

AUHS SYSTEMATIC EVALUATION AND ASSESSMENT PROGRAM (SEAP)

AUHS is committed to ongoing quality assurance policies and processes to accomplish its mission and educational objectives. AUHS quality assurance processes for all degrees are multi-layered, sustained, learning-centered, data-driven, and inclusive of all internal and external stakeholders. It follows a triangular model of closing the loop:



Figure 1 AUHS Quality Assurance Model

As shown in Figure 1, the quality assurance model of AUHS is inclusive of academic and non-academic areas, with institutional improvement as the goal. 1) AUHS is committed to high standards of quality, which are reflected in Learning Outcomes, including Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and Co-Curricular Learning Outcomes (CCLOs). 2) AUHS utilizes appropriate evidence to inform the improvement of teaching, learning, and overall institutional effectiveness based on a Systematic Evaluation and Assessment Program (SEAP). Valid and reliable evidence is collected, analyzed, and interpreted to assess student achievement, satisfaction, and success. 3) Finally, short-term and long-term strategic planning is conducted to fulfill current commitments and adapt to changing conditions. In summary, the quality assurance processes of AUHS are comprehensive, learning-centered, and evidence-based.

AUHS Quality Standards: ILOs, PLOs, CLOs, CCLOs and Five Core Competencies

The Learning Outcomes of AUHS are comprised of: Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), Co-Curricular Learning Outcomes (CCLOs), and five core competencies. The Learning Outcomes are conceptualized, mapped and assessed by the following multiple assessment strategies:

1. Formative and summative assessment of student work through the use of rubrics which indicate specific criteria for defining each learning outcome according to four levels of achievement (*minimal, adequate, proficient* and *outstanding*):

Rubrics are developed by faculty working closely with their Dean and the Director of Institutional Research and Assessment. AUHS utilizes the Association of American Colleges & Universities AAC&U Value Rubric Development Project as a basis of revising our current rubrics. Value rubrics are adapted and tailored to AUHS curricula based on the faculty's individual rubrics. Then, from a statistical perspective the validity and reliability is tested, similar to testing those of the evaluation tool (exams):

Validity: a comparatively large sample of students was assessed of their sampled assignments using the RUBRICS. Then statistics such as Cronbach's alpha, correlations/factor analyses were conducted to test the interrelations/accuracy of all items of the RUBRIC.

Reliability: 1) the same cohort of students is assessed by 2 or 3 different sampled works of different courses. The same learning outcome is assessed using the same rubric. Cronbach's Alpha is calculated to test the consistency of the rubrics; 2) different raters sit in a room scoring the same sampled works of the same cohort of students and see how consistently they give similar scores.

2. Self-, peer-, faculty-, alumni-, employer-, and clinical evaluations;
3. Retention, graduation, and employment data.

AUHS Quality Assessment: Systematic Evaluation and Assessment Program (SEAP)

The assessment as described in the triangular quality assurance model is based on a comprehensive, ongoing and data-driven Systematic Evaluation and Assessment Program (SEAP). The SEAP serves as the primary tool for the university to track progress and measure effectiveness in academic and non-academic areas. Most importantly, it is the central driver for the university to make improvements in structures, services, processes, curricula, and pedagogy based on collection and analysis of data, tracking of data over time, comparing of data with selected established benchmarks and state and national standards or norms.

Table 1 presents a detailed account of these measures: including their assessment instruments, standards, responsible parties, and schedules for data collection, respectively. While the first 15 measures apply to all institutional programs, the last 8 are program specific to School of Nursing (SON). Both quantitative and qualitative data from internal and external stakeholders such as students, faculty, alumni, employers and clinical facilities are collected and analyzed regularly and provide evidence of program and institutional effectiveness.

As indicated in Table 2, The SEAP serves to assess how effectively the institution fulfills the university mission and objectives by assessing the following 8 areas of institutional quality.

