

## Graduate Learning Goals/Objectives Policy

The Faculty Senate recommends that departments/interdisciplinary groups with graduate programs in their purview be required to establish Graduate Goals/Objectives, Program Learning Outcomes with an associated curriculum map, and an assessment plan with an associated action plan, to be submitted to the Office of Graduate Studies within one full academic year of approval of this policy (Approved in May 2015). Items in *italics* are additional elements being requested to assist with institutional level data collection.

## Graduate Learning Goals/Objectives and Program Learning Outcomes

The Faculty Senate further recommends that in developing graduate learning goals/objectives, faculty consult resources such as the information submitted in the Instructional Program Priorities (IPP) process, the Graduate Learning Goals recommended by the Graduate Studies Policies Committee, and/or the Lumina Foundation Degree Qualifications Profile in framing their learning goals/objectives and assessment components.

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review terms.

Program Learning Outcomes are designed with the goal of placing graduated master's or doctoral students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates in the focused areas of their degree preparation.

Graduate Learning Objectives	Program Learning Outcomes
Master, integrate and apply disciplinary knowledge and skills to current, practical, and important contexts and situations	<p>Synthesize evidence from nursing and other academic disciplines to continually improve the delivery of nursing care across diverse settings.</p> <p>Integrates meaningful data from nursing, computer, communication and information sciences to coordinate and improve care.</p> <p>Demonstrates advanced depth and breadth of nursing and related sciences, and integrates this knowledge into practice.</p>
Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	<p>Integrates meaningful data from nursing, computer, communication and information sciences to coordinate and improve care.</p> <p>Utilizes relationship centered leadership to build and sustain collaborative, inter-professional teams to coordinate care.</p>

<p>Demonstrate the ability to be creative, analytical, and critical thinkers.</p>	<p>Analyzes organizational and systems leadership skills to promote quality and safe healthcare.</p> <p>Design a quality improvement and safety project within a healthcare system.</p>
<p>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</p>	<p>Demonstrates advanced depth and breadth of nursing and related sciences, and integrates this knowledge into practice.</p> <p>Integrates translational research concepts and evidence into diverse practice settings to improve healthcare outcomes.</p> <p>Integrates meaningful data from nursing, computer, communication and information sciences to coordinate and improve care.</p>
<p>Demonstrate professional integrity.</p>	<p>Analyzes healthcare policy and advocate through the development process to improve health and healthcare.</p> <p>Utilizes relationship centered leadership to build and sustain collaborative, inter-professional teams to coordinate care.</p> <p>Analyzes organizational and systems leadership skills to promote quality and safe healthcare.</p>
<p>Demonstrate relevant knowledge and application of intercultural and / or global perspectives.</p>	<p>Synthesize evidence from nursing and other academic disciplines to continually improve the delivery of nursing care across diverse settings.</p> <p>Integrates translational research concepts and evidence into diverse practice settings to improve healthcare outcomes.</p> <p>Integrates clinical prevention and population health concepts in the design and delivery of healthcare.</p>

## Curriculum Map

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course*

<b>Course Work</b>	<b>PLO 1 – Synthesizes evidence from nursing and other academic disciplines to continually improve the delivery of nursing care across diverse settings</b>	<b>PLO 2 – Analyzes organizational and systems leadership skills to promote quality and safe healthcare</b>	<b>PLO 3 – Designs a quality improvement and safety project within a healthcare system</b>	<b>PLO 4 – Integrates translational research concepts and evidence into diverse practice settings to improve healthcare outcomes</b>	<b>PLO 5 – Integrates meaningful data from nursing, computer, communication and information sciences to coordinate and improve care.</b>	<b>PLO 6 – Analyzes healthcare policy and advocates through the development process to improve health and healthcare.</b>
Nursing 209 – Core Advanced Role Development in Nursing		Interactive discussion designed to promote synthesis of leadership styles		Read: <i>The Spirit Catches you and you Fall Down</i> . Participate in classroom discussions and on line discussions regarding concepts in the book.		Develops and presents an electronic poster reflecting a chosen healthcare disparity, the literature review and considered interventions.
Nursing 210 – Core Research as the Foundation for	Using the National Institute of Health Website:			Develop a search strategy for literature review relative to	Provide critical analysis of 5 research articles relevant	Demonstrates use of national and international data bases to

