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| **California State University, Fresno****College of Health and Human Services (CHHS)** **School of Nursing****Doctor of Nursing Practice (DNP)****Nursing /Nisha Nair** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 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). |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. 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.
		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 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.
	1. Program Learning Outcomes (Also known as Goals) and related SLO’s

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

* + 1. PLO: Integrate scientific theories to advance scholarship and integrate evidence-based practice, research, and leadership to improve health outcomes for diverse populations
			1. SLO (NURS 574): Apply evidence-based leadership strategies that improve outcomes in nursing and healthcare agencies.
			2. SLO (NURS 585): Analyze the foundations of evidence-based practice related to its influence and trends in healthcare.
		2. PLO: Provide safe, effective, and efficient person-centered care within the scope of advanced nursing practice.
			1. SLO (NURS 583): Employ effective communication to generate change in healthcare delivery systems.
			2. SLO (NURS 587): Utilize and apply epidemiology for evaluating health services and screening programs, as well as the efficacy of prevention, intervention and therapeutic practices.
		3. PLO: Influence health care policy, educate others about health disparities, and advocate for social justice to improve the health of populations.
			1. SLO (NURS 586): Analyze current healthcare policies, including the economic, political, social, and historical forces that played a role in shaping these policies.
			2. SLO (NURS 593): Employ principles of business, finance, and economics to improve quality of care delivery and link practice, organizational, or policy issues.
		4. PLO: Translate and apply research findings to improve health, achieve equity, and transform healthcare.
			1. SLO (NURS 585): Utilize decision-making skills through evidence-based practice by analyzing issues that surround the provision of services, treatment, and care.
			2. SLO (NURS 591): Create educational plans of action, including curriculum development across time/sessions.
		5. PLO: Design, implement, and evaluate quality improvement measures at the individual and system levels to ensure the safety of patients and populations
			1. SLO (NURS 575): Create a Quality Improvement plan based on literature search and theories.
			2. SLO (NURS 585): Apply program evaluation methods to healthcare delivery mechanisms.
		6. PLO: Collaborate with other professionals, patients, families, communities, and policymakers to influence and enhance the care of patients and populations.
			1. SLO (NURS 586): Demonstrate the ability to assume the role of advocate for healthcare policies that include social justice, equity and ethical principles
			2. SLO (NURS 590): Design and implement strategies that foster effective communication and interprofessional collaboration, promoting patient-centered care and improving health outcomes.
		7. PLO: Lead change in healthcare delivery through collaboration within complex systems to address the needs of diverse populations in a cost-effective manner
			1. SLO (NURS 583): Analyze the cost-effectiveness of quality care initiatives considering risks and improvement of outcomes
			2. SLO (NURS 587): Demonstrate the ability to utilize and apply relevant research findings for: (a) the development of practice guidelines; (b) determination of optimal intervention and treatment approaches; and, (c) the improvement of nursing practice and the practice environment
		8. PLO: Evaluate existing and emerging informatics and patient care technology and enhance organizational and system performance for safe and efficient implementation of quality healthcare.
			1. SLO (NURS 584): Evaluate how information technology and nursing informatics promotes quality outcomes, safety, and efficiency in managing people, products, and processes in the health care environment.
			2. SLO (NURS 584): Formulate an informatics-related solution to address a telenursing challenge for an identified patient population to improve patient care outcomes, patient safety, quality of care, and patient satisfaction.
		9. PLO: 9. Develops a professional identity that reflects the values of the nursing profession, including cultural humility, ethical comportment, accountability, and lifelong learning
			1. SLO (NURS 574): Analyze the effect of leadership on workplace culture.
			2. SLO (NURS 590): Demonstrate critical reasoning and systems thinking to develop innovative, equitable solutions that improve care delivery and enhance population health.
		10. PLO: Develop ongoing personal habits of self-reflection, resilience, and lifelong learning to assume leadership roles that advance the nursing profession.
			1. SLO (NURS 574): Develop a plan for the development and improvement of leadership skills.
			2. SLO (NURS 583): Analyze the role of nursing in healthcare leadership.

## Curriculum Map: Courses in which PLOs 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NURS 576 | I | I | I | I | I | I | 1 | 1 | I | 1 |
| NURS 575 | I | I | I | I |  |  |  |  |  | I |
| NURS 576 | I |  | I | I |  |  | I |  |  |  |
| NURS 583 |  | D | D | D |  | D | D | D | D | D |
| NURS 584 |  |  | D | D |  | D |  | D |  |  |
| NURS 585 | D |  | D | D | D |  | D |  |  |  |
| NURS 586 |  |  | D | D | D | M | M |  | D | D |
| NURS 587 | D | D | D | D |  |  | M |  | M | D |
| NURS 590 | M | M | M | M | M | M | M | M | M | M |
| NURS 591 | D | M |  | M | M |  |  |  |  |  |
| NURS 592 | M | M |  | M | M |  | M |  |  |  |
| NURS 593 | M | M | M | M | M | M | M | M | M | M |
| NURS 594 | M | M | M | M | M |  |  |  |  |  |
| NURS 595 | M | M | M | M | M | M | M | M | M |  |
| NURS 596 | M | M | M | M | M | M | M | M | M |  |
| NURS 597 | M | M | M | M | 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 particular course.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