Assessment of Six-Level Learning Outcomes:

1. **Intuitional Learning Outcomes (ILOs):** See Table 1 blow for the detailed instruments, benchmarks, accountability and calendar, respectively, for the five ILOs: a) academic excellence; b) cultural competency; c) social responsibilities; d) Christian values; and e) critical thinking:
 - a. Student, alumni and employer satisfaction survey regarding the achievement of ILOs;

- b. University enrolment, retention, graduation, employment data;
- c. In addition, AUHS developed two individual assessment programs for tracking students' progression and achievement on the five ILOs:
 - Curricular Assessment Program: This is a systematic assessment model/calendar that provides an innovative way to evaluate our programs by assessing selected courses, based on a cyclical scheduled timeline/calendar. The program is used to align sampled student work evaluated using rubrics to determine levels of achievement: "minimal", "adequate", "proficient" and "outstanding". The "Wheel" is used to align the ILOs, PLOs, CLOs and five core competencies, which is integral to "closing of the loop" in the assessment cyclical process. On the "Wheel" model, with essential general education courses as the foundation, specific identified BSN/BSPS courses are threaded from beginning to advanced levels (*benchmark, milestone 1, milestone 2, capstone*), in alignment with ILOs, PLOs, CLOs and five core competencies, which allows for "closing of the loop" in the assessment cyclical process.
 - Co-Curricular Assessment Program: A variety of co-curricular activities and services help students achieve the ILOs, PLOs, and CLOs, and the five core competencies. The Student Services Department oversees and assists with various co-curricular activities such as tutoring, study management skills workshops, university updates, senior orientation, and overseas mission trips. The "Wheel" is a systematic assessment cycle to evaluate AUHS co-curricular activities, based on a cyclical scheduled timeline/calendar and varying assessment instruments/tools.

2. Five Core Competencies (Critical Thinking, Quantitative Reasoning, Information Literacy, Written Communication, and Oral Communication). These are assessed using the following tools:

- a. Student, alumni and employer evaluations of the development of our students' five core competencies;
- b. Three individual assessment programs for tracking students' progression and achievement on the five core competencies:
 - Curricular Assessment Program;
 - Co-Curricular Assessment Program;
 - Information Literacy Development & Assessment Program (ILDAP): the ILDAP is a tool that integrates interventions and assessment of students' information literacy progression. Faculty work closely with the Librarian to develop and assess students' IL skills. The integration of IL interventions into curricula is program- and course-specific. The courses are categorized into three information literacy levels: *introductory, mid-program, or capstone*. IL Value Rubrics are used to assess students' information literacy and outcomes and are leveled as *minimal, adequate, proficient and outstanding* (See Attachment P2, for Information Literacy Rubrics).

3. Program Learning Outcomes (PLOs): At the heart of the PROGRAM REVIEW is the assessment of student learning. The university uses the SEAP for regular curriculum assessment. This regular, incremental annual assessment feeds into the long-term program review. Incrementally assessing program level and course level outcomes provides programs time to make decisions based on the annual assessment findings. Program reviews are completed on a five-year cycle and follow the guidelines detailed in the AUHS Academic Program Review Guide. Program review is conducted to

assess the following indicators. Effectiveness of program review is assessed using the Program Review Rubrics.

- a. Programmatic enrolment, retention, graduation, employment data;
- b. Students', alumni's, employers' and facility/clinic's evaluations of student performance and achievement;
- c. Two individual assessment programs for tracking students' progression and achievement on PLOs: a) Curricular Assessment Program; b) Information Literacy Development and Assessment Program (ILDAP);
- d. Additional BSN program-specific measure: licensing examination (RN-NCLEX) passing rate, and 3-level clinical outcomes.

4. Course Learning Outcomes (CLOs):

- a. Curricular Assessment Program;
- b. Student Evaluation of Courses, Instructors, and Preceptors;
- c. Clinical Evaluation of Faculty and Student Performance;
- d. Rubrics are used to assess selected student work.

