

California State University, Fresno  
School of Nursing  
College of Health and Human Services  
Doctor of Nursing Practice  
Student Outcomes Assessment Plan  
(SOAP)

## **DESCRIPTION OF THE PROGRAM**

The purpose of the Doctor of Nursing Practice (DNP) is to prepare experts in specialized advanced nursing practice. The DNP program prepares graduates for leadership and clinical roles and to engage in evidence-based inquiry. Graduates may also serve as clinical faculty in postsecondary nursing education programs. The curriculum is based on the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) and meets all requirements for national accreditation. The program is designed for working professionals with the majority of coursework provided via distance modalities. The DNP program is cohort-based and designed to be completed in five semesters (fall, spring, summer, fall, spring) which is more than 2 years of full-time study consisting of 37 doctoral units and a culminating doctoral project.

## **DNP PROGRAM FOR MASTER'S PREPARED NURSES WITH ADVANCED PRACTICE SPECIALTIES**

Profound and unprecedented change in healthcare created a need for knowledgeable, innovative clinicians and nurse leaders. Career opportunities for nurses with 21<sup>st</sup> century leadership skills have never been greater. The DNP program is designed to prepare students to assume leadership and clinician roles within the emerging healthcare delivery system.

The program prepares the graduate for advanced nursing practice, defined by AACN (2004) as *any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and healthcare organizations, and the development and implementation of health policy.*

The program of study includes instruction and practicum courses that link the expansion of scientific knowledge with a focus on practice that is innovative and evidence-based across a variety of settings relevant to the specialty. Practicum experiences are developed to assure that they are consistent with each individual's career path and specialty competencies.

## **DNP PROGRAM MISSION**

The mission of the DNP program is to prepare promising nursing leaders, advanced practice clinicians, and nursing faculty with high leadership potential to examine (critically) current healthcare practices and policies from a broad theoretical and

practical perspective; and to formulate clinical, administrative, and instructionally effective leadership approaches that can improve the quality of healthcare throughout the state.

## **DNP LEADERSHIP TEAM**

The DNP Executive Leadership Team (DNP ELT) consists of the Chair of the Schools of Nursing at Fresno State and SJSU, the DNP Directors and Coordinators at both campuses. The DNP Graduate Committee at each campus consists of the DNP executive leadership team, faculty teaching in the DNP program at that campus and adjunct faculty from other universities who teach within the program.

## **THE 10 DNP PROGRAM OUTCOMES (GOALS) INCORPORATE THE FRESNO STATES FIVE CORE COMPETENCIES**

The goal of the Doctor of Nursing Practice program is to prepare nurses for advanced practice roles, as clinical scholars, and health policy leaders.

Program learning outcomes have been identified as preparing graduates to:

1. Provide safe, effective, and efficient care within the scope of advanced nursing practice.
2. Develop effective strategies to ensure the safety of patients and populations.
3. Critically analyze literature and develop best practices.
4. Translate research into clinical practice.
5. Measure patient outcomes.
6. Design, implement, and evaluate quality improvement measures.
7. Analyze the cost-effectiveness of practice initiatives.
8. Evaluate information systems and patient care technology.
9. Influence healthcare policy, educate others about health disparities, and advocate for social justice.
10. Demonstrate leadership skills to ensure patient outcomes, enhance communication, and create change in healthcare.

## **STUDENT LEARNING OUTCOMES**

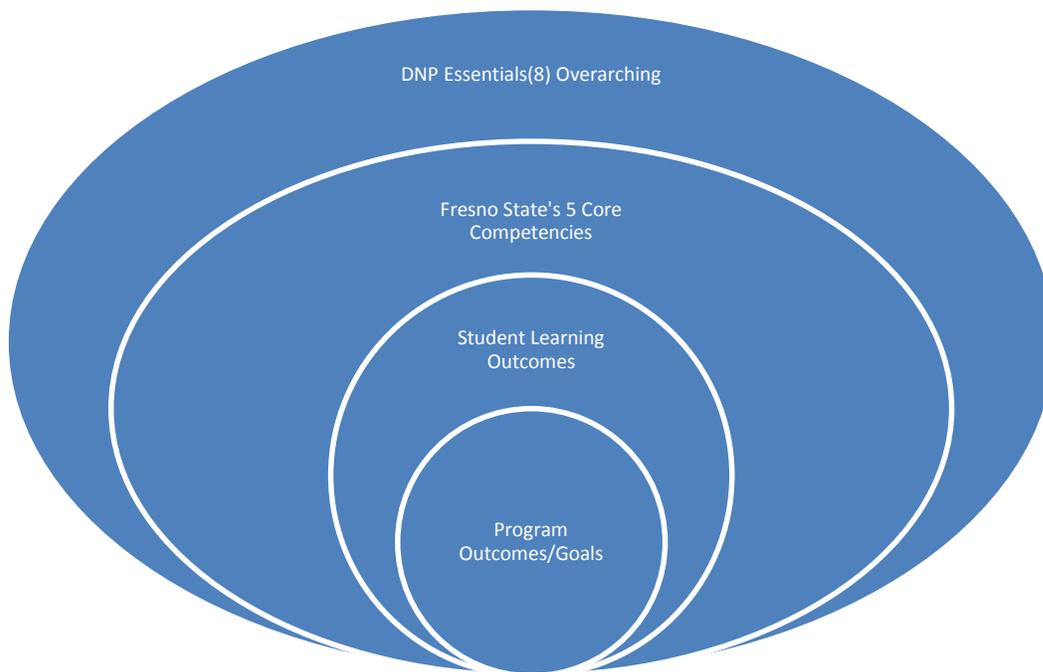
The above ten DNP culminating program outcomes (goals) are taken directly from the American Association of Colleges of Nursing's *Essentials of Doctoral Education for Advanced Nursing Practice* (2006). There are eight (8) overarching Doctoral Education Essentials and they are the foundation that unite all individual student learning outcomes for each DNP course and culminating program outcomes (goals); in addition the five (5) Fresno State's Core Competencies (Critical Thinking, Information Literacy, Quantitative Reasoning, Written, and Oral Communication) are mirrored in the eight DNP Essentials and ten culminating program outcomes (goals).

