I	I	I	I		I	I	I
NURS 212	I		I	I	I	I		I	I
NURS 221			I		I			I	I
NURS 225	I	I	I	I	I	I	I	I	I
NURS 211	I	I	D/P	I	I	I	I	D/P	D/P
NURS 223	I	I	D/P		I	I	I	D/P	D/P
NURS 261	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P
NURS 264	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P
NURS 265	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P
NURS 215	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P
NURS 266	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P
NURS 267	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P
NURS 277	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P	D/P
NURS 278	M	M	M	M	M	M	M	M	M
NURS 298/299	M	M	M	M	M	M	M	M	M

IV. SLO's Mapped to Assessment Measures and Methods

Benchmark Direct Measure of Student learning outcome. The School of Nursing utilizes a 1 – 5 Likert scale with 3 being the Department's benchmark.

<i>Program Goals/Outcomes</i>	<i>Courses</i>	<i>Assessment</i>	<i>Benchmark Met/Not Met</i>	<i>Plan of Action</i>
Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	NURS 210 NURS 212 NURS 211	NURS 210 Final Physical Assessment NURS 212 Final Exam NURS 211 Final Exam	90% of students will score >80%. MET 90% of students will score > 80% MET 90% of students will score > 80% MET	Continue to Monitor Each benchmark Each semester the course is taught.
Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships and a systems-perspective.	Clinical courses NURS 264 NURS 267 NURS 278	Faculty Evaluation of Student Clinical Site Visit	Students must pass each section by 80% (40/50 points) there are 5 section (250 total points) MET	Will continue to monitor Benchmark for each semester clinical courses are taught.
Demonstrates knowledge of the methods, tools, performance, measures, and standards related to quality.	NURS 215 NURS 261	NURS 261 Final Exam NURS 215 Final Exam	90% of students will score >80%. MET 90% of students will score > 80% MET	Continue to Monitor Each benchmark Each semester the course is taught.

<p>Apply research to outcomes within the practice setting.</p>	<p>NURS 221 NURS 223 NURS 298/299</p>	<p>Culminating Experience MSN Project/ Thesis (NURS 298/299)</p>	<p>100% of students shall complete a thesis or project demonstrating comprehensive knowledge of an advanced practice issue.</p> <p>2024 NOT MET</p>	<p>Three students did not complete their Project Thesis by Spring 2024 graduation. Two students took an incomplete and another dropped from the program</p> <p>Project Chairs brought their concerns to Graduate Curriculum Committee for advisement.</p> <p>Project Chairs will continue to work with the 2 students to complete their projects.</p>
<p>Use patient care and communication technologies to deliver, enhance, integrate, and coordinate care.</p>	<p>NURS 264 NURS 267 NURS 278</p>	<p>Typhon patient tracking system allows students to use personal computers, smartphones, and tablets (iPod / iPad / Android) to log patient encounters, reading and educational requirements, hours worked and service evaluations. Typhon provides faculty access to real-time, web-based reports</p>	<p>100% of graduating students will have at least 612 clinical hours</p> <p>Of the 612 hours, a minimum of 40 clinical hours may be completed in pediatrics and a minimum of 40 hours may be completed in women's health. Students wishing to complete more than the minimum hours in either specialty must obtain instructor permission.</p> <p>MET</p>	<p>Will continue to monitor student progression on completion of clinical hours.</p>

<p>Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.</p>	<p>NURS 225</p>	<p>APRN Practice Issue Presentation</p>	<p>90% of students will score > 80% MET</p>	<p>Continue to Monitor this benchmark Each semester the course is taught.</p>
<p>Communicate, collaborate, and consult with other health professionals to manage and coordinate care.</p>	<p>NURS 265 NURS 266 NURS 277</p>	<p>NURS 265 Final Exam NURS 266 Final Exam NURS 277 Final Exam</p>	<p>90% of students will score >80%. MET 90% of students will score > 80% MET 90% of students will score > 80% MET</p>	<p>Continue to Monitor Each benchmark Each semester the course is taught</p>
<p>Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management and evaluation of evidence-based clinical prevention and population care and services to individuals, families and aggregates.</p>	<p>NURS 264 NURS 267 NURS 278</p>	<p>Objective Student Comprehensive Evaluation (OSCE) OSCE is a form of performance-based testing used to measure students' clinical competence. Students are observed and evaluated as they interact with standardized patients. Graded by</p>	<p>90% of students receive a grade of $\geq 80\%$ in each of 6 criteria NURS 264= MET NURS 267 = MET NURS 278 Not Met- only 80% of students met the OSEC Benchmark for this course.</p>	<p>2 Students in NURS 278 did not pass their OSCE with 80% or better. Students met with their clinical faculty and completed the required remediation, however, still did not meet the benchmark to pass the Final OSCE for the course. The Graduate Curriculum Committee discussed the OSCE results at the May 2024 meeting, and it was determined individual student performance was the mitigating factor. Evaluation of this benchmark is ongoing throughout the program.</p>