5. Student Learning Outcomes (SLOs):

- a. Learning
 - ***For all programs:*** GPA; Curricular Assessment Program; Information Literacy Development & Assessment Program (ILDAP);
 - ***BSN specific:*** ATI RN Comp Predictor; Licensure Pass Rate; 3-Level Student Clinical Outcomes; Student Clinical Performance.
- b. Research/ Scholarship:
 - ***For all programs:*** Required course research paper for ILDAP;
 - ***BSN specific:*** Required course research paper for N260: Nursing Research;
 - ***BSPS specific:*** Required course research paper for BSPS302: Intro to Clinical Research;
 - ***MSCR specific:*** Master thesis.
- c. Service
 - ***BSN & BSPS:*** University-led community service (100 hours);
 - ***MSCR specific:*** Community-based research activities.

6. Co-Curricular Learning Outcomes (CCLOs):

- a. Student Support;
- b. Student Activities;

- c. Professional Development;
- d. Community Service;
- e. Center for Academic Success / Center of Academic Success Intervention and Assessment Program (CAS IAP): In addition to numerous factors, evidence shows that our continuous high retention rates for the past five years (above 90%) are attributive to AUHS's unique student-centered and individual-tailored academic interventions such as writing workshops, study skills management, N-CLEX prep tracking/review, and etc. Thus, in 2016 Fall AUHS reallocated resources and created a Center for Academic Success (CAS) by integrating the past successful practices with new innovations. The Center provides more systematic and sustained academic to help needed students with varying packages of interventions based on their levels of academic performance. Within each part, different specific activities and services are offered to students based on the evaluation of their academic performance, which are categorized into 3 levels. Different levels of academic performance will be offered different packages of interventions, varied by the intensity. Data on the academic achievement of students are collected and tracked from their entering into the program to their graduation. Test score of TEAS, Acuplacer test scores, high school GPA, and etc. are obtained to determine if students need CAS assistance from the beginning of the program. Their GPAs are tracked during program and if they are below 2.5 by midterm CAS assistance is required, depending on CAS's evaluations of students' academic levels and needs. The effectiveness of the interventions is assessed periodically by a comprehensive and systematic CAS Intervention and Assessment Program (CAS IAP).

The effectiveness of the interventions is assessed periodically by a comprehensive and systematic CAS Intervention and Assessment Program (CAS IAP). The CAS IAP has three components: 1) workshops; 2) tutoring; and 3) RN_NCLEX review. While the first two components apply to all programs (BSN, BSPS, and MSCR), the last one is BSN specific. Each intervention component entails specific activities, the efficacy of which is assessed based on different measures and instruments.

Workshops cover topics of writing, study skills, information literacy and career services. Efficacy of writing workshops is assessed by student writing assignment/paper based on the rubrics developed (e.g. Value Rubrics). Efficacy of study skill workshops is assessed by a quiz with scenarios of time management. Information literacy workshops are evaluated using multiple measures: a) pre- and post- tests; b) assessment of student sampled work (using e.g. Value Rubrics); c) survey of student evaluation of IL workshops. Career services workshops are assessed by pre- and post- test

Tutoring includes services for GE and program-specific courses, as well as for Accuplacer and TEAS tests. The effectiveness of the interventions is assessed by the course grades and test scores.

NCLEX Review for BSN program includes RN Pre-Licensure Certification, Saunders test, Kaplan test, ATI test, and Nelson Denny Reading Test. The RN Pre-Licensure Certification Process is offered to BSN students during Senior Orientation and available at all times on Moodle in order to explain and simplify the requirements for this process to students. The process consists of each requirement before they are ready to take NCLEX examination. The Student Success Coordinator tracks students' progression on meeting those requirements. The effectiveness of each specific activity of NCLEX review process is then evaluated formatively by Senior Student Orientation Quiz (on knowledge of the process), scores of Saunders test, Kaplan test, ATI test,

and Nelson Denny Reading Test. Finally, the effectiveness is evaluated by summative measure of NCLEX passing rate. The analysis of date results showed that ever since the implementation of this NCLEX review process our BSN RN_NCLEX passing rate had increased from 50% to 80% from fiscal year 2013 to 2014 and increased steadily every year.

