

Process adopted on: _____

Process will be revisited on: _____

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	Program Name: State formal program name from list of ADHE- or UCA-recognized programs. Bachelor of Science in Nursing (BSN)
	Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements. The Department of Nursing is committed to educating students at the baccalaureate and graduate level to address evolving health care needs and to advance the practice of nursing in an ever-changing society.
Program Goals (Typically programs have 2-4 goals)	Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers. BSN graduates will incorporate scholarly inquiry, clinical reasoning, and information literacy to address simple and complex issues pertaining to patient care and health care
	Goal 2: BSN graduates will provide direct and indirect holistic, patient-centered care.
	Goal 3: BSN graduates will use written, verbal, non-verbal, and emerging technology methods to communicate effectively within interpersonal and professional relationships.
	Goal 4:
	Goal 5:
	Goal 6:
	Goal 7:
	Goal 8:

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected. Students in the BSN program are assessed at the end of each clinical nursing course for knowledge and competency with the patient populations using national, standardized instrument and a faculty developed Clinical Performance Tool. The exam and performance tool are administered by the UCA nursing faculty. The data are compiled by course faculty and reported to the BSN Program Director.
		Timeline: Indicate when the data will be collected. Two weeks prior to the final exam week of the final semester.
	Data Analysis	Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. The BSN Program Director collects and compiles the data and compares it against benchmarks including national cut scores and UCA BSN program score trends. National cut scores are provided by the test provider tests and are based on national data for the test and the national licensing exam, the NCLEX RN®.
		Timeline: Indicate when the data will be analyzed. Prior to the end of each semester.
	Data Dissemination	Who & How: Indicate who will share data will relevant faculty and how data will be shared. The Program Director shares the data at the next undergraduate faculty meeting in a verbal and/or written report.
		Timeline: Indicate when the data will be shared. Prior to the beginning of the subsequent semester.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The BSN Program Director shares the results at the next undergraduate faculty meeting. The Undergraduate Curriculum committee (UGCC) works with the course faculty to develop program and/or course changes. Changes are presented by the UGCC to the Department of Nursing faculty organization. The university processes for program and course changes are implemented as appropriate.
		Timeline: Indicate when the data and faculty feedback will be shared. Prior to the beginning of the subsequent semester
	Re-assessment/ Evaluation	How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here. Program changes are implemented by the course faculty. Subsequent standardized exam outcomes and Clinical Performance Tool outcomes are used to evaluate changes.
		Timeline: Indicate when the data will be collected following these changes. Annually in each course.

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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will have the knowledge and practice competencies required for BSN registered nursing practice.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. BSN graduates will incorporate scholarly inquiry, clinical reasoning, and information literacy to address simple and complex issues pertaining to patient care and health care.
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Students will complete national, standardized exam.
	Assessment Method	Explain how the quality of the above activity will be assessed. Students will take the exam prior to the end of their last semester.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. 80% of students will score at or above the predictability score of 80%. The benchmark is based on trends for UCA BSN graduates success on NCLE-RN® examination post-graduation.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students enrolled in clinical course their last semester: NURS 4510 and 4515.
	Frequency	State when AND how frequently the above activity will be assessed. Annually
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Results are compiled from the test provider.
	Result	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. BSN Program Director Date of Analysis: Provide the date on which Responsible Authority reviewed data Annually Comments: Provide comments about data from Responsible Authority
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> BSN Program Director Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> At the next Undergraduate Faculty and Undergraduate Curriculum Committee meetings. Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	X Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Prior to offering the next exam and based on trend data.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate competency in the provision of direct and indirect, holistic patient-centered care in the clinical setting.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. BSN graduates will provide direct and indirect holistic, patient-centered care.
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Clinical experiences in which the student provides care for patients.
	Assessment Method	Explain how the quality of the above activity will be assessed. A faculty developed evidence-based Clinical Performance Tool for nursing students
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. A score of 3 or higher (out of 5) must be achieved on each behavior of the tool for the student to be successful. This satisfactory performance score is comparable to scores required by other BSN programs both in-state and nationally on similar clinical tools
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students enrolled in NURS 4505, their last direct patient-care experience clinical course in their senior year.
	Frequency	State when AND how frequently the above activity will be assessed. Formal evaluations are performed at the end of the clinical course for a summative evaluation.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. A formative evaluation is performed at mid-term and students needing assistance to meet the standard are remediated. As a result about one student in a five year period fails to be successful on this tool
	Result	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Director of the BSN Program Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input checked="" type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Prior to the next time the course is offered based on trend data
	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate competency in communication in the didactic and the clinical components of the course.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. BSN graduates will use written, verbal, non-verbal, and emerging technology methods to communicate effectively within interpersonal and professional relationships.
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Clinical experiences in which the student provides care for patients.
	Assessment Method	Explain how the quality of the above activity will be assessed. A faculty developed evidence-based Clinical Performance Tool for nursing students
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. A score of 3 or higher (out of 5) must be achieved on each behavior of the tool for the student to be successful. This satisfactory performance score is comparable to scores required by other BSN programs both in-state and nationally on similar clinical tools
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students enrolled in NURS 4505, their last direct patient-care experience clinical course in their senior year
	Frequency	State when AND how frequently the above activity will be assessed. Formal evaluations are performed at the end of the clinical course for a summative evaluation.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. A formative evaluation is performed at mid-term and students needing assistance to meet the standard are remediated. As a result about one student in a five year period fails to be successful on this tool
	Result	<input type="checkbox"/> Exceeded <input checked="" type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. BSN Program Director Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/Area/Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example: BSN Program Director</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	X Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO. Prior to the next time the course is offered based on trend data
	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>