| Assessment Measure | EvaluationMethod | 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 |
| NUR 574Signature Assignment: Diversity $ Social Issues in Healthcare Final Project | 90% of students willscore >80%. | X | X | X | X | X | X | X | X | X | X |
| NURS 575Theory Paper-  | 90% of students willscore >80%. | x | X | x | X |  |  | X |  |  | X |
| NURS 576Dataset Project | 90% of students willscore >80%. | X | X | X | X |  |  | X |  |  |  |
| NURS 583Leadership PPT Presentation | 90% of students willscore >80%. |  | X | X | X |  | X | X | X | X | X |
| NURS 584:Team Project: Health Literacy Patient Education Website & Material | 90% of students willscore >80%. |  |  | X |  |  | X |  | X |  |  |
| NURS 585: Final Scholarly Manuscript with Draft Methodology    | 90% of students willscore >80%. | X |  | X | X | X |  | X |  |  |  |
| NURS 586DNP Project Policy Paper | 90% of students willscore >80%. |  |  | X | X | X | X | X |  | X | X |
| NURS 587Epidemiology Term Paper | 90% of students willscore >80%. | x | x | x | x |  |  | x |  | x | x |
| NURS 591Teaching Session Assignment | 90% of students willscore >80%. | x | x |  | x | x |  |  |  | x |  |
| NURS 592Evaluation Plan Assignment | 90% of students willscore >80%. | x |  |  | x | x | x | x |  |  |  |
| NURS 593Business Plan Paper | 90% of students willscore >80%. | x | x | x | x | x | x | x | x | x | x |
| NURS 595, 596, 597 | 100% of students shallcomplete a doctoral project | x | x | x | x | x | x | x | x | x | x |
| NURS 592 | 100% of students have 1,000 post-baccalaureate hours; of these, a minimum of 270 hours must be completed within the program. | x | x | x | x | x | x | x | x | x | x |

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

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)
		1. **DNP Student Portfolio**

Each DNP student maintains an ePortfolio that serves as a cumulative record of learning and achievement throughout the program. The portfolio is organized around the AACN’s 10 Domains, 8 Concepts, and 45 Competencies, providing a structured framework for documenting progress and mastery. It is formally reviewed at the end of the first academic year during the Qualifying Assessment (QA), at the end of each subsequent semester, and again prior to graduation. The portfolio includes major assignments, reflective narratives, and the final DNP Project. For each entry, students identify the corresponding AACN Essentials and program outcomes addressed. The DNP program advisor evaluates the depth, relevance, integration, and alignment of each submission with the expected AACN Essentials, ensuring that students demonstrate achievement of all PLOs by the time of program completion.

* + 1. **DNP Project**

The **DNP Project** serves as a cornerstone direct measure of each student's ability to translate evidence into practice and demonstrate readiness for advanced nursing leadership. Students present their projects in both **written form (scholarly manuscript)** and through a formal **oral defense.** Assessment criteria include **problem identification, synthesis of literature, methodology, data analysis,** and the **implications for advanced practice.** Faculty evaluate the DNP Project using **rubrics and progress reports** at designated checkpoints throughout the program. Milestone assessments occur in the **third semester (proposal), fourth semester (implementation),** and **fifth semester (analysis and dissemination)** to ensure students are making timely and meaningful progress toward completion.

* + 1. **Course-Based Signature Assignments**

Across the curriculum, DNP students complete signature assignments that directly assess course learning outcomes and align with program goals. These include policy briefs (e.g., NURS 586), signature presentations (e.g., NURS 574), and a business plan assignment (e.g., NURS 593). Each assignment is evaluated using a standardized rubric that measures critical thinking, application of evidence, communication skills, and alignment with AACN competencies. Results from these assignments are mapped to program learning outcomes and are reviewed by faculty as part of the program’s ongoing assessment.

* + 1. **Satisfactory GPA**
		Students must maintain a minimum GPA 3.0 throughout the program. GPA is reviewed at the end of each semester to ensure academic standing.
		2. **Progression of Documented Practicum Hours (NURS 590)**
		Practicum hours are tracked and verified each semester in accordance with AACN requirements. Students must demonstrate ongoing completion and documentation of post-baccalaureate hours, with a minimum of 270 hours completed within the program
		3. **Pass Qualifying Assessment (QA)**
		At the end of the first academic year, students must successfully complete the QA.
	1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		1. **Course Evaluations by Students**
		Students provide feedback on course content, organization, instructional clarity, and overall satisfaction through end-of-course evaluations.
		2. **Peer Review by Tenured or Tenure-Track Faculty**
		Course content and instructional delivery are reviewed periodically by qualified faculty to ensure alignment with academic standards and program objectives.
		3. **Fresno State Student Rating of Instruction (FSSRI)**
		The FSSRI system captures student perceptions of instructional effectiveness, learning gains, and course design.
		4. **Course Evaluation by Faculty (CESAP)**
		Faculty assess their satisfaction with course delivery, resources, and student engagement using the CESAP platform to inform continuous improvement.
		5. **Exit Evaluation**
		Administered upon program completion, this survey captures student perceptions of the overall program, including preparedness for advanced nursing practice.
		6. **Employer Survey**
		Employers of program graduates provide feedback on the competencies, performance, and readiness of alumni in practice settings.
		7. **Alumni Survey**
		Graduates are surveyed to evaluate the long-term impact of the program on their careers, leadership roles, and continued professional development.