Assessment of Two Additional Areas That are Indirectly Related to Learning Outcomes: Faculty Outcomes and Resource Effectiveness:

- 7. Faculty Tripartite Outcomes:** Our assessment of faculty performance is based on a Faculty Tripartite Assessment Model: Teaching, Research and Service. The methodologies and instruments we use to assess faculty tripartite outcomes are as below:
 - a. **Teaching:** Student Evaluation of Courses and Instructors; Student Evaluation of Preceptors; Clinical Evaluation of Faculty Performance; and Student Satisfaction Survey. These are assessed quarterly basis;
 - b. **Research:** quantity of research products: publication, conference paper, grant, and etc., assessed on yearly basis;
 - c. **Service:** quantity of participations in community service activities, assessed on quarterly basis.

- 8. Policy & Resource Effectiveness:** our assessment of institutional policies and resources focus on but not limited to the followings:
 - a. **Assessment of policies and publications:** Annual Review of Policies and Publications;
 - b. **Assessment of university facilities:** *Student Satisfaction Survey;* Annual Assessment Plan of Facilities and Equipment;
 - c. **Assessment of university services:** Student Satisfaction Survey; Student Exit Survey;
 - d. **Assessment of library resources and services:** Library Resource Assessment Plan, Information Literacy Development & Assessment Program (ILDAP); and Student Satisfaction Survey;
 - e. **Assessment of clinics:** Faculty Evaluation of Clinics, Student Evaluation of Clinics.

AUHS Quality Improvement: Improvement Plans and Strategic Planning

The ultimate goal of the SEAP is to develop implementation plans based on evidence. The assessment process of the SEAP is aligned with the strategic plan so that it coordinates with the resources needed to implement the plan. These planning processes are linked, integrated and coordinated starting with the University's Mission and Strategic Plan. The function of each of these plans provides a framework from which the institution's mission and goals are carried out.

The quality assurance processes are structured around a team concept whereby leaders and academic departments work together to provide input. This involves the collection, analysis, and review of SEAP data and closes the loop by developing, implementing and monitoring improvement plans. The director of institutional research and assessment leads and direct assessment processes, which are overseen by Systematic Evaluation and Assessment Committee.

As previously discussed, the achievement of the mission and goals of AUHS are assessed through the gathering of the SEAP data, analysis of the results, development of improvement plans, implementation of improvement plans, and continuous assessment. This process allows AUHS to develop a sustainable and effective infrastructure that engages all levels of constituents to identify meaningful improvement opportunities.

- 1. Approval of improvement plans:** The improvement plans are submitted to the President's Executive Council for final approval, and then shared with all faculty and staff, campus advisory committee members, and other relevant stakeholders. All improvement plans are linked to the university Strategic Plan. Resources required for the implementation and completion of improvement plans for those action items are identified through the budgeting process for those action items.
- 2. Implementation of improvement plans:** The SEAC meets at the end of each quarter to review periodic progression on the implementation of improvement plans approved and implemented.
- 3. Sharing of Assessment Results:** AUHS holds a university wide meeting (University Update "U2") to provide updates and disseminate information to students on a quarterly basis. This event is held on the 3rd and/or 4th week of every quarter. Any announcements regarding Accreditation Status, Program Updates, or any upcoming events and/or changes within the University or Department is delivered at that time.