<p>Advanced Nursing</p>	<p>Successfully complete the NIH Research Certificate Module for principle investigators.</p> <p>Develop clinical question using PICO(T) format</p> <p>Provide background and significance of healthcare disparity</p>			<p>designated health care disparity</p> <p>Development of Integrative Research Review table relative to a chosen topic</p>	<p>to healthcare disparity</p> <p>Develop a search strategy using multiple databases for literature review. Describe search terms and methods</p>	<p>develop an integrated research review table.</p> <p>Demonstrates effective use of specific clinical decision tools such as the Cochrane Data base for clinical decision support.</p>
<p>Nursing 213 – Core Seminar in Organizational and Systems Leadership</p>	<p>Develop a problem statement pulling data from multiple disciplines and sources</p>	<p>Utilize the IHI or Iowa Model to define the management of quality indicators</p> <p>Examines personal leadership strengths and weaknesses in a reflective paper</p>	<p>Develop a problem statement outlining a project addressing a specific quality indicator</p> <p>Design a quality improvement project using the IHI model.</p>	<p>Development of Failure Mode Effects Analysis and Root Cause analysis for case study with sentinel events</p> <p>Utilize ERA and SCIP to develop quality management program for surgical patients</p>		<p>Performs appropriate analysis of websites for validity and reliability.</p> <p>Makes determinations regarding appropriate utilization for patients and families.</p> <p>Demonstrates knowledge of healthcare policy in the</p>

						context of providing leadership for a quality management project.
Nursing 214 – Core Educational Program Development in Nursing		Curricular design project for nursing education and inter-professional collaboration				Maintains and updates educational websites with course content, messaging, resources and learning tools.
Nursing 215 – Core Community Health Services and Policy		Development of policy analysis paper to address implementation of health finance policy  Provides critique of theories and models of healthcare delivery systems at the local, national and global level.		Using Community based models of care, identify a specific population health care disparity.  Develop effective interventions using the core principles of evidence based practice for population health.		Identification of a population health issue and development of health promotion project Demonstrates knowledge of the Affordable Healthcare Act by presenting assigned sections and offering peer review to other presenters.
Nursing 230 – Advanced Clinical / Educator Role Advanced				Presentation of a specific disease process using pathophysiological concepts	Demonstrates utilization of multiple electronic databases relative to the	

Concepts in Pathophysiology					safe and effective care of patients with designated disease process. Databases may include, but are not limited to, Medscape, San Guide for Infectious Disease, Cochrane Database and Up to Date.	
Nursing 231 - Advanced Clinical/Educator Role Pharmacology for Advanced Practice				Presentation of newly approved pharmacological therapeutic modalities. Including action, dosage, pharmacokinetics, pharmacodynamics and epigenetics of the medication.	Demonstrates utilization of multiple electronic databases relative to the safe prescribing and administration of medications. Databases may include, but are not limited to Epocrates, Medscape, Lexicomp and Sanford Guide for Infections Diseases	.
Nursing 232 - Advanced Clinical / Educator Role	Completion of 14 comprehensive patient case					

<p>Advanced Physical Assessment Across the Lifespan</p>	<p>presentations using advanced assessment skills to integrate evidence based practice, direct care and make complex clinical decisions.</p>					
<p>Nursing 293 – Practicum in Specialized Nursing Processes: Organizational and Systems Leadership</p>		<p>Works in an interdisciplinary team within the clinical setting to complete quality management project.</p> <p>Complete 6 reflective logs describing issues and concepts in the quality management process.</p> <p>Develop a healthcare dashboard based on CMS quality indicators and National</p>				<p>Works through the CHPSO data base to access content in sentinel event reports for the State of California. Uses findings to develop an open source safety briefing for member hospitals relative to a designated patient safety issue.</p>

		<p>Patient Safety Goals</p> <p>Extract data from California Hospital Patient Safety Organization for the purpose of identifying root cause analysis of sentinel event</p>				
Nursing 294 – Practicum in Educational Program Development in Nursing		<p>Implementation of Curricular design project for nursing education and inter-professional collaboration.</p> <p>Provides analysis of learning outcomes relative to curricular redesign project</p>				
Nursing 500 – Culminating Experience	<p>Research literature analysis: Includes a critique of the sample, design, measures, results and</p>	<p>Clarifies roles and inter relationships of stakeholders, identifies change agents, explains roles and</p>	<p>Integrates concepts of theoretical/ contextual framework into the implementation plan. Utilizes the best research evidence in</p>	<p>Demonstrates an advanced interpretation of the evidence based literature in relation to the nursing practice disparity</p>	<p>Provides a literature review including relevant classic and current literature. Includes the</p>	<p>Clearly identifies a practice disparity in PICO(T) format.</p>