Thus all student learning outcomes are based on the DNP Essentials. To ensure clear delineation between the DNP Essentials (the bases of all outcomes), each course syllabus lists the associated DNP Essentials and specific outcomes formulated from those Essentials.

The underlying assessment methodology of student learning outcomes are aligned with the outcomes for each course and based on the AACN's eight Essentials of DNP programs. Therefore all SLO's are reported via the benchmark of meeting the eight DNP Essentials. Each course syllabus provides specific grading criteria and evaluation rubrics. For a table of how the DNP program's culminating outcomes (goals) are linked with *The Essentials* and how those outcomes are mirrored in the five (5) Fresno State's Core Competencies (Critical Thinking, Information Literacy, Quantitative Reasoning, Written, and Oral Communication), please see Table 2 page 23 of this document.

A visual representation of the relationship between the Essentials, Fresno State's core Competencies, SLO's, and Program Outcomes is provided below (Figure 1).

**Figure 1**



The Essentials (Appendix A) provides the foundation of our SLO's. The matrix of the detailed DNP Essentials (SLO) with corresponding courses is presented in Appendix B.

On the following page, a matrix representation of the eight overarching DNP Essentials is provided; along with the courses that introduce, reinforce, and advance them (Figure 2).

**Figure 2  
Overarching Essentials Matrix by core courses**

Overarching Essential	California State University Northern California Consortium DNP Program Courses														
	Diversity	Theories	Biostatistics	Leadership	Technology	Evidence Based Practice	Health Policy	Epidemiology	Reflective Practice 1	Reflective Practice 2	Curriculum	Financial	Evaluation	Application	Doctoral Project
I: Scientific Underpinnings		I	R			A		A	A	A					A
II. Org. & Systems Ldrshp.	I	R		A			A		A	A		A			A
III. EBP		I	R			A		A							
IV. Technology					I						A				
V. Health Policy	I						A					A			
VI. Interprof.Collaboration				I	R		A							A	A
VII. Population Health	I	R	R			A	A	A	A	A					A
VIII. Adv. Nsg. Practice		I		R	A		A	A	A	A	A	A	A		A

Key:  
 I = Introduces  
 R = Reinforces  
 A = Advanced

Within the next section of this comprehensive assessment plan, a description of assessment methods will be presented. Included will be a plan for evaluation of individual learning outcomes (direct measures) by course and activity. The Essential (SLO) associated with that learning outcome and measurement tool is included.

## ASSESSMENT METHODS

### Direct Measures (Individual Learning Outcomes)

A number of direct measures of student learning will be integrated into coursework to assess student learning, including:

1. Progression in Courses:
  - Discussion Boards
  - Clinical Exemplars
  - Student Presentations
  - Student Critiques
  - Student Papers
  - Policy briefs and analyses
  - Case Studies
  - Examinations
  - Group and Individual Projects
  - Individual Course Grades
2. Online log (e-Logs): Progression of completed documented practicum hours.
3. Student portfolio: In addition, each student will develop a portfolio that serves as a repository for evidence of completing program learning outcomes. One project in the portfolio may illustrate the completion of multiple, required outcomes. Students identify at the beginning of the project the outcomes met via identifying the Essential that it falls within. Review of this portfolio is conducted by DNP Executive Leadership Team at the end of the first academic year during the Qualifying Assessment (QA). DNP Executive Leadership Team will review the portfolio again prior to graduation. The portfolio is electronically held on the learning management system. Its organization is based on the eight DNP Essentials which coincide with the DNP Outcomes.
4. National certifying examination. If not previously certified; completed by 5<sup>th</sup> semester in the program. Assessed at end of second semester and beginning of fifth semester.
5. Qualifying Assessment: Successful course progression, portfolio submissions, and practicum hours.
6. Doctoral project: Progress noted Proposal 3<sup>rd</sup>, Implementation 4<sup>th</sup>, and Analysis 5<sup>th</sup> semesters.

These activities are designed to be evaluated using appropriate tools depending on the activity such as rubrics, peer review, performance tools, checklists, and testing. These activities, while addressing student learning activities, ultimately reflect culminating DNP program outcomes.

Table 1 provides a visualization of SLO's (based on Essentials) linked with the activity for assessment and the Essential associated with that SLO. It is presented by course.

**Table 1**  
**Student Learning Outcomes Linked with Assessment Strategies, DNP Essentials**

<i>Course</i>	<i>Learning Outcomes - What</i>	<i>Activity that meets outcome - How</i>
<b>NURS 574</b> <b>Diversity</b>  <b>Essential(s)</b> <b>II, IV, VII</b>	Examine social and economic disparities as determinants of health among individuals and populations.	1. Student led online seminar on diversity awareness 2. Weekly journal 3. Barriers to Care paper 4. Group case study 5. Discussion board
	Analyze the role of medical bureaucracies and other social institutions in the health of populations.	1. Student led online seminar on diversity awareness 2. Weekly journal 3. Discussion board
	Analyze current theory and research on selected health problems affecting specific populations.	1. Barriers to Care paper 2. Group case study 3. Discussion board
	Analyze issues in international health and the effect of movement of populations.	1. Barriers to Care paper 2. Discussion board
	Analyze health issues related to adaptation of populations to migration and settlement.	1. Discussion board
	Analyze the relationship of social capital to the development of healthful environments.	1. Student led online seminar on diversity awareness 2. Weekly journal 3. Barriers to Care paper 4. Group case study 5. Discussion board