Dissemination of SEAP data results and improvement plans to all relevant stakeholders: SEAP Data are disseminated by School Deans and Department heads at end of each quarter. The internal stakeholders include the President's Council, school deans, faculty, staff, and students. External stakeholders include alumni, employers, clinical facilities, Board of Trustees, Advisory Board, accreditation agencies, Board of Registered Nurse (BRN), and Bureau for Private Postsecondary Education (BPPE).

Table 1 AUHS Systematic Evaluation and Assessment Program (SEAP) Key Indicators

Program	Key Indicator	Assessment Instrument	Bench -mark	Data Collection Accountability	Timeline				
					Winter	Spring	Summer	Fall	
BSN BSPS MSCR	1	Student Enrollment	Student Information Database	N/A	Registrar	x	x	x	x
	2	Retention Rate	Student Information Database	80%	Registrar	x	x	x	x
	3	Graduation Rate	Student Information Database	65%	Registrar		x		x
	4	Employment Rate	Student Information Database	70%	Placement Officer	x		x	
	5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	x	x	x	x
	6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	x	x	x	x
	7	Current Student Satisfaction (Student Satisfaction of the University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	x	x	x	x
	8	Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		x		x
	9	Course & Instructor Effectiveness (Student Satisfaction of Courses and Instructors)	Course and Instructor Evaluation Survey	M=3.5	Student Services & IT	2x	2x	2x	2x
	10	Curricular Alignment with Core Competencies, PLOs & ILOs	<u>Curricular Assessment Program</u>	Multiple	Deans & Faculty	x	x	x	x
	11	Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	x	x	x	x
	12	Information Literacy Competency	<u>Information Literacy Development & Assessment Program (ILDAP)</u>	Multiple	Librarian & Faculty	x	x	x	x
	13	GPA	Student Information Database	3.0	Registrar	x	x	x	x
	14	Faculty Tripartite Outcomes	Faculty Tripartite Outcome Assessment Model	Multiple	Deans & Faculty				x
	15	Cohort Default Rate	Federal Student Aid Database	N/A	Financial Aid				x
BSN	16	NCLEX_RN Passing Rate	Student Information Database	75%	Dean & Student Services	x	x	x	x
	17	ATI RN Comp Predictor	ATI Web Database	76%	Dean & Faculty	x		x	
	18	Student Clinical Skills	Evaluation of Student Mastery of BSN Program Outcomes	70%	Dean & IR	x	x	x	x
	19	Student Clinical Performance	Clinical Site Evaluation of Students Survey	M=3.5	Clinical Coordinator & IT	x	x	x	x
	20	Faculty Clinical Performance	Clinical Site Evaluation of Faculty Survey	M=3.5	Clinical Coordinator & IT	x	x	x	x
	21	Preceptor Effectiveness	Student Evaluation of Preceptor Survey	M=3.5	Student Services & IT	x	x	x	x
	22	Clinical Effectiveness (Evaluated by Faculty)	Faculty Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	x	x	x	x
	23	Clinical Effectiveness (Evaluated by Student)	Student Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	x	x	x	x

Table 2 Overview of AUHS Systematic Evaluation and Assessment Program (SEAP)