	conclusions for each study included in culminating project.	relationships of the interdisciplinary team.	establishing the feasibility of the proposed implementation plan.		literature search strategy. Demonstrates the ability to critically analyze and summarize the literature in relation to the nursing practice disparity	Evaluates key factors in the consideration of barriers and resources pertinent to implementation of a plan.
<b>Course Work</b>	<b>PLO 7- Utilizes relationship centered leadership to build and sustain collaborative, inter-professional teams to coordinate care.</b>	<b>PLO 8 – Integrates clinical prevention and population health concepts in the design and delivery of health care.</b>	<b>PLO 9- Demonstrates advanced depth and breadth of nursing and related sciences, and integrates this knowledge into practice.</b>			
Nursing 209 – Core Advanced Role Development in Nursing			Future of Nursing Assignment			
Nursing 210 – Core Research as the Foundation for Advanced Nursing	Describe the settings and roles and relationships of stakeholders relative to a healthcare disparity.		Develop a clinical question reflecting a healthcare disparity using PICO(T) format.  Complete a library search tool and describe search			

			pathways and findings.			
Nursing 213 – Core Seminar in Organizational and Systems Leadership	Assumes a leadership role on an interdisciplinary team within the clinical setting to complete a quality management project.		Development of a quality management project addressing a population of clients with a health care disparity			
Nursing 214 – Core Educational Program Development in Nursing	Scholarly paper identifying issues in nursing education.  Perform a needs assessment and review of organizational systems relative to accreditation for baccalaureate nursing education					
Nursing 215 – Core Community Health Services and Policy		Provides analysis of roles for the RN in health promotion project.	Utilize a health promotion framework and cultural assessment tenets to evaluate the health of a community			

		Identifies and interacts with community leaders and stakeholders pertinent to the goals of the project				
Nursing 230 – Advanced Clinical / Educator Role Advanced Concepts in Pathophysiology		Uses epidemiological concepts and bio-stats to identify trends in healthcare and populations at risk for specific disease process.	Designs care for 10 case study patients using concepts of disease process to implement therapeutic modalities based on current evidence.			
Nursing 231 - Advanced Clinical/Educator Role Pharmacology for Advanced Practice	Documents current sources to validate pharmacotherapeutics concepts in patient case studies.		Designs care for 10 case study patients using concepts of pharmacodynamics, epigenetics and evidence based practice.			
Nursing 232 - Advanced Clinical / Educator Role Advanced Physical Assessment Across the Lifespan			Designs plans of care for 10 case study patients using advanced assessment skills to determine needs.			
Nursing 293 – Practicum in Specialized	Participates in a leadership capacity on an	Identifies the root cause of sentinel events				

Nursing Processes: Organizational and Systems Leadership	interdisciplinary quality management team	and uses evidence based literature to implement safety protocols for at risk populations.				
Nursing 294 – Practicum in Educational Program Development in Nursing						
Nursing 500 – Culminating Experience	Integrates concepts of the theoretical / contextual framework into the implementation plan. Includes involvement of the interdisciplinary team and stakeholders as appropriate. Demonstrates a patient/ family centered approach to improving health outcomes.	Identifies outcomes for target populations for intervention based on evidence based literature.	Demonstrates an advanced interpretation of the evidence based literature in relation to the nursing practice disparity			

## Assessment Plan

Each graduate program shall develop a plan for assessing student achievement of its Program Learning Outcomes:

1. *Indicate the date assessment of the PLO started and identify each PLO separately in the Assessment Plan.*
2. Identify graduate program-specific direct and indirect lines of evidence for each of the PLOs. (See the policy for summaries of the kinds of direct and indirect evaluative data programs might draw on to assess progress towards and achievement of PLOs).
3. *Please indicate the lead personnel associated with evaluating each PLO.*
4. *Articulate evaluation parameters for measuring introductory and advanced levels of graduate student development for each PLO and the timeline for measurement, e.g., at time of admission or prior to culminating experience coursework.*
5. Evaluate each of the PLOs based on direct lines of evidence, collectively supporting the evaluation of introductory and advanced levels of development over the course of each student's program trajectory. Emphasis should be placed on early assessment of indicators that predict success in the graduate experience.