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome - How</b>
<b>NURS 575 Healthcare Theories  Essential(s) I, II, III,VII,VIII</b>	Analyze the utility of current theoretical approaches to advanced nursing practice.	1. Clinical exemplars 2. Theoretical Model Presentations 3. Discussion board
	Analyze the utility of current educational theories to nursing education.	1. Theoretical Model Presentations 2. Discussion board
	Design a theoretical approach applicable to advanced nursing practice or education.	1. Clinical exemplars 2. Discussion board
	Critically evaluate the relevance and utility of this theoretical approach to guide advanced nursing practice.	1. Clinical exemplars 2. Theoretical Model Presentations 3. Discussion board

<b>Course</b>	<b>Learning Outcome - What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 576</b> <b>Biostatistics</b>  <b>Essential(s)</b> <b>I, III, VII</b>	Analyze biostatistical and other scientific methodologies related to the health of individuals, aggregates, and populations.	1. Presentation – Evaluation of Healthcare Delivery 2. Analysis of biostatistical and other methodologies assignment 3. Analysis of Processes to evaluate outcomes assignment 4. Dataset Project 5. Discussion board
	Analyze hypothesis tests encountered in biostatistical research.	1. Presentation – Evaluation of Healthcare Delivery 2. Analysis of biostatistical and other methodologies assignment 3. Analysis of Processes to evaluate outcomes assignment 4. Dataset Project 5. Discussion board
	Plan and gather biostatistical data on a healthcare topic and create a dataset.	1. Presentation – Evaluation of Healthcare Delivery Programs 2. Dataset Project 3. Discussion board
	Analyze this dataset using basic and advanced statistical methods.	1. Dataset Project 2. Discussion board
	Synthesize the results of this analysis in a clear, concise manner.	1. Paper 1: Analysis of biostatistical and other methodologies 2. Paper 2: Analysis of Processes to Evaluate Outcomes 3. Discussion board

<b>Course</b>	<b>Learning Outcome – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 583 Leadership Essential(s) II, V, VIII</b>	Create a personal leadership profile based on leadership theories.	1. Complete a personal/organizational vision paper
	Create a plan for development and improvement of leadership skills.	1. Complete a personal/organizational vision paper
	Formulate an organization vision based on the DNP leadership role.	1. Complete a personal/organizational vision paper
	Analyze the effect of leadership on workplace culture.	1. Complete a leadership critique 2. Leadership presentation
	Apply evidence based leadership strategies that improve outcomes in nursing and healthcare agencies.	1. Participate in discussion board
	Analyze the cost-effectiveness of quality care initiatives considering risks and improvement of outcomes.	1. Quality improvement project 2. Leadership presentation
	Critically appraise the literature to determine negotiation strategies and methods for conflict resolution.	1. Participate in discussion board
	Employ effective communication to generate change in healthcare delivery systems.	1. Quality improvement project 2. Leadership presentation
	Evaluate leadership of healthcare policy that determines the financing, regulation, and delivery of healthcare.	1. Complete a leadership critique 2. Participate in discussion boards
	Analyze the role of nursing in healthcare leadership.	1. Complete a leadership critique 2. Participate in discussion boards

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 584 Technology</b>	Recognize and evaluate the applications of nursing informatics in healthcare systems.	1. Paper based on DNP project 2. Discussion board
<b>Essential(s) IV, VI, VII</b>	Use information technology and research methods appropriately.	1. Critical analysis of the impact of IT on practice 2. Discussion board
	Analyze and communicate critical elements necessary to the selection, use and evaluation of healthcare information systems and patient care technology.	1. Using Technology in the Healthcare Setting 2. Critical analysis of the impact of IT on practice 3. Paper based on DNP project 4. Discussion board
	Provide students with the knowledge and skills to retrieve, manage and generate data relevant to evidence-based practice.	1. Using Technology in the Healthcare Setting 2. Discussion board
	Utilize technology to evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.	1. Critical analysis of the impact of IT on practice 2. Paper based on DNP project 3. Discussion board

<b>Course</b>	<b>Learning Outcome – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 585 EBP  Essential(s) I, III, VII</b>	Analyze the foundations of evidence based practice related to its influence and trends in healthcare.	1. Program evaluation 2. Discussion board
	Utilize decision making skills through evidence based practice by analyzing issues that surround the provision of services, treatment, and care.	1. Meta-analysis evaluation 2. Penn State Tutorial 3. Discussion board
	Analyze evidence that affects the activities of organizations, both internally and externally.	1. Meta-analysis evaluation 2. IOWA appraisal tool critique 3. CASP Appraisal tool critique 4. Discussion board
	Apply program evaluation methods to healthcare delivery mechanisms.	1. Program evaluation 2. Discussion board

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 586</b> <b>Health Policy</b>  <b>Essential(s)</b> <b>II,V,VI, VII, VIII</b>	Analyze current healthcare policies including the economic, political, social and historical forces that played a role in shaping these policies.	1. Policy brief 2. Discussion board
	Demonstrate the ability to assume the role of advocate for healthcare policies that include social justice, equity and ethical principles.	1. Policy brief 2. Discussion board
	Formulate a strategic plan to influence policy makers through active participation on committees, boards, and/or task forces at institutional levels (local, state, regional, national, and/or international levels) to improve healthcare delivery and outcomes.	1. Policy brief 2. Discussion board
	Develop and evaluate healthcare delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical healthcare professions including organizational, political, and economic documentation.	1. Policy brief 2. Discussion board
	Analyze and evaluate past, present and emerging trends affecting health policy development in a global society including, but not limited to, the use of technology and social media for emerging trends that promote improvement in patient care outcomes and nursing practice in general.	1. Policy brief 2. Discussion board