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline				
						Winter	Spring	Summer	Fall	
1. Institutional Learning Outcome (ILOs)										
<u>Academic Excellence</u>	BSN BSPS MSCR	2	Retention Rate	Student Information Database	80%	Registrar	×	×	×	×
		3	Graduation Rate	Student Information Database	65%	Registrar		×		×
		4	Employment Rate	Student Information Database	70%	Placement Officer	×	×	×	×
		5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services &IT	×	×	×	×
		6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×	×
		7	Current Student Satisfaction (Student Satisfaction of University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×	×
		8	Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		×		×
		10	Curricular Alignment with Core Competencies, PLOs & ILOs	<u>Curricular Assessment Program</u>	Multiple	Deans & Faculty	×	×	×	×
		11	Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×
	12	Information Literacy Competency	<u>Information Literacy Development & Assessment Program (ILDAP)</u>	Multiple	Librarian & Faculty	×	×	×	×	
		13	GPA	Student Information Database	3.0	Registrar	×	×	×	×
	BSN	19	Student Clinical	Clinical Site Evaluation of	M=3.5	Clinical	×	×	×	×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline			
						Winter	Spring	Summer	Fall
		Performance	Students Survey		Coordinator & IT				
		18 Student Clinical Skills	Evaluation of Student Mastery of BSN Program Outcomes	70%	Dean of SON & IR	×	×	×	×
		17 ATI RN Comp Predictor	ATI Web Database	76%	Dean of SON & Faculty	×		×	
		16 NCLEX_RN Passing Rate	Student Information Database	75%	Dean of SON & Student Services	×	×	×	×
<u>Cultural Competency</u>	BSN	1 Student Enrollment	Student Information Database	N/A	Registrar	×	×	×	×
	BSPS	5 Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	×	×	×	×
	MSCR								
		6 Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×	×
		7 Current Student Satisfaction (Student Satisfaction of University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×	×
		8 Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		×		×
		10 Curricular Alignment with Core Competencies, PLOs & ILOs	<u>Curricular Assessment Program</u>	Multiple	Deans & Faculty	×	×	×	×
	11 Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×	
<u>Social Responsibility</u>	BSN	1 Student Enrollment	Student Information Database	N/A	Registrar	×	×	×	×
	BSPS	2 Retention Rate	Student Information Database	80%	Registrar	×	×	×	×
	MSCR								
	3 Graduation Rate	Student Information Database	65%	Registrar	×		×		