<p>Demonstrate understanding of nursing and relevant sciences and integrate this knowledge into practice.</p>	<p>NURS 264 NURS 267 NURS 278</p>	<p>Objective Student Comprehensive Evaluation (OSCE)</p> <p>OSCE is a form of performance-based testing used to measure students' clinical competence.</p> <p>Students are observed and evaluated as they interact with standardized patients. Graded by</p>	<p>90% of students receive a grade of $\geq 80\%$ in each of 6 criteria</p> <p>NURS 264= MET NURS 267 = MET</p> <p>NURS 278 Not Met- only 80% of students met the OSEC Benchmark for this course.</p>	<p>2 Students in NURS 278 did not pass their OSCE with 80% or better. Students met with their clinical faculty and completed the required remediation, however, still did not meet the benchmark to pass the Final OSCE for the course.</p> <p>The Graduate Curriculum Committee discussed the OSCE results at the May 2024 meeting, and it was determined individual student performance was the mitigating factor.</p> <p>Evaluation of this benchmark is ongoing throughout the program.</p>
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In 2022 Graduate faculty identified a decline in national certification pass rates. In 2019, the pass rate was 67% (n=27), in 2020 the pass rate was 65% (n=31), and in 2021 the pass rate was only 34% (n=14). The decline in pass rates prompted graduate faculty to require the nurse practitioner students to complete the Diagnostic Readiness Test (DRT), in the three-core course throughout the program. In February 2021 the following changes were added to the nurse practitioner curriculum:

The [Barkley-3ps DRTs](#)- administered in primary core course NURS 265

The [Barkley DRTs](#) pre-test - administered in secondary core course NURS 266

The [Barkley DRTs](#) post-test - administered in tertiary core course NURS 277

After the implementation of the 3 Barkley DRT's, into the above courses, our certification pass rates increased to meet the CCNE requirement of 80% or higher for first-time takers. Graduates in May of 2022 were the first cohort who took the national certification exam after implementing the DRTs into the

curriculum. The pass rate for first-time test takers in 2022 was 100%. (n=11). The pass rate for first-time takers for the most recent calendar year, 2023 is 93%. (n=14). Please see Table 6 below. Certification pass rates are not reported separately for the PGC/FNPs, they are included in the number of candidates and the number who passed.

Certification Exam Pass Rates

First Time Test Taker Year	Number of students taking exam	Number of students passed the exam	Pass Rate for First time test takers.
2022	11	11	100%
2023	14	13	93%

FNP Program, AY 2020-2022, AY 2021-2023, AY 2022-2024
 Benchmarks for Indirect Measures of Student Learning

Assessment	Benchmark Evaluated and Reviewed Yearly (Last three academic year all benchmarks were met)
9. Exit Survey	<p>Mean Score greater than 3.0 using Likert Scale</p> <p>5= Very Confident – 1= Not Confident at all.</p> <p>Data from : Number of respondents</p> <p>2022 (n=10)</p> <p>2023 (n=12)</p> <p>2024 (n=5)</p> <p><i>The program provided me with knowledge about common conditions encountered in the outpatient setting. MET</i></p> <p>2022 = 4.4</p> <p>2023= 3.4</p> <p>2024 = 4.8</p> <p><i>2. The learning experiences in the program prepared me to develop appropriate management plans with measurable outcomes. MET</i></p> <p>2022 = 3.7</p>