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 587 Epidemiology Essential(s)</b>	Demonstrate the ability to critically evaluate the application of epidemiological studies to evidence-based practice including an understanding of the relationship between risk factors and disease/mortality rates in diverse populations.	1. Case study: Salmonella in the Caribbean 2. Case study 2: Typhoid in Tajkistan
<b>I, II, VII, VIII</b>	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.	1. Pharyngitis in Louisiana 2. Epidemiology Study Critique
	Apply the biophysical, biostatistical and social science disciplines to the field of epidemiology in order to better understand proximate and distal risk factors for various populations, as well as enhance the level of nursing practice.	1. Case study: Salmonella in the Caribbean
	Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	1. Case study 2: Typhoid in Tajkistan
	Utilize and apply epidemiology for evaluating health services and screening programs, as well as the efficacy of prevention, intervention and therapeutic practices.	1. Case study: Salmonella in the Caribbean 2. Pharyngitis in Louisiana

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 591 Curriculum Development</b>	Analyze the historical perspective of the nursing faculty role and the philosophical foundations of curriculum including application of educational principles and learning theory to curriculum development and design.	1. Philosophy of Education Paper
<b>Essential(s) I, II, VII, VIII</b>	Formulate a critical analysis and perspective on contemporary issues impacting the development of a nursing curriculum.	1. Philosophy of Education Paper 2. Discussion board
	Formulate a personal philosophy of education and synthesize knowledge of curriculum frameworks when conceptualizing the organization of content, values, beliefs, and practice skills in nursing curriculum.	1. Philosophy of Education Paper 2. Development of a curriculum unit 3. Discussion board
	Analyze the impact of external and internal influences on curricular components.	1. Group project 2. Development of a curriculum unit 3. Discussion board
	Evaluate teaching-learning strategies for diverse learners in various settings.	1. Literature critique 2. Discussion board
	Analyze the effectiveness of curriculum and program outcome measures.	1. Development of a curriculum unit 2. Discussion board
	Select learning outcomes and experiences that will achieve curriculum outcomes, including appropriateness of instructional methods for a learner with a variety of learning needs, service learning activities that develop values and social responsibility, and learning activities that are reflective of critical thinking, active learning, and lifelong learning essential to the professional nursing role.	1. Literature critique 2. Discussion board

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 592 Evaluation in Education</b>	Formulate a critical analysis and perspective on contemporary issues impacting program evaluation in nursing.	1. Literature critique 2. Discussion board
<b>Essential(s) VIII</b>	Analyze the impact of external accrediting agencies' requirements on program evaluation.	1. Group project 2. Discussion board
	Discuss types of assessment including the following: <ul style="list-style-type: none"> <li>•Compare and contrast the characteristics of criterion referenced and norm referenced tests.</li> <li>•Analyze the impact of concepts of reliability and validity on assessment measures.</li> <li>•Implement a systematic approach to test development.</li> <li>•Compare and contrast the advantages and disadvantages of the following assessment types: multiple-choice, true/false, essay, and short answer responses.</li> <li>•Distinguish formative from summative assessments.</li> </ul>	1. Group project 2. Discussion board
	Analyze the literature on assessment of critical thinking in nursing.	1. Literature critique 2. Discussion board
	Analyze the relationship between instructional objectives and learning outcomes.	1. Group project 2. Discussion board
	Evaluate the utilization and appropriateness of performance based testing.	1. Group project 2. Discussion board
	Analyze the impact of evaluation measures on curriculum, learning outcomes and program outcomes.	1. Literature critique 2. Discussion board

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 593 Financial Aspects</b>	Discuss key components of healthcare economics, including: 1) Stakeholders in the financial environment, 2) Payment systems, and 3) Economic evaluation and costing for decision making.	1. Business plan paper 2. Presentation 3. Discussion board
<b>Essential(s) II, V, VIII</b>	Demonstrate management skills of projects and practices including: 1) Preparing and monitoring budgets, 2) Creating a project plan applying budget principles, 3) Assessing organizational structure and placement of project.	1. Presentation 2. Discussion board
	Employ principles of business, finance, and economics to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery including the use of conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.	1. Business plan paper 2. Discussion board

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 594 Application Of EBT Teaching</b>	Use evidenced based teaching-learning principles in the development of a course, curriculum unit, or clinical unit of instruction.	1. Discussion board 2. Faculty teaching evaluation
<b>Essential(s) I, II, VII, VIII</b>	Develop goals, learning outcomes, and assessment methods that are clearly linked to the program’s goals, and accreditation standards.	1. Development of a curriculum unit 2. Discussion board 3. Faculty teaching evaluation
	Apply a variety of teaching and learning strategies that are appropriate to the learner’s needs and teaching environment.	1. Development of a curriculum unit 2. Discussion board
	Create, implement, and evaluate a grading rubric for the assessment of student learning.	1. Development of a curriculum unit 2. Discussion board
	Plan, facilitate and evaluate classroom, simulation, or clinical instruction.	1. Development of a curriculum unit 2. Discussion board
	Provide positive, constructive oral and written feedback based on observation of others’ teaching.	1. Development of a curriculum unit 2. Discussion board 3. Preceptor evaluation 4. Faculty teaching evaluation
	Reflect on and self-evaluate teaching in order to improve skills as a lecturer or clinical instructor then use feedback to develop a plan for improvement.	1. Discussion board 2. Preceptor evaluation 3. Faculty teaching evaluation