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline				
						Winter	Spring	Summer	Fall	
		5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	×	×	×	×
		6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×	×
		7	Current Student Satisfaction (Student Satisfaction of University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×	×
		8	Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		×		×
		10	Curricular Alignment with Core Competencies, PLOs & ILOs	<u>Curricular Assessment Program</u>	Multiple	Deans & Faculty	×	×	×	×
		11	Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×
<u>Christian Values</u>	BSN BSPS MSCR	5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	×	×	×	×
		6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×	×
		7	Current Student Satisfaction (Student Satisfaction of University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×	×
		8	Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		×		×
		10	Curricular Alignment with Core Competencies, PLOs & ILOs	<u>Curricular Assessment Plan</u>	Multiple	Deans & Faculty	×	×	×	×
		11	Co- Curricular Alignment with Core	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline				
						Winter	Spring	Summer	Fall	
			Competencies, CCLOs & ILOs							
<u>Critical Thinking</u>	BSN BSPS MSCR	5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	×	×	×	×
		6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×	×
		7	Current Student Satisfaction (Student Satisfaction of University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×	×
		8	Student Exit Satisfaction	Student Exit Survey	M=3.0	Placement Officer & IT		×		×
		10	Curricular Alignment with Core Competencies, PLOs & ILOs	<u>Curricular Assessment Program</u>	Multiple	Deans & Faculty	×	×	×	×
		11	Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×
	BSN	21	Preceptor Effectiveness	Student Evaluation of Preceptor Survey	M=3.5	Student Services & IT	×	×	×	×
2. Five Core Competencies										
	BSN BSPS MSCR	10	Curricular Alignment with Core Competencies, PLOs & ILOs	Curricular Assessment Program	Multiple	Dean & Faculty	×	×	×	×
		11	Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×
		12	Information Literacy Competency	<u>Information Literacy Development & Assessment Program</u>	Multiple	Librarian & Faculty	×	×	×	×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline				
						Winter	Spring	Summer	Fall	
			<u>(ILDAP)</u>							
		7	Current Student Satisfaction (Student Satisfaction of University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×	×
		8	Student Exit Satisfaction	Student Exit Satisfaction Survey	M=3.0	Placement Officer & IT		×		×
		5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT		×		×
		6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×	×
3. Program Learning Outcome (PLOs)										
	BSN BSPS MSCR	1	Enrollment Rates (Gender, Ethnicity Composition)	Student Information Database	N/A	Registrar	×	×	×	×
		2	Retention Rate	Student Information Database	80%	Registrar	×	×	×	×
		3	Graduation Rate	Student Information Database	65%	Registrar		×		×
		4	Employment Rate	Student Information Database	70%	Placement Officer	×	×	×	×
		7	Current Student Satisfaction (Student Satisfaction of University)	Student Satisfaction Inventory	M=3.0	Student Services & IT	×	×	×	×
		8	Student Exit Satisfaction	Student Exit Satisfaction Survey	M=3.0	Placement Officer & IT		×		×
		5	Graduate Satisfaction	Alumni Survey	M=3.5	Student Services & IT	×	×	×	×
		6	Employer Satisfaction	Employer Survey	M=3.5	Placement Officer & IT	×	×	×	×
		10	Curricular Alignment with Core	<u>Curricular Assessment Program</u>	Multiple	Dean & Faculty	×	×	×	×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline				
						Winter	Spring	Summer	Fall	
			Competencies, PLOs & ILOs							
		13	GPA	Student Information Database	3.0	Registrar	×	×	×	×
	BSN	16	Licensure Pass Rate	NCLEX-RN	75%	Dean of SON & Student Services	×	×	×	×
		18	Student Clinical Skills	Evaluation of Student Mastery of BSN Program Outcomes	70%	Dean of SON & IR	×	×	×	×
		19	Student Clinical Performance	Clinical Site Evaluation of Students Survey	M=3.5	Clinical Coordinator & IT	×	×	×	×
4. Course Learning Outcomes (CLOs)										
	BSN BSPS MSCR	9	Course and Instructor Effectiveness	Theory/Clinical Course and Instructor Evaluation Survey	M=3.5	Student Services & IT	2×	2×	2×	2×
		10	Curricular Alignment with Competencies, PLOs & ILOs	<u>Curricular Assessment Program</u>	Multiple	Dean & Faculty	×	×	×	×
	BSN	21	Preceptorship Effectiveness	Student Evaluation of Preceptor Survey	M=3.5	Student Services & IT	×	×	×	×
		20	Faculty Clinical Performance	Clinical Site Evaluation of Faculty Survey	M=3.5	Clinical Coordinator & IT	×	×	×	×