	<p>2023 = 3.2</p> <p>2024 = 4.5</p> <p>3. <i>The learning experiences in the program prepared me to provide advanced practice primary health care to individuals, families, groups, and communities in a variety of roles and settings. MET</i></p> <p>2022 = 4</p> <p>2023 = 3.5</p> <p>2024 = 4.5</p> <p>4. <i>The learning experiences in the program helped me to communicate effectively with patients and families. MET</i></p> <p>2022 = 4.1</p> <p>2023 = 3.8</p> <p>2024 = 4.5</p> <p>5. <i>The learning experiences in the program helped me to effectively teach-coach patients and families. MET</i></p> <p>2022 = 4.1</p> <p>2023 = 3.8</p> <p>2024 = 4.6</p> <p>6. <i>The learning experiences in the program prepared me to be an advocate for patients as needed. MET</i></p> <p>2022 = 4.3</p> <p>2023 = 3.8</p> <p>2024 = 4.6</p> <p>7. <i>The learning experiences in the program prepared me to implement an ongoing plan for professional development. MET</i></p> <p>2022 = 3.8</p> <p>2023 = 3.5</p> <p>2024 = 4.6</p> <p>8. <i>I am competent in managing patients within the healthcare delivery system. MET</i></p> <p>2022 = 4.2</p> <p>2023 = 3.1</p> <p>2024 = 4.8</p> <p>9. <i>The program prepared me to prevent personal biases from interfering with the delivery of quality care. MET</i></p>
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	<p>2022 = 4</p> <p>2023 = 3.8</p> <p>2024 = 4.6</p> <p>10. <i>The program prepared me to provide culturally sensitive care to patients of different ages, genders, abilities, orientations, and ethnicities. MET</i></p> <p>2022 = 4</p> <p>2023 = 3.8</p> <p>2024 = 4.6</p> <p>11. <i>The program prepared me to assist patients of diverse cultures to access quality care. MET</i></p> <p>2022 = 4.1</p> <p>2023 = 3.8</p> <p>2024 = 4.8</p> <p>12. <i>The program prepared me to incorporate cultural preferences, values, health beliefs, and behaviors into the management plan. MET</i></p> <p>2022 = 4.1</p> <p>2023 = 3.6</p> <p>2024 = 4.8</p> <p>13. <i>The program helped me to develop my critical thinking skills.</i></p> <p>2022 = 4.1</p> <p>2023 = 3.8</p> <p>2024 = 4.5</p> <p>Mean Score greater than 3.0 using Likert Scale</p> <p>5 = Highly Satisfied – Highly Dissatisfied</p> <p><u>Level of satisfaction with:</u></p> <p><u>Curriculum MET</u></p> <p>2022 = 3.6</p> <p>2023 = 3.2</p> <p>2024= 4.2</p> <p><u>Scheduling of Classes MET</u></p> <p>2022 =3.7</p> <p>2023 = 3.5</p>
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	2024 = 3.8
	<u>Clinical Experiences</u> MET
	2022 =3.7
	2023 = 3.3
	2024 4.2
	<u>Tuition and Fees</u> MET
	2022 = 3.7
	2023 = 3.5
	2024 = 4.2
	<u>Thesis/Project Experience</u> MET
	2022= 3.1
	2023 = 3.4
	2024 = 4.0

The above tables demonstrate how direct and indirect measures are used to ensure program goals are met and help identify any issues so changes can be implemented as necessary.

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

- A. Direct Measures (Department/Program must use a minimum of three different direct measures)
 - 1. final examination
 - 2.OSCE
 - 3. national certification pass rates
- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
 - 1. Exit survey
 - 2. Employment rate upon graduation

VI. Assessment Schedule/Timeline

All assessment methods will be implemented annually and any changes will be evaluated one year after implementation and as needed thereafter.

VII. 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: Results are analyzed annually by the School of Nursing's Graduate Curriculum Committee and presented to the Faculty Council Committee for final recommendations/approvals. The Graduate Program Coordinator receives a report of the certifying examination outcomes from the previous year. If goals are not achieved, decisions are made as to what strategies should be implemented to improve the outcomes. Strategies to support maintenance or improvement will be implemented the next academic year.

Any student not meeting goals during the program will be remediated individually by didactic faculty or clinically in faculty practice. In addition, a number of program evaluation measures have been implemented and are similarly reviewed. These include:

1. Fresno State Student Rating of Instructions (FSSRI)
2. Peer evaluation (confidential)
3. Faculty Satisfaction/Course Evaluation (CESAP)
4. Student data on
 - a. retention
 - b. progression
 - c. graduation rates

FSSRI is completed for each course by the end of each semester. Results are aggregated by the course faculty (Faculty Satisfaction/Course Evaluation) into a CESAP report. The report is presented at the Graduate Curriculum Committee meeting the following semester for recommendations/suggestions of any changes to the course. The effectiveness of any changes is reviewed annually.

Peer evaluation of the instructor is completed for each course by the end of each semester of the program. These reviews are performed by a tenured faculty member. Results will be reviewed by the Chair of the School of Nursing and by the Dean of the College of Health and Human Services and adjustments of faculty effectiveness will be made accordingly. Results of the peer review are compared with those of the prior year for the same course to evaluate effectiveness of any changes.

Faculty satisfaction and course evaluation are assessed following each course completion using the Course Evaluation Summary and Action Plan (CESAP). The form is completed by each faculty member and forwarded to the Graduate Coordinator, who shares the reports with the Chair and Graduate Committee. Suggestions for adjustments in courses is documented in meeting minutes and re-evaluated for effectiveness annually.

Data on student retention, progression, and graduation rates are collected by program staff and reviewed by the Graduate Coordinator and the Graduate Committee.