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 595 Translating Evidence I</b>	Analyze the relationship of clinical practice, theory, and research.	1. Log book discussion activity 2. Project proposal paper
<b>Essential(s) I-VIII</b>	Critically analyze the literature in order to gain an understanding of evidence based practice.	1. Project proposal paper
	Develop rationale to support need for selected project.	1. Project proposal paper
	Discuss resources for establishing a collaborative project team and apply evidence-based guidelines to practice setting.	1. Project proposal paper
	Develop evidence-based clinical practice project.	1. Project proposal paper
	Identify and recruit members for the project committee.	1. Project proposal paper
	Employ outcomes and evidence based models and theories in the design of a clinical project.	1. Project proposal paper
	Formulate an evidence based project that has systems level impact for the improvement of health outcomes.	1. Project proposal paper
	Apply DNP competencies in obtaining IRB and Project Committee approval for the evidence based project.	1. Log book discussion activity 2. Project proposal paper
<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 596 Translating Evidence II</b>	Utilize appropriate research methodologies in the translation of research.	1. Project implementation paper 2. Discussion board
<b>Essential(s) I-VIII</b>	Implement a program evaluation mechanism that measures the productivity of the organization in the provision of quality care.	1. Program evaluation paper 2. Discussion board
	Implement a practice-based project to improve health outcomes that will have an impact at the systems level.	1. Project implementation paper 2. Discussion board

	Demonstrate DNP competencies while practicing in an advanced practice role.	1. Log book discussion activity 2. Discussion board
	Apply evidence-based leadership strategies that lead to positive outcomes in a healthcare agency.	1. Project implementation paper 2. Discussion board
	Analyze the healthcare organization, including its culture, finances, human resources, and systems as they relate to patient care, system improvement, and clinical outcomes.	1. Project implementation paper 2. Discussion board
<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 597 Doctoral Project</b>	Utilize appropriate research methodologies in the translation of research.	1. Project implementation paper 2. Discussion board
<b>Essential(s) I-VIII</b>	Implement a program evaluation mechanism that measures the productivity of the organization in the provision of quality care.	1. Program evaluation paper 2. Discussion board

<b>Course</b>	<b>Learning Outcomes – What</b>	<b>Activity that meets outcome – How</b>
<b>NURS 295 Practicum Essential(s) I-VIII</b>	<ol style="list-style-type: none"> <li>1. Prepare DNP students to function effectively in the synthesis and application of clinical research.</li> <li>2. Prepare DNP students to develop and maintain effective communication and partnerships with patients and other professionals to facilitate optimal outcomes.</li> <li>3. Demonstrate advanced levels of critical and systems thinking to improve outcomes.</li> </ol>	Complete required academically supervised clinical hours and log activities into E-logs in a timely manner.

Within the next section of this comprehensive assessment plan, the description of assessment methods will continue. Included will be a list and description of plan for evaluation of aggregate learning outcomes (indirect measures) and a summary of evaluations for culminating Program Outcomes.

## **ASSESSMENT METHODS**

### **Indirect Measures (Aggregate Student Learning Outcomes)**

1. Course Evaluation by student
2. Peer Review by associated tenure or tenure track faculty
3. Student rating of instruction (IDEA)
4. Faculty Satisfaction/course evaluation (CESAP)
5. Exit evaluation
6. An employer survey
7. An alumni survey
8. Data on student:
  - a. Retention
  - b. Progression
  - c. Graduation rates

### **Description of Assessment Methods: Indirect Measures (Aggregate Learning Outcomes)**

1. Course evaluations by students will be completed for each course at the completion of each semester of the program. Evaluations will be distributed electronically and tabulated by program staff. Results will be reviewed by the DNP Executive Leadership Team and changes made as indicated.
2. Peer review of each instructor will be completed for each course at the completion of each semester of the program. The peer reviews will be performed by DNP ELT team member. Results will be reviewed by School Chair of Nursing and by the Dean of the College of Health and Human Services (CHHS) at Fresno State and adjustments of faculty effectiveness will be adjusted accordingly.
3. Student rating of instruction effectiveness (IDEA). Fresno State's instruction effectiveness procedures will be adhered to. Currently, at the completion of each course, students complete (online) an instruction effectiveness survey. The results of these surveys are tabulated and provided to faculty to assess their effectiveness. Results are housed in the Fresno State College of Health and Human Services Dean's office in the faculty action file and the DNP ELT does not have access to them.
4. Faculty satisfaction and course evaluation will be assessed following each course completion. The tool used for the survey will be the Course Evaluation Summary and Action Plan (CESAP). The form will be completed by each faculty member and forwarded to

the coordinators of both campuses. The two coordinators will share the reports with the DNP Executive Leadership Team and ultimately the DNP Graduate Committee on both campuses. Suggestions for adjustments in courses will be documented in meeting minutes and shared accordingly by the directors of the DNP program on each campus. Both verbal and written communication with current faculty teaching courses will be accomplished by the directors of the program.

5. An exit evaluation will be conducted at the end of each academic year (the first was completed in May 2014) and distributed electronically to new graduates to assess the extent to which they believe the program met the stated program goals. In addition, the survey will glean information regarding current employment and if the completion of the DNP program changed that employment. The survey will be distributed, collected, and analyzed by the program staff. Results will be reviewed by the DNP Executive Leadership Team, and changes made as indicated.
6. An employer survey will be distributed at the end of each academic year (the first will be June 2015). The survey will collect data from employers of doctoral program graduates that assess the degree to which the program prepared the graduates to be faculty or advanced practice clinicians and leaders. The survey will be distributed, collected, and analyzed by the program staff. Results will be reviewed by the DNP Executive Leadership Team, and changes made as indicated.
7. An alumni survey will be distributed electronically to all students one year post graduation. The survey will collect data relevant to the graduate's employer and job responsibilities and collects other evaluative information relative to the DNP program. The survey will be distributed, collected, and analyzed by the program staff. Results will be reviewed by the DNP Executive Leadership Team, and changes made as indicated (the first survey will be distributed Spring 2015).
8. Data on student retention, progression, and graduation rates will be collected by program staff and reviewed by the DNP Executive Leadership Team.