## Assessment Schedule/Timeline

 See Appendix A

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| Closing the Loop [h,j,k]  |
| **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**The DNP program uses a structured and iterative process to evaluate student outcomes and implement continuous quality improvement. Results from both direct and indirect assessment measures are analyzed annually by the DNP Executive Leadership Team (ELT) and presented to the Graduate and Faculty Council Committee for final recommendations and approvals. When program goals are not met, targeted strategies are developed and implemented in the subsequent academic year to improve student learning and program effectiveness.**Remediation**Students who do not meet expected benchmarks during the program receive individualized remediation facilitated by didactic faculty and DNP Advisor.**Ongoing Program Evaluation Measures**Several evaluation tools and data sources are reviewed systematically as part of the closing-the-loop process:1. **Fresno State Student Rating of Instruction (FSSRI)**Completed by students at the end of each course, FSSRI provides quantitative and qualitative data on teaching effectiveness and course delivery.
2. **Peer Evaluation**Confidential peer reviews of instructors are conducted each semester by tenured faculty. Results are reviewed by the School of Nursing Chair and the Dean of the College of Health and Human Services. Faculty effectiveness is evaluated in comparison to previous years, and adjustments are made as needed.
3. **Faculty Satisfaction / Course Evaluation (CESAP)**Faculty complete the CESAP form at the end of each course, documenting reflections, strengths, challenges, and proposed changes. Reports are submitted to the DNP Coordinator and shared with the DNP ELT. Recommended adjustments are documented in meeting minutes and re-evaluated for impact annually.
4. **Student Data Monitoring**Data on student **retention, progression,** and **graduation rates** are collected by program staff and reviewed regularly by the DNP Program Director and ELT. Trends and gaps are analyzed to inform strategic planning and program development.

Through this comprehensive review process, the program ensures that feedback loops are closed, data-informed decisions are made, and curricular and instructional improvements are consistently aligned with the program’s mission and student learning outcomes. |

**Appendix: A**

| ***Program******Goals/Outcomes*** | ***Courses*** | ***Assessment*** | ***Benchmark******Met/Not Met*** | ***Plan of Action*** |
| --- | --- | --- | --- | --- |
| 1. Integrate scientific theories to advance scholarship and integrate evidence-based practice, research, and leadership to improve health outcomes for diverse populations | NURS 574 | Signature Assignment: Diversity and Social Issues in Health Care | 90% of students will score >80% | Will implement from Fall 2025.Will monitor each benchmark, each  semester the course is taught |
| NURS 575 | Final Theory Paper | 90% of students will score >80% |
| NURS 576 | Dataset Project | 90% of students will score >80% |
| NURS 583 | Leadership PPT Presentation | 90% of students will score >80% |
| NURS 585 | Final Scholarly Manuscript with Draft Methodology | 90% of students will score >80% |
| NURS 587 | Epidemiology Term Paper | 90% of students will score >80% |
| NURS 592 | Evaluation Plan Assignment | 90% of students will score >80% |
| NURS 593 | Business Plan Paper | 90% of students will score >80% |
| NURS 597 | Final Project SubmissionFinal confirmation from Division of Graduate Studies | 100% of students shall complete a DNP project  |
| NURS 590 | Typhon Time logsDNP JournalsMentor EvaluationStudent Evaluation of the mentor | 100% of graduating students will have at least 270 practicum hours. Total Number of hours 1000 |
| 2.Provide safe, effective, and efficient person-centered care within the scope of advanced nursing practice | NURS 574 | Signature Assignment: Diversity and Social Issues in Health Care | 90% of students will score >80% | Will implement from Fall 2025.Will monitor each benchmark, each  semester the course is taught |
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| NURS 587 | Epidemiology Term Paper | 90% of students will score >80% |
| NURS591 | Teaching Session Assignment | 90% of students will score >80% |
| NURS 593 | Business Plan Paper | 90% of students will score >80% |
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| 8.Evaluate existing and emerging informatics and patient care technology and enhance organizational and system performance for safe and efficient implementation of quality healthcare.  | NURS 574 | Signature Assignment: Diversity and Social Issues in Health Care | 90% of students will score >80% | Will implement from Fall 2025.Will monitor each benchmark, each  semester the course is taught |
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| NURS 593 | Business Plan Paper | 90% of students will score >80% |
| NURS 597 | Final Project SubmissionFinal confirmation from Division of Graduate Studies | 100% of students shall complete a DNP project  |
| NURS 590 | Typhon TimelogsDNP JournalsMentor EvaluationStudent Evaluation of the mentor | 100% of graduating students will have at least 270 practicum hours.Total Number of hours 1000 |