5. Co-Curricular Learning Outcomes (CCLOs)										
	BSN BSPS MSCR	11	Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×
6. Student Tripartite Outcomes										
<u>Learning</u>	BSN BSPS MSCR	13	GPA	Student Information Database	M=3.0	Dean & Faculty	×	×	×	×
		10	Curricular Alignment with Core Competencies, PLOs	<u>Curricular Assessment Program</u>	Multiple	Dean & Faculty	×	×	×	×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline			
						Winter	Spring	Summer	Fall
		& ILOs							
		12 Information Literacy Competency	<u>Information Literacy Development & Assessment Program (ILDAP)</u>	Multiple	Librarian & Faculty	×	×	×	×
	BSN	17 ATI RN Comp Predictor	ATI Web Database	76%	Dean of SON & Faculty		×		×
		16 Licensure Pass Rate	NCLEX-RN	75%	Dean of SON & Student Services				×
		19 Student Clinical Performance	Clinical Site Evaluation of Students Survey	M=3.5	Clinical Coordinator & IT	×	×	×	×
<u>Research /Scholarship</u>	BSN/ BSPS/ MSCR	Required Course Research Paper for ILDAP	<u>Information Literacy Development & Assessment Program (ILDAP)</u>	Multiple	Librarian & Faculty	×	×	×	×
		Research Paper Presentation at Annual Health Fair	Poster Presentation Evaluation	Multiple	Faculty and Community				×
	BSN	Required Course Research Paper for N260: Nursing Research	Value Rubrics	M=3.0	Faculty	×		×	
	BSPS	Required Course Research Paper for BMS 302: Intro to Clinical Research	Value Rubrics	M=3.0	Faculty	×		×	
	MSCR	Clinical Research Experience (Data Entry and Data Analysis)	Hours Working as a Data Analyst	Hours	IR and Faculty				×
		Master Thesis	Thesis Committee Evaluation	N/A	Thesis Committee	×	×	×	×
<u>Service</u>	BSN/ BSPS/	University-Led Community Service	Quantity of Hours	100 hours/ program	Student Services	×	×	×	×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline				
						Winter	Spring	Summer	Fall	
	MSCR			completion						
		11 Co- Curricular Alignment with Core Competencies, CCLOs & ILOs	<u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×	
7. Faculty Tripartite Outcomes										
<u>Teaching</u>	BSN BSPS MSCR	9	Course and Instructor Effectiveness	Theory/Clinical Course and Instructor Evaluation Form	M=3.5	Student Services & IT	2×	2×	2×	2×
			Peer Evaluations	Peer Evaluation Forms	N/A	Dean	×	×	×	×
			Dean Evaluations	Evaluation Form of Courses and Instructors by Dean	N/A	Dean	×	×	×	×
		10	Curricular Alignment with Core Competencies, PLOs & ILOs	<u>Curricular Assessment Program</u>	Multiple	Dean & Faculty	×	×	×	×
	BSN	21	Preceptor Effectiveness	Student Evaluation of Preceptor Survey	M=3.5	Student Services & IT	×	×	×	×
		20	Faculty Clinical Performance	Clinical Site Evaluation of Faculty Survey	M=3.5	Clinical Coordinator & IT	×	×	×	×
<u>Research /Scholarship</u>	BSN BSPS MSCR		Manuscripts Published	Quantity of Non-Peer Reviewed and Peer Reviewed	1/per year	Dean				×
			Grants Written and Submitted	Quantity written as PI's and Quantity funded	1 as PI's written/per year	Dean				×
			Conference Presentations	Quantity of paper presented	1/ per year	Dean				×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline			
						Winter	Spring	Summer	Fall
		Student Involvement	Quantity of Student Involvement in scholarly activities: Meetings attended by students/ Presentations made by students/Papers students are co-authors on	Quantity of students	Dean				×
<u>Service</u>	BSN BSPS MSCR	National Professional Organization Membership		1/per year	Dean				×
		On-Campus Involvement		1/per year	Dean				×
		University-Led Community Service		2/per year	Dean				×
8. Policy and Resource Effectiveness									
	BSN BSPS MSCR	Policy & Publication	<u>Annual Review of Policies and Publications</u>	N/A	Deans & Department Heads		×		
		University Facility	a. <u>Annual Assessment of Facilities and Equipment</u>	N/A	Operations				×
			b. Student Satisfaction Survey (on facilities)	M=3.0	Student Services & IT	×	×	×	×
		University Service	a. Student Satisfaction Survey (on service)	M=3.0	Student Services & IT	×	×	×	×
			b. Student Exit Satisfaction Survey	M=3.0	Placement Officer & IT		×		×
			c. <u>Co-Curricular Assessment Program</u>	Multiple	Student Services	×	×	×	×
		Library resource and Service	a. <u>Library Resource Assessment Plan</u>	Multiple	Library				×

Area	Program	Key Indicator	Assessment Instrument	Benchmark	Data Collection Accountability	Timeline			
						Winter	Spring	Summer	Fall
			b. <u>Information Literacy Development & Assessment Program (ILDAP)</u>	Multiple	Librarian & Faculty	x	x	x	x
			c. Student Satisfaction Survey (on library)	M=3.0	Student Services & IT	x	x	x	x
	BSN	Clinic	a. Student Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	x	x	x	x
			b. Faculty Evaluation of Clinical Site Survey	M=3.5	Clinical Coordinator & IT	x	x	x	x