### **Summary Evaluations for Culminating Program Outcomes**

#### **Timeline for Implementation of both direct and indirect assessment methods**

The evaluation of the program will begin at the end of the first semester. The annual assessment process for the first year includes the information gathered for the

California State Legislature (Appendix C), an assessment of the curriculum, a review of student work linking student learning outcomes to activities and grades, a review of student and faculty satisfaction, and a review of the student portfolio demonstrating progress toward student learning outcomes.

Table 2 offers an articulation between Program Outcomes/Goals, Fresno State's Core Competencies, and SLO's. Table 3, page 25, provides a link between Program Outcomes and direct/indirect assessment methods. Table 4, pages 26-27, provides a representation of culminating Program Outcomes, including timeline and benchmarks.

Table 2  
Articulation between Program Outcomes and SLO's (Direct Measures)

<b>Program Outcomes</b>	<b>Fresno State's Core Competencies</b>	<b>SLO/Detailed Essentials</b>
1. To Provide safe, effective, and efficient care within the scope of advanced nursing practice	Critical Thinking Oral Communication	1.1, 2.1, 2.3, 7.2, 8.1, 8.3
2. To develop effective strategies to ensure the safety of patients and populations	Information Literacy Oral Communication Written Communication	2.2, 3.4, 7.2, 7.3, 8.2, 8.6
3. To critically analyze literature and develop best practices	Critical Thinking Information Literacy Quantitative Reasoning	1.3, 3. 1, 7.2
4. To translate research into clinical practice	Critical Thinking Information Literacy Quantitative Reasoning Written Communication	1.2, 2.3, 3.5, 3.6, 3.7, 7.1
5. To measure patient outcomes	Quantitative Reasoning Written Communication	1.2, 2.2, 3.2, 3.5, 3.7, 4.1, 5.3, 5.4, 8.3, 8.4
6. To design, implement, and evaluate quality improvement measures	Information Literacy Quantitative Reasoning Written Communication	2.2, 3.3, 4.1, 8.4, 8.6
7. To analyze the cost-effectiveness of practice initiatives	Critical Thinking Quantitative Reasoning	2.2, 5.6, 7.3, 8.6
8. To evaluate information systems and patient care technology.	Critical Thinking Information Literacy Quantitative Reasoning	3.5, 4.1, 4.2, 4.3
9. To influence health care policy, educate others about health disparities, and advocate for social justice	Oral Communication Quantitative Reasoning Written Communication	3.6, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
10. To demonstrate leadership skills to ensure patient outcomes, enhance communication, and create change in healthcare.	Oral Communication Quantitative Reasoning Written Communication	3.7, 4.4, 5.6, 6.1, 6.2, 6.3, 8.5, 8.6

## **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting**

Annually the DNP Executive Leadership Team will share the results of all assessment activities with the DNP Graduate Committee at each campus. All direct measures will be included as needed.

Indirect Measures:

1. Course Evaluation by student
2. Peer Review by associated tenure or tenure track faculty
3. Student rating of instruction (IDEA)
4. Faculty Satisfaction/course evaluation (CESAP)
5. Exit evaluation
6. An employer survey
7. An alumni survey
8. Data on student:
  - a. Retention
  - b. Progression
  - c. Graduation rates

The DNP Executive Leadership Team consists of the Chair of the Schools of Nursing at Fresno State and SJSU and the DNP Directors and Coordinators at both campuses. The DNP Graduate Committee at each campus consists of the DNP executive leadership team, faculty teaching in the DNP program at that campus and adjunct faculty from other universities who teach within the program.

Based on the outcomes of the assessment activities, recommendations for improvement by the DNP Graduate Committee will be made. Changes will be completed by the appropriate member of the DNP Graduate Committee. Supervision of change completion will be supervised by the DNP directors from both campuses.

## **Annual assessment aspects of process and corresponding component of evaluation**

### **Assessment of Curriculum:**

- Yearly review and approval by DNP Executive Leadership Team & DNP Graduate Committee
- Evaluation of course content effectiveness by students
- Evaluation and revision of course and course syllabus as needed by DNP executive leadership and DNP Graduate Committee
- Evaluation of student portfolio content, specifically to evaluate that curriculum is meeting stated curricula program outcomes

### Review of Student work: (Direct Measures)

- Satisfactory completion of assignments in all DNP Nursing courses
- Satisfactory GPA, evaluated at the end of each semester
- Pass Qualifying Assessment (QA), at the end of the first academic year
- Successful progression of DNP Project
- Progression of completed documented practicum hours, at the end of each semester (NURS 295)

### Student Satisfaction:

- Administration of standardized departmental course evaluations
- Administration of standardized university instruction effectiveness (IDEA)

### Faculty Satisfaction & Feedback:

- All participating DNP faculty are a part of the DNP Graduate Committee and discussion of progress and satisfaction will be an agenda item at those meetings.
- The CESAP forms will be used to assess faculty satisfaction with course, program, and will provide a written format for feedback to the DNP Graduate Committee.
- If it is determined that, upon completion of the CESAP that there is not sufficient faculty satisfaction, or if sensitive issues emerge that cannot be covered in DNP Graduate Committee meetings, private meetings will be held with faculty by the DNP Executive Leadership Team.