Lines of Evidence for Assessing Graduate Program Learning Outcomes						
Date	PLO	Direct Lines of Evidence (Example: Assignments in core courses; early writing assessment)	Indirect Lines of Evidence (Mid-course assessments; Alumni Survey)	Lead/Resources (Example: Faculty Advisors; Course Instructor; Department Chair)	Evaluation Parameters & Timeline: Examples of timeline: Admission (A); Exit (E); On-going (O); Follow up with Alumni (F); Qualification for Culminating Experience (Q)	Evaluation of each PLO based on direct lines of evidence
	Synthesizes evidence from nursing and other academic disciplines to continually improve the delivery of nursing care across diverse settings.	Nurs 210: Critical analysis of 5 research articles relevant to healthcare disparity		Katherine Kelly Tara Sharpp Dian Baker	Admission Ongoing Qualification for Culminating Experience	Rubric attached
	Analyzes organizational and systems leadership skills to promote quality and safe healthcare	Nurs 213: Utilize the IHI or Iowa Model to define the management of quality indicators		Katherine Kelly Sarah Barnes	Qualification for Culminating Experience	Rubric attached
	Designs a quality improvement and safety	Nurs 293: Develop a problem statement outlining a project	Reflective logs describing participation on an interdisciplinary	Sarah Barnes	Ongoing	

	project within a healthcare system	addressing a specific quality indicator.	quality improvement team			
	Integrates translational research concepts and evidence into diverse practice settings to improve healthcare outcomes	Nurs 209: Participate in classroom and on line discussions regarding the concepts of cultural competence	Online discussions	Paula Glass	Admission Ongoing	
	Integrates meaningful data from nursing, computer, communication and informational sciences to coordinate and improve care.	Nurs 209: Performs appropriate analysis of websites for validity and reliability		Paula Glass	Admission Ongoing	Using QSEN essentials for informatics
	Analyzes healthcare policy and advocate through the development process to improve health and healthcare	Nurs 210: Develops and presents an electronic poster reflecting a chosen healthcare disparity, the literature review and proposed interventions		Katherine Kelly Tara Sharpp Dian Baker	Admission Ongoing	Rubric attached
	Utilizes relationship centered leadership to build and sustain collaborative, inter-professional teams to coordinate care.	Nurs 213: Describes a leadership role on an interdisciplinary team to complete a quality management project		Katherine Kelly Sarah Barnes	Ongoing Qualification for culminating project	Rubric attached

	Demonstrates advanced depth and breadth of nursing related sciences, and integrates this knowledge into practice.	Provides analysis of roles for the RN in health promotion project		Sam Blackburn	Ongoing	

### Action Plan

Based on the assessment data collected, each graduate program shall provide detailed information about action steps to be taken to maintain program quality and/or address identified deficiencies.

1. Assessment Data Summary
2. Evaluation
3. Actions for Program Improvements and/or Continuation

PLO	Assessment Data Summary	Evaluation	Actions for Program Improvement and/or Continuation
<p>#3: Design a quality improvement and safety project within a healthcare system</p> <p>#1: Synthesizes evidence from nursing and other academic disciplines to continually improve the delivery of nursing care across diverse settings</p>	<p>MSN: N213 Quality Management Project – Cal Hosp Patient Safety - Development of educational safety briefing for member hospitals with all open source refs.</p> <p>17 students submitted Educational Safety Briefings to CHPSO. 12 Were published in the CHPSO Newsletter.</p> <p>5 required revision and were published at a later date after the semester was concluded</p>	<p>Benchmark of 100% of students to be published within the semester not met.</p> <p>Only 70% of the students were able to produce a publishable Educational Safety Briefing within the timeframe of the semester.</p>	<p>Start the CHPSO Educational Safety Briefings earlier in the semester.</p> <p>Require first drafts by 7<sup>th</sup> week of semester.</p> <p>Provide feedback for revision by 8<sup>th</sup> week</p> <p>All safety briefings to be in publishable state by 10<sup>th</sup> week.</p>

#9 Demonstrates advanced depth and breadth of nursing and related sciences, and integrates this knowledge into practice	<p>Focus groups spring 2016 – MSN students in 6<sup>th</sup> semester –</p> <p>Generally good comments regarding all courses. Exception was Nursing 232. Students felt this course did not promote advanced knowledge of physical assessment</p>	<p>Rigor of this course needs to be reviewed</p> <p>Consider changing faculty</p>	Content and formatting of this course to be reviewed and revised based on student feedback for Fall 2016
PLO #5: Integrates meaningful data from nursing computer, communication and information sciences to coordinate and improve care.	MSN Course/Exemplar: NURS 210 – IR table – Quantitative Literacy Value Rubric used to evaluate	Benchmark – 80% to meet level 3 on the Quantitative Literacy Value Rubric	Results pending
PLO #9: Demonstrates advanced depth and breadth of nursing and related sciences, and integrates this knowledge into practice	Oral Communication: MSN Exemplar – NURS 231 Presentations on newly approved drugs	Benchmark – 80% to meet level 3 on the Oral Communication Value Rubric	Results pending