Table 3  
Matrix of Program Outcomes and Assessment Method

Program Outcomes	Course Evaluation	DNP Project	Exit Evaluation	Employer Survey	Alumni Survey	Portfolio	E-Logs
Outcome 1			X	X	X		X
Outcome 2	X	X	X	X	X	X	X
Outcome 3	X	X	X			X	X
Outcome 4		X	X	X	X	X	X
Outcome 5	X	X	X	X	X	X	X
Outcome 6		X	X			X	X
Outcome 7	X	X	X			X	X
Outcome 8	X	X	X	X	X	X	X
Outcome 9		X	X	X	X	X	X
Outcome 10	X	X	X	X	X	X	X

**Table 4**  
**OUTCOMES MATRIX**  
**COMPREHENSIVE PROGRAM ASSESSMENT**

EVALUATION	METHOD	TIMEFRAME	BENCHMARK
<b>DIRECT ASSESSMENT</b> <b>Individual Student Learning Outcomes</b>	Student portfolio (e-Portfolio) National Certification Qualifying Assessment Doctoral project progress Online log books (e-Logs) Course Grades <ul style="list-style-type: none"> <li>• Discussion boards</li> <li>• Clinical exemplars</li> <li>• Student presentations</li> <li>• Student critiques</li> <li>• Student portfolio</li> <li>• Assignments</li> <li>• Case studies</li> <li>• Examinations</li> </ul>	Each Semester submissions completed (advisor to ensure) Advisor to ensure progression End of 2 <sup>nd</sup> semester (advisor to ensure) Documented 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> semester Each semester Practicum taken Each Semester	Submit 2 or more per Essential by graduation (100%) Prior to graduation, 5 <sup>th</sup> semester (100%) Must pass to progress in program (100%) Pass Oral Defense of Proposal end of 3 <sup>rd</sup> semester (100%) Pass Oral Defense of Project by mid 5 <sup>th</sup> semester (100%) Achieves 270 hours (Requirement will vary) Students must achieve a culminating GPA of a B to maintain placement in DNP program cohort.

EVALUATION	METHOD	TIMEFRAME	BENCHMARK
<b>INDIRECT ASSESSMENT</b> <b>Aggregate Student Learning Outcomes (Program)</b>	Course Evaluation by student  Peer Review of Faculty  Faculty Satisfaction/course evaluation (CESAP)  Exit evaluation Employer survey Alumni survey Retention percentages Progression rates Graduation rates: yearly and Aggregate	Each semester  Each semester  Each semester  June each academic year (first one 2014) June each academic year (first one 2015) June each academic year (first one 2015) Each semester June each academic year (first one 2013)  June each academic year (first one 2014)	80% of responses average 3.0 (lowest 1.0 to highest 5.0) Faculty reviewed once/course  100% reviewed  80% of responses average 3.0 80% of responses average 3.0 80% of responses average 3.0 90% 90% 90%
<b>CLOSING THE LOOP</b> <b>DNP Executive Leadership Team reports to DNP Graduate Committee</b>  <b>DNP Graduate Committee reports to DNP Executive Leadership Team to assure appropriate modifications are completed.</b>	Review course grades, e-portfolio, elogs, national certification progression  Pass Qualifying Assessment  Review of successful progression of project, Student evaluation of courses, Instructor's CESAP's,  Exit, Employer, Alumni surveys Rates: Retention, Progression, Graduation	First DNP meeting of the semester  Last DNP meeting of Spring semester  First DNP meeting of semester  First DNP meeting fall semester	

## **Appendix A**

### **STUDENT LEARNING OUTCOMES FOUNDATION**

American Association of Colleges of Nursing  
Essentials of Doctoral Nursing Education  
Comprehensive Description

# Student Learning Outcomes Foundation

## American Association of Colleges of Nursing Essential of Doctoral Nursing Education Comprehensive Description

The primary Student Learning Outcomes are taken directly from the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006).

The eight overarching essentials form the core concepts for the DNP program and are threaded throughout the coursework.

### **Essential 1 ~\_Scientific Underpinnings for Practice**

- 1.1 Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
- 1.2. Use science-based theories and concepts to:
  - determine the nature and significance of health and health care delivery phenomena;
  - describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.
- 1.3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines

### **Essential 2 ~\_Organizational and Systems Leadership for Quality Improvement & Systems Thinking**

- 2.1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
- 2.2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
  - a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
  - b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
  - c. Develop and/or monitor budgets for practice initiatives.
  - d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
  - e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
- 2.3. Develop and/or evaluate effective strategies for managing the ethical dilemmas

inherent in patient care, the health care organization, and research.

### **Essential 3 ~ *Clinical Scholarship and Analytical Methods for Evidence-Based Practice***

- 3.1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
- 3.2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
- 3.3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
- 3.4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
- 3.5. Use information technology and research methods appropriately to:
  - collect appropriate and accurate data to generate evidence for nursing practice
  - inform and guide the design of databases that generate meaningful evidence for nursing practice
  - analyze data from practice
  - design evidence-based interventions
  - predict and analyze outcomes
  - examine patterns of behavior and outcomes
  - identify gaps in evidence for practice
- 3.6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
- 3.7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

### **Essential 4 ~ *Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care***

- 4.1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
- 4.2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
- 4.3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
- 4.4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
- 4.5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

### **Essential 5 ~ *Health Care Policy for Advocacy in Health Care***

- 5.1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
- 5.2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
- 5.3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
- 5.4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
- 5.5. Advocate for the nursing profession within the policy and healthcare communities.
- 5.6. Develop, evaluate, and provide leadership for health care policy that shapes healthcare financing, regulation, and delivery.
- 5.7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

### **Essential 6 ~ *Inter-professional Collaboration for Improving Patient and Population Health Outcomes***

- 6.1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
- 6.2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
- 6.3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

### **Essential 7 ~ *Clinical Prevention and Population Health for Improving the Nation's Health***

- 7.1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
- 7.2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
- 7.3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

## **Essential 8 ~ *Advanced Nursing Practice***

- 8.1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
- 8.2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
- 8.3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
- 8.4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
- 8.5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
- 8.6. Educate and guide individuals and groups through complex health and situational transitions.
- 8.7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

## **Appendix B**

# **DNP ESSENTIALS (SLO) WITH CORRESPONDING COURSES MATRIX**

## DNP Essentials (SLO) with Corresponding Courses Matrix

ESSENTIAL I ~ Scientific Underpinnings for Practice	Course
<p>1.1 Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</p>	<p>NURS 575 NURS 576 NURS 585 NURS 587 NURS 595 NURS 295 NURS 596 NURS 597</p>
<p>1.2. Use science-based theories and concepts to:</p> <ul style="list-style-type: none"> <li>• Determine the nature and significance of health and health care delivery phenomena.</li> <li>• Describe the actions and advanced strategies to enhance, alleviate.</li> <li>• Ameliorate health and health care delivery phenomena as appropriate.</li> <li>• Evaluate outcomes.</li> </ul>	<p>NURS 576 NURS 585 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295</p>
<p>1.3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines</p>	<p>NURS 575 NURS 585 NURS 595 NURS 596 NURS 597 NURS 295</p>
ESSENTIAL II ~ Organizational and Systems Leadership for Quality Improvement & Systems Thinking	Course
<p>2.1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</p>	<p>NURS 574 NURS 576 NURS 586 NURS 593 NURS 295</p>
<p>2.2. Ensure accountability for quality of health care and patient safety for populations with whom they work. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care.</p>	<p>NURS 295 NURS 574 NURS 583 NURS 586 NURS 593</p>

<p>Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.</p> <p>Develop and/or monitor budgets for practice initiatives.</p> <p>Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.</p> <p>Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.</p>	
<p>2.3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</p>	<p>NURS 574 NURS 575 NURS 586 NURS 295</p>
<p><b>ESSENTIAL III ~ Clinical Scholarship and Analytical Methods for Evidence-based Practice</b></p>	<p><b>Course</b></p>
<p>3.1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</p>	<p>NURS 585 NURS 595 NURS 596 NURS 295</p>
<p>3.2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</p>	<p>NURS 576 NURS 583 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295</p>
<p>3.3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p>	<p>NURS 583 NURS 595 NURS 596 NURS 597 NURS 295</p>
<p>3.4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</p>	<p>NURS 575 NURS 583 NURS 585 NURS 587 NURS 295</p>
<p>3.5. Use information technology and research methods appropriately to:</p> <ul style="list-style-type: none"> <li>Collect appropriate and accurate data to generate evidence for</li> </ul>	<p>NURS 584 NURS 585 NURS 587</p>

<p>nursing practice.</p> <ul style="list-style-type: none"> <li>• Inform and guide the design of databases that generate meaningful evidence for nursing practice.</li> <li>• Analyze data from practice.</li> <li>• Design evidence-based interventions.</li> <li>• Predict and analyze outcomes.</li> <li>• Examine patterns of behavior and outcomes.</li> <li>• Identify gaps in evidence for practice.</li> </ul>	
3.6. Function as a practice specialist/consultant in collaborative knowledge-generating research.	NURS 595 NURS 596 NURS 597 NURS 295
3.7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes	NURS 595 NURS 596 NURS 597 NURS 295
<b>ESSENTIAL IV ~ Information Systems/Technology and Patient Care Technology for the Improvement &amp; Transformation of Healthcare</b>	<b>Course</b>
4.1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.	NURS 595 NURS 596 NURS 597 NURS 295
4.2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.	NURS 584 NURS 595 NURS 295
4.3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.	NURS 584 NURS 295
4.4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.	NURS 584 NURS 295
4.5 Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.	NURS 584 NURS 295

ESSENTIAL V ~ Health Care Policy for Advocacy in Healthcare	Course
5.1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.	NURS 586 NURS 295
5.2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.	NURS 586 NURS 295
5.3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.	NURS 586 NURS 295
5.4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.	NURS 586 NURS 295
5.5. Advocate for the nursing profession within the policy and healthcare communities.	NURS 586 NURS 295
5.6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.	NURS 586 NURS 593 NURS 295
5.7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.	
ESSENTIAL VI ~ Interprofessional Collaboration for Improving Patient & Population Health Outcomes	Course
6.1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.	NURS 583 NURS 595 NURS 596 NURS 597 NURS 295
6.2. Lead interprofessional teams in the analysis of complex practice and organizational issues.	NURS 583 NURS 584 NURS 586 NURS 295
6.3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.	NURS 583 NURS 584 NURS 586 NURS 295

ESSENTIAL VII ~ Clinical Prevention and Population Health for Improving the Nation's Health	
7.1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.	NURS 584 NURS 585 NURS 587 NURS 595 NURS 596 NURS 295
7.2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.	NURS 574 NURS 575 NURS 584 NURS 585 NURS 586 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
7.3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.	NURS 574 NURS 575 NURS 584 NURS 585 NURS 586 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
ESSENTIAL VIII ~ Advanced Nursing Practice	Course
8.1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.	NURS 575 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
8.2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.	NURS 575 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
8.3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other	NURS 583 NURS 586 NURS 595

professionals to facilitate optimal care and patient outcomes.	NURS 596 NURS 597 NURS 295
8.4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	NURS 583 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
8.5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.	NURS 583 NURS 591 NURS 592 NURS 594 NURS 595 NURS 596 NURS 597 NURS 295
8.6. Educate and guide individuals and groups through complex health and situational transitions.	NURS 583 NURS 586 NURS 295
8.7. Use conceptual and analytical skills in evaluating the links practice, organizational, population, fiscal, & policy issues.	NURS 583 NURS 586 NURS 587 NURS 593 NURS 595 NURS 596 NURS 295

## **Appendix C**

### **REQUIRED REPORTS TO STATE LEGISLATURE**

## Required reports to the state legislature

Performed yearly in June

AB 867 Program Evaluation Elements for Assessing Program Effectiveness

### Degree Production:

- Number of Students Enrolled
- Number of Degree Recipients (to be gathered 2014 and subsequently)
- Time to degree (to be gathered 2014 and subsequently)
- Attrition rate

### Employment Data:

- Job placement of graduates: institutions (to be gathered in 2014 and subsequently)
- Job placement of graduates: positions (to be gathered in 2014 and subsequently)

### Effects of Program Graduates:

- Faculty vacancy positions in California